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OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION



VOL. XXVII, NO. 4

JANUARY, 1948



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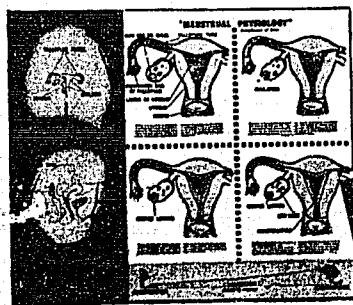
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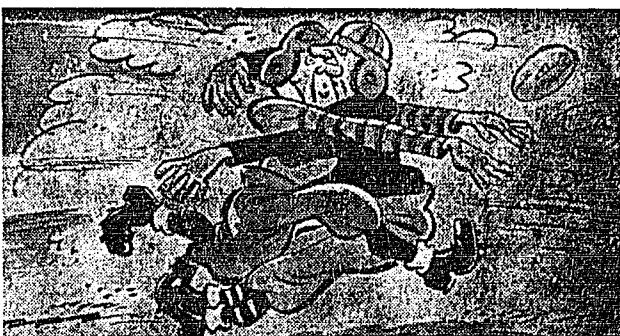
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In order that all teachers and members of the Federation do not have themselves involved beyond their ability to pay WE ARE INSTRUCTED to notify you and yours that the amendment to the Motor Vehicle Act is now known as the B. C. Safety Responsibility Law.

It provides, among other things, that any motor vehicle involved in an accident causing bodily injury to or death of any person or damage to property over \$25.00 will be impounded unless the driver of the motor vehicle is able to produce immediate evidence of financial responsibility.

•

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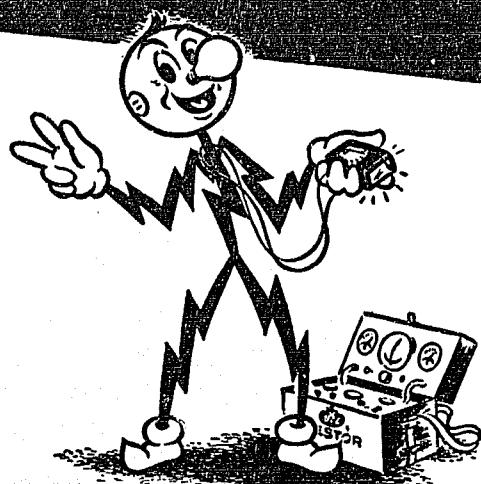
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JANUARY,

1948

the BC teacher

Official Organ of the British Columbia Teachers' Federation

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THE COVER PICTURE

Two busy little pupils of the Begbie School Annex, Vancouver, engaged in the healthful habit of keeping clean, are here photographed by Gordon Kilpatrick of the Visual Education Department of the Vancouver School Board. (See page 135).

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Editorial

TEACHER ACCOMMODATION

One factor exercising considerable influence on the obtaining and the retention of teachers in many school districts is the availability, or lack of it, of adequate housing accommodation. During recent years of general housing shortages this problem has been greatly aggravated. The situation has become generally so acute that applicants for teaching positions consider the availability of adequate living quarters almost as important as the receipt of satisfactory salaries.

Trustees and teachers alike have been forced to recognize the situation. Conditioned by the bitter experience of crowding a family into the most limited quarters or by the expensive experience of being forced to live in the local hotel,—we know of one case where a woman teacher had to pay \$110 per month for herself and young daughter for hotel accommodation and that on an annual salary of \$1500,—many teachers make the acceptance of a teaching position conditional upon the existence of suitable living accommodation. There have been cases, too, where the definition of "suitable accommodation" has been a point of conflict. Occasionally teachers have been misled as to the condition of accommodation available or have misunderstood the situation only to be most dissatisfied when arriving in their new school district. Such a condition leads to short term engagements. For this very reason several first year appointments were terminated in December last at the request of the teachers and with the consent of the School Boards concerned. Generally speaking teacher changes during the school year affect adversely pupil progress and should be avoided if at all possible. Thus, it is incumbent upon School Boards to provide a full and accurate description of available teacher accommodation and upon teacher applicants to be fully aware of such before accepting positions so that mid-term resignations will not be occasioned by this factor.

The honest efforts of School Boards are revealed in the nature of their advertisements for teachers. Many state the type of accommodation available or specify, "Accommodation for single teacher only". This procedure is to be commended, but it forcibly reveals that by limiting the position to certain types of teachers, dictated by accommodation, the choice of teacher must come from a narrower field.

Many Boards have made commendable efforts to alleviate the condition and already are reaping the harvest of their efforts. Outstanding in this regard is the Fraser Canyon School Board. This School District has four non-furnished teacherages, houses perhaps would provide a truer connotation, in Hope. Three of these are four-roomed cottages with modern plumbing and electricity. At Yale there is another four-roomed cottage with modern conveniences. Spuzzum has a partially furnished teacherage with running water while similar accommodation exists at Keeslers and at North Bend a five-roomed cottage is available. Plans for similar accommodation for the other school centres of the area exist thus making this School District a forerunner in the provision of teacher accommodation. Rents vary from \$15 to \$25 per month, dependent upon the type of teacherage.

Noticeable efforts have been made also in the Districts of Cowichan Lake, Prince George, Peace River, Slocan Lake and others, with most School Boards doing much to obtain for teachers suitable boarding accommodation.

One is impressed by the numerous forms of teacherage architecture. It varies from the wood-shed form of lean-to to the attractive cottage type. If the adage, "Variety is the spice of life", is applicable to this situation, then life in B. C. teacherages must be spicy indeed. Much can and has been said for and against standardization of school buildings, but here is a case where three or four approved plans would serve a useful purpose in setting a minimum

standard. The interior appointments should also be subject to some minimum requirements.

Consideration of the site is another important factor. Economy has often dictated that the teacherage would be adjacent to the school. However, some thought must be given to the type of individual who will be the tenant. Generally it will be a youthful graduate of Normal School or a young teacher with a city background of close proximity to neighbours—a factor magnified by the situation of an individual in a foreign environment—a city raised individual in a rural community. Frequently it is more important to consider the psychological effect of having the "home" of the teacher near some other residence rather than concentrating on the economic angle of making the teacherage part of the school building, sometimes fairly well removed from the homes of the area. This can be done while still preserving the privacy to which the teacher is entitled.

Of needed supplies, water and fuel loom most important. The necessity of a safe and adequate water supply can not be over emphasized. It is recognized that facilities may be somewhat limited, but there should not be even a single teacherage, or school, permitted to operate unless a satisfactory water supply is available. The fuel problem can be easily met by a little planning by the School Board as is already done in many cases. Should the policy be adopted of fixing the rent to include the cost of fuel, the School Board could obtain the fuel for the teacherage at the same time as it obtains the school fuel during the Summer months, thus assuring that it will be usable. Whereas if the teacher must purchase his own fuel, he is at the disadvantage of not knowing the dealers as well as the School Board does and of possibly having to accept wet, green fuel because of the lateness of the season.

Our concern is not with the teachers of the more populated centres. The various commercial agencies are at their disposal to assist in locating satisfactory housing. Nor are we making a special plea for teachers which would place them apart from the

general population in the search for living accommodation though we do emphasize that the teacher of the rural area occupies a somewhat unique position. He is practically the only individual called upon to take up residence in a one-roomed school district in pursuing his chosen vocation who can not look with some permanency upon his sojourn there. Most other residents in such a district have come through a far greater measure of choice than has the teacher. Few are the instances where such a district offers the encouragement to the teacher to warrant his permanent domicile thus making it unreasonable to expect him to purchase a dwelling. It, therefore, behooves the local School Board to give some consideration to the best method of meeting the situation. The assuming by the Board of the general responsibility for obtaining the best boarding accommodation possible is not expecting too much and the building of suitable teacherages wherever feasible would prove to be both a worthwhile and non-expensive investment as the existence of suitable accommodation would be an added inducement in obtaining teachers and there could be no objection to a reasonable rent being charged.

The whole problem of teacherages is one which requires careful thought and planning by a committee of competent, interested individuals representing the Department of Education, the B. C. Trustees' Association and the B. C. Teachers' Federation. The Federation hand of co-operation is hereby extended, ready and willing to serve at the first opportunity.



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THE B. C. TEACHER

B.C.T.F. NEWS

ANNUITIES TO COST MORE UNDER PENSIONS PLAN

As explained in a previous issue, the B.C. Teachers' Pensions Fund is on an actuarial basis. That is to say, sufficient money must be put into the scheme to take care of all liabilities being incurred from year to year. To ensure that the proper balance between assets and liabilities is always maintained there is provision for triennial examination of the fund by an actuary, a sort of specialized accountant.

The actuarial examination just completed showed that while the service pension fund was in a healthy condition, the annuity account was operating on a projected deficit of about \$500,000. Further, that if something were not done immediately, this deficit would gradually build up still higher as the years went on. In other words, it was shown that assets were not keeping pace with liabilities, due primarily to two factors, namely, interest returns at a lower rate than was expected reserves would earn which reduced the assets side of the ledger and improved mortality involving larger payments out of the fund which increased the debit side.

Two Alternatives Possible

Obviously, there are two alternative ways of dealing with a situation of this sort. To restore the balance of the fund, you can either put more money into it or cut down on payments out. The Actuary's recommendation was that new annuity tables, charging higher rates, be introduced thus reducing pensions to be paid out of the fund when due. Existing pensions would not, however, be affected. This recommendation, if carried out, would mean that teachers now in service would not receive on retirement the full annuity granted to them in the statement received last Fall from the Superannuation Commission.

After investigating the situation, the B.C.T.F. Pensions Committee favoured the first alternative, that of restoring the balance by putting more money into the Fund. Its recommendation was that the

first year's contributions of all future teachers be estreated and paid into the annuity account and that the revised tables prepared by the actuary be made applicable only to future contracts.

Changes Recommended

These recommendations were subsequently approved by both the Pensions Board and the B.C.T.F. Executive. The revised tables were made applicable to new contracts as at January 1, 1948, and teachers starting after August, 1948, will lose their first year's contributions.

The Pensions Committee's recommendation was based on the stand that the Teachers' Pensions Fund should be operated on the same principle followed by insurance companies. A teacher who elects to purchase an annuity at a certain quoted rate should be entitled to the full amount of annuity at retirement if he keeps up his payments. If circumstances make it necessary to change rates, the higher rates should apply only to new purchases. In future, thus, while the annuities now being bought are continued at the old rates, any teacher now in service who elects to increase his annuity will purchase the additional amount at the higher rate.

Proposals Fair to New Teachers

At first glance it might seem selfish that teachers now in service should want to impose what appears on the surface to be almost the full burden of dealing with the projected deficit on to new teachers. A little thought, however, shows that this arrangement is perfectly fair as borne out by the following facts:

(1) Those who were teaching prior to 1941 have already given up either a full year's or one-half year's contributions to the Fund.

(2) Those now in service have contributed 1 per cent of their salaries into the Fund since 1941 and will continue to make this contribution up to a maximum of 13 more years. Teachers entering the profession now will not contribute this 1 per

cent for more than a *total* of 13 years.

(3) For some reason or other, while the new tables of annuity rates are higher in their over-all effect, rates actually charged in the lower age brackets have been reduced. Those entering the profession from the training institutions will therefore actually get cheaper annuities so on this ground alone they can afford to give up their first year's contributions to the Fund.

Voluntary Retirement

The actuary is now preparing tables showing the amount of reduction in pension teachers would have to take if they elected to retire earlier than the age of 65 (male) or 60 (female) prescribed in the Act. These tables will cover the ten-year period previous to the above prescribed ages. On the basis of this information, when received, the Pensions Committee will be able to decide what amendment to the Pensions Act could be recommended to provide for earlier voluntary retirement.

Another regrettable situation that is occupying the attention of the Pensions Committee is the pitifully meagre allowance now being paid to the great majority of those now on superannuation. Many of them are receiving allowances even lower than those paid to persons on old age pensions.

These teachers were forced to retire on reaching superannuation age shortly after coming through the depression which, in many cases, wiped out personal savings and before they had any real opportunity of purchasing with their own contributions any sizeable annuity. Previous to 1929, there was no teachers' pension scheme of any kind. Their plight is further accentuated continually by the soaring cost of living. Pensions which were inadequate even for normal times simply cannot be stretched to cover today's living costs.

It was hoped that the actuary's report would show that the Pensions Fund itself would permit of more generous allowances to these teachers. As this is not possible the Federation will urge the provincial government to come to their rescue. There is precedent for government assistance in this respect, minimum pensions of \$30,

single persons, and \$60 married, being established for civil servants in 1945.

SHOP TEACHERS MEET

At the December 9th meeting of the Shop Teachers' Association the following slate of officers was elected for the current term:

President, Jack Ridley.
Vice-President, Tom Low.
Secretary-Treasurer, Wm. Auld.
Technical School Representative, W. Caterall.
Outside Representative, J. Dalglish.
Elementary School Representative, W. Seal.

The meeting received annual reports and a progress report on curriculum and heard complaints from members. Three sound films on subjects related to Industrial Arts courses completed the agenda.

The next meeting will be held early in February.

—W. W. A.

TEACHER-TRUSTEE PARTY

The annual party of the Castlegar Board of School Trustees and the Teachers' Association was held December 5, 1947, in the Castlegar Community Hall. Those present were the teachers of District No. 9, school trustees, substitutes and the Inspector. The party took the form of a barn dance. This theme was very artfully carried out in the decorations and costumes. The evening was spent in games, novelty races and old-time dancing. The highlight of the evening was a skit presented by the teachers and entitled "The Lament of the Local Lame Brains". The very excellent relations between the school board and the teachers made the evening a great success and the only regret is that the parties are held annually instead of weekly.

CONVENTION DEADLINES

All members and Local Associations are respectfully reminded that the deadline for receipt of resolutions and committee reports for consideration by the 1948 Annual General Meeting is February 1st.

THE B. C. TEACHER

THROUGHOUT BRITISH COLUMBIA

Gleanings from the reports of Geographical Representatives to the Christmas Executive meeting.

NORTHERN B. C.

The Education Week programme of the Prince Rupert Local was again an outstanding success. The local paper carried a daily article on some educational topic contributed by representatives of various bodies—the Ministerial Association, the P. T. A. President, the Recreational Director of the Civic Centre, a teacher and a parent being among the contributors.

Radio addresses were given by the Mayor, the I. O. D. E. Regent, a representative of the Trades and Labour Council and a member of the Junior Chamber of Commerce. Speakers addressed the Rotary and Kinsmen Clubs, and open days at the different schools were well patronized as was a public meeting in the Civic Centre at which the schools provided the entertainment, and short talks were given by a member of the School Board, the P. T. A. Vice-President and the High School Principal. In summarizing this section of his report, Mr. J. C. Wilson, geographical representative, said: "Altogether I felt that Education Week had given the general public a newer and fuller realization of their share of the responsibility and opportunity to make education the great factor it should be in providing the citizens everywhere with Freedom."

In the matter of salary negotiations, Prince Rupert teachers have requested an increase for all teachers of \$300 retroactive to September, 1947, and the impletion of the Federation Scale for principals.

The Geographical Representative expects to visit the Terrace Local early in the New Year.

NORTH SHORE

No Fall Convention was held in this area this year.

In three of the four school districts in the area the School Boards agreed to deduction of fees.

The North Vancouver Teachers' Association is considering the possibility of a

new form of organization whereby the business of the association would be conducted by a council of delegates appointed by the staffs of the individual schools, leaving the general meetings of the Local free for programmes of a more generally interesting nature.

The Council brought to the attention of the Federation Executive two cases where teachers of the area were offered appointment elsewhere on condition that they forego any credit for experience beyond five years.

FRASER VALLEY

The largest convention in the history of the area was held at Chilliwack in November with 662 teachers attending.

At the last Council meeting the question of Executive representation was discussed at length and a resolution was passed unanimously requesting additional representation for the Fraser Valley District comprised of ten Locals.

A Sports Committee has been set up to organize inter-school sports of all kinds.

There is serious overcrowding in most schools with six double shifts operating in Surrey and two in Langley.

OKANAGAN VALLEY

The Fall Convention held this year at Vernon proved very successful with 426 in attendance.

The Reserve Arbitration Fund established by the \$2 per capita levy in 1946 has been expanded by a \$2 levy on each teacher new to the district in 1947.

The O. V. T. A. has a policy of having the various Local Associations prepare in turn the O. V. T. A. Bulletins which are printed several times each year.

KOOTENAY NORTH

Both Locals of this area, Revelstoke and Golden, have had enthusiastic regular meetings. The Revelstoke Local is promoting a programme of social activities to include all school system employees and school board members. An enjoyable social evening was held prior to Christmas and others will follow.

Tentative plans have been made for a Golden-Revelstoke Fall Convention next year. This year the Golden teachers attended the East Kootenay Convention at

Cranbrook and the Revelstoke teachers the O. V. T. A. Convention at Vernon.

BURNABY

The Fall Convention held in the Burnaby North High School on October 16 and 17 proved gratifying to the Committee in charge.

The Salary Committee is at present engaged in negotiations with the School Board for an upward revision of the Salary Scale.

The School Board co-operated in effecting a system of fee deductions, and the Municipal Council has expressed a willingness to recommend to the incoming Council that it support the B. C. T. F. campaign for right of teachers to hold public office.

EAST KOOTENAY

The East Kootenay teachers held a successful convention in Cranbrook with a record attendance. The Locals in all centres are at present negotiating for higher salaries on a cost-of-living basis. Both Kimberley and Creston are on the point of arbitration.

Through the efforts of the General Secretary the Invermere teachers were organized and a Local is now in operation.

NORTH ISLAND & POWELL RIVER

To overcome certain obvious defects in the District Council organization several changes have been made. A serious view of the Geographical Representative's function is being taken and plans are being made to provide this officer with ample opportunity to represent adequately the whole district.

The three Locals of the area are much concerned with the need for salary revisions. Arbitration proceedings are under way to determine a new salary scale for the Powell River teachers.

The Council feels very strongly about the transfer of teachers within a district and the appointment of teachers. It maintains that some Boards are tending to transfer teachers without adequate reason, a procedure which fundamentally means a demotion and which may be designed as a means of forcing a teacher to resign. It cautions that some teachers feel that ad-

vertisements of teaching positions are sometimes misleading in that the advertisement leads one to expect that the vacancy is in the centre suggested by the address of the School Board whereas it is often in a very remote part of the school district.

CENTRAL MAINLAND

In an effort to make the fall convention programme more representative of the whole area, the various districts plan to sponsor certain sections at the next convention. It is expected that some of the sessions will be broadcast over the local radio station.

Salary negotiations are proceeding in Kamloops, Ashcroft, and Lillooet. Kamloops' objective is a \$400 adjustment for all teachers while the Ashcroft request is for a \$200 flat increase.

The District Council has requested the Federation Secretaries to organize a local association in the Barriere District and as soon as possible to effect a salary schedule on behalf of the teachers of that area.

PEACE RIVER

The teachers of the Peace River area organized an association in 1946 and at their recent Fall Convention reorganized on the basis of two Locals, one in each of the two school districts and a District Council embracing the Locals. Active executives have been elected throughout and indications are that the same degree of enthusiasm displayed at the Fall Conventions will permeate Local and District Council activities. The greatest obstacles to overcome are distances and difficulty of travel and a staff of comparatively inexperienced teachers who have tended to stay only a short time in the district.

Monthly meetings have been held in both Locals with organization and salary revisions occupying most attention. Negotiations on the basis of a flat increase have been opened with the Boards.

The School Boards acceded to the teachers' request to have fees deducted from the November salary cheque.

CENTRAL VANCOUVER ISLAND

The teachers of Central Vancouver Island attended the Victoria Fall Convention and voted it an outstanding success.

Local Association activities have been dominated by discussions of salary revisions. The Alberni request for a revised schedule of \$200 in excess of the 1946 B. C. T. F. Scales has resulted in arbitration. The Cowichan School Board gave a flat refusal to the Cowichan T. A.'s request for an increase of \$200 for all teachers. Lake Cowichan's requested \$200 flat increase to commence January 1, 1948, was granted by the School Board.

Negotiations on the basis of a cost of living bonus are proceeding in Nanaimo. In Saanich negotiations resulted in a revised schedule, the scales being:

Elementary \$1400-\$2600, and
Secondary \$1700-\$3200.

An association has recently been organized in the Saltspring School District and it is expected that this Local will become affiliated with the Central Vancouver Island Council. A Salary Schedule is being negotiated with the School Board there. At present the salaries paid are approximately equivalent to the grants which constitute the statutory minimum.

NORTH CENTRAL B. C.

Of the seven locals comprising this District Council area all but Burns Lake and Vanderhoof, where transportation presents a serious problem, are active.

With the exception of Prince George, all School Boards of the district are receiving an isolation bonus grant. There is considerable discrepancy as to the uses to which the bonus is put. The McBride Board is paying over to its teachers the entire grant and all other Locals have been urged to apply for similar treatment.

Fee deductions have been carried out in the Quesnel and Prince George School Districts.

There is an obvious need for an educational programme among the teachers to acquaint them with the details of the pension scheme and the Workmen's Compensation Regulations.

NEW WESTMINSTER

Fee deductions were effected for all but five teachers, three of whom, for reasons of illness, failed to sign the stop-order forms and two of whom opposed this method of paying fees.

The present salary agreement expires in September, 1948, and negotiations are underway to obtain revisions to become effective on that date.

The December Local Meeting was a dinner meeting with Prof. Wainman of the Department of Slavonic Studies at U. B. C. being the guest speaker.

VANCOUVER ISLAND SOUTHERN

The Fall Convention attended by more than six hundred teachers from all parts of Vancouver Island was held in Victoria. This first Island Convention was deemed an outstanding success and plans were made to hold a similar one next year.

The main topic of interest in the G. V. T. A. at present is the forthcoming arbitration case to consider the removal of certain anomalies in the salary schedule.

VANCOUVER PRINCIPALS' ASSOC.

The School Board granted the teachers' request for a \$150 adjustment for each teacher in excess of the 1948 scheduled salaries.

Attention was drawn to the ever-increasing series of school interruptions occasioned by requested school support for numerous projects. It was maintained that, worthy though many of these be, they are cutting too greatly into teaching time.

VANCOUVER SECONDARY TEACHERS' ASSOCIATION

The items of chief concern to this Association in its local activities have been the use of long-term substitutes, the promotion policy and salaries and the salary schedule.

The Association has been disturbed by the number of long-term substitutes employed in Vancouver and has had the co-operation of the Vancouver Teachers' Council in getting a committee appointed to study the question.

The Vancouver School Board has no promotion policy. In the preparation of a statement on this important topic to be presented to the School Board, the V. S. S. T. A. and the V. T. C. Promotion Policy committees are collaborating.

The Association is studying the possibility of making permanent provision for financial assistance to any of its members who, through becoming totally incapacitated, are in need of such assistance and

have recommended that the Federation do likewise.

VANCOUVER ELEMENTARY TEACHERS' ASSOCIATION

Of 745 members in this Association, three teachers availed themselves of the write-out clause of the Automatic Membership Regulations.

The Association now operates a Voluntary Salary Indemnity Scheme of its own and in this first year of operation has 501 members or 67 per cent of the total membership.

KOOTENAY WEST

The Doukhobour incendiary activities and the resultant economic and educational losses have been of major concern to the teachers of the West Kootenay area. The District Council has appealed for Federation support in attempting to have the Provincial Government reimburse the School Boards for the expenses they have incurred and for the losses they have suffered and in attempting to have the Provincial authorities take action to deter the persons responsible from further such acts.

The Nelson T. A. is preparing plans to negotiate with its School Board for the establishment of a group insurance scheme similar to that in operation in Vancouver.

In the matter of salary revisions, the Trail-Rossland T. A. is negotiating with the Trail School Board for an upward revision of the present scale.

Fee deductions have been carried out in Kaslo, Kettle Valley, Nelson and Slocan School Districts.

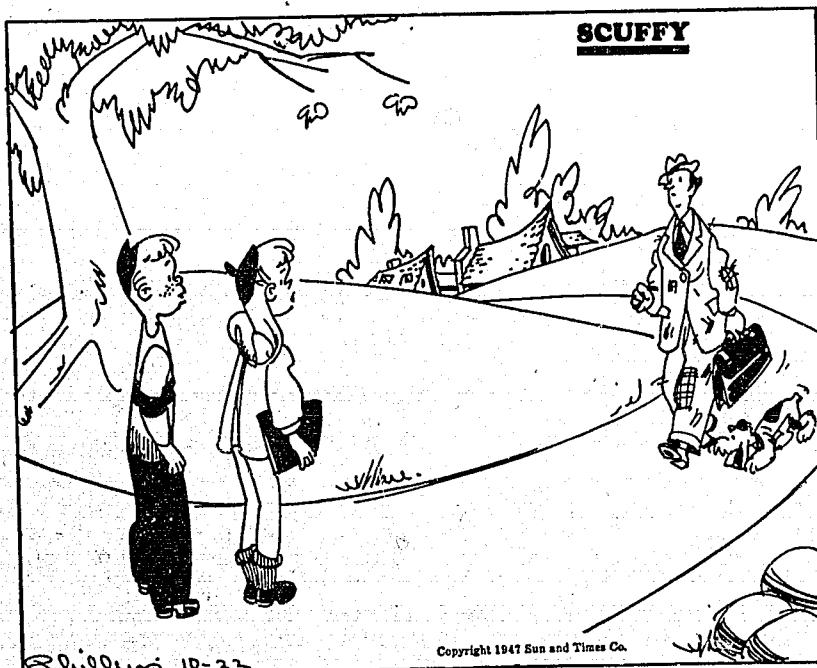
The Fall Convention held in Trail was well attended and successful from every point of view. The location of next year's convention will be Nelson.

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"That's Mr. Travis, the new school teacher—He's trying to live within his means."

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THE B. C. TEACHER

Fourth National Health Week

By DR. GORDON BATES,
General Director,
The Health League of Canada

WHAT IS HEALTH WEEK?

"National Health Week", February 1-7, is an observance sponsored by the Health League of Canada in cooperation with official departments of education and health. It is designed to draw the attention of all Canadians to the benefits of good health and the appalling costs of sickness, much of which is preventable.

In a word Health Week is a long and loud blast on the trumpet of publicity, challenging the attention of our people from coast to coast, awakening them to a consciousness of what health and sickness and untimely death mean to us as a nation.

One Reason For Health Week

Here we are as a nation struggling, day and night, to find dollars to pay our way. Statesmen and financiers are worried almost sick to discover ways and means to find those dollars, hundreds of millions of them, to maintain our national credit and save us from depression and possible bankruptcy.

But at the same time we Canadians are wasting hundreds of millions every year in costs of sickness and untimely death. In fact some able statisticians estimate these losses at about one billion dollars yearly. The great tragedy of it all is that a very large proportion—possibly one half—of these losses is preventable. The application of the lessons of modern methods in nutrition, sanitation, and the development and maintenance of good health would save untold millions and greatly relieve our financial burden.

To get a picture of what the application of a few of these extra millions which might be saved could mean to our schools throughout Canada, read "A Health Survey of our Schools, 1945-6, A Survey of Existing Conditions in the Elementary and Secondary Schools of Canada", being Report No. 1 of the National Committee for School Health Research, published by the

Canadian Education Association, 206 Huron St., Toronto, 90 pages of grim and startling facts.

What Good Health Means To Our Schools

First, reduction in absences. Records show such totals of loss of school days through illness as are simply staggering. One of the large cities of North America with 100,000 school children and with a high record for attendance and punctuality has annually total absences of over 100,000 school days, which equals 100 empty class rooms every school day of the year. Most of this is due to illness.

Second, improvement in the quality of school work. Absence and illness retard the work not only of the sick children but of those regularly present. With all the interruptions in so many school days, this retardation is a very serious matter.

Third, the satisfaction of seeing healthy boys and girls developing, year by year, into those fine young Canadians who can make Canada one of the leaders among the nations, in respect of an abundant and helpful life.

Health Week—Feb. 1-7, 1948

To the schools in Canada there will be sent the booklet "More Heroes of Health, Series 111" through the co-operation of the Ministers of Education and their Departments of Education. This booklet of sixteen pages contains messages for every day of the week, as follows:

Monday: Sir James Young Simpson—anaesthetics;

Tuesday: Lord Lister—antiseptic surgery;

Wednesday: Walter Reed—yellow fever.

Thursday: The Home and the Family;

Friday: Information Please. A quiz especially for junior classes; A note on immunization and pasteurization; List of great leaders in health from 1250 B.C. to 1928—over 25 outstanding names; A page of suggestions for the teacher.

(Continued on page 138)

Too Tall to Measure!

By DANIEL A. PRESCOTT
and JULIA WEBER

In trying to help one child, Miss Brown discovers some clues to problems centered in physical growth.



"I'd like to talk to you about Betty Burroughs," Miss Brown, the ninth grade teacher, said to the principal.

"She isn't doing satisfactory work in her subjects and she is really quite a behavior problem. She is extremely lively and seems to be trying out everything she hears that is bad. She loves to brag about the tough things she does."

"What in particular does she do?" Miss Heard, the principal, asked.

"Just today she created a scene by refusing to be measured. She said, 'I quit letting them measure me when I got to be 5 feet 8 inches, so I don't know exactly how tall I am, and I don't want to.' She seems so concerned with her height. The other day the gym teacher told me that Betty wouldn't dance with the ninth grade boys and called them 'little squirts'. She goes to the movies and runs around with boys much older than she is—out of high school, even."

"How old is Betty?"

Too Mature for Her Group

"She is fourteen but she looks and acts like a sixteen-year-old. She says she feels like eighteen or nineteen. She is the tallest girl in the class. I think that is partly her trouble. She is too mature for her group and has had more experience than the other children. She's just bored with them."

"That's interesting. We must keep that in mind. Behavior problems are often related to the maturity level of the child. What else do you know about Betty?"

Gradually Miss Brown gave Miss Heard an account of behavior that seemed to indicate that Betty's physical growth was influencing her behavior. Miss Heard suggested that they examine Betty's physical record. The record showed that Betty's health was good. She had had no serious illness or physical disability. She began to menstruate at eleven years of age. She had passed the peak of her growth spurt, and her monthly increase in height had slowed down considerably.

"Then she is an early maturing child?" asked Miss Brown. "Just what does that mean? How is that influencing Betty's present behavior?"

A Pattern for Growth

"To understand why Betty behaves as

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she does we need to know certain principles about the way children grow and develop. One of these principles is that human beings grow according to a regular pattern. Growth is most rapid during the first six years of life, but gradually slows down during the pre-school period. It is slower but steady from the first grade until the fifth, sixth, or seventh grades, and then there is a rapid increase in the rate of growth which may last for two or three years. During growth spurts school work sometimes suffers, and the child shows signs of fatigue because his energy is being used up in the rapid increase in height and weight."

"That certainly does not apply to Betty. She is full of vitality and energy, and her record shows that she has passed the growth spurt."

"That is true. In periods of slower rate of growth the child is consolidating his gains; not as much of his energy goes into growth alone, and more can be used in activity."

"Perhaps we are not providing enough activity for her, then, of the right kind, so that she has to find activity outside of school which may not always be the most wholesome."

"How about her home life?" Miss Heard asked. "Do you know whether she has satisfying social experiences at home? Does her mother allow her to have friends in? You said that she goes to the movies with boys much older than she is. What else does she do?"

"I don't know. I'll try to find out about that. And I'll think some, too, about the social experiences we are offering Betty in school."

"You might like to take this book, *Child Development*, by Breckenridge and Vincent. It may throw some light on Betty's case. It tells us some important scientific facts about the physical growth and development of children."

Rate of Growth Differs

A few days later Miss Brown returned to Miss Heard's office.

"I've found the answer to my question about the meaning of Betty's early maturity and its influence on her behavior. You

said that one principle of growth and development is that human beings grow according to a regular pattern. I learned that another principle is that although children follow an orderly sequence, they proceed through this regular pattern at different rates.

"The differences in patterns and rates are determined by the child's heredity, by the maturing and functioning of the endocrine glands, and by the child's nutrition and general health. Such variations between individuals are perfectly normal and to be expected. The possible combinations of these factors are infinite, and therefore it may be normal for some nine-year-olds to be as tall as seventeen-year-olds, for example.

"I learned also that during the junior high school years growth is very rapid, and therefore there are more differences and a wider range of height at this period. Boys are usually taller than girls all along except at this time because girls mature and have their growth spurt about two years earlier than boys.

"I now see what happened. Betty reached maturity and the peak of her growth spurt earlier than most girls and during a period when girls are normally a year or two more mature than boys. She is so far ahead of the others in physical maturity and experience, it's no wonder she is bored with her classmates."

"That seems to be so. Were you able to find out more about Betty?"

Must Find Her Role

"Yes. I talked with her mother yesterday. She is quite disturbed about Betty, for she feels she is not old enough to run around with young men the way she does. She made Betty angry not so long ago by telling her she is only fourteen and ought to be playing with dolls. Betty's father won't allow Betty to dance or go to the movies. Betty does not pay attention to her parents. She doesn't dance but she does go to the movies now and then. That complicates Betty's problem, doesn't it?"

"I read that with the maturing of the sex organs in adolescence emotions become more complex. The adolescent has to learn to manage his rapidly changing body, to

find his role in relation to the same sex and to the opposite sex, and to free himself to some degree from adult authority. Betty is really working very hard at these tasks, isn't she?"

"Much harder than she is working at her school work, because it is so much more important to her. And her task is made more difficult since normal social activities are denied her. How can we help Betty with her tasks?"



For the conference that followed, Miss Brown was able to gather other significant facts about Betty's behavior. At the same time she was beginning to increase her knowledge of the scientific principles of physical growth and development and to select those which helped her to understand Betty's behavior. She learned that the pattern of a child's growth often gives us far more relevant information about him than can be gained by comparing him at any given time with average of representative groups of children. There is a wide range of what science would call normality. Betty was a normal child with adjustment problems.

On Way to Being Helped

After Miss Brown and Miss Heard had sufficient vital facts about Betty so that they could point to the causes of her behavior, they sat down together to consider what could be done to help her. They decided to put her in another group in which she would not be the only tall girl. Miss Brown felt that Betty might be happier in a gym class with high school girls, since she really liked gym, but her present gym activities were not appropriate for her. Miss Heard thought that a class in rhythms might challenge her. The home economics teacher might help Betty capitalize on the advantages of her tall stature. It might help her to know that it is extremely tall girls who are wanted as models. Miss Heard and Miss Brown decided to canvass the activities of the school to see where Betty could meet and enjoy activities with older boys in school.

Betty was on her way to being helped. And Miss Brown was on her way to a better understanding of child growth.

HEALTH WEEK

(Continued from page 135)

Local Health Week Committees

It is quite possible that the Teachers' Council in cities and towns, or a local committee set up for the purposes by the mayor or some interested person, may undertake the programme for the week, after this or some other pattern:

Sunday: The Church; Monday: The School; Tuesday: Home and School Associations and similar groups; Wednesday: Service clubs; Thursday and Friday: as may be suggested, e.g. a physical demonstration of the work done in the school.

A Word To You As A Teacher

May we ask you to play your part in Health Week, in your class room, in your school and in your community. Teachers are taking an increasing part in the community life these days. Give your leadership in the great business of health.

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Staff Relationships

Reprinted from
The Scottish Educational Journal,
September 26, 1947.

On this relationship, a great part—if not the whole—of the success, or at least the happiness, of a school depends. If the staff is not contentedly co-operative, a headmaster is helpless. If the Head is not, as the Report requires, "wise", the staff will be dissatisfied and the work of the school will suffer.

Who, and what manner of being, is the headmaster? Are there not among his staff (as a wise one will be readiest to admit) men and women with equal, and sometimes superior, qualifications and abilities: with longer service, perhaps, and wider experience; with better gifts of handling a class? What single individual can claim to have in his own range all the manifold gifts and capabilities of all the components of his staff? If he is "wise", he realizes this and is not ashamed or afraid to let his colleagues know it and to give all the praise and encouragement that are due.

Satisfaction A Necessity

Last century the number of assistants in schools did not largely exceed that of headmasters. There was reasonable hope for almost the majority of teachers to attain, some day, the headship of a school. But, to-day, the situation is vastly different. Increasing centralization has decreased the number of schools. Many authorities are still slow to establish the député-posts allowed for in the Teviot Scales and recommended in the Report. The result is that, in our increasingly large schools, there are men and women of high professional standing for whom the profession holds out no great hope of promotion. The Teviot Scales, to some extent, provide monetary compensation for this. But the point of importance here is that, unless these gifted men and women can find satisfaction and happiness in teaching, they are not likely to choose it or to remain in the profession. A head-teacher has, as one of his many

This delicate subject is treated just about as wisely as can be in the Advisory Council's Report on Primary Education. Much offence could be given (or taken) if any attempt were made to lecture headmasters or teachers on their behaviour and their mutual relationships, but the Report, profoundly wise on this as on practically all the matters it deals with, refrains from lecturing. Instead, it sketches the ideal and leaves us all to consider and, if may be, to achieve.

responsibilities, to try to make his colleagues satisfied and to keep them enthusiastic.

The Team-Spirit

The team-spirit in a staff, as the Report stresses, is essential to a school's success. One member may weaken it, two or more could wreck it. Among teachers, as among other communities, there are people who cannot be happy themselves nor see other people happy. A head-teacher cannot bring peace among "impossible" persons.

But with the normal staff he can do a great deal. Having already attained, he need have no petty jealousy, no mean fear for his own dignity, no silly pride of position. The very fact of his being master should enable him, indeed, to be the minister or servant of all. That is one of his functions. Every teacher, in any difficulty, should feel he can call on his help and not be disappointed. In any trouble with pupils or their parents, the head has to be the buffer: even in personal difficulties the headmaster's sympathy and assistance should be at their call.

This does not imply "interference". A "wise" headmaster soon assesses a teacher's personality and powers. A few formal and informal visits to the classroom will quickly let him know to what degree such visits are essential and how much "supervision" is required. He knows, in the words of the Report, that he must leave all his teachers alone some of the time (having assured

(Continued on page 141)

Teachers Should Be As Well Trained As Doctors

-A news release of the New York University

Men and women preparing to be teachers should have as practical and effective a professional education as that required of medical students, Dean Ernest O. Melby of New York University's School of Education said in his annual report to the Chancellor, made public recently.

If teacher training is to achieve an effective basis comparable to professional education in other fields, Dean Melby said, the following procedures and provisions must be made more general: careful selection of students, a curriculum attuned to the needs of modern education, and adequate opportunity for practice in teaching and in community leadership. In addition, he said, there must be a creative program of in-service education, research, field studies and graduate instruction.

Past Failures

In his report to Chancellor Harry Woodburn Chase, Dean Melby said:

"We are facing a total crisis in education—a crisis compounded of a wide variety of elements, including our past failure to put the teaching profession on a sound and substantial economic basis, our failure to relate it to the solution of the real problems of life and living, our failure to develop the professional education of teachers on an effective basis comparable to professional education in other fields, and the present challenges to education growing out of domestic and world conditions.

"The shortcomings of our past efforts in teacher education become strikingly apparent when such education is compared with modern medical education," the Dean continued. "At first thought the average layman is not likely to believe the professions of medicine and teaching to be comparable, but if we consider the outstanding personal qualifications, fundamental scientific knowledge about all aspects of human growth and development and of the local, state, national and world community, and the high level of technical skill which are

now required and will be demanded increasingly in the years to come, we are justified in making a comparison between these two professions. Indeed, it may be argued that the teaching profession calls for deeper insight, broader general education, and more subtle, artistic, and scientific skills."

Selection and Instruction

In medical education the demands of the profession have been met, to a considerable degree, according to Dean Melby, by careful selection of students, by a sound scientific foundation, by instruction from the most noted practitioners in medicine, and by elaborate and carefully controlled practice and internship as a pre-requisite for independent medical practice.

"In contrast, teacher preparation instruction, in the main, have low standards of admission," the Dean continued. "Each year thousands of men and women are certified to teach who by no stretch of the imagination can be considered qualified for their task. They are accepted chiefly because no better applicants can be secured."

Noting that in medical schools the fundamental subjects are taught by specialists who are studying their specialized areas from the standpoint of their application in medical science, Dean Melby said, "This does not mean that such specialists are not interested in pure science. But it does mean that they are applying their sciences to medical problems. Too often prospective educational workers are taught the foundational sciences in colleges of liberal arts by staff members who have little or no interest in their application to education.

Practical vs. Theoretical

"The result is that the material taught is often so abstract and remote that the student is unable to see how it is applicable to the problems of teaching. Such professional education as he receives is often equally theoretical and sharply separated from his general education and its own scientific foundation. Further, the master teachers, those who are on the 'cutting

edge' of the profession, are often not employed in teacher education as they are in medical education.

"While practice teaching is quite generally included in the student program, it is too often a very perfunctory and unrealistic process of observation rather than actual assumption of teaching responsibilities. Generally speaking, practice teaching in teacher education is in no way comparable to the medical internship."

Comparing the length of the period of study for entrance into the medical and teaching professions, Dean Melby said, "Even the present tendency toward five-year programs of preparation for teachers is quite inadequate if we are to think of the preparation of fully competent professional workers. In the past, levels of teacher preparation have been still lower. The result is that school administrators and teacher educators are constantly confronted with in-service education as perhaps the most vital single enterprise in which they must engage.

"Of the 1,200,000 teachers at work in American schools, only a small fraction have adequate preparation. As a result, the chief hope for lifting the quality of education in this country lies in considerable part in the development of effective in-service education. The process of inducting entrants into the profession is too slow; moreover, their preparation is too often inadequate so that every new teacher is in effect a new problem in in-service education."

Asserting that education can and must save freedom, Dean Melby said, "We must do it with a profession suffering from inadequate preparation, in the face of widespread loss of our numbers, and in the face of lack of understanding of the problem on the part of the public. It is in this setting that schools of education must see their problems in the postwar years. Because the School of Education of New York University is one of the largest in the world, its responsibilities are correspondingly heavy."

Founded in 1890, the School of Education is the oldest university teacher-training institution in the country. More than

11,000 full and part-time students were enrolled in the School last year. The enrollment for the coming academic year is expected to be approximately 11,500.

STAFF RELATIONS

(Continued from page 139)

himself of their fitness) and (in the case of the grand ones) some of them all the time. Where the teacher is weak, the head can help with advice and with backing, but he cannot do all. Each teacher must, in the long run, work out his own salvation. The crowning happiness of staff-relationship is when a head knows that his teachers are capable and keen and can leave them to get on with the job!

The Supreme Task

This does not mean, of course, that he sits back in his sanctum-chair, inactive and inert! Among the multiple tasks of his office is the supreme one of knowing nearly everything that is going on. He is in and out of rooms, discussing pupils and problems and plans, gathering the teachers' views, giving suggestions, noting what apparatus is wanted or required, encouraging the teacher in any fresh project he or she may wish to attempt.

In a fuller and more formal way this can be done at the staff-meetings. The Report suggests that these should be held regularly, say every month, and should be the occasions for reviewing and revising and inspiring the whole corporate life of the school-organization. Not all heads, nor all teachers, we believe, at present practise this nor would care to introduce the practice. There is much to be said for it, as making for unity and for a sense of sharing; but in many schools it may be considered unnecessary. Certainly, for the big occasions and for the general life of school, inter-contacts are essential and every staff-member should have a say. It is a lucky school, and a happy one, where everybody has scope for his gifts, not in teaching alone, but in all its accompaniments — sport, drama, music, picnics, concerts, debates — all the stirring life of a school that keeps the headmaster, staff and pupils young and alive.

False Labels Spell Danger

By NED H. DEARBORN
President, National Safety Council.

Dr. Dearborn was born in Conneautville, Pennsylvania, and was graduated from State Normal School, Edinboro, Pennsylvania, and Columbia University, New York, N.Y. Before affiliation with the National Safety Council, he was dean of the division of general education, New York University, and supervised the Centre for Safety Education.

Certain ideas and beliefs prevent safety and pile up a huge and needless accident toll of human life and limb. They make the prevention of accidents extremely and unnecessarily difficult.

We are all susceptible to the influence of labels, slogans, and verbal tags of various kinds. If these are wrong or misleading, their influence is bad; if correct and helpful, their influence is good. The following six concepts are bad. They lead to dangerous actions.



The "Other Fellow" Concept

Nearly everybody seems to assume that an accident will happen to the other fellow, but never to him. We seem to think we are smarter, or luckier, than the other fellow, and that accident victims must be dopes. Are we individually immune? Or worse, is there in us a lurking arrogant egotism which makes us feel that we are smarter or luckier than anyone else?



The "Your Number's Up" Concept

An amazing number of people subscribe to the philosophy that an accident happens, or it doesn't happen—that "your number is up", or it isn't up. In other words, accidents are inevitable when the time is right. Isn't this merely an easy way out of explaining our carelessness and misfortune? Or worse, do people really believe in fatalism to the point of predetermination?



The "Law of Averages" Concept

Too many people shrug off accidental death or injury, saying that they are due to the law of averages. Is the factor of chance

We must purge the concepts which pile up a huge and needless toll of human life and limb.

actually of such magnitude that we are doomed to destruction despite reasonable precautions? Or worse, are a certain number of persons—in proportion to total exposure—bound to be killed or hurt?



The "Price of Progress" Concept—It is often said accidents are the natural price paid for progress. Must scientific advancement take place in some fields of human endeavor, and not in others? Or worse, is science a parasite that thrives on the blood of the very humanity it benefits?



The "Spirit of '76" Concept—Some people hold that safety is inconsistent with the spirit of our forefathers who took great risks to found our country or, in other words, safety is sissy! In our efforts to prevent accidents, are we being disloyal to our forefathers? Or worse, is accident prevention actually cowardly, and therefore contrary to the true spirit of America?



The "Act of God" Concept—Finally, some folks who are sincerely religious feel that an accident is an act of God. Can there really be a supernatural carelessness? Or worse, can there be divine retribution which visits us and our loved ones through accidents?

Can misbeliefs be changed? Adding it all up—is accident prevention impractical, sacrilegious and effeminate? And are accidents unavoidable, inevitable, predetermined, a matter of luck—the price of modern living?

No! But, unless we purge these concepts and supplant them in the minds of our citizens with positive beliefs, we are handicapped in the struggle to reduce accidents.

Can accidents actually be prevented? Yes, most of them can be prevented.

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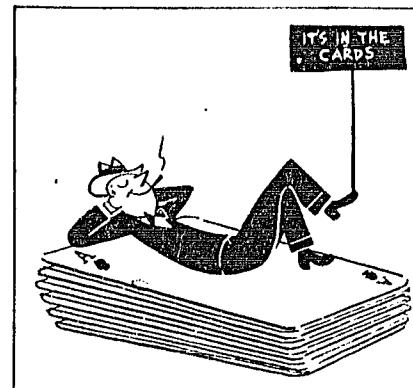
Can the common misbeliefs be changed?
Yes.

One hundred years ago the idea of vaccination was intolerable to a large portion of the population. Today the idea is generally accepted. A similar change came about in attitudes toward inoculations, surgery, and other forms of disease prevention and cure. Only a little more than a century ago, even physicians predicted that trains traveling at 15 miles an hour would bring fatal results to heart and respiratory action. You and I can remember people saying, "The horse and buggy is good enough for me," and now some say, "The automobile is good enough for me." But tomorrow a New Yorker will say, when he arises in the morning, "Let's wait until we arrive in San Francisco to have our breakfast." And day after tomorrow we will say, "Let's take a cruise next week-end and see if what they say about the Moon and Mars is true." And on long week-ends we will visit another universe, just for a change.

So we must make it our No. 1 job to convert the millions in our population to a new Credo, new Articles of Faith, new Attitudes. It is an everlasting job—a job that can be done only if all the big and little guns of our great public information resources are kept constantly in action.

Let us examine the concepts analytically and constructively.

Concept No. 1: The "Other Fellow".
Our slogan this year—"Be Careful, the Life You Save May Be Your Own"—recognizes that you and I are not immune to acci-

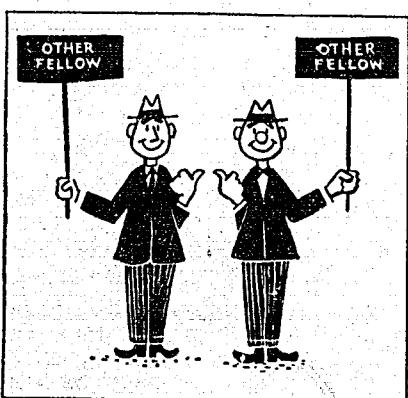


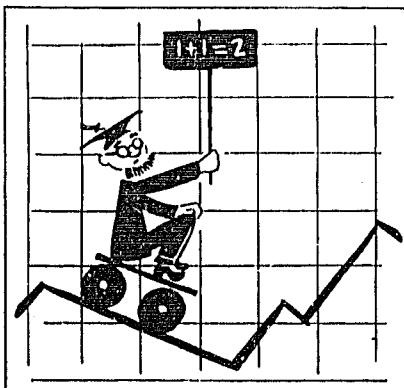
dents. The slogan has caught on. Let's keep it going!

Who can rationally believe that some special dispensation forever guards him against an accident and acts accordingly? The assumption is so obviously fallacious as to be absurd, and yet the very absurdity is the ghost that must be laid. You as a person may so act as to prevent accidents and to protect yourself from accidents, but you cannot with reason suppose for a moment that anyone else will so act for himself—or for you. One of our most active and influential safety leaders and his wife were crushed to death in Chicago while windowshopping. A motor vehicle out of control brought instant death to both of them. An accident can happen to you. Never forget that!

Concept No. 2: "Your Number's Up."
Fatalism is a complete denial of the efficacy of individual initiative. It is especially pronounced among oriental peoples because of their philosophies. Western philosophies and religions do not uphold fatalism. Fatalism would eliminate traffic lights and signs, safety guards on machinery, life guards at beaches, and any measures to eliminate or reduce accident hazards on our farms or in our homes. Fatalism is fantastic. Fatalism should be eliminated.

Concept No. 3: The "Law of Averages".
The law of averages, as used by those who take that defeatist point of view, has some vague relationship to the normal curve of distribution. Anyone with even elementary





knowledge of statistics knows that a distribution curve can be skewed by circumstances and—what is even more important—it can be moved up or down the scale of possibilities.

The factor of chance must be accepted in any competent statistical calculation, but it is always a small part. The chance factor is dominant in, at most, 5 per cent, and, more likely, only 2 per cent, of all accidents. Thus the belief that chance dominates the frequency and severity of accidents is another absurdity which must be dispelled.

Concept No. 4: The "Price of Progress".

Those who talk about progress and its inevitable price seldom know the meaning of progress. They probably refer to scientific advancement and the constantly accelerating rate of advancement.

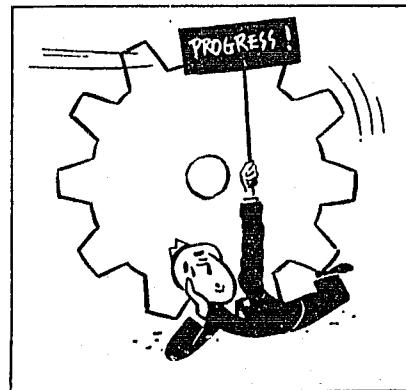
In the field of medicine, during the last 50 years, methods, instruments, facilities and training have brought under control such deadly human ailments as yellow fever, smallpox, diphtheria, malaria, polio, diabetes, and some heart conditions.

Physical and chemical sciences have brought us the steam and electric railroads, telephones, motion pictures, television, telegraphy, highspeed water carriers, the automobile, and the airplane. Only about one-fifth of the fatal motor vehicle accidents and one-fourth of the fatal train and scheduled air transport accidents can be attributed to mechanical faults or failures.

The same engineering genius that gave us the modern motor-car can give us com-

plete mechanical safety—proper safeguards. But, we don't like to wear goggles in hazardous factory operations; and we are proud of our highly polished floors and scatter rugs, which are always good for a quick take-off and a one-point landing. No, the blame is not on scientific advancement. The blame is mainly on human failure. That can be corrected!

Concept No. 5: The "Spirit of '76". The courage and daring of our forefathers in



risking all for their ideals and purposes is an American tradition to be preserved. Yet that spirit can easily be misinterpreted. Our forefathers took risks, but not unnecessary risks. Our pioneer settlers soon learned in Indian warfare that open fighting was extremely unwise. So they fought the Indians in Indian style. Not accustomed to the vicissitudes of the wilderness, our forefathers took immediate steps to build shelters that would protect them from the climate and unfriendly neighbors. They planted grain and vegetables to provide foods necessary to health, because wild game, berries and fruit were not enough. They used the best safety knowledge they had in felling trees and in hewing logs. They kept their guns at hand and their ammunition dry.

They certainly were not sissies. Neither were they fools. We need to remember that our heroes of yesterday and today, who are no sissies, protect themselves from unnecessary dangers—Lindbergh, in 1927, flying alone across the Atlantic, the football

player wearing nearly a hundred dollars worth of protective gear, the conditioned and skilled boxer, the trained soldier.

Let's remember that an accident fool is untrue to any American ideal.

Concept No. 6: The "Act of God". This theory of accidents is not supported in any religion commonly accepted in the western world. A God on His throne in Heaven deliberately directing death and destruction is inconceivable.

It doesn't make sense that retribution is visited upon an individual as such in the form of an accident which may kill or destroy that which was created "in the image of God." When natural causes are obscure or unknown in relation to effects, it is always easy to find an explanation in a divine source.

It will be no disservice to religion, and should be no affront to the religious, if these beliefs in "Acts of God" and "divine retribution" are replaced by beliefs founded on the true ethics and morals of religion.



Can accidents be prevented? Yes, by constant public education to replace common misbeliefs with constructive and positive faith in word and deed.

Safety, a promise. This is no denial of the importance of enforcement and of engineering. Education transcends enforcement and engineering and makes them possible of improvement. Accident prevention is a problem of public morality. Without an ethical base and a moral code we cannot build a sound safety faith.

JANUARY, 1948

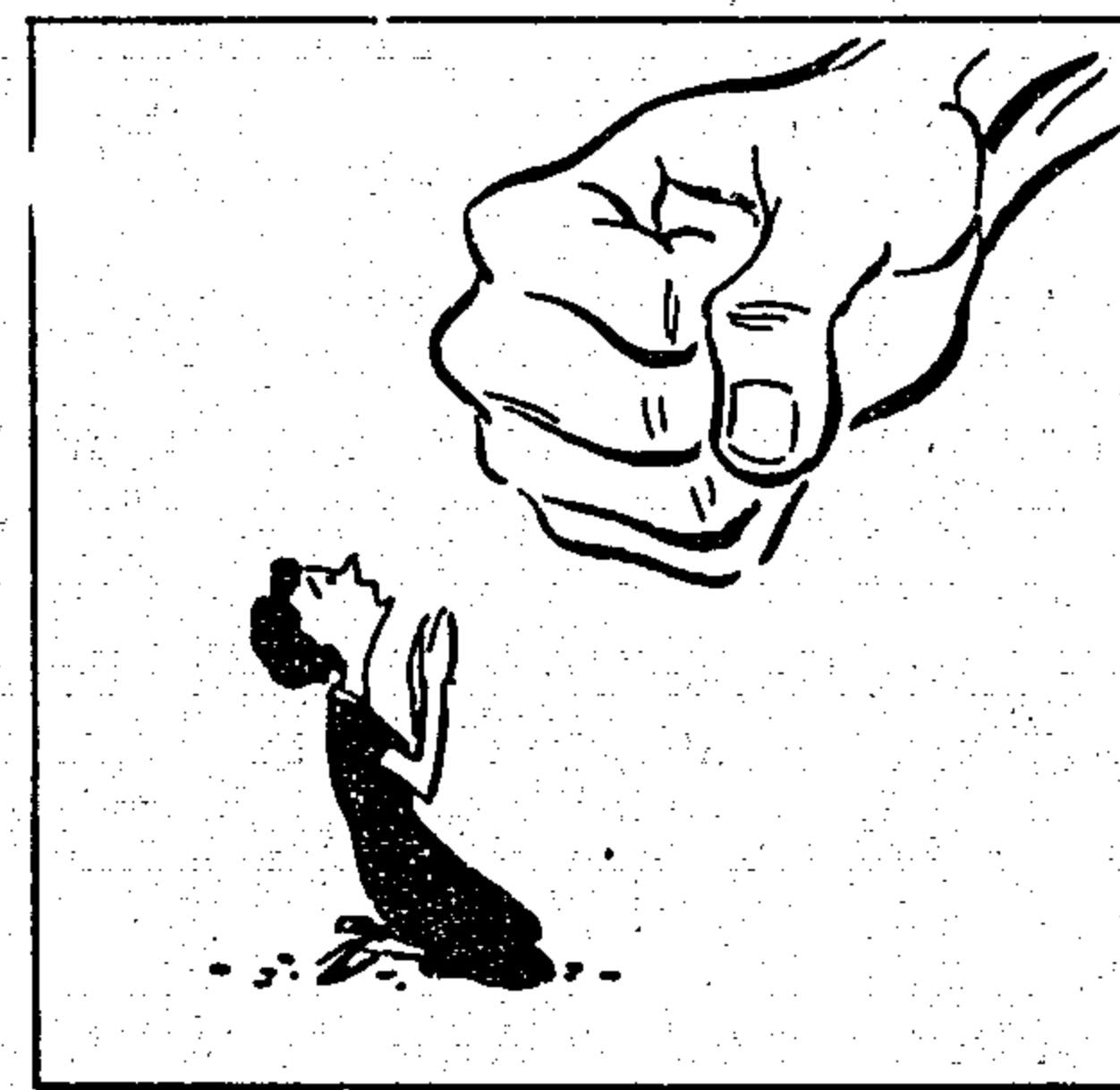
Safety must be a promise. The Declaration of Independence and the Constitution were hardly more than glorioius promises, when they were conceived, in an ugly, threatening world. Safety and a safety creed must partake of promise rather than threat, a positive promise of something bigger, better, and more glorious than we have ever had.

What does safety promise? Safety can promise 20,000 children a year a chance to live and have fun, a chance to grow up and become men and women. Safety can lift an enormous economic burden from the backs of 35,000,000 American families. Safety can contribute to our national strength, to world strength.

Let us as educators help build in America a new safety faith that our great work may continue to add more speedily to the happiness and welfare of all mankind. Ours is a glorious opportunity, a tremendous challenge, a solemn duty.

THE ACTIVITY PROGRAMME

Many teachers will find interest and value in an article entitled "Prehistoric Times" which is being published in the February issue of *The Instructor*. It is based on an address on the activity programme given by Miss Helen McGill Grier of the Model School, Vancouver, at the recent Kamloops Teachers' Convention.



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Has Progressive Education Failed?

By S. O. HARRIES,
Richmond High School.

Discussion of education suffers from confusion of definition and of purpose.

Recently one educationist stated that he saw nothing progressive enough about modern education to compensate for apparent lowering of standards in foundation subjects and apparent lessening of responsibility for conduct and progress on the part of students generally.

Much has been said and written that shows a general vagueness regarding what was to be expected from educational change.

In days of yore educational policy supplied a very definite goal—the passing of exams. The curriculum, the teaching, the incentives and rewards, pointed directly to this end. All cultural values, all character training ,all else, were secondary to "How many passed and with what marks?"

To this came an intelligent reaction. A growing expression of feeling emphasized that cramming for exams was not real education. Few students went to University so why submit all to the limited courses best suited to what the Universities then offered. Why not broaden the educational system to meet the needs of pupils rather than the standards set for University entrance?

The Junior High Schools, new courses of study, revision of old courses, were supposed to meet the needs of the majority of students.

In this supposed renaissance of learning the student himself was to play a very important part. As the Junior High Schools were supposed to differentiate students into such groups as academic, commercial, vocational, scientific, and to meet the needs of such varied groups, so was the student expected to be wise enough under expert guidance, to select such courses as would meet his own special requirements and abilities.

"Perhaps it may be discovered that the final outcome and consummation of wealth is in the producing as many as possible full-breathed, bright-eyed, happy-hearted human beings."—RUSKIN.

Definition

Underlying this idea is a fundamental definition of Progressive Education that has been blurred, or completely lost, through confused thinking, confused purpose, hard-boiled conservatism, deliberate hypocrisy, and lack of desire or ability to meet the costs.

Wearisome are the books, articles, and speeches that base the supposed failure of education on definitions of education that make it anything but progressive.

"In Progressive Schools the pupils do just what they please" is as overdone as it is foolish.

"Progressive Education means that you do not institute any procedure until the individual pupil expresses the need." What a chaotic prospect!

Shortly after the change that ushered in the Progressive Education motive in B.C., some inspectors summed up Progressive Education in two statements.

"Life is the motive. The school must create situations, problems, experiences, that duplicate the living conditions of the child and society outside the school."

"We should teach the child to do better the things he would do anyway."

At that time a well-known Canadian magazine had an article enlightening the open-mouthed public. A bewildered mother was met on the school steps by a well-dressed, genial, but not effusive, new type principal, who proceeded to escort her through vast, well-equipped buildings where lessons were no longer lessons but little Jennies and Johnnies were really living, running the whole show themselves, planning and carrying out their own procedures and preparing to become leaders in the true democracy that Canada was, is, and maybe.

Several years have passed and a general feeling prevails that something has gone wrong. A suggestion was made that we did not start with a clear definition of the objective.

Theoretically most or all educationists will agree that our educational system should be child centered. The pupil should be the main object of consideration. But, actually, this idea is fogged by dissertations on methods, on curricula selection, intelligence tests, achievement tests, curves of distribution, systems of finance, and the whole checkerboard of whims of would-be theorists, until the child's interests are quite secondary to the justification of someone's pet theory.

Confusion

Accompanying this confusion of thinking is confusion of practical purpose. The desire for change witnessed again the old and renewed conflict between psychology and formalism. It seems almost impossible to devise any improvement in education without at the same time nullifying this by re-emphasis of formalist ideas.

The institution of Progressive Education in B.C. was accompanied by a general overhaul in the courses of study. Formalism gave a gleeful chuckle. Whilst the theory part of the booklets issued, emphasized that education was to be adapted to the needs of the pupil, the practical syllabuses were based on the adult concept that a child leaving school should know certain things, and that the best way to get a child acquainted with what an adult thinks a child should know, is to acquaint him with a general knowledge of everything that happened everywhere, through all time. As one U.B.C. professor put it, "After you have taught him everything about everything he comes up here to learn something about something."

In Social Studies, the child is supposed to trace the thread of human experience from Ancient times up to the end of World War I. Often have I failed to answer adequately; "But please sir, why do we have to study so much Ancient History and so little of what is happening today?". Whilst the teaching of Social Studies has improved in

some schools, in the majority it has not. In progressive schools, research problems, sound-films, debates, illustrated projects, have enlivened Social Studies. In many others, it still means nothing but factual memorization.

It is useless to talk of Progressive Education whilst such formal procedures still prevail.

You laugh when I say that many years ago, in England, an examination question was, "Name the stations between London and Crewe" and a progressive youngster is credited with the answer "Consult a railway timetable", but right now, in 1947, two-thirds of our Junior High Schools and most Senior High Schools have their Social Studies classrooms decorated with tabulated lists of data to be duly copied and memorized, and we feel no compunction in giving as a test question, "Draw a map of the United States and insert rivers and cities", rather than "One week from now hand in an essay saying why you think the United States is naturally assuming world leadership today". I am not going to suggest that teachers would have to mark the essays, whereas the children themselves can check routine tests.

Two years ago I attended a course in Audio-Visual Education at Victoria. The members of the class made use of many types of visual and audio aids, including the local broadcasting station. On one occasion an instructor ran a sound-film dealing with the Mississippi river. The picture was vivid and vital. I asked the instructor if he realized the implications of the picture. He did, but said that he was just showing the picture, leaving deductions to his class. Yet that picture could have been the basis of vital lessons. Even from the visual side alone it taught more about actual conditions than do most textbooks.

The Social Studies syllabus is over elaborate, unwieldy, deadening, unless used by intelligent teachers free to select and reject. Some teachers actually try to cover the whole outline in detail—formal detail—to the disgust of most pupils, especially in Grades 7 and 8, those formative years for more advanced study.

Formalism Versus Scientific Attitude

No phase of human endeavor has shown so much progress, for good and ill, in recent years, as has science. Yet in our schools formalism has almost destroyed the scientific attitude. Formal concepts of unitary procedures have displaced the psychological concepts of innate curiosity and the desire to find out by observation and experiment. Maybe you remember the picture of a little girl, holding a frog in her hand, that adorned the cover on a book on "Nature Study" by Hodges. That expresses the very essence of the natural attitude towards Science.

Glance at our recent textbooks. Their covers even, ooze out formalism. Everything must be included: Astronomy, Botany, Geology, Zoology, all in special compartments in formal unitary procedures, with stereotyped headlines and a concession of activities tucked away at the back.

The very wording breathes the miasma of formalism.

Factual science can never compensate for the suppression of scientific method. A very recent survey of science teaching in some B. C. schools revealed a lamentable lack of room, of equipment, and of interest in the subject.

Teachers of English, of Art, of Music, will add their say regarding over-elaborate syllabuses, rendered impracticable by inadequate material, inadequate time, and possibly lack of incentive to teach in the spirit rather than the letter of these subjects.

Power of Choice

Two things could have done somewhat to counteract the extent and formalism of the syllabuses. These are power of choice and adequate equipment. Power of choice has generally been refused.

In some limited areas, a progressive school board, an intelligent inspector, a forceful principal, or an irrepressible teacher, may have done much to further progressive outlook and practice. Most schools, however, are bound by the requirements of Junior Matriculation and by the formal cram methods best suited to examination results.

Many more students are now admitted

to Junior and Senior High than formerly. There is not the weeding out in favor of Academic students that used to be. But we have not made anything like adequate provision for these new and different pupils. High School graduation means, in too many cases, that the pupil was not good enough for Academic courses, but for various reasons had to take these courses, so was let through on lower standards or on none at all.

Many High School students are doing work as high in quality as at any time during the formal examination days and in some schools doing this by far more intelligent methods, but many more pupils are now passed from grade to grade by the Grace of God and the ill-will of the teacher advising the promotion. The range of ability in most grades has apparently widened considerably:

Dubious Grading Methods

Assisting this has been the dubious method of grading and assessing on the basis of the normal curve of distribution of variation, a relativity, relative to a variable.

This has led to a tendency to ignore standards of attainment. A "D" in one subject may mean a relatively high mark; in another subject, a relatively low mark. Who knows? Who cares?

But what chance has a pupil promoted on a relative mark of 28 out of 100, of mastering the work of the next grade. Little has been done to meet individual needs in this respect. If the pupil does fit in, well, "It's just too bad. He will probably drop out soon".

There has been a certain amount of apparent progressiveness in Elementary Schools and some Junior High Schools, especially in what is covered by "Activities", but over all hangs the restriction of final examinations.

Furthermore, over-specialization has strengthened formalism and lessened the chances of that over-all psychological perception and direction necessary for the best development of the child as an individual. This tends to overemphasize the subject and formal methods of teaching, rather than the interests of the child.

Sincerity Doubted

Have we been sincere in our desire for progress in education? A general who plans a campaign usually undertakes to provide the means of accomplishment. The goal of progressive education was ill-defined, confused by varying definitions and stated purposes, rendered difficult by elaborate syllabuses by limitation of choice, by conservative policy and by insincerity of effort.

From the start the campaign was rendered impractical by poor generalship. It was a theoretical campaign, rather than a practical campaign. No adequate provision was made for carrying out the courses in Science, Art, Music, and Activities generally.

One inspector said irritably when this question was raised, "Teachers should make the best use of what they have. Some rural schools with limited facilities are more progressive than some city schools with adequate supplies."

Maybel But some city schools within the last four years had Primary classes of fifty or over. Many Junior High Schools had rooms of forty or over. It is useless to talk of progressive education, calling for individual attention, under such circumstances. The wonder is that teachers do as well as they do.

Many schools have no science labs, and but little provision for experimental work. Music rooms are a rarity. Some schools have but an antiquated gramophone and less than half a dozen records.

Commercial aspirants in some rural schools clutter around a borrowed typewriter, used in succession during, or after, school hours.

As a contrast to progressive influences in the schools, think of the advances in Audio-visual education outside the school—much of it of dubious value.

We have not the vision, the courage, the leadership, to ask for, or pay the price of, progressive education. We have not "Sold" the idea of education, as a vital force, to ourselves or to the public. We are half-hearted, half-convinced, hesitant, groping.

We do not want to return to the old

cram system, so we confuse the issue by wordy pedantic definitions that we only partly believe. Meanwhile we refuse to meet the public demand for an educational system that does these two things:

1. Trains the child to earn its living.
2. Enables him to utilize his leisure time to the best of his ability, fitting himself to become an active useful member of the community.

Formal stereotyped systems of education are cheaper, more easily managed, and superficially satisfactory.

Summing Up

Why accuse progressive education of failure when we fail to give a definite aim or to supply adequate means of attaining any worthwhile goal?

First, let us reach some generally accepted and acceptable aim in Education. Should this be, "What is really best for the individual pupil?"

An educationist told me recently that the ideas I wish to express regarding Progressive Education are impossible of fulfilment until society itself has a definite aim or goal.

My thoughts turn to Ruskin: "Perhaps it may be discovered that the final outcome and consummation of wealth is in the producing as many as possible full-breathed, bright-eyed, happy-hearted human beings."

Take that definition of Progressive Education, or Economics, if you will, into your classrooms for one week, but don't throw away your old notebook, it is good for at least one year yet.

POTENT

"Soap and education are not as sudden as a massacre but they are more deadly in the long run."—Mark Twain.

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Between The Bookends

Books for review and correspondence bearing upon reviews should be addressed to Mr. P. T. Kitley, 4177 West 14th Ave., Vancouver, B. C.

Science Activities for Grade IX.—A work book by Grant M. Paterson; Dent; pp. 194; 90c. TESTS, to accompany the workbook; pp. 22; 35c.

This has been prepared by a teacher of science, in collaboration with Mr. H. O. English, author of *Mastering Our Environment*, on which the workbook is based. It contains a wide variety of types of exercises as well as helpful pointers to study and further science activities. The book is also of practical value in its incidental summaries of the text. Diagrams and sketches are abundant and helpful.

Altogether this is a competent study guide and will be beneficial particularly to rural teachers. Its weakness is merely the weakness of all such aids, particularly workbooks. This the author has anticipated, as shown in his constant warning to "think it out" rather than let the material sink to the level of a mental crutch.

The book of tests, published separately, consists of a series of 22 association tests printed on detachable sheets.—H. L.

* * * *

The Adventure of Canadian Painting, by Richard S. Lambert; McClelland and Stewart, Ltd., 215 Victoria St., Toronto; pp. 226; \$3.50.

"Adventure" was a happily chosen word when the Canadian Broadcasting Corporation—in which Mr. Lambert is Supervisor of Education Broadcasts—decided on a series of nation-wide programs to schools dealing with Canadian artists. The adventure was, in fact, exciting enough to run eventually into three series instead of one.

Now Mr. Lambert presents fourteen of the artists dealt with, in a book which cannot fail to appeal to junior readers. All the vigorous highlights and swift action of a

radio program have been retained as the author recounts in telling detail the career of each artist.

For the most part these make good reading as stories pure and simple. However, each has the additional interest of a simple and explicit analysis of a representative painting reproduced in color in the book. Although making no claim to do so, Mr. Lambert lays the basis in these critical analyses, of a commonsense approach to modern art. In each illustration he selects some special feature for comment—form, color, arrangement and so on.

In his literary and educational activities, the author has established his reputation as a scholar and as a man of wide cultural interest. Yet this book deftly takes the measure of the junior reader and in its simple vocabulary and colloquial style will make many young friends. Only on rare occasion is there any sign of faltering; in only one or two instances does the vocabulary slip its bounds (surely, "papoose" might be better described as an Indian baby than as a "baby Indian").

Arranged roughly in chronological order, the artists discussed reach from Paul Kane, on through Krieghoff and such members of the Group of Seven as Tom Thomson and A. Y. Jackson, to Emily Carr and Carl Schaeffer. Obviously there are some important omissions—notably that of Lawren Harris. However, these will simply lend point to a request that Mr. Lambert soon let us have as a sequel, "Further Adventures of Canadian Painting."—P. J. K.

* * * *

Builders of the Old World, by Gertrude Hartman; Copp Clark; pp. 468; \$1.75.

A pleasing format, readable type, an abundance of interesting pictures, many in one or more colors, and all the well-loved stories of Cincinnatus and his plough, Gregory and the slaves, of Alfred, Canute, Marco Polo, Wat Tyler, and so on. Such are some of the elements of a most readable early history for intermediate grades.

The whole is woven into a unified and meaningful account intended to show that "peaceful development is the really important part of man's history"—a contention with which even the most pessimistic of prophets can hardly fail to agree. This thought has guided an admirable selection of incident and idea, related occasionally—and gratifyingly—to modern Canadian living.

Each chapter includes topics for discussion, "things to try", lists of books to read, and a practical section on elementary research techniques such as using a card index or making a summary.—S. P.

* * * * *

Learning to Write, by Reed Smith; Macmillan; pp. 511; \$1.35.

The clue to the excellence of this English handbook is the statement in the preface that it is "the outgrowth of twenty-five years' experience in teaching composition". That the experience has not been unfruitful is revealed in the clear-cut, simple and emphatic way in which factual material is handled, the careful attention to possible pitfalls, the practical and fool-proof exercises, the short-cuts, and the thorough coverage of all aspects of the mechanics of high school writing.

Intended to supply two years' work, the book summarizes in a business-like fashion the fundamentals of grammar, punctuation, spelling and pronunciation. It also deals effectively with the other aspects of composition—sentence and paragraph structure, effective diction, and special forms of writing (narrative, the letter, and so on).

Most British Columbia teachers will find such sections as grammar covered far more thoroughly than they wish; a discussion of whether this is good or bad must await more time and space.

An interesting feature—possibly a fault—is the way the author frequently seems to be giving hints to teachers as much as to students. Certainly this enhances the book's value as far as the teacher is concerned, since the suggestions are all sound common sense.

"The Round Table" is a valuable appendix to each paragraph, for review

and discussion. The examples and exercises are bright and often humorous. (Imagine schools of a generation ago daring to analyze a *limerick*, when the common bill of fare was such as "Let me not to the marriage of true minds admit impediment"!) Frequent diagrams and sketches are also helpful and stimulating. Altogether, though the English teacher will perhaps despair of covering all the material, he will find here a book of outstanding worth.—P. J. K.

* * * * *

Reading For Meaning—Books 7 and 8, by Guiler & Coleman; Longmans, Green; pp. 55; \$.65 each.

If a student can understand word meanings, get the central thought and more detailed meanings of a paragraph, discover the organization of it (i.e., its "outline") and summarize it, then he may be said to have read with purpose and understanding. On this assumption each of these workbooks provides 24 reading "units" followed by tests to measure the factors mentioned above.

As remedial and supplementary work in reading these should prove of benefit to students in Grades 7 and 8. The series includes workbooks for the junior grades also.—P. J. K.

* * * * *

The Quiz Kids' Book. (An illustrated collection of favourite stories and poems); Macmillan; pp. 372; \$3.00.

Reactions to this will tend to parallel reactions to the Quiz Kids themselves. This is unfortunate, because if the name has conditioned you to a feeling of nausea your young friends are likely to miss some good reading; while if you have learned to consider the Quiz Kids with feelings of awe you will lose the fun of criticizing this group of the stories and poems best liked by such a select group, and you will also forbear to laugh at their own attached comments—and that is a shame.

The contents are divided into New Stories, Poems, Old Stories, Jokes and Riddles. There is also a list of other books these youngsters enjoy, and an index of authors, titles and first lines.

"New Stories" includes Mark Twain and Robert Lawson, and the material varies from Winnie-The-Pooh to "The Lady, or the Tiger?" As one might expect, poems include Noyes' "Highwayman", Browning's "How They Brought the Good News", Blakes' "Tiger", and a selection of Emily Dickinson, Eugene Field, Stevenson, Gelett Burgess, etc. Some of it is not very good, and the comments in this section are sparse. "Old Stories" draws on fairy tales, Howard Pyle, Charles Kingsley and Aesop. Your children will revel in the "corn" of the riddles.—A. C.

* * * *

Work Experience—Preparation for Your Career, by T. E. Christensen; Science Research Association, Chicago 4, Ill.; pp. 48; 75c.

Although work experience—part-time work while attending school—has become increasingly common in the last few years, with more and more school systems adopting such programs, very little has been written on the subject and all its aspects. This monograph discusses its importance in the education of young people, how to get work experience, matching interests and jobs, and information on the tryout values of work experience. It is aimed at the student reader and written for him, and answers the question "What does work experience mean to me?"

The information contained in *Work Experience—Preparation for Your Career* can be of help to school administrators in organizing work experience and co-operative training programs. It is equally valuable to teachers and counselors in helping students obtain work that will aid them in their studies as well as prepare them for future careers. Many schools will find this monograph of particular use as supplementary reading material in classroom courses in careers and vocational training.

* * * *

Our Little Friends in Other Lands, by F. J. and D. Gathercole; School Aids and Text Book Publishing Co.; pp. 96.

To accompany the text *Far Away People*, this is intended for Grades III and IV. It will not suit Grade III's revised course, but will prove suitable to Grade IV, emphasizing

ing as it does our own relationships with the people of the Sahara, the Amazon, the Congo, Switzerland, Norway, the Netherlands, the Arctic and Antarctic, India and China.

The questions are in the form of association tests and short answer recall (up to sentence length). There are also some interesting crossword puzzles and a valuable review section.—B. T.

* * * *

Civics As It Should Be Taught, by Richard Welling; National Self Government Committee, New York; pp. 16; 10c.

The underlying idea that the calibre of local government can be greatly improved by teaching practical politics in the schools applies equally in Canada or the U.S.A. However, this pamphlet is so entirely American in content that apart from general interest, it is of little real value to Canadian teachers.—A. M. F.

ABERRATION

Can the sun of tomorrow shine down with
the light of today,

Or reflect all the sorrows and joys that this
evening has seen?

Can the moon and the stars from their
shadowy balconies say,

"There below is a sight I recall; there a
place I have been"?

Can a promise at sunset survive and in
action be born,

Or a whisper of hope live to echo from hills
of the dawn?

Can the hush of the twilight emerge as the
quiet of morn,

Or a vision endure in the mood and the
light it was drawn?

Can the call of the lark reawaken the
nightingale's theme,

Or an ember of ecstasy linger to kindle the
breast?

Can a smile thread unchanged the excursions
and doubts of a dream,

To entice into wakefulness lips that it
kissed into rest?

L. R. PETERSON.

THE B. C. TEACHER

News, Personal and Miscellaneous

EARLE WILLOUGHBY CRAWFORD

The Vancouver Technical School suffered the loss of one of their esteemed members in the person of Earle Willoughby Crawford who died on December 17, 1947, after an illness of over two years. Mr. Crawford was born at Boissevain, Manitoba, on May 14, 1896, and attended the public schools of Vancouver.

As a young man he became a journeyman in the sheet-metal trade and through private study and special courses for industrial arts teachers, qualified to teach industrial arts and became a member of the Sho. Teachers' Association. He began teaching in Lord Selkirk school in 1932, and in 1938 joined the staff of the Vancouver Technical School in the sheet-metal department where he taught his chosen vocation to both day and night school students.

He took a keen interest in soccer and sponsored and coached the soccer teams. His hobby was fishing and many will remember that he won a Salmon Derby at Horseshoe Bay where he had a summer camp.

We shall remember Willoughby for his cheerful disposition and with what fortitude and patience he bore his affliction to the very last moment.

He is survived by his wife, parents and three brothers, and to them we extend our sympathy in this time of bereavement.

—E. M. W.

TEACHER EXCHANGE

Below are extracts from a recent memorandum from the Canadian Education Association to Provincial Officers-in-charge of Teacher Exchange.

Teacher Exchange Bursaries

"In recognition of the value of Teacher Exchange as a force for Canadian unity, Imperial Oil Limited has donated five thousand dollars to help defray travelling expenses of teachers going to exchange positions in other provinces of Canada or

in Newfoundland. The Canadian Education Association will use this money to provide bursaries of not less than seventy-five dollars to exchange teachers. It is necessary, of course, that the exchange arrangement shall have been completed by the Canadian Education Association after compliance with all conditions indicated in our folder and in the C. E. A. application form.

International Teacher Exchange

"For the second year since the war a limited exchange of teachers between Canada and the United Kingdom is being worked out for the school year 1948-1949. There will also be a limited exchange of teachers between Canada and the United States. The Procedures will be the same as last year. This year, however, the League of the Empire requires three copies of each application form. Would you, therefore, please have your teachers who apply for an overseas exchange fill out their application in quadruplicate. With regard to Canadian teachers going on exchange perhaps I should mention the following considerations: Canadian teachers on exchange to the United States, as well as elsewhere, will be paid by your Board of Education; there are no outside funds for this exchange. Each teacher will provide his own travel expenses, and should have, in addition, including salary, not less than \$2000 for the year; Each Canadian teacher would be expected to sign a Memorandum of Agreement; the Canadian Government will accept responsibility for finding accommodations for the American teacher. You will need to assume responsibility for locating suitable living accommodation for the exchange teacher; Canadian teachers going on exchange to the United States must secure a Visitor's Visa 3(-2). This visa entitles them to teach in the United States but not to engage in any work for which they receive remuneration from any employer in the U. S. Each Canadian teacher must take out health and accident insurance at a cost of \$20.00 if they have not already such insurance."

Folders explaining how the teacher should proceed in applying for an exchange position are available from all B. C. School Inspectors or from the Federation Office.

The B. C. Provincial Officer-in-charge is Mr. T. F. Robson, Registrar, Department of Education, Victoria.

Applications should be in by March 1st.

EDUCATIONAL SUPPORT FOR EUROPE AND ASIA

The Secretary of State for External Affairs announced recently that the Canadian Council for Reconstruction through UNESCO has been established to carry out a nationwide appeal for necessary supplies for the educational reconstruction of war-devastated countries in Europe and Asia. The Government has decided to make a contribution of \$200,000 from the Post-UNRRA Relief Appropriation to be used by the Council for the purchase in Canada, of supplies for the educational, scientific and cultural reconstruction of these areas.

At the first session of the General Conference of UNESCO held in Paris in November 1946, consideration was given to the need for educational, scientific and cultural reconstruction in areas of Europe and Asia devastated by war. The Conference adopted a Resolution which called for the organization of a world-wide voluntary appeal for essential materials and supplies to the value of at least \$100,000,000.

In accordance with the Resolution, the Department of External Affairs asked the United Nations in Canada to convene a meeting of voluntary organizations to consider what could be done in Canada in response to the UNESCO Appeal. As a result of this initiative, a meeting was held in Toronto on July 29th of last year at which more than 60 Canadian Voluntary Organizations interested in educational, scientific and cultural rehabilitation, made plans for the establishment of the Canadian Council for the Reconstruction through UNESCO.

The Campaign

A nation-wide campaign to raise a minimum of \$5,000,000 in Canada to assist in

the reconstruction of schools, libraries, universities, technical institutions, and art centres in war-devastated countries was announced some time ago in Ottawa by the Canadian Council for Reconstruction through UNESCO. The campaign will take place in February and will have as its objective the securing of \$3,000,000 in cash contributions and \$2,000,000 in needed materials.

This announcement followed a statement by the Secretary of State for External Affairs announcing the Canadian Government's decision to allocate \$200,000 from the Post-UNRRA Relief Association to be used by the Council for the purchase in Canada of supplies for educational, scientific and cultural reconstruction of war-devastated countries.

The Government's action, Mr. C. F. Fraser, Chairman of the Executive of C.C.R.U. pointed out, was a practical and generous token supporting the views expressed at Mexico City a few days earlier by the Chairman of the Canadian delegation to the Second General Conference of UNESCO, Mr. S. D. Pierce, who declared that "the Canadian delegation has reached the firm conviction that the needs of reconstruction in countries devastated by war must be given the strongest possible emphasis".

CCRU — Mr. Fraser added — owed its existence to the enthusiastic participation of the 100 national organizations which had launched the project, as well as to the interest of those prominent in the educational life of the provinces. The Government's practical action in supporting the efforts of so many bodies in so important a project would go a long way towards ensuring the success of their efforts.

The task of CCRU is simple—to provide freedom's tools in the form of needed educational, scientific and cultural equipment, so that the intellectual life of the war-devastated countries may be resumed.

Note To B. C. Teachers

Teachers or Local Associations interested in this project may make their contributions through the B. C. Teachers' Federation office, 1300 Robson Street, Vancouver.

===== CORRESPONDENCE =====

WE NEED MUSIC TEACHERS

1517 Bay Ave., Trail, B. C.

January 10, 1948.

Editor, *The B. C. Teacher*:

The B. C. Teacher must be congratulated on giving us at last an article on school music. Let's have some more.

I would like to know exactly what is meant by and who are the reactionaries? In what way are they impeding the progress of music in our schools? In ten years in British Columbia schools I have not heard of them.

The exposition of pupils to "Good formal music teaching" scares me to death. It conjures up a vision of "Music Supervisors" in each of our new school districts, sending out circulars of music lessons, to be taught for the first week in September; second week, etc.; concluding the first term with a "Good formal written theory test."

Has the writer never experienced the opening of a school song book at Schubert's beautiful! "Who Is Sylvia?" only to find some impatient student has added in pencil to the title, "Who the hell cares"? Is it possible in a case like this that there has been too much "Good formal music teaching"?

I am sure it would be a pleasure to meet the "Gentleman who rose in righteous indignation at last year's convention." Probably Mr. Atkinson missed a great opportunity by not asking the question. I believe one of the most humorous and educating books ever known could be written by collecting the experience of every male teacher in British Columbia who was exposed to "Good formal music teaching" at Normal. Please do not misunderstand this. I absolutely agree with the writer on the impossibility of the work of the music instructor at Normal.

The news of music progress at U.B.C. is truly wonderful. Possibly here is the answer to the "Righteous indignant gentleman." The courses in Music Appreciation, harmony, counterpoint, history, ear train-

ing and composition are absolutely essential. They will certainly provide the "Good formal musical training" so much admired by the writer of the previous article. However well taught, once again, these things will never make a good school music teacher, yet one can never be a good teacher of music without them. More courses will be needed. This new music teacher must know his music, vocal and instrumental. There is nothing more narrow and pitiful than a school which has a beautiful 50-voice choir to the exclusion of all other music, or a fine band and no choir. We need a Music Department in our Department of Education, staffed by highly educated musicians, who also know "How music can be taught in schools."

Progress is no doubt being made. We still have schools in British Columbia where music has not even started. Some schools have good choirs, some have good bands, some good orchestras. How many schools have we where all three are going ahead? What percentage of our Junior and Senior High students play, sing, or enjoy music? I can see the value of music supervisors, but I believe we "Need music teachers."

As a final thought for "We music teachers", why not begin instrumental teaching throughout the province in Grade Six?

Yours truly,

R. R. POTTER.

TEACHERS RATING SCALES

Box 313, Kimberley, B. C.

January 7, 1948.

Editor, *The B. C. Teacher*:

Congratulations are in order for the very sensible and forthright editorial on teachers' rating scales. Certainly it focuses attention on a danger of which many teachers are apparently unaware. One wonders, in fact, why the lack of publicity among teachers concerning the proposed ratings which principals are to make on their fellow workers and, presumably, to forward to inspectors and school boards.

The whole business has, it would seem, been conducted like a conspiracy, in the unwholesome atmosphere of secrecy reminiscent of doings in other less fortunate lands of which we have heard in the past ten years or so. Such actions do not augur well for freedom in education. One can imagine how these scales *could be used* to bring to heel the outspoken and independent in a less auspicious political atmosphere than we enjoy at present, not to mention the fear, of which you speak, "that one may suffer loss of position or financial loss unless he curries favour with the principal."

And, as you state, while rating scales may strengthen the weak teacher, they are most certainly not the *right* or the *just* or even the *democratic* way of strengthening such teachers. Rating scales are instruction techniques to be relegated to teacher-training institutions where they belong.

However, let us admit frankly that our profession, like any profession, has within its ranks not only the capable, the conscientious, the efficient but also the shirker, the maladjusted, the anti-social (the latter categories of which, we are confident, there are but a few) and that we must be on guard against them. But the way of correction is not to be found in such a subjective instrument as is proposed, an instrument capable of the most flagrant abuse in the hands of prejudice and political chicanery. No! The solution is not externally imposed discipline, which, incidentally, we decry in teacher-pupil relations. It is self-discipline, self-imposed and self-administered.

And how are we to achieve this self-discipline? By giving the teachers themselves, through their professional organization, sufficient power to effectively discipline their own members, not only in the general field of ethical behavior but in the matter of standards of work and service as well. By teachers themselves insisting on a more effective selection of teacher recruits in the first instance as recommended by the Committee on Teacher Training and Certification. By the teachers themselves taking the initiative on the problem and working out a careful plan of professional discipline which, while effectively maintaining a high

standard of work and service, gives all teachers ample right to a full hearing of their cases before an impartial tribunal and to an appeal from an unfavourable ruling to a further impartial body such as judges of the supreme court.

True, with our automatic legislation plan now in effect, we have made a beginning. But it is only a beginning. Let us, now, go determinedly forward to strengthen and improve what we have done so well to initiate.

Yours truly,
L. H. GARSTIN.

REPLY TO UNCLE JOHN

2034 Parker St., Vancouver,
January 12, 1948.

Editor, *The B. C. Teacher*:

I cannot refrain from commenting on the article published in your January issue entitled "Uncle John on Government Religion."

I disagree emphatically with the "tone" which the writer conveys. Uncle John certainly does not believe that the Bible is the Inspired Word. He ridicules miracles, and seems to be guided by Lord Palmerston's dictum "respect for religion must not be allowed to influence one's private life." Such a dictum, if rightly quoted, is a contradiction in term. What is religion if not a service of God by keeping His commandments? And must these commandments not influence our private life as well as our public? What a festering ulcer Lord Palmerston's dictum would be in human society if put into practice!

The Lord's Prayer, with a few words of explanation, should never become meaningless or tiresome to children and adults. It teaches thankfulness and supplication along with that great Christian principle of forgiving, so much needed in our day.

Christ meant that prayer to be said every day; for it says: Give us this day our daily bread. It is apparent that we ask the "Giver of all good things" for that which will suffice for each day. Then we ask to be forgiven only in proportion as we are willing to forgive others. This also is a

THE B. C. TEACHER

daily petition, as "even the just man falleth seven times a day." No, Uncle John's article is not inspiring nor informative; but rather increases the already too great indifference to and disapproval of all things spiritual which now, unfortunately, permeate so many classrooms. I would advise that such controversial views be entirely eliminated from your fine magazine.

Yours sincerely,
FRANCES WILBERS.

UNCLE JOHN ON FRIENDS AND FOES

My dear Niece:

I think it was Machiavelli, in his book on how to be a prince, who said: "Always deal with your friend as with one who may some day be your enemy; and with your enemy as with one whom you may some day need for a friend." The wisdom of this advice can be seen by a glance at the history of the last two centuries, during which every important country in the world has been sometimes our ally, sometimes our enemy, and sometimes neutral.

More than once we have helped a conquered enemy to his feet, in order to have him as an ally against some combination of ex-friends; and we can see by reading the papers how quickly a friend whose life we have saved can turn into a spiteful enemy.

Is there a lesson there for you? Only with regard to enemies, I hope. Your most important duty is to gain the friendship of your pupils; after them, the parents, trustees and population in general. Probably some of each will be against you for one reason or another, and you will have to hold up your end against them by whatever means you can—but always with the idea, not of subduing or humiliating them, but of finally making them your friends. You will find it not only virtuous but generally profitable to "do good to them that hate you." It will improve your mental and even your physical health to keep thinking about what you can do for people instead of what you would like to do to them.

Ever your loving,
UNCLE JOHN.

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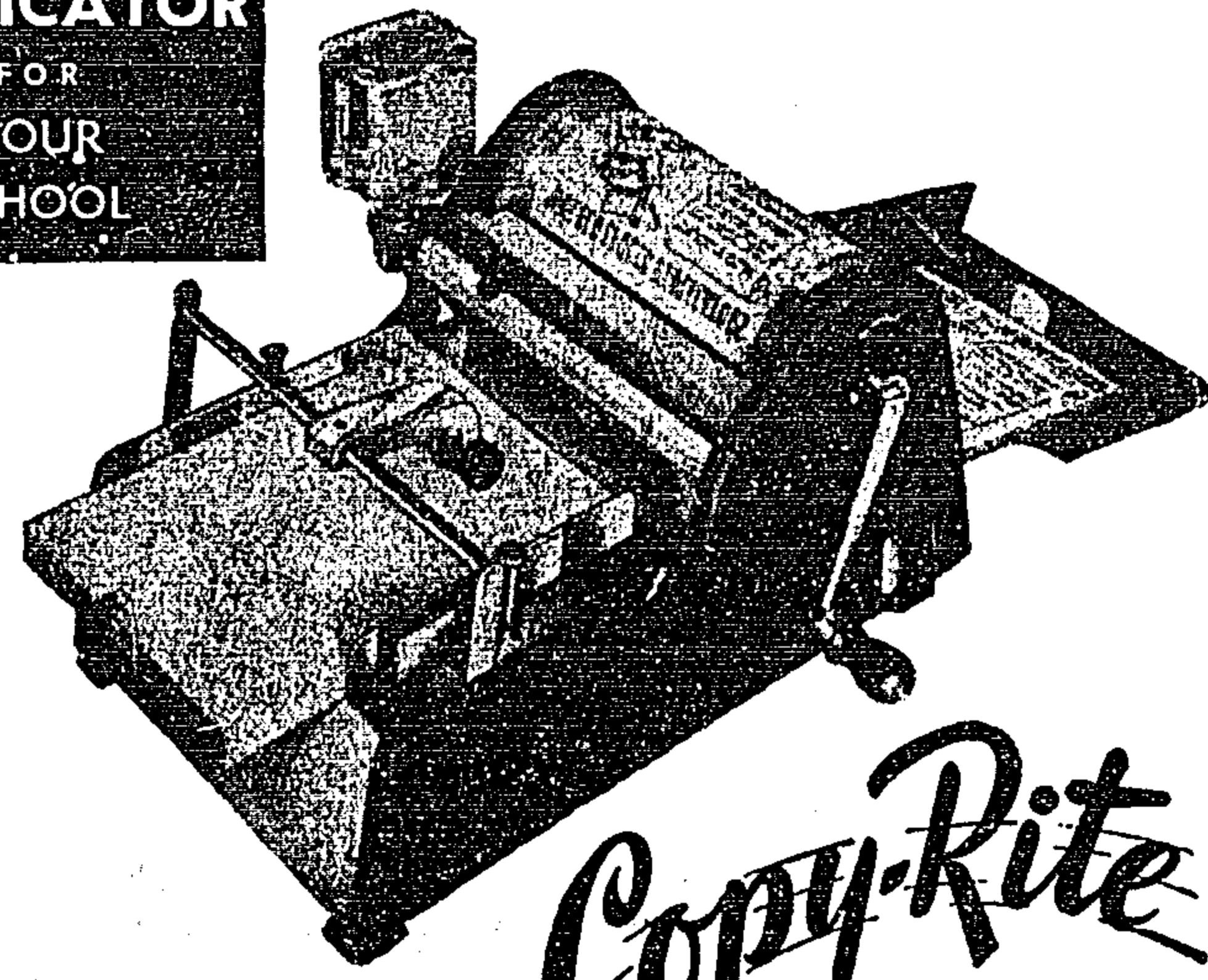
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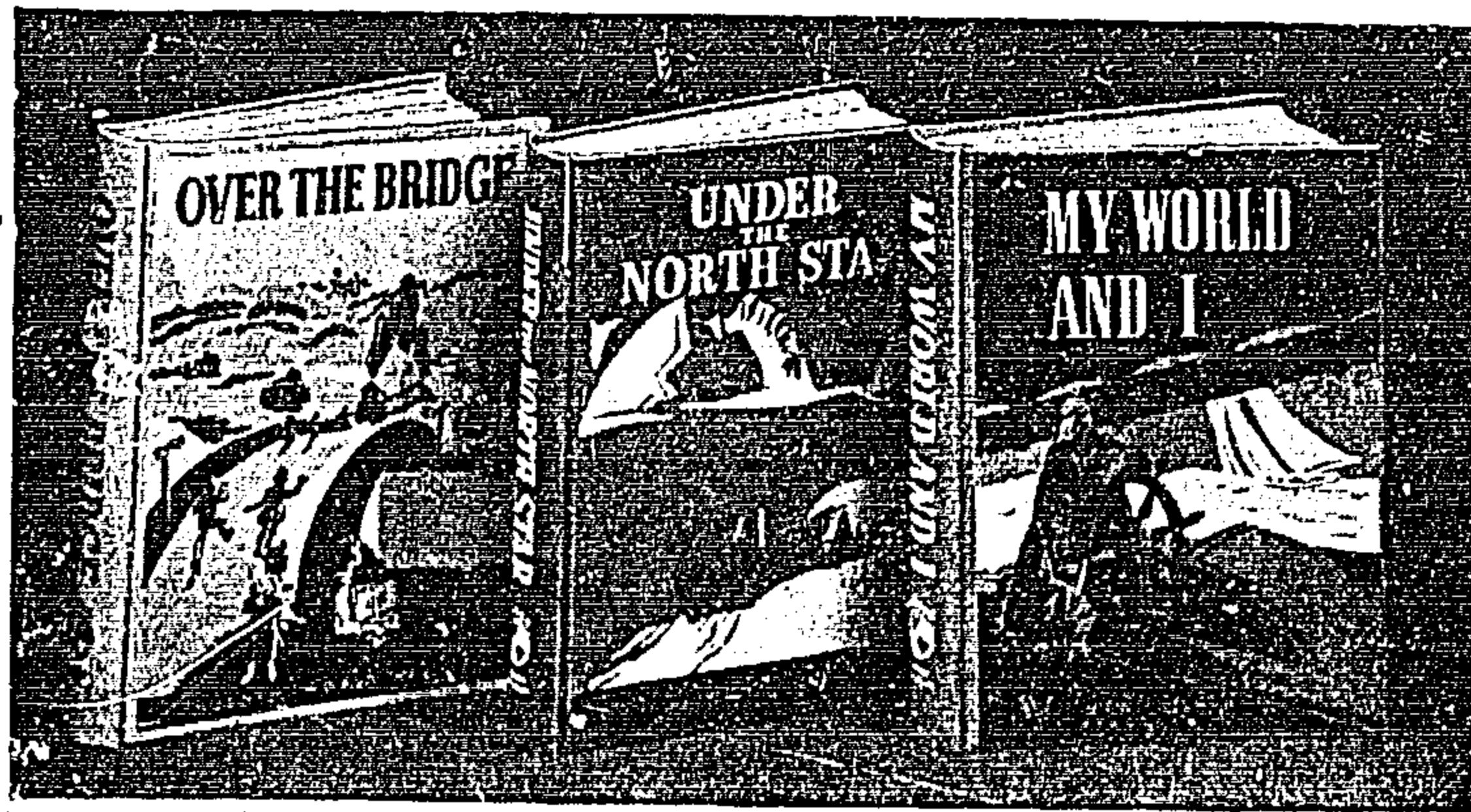
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