

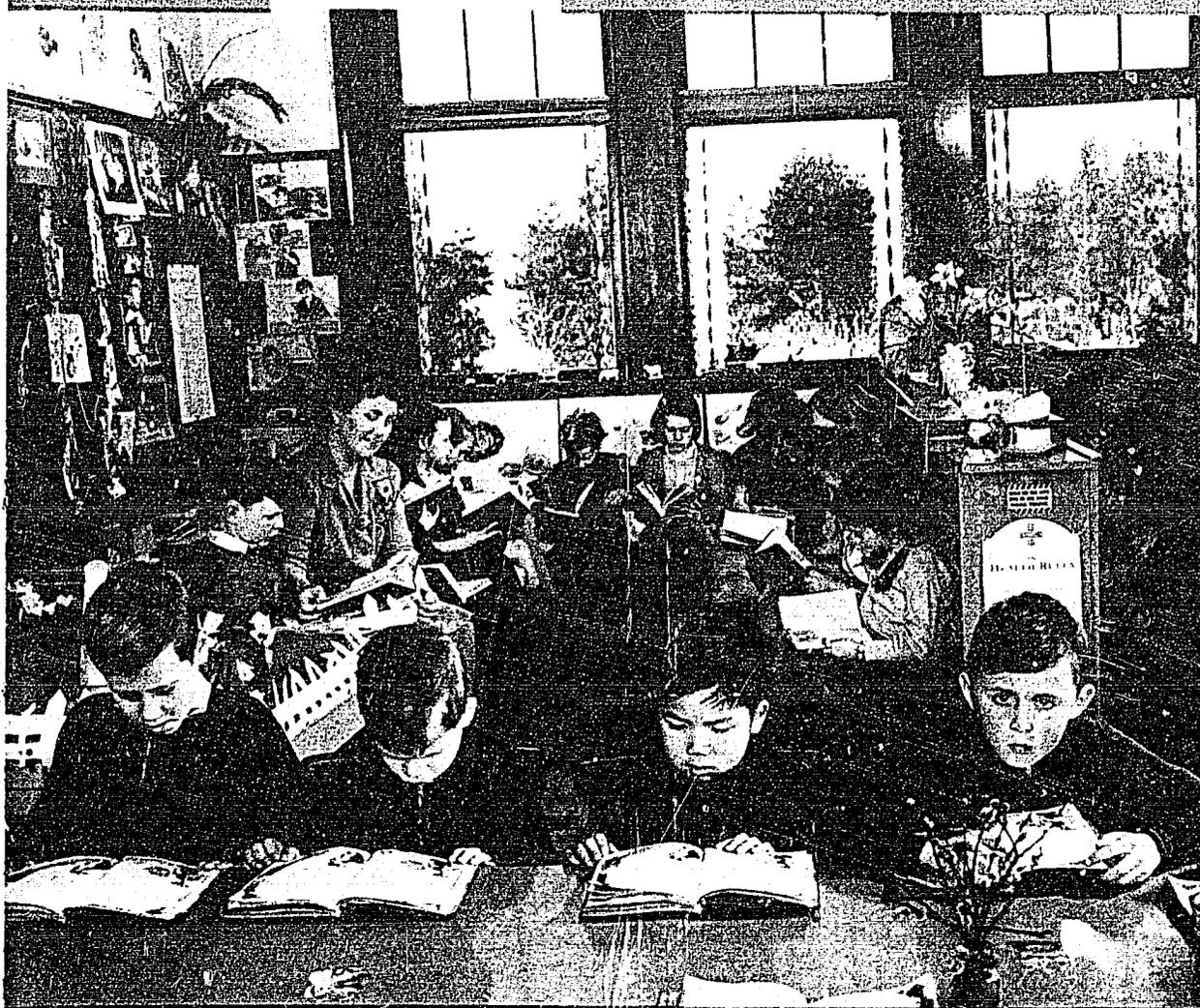
the **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION



VOLUME XXVII, NO. 5

FEBRUARY, 1948



(See Page 105)

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Close doors and windows to keep the cold air out.
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Drink water to keep your throat moist.
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**RE: BILL No. 97 — VICTORIA, B. C.
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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.

Consult your own exclusively appointed insurance office for the necessary coverage and protection.

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B. C. Electric

the BC teacher

Official Organ of the British Columbia Teachers' Federation

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THE COVER PICTURE

Pictured here is a primary reading group of Brechin Elementary School with their teacher, Mrs. K. Martin. Grouping on the basis of social adjustment is a fundamental part of the "progressive type" school. (See page 174)

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Guest Editorial

TO BUY, BUILD, OR RENT?

To buy, to build, or to keep on paying rent is the question most people and many organizations are concerned with at some time or other. It could be that you will be confronted with this "Sixty-four thousand dollar question" at the Convention, Easter of 1948. Not that you will be asked to plunge into the real estate business at present figures, but if in five, ten, or fifteen years time, the B.C.T.F. is to acquire better housing the issue must be faced soon and the plans laid at an early date.

A cursory examination of our finances reveals the following: In 1928 our accumulated reserves stood at approximately \$2500; in 1933 they were \$8000; eleven years later, in 1944, they had dropped to \$7000; today they stand at slightly over \$20,000. The future is bright. That we are at long last making good progress in our finances there can be no doubt. True, our total expenditure is much higher than it was a few years ago. Examining the various aspects of the budget, however, is your privilege and your responsibility. Questioning its wisdom is always your democratic right.

The question might well be asked, "Why do we need a substantial reserve fund?" No doubt our colleagues in Alberta and in Saskatchewan asked that same question as they surged forward to reserves of over \$100,000 and \$50,000 respectively. One answer might be simply, "For a rainy day". The "economic" climate of British Columbia is probably still subject to depression contagion. For security alone it is desirable that our organization be adequately financed. Again the successful pursuit of any one of several major objectives could necessitate the spending of a considerable sum. Our own actuarial survey of the pension scheme, for example, would cost between five and seven thousand dollars. As a province our advance is conditioned to a very considerable extent by prevailing standards across Canada. A particular year may well be considered one in which we

should support by more than our present forty cents per member a Canadian-wide professional improvement program. Surely, no thinking person would suggest the curtailment or the abandonment of any of our B.C.T.F. services. It is probably a safe conjecture to say that the work carried on by our permanent officials has trebled in the past six years. We have expanded into every available room, even into the attic where Lesson-Aids now are pigeon-holed. What if the building were sold tomorrow?

Many of our five thousand members have doubtless not had occasion to visit the Federation headquarters at 1300 Robson Street, Vancouver. A major portion of each of the three floors of that building, called "Aldine House", is occupied by the B.C.T.F. offices or by our medical services. There "C.D.O.", "S.E." and "C.C." with their capable stenographic assistants, conduct an office which is a model of industry and efficiency. Some new additions of office furniture, new lighting fixtures, a re-decoration, all add to the attractiveness, comfort and efficiency. But working space is really at a premium. Into one comparatively small room are crowded two stenographers, a work table, mimeograph, files, stationery, addressograph, and at regular intervals some six thousand copies of *The B. C. Teacher*, on the distribution of which the full staff concentrates. Traffic lines along the floor might be a practical suggestion to help avoid collision. Yes, to date we have been very happy and fortunate in these quarters, they may suffice for a little longer, but the day is rapidly approaching when office expansion will become "a must".

Now is the time to begin making plans. The hour is already late. What type and size of structure would you suggest? Should we confine our objective merely to such accommodation as would adequately serve our own needs or would it be wisdom to have space to let? Would we be practical in planning a small auditorium for executive meetings, committee meetings, local

association meetings? Should there be a library and reading room? What about a lounge, something bright, attractive, warm, radiating hospitality, where visiting or local teachers might meet for a happy hour?

A few years ago when we set out to improve our B.C.T.F. finances, a survey of fee scales was made. There were two particular revelations: first, we noted that our fees were moderate in comparison to those paid by other professions, by those in industry, etc.; secondly, we noted that in our own profession there appeared to be a high correlation between the fee scale and the salaries and benefits of the provincial organization. In British Columbia we are making real progress, but the road ahead is yet long and the going heavy before we shall command the professional recognition

and prestige so long overdue and so justly merited. Let us not begin talking fee reduction too soon.

At the December meeting of the finance committee a motion was passed recommending that a building fund be established, that five thousand dollars of present reserves be placed therein and to this at least four thousand be added from the anticipated surplus each year. The executive further approved the setting up of a special committee to study and report upon this matter.

Your considered opinion is respectfully solicited for the annual meeting. The establishment of this building fund can mark another milestone in our Federation's progress.

'OLE THREE-PAW

Away down South
A long way off,
Where the bullfrogs die
Of the whooping cough.

There is a coon,
Named Ol' Three Paw,
When I tell you his story
You'll gasp wif' awe.

Long time ago
One day, 'bout noon,
Down to the crick
Come a mighty hungry coon.

He looked in the crick
And what did he see?
Lots o' juicy catfish!
Me-o-mi-o-me.

He reached in and grabbed one,
It was pretty good.
He ate until his stomach
Held all that it could.

He walked towards the bushes
Feeling the need of sleep;
And then the thing that happened
Was 'nuff to make him weep.

He was walking 'long so peaceful
(Going to take his nap)—
Then there was a click and a pain
And he knew he was caught in a trap!

At first he was awful terrified,
The trap it hurt quite a bit;
There was only one thing for him to do
And he shuddered to think of it.

But gathering up his courage
(You may disbelieve and scoff),
He chewed at the paw that was caught in
the trap,
And soon he had bitten it off.

Ol' Three Paw's an example
Of the beasts who've done this feat.
The courage it took to do this
Would sure be hard to beat.

If you see a three-pawed an'mal,
You'll know what it has done;
So doff your hat, and think of that—
And let it escape, my Son.

BILL STAVDAL,
Age 13, Grade 8,
Brchin Elementary School,

B.C.T.F. NEWS

ATTENTION, TEACHERS

Re G. A. Fergusson Memorial Award

(1) Nominations are requested for the Sixteenth Annual G. A. Fergusson Memorial Award.

(2) Nominations of candidates for the award may be made by any Federation member or by any Local Association of the Federation.

(3) Nominations must be received by the undersigned at the Federation Office, 1300 Robson Street, Vancouver, B. C., not later than Friday, March 12th, 1948.

(4) Each nomination should be accompanied by a description and supporting evidence of the work for which the award is claimed. Meritorious work on behalf of the Federation, or any Association, may rightly be included.

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

(6) The Trustees particularly desire to have for such an outstanding honour, a good list of nominations, truly representative of all teachers of the province, and they therefore urge that all Associations and members give this matter their early and serious consideration.

On behalf of the Trustees,

(Signed) C. D. OVANS,
Honorary Secretary.

THE CALL OF THE CONVENTION

Every member of the 1948 Convention Committee could probably obtain a job as a barker on the Exhibition Skidway. Every member is shouting loudly that the 29th Annual Convention of your B. C. Teachers' Federation should be the best yet. Enthusiasm is high.

Outstanding Guests

For many years your Federation has drawn outstanding personalities to the Easter Convention. Mr. W. T. Straith, the Honourable Minister of Education; Dr. George Andrews, Assistant to the President of the University of B. C.; and Mrs. Pearl Wannamaker, Superintendent of Washington State Schools and a prominent figure in UNESCO, have been invited as this year's speakers.

Tuesday: Every Teacher's Day

Tuesday Morning Sectional Meetings are of outstanding quality and value. The Tuesday Afternoon Session is equally appealing. Every Teacher within transportation range of Vancouver that day, should attend Tuesday morning and Tuesday afternoon.

The Science Section has arranged to inspect the new Science Building at the University and to hear a lecture on Atomic Energy by Dr. G. Volkoff. The Principals' Section will hear Col. Fairey on Temperance Education. The Primary Section will hold discussions, demonstrations and displays in Mackenzie School. Directions on how to get there will appear in the Convention Flyer. The Intermediate Teachers will be brought up to date on Project Work by Miss Jean Bailey of Burnaby. These and others, too—a Sectional Meeting for Every Teacher.

The Afternoon Session in the Hotel Vancouver is of professional importance to every teacher. Col. Fairey has been invited to speak on a subject of increasing concern. Resolutions on Curriculum Revision will be considered at this meeting.

In between the morning and afternoon sessions, from 1:30 to 2:30, the Visual Education Branch of the Department of Education will co-operate in presenting an interesting and informative programme with Audio-Visual Aids in Remedial Work.

Wednesday Afternoon Music Treat

The Music Section besides arranging many items for our evening meetings, has

again come forward with an exceptional feature. Prof. Harry Adaskin, Head of the Music Department of the University of B. C., will give an illustrated music lecture. The Kitsilano High School Boys' Choir under Alfred Hewson will sing. Miss Florence Connor, formerly Supervisor of Music in Brandon, will speak on "Imagery in Music in the Primary Grades". The time and place: Wednesday Afternoon, 1:15 to 2:45 in the Hotel Vancouver Ballroom.

Wednesday Evening Entertainment Programme

Featured at the public programme on Wednesday evening will be a modern ballet group from Oregon State College. Music by Harry Price's Orchestra and the quartette of the popular "Lester Square to Old Broadway" radio program will complete the evening.

Not the Whole Programme

The magazine editor has limited our space. These are just a very few of the highlights. The entire programme of your 1948 Easter Convention will be outlined in a FLIER. This should catch you at School about three weeks from now. But get ready. Answer the CALL of the CONVENTION, March 29, 30, 31, and April 1, Hotel Vancouver, Vancouver.

HAVE RESERVATIONS!

The Convention Committee will be happy to assist delegates in making hotel accommodation for the convention week. Blocks of rooms are available at reasonable rates in the following hotels: Vancouver, Georgia, and Grosvenor. In your request for reservations state your requirements clearly.

- (a) number of days,
- (b) single or double,
- (c) with bath.

All requests must be on hand before March 20th, addressed to:

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

NOMINATIONS

Nominations of candidates for the various Federation Offices this year have been made on a different basis than previously. All members of the last two years Executives were supplied with a list of the personnel of those Executives and were asked to indicate their preference of individuals for each office, giving a rating of 10 to their first choice, 9 to their second, etc. Opportunity was provided to nominate other than Executive members. The results were then tabulated and those with the greatest total vote were contacted to ascertain if they were agreeable to run for office.

It should be noted that further nominations are receivable from the floor of the Convention.

For President

T. M. Chalmers — First Vice-President, Chairman on Professional Ethics, Vice-Principal Gilmour Avenue Junior High and Elementary School, Burnaby.

For First Vice-President

H. D. Dee—Second Vice-President, Chairman Teacher Training and Certification and Charlesworth Memorial Fund Committees, Vice-Principal Victoria High School.

J. Gibbard—Executive member, President Vancouver Secondary Teachers' Association, Assistant Magee High School, Vancouver.

V. Montaldi — Executive member, Chairman North Central District Council, Principal Burns Lake School.

L. J. Prior—Secretary-Treasurer, Chairman Public Relations Committee, Assistant Burnaby South High School.

For Second Vice-President

W. D. Black—Past Chairman Constitution and By-laws Committee, Past Chairman North Shore District Council, Assistant Britannia Mine School.

D. J. Chamberlain — Chairman Salary Committee, Past Chairman West Kootenay District Council, Principal Rossland High School.

Miss E. V. H. Kendall—Chairman Finance Committee, 1946-47 Secretary-Treasurer, Past Chairman Vancouver Elementary

Teachers' Association, Assistant Tecumseh Elementary School, Vancouver.

For Secretary-Treasurer

C. H. Skelding—Executive member, Principal Franklin Elementary School, Vancouver.

J. A. Spragg—Executive member, Assistant North Vancouver High School.

Sumbitted by,

C. J. OATES,

For the Executive Nominating Committee.

PUBLIC RELATIONS REORGANIZED

Expanding activities of the Public Relations Committee have made necessary an extensive reorganization.



L. J. PRIOR

A number of sub-committees have been set up in order to distribute the work among the members. Mr. John Prior, of Burnaby South High School, remains as chairman.

The new committees and their chairmen follow:

B.C.T.F. Locals—Mr. D. Tysoe, North Vancouver.

Radio—Mr. F. Hardwick, Vancouver.

Newspapers—Mr. J. Findlay, Vancouver..

Speakers—Mr. A. F. Black, Vancouver.

Other members of the committee are: Miss Eileen Burke, Burnaby; Mr. M. Timberlake, Vancouver; Mr. R. Osborne, Vancouver; Mr. J. Ewen, Burnaby.

NOTE:—A meeting for local public relations' officers is being arranged for the Easter Convention. The tentative date is Tuesday, March 30. Plan to attend.

PENSIONS DATA

In response to many requests the Valuation Balance Sheet contained in the last Actuary's Report is herewith printed.

The following excerpt from the Report pertains to the Balance Sheet.

VALUATION BALANCE SHEET

"The amounts of the ledger assets and

the accrued interest on investments in the Service Pensions Account and the Retirement Annuity Account were obtained from the Report of the Commissioner for the one year period ending 31st December, 1946.

Service Pensions Account

The liabilities were computed on the basis of the experience rates of decrement amongst employees in service, which were obtained from the above investigation, the Standard Annuity Rate of mortality to represent the mortality of pensioners, which rate corresponds very closely to the actual mortality experience amongst pensioners, and a 3 per cent rate of interest. The analysis made in the actuarial appendix shows that the B. C. Teachers' Pensions Fund earned 3.04 per cent on its investments during 1946. It would, therefore, be unwise to use a rate of interest higher than 3 per cent in computing the liabilities of the Service Pensions Account.

The liabilities in the Service Pensions Account show a considerable increase since the valuation as of December 31st, 1942. This increase is due to the larger number of employees, the reduction in the rate of interest assumed from 3½ per cent to 3 per cent and the assumption of a lower rate of mortality amongst pensioners.

The assets in the Service Pensions Account have kept pace with the growth in liabilities due, chiefly, to the considerable increase in the size of the annual payroll, upon which the contingent assets have been based. The contingent asset of the present value of the future employer contributions of 7 per cent of salary is shown as \$8,285,533, consisting of an item of \$3,276,561, representing the present value of future contributions of an amount which would have been adequate had it been paid from the date of entry of each employee into the Fund, and of an item of \$5,008,972, which represents the present value of the excess of the employer contribution of 7 per cent of salary over the employer contribution based on age at entry in respect of future new employees and present employees. We estimate the maximum value that might have been placed on the latter item to be approximately \$10 million, on

the assumption of an annual payroll of approximately \$8,400,000. This result indicates that there has been a definite improvement in the financial position of the Service Pensions Account since the valuation made as of December 31st, 1942."

Retirement Annuity Account

The reserves in the Retirement Annuity Account were computed on the basis of the Standard Annuity rate of mortality and 3 per cent interest. The annuities which were valued were prepared in the office of the Superannuation Commissioner and were computed on the basis of the rates of

contribution approved by Order-in-Council on January 21st, 1941.

Our investigation indicates that these rates of contribution are inadequate, because the mortality amongst pensioners was found to be much lower than that assumed when the 1941 rates were computed. There was very little experience upon which to base the 1941 rates and they were computed on a basis which, at that time, appeared reasonable. This report embodies the first thorough investigation made of the mortality amongst pensioners of the Teachers' Pensions Fund.

B. C. TEACHERS' PENSIONS FUND

Valuation Balance Sheet as at December 31, 1946

SERVICE PENSIONS ACCOUNT

ASSETS	LIABILITIES
Ledger Assets\$ 2,753,986	Present value of future service pensions in respect of employees:
Accrued interest on investments 11,463	(a) in service 1st January, 1941 and still in service 31st December, 1946\$ 8,305,418
\$ 2,765,449	(b) in service 1st January, 1941 and on pension 31st December, 1946 .. 1,403,784
Present value of 1 per cent employee contribution for 15 years 1,078,010	\$ 9,709,202
Present value of employer contribution based on ages at entry in respect of existing employees 3,276,561	(c) who entered service after 1st January, 1941 2,419,790
Present value of excess of 7 per cent employer contribution over employer contribution based on age at entry in respect of future new employees and existing employees 5,008,972	
\$12,128,992	\$12,128,992

RETIREMENT ANNUITY ACCOUNT

Ledger Assets\$ 4,349,094	Outstanding refund values\$ 43,199
Accrued interest on investments 18,103	Actuarial reserve in respect of employees:
\$ 4,367,197	(a) in service 31st December, 1946 ..\$ 4,361,599
Arrears in contributions of ex-service personnel 14,455	(b) on pension 31st December, 1946 .. 495,325
Deficit 518,471	4,856,924
\$ 4,900,123	\$ 4,900,123

To Talk of Many Things

Teaching Science:

In the elementary school, too many teachers begin with a false idea in their science teaching. They teach each section of science as a group of facts to be mastered, with a view to increasing the child's understanding of his surroundings. This is a very admirable object, but it must not be started at too young an age. The accumulation of a vast body of almost mathematically-related facts is the job for a very mature mind. The elementary teacher in science should build up concepts in science; the inter-relationships between the sciences should be shown and their far reaching effects on every day life shown. But how hard this is to do!

It is generally recognized that concepts are built up out of many accurate percepts. In order to help the beginning teacher, Lesson-Aids has developed several units in science. Units 27 to 31 inclusive and unit 112 cover the Grade V science course, units 1 to 9. Following is a brief description of some of these units:

Unit 28 (5c) is entitled "Many Animals Migrate". It consists of two mimeographed pages of animals: the buffalo, the fur seal, the deer, the white whale, the monarch butterfly and salmon. Each is drawn separately so that they can be easily cut out and mounted and coloured for preservation in the pupil's note book. Instructions as to colouring are given.

Unit 29 (5c) is entitled "Adaptation To Surroundings". It consists of two mimeographed pages of illustrations. The tadpole, the toad, the frog, the salamander, the green turtle, the house fly, the butterfly (in all stages of metamorphosis), the chipmunk, the locust, the bat, the woodchuck, and the diamond rattle snake are shown. These are prepared for mounting as unit 28.

Unit 30 (5c) is a unit of 3 pages, much like the other two, except that the illus-

Address all communications to Mr. L. W. Greenwood, the secretary, Lesson Aids, 1300 Robson Street, Vancouver; make all monies payable to the B. C. Teachers' Federation.

trations are much better. There is half a page of printed instructions about the eight animals and insects portrayed.

Unit 31 (5c) deals with insects and besides illustrations of six insects in all stages of growth, it gives an outline as to how to tackle the subject. This is very brief, but gives some idea as to how the subject may be approached.

If you are not good at illustration, a copy of each of these units will be well worth while as the drawings may be reproduced on the blackboard. Order yours now.

* * *

*There was a young chap going grey,
Who scratched at his head in dismay,
Till he used Lesson-Aids
For all of his grades,
Thus retarding the progress of grey!*

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TOMORROW IS TODAY!

By ARCHER MERCER
and W. V. McALLESTER

During the War Years we placed our hope on the "Brave New World of Tomorrow" in which our advanced theories of education would finally crystallize into common practice. However, is this not to-morrow? And do we not notice many "old" teachers in this "old" world who are still carrying out their "old" practices? Their number, perhaps, could be decimated if we had courageous, and agreed, leadership from the higher theorists of our provincial educational system.

One inspector informs his teachers that Social Studies is the core of the curriculum, while an adjacent colleague advocates a minimum of Social Studies units in the year. Another inspector suggests the activity programme with complete integration of subjects, pupil experiencing, social maturity grouping, curriculum adaptations to the community and individual evaluation; but comes around periodically to test and insist on grade standards. Still another department official claims that a school should reflect the philosophy of its principal. In short the pedagogical pendulum rests in as many places as there are inspectors—yea, even principals.

Although our Normal Schools appear to uphold modern practices when preparing candidates for teaching and our official organ and the Summer Schools fall in line with their part in the in-service training of teachers, we have orders from the hierarchy to standardize time allotments further, and to evaluate pupils of the intermediate level on the "standard for the grade".

A goodly number of liberal-minded thinkers are taking the good from modern trends in education and discarding the undesirable, and in so doing are following the scientific thought process of arriving at truth. On the other hand, as a consequence of confusion in the Elysium, the inexperienced and immature blindly and blissfully blunder along in the only teacher group that can be accused of malpractice.

About the Authors—

Mr. Mercer is principal of Brechin Elementary School in the Nanaimo School District. His philosophy of education is easily discernible in the pupil centred school he and his enthusiastic staff have developed.

After a sojourn in His Majesty's Forces, followed by several sessions at the University of British Columbia, Mr. McAllesier returned to the teaching ranks last September as principal of Duncan Elementary School.

A Modern Trend

In the hope of clarifying our thinking let us present and justify, even if only in our own minds, at least one of the modern trends. (Here it must be kept in mind that "modern" is a relative term and designates, in every age, that group of people who have found new ways of doing "old" things.)

Fundamental to all modern philosophy in the elementary school is a paramount responsibility to deal with the individual differences of the children it serves. If any degree of success is to be attained in meeting this great responsibility, educators must realize that an administrative revolution is necessary for the graded system is on its way out. The term "grade" has long since lost its significance because it rests on the assumption that all children should make exactly the same progress in spite of such uncontrollable factors as absence, variations in intellectual capacities, emotional stability, individual interests, physical fitness, and the nature of contacts in the home, school and community. A rigid "grade" system does irreparable damage to all pupils for it shackles the brighter children, making them uninterested and inattentive, while it attempts to gear instruction for the slow learners to a mathematical class average impossible of attainment. "The graded system is an imperfect mirror and many youngsters yearly start school with pictures of themselves which are the grossest caricatures of the truth." Since we are inter-

ested in continuous growth, no mechanical obstruction such as a grade can be tolerated.

Reorganization a Necessity

The elementary classroom of today must be re-organized if it is to be functional. Traditional procedures for grouping pupils bring neglect of many excellent opportunities to foster a maximum of pupil growth. Children grow physically, intellectually and emotionally in many directions and at various rates. Growth factors are interdependent—the plurality of forces which may produce maladjustments in the school. Thus it is psychologically correct to conclude that the segregation of pupils on the basis of social adjustments is likely to be accompanied by a close correlation of growth in other lines. Accordingly, the purpose of any class organization should be to bring together a group of children, with common interests and needs, who can live, work and play happily and successfully together — without placing too much emphasis on school achievement, intelligence or probable rate of learning.

With this organization, based on the principle of social maturity, teachers find that children naturally gravitate into fast, average and slow groups within the class. It is useless to go on teaching the mythical "normal child". Our theorists must agree that there is a readiness stage at which each pupil is able to master any specific new skill in any one of the indispensable basic tool subjects of reading, spelling and arithmetic. Consider the case of a heterogeneous Grade Six Class whose measured reading achievement ages range from 9 years 4 months to 14 years and 8 months. We are brought to realize that pupils in this class merit the more individualized instruction which can be provided in at least four homogeneous reading groups. Similarly, a beginning Grade Three Class, sharing a range in arithmetic ages ranging from 7 years 2 months to 10 years 3 months can profitably be arranged for instruction in three groups. The same grouping technique will apply to the teaching of spelling. It should be assumed, of course, that divergencies in achievement scores are within reasonable limits in the social groups.

The classroom can operate as a unit in all aspects of the aesthetics and in experience giving activities built around the integrated study of social studies, science and health.

There are eight basic principles governing grouping in a school programme. We are advised to:

- (1) Arrange children in groups.
- (2) Use modern readers and workbooks.
- (3) Observe the psychology of intensive work in short period.
- (4) Provide self-correction for group work.
- (5) Have each child, whenever possible, work at his own level and proceed to a higher group as his adjustment and achievement merits the promotion.
- (6) Allow top group who have mastered the minimum essentials for the grade in any subject to proceed to the next level.
- (7) On promotion to a higher division, let each group progress from where it left off.
- (8) Arrange classroom furniture to facilitate grouping.

Variety In Grouping

The number of subject groups formed will vary with the number of pupils and the range of abilities and individual achievement in each class.

Remember also, that groups are not rigid, and a retarded pupil competes with himself as he strives to reach a higher group more in accordance with his native ability. When a youngster's achievement quotients in reading, spelling and arithmetic correlate favourably with his Intelligence Quotient, we can be satisfied, reasonably, that he is in his proper subject groups. Pupil growth will then be normal.

A boy or girl who progresses at his or her own speed with a number of pupils near his own ability level develops initiative and experiences feelings of achievement, of success and of belonging which are so necessary in his school life. Mental hygiene of this type is recognized as a worthy aim of our modern school.

Grouping is not a "cure-all", but it is an improvement over the lock-step practice of teaching pupils in larger classes under the graded system.

HOLLAND

NEW PLANS FOR EDUCATION

CONTRIBUTED

How far does Holland today, known earlier to the present writer by special visit as progressive in educational spirit, suggest new thought to us?

An appreciated letter from one who thinks with both sides of his brain will serve to link up references to a booklet under the above title with extracts in the November magazine from "Aims and Philosophy of Education in British Columbia" in the B. C. Programme of Studies. "Our chief complaint," says the writer of the letter, "is that those sentiments do not agree with the curriculum prescribed by the curriculum makers, and still less with the examinations by which students (and the teachers, as Harold Dew points out) are judged."

One is told officially that teachers are apt to over-emphasize the stringency of the curriculum and the examination conditions. Yet how to think otherwise, when, with no clear way shown to the enjoyment of the Programme ideals, these seem to be all that is offered by way of definite practical guidance?

Dark Spots in the School Regime

In the booklet referred to, the President of the New Education Fellowship in Holland tells of "main blots on the picture" of Dutch education:

1. "The fact that in nearly all schools the children are kept in rigid year-classes. The tempo of these is always too slow for the more intelligent children and too fast for the less-gifted." (How America dealt with this, in the days when its schools were all aglow, by close grading accompanied by individual promotion, is an interesting chapter in the history of education.)

2. "The fact that education in our schools is too intellectual: the programme is very much overloaded and much too rigid." (Is not "too intellectual" a somewhat complimentary description of this?)

3. "The fact that the schools have up till now prepared for examinations, so that

the diploma is often considered more important than the subject matter." (Has not "passing the examination" stood out as a goal elsewhere?) Yet, "Mechanical testing is not of great use", says this writer.

4. "The fact that in most schools there is far too little activity, especially creative activity, and too much listening." Much as a teacher's enthusiasm for his subject may count for—"No motivation of the learning activity can be equal to that of the spontaneous spirit of enterprise of the child."

Planning to Remove the Dark Spots

Proposals are:

(1) "Sounder methods of organizing the lessons"—vital to the pleasurable both of teaching and learning; a point one would enjoy elaborating.

(2) "A transition form between the elementary and the secondary school" for what is styled a "diagnostic year".

This is the situation: "Since the end of the nineteenth century, instruction has been compulsory in Holland for all children from 6 to 12 years (later from 6 to 13 years). The greater part of those who pass through the primary school do not proceed to further school education". . . .

. . . . "The minority pass on to the various types of secondary schools, technical schools of all kinds included."

"It is a deplorable fact that there are far too many failures among the pupils of these schools. First, there is a minority who appear" — interesting to hear from B.C. teachers if they encounter such — "incapable of profiting by any continued tuition. Secondly, there are a greater number who have chosen a school too difficult for them or not in keeping with their particular talents. Frequently their energy is killed. The greater part of them begin their way in life under an unlucky star. . . . They are predestined to form those elements in social life that are open to destruc-

(Continued on page 181)

The Not-to-be Excluded Middles

By GEORGE H. COCKBURN,
North Bend, B. C.

Middles used to be considered quite essential for the thinking man when we were so very young and allegedly too optimistic in the brave new world of the 1920's, at U.B.C. "Jimmy" Henderson of the white hair and sparkling eyes introduced us to the Logical Middle, which comes between the Alls-are and the Alls-Are-Not. For example, when one is confronted by the rival propositions "All girls look queer in sacks" and "No girls look queer in sacks", one begins to look for an Excluded Middle. Thus, if one's middle is exclusive enough, then one's New Looks may be good looks and so we have the E.M., "Some girls look good in sacks". One has to consider all the possible cases!

In fact, in those bright days, so much of the value of looking at middles was taught at Point Grey that an irreverent student in History Honours translated our motto as "Middles up!" In History Four we had Dr. Sage's Hellenic Golden Mean—"meden agan"—nothing too much. It influenced us quite a lot, especially in our studying. We apportioned our time ideally—so much for a brunette (nothing too much, of course, just a medium), so much for a blonde (not a very good looker, just fair), so much for our very average meals, a little for a mediocre show, so many lectures attended and quite a few missed—but never too many, especially where a Mean professor took attendance — and so much time for the Georgia, but . . . well, of course, some did.

Like the days that Wordsworth mentioned, "Good it was to be alive" and University education was a mixture of Middles and Dreams. When you wrote an essay on "Slavery 1800-1850", you had to look at it from the point of view of a slave owner, who had inherited a nice going plantation and was using it to maintain a nice family

At a time when the New Look has brought Middles back to fashion, the even Newer Look in international affairs threatens to take them out of Social Studies. One notes with regret the recent trend in American journalism to see everything in two colours—Communism's red and Capitalism's black. The rest of the political and economic spectrum is temporarily invisible and light itself must cease to be pure.

in a nice way, then try to understand how a pure Northerner who did his stern duty with the gracious co-operation of a thousand slum-dwelling imported peasants would despise that Southern exploiter. After that, you were expected to visualize the rather cloudy ideas of the slaves themselves. When you discussed Gladstone, it wasn't enough to say, "He was just a front for the wicked capitalists," and when Karl Marx was under examination you were supposed to find out at just what points he was righteously right, luckily right, merely absurd, absurd and funny too, righteously wrong, petulantly wrong, just ordinary vague, or being childishly ruthless—you didn't get out of it by a sneer or a heart throb. You could Dream, but not until your Middle was full, which is the best time to begin dreaming, anyhow.

The Middle Excluded

I believe that on the whole U.B.C. will always be like that. But certainly the North American printed word, which can be as strong as Universities and as teachers, is beginning to exclude the Middle. Instead of soberly reporting and painstakingly evaluating fairly both Capitalism and Communism, and sharply distinguishing between these and the very many intermediate forms and opinions that are in the world of 1948, they are increasingly trying to pack everything into one or other of the two boxes, or if they cannot do that, to ignore the residue.

The teacher's task, as John Dewey implies, is critically to pass on the cultural heritage. That does not imply that he is "above the battle"; he is very much in it, and in some senses of the word is not impartial. How could he be so—he has to conserve the faintly perceivable pattern of permanent if growing values in beauty and goodness, and the complicated and unpopular truths at the heart of changing phenomena. (Darn it, it is too easy to be as incomprehensible and wordy as an educational philosopher!) This duty, this *raison d'être*, is laid on him to the extent that he holds lightly compared to it his own allegiances in politics and economics. If he is impartial, it is chiefly in the sense that he exercises and trains his students to exercise prolonged objective and subjective reflection on facts and values and lovely objects both of the past and the present. In such reflection he encourages a thorough survey of all aspects of the realities under study, together with all related and even contrasted realities. He is, however, scarcely impartial between a fact and a lie—he is not unbiased between nobility and cheapness—he propagandizes frequently when it is a question of beauty or ugliness, and if that is sad, why then, sadder still, his pupils will possibly catch his attitudes! He recognizes, however, that by no means all of life's phenomena are realizable of such facile judgments, and himself leads again in stopping judgment where ascertainable certainties fail him. That, incidentally, is *not* "suspended judgment"—partial judgments have been made and stored en route to the impasse and become part of personality however we like to imagine otherwise, which is or could be a sobering problem for pedagogues.

Double Duty

Thus at times the teacher will be a propagandist both for and against Capitalism and Communism. Stylings of "democracy" or "true people's socialism" will not conceal for him the facts of either, both good or bad, nor will a thousand fellow travellers with Joe nor ten thousand good little journalists erase the brutalities of either the liquidation of the Kulaks or the early treatment of trades unionists—nor the

possibility that neither Communism nor Capitalism necessarily acts like that at its best.

That is why one deplors the constriction of view that can dare to narrow one's choice and one's pupils' choices of the good, true and beautiful to "Communism or Capitalism". Not only are there values in both, but there are values in a thousand other parties and views, and whether or not they go forward into the future with the Great Two, sooner or later the Great Two will have to take in those values. Indeed, already they have begun to assimilate and to be modulated by them—Capitalism the more, because it is older (in fact, the term "Capitalism" is so vague and so comprehensive of several very different forms that it is difficult to discuss.) The New never quite displaces the good that did exist (together with bad) in the old—Greece finally conquered Rome and Marx the iconoclast was neither unmarked by the religious genius of his Hebrew ancestors, nor contaminated by the Hegelian idealism that he claimed to have adapted in reverse.

In fact, perhaps this explains the difficulties of the American press. It has itself become Marxian, and accepted the doctrine of the Negation of the Negation. By this, the Affirmation, Feudal Aristocracy based on land, was finally denied by the Negation, Capitalism based on machine production, which "will be" finally negated by the Dictatorship of the Proletariat after the great class war between *Capitalism and Communism*, which our press now seems to accept.

It is strange that such a quarter truth has gained such credence. While Aristocracy was older than Capitalism, the latter by no means killed it—even materialistically speaking, how could a machine kill a field, or electricity kill reproduction? Further, while Communism is younger still, its few real lasting triumphs have never been over Capitalism but rather over Aristocrats who had disdained to use Capitalism to mend their decadent fences. It has talked of dictatorship of the proletariat without finding what the proletariat meant outside of the rather primitive Slave factory work-

ers and even in that dictatorship in Russia it has found that history's stupid legacy of Aristocratic peasants is hard to fit into pure theory.

Mixed Values

Meanwhile, over quite a large part of the globe's face, the mixed values of aristocracy, capitalism and socialism exist side by side, mingling with other values from other 'isms. That is obvious in Britain, apparent to any student of the United States, to be found in the Scandinavian countries, China, Germany, and even in Canada. There is even an impious case for the survival of a definable if new-made aristocracy in Russia, and certainly some extracts from Marx, Engels, Lenin and Stalin have the aristocratic flavour.

While it is obvious that the world is again drifting toward crisis, it does not follow that Uncle Sam's allies, nor even all of Uncle Sam's people will see the same narrow truth (?) that the American press tends to reiterate, of a two sided philosophical struggle between Capitalism and Communism. If that game is played, it will be between Communists vs. non-Communists. The latter will include a rather heterogeneous group of nations and parties and groups which see Communism as a menace to their freedom to develop their philosophies in the milder arena of peaceful democracy. To them, Uncle Sam will appear as a mixture of Hercules plus Scrooge plus Baron Munchausen, but never quite as Sir Galahad—a strong, commercially minded and grasping, boastful individual who somehow loves freedom too and in his own weird way has not only achieved it for himself, but for quite a lot of others also, and who has a vague Dream which is bigger than himself and keeps setting his feet on strangely Quixotic paths in this world of modern misery which has its Dulcinean moments.

Under such a possibility, it is more urgent than ever to keep the critical view that excludes nothing in the social survey, for while we quietly realise our own sympathies in such a struggle, we can yet see that of itself it would solve nothing beyond the giving of freedom from obvious doctrinaire servitude to and infinite boredom by

Communists. Afterwards, we shall still have to keep on thinking, and it is never safe to suspend *thought* for the duration. Indeed, the danger of our times is not so much ready total acceptance of either choice, but rather the scepticism that suggests that thinking is useless, and that there are no real values nor real truths on which to build. "What is truth" was the sneer of a man who resolved his quaking psyche by blind action. Neither we nor our pupils can substitute mere action for believed in institutions—at least, not permanently.

Lenin said in a very fine moment that there is enough truth to go on even if our intelligence is merely a feeble rush light—shades of the Quakers' doctrine of "sufficient light on the individual path". There is an ocean of truth right around us—even in the concrete and kindly people we meet everyday. Parties and nations are made up of people like that, a little more stupid and a lot more unkindly-foolish when acting within their "kids' gangs" boundaries of party discipline and national egotism. But even in these larger abstractions there are truths. Aristocracy, for instance, shares with the I.Q. charts the truth that all men are not born equal, and that the mass of men perhaps need to be restrained from diluting quality in art, education and qualitative social living. Capitalism's Liberalism asserts that the aristocracy of leadership should be renewed generation after generation by competition and that the unfit should slide a little down the scale and make room for their betters; it asserts the need of constant and free criticism of that leadership—criticism unpopular alike to Moscow to-day and the Vienna of Prince Metternich.

More Information, Less Sensation

In short—one likes the Middle. In its free perspective, History is seen as a panorama of emerging values, few of which can entirely be discarded by needy Man. It may take us more time to get these into focus than it would to preach glorious Revolution or wonderful status quo. But in the long run, our more sober students will be better fitted to live in a really quite slowly changing world in which there has been *no* Revolution in 1970, and in which

even in 1960 Capitalism was just bumbling along in a slightly better but still hit and miss way in which it borrowed freely from many 'isms. They will realize then that it is not a world for disappointed materialists turned sceptics of thought, but for spiritual realists who include in their view of life the good and bad of all the 'isms. Not least, they will understand that curious complex of many faced democracy—the British Empire (or Commonwealth if you like), in which the rule has been—

"To keep the mean between the two extremes. . . . The minds of men are so diverse, some . . . be so addicted to their old customs and again on the other side, some be so new-fangled that they would innovate all things, and so despise the

old, that nothing can like them, but it is new. . . .

Not to gratify this or that party in any their unreasonable demands, but to do that which to our best understandings we conceive might most tend to the preservation of Peace and Unity. . . .

—(Prefaces, *Book of Common Prayer*)

Meanwhile, one is inclined to plead strongly with our friends of the press for more information and less sensation, even if the sensation makes a nice dramatic story of hero versus villain. The newspapers and the magazine are inevitable tools for Social Studies—it is a shame to turn them into pale copies of a wrestling match. It may be one world, but there are more than two forces in it, and none is 100 per cent right nor wrong, but—middling.

SQUIRREL FOOD

Columbus sat on a pier and dreamed,
The world was round to him it seemed,
A psychiatrist surely would have deemed,
The kid was nuts.

The fire made the water hot,
So that steam lifted the lid off the pot,
A man's head was filled with thought,
He must have been nuts.

Many a dream has given pleasure,
And produced a good you cannot measure;
Don't seriously take the guy who says you're
Surely nuts.

The individual must himself express,
Whatever you do you must not repress,
The rest of us must remain in a mess,
Or perhaps go nuts.

When Dad disputed your intent,
And over the spot his slipper bent,
Dr. Psyche says you'll so resent—
That you'll go nuts.

But strange indeed as it may seem,
Most of us got a smack on the beam,
And Mom and Pop we still esteem
And didn't go nuts.

I'm sure we all will quite agree
That most of us are a wee bit bree;
That does not mean that you and me
Are just plain nuts.

The Psychologist said unto his pal—
You take the boy, I'll take the gal,
But just don't analyze me, Al,
I might be nuts.

The squirrel gathers his wintry store,
For safety puts in one or two more,
Then he lies down to contentedly snore—
For he's not nuts.

Says Dr. Psyk, "Just now we're in,
The more of nuts, the more of tin,
Let's fill the whole ding-busted bin
With all the nuts."

If we so let them have their way,
'Twill be exactly as they say,
And then upon another day
We'll all go nut.

But were this science truly placed,
Its good and bad points frankly faced,
Its gassy engine won't be raced,
We'll not be nuts.

—MEAD STANLEY.

THE B. C. TEACHER

CENSORSHIP

By DONALD COCHRANE,
Port Alice.

Somebody is always trying to improve my morals. Perhaps they need it: most people could be a little more pure in heart without serious injury. But can it be done without my consent and co-operation?

The movies have been pretty well sterilized, so as to make them fit for children to see. Whether it was necessary in the process to make them not worth a mature person's attention, is not for me to discuss. I only know that all the great dramatists, of whom Aristophanes was not the first nor Shakespeare the last, have made most of their reputation for humour out of jokes that would never get past the movie censors. Only about two of Shakespeare's comedies are "clean" enough for school children to be allowed to study, and even they have had to be carefully pruned in spots.

But still juvenile delinquency increases, so various organizations are agitating for censorship over the trash that children read. (The inference is that when children did not read at all there were no juvenile delinquents—this is nearly the reverse of the facts.) The arguments against censorship are the same as they have always been: first, that it always tends to become political rather than moral, as witness the recent row in the United States over "Communism" in the movies; second, that it cramps the style of good writers, while bad writers manage to evade it; third, that it does not produce the desired results.

I was brought up under strict family censorship. Plenty of good wholesome boys' books, full of adventure, with just a hint of young love at the end—and the Bible. And so, with natural desire for knowledge, I searched the Scriptures, and found plenty of stories of a sort that could never be printed in a boys' magazine, or in this one. Hunting up the ladies mentioned in the first chapter of Matthew, for instance, I found out about Ruth. The method that merry widow used in cinching

her capture of a rich husband may not be described here, and she was mild compared to the others. From the laws of Moses I got much valuable information, and from the Song of Solomon such a wealth of sensuous imagery that I was thoroughly vaccinated against all the pale modern pornography.

I have a scar on my eyebrow, where my little sister just missed my eye with a thrown stick. No, we had not been reading cheap trash; we had been to Sunday School, and were playing Israelites and Philistines.

Rudyard Kipling, from his own experience, said that schoolboys "Have no morals to corrupt, and if they had, they were corrupted long ago."

From all of which I conclude: Juvenile delinquency is not caused by reading, and if it were, you couldn't prevent it. Badness of any kind comes from inside, not from outside. And if you want to ban stories of crime and immorality you must begin with the Bible.

HOLLAND

(Continued from page 176)

tive influences of every kind of political propaganda."

Hitherto, admission to a secondary school in Holland has been by examination, or (as a later alternative, which worked no better) by a school principal's testimonial, or by the two combined. But, already before the war, a proposal was being made for a transition grade between elementary and secondary. This is now proposed afresh. Its purpose—and the care and skill required to give it due effect are freely admitted—is to determine which pupils are likely to be benefitted by further post-thirteen education; and to judge of the type of secondary education for which they are individually best fitted. The suggested tests at the end of the transition year are: "Does this boy endeavour to understand; or is he content with merely reproducing what he has been taught? Does he succeed in such an attempt and to what extent?"

Sense and Nonsense In Health Education

By DR. RUTH E. GROUT

The "sing-a-song-and-eat-a-carrot" variety of class work ought not to be confused with health education, says Ruth E. Grout, associate professor of public health and education at the University of Minnesota. She is likely to add that "ruining a perfectly good tune with words about health" is not education of any sort.

Dr. Grout inveighs against "stringing up vegetable dolls and calling it health teaching."

"Or wall charts. Those terrible wall-chart-competitions, when everybody in the class checks health habits, marking down whether they've brushed their teeth, or washed their hands, and probably cheating. That kind of thing encourages untruths. It makes health teaching ridiculous."

As opposed to charts and jingles and vegetable dolls Dr. Grout recommends "the translation of what we know about health into effective individual or community action by means of educational processes."

More Than Talk

The "translation" must come through work on real problems. "Health education must be taken out of the realm of talk," says Dr. Grout.

Children should learn about health in part through the way they live and work in the classroom. A music class, for example, ought to learn how and why to clean the wind instruments used by another class. The science and shop teacher should understand and explain safety regulations. The need for proper lighting and the way to get it ought to be understood by everyone in a classroom. If a teacher in a small school is going to chatter about cleanliness, he ought also to set up a "cleanliness corner" with a mirror, wash bowl, paper towels, a place for each child's comb.

Instead of wall-chart competitions Miss Grout recommends that children be given personal file cards on which they can daily check whichever of their health habits needs attention. Children know their own

Health educator says translation of health knowledge into action must come through work on real problems.

Dr. Grout speaks with authority. She was director of the health education project of Cattaraugus County, N Y., from 1931-38, consultant in health education for TVA 1939-42, consultant in health education for the U.S. Office of Education in 1942-43.

Her doctorate was earned at Yale University. She is the author of "Handbook of Health Education" and of a forthcoming book on health teaching in elementary and secondary schools.

problems, or could be helped to discover them, and enjoy the responsibility of working to change their own poor habits.

Systematic health teaching can be worked into other classes or handled in a separate class, but always the lessons should be about real problems, says Dr. Grout.

Out of a study in geography class of the food habits and housing of other peoples can come good health attitudes. Children learn that all peoples need good diets and protection from the weather. In advanced social studies classes community health problems can be discussed.

Education ought to go along with such school services as immunization, regular medical examinations, vision tests, height and weight measurements. If educated to understand what is happening, children will more readily co-operate with visiting nurses and doctors, will more readily submit to immunizations.

A Case In Point

As an illustration of effective health education Dr. Grout tells the story of what happened in a hookworm infected Alabama community. The community was made up of respectable, hard-working families who thought privies an unnecessary luxury. A science teacher in a consolidated high school showed his classes the danger from

(Continued on page 183)

Changes Wanted in Secondary Schools

NEW CERTIFICATES FOR SCOTTISH PUPILS

"Weekly Scotsman,"

Stating that the external examination "dominates the curriculum" and "destroys the finer educational values," the Advisory Council on Education in Scotland, in their report on Secondary Education, recommend radical changes in the examination system.

One of the major recommendations of the Council is the discontinuance of the Senior Leaving School Certificate and its replacement by a School Certificate, to be taken at the end of the fourth year, and by a Higher School Certificate, to be taken at the completion of sixth-form courses.

The proposals of the Council, whose chairman was Sir W. Hamilton Fyfe, have still to be considered by the Secretary of State for Scotland.

The secondary school, the Council say, must concern itself, not only with intellectual studies, but also with:

Care for the bodily health and well-being of the pupils.

The desire of adolescents to use hand, eye, and brain together.

The need to develop the emotional and aesthetic side by giving a bigger place to music, dancing, and the visual arts.

The systematic and informed teaching of the Bible.

Studies which the Council consider form the core of a secondary education are: spoken and written English; the rudiments of number and spatial relationship; general science; and social studies.

"Memory Exalted"

While agreeing that the teachers' own tests are innocuous, the Council find the case proved against the external examination as it dominates the curriculum.

"Useful during a period of rapid expansion, the examination cramps a secondary system that has reached full stature," the report says.

"It exalts memory, depresses the non-examinable and becomes an end in itself, so that even where it spurs to harder work, it destroys the finer educational values."

The Council regard it as essential that any alternative substituted for the external examination should win the confidence of the business and professional world by ensuring that any national certificate will represent the same standard of work everywhere.

For pupils leaving school at 15 there should be no external examination, but they and older pupils leaving without a School Certificate should be supplied with records of their work in the secondary school.

HEALTH EDUCATION

(Continued from page 182)

the spread of intestinal parasites as a result of soil contamination.

He induced his students to bring in waste specimens to be sent to the county health department for testing. The tests showed that approximately 30 per cent of the students were infected with intestinal parasites.

Next, working with the school principal and other teachers, the science teacher brought in a county health department engineer. From the engineer the teachers learned how to build privies. Then they taught their students. The boys and girls tore down an abandoned mill, salvaging the good lumber, and, as "shop work", constructed privies. The privies were lined up in the school yard until the grand community "privy-raising." Some old-timers sat on their front porches and shook their heads at the crazy goings-on, others pitched in to help the young carpenter-engineers. The community was not only well-supplied with privies, but most of its people learned from their children exactly why such things were needed.

"That's what I call health education," says Dr. Grout.

FOLK DANCING IS TAUGHT

At Moorpark Memorial Union High School,

Ventura County ● By CAROLYN SNODDY

*"With a do-si-do
And away we go."
"Allemande left with the old left hand
Back to your partner, right and left grand."*

This, perhaps, is strange jargon to most of our present generation, but redolent of bygone days and a nostalgic reminder of play parties and Saturday night get-togethers in many rural communities, which were the big event of the busy week to many of us.

Folk-dancing is staging a big comeback in many sections of the country. Many members of the little community of Moorpark in Ventura County are finding much pleasure in adult education classes in folk-dancing, sponsored by Moorpark Union High School, which are conducted weekly (1946-47) by Gale Preitauer, eighth grade teacher in Moorpark Elementary School.

This busy young man really personifies the saying that to get anything done, you should get a busy man to do it. In addition to his teaching duties, Mr. Preitauer drives a high school bus on a 45-mile daily run, is a local Boy Scout Master, a member of the Chamber of Commerce, and is married and the father of three sons. His summers are spent furthering his education toward a Master's Degree and an administrative certificate, and his vacations are largely spent in accompanying the Boy Scouts on summer camping trips. He is a graduate of University of California, College of Agriculture, at Davis. His graduate work is being done at UCLA.

For the past year Mr. Preitauer has conducted classes in folk-dancing for both adults and grade school students. While the emphasis is upon teaching folk-dancing and the correlative development of grace and rhythm, the community feels that something new has been added, too. These classes definitely fill a need among the older people for a weekly social affair, and for the grade school pupils is a preparation

for high school affairs. The training and confidence they gain in these supervised parties should prevent many a wallflower or sideline Johnny in the high school social affairs.

In the colorful, gay and sometimes highly intricate native dances of other countries which are taught, a stronger good neighbor policy is engendered, for dancing, like music, knows no international boundaries.

Some of the native folk dances taught this year have been: Russian: Sherr, Hopak, Kcrobuchka, Troika; Scottish: Road to the Isles, Dashing White Sergeant; Swedish: Hambo and Gustaf Skoal; Danish: Little Man in a Fix; Early Californian: Trilby, California Schottische, Mexican Waltz, and Oxford Minuet.

To climax this year's activities this group was host on May 4, 1947, to the California Folk Dance Federation, Southern Section, at Moorpark Memorial Union High School tennis-courts, when 1200 persons were audience and over 200 dancers participated in square and folk dancing from 1-6 o'clock in the afternoon.

Mr. Preitauer's particular pride is in his Los Bailitos, a group of elementary school dancers, fittingly costumed by their mothers in native Swiss attire, and who, at the May Day Festival described above, gave two exhibition numbers to the delighted audience.

Another Good Year

Mr. Preitauer is continuing his groups this school year (1947-1948). Many dancers are already attending from neighboring communities. Local adults are so interested that they often journey to Oxnard to dance with the local group there, while their director goes to another locality weekly in answer to a request from that place for instruction in a revival of the colorful and ancient social art of folk dancing.

SCHOLARSHIPS

Seven universities throughout the United States have been selected to award Encyclopaedia Britannica Films summer tuition scholarships for audio-visual study during the summer of 1948. This was announced recently by Stephen M. Corey of the University of Chicago, chairman of the educators' committee which made the selections.

The universities where the fourth annual E. B. Films scholarships will be awarded are:

University of California at Los Angeles
University of Chicago
Indiana University
Oklahoma University
Pennsylvania State College
Syracuse University
University of Wisconsin

The universities themselves will select persons who will receive the scholarships, which are contributed by Encyclopaedia Britannica Films. Applicants must be teachers or administrators who have especial responsibility for audio-visual instruction and who wish to make more effective use of classroom motion pictures. Applications should be sent to the universities where teachers wish to study before April 15, 1948.

Universities participate in awarding the scholarship grants on a rotating plan. Last year's universities, with the exception of the University of Chicago, were ineligible for consideration this year. The seven universities selected for 1948 were chosen as representative of the institutions presenting the best courses in audio-visual education in the country. The committee which made the awards consisted of S. Corey, chairman; Vernon Dameron, executive secretary, Department of Audio-Visual Instruction of the National Education Association; Charles F. Hoban Jr., assistant superintendent of Philadelphia Public Schools; William J. McGlothlin, chairman of the Southern Educational Film Production Service; Francis W. Noel, chief of the Division of Audio-Visual Education of the State of California Department of Educa-

tion; and Thurman White, executive director of the Film Council of America.

As it takes no part in the selection of universities where scholarships will be awarded, similarly Encyclopaedia Britannica Films does not select scholarship winners, leaving their choice entirely to the seven universities.

All teachers and educators desiring to apply for the tuition scholarship awards should write directly to the following people at the universities where they would like to study this summer:

F. Dean McCluskey, University of California, Los Angeles, California; Stephen M. Corey, University of Chicago, Chicago 37, Illinois; L. C. Larson, Indiana University, Bloomington, Indiana; Garold D. Holstine, Oklahoma University, Norman, Oklahoma; A. W. VanderMeer, Pennsylvania State College, State College, Pennsylvania; James W. Brown, Syracuse University, Syracuse, New York; Walter A. Wittich, University of Wisconsin, Madison, Wisconsin.

HOUSEWORK

You stand dolefully doing the dishes,
Your hands are converting to fishes,
It sure is against all your wishes,
To do housework!

You wonder what you did, or said,
'Cause now you have to make the bed;
You hope, in the country of the dead,
There's no housework!

"Daughter, would you sweep the floor?
And dear, run down to the corner store";
Your mother can think of more and more
Awful housework!

And do you think that it is just,
That you should always have to dust?
You don't want to, but you must
Do some housework!

PAM SEMPLE,
Age 13, Grade 8,
Brechin Elementary School.

Between The Bookends

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

An Advanced Course in Algebra, by Miller and Rourke; Macmillan; pp. 394; \$1.25.

In almost every respect but one this book follows the traditional development of the subject. The variation occurs in the introductory chapters, which deal with the various types of functions and their graphs. These, in turn, lead to the progressions, permutations and combinations, the binomial theorem, mathematics of investment, and some properties of real numbers. The treatment of the topics is thorough, with adequate tables. There are, however, no startling innovations in their presentation. Answers are provided.

* * * * *
Business Arithmetic, by D. R. MacDonald; School Aids and Text Book Publishing Co.; pp. 43.

This is in pamphlet form. There are individual sections dealing with such topics as banking, grain marketing, insurance, sales slips, invoices, various types of taxation, methods of sending money and instalment buying. The material is quite informative, and well illustrated with such things as sample cheques, money orders and tax forms. Explanations regarding their use are readily followed. There are six pages of questions at the end. No answers are provided.

* * * * *
Grade X Mathematics, by Oliver and Winters; School Aids and Text Book Publishing Co.; pp. 496.

This book is actually two texts in one. The first 283 pages deal entirely with geometry, the remainder of its 496 pages with algebra.

In the geometry section the arrangement

is excellent, the development of the material is logical and complete. History of mathematics is dealt with in a natural manner, being interspersed through the chapters. There is a very good chapter on "Nature of Reasoning", in which the various types of proofs are introduced and discussed. Illustrations are plentiful and apt. Topics dealt with range through congruent triangles, parallelograms, constructions, loci, and areas of polygons. Sufficient drill material is provided.

The algebra section appears adequate enough for the material covered, the presentation following traditional patterns. No mention is made of the history of mathematics in these latter chapters. Exercises and drill sets are rather stereotyped. The work covered includes fundamental operations, simple and simultaneous equations, factoring, fractions, simple trigonometry and formulas leading to mensuration. No answers are included.—D. A. Mc.

* * * * *
Canada, by Griffith Taylor; The Book Society of Canada Ltd., 88 Richmond Street West, Toronto 1; pp. 524; \$6.00.

In this rather extensive work, Professor Taylor of the University of Toronto has made a valuable contribution to the study of the Dominion of Canada. Divided into three parts the book combines both history and geography. Many of the details were gleaned from extensive travels across the country by the author.

The first hundred odd pages are devoted to exploration, structure, climate, and soils. In the second part the author deals with various natural regions, some twenty in all. The final section treats the various industries of the Dominion and contains also a study of Canada's present and future population problems.

To the student and teacher who believe that geography must be an essential part of social studies courses, this book will be well received. The author has used great skill

in interweaving both the history and the geography of our country. While the emphasis is on the geographical aspects, these are closely related to their effects on the settlement by both British and French. The student and teacher will likewise welcome the many illustrations contained in the text.

Canada is recommended especially for senior students and teachers.—H. D. P.

* * * * *

In Search of England, by H. V. Morton; The Book Society of Canada Ltd.; pp. 177; 90c.

Here is an abridged edition of a popular book which could well be placed on a high school supplementary reading list. Approximately three-fifths the length of the original, its size makes it about right for "outside reading".

Although not a literary masterpiece, it is well-written and provides a model of modern writing which students could copy without harmful results. Coupled with its literary aspects, the high social studies correlation of the contents enhances its value as reading material for the teen-ager.

Those who have not yet read the book, might fear from the above that it is stodgy; however, the fact that it has been reprinted thirty-five times in twenty years should allay these fears.

The England Mr. Morton finds is one of beauty and charm, and one that probably only few people, tourists or native Englishmen, have been privileged to see as he did.—A. M. F.

* * * * *

The Pilgrims' Progress, by John Bunyan; lithographed illustrations by Clarke Hutton; set in Perpetua type designed by Eric Gill; the book as a whole designed by John R. Biggs; Macmillan; pp. 320; \$3.50.

Glance back over the lengthy preamble which heads this review and note that this is a volume for lovers of good books as well as good literature.

Of the contents nothing need be said here. What we would emphasize is that this book with its beautiful format and its arresting illustrations is a joy to hold in one's hand.

P.S.—May we venture so far as to say that a teacher could do worse than encourage our boys and girls to *read* such a book?—P. J. K.

* * * * *

Mastering Our Language—a groundwork of grammar and composition; by J. M. Paton; Dent; pp. 247; \$1.40.

The author's explicit purpose in preparing this book is "to provide for school use a course in composition and language that is based squarely on grammar". To qualify this he adds that "actually *using* the 'new' concept should always precede the more artificial business of isolating the concept in a formal lesson".

Our formal grammarians of the past would have given lessons in car-driving by spending so much time taking the car to pieces and identifying its parts that there was none left for getting in behind the wheel. Came the revolution, and a species of language teacher who believed in putting the student behind the wheel and letting him learn to drive (if he could) while smashing the car. Obviously anyone who can guide us in a sane middle course is welcome indeed.

Through amusing illustrations and bright examples as well as clear-cut exposition this book succeeds in presenting valuable material as entertainingly as possible. The first part is concerned with the mechanical aspects of grammar, the last with the effective use of English.—P. S.

* * * * *

NEW ATLASES

Atlas of the Provinces of Canada, pp. 8; 35c.

Hammonds Comparative World Atlas, Canadian Edition; pp. 48, plus material in atlas mentioned above; 95c.

These atlases are published by the Book Society of Canada Ltd., Toronto. The Canadian section contains a brief but valuable introduction by Dr. Griffith Taylor of the University of Toronto. The former is in limp, the latter in stiffer paper covers. Maps are clear and usable and the whole reflects the prevailing trend to drop Mercator and substitute global concepts.—E. D.

FOR SLOW READERS

We hear a good deal about the plight of the backward child, that is, the one with the low I.Q., or other obvious handicap, but little regarding the boy or girl who is bright enough in every way excepting in reading ability. Such a pupil will not engage in reading on a voluntary basis, and after all that is the only real basis for the reading habit. Meanwhile the content suffers in spite of his normal mental equipment and interests, and he feels condemned to read childish material in contrast to his own expanding concepts of life.

The Longmans-Green Co. are aware of this problem which would seem to be growing in importance as non-retardation schemes come into favour in our schools; and have made attempts to help by the publication of several series of readers, among them the Everyreader Library, the New Method Supplementary Readers, Longmans' Simplified English Series, and the Famous Story Series. Following are brief notes on some specimens which have come to hand.

The Thirty-nine Steps, by John Buchan, simplified by George F. Wear, is one of 17 titles, all stories of action, in the Simplified English Series, which includes such authors as Stevenson, Verne and Conan Doyle. The interest of this grand story is well maintained, difficult words essential to the atmosphere being explained in footnotes. There are questions on each chapter, and the book runs to 125 pages. Paper board covers, 60c.

The Black Tulip (Dumas), simplified by M. West on a Grade V vocabulary level, is one of nearly 30 titles in the New Method Supplementary Readers series. Illustrated in black and white, as was also the above mentioned book, it sells at 50c. This reviewer wishes that the grade level could have been indicated by stars or other method than that of stating it in cold print for the pupil to notice, as this tends to fix the matter of his reading retardation in his mind.

Fables and Fairy Tales, also simplified by M. West, is one of 5 titles in Set 1 of the

same series, and is a supplementary reader for Grade I. 63 pp; 25c.

The Gold Bug and Other Stories (E. A. Poe), adapted by W. Kottmeyer, Director of Reading Clinic, St. Louis schools, and *Simon Bolivar* (N. B. Baker) are two of the five titles of the Everyreader Library. The *Gold Bug* volume contains three stories and an article on secret codes. Both books are illustrated in black and white and have board covers. Price \$1.90.

Well bound and brightly illustrated with black and white line drawings, The Famous Story Series contains stories adapted and retold by Frank L. Beals, assistant superintendent of schools for Chicago. *The Story of Robinson Crusoe* has already been reviewed in these columns. Two other titles are *The Story of Lemuel Gulliver in Lilliputland*, which retells a part of Swift's story in the third person, and *The Story of Treasure Island*, also in the third person (each, \$1.45). After every chapter a few simple thought questions are added, as well as a word list. A general word list is placed at the end of each volume.—F. T. M.

* * * * *

A Summary of French Verbs by J. Desmond Howard, Kamloops, B. C.

This recently published 43-page booklet (35 cents) is a distinct and valuable aid to teaching and learning about high school French. It covers the verb requirements of the British Columbia courses French 1, 2 and 3.

The book is concise, well-organized shows an appreciation of the human element in students. It saves much time in the study of verbs and adds a bit of zest to the process. The booklet can definitely be recommended to teachers of high school French for use by their students.—M. A. M.

CORRECTION

Jewelry Making and Design, by Rose and Cirino, available from Moyer School Supplies Ltd., Edmonton, was indicated incorrectly in a recent issue of *The B. C. Teacher* as costing \$6.95 in Canada. This figure should be \$10.95.

Uncle John On Reports

My dear Niece:

No, I don't like the report forms—who could? But I have some idea of the reason for them, and "to understand all is to forgive all". In ancient day, you know (that is, up to ten or fifteen years ago) the Education Department worshipped "marks", and all the teachers had to bow down. The examination papers were made by professors who did not know how to make them, and if they asked questions that the students could not answer, that was just too bad for the students. Students just got whatever marks they made on the questions—what in these days we call the "raw score"—and the difficulty of the questions varied with the professor's digestion, so that one year two-thirds of the candidates might pass in some subject, and the next year only one-third. In those days I got quite a reputation as a successful teacher because I worked out a system by which all my students got enough marks to pass; those that really knew something about the subject got 90 marks, or more.

Naturally, the teachers who were trained under that system carried it into their classrooms. They made their tests of what they thought the children ought to know, and marked them accordingly. The result was that every teacher had his own standards, and there was no relation at all between one teacher's marks and another's. One teacher would fail half his class, and another, with a class of equal ability, would only fail one or two.

So the marks went out of fashion, and we were told to use letter grades, in which the class was its own standard. According to one system (the simplest and probably the best) we were to mark the best five per cent of the class A, the next twenty per cent B and so on. This was a great improvement, but had two evident faults. As they doubtless taught you at Normal School (or did they?) this system has some statistical validity in classes as small as 40, but hardly any in the smaller classes found in country schools. In a class of 19, for

instance, you may have one student with 91 marks, another with 90, and the next one with 75. Will you mark the first one A, and put the 90 mark boy with the 75 and the next two lower ones as B? And suppose you have no really good students, are you going to give the 75 mark boy A? I remember one class in which the parents of the five cleverest boys moved away. Would I mark the best of the remainder with an A?

And even when the classes were big enough for the percentage system to be valid, there is a great difference between schools. I remember one boy who passed third out of 150 in a large city school, and came to us with a report all spattered with A's. But he had a terrible time trying to keep up with our classes; his marks the first year were mostly C and C-minus. I remember, too, that the principal of that city school was made an inspector, and criticized me very severely—until he saw the records of my students' Matriculation marks.

So now we have the present system arranged to give the parents as little information as possible, because we have no really definite information to give. If the Department would give us standardized test we might really be able to tell the parents more or less accurately how much their little darlings are really learning.

Ever your loving,

UNCLE JOHN.

P.S.—Yes, I think it would be good thing to have *The B. C. Teacher* published every month of the school year, as other education magazines are. The September and June issues were trimmed off, as an emergency economy, in the depth of the Depression. Now that those days of grinding penury are over, I think the Federation could afford a full-time magazine. Also, it seems to me that June and September are exactly the times when you are in most need of information, encouragement and

(Continued on page 193)

CORRESPONDENCE

CHARLESWORTH MEMORIAL SCHOLARSHIP

Editor, *The B. C. Teacher*,

Dear Sir:

Some time ago the members of the British Columbia Teachers' Federation decided to honor the memory of the Federation's first general secretary, Harry Charlesworth, by a Memorial Scholarship. A committee was duly appointed to decide on the amount and basis of the award. This committee was to consist of the holder of the office of second vice-president of the Federation, as chairman; the secretary-treasurer; and three members of the B.C.T.F. executive. The Committee brought down its report and recommendations to the Executive at its Christmas meeting.

The following principles were adopted as a basis for the award:

- (1) The amount of the award to be \$100.00 donated annually.
- (2) The scholarship to be open to any son or daughter of a present, retired, or deceased member of the Federation.
- (3) The recipient must be proceeding to Normal School or to any year of any university.
- (4) The award to be made on a basis of general demonstrated ability and need of assistance.
- (5) Application must be made in writing to the Committee, Charlesworth Memorial Scholarship, care of the B.C.T.F. office in Vancouver.
- (6) The last date for application each year would be July 31st, and the award to be announced as soon after as convenient.

Yours respectfully,

HENRY DRUMMOND DEE, *Chairman.*

WANTED—To Rent, a house or summer cottage, furnished, in or near Vancouver. Sleeping accommodation for three adults, no children. Wanted by teacher for July and August. Reply to Miss E. A. Thomas, Box 492, Penticton, B. C.

MUSIC ENCORE

1395 West 12th Ave.,
Vancouver, B. C.,

February 6, 1948

Editor, *B. C. Teacher*,

Dear Sir:

Since Mr. Potter has asked publicly for some information concerning various matters contained in an article in the December issue of this magazine I feel it only fair that the answers should be given in like manner. I shall answer these questions in the order in which they have been asked.

I think the commonly accepted definition of a reactionary, Mr. Potter, is one who is loathe to give consideration to theories or practices with which he is not already familiar. Unfortunately, during the twelve years of teaching music in our schools and acting on numerous committees concerned with music education, I have come in contact with such individuals; though I am happy to say that they were seldom, if ever, concerned primarily with the teaching of music. I am sure that though you may not have had a similar experience, you will grant that such a thing could be possible. With regard to teachers who are interested in the welfare of music in our schools, I will say that they have been so wholeheartedly behind any effort to better the present conditions that it has been indeed a pleasure to have been associated with the Music Section for the past two years.

Concerning the "visions" Mr. Potter has "conjured up" with regard to "good formal music teaching" — they are certainly the antithesis of the visions which I had in mind when using this phrase. By "good formal music teaching" I refer to organized teaching with a purpose. My sincere apologies if this phraseology was misleading. I am sure that many of us after years of experience have, by trial and error, discarded methods of presentation of factual information which are unpalatable to the music student. This is especially true in the secondary schools where we soon find our-

selves without classes in music if the instruction is without appeal. As Mr. Potter points out, stuffing pupils with cold hard facts is certainly not an appealing programme in music for anyone to swallow and leads to such disasters as the unfortunate demise of poor Sylvia. However, if you will forgive the use of a personal experience, for want of something better to use at the moment — I taught what I would consider a "formal music lesson" in sight-reading this morning to a grade seven class. It was not from that "unwanted and unsung" article, the sight reader, but a tuneful little song called "The Burro". To our mutual delight the class went right through the soprano part without a mistake, taking such things in their stride as the leap of a seventh downward, from upper doh to ray, without hesitation. At the end of this feat there was a simultaneous burst of applause. Now this could have been because I slipped in the "Hee-Haws" in the alto part at the end (I just couldn't restrain my hereditary instincts), or it could have been the exuberance which comes with accomplishment, or it could have been due to any number of things — this wasn't important to me. The important thing was that here was another song I could add to my list as one within the ability of a grade seven class and one which would likely be a successful sight-reading experience for other classes in years to come. I trust you will forgive this example and hasten to assure you that such an occurrence is not commonplace in my music room.

There have been times in the early years of my teaching experience when I have become discouraged and been sorely tempted to resort to merely entertaining students with a record player; teach (??) everything by rote, and accept as a basis for such teaching the songs suggested by various members of the class. To my mind, such a system of teaching is just as great a disaster as the over-emphasis of purely factual information. I do not mean to imply that we don't make use of some popular songs suggested by the students either. We often take a popular song and figure out the pitch and time values of the notes of the melody on the blackboard as

a group effort. It's great fun and meanwhile the student is learning factual information in a painless fashion.

However, such lessons do require careful planning and don't just happen out of thin air. The end in view must first be decided and then the method by which we are to arrive there in a happy state of mind to the benefit of all concerned.

This is the vision I conjure up when I speak of "good formal teaching". The type which you have conjured up, Mr. Potter, is what I should term "*poor* formal teaching".

I wonder how many teachers in rural areas would have appreciated the guidance of a supervisor who has had the benefit of a good all round musical background and some years of successful classroom teaching experience. It would not only relieve them of unnecessary hardships but would produce what Mr. Potter desires when he says, "We need music teachers". At the same time the pupils would in turn receive a good background so that by the time they reached Normal School they would not have to be taught fundamentals of music but could spend the time instead in learning teaching techniques, which is primarily the reason for attending Normal School.

However, if some say the hen (music supervisors) should come first and others say the egg (music teachers) should come first, we are never going to get anywhere. The point is that *something* has to come first and we think the time is long overdue. Would it not be a wonderful help to rural teachers in the vicinity of Trail, if you, Mr. Potter, could spend part of your time at your high school, instructing, and the other part giving these teachers the benefit of your years of successful experience.

Concerning my "missing a great opportunity at last year's convention", I should like to point out that due to parliamentary procedure, I was unable to ask or answer any questions after I had spoken to the resolution, which was immediately after it had been introduced by the Resolutions Committee chairman.

In closing, let me say that I am sincerely

sorry for having been the cause of such an unfortunate turn of events. In future I shall certainly take good care to leave nothing to the imagination of the reader. At the same time may we extend to all teachers a hearty welcome to the musical activities at the Convention. As you will see from your programme notes we are asking Mr. Harry Adaskin, head of the music department at the University of British Columbia, to speak at the Hotel Vancouver on Wednesday afternoon, March 31st. I should like to say, also, that I have had a preview of Miss Connor's illustrated lecture on "Imagery in Music for the Primary Grades" and it is one that we should all hear. Between these two lectures we are presenting the boys' choir from Kitsilano High School. Another feature which we should like to sponsor is a good round-table discussion on problems and modern trends at our sectional meeting at Dawson School on Tuesday morning, March 30th. We sincerely hope that a goodly number of delegates this year will be present at the meeting of the Music Section, Tuesday morning, for this exchange of ideas. I should appreciate hearing in advance from those who plan to be with us.

Sincerely,
ROY ATKINSON,
(Chairman, Music Section, B.C.T.F.)

IN PENURY

King Edward High School,
Vancouver, B. C.,
23rd January, 1948

Editor, *The B. C. Teacher*,
Dear Sir:

The ever-rising cost of living is compelling teachers to re-examine their pension prospects with great scrutiny. Even younger teachers are becoming alarmed as they note the miserable pittances doled out to men and women who have given thirty to forty years of service in a profession which has never been adequately paid, by fair comparison with other professions.

In what other profession is a member arbitrarily deprived of his livelihood and reduced to starvation levels? By what right

has any authority the power to impose such drastic treatment? Where is the doctor, lawyer, engineer, who is ordered to cease his profession at a given age? In these professions, retirement is usually gradual. Such workers usually capitalize on their practices by profitably selling them, or, by forming partnership with younger colleagues.

The teacher, however, regardless of his skill, knowledge, and experience, cannot sell his practice or "goodwill" to a successor. No, he is virtually dismissed with a sop, which in part is provided by his own meagre savings. Does not the principle of equity call for a respectable retiring allowance, under such circumstances, unrelated to that red-herring "actuarial soundness"?

The time has surely come for the profession to get down to basic principles of justice in this matter of pensions. Ominous rumors are afloat that the situation may even grow worse!

Yours faithfully,
W. M. ARMSTRONG.

FOUR HUNDRED THOUSAND MILLION POUNDS STERLING!

5987 Macdonald Street,
Vancouver, B. C.,
January 29, 1948.

Editor, *The B. C. Teacher*,
Dear Sir:

Teachers of Social Studies and students of current affairs generally will be interested in this letter which I received from the State Paper Room of the British Museum. I understand that the present value of these tremendous "deposits", which it is now planned to place in the hands of a New York syndicate called, I believe, the Palestine Corporation, is well over four hundred thousands million pounds sterling.

Yours sincerely,
ARTHUR V. MCNEILL.
Department of Printed Books,
State Paper Room,
British Museum,
London, W. C.1,
January 22, 1948.

Dear Sir:

The passage you refer to occurs on page 2 of "Production of Minerals from the waters of the Dead Sea. Reports, etc., relating to preliminary investigations, 1923-1925". This was published on behalf of the Government of Palestine by the Crown Agents for the Colonies (London) in 1925 (not 1915). The chapter in which your passage occurs is headed "Extracts from a report on the possible commercial utilization of Dead Sea brine for the manufacture of Potash and other salts. By the Geological Adviser to the Government of Palestine".

The exact words are as follows: "From the foregoing figures the quantities of Salts in the Dead Sea are therefore approximately:

	<i>Million metric tons</i>
Potassium Chloride	2,000
Magnesium Bromide	980
Sodium Chloride	11,900
(not 11,000 as you quote)	
Magnesium Chloride	22,000
Calcium Chloride	6,000

For practical purposes, the supply of Potash may be considered inexhaustible."

Yours truly,

G. H. SPINNEY,

Assistant Keeper.

UNCLE JOHN ON REPORTS

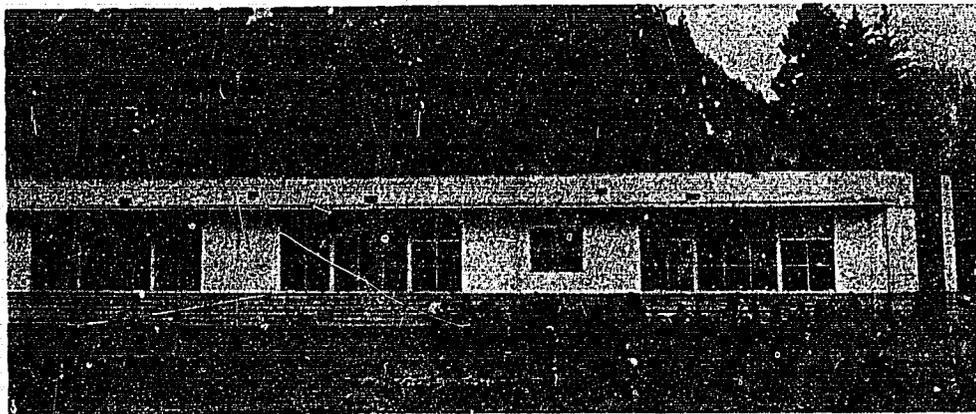
(Continued from page 189)

inspiration. As for these letters of mine, if they are ever of any interest or value to you I should think those would be the times.—U. J.

P.S.—Thank you for your letter, objecting to my remarks on Government religion. I must have scandalized a thousand teachers, but you were the only one with enterprise enough to write about it. You are right: the Lord's Prayer is always appropriate, "with a few words of explanation"; but we are not allowed to explain. And it, or something "after this manner" should be used every day; but not in public—See Matthew 6:5-6. But it distresses me greatly to be accused of agreeing with Lord Palmerston and the politicians. My own belief, which I found in Matthew 7:21-23, is that the only important thing about any religion is its effect on your life.—U. J.

THE APPEAL

The current campaign of the Canadian Council for Reconstruction through UNESCO to provide assistance in re-establishing the various educational institutions in the war-devastated countries merits the attention of all readers of this journal.



HOPE SCHOOL

THIS SECTION OF THE NEW COMBINED HIGH AND ELEMENTARY SCHOOL AT HOPE, B.C., HOUSES SIX ELEMENTARY SCHOOL DIVISIONS. WHEN COMPLETED, THE SCHOOL WILL PROVIDE THE LATEST IN CLASSROOM ACCOMMODATION WITH FACILITIES FOR TECHNICAL AND COMMERCIAL EDUCATION. ITS AUDITORIUM, GYMNASIUM, LIBRARY, SHOPS AND COMMITTEE ROOMS WILL MAKE IT A FUNCTIONAL COMMUNITY CENTRE.

News, Personal and Miscellaneous

F. J. MCRAE HONOURED

On the occasion of his recent resignation as Federation Representative on the Teachers' Pensions Board, Mr. F. J. McRae was honoured by the Executive who, through President F. P. Lightbody, presented him with a suitable gift.

Mr. McRae was one of the most popular of Federation Presidents and in addition to his work on the Pensions Board has served the teachers of this province generously and graciously through his many years of active participation in Federation affairs. A kindly, unassuming, efficient manner has characterized his every action and has won for him the deepest respect of a host of friends throughout B. C., both within and without the teaching ranks.

He is currently recuperating from a serious operation and has the sincere good wishes of his many colleagues for a speedy recovery.

Mr. Stan. Evans, Assistant General Secretary, has been named by the Federation to replace Mr. McRae on the Teachers' Pension Board.

PERTINENT PARAGRAPHS

Another conversation overheard in a certain Vancouver staff room after an old member of the Vancouver Teachers' Credit Union had persuaded a non-member to become a new member. Now the new member is busy selling his satisfaction with the Vancouver Teachers' Credit Union to his friend, a non-member.

NEW MEMBER: "Frankly, I joined the Vancouver Teachers' Credit Union because I needed a loan."

NON-MEMBER: "But I don't need to borrow money at the present time; in fact, I have a little nest-egg I would like to invest wisely."

NEW MEMBER: "Well, the Vancouver Teachers' Credit Union, ever since it started, has been giving depositors 3 per cent compound interest!"

NON-MEMBER: "Three per cent compounded! Why that's better than a bank."

NEW MEMBER: "Not only that but borrowers have been given a rebate after interest to depositors has been paid."

NON-MEMBER: "How come a Credit Union can do so well both for investors and borrowers?"

NEW MEMBER: "The secret is that in our Credit Union overhead is kept to a minimum and there are no bad debts."

NON-MEMBER: "No bad debts! Come now, you don't expect me to believe that?"

NEW MEMBER: "Yes, sir—out of a membership of nearly four hundred Vancouver teachers not one has ever defaulted, nor are there even any delinquent loans at present on our books."

NON-MEMBER: "Nice going, tell me more! This sounds like what I'm looking for."

NEW MEMBER: "Well, for one thing, this is the second consecutive year in which our deposits and loans have doubled over the previous year!"

NON-MEMBER: "Tell me in round figures how much has been loaned since Vancouver Teachers' Credit Union incorporated?"

NEW MEMBER: "More than \$100,000!"

NON-MEMBER: "Whew—big business and no foolin'!"

NEW MEMBER: "And while we're on the subject of doubling, if you invest money in our Credit Union, any sum in your account is doubled in case of your death."

NON-MEMBER: "That does it! In case of death no bank will ever double the money in my account and while I plan to live a little while longer—you never can tell. Pretty inexpensive life insurance if you ask me; in fact, instead of paying a premium I receive 3 per cent interest on my money!"

NEW MEMBER: "Well, if you're really serious about joining us, any deposit from

50c up is welcome. Just phone or write to the Secretary-Treasurer, Ernie Simpson, 3230 West 31st Avenue, KErrisdale 5143-L.

NON-MEMBER: "You've got yourself a new member to help double your progress for the third consecutive year, my friend, and thanks a lot for solving my investment problem for me so simply and so sanely."

PRESENT BALANCE SHEET

ASSETS	
Cash	\$ 386.43
B. C. Central	292.07
Loans	44,311.92
Investments	2,333.23
Furniture and Fixtures	20.00
	\$47,343.65
LIABILITIES	
Share Capital (deposits)	\$45,205.34
Bills Payable	500.00
Reserve for Bad Debts	555.63
Profit for 1947	1,082.68
	\$47,343.65
* * * *	
Loans made in 1947	\$49,947.00
Loans made since incorporation	112,620
Bad Debts	Nil
New Members in 1947.....	71
Total Membership	360
* * * *	

DISPOSITION OF PROFITS

3 per cent compound interest to depositors;
balance of profits as rebate to borrowers.

SPEED TYPIST WINS NEW APPOINTMENT



SOPHIE MICHAS

Whose appointment as Director, Educational Division, of Underwood Limited, has been announced by Joseph L. Seitz, President.

After graduating from the University of British Columbia, Miss Michas pursued the teaching profession with one of Canada's larger business colleges, acquiring a wealth of practical class-room experience.

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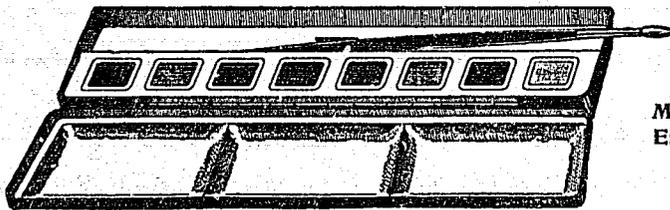
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By J. A. LOWER, M.A., Vancouver, B. C.

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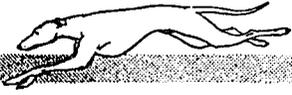
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