

the **BC** *teacher*



VOL. XXX, NO. 3

DECEMBER, 1950



THE INSIDE OF A HOUSE IN NOOTKA SOUND (See Page 103)

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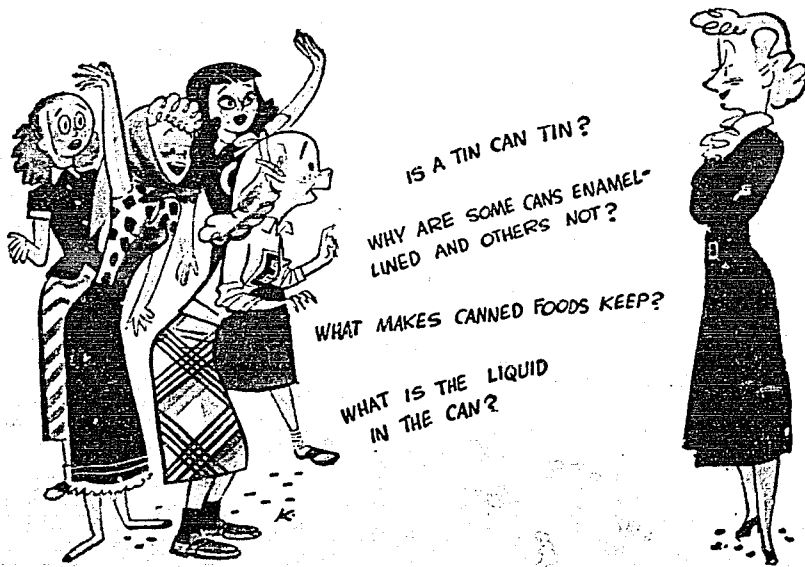
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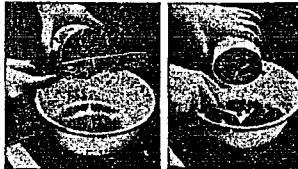
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DECEMBER,
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VOL. XXX,
No. 3

the BC teacher

Official Organ of the British Columbia Teachers' Federation

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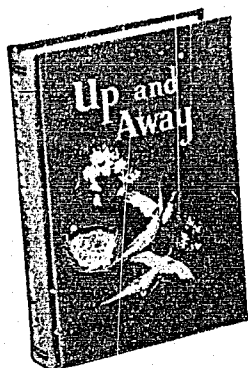
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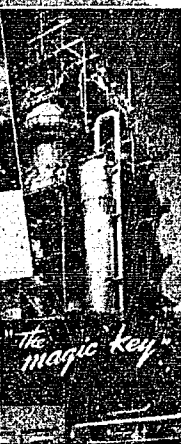
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INDIAN LIFE IN B.C. . . .

The Inside of a House on Nootka Sound

By A. F. FLUCKE, Provincial Archives

ABOUT the middle of July, 1776, Captain James Cook sailed from England on his third and last voyage to the Pacific Ocean, taking with him a certain John Webber, "that we might go out with every help that could serve to make the result of our voyage interesting to the generality of readers, as well as instructive to the sailor and scholar—and—for the express purpose of supplying the unavoidable imperfections of written accounts, by enabling us to preserve and to bring home, such drawings of the most memorable scenes of our transactions, as could only be executed by a professed and skillful artist."

When the expedition returned in 1780, John Webber supervised for the Admiralty the engraving of his many drawings and sketches made during the four year voyage, and it is mainly to him that we are indebted for a number of detailed scenes of Indian life as it appeared prior to the influx of European traders and their consequent influence in modifying aboriginal customs.

The scene depicted on this month's cover is the home of a Nootka chief and his family. Although the features and, to some extent, the figures of the inhabitants are drawn in the classic style of the eighteenth century, nevertheless the scene is typical of a Vancouver Island native house. The giant cross beams supporting a roof of cedar planking, the fish drying overhead, and the inhabitants clothed in capes, robes and skirts made from soft fibrous cedar bark.

The fire in the middle is being used for

cooking in two different ways. Directly over the fire, whole fish, spitted on sticks planted in the floor, are roasting, while on the floor, close to the fire, stones are being heated for boiling food in a wooden box. The woman using wooden tongs is busy putting hot stones in and taking cold ones out. The food in the box may be fish, fish roe, the flesh or blubber of sea mammals, sea weed or shell fish.

Family Units

On the left, the ruling members of the household sit on a raised platform while on the opposite side the lesser relatives content themselves with a few odd planks covered with cedar bark matting. On the right we can see one of the low partitions which divided off the sleeping quarters of married couples and their families. Within these are low sleeping platforms similar to the one on the left. Some Nootka houses have been described as being up to one hundred feet long, divided off into many cubicles for the use of family units.

A Nootka household usually consisted of a chief and his immediate family, together with many lesser relatives and "in-laws." In this picture the chief can be picked out by the peculiarly shaped hat he is wearing. Whaling was the most adventurous pursuit indulged in by the Nootka and only the greatest whaling chiefs wore these hats. They were expertly woven from fine threads of spruce root, and in most cases

(Continued on page 106)

BUILDING A UNITED CANADA

By ARTHUR PERILLAT, Haney High School

THERE are two great barriers which, in Canada, tend to divide the country into two main and distinct entities. The first is geographical and consists of the whole northern part of Ontario, the pre-Cambrian mass of rock, rich in natural and mineral deposits and rich in beauty, but poor for agricultural purposes. Anyone who has travelled by train across the Dominion will remember the endless succession of lakes and trees covering almost the entire distance between Ottawa and Winnipeg, a journey of nearly a thousand miles, and spanned today by two main railway lines, a continental airline service and a highway of some sort which the Federal Government lately has happily taken measures to improve. This barrier has in the past played an important influence in the making of Canada, a country divided between "East" and "West", but today and, to an increasing extent in the future due to technological advances and improvements in communication and transportation, this natural obstacle toward unity is well on the way to be overcome.

The other contributing factor, and this one is of tremendously greater importance, is the cultural disunity of two great races of people who together account for well over three quarters of Canada's total population. These two races, the French-speaking Canadians, and the English-speaking Canadians, have national roots too firmly entrenched in the past, languages too well

developed, customs too well defined to adapt themselves easily to that flexibility so necessary to the making of a free, new nation separated by an ocean from its mother-country. The problem which faces Canadians today is the problem which faced the victorious English armies of 1763, the Confederation Fathers of 1867 and the Wartime Ministry of Premier King in 1941. While Canada has prospered and grown immeasurably in importance in the eyes of the world, the question then as now remains: "How can we bring together these two divergent peoples in order to form a product distinctly Canadian?"

Struggle of Ideologies

The Americans of 1865 solved their problem of national disunity by resorting to war. The bloody struggle which followed with the eventual victory of the Northern armies under the guiding hand of Lincoln led to the creation of the United States of America, a nation of many states solidly welded into one. From this there evolved a national being, the American citizen, an individual predominantly English but liberally sprinkled with a mixture of races from all parts of the world. But the Americans were fighting largely for material ends—slavery and trade. In Canada the struggle is between ideologies—religion, language, customs—much more abstract things, more difficult to grasp, and more difficult to solve. In Canada we are finding an answer to the matter without turning to arms and while the progress is slow and gradual, there is every reason to hope that a time will come when there will be a homogeneous Canadian nation proudly displaying its banner of liberty

EVERY TEACHER should be interested in a **UNITED CANADA**. Every teacher should, therefore, be interested in the proposals to achieve such which this article suggests.

and unity amicably brought about by peaceful means.

Religion, language, and customs are the stumbling blocks to the national oneness of the two dominant peoples of Canada, and of these three, language is the most important. Religion can be a deterring factor, and has been so in Canada, but it need not continue to be as has been effectively shown by a number of European nations, the most notable of which was probably pre-war Germany, where Lutheranism and Catholicism and nationalism co-existed without too evident ill-effect. It is quite conceivable that in Canada, Catholicism and Protestantism might work harmoniously side by side provided the powers of the church be relegated to questions of spiritual import only and a definite line be drawn between political and religious matters. Customs judiciously assimilated could become an important source of national distinction and from the union of English and French ways and manners there might emerge an individual distinctly and unmistakably Canadian. But language has been and continues to be the source of a great deal of misunderstanding and resultant ill-feeling between French-speaking and English-speaking Canadians.

Understanding Needed

To understand another person is, if not to love him, at least to be sympathetic toward him. Language barriers have always in the history of nations been a bone of contention and a source of distrust. It seems to be almost instinctively inbred in humans, no matter how tolerant they may otherwise be, to fear and mistrust those who speak a language they cannot comprehend. A people's essential characteristics are rooted in its language, and to those to whom that tongue is a closed book, the door of understanding and appreciation is forever shut. As the tower of Babel was the source of primeval strife, so do the diversities of languages among nations hinder their peaceful intentions.

Education can do much to break down the misunderstanding of tongues which has always existed between the two great

language groups in Canada. Something, of course, is being done and there is an ever growing number of Canadians who have acquired a working knowledge of the other official language besides their own. And it is logically enough among those people that the cry for Canadian unity is heard most forcibly. Having drunk at the spring of knowledge, they are naturally anxious that others do likewise and gain for themselves an insight on how the rest of Canada lives and works.

Anglo-Franco Clubs

Anglo-Franco clubs where English-speaking Canadians and French-speaking Canadians meet have sprung up in many of our larger cities. In Toronto such a club is actually sponsored by a large retail organization with branches in each of the ten provinces. Many of our universities encourage "Cercles français" and "English Clubs" where students and professors meet and where French-Canadian literature and English-Canadian literature are read and discussed. The C.B.C. with its French networks and the National Film Board have done much to propagate English ideas to the bosom of the French-Canadian family, a field almost inaccessible to the rest of Canada before the advent of films and radio. The schools, secondary in most provinces, but elementary in some, have taught the fundamentals, if nothing else, of Canada's two official languages.

Much has been done, but much more still remains undone. Student exchange on the secondary school level between various provinces of the Dominion has been suggested, and the Canadian Teachers' Federation is, I understand, taking up the idea. Teacher exchanges between Quebec and the other provinces has been carried on for some years, but only to a very small extent. Federal Government grants for education have been and are being made available on an increasing scale and to a varying degree all the provinces have taken advantage of them, but these grants so far have been largely toward education of a certain type—vocational, physical and scientific. The National Art Gallery is a notable excep-

tion and deserves greater support. Something more could be done toward establishing scholarships for deserving students in order to help them study languages at French and English universities and high schools. The war shifted a large number of young people to the various parts of Canada and gave them an excellent opportunity to study their fellow-Canadians at first hand. And for the many who cannot travel from one part of Canada to the other, our radio network and film board and educational institutions should further means by which ideas, and concepts, and customs from the four corners of the Dominion could be integrated and presented.

A Federal Government Responsibility

But even though all these measures were extended, there would still remain a large section of the population of each language group which could not be reached—people who, because of the lack of educational facilities, remoteness of locality, or even conceivably because of ill-will and pressure from chauvinistic regional groups, could not or would not be willing to raise their vision beyond the limits of their immediate horizons. Toward those people Ottawa has done something. The Family Allowance Act but recently instituted was a step in the right direction and it is one way through which the Dominion Government in some measure has been able to circumvent the B.N.A. Act which relegates the question of education to the jurisdiction of the provinces. More federal aid to certain sectional groups of our country might be given, so that all Canadian provinces could enjoy an equal standard of living. Where poverty breeds, ignorance and prejudice are rampant. We are all Canadians and no one part of the nation can have a lower standard of living, be less well paid, or less well educated, than the rest without having a pernicious effect on the whole. When this basic fact is realized and concrete measures taken to rectify material inequalities which in a country the size of Canada are bound to exist unless they are alleviated, a great deal of the prejudice and ignorance which have torn our coun-

try asunder and in certain fields hindered so greatly any real advance, will continue their nefarious work, and the existence of a Canadian citizenry, one in outlook and aspiration and ideal, will remain, as it is now, largely a concept of the mind.

Two great nationalities, two great languages exist side by side in Canada. By judicious extraction of the qualities inherent in each there can blossom forth a nation new in spirit, free and democratic, puissant and whole which both European parent-countries might well be proud to have engendered, and in which they will see the best and noblest ideals for which they strove, perpetuated and developed.

Indian Life

(Continued from page 103)

were decorated with designs depicting the whale hunt woven into the fabric. The common people wore hats of similar shape, but theirs carried no designs, nor did they have the peculiar urn-like decoration on top.

The two gigantic figures at the far end of the house are formed from the trunks of giant cedar trees. The names of these two, according to Captain Cook, were Natchkoa and Matseeta, and he further adds that they were normally hidden behind screens of matting and were approached in a mysterious and semi-reverential manner.

Piled up against the wall on the left, there are several large wooden boxes. These are storage boxes, some of which were used for storing whale and seal oil, while others contained furs, masks, ornaments and other precious possessions. These are the well known bent-wood boxes of the Northwest Coast. The sides were made from a single plank of cedar, grooved across the grain where the corners were to be formed, then steamed and bent to form four sides. The bottoms were fitted inside the walls with such precision that the boxes were perfectly watertight.

LIBRARY SERVICES CAN ASSIST YOU

By C. K. MORISON, Superintendent Public Library Commission

Library services of the Public Library Commission of particular interest to the class-room teacher are the Teachers' Professional Library, the Open Shelf, Travelling Libraries, and picture services.

Teachers' Professional Library

THIS is a collection of some 2,000 volumes, all of a strictly professional nature, which is kept thoroughly up-to-date by the continual purchase of outstanding books in the field. Books are selected by Mrs. Muriel Scafe, Director of the Division of Educational Reference and School Service, and on the recommendation of other educational and library authorities. The Commission is always glad to receive suggestions from any member of the teaching profession.

The library is housed in Commission headquarters in the Parliament Buildings, Victoria. Borrowers may have as many as 6 books at a time, on 6 weeks loan, renewable for another 4 weeks if not requested elsewhere. They are mailed out with a return label enclosed which permits their return postage free. Books in especial demand are purchased in quantity in order to minimize delay in supplying borrowers, but one cannot always expect to receive a specific title immediately on demand—any more than in any other library. Printed catalogues are available free.

The Teachers' Professional Library is the only Commission service that is available to all teachers in the Province, whether located in the large metropolitan centres or in outlying districts. The following services are available only to teachers who do not have the use of a municipal public library (Nelson, New Westminster, Prince Rupert, Vancouver, Victoria) or of a union library (Fraser Valley, Okanagan, Vancouver Island).

Travelling Libraries

Boxes of 60 books are supplied free to one-room schools, freight paid both ways by the Commission. These libraries are simply small cross-sections of the regular public library run of children's books. In 1949, 595 travelling libraries were sent out from headquarters in Victoria, the North Central Branch at Prince George, and the Peace River Branch at Dawson Creek. They are lent for the full school year and may be exchanged for completely different collections from year to year. Teachers may have books supplied on special topics. In the North-Central and Peace River branches there is closer contact between school and library, and additional books may be borrowed during the year. A letter addressed to the Public Library Commission at Victoria, Prince George or Dawson Creek, will bring full particulars.



The Open Shelf

This Division provides a free service by mail for adults and children from a library of 40,000 volumes in Victoria. A full range of juvenile literature is available: the adult collection is largely non-fiction, including however the English classics and a discriminating selection of modern fic-

(Continued on page 113)

THE TEACHER'S PUBLICS

ARTHUR F. COREY

WHO ARE THE TEACHER'S PUBLICS?
And what difference does it make? They are legion and they make a great deal of difference, says the Executive Secretary of the California Teachers' Association.

THERE seems to be an idea current that public opinion is some kind of entity in itself, different from the opinion held by individual members of the social group. Public opinion is merely an aggregate of individual opinion. We talk about the general public when really there is no such thing. The truth is there are many publics for every teacher.

If a teacher once gets the concept that public opinion is composed of what Mrs. Smith, the next door neighbor thinks, and what Mr. Brown, the grocer on the corner thinks, and what Bill, the service station operator thinks, then that teacher has gone a long way toward a real understanding of the nature of public opinion.

Who is the public? Is it the Chamber of Commerce? Is it the C.I.O.? Is it the Ministerial Association? The Realty Board? The League for Tax Reduction? The American Legion? Obviously, they are all the public. Yet no one of them could possibly be said to represent the mythical "general public." A bond issue for a new building, assuming of course that it is needed, would appeal to different publics in different ways. The labor union is interested in the fact that the new building will provide a year's work for the building trades. The realty board is interested in a change in real estate values attending a fine new school. The parent-teacher association, representing the group with children in the school, will be interested in the improvement of the program which will be possible with new and adequate facilities. Each public reacts in terms of its own background and own interests.

Attitude Toward Teachers Is Basic

Attacks on public education are usually attacks on people-teachers. Conversely, favorable opinion toward education is usually based upon confidence in people-teachers. People may be very proud of their fine school buildings, excellent equipment, and beautiful lawns; but usually they like or dislike the schools in terms of whether they like or dislike certain teachers they have met and known.

There are perhaps twenty million homes represented in the United States by children in public schools. It is safe to say that in most of these homes, the dinner table conversation sooner or later comes around to one familiar topic—the teacher. What an opportunity and yet, what a responsibility!

Maybe Mary's teacher in the fifth grade started a new unit of work on trains, or colonial life, or Bill's physical education teacher let him play one quarter on the first team. Mr. Jones read John's essay on citizenship to the class. Or the neighbor boy had a fuss with the algebra teacher. Possibly the teacher was out too late and was a bit nervous and cross. Every day, by little things each unimportant in itself, the public is conditioned into a frame of mind which one day will react either favorably or unfavorably to public education.

There are some publics which should be considered by every teacher. These publics are obviously groups of individuals who, because of similar interests, will tend to think in similar fashion.

Teachers cannot hope to establish harmonious relations with the public if they are unable to show the public reasonable unity within the profession. Teachers, like religionists, tend to be divisive. We have an organization for everything. Legislators constantly tell school people to get together. They say, "When you folks decide what you want, and what you stand for, instead of fighting among yourselves, you can get things done for education."

The establishment of at least a minimum program of essential policy for the profession is one of the major functions of organizations. Regardless of the multiplicity of teacher clubs and educational groups which or may not be needed in the state or local community, teachers must see to it that in each of these areas there is one all inclusive body in which all unite for a common program.

The Teacher's Classroom Public

This tendency to divisiveness evidences itself in the local community. High school teachers or elementary teachers often clique together. Sometimes they are even critical of each other. The most dangerous criticism of the school is that which comes from the profession itself. If the teachers themselves do not believe in the schools, and their own profession, it cannot be expected that the public will develop any great confidence.

Perhaps the most important of the teacher's publics is the classroom group. It is extremely important what the teacher's pupil thinks of him. This does not mean that a teacher has to be "easy" on the pupil in order to make the situation in the classroom pleasant. A grave danger from a public relations standpoint comes out of the erroneous assumption that school experiences must be slipshod and easy to be satisfying. It is axiomatic that school tasks should not be so difficult that pupils cannot achieve success, but it is also true that school life should not be so easy that the pupil achieves a kind of success without effort.

It is entirely fair for the teacher to say, "Well, how can I do it?" And, in answer, no one can tell. A young man once came to a famous musician asking, "How can I write a beautiful symphony?" The artist was kind and pointed out that the young man really should begin by writing a simple song and then sometime in the future he might be able to write a symphony. "Yes, but you wrote a symphony before you were as old as I." "I know I did," replied the artist, "but, I didn't ask anybody how."

Teaching is an art, and therefore attitudes are of basic importance. The great teachers of history had one thing in common—an attitude toward pupils which made the child feel that his individual problem was the chief concern of the teacher. Many of the public relations problems for the schools of tomorrow are being produced in the classroom today.

Families and Friends of Pupils

The immediate families and friends of pupils form another important public for the teacher. This public is a difficult one because actual contact with it is seldom possible, except through the second-hand medium of the children themselves. Parents seldom come to school — even when lunch is served.

More or less artificial means of achieving acquaintance with parents must be developed. When parents do come to school, they should be made to feel that their presence is earnestly desired by the teacher and administrator.

One large school system changed public opinion about the schools by the simple expedient of requiring every teacher to send home with every child some kind of complimentary note at least once a month. If the teacher contacts are only made in situations which are unpleasant, the teacher shares the unpleasant response in the parents. Two or three telephone calls a week after school to parents, not to complain or report failures but to commend some action or accomplishment of the child, can bring amazing results. Home visitation can be overworked, but when

there is any real occasion to visit a pupil's home under favorable circumstances, such visit should be made.

If properly organized, the periodic health examination offers a favorable opportunity for teachers and parents to meet, the feeling to be left with the parents that the teacher is really interested in the welfare of the child.

The Civic Public

Another group which teachers cannot afford to neglect is the civic public. This term "civic" has a broad meaning but for our use here may be more narrowly defined. The civic public in any community is that relatively small group usually restricted to about ten percent of the total population who are actively engaged in activities which seek to improve the general character of community life. These people are leaders and assume an importance in local public opinion far out of proportion to their number.

The best way to build good will with this group is to help them to do the work which they think is important. Every teacher should belong to some civic group, and should actively participate in its program. Teachers who are active members of civic groups are day by day building the good will upon which the schools must depend for support in times of crisis.

However, teachers must get the long-range view. If they join a club merely with the idea of getting something quickly for themselves or the schools they will be sorely disappointed. They must invest unselfishly in civic service and be willing to wait for dividends.

The Church Public

The church public has of late been too much ignored by those interested in public opinion. There seems to be a growing feeling—at least there has been—that the church is losing influence and can be almost forgotten as a factor in public opinion. The schools cannot take such an attitude. Although large percentages of our people do not attend church regularly,

they still take their opinion clues in matters involving moral and spiritual values from clergymen and church leaders.

Time was when there were but three professions—medicine, law, and clergy. One who belonged to a profession was one who professed some special ability, skill, or attitude which made him of special service to his fellow men.

What is the profession of teaching in these days? Is it knowledge? Is it skill? Of course, but even more imperative, it is an attitude of service. This sounds idealistic, but the teacher without idealism is certainly in the wrong job. Our profession must be a profession of service to child and community.

1951 Resolutions and Reports

All resolutions and committee reports for consideration by the 1951 Annual General Meeting must be received in the Federation Office by February 1st.



"What a day! Playing in the sand box, finger painting, and I made a mile of paper chains."

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LESSONS IN LIVING

By EUGRETTA HAWORTH, Ocean Falls, B. C.

WHEN I first joined my present school, after having a private Kindergarten for many, many years, my principal, at the September staff meeting, suggested that all teachers hand in an overview of their planned work for the coming year. Smilingly he then turned to me, his Junior Kindergarten teacher, and said that his request did not apply to me, because my job was merely to prepare the "littles" for Social Learning, and I might go about it my own way and at my own speed.

Junior Kindergarten is the receiving class of many modern schools, so it seemed a good plan, both for the school records and for my own guidance, to tabulate some of the specific objectives and administrative highlights in the first year of school.



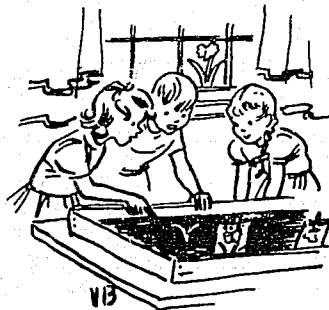
The programme automatically divided itself into two parts; the academic and manual learning, on the one side, and social adjustment and character learning on the other. I found that I was teaching both, the two aspects of their education being quite necessary to each other.

The first part dealt with number play, and letter play, and the seasons and colour; with modelling, weaving, painting; with paper-folding and cutting and pasting. Paralleling this training, or woven in and

Eugretta Haworth teaches kindergarten at Ocean Falls. Her article on the social adjustments should be of particular interest to all kindergarten and primary teachers but teachers of the higher grades will also find much which is applicable to their own work.

out of it, was the more subjective (and to me more important) essence of their early education. Here are some of the items for social adjustment and a happy school life.

1. General deportment and poise is encouraged as the school building is approached.
2. Pupils are asked to behave with poise and quietness in the cloakrooms at all times, and to arrange clothing neatly. (This can be achieved by the end of September.)
3. It is desirable to accustom them to good school habits as soon as possible, so that their self-discipline becomes natural, and they soon behave well, with voices pitched low and movements quiet, without the teacher's guidance (and very soon without the teacher's presence) before the end of the school year. This is hard work, but it can be achieved, and has been in past years.
4. They are taught to be courteous to their fellow-students as well as to adults, so that good manners become habitual.



5. They are taught to pay attention when addressed, either as an individual or as a group.

6. They are taught to consider "other people". (This, too, is not easy, as the child at this age is still in the early stages of self-awareness, but he can be helped far along the way of "thinking outwardly").

7. They are taught the importance—no, the necessity—of a harmonious social atmosphere, and how they can contribute to it.

8. It is understood that there is sometimes some reason for poor social behaviour, but never an excuse for it. (The same may be said of illness or accident, which may be the cause of poor performance, but never an excuse.)

9. They are taught to respect and care for other people's private property, as well as their obligations to community property.

10. It is desirable to wean them from the need of direction, self-guidance and self-discipline being the objective.

11. They are encouraged to get into the habit of learning, which can only be satisfactorily accomplished by very scant criticism of performance, but very copious praise of the effort expended.

12. They are encouraged to express their thoughts freely, but never at the expense of society. (The niceties of civilization demand conformist physical behaviour, but let their thoughts be free and venture-some!)

13. They are encouraged, when looking at pictures, to imagine action and words, and to make up stories and actions when there is no story with the picture. (This often fills the "phantasy-needs", and is sometimes a cure for, or a way to avoid, "telling lies".)

14. The singing of songs is an expression of happiness, and they are encouraged to make up songs of their own.

15. They are encouraged to keep busy, but, if momentarily bored, to sit quietly and watch the others without disturbing the group. (Boredom is so often tiredness, sometimes from over-stimulated senses.) To avoid group-boredom, we do not insist

upon too long sessions with super-imposed direction or control, whether it be music, dancing, games, class-work, story-telling or any other group routine.

16. The pupils, however young, are potential adults, and as such are always treated with the respect due to adults.

17. "Never do anything for a child that he can do for himself, but never insist on his completing a task which is too heavy for him." The Montessori rule still holds, and the fine hair-balance of the conjunction "but" is the keynote of good pre-school administration.

18. Conversations concerning their sicknesses and illnesses are discouraged. They cannot learn soon enough that good health is an objective in itself.

19. Frustrations caused by lack of muscular co-ordination, by inhibitions or by simple tiredness, are handled patiently, understandingly, and encouragingly, again self-confidence being the objective.

20. The reasons for need for obedience are given to them, and the reciprocal benefits which derive from it. They are told it is the clock which tells them to clean up the room, and not the teacher who gives the order. It is the fire-alarm bell which they must obey, and not the man who rings it. It is the whistle of a departing boat, and the colour of the traffic light, and the figures and times on a train schedule. This non-personal aspect of obedience has proved easily acceptable in past years.

21. A short period of "work-time" or "class-time" in which an individual piece of work is produced, is introduced at the start into the daily routine.

22. Also, from time to time, a social project in manual arts is introduced to which individual work is contributed, but has no identity in the over-all picture.

23. Pupils are encouraged in all formal "work-periods" to compete against their own previous performance only—to make self-improvement a habit.

24. There is no avoidance of the word "work". It is accepted as a high ideal of accomplishment.

25. They are taught to clean up any litter which may be the result of their own activities, and also to help in the general tidying of the room—it being explained to them that they are leaving the room as tidy for “other people” as they would wish “other people” would leave it for them.

26. They are helped to speak correctly and clearly at all times—(except in free-play time when they are still young enough to enjoy making up queer sounds and language of their own.)

27. “Play” will come after “work”. This is rather an unfortunate item, but so very true in real life that it can scarcely be avoided.

28. They are encouraged to look forward to the next year’s activities, which can be so very enjoyable if good social behaviour is well established.

It would be impossible to say which aspect of this learning is the most important, as the need for any particular emphasis is governed by the individual child and its home-background, and also by the influence any one child, or group of children has on the class as a whole, varying from day to day as well as from year to year. In past years there has been considerable success with the programme as a whole.

It is to be emphasized, however, that these points in the over-view are but a beginning to their education. What they are taught now of the finer side of living will quickly fade if the early training is not kept alive, objectively, in the following years and grades. A continuity is essential to these aids-to-learning which are presented in Junior Kindergarten.

Library Services

(Continued from page 107)

tion. The collection as a whole is kept thoroughly up-to-date. Loan privileges are the same as for the Teachers’ Professional Library: 6 books for 6 weeks, postage paid both ways. Its use is restricted, however, to outlying communities. It is widely used by school children to supplement travelling library service; and also, in many instances, as their sole source of recreational reading. Teachers will find the collection useful for a similar purpose. Booklists and full information will be supplied on request.

Pictures

The Commission provides a somewhat limited service in pictures. One collection of mounted colored prints, mostly reproductions of the masters, may be used on terms similar to those for the loan of books from the Open Shelf: 6 prints on 6 weeks’ loan, with only outgoing postage paid. A printed catalogue is available on request.

Another service is from a miscellaneous collection of mounted prints, in color and in black and white, loaned, in lots of 40, for wall decoration purposes in outlying schools for the full school year. An effort is made to supply pictures in any particular field—countries, crafts, animal life, etc.—specially requested by the teacher.

General

It is suggested that, in addition to classroom activities, the teacher of the rural school will naturally be interested in the general cultural life of the community. He is therefore reminded that Open Shelf and Travelling Library services are designed to serve all classes and all ages in the community. There are other ways also in which the Commission may cooperate in developing public library service, and teachers are encouraged to refer to the Commission any library problem that may come to their attention. By the terms of the Public Libraries Act, which is administered under the authority of the Minister of Education, the Commission is charged with the responsibility of co-operating with individuals and organizations in the promotion and extension of library services throughout the Province.

IN A RUT ?

"Exchange" Is the Answer

By KATHLEEN BAKER

DO you feel constantly tired and listless? (Who doesn't, at the end of a school year?) Do you see black spots between you and your class? Are you stumbling through an arid desert, searching for a well of clear, sparkling inspiration? Again, who isn't?

Well, if you're afflicted by the ills that all teachers are heir to, at one time or another, and haven't a private income to enable you to take a year off (who has?), you couldn't spend four cents more profitably than in sending an inquiry to the C.E.A. about exchanging to Great Britain.

My own particular rut is the pleasantest I can think of—a very happy rural life, in beautiful surroundings, a very pleasant job in likewise. And I've discovered a great many more aspects of that rut that please me since uprooting myself last summer and coming to teach for a year in Glasgow.

Elbow-Room and Builders' Rights

For one thing—how many Canadians appreciate the fact that they have elbow-room? We take for granted that each house has a piece of ground around it, and that all except apartment dwellers can enjoy a garden. All right, so you don't like gardening! But at least you can have the pleasure of looking at other people's! Even the humblest homes *can* have the joy of flowers in the front yard and spuds and peas in the back. After living for a year in a huge, industrial city of more than a million and a half in population, where the majority of the people have to go to crowded parks or out into the country to

Kathleen Baker spent last year on exchange from her position at North Saanich High School to Glasgow, Scotland. Here she relates some of the pleasures and values of exchange teaching. She is now on the staff of the Victoria Normal School.

Teachers interested in exchanging for the 1951-52 term should apply to Mr. T. F. Robson, Registrar, Department of Education, Victoria, B. C.

enjoy trees and grass, I find the gardens of British Columbia blooming more gorgeously than ever in my mind!

A lot of things have been said about the welfare state—I don't intend to add my own confused ideas to the pile. But we Canadians may not always appreciate the fact that people in Canada can, and do, build their own houses. I heard on reasonably good authority of a man who owned a piece of land here, out in the country, on which, with long hours of single-handed labour, he built a stone house for his family. When Authority found out about it, he was ordered to remove the unauthorized dwelling—and, stone by stone, down it had to come.

I don't intend to do a Pollyanna by making odious comparisons and pointing out how fortunate we Canadians are because of the things that don't exist in Canada. But I do know that seeing other countries, especially crowded, restricted ones, has given me a much deeper appreciation of the Canadian way of living.

Broader Horizons

The jump out of the rut has landed me on an eminence that gives me a much wider horizon. Any native-born Canadian finds Great Britain and the Continent crammed with all the things he has read about and never expected to see. My particular experience centres in Scotland, and has given me glimpses of the Burns country to the south, the Highlands to the north, and the glories of Edinburgh to the east. You who go on exchange will probably see many of the same sights as I, though—York Minster in time-worn beauty, Westminster Abbey, where history crowds around you, the Louvre full of familiar and beloved masterpieces—there are too many to list! You'll probably ride in a Venetian gondola, squander a dollar or two in the Casino at Monte Carlo, clatter over the roads at Versailles in a horse-drawn buggy (covered by a blanket reeking of said horse!) and ride down the Thames in a launch to see the Traitors' Gate.

But whatever you see or do, you'll find that your mind is enriched beyond the telling. Not only your mind—your feelings about a lot of things will change. You'll find yourself more tolerant of the "differentness" (I know—there's no such word!) of other people. You find out why their thinking runs in different grooves, and you develop a sympathy for their point of view. If you spend any time in Scotland, you'll discover the origins of, and reasons for, a lot of our own odd customs!

Ambassador of Canada

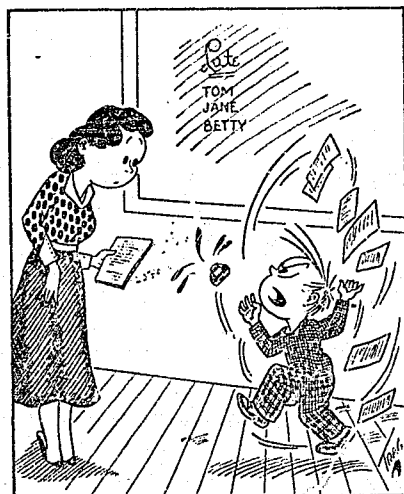
It's a big responsibility to represent Canada to most of the folk you meet—especially the school children. At first, they ask about cowboys and Indians and Mounties, and, of course, the inevitable "Please, Miss, what are the schools like in Canada?" From such interests it hasn't been hard to lead into bigger questions, to try to give them an idea of Canada as a country and the Canadians as a people.

Everywhere I have gone, in Great Britain, Holland, Italy, France, I've found that

people's faces lighted up in welcome when they heard "Canadian". We other Canadians must owe a great deal to our servicemen, who have made the name so popular in so many widespread areas.

Now, as the school year comes toward its end, several of the highlights stand out in my mind like beacons: my first view of Edinburgh's Prince's Street with its lovely gardens and the Castle looming from its high rock; my first walk along the bonny banks of Loch Lomond, and very bonny they are; Christmas dinner with two other Victorians in holiday mood at Le Coq d'Or, a funny little Russian restaurant on the Rive Gauche in Paris; a motorboat ride along the canals of Amsterdam to see its quaint old houses; Westminster Abbey with the organ peeling out for a wedding in the Henry VIII Chapel (I was lucky to be there at just the right moment); and, of course, the simply fabulous tour for three weeks of Belgium, Switzerland, Italy and the Riviera, arranged every Easter for Empire exchanges by the League of the Empire.

In a rut? I don't think I'll ever quite settle into one again! I've too much on my mind!



"My parents don't dare punish me . . . They're afraid it'll affect my personality."

HOW STUDENTS READ

By J. H. SUTHERLAND

SENIOR High School graduates should know how to read and write effectively. Unfortunately some pupils graduate unable to read while others fail to graduate because of inability to read. Reading is of course more than mechanics, but lack of the mechanics may in some cases be the reason.

The following comments are not gleanings; they are the result of thirteen years practical observation with special classes in High School.

In High School, weak students in English can be classified for practical purposes into four general categories.

1. Those with ability who are not working.
2. Those of low I.Q.
3. Those lacking an environment that has encouraged reading.
4. Those who cannot read or who read poorly (excluding physically handicapped).

The first group is not for discussion here.

The second group merits some consideration. We assume the conscientious teacher does what he can for this group. But we should remember that the intelligence rating may really be only a mark of reading ability. One lad in the Special English class had been accompanied all

through school by a card that rated his I.Q. at 78. From the treatment he received, the boy himself felt he must be stupid. A different type of test revealed an I.Q. of 108. The boy hadn't learned to read or spell; he had to be taught in the special class. He learned.

In the third group are found those whose environment has not impressed on them the desirability or the need of reading. A Grade X girl, for example, admitted that her parents had never read her bedtime stories. For such students there is plenty of material available. The ingenuity of the teacher co-operating with the librarian can effect the rescue.

An Interesting Challenge

It is the fourth category that provides the most interesting challenge. Experience has shown that, while the majority learn most easily through the visual image, there is a substantial minority that depend more upon the auditory image. We all know the type of person who can close his eyes and see things in his "mind's eye." Teaching is generally geared to this type. The student who conceives ideas through his "mind's ear" has tended to go unrecognized. There are other types of learners but they are not for this discussion.

To the ear learning group belong generally those who cannot spell and often those who cannot do grammar. The correlation between lack of ability in grammar and in reading, no matter what the group, is high, but is higher amongst the ear learners. Curiously, the majority of these are boys.

The eye learner usually makes the association between the appearance of a word and its sound. The ear learner, however, is all too frequently started off in reverse gear; he is forced into the sight-sound

J. H. Sutherland is on the staff of Magee High School, Vancouver. His article on methods of improving the reading ability of high school students arose out of an address he gave to the Gibsons Parent-Teacher Association.

He is a Past President of the B. C. T. F. and of the Canadian Teachers' Federation.

pattern when his make up calls for the sound-sight pattern. Consequently he may fail to make the necessary associations. He is the individual who needs phonics and plenty of oral reading with the oral reading checked, of course, for comprehension.

Students forced out of their natural pattern of learning and depending on the general configuration of words make errors in reading such as saying; martial for marital (unconscious humour), pantherism for pantheism, vetinary for veterinary, satisfactory for satisfactorily, accusation for accusation, barbarious for barbarous. In spelling they will write convient for convenient, pitable for pitiable, extercate for extricate. Naturally when satisfactory and satisfactorily look alike, the adjective and adverb idea is difficult to grasp. Having had insufficient oral reading, these students fail to relate the intonations of the voice with word groups (phrases and clauses) and with commas and periods. Wordsworth's pantherism might not be so difficult, as the idea still has to do with nature—in B. C.

In the Special English classes in High School the sound analysis of words and plenty of oral reading have enabled large numbers of poor students in English to learn to read well silently, and consequently

to improve in all their subjects. Many cases could be quoted of students who, failing entirely to recognize a printed word, have commented, "Oh! that's what it is!" when taught to sound it. After such recognition is made possible, progress is rapid for interest is closely linked to understanding.

Sound Analysis

Spelling for these students depends upon the same factor, sound. Students are set to analysing words into their syllables until they can give a reasonable pronunciation to almost any word. No attempt at spelling is made before this. No copying of words or the writing out of words a number of times is allowed. The spelling must be based on recall of sound, with aid where irregularities occur, though experience has shown that little such aid is actually necessary at the High School level. No student who has undertaken to teach himself in this way has failed to make substantial gains.

Two questions arise here, the first, student reaction to special classes; the second, the type of material to be read. Contrary to the claims of many, once the students find that an opportunity to improve is really provided, they feel no stigma on entering the special group nor do they object to the name Special English, for they find many others like themselves and they get to know of many who have already improved.

With respect to the type of reading, many experts claim that the material must be adjusted to the level of the student. To a degree this is true, but one must ask what level. In the High School special classes, the student, once he learns how he must read, soon comes to enjoy the experience, for he is feeling a new sense of achievement. Moreover, it is not long before he wants books at his own mental and experience level. Furthermore, he should be encouraged to read beyond his level. As Browning said, "A man's reach should exceed his grasp." It is possible that we have been feeding students too much pablum instead of good solid fare.



"It's a report from high school . . . our Ellen has been voted the smoothest lassie with the sveltest chassis . . . is that good or bad?"

AUDIO-VISUAL AIDS—

How To Use Them

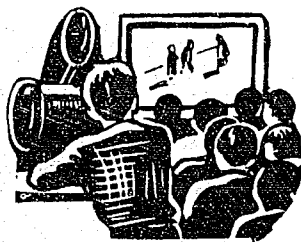
By CECIL E. WILKINSON

EACH of us desires to teach as effectively as possible. Each of us no doubt realizes that as from 75% to 85% of human knowledge enters the mind through the eyes, and not over 15% through the ears, visual aids to teaching are a must. To put such aids to the best possible use is our aim.

What are these visual aids? Let us not forget the ones that are available to all of us—the blackboard (the best and most versatile of all), maps, flat pictures, photographs and charts. However, we tend to be more concerned about the newer tools with which we are not so familiar—the projected visual aids: Motion picture films, filmstrips, and slides (both the new 2"x2" slides and the more familiar 3 1/4"x4" slides)—and the audio aids, radio and recordings.

As motion pictures are still more widely used than the other projected visual aids, I shall deal with them in more detail. However, the criteria for them to a large extent apply to all teaching aids.

In order to judge the effectiveness of your audio-visual programme ask yourself these questions:



1. Do my pupils still say they are going to have "a show" when they realize I am going to use a motion picture?

2. Do I refrain from doubling up classes—let alone having mass auditorium showings?

3. Do I avoid showing more than one film at one time—even if they concern the same subject area?

4. Do I use only films which are applicable to the subjects and units I am teaching?

5. Where possible do I use films applicable to a unit of study at the time I am teaching the unit?

6. Do I always preview a film before showing it to a class?

7. Do I always prepare, and have on the board previous to the lesson, from one to ten objectives for the pupils which will direct their thinking to what I wish them to learn from among the many things dealt with in the film?

8. Do I always motivate my class at the beginning of the lesson, and then have the objectives read aloud by individual pupils, making sure the children know (a) Why they are looking at the film; and (b) What to look for?

9. Do I always have a discussion immediately following the screening to develop the objectives set — and to broaden the discussion into channels of further knowledge?

10. Do I make a definite attempt to integrate these visually aided lessons with the work that follows in other lessons?

Now I should like to deal with some of your difficulties in following out this programme.

You can only overcome the show idea by

correct procedures and persistent effort. Visual education will never receive the financial support it deserves until this has been done.

It is difficult to use films applicable to the units being taught because of the difficulty of getting the films we want when we want them. This will never be fully overcome any more than the difficulty of getting a good book from the library just when we want it. But we have a better chance of getting that book if we have a local library. The same is true of films. For most efficient service each large municipality or area should have a motion picture film library of its own, a director and a delivery service. Such libraries are being set up in progressive municipalities across Canada. Surely the parents of your municipality wish their children to have the best possible teaching. The cost should not run over 50c to 75c per pupil per annum for a basic library.

Motion picture film libraries in individual schools are not feasible as the average cost of one film is about fifty-five dollars. However, filmstrip libraries are not only feasible for individual schools, but they are imperative if the best teaching methods are to be used. For the results to be obtained the cost is small. The best tri-purpose projector, taking both filmstrips and 2"x2" slides, can be bought for less than one hundred dollars. Each filmstrip costs the price of a good book—from one to seven dollars. Any school can have such a library if an effort is made.

Under the present set-up previewing of motion picture films is difficult in many

schools. Therefore there should be a one-page teaching guide for each film containing a summary of the teaching contents—not a flowery description by the producer—and from one to ten objective questions. Such guides might be compiled into catalogues for the permanent possession of individual teachers—or less effective but cheaper, pasted in the lids of the film cans. With such a guide a teacher could, if necessary, teach effectively without a preview by having the questions on the board previous to the screening. He would, after seeing the film, be prepared to carry on a worthwhile discussion.

Radio Broadcasts

I should like to suggest how the use of radio broadcasts can be made more effective. It will likely for some time to come be difficult to give much advance information concerning radio broadcasts; but that does not destroy their value. When you receive your radio booklet, plan your own radio programme for the year. Book the school radio in advance for the days you want to use it. Don't try to introduce a unit by means of a radio broadcast. Teach the unit, or most of it first. Read the booklet and give the pupils any advance information.

Now you can be assured that, with the background you have given, the use of the broadcast will be of value. Be sure to have the radio tuned to the right station well in advance of the broadcast. Just previous to it write the name of the programme on the board. Pupils are motivated and instructed to listen, and listen only. The teacher listens too and jots down points for discussion. Then after the radio is shut off the discussion is held.

In order to be sure that your school has the very best possible audio-visual programme, at least one teacher should take a special course in audio-visual methods and mechanics. He should then be appointed co-ordinator for the school and given some time off to do his work well.

Try following as much as possible of this outline and I am sure you will be richly rewarded by the results and your own personal satisfaction from work well done.

Mr. Cecil E. Wilkinson is teaching at Queen Elizabeth High School, Surrey, as an exchange teacher from Whitney School, Toronto. He lectures on Audio-Visual Methods at the Ontario Department of Education Summer School. He was for the past three years Convener of the Visual Aids and Theatre Committee of the Ontario Federation of Home and School Associations and represented that committee at the 1950 Canadian Education Association Convention in Victoria.

DRINKING FOUNTAINS

THERE are, I believe, a number of people who can earn their living as professional inventors. They do not usually invent the important things, like steam engines and aeroplanes and other devices that change the history of the world. They invent all the little gadgets, like propelling pencils, and the openers of beer bottles, and all the other oddments that rapidly become such an accepted part of everyday life that no one would think they had been invented at all were it not for the patent number inconspicuously stamped upon them.

Anyhow, if there are such people, they could well turn their attention to the problem of providing drinking water for children at school. The problem, of course, does not lie so much in the water as in the children. The mere provision of water would be simple enough. All that would be required would be a low pressure tap and a communal metal mug, but unfortunately such a simple contrivance would hardly pass muster with the medical pundits who have their say in so many things we do today. Indeed, there can be no doubt that we ourselves would all be better men and women at this present time if, in our youth, we had taken our water from something more hygienic than a communal iron mug which we had somewhat perfunctorily wiped out with the sleeve of our coat.

As everyone knows, the accepted device is the drinking fountain, a gadget which, on the pressure of a lever, shoots a jet of water into the air. The theory is that the would-be drinker puts his mouth above the jet and imbibes a draught that is hygienically unimpeachable. In practice, however, the lever usually responds so violently to a delicate change of touch that a perfectly satisfactory jet will either suddenly die away to nothingness or else will spurt up for no apparent reason and strike



the back of the throat so shrewd a blow that the mouth is involuntarily closed and the jet directed over the rest of the features.

However, the main disadvantage of this device is not its inconsistency so much as the temptation it places in the way of the young to keep their pals at bay by putting their fingers over the jet and squirting it somewhat haphazardly in all directions. The amount of water that can be spread over a group of children after five minutes of this kind of free water-play surpasses the imagination of anyone except an experienced teacher.

But all the while these contrivances were restricted to the playground, the problem was not acute. Careful training would soon make the participants quite as anxious not to call attention to the results of their experiments as the teacher was not to notice them, and the pool of water in the playground soon dried of its own accord. But in more modern schools the drinking fountain has found its way inside, and it is now impossible to ignore what is happening round it. Not only will the resulting flood cover the whole floor of the washing room, but it will rapidly begin to force itself upon everyone's attention by flowing under doors and circulating with the children in the circulation space.

If, therefore, our professional inventors can produce a device that will enable a

(Continued on page 121)

BIBLE READING

By DONALD COCHRANE, Gibsons

IS the reading of the Bible in school a means of grace, a necessary part of a child's education, a complete waste of time, or worse—a method of convincing the children that the Bible is a dry and incomprehensible book, not worthy of their attention?

It is true that the Bible (King James version) has become so much a part of our language and literature that anyone who is not acquainted with the stories in it is simply not educated. But what degree of acquaintance is desirable? You might not, for instance, approve of their looking up the four ladies mentioned in the first chapter of Matthew, and discussing the adventures by which they gained their places in the record.

Of course, people who do not know what is in the Book have no right to an opinion on the subject. Here is a test to measure your qualification to discuss the subject:

1.—

Three ladies looked from windows,
Looked below, and not above;
One lost her life, and one her son,
And one, her husband's love.
Who were they?

2.—Assign to author and selection:

- (a) Woe unto them that rise up early in the morning;
- (b) Give wine to him;
- (c) Eat no bread, nor drink water;
- (d) Wine that maketh glad the heart of man.
- (e) I have more understanding than all my teachers.

3. What do you associate with:

- (a) A golden cup in a sack of grain;
- (b) A snake in a bonfire;
- (c) A jewel of gold in a swine's snout;
- (d) A nail driven in a sure place;
- (e) Justice without mercy (That's in the

Apocrypha, but you should know it—Jews and Catholics do).

4.—What books, and what parts of books, are accepted by Jews and Catholics, but rejected by Protestants, and why?

5.—Judging by results, evaluate the ethical quality of these actions of King David:

- (a) Stealing the wife of a faithful soldier, and getting the soldier killed.
- (b) Murdering the innocent grandchildren of Saul;
- (c) Taking a census.

What should be done about it? That is not for me to say. I am a chemist, not a theologian. But I was properly brought up. Were you?

Drinking Fountains

(Continued from page 120)

child to get a drink without offending the medical pundits and yet at the same time fail to provide enough pressure for him to squirt water at his friends, then the schools will certainly be grateful. If, at the same time, he can permit the child to drink in an attitude that does not combine maximum temptation with maximum opportunity for the youth who wishes to gain a reputation for bravado by taking a well-directed but anonymous kick at the seats of the pants of his immediate elders, then it will be a marvellous invention indeed.

The name of such a genius will probably never appear in any list of the world's great inventors, but for all that, he will most surely have the satisfaction of seeing the number of his patent inscribed on every school drinking fountain in the country.—PETER QUINCE.

—Reprinted from *The Schoolmaster*, July 13, 1950.

Teachers' Pensions Refunds . . .

The following is a list of teachers who have not contributed to the Teachers' Pensions Fund for a period of two years or more. Under the provisions of the Statute an absence from active teaching service of more than two years constitutes withdrawal from the system, provided that the said absence is not occasioned by Military Service or for the purpose of study at some recognized University.

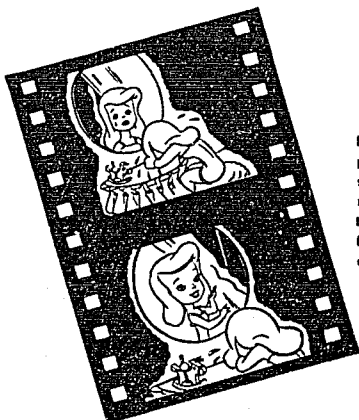
If these teachers have definitely left the teaching profession they are entitled to a refund of the amount of accumulated contributions lying to their credit in the Fund, and they should make application for a refund of same. Any information regarding the present addresses of these teachers would be greatly appreciated, and all communications should be forwarded to the "Commissioner of Teachers' Pensions", Weiler Building, Victoria. B. C.

List continued from November issue:

Mondor, Mrs. Elsie Gunn.	Phillips, Mary Dyson.
Moore, Blanche Isabelle.	Pitzel, Helen Bertha-Rose.
Moore, Mrs. Christine Ross.	Plaskett, Joseph Francis.
Moore, Rhoda May.	Poetker, Emily.
Moore, Wm. Archibald.	Pogson, Mrs. Jean Livingston.
Moresby, Barbara.	Pollock, Mrs. Janice Carol (nee Grossman)
Morrisette, Mrs. Margaret Ann.	Porter, June.
Morris, Philip Alvin.	Preus, Elsie Muriel.
Morrison, Mary Alice.	Pritchard, Verna Marie.
Morrison, Mary Kathleen Vivian.	Prockiw, Stella Peggy.
Morse, Mrs. Catherine J. B. (nee Scott)	Putland, Gladys Edla.
Moryson, Katherine Somerville	Quance, Mrs. Frances Adela.
Moscrip, Mrs. Myrtle Olive (nee Finsand)	Radloff, Grace Margaret.
Mosher, Violet Verlean	Rainville, Elsie Roslyn.
Moss, Mrs. Virginia L. (nee Morry)	Raitt, Nadine Louise.
Moulton, Frances Bernice.	Ramsay, Nancy Ann.
Mudiman, Mrs. S. Eva.	Ramsley, Helen Marion.
Muir, Mrs. Margaret Kathleen.	Rashleigh, Arthur Stanley.
Munch, Mrs. Leah Virginia.	Rathwell, Edith May.
Mungovan, Henry Gratten.	Rathwell, Jeanne Helen.
Murdock, John Francis.	Ravenscroft, Ian Edward.
Murphy, Alice May.	Reay, Gladys.
Murray, Irene Beryl.	Reddin, Colleen Rae.
Murray, Mary Kathleen.	Reid, Lyall Evelyn.
Murray, Norah Elizabeth.	Rella, Mrs. Nicola (nee Mazzocchi)
Nelles, Wm. John.	Rendle, Weighelsei, Blanche.
Nelson, Mrs. Marie Alice.	Ressler, Barbara.
Nelson, Rose May.	Rice-Jones, Wm. Geoffrey.
Nelson, Mrs. Shirley Kathleen.	Richards, Esme Dorothy.
Nesbitt, Ben Alvin Ira.	Richards, Victorine Marie.
Neufeld, Mrs. Annie Elizabeth.	Rigby, Frances Mira.
Newman, Sarah Orla.	Riley, Hazel Doreen.
Nixon, Wm. Elijah Delbert.	Ringle, Viola Anna Elizabeth.
Olafson, Mrs. Eva Mary.	Ripley, Mrs. Kate (nee Hayduk)
Orchard, Mrs. Joan Margaret.	Robinson, Bessie Ella May.
Ouellette, Thelma Marie.	Robinson, Mrs. Marion Sarah.
Palsson, Norma Olive Adeliade.	Robinson, Thomas Johnston
Parnas, Therese Alvilda.	Roche, Archie Ivan.
Passmore, Mrs. Dorothy Edith.	Ronson, Mildred Gladys.
Patchett, Mary Esther.	Roslington, Wm. George.
Patterson, Mrs. Gladys.	Roussel, David Murray.
Paul, Arthur Beviss.	Ruscheinsky, Margaret Mary.
Paulsen, Edmond John Alexander.	Rusk, Ellen Clara.
Pease, Jessie Edna.	Russell, Josephine Bernadette.
Pecknold, Mrs. Adelaide Mary.	Ruth, Lila Sylvia.
Peel, Evangeline Louise.	Ryall, Bernard Elliott.
Peirce, Iris Lorraine.	Rye, Richard Darrall Brooke.
Penman, Isabel.	Sawka, Vera Evelyn.
Penson, Edna Lucinda.	Scanlon, Mrs. Margarety Helen.
Phillips, Mrs. Gladys Ruth C.	Schiesser, Christian.
	Schmidt, Isabelle Emma.
	Schneider, Mrs. Olga Agnes.

The Story of Menstruation

FREE EDUCATIONAL FILM FOR SCHOOLS

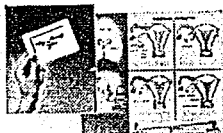


By Walt Disney Productions, this motion picture combines grace and warmth with scientific perfection. Widely acclaimed by many thousands of teachers, parents and teen-age girls who have seen it. A 16mm. full-colour sound print is available, free, on a short-term loan basis.

You'll want your students to see this timely motion picture because it teaches them so much. Tells young girls in a calm, straight-forward tone much they should know about a natural body function.

Removes silly superstitions, conquers needless embarrassment, actually points the way to mental and physical fitness. Here is a delicate subject treated in a dignified, informative manner.

MORE FREE TEACHING AIDS



"Very Personally Yours" booklet

A pamphlet based on the film. Contains supplementary material for review and reference.

Menstrual Physiology Chart

Large, full-colour chart for use by instructor during lectures. Shows the menstrual process in easy-to-follow diagrams.

*T.M. Reg.

SIMPLY MAIL
THIS COUPON

Educational Department, B C-550
Canadian Cellucotton Products Co. Ltd.,
50 King Street West, Toronto, Ontario.

Please send me free, with the compliments of Kotex*, the following material:

- ☐ Full details on the movie, "The Story of Menstruation".
- ☐ Copies of the new booklet, "Very Personally Yours".
- ☐ One full-colour, jumbo-size Menstrual Physiology chart.

Name.....

Title or Position.....

Address.....

City.....Prov.....

Schorn, Mrs. Lucia Teresa Maria.
 Schulli, Richard George.
 Schultz, Mrs. Joyce Winifred.
 Scott, Mrs. Margaret Boag.
 Scougall, Jessie Evelyn.
 Sebastian, Michael.
 Shannon, Olga (Mrs.).
 Shannon, Myrtle Evelyn.
 Shaver, Mrs. Priscilla Louise (nee Long)
 Sherbino, Mona Olive.
 Sheward, Robert Frederick.
 Shier, Margaret Annie.
 Sibbald, Jean Stewart.
 Sibley, Ruth Madeline.
 Simle, Marie Esther Vivian.
 Simmons, Sheila Kathryn.
 Simpson, Mrs. Villa.
 Sinclair, Mrs. Margaret.
 Sivertson, Mrs. Libbie Margaret.
 Smith, Agnes Roberta Campbell.
 Smith, Mrs. Alma Louise.
 Smith, Doras Caroline.
 Smith, Mrs. Jean Evelyn.
 Smith, Mrs. Katherine Brooke (nee Hewitt)
 Smith, Ralph Brecken.
 Smith, Mrs. Violet Dorothy (nee Clark)
 Smyly, Mary Aileen.
 Snell, John Douglas.
 Soderquist, Helen Violet.
 Soles, Nina Ethel.
 Spain, Mrs. Bernice Helen (nee Macdonald)
 Spencer, Jean Alice.
 Stace-Smith, Richard.
 Standal, Dorothy Dee.
 Steele, Mrs. Evelyn Marion.
 Steele, Mrs. Kathleen Mildred (nee Hoyt)
 Stephenson, Mrs. Laura Edith.
 Sterling, Charles Hubert.
 Stevens, Mrs. Clara Arnette.
 Stewart, Hazel Eunice.
 Stickney, Mary Faulkner.
 Stirling, Wm. Lang.
 Stoddart, Ena Louise.
 Stodola, Rosemarie (Mrs.).
 Storey, Mrs. Ida Gladys.
 Stosky, Mrs. Olga.
 Streeper, Mrs. Annie.
 Sullivan, Mrs. Harriette Elizabeth.
 Sutherland, Lawrence Meade.
 Tagami, Miss Shizuye.
 Tait, Robert Sheldon.
 Taylor, Beatrice Olive.
 Taylor, Harry Rideout.
 Taylor, Mary Doreen.
 Taylor, Mary Reid.
 Taylor, Mrs. Violet Lorraine.
 Tenborg, Mrs. Alice May.
 Thompson, Eliza (Betty) Gertrude.
 Thompson, Joan Catherine.
 Thompson, Gladys Celia.
 Thomson, Helen Marian.
 Thomson, Jean Irene.
 Thomson, Mary Isabel.
 Thorne, Rose Kristiana Aurora.
 Threatful, Harry.
 Thuvesson, Betty Hildur.
 Tinney, Arthur Charles.
 Tollefson, Fay Marjorie.
 Tompkins, Alice Marian.
 Tourney, Augusta Victoria.
 Tower, Mrs. Kathryn Gene.
 Travis, Jean Marjorie.

Trembley, Mrs. Rosaire.
 Trueman, Mrs. Alice Marie.
 Tuley, Mrs. Louise Flora.
 Turner, Winifred Reubena.
 Tweed, Jean Treleven.
 Tychon, Mrs. Sophie.
 Ulrich, Mrs. Kathleen High.
 Unruh, John Cornelius.
 Unwin, Victoria.
 Verchere, Christina.
 Vlasak, Bessie Josephine.
 Wade, Gladys Maude.
 Wagner, Mrs. Doreen May.
 Wainman, Stella Audrey.
 Walker, Lillian Robina.
 Wallin, Alice Mamie.
 Walsh, Allan Frederick.
 Warnock, Mrs. Catherine.
 Watkins, Mrs. Margaret Eleanor.
 Watson, Mrs. Rose Christina.
 Watters, Mrs. Kathleen.
 Webber, Mrs. Kathleen Ruth.
 Weiler, Kathleen.
 Welsh, Gladys Victoria.
 Wheatley, Jean Witter.
 Whitacre, Roberta Adornabelle.
 White, Emma Isabell Katherine.
 White, Ernest Francis.
 White, Mrs. Helen Merrielee.
 Whitman, Floyd Wallace.
 Whittaker, Mrs. Gwendoline Grace.
 Whittaker, Wm. Rostron.
 Wicklund, Joseph Alexander.
 Wiemken, Lillian Melinda.
 Wiems, Mrs. Katherine.
 Wighton, John Latta.
 Wilbur, Gertrude Louise.
 Wilcox, Mrs. Mina Elizabeth.
 Wilkins, Dolores Ruth.
 Williams, Anne May Lillian.
 Williams, Mrs. Jessie Lois.
 Willis, Mrs. Marguerite A.
 Willoughby, James Byron.
 Willsey, Jean Elizabeth.
 Wilson, Winnifred Frances.
 Wolansky, Mary Grace.
 Wold, Clarice Louise.
 Wolfenber, Jean.
 Wolfenber, Katie.
 Wolfenber, Mary.
 Wood, Mrs. Jessie Mary.
 Woolley, Dorothy Louise.
 Wray, Mrs. Geraldine Verena (nee Blair)
 Wright, Mary Marjorie.
 Wrigley, Muriel Margaret.
 Yardley, Agnes Lorna.
 Yaremovich, Kathleen.
 Yelf, Kathleen Edith.
 Young, Wanda Ena.
 Younker, Henrietta Ellen.
 Zacharias, Mrs. Dorothea Christina.
 Zdan, Mrs. Margaret Elizabeth.

Supplementary List

Adams, J. E.
 Agar, Bessie.
 Alexander, Edythe.
 Atkinson, Miss P.
 Austin, Edith.
 Aubin, Cecile.
 Baillie, Mrs. R.
 Baldwin, Mrs. M.
 Barrett, Mrs. E.
 Bell, M.

Bell, Violet.
 Bennett, M. E.
 Bentley, Mrs. A.
 Bieber, Miss E.
 Birch, M. A.
 Black, Mrs. A.
 Bloom, Martha.
 Boncham, M. S.
 Boyd, M. I.
 Brent, E. A.
 Brierley, I. H.
 Brooks, Mrs. N. E.
 Brousson, E. V.
 Brown, M. J.
 Caldwell, L. C.
 Callison, Dolores.
 Cameron, G. M.
 Chard, N. G.
 Charles, Mrs. Marcelle.
 Christofferson, Madeline.
 Cruickshank, Miss M.
 Clark, E. M.
 Clark, Mrs. M. N.
 Clarke, Miss M.
 Cleveland, L. C.
 Cox, D. M. M.
 Davis, Lillian.
 Dewar, Agnes.
 Dibble, Alma M.
 Dibble, C. J.
 Dorwart, Mrs. Joyce N.
 Dosenberger, L. E.
 Duncan, Mrs. Olive.
 Dushenski, N. W.
 Ellis, H. W.
 Entwhistle, Mrs. H.
 Evans, Bob.
 Ewing, Jemima.
 Fisher, F. B.
 Fitzpatrick, I. M.
 Fraser, M.
 Fratkin, M. Y.
 Furey, Margaret.
 Garden, Mrs. Velma.
 Germain, G. F.
 Gardiner, Mrs. M.
 Gildner, Arthur.
 Gillard, Miss E.
 Goldberg, Mrs. R. D.
 Golley, Allen.
 Graham, O. L.
 Grant, Miss P.
 Gray, Jean.
 Gronseth, Mrs. M.
 Harrison, Mrs. M. J.
 Hawryluk, Tania.
 Hayman, F. V.
 Hellyer, Miss A.
 Helme, May.
 Hepburn, F. M.
 Hewett, M. H.
 Holmgren, Mrs. S. A.
 Horne, Phyllis.
 Hughes, Flora Elizabeth Mary.
 Ireland, L.
 Jefferd, L. K.
 Jodin, Y. M.
 Jung, Mrs. S. V.
 Kennedy, E. M.
 Lamb, E. M.
 Lambert, Mrs. H.
 Lang, F. J.
 Laronde, Harry.

Law, M. L.
 Lawrence, Mrs. J. E.
 Lewis, V. M.
 Lineham, C. M.
 Lock, Miss V.
 Loigren, Mrs. Rose Grace M.
 MacDougal, Helen.
 McInroy, Hazel.
 McKinley, Helen.
 McLean, M. H.
 McLeod, Mrs. A. K.
 McRae, E. K.
 McRae, Miss J. E.
 Mercer, Mrs. Irene.
 Morrison, M. P.
 Murphy, E. J.
 Murray, Mrs. L. A.
 Needles, Dixie.
 Nordquist, M. E.
 Norman, Mrs. R.
 Outerbridge, Mrs. C. H.
 Pake, E. M.
 Palmer, Patricia M.
 Parnas, C. M.
 Parr, G. E.
 Paterson, M. B.
 Patterson, L. R.
 Peters, M. E.
 Plaskett, Margaret.
 Pollard, E. L.
 Quaite, Mrs. Irene.
 Radick, Mrs. A. (nec Helen Streep)
 Rae, H. B.
 Reeves, E. B.
 Rempel, Mrs. K. J.
 Renshaw, Mrs. A. M.
 Roberts, Miss I.
 Robinson, Miss N.
 Robson, Joyce.
 Rusch, A. F.
 Samuel, Mrs. V.
 Sato, Mrs. F.
 Scott, L. M.
 Seguin, A.
 Shaw, A.
 Shepherd, Mrs. B. G.
 Sibley, Miss R.
 Slym, Rose.
 Smalley, Erma.
 Smith, Mrs. Annie May (Mrs. Howard)
 Smith, Miss J.
 Speers, E. A.
 Spence, Mrs. Jean.
 Stalker, M. F.
 Stark, M. L.
 Steiger, F. M.
 Stuart, Gordon.
 Sullivan, Bernice.
 Sutherland, Mrs. Charlotte.
 Summers, E. B.
 Sutherland, E. C.
 Swordy, Mabel.
 Tomlinson, P.
 Trapton, Jean.
 Ulmer, Marjorie.
 Vayle, Leigh.
 Vermilyea, F. E. M.
 Vincent, C.
 Whittaker, Mrs. I. C. H.
 Wilson, F. M.
 Wood, B. L.
 Wright, I.
 Yates, M. I.

B.C. T.T. News

Resolutions and Reports For 1951 Convention

The 1951 Convention will be held in Vancouver from March 26th to 29th, inclusive. Easter is early next year and to provide time for the resolutions and reports to be printed and mailed to Local Associations for a meeting prior to the Annual Convention, it is necessary to set February 1 as the deadline date for receipt of same.

Please take note that any resolutions for consideration by the 1951 General Meeting must be received in the Federation Office by February 1st.

Langley Teachers' Assoc. Elect Officers

At the first meeting of the Langley Teachers' Association, Miss Dorothy Peacock was re-elected to the office of president. Other officers elected were vice-president, Jack Warner; secretary, Martin Grasdal; and treasurer, John Braun.

Committee heads for the coming year will be:

Salary—Roy Mountain.
Programme—Miss M. Hogben.
Refreshments—Miss T. De Roche.
Sick visiting—Miss I. Vyse.
Transportation—Charlie Hardy.
Curriculum—Mike Zaharia.
Publicity—Norman Sherritt.

Fraser Valley Secondary Teachers Meet

Secondary teachers of the Fraser Valley met on Friday, October 20, in the Langley Junior-Senior High School for one of the most successful conventions in recent years.

Twenty-two sectional meetings, displays, banquet, tea, and Town Meeting in Canada in the evening kept the 438 teachers in attendance busy throughout the day.

Speakers for the sectional meetings were authorities from Vancouver schools, U.B.C., Vancouver School of Art, and Provincial Normal School. A feature of the day was a visit by the Junior Social Studies section to the original capital of British Columbia, Fort Langley, to inspect the museum and fort.

Luncheon speaker, Dr. John Huberman, gave an inspiring address on "Using Words for World Unity." Luncheon entertainment featured a novel ballet-choral interpretation of "Indian Love Call" by the Langley High School Girls' Choir under the direction of Miss M. Westwood, featuring the dancing of John and Norah Hemingway.

"Town Meeting in Canada" brought the convention to a successful close. The question discussed was, "Are We Getting the Most in Citizenship for Our Educational Dollar?" Those taking part included Mr. Art Dodd; Mr. B. C. Gillie, Rev. T. D. Somerville; and Mr. G. Fox, and the Moderator, Mr. Arthur R. Helps.

The Convention arrangements were in the hands of the Langley Teachers' Association Convention Committee, under the chairmanship of Miss Dorothy Peacock.

Kimberley Agreement Contains Novel Principles

The recently negotiated salary agreement in the Kimberley School District, which will become effective on January 1, 1951, contains two novel principles which other School Boards and Teachers' Associations might find interesting.

Although teachers' salaries have increased in recent years, the increase has not kept pace with the increased living

EDUCATION WEEK: Mar. 4-10, 1951

Provincial Poster Contest — Rules and Regulations

1. ELIGIBILITY:

The contest is open to students of the junior or senior high schools of British Columbia in districts where a local Education Week Committee sponsors a local contest. The local committee will send to the provincial committee one winning entry in each of the seven classes listed below.

2. POSTER SUBJECTS:

The posters shall be directly related to the general theme of Education Week: "Education is Everybody's Business". They may deal with the role in education of any of the following groups:

The Church
The Farm
The Home
The School
Industry and Commerce
Labour
The Community as a Whole

It is desired that emphasis be placed on the responsibilities of these various groups for education. Posters urging the public to visit schools on Open House days are eligible as dealing with the role of the school in education.

3. POSTER STATEMENTS:

The students will word the statements to appear on the poster. The statement should designate which group is dealt with.

4. MECHANICAL REQUIREMENTS:

- (a) Size: Not smaller than 12 inches by 18 inches.
- (b) Media: Any medium is acceptable—water colour, crayon, pencil, pen and ink, etc.

5. JUDGING: Prizes to be awarded on the basis of:

- (a) Artistic excellence;
 - (b) Appropriateness of the poster statement.
- Names of judges will be announced later.

6. CONTEST DEADLINE:

Entries must be postmarked not later than February 10, 1951, and addressed to The Provincial Education Week Committee, care B. C. Teachers' Federation, 1300 Robson Street, Vancouver, B. C.

Winners will be announced on February 20th and posters returned for the use of local Education Week Committees. The name of the student, together with the signature of his school principal, should be enclosed in a sealed envelope and affixed to the back of the poster.

7. PRIZE LIST:

- (a) \$20 for the winning entry in each of the seven classifications;
- (b) \$30 additional or \$50 in total for the poster judged to be the best of all submitted.

costs. In industry the opposite is true. Wage increases have exceeded cost of living increases thus effecting an improved standard of living. To recognize the principle that teachers should also share in any standard of living improvement, the revised Kimberley Agreement provides for a standard of living increment amounting to \$50 per annum to be added on January 1st of each year to the salary schedule which is otherwise in effect. Perhaps the \$50 increment is not large enough but a worthwhile principle has been established.

Like all salary schedules which are tied to the Cost of Living Index, the yearly revision made in the Kimberley Agreement did not keep the salary up-to-date with the index. Indeed, this criticism can be applied to all salary revisions which endeavour to compensate for higher living costs. The salary for the year is based on a fixed index and throughout the year the index rises but no periodic compensating adjustments are made.

To offset this "backlog," the new Kimberley Agreement provides for a retroactive adjustment related to the increase in the cost of living index over that on which the schedule was fixed a year earlier. The adjustment is applied in this way, "When the average cost of living index for any year exceeds by more than 2.5 points but less than 5 points that on which the salary schedule in effect for that year was based, then a retroactive adjustment equivalent to \$31.25 per annum shall be paid on January 31st of the following year to each teacher who was a regular member of the staff during that year and who continued to be a member of the staff on January 1st of the year following. The amount of the retroactive adjustment shall be determined in each individual case by the number of months for which the teacher was paid salary during the previous year. If the average cost of living index should exceed by more than 5 points but less than 10.0 points that on which the schedule was based, then the retroactive adjustment shall be equivalent to \$62.50 and if the average cost of living index exceeds by 10 points or more that on which

the schedule was based, then the retroactive adjustment shall be equivalent to \$125.00 per annum which is the maximum amount of retroactive adjustment that shall be paid for any one year."

Swimming in the Mackenzie

The following is a copy of a letter received by the Red Cross Swimming and Water Safety Director for the Province of Alberta from a teacher in Fort Norman, N.W.T., just inside the Arctic Circle. The Editor was amused and thought you would be too.

"You surprised and pleased me by implying that I am the most northerly swimming instructor. I started teaching here the 23rd of July and used swimming lessons as a means to impress and gain the goodwill of the Indians. I constructed a log boom, 25'x50' for a pool and taught a few elementary lessons with one interesting variant, "Loon Swimming". This appealed to their imaginations and helped conquer their fear of the water. By the end of the week most of the children could swim under the boom. Oh, yes! I brought along a cake of Lifebuoy each day, so everyone has had his annual bath. Bathing suits were a problem. On my insistence that they must be worn during mixed bathing, the boys would undress and then ask some little girl for her panties whereupon she would oblige immediately. The conventions received at least a passing nod.

The Mackenzie seems much warmer than Lake Ontario or Superior or the waters off Halifax and Vancouver. This was probably because of the long days. The Indians use a canoe similar to a kayak with no top. It is very tippy. During the winter, I shall try to teach Water Safety and Resuscitation. The National Film Board had hoped to film the swimming lessons but the weather proved inclement.

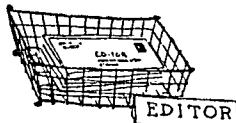
You will be interested to know that the swimming lessons certainly started me off well as a teacher here."

(Signed) J. V. COYLE, (M.A.)

Correspondence

Your Opinions Sought

Suite 3, Douglas Manor,
1095 Douglas Road,
New Westminster, B.C.,
November 13, 1950



Editor, *The B. C. Teacher*:

This year I am teaching at the Queen Elizabeth High School in Surrey as an exchange teacher from Toronto. While here, I am making a study of the Junior High School and combined Junior-Senior High School as we are just introducing such schools in Ontario.

I should very much appreciate help from your readers in answering the question, "What are the advantages of the junior high school (a) in general, (b) as a separate unit, (c) as part of a junior-senior high school, (d) as part of an elementary-junior high school?"

Yours very truly,
C. E. WILKINSON.

November Issue Enjoyed

University of Alberta,
Edmonton, Alta.

Editor, *The B. C. Teacher*:

I should like to congratulate you on the excellent number of your magazine which you have put out this November. While I always enjoy seeing your issues I was particularly taken with this one. The general tone is excellent and I especially enjoyed the pieces by James Gray and by Mr. Fluke. "Uncle John" on advice is always good.

With best wishes, I am

Yours sincerely,
H. E. SMITH, Dean
Faculty of Education.

And So She's Seventy!

Salmon Arm, B.C.

Editor, *The B. C. Teacher*:

Dear Sir: The Medicated Truss Manufacturing Co. in our town are again advertising for the services of a night watchman, so I thought I would pass on the information to you so that any retired teacher in need of a position could make application.

You may remember that I told you about answering the same advertisement some two years ago and to our delight, mine and my wife's, I was favoured with the position, on the strength of my many years of service here. It was a very important job and Jane and I were very pleased to have the opportunity of adding to our very inadequate joint pension, and I, personally, took great pride in the knowledge that I could be of some service to my community.

The responsibility helped to dispel a growing feeling of inadequacy that had haunted me ever since I had been told that my services as a teacher would no longer be required. I made up my mind to be a good night watchman.

For a long time everything went well—very well, and, with a new feeling of security, we ventured to purchase a small car and Jane and I enjoyed many lovely outings into the country. But a few months ago I began to worry about the standard of my work. On several occasions I missed punching the clock at some of the stations on my rounds. Then, on two or three mornings I forgot to post my records.

I began to be troubled with insomnia—I could not sleep during the bright, sunny days. In fact I did not want to sleep.

Finally, one terrible night last week, I slept at my post for nearly half the night and am ashamed to tell that I was awakened in the half daylight with several people standing around, among them our manager, Mr. Dickie Jones. I don't know why but I was reminded at once of the story of Napoleon standing in the dawn doing duty for the sleeping sentry.

I was so confused that I could not make any coherent explanation. And strange to say everybody seemed more concerned than I was. Mr. Dickie just smiled and shook his head. It seemed that I was not going to be shot at dawn as I half expected.

I am still confused how it all happened, but, presently, I found myself sitting in a taxi that was waiting conveniently at the office door, and when we arrived at my home there was Jane hurrying down the front walk. Jane and the driver insisted on helping me into the house. I am sure that I did not require any assistance—I could have made it under my own steam, given time. But it seemed nice to humour them at the time so I made no objection.

The next I remember I had a cup of tea in my hand and then the doctor was punching and probing my poor old carcass and asking more questions than a census taker. It was all a lot of nonsense. There was nothing wrong with me. I had not been sleeping well by day that was all and I made bold to tell the doctor so. But he, like Dickie Jones, just nodded and smiled and kept on punching.

At last, he stood up and gave me his verdict, or shall I say my sentence. The substance of it was that I was to do no more night watching. In fact, I was to do no work at all for some months—do nothing but rest. Rest! Poppy Cock! I thought.

He gave me a pill and I went to bed and slept the clock around. Ah! yes, that pill! No wonder! When I woke up I was feeling quite fit. The only cloud on the horizon was the no work sentence. No

work—no extra money—no trips, and maybe no butter.

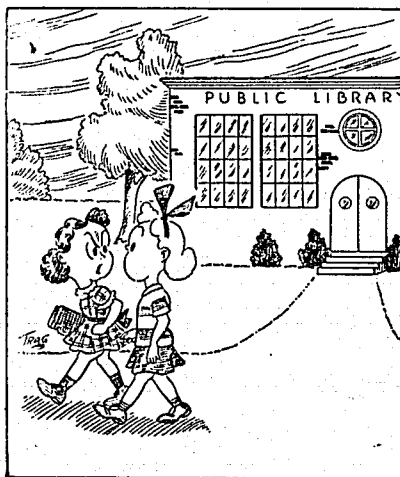
Jane bustled into the bedroom with pen and paper and told me to write out my resignation as a night watchman before I could be told that my services would no longer be required. I could not understand why she was so cheerful about it all but I did as I was bid. I did not relish the idea that I might be considered superfluous and not at all necessary a second time.

When I gave her the letter she sealed it and said thank you for a very nice birthday present. "Birthday?" says I. "Whose birthday?" "Mine, you old idiot. I'm seventy today and when I go down town to post this I'm going to apply for my old age pension."

So I guess we will still be able to buy a little petrol to put in the car. But I must tell you what a great sacrifice Jane is making. She always told me she was five years younger than I was. Now she owns up to seventy and the younger member of the family is

Your Old Friend,
THE EX-NIGHT WATCHMAN.

REMEMBER OUR ADVERTISERS



"That's the last time you'll catch me going to a place where I can't talk!"

THE B. C. TEACHER

Peter Quince On Discipline

I believe that all young teachers have difficulty with what used to be called class discipline. The bad old days when the co-operation of the class used to be secured by beating its non-co-operative members into submission have gone for good. Today the co-operation of the class is obtained by other means. But the freer methods in use today have not made the task of the inexperienced teacher in obtaining that co-operation any the lighter.

I am sure that it is not sufficiently recognized how much the ability to control a class is an acquired technique, and I am sure that in consequence much unhappiness is caused. One young teacher, for instance, will notice that the class that he can only reduce to an uneasy silence after several minutes of frantic effort will go scurrying to their seats and sit in respectful silence the moment Miss X's footstep is heard at the end of the corridor. Another will observe that the class that she has

always found so ill-behaved, that even the blandishment of the latest thing in visual aids is wasted on them will nevertheless sit in wrapt attention for a whole lesson while Mr. Y props himself upon the radiator and chats away about nothing in particular. The comparisons are too obvious to be ignored, and with stories about born disciplinarians running through their heads, it is almost inevitable that some young teachers at least should begin to suspect that they are doomed to failure.

But the majority of people, I am sure, go through much the same development. Miss X and Mr. Y, who now seem so enviably able to control their class, were both young teachers once, and as such had the same difficulties in keeping their class in order as young teachers have always had from time immemorial. Their present ability to control their class is not a hereditary virtue. It is acquired technique, and moreover, it is one that in the long run few teachers fail to acquire.—From *The Schoolmaster and Woman Teacher's Chronicle*.

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Quotes and Comments

By THE MAN ON THE FENCE

Recommended Reading

FOR several years I have been following the current output of professional literature, both periodical and book, which I have found in plentiful supply in various high schools here and there in the province. Being but a Specialist and not an Educator (never having been exposed to the ministrations of a Faculty of Education) I read the stuff with a mixture of awe and amusement, tinged at times with annoyance.

There is awe in the sheer mass of our professional literature—the repetitiousness of it, the endless variations on dull and unimportant themes, the omniscient flavor of it all. There is amusement in the jargon—the labored efforts to clothe a simple statement or idea in grand phrases, the energies used to create an effect, the hosannas with which some notion discarded ten years ago is revived and streamlined and presented to the faithful. It seems hard to believe that all those books on educational psychology for instance lining the teachers' shelf in the library are of value. In how many more ways are the same ideas to be expressed? Hasn't anyone ever noticed that practically all the books on the mechanics of our work say the same things over and over again?

Annoyance I feel when I get tired of the Party Line handed out by the magazines particularly. There seems to be a general conspiracy on the part of editors and writers to belabor the reader with the Revealed Truth in Education and to hand out a Party Line no less obvious than the Party Lines handed out by editors of papers and magazines of every political and economic stripe.

According to our professional journals, everything in the garden is lovely, all is

serene. Nowhere is there a hint that outside the fence exists a fairly vocal body of criticism, which is steadily growing larger and more vocal. Nowhere in these journals have I found mention of even one of the critical books, let alone a review of it.

We can't afford to ignore this body of criticism. It is our business to read it—all of it—and take note of what those outside our profession are saying about our activities. There are quite a lot of smart people outside the teaching profession, and some of them are saying hard things about it.

Occasionally a professional magazine (*Learning House* is one) will carry critical articles, but these are rare.

In the interests of keeping my readers alerted to what is going on on the other side of the fence I offer this list of Recommended Readings:

Education and the New Realism by Frederick Breed.

Crisis in Education by Bernard Iddings Bell.

Teacher in America by Jacques Barzun.

And Madly Teach by Mortimer Smith.

American Education, The Value of Useless Knowledge, The Disadvantages of Being Educated and Imposter Terms, four essays from *Free Speech and Plain Language* by Albert Jay Nock.

The following sections from *Education Through Art* by Herbert Read:

I—"The Purpose of Education."

VIII—"Aesthetic Basis of Discipline."

VII—"The Natural Form of Education."

IX—"The Teacher."

The following chapters from *Everybody's Political Whats What*, by George Bernard Shaw:

"The State and the Children."

"Schoolmade Monsters."

(Continued on Page 134)

MEMO

FOR: Christmas, 1950

TO: The 5940 Members of the Teaching Profession
in British Columbia



*We take this opportunity to wish each one of you
the happiest of Christmases and all the good fortune
in the New Year that you could wish for yourselves.*



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British Columbia Teachers' Federation Medical Services Association

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MArine 8831

THIS LETTER SPEAKS FOR ITSELF

New Westminster, B. C.,
June 26, 1950.

B. C. TEACHERS' FEDERATION M.S.A.
1300 Robson Street, Vancouver, B. C.

Dear Sirs:

It was more than six years ago that I became a member of the B. C. T. F. Medical Services Association. Since that time, my membership has brought me a peace of mind which is sufficient remuneration for the fees I have paid. Medical care which has been necessary from time to time for myself, my wife, and my children has not brought any unexpected burden to our finances.

But when the "big blow" fell at the beginning of the year, I was even more thankful that I had joined the Association. Vertebral disc lesions forced me to discontinue teaching, and it became clear that a major operation was needed to remove the source of pain. Laminectomy is an expensive operation, but the B. C. Teachers' Federation Medical Services Association paid the bills!

Yours truly,

(Signed) E. C. LATIMER.

JOIN NOW

For further information, write to B. C. T. F. Medical Services Association at 1300 Robson Street, Vancouver, B. C.; or telephone MArine 8831.

Uncle John on

TAMING THE BARBARIANS



My dear Niece:

Did you read Mrs. Haworth's article on Lessons in Learning? Well, read it again, and then cut it out and stick it in the corner of your mirror, where you can see it every day. Because it isn't just about kindergartens—it's about your class. I never met a matriculation class that measured up to those standards. In fact I have known some teachers who would be better off applying some of those principles to themselves.

And don't dismiss it as just another list of fine, impracticable ideas. Mrs. Haworth does actually get those results; I have seen it happen. I know a child who passed through her hands nine years ago, and the results are still visible in civilized behaviour.

If the schools did not teach any more than this (and maybe the "3 R's"), the children would be better fitted to live in civilized society than most of them are now. That is one of the reasons why private schools still flourish, in competition with ours; they do teach something about how to live.

If any of these ideals seem too difficult to apply, write to Mrs. Haworth at Ocean Falls School, and she will tell you how. Her system is based on child psychology (there's plenty of that stuff floating around) applied with more intelligence than I have seen anywhere else.

Ever your loving,
UNCLE JOHN.

Quotes

(Continued from page 132)

"The Educated."

"The Half Educated."

"The Corruptly Educated."

In addition to the above books, I would recommend these articles:

"Robert Frost on Education" in *School and Society* for September 16, 1950.

"Inflation in Education Curricula" in the same magazine for January 7, 1950.

"Debunking the I. Q." in *The Nation's Schools* of February, 1950.

"The Great American Industry" in the *Clearing House* for December, 1937 (that is a long way back to look, but it's

worth it.)

"Educators Groping for the Stars" in a 1937 issue of the pre-digest sized *American Mercury*. This one may be hard to find, but it is the best of the lot and well worth the hunt for it.

Finally, and these are easier to find, any and all the articles by Frank Wilson in back numbers of *The B. C. Teacher*.

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New Books

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

Elementary

Baby Bee's Book, by Byng Whittaker; McLelland and Stewart; \$1.00

At least one budding literary critic (age six and a bit) thinks this is tops as a story book and so should any other child in the six to nine group. Byng Whittaker, well-known C.B.C. announcer, is the author of the book and originator of a small fry radio club from which the stories derive.

The stories, which are suitable for telling, but out of the reading range of the youngsters who would be interested, concern three "small types" who have been orphaned by an automobile accident. Day to day adventures are expertly told with the wealth of dialogue all children enjoy. If you happen to be one of those uncomfortable mortals who cannot read stories to children without a "follow up" to take away the first fine careless rapture, most of these stories would correlate well with primary social studies and health.—W. J. K.

* * *

The Mystery Horse, by L. Riley; Copp Clark; pp. 200.

This is a somewhat implausible and therefore interesting book for the top elementary or junior high age boy or girl.

The plot deals with a mysterious colt of obvious blood lines, found and raised by a ranch youngster. The colt is raised and broken in a masterly way despite the fell plots of two scoundrels who knew the colt's ancestry and were the original stealers of the animal. Frankly the police in the story seem more stupid than even a whodunit reader would expect and the combination of coincidence, Gilbert and Sullivan plot overtones (substitute missing heir for missing colt,) and the saccharine ending was a bit too much for this reviewer.

Despite plot weakness however the tale is tolerably well told and the author describes the locale with the authority of long personal experience.—W. J. K.

Secondary

High School Handbook, by M. E. Bennett; Science Research Associates; 40c.

Designed for the incoming high school student, and complete with blue prints on "how to make friends and influence teachers," this booklet gives the beginning student an interesting introduction to the new world of the high school. The pupil is told what things to expect and look for in the way of plant and teacher services and is also given directions in the matter of study, student activities and the social and emotional problems of the age period.

The booklet concludes with a section on vocational and higher level educational guidance.—W. J. K.

* * *

How To Solve Your Problems, by Seashore and Van Dusen; Science Research Associates; 60c.

Another of the excellent Life Adjustment Booklets for teen agers and in this case adults as well, this is a booklet which gives common sense advice on the solving of problems. Realising that one of the troubles with the worrier is an inability to find out what is worrying him, the authors have provided a self test which should help at least to pin down the area of trouble.

One of the most valuable features is that it strongly recommends a pencil and paper analysis of the problem, the act of which, is in itself something of a tension reducer. More than that, it gives training in the systematic solution of any particular problem. Actually it boils down to the application of the scientific method to personal problems.—W. J. K.

* * *

Today's Geometry, by Reichgott and Spiller; Prentice Hall; pp.393; \$1.96.

This is a high school text in geometry

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VANCOUVER, B. C.

which places a great deal of emphasis on the relationship between theoretical geometry and everyday living.

The book is organized around the various plane figures, the location of points and objects, measurement of solids and the trigonometry of the right triangle. A good deal of emphasis is placed on exercises and relatively little on formal theorems.

One of the most valuable features of the book is the above mentioned references to everyday things such as jet planes, highways, building construction and so on.—E. M. G.

General

How To Live With Children, by E. G. Neisser; Science Research Associates; pp. 48; 40c.

This is one of a companion series to the Lift Adjustment booklets one of which is elsewhere reviewed in this issue. This booklet unlike those, however, is designed for parent and teacher not children and is one of the current spate of books on the proper raising of children with especial emphasis on mental and social health. Those of you familiar with this type of reading, and if you aren't you should be, will recognize such topics as "understanding," "love," (not the "love that alters as it alteration finds"), "emotional security," "a feeling of belonging," a "healthy emotional climate," and "the need for recreation." If you are not familiar with this range of topics this little pamphlet treats the matter in a simple, concise way and would prove a valuable introduction to the more extended reading on the subject that your professional growth demands.

The booklet, by the way, exemplifies the straightforward sane attitude displayed in all the publications hitherto received from this house.—J. J. M.

These Rights and Freedoms; U. N. Publications; Ryerson; \$1.50.

This progress report by the U. N. on four years of achievement is interesting in matter but dull in form. It describes in concise form the evolution of the various articles and conventions with copies of the original drafts, various revisions, and the

final articles. Despite the pessimistic things that can be said about international co-operation this is a heartening example of the fact that nations can reach compromises.

Although the book is designed for the average person as well as students and teachers, it is dubious if those not used to mining the dull rifts of official prose would spend much time on it.—W. J. K.

Canada, Land Of Hope; Canadian Chamber of Commerce; pp. 46; single copies 40c; in quantity 25c.

This is frank propaganda in favor of free enterprise and individual initiative. The reader is given a quick summary of Canada today liberally interspersed with thumb nail sermons on the evils of socialism and the blessings of our present system. This pamphlet would have been more valuable if more space had been given to a description of the good things found here and developed by capitalism and less "protesting too much." It may be the serenity which comes with ignorance but this reviewer, judging by the lack of success of socialist parties in previous elections, feels that business in Canada could do more to keep things the way they are by good treatment of the working class rather than by finding walrus mustached bogey men under every possible bed.—A. G. S.

Fiction

The Cardinal, by H. M. Robinson; Simon and Schuster; pp. 579; \$3.50.

A biographical novel that follows the career of an American Roman Catholic priest and his rise in the Church from one World War to another. Although some readers will regret his attacks on Protestantism and his forthrightness, the narrative interest of the novel is sustained throughout.

Across the River and Into the Trees, by Ernest Hemingway; Scribner; pp. 308; \$3.00

The story of an American army officer's last visit to Italy, where he had fought with success and failure, in two wars. Although he realizes he has not much longer to live,

he has a love affair with a beautiful countess. Not Hemingway at his best, but still a novel that deserves attention.

The Married Look, by Robert Nathan; Knopf; pp. 195; \$2.50

A fantasy in which a scientist, after twenty years of marriage, suddenly realizes that he has lost sight of his youth and his wife's. In an attempt to recall Ruth's face he goes through a period of reaching back into the past. This search and the happy ending are described with Nathan's magical juxtaposition of fact and fancy, past and present.

Two Adolescents, by Alberto Moravia, pseud; Farrar Straus; pp. 268; \$2.75.

Two fictional psychological studies of young, well-to-do Italian boys becoming aware of adult emotions. Moravia's power, delicacy and scrupulous realism create for the reader two definite individuals — one striving to be treated as a man, and the other discovering life is meaningful. It is not for young people.

Attention, Teachers!

We have just received a large supply of Reading Readiness Work Books with Guide, illustrated in colour. This 65-page book is the product of a well known publisher of text books. Get your copy while they last. Send 25 cents in stamps or script to cover postage and packing.



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VANCOUVER, B. C.

News, Personal and Miscellaneous

Dr. F. T. Fairey Goes to U.N. Burma Post

Honour and recognition have come to Dr. F. T. Fairey, British Columbia's Deputy Minister and Superintendent of Education. He has been chosen by the Canadian Education Association as Canada's representative on a three-man United Nations commission to Burma to study and advise on rehabilitation of the education system there. The commission is also charged with the responsibility of implementing their recommendations.

Dr. Fairey left toward the end of November for Paris to meet the other commissioners prior to proceeding to Burma. He will be absent for six months.



Dr. F. T. Fairey

Jack Peachey

The teaching profession has sustained a great loss in the untimely death of Mr. Jack Peachey of Nelson on October 5th. Jack taught until Friday, September 29 and

on Monday, October 2 left by plane for Vancouver and underwent a serious brain operation from which he failed to recover.

Jack was born and raised in Balfour, B.C. He attended the Victoria Normal School. His early years of teaching were spent in Retallack, Argenta and Erie. He came to Rossland in January, 1940, where he resided till 1949. He taught for 5 years in MacLean Elementary and 5 years in the Junior-Senior High School. The fall of 1949 found him in Nelson where he taught Metal Work.

Jack took his part as a staunch citizen in the Community. He served as President of the Rossland Film Council and Canadian Club. He was an ardent member of the B.C.T.F., acting on many committees and as President of the Trail-Rossland local for one year.

Jack was always faithful to the trust laid upon him as a teacher and although he has passed on, his inspiration and influence will remain.

To Mrs. Peachey and daughters, Ruth and Lynn with whom we share the deep loss, we offer our sincere sympathy.

Reduced Fares

We are pleased to announce the reduced fare arrangements which have been authorized by this Association for teachers and students of Canadian Schools and Colleges on account of the Christmas and New Year holidays:

Territory: Between all stations in Canada.

Conditions: Tickets will be sold to teachers and pupils of Canadian Schools and Colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

Fare: Normal one-way first class, intermediate class or coach class fare and one-half for round trip, minimum fare 30 cents.

Dates of Sale: Tickets to be sold good going Friday, December 1, 1950, to and in-

cluding 12 o'clock noon Monday, January 1, 1951.

Return Limit: Valid for return to leave destination not later than midnight Wednesday, January 25, 1951.

Tickets will be good for continuous passage only.

Note: Your particular attention is called to the essential condition that Form 18W may be issued only to Principals, members of the teaching staff and pupils of the schools and colleges in Canada, for their personal use.

These certificates are only good for the purchase of railway tickets during the Christmas or Easter holiday periods.

A supply of the Vacation Certificates (Form 18W) referred to above may be obtained on application to Superintendents, Inspectors or Secretary-treasurers of School Districts, or to this office.

Canadian Passenger Association,
ROY H. POWERS,
Vice-Chairman.

Editor's Note: Reduced holiday bus fares are also available. See the advertisement on the inside back cover.

Toronto Teachers Ask Salary Increase

TORONTO—A minimum salary of \$2,800 and a maximum of \$5,800 with an increment of at least \$600 and possibly of \$1,000 in 1951 was requested for the 800 high school teachers in this city by a representative of the secondary teachers at a meeting of the Board. The teachers claim that the average salary of \$4,000 for a high school teacher in the city is lower than that in many of the smaller centres in the province. The average salary of a Toronto teacher with five years' experience is given at \$2,700 while the corresponding provincial average is \$2,830. Comparing the \$2,000 beginning salary of a teacher who has had three or four years at the university and one year of professional training with salaries of workers with less training, the teachers quoted the following from "help wanted" advertisements in the

local press: A janitor was offered \$2,040 to start, and a manual labourer in a factory \$2,240, while another advertisement asked for 20 husky young men, able to read and write, at \$1.06 an hour.

The present salary schedule, put into effect 20 months ago, provides for minima of \$2,000 for high school teachers with no experience, and of \$1,800 for public school teachers, and for maxima of \$4,500 for high school teachers and \$4,000 for public school teachers. The annual increment is \$200. While salary increases have been requested only for the city's high school teachers, it is probably that a revision in the scale for secondary teachers would alter that for the 2,000 public school teachers in Toronto. It was unofficially agreed in January, 1949 that the present schedule would remain in effect for five years, unless there were a significant rise in the cost of living. The teachers' representative pointed out that the cost of living index had gone up 10 points or about 17 per cent since the schedule went into effect in January, 1949.

If the new minimum and maximum salaries are established but not the increment recommended for 1951, only teachers receiving salaries less than \$2,800 and newly appointed teachers would benefit immediately. No teacher has reached the present maximum salary of \$4,500.—C.E.A. News Letter, Oct., 1950.

At U.B.C.

Enrolment in the U.B.C. Teacher-Training staff remains at a peak level this year, 210 students.

Two of our Vancouver members, Ron Russell and Don Maclean, on leave of absence from the Templeton and Lord Byng schools respectively are accordingly on the U.B.C. instructional staff for the second year.

It is all to the good that successful teachers who have not been long away from the classroom should assist in the training of prospective teachers and on this account "The B. C. Teacher" congratulates the University on the appointment of these two men.



New Commercial Books

Modern Business Letters

By *FREEMAN D. R. WAUGH*

Just off the press on September 15th, this new textbook in Business Correspondence met with enthusiastic approval by teachers who examined advance proofs. This is a practical, down-to-earth book, concise, yet covering all important points in the course. It is particularly well supplied with practice material.

85 Cents

A Commercial and Economic Geography

By *NEIL F. MORRISON*

Now available, eleventh printing of a leading Commercial Geography. The graphs have been brought up to date, a number of new illustrations have been added, and there is a new chapter on Pakistan. Part I shows how climate, topography, and natural resources influence man's activities. Part II deals with the chief commodities of the world, treating them in proportion to their importance. Part III deals in detail with the resources and industries of Canada. A brief treatment of other British countries is included in Part IV. There are 154 excellent maps, charts, diagrams and other illustrations.

\$1.50

THE RYERSON PRESS
TORONTO

Canada Year Book

The new 1950 edition of the Canada Year Book, authorized for distribution by the Rt. Hon. C. D. Howe, Minister of Trade and Commerce, has now been released.

The regular cloth-bound copy will be supplied to the public, as usual, by the King's Printer, Ottawa, at \$2 per copy.

Paper-bound copies are available at \$1 each to bona fide teachers, university students and ministers of religion from the Dominion Statistician, Dominion Bureau of Statistics, Ottawa. In view of the limited number of cloth-bound and paper-bound copies that are printed, prompt application is advised.

Visual Aids For Driver Education

General Motors has prepared a series of motion pictures and slide films on driver education for use in Canadian high schools. The series include three motion and twelve slide films.

Motion pictures are 16 mm., black and white, sound films, with running times ranging from 11 to 17 minutes. Slide films are 35 mm., black and white, silent films, averaging about sixty frames each. A booklet containing descriptions of the films and suggestions on presentation methods is provided for instructors' guidance.

Driving phases covered by the series are "Your Permit to Drive," which is introductory; "Driving Economically", "Driver Fitness and Attitude", "Switches, Instruments and Controls", "Preventive Maintenance", "Road Emergencies", "Starting the Car", "Controlling the Car", "Driving Straight Ahead", "Turning", "Speed Control", "Intersection Controls", "Parking", "In Case of Accident" and "Practice Makes Perfect Drivers". The first, second and last are motion picture films, while the remainder are slide films.

A majority of the frames of the motion and slide films are actual photographs. They are interspersed with some diagrams,

THE B. C. TEACHER

and an occasional cartoon to illustrate a point.

Those wishing to preview the films should communicate with General Motors, Oshawa, Ontario, or its dealers.

Teaching Aids . . . School Drama

The National Council on Physical Fitness, Room 700, Jackson Building, Ottawa, Ontario, has prepared a kit of reference materials in the field of recreation that school and community drama clubs should find especially valuable.

Included in the kit are two booklets entitled "Putting on a Play," "Better Stages in Community Centres and Schools," and a dozen or so information bulletins and leaflets covering such matters as make-up, costume, designing, staging, choice of play, etc.

No prices were quoted in the review kit sent to "The B. C. Teacher" so we presume the material would be sent free to any teacher requesting it.

School Broadcasts News

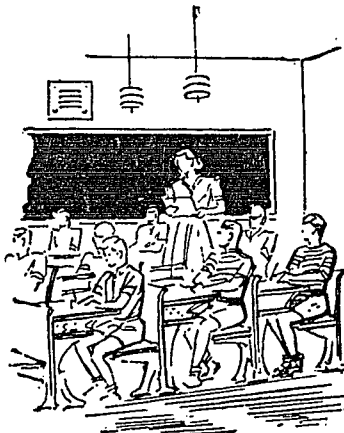
New Series and Printed Aids

THE New Year brings with it the return of two or three series of School Broadcasts which because of their great popularity, are becoming almost institutions. To accompany these and some of the other programs, printed aids of various types have been issued. As these should assist you and the class greatly in the use of the broadcasts, you should be certain you have this material by the re-opening of school. If you have not done so, send to the Director of School Broadcasts, 701 Hornby Street, Vancouver, at once. Both elementary and high school teachers will be interested in the January programs.

French teachers will welcome the re-appearance of Ecoutez, which, with its simple conversation, songs and records, has helped many teachers to put life and zest into the aural aspects of their teaching program. This year, scripts of each broadcast have been prepared for student use.

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ENTERTAINING



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Without leaving his desk, the principal may check classroom routine, supervise even, when the teacher is out of his class-room, give instructions to teacher or pupil; in short, be everywhere or anywhere his presence is required. No messenger is called, there need be none of this running up and down the corridors. A flash signal light gives warning that the Head has something to say.

ELECTRO-VOX school installation consists of: Central-control desk, comprising the intercommunication system, radio receiver, phonograph, and selector for eighty class-rooms or less. Nation-wide **ELECTRO-VOX** has factory-trained installers and service men, a policy of undivided responsibility.

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A very limited quantity are still available. These fifteen-minute programs will be heard alternate Mondays, beginning on January 8.

All those high school guidance teachers who were so complimentary in their remarks following the series, "My Neighbour and Me", two years ago, will be pleased to hear that a similar group of programs is scheduled to begin January 8, to be heard alternate Mondays at 2:15 p.m. This series, "How About That, Eh?" will deal with problems of conduct facing teenagers, and through a realistic presentation of problem situations, will aim at stimulating discussion in the classroom.

Elementary school teachers will meet an old friend in January when the art series, "Pictures in the Air," returns. Once again, pamphlets for teachers have been specially prepared to accompany these broadcasts, giving valuable suggestions on art teaching as related to the content of each program. A few of these are still available. The programs will be heard alternate Mondays, beginning January 15.

The music programs for intermediate grades (Thursdays), will follow the same pattern as in the fall, alternating programs from the two series, "Listening Is Fun," and "Let's Sing Together." Any teacher who has not yet obtained copies of the special handbook for students, should do so, as these contain words and music for songs and other information concerning the programs.

For social studies teachers in elementary schools, another series of "Western Gateways" has been planned. This presents dramatized episodes showing the history and growth of Western Canada. To help in the use of the broadcasts, maps of the area printed in hectograph ink, have been inserted in the Teachers' Bulletin. Watch your Bulletin for this map.

Teachers using the Junior Music broadcasts on Wednesdays should also check their Bulletins for the inserts of mimeographed songs which will be used on the spring broadcasts. If these should be missing, write the School Broadcasts Office for further copies.

The Teachers' Bulletin, containing de-

tails of each day's program, are supplied for each teacher wanting one. Teachers may also still obtain copies of "Young Canada Listens," the booklet containing program details for the National Schools Broadcasts on Friday. If you or other members of your staff desire a copy of either of these bulletins or of any of the other material mentioned above, write to the Director of School Broadcasts, 701 Hornby Street, Vancouver, B.C.

School Support for Health Week Sought

Health League of Canada officials have issued an appeal to educational authorities throughout the nation to once again give their support to the annual National Health Week observance.

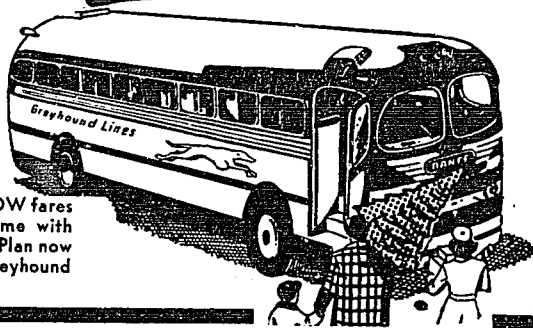
The 1951 event will be held February 4th to 10th, and school officials are being requested to increase the activities which marked their participation in the previous six Health Week observances, which benefited appreciably from such cooperation.

National Health Week has so caught the attention and interest of Canadians, that it is now the most important annual health education event in the nation. From a small beginning in 1944, when it was attempted on an experimental basis in a few Ontario centres, it has grown into a truly national event, it being doubtful if many Canadians missed hearing or reading about some phase of health during the 1950 observance.

Schools can help the 1951 observance as follows:

- by obtaining health education material—posters, pamphlets, etc.—from their provincial health departments;
- by organizing on district, school or class levels health essay and poster contests.
- by arranging for the showing of special health films obtainable from National Film Society branches;
- through special talks by local health authorities, at regular or special school assemblies!

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Kamloops	12.10	15.30	7.95
Kelowna	14.70	13.45	2.55
Penticton	12.15	12.45	—

Effective NOW . . . the above fares are fare and one-half for round trip tickets. Special teachers' and students' tickets on sale to Jan. 1st. Return limit Jan. 25th.



Contact your local agent for further information as to fares and schedules.

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our catalogue of equipment.

*It is our sincerest wish that all members of the
Teaching Profession in British Columbia enjoy
A HAPPY CHRISTMAS SEASON and a
VERY PROSPEROUS 1951*

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