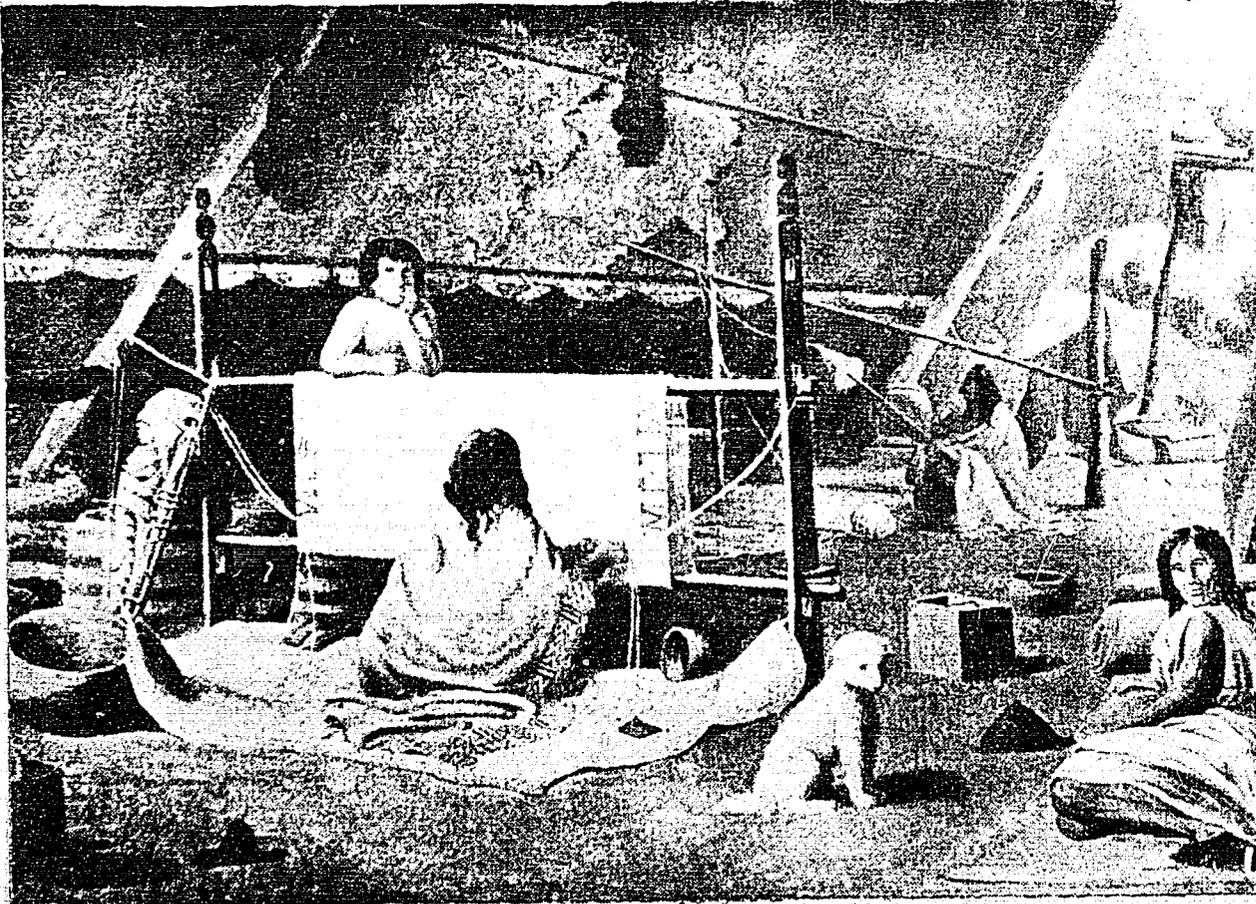


*the* **BC** *teacher*



VOL. XXX, NO. 6

MARCH, 1951



INTERIOR OF A COAST SALISH HOUSE (See page 245)

*In This Issue*

Teachers As Professionals  
Vocational Agriculture  
A New Pensions Act

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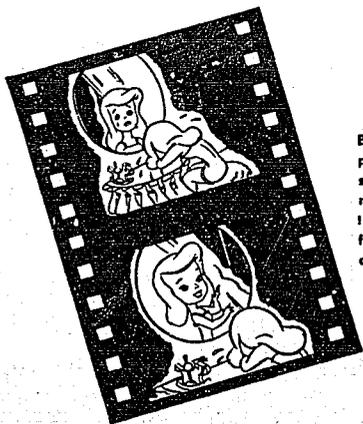
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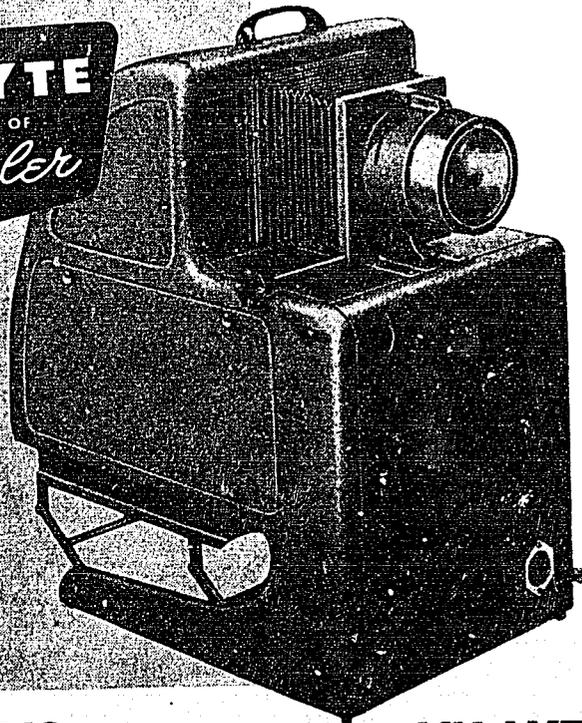
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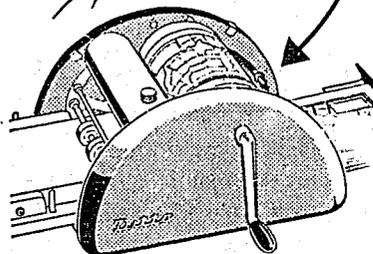
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# the BC teacher

Official Organ of the British Columbia Teachers' Federation

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MARCH, 1951

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# Teachers as Professionals

By RODERICK L. HAIG-BROWN

**I**T FASCINATES me to notice again and again at teachers' conferences discussion of the *prestige of the profession*. Perhaps that is a family matter, upon which an outsider should not venture. I must admit that every time I see the thing mentioned in this way I feel embarrassment. Yet it clearly is a matter for outsiders, because the teachers who speak in this way are saying that they do not feel the respect of the community.

Prestige cannot be whistled up or legislated. It will not grow out of crying for it or asking for it. Prestige follows quality, as night follows day; follows performance as a river follows its channel; and in the last analysis, it must always follow the man not his profession. Only when many men have performed well in a profession, over a long period, with devotion, integrity, power and skill and depth, does the profession itself begin to draw prestige. And the moment this happens, the profession itself enters danger. Prestige is never secure, never automatic, never good for a man or a profession if either takes it seriously.

## As With Medical Profession

Any discussion of professional prestige naturally turns thought to the medical profession. In a matter of a hundred years, doctors raised their profession from its doubtful status among barbers, leeches, sorcerers, witches and medicine men, to a peak of respect. They did it by creative performance, by devotion, by working long hours, often to ill health and death, and by maintaining ethical standards that made no compromise with the highest service that could be attained. They accepted long, difficult and expensive training and they worked always from a body of knowledge whose total was seldom called into play. Out of this, and out of the human need for doctors, has come the prestige and the financial rewards often associated with the profession.

These rewards are now a danger to the profession. They attract people who are interested in little else. Fortunately, the way to becoming a doctor is still long and hard, the standards are still high. But the profession must guard itself far more carefully than in the days when its prestige was less obvious and less universal.

Teachers are even more important to the community than doctors. The scope of their profession is, or should be, greater. Its requirements should be as exacting and are more complex. Teachers have often reached towards these things, but they have never, as a whole profession, quite grasped them. I believe that the normal workings of state education, by preferring obedient civil servants to creative individuals, throttles not merely the profession's hope for itself, but the whole broad meaning of education.

## A Powerful Influence

We have in British Columbia a state university. It would seem the simplest logic to use it to train teachers to a breadth of knowledge and understanding that would make them a truly powerful influence. Instead we force them to plough through 12 or 15 long years of summer school towards the degree that should free their minds for real development. It is not my purpose to examine the administrative problems that would be raised by subsidising prospective teachers through university, but I am sure none of them is insoluble, or even difficult. And I am sure that nothing would pay greater dividends to the country.

This would be a start, and a long one, towards the sort of education a progressive democracy deserves. But there are many other essentials, nearly all of them concerned with teachers and teaching. I think reasonable permanence is essential to good teaching and to the development of good teachers. A teacher should grow and develop within a single school and move on

only when his development makes him fit better elsewhere. Out of this permanence would come far better schools, schools with character and meaning; and far better teachers, teachers with loyalty and purpose and stability, a sense of growing and belonging instead of everlastingly adjusting. It would also enable a community to know its teachers well enough to learn respect for them.

To be an adequate professional, whether doctor or lawyer, teacher, or writer, a man must live his profession 24 hours a day, relentlessly. The eight-hour day is not and never will be for the creative and constructive professions. A teacher must never cease to grow, not merely in teaching technique, but in depth of knowledge from which to teach. No lifetime will ever be long enough for a man to perfect himself as a teacher. No matter what his subject, there will always be new facets of it to be

examined; he can, and must, always work on to round himself and build himself; he must fit all knowledge that comes to him into the whole knowledge from which he teaches. Only through this can he ever hope to pass on to others the strength and honesty of wisdom they will need as citizens of a democracy.

Somewhere from this, the prestige of the profession will grow, will come unsought for. And, what is far more important, out of this will come the only sure survival and growth of the system we all believe in. Teachers who are themselves powerful and honorable individuals will build schools that have meaning. From such schools, built of teaching, not lumber and plaster and concrete, will grow humans who can continue the slow, solid, always richer flowering of their race. There is no finer cause.

---

## THE SOCKEYE SPECIAL

By CHUCK BAYLEY

**T**WENTY years of mere eye-corner acquaintance at four local intersections, ended Saturday when I went sightseeing with our young fellow on the Sockeye Special.

You know, of course, that the Sockeye Special could be the Steveston-bound tram which skirts the eastern edge of Quilchena Golf Course, rounds the curve at 37th and disappears down the straightaway between 41st and 49th.

The C.P.R. built the Vancouver-Lulu Island Railway back in 1902 to serve the salmon canneries. The first steam-engine drawn train which made two round trips daily was known as the "Sockeye Special".

The B.C. Electric leased the line in 1905, electrified it, and has since operated the passenger and freight service, but the colorful name has disappeared and to commuters, the big cars are just plain "trams".

### Model Interurbans

Our adventure can be attributed to a local member of the Vancouver Association of Model Railroaders. Last Thursday night

Mr. Roy Holmes, 2345 W. 51st, invited us down to see his working scale models of the familiar interurbans.

Since 1944, Mr. Holmes has built models, strung overhead trolley wires, and laid hundreds of feet of track on thousands of ties. With fascination we watched the express freight and passenger cars scoot around the belt-line. They took their power through trolleys gliding along thread-like copper wire, just like the big fellows which are 48 times their size.

To beat our young fellow to the usual "why don't we" question, I suggested a ride out to Steveston on Saturday a first-timer for both of us.

The double-header pulled into Kerrisdale at 11:18 just as traffic information said it would. Enough kids to make it a "skaters' special" climbed aboard, old hands at the scramble. The two cars were 1913 "made in St. Louis" models with canopy roof, colored windows, and separate compartments for non-smokers, once upon a time for ladies and gentlemen.

The first few minutes were strictly a kids-will-be-kids experience. The little guy in front couldn't find his fare (probably spent at the arena) and another had a silver penny instead of a dime. Two would-be brakemen tried to reach the signal cord but when someone hollered, they lost their balance and a crisis of some kind was averted.

#### **New Vistas**

The new housing development between the tracks and S.W. Marine looked good. And so did Sea Island and our favorite airport. For the first time, I had some idea of the size of Eburne Sawmills and of the number of new industries creeping into the wedge west of Marpole.

Marpole, itself, took on a new importance as we waited for the New Westminster tram. People coming and going, laden with children and parcels, gave it the air of an important junction.

The Fraser crossing was breathtaking, nothing like the horse and buggy bridges to Sea Island and Lulu Islands. And once over the river, the double-header picked up speed. Lulu Island seemed flatter and bigger as homes, barns and flooded, frozen farmlands slipped by. The little red, battered station shelters suggested a romantic story of pioneers—Tucks, Bridgeport, Cambie, Alexander, Lansdowne, McCallum, Blundell and so on.

A young fellow who got on at Branscombe, told me something of the importance of Steveston as a canning and fish reduction centre. Here are located plants of Phoenix, Todds, Nelson Brothers, and B.C. Packers. The latter's Imperial plant, he said, is the largest in the British Empire. However, it was too cold to spend an hour at Steveston although a quick glance indicated much of interest in the little settlement and along the river bank.

#### **Only a Dream**

The return trip allowed us to see the other half of the panorama, and in minutes we slipped by whence we came, through Marpole and towards Vancouver. But as we came down the straightaway from 49th to 37th, I recalled that some years back, Kerrisdale's Bill Fenton tried to get the

local Kiwanis to sponsor beautification of the Boulevard for these twelve blocks. Bill had in mind three famous show places—Princess Street in Edinburgh, Sackville in Dublin, and Lord Street in Southport. He visualized exquisite rock and flower gardens so beautiful they would get country-wide recognition. As we rounded the curve and slipped by the Golf course into the dismal, back entrance towards the Davie Street terminus, I thought, "So dreamed Bill Fenton. Not many have the same breadth of vision."

#### **Revive The Special**

Coming home to Kerrisdale in a warm, comfortable trolley bus, I did the lumbering tram wrong by appreciating the march of progress. However, I would recommend the excursion to anyone wanting a unique adventure equal to riding the cable cars in Frisco, the subways in New York or the elevated in Chicago.

## **FESTIVAL of BRITAIN 1951**

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## Thoughts on . . .

# Selecting Programme Ideas

"Here's your chance to send in those ideas of yours!" This sentence, in connection with School Broadcasts, will have a familiar ring to it for many of you, for it headed a form sent out a few weeks ago to all the schools. Frequently, teachers during discussions with members of the School Broadcasts office, have made suggestions for programmes which they thought would be valuable for class-room use. The purpose of the form recently distributed was to give teachers throughout the whole province a similar chance to pass along ideas for programmes.

If you are one of the many teachers who have already mailed back this form, you might be wondering what chance your idea has of maturing into a broadcast.

All suggestions have been very carefully considered. A number will be incorporated in some form or other into next year's series. Others will be filed away for use during the following year or two. These are chiefly ideas which have been used recently. For example, one teacher requested the dramatization of a book used in the intermediate grades, such as "Ivanhoe" or "The Lady of the Lake". Both of these have been done, the former this past November ("Disinherited Knight"), and the latter about two years ago. Therefore this particular suggestion has been filed under "Future Programmes".

Unfortunately not all the ideas sent in can be used. Several factors must be considered in drawing up programmes for school listening.

One of these is a fundamental of radio. A programme must make good *listening*. Any idea which depends more on visual elements than auditory for its success, must be discarded. It would make a better topic for a film than for the radio. Thus suggestions depending chiefly on descriptions

must usually be ruled out—whether it be descriptions of machinery, of industrial plants, or of famous paintings. Other similar suggestions were for programmes on fashion trends for senior home economics students, and for puppet plays.

Another consideration is whether the idea can be successfully carried out with the resources at hand. Thus suggestions which might make excellent class-room listening have regretfully to be set aside. One teacher wanted various points in music illustrated in such a way that an orchestra would be required. Orchestras are expensive, however, and on the basis of cost this request has had to be filed away. A similar fate met the request for Elizabethan music to fit in with junior high school social studies. Very little of this type of music has been recorded and live musicians would be needed. Besides financial restrictions, there are of course the limitations of studio and engineering facilities. Then, of course, the series chosen must fit in with each other so that there is a balanced picture for the whole year as regards both grade level and subject matter. An attempt is made to arrange the series so that during the year at least one fits in with the work of each grade. Also series are planned so that no one subject receives a disproportionate amount of attention. On the basis of these two points, some suggestions, no matter how desirable, have had to be dropped, such as the one asking for French broadcast each week.

Still a further factor is the relation of an idea to the course of studies. Although school broadcasts can perform a valuable service in enrichment of background, the programme should not be too removed from the classroom work. As a result, the request for programmes about architecture

(Continued on page 251)

## Interior of a Coast Salish House

WHEN Paul Kane was travelling through North America about the middle of the nineteenth century, he sketched many scenes of Indian life as it appeared at that time. Although his stay in the region of the Pacific Northwest was brief, he managed to include in his sketch-book a number of impressions of the daily life of our coastal natives. The one pictured on the cover shows the interior of a Coast Salish house—the family members at their normal tasks and the domestic equipment scattered about in disorderly profusion.

The house appears to consist of one large room. Sleeping quarters were probably allotted around the walls. On the left we can see the pile of mats and blankets which served as bed clothing and screens. In the middle of the room a woman is busily weaving a typical Salish blanket. The materials may be the wool of mountain goat mixed with cedar bark, or perhaps the hair of the fluffy-coated dogs which these Indians raised especially for the purpose of supplying their weaving needs. Although it is not stated specifically in the artist's journal, it is usually surmised that the small dog shown on the right is one of this particular breed. Here is Paul Kane's own description of these dogs and the Salish weaving process:

"They have a peculiar breed of small dogs with long hair of a brownish black and a clear white. These dogs are bred for clothing purposes. The hair is cut off with a knife and mixed with goose down and a little white earth, with a view to curing the feathers. This is then beaten together with sticks and twisted into threads by rubbing it down the thigh with the palm of the hand, in the same way that a shoemaker forms his wax-end, after which it undergoes a second twisting on a distaff to increase its firmness. The cedar bark is frayed and twisted into threads in a similar manner.

These threads are then woven into blankets by a very simple loom of their own contrivance. A single thread is wound over the rollers at the top and bottom of a square frame, so as to form a continuous woof through which an alternate thread is carried by hand, and pressed closely together by a sort of wooden comb; by turning the rollers every part of the woof is brought within reach of the weaver; by this means a bag is formed, open at each end, which being cut down makes a square blanket."

The Salish blankets were finely worked and were bordered with pleasing geometrical designs done in yellows, reds, blues and black. It is said that the manufacture of one of these blankets, including the gathering and preparing of the materials, required a full year's work. Although work on the garment would not be continuous, there being many other daily chores which could not be neglected, nevertheless the material used and the time required made these blankets costly possessions. For this reason, they were normally worn only by chiefs and household heads, the work being carried out by their wives and daughters.

At the far end of the house we can see a woman spinning the wool or hair into thicker yarn. The line of wool is draped over a cross bar in order to give it the proper tension.

At the left of the loom the weaver's child is bound to its cradle board. The child's head is compressed in the traditional manner in order to give the skull the sugarloaf shape so highly regarded as a mark of distinction among some Indian groups. The board jutting out from the top of the cradle carrier is designed to protect the occupant from injury.

On the floor are strewn the ordinary domestic pieces of the Coast Salish household. There are wooden boxes, used for cooking and for storing oil and dried fats. These are the famous bent-wood boxes, the four

(Continued on Page 264)

# From Nine to Three

By GUDRUN DEWAR

Hastings School, Vancouver

**A**NY resemblance to live persons or real situations is, alas, only too true.

Time: Mid-afternoon. Thirty-eight heads are bent in seeming industry over thirty-eight desks.

Teacher: Yes, Albert?

Albert: I feel sick.

Teacher (sympathetically): Sick to your stomach, Albert?

Albert (mournfully): Yes.

Teacher (skeptical but not one to take a chance): You'd better go down to the basement. Tommy, you may go along with him. (Class resumes work. In a few minutes door opens and Albert and Tommy enter).

Tommy (dramatically): It wouldn't come up!

Teacher: What wouldn't—oh, h'm, I see. Well, you still look a little pale, Albert. I think you'd better go home. Yes, George?

George: I'll put his books away for him.

Teacher: Thank you, George. (Six eager beavers rush to put Albert's books away.)

Teacher (in rising voice): George will put Albert's thing away. (Door opens and Albert enters.)

Albert: Somebody took my black jacket out of my locker.

Teacher (draws deep breath, then speaks calmly): Now, Albert, I don't think that's happened. Let's just begin at the beginning, shall we? Did you wear it when you played outside at noon?

Albert: Yes, 'cause my mother won't let me take it off, 'cause last time I did I lost it and she had to buy me a new one.

Teacher (foreseeing letter from Albert's mother): How many children saw Albert walk into school with his jacket on? (Twelve children raise their hands.) How many saw Albert walk into school without

his jacket? (Eight other children raise their hands. As teacher's eyebrows go up, three hands wobble indecisively.)

Teacher (sighing audibly): Well, it may be in someone else's locker by mistake. Boys, come to your lockers. Open them and stand to one side. (Albert and teacher inspect lockers. Process is repeated with girls' lockers.)

Teacher (moans softly but speaks patiently): Try the Lost and Found Room, Albert.

Albert: I don't know where it is. (Teacher leads Albert to stairs and points silently to Lost and Found Room. Principal approaches along hall, listens to problem and suggests locker across hall may have jacket. Albert is given permission to search same after trying Lost and Found.)

Teacher (re-entering classroom): Yes, Harvey?

Harvey: I could go down and see if Albert left his jacket on the playground.

Teacher: That's thoughtful of you, Harvey. You may do that. (Door opens and Albert enters, still jacketless and still pale. Teacher motions him to stay by door. Harvey returns in breathless triumph holding aloft two jackets, one brown and one red.)

Teacher (counts ten, then speaks in measured tones): Albert's jacket is black, Harvey. You may take those two to the Lost and Found. Albert, we've done all we can to find your jacket. You'll have to go home without it. (As door opens for Albert to leave, commotion is heard from downstairs). Teacher, making sure Albert departs for home, sees workman from school grounds striding toward principal's office. His voice can be heard upstairs.

Workman: Of all the nerve. I take my jacket off and put it down beside me and just turn my head and some kid comes along and snatches it up and runs away with it. Where's the principal? A fine

## Advice to the Classwork . . .

Has anyone discovered a way to do modern, conference-type teaching in a classroom with old-type screwed-down desks?

**STYMIED.**

Answer: The main difficulty here would seem to be the arranging of the desks. If the desks are screwed to the floor, nothing much can be done, but if the desks are screwed to two by four stringers, as is often the case, these stringers might be cut into shorter length, say with three desks to each, and each section could be moved into a new position. It might then be possible to arrange them in a more informal pattern.

As recently-appointed principal of a seven-room school, I am responsible for the discipline of the school. When corporal punishment is indicated, should I administer it or should the teacher concerned? The teachers usually want me to do the strapping.

**PRINCIPAL.**

thing if a man can't even . . . (Teacher retreats hastily to classroom, suddenly recalling that the brown jacket had looked a little large. Bell rings. Teacher dismisses class. She is careful to leave school by side exit to avoid office door and Lost and Found Room.)

Time: Next morning. Class is marching up the stairs. Albert is wearing his black jacket.

Teacher (having had night's sleep is able to speak pleasantly): And where was your jacket, Albert?

Albert: Somebody put it in a locker in the basement.

Time: That afternoon. Teacher meets Albert's mother.

Teacher: Well, Mrs. Jones, we had quite a time—ha, ha—looking for Albert's jacket yesterday.

Mrs. Jones (blankly): Albert's jacket? But he didn't take it to school yesterday.

Answer: Many experienced teachers believe that when corporal punishment is to be administered, it is much more effective if administered by the teacher concerned, and at once. It would seem that a teacher's authority and hold on the class is weakened to a certain extent by the admission that she is not up to the job of administering the punishment she has decided is necessary. Teachers should be encouraged to assume full control over every part of the class activities, and this naturally includes the discipline.

However, if the principal feels that discipline must be maintained at all costs, the only thing left for him to do is to administer the punishments, even against his will.

How can I devise a social studies examination that will test attitudes?

**PROGRESSIVE.**

Whose attitudes? And who is going to set the standard by which these attitudes are to be measured? When I read this question, I hurriedly thought of all the social studies teachers I know and tried to remember what they did about attitudes. This was no help, nor was the questioning of the few who are currently within reach. I wondered if there was as much difference in the social studies department as I have noticed in the English department for instance. One teacher won't admit that there is any English literature past the poets of the Romantic Revival, another is openly scornful of "this modern poetry" while a third somehow manages to fill all of his classes with a genuine keenness for all the forms of literature, including all the contemporary writing. How can any test for attitudes be administered to a class when there is such a terrific difference in the attitudes of the teachers? And, as it seems likely that these differences exist in social studies teachers, the problem, from where we see it, is a tough one.

# At Last, B.C. High Schools provide 4-Yr. Vocational Agriculture Course

## *Education Department Launches Project of Great Value Especially to Farm Youth*

By HOWARD THORNTON, Vernon, B. C.

**N**O longer may it truthfully be said by the farmer that his boy has reached a point in his "larnin" where the High School can teach him nothing that will do him any good, and that he's wasting his time in school. No longer may it be said truthfully that the Rural High School is educating the young people "away from the farm."

When Dr. F. T. Fairey appointed Inspector C. J. Frederickson to the position of Inspector of Vocational Agriculture for B.C. in the fall of 1950, he inaugurated an overall program, unique in the annals of Canadian education. For some months, Mr. Frederickson had been busy at the task of correlating a program of studies for Vocational Agriculture.

### **A Workshop Plan**

Probably one might say that the unique part was the idea of gathering this program by means of a workshop, consisting of graduate agriculturists and present instructors of Vocational Agriculture, and aided by the Faculty of Agriculture at the University of B.C. and two supervisors of agriculture instruction from the State of Montana.

### **A Recognized Gap**

Instruction of Vocational Agriculture is not a sudden departure in education. The United States has proven that it has a major place in the curriculum. The Department of Education has long been cognizant of this gap in our educational system.

It has long been known that our rural boys and girls who intend to remain on the farm cannot be moulded in the same mould as those seeking an industrial career. But to find instructors, capable of undertaking the tremendous task of establishing this program, has been one of the delaying factors.

### **Not For "Misfits"**

Vocational Agriculture is not intended for students who are "misfits." In the past, some persons have been of the opinion that anybody can farm. With the far-reaching advancements that science has wrought, both in the business world and farming methods we need the best men and women on the farms.

**Unless efficiency of production in agriculture keeps pace with efficiency of production in other industries, proper balance of our economic system of free enterprise cannot be ensured.**

Our Canadian way of life, which is based on the profit and loss system, requires that the system of education be not turning out marginal farmers, but rather, farmers who will match wits with all other forces in our competitive economic world. Unless Canadian agriculture keeps pace with the rest of the world, subsidies, tariffs, and control must follow.

Modern methods of production in other parts of the world are bringing about changes in farming techniques just as progress is changing the other industries. Thus it behooves us Canadians to keep pace with the rest of the world.



"The Four fundamental factors in successful Vocational Agriculture instruction are: The Agriculture Instructor (at left); the home farm project; the student who lives at home and whose agriculture instruction is as much at home as is spent on related subjects; the parent and his helpful cooperation."

#### Farmer Needs Many Skills

To be successful, the modern farmer requires a wide variety of skills. He has a relatively large capital investment. He must be a shrewd business man. He must have a broad knowledge of the many factors affecting production and marketing. He must be adaptable to change, and must be able to capitalize on the findings of scientific research. He must be well informed. He needs a broad education. He needs a special education.

#### Farmers' School Experience

You may well ask—how well educated is the Canadian farmer? The only criterion we can apply, because of the definite information available, is the number of years of schooling completed. On this basis we find that of all men engaged in agriculture, less than 20 per cent have had more than eight years' schooling.

In respect of years of schooling, these men rank 13th in the fifteen main occupational groups.

#### Women Rank Last

In respect of women, of the occupational groups, the women engaged in agriculture rank last.

With a below average schooling, it can readily be seen that many of our farmers today would be rated as marginal farmers. Thus to ensure a profit in their farming enterprises, the farmer will require a greater margin of profit than other industries.

#### That Old, Old Story

Although British Columbia has long considered itself a leader in education, many an earnest young man without capital, has said he would some day come back to the farm and settle down after he had made his "pile."

It has been found that half of all Canadian children of school age live in rural areas.

#### Course's Primary Aims

The primary aims of Vocational Agriculture are to aid the young lad in becoming successfully established in farming and to train present and prospective farmers for proficiency in farming.

For the majority of the students enrolled, it will consist of a home project, planned at the school, studied at both school and home, executed by the pupil and sympathetically supervised by the vocational instructor.

It is a system of earning and learning.

As expressed by Dr. Charles A. Prosser, a well-known American educator, "Vocational Agriculture is the application of the principles of learning by doing, practice and thinking about practice, learning while earning in the field of agriculture."

#### **That Farm College Idea**

For some years we have mooted the idea of establishing an Agriculture College in B.C., but again the weakness would be that we would still be turning out students with white collars and without the required capital to make the initial start.

#### **Three Recognized Groups**

Let us not be too exacting in our measurement of this first provincial scheme in Canadian Vocational Agriculture. In the States where this vital part of our educational system has been so successful, it has been found there are three well recognized groups to be served by Vocational Agriculture.

There is the all-day-in-school farm youth preparing to farm.

There is the young farmer, usually a farm worker, looking forward to full establishment as an independent farm operator. Then there is the adult farmer fully established as an operator, either as owner or as a tenant.

It is hoped that most of the students of both sexes enrolled in the present program that is just being introduced in many parts of British Columbia, will graduate in four years' time, partially established in their farming enterprise.

#### **Phases of Activities**

The following phases of activities are included as an integral part of the course. One-half the school day to be spent on basic subjects, and the other half to be spent on Vocational Agriculture and its related subjects. These related subjects will consist of farm mechanics, classroom activities and the supervised farming programs of the students.

The classroom activities include jobs and problems in connection with the supervised farming programs most suitable to that area where the students are living. These activities will include animal husbandry,

dairy, poultry, field crops, horticulture, soils, marketing, rural economics, farm management, accounting and farm mechanics.

#### **Farming Programs**

All students, enrolled in Vocational Agriculture, are expected to apply the knowledge and skills gained, and to conduct a farming program under the supervision of the Vocational teacher, thus becoming partially established in their enterprise.

The farm mechanics activities cover a broad field, such as farm shop work including woodwork, farm carpentry and forge work; farm power and machinery, including farm motors and farm machinery; concrete work; water systems, including soil and water management, besides drainage and irrigation.

To make it mandatory that the agriculture education program be vocational in character, and thus be eligible for governments grants, each student's timetable must be approved by the Department of Education.

#### **Financial Assistance**

Under the present program the Dominion and Provincial Governments assist to the extent of 70 per cent of the cost in its initial establishment, with an added annual assistance grant of \$30 per pupil enrolled the course.

#### **Taught for 30 Years**

Let us not forget that Agriculture as an academic subject, confined to the four walls of the school more or less, has been taught in British Columbia for more than thirty years. Many men, now leaders in other fields of education, have taken their turn at attempting to teach agriculture without adequate facilities, co-operation, and public support.

Time thus has shown that the perfect teacher ("the little god") is not enough to ensure success of this vital part of our educational system.

#### **Competent Leadership**

The lead has been taken by the co-operation and combined efforts of the Department of Agriculture, the Department of Education, and the Faculty of Agriculture

at the University of British Columbia, when they initiated the program and the instructors. But this effort is not enough.

#### Useful Competition

The instructor, coupled with the earnest zeal for his objective, is only the second leg of a tripod, and the success of any movement depends upon this third leg. This third part is friendly competition, used in all other subjects on our curriculum. This can be ideally handled by the instructor through promotion of Agriculture clubs which are already sponsored by the Department of Agriculture. Contact with the students for this club work can be carried out by the Vocational Instructor, but additional help from the community is invaluable.

#### Service Clubs Can Help

As the cost of all club work must be sponsored by a local club to the extent of one-third of the prize money, service clubs can be of immeasurable aid here.

Then, too, each club organized requires a mentor, one who has had considerable experience in the particular farm enterprise for which the club is organized. Thus youth leaders are required to aid in this work.

Although the present program is a selective one for rural youth only, with public confidence and wholehearted support, the cherished hopes of many men and women

of today to someday settle down on a farm should now become a reality for our future generations.

#### Mistakes To Be Avoided

From the United States, where they have developed from the "crawling stage" to the "run" in agriculture instruction, some valuable mistakes can be avoided should we desire to profit.

First, let us put more emphasis on Local Advisory Councils, which should be the backbone of instruction in every school district where agriculture instruction is carried on.

Second, the hiring of a full-time teacher of Vocational Agriculture. The development of the program in Vocational Agriculture should not be hampered by requiring the Vocational Instructor to teach subjects other than Vocational Agriculture and assigned extra curricular activities. The Vocational Instructor has a sixteen-hour-a-day job, counselling and aiding each student in his particular enterprise.

Third, the instructor's busiest time is during the summer months, and he must be hired on an all-year-round basis.

Agriculture, our basic industry, must be protected by the public schools, providing the type of training that will help farmers to use the land properly, to produce efficiently, and to have a desirable farm-family living.

## School Broadcasts

(Continued from page 244)

has been shelved until it can be worked in incidentally with some other idea.

So if you don't find your suggestion among the programmes for next year, perhaps the reason lies in one of the points mentioned above. Even so, the form you returned has been valuable in giving the School Broadcasts Office an idea of what you would like and has helped in planning series which will be of most use to the largest number of teachers.

By the way, has the form sent to your school been returned yet? Your thoughts

on the matter will be appreciated and if they can't be worked into next year's series there's always another year coming!

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# What Are We Trying To Teach in Reading?

By ARTHUR I. GATES

**D**URING the past thirty years we have learned many important facts about the ways children learn to read, about the methods which are successful in teaching them to read, and about the skills which they need to establish sound reading habits. We have learned so much about the technicalities of learning to read that it seems we now face a real danger—the old one—of not being able to see the forest for the trees. For, in our intense concentration on the mechanics of reading—on word analysis and word recognition skills, on phonics, on eye training and co-ordination, etc.—we have perhaps lost sight of the real goals of the teaching of reading.

## Two Goals in Reading

There can be but two real goals toward which we aim in teaching reading—or, more precisely, a single goal with two aspects: to teach children to read well and to love to read. For unless they learn to read well, children will not love to read; and unless they love to read, they will not read well.

The reading teacher should never become so engrossed with mechanics or so intent on skills that she loses sight of this dual objective. Every day she should ask herself, "Are my pupils reading soundly and, most important, do they really love it?"

## Mere Translation Not Enough

What is involved in reading well deserves a few words of explanation. First, to be able to read well the child must, from the beginning, read naturally and freely. He must have ample experience in reading as freely and naturally as an adult does when he relaxes after dinner and takes up his

favorite book or newspaper or magazine. Many children have spent three or more years in school without ever having read this way. What they have been doing is laboriously translating printed words just as an adult does when he begins to read a foreign language in a series of hard lessons. A child may be average or superior in phonetic analysis or even able to "work out" more printed words than the average pupil in his class, and still be unable really to read well. Unless the conditions are provided which enable a child really to read freely and naturally from the earliest stages, he is unlikely to read well or to love to read.

Reading well is something very different from being able merely to recognize printed phonograms and words or even to pronounce the series of words in a sentence. The child who is adept at doing auditory gymnastics with phonetic elements may be a poor reader. Learning to recognize an unusually large number of words "by sight" in the first grade is likely to develop a distorted skill which is not reading and which, indeed, may even interfere with learning to read well. The pupil who develops extraordinary skill in guessing words from context may have so neglected the ability to use the helpful visual and auditory clues in word form as to become a word guesser instead of a well-rounded reader.

## Unity of Skills Required

No, learning to recognize words or to employ a series of word-analysis and other techniques is not learning to read well. Good, natural reading requires a properly balanced and unified array of techniques. It needs a highly co-ordinated unity of

skills. No more series or collection or sum of the particular techniques enables a child to read well. The test of success in teaching reading is not how well the pupil can perform, in any of the component skills (such as sounding letters or phonograms, recognizing words, or moving the eyes along the line) but how well he really reads and how much he enjoys doing it.

#### Techniques Are Important

This is not to say that techniques are unimportant. The contrary is true. Techniques must be taught. They must be the best ones. They must be neither overtaught nor undertaught and they must work together in such co-ordination as to produce the smooth total activity which good reading is. To do this requires careful, shrewd guidance.

In learning any complex skill, there is the temptation to adopt the method which produces a quick display of results. For example, a person turned loose with a typewriter, without expert guidance, is likely to use only a few fingers in a hunt-and-hit procedure. This enables him to get obvious results quickly. He can hit off a paragraph right away. But he is not typing well nor is he learning to type well. If he persists, he will not only have to learn the whole sound process later, but also unlearn a lot of interfering techniques. And one sees very few hunt-and-hit typists who love to type.

Teachers of reading are faced with this temptation. The social pressure to make a quick showing of some kind of skill in reading is very great. And there are numerous schemes offered the teacher every year which are guaranteed to produce these quick results—usually some sort of highly formalized phonetic drill. But the final result of this kind of teaching is doomed to be the same as with hunt-and-hit typing. The flashy starter sooner or later falls behind those with sound techniques, and he either quits the activity or is relegated to the lowest group. The child with unsound reading techniques, however spectacular his beginning, eventually finds himself an inefficient and bored reader struggling along until remedial reading is provided.

The importance of developing the har-

monious whole process involved in sound reading, and of avoiding the distortion of over-developed isolated skills and techniques, however spectacular the stunts they make possible, can hardly be over-estimated. Progress must be sound and sure even if it is slower and superficially less showy.

#### Material at the Child's Own Level

Children must acquire sound techniques to read well, and ability to read well is essential to learning to love to read. But, to read well and to love it require that the reading program provide an abundance of opportunity to read naturally and successfully. Every person has his limits within which he can read well. A typical sound third-grade reader can read well and enjoy reading material of modest difficulty, but a Shakespeare play is too difficult for him. Force him to do all or most of his reading beyond the level at which he can read soundly with understanding and enjoyment and you will soon destroy both interest and ability. You will also destroy the child's confidence and his sense of security. Both are essential to effective learning.

The regular basal reading program should provide the child with a wealth of enjoyable material on his own reading level. Over and above this, there should be available to him a library table or corner which abounds in interesting and lively stories and informational reading material *on the level at which he is able to read well* and the day's schedule should provide time for him to *enjoy* these materials—to read freely and naturally with the same freedom from difficulty and the same smoothness which characterize an adult's personal reading.

#### The Poor Reader Should Read Freely Too

This free reading, without stops to struggle with difficulties with unfamiliar words and construction, is just as important, indeed it is probably more important, for the poor reader than for the superior reader. The poorer reader is precisely the one who is most readily bored by formal drill materials and who most seriously needs the assurance and satisfaction that can come only from reading really interesting stories.

(Continued on Page 264)

# Needed . . . A New Pensions Act

By R. R. SMITH, Secretary-Treasurer, B. C. T. F.

**M**ANY experts have expressed approval of our B. C. Teachers' Pensions Act. In spite of the fact that end pensions are unfavourable in comparison with pensions awarded in other Provinces, they agreed that in time, as prior service became paid up, substantial improvements would materialize. Developments since receipt of the third actuarial report last December discredit these opinions.

## Expected Increase Fails to Materialize

The actuary brought down two balance sheets. One was rather favourable to teachers as it showed that in spite of a need for increasing allowances for mortality, a service pension of \$2.00 per month for each year of service could be paid henceforth to annuitants who have retired under the terms of the Act, and to prospective annuitants. Unfortunately, the Actuary produced an alternate balance sheet in which he divided the improvement possible. The employer was to receive a reduction in premium payments from 7% to 6% and the teachers only \$1.75 instead of \$2.00 a month for each year of service. Apparently, an increase or decrease of 1% on the payroll approximates a pension of 25c per month for each year of service. (Please note well).

The receipt of the actuary's report coincided with the report to the cabinet from the Dominion Conference of Provincial Premiers. Defence needs would preclude an upward revision in Income Tax rentals; inflationary pressures on Government costs dictated stringent economies. Considerable increases in enrolment mean increases in grants to cover increased personnel, and substantial new grants for new buildings. About the only savings apparent in educational costs was to save \$150,000 annually at the expense of teacher annuitants.

## Previous Commitments Ignored

Both the Actuary and the Government

ignored the firm commitment that the first reduction in costs would be removal of the 1% contribution by teachers to the *Employers'* service account. In other words, the Government is holding its contribution to the minimum required to finance prior services and service at the original level. Any improvement in Employers' service account will be paid for by the teachers. The 1% teacher contribution will just pay the increase of 25c per month per year of service now so graciously proffered.

With Government revenues at an all-time high, with wage rates in the Province the highest in history and the highest in the Dominion, with the Government contemplating vast expansion in expenditures on railway account and road building, (undeniably important), and at the same time with equities of pensioners crumbling to nothing, the savings must be at the expense of those least able to cope with the present economic storm. The letter notifying us of the Government's fixed intent places full blame on the teachers themselves. They disburse benefits too prodigally—for as little as ten years' service. The Government has been able to recruit replacements from other Provinces during the greatest teacher scarcity of all time partly because of this prodigality in our Pensions Plan and now quite blithely the Government disavows all financial responsibility for a situation it was glad to exploit.

If we weigh the Government's action in the present emergency, it is difficult to place any confidence on Government support in a major economic upheaval.

## B.C. Pensions Lowest in Canada

As retired teachers of this Province are in receipt of pittance as pensions, it is very difficult to condone the Government's action. A comparative study shows:

1. Present average retiring allowances are the smallest in the Dominion.
2. Possible retiring allowances of teachers entering the profession now are the lowest in the Dominion.
3. The increase to \$1.75 per month for each year of service still means the lowest pensions for B.C. Teachers in the Dominion.
4. An increase to \$2.00 per month for each year of service would not raise the B.C. pensions as high as the lowest in Canada.
5. B.C., Manitoba and Saskatchewan are the only Provinces paying retirement allowances on the basis of a flat award. These three Provinces have the lowest pensions in the Dominion.

#### Ultimate Hopes

It would appear that we have gone as far as we can with the present type of Pensions Act. If the Government, each year there is a survey, is going to use the event as an excuse to cut its contributions, it is time that we move into uniformity with such Provinces as Alberta, Ontario and Quebec, and adopt a plan with pensions awarded as a per cent of income. Only in that way can we move with the changes in the economic life of the Province.

If there were no prior service to be financed, the 6% that the Government intends to pay into the service account plus the 1% that the teachers contribute (a total of 7%) should provide double the \$1.75 per month now suggested, or \$3.50 per month. At this rate for 40 years' service a teacher would receive a service pension of \$140. At present rates a woman in 40 years of service in the elementary schools can accumulate an annuity of a further \$40, and a male teacher at the high school level with 45 years' service can accumulate an annuity of \$80. Thus, within the present act there are indications that a woman at 60 would retire with an allowance of \$180 per month and a man at 65 could retire with an allowance of about \$220 per month.

Unless some drastic action is taken and soon, these allowances will never materialize. We will always be at the mercy of

raids from economy-minded Provincial Governments.

#### New Act Required

It is the writer's belief that the time has now come for a major change in our Act—in fact an entirely new act. Let it be on the basis of a per cent of the average earnings of the past few years. Other provinces use a span as a base varying from five to fifteen years. There are arguments in favor of both periods. To start with, we could use a fifteen-year base and pay allowances as a per cent of the average earnings in the base period.

The chief difficulty in converting from our present plan to a per cent of average salary lies in the premise that someone will be seriously hurt in the changeover. Usually it is the teacher in the higher salary bracket. A review of the historical development of the Ontario Act illustrates this. A conversion to a higher level for all in B.C. at this time will hurt no one although a permissive maximum of about \$2400 might have to be enforced for a period of time.

This may appear a highly impractical suggestion where everything seems to be against any improvement, but is it so impractical? The figures quoted show that within the frame-work of the 6% contributions, a maximum allowance of \$2400 based on 60% of average salary over the past fifteen years is possible for 40 years' service provided no prior service had to be financed.

#### Financing from Service

Why not finance prior service by tightening the terms of the act. Let us fall in with the suggestion of the Government and give no retirement allowance for less than twenty years' service to new appointees. Present teachers who can secure more than ten years' service, but less than twenty years' service would have to be protected, but no new appointee would qualify for a pension with less than twenty years' service or for either a disability allowance or a widow's allowance. They could receive, however, a return of all contributions, except the 1%, with interest at rates now current on Dominion bonds.

(Continued on page 264)

# WHAT SHOULD INTELLIGENCE TESTS ACCOMPLISH?

By KEN W. F. COOPER

Check One:

- A—Find Out a Pupil's Chance for Success in School?
- B—Reveal a Pupil's Home Environment, Family Position?
- C—Measure True or Native Intelligence?

A WHOLE new idea of intelligence testing is being tried out currently by a group of American educators. It arises from studies made of the present forms of intelligence test which, says one professor of education, are not tests of real intelligence at all. He contends they simply measure or predict a pupil's chances for success in school or reveal a pupil's home environment or family position. They may even discriminate against children from families of low income groups. He wonders if these tests are good and offers a well-substantiated claim that they are not.

When you examine closely the tests commonly used today, you soon discover a few inadequacies which challenge one's own common sense. For purposes of illustration, let us apply an intelligence test to two grade six pupils whom we will call Johnny and Billy.

One problem in our test requires the pupils to know the word "sonata". The details of the test we can skip. The results are that Johnny gets the right answer and Billy misses it. On this basis, the test might be said to prove that Johnny is the brighter of the two boys. But let's examine the situation more closely before we accept this as proof of a superior intelligence.

Why did Johnny get the right answer? Johnny comes from a "better" home where well-educated parents listen to and discuss fine music. The word "sonata" is mentioned and some preferences are expressed by the members of the family. Johnny, therefore,

comes prepared through environment to solve the "sonata" problem correctly.

But how about Billy? Billy comes from a poor home where classical music plays little or no serious part in listening habits or in family discussions. Billy's home environment therefore provides nothing towards enabling him to solve the "sonata" problem.

Now here's an interesting prospect: Suppose Billy had been the son of Italian parents, still in poor circumstances, but endowed with a fine musical heritage?

There is a basis for doubt as to the value of the "sonata" problem as a device for measuring intelligence. The results of the test reveal the home environment of the pupils or the family position but how valuable are they as a measure of intelligence if, indeed, they are measures of intelligence at all?

It was this kind of research and discovery which encouraged the educators to examine further. Under the chairmanship of Dr. Allison Davis, professor of education at the University of Chicago, a continuing study which started five years ago is being carried on in a broad way. As a part of the study several tests have been given a group of 700 school children. Here is an example of the previous type of problem used in the new tests:

"A symphony is to a composer as a book is to what?"

Paper	Sculptor	Author
	Musician	Men

81% of the "upper class" group answered correctly while 52% of the lower group were correct. Then a similar type of problem was presented to the same group, as follows:

"A baker goes with bread the same way that a carpenter goes with what?"

a saw	a house	a spoon
	a nail	a man

Fifty per cent of each (higher and lower income) group answered the problem correctly.

Dr. Davis' research is going farther than merely studying the composition and results of the more widely used intelligence tests and their revision. His motives are significant and his thinking on tests should be examined by every British Columbia teacher who uses the intelligence tests.

Dr. Davis, a distinguished Negro teacher, is keenly aware of the need for reducing and removing prejudices of any and every kind. He told a group of school administrators:

"One of the big wastes of human resources is our failure to develop fully the potential mental ability of the 60% of our pupils who come from the lower (income) groups. We lose this mental ability because of the failure of intelligence tests to measure the real mental ability of the children from the lower groups and the failure of schools to recognize and train this ability."

It is too soon to know the results of the new tests which Dr. Davis' group has conducted. His experimental tests are built around problems which are the common experience of all children. Strangely enough, problems on lifelike experiences are more difficult for children of both groups, as shown in a large reduction of percentage of correct answers from higher groups and in an only slightly larger increase in the percentage of correct answers from the lower groups. However, the results show that when problems built on the common experience of all children are given, the children in the lower groups get solutions correct as often as children in higher income groups even though the former may take a longer time to answer. Dr. Davis also questions whether the time element in testing deserves the importance given to it in earlier tests.

The value of future intelligence tests will depend upon their being free from bias of any kind. The new tests will measure reasoning, memory, observation, ability to appraise value and creativeness. Freedom from unfairness will be achieved two ways: (a) by using words and phrases familiar to all groups, by avoiding fancy, "liter-

A year or so ago the Rural Editorial Service offered to subsidize teachers' journals which were willing to appoint a full time staff writer on a trial basis. The only Canadian teachers' magazine to take up the subsidy was the Saskatchewan Bulletin who employed Ken Cooper. Ken is now editor of that publication. The Bulletin has made amazing progress under his direction.

This article is one Ken wrote while taking a staff writers' course in Chicago, sponsored by the R.E.S.

ary" terms, and (b) by using problems based on lifelike experiences common to all children. The experiences will be real ones, not based upon situations set out in children's books.

There are no predictions as to how the results of the new tests may affect future curricula. "All our findings," says Dr. Davis, "point to the same conclusion: The greatest need is for intensive research to discover the best curricula for developing children's basic mental activities."

"Let us ask ourselves this simple question: What proportion of the basic mental problems met by children (and by adults for that matter) in their daily life can be solved by having a large standard vocabulary, or skill in reading, or skill in arithmetic processes?"

While the results of the new tests are coming in for analysis and evaluation, Dr. Davis makes some interesting comment on present day and future school methods and subjects.

"We need all the able people we can find. To find them, we must have a way to measure their real . . . intelligence, no matter how poor their environment has been. They have to be discovered in childhood, in their first years in school. That is why new tests of real, native intelligence are essential."

"A democracy is a place where ability is discovered and recruited in all groups, and given a fair chance to go to the top for the benefit of the nation."

## 1951 Easter Convention Time Table

### MONDAY, MARCH 26th

**9:00 a.m. to 12:00 Noon**

Registration and Pooling  
(Salon D)

**10:00 a.m. to 12:00 Noon**

B.C.T.F. Medical Services Association Annual Meeting  
(Ballroom)

**12:30 p.m.**

Delegates' Luncheon  
(Banquet Room)

Address by Rev. M. W. Stevenson, Ryerson United Church, Vancouver.

**2:00 p.m. to 4:00 p.m.**

Registration and Pooling  
(Salon D)

**3:00 p.m. to 5:00 p.m.**

\* (1) Annual General Meeting—  
First Session ..... (Ballroom)

Address by Mr. H. L. Campbell, Deputy Superintendent of Education. "The Challenge of Today".

**8:00 p.m.**

Public Meeting ..... (ballroom)  
Panel Discussion  
Fergusson Memorial Award  
Charlesworth Memorial Award

### TUESDAY, MARCH 27th

**9:00 a.m. to 12:00 Noon**

Registration and Pooling  
(Kitsilano High School)

**9:00 a.m.**

Physical Education .....  
..... Gymnasium, Kitsilano High  
Both Elementary and Secondary

**9:30 a.m.**

Primary ..... Lord Kitchener  
No. 2 Auditorium

**10:00 a.m. to 12:00 Noon**

Section Meetings.

- (a) Art .....  
Ballroom, Hotel Vancouver
- (b) Commercial ..... Room E 101
- (c) Counsellors ..... Room W 204

- (d) English ..... Room W 103
- (e) Home Economics,  
Ballroom, Hotel Vancouver
- (f) Intermediate ..... Auditorium
- (g) Library ..... Room E 105
- (h) Principals ..... Library
- (i) Science ..... Room E 102
- (j) Shop Teachers ..... Room E 106
- (k) Social Studies ..... Room W 105
- (l) Modern Language ..... E 208

#### Luncheons

**12:00 Noon**

Commercial ..... Brock (U.B.C.)

**12:15 p.m.**

- (a) Physical Education .....  
Alhambra Cafe Dining Room
- (b) Supervisors .....  
Alcazar Hotel Dining Room

**12:30 p.m.**

Counsellors ..... Y.M.C.A.

**1:00 p.m.**

Home Economics .....  
Vancouver Vocational Institute  
Luncheon for others may be purchased at the Kitsilano High School Cafeteria.

**2:00 p.m. to 4:00 p.m.**

- (a) Intermediate ..... Auditorium
- (b) Mathematics ..... Room E 102
- (c) Music ..... Room W 103
- (d) Social Studies ..... Room W 105
- (e) Superannuated Teachers,  
Library

**2:30 p.m.**

Physical Education .....  
Kitsilano Community Centre

**3:00 p.m.**

Public Relations Officers .....  
Room E 105

**7:30 p.m. to 10:00 p.m.**

\* (4) Annual General Meeting—  
Second session ..... (Ballroom)  
Curriculum Revision Resolutions  
and Discussion

**WEDNESDAY, MARCH 28th**

9:30 a.m. to 12:00 Noon

\* (5) Annual General Meeting—  
Third session ..... (Ballroom)

10:00 a.m.

Election of Officers

2:00 p.m. to 5:00 p.m.

\* (6) Annual General Meeting—  
Fourth session ..... (Ballroom)

5:00 p.m. to 6:00 p.m.

Payment of Transportation Re-  
funds ..... (Salon D)

9:00 p.m.

Convention Old Time and Mod-  
ern Dance — Alexandra Ball-  
room. Music by Gingham  
Swingem's Orchestra.

**THURSDAY, MARCH 29th**

9:30 a.m. to 12:00 Noon

\* (7) Annual General Meeting—  
Fifth session ..... (Ballroom)

12:00 Noon to 1:00 p.m.

Payment of Transportation Re-  
funds ..... (Salon D)

2:00 p.m. to 5:00 p.m.

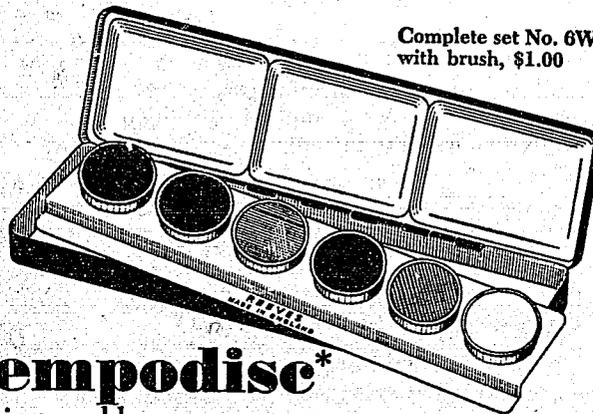
\* (8) Annual General Meeting—  
Sixth session ..... (Ballroom)

4:00 p.m. to 5:00 p.m.

Payment of Transportation Re-  
funds ..... (Salon D)

\* Numbers refer to official punch for pooling claims. Attendance punch for one hour after commencement of meeting. At least five of the numbered meetings must be attended and Pooling Card punched for share in Transportation Refund.

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## Convention Speakers



PHOTO HUGHES STUDIO  
Rev. M. W. Stevenson

Speaker at the Convention Luncheon will be Rev. M. W. Stevenson of Ryerson United Church, Vancouver. Rev. Stevenson was born at Lanarkshire, Scotland, and received part of his education at Glasgow University where he took Honours Courses in Philosophy and Political Economy. He attended Trinity College in Glasgow for his Theological training. Prior to his recent arrival in Vancouver, Rev. Stevenson served for seven years in Dunoon St. Cuthbert's Church of Scotland. For three years he was Convener of Youth in the Presbytery of Dunoon.

"The Challenge of Today" is the topic of an address to be given at the first general meeting by Mr. H. L. Campbell, Deputy Superintendent of Education.



Mr. H. L. Campbell

### CHAIRMEN OF 1951 SECTIONAL MEETINGS

You are requested to attend a short meeting in Room — of Kitsilano High School at 9:30 a.m. on Tuesday, March 27th, prior to the Sectional Meetings. You will meet with Wilf Webster, Convention Committee member in charge of arrangements for the Sectional Meetings, and with Howard Denton, Chairman of the Federation Curriculum Revision Committee. The meeting will be short but very important to the effective operation of your meeting. Please attend.

### ART AND HOME ECONOMICS TEACHERS!

Please note that your Sectional Meeting will be held in the Hotel Vancouver Ballroom from 10:00 a.m. to 12:00 noon on Tuesday, March 27th. This is a correction to the circular which was mailed earlier to Home Economics teachers.

**PUBLIC  
MEETING  
SPEAKERS**

Panel members of Monday evenings Public Meeting in the Hotel Ballroom at 8:00 p.m. are pictured here.



**Mrs. Tilly Bolston, M.L.A.**



**Mr. D. M. Sullivan, Registrar,  
Alberta Department of Education**



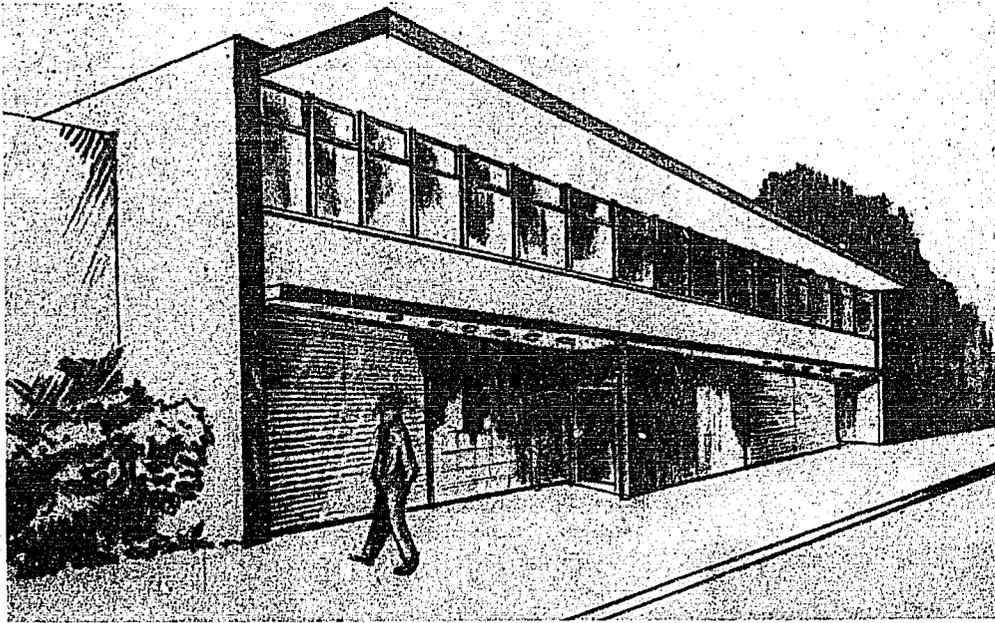
**Mr. C. E. Messinger,  
Former Principal of Dawson  
Elementary School, Vancouver**



**Mr. B. C. Gillie, Chairman,  
Principal of S. J. Willis  
Junior High School, Victoria**



**Mr. J. C. Hammett,  
Personnel Manager,  
Home Oil Distributors Ltd.**



## New B.C.T.F. Office Building

The above is an artist's conception of the proposed new B. C. T. F. office building to be constructed at 1642 West Broadway in Vancouver.

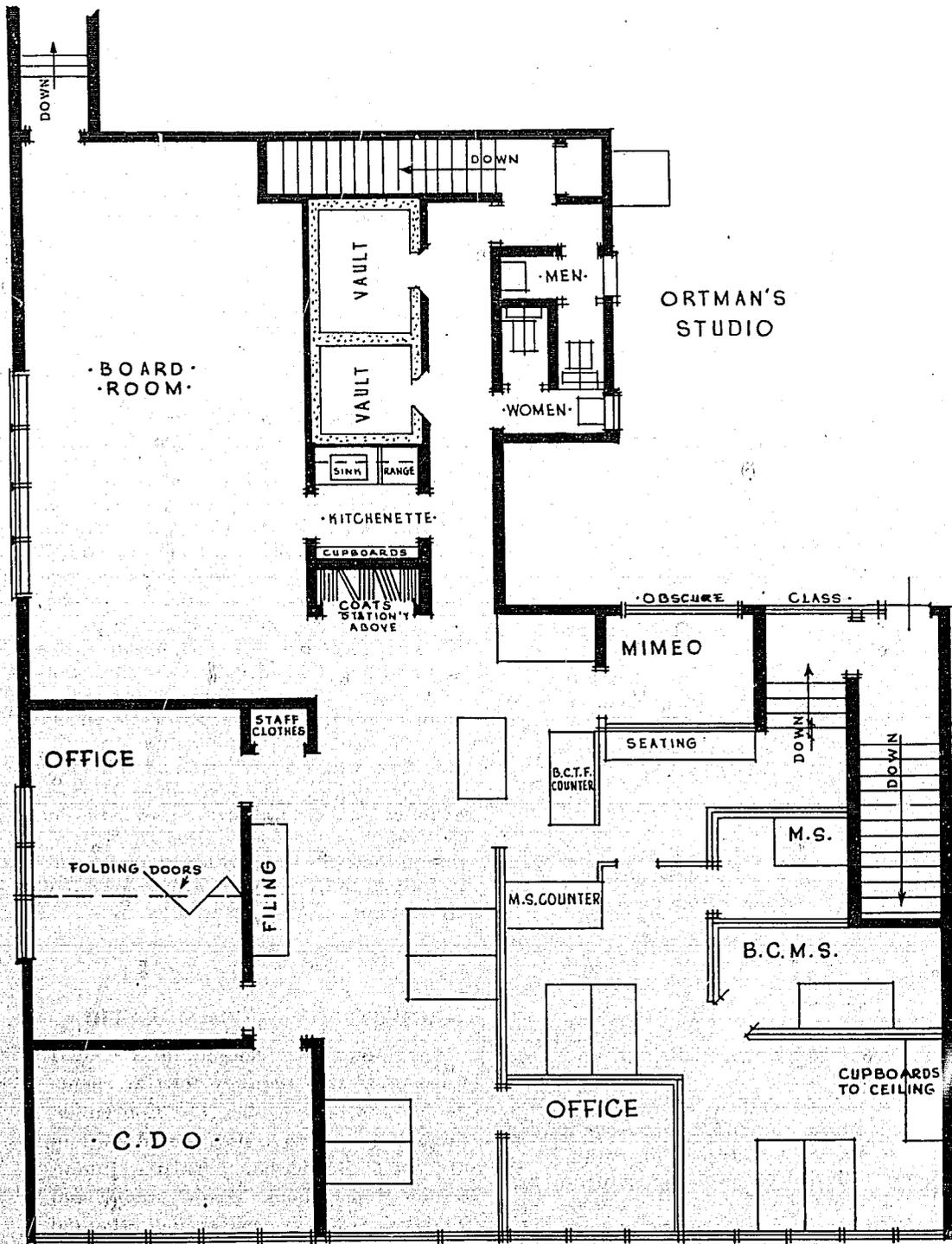
Actually, the main building, consisting of one storey and part of the second storey, now stands in this location. It houses a chiropractic clinic and a coffee shop on the ground floor and a studio and a suite on the second floor. These premises will continue to be rented to bring in revenue to help maintain the building.

The plan is to complete the second floor

as shown in the drawing on the opposite page. Office space will be provided for both the B. C. T. F. and the Medical Services Association.

The building as it now stands was purchased last fall at a total cost of \$29,000. Specifications covering the addition are now being prepared and it is hoped to have tenders in before the forthcoming Annual General Meeting. Subject to the approval of the A.G.M. construction can start in April.

Architect is Percy Underwood.



MARCH, 1951

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### NEW PENSIONS ACT (Continued from Page 255)

The 40% increase in teaching staff that will take place in the next six years will mean a tremendous reduction in the cost of prior service, as on each additional teacher's account there will be placed in the service account a surplus of the difference between the combined 6% plus 1% and the 2% to 3% necessary to finance the the present benefits. Surely an evaluation could be placed on this increase.

The actuary's suggestion that practical steps be followed to raise the leaving age should be seriously considered. Only in this Province, where the reward is so insignificant is the teacher legislated out of his livelihood. In other Provinces, they seem to be able to screen employees so that the fit may continue in employment on an optional basis beyond retirement age.

A further examination of estreatment requirements should be explored if these are necessary to secure a new act.

The 1% contribution for the first 20 years of service from all new appointees in perpetuity should be evaluated.

If we have the will to secure a new Pensions Act, it should be possible to lay the framework now. We have the people with the background necessary to prepare the act. Can anyone deny the need?

### SALISH HOUSE (Continued from page 245)

sides of which were made by steaming and bending a single plank. There are also burden baskets woven from cedar splints and spruce roots. These were used to transport roots, berries and shellfish, the gathering of which was a daily task during most of the year.

Mats, such as the one on which the weaver is sitting, were used universally throughout the coastal area. The Salish people made them from ordinary rushes, or from flat strips of cedar bark, but those made from rushes were more common. They were used as sleeping covers, spreads on

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which to place food, partitions for dividing off family compartments in the houses, covers for canoes to prevent the sun splitting the wood, and as roofs and walls for the temporary shelters which were set up on distant berrying and fishing grounds. The mat was, in fact, the symbol of native domestic life, and since they served so many purposes, no Salish family would be without a good supply. The gathering and the weaving of rushes was part of the Salish woman's daily round.

A. F. FLUCKE.

Provincial Archives.

### TEACHING READING (Continued from page 253)

We must give added emphasis to this matter of *interesting* children in reading. All the skills, all the techniques, all the mechanics, are only tools to use in learning to read well, *so as to be able to enjoy reading*. We must not lose sight of the fact that they are only tools—useful, important, necessary tools, but still tools—means to an end and not the end itself. We must not so emphasize them that our pupils cease to enjoy reading. We must give children interesting material of suitable difficulty, provide them with simple but sound guidance, and give them ample opportunity to read by themselves and to learn to read better in the course of reading. Given these basal things, they will learn to read soundly and to love it, and we will then have achieved the real goal of teaching reading.

### CONVENTION ACCOMMODATION

Any out-of-town delegate to the 1951 Convention who requires hotel accommodation and who wishes the Convention Committee to reserve such should write to Mr. Mel Henderson, Kitsilano Junior-Senior High School, Tenth Avenue and Trafalgar Street, Vancouver, indicating the type of room desired and for what dates.

THE B. C. TEACHER

# Textbooks and Workbooks for the Elementary Grades

## Language

The Magic of Language, Grades 1, 2, 3.  
Stories and Poems for Speech Training.  
Language Exercises, Grade 2.  
Language Exercises, Grade 3.  
Vitalized English, Grade 4.  
Vitalized English, Grade 5.  
Vitalized English, Grade 6.  
Vitalized English, Grade 7.  
Vitalized English, Grade 8.  
Vitalized English, Grades 7 and 8, in one volume.

## Workbooks

Beginners' Reading Seatwork Book.  
The Master Workbook in Language, Grade 4.  
The Master Workbook in Language, Grade 5.  
The Master Workbook in Language, Grade 6.  
The Master Workbook in Language, Grade 7.  
The Master Workbook in Language, Grade 8.  
Pictures and Phonics Work Book.

## Nature Science

### Science

Come Out of Doors, Book 1.  
Outdoor Pathways, Book 2.  
Adventures in Science, Book 3.  
Adventures in Science, Book 4.  
Adventures in Science, Book 5.  
Adventures in Science, Book 6.

### Workbooks

Science Workbook and Guide, Book 5.  
Science Workbook and Guide, Book 6.

### Unit Books

Animals of Woods and Plains.  
Birds of Prey.  
Butterflies and Moths.  
Swimming and Diving Birds.  
Trees. The Rodent Family.  
Winter Birds. Sky Studies.

## Arithmetic and Mathematics Workbooks

Arithmetic Workbook, Grade 1.  
Arithmetic Workbook, Grade 2.  
Arithmetic Workbook, Grade 3.  
Answer Book to Grade 3, Arithmetic Workbook.  
Arithmetic Workbook, Grade 4.  
Arithmetic Workbook, Grade 5.  
Arithmetic Workbook, Grade 6.  
Master Workbook in Mathematics, Grade 7.  
Master Workbook in Mathematics, Grade 8.

## Social Studies

Peoples of Other Times, Grades 3 and 4.  
Far Away People, Grades 3 and 4.  
Peuples Lointains, (French Edition of Far Away People).  
This is Canada, Grades 5 and 6.  
Our Empire, Grades 7 and 8.  
The Americas, Grades 7 and 8.  
Our Empire Workbook, Grades 7 and 8.  
Newfoundland.

## Workbooks

The Americas Workbook, Grades 7 and 8.  
Our Little Friends in Other Lands, Workbook, Grades 3 and 4.  
Children Around the World Workbook, Grades 3 and 4.  
Living and Learning Workbook, Grades 3 and 4.  
Children of the Long Ago Workbook, Grades 3 and 4.

## Unit Books

Gold.  
The Fur Trade.  
Furs From the Sea.  
Workers of South America.  
The Search for Security.

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# Quotes and Comments

By THE MAN ON THE FENCE

## Passivity Program

Some years ago, Christopher Morley wrote a piece titled "Passivity Program" for the Saturday Review of Literature" dealing with an entertaining discovery made while resident in a boarding-house during his university days.

Owing to some peculiarity in the arrangement of the plumbing and in the construction and location of the bathroom, he found one evening while having a bath that by submerging his head and lying passively under water he could hear the conversation being carried on in the room below. The floor apparently acted as a sounding board and somehow transmitted muffled but audible chatter through the water in the tub to the ears of the vastly delighted Morley. At the risk of an occasional drowning, he made good use of his discovery and learned a great deal he claimed he would have missed otherwise.

From this event, he developed in his article the notion that we should all take time out from our feverish routines of activity, become passive occasionally and submerge ourselves in whatever situation we are currently part of and so become aware of a lot of valuable stuff we would ordinarily miss.

The possibilities conjured up by this idea are altogether too good to pass up. I immediately thought what a rewarding enterprise it would be for Department officials, inspectors and curriculum committees, for instance.

Suppose all activity slowed down in those busy upper floors of the Buildings in Victoria, and in inspectorial offices all over the province. Suppose the tenants let themselves down slowly, in a receptive state, into the educational waters and listened.

From the sounding-boards of dozens and dozens of walls and ceilings of staff-rooms, from the offices of principals and counselors, from the quarters of student councils, from homes, from editorial rooms of papers and magazines not connected with educa-

tion, from street corners and shops, from all those places in this province where our schools and their activities are discussed would come a stream of valuable, informative and sometimes disturbing talk. It is talk of which the upper ranks are mostly unaware—although there are times when I suspect they are aware but unconcerned. I like to think of the entire Department listening for a change, somehow. I would like to think that it is aware of all the things that are honestly felt and said by those in the ranks, and by the citizens who foot the bills.

At this point somebody will ask for something specific. Well, from my own first efforts at submerging myself in my milieu and doing my best to listen, here are some of the topics discussed just this school year.

The log jam in some senior grades caused by the mass promotions during the past few years of students who are definitely not up to standard.

The generally unsatisfactory forms used for report cards. (The volume of sound on this topic from the P.T.A. alone is enough to make the water in the tub spill over.)

The over-emphasis on athletes, the over-glorification of athletes, and the consequent lessening in importance of scholarship.

The fact that little or no provision is made anywhere for pupils of outstanding ability. (Quote from one inspector, "The bright ones don't need special treatment—they'll get on anyway.")

The increasingly common complaint from parents and prospective employers that literate graduates are becoming harder to find. (Report from a member of the Department of English at UBC—extramural classes have been found necessary for freshmen because they can't write simple essays, can't spell and are wobbly on grammar.)

And so it goes. There is more of the same, and to those submerged—good listening!

THE B. G. TEACHER

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# New Books

Books for review and correspondence bearing upon book reviews should be addressed to Mr. W. J. Kitley, 3575 Elliston Street, Victoria, B.C.

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## Elementary

*Readiness for School Beginners*, by Gertrude H. Hildreth; World Book Company; pp. 232; \$3.60.

This book by the author of the Metropolitan Readiness Tests, may be described as a compendium of modern teaching trends and practices as applied to the first grade programme in all of its phases.

Among those topics included are the factors contributing to first grade achievement, the readiness testing programme, the readiness curriculum for beginners in preparation for the three R's, the development of skills, work habits and personal traits in the beginner, the transition from readiness work to formal instruction, the individualization of instruction, and the preparation and readiness of parents for the new school situation.

This book provides helpful and interesting reading for the novice or the experienced teacher alike. This is indeed one place where the Grade One teacher will find the blue prints for her work at her fingertips.—E. F. B. N.

## Secondary

*The Geography of Canada*, by J. L. Robinson; Longmans Green; pp. 201; \$2.75.

Mr. Robinson, Associate Professor in Geography at U.B.C., has given us a valuable reference text in Canadian geography for the secondary pupil. An all-Canadian text, such as this one, is always a signal for rejoicing since it is reasonably obvious that it will be more valuable for Canadian use than one written and published elsewhere.

While the author sometimes betrays his background by the somewhat sparse prose

style and an overdose of activities which lack interesting variety the book has a considerable merit in the quantity of information it provides. Maps by the author (who, judging by his suggested activities, is an enthusiastic mapper) and excellent aerial photographs of Canadian scenes help in some measure to enliven the pages.

The text deals with Canadian geography from two aspects. The first section, with Canada under a variety of headings including industries, climate, relief, and so on and the second section discusses Canada from a regional point of view. While the information in both parts tends to overlap, the organization adds to flexibility in the use of the text.—J. L.

\* \* \*  
*Where Are Your Manners?* by B. V. Hertz; Science Research Associates; pp. 48; 40c.

Most people would probably agree that the teens is the time when manners or the lack of them become most evident. This breezy pamphlet introduces the matter to the teen-ager in an attractive way. Included are the elements of courtesy for home, school, and various social occasions.—P.L.S.

\* \* \*  
*Getting Along With Brothers and Sisters*, by F. Ullman; Science Research Associates; pp.48; 40c.

Herein is a series of practical suggestions for family harmony. The booklet outlines reasons for family disputes such as jealousy and the strain of intimate association. It also discusses the problems of the oldest, youngest, middle, and only child and methods for promoting better relationships and settling differences.—M.R.

\* \* \*  
*Helping Youth Choose Careers*, by J. A. Humphrys; Science Research Associates; pp. 48; 40c.

The choice of a career is, from a material point of view at least, the most important thing a person does. This book helps towards a satisfactory choice by analyzing the main considerations involved in such a

decision. Information is given on methods of equating a youngster's aptitudes and interests with suitable careers. Also included are some suggestive lists of employment and methods of evaluating a job opening in long range terms. The book concludes with a section on the school's place in vocational guidance.—F.O.B.

*Showdown*, by T. M. Longstreth; Macmillan; pp. 196; \$2.75.

Here is good reading for the junior and senior high school boy, especially if he be interested in sports or the outdoors. The book concerns a high school basketball team, its personalities, and its rivalries. An aeroplane crash which involves the whole team and injures several people, throws them on their own resources in the wilds of northern Canada. It also gives the hero a chance to use his nature study lore and the team an opportunity for an acute realization of the need for a team spirit that transcends petty dislikes and jealousies. Fortunately, difficulties and dangers bring out the best in the team members and despite brushes with grizzly bears and hostile Indians the team is rescued sound in body and much improved socially.—H.M.

## General

*Educational Aids*, by J. Welis; Canadian Citizenship Council; 15c.

This is a very complete listing of free materials obtainable from various countries having official representatives in Canada. Lists include maps, printed matter, pictures, films, and films strips. This is a first-class reference booklet for schools or teachers wishing to improve their visual aids for social studies purposes.—L.T.W.

*Helping Children Read Better*, by Paul Witty; Science Research Associates; pp. 48; 40c.

This is a quick round-up of ideas on the general subject of reading, its value and its problems. The pamphlet deals with all ages from pre-school to high school levels with pertinent information in each stage. The booklet concludes with a discussion of the youngster with reading difficulties and what can be done to help him. This is

more of a parent's than teacher's book since most teachers should already be familiar with the topic at least to the depth given in this short treatment.—P.E.B.

*Skill in Games*, by H. L. Bryers and R. Charlesworth; Dent; pp. 236; \$4.50.

This is an exceptionally complete and well illustrated handbook for athletic coaches. While the book is primarily concerned with girls' sports and games, much that is said is equally applicable to boys' sports.

Among the sports covered are basketball, volley ball, badminton and softball and in all cases there is a wealth of illustration both photographic and diagrammatic, of skills, faults and lead-up games. Information in the various sports is compendious and the direction for plays are very clear and detailed.

The book concludes with a group of low organization games and suggestions for coaching track and field athletics.

Very definitely recommended, especially for the beginner in the field, since it gives all the information in a very clear and understandable way.—J.J.L.

*Recreation Time*, by W. Prendergast; Dent; pp. 72; \$1.50.

The three main sections in this informative little book deal with games, musical mixers, and old-time couple dances. The first section describes a good number of low organization games usable in a wide variety of situations including indoor quarters, a variety of stunts both individual and dual, and a variety of hints on play days, substitute equipment, etc.

The musical mixers would be especially suitable for the teen-age dance where some sort of imposed mixing is necessary to break the social ice. There are a good number of them, simple enough to be taught quickly but complicated enough to provide interest.

The book concludes with a variety of old-time couple dances that would make ideal intermission numbers if you are caught up in the current square dancing revival. It should be mentioned, by the way, that melody lines are given for all the dances.—M.H.P.

## Fiction

*Blaze of Noon*, by Jeann Beattie; Ryerson; \$3.50. Ryerson All-Canada Fiction award winner for 1950.

It relates by means of conversation and dialogue the experiences of two Canadian girls who take war jobs in New York. They discuss their mental struggles with Communism, love and life in an intelligent and readable fashion.

\* \* \*  
*High Valley*, by Charmian Clift and G. H. Johnston; Bobbs-Merrill; pp. 313; \$3.00.

High Valley is primarily the story of Salom, a Chinese orphan, who seeks a place for himself where he may be judged on his own merits in a Tibetan valley. The haunting and tragic love story of Salom and Vishti, daughter of the headman of the Valley of the Flowers is told with dignity and beauty. The authors have unobtrusively filled the tale with fascinating and little known facts about the social and religious customs of Tibet.

*The Fearful Joy*, by Joyce Cary; Harper; pp. 343; \$3.00.

Story of Tabitha's life from childhood to old age, as well as a picture of the Georgian, between-wars, and socialist England in which she lived. Fifty years—and as many characters, march through the story—rogues, prostitutes, shopgirls, professional and literary types, industrialists and politicians—and always the charming scoundrel Dick Bonser, who first seduced Tabitha. The book is filled with the usual Cary charm, warmth and good humor.

\* \* \*  
*Home Is the Stranger*, by Edward McCourt; Macmillan; pp. 269; \$3.00.

A western Canadian writes of the impact of the prairies on an Irish war bride. The story moves rapidly and is unusually compact. The author's theme is a denial of the statement of one of his shallower characters that "imagination is weakness". The relations of Norah to her husband, to her son, to the displaced Irishman Mallory, and to the prairie itself demonstrate a victory over the fears engendered by an imaginative awareness of human reactions and the elemental indifference of the prairie

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THE B. C. TEACHER

# B. C. T. F. News

## English Teachers Meet

A meeting of the English Section of the B.C.T.F. was held at the Faculty Club of the University on Friday, February 23. Dr. Daniells' head of the Department of English; Dr. Grant, Department of English; and Mr. Don McLean, Department of Education, took part in the discussion. Teachers were present from Chilliwack, Maple Ridge, Haney and West Vancouver, as well as from Vancouver schools.

Discussions centred upon various needs of English teachers, both experienced and young teachers.

Mr. Robert Brooks directed our attention to the question: "Is the English Honours course of value to the teacher of English in the high school?" He pointed out that the teaching of English makes great demands upon the teacher, that he needs a wide background with a knowledge of history, art, music, philosophy (the REAL thing), and of modern developments in science. He noted that whereas in some subjects the teacher can master his field in a few years, that this is not possible in English where the teacher goes through a long period of growth and becomes progressively a better teacher. The course demands a wide personal experience and a rich cultural background.

In examining the Honours Course he questioned the many calendar requirements for language prerequisites and language study. He was searching for room for the broadening courses that the English teacher needs.

Dr. Daniells reported that the English Department had been concerned with the same question, and gave good students considerable leeway in working out a worthwhile course.

It was observed that the Honours students had had the advantage of doing

intensive study in small groups. It was regretted that many teachers to whom English is assigned are neither trained for, nor interested in the subject.

An other question considered was: "What sort of summer courses would be of value?" In introducing this topic, Mr. Miller, the chairman, referred to the need expressed by student teachers for help in grammar and composition. He wondered if a summer course for background training might help young teachers. Someone suggested that a stiff language prerequisite should be set before the education year, so that students would be prepared to spend their time on methods during their education course.

Dr. Daniells pointed out how difficult it is to set hard and fast standards for written or spoken English. Usage determines correctness, and we live in a period of great flux. It is dangerous to predicate mere correctness of expression, it frequently merely stresses awareness of error. To teach idiom, the living cloak of language, is extremely difficult. Further, the work of correction is a highly skilled task and enormously expensive—how much essay correction can you buy for \$100?

Mr. Miller suggested that a second course might be on a seminar level for experienced teachers.

The next meeting of the Section will take place during Convention on Tuesday, March 27 at 10 a.m.

Dr. Earle Birney of the University will address our section on, "Literary Values in Canada Today."

**FOR RENT**—Modern furnished four-bedroom house, South Cambie district; May 1 to August 31; \$100 per month. Apply to Miss Betty Turnbull, 678 West 28th Avenue; FA. 3048-R.

## Attention! Teachers of Modern Languages

Second Pacific Northwest Conference of Foreign Language Teachers, Alberta, B.C., Idaho, Montana, Oregon, Washington, at the University of British Columbia, Vancouver, Wednesday, March 28, Saturday, March 31.

This year during Convention Week, the foreign language teachers of B.C. have the unique opportunity of attending the sessions of this conference. Discussions and work groups, papers and speeches by visiting professors as well as by members of the U.B.C. Faculty, cover such varied subjects as applied linguistics, teacher training, standards and testing in the high school curriculum, the teacher of foreign literatures as one of the humanities, as well as topics of general interest.

A registration fee of \$2.00 allows full participation in this interesting conference. Accommodation may be reserved at the Youth Training Camp, University of B.C., at the rate of \$1.50 a night for room, and \$2.00 a day for meals.

Enrollment forms and detailed information may be obtained from Dr. George E. McSpadden, University of B. C.

### Macmillan Art Competition

MacMillan Club Art Competition entries will be on view during the convention in the T. Eaton Department Store.

Judges: Mr. G. H. Tyler; Mr. Robert Alexander and Miss Jessie Faunt.

All grades of elementary and secondary schools will be represented. All schools affiliated with the Sir Ernest MacMillan Club will probably send entries.

Commercial displays will again be shown in Salon A, Hotel Vancouver.

Here is your opportunity to see the latest in educational aids, school texts and reference books.



The crest shown above, used as an inset in advertisements appearing in Vancouver newspapers during Education Week, was conceived and designed by Mr. W. A. Weaver, a member of the Vancouver Teachers' Council Public Relations Committee.

Mr. E. A. Harris, Art teacher at Point Grey Junior High made the enlarged drawing from the original for use in the making of the plate.

The Vancouver Board of Trade, who were represented on the Vancouver Education Week Committee, kindly paid for the line etching and mats.

## CONVENTION DISPLAY

We invite all Teachers and others interested in Educational work to visit our special sample room display of text and library books to be held at the Hotel Vancouver during Convention Week.

Special display of material for the *Effective Living Course*.

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UNCLE JOHN on . . .

## NOT BELIEVING

My Dear Niece:

So you can't believe this and that? Well, I won't argue with you. Many branches of the Christian religion have beliefs that seem to others incredible, absurd, even blasphemous.

But the important question is not, What Don't You Believe? It's What Do You Believe? Not believing gets you nowhere. The successful people are the ones who have a real belief which they are willing to act on.

Even a false belief, honestly acted on, will often produce good results. For instance, I think you will agree with me that the Moslem religion is not entirely true. But belief in it, and willingness to act on that belief, spread the Arab empire from Spain to India. Then there was the North-West Passage to China: the explorers who looked for it never found it, but they found something much better, namely Canada.

The theories of Communism are false, and its practices abominable, but it has conquered a large part of the world, simply because so many people believe in it so strongly. And too many of us who are against it have no very strong belief to oppose to it.

The happy people are believers too, they know what they are doing and why. Unbelief, no matter, what it is that you don't believe in, is a sad condition. Sometimes it is a sad necessity. I would be happier, I am sure, if I could believe in Santa Claus, or Socialism, or even in the Programme of Studies.

So whatever you don't believe, be careful not to tell anyone. You will only make them less happy and less successful. You are too young to have read Tennyson, but I commend to your attention these verses from "In Memoriam":

Oh thou, who after toil and storm,  
Mayst seem to have reached a purer air—  
Whose faith hath centre everywhere  
Nor cares to attach itself to form.

Leave thou thy sister, while she prays,  
Her early heaven, her happy views,  
Nor thou with shadowed hint confuse  
A life that leads melodious days.

Her faith through form is pure as thine;  
Her hands are quicker to do good.  
Oh sacred be the flesh and blood  
To which she links a faith divine.

—Ever, your loving Uncle John.

P.S.—I see by recent numbers of the Magazine that some of the teachers are reading their Bible. Are you?—V.J.

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# Correspondence

## Dr. Chambers

3950 West 33rd Avenue,  
Vancouver, B.C.,  
February 24, 1951.

Editor, *The B.C. Teacher*:

Sir: Educationists in B.C. and particularly those who attended the Summer School at Victoria last Summer will regret to hear of the passing of Dr. "Bob" Chambers, late Professor of Psychology at Oregon State College.

As a member of the Oregon Council on Family Relations, Dr. Chambers was to have been a discussion leader at the Pacific Northwest Conference on Family Relations at Victoria, B.C., in March.

Students and colleagues of Dr. Chambers have indeed lost a great teacher and a great friend.

DONALD CAPON,  
President

## Mr. Cochrane Again

January 31, 1951.

Editor, *The B.C. Teacher*:

Dear Sir:

This is to express appreciation of Miss F. Kathleen Lawrence's excellent reply, published in your current issue, to Mr. Donald Cochrane's article on "Bible Reading," published in your December issue.

It was not until a few days ago, that Mr. Cochrane's article came to my attention. My reaction to it was two-fold: In the first place I was very sorry that my friend, Mr. Cochrane had written such an article, altogether forgetful of the admonition of II. Tim. 2:15 and "handling the Word of God" in just such a manner as St. Paul warns us against in II. Cor. 4:1-4.

Secondly, I felt that it was very regrettable that *The B.C. Teacher* published

such an article because it was certain to offend many and to mislead others. Surely, when the writer quoted Isa. 5:11 as "Woe unto them who rise up early in the morning"; instead of the actual text, "Woe unto them that rise up early in the morning, that they may follow strong drink; that continue until night, till wine inflame them," the character of the article became evident. Further, the article clearly implies that the passages referred to might be read to the pupils at school. This, of course, is contrary to the fact of the case because none of these passages is included in the prescribed readings.

Miss Lawrence has clearly explained the reason why such passages and records are included in the Bible. In the same way much of our great literature, of a non-sacred character. We do not condemn or ridicule these simply because we cannot wisely read them in toto to children.

Yours very truly,  
A. S. MATHESON.

### EDITOR'S NOTE:

Your Editor published Mr. Cochrane's article for the same reason for which it was written—in the hope that more of our readers would be encouraged to read the Bible. We hope our efforts were not wasted.

## Adequate Salaries

508 Eleventh Ave.,  
New Westminster, B.C.

Dear Editor:

Surrey has done it again; yes it takes effort to give teachers so little in a salary negotiation. Why must there be so much hard feeling and dissatisfaction after these disputes. Surely taxpayer and teacher realize, that with underpaid staffs, students are the sufferers.

One very certain reason is the lop-sided

scale which is presented to school boards. How can trustees feel that they are dealing with professional groups if these same groups don't seek a real professional salary scale. In nearly every case a secondary teacher starts off at between \$350 and \$500 more than a elementary teacher. Is there any real justification for this difference. I think not. In reality a normal school graduate has the advantage of nearly two months extra training. This would seem to be an unquestionable advantage.

If this is the case there must be a remedy. The remedy I feel lies in a more professional salary scale with the difference in salary coming with added experience and post graduate work. An example is given below:

Certificate	E.C.	E.B.	E.A.
Min.	\$2100	\$2100	\$2100
Max.	\$2700	\$3700	\$4100
Incr.	\$ 200x3	\$ 200x8	\$ 200x10
Certificate	S.C.	S.B.	S.A.
Min.	\$2100	\$2100	\$2100
Max.	\$3300	\$5200	\$6100
Incr.	\$ 400x3	\$ 400x8	\$ 400x10

This scale is out of line with present salary scales but is definitely in line with other industrial earnings. It correlates with labour in the elementary section and with industry in the secondary or professional section.

If an increment extra were added for every nine units of credit towards a degree that was obtained by an E.B. teacher and a similar increase for a S.B. teacher on work toward a post graduate degree, further education would be sought by all teachers intending to stick with the profession.

To bring such a salary scale into effect would only be possible if the Federation took the initiative and started this spring to make a scale similar to this the minimum for bargaining throughout the province.

Even such backward communities as Surrey might realize that teachers are human beings and need to be free from the troubles of this world to teach the younger generation to make a better place for all. One sure help would be three square meals a day.

Yours truly,

D. G. SPARKS.

## United Kingdom Tours

Editor, The B.C. Teacher:

There seems to be some indication that quite a number of Canadian teachers will visit the British Isles during the coming summer. The United Kingdom Information Office in Ottawa is interested in planning some activity in London that will bring Canadian teachers together during their visit to that city. The suggested plan is that the teachers be taken by boat to Hampton Court and subsequently be entertained by the London County Council and possibly see a display of visual aids.

The U.K. Office officials cannot make any approach to the Commonwealth Relations Office in London until they have some idea of the number of teachers who might be involved in any activity that could be planned for them. The C.T.F. office has been asked to try to find out approximately how many Canadian teachers would be visiting Great Britain during July. I believe that the U.K. Office is thinking in terms of a banquet for approximately three hundred. In order to assist the British officials, we should like to have answers to the following three questions:

1. What is a rough estimate of the number of teachers from your province who may be visiting in Britain this summer?
2. How soon could you provide us with a fairly accurate estimate of the number of teachers who will be in Britain during July?
3. Should the U.K. Information Office proceed with this plan, would your office be willing to undertake the circularizing of teachers to provide them with the necessary information about this event and to find out whether or not they wish to participate in it?

Yours sincerely,

GEORGE G. CROSKERY,

Secretary-Treasurer.

Canadian Teachers' Federation.

EDITOR'S NOTE: All B.C. Teachers interested in the above proposal please contact the Federation Office.

## Reduced Fares

Editor, The B.C. Teacher:

The following reduced fare arrangements have been authorized by this association for teachers and students of Canadian schools and colleges in connection with their Easter 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.

**Fares**—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 from Tuesday, March 6, 1951, to and including Monday, March 26, 1951.

**Return Limit**—Valid for return to leave destination not later than midnight Monday, April 9, 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.

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

CANADIAN PASSENGER ASSN.,  
Roy H. Powers,  
Vice-Chairman.

## Edjerkation Weak

Wot a larf, onlee wun kid out ov 13 chosed from hundreds ov us kids ertendin west van hi skool cood spel ezy wurdz like ggoober, goober-nerts-oriorl, o hekl gubernatorial. Wy enny kid shood not onlee no how to spel it kerekly but wot it means. For instince, enny wurd with a sillybull goob or gub in front ov it inderkates sum-boddy in kentrole like a guvner, wile a

wurd with a boob in enny place meens a gye subjerkated. An lookit, onlee wun kid out ov thowsans ov grater vankooover hi kids speld chameleon—kam-el-yun, ka-meli-on—rite, yu no wun ov them lizards with hoppin fete that change there spots wen they like an drag there hind-ends on the grownd. An to cap it orl, run, nun ov the jujis noo wot sidereal—si-de-re-al (sumpn to do with the stars) wos without goin to the dikshonry.

Ennyway its no serprise to me after lisnin to sum teachers on the raddio. The uther week it wos orful lisnin to a 6 grade teecher stutrin an stamrin trine to anser wun ov the kweschons wich wos: "wich is the kerek way to spel the 2nd sillybull ov the name ov the peece or shelf erbuw the fireplace." She sed "t-l-e" wich is rong. Enny kid cood 've told her that t-a-l wos the rite way, o hek it aint, the dikshonry sez "t-e-l" is kerek.

Then is it enny wunder that ercordin to guvment figgers onlee wun therd ov us kids go thru hi skool, and 4 percent thru yoon-erverty?

O wel, like my poppy sez, I gess we cant spect nuthin diffrent so long as we are tort the american way ov life.

Yors for better inglish spellin teachers an proper methersds ov teeching the kids to spel rite.

G. WILLIKINS.

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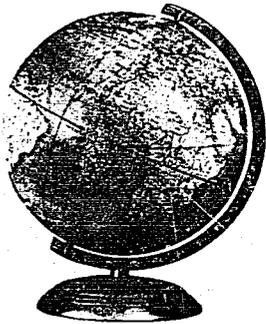


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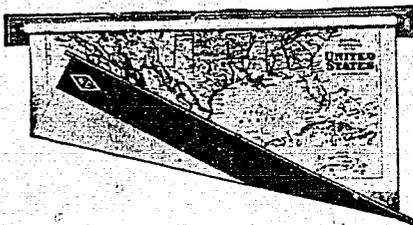
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