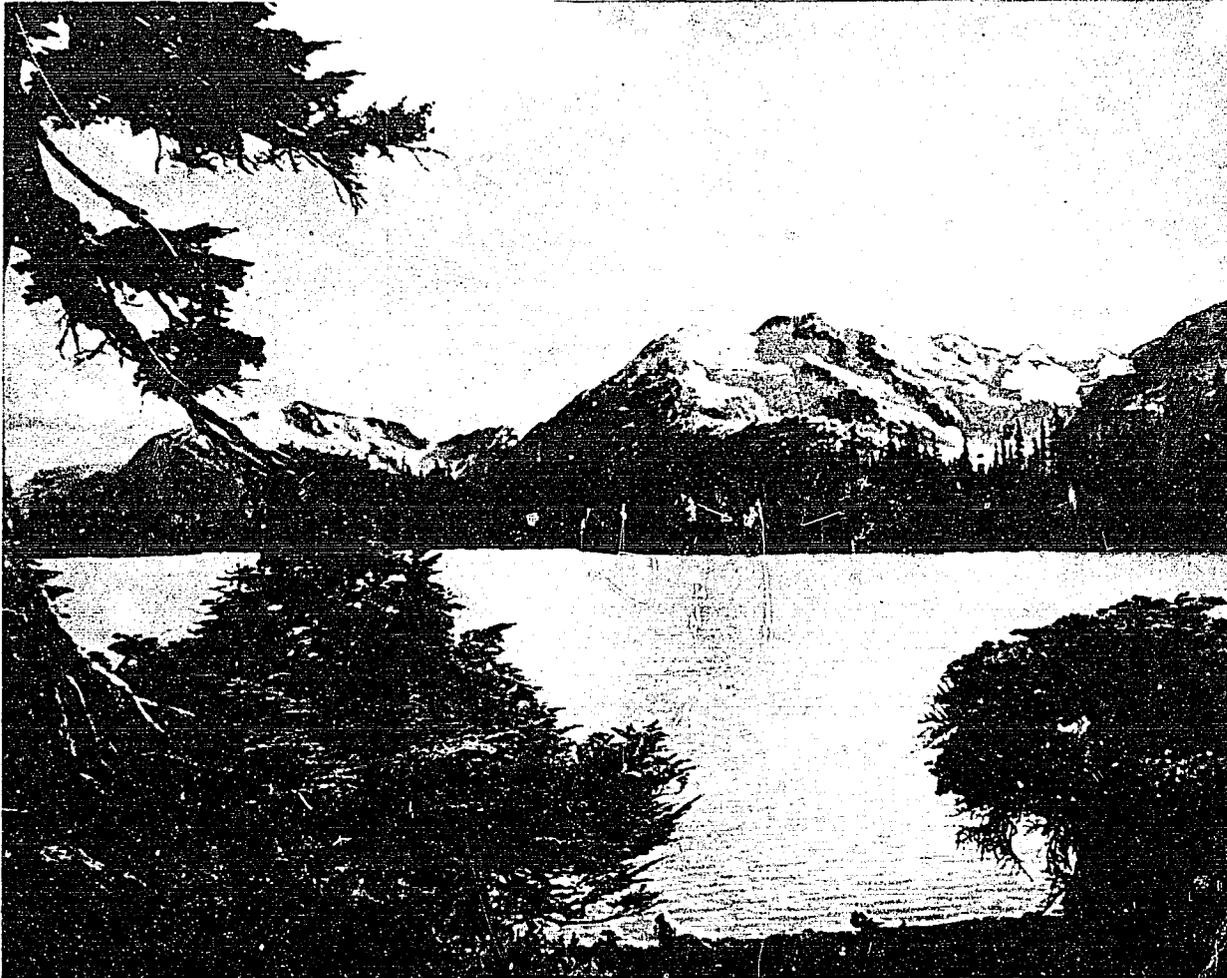


the **BC** *teacher*

VOL. XXIX, NO. 2

NOVEMBER, 1949



Silver Lake, Portland Canal.

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THE COVER PICTURE

This month's cover picture shows beautiful Silver Lake which is passed en route to Big Missouri and Morris Mines.
See story on page 58.

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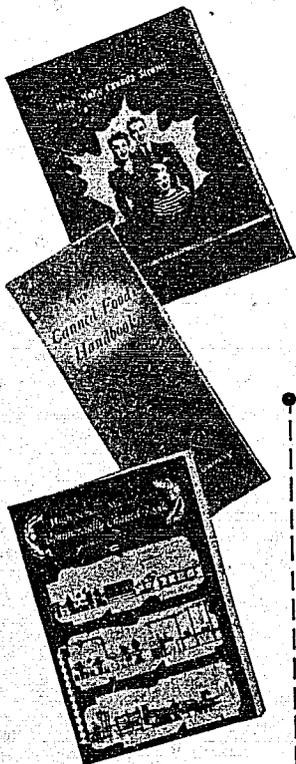
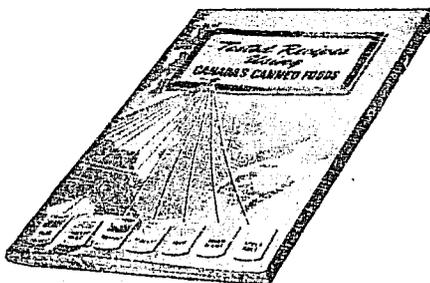
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PORTLAND CANAL

— B.C.'s Northern Mining Region

By GUY LAWRENCE

Adapted from an article in the Vancouver Sun, July 10, 1948

OF those interested in the earlier history of British Columbia mines, it is doubtful many know that the Silbak-Premier Mine, which for more than a quarter of a century was known as the Premier Gold Mine, was an indirect discovery due entirely to the Klondike gold rush just before the turn of the century.

Yet this statement is a fact, and we can go further and state that the district it is situated in, greatly due to the proximity of this fabulous mine, almost became the Pacific terminus for a transcontinental railway. This railway was intended to tap coal fields and wheat belts far north of the present Canadian National Railway, which has its Pacific terminus at Prince Rupert.

At the turn of the century very little was known about the Portland Canal other than it was some 80 miles long and headed in a northeasterly direction. Whether the head of the canal lay in Alaska or in British Columbia was a question that soon became important, but only after certain properties had been staked.

In the early spring of 1898 a mining promoter in Seattle named Burgess, realizing that thousands of men had succumbed to the gold fever, and that many of these were becoming scattered all through northern B. C., thought this was the psychological moment to form a company and prospect the headwaters of the Naas River for placer gold.

It did not take him long to get some 64 men interested. He claimed that he had been to the head of the Naas and found indications of very rich placer; moreover, this locality, comparatively near to civiliza-

tion, would largely eliminate risks that those going to the far north would have to meet.

With capital supplied by his new partners, Burgess chartered a steamer. It is doubtful that any other passenger steamer had essayed the Portland Canal to its headwaters, but if we look at the map of northern B. C. coastline it is easy to observe that his choice was logical if the channel was deep enough, which it proved to be.

Reaching the head of the canal, they found no signs of habitation other than one or two native shacks, unoccupied at the time as the natives were away after fur. They also found that the last mile of the canal consisted of heavily silted flats covered only at high tide. They immediately commenced to lighten their equipment with the aid of small boats, and from these they waded ashore.

For the greater part of the distance to the Naas headwaters they found a well defined Indian trail, but nevertheless they had to cross two or three mountain passes, in one of which was a large glacier.

Finally they came to the Naas itself, and feverishly began panning river bars and benches. After several days of this, finding no gold, they became so incensed at Burgess that he had to flee for his life, if what we hear is true. We do know that Burgess thought it best to make himself scarce, suddenly leaving them one night and head-

An old-timer who took one of the trails of '98 and served with the Yukon Telegraph tells the past and present of a vast mining region.

Have your Social Studies Projects on "Our Community" uncovered similarly interesting accounts of yesteryear?

ing back to Portland Canal, where he hired an Indian to take him down the inlet in a canoe.

The rest of the men divided what supplies were left and headed elsewhere. Many struck out for the interior. Some turned for civilization.

Of the men who turned back was D. J. Rainey. When he reached the tide flats nestling at the foot of the mountains running down to deep navigable waters, he saw great possibilities for the locality and decided to remain. First he staked a pre-emption of as much of the tide flats as he could, within the law of both Canada and the United States. Then he turned to lode prospecting. So industrious was he that eventually he was to stake several mining properties. But he lost his life crossing a snow slide while trying to reach a prospect in the mountains.

Rainey's first successful property was named The Grizzly Mine, and he was fortunate enough to get capital interested in it. This brought other experienced prospectors, and soon the nucleus of another mining camp was formed.

In 1902 J. Wardlaw Stewart arrived in the camp, and staked the tide flats adjoin-

ing Rainey's. Stewart was one of four brothers residing in Victoria who eventually formed a real estate company and staked a townsite named after themselves. Today, 49 years later, it bears the name Stewart.

Not until 1906 was the boundary between that part of B. C. and Alaska decided by Canada and U.S. When it was found that both Rainey and Stewart had staked on Canadian soil. This gave further impetus to the camp, and a third man by the name of Bussel staked the remaining tide flats on the east side.

The Stewart brothers, as soon as the boundary line was fixed, had a townsite laid out, and put lots on the market. A small boom commenced, followed by another of really gigantic proportions. The second townsite boom, mainly due to activities of the Portland Canal Mining and Development Company, happened in 1907. This company had among its directors no less a personage than Sir Donald Mann.

The company's property up the Bear River showed such great possibilities that they installed an aerial tramway and obtained a charter for a short line railway of standard gauge from the mine to salt water. A proviso was also included in the charter that the railway could be extended inland.



Aerial tram moves ore from Silbak-Premier mine to bunkers at tidewater dock on Portland Canal near Stewart.

A railway dock was built out on the flats, extending more than a mile into the inlet so that freight and ore could be handled direct to ocean vessels.

Sir Donald Mann had already acquired interest in the Groundhog Coal fields, and it was fully intended to extend the railway there as soon as possible. The Peace River farming district was also receiving attention, and when the settlers of Peace River heard there was a likelihood of the railway tapping their district a great impetus was given to that district.

The townsite of Stewart and the large Bear River Valley immediately behind it soon drew attention from outside. Acreage jumped in value so much that one man refused \$60,000 for a quarter-section of land seven miles north of the town. It became known that Sir Donald Mann had envisioned a transcontinental railway with Stewart as the Pacific terminus. A daily combined freight and passenger train was in operation as soon as the first 14 miles of steel were completed.

Large newspapers sent correspondents to Stewart. The London Daily Mirror sent a man at the height of this activity, which included the operations of not less than 62 mining companies, large and small. This correspondent, carried away by mining activity, sent home a large picture of "men digging for gold in the heart of Stewart townsite." The men were only laying the city water piping. This picture got front page play.

Then without warning capital closed down tight. Work on the railway was abandoned, although the completed portion of the line operated for some time. But the Canadian North Eastern had received its death blow. The rolling stock was gradually shipped out, but the \$75,000 dock, the station and roundhouse were left to the ravages of time. The rails were not torn up until the Second World War.

Many mines now closed down, and of them purely speculative schemes. The exodus of the population began, and gradually the town and district became a ghost of its past.

But there were many groups who still continued to work the properties;

and there were others who, knowing the railway charter had not expired, and that it could be renewed if necessary, stayed with the district.

One of these groups had quietly continued to work a property high on the Salmon River, which also runs into the head of Portland Canal. Their ground was in Canada, but it was necessary to pass through 13 miles of Alaskan territory to reach it. At times, due to depression or war, these men experienced tremendous hardship and difficulties in obtaining capital. But they were rewarded with high-grade ore in large quantities which averaged \$300 to the ton. In 1916 they made a sample shipment which brought \$175,000, and it was assured that a sensational mine had been discovered.

Some two years later the American Smelting & Refining Co. bought the controlling interest and started to develop the property on a large scale. The company erected a large concentrate mill on the property and an aerial tramway to tidewater, which proved a tremendous success. Deepsea vessels were kept busy handling the concentrates and low-grade ore for the smelters. By 1939 the mine had paid over \$20,000,000 in dividends and had taken part in opening other properties as far away as Australia and Saudi Arabia.

Following wartime difficulties in obtaining men and materials, the operation is going ahead. It is interesting to note that, with change of control in 1947, the new management has obtained the services of Dale L. Pitt, who brought the mines from its beginnings to its great years. Now, after opening up and managing the famous Big Bell mine in Australia, he is back on his old stamping ground.

The sensational success of Premier naturally led to increased activity in the Portland Canal area, with several large mining groups active in the field. Those who follow mining news will summon names of properties that show great promise, and appear to justify the faith old-timers have always had in this vast region, despite the setbacks of two world wars and other major disturbances.

(Continued on page 61)

AUT DISCE, AUT DISCEDE

By DONALD COCHRANE, Terrace.

FOR teachers who spent their time studying French instead of Latin, the motto of a famous English school may be very roughly translated: Flunk them Out. Or, not so roughly: If at first you don't succeed, try Something Else.

As far as I understand the official pronouncements on promotion, we are in process of making a great advance by going back to the system of forty-three years ago, when our elementary schools had three grades—junior, intermediate and senior. May it not be long before we make another advance by reviving the High School Entrance Examination. The old examination was a horrible affair, but the effects of having no examination at all seem to me worse. In discarding instead of reforming it, we have emptied out the baby with the bath water.

Some of the details of the plan rather confuse me. Each division has three grades, and a child may stay in one division four years, but must not repeat any of the grades. He must be promoted every year, but not until he is ready. After a maximum of ten years he must be promoted to Grade Ten, whether he can read or not, and after that there must be no failures at all.

The practical result of this policy is that British Columbia has a larger percentage of its population in high school than any other province; perhaps it also results in our high schools having a lower average of intelligence and achievement than any others—there do not seem to be any statistics available on this subject.

Meanwhile, our high schools are crowded with nice young people who can neither write nor spell, and can read any paragraph in their text-books three times without having the vaguest idea what it is about. What to do with them?

Repeat the grade? What's the use? If they have not learned English yet, what chance that they will ever learn it? Promote them? What for? What can they build on a foundation that is not there? Persuade their parents to let them quit school and do

something useful? An excellent plan, if you happen to be an expert hypnotist.

Usually the parents of the stupidest children are the most determined that their offering must proceed to Junior Matriculation. Something can be done about it in the language department; a student who fails French I in Grade Nine can be transferred to Latin I in Grade Ten, or even persuaded to take Spanish by correspondence. The correspondence people have their own way of dealing with students who don't get the work done. In the same way, those who can't do their arithmetic can profit by a year of Practical Mathematics, and (if the English course is shortened by a year, as I hear it may be (those who can not write that language can have some Business English. But what to do with those who have a natural antipathy to Science? Information, please.

There are universities where no one is allowed to repeat a course, or to proceed to the next one after failing the first: if you flunk, you're out.

I was told this story about a certain university: A young football player failed in his first year Arts, so the next year he played as a first year Science man. Failing again he took a year of medicine in which he also failed. Was he down-hearted? No: He enlisted for his fourth year of football in the only remaining faculty—nursing.

PORTLAND CANAL (Continued from page 60)

One of the greatest handicaps this district has suffered for many years is lack of young prospectors to carry on after the old-timers quit. Prospecting anywhere is a strenuous life, but in a district such as the Portland Canal, where a great mine is still operating after almost 30 years, the inducement should be enough.

It is hard to imagine that men should have hit on the one infinitesimal spot that the Premier occupies without there being more such properties awaiting discovery and development.

Now the challenge is to young fellows.

Are We Fooling Ourselves

Yes . . .

Says Dr. C. B. Conway, Director of Tests and Standards, Department of Education.

THE responsibility of the Federal Government toward education has been a controversial subject since, or even before, the B.N.A. Act was passed. On one side of the controversy we have always had those who stated that education is a function of the Provincial Governments and that the Federal Government has no right to interfere in education even to the extent of making gifts or grants. The opposition group has admitted that education is a function of the provinces but has taken the attitude that the B.N.A. Act does not definitely prohibit Federal assistance and that grants in no way interfere with provincial control. In rebuttal, the first group has stated that those who control the purse strings control policy and that the Federal Government cannot make grants unless it makes simultaneous restrictions to ensure that the money is wisely spent.

The end of these arguments is not yet in sight. The fact remains that the Federal Government has made and is making grants for education. It has imposed restrictions on how money may be spent, and to a greater or lesser extent all provinces have taken advantage of the provisions of the Acts that make this money available.

The grants that have been made in the past have had as their purpose the stimulation and expansion of education of certain types, e.g., vocational education, physical education or education for scientific research. The philosophy behind such grants is that it is in the public interest, i.e., the Canadian public's interest, to increase expenditure on types of education that may have been lagging in a majority of the provinces. More recently, agitation has increased for increases in the Federal grants for education and for grants of a different type. The C.T.F., the municipalities, the

mayors of cities, all have asked for grants for education with no strings attached. The idea behind these requests is not to increase the breadth of educational fields, or to increase the number of fields, it is merely to make more money available for the types of education that now exist.

The fundamental reasons for the requests vary. The municipal authorities do not wish to increase total taxation. They want to reduce the burden of municipal taxation or to pass part of it on to someone else. The teachers do not wish merely to see the burden transferred from one taxpayer to another; they wish to see the total amount of educational revenue, i.e., the total amount of taxation, increased. There is a fundamental conflict between the two groups but it is one that will balance out eventually, and when Federal aid is concerned, both groups are on the same side of the fence.

The chief argument in favor of unrestricted Federal grants, and the only argument that holds water, is equalization: equalization of the burden for the taxpayer and equalization of opportunity for the pupils. We are all Canadian citizens. No one part of the nation can have a lower standard of living, be less well paid or less well educated than the remainder without having a harmful effect on the whole. A pupil in Annapolis, Fort William, Alberni, or even Vancouver, is just as much entitled to educational opportunities as one located anywhere else. And the taxpayer, his parent, should not have to pay more for equivalent educational opportunities for his child because of geographical circumstances.

The reasons in favour of Federal aid are fairly clear in the minds of its advocates. It is in the effects of Federal aid applied specifically to British Columbia that the fuzziest thinking exists. Mayors and others think that a Federal grant would result in a reduction of taxation for their particular British Columbia municipality. The teach-

(Continued on page 64)

On Education Federal Aid?

No . . .

Says Mr C. J. Oates, Immediate Past President, Canadian Teachers' Federation.

It is, indeed, most encouraging to note that the question of Federal Aid has reached a point where it has become debatable and an educationist has been sufficiently moved to contribute an opposing view point, which is timely even though, unfortunately, unsound.

The basic argument for federal aid, in Dr. Conway's article appearing on the opposite page of this issue, is assumed to be equalization. True! But it is by no means the only argument "that holds water". From a politically realistic point of view it is even less than "basic". The whole motivation for the drive for federal aid is certainly not equalization.

This idealistic but unrealistic conception wrecked initial attempts to secure agreement on the basis of Federal Aid. Teachers, particularly in the poorer provinces, have long pressed the argument of "according to need"; and likewise, the teachers in the wealthier provinces were no less aware than our contributor that such aid would be valueless to provinces such as Ontario or B. C. Accordingly, the present proposal of federal aid through a straight per capita grant per pupil, is the first choice of none but the unanimous compromise of all teachers' associations. On the proposition that complete equalization is an impossibility, the alternative intention in C.T.F. policy is to make available to all the means to provide a defensible minimum level of education.

Dr. Conway overlooks the fact that is paramount in our arguments for federal aid, namely, the current shift in taxation. To fail to understand this shift is to fail to understand all; it is the key to the case. One must appreciate the fact that within a generation the real property tax, once almost the sole source of public revenue, now

represents but a small fraction of the total taxes collected. Consequently, education on an ever increasing scale has had to be financed by an ever decreasing part of the total revenue gleaned by taxation. Born of this paradox is the basic reason for federal aid. The federal government *cannot* continue to sequester the new and relatively infinitely more lucrative sources of taxable revenue yielded by the personal income, and corporation tax, sales tax, the luxury taxes or tobacco taxes, and, at the same time, assume no responsibility for one of the oldest and most vital services. The newer forms of wealth and the newer sources of revenue must make their direct contribution to the cost of education.

It may be that the Dominion Government would take from B. C. in taxes on these newer forms of wealth more than it would pay back in education grants. This has ever been the case so far as the most wealthy provinces are concerned. On the other hand the burden of supporting education would be spread over the total population to a much greater extent and for the most part the taxes would be collected indirectly. Resistance to taxation increases when the taxation is considered to be unfair, as in the case of onerous school taxes on real property; and when the taxes are collected directly. If federal grants to education do no more than make unnecessary a further increase in property taxes, as the demand for school services continue to increase, the cause of education will be well served.

Nor would it be even necessary for the Federal Government to increase present taxation levels. Part of the present large annual budget surpluses could be diverted to support education without the imposition of new or higher taxes.

The suggested fifty million dollars in Federal Aid to Education grants is less than a sixth of the amount the dominion government has budgeted for entirely new social services inaugurated within the past five years, social services already costing almost one and a half times the entire cost

of elementary and secondary education in Canada. But, even fifty millions would give B. C. some three millions on a per pupil basis. Is three millions an insignificant amount? B.C.T.F. delegations have requested, and have had rejected, proposals involving considerably less.

In short, if our contributor can refute the arguments:

- (1) that a shift in taxation has occurred,
- (2) that the new and more lucrative sources of revenue should be used in part to support the cost of public education, and
- (3) that if the tax base upon which education rests is broadened the standard of education, including teachers' salaries, will rise—he will have a case.

It is very questionable if "fuzzy thinking" is so prevalent in the United States that the Senate has twice passed a federal aid bill, supported by teachers and labour organizations of both the poor and wealthy states, which initially proposes an expenditure of three hundred million dollars. It is even more unlikely that, if the thinking is

as fuzzy as suggested, all the five teacher organizations of the wealthy province of Ontario should be in complete accord on the need for federal aid. Moreover, the principal of federal aid now stands endorsed, apart from some of the political parties, by the Canadian Trustees' Association, the Canadian Federation of Home and School and the national labour organizations, both C.C.L. and T.L.C.

However, it is possible to close on one note of complete agreement. If our teachers substitute the hope of federal aid for local or provincial action to raise salary schedules and education standards, they are fools indeed! The greatest contribution teachers can make is unremitting pressure to keep their income in line with the gains made or being made by those in other occupations. Any other policy will but contribute to deferring the day when the shift in taxation will be recognized and the tax base for education broadened. If we are to have federal aid tomorrow, then local action must come today. Those who advocate federal aid will never accept any responsibility for substituting the *hope* of federal aid for *action* on the local and provincial level.

DR. CONWAY
(Continued from page 62)

ers do not expect a reduction in taxation but think that if there were more Federal aid, British Columbia teachers' salaries (*and their own particular salary*) probably would increase. The other day, several normal, intelligent secondary-school teachers were discussing the salary increases they had obtained, the possibility of further increases,

and the growing tendency of taxpayers to object to additional taxation. They closed their discussion with the happy conclusion that further increases depended upon the probability of Federal aid. Obviously, they had not thought the problem through to its conclusion. In 1947-48, total expenditures on education were approximately:

	\$165 per pupil (over \$25 million)
Alberta - - - - -	136 " " " 20 "
British Columbia - - - - -	123 " " " 19 "
Saskatchewan - - - - -	120 " " " 14 "
Manitoba - - - - -	120 " " " 80 "
Ontario - - - - -	102 " " " 68 "
Quebec - - - - -	80 " " " 8 "
New Brunswick - - - - -	82 " " " 10 "
Nova Scotia - - - - -	51 " " " 1 "
P.E.I. - - - - -	46 " " " 3 "
Newfoundland - - - - -	

Now suppose that the Dominion made a grant of \$50 million toward education.

If this were distributed on the basis of enrolment, British Columbia would get $\frac{150,000}{2,500,000} \times 50 \text{ million} = \3 million .

If it were distributed on the basis of need, i.e., on the basis of attempting to raise expenditures per pupil to an equivalent level all across Canada, \$6 million would go first to Nova Scotia, \$5 million to New Brunswick, \$2 million to P.E.I., \$2 million to Newfoundland, \$19 million to Quebec, \$11 million to Ontario, \$2 million to Manitoba, \$3 million to Saskatchewan. (These amounts were obtained by multiplying the enrolments by the amounts needed to raise the expenditures to the Alberta level.)

That is, nothing whatever would be left of the \$50 million for Alberta or British Columbia. Similar results would be obtained if the Dominion adopted any other system based on ability to pay. British Columbia is the second richest province.

But British Columbia taxpayers—the same ones who now support our schools—would have to put up an additional six million dollars (12% of \$50 million) to get back not more than three. Our total taxation would have to go up, or our standard of living would have to go down, if our

present educational levels were to be maintained. No personal benefits should be expected from Federal grants.

The moral of this article is "Let's not fool ourselves or those who are around us about the effects of Federal aid." British Columbia has a high standard of education, but it is an expensive standard. The costs are high because we pay higher salaries, because a higher proportion of our pupils attend secondary schools, and because our education system is undergoing expansion. The number of pupils is increasing and, as a result, expensive equipment must be bought, large capital expenditures must be made and more teachers must be hired. If we realize that it is not in the national interest for Saskatchewan or Nova Scotia or Newfoundland pupils to be more poorly educated than our own, or if we realize that it is not good for Canada to have some teachers earning \$75 per month or less, let us advocate equalization, which, of course, means Federal aid. If we, as British Columbia taxpayers and British Columbia teachers, are willing to make sacrifices for the good of the others, if we are willing to endure a little "mediocrity in perpetuity", let's say so. But let's not think that equalization in one direction is possible, that we can have our cake and share it too, that the sacrifices can be passed on to somebody else.

Salary Indemnity Benefit Rates

The 1949 Annual General Meeting increased Federation Fees by \$2.00 with the proviso that this increase should be allocated to the Salary Indemnity Fund. The additional \$2.00 makes a total of \$3.50 of each Federation Fee which is earmarked for this purpose.

After careful consideration the Executive at its October 1st meeting decided that for the school year 1949-50 benefits will be paid on the following basis:

For the first 20 school days of absence—no benefit.

21-60 inclusive school days of absence—\$4.00 per day.

61-180 inclusive school days of absence—\$5.00 per day.

This will provide a maximum benefit of \$760 for an absence of 180 school days in any one school year or for absences attributable to any one illness.

The previous allocation to the Salary Indemnity Fund was \$1.50 of each Federation Fee with the maximum benefit for 80 school days of absence being \$180.

All members should pay particular attention to the regulations of the Salary Indemnity Fund outlined in the colored insert in the September-October issue of *The B. C. Teacher*.

The Administration Of Extra-curricular Activities

TO many people the name "extra-curricular activities" conjures up visions of basketball games and dances where the students, instead of tending to the business of obtaining the highest standing possible in their classwork, are frittering away their time in frivolity. Luckily, that type of person is growing rarer and the true value of these activities is being more fully realized.

Perhaps a better name for these forms of activity would be "co-curricular" instead of "extra-curricular". Indeed, this name would emphasize the fact that such "pastimes" are more intimately connected with the general aims and objectives of education than is popularly thought.

In general, these activities are concerned with developing the personality, character, and outlook of the student in a manner impossible by means of the ordinary academic subjects. That is, they should be thought of as being complementary to the classroom work in preparing the student to be a useful citizen to society.

Four Groups

Broadly speaking, co-curricular activities may be divided into four groups. However, it must be emphasized that this division is a most arbitrary one as almost any activity can be put into more than one group depending upon the way that it is organized and conducted. These groupings, therefore, are merely suggestive.

(1) *The Intellectual Type.* This will include scientific clubs, current event clubs, model parliaments, mock trials, discussion groups, debating clubs, art groups, music appreciation groups, and school bands and orchestras. Here the student is interested not only in the pleasure of participation but also in rewards of participation of a more per-



By NORMAN G. ROGERS,
Milne's Landing School.

manent nature such as the acquisition of knowledge or the development of skills.

(2) *The Social Type.* This might be represented by Hi-Y groups, Junior Red Cross, First Aid, student councils, dramatic groups, Scouting and Guiding units, special celebration committees, dances and other similar social functions, school magazine enterprises, school savings or thrift groups, public speaking competitions, choral conducting competitions, United Nations societies, organized school visits, picnics, and so on. It can be seen that the main emphasis here is placed on the value of the individual working together with others in various ways.

(3) *The Athletic Type.* This, being possibly the oldest and the most familiar of the forms, requires no examples. Wherever children—whether they be boys or girls—gather together, their natural instinct is to seek release from their superabundance of energy in physical diversions.



(4) *The Hobby Type.* This will be exemplified by stamp clubs, wood carving, folk dancing, camera clubs, glee clubs, and model-making clubs of all kinds. Here there is a desire to develop skills, cultivate new ones, and exchange ideas and information. Many times the choice of the student's vocation will have had its nucleus formed and decided during the time of participation in such activities.

The origin of these groups or activities is not to easy to trace. One reason is that an activity classed as "academic" today and hence appearing on the regular curriculum

once might have been carried on after school hours and therefore have been 'extra-curricular'. The reverse situation is, of course, also possible. Doubtless, the residential school must have been a very important factor in their development. Under ordinary conditions, students of past generations would have finished their school work, departed for home, and there engaged in group activities of their own district. In the case of the boarding school this would not have been possible, consequently groups would have been organized at the school to satisfy the needs of the students during their out-of-school hours. An additional possibility is that headmasters or teachers have tried experiments along progressive lines and have organized such groups at their schools with those ends in view.

Variety, Universality, Vitality

The value of these activities has been well established because it has been found that variety, universality, and vitality are important factors in the development of pupils. These groups may help to liberate the life energies of the students in a natural and desirable manner and possibly assist them in discovering unsuspected gifts or talents. They bring teachers and pupils together in a friendly, informal, and human way and they do tend to liberalize and humanize the curricular life of the school. This latter statement is supported by the fact that certain of the activities which were once strictly "extra-curricular" have now been incorporated directly into the curriculum. Examples of these might be music appreciation, dancing, and some of the crafts. Further values will be found in their relationship to the community. The type of activity engaged in by the pupil in these groups is, in most cases, the same as that which is engaged in by the community and this proves to be a very useful tie between the school and the community. Anything which will help the people of the district to realize that the school is fulfilling useful tasks instead of simply filling the students' heads with facts is bound to be valuable for the welfare of the school and the esteem in which it is held. Since "All work and no play" is not to be encouraged and "*work is play*" when it is interesting enough, then

another value of the activities can be seen. It will be realized that the process of education will not stop with the sound of the school bell in the afternoon but will be carried on—in a different manner to be sure—by the work done in the groups.

In the administration of these activities, it must be emphasized that they should not be teacher-led. It is true, certainly, that the presence of a staff member somewhere in the organization of a group is highly desirable so that expert guidance will be available and that the activities of the group will not tend to deviate from desirable educational levels, but he, or she, should not be the "boss" or leader. An advisory capacity is to be recommended in order to give students all possible chances for self-expression and development of leadership qualities.

An example from the experience of a young and new teacher may illustrate this. He was asked by the principal to see what he could do to promote interest in a camera club as the school was situated in a very fine scenic piece of country and not much photographic interest was evident. The teacher did not know anything at all about photography and protested, stating that it would be wiser to get someone better qualified than he. The principal replied that that was not necessary at all — the boys would look after the technical end pretty well to start with and the teacher could quickly learn. A meeting of all the boys interested was called and the teacher explained the aims and purposes of the club. He got the boys to nominate some officials after outlining their probable duties, conducted the election, and settled such routine matters as quickly as possible. He then stated that it would be a good idea if the club prepared a list of its needs so that it would be possible to set up some objectives for the first year. These needs included a dark room and about this the teacher knew nothing, so, at the next meeting when the question was brought up and his advice was sought, he suggested that a small committee be formed from the more expert members to see into the matter. In such a way, the club was founded, the officials and committees quickly became efficient enough to carry on their work and, incidently, the

teacher learned a great deal about photography. (Evidently, sometimes, the technique of eliciting desired information from the students themselves can be to the teacher's advantage!)

A few active and well-run clubs or groups in the school are more to be desired than many which are somewhat stagnant. In the latter case, fewer students will participate and there will be much less interest—and consequently less effect—than in the former. Too often, stagnant clubs are the result of a small clique obtaining control and operating the affairs to suit their own private desires. Again, inactive clubs are a deterrent to the educational process because it is obvious that both time and talent are being wasted somewhere. If the activities of a club or group have occupied the same groove or rut for too long, then participation must fall off. In the classroom no good teacher would keep on employing the identical procedure day after day and expect the pupils' interest to keep up. Also, any group which copies too many types of experiences from the classroom must expect a drop in interest. The work should be complementary, not repetitious.

Participation by Many Desired

One of the sad trends of the athletic aspect of extra-curricular activities in certain sections of the country has been the emphasis on a team winning for, as it is publicized, "the glory of the school". If the emphasis had been placed where it should have been, that is on the importance of as many of the students as possible—if not all—participating in the particular activity, then the educational and recreational benefits to be derived from it would be multiplied many times. This peculiar situation seems to have arisen from the desire of many vanities to be satisfied, not only that of the coach responsible for the team who, in many instances, is an outsider hired to give professional coaching, but also those of the staff of the school as a whole. Present opinion shows that authorities are beginning to realize that definite harm may be incurred by high school athletes who are on teams represented in major leagues. The demands of these teams on high school stu-

dents are such that not only school work may have to be sacrificed, but physical rest, relaxation, and the benefits of a change of activity also. In addition such players often undergo extensive emotional disturbances.

In order to sum up, a few points which might guide a teacher who is expected to organize some activity are outlined here: (a) The aim of any group is to get the largest possible number of individuals participating; (b) the group should be made self-governing as soon as possible; (c) the teacher's presence should be advisory rather than dominating; (d) he should realize that there are other activities as well as his own and that students need a wide variety of experiences; (e) the aims and objectives of the group should be kept, by suggestions and advice, on a definitely educational plane; (f) the club management should be permitted to make some mistakes and learn by experience, unless the seriousness of the mistake warrants some pre-advice; (g) the teacher should show enthusiasm, as true enthusiasm is very infectious; (h) group practices and activities should be in accord with sound educational, business, moral, and health standards; (i) it should be kept in mind that the student will not "take his place in society" after he graduates since he is a member of society now; (j) each activity should receive good publicity at an appropriate time (for example, in orientation week of school) in order to ensure that all interested students will know of it.

FOR GOOD OR FOR EVIL

"... Like every other instrument that man has invented, sport can be used either for good or for evil purposes. Used well, it can teach endurance and courage, a sense of fair play and a respect for rules, co-ordinated effort and the subordination of personal interests to those of the group. Used, badly, it can encourage personal vanity and group vanity, greedy desire for victory and hatred for rivals, an intolerant *esprit de corps* and contempt for people who are beyond a certain arbitrarily selected pale. . . ."—Aldous Huxley, "Education" in Fuess and Basford's "Unseen Harvests." Macmillan.

FREE FOR ALL

A B. C. Teacher Looks at the English Education System

By ANNA C. FULTON,
Vernon High School

TEACHERS will appreciate my feelings on that afternoon in June when the telegram arrived. My classroom was in utter chaos, the contents of the cupboards strewn the desks, the walls showing white squares where the pictures had been removed. The last helper had returned the ladder to the basement. The last straggler had gone silently with his report card. Into the room limped the small seventh grader who helped with office errands, and handed me the yellow envelope. "British Council offers you scholarship for Associateship Course at Institute of Education, University of London." I sat perfectly still—stunned, numbed, dumb. And then I ran through the empty halls to find someone to tell, and baffled a lone senior in the lab. with my babbling—"John, I'm going to London. I'm going to London."

Institute of Education

And so in September, 1947, I found myself approaching the uniformed doorman of the modern white stone skyscraper on Russell Square which is the headquarters of the University of London and houses its Institute of Education. Any B. C. teacher looking for a stimulating year guaranteed to shake to the roots every preconceived idea on education could not do better than enroll for one of its courses—Teachers' Diploma, English Educational Thought and Practice, Child Welfare, Higher Degrees, Associateship. The Associateship Course, open to graduates with at least five years' teaching experience, has much to recommend it. Your tutor advises you as to the requirements. You may attend any lectures at the Institute you like, or at the London School of Economics (a ten minute walk down Southampton Row), or at any of several other colleges in the vicinity—but you needn't attend any if you don't

like. The Institute will arrange for you to visit any schools in England, Scotland or Wales you wish, but you needn't visit any if you don't wish. You won't of course write any examinations. Ah, yes—you *will* write a thesis on whatever investigation you are carrying out.

I never did find out the actual enrollment of the Institute but, one morning in the main lecture theatre I counted well over five hundred at a course on the English school system attended by the bulk of the students. Most of the English students were university graduates from all over England, doing their year's training for their teaching diploma. But I estimated that perhaps a third of the intent faces in the lecture hall belonged to non-Europeans, and in that fact lies one of the special values of the Institute — its international student body. Students from something like forty-seven countries were listening to the lecturer on that Friday morning in 1947.

If you are planning to become one of them, you should stay, as I did, at the Institute's residence or "Hostel", just around the corner off Russell Square. There you can talk educational or world problems at every meal and far into the night with teachers from every colony and dominion and from many non-British countries. Unforgettably imprinted in your mind will be the inescapable interrelation of educational and national problems as you listen to these intelligent and likeable men and women from India, Pakistan, Ceylon, Burma, Australia, New Zealand, Syria, Israel, Persia, Egypt, Kenya, Uganda, Basutoland, South Africa, Nigeria, Gold Coast, Czechoslovakia, France, Germany, Belgium, Holland, Norway, Sweden, Chile or Peru.

Free Secondary Education

In addition to propounding the pet educational problems of our home countries, we argued endlessly with the English stu-

dents at the Hostel over the tremendous new developments in English secondary education since the Education Act of 1944. Perhaps a lecturer had been proclaiming the revolutionary nature of these changes. But wherein did the revolution lie, we wanted to know? Secondary education for all—obviously old stuff—to Canadian, and American, and Australian, and New Zealand teachers.—But, as a matter of astonishing fact, free secondary education is not old stuff in England where, before 1944, every child over fourteen paid school fees of varying amounts unless he was one of the considerable number who had gained "free places" in scholarship examinations. All the excellent grammar and high schools were fee-paying institutions like the large public schools, albeit with smaller fees. Free education ceased at fourteen at the end of the "board" school and, for the great mass of English children, formal schooling ended at that point too.

But now all is changed, and secondary education is free. Since 1944, teachers and buildings have been found to handle the greatly increased secondary school population, and tremendous plans for new buildings are on foot.

But the controversies at the Hostel tables (and in educational circles all over England) raged not over the *fact* of free secondary education but over the *method* of its organization. According to the 1944 Act, three types of course are to be provided—*academic*, leading to the university; *technical*, leading to the higher technical institutions; and *general*, ending at age fifteen (except for attendance one day a week at a continuation school, for which the pupil must by law be released from work by his employer). These courses may be provided in three separate buildings—the grammar school, the technical school, and the "secondary modern" school, or may be all housed in one large "multilateral" or "comprehensive" high school of the Canadian and American type. In actual practice, I understand, all county schools except London chose the three-school plan, objecting strongly to the big schools of a thousand or more pupils necessary to make our type of multilateral school practicable.

Selection by Ability

So far so good. But now comes the point of controversy. Attendance at the grammar or technical or secondary modern school is not as on the American continent a matter of free choice by pupil and parent advised by a school counsellor. It is a matter strictly of ability. At age eleven plus, the elementary school pupils are graded into three ability groups by a complicated formula using in most cases the I.Q., R.Q. achievement in English and arithmetic, and teacher's assessment. The top group will attend the grammar school and go on to university; the next group will attend the technical school and continue in higher vocational institutions; the third group, about 80% of the total, will attend the secondary modern school for a general course, until age fifteen (soon to be raised to sixteen).

Teachers will at once see the advantages and disadvantages of this segregation by ability. I was at first frankly appalled, and championed hotly against all comers our "democratic" system of free choice. But after ten months of visiting English schools, I became so impressed by the high standards of achievement that I was almost ready to concede that the advantages outweighed the disadvantages.

I'm afraid that I have always accepted rather smugly the contention that B.C. education was of a quite superior type, since it combined the old-fashioned emphasis on solid scholarship brought from eastern Canada by the senior members of our profession with the progressive ideas of western American education brought by convention and summer school lecturers from the Pacific Coast of the United States. It rocked me considerably, therefore, when I first began to realize how lightly education on the American continent (not excepting B.C.) was taken by English and continental educationists. "Of course your standards are so much lower, aren't they? Your B.A. is only slightly above our Higher Schools Certificate, which we take at seventeen or eighteen years, isn't it?" I suppose I should have encountered this attitude before. Sir Fred Clarke, present head of the Institute's overseas department, had visited Canada in 1935 and written his impressions

of Canadian education in the *Queen's Quarterly*: "An over-crude notion of Equality reveals itself in the educational system most markedly in two ways, in the confusion of curricula and in depressing of standards."

Well, I hadn't encountered Sir Fred's view before, but the more I visited English classrooms the more I came to admit its truth. It seemed to me that, in the grammar schools, pupils were perhaps two years ahead of their contemporaries I was familiar with in B. C., judging chiefly by the level of vocabulary and discussion in English and history lessons. More than once, coming into a classroom after the lesson had begun, I judged pupils, by their responses, to be sixteen years of age, only to find them to be fourteen years old when they filed out. And I am told that in science, mathematics, and languages there is the same superiority. I am of course in danger of generalizing rashly at this point, as I did not have time to gather conclusive data to substantiate my impressions. But from my observations of textbooks, examinations, and oral lessons I believe these impressions are reasonably well founded.

At first I was tempted to lay this superiority of the grammar school all at the door of the ability grouping provided for in the 1944 Act. But a moment's reflection will show that it is too early to note the effects of this careful sorting—only the bottom two or three forms have thus far been admitted on this basis.

External Examinations

There has long been, however, homogeneous grouping within the English secondary school, together with the entrance examination to exclude the dullest pupils, so that I suspect much of their achievement can be accounted for by these procedures. Then again there is the retention of external examinations for the grammar school pupil—the entrance hurdle at age eleven, the General Schools Certificate examination at age fifteen, and the really advanced Higher Schools Certificate examination at seventeen or eighteen. At an age when my pupils in English in Vernon High are coasting along in grade ten, writing rambling narratives and lurid "artistic" descriptions

with two years between them an external examination, their English contemporaries are preparing for an examination which may demand a well-organized exposition and a carefully worded précis.

Besides homogeneous grouping and external examinations to account for grammar school superiority, there is the early specialization after the General Schools Certificate at age fifteen or sixteen. For the next two years in the "Sixth Form," students study only two major subjects—classics, or modern languages, or science and mathematics, or English and history—with perhaps a minor course or two in philosophy, or comparative religion, or current events. Although this specialization was criticized by many educationists and may already have been modified, to me it seemed exceptionally fine in its results. Students in the "Sixth" were introduced to sustained study and independent research in their favorite subjects, so that many of them avoided that superficial smattering of knowledge which is the disgrace of our high school system in B. C. In these subjects of specialization I believe something like our second year university level was reached.

Small classes no doubt contributed also to the high grammar school achievement. Rarely did I see in secondary schools more than thirty pupils, and often there were many fewer. Classrooms in fact were taxed to capacity with thirty.

Environmental Factors

Well, what with an entrance examination to provide a selected group, external examinations to keep standards high, homogeneous grouping and small classes to make for easier teaching, is it small wonder that grammar school achievement should impress a Canadian teacher? Added to all these factors, moreover, is a final powerful one—the effect of the total environment on secondary school education. Canadian teachers, especially those in western Canada, realize all too well what a cultural vacuum they are teaching in, and what a difference it must make to be teaching in a country of ancient tradition and small area, situated only twenty-two miles from the European continent, so that many of one's pupils even from quite modest homes have not

only bicycled the length and breadth of the country but also holidayed on the continent.

On a Sunday afternoon the Tower of London swarms with small boys arguing the finer points of chain or plate armour. On a Saturday afternoon in Grasmere, I watched a group of teen-agers in shorts and hiking boots clatter up to Wordsworth's grave, argue about the complex burial arrangements in the small plot, and rush off to ask the caretaker just who was buried where, and incidentally, to wander through Dove Cottage and the nearby museum. Twice I encountered groups of English school girls, two or three dozen strong, en route to France to spend a whole term in the homes and schools of French girls who were even then en route to England for a similar purpose. I need not labour the point. Where out-of-school experiences constantly reinforce the in-school teaching, the problem of interest (and therefore of education?) almost solves itself.

Despite its higher standards, the English Grammar School, because of its course, resembles in some degree the average high school in B. C. on its academic side. The English secondary modern school, on the other hand, resembles the B. C. school on its non-academic side. The secondary modern schools are still being built and organized, so that it is rather early to assess their achievement. But to me the outstanding point was the clarifying of purpose within them. No one was being prepared to meet external examinations—their avowed purpose was to train for meeting life. Headmasters and headmistresses were given complete freedom to work out their programmes, and many of the most progressive in the teaching world are experimenting in these schools.

The Technical Schools, which are also in a state of reorganization, I did not visit.

Principal's Conference 1949 Summer School of Education

The conference is over—
As our various ways we go,
A question—was it worth while?
Your answer? Yes, or no.

The opening was auspicious
For it reinforced our faith,
And we heard with satisfaction
The remarks of Mr. Straith.

More inspiration followed,
Coupled with suggestions wary;
The principals appraised, with care,
The words of Dr. Fairey.

The sessions have been chairmanned well
By Chief Inspector Campbell,
And if we follow his advice
I'm sure we'll all do damn well.

We sing the praise of Harold Johns,
A verse for Wallace too,
And Marriot and Taylor—
How they worked to guide us through!

The topics were nigh numberless,
Millions of words were spoken.

Conclusions reached? And problems
solved?

No records there were broken.

But it was comforting to learn
That others had their troubles,
Which sometimes under joint attack
Dissolved like transient bubbles.

To strap or not to strap? Ah, yes.
Or just try moral suasion,
Or boxing gloves, or nasty looks?
Which best will build our nation?

The ultra smart, the slow to learn,
The problems of promotion.
But if we all work at our best,
Why such a great commotion?

Nor ever lacked we for debate—
With Creelman, Steeves and Gillie,
And Thomas, Meadows, Smith and
Stubbs,

No session left us chilly.

So we review this conference,
Its thoughts, old or original
All surely show a "higher rate
Of interest" in the principal!

(Jay Ess)

THE B. C. TEACHER

What Should Teachers Know About School Finance?

By mastering basic concepts of school finance teachers may become partners with administrators, school boards, and lay citizens in solving problems of school support.

By EDGAR L. MORPHET,
University of California at Berkeley.

MANY teachers think school finance is pretty dull and dry—something to be left to administrators. After all, aren't teachers hired to teach? Why should they be concerned with school finance?

First, school finance is not so dull and dry as many teachers think. It is woven into the entire economic life of community, state, and nation. It is related to the financial success or failure of every parent and taxpayer in the community. It is affected by the morals, the politics, the avarice, the hopes of all the people—by all the tangibles and intangibles in community life.

To an extent, the school financial situation is a product of the classroom itself, since it is affected by what every teacher teaches or does not teach. The school financial programme a few years from now will be influenced by the way children today are learning to react to the various issues of American life.

Second, teachers need to know the major facts and understand the basic issues of school finance because finance affects so directly the conditions under which they work. Without enough money for the school programme, teachers cannot do a satisfactory job. The salaries may be too low to attract a staff of competent co-workers; the building may be obsolete or otherwise inadequate for good teaching; the equipment may be unsatisfactory and the supplies too limited; or the funds may be so meager that the citizens feel that they are unable to pay for competent leadership. Even when enough money is available, the schools may still be handicapped by unwise spending of these funds.

Third, teachers need to understand the major school finance problems to discuss them intelligently and to help lay citizens understand them. Unless both teachers and other citizens comprehend the issues involved, they are not in position to aid in assuring needed support for the schools or in encouraging greater economy and efficiency. The school administrator alone should not have to assume this burden. Teachers are in an excellent position to help.

To the average citizen seeking information about schools (and many citizens really know far too little about their schools), nothing is more disturbing than to find teachers ignorant of the problems, or prejudiced because of misinformation. Furthermore, nothing is likely to handicap the school program more than teachers who are opposing the administration, or than an administration which has no confidence in the teachers and does not seek their assistance.

ABOUT THE AUTHOR

Dr. Morphet, former school administration and finance specialist in the Alabama and Florida state education departments, has had wide experience in this field. He served recently as associate director of the Council of State Governments study, *The Forty-eight State School Systems*.

Some Basic Concepts

What, then, are some things teachers should know about school finance in order to help solve the educational problems of community, state, and nation? A few of the basic concepts are listed below.

1. Education is only one of many phases of government that must be adequately supported if our democratic civilization is to function satisfactorily. Teachers should understand that education is not to be considered in competition with other functions of government, trying to get all possible funds regardless of the effect on other phases of government, but that each phase of government, including education, must be adequately supported.



2. Waste, graft, or inefficiency in any phase of government affects the willingness and ability of citizens to support a good educational programme. Everyone's tax burden has increased considerably during recent years. As a result, citizens are likely to be greatly concerned with the way their tax dollars are spent. If part of the tax dollar goes to pay political officeholders who are rendering little service, or to provide for any unnecessary phase of government, that part may represent the difference between mediocre and adequate support for schools. All those engaged in educational work, therefore, have an obligation to be concerned with all phases of government, and to help in assuring economic and efficient operation of every phase.

3. Traditionally, education in America has been considered a special function of government that should be organized and administered so that the people may decide educational issues separately from others. In some states and communities, the organization is such that this objective can not be realized. In some communities, the school budget is a part of the general budget, and all school financial affairs are subject to approval of civil or other local governmental agencies. The people may not be able to determine whether their taxes are going largely for school support or for other purposes. They may have no opportunity to consider school needs on their merits. No matter how economically the schools may be operated, they are likely to suffer from inefficiency in other phases of government.

4. The school board is the body generally selected by the people of the community to determine school policies, and the superintendent is selected to serve as administrator and executive of the board. If the board is so limited by state laws or regulations that it cannot finance schools well, it should be helped to attain more freedom rather than be criticized for its inability to solve problems. If the board has adequate leeway but is too conservative in its policies, again it may need help rather than criticism. By and large, problems of school finance cannot be solved by competition between teachers on the one hand and superintendent and board on the other. They can best be solved by finding common ground for co-operation.

5. Economy and efficiency are essential in education. In many states a fairly large portion of the taxpayers' dollar still goes to support small, expensive schools and school districts which cannot be justified. Too many school systems are still so organized that competent leadership is largely an accident, that school supplies are bought at retail prices, or that there are too many inefficient teachers. Conditions such as these in any community prevent even good teachers from doing a satisfactory job, and such situations in a state affect the ability and willingness of the people to provide adequate financial support for their schools.



6. The school budget in every community must constitute a well-developed and balanced plan for financing the educational programme. While adequate salaries for teachers are essential, other phases of the programme are important, too. If too large a portion of the budget goes for salaries, other educational needs may be neglected. On the other hand, if salaries are kept too low in order to provide buildings or to carry out functions urged by special groups, the entire programme will be handicapped. *Teacher groups should be interested in adequate salaries, but they should be even more interested in an adequate budget that will provide satisfactorily for all phases of the school programme, including salaries.*

7. A good system of state and local financial support is essential for a satisfactory educational programme. Many communities in every state need considerable state aid if they are to provide even minimum essentials in education. All teachers, even those in the most wealthy communities, should be interested in helping to develop a state plan that assures satisfactory support for all properly organized school systems, rather than one that provides liberal support for the wealthy areas with little regard for schools in less favoured communities.

Many state plans of financial support have become obsolete and inequitable. States may still distribute money on an unsound basis such as the school census, or may provide liberally for certain phases of the programme, while neglecting others. *A good state programme of support is a balanced programme that provides funds in accordance with needs for all essential*

phases of the school programme and for all properly organized school systems.

8. Federal support for schools is essential and can be provided without undesirable federal controls. Some states have nearly five times the ability to support education as others. In general, the least wealthy states are making the greatest effort to support their schools, yet still have many schools that are totally inadequate. The entire nation is handicapped by the thousands of citizens who have had unsatisfactory educational opportunities.

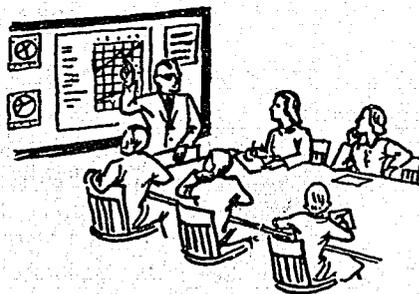
At various times in the past the nation has provided either lands or funds for schools without imposing undesirable controls. When federal funds are provided, the law should establish an objective plan of apportionment; necessary standards for accounting, reporting, and use of the funds; and should guarantee that no other requirements are to be imposed by any federal agency.

Some Steps to Take

How can teachers be in position to understand these and other basic issues of school finance, to know the facts, and be able to help solve the problems?

First, all teachers need to study the plan of organization, administration, and support of their state and local school system. They should keep informed on significant developments relating to school finance and organization. They can use this information to assist in solving the problem and to help all citizens become better prepared to support the development of a satisfactory school programme. In other words, *teachers have an obligation to become literate in school finance.*

(Continued on page 83)



Senate of The University of British Columbia

ELECTION OF THE BRITISH COLUMBIA TEACHERS' FEDERATION REPRESENTATIVE

Aldine House, 1300 Robson Street, Vancouver, B. C.
October 26, 1949.

To Members of the British Columbia Teachers' Federation:

I am instructed by Mr. H. D. Dce, President of the British Columbia Teachers' Federation, to notify you that the election of the British Columbia Teachers' Federation representative on the Senate of the University of British Columbia will be held on Saturday, December 31, 1949.

Nominations for this office must be in my hands not later than Wednesday, November 30, 1949.

Your special attention is called to the sub-joined sections of the University Act:

- "68. No person shall be elected . . . as a member of the Senate unless he has been nominated as hereinafter mentioned, and every vote cast for any person not so nominated shall be void.
- "69. (1) For the election . . . of members of the Senate the nomination shall be in writing by a nomination paper, which shall be signed . . . in the case of the Senate by at least three persons entitled to vote.
(2) The Registrar (General Secretary of the British Columbia Teachers' Federation, in this case) shall forthwith send a written notice of his nomination to each person duly nominated.
- "70. The nomination papers shall be delivered at the office of the Registrar (Federation Office in this case), or, if sent by mail, shall be received by him not later than three weeks prior to the date of election, and if not so delivered and received shall be invalid and not acted upon.
Any person who is nominated . . . as a member of the Senate may refuse to become a candidate for the office for which he shall have been nominated, and he shall be deemed not to have been nominated, and his name shall not be included in the list of candidates, if he notifies the Registrar (General Secretary in this case) in writing of his refusal, within four days after the day upon which the time for nominations shall have expired.
- "72. In the event of only one candidate being nominated, such candidate shall be deemed to have been elected and in such case no voting papers shall be required to be sent out."

Yours very truly,

CHARLES D. OVANS,
General Secretary.

NOTE: (1) No printed nomination form is required. Nominations may be made by letter, duly signed by three members of the Federation.

(2) Mail or deliver all nominations to the General Secretary, Federation Office, 1300 Robson Street, Vancouver, B. C.

(3) Any Federation member in good standing is eligible for nomination.

Is The Teaching Profession Underpaid?

By DONALD PLAYFAIR

The First Teachers' Strike

THE annals of history groan with abundant records of the injustices inflicted upon the members of the profession that nurtures the most precious resource of our land. Possibly the overly patient, efficient, honourable victims of these injustices and continuing exploitations, having passed through much tribulation, have learned that they who live by the sword may also cringe beneath the same sword wielded in self-defense by the hand of the oppressed.

We turn again to the shameful records.

Under the Ordinance of 1869 the Municipal Council of Victoria became the local board for the management of all school affairs. Mr. E. Graham Alston, the Inspector General of Schools, in a letter addressed to the Colonial Secretary under date of July 14th, 1870, set forth how this board managed the schools under its care.

"The Victoria School District was defined on July 14th, 1869. After a lapse of three months the Local Board proceeded to pass a tax Bylaw which was not sent up for the Governor's approval until the 25th of November, thus losing another month.

"On December 6th the board was informed that it would be necessary to hold a public meeting before the Bylaw could be approved. Accordingly on December 24th a public meeting was held and the tax carried. The result of this meeting was not forwarded to the Governor until January 4th, 1870, and the Bylaw was finally approved on January 26th, nearly six months after the passing of the Ordinance. The collection of the school tax was commenced on February 22nd and the total amount collected up to the end of June, 1870, was only \$516.

"The school teachers up to the end of 1869 had received only the government

grant at the rate of \$500 per annum and *nothing whatever* from the Local Board, although they were verbally promised a salary of \$75 per month each (including the government grant). For this year up to the present time they have received from the Local Board on account of salary the sum of \$100 each only; and were it not that the Governor ordered the payment to them of a portion of the arrears under Vancouver Island Schools Act, I do not know how they could have existed. Besides the wrong thus done to them personally, such a state of things reacts injuriously on the school teaching in Victoria.

"On the 23rd of May the Board was informed by the Colonial Secretary that the government grant would be at the rate of \$960 per annum for the year, and that the same would be paid if satisfactory evidence were given that a like sum had been raised by the inhabitants. The Local Board not being in a position to give this evidence, the teachers have not received any portion of the government grant for this year.

"On the 9th of June last (5 months after the Bylaw was approved and eleven months after the District was legally defined) the Local Board instructed the Collector to summon before the magistrate all persons who refused to pay the School Tax, but shortly afterwards he received verbal instructions from the Chairman of the Board not to enforce its collection.

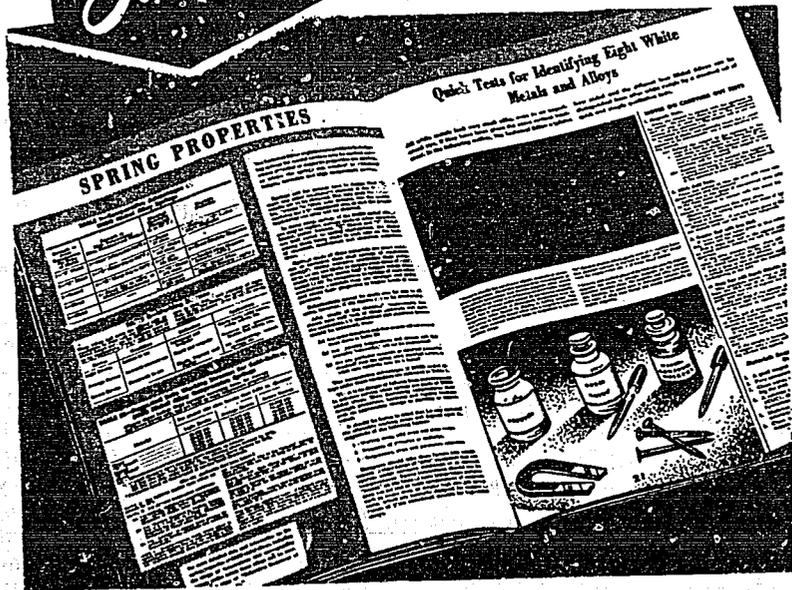
"I may mention that on 23rd of May I addressed a letter to the Chairman of the Board calling his attention to the unsatisfactory state of affairs and to the necessity of endorsing the payment of the Tax according to day.

"It appears to me therefore that great and unnecessary delay has occurred in putting the machinery of the Ordinance into operation; that no steps have been taken to enforce the collection of the Tax for the past year according to law; and it seems

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very probable that the present year will be allowed to pass away without any attempt being made to raise an adequate sum for educational purposes. In consequence of this unnecessary delay, a doubt has been expressed whether a Bylaw approved by the Governor in 1870 can carry a tax imposed for the year 1869. Whether this be so or not, the Local Board have not attempted to settle the question before the magistrate, and continue to receive Tax from the few who offer to pay it, while those who decline are exempted.

"The Local Board have undertaken very important and it may be troublesome duties and they should be prepared to perform them — and I can hardly believe that any person would murmur at the contribution of \$2 per annum towards the support of education in the most important Town in the Colony. But in order that the Teachers, who are so ill paid (or rather in this case not paid at all) for their valuable services, may not suffer for the neglect of others, I beg to recommend that the Government grant for the half year be paid to them personally, leaving it to them to consider the propriety of resigning their positions, unless a more satisfactory arrangement be made with them by the Local Board; and that no further grant be made until the terms of the letter of the 23rd of May last are strictly complied with and an agreement in writing made with the Teachers for the payment of their salaries"¹

The writer of this article wishes to draw pointed attention to the concluding words of paragraph five of the foregoing letter:

... "the Local Board instructed the Collector to summon before the magistrate all persons who refused to pay the School Tax, but shortly afterward he received verbal instructions from the Chairman of the Board not to enforce its collection."

The writer of this article has claimed repeatedly that *teachers are wilfully exploited by some of their employers*. Is he justified in his claim?

And So Today

Moreover, the writer of this article, if the situation was not tragic, would be amused by the childish obvious jockeying for position that occurs too frequently between Boards of School Trustees and Municipal

Councils over expenditures for education, especially over the funds required for teachers' salaries. But in this instance, where the Board was the Council and the Council was the Board, the non-provision of the necessary funds must surely have been attributable to the phases of the moon—the political moon.

Let grim history resume its tale.

Governor Musgrave instructed the Colonial Secretary to reply to Inspector E. Graham Alston's letter of July 14th, 1870, as follows:

"Acquaint Mr. Alston that while I much regret the present state of affairs and the hardship which it works to the School Teachers, I think it very dangerous to establish the precedent that the Government is to be relied upon to supply the omissions or correct the errors of the Municipal Council, and that the Teachers are to look to the Government. The grant is only a grant in aid, and there is no 'priority' between the Government and the Teachers, who are not government officers."²

It is remarkable how often the Government is besought "to supply the omissions or correct the errors" of local authorities.

On September 14th, 1870, the Inspector General of Schools addressed the Colonial Secretary as follows:

"I beg to report for the information of His Excellency that the Victoria Common School is closed; the Teachers having been compelled to adopt this course in consequence of the Local Board having neglected to pay them the salaries promised.

"I do not propose to move in the matter, as I think the Teachers should have taken this step months ago — and I hope that public opinion will be strong enough to compel the Local Board to perform their duties."³

The profound respect and admiration of the writer of this article for the attitude of Inspector General E. Graham Alston expressed in his words: "I think the Teachers should have taken this step months ago" — is surpassed only by the writer's admiration

¹ Alston, E. Graham, Original Manuscript, Folder 13a, Letter No. 7, Archives of British Columbia.

² Ibid.

³ Ibid., Letter No. 11.

(Continued on page 83)

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THE B. C. TEACHER

Causes of Absence from School

THE National Committee for School Health Research recently released a most comprehensive report under the title "Absenteeism in Canadian Schools." This study, which required two years to complete, is the first of its kind and analyzes every absence which occurred among some 15,323 Canadian pupils from Grade I to Grade XIII during the school year 1946-47. Gathering this vast amount of data meant the active participation of more than 700 teachers plus a large number of school nurses and other medical personnel. The sample which was selected for study represents nine large cities (Victoria, Vancouver, Edmonton, Calgary, Regina, Winnipeg, Toronto, Montreal Catholic and Montreal Protestant) together with a representative group of urban and rural pupils in each of the provinces. The report, therefore, presents separate analyses for city, urban, and rural pupils.

The data reveal that, on the average, an urban pupil loses 11.6 school days per year while a rural pupil loses 16.6 days. In terms of Canada's total school population these results indicate a loss of some 28,000,000 pupil-days in our schools. Since the analyses have been separated for medical and non-medical causes the report shows the extent of absence for 45 different medical causes and nine different non-medical causes.

Among the medical group the upper respiratory infections account for more than 50 per cent of the absence and, as one might expect, the common cold is the leading single cause in this category. A very interesting result which has been revealed shows that the rates of absence for medical causes are approximately equal for urban and rural pupils. In this regard a complete chapter in the report presents some valuable comparisons between urban and rural children. Much of this chapter has been illustrated by graphs which show immedi-

ately the striking similarities or differences in the urban and rural samples.

The analysis of non-medical causes reveals the importance of the need for the child's help at home. This particular cause has accounted for the major portion of absence, followed by parental neglect. It is interesting to note the comparatively small amount of absence due to truancy in this non-medical group.

Other analyses which have been made show the relationships between absence and school progress, economic status of the home, size of the family, home conditions, occupational groups and racial groups. In all but two of these, viz., size of the family and occupational groups, striking relationships have been revealed.

This research project has aroused international interest which has resulted in identical studies being undertaken in California and the United Kingdom. The National Committee for School Health Research feels that this report is a definite contribution to health education in the schools and should be studied by all school administrators and local school boards. It will undoubtedly affect school policy with respect to communicable diseases, referral for medical examination, the discovery of health needs of individual students, curriculum organization and general planning in health education. Copies of the report may be obtained at one dollar each (which is the approximate printing cost) from the office of the National Committee for School Health Research, 206 Huron Street, Toronto.

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Twenty-five Years Ago in The B.C. Teacher



In the November, 1924 edition of *The B. C. Teacher* our late General Secretary, Harry Charlesworth, asked a question which is just as pertinent today, "Is Teaching a Profession?". The article deals at considerable length with the various points that the asking of the question immediately raises in one's mind. "There can be only one scientific way of really determining this question, and that is by carefully weighing all the evidence. First of all, a real profession demands certain fundamental things, some of which may be summarized as follows:

- (a) High qualifications for entrance;
- (b) A long period of efficient training in thoroughly up-to-date institutions, both in theory and the practice of the profession;
- (c) Ample provision for post-professional training;
- (d) A continuous spirit or attitude towards the duties involved;
- (e) Observance of a strict code of ethics;
- (f) Absence of deadening control by too rigid inspection, rules and regulations;
- (g) Freedom for initiative and research;
- (h) Control of the profession by the profession;
- (i) Respect of the profession by the public, etc."

Most assuredly considerable progress has been made in the past twenty-five years, more particularly in the phases directly under the control of the teaching personnel. However, as the article stated, "There is, at the present time, a distinct call and a challenge to every teacher to enlist in a great forward movement seeking to elevate teaching."

The Dalton Plan

Twenty-five years ago an American experiment in teaching, known as "The Dalton Plan", was receiving wide publicity. Miss E. M. Brookes of Invermere reported on her observation of the plan as it was tried out at the County Secondary School at Streatham, England, a school of 775 girls ranging from eleven to nineteen years of age.

Miss Brookes stated that a Local County Council Inspector summarized his opinion of the plan as follows:

Good Points

1. The Dalton Plan develops the power of independent work, for difficulties must be faced by the pupils themselves.
2. It does tend to prevent the better girls from marking time and it gives duller children an opportunity to do something.
3. There can be unbroken work when interest is aroused.
4. It has a good effect on discipline.

On the Other Side

(But the experiment should be given at least a five-years' run before it is condemned.)

1. There may be a tendency to overstrain on the part of conscientious girls.
2. There is decidedly too much strain on the staff; there is need to lessen the machinery of reports, duplicating, etc.
3. There must be difficulties in assessing the capacities of the girls individually, in securing adequate revision and in co-ordinating the work.
4. Possibly accuracy may suffer and writing, spelling, speech-training and oral work in English and modern languages.
5. In the Dalton Plan the inspirational teacher has no scope — her gifts are wasted.

Teaching of Geography

In an article entitled "Teaching of Geography", S. O. Harries, Principal at Port Alberni, endeavoured to answer the ques-

tion, "Should teachers of children of Elementary school age aim to develop the rational faculty by direct training and as a separate factor in consciousness, or follow more psychological methods paralleling human evolution?"

O.V.T.A. Convention, 1924

The 1924 Annual Convention of the Okanagan Valley Teachers' Association was held at Kelowna on Thursday and Friday, October 23rd and 24th with an attendance of about a hundred teachers.

Those participating in the programme were: L. B. Eggs, R. Lyons, Miss F. McNaughton, S. A. McDonald, C. T. Lees, A. G. Smith, Dr. G. G. Sedgewick, John Kyle, Harry Charlesworth and A. S. Mathieson.

The executive elected for the year was: C. W. Lees, President; Miss E. McNaughton, 1st Vice-President; L. Howlett, 2nd Vice-President; A. G. Smith, Corresponding Secretary; Miss E. Davies, Recording Secretary; A. S. Towell, Treasurer; Miss Owen, Rural School Representative.

SCHOOL FINANCE

(Continued from page 75)

Teachers would find it helpful to participate in group study of school finance and related problems. They should discuss the financial implications of all proposals, obtaining enough facts to be practical and helpful. Teachers should assure their superintendents that they are interested in finance problems, not for selfish reasons but so that they can help him and the board develop the best possible school programme.

Teachers might ask colleges and schools of education to include units on school finance in the courses. They should ask writers for articles to help teachers understand basic problems. Teachers who are familiar with practical problems of school finance should prepare materials helpful to other teachers.

School finance cannot solve all the problems of education, but many of these problems cannot be solved unless adequate financial support is provided. Problems of local, state, and federal financial support are interrelated; no community or state can stand in isolation from what is happening in other communities and states. Many problems of adequate financial support have yet to be solved. They can be solved only if enough teachers and lay citizens understand sufficiently the basic facts and issues to give intelligent and enthusiastic co-operation and support.

TEACHING PROFESSION

(Continued from page 79)

for the teachers who took "this step".

Now let us in conclusion note the sequel to the Municipal Council-Local Board profundity. Under the Municipal Council of Victoria in its capacity of Local Board in charge of school affairs the Victoria school closed and remained closed for two years until August 19th, 1872.⁴

⁴First Annual Report of the Public Schools in the Province of British Columbia for the year ending July 31st, 1872, p. 47.

NOTE: While the writer of these articles writes under a pen-name and will continue to do so, he has no objection to the giving of his real name to any individual or Board of School Trustees, that directs the request to the General Secretary of the B. C. Teachers' Federation.

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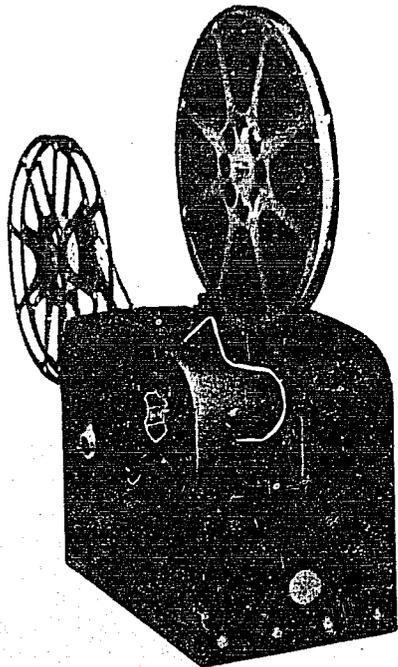
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Uncle John on Trouble



My Dear Niece:

I have had a little trouble: my house burned down. All my savings had gone into it, and two years of my own work. The insurance will return some of the money, but who will give me back those two years? I haven't many of those left.

So I was feeling pretty sorry for myself, when my neighbour came and offered to lend me his house. He does not need it, because his wife has left him and taken the children, and he himself, just recovering from a long fight with tuberculosis, has not strength to do his own housekeeping. He has a nice house, and nothing else. I have everything else—how much better off I am than he! It made me ashamed of my self-pity. I am always meeting people who are bearing cheerfully far worse troubles than mine. There is the student veteran whose beautiful bride developed a stomach trouble that kept her in bed for a year; he nursed her, and did the housekeeping besides his college work, and never complained. There is the woman whose husband became an habitual drunkard; she goes out to work, while a neighbour takes care of her children. As to what happened to people during the war, and is still happening—let's not think about it. If I can be allowed to earn a living for a year or two more, at the work that I can do best, I have practically no troubles at all.

That is the first thing I learned—not to waste sympathy on myself, because there are so many other people who deserve it more.

The next thing I learned was how kind everyone is when misfortune strikes. We were deluged with offers of all sorts—houses, clothes, food, money—even from people we hardly knew. I don't know whether it would have been the same in the city, but in the country everyone knows everyone else's business; they "rejoice with those that do rejoice, and weep with those that weep".

I learned too something about the value of belonging to organizations. The lodges that we belong to were even quicker than the churches with generous and practical help. Have you joined a lodge? If not, do it as soon as you can. They supply not only entertainment and valuable acquaintances but also a chance to help people who are in distress, and to receive help if trouble comes your way.

And I got a valuable and expensive lesson on the value of insurance. I had some, but should have had a good deal more. Are you insured? You should be carrying some life insurance, especially if your life is of any value to anyone else. You should have sickness and accident insurance; have you investigated what you can get along that line through the Federation? Get plenty of it; if, as we hope, you never get sick or hurt, your money will go to help someone else who has real trouble.

Ever your loving

UNCLE JOHN.

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B. C. T. F. NEWS

Executive Meeting

At its meeting on October 1, the Federation Executive:

1. Made plans for another submission to the Provincial Cabinet requesting increased pensions for present annuitants.
2. Requested the Provincial Pensions Committee to study the matter of a province-wide system of accumulated sick leave.
3. Struck a committee to study the matter of inspection of schools with a view to making specific recommendations designed to improve the situation.
4. Approved the payment of Salary Indemnity Benefits for the school year 1949-1950 on the following basis:
No payment for the first 20 school days of absence;
\$4 per day between the 21st and 60th school days of absence.
\$5 per day between the 61st and 180th school days of absence.
5. Named a committee to study the province-wide application of a group life insurance scheme similar to one now operating in Vancouver.
6. Agreed that the campaign to gain for teachers the right to serve on municipal councils be continued this year on the same basis as the 1948 campaign.
7. Endorsed the action of the General Secretary in advising teachers not to apply for or accept the science position at Delta when this position was before a Board of Reference.
8. Expressed its appreciation to the B.C. School Trustees' Association for their recognition of the value of in-service training conducted by the B.C.T.F. at Fall Conventions as indicated by their defeating a resolution at their convention seeking the removal of the two days allowed for Fall Convention purposes.
9. Reaffirmed its opposition to the suggestion of the B. C. School Trustees' Association that the Superintendent of Education become the sole arbiter in the matter of appeals of teachers against dismissals.

10. Agreed to contact the Canadian Education Association to enquire what was being done to assist exchange teachers who had been adversely affected by the devaluation of the pound.

11. Determined to seek an amendment to Section 131, 1(c) of the Public Schools Act which permits a school board to transfer a teacher at the beginning of a term provided that the salary of the teacher is not reduced.

12. Named a B.C.T.F. Building Fund Committee whose immediate task is the obtaining of a suitable site.

13. Heard reports from the President, General Secretary, the Geographical Representatives, Salary Committee, Educational Finance Committee, Convention Committee, Finance Committee, Curriculum Revision Committee, Public Relations Committee, Labor Relations Committee, Pensions Committee, Committee on Geographical Districts and Committee on Life Membership.

Two presentations were made during the meeting; one by President Dee to Miss Betty Helsdon, the 1949 recipient of the Charlesworth Memorial Scholarship; the other by Past President Chalmers to Miss E. V. H. Kendall in recognition of her long and untiring efforts on behalf of the Federation.

Charlesworth Memorial Scholarship Awarded

At the Federation Executive Meeting on October 1, President Harry Dee presented Miss Betty Helsdon with the \$100 Charlesworth Memorial Scholarship. The scholarship is offered by the Federation to the son or daughter of any active, retired or deceased member of the B.C.T.F. to honor the memory of our late General Secretary, Mr. Harry Charlesworth.

Miss Helsdon completed the first years of her schooling by correspondence, the middle years in a rural school, the first two years of high school by correspondence and the

last two years at the Quesnel High School. She received an average of 87.1 in the Department of Education Junior Matriculation Examinations last June.

Betty is enrolled at the Vancouver Normal School this year. Her mother is a member of the Elementary School Staff at Quesnel.



Miss Betty Helsdon

Lesson Aids Letters

Primary Progress

Address all correspondence to the Secretary, make all moneys payable to the B.C.T.F.

Grades one, two and three are commonly thought of as being the primary grades. The teachers of these grades are probably the finest in B. C. Their methods and techniques certainly compare favorably with those of most teachers in higher grades. Nevertheless, some primary instructors may

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Nos. 7, 8, 9, 19, 11—These are primary stories and verses based on the seasons, facts, whimsy, and ethics. A more delightful group of stories than those in "Whimsical Stories" (Unit 10) is not to be found anywhere.

No. 113—"Round the Year in Safety". This is all its title claims. Here is your organization for safety lessons already prepared.

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No. 1—This is a Christmas project for Grades 1 to 3. It stresses the meaning of Christmas throughout. With Xmas so near, it should appeal to you.

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No. 105—Helpers in our Town. If you don't know this unit, try it now. It is one of our best.

No. 164—This is a June reading test—or rather 3 tests combined for your choice. All are illustrated. They have been used a great deal in Vancouver.

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Delta Dispute and Other Matters

A Report on the B.C.S.T.A. Convention, by C. D. Ovans, General Secretary, B. C. Teachers' Federation.

AS press reports indicated there were some warm moments at the Convention of the B. C. School Trustees' Association when school board members and Federation representatives aired conflicting points of view.

The chief controversy was over a resolution submitted by Delta School District No. 37 accusing the Federation of using subsection 6 of Section 149 of the Public Schools Act (the section which empowers the B.C.T.F. executive to suspend or revoke membership) "as a club to frighten the unwary applicant for a post under any Board of School Trustees on the black list of the Federation". The resolution urged that the Act be amended to list specific causes whereby a member of the Federation can be suspended or expelled.

Introducing the resolution, a spokesman for the Delta Board stated that the matter more properly belonged on the floor of the B.C.T.F. convention, that the rank and file membership should protest the high-handed actions and authority of a small group in control of the Federation trying to force their will upon the teaching body. He read to the convention a letter signed by the Federation's General Secretary requesting graduates of the University Teacher Training Class to contact the B.C.T.F. office before applying for or accepting a position on the Delta Jr.-Sr. High School staff.

Ordinarily the Federation would not publicize a situation of this sort in *The B. C. Teacher*. The School Board, however, has made a public issue of the dispute and the Federation membership is entitled to learn the whole story.

Compulsory Membership Not Abused

The resolution in question revealed lack of understanding of the automatic mem-

bership legislation. It is true that the Federation executive has the power to suspend or terminate a teacher's membership and such suspension or cancellation may lead to a suspension or cancellation of the teaching certificate. It is true also that the Public Schools Act does not list specific causes whereby membership can be suspended or terminated. Nevertheless, no small group of Federation officials could possibly take high-handed action against a teacher because:

1. the disciplinary authority given to the Federation is vested in the Executive composed of members widely represented of the teaching body throughout the province — hardly a small group.
2. in cancelling or suspending the membership of any teacher the Executive must state cause and be prepared to vindicate its actions in the event that the teacher concerned appeals, as is his right, to the Council of Public Instruction.

The above facts were given to the Convention by the Federation representative who was accorded the courtesy of the floor. It was also pointed out that in the three years since automatic membership came into force the Federation has cancelled the membership of only one teacher and in that case the teacher had also been dismissed by his School Board.

Black Listing

As to the other charges, the General Secretary denied that the Federation had any black-list against School Boards. It is true that teachers were asked not to accept a position as senior science teacher on the Delta staff but in this case the previous teacher was appealing a dismissal and the Delta board had no right to advertise the vacancy while the appeal was still pending. It is specifically contrary to the B.C.T.F. Code of Ethics that a teacher should apply for or accept a position in dispute and the Federation had every right to let teachers know that there was a dispute. Several school trustees from other districts rose to

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defend the Federation on this point.

Altogether there were three dismissals on the Delta Jr.-Sr. High School staff. Three dismissals in a relatively small school, all of teachers with good records, is not a healthy situation. Two chose to go elsewhere rather than appeal. And the majority of the remaining staff members indicated that they would prefer not to return to Ladner if suitable posts could be found elsewhere.

No School Board can keep quiet a dispute of these dimensions. Federation or no Federation, a situation of this sort gets voiced around and becomes a subject of common gossip among teachers. It is not surprising that some applicants for Delta positions declined offers after they had heard the story. Some applicants did contact the office to check rumors they had heard. All were told the basic facts of the dispute but, apart from the science position, no teacher was advised that he could not accept a position with the Delta Board. And certainly no teacher was told that if he went to Delta the Federation would take action against him under Section 149. Apart from any other consideration no Federation official would be foolish enough to make idle threats that could not be enforced.

The Arbitration Award

The School Board denies this, but the Federation is convinced that the tenure cases in Delta arose out of an arbitration award which the Board felt treated the teachers too generously. The ink on the arbitration award was hardly dry before the School Board served on the local association three months notice of its cancellation. On finding that this step was illegal, they did not follow it up, but they did let it be known that they would move to break the award at their first opportunity. Then followed a harrasing action against the High School principal and staff culminating in the dismissal or forced resignation of three teachers, the central figures as local association representatives on the Salary Committee. One other salary committee member, a senior teacher, was asked how long he had to go to retirement. Coincidence or discrimination?

As to the arbitration award the Delta Board seemed particularly grieved because

THE B. C. TEACHER

it was considerably higher than another award granted to the teachers in an adjoining municipality, Richmond. But—

1. During the early stages of negotiation the Board could have settled for a flat increase of \$300 per teacher, a considerable saving over what they ultimately had to pay.
2. The first choice of the teachers' representative for chairman of the arbitration board in Delta was the same man who acted in the Richmond case. The School Board's representative refused to accept him.
3. The School Board's representative, a member of the Board incidentally, signed the award as concurring in it.

Teachers Appreciate Fair Play

Over the years some school districts build a splendid reputation for fair play and courtesy toward teachers. Others become branded as good districts to stay away from. It is entirely up to the Delta Board in which camp it wishes to be associated. The Federation certainly deplors disturbances which affect the morale of the teaching staff, and for its part will make every effort to reach an understanding. The Board has the consolation that its resolution was endorsed by the Trustees' Convention albeit by a narrow majority. This consolation, however, is in no sense a solution of their difficulties.

Indications since September are that the Delta storm will blow over. At any rate the present situation seems calm enough. The School Board appears content to allow the arbitration awarded schedule to carry on for another year at least, which in itself is a very encouraging sign. Tension has disappeared and the staff is carrying on in apparent complete harmony. This, of course, is all to the good and the chances are that Delta will soon again be known to teachers as a good district in which to work.

Other Matters

Besides the Delta resolution the Trustees dealt with several other matters affecting teachers at their Convention:

1. Rejected a resolution urging that the expiry date for teachers' resignations be moved forward from July 31st to June 30th.

2. Overwhelmingly refused to approve a proposal that the Schools Act be amended to take away from teachers the right to hold Fall Conventions on school days.
3. Passed a resolution aimed at doing away with the Board of Reference to hear teachers' appeals against dismissal and substituting the Superintendent of Education as sole arbiter in tenure disputes.
4. Defeated a resolution proposing to shorten the Christmas holiday interval.
5. Endorsed the action of their executive in holding joint conferences with the B.C.T.F. and U.B.C.M. toward a common policy on educational finance.

Lest any contrary impression get abroad it should be added in conclusion that the general attitude of Trustees toward teachers and the Federation is encouragingly friendly and sympathetic. Unfortunately at any convention the general tendency is to air troubles and any resolution affecting teachers is likely to be critical. The great majority of Trustees' Boards could have pointed to very harmonious relations with the Federation and the existence of a few "sore spots" is only to be expected.

The Federation, too, is indebted to the

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executive of the Trustees' Association for according to its President and General Secretary the privilege of the floor at the Convention.

Notes from the G.V.T.A.

Wedding

Miss Perle Alaric, teacher on Sir James Douglas School staff, was married on Aug. 12th to Albert Nickells at the St. Barnabas Church, Victoria. Miss Alaric is the daughter of Mr. and Mrs. W. E. Alaric of Oliver, B. C., and the groom is the son of Dr. and Mrs. B. E. Nickells of Victoria. Both were active in the St. Barnabas Players.

Reception for the Retiring Teachers

Under the auspices of the Greater Victoria School Board and the G.V.T.A., a reception was given for the retiring teachers of the district on Friday, September 23rd. The guests of honor were Miss Winifred M. Fox, Miss Constance Wright, Miss J. Freeman and Miss A. M. Paterson, each of whom has given long teaching service in the Greater Victoria area. The reception took the form of a tea during which time suitable tokens of remembrance were presented to each retiree. The affair took place in the reception halls of the School Board Office.

New Officers of the G.V.T.A.

The first meeting of the G.V.T.A. was held on October 5th when the newly elected officers for the year took over. They are as follows:

President, Mr. W. L. Hardie; vice-president, Mr. C. A. Gibbard; secretary, Mr. Don Smith; treasurer, Mr. J. Parnall.

The following conveners will act as follows: Mrs. Hazel Hodson, Chairman of the Salary Committee; Programme Convener, Miss K. Riley; Membership Convener, Miss Carol Menzies; Public Relations Convener, Miss Christine MacNab.

Teacher Has Promotion

Work in mental hygiene among school children in the Greater Victoria area is being improved with the appointment of a permanent consultant who will work with teachers and civic agencies. The consultant is Miss Edna Lawrence, who formerly was on the teaching staff of the Greater Victoria

school system. Miss Lawrence took leave of absence last year to further her studies at the University of Toronto where she entered on scholarship to take courses in the field of mental hygiene. Previously Miss Lawrence taught in the special craft classes in George Jay School, Victoria.

Castlegar Local Visited by Geographical Representative

The regular dinner meeting of the Castlegar Teachers' Association was held in the Legion Hall on Thursday, October 20. The guest speaker was Mr. Fraser Macdonald of Trail, B. C., who is the geographical representative of the British Columbia Teachers' Federation for this area. Mr. Macdonald gave a very comprehensive report on the activities of the executive body in which he stressed the close contact that the Local Association should maintain with the parent body through the representative. He told of the progress that has been made regarding the rights of teachers to hold municipal office. At present, teachers have not the privilege to serve their communities by holding municipal office of any kind. It is hoped that this discrimination may be removed in the near future. Mr. Macdonald also gave a resume on the teachers' pension fund. The treasurer's report on the British Columbia Teachers' Federation was presented and it showed that the Federation was in a good financial position. A strong protest along with protests from other professional and labor organizations had been made to the Minister of Finance in not allowing professional dues to be deducted from income tax. A question period followed in which Mr. Macdonald clarified Federation policies and plans for the future.

The Local Association has decided to sponsor athletic activities amongst all the youth of Castlegar and immediate district. A committee headed by Mr. J. Charters that includes Mr. W. F. Shkwarok, Mr. J. H. Corbett, and Mr. R. S. Thompson is planning to foster basketball and badminton within any interested youth groups for evening activity. It is hoped that satisfactory arrangements will be made regarding the use of halls for this worthwhile project.

—R. E.S.

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New Books

Elementary

Fun with the Autoharp; by Rj Staples; School Aids and Text Book Publishing Co.; pp. 51; 50c.

This contains instructions for the ten-button autoharp and some 60 accompaniments with song words.

It illustrates a philosophy of music education which is still a matter of controversy. Shall we have—in our rural schools at least—music of an inferior type, or wait till we get a piano? Shall we concentrate on singing, or shall we learn to make music of other sorts, even if it amounts only to pushing buttons by number? Is there a natural transition from a blind following of simple instructions which result in music of a type, to a more thorough interest in learning the how and why of what we are doing? It's your move!

R. S. B.

* * *
Cornell Rural School Leaflets; published at Cornell University, Ithaca, New York; four issues a year for 50c.

Generally speaking, these are science booklets dealing with outdoor life, nature study, applied science and agriculture. The material is carefully graded and abounds in simple, easily performed experiments.

The organization of the material follows interest patterns rather than a deadening logicity. Interesting photographs and diagrams are abundant.

Some back issues are still available, and a selection of these titles will indicate the general composition of the series: *Shell-Bearers, Lawn Laboratories, Let's Measure Things, Let's See, Window Laboratories, Fibres, The Mastery of Water, Wild Foods*.

M. E. B.

* * *
Sky Studies; by T. W. Hunt and H. C. Andrews; pp. 32; 30c.

Swimming and Diving Birds; by T. W. Hunt and H. C. Andrews; pp. 33; 30c.

Animals of Woods and Plains; by T. W. Hunt and H. C. Andrews; pp. 33; 30c.

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

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

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

These and similar pamphlets, some of which have been reviewed previously here, are put out by the School Aids and Text Book Publishing Co., Regina. The booklets are printed uniformly with heavy paper covers bearing a two-color illustration. They are liberally illustrated with photograph and diagram, and clearly and simply written.

For the most part they are purely descriptive but "The Prairie Lily" though spoiled somewhat for B. C. boys and girls by its persistent emphasis on Saskatchewan, contains a thought which would bear developing. It is a veritable bouquet of suggestions for a variety of maturity levels, carrying out the idea of conservation.

Material such as this is excellent for ungraded schools, and supplementary matter which dares to overstep the sacred bounds of a single topic and range with the child's natural curiosity over a wider area is still too uncommon. — B. W. H.

* * *
Self Help Number Series; by Clark and Cushman; Macmillan;

Number Play; pp. 80; 55c.

In Number Land; pp. 96; 60c.

Numbers at Work; pp. 128; 60c.

This is a revised edition of a set of number work-books for Grades 1 and 2. The first named gives practice in Grade 1 number work while the last two contain the basic work of the Grade 2 course. Since there is a prescribed set of workbooks for these grades you will probably not be needing this set in quantity. It could provide supplementary work in remedial cases or in the rural school where extra seat work never comes amiss. The last two would be especially valuable for remedial cases since, incorporated into the book on heavy tag inserts are all the combinations and individual sets of self-testing flash cards.

Number Play would be valuable in the rural school since the exercises require an absolute minimum of reading skill on the part of the user and could thus be put into the children's hands very early in the year.

—B. M. R.

Secondary

Practical Biology Workbook; by E. Sanders and P. Goldstein; D. Van Nostrand; pp. 130; \$1.65.

A combination notebook, homework book, laboratory manual and suggestion book, the *Practical Biology Workbook* is a well-organized supplement to the textbook, *Practical Biology*. Using the same readable style as in the text, the authors have set out "to impart a knowledge of a living world" and to show that all living things are interdependent.

Using a variety of carefully graduated exercises—ranging from crossword puzzles to series of step-by-step questions which lead to a logical conclusion—the material usually contained in an introductory biology course is thoroughly explored. Each of the sixty-one exercises is a separate activity and although they follow specific chapters in the textbook, a selection of suitable exercises could be made by teachers following the seasonal approach to the subject.

In order to stress direct experiences which the authors insist are the best basis for learning, many activities of the *doing* type are included. Emphasis is laid on the value of demonstrations, laboratory assignments, and home projects in the learning process. One interesting feature of the manual is a set of hints for the teacher as aids in planning laboratory work well in advance of the individual lessons.

Laid out in looseleaf style, the workbook has been printed on good quality paper and each exercise is so arranged that it can be removed for correction without disturbing another. Outline sketches are provided in many exercises so that parts may be identified and labelled as desired. Ample provision is made for complete answers in sentence form—a desirable feature in a book of this nature. One minor fault—and there may be an explanation which was not immediately obvious—is that the pages will

fit a standard 3-ringed looseleaf binder but no centre holes were punched in the pages.

—G. M. P.

Grammar is Important; by A. W. McGuire; Book Society of Canada; pp. 182; \$1.25.

Because the publisher has eliminated non-functional frills and kept the format simple it has been possible to present this book at a reasonable price and still provide a profusion of teaching and practice exercises. In place of lengthy explanations and often irrelevant illustration here is a multitude of specific practice exercises. Space for explanatory comment is kept to a minimum by compressed but always clear directions. Pupils using the text will obviously need assistance, for the author has wisely avoided usurping the teacher's function and has instead used the space to provide material for pupil use.

Care has been taken to provide continuity throughout the text and no practice exercise includes grammatical constructions not already studied. The material therefore steadily increases in complexity but never involves unknown material.

This is altogether a good straightforward text in the mechanics of our language and could be used to advantage in any of the Junior High School grades.

—R. M. A.

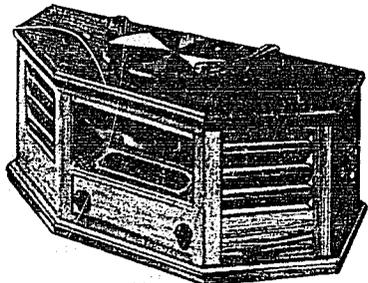
General

Indian Summer; by D. Leechman; Ryerson; pp. 182; \$2.75.

Once again it is our pleasure to commend a Canadian author and publisher for a joint effort that combines quality in format with excellence in the text.

This is a collection of tales about a variety of Canadian Indians done in a mature, sensitive style that is a pleasure to read. The author avoids the twin pitfalls of sentimentality and superficiality in a work that enables us to see our native Indians as adult humans not as rather untidy and troublesome wards of the State. Touches of a sly and sometimes salty humor evidence the author's authority and maturity. Perhaps at last we are growing up enough to enable us to have some humor in our national literature. Several excellent half-tone illus-

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trations of native Indians round out a very enjoyable book.—M. Y. T.

The Champlain Road; by F. D. McDowell; Macmillan; pp. 338; \$3.50.

If we call this a historical novel you will probably immediately conjure up visions of a pectoral romance in the best traditions of the book clubs. However, this re-issue of a prize-winning Canadian novel is historical in the true sense of the word for here in novel form is the heroic story of the Jesuit Missions to the Huronian nation, and their joint defeat by the Iroquois. While the hero seems in the rectitude of his private life to be a *rara avis* the moving story of Jesuit heroism and Huronian collapse never suffers thereby. The author's ability to project us into the world of martyred priests and their doomed Indian allies carries us along in a story that has vivified the dry bones of one of the most tragic episodes in Canadian history. Historical accuracy is meticulously maintained and the author's attitude to the Iroquois as being driven by necessity to their bloody massacres argues a mind able to see and depict history on a wide canvas.—W. J. K.

Speak the Speech; by G. E. Reaman; McClelland and Stewart, Ltd., 228 Bloor St., W. Toronto; pp. 186; \$2.25 (paper \$1.50).

This is an interesting little handbook, and one whose only serious fault typifies the difficulty of covering a topic encyclopedically with limited resources of space.

For the beginner in public speaking, the one completely unacquainted with radio, or the teacher interested in giving her class a whirl at choral speaking, this will be valuable. It goes almost exhaustively into such topics as "platform behaviour", or "how to prepare a three minute speech", it covers such aspects as the mechanics of delivery as well as discussing the conduct of a meeting. The radio section is somewhat repetitive, but contains valuable exercises. In passing, some of these would be rather more palatable if the author had not tried so hard to make them humorous.

Dr. Reaman's own English is not always unimpeachable, and his statements are

sometimes rather naive, as evidence his almost childlike faith in the Bernreuter Personality Inventory. However, in spite of these minor blemishes, the book has much to commend it to the would-be public speaker.—P. J. K.

* * *
Behind the Headlines; Canadian Association for Adult Education, 340 Jarvis St., Toronto; 15c each.

"Growing Pains for Latin America," by William Krehm.

"A vital flank", says the author, "which could be left exposed in a 'cold war'". Further, a continent beset by problems of modern economic expansion and world conflict—and "the Communists have made hay indiscriminately from all this luxuriant grass". Do you think Canada should join the Pan-American Union?

"Communism: Its Strength and Its Failure", by Max Beloff.

An Oxford fellow denes communism, fairly and squarely. He also explains what is happening in Yugoslavia, China, Germany, Czechoslovakia — and in our own countries. He wisely stresses the thought that the most important thing in dealing with communism is to understand what is meant by it, what its real role is. He also uses some good words—do you know what "chauvinistic xenophobe radicalism" 'is'?

"Our Hungry World", by J. F. Booth.

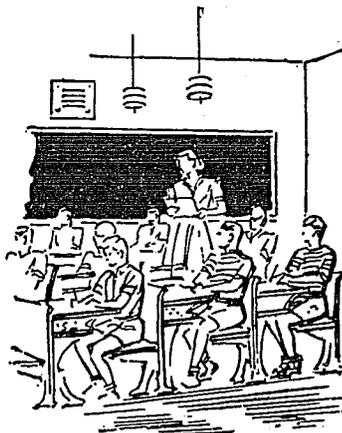
How far have we come from the four freedoms? The work of the United Nations Food and Agriculture Association is described here, and its attack on the problem of feeding the world. — P. N. E.

* * *
Piano Instruction in the Schools; ed. W. R. Sur; Music Educators National Conference; Chicago.

This is an account of an experiment in group piano instruction in the schools by means of dummy keyboards and small pianos as well as conventional instruments. The pamphlet gives an exhaustive survey of the results, obstacles, cost, etc. While the statistical data in the latter part of the book are a monument to the editor's effort, it is permissible to wonder if their value matches that effort. — B. C. B.

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News, Personal and Miscellaneous

Good Citizen Award

We extend sincere congratulations to Miss Dorothea Lundell of the Revelstoke High School Staff upon her selection as 1948 Good Citizen of Revelstoke. Besides taking an active part in all High School functions, Miss Lundell is organist in her church. She was honored for her outstanding contribution to the lives of the young people of her community.

B.C.T.F. Scholarship Winners

Mr. Harold C. O'Donnell is the recipient of the 1949 B.C.T.F. Scholarship.

This \$100 Scholarship is awarded by the B.C.T.F., at the close of the U.B.C. Summer Session, to the student who, having been an active member of the B.C.T.F. for the previous three years, completes in that session, or by Directed Reading Course or Extra-sessional class whose examination is written during the session or prior thereto in the calendar year, the third year of his University work with the highest standing in that year. To be eligible a student must have taken his entire third year at the University of British Columbia Summer Session, Extra-sessional classes or Reading courses, and must continue in his fourth year at U.B.C.

Mr. O'Donnell taught in Alberta for 12 years before the war, the last six of which he served as vice-principal of Beverly School at Edmonton. He joined the R.C.A.F. in 1940 and at his discharge in 1945 entered teaching in B. C. as a member of the Tolmie School staff in Victoria. Mr. O'Donnell is now vice-principal of that school. He is taking a Directed Reading Course this winter and hopes to obtain his B.A. degree at the next summer session.

Because Mr. Thomas N. Curteis had an enviable record in his third year at U.B.C. but was debarred from receiving the B.C. T.F. Scholarship last year on a technicality, the Executive at its fall meeting awarded him a special scholarship of \$100.

Mr. Curteis graduated from the Victoria Normal School in 1935 and taught for three

years at North Cedar Superior School, followed by three years in the Okanagan area. For the past eight years he has been a member of the Victoria staff and since 1943 has been Principal of McKenzie Avenue School. Mr. Curteis received a B.A. degree at the recent U.B.C. Convocation. He plans to continue his U.B.C. studies to obtain a B.Ed. degree.

Bachelor of Education Degrees Awarded

Among those receiving degrees at the 1949 Fall Convocation of the University of B. C. were the following recipients of Bachelor of Education Degrees:

Kenneth A. Armstrong, Alfred C. Ballard, Joseph Barlow, James L. Bennett, Primrose H. Brodl, Renard P. Brunt, Burt M. Cooper, Joyce Crabtree, Elizabeth Dow, Ernest Errico, Charles A. Gibbard, Geoffrey Greatorex, Edward M. Greyell, William D. Hamilton, Donald M. Hanson, Gordon G. Harris, Michael J. Henry, John F. Hobson, Ernest H. Kershaw, Charlotte E. Kitson, Wellwood A. Marchbank, Lawrence L. Morwood-Clark, Stanley A. Murphy, Howard McAllister, Mary A. Norton, Harold E. Odium, David C. Orme, Gladys W. Owen, William John Peters, James Reid, Edward Roger Gibson Richardson, Donald Martin Ross, Frederick Steele Shirley, Charles E. Siddall, Mary A. Slater, Iris Stacey, May Stacey, Sidney H. Standen, James W. Stewart, Sydney Taylor, James R. Terrace, Walter D. Thorne, Charles Unsworth, Everett H. Vollans, Raymond E. Warburton, James R. Wilson.

School Broadcasts News

Special Pamphlets for School Broadcasts

The First Christmas. The problem of the Christmas concert will be puzzling many teachers during the next few weeks. Here is an opportunity to combine your choir and your acting group in an effective performance of the story of the First Christmas. The script of the programme, "The First Christmas", broadcast on December 12,

together with a list of suggestions for classroom performance, is being offered to teachers for use in their own class. Whether or not your pupils act out the story themselves, be sure to let them hear the radio version of this simple but beautiful story. See page 15 of the Broadcasts Bulletin.

Pictures in the Air. The third season of this popular series combines art with widely varied scenes from Canadian life and history. Broadcasts will be every second Monday, beginning January 16. Specially prepared pamphlets indicating the art content of each programme together with valuable suggestions for before- and after-broadcast activities are available to teachers.

Ecoutez. The series of French conversational programmes which this year won an award at an international competition at Ohio, will go on the air alternate Mondays from January to March, beginning January 9th. Programmes this year will be twenty minutes in length and will include dialogue about student activities, Quebec, and the opera. French songs and records will be used, and two programmes will be devoted to dramatizations of parts of *Maria Chapdelaine* and *La Cloche*. Special pamphlets have been prepared to assist teachers. These include each entire script printed in hectograph ink to enable the teacher to run off copies for pupils' individual use.

To obtain any of the above material, write at once to the Director of School Broadcasts, 701 Hornby Street, Vancouver.

Citizenship Radio Broadcasts

In Search of Citizens—a series of radio broadcasts dealing with the newcomer to Canada and his problems—and designed for Canadian citizens from coast to coast will be presented by the Canadian Broadcasting Corporation commencing Tuesday, November 15th from 8:00 to 8:30 p.m. EST and extending to January 10th.

This program attempts to present in dramatized form the many special difficulties which face newcomers on their way to becoming active and equal citizens of this land. There is much that Canadians can do to help newcomers become worthwhile

and constructive members of the Canadian family. The development of mutual understanding will be a major purpose of the broadcasts.

Reduced Transportation Fares

Canadian Passenger Assoc.,
Winnipeg, Man.,

To Registrars and Principals,
Canadian Schools and Colleges.

The following reduced fare arrangements have been authorized by this Association for teachers and students of Canadian Schools and Colleges in connection with the Christmas and New Year holidays:

Territory: Between all stations in Canada.

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

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 Thursday, December 1, 1949, to and including 12 o'clock noon Sunday, January 1, 1950.

Return Limit: Valid for return to leave destination not later than midnight Wednesday, January 25, 1950.

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 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-treasurers of School Districts, or to this office.

ROY H. POWERS,
Vice-Chairman.

EDITOR'S NOTE: Reduced fares are also available on Greyhound Stage Lines. Contact local Agents for rates and ticket sale dates.



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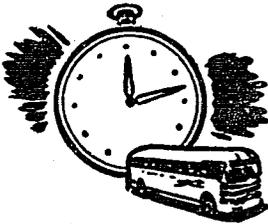
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