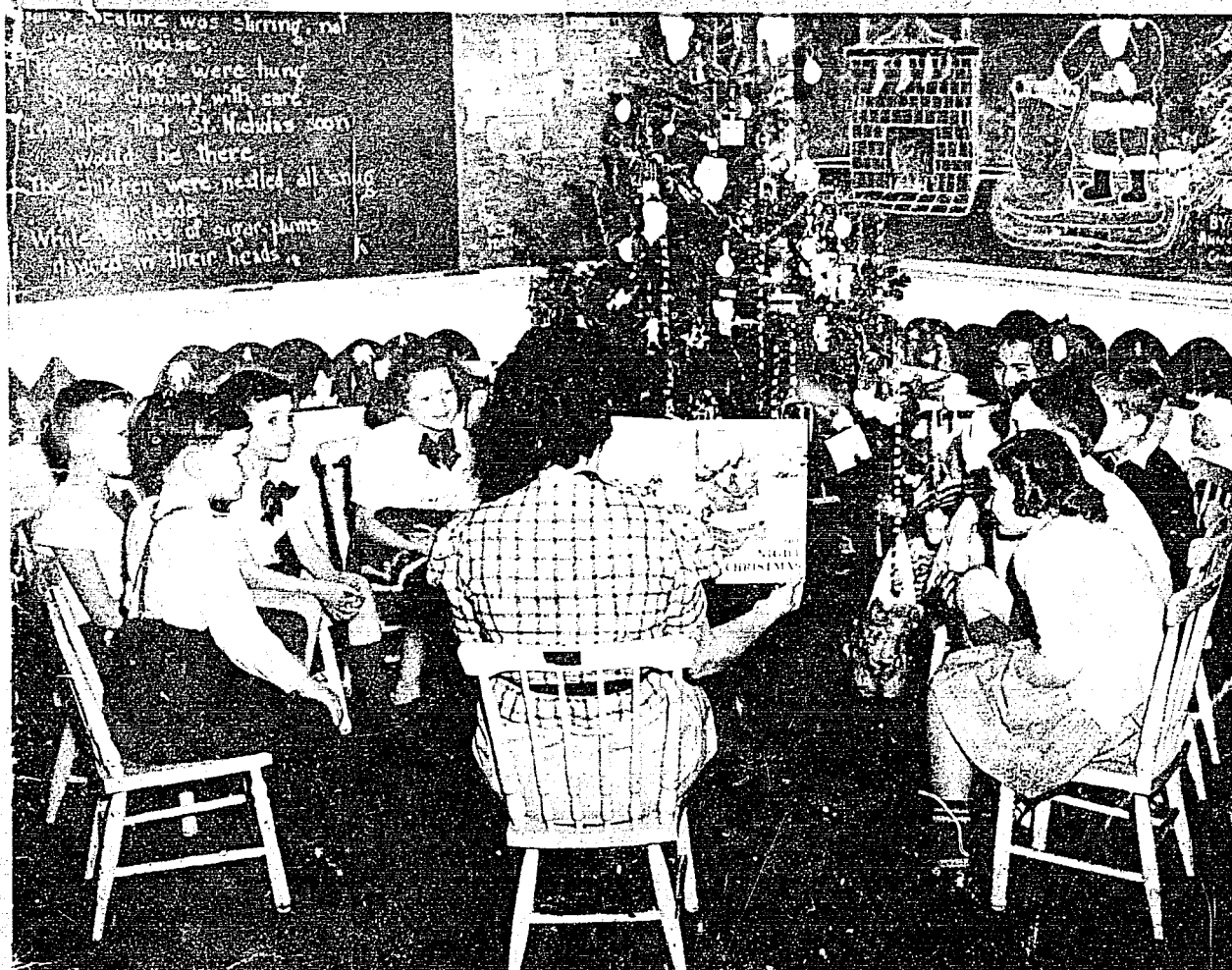


# the **BC** teacher

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VOL. XXIX, NO. 3

DECEMBER, 1949



THE CHRISTMAS STORY

(See Page 102)

*In This Issue...*

Westbank's 77 Years

Your Pensions Act

La Zerte Report

ANNOUNCING . . . .

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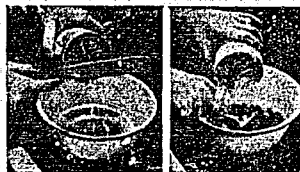
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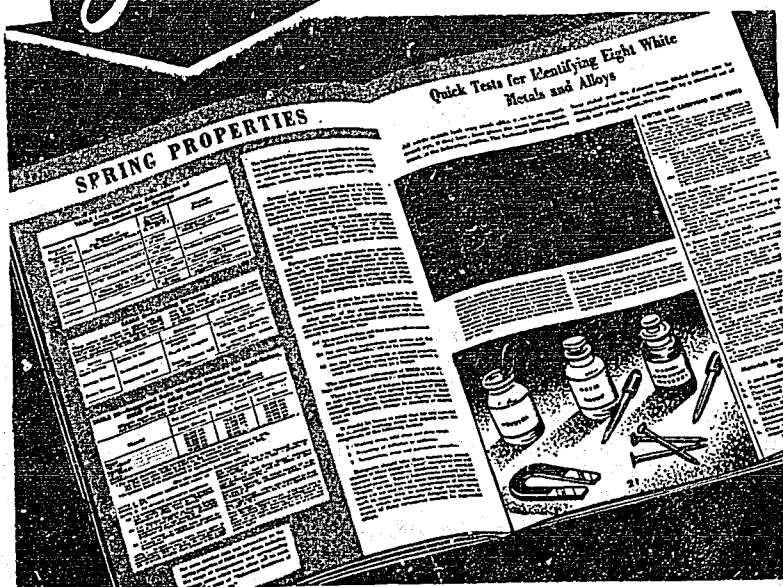
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# the BC teacher

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### THE COVER PICTURE

This month's cover picture, through the courtesy of the Visual Education Branch of the Vancouver School Board, shows Miss H. M. Grier of the Model School, Vancouver, reading a Christmas story to her class.

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DECEMBER, 1949

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## *Editorial*

# DEVALUATION BROUGHT HOME -- OR LET'S ALL GO TO ENGLAND

**W**HERE is the Canadian teacher who has not said or who will one day not say: "Some year I must take advantage of the exchange system. How nice it would be to go to England or Scotland in particular and to see something of Europe?"

Yes, how nice it would be to go to the United Kingdom this year as an exchange teacher. Just think how far a Canadian teacher's salary (already inflated in terms of old country standards) would go in meeting England's much lower living costs. Then too, on top of all this there would be a 20% premium on Canadian money, enough in many cases to pay travelling expenses.

But some things are said to be too good to be true and this might well prove to be one of them. For the 56 Canadian teachers living the full life in Britain this year, thanks to the 20 per cent windfall, there are in this country 56 British replacements who find that each of their meagre hoards of pounds sterling now buys only \$3.08 worth of (to them) high priced Canadian goods. On this basis where will the British teachers be found next year to match the flood of applications that are likely to be submitted to the exchange authorities by Canadian teachers?

Overseas teachers now here are indeed in a sorry plight. One such exchangee in Vancouver has had to take semi-slum living accommodation in the east end of the city. The Canadian equivalent of her English salary being only \$80 per month, what else can she afford? And we have learned of another case where the English salary is reduced to \$60 per month Canadian.

On a lesser scale Canadian teachers on exchange to American schools are also adversely affected by currency manipulation. In the face of higher living costs, their salaries are reduced by ten per cent.

As "The Schoolmaster and Woman Teachers' Chronicle" says editorially, unless financial assistance is afforded teachers who have suffered through devaluation, "there is grave danger that the whole exchange system will collapse and there will be bad feeling amongst British, American and Canadian teachers. It must not be forgotten that if British teachers, appalled by the financial misfortunes which have overtaken them decide to return home their American and Canadian counterparts must return home also."

The Canadian Education Association is currently reviewing the whole subject and expects to be able to make an announcement shortly. It has been suggested that exchange teachers might be willing to give up their unexpected and undeserved profit in favour of those who lose. It might be difficult, however, to set up workable machinery to effect an adjustment of this sort. The solution proposed by "The Schoolmaster" is much simpler: "The Government should act, and act now."

Here in Canada, the Winnipeg School Board is paying the salaries of its teachers on exchange to the U.S.A. in American dollars. Other School Boards might well follow suit. The number of exchanges from any one city is never very large and the cost to any one authority would be negligible. Certainly some solution to the problem must be found. The exchange program is too worthwhile to be allowed to break down through devaluation.

NOTE.—Now is the time when B.C. teachers who are seriously contemplating an exchange for next year should write to Mr T. F. Robson, Registrar, Department of Education, Victoria, for application forms.

# Westbank's 77 Years

By DOROTHY HEWLETT GELLATLY

*Adapted from an article in the Vancouver Sun, Aug. 27, 1949*

**F**ORTY-SEVEN years ago the few scattered settlers living midway along the west side of Okanagan Lake met to choose a name for their soon-to-be-acquired post office. Several hours later, when the meeting adjourned, no decision had been reached, though each one present had found plenty to say.

A second meeting was unnecessary for the reason that John Davidson, who had arrived there with his family ten years before, settled the question. He had not attended the meeting, but when appealed to, his suggestion of Westbank as a logical name met with instant approval. When Westbank post office was opened, a mounted mail carrier brought the mail from Peachland, ten miles south, where he met the CP steamer Aberdeen once a week.

Not one of the company who met on that

occasion was aware that twenty years earlier a woman, Susan L. Allison, had given the name Sunnyside to a part of the district now comprising Westbank. Today extensive young orchards growing on the very land so named by Mrs. Allison bear the name "Sunnyside Ranch" in honor of Westbank's first pioneers.

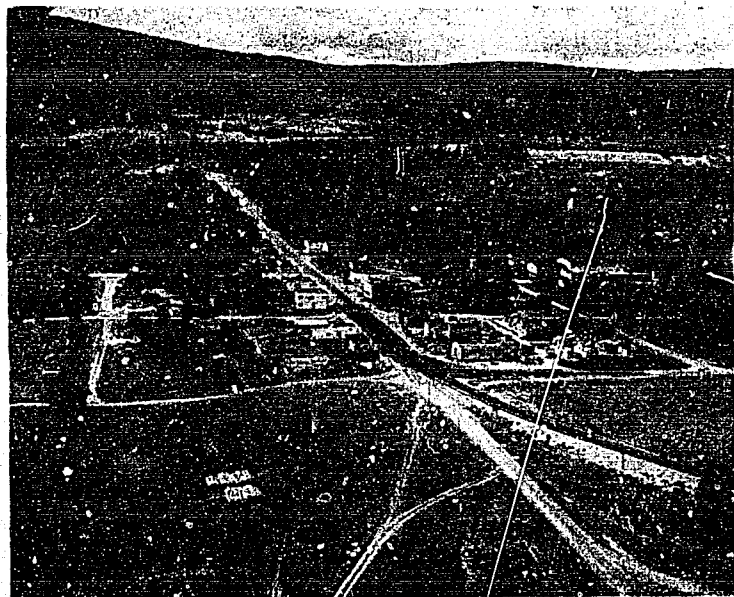
## First White Child

Mrs. Allison, born Susan Louisa Moir, in Colombo, Ceylon, was the daughter of a rich tea-planter. As a bride she rode over the Allison trail from Hope to Princeton, the first white woman to do so. From Princeton she came to Okanagan.

It was on a November day in 1872 that a pack-train, numbering among its riders a young mother and her three small children, reached its destination. Mrs. Allison was that mother, and at Sunnyside, less than two

months later, she gave birth to her fourth child, Louisa — first white child born on the west side of Okanagan Lake. During their ten years at Sunnyside she and her husband, John Fall Allison, a veteran Californian, built their herd of pure-bred Durham cattle from fifty to over a thousand head.

Following ruinous losses to these herds during the terrible winter of 1880-81, Allison determined to sell out his Okanagan holdings. That winter—or spring—saw hun-



*The Westbank Bench overlooking Okanagan Lake.*



dreds of cattle, turned out to range after winter feed was exhausted, die.

Allison, owner of the future site of Princeton, felt more than ever justified in his belief that that country held greater promise than did Okanagan. The family accordingly returned there, in spite of Mrs. Allison's pleas to keep the Okanagan home she loved.

Remains of their log house, built by John McDougall in 1872, still stand. McDougall, of mixed

Scotch and Indian blood, was born at Fort Garry in 1827. As a young man he entered the employ of the Hudson's Bay Co., and travelled with their pack-trains for twenty years before settling in the Okanagan.

He, and his sons after him, became famous as skilled guides and trappers. McDougall Creek, running close by McDougall pre-emptions, is named for them.

#### Colorful Characters

Colorful characters, humor and tragedy are woven into the pattern of life over the years. Tragedy brought an end to the partnership of the cowboys who bought Allison's property. Never a happy alliance, the two men, in 1886, decided to dissolve their partnership. Even then they could not agree on the division of their stock.

The final act was played on the morning of Sunday, March 28, when Armstrong learned of something his partner Phillips had said to his discredit. In a towering rage the burly Irishman snatched up a club and made for the house where the other lay ill in bed.

Quick to see his danger, Phillips with an effort reached for his rifle hanging in place above the bed. Firing pointblank at his adversary, he killed him instantly. Arrested on a charge of murder, Phillips was taken to Kamloops, tried at the spring assizes,



*Westbank Co-operative Growers' Packing House and Cold Storage Plant on Okanagan Lake.*

and acquitted on grounds of self-defense and extenuating circumstances.

William Powers, an Englishman who had spent several years in the Montana cattle country, pre-empted what became known for a time as Powers Flat in 1888. This flat lies at the mouth of the creek which bears his name. Here he and C. D. Simms, another homesteader, lived together until they were driven off by the Indians who claimed the flat as their property.

Powers Flat became, in 1892, the property of the Anglican Synod of the Diocese of British Columbia. In 1900 it was bought by D. E. Gellatly, who owned it until his death in 1922. Gellatly post office was opened in 1903. Of D. E. Gellatly the Okanagan Historical Society's Report, Vol. 6, Page 149, says: "GELLATLY: This place was named after D. E. Gellatly, who did more to encourage and foster the industry of growing vegetables for shipment elsewhere, than any other man who ever lived in the valley. He was the first to ship vegetables into the mines of Kootenay, and was

*As our Community Units in the Social Studies Course often reveal, each area, no matter how large or how small, has its interesting past.*

known as the 'Tomato King' of the Okanagan."

#### First Orchards

Contrary to the popular success story, the first fruit trees planted in the district did not grow up to become the first commercial orchards. Nor did the man who planted them remain in the district, though the tiny lake on Highway No. 5 was named for Harry Hardy, who set out his trees near this spot. Robert Geldie was the other man and in 1899 his property was rented for the purpose of growing grain.

"Professor" Shannon Marshall, horse-breaker and trainer extraordinary, and George Hall, Westbank's first schoolmaster, who taught in the first log schoolhouse for seven years, were the brains behind this scheme. The land was prepared and seed bought. The necessary implements, even to a binder, were purchased and landed on the lakeshore.

An exceedingly dry spring prevented the grain from sprouting, however, and it did not come up till after a heavy rain in July. Ignoring those who advised them to cut for green feed, Marshall and Hall cut and bound the grain in October. Again the rains came, so ruining the grain that it could not be used for anything. Marshall in 1902 became Westbank's first postmaster, a lean-to of his house at Shannon Lake being used as the post office.

It was following the advent in 1905 of Ulysses S. Grant, land promoter and realtor from the States, that Westbank's development as a fruit-growing district began in earnest. "Useless" Grant, so-called by some who bought land from him, but who failed to see the shape of things to come, had the land surveyed and subdivided into fruit and town lots.

If Westbank's future was thus established the "present" was a lean and hungry one. The new orchardists had everything to learn. Money was frequently non-existent, and what there was had to be carefully husbanded.

The pay-off came eventually. Owners proudly picked and hauled their crops to the brand-new packing houses while the younger generation eagerly learned to wrap and pick the various fruits as they were

harvested. Recurring delights of pay-days and crop returns allowed for some relaxation of the stringent economy necessary before. The orchards expanded and the town-site began to grow.

Through the years fruit has brought good prices and bad; "red ink", and with the establishment of grower-controlled sales agency, stable returns. With it all Westbank—the little town with a future—has grown slowly but steadily.

Today, where cattle once roamed the sage-covered benches, Westbank has 2000 acres in heavy bearing, yielding annually over 300,000 boxes of various fruits. Many thousands of tons of tomatoes and onions are grown also, as well as other vegetables. The Associated Growers' and Westbank Orchards packing-houses employ large crews and have cold-storage facilities for 175,000 boxes of apples. And tomorrow—?

#### Recent Developments

Further development of 1200 acres of arable land as a VLA project has been given first priority by the provincial and federal heads. By next year this land is expected to be available to veterans qualified as Okanagan Valley fruit farmers, for full-time farming. Small-holding settlement will be open to qualified married veterans whose livelihood is gained from outside work in Kelowna and Westbank districts.

Westbank contains a score of business houses, and the B. C. Power Commission serves the entire district with cheap electrical power. The first dial telephone service in the interior of the province was recently inaugurated at Westbank by the Okanagan Telephone Co.

Churches and a community hall serve the spiritual and social needs of the people. School attendance has doubled within the past three years, and eleven classrooms for elementary and high-school pupils are in use, a modern high school and auditorium having been completed recently.

Highway No. 5, which passes through Westbank, follows closely the old Hudson's Bay Company Fur Brigade Trail. To commemorate this trail a cairn was erected and unveiled this year by the Historical Sites and Monuments Branch, Ottawa.

# Your Pensions Act

**T**HE history of teachers' pensions in B. C. is comparatively recent in that the contributory scheme came into operation in 1929. True, before that date, by special resolution of the provincial legislature, certain teachers with outstanding records received an allowance from the Provincial Government.

The first Teachers' Pensions Act in B.C. operated from 1929 to 1939 and then went defunct. Employee contributions ranged from 4% to 8% of the salary with the Provincial Government matching the 4% minimum contribution for the purchase of an annuity. For contributors who had teaching experience in B. C. prior to 1929, their annuity was increased by an annual allowance at the rate of \$25 for each year's employment prior to the commencement of the Act. The maximum of this additional allowance was \$750 per annum.

To aid in establishing the Teachers' Pensions Fund, the Provincial Government contributed \$25,000 per year for ten years. The inadequate basis on which the fund was financed and the necessity of the fund to pay a pension to all teachers who had been receiving a retirement allowance from the province prior to the commencement of the

By STAN. EVANS,  
Assistant General Secretary, B.C.T.F.

Act, were the main reasons for the scheme going defunct after ten years' operation.

## Advent of the Present Plan

After considerable negotiation between the B.C.T.F. and the Provincial Government and after the teachers of the province, through a vote taken at the larger schools, ratified the revised scheme by a vote of over 2100 for and only 40 against, the present Teachers' Pension Act became operative on January 1, 1941.

Teachers continued their contributions throughout 1940, during the negotiating period of the present Act, as the terms of the former act applied until the present one was enacted. Each employee's contribution under the former act was used to purchase for him an annuity as of January 1, 1941.

## Administration

The Department of the Provincial Secretary is responsible for the administration of the Teachers' Pensions Act. The Provincial Government, through the Lieutenant-Governor in Council, appoints a Com-

*The number of questions asked lately about our Teachers' Pensions Act indicates that a useful purpose might be served in providing a complete summary. Many comparisons are being made with certain features of the B.C. scheme and those of other Canadian teachers' plans which might be more meaningful if whole pictures were in view rather than what appears at the time to be the brightest portion of the landscape. It is our hope in future issues of The B.C. Teacher to compare the various Canadian teachers' pensions plans in some considerable detail and in preparation for that and possibly to provide an explanation to some of the questions about our*

*scheme, this summary has been prepared.*

*Undoubtedly questions will arise in the minds of some of our readers. We would sincerely appreciate these being forwarded to "Pensions Department", care of the Federation Office, so that replies to these might be printed in the magazine to provide a more complete understanding of the B.C. Teachers' Pensions Act. Certain amendments to our Act are both desirable and necessary. It is the responsibility of each teacher to become so acquainted with the Act in its present form that he or she will be able to realize the full implication of any proposed amendments.*

missioner of Teachers' Pensions and a Deputy Commissioner. The present incumbents of these positions are Mr. R. A. Pennington, The Deputy Provincial Secretary, and Mr. W. H. Forrest, respectively.

A Teachers' Pensions Board exists to deal with certain aspects of the operation of the Act. The Commissioner of Teachers' Pensions acts as the chairman with the personnel being completed through one nominee from each of the B. C. School Trustees' Association and B. C. Teachers' Federation. Since 1941 Mr. David Brankin, a trustee of the Surrey School District has represented the Trustees' Association. From 1941 until December, 1947, Mr. F. J. McRae was the Federation representative when, because of ill health, he was replaced by Mr. Stan Evans. Mr. Forrest, the Deputy Commissioner, attends all meetings and Mr. G. S. Soutar, Accountant of the Provincial Superannuation Branch, serves as secretary.

The duties of the Teachers' Pensions Board are limited to:

1. Considering applications of re-entry to the scheme of teachers who have been absent from teaching for more than two years.
2. Considering applications for Disability Pensions.
3. Recommending to the Lieutenant-Governor in Council re the financial stability of the fund.

The financial aspects of the Act are supervised by not more than three "Trustees of the Teachers' Pensions Fund" who are appointed by the Lieutenant-Governor in Council. The Trustees are charged with the duty of investing all moneys. Investments are limited to securities of the Government of the Dominion or of the Province, or to securities the principal and interest of which are guaranteed by the Federal or Provincial Governments.

#### Contributions

The scheme is divided into two accounts both for the purpose of contributions and for benefit payments—the Annuity Account and the Service Pensions Accounts.

To the *Annuity Account* each teacher must contribute a minimum of 4% of his salary. By notice in writing to his School Board Secretary and to the Superannuation Commissioner, a teacher may increase his

monthly contribution to any specified amount. Any increase in the monthly contribution above the 4% minimum becomes effective in the anniversary birth month of the teacher and is conditional upon his submitting evidence of insurability satisfactory to the Commissioner. The Teachers' Pensions Act places no limit on the amount of contribution a teacher may make towards the purchase of an annuity but present income Tax regulations allow an annual maximum deduction from income of \$900 as a contribution towards a pensions fund.

In addition to the monthly deductions a teacher at any time may make a lump sum contribution for the purchase of an annuity. As in the case of monthly contributions, the Pensions Act quotes no maximum, but the Income Tax Act limits the contribution to \$900 per year regardless of whether it is made up of a number of lump sum payments or of monthly deductions or of a combination of these. (The Income Tax Department has challenged the validity of a lump sum contribution as a reduction of income for taxation purposes.)

The *Service Pensions Account* is financed by contributions from the teacher and the Provincial Government. As stated earlier, the first B. C. Teachers' Pensions Plan went defunct after ten years' operation mainly because of the drain placed upon it by the payment of pensions to teachers who had service prior to the advent of the plan in 1929. To assist in establishing an adequate fund from which service pensions could be paid, the teacher makes a special contribution to the Service Pensions Account of 1% of his salary. There is a proviso that this special employee 1% contribution, which is still effective, will continue for no longer than 20 years after January 1, 1941, the date on which the present act came into operation.

Since April 1, 1946, when the Provincial Government implemented the recommendations of the Cameron Report on Educational Finance, the Provincial Government has contributed to the Service Pensions Account, 7% of the total teachers' salary bill of the province. From 1941 to 1946 this 7% contribution was an obligation of the various School Boards, although the Pro-

vincial Government paid a special assistance grant to the School Boards to offset the cost involved.

#### Benefits

In considering the benefits provided by the Act, one must keep in mind the Annuity Account and the Service Pensions Account as the three types of benefits—the Superannuation Allowance at retirement age, the Disability Allowance and the Dependent Relative Allowance—are composed of payments from both accounts.

#### Superannuation Allowance

The Superannuation Allowance is paid at age 60 for females and age 65 for males provided that the individual, at the ages specified, has completed ten years of continuous service in the public schools of this province.

It consists of:

- (a) A retirement annuity of the amount that the contributions by way of monthly deductions or lump sum payments will provide based on the prescribed tables.
- (b) (For those teachers who contributed under the former Act)—A retirement annuity of the amount that the contributions to the former act provided based on the prescribed tables and the age of the individual as at January 1, 1941.
- (c) A service pension of \$1.50 per month for each year of service up to 20 years and \$1.00 per month for each year over 20 years.

#### Disability Allowance

Where a teacher has had at least ten years' service in B.C.'s public schools and becomes totally and permanently disabled before reaching retirement age, he is entitled to a Disability Allowance, comprising the following amounts:

- (a) An amount equal to one-half the annuity being purchased *plus* his years of service under the present Act *multiplied by* one-half the annuity being purchased *divided by* his retirement age *minus* his age when he began contributions under the present Act. Expressed as a formula this would be:

$$\frac{1}{2} \text{ being annuity + years' service under present Act} \times \frac{1}{2} \text{ annuity being purchased} \div 65 \text{ (or 60) — age when contributions commenced under present Act}$$

- (b) A service pension (based on years of service to time of disability\*) of \$1.50 per month for each year of service up to 20 years and \$1.00 per month for each year over 20 years.

\*Disability is defined as *totally and permanently* disabled to the extent that the individual cannot properly perform his duties as a teacher.

#### Dependent Relative Allowance

In the case of the death in service of a teacher having not less than ten years' service, where the deceased teacher leaves a dependent\* relative, that dependent relative is granted an allowance comprising the following amounts:

- (a) An amount equal to one-half the annuity being purchased.
- (b) An amount of \$15 per month (in the case of the teacher who had between 10 and 20 years' service.

or

(in the case of the teacher who had over 20 years' service) an amount equal to one-half the service pension which the years of service of the teacher would provide on the basis of \$1.50 per month for each year of service up to 20 years and \$1 per month for each year over 20 years. (In the case of a widow this portion is payable for life or until remarriage).

\*Dependent is limited to mother, father, sister, brother, husband or wife.

If no dependent relative exists or if the teacher dies while in service before having had ten years' service, an amount equal to his contributions to the annuity account is paid to a nominee of the deceased teacher or to his estate.

#### Plans of Payment

All the above mentioned allowances are on the single life plan.

At the time that the payment of the allowance becomes effective, the recipient of a *superannuation allowance* or *disability*



allowance may select any of the following plans:

- (a) Single life, payable for the life of the teacher;
- (b) Single life guaranteed, payable for the life of the teacher or for a term of years certain, whichever period is the longer. The term of years cannot be less than five years.
- (c) Joint life and last survivor, payable during the joint life of the teacher and any person nominated by him, and during the life of the last survivor.
- (d) Any combination of the single life plan and the joint life and last survivor plan as the teacher requests and is approved by the Commissioner.

#### Refunds

When a contributor leaves the profession or becomes disabled having had less than ten years' service, he is entitled to a refund of his contributions to the Annuity Account, subject to the following estreatments:\*

- (a) Those teaching in 1929 at the commencement of the former act, forfeit the first half year's contribution;
- (b) Those who commenced teaching during the life of the former act (1929-1940) forfeit the first year's contribution;
- (c) Those who began contributions to

\*There is no refund of the special employee 1% contribution to the Service Pensions Account.

the present act after July 1, 1948, forfeit the first year's contribution.

\*Where, during the period in which the estreatment is made, the teacher contributed more than the minimum 4% contribution, only the 4% is estreated.

All refunds are declarable as income for taxation purposes.

If at any time a teacher takes a refund of his contributions and at some later date re-enters the profession, the time that he taught prior to leaving the profession is not counted in calculating his Service Pension.

#### Reinstatement

A teacher may be absent from the profession for any reason for a period not exceeding two years, *providing he does not take a refund of his contributions*, and be automatically reinstated in the scheme, in which case the period of service prior to the absence from teaching is used in calculating his Service Pension.

If the teacher is absent from the profession for more than two years, *and has not taken a refund of his contributions*, only under special circumstances, as approved by the Pensions Board, can he be reinstated. If he is not reinstated, his period of service for the determination of his Service Pension commences with his re-entry to teaching.

A teacher may contribute to his Annuity Account, while absent from the profession for no longer than two years, just as though he were still teaching. This provides for an increased annuity but does not give credit for the time as teaching experience in the calculation of the Service Pension.

## PEOPLES AS PARTNERS FOR PEACE

R.E.S. Special to B.C. Teacher

**T**HE power of peoples to make a difference in national and international life was the recurring theme of the second General Conference of the U. S. National Commission for UNESCO. Designed to broaden understanding of the work and program of UNESCO during its first two and a half years and also to get from delegates their

recommendations to the National Commission, the gathering brought together 3,000 men and women representing a cross-section of American life.

Facing the symbol of the United Nations and the conference slogan "Not to destroy but construct," dramatically spread across a dark velvet backdrop flanked by flags of the UNESCO nations, representatives of hundreds of educational, scientific, and cul-



tural organizations, civic and economic interest groups, and leaders in states and communities met for plenary sessions in Cleveland's public auditorium. There they heard Dr. Milton S. Eisenhower, president of Kansas State College of Agriculture and Applied Science and chairman of the National Commission, and Sir John Maud, permanent secretary of the British Ministry of Education and a member of UNESCO's executive board, evaluate the organization's program since its founding at London in November, 1945.

In his opening address Dr. Eisenhower concluded, "Slowly, painfully, but very surely, there is being established among the peoples of the earth that world community of minds on which the structure of permanent peace may be solidly based. Already UNESCO has gone farther toward its goal as a people's agency for peace than many of us who witnessed its inception would have believed possible in so brief a time. Already the efforts that have gone into UNESCO have been more than justified. And the promise of UNESCO is a shining one."

#### Promise of UNESCO

Hailing Conference members as fellow "Unescans", Sir John outlined three main concerns of UNESCO: first, helping people to become better educated in their knowledge and feelings about people outside their own national frontiers; second, helping educators to come into closer fellowship with scientists and creative artists; and third, helping specialists to come into more constructive partnership with ordinary people.

High point of the Conference was the public plenary session attended by 10,000 people, when the Director-General vigorously affirmed his faith in the UNESCO ideal, and Mrs. Franklin D. Roosevelt shared with the audience the experiences of the commission on Human Rights as they developed the Universal Declaration of Human Rights.

The job of educating for peace, Dr. Torres Bodet held, is not that of schools and teachers alone: "The ruler in his decisions; the statesman in his speeches; the scientist in the application of his discover-

ies; the journalist in the drafting of his articles; the woman in her daily household tasks—every single one is a potential educator for peace."

#### Symphony of Freedom

That evening Conference members shared in a rare experience as they heard the premiere of the "Symphony of Freedom," arranged and conducted by Dr. Howard Hanson, director of the Eastern School of Music in Rochester and member of the National Commission. Growing out of the conviction of Dr. Hanson and fellow artists that words and music could present ideas of struggles toward freedom with emotional impact, the symphony combined narration effectively with the orchestral and choral music of the Cleveland Symphony Orchestra and with the Orpheus Male Chorus. Quotations from the great freedom documents of Magna Charta, the United States Declaration of Independence, the French Declaration of the Rights of Man, words of Abraham Lincoln, and U. N. and UNESCO charters set the stage for musical works of Aaron Copland, Randall Thompson and Dr. Hanson.

But the delegates did not spend all their time listening to speeches. One evening they met in large groups to consider such topics as where the U. N. stands, Human Rights and the World Community, Advancement of World Civilization Through Arts and Sciences, Educational Reconstruction, Interchange of Persons, and Education for World Community.

For a whole day representatives met in a score of special interest groups to share their experiences in promoting understanding of UNESCO's work, to make suggestions to the National Commission, and to get ideas to put into action back home. Many of the groups visited Cleveland school and cultural centres where international understanding is being promoted.

Summing up the Conference at the final meeting, Howard E. Wilson of the Carnegie Endowment for International Peace said: "We know better than we knew before that UNESCO is not just an organization; it is a monument, a democratic surge of strength, fundamental and deep rooted. It strikes such powerful chords in better aspects of our natures that it cannot fail . . ."

# Children Are Our Business

**I**F there were no children, there would be no pedagogues, and pedagogy is a very ancient and a very commendable occupation. The Greeks at least thought well of it, and parents and boys alike respected and showed consideration towards both didaskalos and pedagogus. Autres temps, autres mœurs. A visitor to one of our mod-teachers' conventions might wonder precisely what our job comprises. Salary scales, teacher training, pensions, curricula and the multiplicity of interest we have made our own are treated adequately and with admirable despatch. The discerning might even assume, quite rightly, that the field of our endeavours is rapidly expanding, and that our problems are becoming more exigent, more varied, and far more intricate, because the genus discipulus and discipula is changing at a speed greater than we can cope with.

## The Focal Point

It is almost axiomatic to state that the interrelation of teacher and taught must in essence, if not in appearance, be the focal point on which inevitably revolve our occupational life and welfare, and on the satisfactory nature of that relationship our professional status and success will ultimately depend.

Mr. Gillie, who is nothing if not forthright and unequivocal in his remarks, lifted a corner of the curtain sharply aside at the last B. C. Teachers' Convention and showed us a fleeting glimpse of our reflection upon the pupil and the public mind, and the spectacle, I may say, was neither graceful nor gratifying. I wish he had said more, for much more might have been said. In effect, however, the Radio and the Press were blamed for a good deal of the "stark horror" (I quote Mr. Gillie again, and I trust, accurately), contempt and derision with which we teachers are regarded, and there can be no doubt that this influence

By R. B. WESTMACOTT

upon both parents and students is inordinately and unjustifiably potent.

Altogether then we are fast "losing face". There was a time when the principle "if you don't like your teacher, you should at least respect his office" was fairly widely recognized and a parental reprimand automatically followed any attempt at wild and flippant criticism of an individual teacher on the very rational grounds that the young and mentally immature lack the power of sound and balanced judgment. Now there seems to have been an entire volte-face. Who is to blame? Are we, or are our critics and detractors? For one thing the modern parent takes his cue largely from the Press and the Radio which eternally depict us as a pack of money-grubbers, never satisfied but always asking for more, in return for services which, judged in the light of the children's comments and their quarterly reports, are obviously overpaid and over-rated. As to the children themselves, this nauseating era of self-expression and inflated "teendom" (for the "teen-ager" is now where the customer used to be) is contributing substantially to the general, and rather deplorable, picture.

Surely public esteem is an integral requisite of professional standing and self-respect, and this we are not getting. There are those who say the fault is largely our own, and they point to our lack of dignity, our willingness to engage in menial, heterogeneous, and, may I point out, largely extraforaneous occupations, a bit of shingling here, some house painting there, a cement walk elsewhere, and even the robust and fortifying occupation of an ice vendor. With those critics I do not agree. I submit that were it not for the amorphous nature of our regular occupation and the sense of frustration and futility from which many of us suffer, our pride in a job well done, coupled with ambition and interest in an universally esteemed occupation would be an adequate reward and rid us of that rasping urge towards the realistic and concrete

as the only expression open to us for our personalities and potentialities.

#### A Solution?

Is there a solution, and, if there is, where-in does it lie? Obviously any radical improvement in our status will take time, patience and perseverance. Certain agencies and certain efforts of our own along rational lines will greatly help us.

I suggest:

1. A cessation of this lopsided and truncated publicity in the Press, and a Public Relations Committee that will be persuasive, rather than persuaded, in educating the local press towards a proper appreciation of our functions and services to the community that will in turn lead to some degree of professional prestige.
2. Greater opportunities especially in urban communities to meet the pub-

lic and address service and other clubs and societies on problems of education as they are encountered in the routine practices of the classroom teacher.

3. Far closer personal contacts with parents, especially in an advisory and consultative capacity—and this is especially urgent in the High Schools at the present time.
4. Unremitting insistence on greater respect and consideration, supported by higher authority, on the part of the student body itself.

It is a truism—but a trenchant one—that if one is not respected one can only with difficulty and tribulation respect one's self.

To such respect we of the teaching body together with all reputable professions and trades—lawyers and bricklayers alike—are entitled and such respect is essential to happiness and success in any vocation.

## Teacher Training And An Academic Status

A REPLY from the Department of Education to the B. C. Teachers' Federation, as recorded in *The B. C. Teacher* for February, 1949, contained the words: "When all teacher training courses carry undergraduate credit toward a University degree as well as toward Department of Education certification." This is so important a word by the way that, for the sake of both its first-hand and its far-reaching effects, it deserves pondering.

Purely by way of illustration, it recalls the time in England when the parliamentary Board of Education gave the new universities a hand in teacher training. Conditions were laid down, covering the three undergraduate years. There were to be three years' lecture courses, one in psychology, one in school subjects and teaching methods, one in the history of education. There was also, of course, to be practice and training in teaching.

So far as the lecture courses for first two years went, the university soon made educa-

#### From an Occasional Correspondent

tion a degree subject in the faculties of both arts and science. The effect was to maintain year by year the students' interest in their important future work. Speaking generally, the career interest toned up the whole of their student life. Conditions differing, this is purely by way of illustration.

Another case in point hails from Alberta. There the university, in co-operation with the Department of Education, has organized a course for the academic and professional training of teachers culminating in the degree of Bachelor of Education.

Will there be two opinions as to the practical and the inspirational effect, in either of the two instances, of having academic status given to studies directly opening out the meaning and value of the students' chosen career? And, on the other hand, will not their acquiring of specialized

(Continued on page 117)

# COLLABORATION

**D**URING the late war much was heard of this word until it came to have an odious meaning, as it had been applied to those who were collaborating for an evil purpose. Yet the word in itself does not indicate this. In the later stages of the war had there not been the closest collaboration between the fighting forces of the allied countries is it not just possible that instead of attaining a great victory they might have suffered defeat?

If then collaboration can be a vital force in winning a war can it not likewise render a great service in peaceful endeavours?

The most important single factor in our social life today is the education of our young people.

Is it not quite evident that to be successful in developing our children into the highest type of citizens possible there should be the utmost collaboration between all the component parts of our educational system so that it operates like a properly lubricated machine, each part performing effectively the particular job it is fitted to do?

The first place to begin is undoubtedly right in the school. If, for instance, there exists friction between the principal of the school and his staff, can you expect a good job to be done? No, the children must suffer no matter how capable the individual teacher may be.

However, even collaboration between principal and teachers is not sufficient because another factor enters into the picture—the school trustees. These men and women have a very important influence on the success or failure of our educational system. If they are people of vision or understanding, they will realize that unless they co-operate with the other parts the children will suffer.

It may be that there are some trustees

*"Unity is strength" is no mere commonplace phrase in East York. It works in education.*

By **GEORGE WEBSTER**

Chairman East York Board of Education,  
Vice-Pres., C.T.A.

(In *Educational Courier*)

hope not many) who do not realize that they form only one part of the educational system, and if they fail, through lack of thought, through a feeling of self-importance, or for any other reason, to contribute their share of the co-operation required, again the children suffer.

There has been in the past sometimes (although we hope this is gradually being eradicated) a feeling of distrust between the teachers and the trustees—too much of the employer and employee attitude. After all the trustees are not really the teachers' employers—they are merely part of the equipment (presumably necessary and effective) that society has set up for carrying on successfully the educational system.

There should be no real difficulty here. The first essential is understanding on the part of each with the problems of the other. This understanding can be attained by becoming acquainted with one another. That can best be brought about by mingling with each other as frequently as possible.

When the Board has in mind improvements or changes in the schools they should have conferences with the teachers who spend five days per week in the school, and who might have a practical viewpoint on the project.

When new schools are being planned the teachers should be given an opportunity of studying the plans and of expressing their opinion on what is proposed. A school which is planned by the Board, along with teachers and even the maintenance staff, will be a better school. The teacher will be happier, the children will benefit and the trustees will do a better job. As a matter of fact this policy has been working for quite a number of years in one community. Now the parents in that community realize that there is a spirit of co-operation in their educational system, that is producing results.

Their youngsters feel that school is where they want to be because of the happy, helpful, healthful, and understanding atmosphere that prevails.

How can this be attained? Well; in the first place, there must be a desire for co-operation on the part of all; and this desire must be expressed on all occasions by every means possible. The Board must be appreciative of the work done by the teachers and have them realize this. On the other hand the principals and teachers must show their appreciation of the work the Board is doing (without pay).

Most teachers' groups have or should have social gatherings frequently to which the members of the Board can be invited. There they all get to know each other better and become friends working together for one objective—the educational development of the children. Try it in your municipality and see how well it pays off. The Board, when holding any social function could invite representatives of the teachers to attend with them. When this is done each of the parties should make a special effort to show their friendliness to the other and express their appreciation of some job well done. Principals and teachers can attend Board meetings—to learn how the administration end is carried out and to gain some knowledge of the problems that most Boards have to face.

To illustrate, here is a specific list of the things that are being done in East York Township with a school population of over 7,000 pupils and approximately 200 teachers:

The members of the Board, Principals, Administrator, Inspector and Solicitor some years ago formed an *Educational Fellowship* which meets four or five times a year to discuss educational problems, not necessarily local, finishing with an annual dinner. At all these gatherings those present are addressed as Bill, Tom, George, or whatever their first name is without the dignifying "Mr." attached. This creates a more sociable spirit.

The Women Teachers at their annual dinner invite the Board to be present with their wives for a very sociable evening. The Assistant Masters follow the same pro-

cedure having their own wives there as well. The caretakers and maintenance staff have a stag party to which they invite the Board as their guests. The Board at the annual party honouring the chairman for the past year invite as guests representatives from all the different groups including caretaker and maintenance staff. The big event of the year, however, is the annual golf tournament and banquet where everybody connected with the system comes together with their wives or husbands to the number of about 300 people for a wonderful time.

All this may appear to some to have no special significance as far as education is concerned, but you just try it out and realize the difference it makes in the operation of your educational system and you will never give it up.

I would be amiss if I did not also mention the Home and School Associations which work wholeheartedly with the Board and the schools. They introduced an innovation in 1948 by having a banquet at which all the members of the Board were present as guests to become better acquainted with the Presidents of the Associations.

In concluding, "Unity is Strength" is no mere commonplace phrase in East York. It works in education.

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## TEACHER TRAINING

(Continued from page 115)

knowledge in subjects they are to teach be enriched in interest and purpose by making the academic and professional courses simultaneous?

Anyhow, are not five years a tremendous slice to take out of a young man's life, as a pre-condition to his becoming a teacher with a degree? Could an alternative be found whereby one year of the five would be saved, with the further outstanding advantage of progressively intensifying the student's direct interest in education itself? It is worthy of note in this connection that already in our university education has academic status (post-graduate) under its own name.

# Lazerte Report, 1949

Reprinted from C.E.A. News Letter,  
October, 1949.

**A** REPORT containing recommendations to improve the status of the teaching profession, and thus public education generally, was the most significant feature of the 1949 convention of the C.E.A. Under the energetic chairmanship of Dr. M. E. LaZerte, an able committee consisting of Mr. H. P. Moffatt, Halifax; Mr. C. Bilo-deau, Quebec; Dr. C. E. Phillips, Toronto; Mr. G. G. Croskery, Ottawa, and Mr. H. P. Johns, Victoria, prepared the report, using as a starting point the C.E.A. report of 1948 entitled *The Status of the Teaching Profession*.

The C.E.A. convention accepted unanimously the basic program of action laid down by its committee, and took the unusual step of commending by convention resolution, Dr. LaZerte, his Committee, and others who assisted in this substantial and valuable undertaking.

In order that the new report might be made available as quickly as possible to a large group, it was decided to print the report as the December issue of CANADIAN EDUCATION.

For the immediate convenience of our readers we are printing herewith a brief statement concerning the report. It was prepared by Dr. LaZerte, Chairman of the Committee.

We are confident that the full report will, as stated last year by the C.E.A. President, "command the careful consideration of those responsible for education in our elementary and secondary schools."

## The Basis of Thinking on Which the Report Rests

The new program of action is focused upon the problem of solving the teacher shortage while at the same time providing acceptably efficient education for Canadian children. The report condemns the short-term measures used too generally in the past to provide the personnel needed to staff the schools suitably. Low educational

requirements for candidates entering the teacher training institutions have given us a teaching body of which only 50 per cent have more than a Grade XI education. Lack of selection and unsatisfactory training of teachers have lowered standards of teaching efficiency. The short training programs resorted to every time there is a teacher shortage have provided cheap but relatively poor education for thousands of children. The conditions and practices mentioned have brought these results:

- (a) Education standards are low.
- (b) Teaching has lost prestige and while unattractive and unappealing to many able high school graduates looking about for a satisfying career, has become a temporary vocation for the more able students who use teaching as a stepping-stone to other vocations, and a permanent resting place for those with lowest qualifications.
- (c) Parents, ratepayers and school boards accept as teachers those who appear before them with teaching certificates and fail to appreciate adequately the difference between efficiency and inefficiency in teaching service.
- (d) The salaries paid teachers are determined in part by the law of supply and demand but the weakest 25 per cent of teachers and the great number who view teaching as a job not as a profession are pulling salaries to levels quite inadequate for the efficient, experienced and capable members of the profession.

The program now accepted as a goal to be attained rejects short-term measures for getting teachers into classrooms and recommends a long-term policy that will, it is believed, accomplish these results:

- (a) provide an educated and well-trained teaching body;
- (b) bring teaching efficiency to much higher levels;
- (c) give to teaching the prestige it should have;
- (d) bring to teaching its proportionate



share of the able students graduating from our high schools;

- (c) bring the higher salaries without which more able staffs cannot be obtained;
- (f) make teaching a profession, not a 'job', it being assumed that professional workers must have a broad general education, be in possession of technical knowledge that gives flexibility and adaptability to acquired skills and be motivated by ideals of social service.

#### Scope and Recommendations of the 1949 Report

The second annual report brings up to date the data supplied by the 1948 report, discusses these data when necessary and makes recommendations relating to each of the following topics:

- (a) The Selection and Training of Teachers;
- (b) The Economic Status of Teachers;
- (c) Teacher Supply and Demand;
- (d) Living and Working Conditions of Teachers;
- (e) Teaching as a Profession.

Conditions vary from province to province and no common solution for a given problem can be found by all. Each recommendation applies some general principle. Attention should be focused upon the principle and the recommendation applied in the light of local and provincial conditions.

A few of the most important resolutions

*For the past two years the Canadian Education Association has had a committee working on "The Status of the Teaching Profession". The committee, headed by Dr. M. E. LaZerte, Dean, Faculty of Education, University of Alberta, has reported to the last two annual conferences of the C.E.A.*

*A summary of the 1949 Report, prepared by Dr. LaZerte for the C.E.A. News Letter, is printed here.*

*Mr. H. P. Johns of the B. C. Department of Education and Mr. G. G. Croskery, Secretary-Treasurer of the Canadian Teachers' Federation, were members of the 1949 committee.*

are summarized below under their respective general headings.

#### Selection and Training of Teachers

The recommendations relating to selection ask that those admitted to teaching be persons with much more than book learning. Attention is placed upon personality, social and work experience, understanding of society, and on good physical and mental health.

The minimum pre-service period of teacher education is set at two years, this education to be beyond high school graduation, to be worthy of and to receive recognition for degree credit and to be given, if possible, in a university so that prospective teachers may live and work with students proceeding to other vocational and professional pursuits.

Teacher training programs should be made more functional. There should be more practice in teaching and less listening to lectures and notetaking. The professional part of the subject matter should relate less to details of routine procedures and more to basic principles that may be used by classroom teachers in the analysis, understanding, and interpretation of daily work.

A great reduction in the number of professional teaching certificates is recommended. In some provinces there are thirty or forty types of certificates. The report recommends that beginning teachers be issued an authorizing certificate and that it be replaced later by a professional certificate when the holder has two years' successful experience and has qualified for a university degree.

Regarding standards one paragraph of the report reads: "Under no circumstances should desirable entrance requirements be relaxed to permit less capable people to qualify as teachers, but if it is temporarily impossible to secure qualified teachers even when adequate remuneration is offered, school boards should be permitted to employ monitors frankly recognized as unqualified for limited periods."

#### Teacher Supply and Demand

The number of new teachers needed in the next five years will be over 66,000. Only

(Continued on page 129)

# Workshopping at Banff

**T**AKE one hundred teachers. Season well with a dozen education leaders. Mix liberally with Banff scenery and sulphur springs. The result? A success recipe for teacher group leadership throughout the Province of Alberta.

In the three modernistic chalets of the Banff School of Fine Arts, representatives of local and provincial associations grappled with the problems of group dynamics, public relations, education writing (and journalism) and collective bargaining during the last week in August.

Do the subjects sound a little stuffy and academic? Don't be deceived! Within five minutes each of the four workshop counsellors had the most retiring delegate hard at work and eager to take part in the discussions. Designed mainly to help the association executive in his professional activities, the workshop was the brain-child of A.T.A. General Secretary-Treasurer, Eric C. Ansley. President Fred Seymour and the A.T.A. Executive spared no expense in arranging for the best of advisers.

Without question the A.T.A. earned the gratitude of western Canada teachers when they made it possible for delegates of Manitoba, Saskatchewan and B.C. to attend. Let's pay a flying visit to the sessions.

## Group Dynamics

First, it won't take us long to become acquainted with Dr. Donald Nylén. The quiet and unassuming head of counselling for the Seattle schools introduces us to the study of "group dynamics". Mysterious? Not at all.

What makes for good leadership in a democracy? What kinds of leaders are necessary? How can opposing opinions be reconciled?

By "role-playing" (acting out a pre-determined situation while the group analyzes the action) and by demonstration, we learn that a chairman can talk too much, that leaders should try to sense where obstacles will develop ("hunches" Dr. Nylén calls them), that not all leadership comes from the chair, that a decision arrived at after

A Prospect in Training Local Association Leadership.

By L. J. PRIOR, Chairman,  
B.C.T.F. Public Relations Committee.

full participation is more likely to be time-saving in the long run than one "rammed through" by a steam roller.

All groups need their energizers, their summarizers, their questioners. All these are, in effect, functioning leaders. If democracy is to survive, group action must become more adaptable, more intimate and more conscious of method than of immediate objective.

These are principles which may be applied in classroom procedure, stresses Dr. Nylén.

## Public Relations

Now let's move along for two half-day meetings with Robert A. McKay, Field-Worker for the California Teachers' Association. A former newspaperman, "Bob" McKay soon leaves us in no doubt that *public relations* is a "must" for education.

"Study all your relationships", advises Mr. McKay with a smile that must disarm the most determined of critics. What teacher-teacher, teacher-administration, teacher-pupil, teacher-parent and teacher-public tensions are we faced with? The sooner we begin to assess these frictions frankly, the better. Once having assessed them, any number of methods may be used to smooth

*In most spheres of activity any provincial organization of teachers must work through and with its local associations. The strength and efficiency of the organization provincially in its overall objectives depends directly on the interest and support of its members at the local level. In this article John Prior reports on a workshop project of the Alberta Teachers' Association designed to promote and improve local association leadership.*

them out. In essence, "Good public relations are good human relations."

To establish good human relations, community service (by individual and by association) is important. And then when we are doing a good job, all the avenues of information (press, radio, etc.) are open to us. But here again, good human relations with editors and managers is the first step.

#### Education Writing

Now we need preparation for the mechanics of newspaper and magazine writing. Ready to help us is Miss Elaine Waller of the Rural Editorial Service (Kellogg Foundation, Chicago).

"Make it human", says Miss Waller. "Remember the particular public for whom you are writing. Newspapers generally aim at a Grade 7 level but educational journals rate a Grade 10 level" (but don't let those grade levels bother you too much. Choose the simple word, the direct approach, the short sentence and few readers will be mentally insulted).

Soon Miss Waller has us writing, analyzing and revising. For the first time many of us have a tested guide (the Dale list) for self-criticism. "Is it on the Dale list?" becomes a standing joke.

But Dale's three thousand words, the fundamental vocabulary, is not inviolable. ("You don't have to use Dale as a Bible", Miss Waller would say.) The suggested average of twenty words per sentence cramps no one we are quick to discover. By the end of our two sessions we are convinced that the pedantic vocabulary creates a gulf between us and our publics.

#### Collective Bargaining

Education is our bread and butter, too. Thus our group comes to the section on

"collective bargaining". Guiding the group is the B.C.T.F. General Secretary, C. D. ("Charlie") Ovans, drafted as a last-minute "pinch-hitter" for Gordon Cushing, secretary of the Alberta Federation of Labor (T.L.C.).

Alberta teachers come under the provincial labor act and the A.T.A. may be designated as the official "bargaining agent". Conciliation and arbitration action (non-binding) are conducted under provisions of the act. Until agreement is reached, no change is permissible in the conditions of employment. (And, by the way, there are no probationary appointments in Alberta.)

"True collective bargaining doesn't deal exclusively with money", points out A.T.A. guest, Ken Pugh, Chairman of the Alberta Labor Relations Board. "Conditions of work, sabbatical leave, group insurance, sick leave are all open for negotiation and constitute real bargaining points. Teachers owe a great debt to organized labor for its pioneering work in the field of collective bargaining."

Teachers and school boards have much to learn in the mechanics of bargaining. The pre-requisites of "good faith" and "mutual respect" are all too often lacking.

In our discussions we agree that teacher requests should be *justifiable and negotiable*. To arrive at such requests two internal conditions appear necessary.

1. No minority group *that has a valid case* shall be held back by vote of the majority which may or may not at the time be affected.
2. No group shall attempt to win an advantage at the expense of another group.

In arriving at the requests, all agree that unity in the organization must be retained.

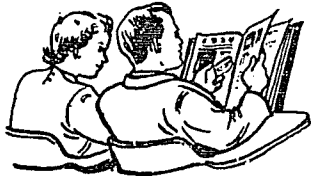
#### Professional Status

By now we feel that we are old friends as we meet in the dining room, the lounges, the swimming pools. But the sessions are over.

We know, however, that "truly professional status" the one goal of all teacher groups, has been clarified and has been brought nearer to realization by our efforts.



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



The December, 1924, edition of *The B. C. Teacher* was devoted almost entirely to the B. C. T. F. submission to the Commissioners of the Educational Survey, appointed by the Provincial Government to survey all aspects of the B. C. Education System.

The submission covered such topics as: Educational Administration, School Organization and Curriculum, The High School Entrance Examination, Rural Education, Technical Education, Home Economics, Medical Inspection, Physical Education and School Sports, Teacher Training, Educational Finance and Teachers' Tenure. G. A. Fergusson (Chairman), J. G. Lister, E. S. Martin, H. B. King, J. R. Pollock, N. F. Black, Miss B. Hope, E. H. Lock, A. Bowles, J. G. Lister, W. H. Morrow, L. W. Taylor and H. Charlesworth were the committee personnel.

Under the heading of "Observations and Suggestions Concerning Educational Administration" the Report states that:

"As soon as feasible, candidates for appointment as Provincial Inspector, Municipal Inspector, Supervising Officer, or Principal, should be required to possess, in addition to the qualifications required for ordinary teaching appointments, special diplomas issued by the Department of Education, such diplomas being granted only to those who have taken the required special professional training necessary for the successful fulfilment of the duties involved, the training to include adequate practical experience.

The adoption of this principle of delegated responsibilities would require that:

1. The Provincial Inspectors, in places employing Municipal Inspectors, or supervising principals, should be called upon to make their primary function the inspection of the administration of the local school system, rather than the inspection of all the individual teachers. They should examine and report upon the work and qualifications of any individual members of the teaching staff whose efficiency is reported by the local authorities as being doubtful or unsatisfactory and should also find out what has been done to help such a teacher to reach a higher standard. In the case of such individual examinations the Provincial Inspector should make clear where the fault lies (whether with the teacher, or some previous teacher, or the mental age and educational grounding of the pupils, or the lack of efficient supervision and helpful assistance from those in authority, overcrowding, bad physical conditions, lack of necessary equipment, etc.).

In addition the inspector should visit the classrooms of:

- (a) Some teachers selected because rated exceptionally high by the local supervising officials.
- (b) A certain number chosen at random.
- (c) Any teachers specially requesting such inspection.

In cases where there is no supervising principal or local inspector, all teachers should be visited by the Provincial Inspector.

2. In relation to his own school, the Principal should be recognized as the administrative official upon whom efficiency most directly depends and he should be given opportunity for, and be responsible for, supervision of his own school. He should also be consulted in connection with appointments, promotions, transfers, or dismissals affecting his staff."

A further excerpt from the section on "Raising the Standard of Service" says:

"We feel that the standard of service in the teaching profession has a tendency to be lowered by the presence of many who intend to remain in it only for a short period, or to use it as a stepping stone. We feel that the standard can be raised by having greater attention paid to remedying the inadequacy of the terminal salaries and the yearly increases, as those factors do not tend to attract to, or to retain in, the teaching profession many who are likely to prove themselves very efficient and desirable teachers. We feel, also, that it is desirable that School Boards should give some recognition showing their appreciation of the endeavours made by many teachers to give still better service by improving their qualifications while in service. This might be done in connection with salary increases, or by giving preference to such in the matter of promotion."

To add weight to the request that "... provision be made for the incorporation of the Junior High School in our system of education ...", nine details of the ineffective operation of the 8-4 plan of organization and ten advantages of the 6-3-3 plan are listed.

Concerning the curriculum, "It is suggested that in order to:

- (a) broaden the course of study.
- (b) improve and extend the requirements in various studies without additional burdens.
- (c) save time, that:
  1. The subject matter to be taught be reorganized, correlated and grouped about a few large type units of study.
  2. These units of study develop operative principles and that the necessary facts be gathered around them so that the pupil may be led to collect material, and apply principles in solving problems and working out projects.
  3. The programme of studies be drawn up in accordance with this method.
  4. That the minimum essentials of the material required for the development of each study be outlined."

The objections to external examinations were evidently as well known in 1924 as they are today. The section on High School Entrance Examination says, in part, "We

are of the opinion that the present Entrance Examination occupies a far too important place in the general scheme of education, and that much of the work of the Elementary School is dominated by its influence. The teaching, in consequence, tends to become formal and informative, dealing with the acquisition of knowledge rather than the development of intelligence. We feel that an Examination which deals with both intellectual and achievement standards, scientifically determined, would be a much more reliable criterion of a suitable High School student, than that afforded by the examination in its present form."

The submission goes on to make specific recommendations covering the type of examination which it is thought would best determine the fitness of students to enter upon the High School courses. It is interesting to note that at that time the Federation was not recommending the complete elimination of the external Grade Eight Examinations.

Discounting the changes which have been made in the Teacher Training Programme since 1924 (and some of the recommendations of the B.C.T.F. at that time have been incorporated into the programme), there is great similarity in the thoughts on the subject twenty-five years ago and today. Note the following recommendations:

- "1. That higher requirements be demanded for entrance to the Normal School.
2. That Education be made a major subject in the curriculum of U.B.C. leading to a degree.
3. That a College of Education in affiliation with U.B.C. be established under the control of the Department of Education.
4. That arrangements be made whereby those taking the work at the Summer Session of U.B.C. could get additional courses such as are given at the Victoria Summer School.
5. That provision be made for specific training for the positions of Principal, Inspector or other Supervisor with the idea that no official be appointed except from men with such training and that the salary should be commensurate with the position."



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health

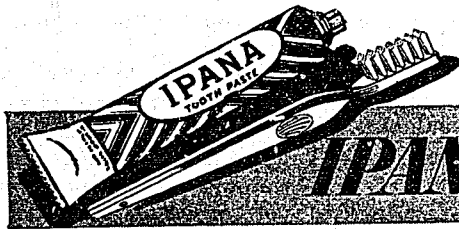
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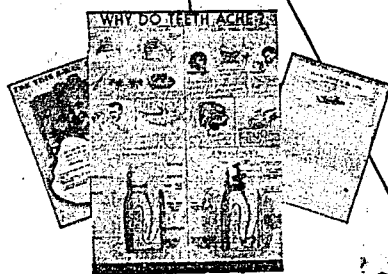
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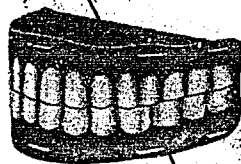


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## Quotes and Comments

By THE MAN ON THE FENCE

We welcome to the pages of The B. C. Teacher this first instalment on "Quotes and Comments" and would be pleased to hear from our readers as to its acceptability and desirability. Perhaps a truer evaluation can be made after two or three issues.

"The Man on the Fence" is a teacher with considerable experience. He has been fairly active in Federation affairs. His material will consist of short quotations, notes made following staffroom discussions, and original thoughts of his own.

### In Defense of Anonymity

There may be some who would consider anonymity in any field of activity suspect. So much importance is attached to the publicity angle of any enterprise that a desire for anonymity by anyone engaged in it is, if not suspect, at least considered highly irregular. Yet it seems that anonymity has its uses, particularly in the fields of creative activity, including the writing of pieces for magazines. It allows the performer to range rather more widely in expression of opinion than he might under his own name, and possibly frees him from a few inhibitions. By forcing the spectator to focus his attention on what is being done instead of who is doing it, it urges on him a keener awareness of the ideas expressed. Sometimes the personality of the performer intrudes between his work and the spectator, to the detriment of the one and the annoyance of the other.

### In Defense of Fence Sitters

From time to time we have had the expression "Fence-sitter!" hurled at us in a tone of voice which indicated that the speaker had a low opinion of anyone perched in that precarious position.

We have often wondered why a seat on the fence is held in low esteem—seems to us that the fence sitter has a number of advantages over the characters on either side. He is the only one who can see both

sides, for instance, whereas the others are confined to an occasional peek through a knot-hole (if indeed they are ever aware there is a knot-hole, or even another side of the fence). He is in a position to throw provocative, or rude, remarks to both sides, and so sometimes stir them to a dissatisfaction with their positions.

Naturally, he is an inviting target for missiles from both sides, but that is the penalty he must pay in common with all fence-sitters. As Edna St. Vincent Millay, in "Conversation at Midnight" says, "If I'm sitting on a fence, it's a barbed-wire fence, and it hurts me more than it does you."

### On Quotations

Inspectors and principals from time to time favor those under their supervision with quotations and extracts culled from current educational books and magazines, with the pious hope, we suppose, that these items will arouse a spark of interest and enthusiasm, or revive a flagging spirit, much as a coach will use a pep talk on a faltering team.

It has been our experience, however, that the best quotations and remarks of interest to teachers are found in books and magazines not especially concerned with pedagogy. They are also found scattered throughout the conversations of many bright and intelligent people who are not concerned with education either.

It must be admitted that since these are largely critical and sometimes disturbing, they are apt to annoy those who find the status quo eminently satisfying, and who are content with the consoling quotes from the standard pedagogues. For what it is worth, we offer this first quotation from some source long since forgotten:

*"The specialists in scientific research have been devoting their energies to a piecemeal modification of educational procedures without seriously enough questioning the funda-*

(Continued on page 129)

## What's Your Opinion?

THE idea presented in your column "I should serve as a fair substitute for the Easter Convention," states a correspondent, commenting on our suggestion that teachers, in his words, "get some of the wool off their chests."

Correspondent number one had considerable wool to dispose of. He was rather unhappy about the lack of equipment in rural secondary schools to meet the situation where all but the lowest three per cent of junior high school age pupils move into the senior high school years.

Referring to his experience in soliciting aid from the inspectorial staff, he writes mournfully, "If any of us dare mention (the problem of equipment) to an inspector, we get the smurky answer, 'Oh, that's your problem.'"

The same correspondent is deeply suspicious of the specialist, often a departmental official, who exaggerates the importance of his subject, and is usually out of touch with the problems of the rural teacher.

Mentioning specialists, we pause to refer to a second writer who wonders, "Why should there not be a departmental supervisor of English? Who suggests that physical education, or music—or any of the so-called specialist subjects—requires more intelligent supervision and assistance than does English, or mathematics, or the social studies? The measure of the success of the school rests on a solid basis of academic achievement which also requires inspirational and adequate specialist supervision."

The ever-increasing size of the school appears to trouble many teachers—and with the mounting size of the school, the growing remoteness of the teacher from personal contact with his students.

One correspondent wrote, apropos of this situation, "Teaching in a large school makes one devote too much time and energy to the mechanics of satisfying the administrators. As long as a teacher attends to the



paper work in a large school, it doesn't matter what happens in the classroom."

Returning to the matter of equipment we note a concern, at least among several teachers in rural districts, regarding the failure of teachers to use the materials about them.

According to one writer—a rather helpfully voluminous one—he found that only one teacher, himself, had bothered during a twenty-two year period to take a class to a local Dominion Government Experimental Station. And that melancholy fact appeared to justify his statement that "teachers are socially ignorant—and are not taught to use the material about them."

En passant, might not many teachers be rationalizing their own inertia, when it comes to exploring novel and interesting means of motivating classroom activities, by blaming the administration?

Except for one or two meagre replies from urban teachers, most of the reactions to this column have a rural flavour. The latter is evident in a letter from a satisfied (!!!) rural teacher disinterested in being "swallowed up in the impersonal surroundings of a city school—from which I escaped."

"Give us salaries comparable to those in the larger centres and you can keep your bright lights," comments the same teacher. "Up here I have a certain significance—but in the city I was becoming a robot."

At least one city teacher has something to say on this robot business. He considers that the urban teacher finds it increasingly difficult to escape from falling into a groove—running roughly parallel to, but often failing to merge with, the paths of the community as a whole.

"Too often," he states, "we live with our

profession too much—we take it home with us—our friends as a rule are teachers. Usually even a bridge party turns into a discussion about trivial school incidents, exaggerated into ridiculous importance.”

Of course he might have added that probably doctors and lawyers, advertising agents and business men fall into the same trap. Personally we don't think the situation is as bad as it appears to this city teacher. There is an ever-increasing number of teachers participating to the mutual advantage of themselves and the community in a wide variety of worthwhile civic activities. If teachers consider themselves to have been ostracized by their communities, perhaps it is because these teachers “have included themselves out.”

It appears to be the rule that the teacher in the classroom is the most critical member

of our species. Administrators, either subdued or overpowered by their responsibilities, appear to have little inclination to enter the lists of verbal battle.

“Don't forget,” comments one administrator, “that much of the weight of responsibility resting on the shoulders of the principal of a school is often not placed there by himself.”

In other words: “Big fleas have little fleas upon their backs to bite them; and little fleas have lesser fleas, and so ad infinitum.”

Well, we invite the fleas, large and small, to tell this column about the bites, also large and small, which irritate their professional kinesthetic sense.

*Please mail your comments to: What's Your Opinion?, care of the B. C. Teacher's Federation.*

## LaZERTE REPORT

(Continued from page 119)

7,321 are being trained in Canada this year. It is recommended that Departments of Education study this situation and take immediate and effective steps to staff the schools adequately with teachers who in future meet the new proposed standards.

### Salaries and Pensions

It is agreed that higher salaries must be paid capable teachers. The report recommends that provincial governments introduce salary schedules that guarantee salary payments comparable with those paid other similarly-trained professional workers.

Principals, superintendents, and other officials should in no instance receive a salary less than 5 per cent above the most highly paid worker whom he supervises.

### Living and Working Conditions

It is recommended that educational authorities give immediate consideration to finding a solution to the problem of housing teachers in rural communities. Seven additional recommendations relate to improvement of general living and working conditions, among them the proper adjustment of pupil and work load for each teacher.

## Teaching as a Profession

Teaching will become a profession if and when service attains a new level of efficiency. Teachers' associations are complimented for the good work they are now doing for their members and for the general public. It is suggested that provincial teacher groups interest themselves more than at present in educational research and the study of educational problems and that they give publicity to these activities rather than to their necessary efforts for the improvement of salaries, pensions and tenure.

## QUOTES

(Continued from page 127)

*mental assumptions upon which teaching was founded.”*

We would earnestly dedicate the next one to curriculum planners, organizers and high-pressure experts of all kinds:

*“The teacher, like the artist, the philosopher and the man of letters can perform his work adequately only if he feels himself to be an individual directed by an inner creative impulse, not dominated and fettered by an outside authority.”* (Bertrand Russell).

# Uncle John on Christmas without Religion



My Dear Niece:

As far as I can understand the law, you must not tell your pupils anything about the meaning of Christmas, except by reading the exact words of the prescribed passages. So last year, when I was asked to address the school on the subject of Christmas, I produced the following speech. It has since been examined by various agnostic friends of mine, and passed by them as perfectly safe teaching. So you may use it without fear, and perhaps it may do some good.

One reason why we should remember Whose birthday we are celebrating, is that He taught us that it is more fun to give things than to get them. Was he right? Isn't it true that you are thinking more about what you are going to give than about what you are going to get? (The children seem rather surprised to find themselves agreeing.) When we give something, it makes us feel big and important—that's the way we all like to feel, isn't it? When someone gives us a present, we like the present, but it does not make us feel as big as when we give. And the more work and thought the present has cost us, the happier it makes us to give it.

So here is a thought that you can take with you all through the year—if you want to feel big, and important, and happy—give. Money? Money is stuff that you give when you have nothing else, or when nothing else will do. Give your time, work, thought, kind words; sometimes the kindest thing you can do for a person is to listen to his talk for a few minutes, and look interested. It will always make you happier to make someone else happy.

There are two ways of getting that im-

portant feeling: by helping people, and by hurting them. Hitler and his friends, for instance, chose the second way, and it made them feel grand for awhile, but see where it got them! That way of getting happiness is not really satisfactory, unless you can kill them, and that is likely to get you into trouble. There is a limit to what you can do in the way of hurting people, but there is no limit to the happiness you can get by helping them. So if you want to be happy, now you know how.

Ever your loving,

UNCLE JOHN.

## 1950 RESOLUTIONS

*Federation members and Local Associations are respectfully reminded that all resolutions for consideration by the 1950 Annual General Meeting must be received in the Federation Office by February 1st.*

*Committee Reports must be received by February 15th.*

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THE B. C. TEACHER





## EATON'S, the Friendly Christmas Store

Confidence in one's friends, courage in the future, and good will in our daily associations—these are the richer depths behind the spirit of friendliness that surrounds Christmas. Gaiety and brilliance are symbols of rejoicing in all hearts as the Yuletide season returns.

The mood of festivity is reflected in new shopping pleasure at EATON'S—in the twinkling presence of tinsel and holly, sparkling lights and brightly-decorated trees. Exciting displays, pretty packages, and, over all, an aura of warm interest—the true meaning of Christmas.

As the traditional panorama of laughter and colour unfolds, EATON'S, the Friendly Christmas Store, wishes good cheer to each and every one.

# B.C. 7.7. News

## C.T.F. Conference

Reported by T. M. CHALMERS

THE Ottawa weather man gave delegates to the C.T.F. Conference, this year, a warm, Ontario welcome. As it was tinged with more than the necessary share of humidity the delegates were somewhat overwhelmed by it. In spite of this, however, the business was handled with dispatch and efficiency. The B.C.T.F. was represented by President H. D. Dee, First Vice-President D. G. Chamberlain, and Past President T. M. Chalmers. Also present, in an advisory capacity, was the General Secretary, C. D. Ovans.

### A Few of the Resolutions

Although the resolutions passed received good press coverage, those which precipitated considerable discussion are worth repeating. Briefly their intent was:

1. To deplore the tendency to place unqualified persons in teaching positions.
2. To criticize the trend, in some provinces, toward destroying the autonomy of local school boards.
3. To call for an investigation into the methods used by professional hockey organizations to recruit school boys.
4. To protest to the Federal Government that compulsory federation membership fees are not now deductible for income tax purposes and further to request support from other professional and labour bodies in this regard.
5. To press for C.T.F. representation on the Canadian Commission to UNESCO.
6. To urge income tax exemptions for expenses incurred in respect to:
  - (a) attendance at Teachers' Conventions.
  - (b) attendance at Summer School.
  - (c) purchase of professional books.
7. To request provincial organizations to keep the C.T.F. office informed of

matters which they view with concern in case it should eventually be necessary to call upon the C.T.F. for support.

8. To examine the possibility of a Canadian scheme of exchange of high school students between the provinces with a view to eventual adoption of the plan.

### Federal Aid

While nothing specifically concrete has emerged in regard to educational assistance by the Federal Government, it is gratifying to note that much favourable opinion has been uncovered and little, if any, logical opposition noted. Mr. G. Croskery, the General Secretary, has made many valuable contacts and has worked as effectively as possible with the tools at his disposal. Provincial organizations have all done praiseworthy planning, British Columbia particularly so. However, there is still much to do. To this end each provincial federation is being asked to maintain a strong and active committee on Federal Aid with the provincial secretary as a member of the group.

### Education Week Popular

It was not surprising to find that the delegates were pretty generally agreed as to the public relations value of Education Week. All seemed satisfied that it is a project which should be continued and extended. However, no province seemed to have solved a problem which bothers every Education Week Committee, that of really convincing groups outside of the teaching profession that it is a matter which concerns them just as much as it does the teacher. To those in B.C. who have felt disappointed with such ventures in the past, it may be some comfort to know that the success here has been as good as elsewhere. Provincial teacher organizations are being encouraged to persist in inviting other groups to share at the planning level.

Education Week for this school year has been set for March 5-11, 1950. This should

allow adequate time for preparation from all points of view.

#### New Executive

The executive for the coming year consists of Miss L. Bernice McNaughton of New Brunswick as President; Mr. E. Wiggins of Alberta as Vice-President, and Mr. C. J. Oates as Past President.

#### Some Observations

Delegates to this annual gathering can scarcely help but be impressed with the potential power of the national body and at the same time frustrated by its temporary weaknesses. The great obstacle to its progress is lack of finances. This places restrictions on the number of directors' meetings and executive meetings. Adequate discussion of policies which must change during the course of the year, between conferences, is thus very difficult. Far too great a responsibility has to be placed on the shoulders of the General Secretary. The C.T.F. has to operate on a budget much less than half that expended by the B.C.T.F. This is hardly sufficient to create much impression in so wide a field. In an attempt to improve matters the conference voted to increase the per capita fee from 25c to 60c.

The C.T.F. has a wonderful opportunity to serve both teachers and public in many areas related to education. There is no other organization which can do it so well. It must be prepared to take up its duties as they appear or suffer them to be handed over to others less able to speak for the teacher and his pupils. It is, therefore, hoped that teachers will not only accept the increased fee but will also insist upon a greatly enlarged budget to the end that they will be entitled to demand of the C.T.F. the type of service which it is capable of giving them.

### Art Teachers Meet At Victoria Convention

By VITO CIANCI

**C**ONTINUED dissatisfaction with working conditions, extent of supplies and quality of equipment in connection with the art program for the senior grades was voiced by practically every teacher attending the senior art section of the Vancouver

Island Teachers' Convention held in Victoria on November 4.

A brief survey among those present disclosed working conditions which seriously hinder the art program and which contribute to the dissatisfaction felt by both teachers and pupils with their results.

The main source of annoyance is the lack of space and the lack of equipment. Most of the teachers are attempting to carry on their work in ordinary classrooms not equipped in any way for art work. In spite of the fact that the standard classroom desks are not suitable for art, there is no provision made for tables or large flat surfaces of any kind; there are few, if any, supply and material cupboards; there is often no sink or water supply in the room, and seldom any storage space for pupils' work and handicraft projects. This lack of what are obviously basic items of equipment for an art room is so common that it hardly seems worth while to mention the almost complete absence of other items considered useful, if not actually necessary, by the experienced art teacher—lino printing presses, looms, silk-screen printing outfits, sign-writing equipment, pottery supplies and so on.

Apparently it hasn't occurred to those planning schools that it is easier to use an art room for many other subjects than to use the ordinary classroom for art, and that therefore it is quite feasible to equip one room in the school for art purposes without interfering seriously with the organization.

Next on the list of complaints is the perennial battle for space on the timetable and for more opportunities to be allowed the better pupils to take part in art activities. Art seems to be the Cinderella of the curriculum—it is so often shoved off in a corner, figuratively and literally, to get along somehow. However, principals and inspectors still expect the teachers to carry out the art program, and to produce results.

Discussion on the foregoing and related topics was extensive and lively, and resulted in a general agreement to the effect that since a minimum list of supplies and equipment is considered necessary, for instance, in the Industrial Arts, Home Economics, Physical Education and Science programs,

a similar list is not only desirable but necessary for the Art program.

It is expected that such a list will be ready for discussion by the Art Section of the Annual Convention, and subsequently for presentation to the Department of Education.

All teachers interested are asked to send suggestions to the writer at Brooks High School in Powell River.

## Howe Sound Teachers Organize for 1949-50 Year

On October 5 the Howe Sound Local Association held its first meeting of the 1949-1950 year at Britannia Beach. Only those teachers whose locations made it impossible for them to attend were absent.

The first and most pressing business of the meeting was the election of officers. The officers for the coming year are: President, M. P. Lutack; Vice-President, E. Hayes; Secretary-Treasurer, Mrs. E. A. Beckett; District Council Representative, E. Hayes. A Salary Committee consisting of Mrs. Webster, Mr. Cherry and Mr. Hayes was elected.

After a report on the North Shore District Council meeting was given by Mr. Hayes, there was a full discussion of the formation of a committee to act as a Liaison Committee between the Local Association and the Inspector and members of the Board of School Trustees. The meeting felt strongly that there is a lack of contact between the teachers and the trustees, leading to misunderstandings and loss of appreciation of our common objective, namely the furthering of all educational interests. It was finally decided that the committee should consist of the principals of the four largest schools in the district, meetings to be held every two months.

Other matters of common interest to be discussed were:

1. The Drama Festival which was regretfully postponed for a year due to pressure of work and lack of facilities in some schools.

2. The First Aid Competition for which teams from Britannia and Squamish were definitely promised. Woodfibre indicated they too would probably enter a team.

3. Inter-School Sports. It was decided

that the spring meet should be held at Britannia Beach and that soccer and softball games should be arranged among Woodfibre, Britannia and Squamish.

The local fees were set at three dollars and the next meeting arranged for some convenient time after Christmas.

—E. A. B.

## Sechelt Teachers Endorse Federal Aid

Endorsation of Federal Aid for education was given by the Sechelt Teachers' Association at the annual meeting held at Pender Harbour.

Plans to continue working for aid were laid. In reply to a letter from James Sinclair, MP, it was pointed out that the matter of amending the constitution is being dealt with at the present session of Parliament.

The association also endorsed the stand taken by the Teachers' Federation representative at the recent trustees' convention, in opposing dismissal of (supposedly) inefficient teachers without appeal to the Board of Reference.

Election of officers was held. The present slate is as follows:

President—Mrs. W. Rankin, Sechelt.

Vice-President—A. Goostrey, Gibsons.

Secretary—T. Purcell, Sechelt.

Representative to North Shore Teachers' Council—A. S. Truman.

Public Relations—Mrs. A. McKay, Pender Harbour; Mrs. P. Heron, Roberts Creek; Mrs. G. Wigan, Port Mellon; A. Goostrey, Gibsons.

Salary Committee—R. Elliott, Gibsons; Mrs. C. Day, Gibsons; Miss E. Turner, Sechelt.

Liaison Committee—Mrs. W. Henderson, Gibsons; Mrs. R. Jay, Sechelt; I. Mortimer, Kleindale.

## D. Reimer Heads Lake Cowichan Teachers

Mr. D. Reimer was elected president of Lake Cowichan Teachers' Association at the October meeting held in the High School.

Other officers elected were: Mr. R. T.

Harris, vice-president; Miss R. Jeffers, secretary-treasurer; Mrs. L. Plater, public relations; Mr. A. O. Palsen, Mr. C. Reid and Miss B. Fowler, salary committee; Mr. E. Rithaler, geographical representative; Mr. J. H. Wormsbecker, jun., labour relations; Miss R. Campbell and Miss S. Baynes, sick committee; Mrs. S. Heycock, Miss M. Morrow and Miss M. Noble, social committee.

A discussion took place on the fall convention to be held in Victoria early in November.

Refreshments were served.

### Ladysmith-Chemainus Association Names Officers

At the October meeting, the Ladysmith-Chemainus Local named A. Corlett to head this year's slate of officers.

Miss V. Davis is vice-president; Miss D. Schmidt, secretary-treasurer; Mr. H. A. Thicke, district council representative; Mrs. G. Philp and Miss B. Tranfield, publicity committee, and D. H. McKay, J. Rukin, J. Gourlay and Mrs. G. Philp, the salary committee.

Plans for sectional meetings on intermediate grade social studies at the Fall convention to be held in Victoria early in November showed progress under leadership of Mr. Corlett.

### Mission Local Plans For 1949-50

Head of the Mission Teachers' Federation for another year is Rod MacKenzie, high school teacher. Also returned to office when the teachers met was Was Watson, secretary.

New treasurer is Ruth Buckler while Mrs. C. E. Neid, Silverdale; Muriel Windbank, Mission, and Biss Norrish, Hatzic principal, were named regional representatives on the executive.

### Chilliwack Teachers Meet

The October meeting of the Chilliwack Local of the B.C.T.F. was held in the Junior-Senior High School on October 5th.

Frank Thomson, Industrial Arts teacher at the High School, was elected president

of the local teachers for the coming school year.

Inspector of School District 33, Stewart Graham was introduced to the teachers.

Thirteen delegates were appointed to the business session of the Fraser Valley Teachers' Convention meeting to be held October 22 at Abbotsford. A good representation of teachers from all schools in the district is expected at general meetings to be held the previous day at Abbotsford and Mission.

Chairman Arthur Rundle and school trustees attended the social hour following the business meeting.

Others elected to the executive were: Carl Wilson, vice-president; Miss Helen Nisbet, secretary; Miss Gwen Turvey, treasurer; Phil Penner, public relations; Clarence Carroll, geographical representative to the district council.

Home Economics teachers served refreshments.

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# B.C.T.F. Financial Statements — June 30, 1949

STATEMENT OF REVENUE AND EXPENDITURE FOR YEAR TO JUNE 30, 1949

## REVENUE

Fees .....	\$65,069.85	
Magazine Subscription .....	5,169.50	
		\$70,239.35
Magazine Advertising .....		2,194.28
Interest and Sundry .....		853.66
		<u>\$73,287.29</u>

## EXPENDITURE

Salaries .....	\$16,101.23	
Pensions .....	1,108.03	
Unemployment Insurance .....	82.87	
Workmen's Compensation .....	150.00	
		\$17,442.13

## TRAVELLING

General Secretary .....	\$ 1,362.67	
Assistant General Secretary .....	887.78	
President .....	323.84	
Executive .....	3,642.18	
Consultative .....	266.40	
District Council and Fall Conventions.....	3,813.31	
Geographical Representatives .....	317.04	
Delegate to Trades and Labor Convention.....	219.70	
Provincial Salary .....	237.61	
Sundry .....	679.85	
		11,750.38

## DEPARTMENTS AND COMMITTEES

B. C. Shop—T. A. Grant .....	\$ 50.00	
Code of Ethics .....	50.55	
Constitution and By-laws .....	10.05	
Curriculum Revision .....	21.25	
Education Finance .....	366.30	
Exchange Teachers .....	155.00	
Finance .....	30.00	
Lesson Aids .....	183.98	
Public Relations—Education Week .....	736.65	
Sundry .....	15.66	
		1,619.44

## GENERAL

Rent .....	\$ 830.00	
Bond .....	5.00	
Audit .....	150.00	
Telephone and Telegraph .....	350.87	
Postage, Excise, Expressage .....	335.44	
Printing .....	160.53	
Stationery and Supplies .....	1,061.26	
Subscriptions and Advertising .....	42.45	
Gratuities .....	20.00	
Legal .....	701.20	
Summer Session Scholarship .....	100.00	
Group Insurance .....	53.74	
Depreciation Reserve .....	100.00	
Sundry .....	1,070.20	
		4,873.21

## MAGAZINE

Printing .....	\$ 7,306.98	
Mailing .....	421.19	
Sundry .....	600.21	
		8,328.38

## CONVENTION AND ANNUAL MEETING

C.T.F.—Fees .....	3,691.85	
Building Fund .....	2,023.60	
SALARY INDEMNITY .....	1,000.00	
BENEVOLENT FUND .....	7,614.75	
TRADES AND LABOR .....	535.40	
	1,439.78	
		60,318.92

## EXCESS OF REVENUE OVER EXPENDITURE

\$12,968.37

**BALANCE SHEET AS AT JUNE 30, 1949**  
**ASSETS**

<b>CURRENT</b>		
Cash on hand and in bank.....	\$23,449.95	
Accounts Receivable .....	1,339.40	\$24,789.35
		<u>21,246.19</u>
<b>INVESTMENTS (at cost)</b>		
<b>BENEVOLENT FUND (per contra)</b>		
Cash in bank .....	\$ 1,030.68	
Accounts Receivable .....	2,057.00	3,087.68
		<u>4,955.51</u>
<b>SALARY INDEMNITY FUND (per contra)</b>		
Cash in bank .....		4,955.51
<b>CHARLESWORTH MEMORIAL FUND</b>		
Cash in bank .....	\$ 773.85	
Investment .....	2,622.50	3,396.35
		<u>2,057.17</u>
<b>WELFARE FUND</b>		
Cash in bank .....		40.00
<b>DEPOSIT—Post Office</b>		
<b>FIXED</b>		
Office Furniture and Fixtures.....	\$ 5,892.73	
Less Depreciation Reserve .....	2,774.88	3,117.85
		<u>680.00</u>
<b>DEFERRED</b>		
Stationery and Supplies .....		<u>\$63,370.10</u>

**LIABILITIES**

<b>CURRENT</b>			\$ 7.30
Accounts Payable .....			
<b>RESERVES (per contra)</b>			
Benevolent .....	\$ 2,522.08		
Salary Indemnity .....	8,579.36		
General .....	11,676.00		
Building .....	10,890.00		
Charlesworth Memorial .....	3,396.35		
Welfare .....	1,161.66		
			<u>38,225.45</u>
<b>SURPLUS</b>			
Balance—June 30, 1948 .....	\$19,168.98		
<b>Plus:</b>			
Excess of Revenue over Expenditure			
for year to June 30, 1949.....	\$12,968.37		
Less—Building Reserve .....	\$ 4,000.00		
—General Reserve .....	3,000.00		
		7,000.00	
			<u>5,968.37</u>
			<u>25,137.35</u>
			<u>\$63,370.10</u>

Subject to our Report of November 16, 1949.

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# **IMPORTANT**

## **Election of the British Columbia Teachers' Federation Representative on the Senate of the University of British Columbia**

The teachers whose names appear on the ballot below were duly nominated as candidates for election to the Senate of the University of British Columbia to represent the British Columbia Teachers' Federation.

Would you, therefore, mark and return the attached ballot paper, observing the following regulations:

1. Vote for one candidate only by marking with X opposite the name.
2. Sign your name on the ballot paper.
3. All ballots must be received on or before Monday, January 16, 1950.
4. Ballots should be forwarded in envelope marked "Ballot" to General Secretary, British Columbia Teachers' Federation, 1300 Robson Street, Vancouver, B. C.
5. Only Federation members are entitled to vote.

---

## **BALLOT**

**GILLIE, BERNARD C., B.A., B.ED.**

Willows School, Oak Bay..... ☐

**MATHESON, LAUGHLIN A., M.A.,**

Queen Elizabeth Jr.-Sr. High School, Surrey..... ☐

**MULLOY, FLORENCE S., B.A.,**

Point Grey Jr. High School, Vancouver..... ☐

# New Books

## Elementary

*Pictures and Phonics in Stories and Tonics;*  
by L. W. Love; School Aids; 35c.

You could use this as a phonic reader or as a workbook although it is probably more suitable for use as the former with pupils using a note book. Ample exercises follow interesting stories although the exercises might often give more specific drills on the phonic element stressed in each story.

The book contains thirty-two separate stories and exercises dealing with virtually all digraphs, diphthongs and murmur diphthongs. Reading level of these stories is at late Grade I or Grade II. Typeface is very clear and each story is attractively illustrated in black and white.

B. M. H.

*The Fur Trade; Furs from the Sea; Workers of South America;* by J. A. Lower; School Aids.

These are three further issues in a series of Social Studies readers. Designed to meet the needs of the small school with a limited budget, they are cheaply bound but well printed and illustrated.

The first mentioned gives a resumé of the history of the fur trade in Canada, a short account of how animals are skinned and furs prepared, and a plea for conservation. The section on the preparation of skins is interestingly written but the book would have gained by more similar material on the trapper's actual operations on a trap line. The illustrations of fur bearing animals and fur trapping operations are particularly good.

*Furs from the Sea* deals with the fur-bearing animals of maritime Canada and Alaska and as in *The Fur Trade* deals extensively with the history of fur trapping operations and the need for conservation. As in the foregoing, it is well illustrated but more actual accounts of trapping and less history would have made it more interesting.

One might almost think that Mr. Lower

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

had been reading over our shoulder for in *Workers of South America* he has given much more emphasis to present day activities and the booklet gains greatly thereby. The continuing excellence of illustration both in choice and reproduction coupled with an improved text would make this a valuable addition to your Grade V reference shelf.

J. O. P.

*100 Types of Primary Seatwork;* by Tait, Carter et al; School Aids; pp. 103; \$1.25.

This portfolio of primary seatwork suggestions in reading and number work follows the praiseworthy tradition of its publishers in that it contains concrete material for teacher use rather than a great deal of introductory comment and little practical help, especially to the beginning teacher.

The simple block type illustrations used throughout would be easily copied and reproduced. Much of the material could be given on hectograph sheets, or if you are the lucky possessor of a duplicating machine, put on stencils and filed for future use.

While there is nothing startlingly new about any of the exercises suggested, the book does bring together in one place a great variety of exercises designed to give specific practice on comprehension, word recognition, word concepts, phrase reading, etc., etc., as well as number fundamentals and miscellaneous exercises.

Altogether a useful book for the primary teacher, especially the beginner who has not yet collected a personal file of seatwork exercises.

K. M. H.

*The Provinces of Canada Series*; Copp Clark;  
*British Columbia*; F. C. Boyes; pp. 141.  
*Alberta*; M. Belle Ricker; pp. 166.  
*Manitoba*; Agnes Florence; pp. 152.

These three little books will be of special interest to any teacher who has wondered just where to put a finger on a text in which the discovery and exploration of our western provinces is linked with present day life and activities.

Children, too, from the intermediate level up will find in the books many topics of interest—lake fishing under the winter ice in Manitoba, the making of egg powder in Alberta, or perhaps a trip through a B. C. packing house.

Noteworthy features of the texts are the well-rounded tables of contents, the clear indexes, the strong binding, and the large, clear type. Reproduction of some of the many pictures could have been improved and residents of Osoyoos will no doubt be surprised to discover their thriving little community referred to as Osgoos, but apart from these minor faults the book will prove a very welcome addition to the Social Studies section of the school library.

M. E. D.

*Reading with Phonics* (Teachers' Edition),  
 by Hay and Wingo; Longmans, Green;  
 pp. 128; \$2.40.

According to the author's foreword, 87 per cent of English monosyllables (and therefore polysyllabic words in the main) are purely phonetic. Probably this fact more than any other should convince the teacher of the need for teaching phonics to the beginning reader. Several considerations have prevented this of recent years;

one has been an overemphasis on "look and say" and the other has been the lack of suitable material designed specifically to aid in teaching phonics.

Now that drill exercises are becoming respectable again it will do this text no dis-  
 favour to say that it is, by and large, a book of phonic drills. This does not, however, mean drill in the sense of meaningless parroted repetition but skilfully designed exercises that will, with the use of games and exercises suggested, capture the pupil's interest as well as give much needed practise.

For the experienced teacher with developed methods of teaching phonic analysis this book will provide a great deal of drill exercise. For the beginning teacher it will prove doubly valuable because of the detailed directions for the intelligent use of that drill.

—W. J. K.

## Secondary

*The Golden Caravan*; by Bennet, Swayze and Pierce; Ryerson-Macmillan; pp. 546; \$1.20.

This book, previously entitled "The Canada Book of Prose and Verse", offers many improvements over the older edition, both from the point of view of the teacher and of the pupil.

From the pupils' standpoint the carefully chosen selections—both prose and verse—offer a range that is catholic in its appeal. A generous amount of the work of contemporary writers is included, showing that our own age is able to contribute to an art believed by many children to belong to the past.

The teacher also will be pleased with some of the innovations. The section on drama has been greatly enlarged and offers many opportunities for dramatization in the classroom, as well as providing a ready source of material for entertainments. The music teacher will welcome both the selected list of gramophone recordings, and the music appearing with some of the songs.

Details of classification, annotation and exercises for study are well handled.

THE B. C. TEACHER

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Some teachers might offer the criticism that a few of the selections are too difficult, but it is well to remember that in order to progress there must be a challenge to spur the pupils to aspire to and achieve a higher level.

E. V. D.

*Plane Geometry Experiments*; by Archer, Hartley and Schult; Van Nostrand, New York; \$1.25.

*Plane Geometry Experiments* consists of sixty "experiments" and twenty "plates" at the back of the book and includes material at approximately Grade IX level. The students require a 9" x 12" piece of corrugated cardboard to use as a work-board in carrying out the experiments. Scissors are needed for cutting out some figures from the "plates". The student is guided through these experiments to some geometrical fact, but no attempt is made to apply or recall the ideas developed. The set-up of the book could have been made more interesting. Illustrations and diagrams should have been on the same page as the exercises.

E. G. C.

## General

*Newfoundland*; by W. Lewis; School Aids; pp. 55.

This short pamphlet is well stocked with information on Canada's tenth province. The style and format of the booklet is reminiscent of the Social Studies series published by the above firm. It is therefore lightly bound and presumably inexpensive. The illustration is not quite so lavish as in the above series but what there is, is well chosen and well reproduced.

Subject matter includes history, physical and commercial geography and a glance at Newfoundland's problems.

The material is well arranged in short pithy paragraphs with bold subject headings.

The booklet concludes with some miscellaneous graphs, reference sources, and a multitude of "things to think about and things to do".

M. N. W.

*Dances of Greece*; by Domini Crosfield; Clarke Irwin; pp. 40; 90c.

One of a series of handbooks on European national dances, *Dances of Greece* will probably be of interest mainly to those folk dancing teachers who are building up their own personal reference library. Written by an expert who was Greek by birth and British by marriage, the book contains an introduction which explains the origins of the various types of Greek dance, a detailed description of the national costumes with four beautiful colour-plates, and step notation and music for four selected dances.

M. E. D.

*Teach Them to Live*; by James Hemming; International Book Club (Education), 1 Park Crescent, London W. 1, Eng.; pp. 131.

Both from Europe and the United States we are hearing of a re-study of the life and work of the school. From France: "a Copernican Revolution in education which places the child and not the subject matter at the centre of the process." From Holland (erstwhile educationally progressive): "the spontaneous spirit of enterprise in the child . . . the inner activity which ultimately furthers growth most of all". From Britain: "not to put the child into an academic straight-waistcoat, but . . . the best for the child on the ground of individual human right". The British Columbia Programme of Studies says much to a similar effect.

From the United States, the story is told in "Teach Them to Live" (Heinemann, 1948) of a movement which started in the early thirties. In its 130 pages "Teach Them to Live" tells of High Schools which came to terms with colleges and universities to break free from the routine programme for university and college entrance, and then, with their pupils in full conference, adopted courses and methods of their own. The academic results were striking. Pupils from these free schools, when they were admitted to higher education, were found to excel pupils from schools that had remained in the groove in all subjects but one; and they excelled in that subject (foreign languages) before college days ended. But the chief gain was personal. The students who had earlier participated in their own education, having a say in the all-round school programme, were surer of themselves and readier for life. As High School pupils, their "ability to share responsibility in the organization and government of the schools had been widely proved." Many of them, we read, "surprised their teachers by the mature and constructive thought which they brought to the problem when they were invited to think with teachers and parents about the work of the school; but their capacity to help with curriculum-making was an unexpected revelation."

A book with a message worth the heeding.—T. M.

## HISTORY IS INTERESTING

History does not need to be made interesting; it is intrinsically interesting because it is about people. It is only when the story about people becomes submerged in dates, names, and events that history is difficult and uninteresting. This is particularly true in the elementary grades.

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# Correspondence

## Fifty-cent Dollars

Salmon Arm, B. C.,  
November 14th, 1949

Editor, *The B. C. Teacher*:

I have been retired for four years now and I do not see the magazine as often as I would like.

I always look first at the obituary column just to see who among the old-timers has given up the ghost. Then I scour the pages to see if any have enough energy left to keep prodding the powers that be for a better deal for the victims of this inflation. I skip all the erudite articles written by the young bloods now holding forth in the schools. More concerned with the P.D.Q.'s than the I.Q.'s.

Next I look and look to see if the Worthy Gentlemen Adventurers at the head of this organization are doing anything to further the cause of justice in the interest of the men and women who were left holding the bag — the bag of fifty-cent dollars — when salaries went Up and stayed Down — definitely Down. The contents of the bag were few enough to begin with but if the dollars had remained healthy then I am sure we would have been satisfied to stand by our bargain, but to fob off on us poor old burnt relics cheap dollars is nothing short of scandalous.

The Bible says that if you cast your bread upon the waters, you can expect good returns, but that was written not only B.C. but also B.D. (before devaluation). The dollars we cast upon the waters in the bad thirties would buy a good roast of beef for the family but the ones we are getting now will scarcely buy the wrapping paper to take it home in.

Maybe pensions should be reckoned in loaves of bread or pounds of sugar or maybe yards of cheesecloth, and the future pensioners will not be gypped out of their just dues.

I don't want you-all to think that we retired teachers expect to live the life of

Riley when we quit school. We expected to have to help a little with the family budget but we did not anticipate that the extra load would make some of us bow-legged. Most of us have been doing quite a lot to keep the pot boiling but we are getting plumb tired and if somebody could somehow soon restore these puny dollars to their former roast beef standard, I'll bet a lot of us could enjoy sitting in an arm chair on the back porch with a sharp knife and a good whittling stick, and the smell of roast beef coming through the open door.

Yes, sirree! Whittlin' and thinkin', Whittlin' and thinkin'. Ho hummm! Whittlin' 'n' whittlin' 'n' thinkin', yes, sirree!

TOM PRESCOTT,  
Class of '45.

## Education 520 by Correspondence

University of B. C.,  
October 27th, 1949

Editor, *B. C. Teacher*:

Because of widespread demands we are offering by correspondence course Education 520, History of Education — 3 units. Students wishing information regarding this course should communicate with the Department of University Extension. The course may be enrolled for any time during the year. I should appreciate if you would insert in the next issue of *The B. C. Teacher* a note to this effect.

Thanking you, I am,

Very sincerely yours,  
M. A. CAMERON,  
Head of the Department.

NOTE.—Further details of the course are given on page 147 of this issue.

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## News, Personal and Miscellaneous

### Dr. G. G. Sedgewick —A Tribute

THE death of Dr. G. G. Sedgewick, on September 4, was a great loss to the teachers of this province. No other teacher or professor has ever filled or can fill the unique place he held in the affection of his friends, his students, and his public. To number his friends is as impossible as to measure his influence on the minds and thoughts of those who met him. The influence of Dr. Sedgewick—the man, the scholar, and the teacher—is felt in classrooms throughout the whole of British Columbia wherever his students teach.

Garnet Gladwin Sedgewick was born in Middle Musquodoboit, Nova Scotia, in 1882. He attended New Glasgow High School and Dalhousie University, and later obtained his master's degree and his doctorate at Harvard University. During the rest of his life he was a teacher, first in Nova Scotia and later in British Columbia. From 1905 to 1907 he was principal of Nanaimo High School, then after teaching a year at St. Andrew's College in Toronto, he came to Vancouver High School, where he taught two years before going to Harvard. On securing his doctorate he taught at Washington University, and at the University of Missouri. In 1918 he joined the staff of the University of British Columbia and for twenty years he worked in the Department of English to raise educational standards, to promote liberal ideals, and to inculcate and stimulate an enduring liking for literature,—but most of all to train his students to study and to think.

An outstanding scholar, he made each lecture a memorable experience. His methods were his own, but they developed and cultivated an interest in literature which was at once appreciative and critical. Just as no one could question his intellectual integrity, so no one could question his teaching methods. He was an exacting teacher, intolerant of the slipshod, the sham and the shoddy, demanding precise, careful work—but generous in appreciation of good work. As he often told his teacher-

students, good teaching demands effort on the part of both teacher and student. While it is the teacher's duty to see that pupils apply themselves, boys and girls actually like to work, therefore it devolves upon the teacher to train students to perform tasks that call for real effort and that lead to increased knowledge and appreciation of whatever they are studying. This belief he applied to his own teaching, so that his students have memories of his lectures—amusing, pleasant, serious; they have some appreciation of the literature he liked so well, and they are grateful for his challenging, penetrating, uncompromising methods of teaching.

Dr. Sedgewick found time to write a newspaper column, to prepare a weekly broadcast, to lecture to the many groups who asked his help, and to write articles for numerous educational and professional journals. His interest and support in civic and cultural activities was practical and generous, and his efforts on behalf of education in this province untiring.

The tribute recorded on the books of the Senate of the University expresses the feelings of all who were associated with him:

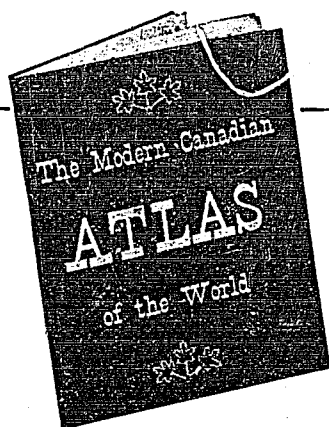
"The Senate is profoundly sensible of its loss in the death of Garnet Gladwin Sedgewick, Head of the Department of English and long a member of this body. His frequent contribution to Senate debate and discussion were marked by a humane wisdom and breadth of culture, enlivened by a keen critical faculty and an ironic wit. His utterances were the overflow of a unique and memorable personality: we 'shall not look upon his like again'."

—FLORENCE MALLOY

### School Broadcasts News

#### New Social Studies Series

No matter what star they were born under, the month of January is a lucky one for all social studies teachers. Three series of broadcasts, each outstanding in its own way, will begin right after the Christmas holidays.



## The Modern Canadian Atlas of the World

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classes will appreciate the maps specially pre-  
pared for Canadian schools and also the  
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60 cents

★

## Seeing For Ourselves

By L. H. Adair and T. Sanderson. Specially  
written for Grades III and IV, this new text  
deals with community life and the ways in which  
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The first has a distinctly western Canadian flavour; the second dramatizes several important events in Canadian history, and the third presents world problems in a provocative and challenging way.

In the series, "Western Gateways" (Tuesdays, January 10-March 7, 2 p.m., grades IV-VII), emphasis is on the life and history of Western Canada. Three programmes are being devoted to each of three communities, the Red River Valley of Manitoba, the Qu'Appelle Valley of Saskatchewan, and the Queen Charlotte-Prince Rupert region. In each group of three, one program tells of the early history of the district, another of modern life and industry in it, and the third of literature or legends especially linked with it.

"I Was There" is the title given to a Canadian history series planned for grades V to IX and beginning Friday, January 13. As the title suggests, each programme will take the form of an eye-witness account, given by an imaginary character who describes things as he saw them. Such events as the founding of Halifax, the Battle of the Plain between Wolfe and Montcalm, and the Cariboo Gold Rush will be dealt with.

The third of the social studies series is for high school listening, and is quite different in both aim and format from the others. Called "What's On Your Mind", each programme will be only ten minutes long, and will consist of two or three high school students discussing some problem of great importance to Canada or the world. The aim is not to impart factual material, but to present challenging questions which the teacher in each classroom can use as the basis for a lively discussion or for assignments. The programmes will begin at 2:20 p.m. every second Monday, and will follow directly after the French broadcast.

Details of these series will be found in the January-February supplement of the Teachers' Broadcast Bulletin.

★ ★ ★

The special pamphlets for teachers for "Ecoutez" and "Pictures in the Air" are still available, but should be obtained at once, so that classes may be prepared for each broadcast. These series will be heard on alternate Mondays, with the French

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series beginning January 9. Write to the Director of School Broadcasts, 701 Hornby Street, Vancouver, B. C., for copies of these pamphlets.

## The Northern Review Awards

The editors of Northern Review are pleased to announce two prizes of a hundred dollars each, one for poetry and one for fiction, to be awarded on the basis of work published in the magazine during the coming year. These prizes have been made possible by the generous donations of persons interested in encouraging Canadian writing.

The judges for the poetry award will be Dr. A. J. M. Smith, editor of *The Book of Canadian Poetry*; Mr. Alan Crawley, editor of *Contemporary Verse*, and Prof. L. A. MacKay, Canadian writer now professor of classics at the University of California. The judges for the fiction award will be Dr. H. G. Files, head of the Department of English, McGill University; Mr. Earle Birney, well-known Canadian writer, and Professor Douglass Clarke of the faculty of Sir George Williams College.

The following conditions apply to both contests:

(1) The award for poetry will be made to the author of the best poem or group of poems accepted by the editors and published in one of the next six issues of Northern Review, beginning with the issue for October-November, 1949, and ending with the issue for August-September, 1950.

The award for fiction will be made to the author of the best short story or selection from a longer work of fiction accepted by the editors and published in the magazine during this same period.

(2) Any writer born or domiciled in Canada is eligible.

(3) There are no restrictions on the theme or form of the material submitted.

(4) Poems may be of any length, but fiction must not exceed 6000 words.

(5) Manuscripts previously published will not be considered.

(6) The same author is eligible for both awards.

Manuscripts may be accepted for publication at any time between now and July 15, 1950, the deadline for contributions to the issue of Northern Review for August-September, 1950. They should be addressed to The Editor, Northern Review, 2475 Van Horne Ave., Montreal, Quebec, and must be accompanied by a stamped, self-addressed envelope.

Anyone desiring further information should write to the editor at the same address.

## U.B.C. Extension Dept. News November, 1949

### Education by Correspondence

We are pleased to announce that, upon the recommendation of the University Department of Education, Senate has approved the offering of Education 520—*The History of Education*—by formal correspondence instruction. The course will be written by Dr. Kenneth F. Argue, Professor of Education, and will be administered by the Department of University Extension as a part of its correspondence program. The course will, upon successful completion, carry credits toward the Bachelor of Education degree, the Academic Certificate, or the Bachelor of Arts degree, under the conditions stated in the University Calendar. Full details concerning the course may be obtained by writing to the Department of University Extension. As course outlines are now being prepared, it will not be possible for students to make an immediate start upon their work. However, it is expected that Education 520 will be ready for distribution by the middle of December.

### Have You Discussion Group Problems?

Workshops, in which members learn by doing, are proving effective in helping leaders and members of discussion groups. Members of the Extension Department have already assisted groups in Mission, Abbotsford, Kelowna, Penticton, Prince Rupert, New Westminster and Vancouver. In these centres training sessions have been held ranging from an evening meeting to workshops lasting two to four days. Emphasis is on the principles and methods of discussion, with groups choosing their own topics. If your group is interested in im-

proving its discussions, we shall be glad to hear from you. It may be possible to arrange a workshop for your area.

## Cold Proof Your Classroom

If you've read it once, you've read it a hundred times . . . "Please excuse Tommy from school last week. He had a bad cold." And you can be sure that from now until springtime there'll be as many more "Please excuse" notes on your desk because the Tommys and Marys of your class caught a bad case of the common cold. That is, unless something is done to prevent it.

We know that Medical Science hasn't yet developed a "sure cure" for this uncomfortable nuisance, but isn't an ounce of prevention still worth a pound of cure? Then, for higher attendance in your classroom throughout the cold season, your wisest course is to teach cold *prevention*. To help you, here are seven simple rules. Impress pupils with the importance of observing them.

1. **Keep Feet Dry.**  
Remember to wear rubbers when it's wet and not step into rain puddles just for the fun of splashing.
2. **Dress for Warmth.**  
It isn't "sissy" to wear overcoats and warm hats and gloves. — Wear them rather than get a cold chill.
3. **Stay Out of Drafts.**  
Get plenty of fresh air, but do not sit in a draft and catch a cold. It's easy to move, and sometimes helps avoid getting a bad cold.
4. **Eat Proper Food.**  
Fruit juices, hot oatmeal breakfasts, eggs, vegetables, milk, etc., are good for you. They give strength and energy—build up resistance to colds.
5. **Drink plenty of water.**  
Drink at least six glasses of water every day, especially if there are any signs of a cold.
6. **At the First Sign of a Cold**  
Instead of using damp, rough handkerchiefs, always blow your nose with gentle Kleenex tissues. Because you use each tissue only once, then destroy it, germs and all, there is less danger of spreading your cold to

others . . . and you may avoid a sore, red nose.

7. **If Your Cold Gets Worse, See Your Doctor.**

Care and common sense will help you avoid colds . . . but if you catch a cold and it gets worse . . . especially if there is the least sign of fever . . . go to your doctor and do what he tells you to do.

But how best to impress these rules on pupils is a problem. To make it easier for teachers, the manufacturers of Kleenex Tissues are supplying copies of a special certificate which will act as a teaching aid, helping to make a game of cold prevention in your classroom. It's called an "Honour Roll Health Pledge", and you can get enough of them to distribute one to every member of your class. Each "Pledge" form has a space for the pupil's name at the top, his school and his class, and each one lists the seven simple rules of cold prevention outlined above. In return for his own "Honour Roll Health Pledge", each pupil promises to do his best to keep the class free from colds by following the simple health rules. With proper direction, see how easily this could become a game for the whole class to play.

"Honour Roll Health Pledge" can be one of the easiest ways to reduce the cold hazard in your classroom because they teach *prevention*. Healthier pupils and higher attendance are two things all teachers would like to see this fall and winter. The interesting offer of as many "Pledges" as you need for your class free of charge has been made by Canadian Cellucotton Products Company Limited, 50 King Street West, Toronto, Ontario. They have proven helpful to many teachers in educating their pupils in the simple rules of cold prevention.

### 1950 RESOLUTIONS

*Federation members and Local Associations are respectfully reminded that all resolutions for consideration by the 1950 Annual General Meeting must be received in the Federation Office by February 1st.*

*Committee Reports must be received by February 15th.*



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