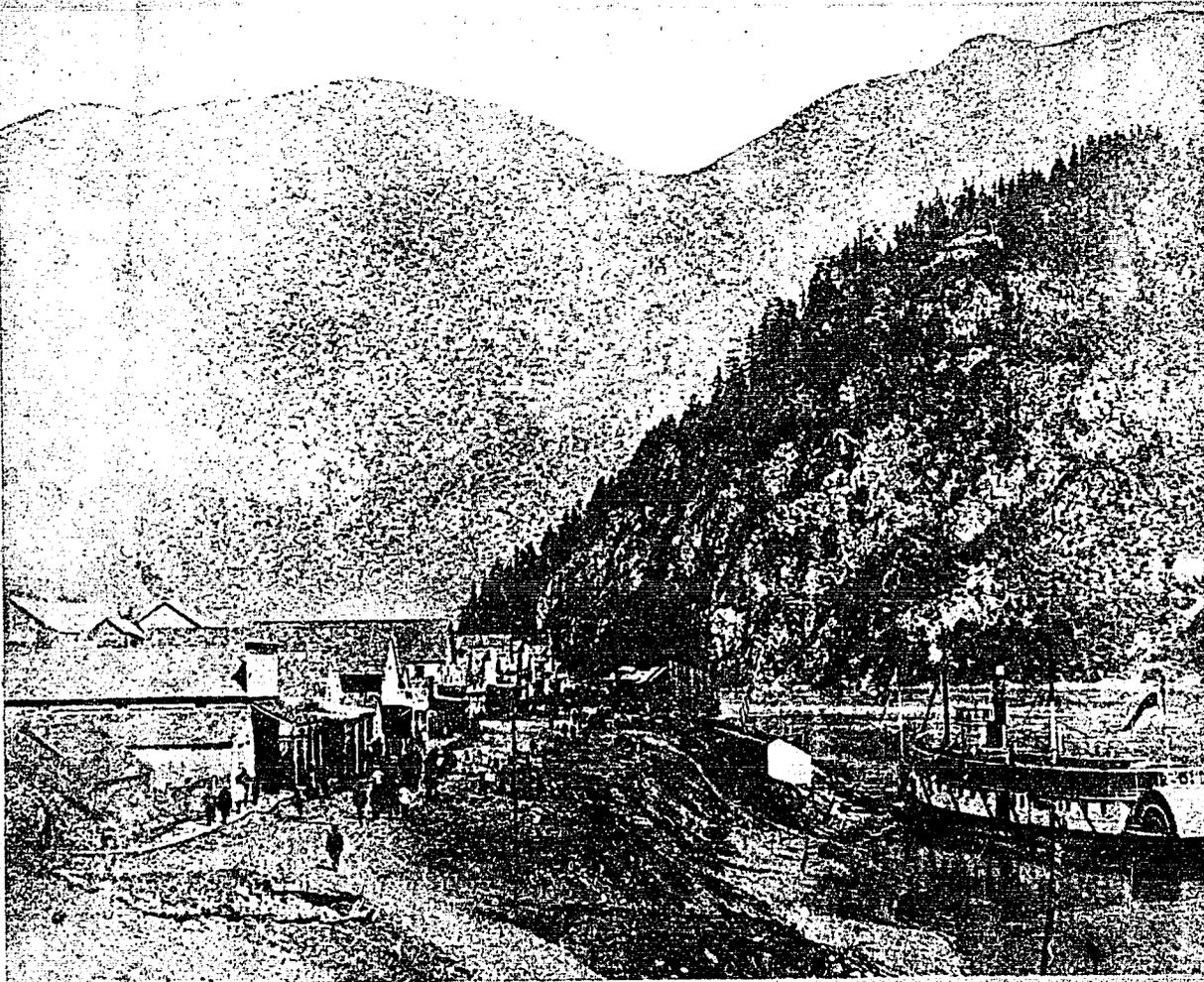


*the* **BC** *teacher*

VOL. XXIX, NO. 4

JANUARY, 1950



YALE IN 1862

(See Page 151)

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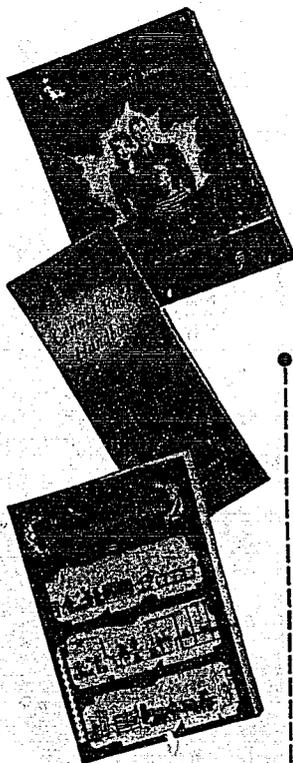
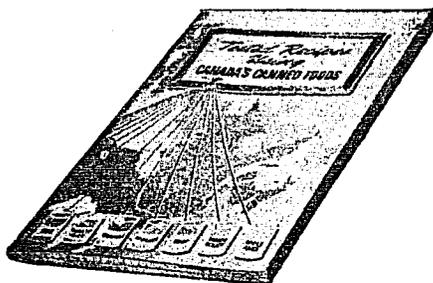
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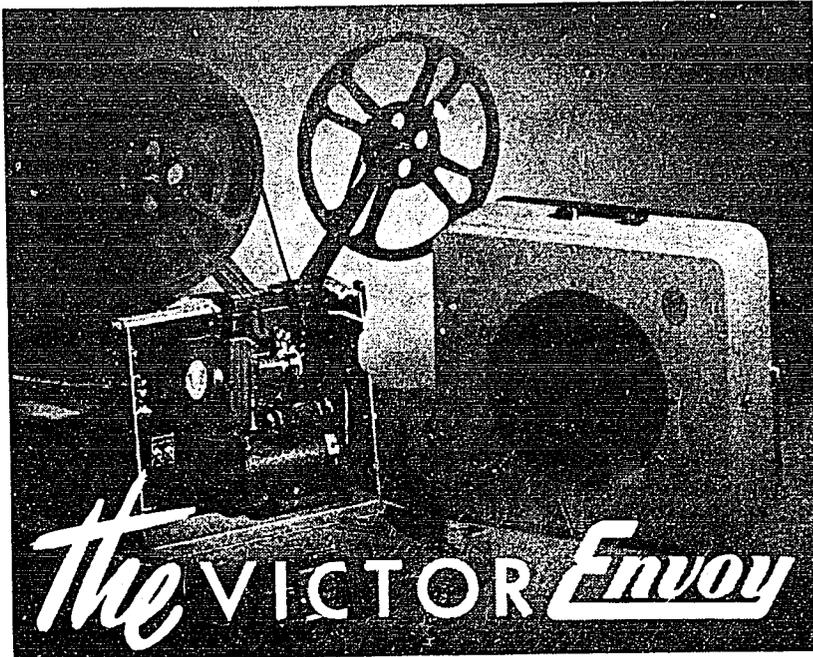
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JANUARY  
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### THE COVER PICTURE

This month's cover picture, through courtesy of the Provincial Archives, shows Yale at it was in 1862 during the construction of the Cariboo Highway. (See story, page 153.)

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# HOPE--YALE

## A Story of Adventure and Romance of Two Fraser Valley Towns

By RENNY ENGLEBERT

Adapted from an article in *The Vancouver Sun*, April 17, 1948.

**J**UST 100 years ago a group of weary Hudson's Bay Company employees, headed by Alexander Caulfield Anderson, pulled their big dugout canoes from the Fraser River below the canyon and erected a small post, Fort Yale. A few months later, in 1848, another fort was built at Hope.

In the 15-mile stretch of valley which links these two towns is a story of adventure and romance which has won enduring fame.

Both towns share one history. They owe their beginning to similar causes. Standing on opposite sides of the Fraser River, they look ahead, yet cling to memories of a rugged past, of fur traders, Indians, gamblers and miners in search of gold. They tell a tale of riotous living with saloons and gambling dens set amidst sky-piercing mountains.

Most of their rivalry is past. Starting when both forts were used by the fur brigades, it first expired in 1849 with the abandonment of Fort Yale, but was revived in 1858. The following years saw the rebirth of the town with the gold rush.

Competition lingered during building of the Cariboo Road in the early 1860's, and hit a peak in 1880 with the building of the Canadian Pacific Railway.

Hope, once described as "the opening into the interior through British territory", is a community of 2200 which was incorporated in 1929 and whose municipal af-

fairs are handled by three commissioners. It lies at the junction of four valleys. The main one is that of the Fraser leading west towards Chilliwack and north to the Canyon. The Coquihalla Valley comes from the northwest, the Nicolum joins the Coquihalla from the southeast just above Hope. To the south is Hope Mountain and to the southwest Silver Creek.

For the newcomer, the town seems cupped by her mountains and cutoff from the world. But every wind that blows slips through the passes to prove that there is not one but several ways out.

Most of the sturdy residents are employed in logging or small sawmills and, due to her persistent efforts to keep her name before the outside world, Hope is becoming year by year a better tourist centre.

Yale reflects a different way of life. Picturesquely situated under the mountains at the foot of the canyon of the Fraser, the hamlet of 365 people is an ideal place to retire. Many residents are employed either by the CN or CPR railroads or by the Department of Public Works as road repair crews.

The demands of Yale are simple. There are only two stores, two small hotels, the oldest church on the mainland, a garage, community hall and public school. High school students are taken by bus every day to Hope.

People of Yale value the higher things of life. The varied coloring of the fruit

*Perhaps the story of your community is not so filled with adventure and romance but you may be pleasantly surprised with what "Our Community Units" of your Social Studies course unfold.*

blossom in spring has given the village the nickname of "Cherry Town". The different foliage on the surrounding slopes, backed by snow-topped mountains towering above the swift Fraser, is a sight second to none for beauty.

Yale residents are rabid about their scenery. Tourists, they feel, are easily inclined to dismiss nearby beauty spots in favor of the more publicized Hell's Gate and the famous Fraser Canyon.

There is an accessible path up the mountain to Frozen Lake. There are the falls of Yale Creek which drop a sheer 80 feet. Across the river, opposite Emory Creek, is Squeah Lake—its waters stocked with trout. Places like these are so tucked away that visitors don't notice them unless their attention is called to them.

And of course Yale, with its strategic location on the one canyon highway, does a thriving business with tourists whether they stay or merely pause on their way north. Truck drivers, too, look on the town as a handy spot for a snack or service.

But all this beauty cannot rival Hope's opportunity to forge ahead. Manning Park, still undeveloped, covering 171,000 acres, was created in 1941. The Hope-Princeton Highway crosses its entire width, making it more accessible than any other comparable park in the province. It provides ideal area for riding, swimming, hunting and fishing.

Both towns are proud of their history but all that is left today as a reminder of the old trails and buildings are two stone monuments. The weathered stone in Yale, 12 feet high, stands in railed enclosure to mark the spot where the Cariboo Highway started. The cairn at Hope is set on a lawn overlooking the Fraser sweeping past in a majestic curve.

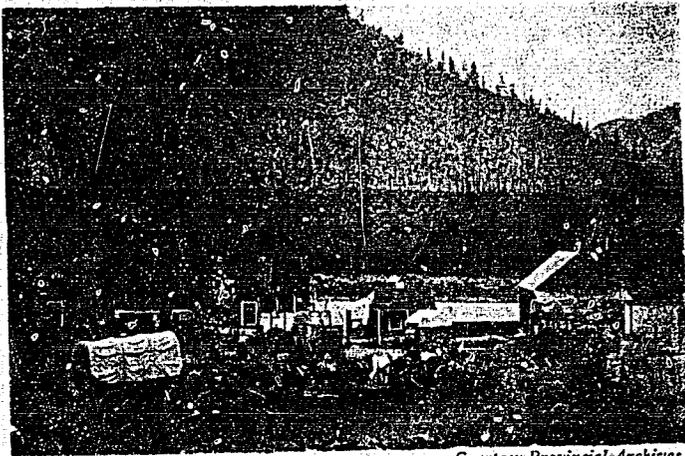
#### Trade Routes

The early days of the Hudson's Bay Company seem almost legendary, but the pioneers remain believable, flesh-and-blood heroes. From 1800 they controlled all territory from west of the Rockies and north of the Columbia River. They used the Columbia as their trade route and furnished their posts in the interior of British Columbia from Fort Vancouver, their headquarters on that river.

In 1846, by the terms of the Oregon Treaty, a boundary was set at the 49th parallel and, while the company was given the right to use the Columbia through American territory, their officers felt they should establish a route north of the boundary.

Alexander Caulfield Anderson of Kamloops, a Hudson's Bay Company factor, asked permission to investigate a way over the Cascades. As the Fraser River had already been explored in 1808 by Fraser and in 1828 by Simpson, Anderson first investigated two alternative routes. In May, 1846, he started out with six companions and discovered a route by way of Seton, Anderson and Harrison Lakes to Fort Langley.

On the return trip he went up the Fraser to Silver Creek on the assurance of his Indian guide that this would prove to be the best trail. However, fearing it would take him south into American territory, he turned back. He crossed where Hope now stands, passed Kawkawa Lake, and bridged the Coquihalla



Freight wagons and blacksmith shops were vital factors in Yale in early days.

Courtesy Provincial Archives

River, continued up the Nicolum and down the Sumallo to the Punchbowl and so back at Kamloops. Although it was midsummer there was still snow on the summit of the Punchbowl, and for this reason he condemned the route.

The next year Anderson returned to Langley by way of the Fraser Canyon and decided to make this route the permanent one. In 1848 a fort was built at Yale as a resting place for the fur brigade. But difficulties were so great and loss of horses so severe that yet another route had to be found.

On the next trip they came down the canyon through Yale and continued on to Hope, but instead of returning by way of the canyon a trail was cut from Hope to Princeton and on to the Similkameen into the interior. Yale was abandoned and for the next 10 years Hope remained the established trading post.

The brigades met boats from Langley, took off supplies and transferred their stock of furs which they had brought from the interior.

### Gold Rush

Up to then there had been little serious gold seeking, but in 1858 the Hudson's Bay Company sent to San Francisco a shipment of 800 ounces which had been washed by the Indians. It created little excitement at first but a miner named Hill slipped quietly out of the city.

Towards early summer, news leaked out that he was on the Fraser. Then started the biggest gold rush in B. C. history. At least 25,000 men left San Francisco. The *Surprise* was the first steamer to arrive at Hope, on June 7, 1858, and the *Umatilla* followed a few days later. In a matter of months there were 10,000 men on the river below the canyon.

Not everyone made his fortune. That year the river ran exceptionally high and many



*Courtesy Provincial Archives*

Hope in 1872—Hudson's Bay Company's Fort Hope marked by flagpole.

gold-hungry men who lined its banks found their enthusiasm waning. They doubted the waters would ever subside sufficiently for them to work the bars. Impoverished, they struggled homeward as best they could with word of "the Fraser River humbug" on their lips.

A large number of those who stayed were well rewarded. Hill's Bar was the largest in the district. Each man at first was given a limit of 25 square feet on this rich bar below Yale and across the river.

It was not long before Hope was just a flash in the pan as miners pressed on.

In 1859, Yale was reborn. She became a roaring gold camp with a population of many thousand. A constant throng of miners in the vicinity were a steady source of wealth to dance-hall proprietors, hurdy-gurdy girls, saloon keepers and gamblers whose establishments lined the lower mountain slopes. Yale, in her early days, is reputed to have exceeded Victoria in gaiety. Every alternate log house was a saloon, the intervening ones gambling dens.

Panama Lil, for instance, had a most ornate place. She shipped her furniture from California. Heavy glass lamps with dangling prisms hung from the ceiling and roulette wheels spun beneath them.

In 1880 a newcomer arrived at Yale. He was Andrew Onderdonk, a capable contractor from Chicago, commissioned to build the Canadian Pacific Railway from Kam-

loops to Port Moody. He had a mania for work, and his hard-driven employees were known as Onderdonk's lambs. They were a motley crowd of every race and color, and laid miles of glistening steel over and through the mountains.

The town's population soared to 7000 when the railway was being built. Machine shops were established, sawmills whined, the price of property was hair-raising, and regular steamers plied to New Westminster.

Five years later, after completion of the line, Yale was just a wayside station. No sign of her riotous past remained, and, symbolic of the change in atmosphere, Onderdonk's magnificent residence became in later years All Hallows College, an exclusive Anglican school for girls. It remained a famous educational centre for over 30 years. Thus ended the second great period.

#### The Steamboat Mountain Scandal

For a brief period in 1910 Hope held high hopes of return to earlier prosperity. Samples of gold were brought out purported to come from Steamboat Mountain. A company was formed, shares were sold and enthusiasm ran high as the spring thaws were awaited. When trails became passable it was found that, though tunnels had been made in the mountainside, they had merely been salted by firing gold into the rock with rifles. The promoters had skipped and the fiasco is still remembered as the Steamboat Mountain scandal.

Though this incident, engineered by outsiders, brought the glare of adverse publicity, the building of the Canadian National Railway and Kettle Valley Line in 1916 renewed activity. Mines came and went, each one giving a short glimmer of encouragement. Then in the mid-twenties the Trans-Canada Highway was built.

Transportation facilities today are Hope's best bet for the future. You cannot travel anywhere from Vancouver eastward by road without going through Hope. In addition to the C.P.R., C.N.R., Kettle Valley Line and Trans-Canada Highway there is the Hope-Princeton Highway, completed this year. This cuts off 150 miles of the interior trip.

Though some feel that it is wishful thinking, the energetic Board of Trade is work-

ing to bring in light secondary industries. With such quantities of timber in the vicinity there are good prospects for wood working plants. Power, too, is all important, and the British Columbia Power Commission has blueprints for a project on Silver Creek, using Silver Lake as a reservoir.

There has been a remarkable increase in logging since the early years of the war. The Silver Skagit Logging Co. has a payroll of more than 400 men, and their American counterpart in the district employs 300. The work of this outfit, the Decco Walton Logging Co., provides a striking instance of international co-operation.

The men are clearing the site of a dam to supply additional power to Seattle. They take American timber out through Canadian territory, truck it down the Silver Creek Road and dump it in the Fraser for towing to American northwest ports.

The men board in Canada, most of them cash their cheques and spend money freely in Hope. Though possibly less romantic than a gold mine, they are certainly a predictable source of wealth. The Ross dam, when completed, will back water for six or seven miles into Canadian territory.

#### Mining Prospects

Although little active mining is being carried on today, considerable survey has been done in the Silver Creek area. From the findings and records of previous mines there is little doubt that the Skagit country is very rich in base metals, and showings have convinced experts that Hope, and Yale, too, will be in the centre of mining activity. Nowadays courage and perseverance are not enough. It takes more than a stout-hearted individual with a pick to hack out a fortune. Lack of venture capital is holding up development work.

A visitor who asks, "What are the prospects for Hope," may well be staggered by the answer he gets. The town has faith in her destiny and intends to make the most of her advantages. Natural beauty, excellent transportation facilities and big timber reserves will almost certainly draw her neighbor, Yale, into her prosperity.

"Our schemes may be ambitious," says one Hope resident, "but if we accomplish half of them we'll be well on our way."

# As I Saw It

Miss Anna C. Fulton of Vernon High School observes the training for citizenship in England's Secondary Schools.

IN England, as in this country, many educationists still consider citizenship training synonymous with character training; and so quite frequently at 9:30 of a school morning, I would find myself in an impressive book-lined study before an even more impressive headmaster or headmistress trying to parry his or her crisp questions as to just what I meant by training for citizenship and just how I thought I could observe such an intangible process in his or her school. I dared not admit that my ideas on the subject were shamefully vague, though my convictions were strong. I dared not launch into an account of a certain memorable day in 1944 in a military hospital in northern B. C. when, as a Red Cross V.A.D., I first resolved to investigate the problem of citizenship training if ever I had the opportunity to study after the war.

Well, soon after commencing my school visits, I discovered in the welter of books and pamphlets and articles on the subject (and there is the same "citizenship" ferment as in America) a definition drawn up by the Association for Education in Citizenship (a private organization founded in the 1930's and including as members many top-ranking parliamentarians and educationists). Training in citizenship means to them:

1. "Training in the moral qualities necessary for the citizens of a democracy."
2. "The encouragement of clear thinking in everyday affairs."
3. "The acquisition of a knowledge of the modern world."

In other words, *good citizenship = moral character + the habit of clear thinking + the facts with which to think*. Sometimes I would explain to a cross-questioning head something of this definition. More often I merely asked to observe student activities,

*Miss A. C. Fulton spent the 1947-48 school year in England on a scholarship for Associateship Course at the Institute of Education, University of London. Her field of study was "Training For Citizenship in the Secondary Schools of England".*

*At the suggestion of several teachers of the Central Mainland area, to whom Miss Fulton spoke in convention, we requested her to prepare this article for publication in our journal.*

*"Although we in B. C. can learn much from English secondary schools in the matter of training in the moral qualities necessary for the citizens of a democracy, I think we can learn little about the acquisition of a knowledge of the modern world", says Miss Fulton.*

lessons in Social Studies, and lessons in English.

I offer humbly my conclusions based on these observations and on endless questioning of my friends at the Hostel who were teachers in training in the London schools, realizing only too clearly that, based on an insufficient number of cases, they are impressions only.

## Character Education

First of all, then, *character education*— "the training in moral qualities necessary for the citizens of a democracy." I need hardly mention that for many years character training has been the basic aim of schools in England as in this country. Teachers of all subjects there as here accept as their duty the teaching of a basic moral-

ity, so that there is the same "pervading emphasis" on moral education as is recommended in our B. C. Course of Study. Perhaps honesty, unselfishness, self-discipline, co-operation, responsibility, and tolerance would be agreed virtues, emphasized whenever opportunity offers both inside and outside the classroom. (By stories, illustrations, punishments, rewards, and so on.) But I suspect that in England this aim of character education is more nearly achieved than in B. C. and for two reasons.

### School Tone Emphasized

In the first place, English schools, both state and independent, place more emphasis on the "tone" of the school and the principal's part in establishing that tone. Again and again when I advocated the virtues of our all-in-together "democratic" high school offering a great variety of courses under one roof, a head would say, "But look at the size of your schools of that type. *How could I know all my students?*" When I explained that he needn't know all his students because he would have counsellors for that purpose, his stare of horror expressed better than words his disdain for the American educational machine. Through personal interviews and daily assemblies he played a vital part in the character education of his five hundred or so charges. (In the large public schools which do run to a thousand or more students, the "house-master" as head of each residence provided this important personal supervision.)

In the second place, I believe that the average "master" or "mistress" contributes more towards character education than the average teacher in B. C. He or she seems not so determined to be a "pal" to his pupils as many of us are in B. C., and more willing to assume the less attractive role of "teacher". At least the bad manners and lax discipline discussed so lucidly by Mr. Westmacott in a previous issue of *The B. C. Teacher* have no parallel that I could find in English state schools. A teacher who believed I had too high an opinion of English secondary schools invited me to visit the Secondary Modern School where he taught—"the worst in London," he guaran-

teed. To his chagrin, I found it a model of peace and order compared to B. C. schools I had known. (And I am thinking of Vancouver schools as well as Okanagan ones!) The nearest thing to B. C. atmosphere I encountered was in A. S. Neill's "crank" school, "Summerhill", considered the most notorious in the country, where complete self-government was practised with no veto by the head.

But what of practical opportunities for developing the "moral qualities necessary for the citizens of a democracy," for forming, let us say, the habits of unselfishness, responsibility, and co-operation? It is generally conceded that, despite the elaborate and excellent house systems and wealth of extra-curricular activities, there is less student self-government than in America. Students tend to work more closely under the teachers' supervision in their organizations and show less initiative as a result. Perhaps English schools could learn something from us in this respect. I am sure we on the other hand could learn a great deal from them about the "pervading emphasis" of character training provided by both heads and teachers. I strongly suspect that many of the admirable qualities of the English people as a whole—the good nature and discipline of the crowds, the respect for the law, the high level of honesty in public affairs, can be largely accounted for by the character training in the formative school years.



### A Broader World View

Although much can be learned from English secondary schools in the matter of "training in the moral qualities necessary for the citizens of a democracy," I think we

can learn little about another item in our definition—"the acquisition of a knowledge of the modern world," except perhaps in a negative way. I am convinced that in B. C. most of our students in social studies obtain a broader world view and a less biased national one. (It should be noted that in England today the term social studies is not in general use.) History is the usual subject, with economics and geography treated as separate subjects when included on the curriculum. (But nothing would be more inaccurate than to suppose that no experimental work is being done in integrating subjects. One finds every combination.)

### History Weaknesses

In my opinion—and the opinion of Dr. Weitzman, the Institute's lecturer on history methods—there are two big weaknesses in the teaching of history, especially in the grammar and public schools. In the first place, history is not a compulsory subject for the General Schools Certificate, so that it is not studied in the senior years by all students. (At a citizenship conference I had the temerity to rise to my feet to explain B. C.'s compulsory social studies, and to hint that our lead might be followed in England! "No doubt," said the chairman icily, "our Canadian visitor will discover when she has been with us longer that in England nothing is compulsory.")

In the second place, most of the history, apart from a quick world survey in the lowest forms, is usually British, and studied in minute detail, chiefly because of the School Certificate requirements. Thus instead of the "acquisition of a knowledge of the modern world" as required by our definition of citizenship training, it is a knowledge of one part of the modern world only that is acquired. This extreme preoccupation with British history is easy to understand when one remembers the wealth of material ready to hand. Children who visit castles and battlefields and museums want to know. It would take a strong-minded history teacher indeed to pass rapidly over this fascinating material to the world beyond Britain and her empire. The result

is most illuminating to the whole problem of training for citizenship.

If by citizenship training you mean *character training plus patriotism*, you will find the result in England thoroughly satisfactory. This kind of national citizenship is inevitably built up by the intensive study of English history (and of English poetry). As a result, love of country is so much a part of the average English person, so it seemed to me, that he is unaware of his passionate patriotism and of his frequent assumption that all things British are of course the best. On the international level, obviously, he will make a poor citizen, since he has learned only of his country and empire and of the rest of the world as it touches that empire. This self-centred study of history occurs in every country, I suppose, but most seriously in one like England with such a long and colorful story. I believe, with Dr. Weitzman, that this egocentric teaching of history must be modified all over the world if world citizenship is ever to be approached. A student trained in this method has never learned to enter imaginatively into the life of any country but his own, so that an objective judgment on an international problem is no easy task at all, and scarcely a possibility.

### Canadians Better Prepared

Canadians, on the other hand, whose lack of patriotism is often deplored, are much better prepared as world citizens. "Canadian chameleons" Professor Lower of Toronto in an article in *Macleans* (Nov. 15, 1948) called "those of us who find it easy to be English with the English and American with the Americans." I can think of no better training for world citizenship than this practice of entering imaginatively into the life of two other cultures besides one's own, and not being at all sure but that they are superior. I fervently hope that our revised social studies course in B. C. is not too insistent on making everything B.C. and Canada-centred, thus destroying the one phase of citizenship training of which we can be proud.

In the secondary modern school, history

teaching is not open to the same criticisms as in the grammar and public schools. Not restricted by external examinations and with the avowed objective of training for citizenship, the teaching of "social studies" is much more satisfactory. Great emphasis is placed first of all (by means of local surveys and visits) on the community and the individual's part in it, and later on his place in the country and in the world. (An emphasis so badly needed by my home defence patients in the hospital in northern British Columbia.) Since almost 80% of the school population will attend these secondary modern schools, it is fair to say that in training for citizenship the English secondary schools will soon rate high, not only in character training but also in imparting a knowledge of the modern world.



In a course of lectures which I attended at the London School of Economics on the "Problems of Democracy," Professor Harold Laski suggested that the major problems in a democracy today are: (1) placing an adequate supply of unbiased facts before the voters; (2) persuading the voters to read those facts, and (3) teaching them to draw valid conclusions from those facts.

I am convinced that training for citizenship will be just another educational cliché until we in the schools tackle this third problem of teaching our pupils to draw valid conclusions from facts or, to revert to our citizenship definition, to think clearly in everyday affairs.

For years I have despaired of the muddled thinking apparent in expository essays, debates, and class discussions of even my brighter pupils in Senior High English, without knowing really how to help to

unmuddle them. I frequently recognized that they were talking nonsense, but how could I help them to talk sense, or, if you prefer, to reason logically, to think clearly or critically or scientifically?

Well, I know now that I should have taught them, as in science, to reason only with tested facts and to be prepared to revise their tentative conclusions in the light of new facts; as in geometry, to avoid certain well-known fallacies in reasoning. I should have taught them the dangers of generalizing from too few cases, misusing statistics, mistaking the cause, begging the question, using false analogies, failing to define terms, being swayed by emotion, or committing any one of many other possible errors in reasoning. The B. C. textbook, *Mastering Effective English*, lists eight chief ones—very useful for a start. Professor Thouless of Cambridge in his "Straight and Crooked Thinking" lists thirty-four! "Encouragement of clear thinking in everyday affairs" is obviously a colossal educational task, but an absolutely imperative one in a democracy, if government by the people is to become a reasoned process.

#### Clear Thinking in Everyday Affairs

It is encouraging to find, therefore, the problem of "clear thinking" very much to the front in educational circles in many parts of the world today. In Canada, Dr. Henry Bowers of Stratford Normal School advocates a special high school course in critical thinking to be taught by a specialist in logic, semantics, and psychology. (Possibly to replace the present course in geometry.) In the United States, certain schools in the Eight-Year Study made critical thinking their prime objective and devised elaborate testing methods. In Australia, the work of Biaginni has focussed attention on the problem so that in New South Wales clear thinking is part of the course in English expression, with specific questions on the matriculation examination. In New Zealand, half a dozen schools include practical criticism on their English course. In Alberta I believe something similar is required. Even in B. C. we have a unit on scientific thinking in the senior

social studies course. But in England, though there is no specific course or units, many schools have arrived at the far more satisfactory stage where clear thinking tends to receive almost the same "pervading emphasis" as does character training.

### Emphasized More in English Schools

And why should this pervading emphasis on clear thinking be greater in English schools than in those of B. C.? No doubt there are several contributing factors. Perhaps one is the tutorial system in the universities, where the student (perhaps a future teacher) must defend any fuzzy thinking in his weekly essay against the logic of his tutor. Perhaps another is the popularity of debating and discussion, where unclear thinking is quickly exposed. Perhaps a third is the high level of the teaching of English, especially in the grammar and public schools, in which by junior high age there is often great care to use the exact word, to define the term to organize the essay, to produce the accurate précis. Certainly a fourth is the tremendous amount of writing on the subject of clear thinking ever since I. A. Richards in 1924 distinguished in his *Principles of Literary Criticism* between scientific and emotive language. Fallacies in reasoning were emphasized by Thouless in his *Straight and Crooked Thinking* in 1930. *Thinking to Some Purpose*\* by Susan Stebbing attained tremendous popularity in the Pelican series of pocketbooks in 1939. *Clear Thinking* was the subject of the Bureau of Current Affairs bulletin used in discussion groups throughout the country in November, 1948. The spectacle of whole peoples in the 30's being duped by the propaganda of their rulers moved these writers and many others to emphasize the desperate need for clear thinking in a democracy. And it seemed to me that not a few of their writings had by now been read and digested by the average teacher in the English secondary schools. I heard for example, remarks like the fol-

\*Now available in Canada in the pocket book edition from Riverside Books Ltd., 47 Green Street, St. Lambert, P.Q.

lowing made by pupils in English or history classes:

- "But you haven't defined your terms, you know."
- "Your analogy is obviously too crude."
- "Isn't your distinction merely a verbal one?"
- "Are you sure you are taking into account the writer's personal bias?"

I heard history teachers, instead of claiming an Olympian objectivity in their presentation of a controversial issue, admit their personal bias so that their pupils could make allowances for it. "Of course, I'm a socialist, so I am likely to be rather sympathetic toward the Russian revolution." "As a Catholic, you see, I find it difficult to do justice to Martin Luther."

This assumption that the secondary school pupil was capable of noting and rejecting personal bias seemed natural enough in the everyday English climate of fair thinking, so noticeable to one from this propaganda-ridden continent where the freedom of the individual seems to be so much less respected. In England the individual is trusted to make a right decision, even though he be allowed to smoke when he wishes in the theatre, to drink what he wants in the pub, to teach what he prefers in his school, to hear what he pleases from a university lecturer, to say what he will on Hyde Park corner. In short, the freedom of the individual seems not an empty phrase but an assumption as basic to the pattern of English life as is the assumption of no class distinctions in the total pattern of Canadian life. More than the university tutorial system, the popularity of debating, or the many writings on clear thinking, I believe the atmosphere of fair thinking in the whole of English life contributes to the successful "encouragement of clear thinking in everyday affairs" in the secondary schools, even though members of the Association for Education in Citizenship would tell you that only a beginning has been made.

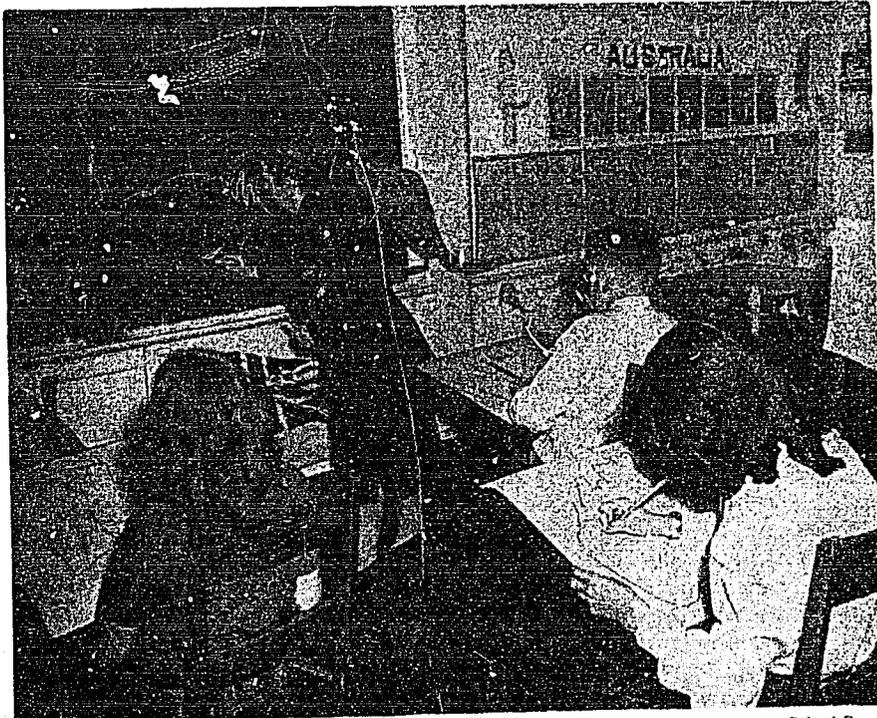
And this matter of the effect of the total English environment on clear thinking in the schools brings me to a point that must

(Continued on Page 189)

# The Thankless Profession

By HUGH MacLENNAN

*"For the shortage of teaching personnel, for the hardships of the teachers themselves, for low standards within the profession—there is a single concrete remedy: We must care enough to pay enough".*



Courtesy Visual Education Branch, Vancouver School Board

AT the present moment in Canada a child who grows up in a few of our larger cities—and not all of them by any means—has a chance of attending a fairly good school. One who grows up in a village or a small town practically never has such a chance, while in many districts there are simply no schools at all. It is idle, therefore, to pretend that we are a truly democratic nation when there is no equality of opportunity in our schools.

Take another aspect of the problem. Are our teachers, on the whole, competent to teach the young of a nation with great future responsibilities? Considering how deeply we are in debt to the teachers of Canada and how little we have done to discharge that debt, it seems a gratuitous

With the kind permission of the editor, we reprint herewith the latter part of Hugh MacLennan's article "The Thankless Profession", published originally in the *Canadian Home Journal*, for November, 1949.

The plight of the teaching profession has been a common topic for comment in popular magazines in recent years. Never before, however, has any author approached the subject with such deep insight and sympathetic understanding that would only have been gained from experience in the actual classroom situation. Only in 1945 did Mr. MacLennan leave teaching to devote his full time to writing.

Mr. MacLennan was born in Nova Scotia, forty-two years ago; graduated from Dalhousie University, went to Oxford on a Rhodes scholarship and later received his M.A. and Ph.D. degrees from Princeton.

His books, *Barometer Rising*, *Two Solitudes*, and *The Precipice* mark him as "Canada's most distinguished and polished writer".

insult to accuse the profession as a whole of incompetence. Yet such a charge must be made, *not* against the good teachers, certainly *not* against individuals, but against ourselves for permitting a situation to develop in which low standards are inevitable.

We would regard it as unthinkable to permit a man to practice medicine unless he was qualified to do so, and the minimum qualification we require of a doctor is that he possess a degree from a reputable medical school. But no such inhibition prevents us from letting untrained people into the teaching profession. At the present time only 15 per cent of our entire teaching personnel in the public schools of Canada have completed as much as three to four years of university training, while approximately 60 per cent have never been to college at all.

We are an efficient country in most respects. Our industrialists spare no expense to guarantee that the mechanical equipment of their factories is supervised and managed with the maximum of expert skill. Yet we have no hesitation in turning over the education of our children to unqualified persons, many of whom enter teaching only as a stop-gap while waiting for something better to turn up. It is a truism that a good teacher can so inspire a child that the whole course of the child's life is changed. It is also a truism that a bad teacher can infect his pupils with a hatred of learning, can stifle their imaginations and give them such faulty habits of work that they will never have a chance of gaining even material success.

For this whole situation—for the shortage of teaching personnel, for the hardships of the teachers themselves, for low standards within the profession—there is a single concrete remedy. We must care enough to pay enough. A simple sum of arithmetic shows clearly that until we pay our teachers, on the average, *at least three times what we pay them now*, we will never have a satisfactory system of public education in Canada.

If this statement seems unreasonable, recollect certain key facts reported by the Canadian Education Association. Both laymen and experienced teachers agree that

the main reason why standards within the profession are low is that most of the teachers are insufficiently educated. These two groups also agree, in the main, that all teachers should have college degrees. And yet at the present moment the average salary we pay a college graduate teaching in Canada is only \$1,668 a year! How many college graduates can be expected to choose teaching as a lifework at that price?

Suppose we multiply that sum by three and get a salary of approximately \$4,500. Assuming that the average age of a teacher lies somewhere between thirty-five and forty, a salary of \$4,500 is—in comparison with salary scales in business and other professions—the bare minimum with which we can expect a college graduate to be satisfied as he enters middle life with a growing family. To be sure, this figure has already been approached as a standard in a few Canadian cities, but those cities contain only a portion of our teaching population, and those cities also add their high salaries to the absurd lows of other towns to give us the average of \$1,668.

It is my conviction that if the Canadian public would use this figure as a touchstone—\$4,500 as the minimum wage for an experienced teacher with a college degree by the time he reaches mid-career, with the prospect of still further raises as the teacher becomes head of a department or undertakes more administrative work—the whole problem of popular education in Canada would solve itself within ten years.

At the present moment there are thousands of able young men and women who would like to take up teaching, but they cannot bring themselves to enter a profession which condemns them to poverty, humiliation and low standards. Able people who want to teach are not in search of wealth. They are not looking for an easy job. They are not, as one man called them in a letter to the investigators of the Education Association, "the more mediocre men, those who lack confidence in themselves, (who) are afraid to compete for life's best rewards." Those who choose to enter the teaching profession are, almost universally, people who are fond of children, who believe themselves able to do the work

well and are convinced that the teaching of young children is one of the most important professions in the world. But they are also individuals with full lives of their own to lead; if they were not they would be less valuable as teachers. While prepared to sacrifice much, they are not prepared to sacrifice everything. They want to be able to buy books, to travel within reason, to undertake further study, to play a full part in social and community life and to raise a family with some degree of security and well-being.

Many such persons enter the teaching profession today, but in Canada most of them leave it after a few years' service has convinced them that Stephen Leacock made and understatement when he called teaching "the most thankless and underpaid profession in the world." Conclusions to be drawn from such facts are inescapable. To entice good people to enter the profession, and furthermore to keep them there, we must spend at least three times as much on teachers' salaries as we do today. If we wanted to, we would.

It is at this point that the tragedy of the teachers' situation in relation to society as a whole most clearly reveals itself. Teachers, as a group, are unpopular. If anyone doubts this statement, I recommend that he study carefully, with an ear for overtones, some of the answers to questionnaires submitted by the Education Association to representative members of the general public. Though probably none of those who made the answers knew it, the reason for the unpopularity of teachers lies deep in our subconscious.

Three groups of human beings combine to form any educational system: the children, the teachers and the parents. On the surface, all three groups appear to work in harmony toward a common goal. Under the surface lie natural antipathies so profound that few of us are aware of them. Furthermore, in any relationship of three, one must inevitably be esteemed less in the eyes of the other two, and so in this relationship of three it is against the teacher that these human antipathies are concentrated.

Most children desire to be taught. As they grow into adolescence, ambition is

born, and combining with fear of what may happen to them if they grow up in total ignorance, spurs them on. But under this conscious level their nature rebels, to greater or lesser degree according to the individual concerned, against the forced restraint of learning difficult subjects. Regardless of what some modern theorists claim, Plato was right when he remarked that there is no royal road to geometry. Mathematics, the basic structure of languages, even carpentry and cooking cannot be mastered without hard work and discipline, and it is a pernicious falsehood for any teacher to tell either pupil or parents that they can be.

In spite of a child's desire to be taught, it is unnatural for him to discipline his own mind to the mastery of a subject and his behaviour to the needs of a group. In his conscious mind he can be made to realize that these disciplines are necessary, but not all the necessity in the world can prevent his subconscious mind from rebelling against them. On the whole, children tend to admire their teachers, and some are grateful to them as long as they live. This does not alter the fact that in the lives of every one of us the teacher has always stood at some time for an authority against which there was no recourse.

That the teacher occupies this symbolic position in the subconscious of so many of us is one part of this tragedy. The parent has first been the child, and so when authority—in the person of the teacher—comes begging with full justice for sympathy and for proper salaries, it is inevitable that his plea should arouse no favorable emotional response on the part of the public.

This lack of sympathy in the relationship between parents and teachers is only part of the subconscious conflict between them. While most parents would do everything in their power to insure that their own children receive the best possible education, while most of them are friendly to teachers when they meet them face to face, no one who has ever taught school can be ignorant of the degree to which parents resent teachers as a group. They resent them for the most human reasons—because they are so enormously dependent on them. Teach-

ers are caretakers of their children. Teachers give their children what they themselves cannot or will not give them—a training in the rudiments of learning and the capacity to take their place naturally in a larger social group than the family. If parents have any ambitions at all for their child, they are largely dependent upon that child's teachers to fulfill it.

Anyone familiar with labor disputes knows that the resentment felt by the general public against any group of striking workers is in exact proportion to the degree to which the public is dependent on the striking group. A nation-wide strike of coal miners causes more anger in the press than a nation-wide strike of longshoremen, particularly if it takes place in the winter. Has anyone given sufficient serious consideration to the effect of a nation-wide strike of public school teachers? It would cause hysteria. It would disrupt every home in the country, not because of thwarted ambitions, nor even because of subconscious resentment against authority, but for still one more reason why parents do not like teachers. They are afraid to think what they would do without them during the five or six hours of every day when the teachers act as servants, tending children in lieu of their mothers.

Let's be honest with ourselves. How long will our unconscious resentment against teachers prevent us from granting them a standard of living which will place them on an economic level with ourselves? How long is it going to take us to grant teachers the prestige which the importance of their work deserves? Or are we going to continue to think of them as we do now, as a class of superior servants, generally unreliable, occasionally noble and picturesque, upon whom we depend to have certain tasks performed which we are unable or unwilling to perform ourselves?

Perhaps it would be easier to grant prestige to teachers if we realized more fully the nature and demands of their work. It is a commonly held belief that teaching is an easy life because the teacher gets off at four every afternoon, does not work on Saturdays, and has long summer holidays.

Yet no myth could be more contrary to the truth.

So, far from being easy, good teaching is one of the most arduous, exacting and difficult tasks a human being can perform. To teach well requires an unending expense of a man or woman's spirit. There is no system, no formula, no training which will make possible an avoidance of this expense of spirit. Anyone with a callous mind and no imagination can be a drill-master, but only the most sensitive and sympathetic spirits can really teach, and only the strongest constitutions can endure the long strain of a school year. To teach well means more than the transference of knowledge; it means the transference of some of one's own energy to the pupil. I have known teachers who shrank from doing this, but none of them was successful. I have never known a good teacher who did not do it at least part of every day he worked.

It is this necessity of out-giving which makes good teaching so racking to the nervous system, just as it also makes being a teacher something of a reward in itself. A man now high in Canadian public life who once taught with the intention of remaining in the profession, told me that no cabinet meeting had ever drained his vitality so deeply as one hard day in the classroom. Woodrow Wilson, during the first term of his presidency, admitted to a professor under whom I worked later that he had never encountered tensions in the White House greater than those he had endured during his presidency of Princeton. It is true that Wilson's last years in Princeton were distracted by an intramural controversy of violent severity, but it is also true that Wilson was a great teacher and the intensity which he summoned to his work was itself the main cause of the controversy which nearly ruined his health.

Under the best of circumstances the teacher deals with humanity in the raw, with a clamorous humanity which in these days feel no reverence for elders and is quick to exploit every weakness of anyone in authority. By the constant exercise of wit, personality and such spiritual force as he possesses, the teacher must canalize the diffuse energies of growing children into

tasks which few of them have an instinct to perform. Only the most vital and capable of men and women are able to do this work well. We therefore do ourselves the greatest possible disservice in our obstinate refusal to make the teaching profession one which vital and capable people are eager to enter. It is ridiculous to expect a good teacher to be humble. On the contrary, everything possible should be done to foster his independence and self-confidence. Not one man in five thousand can feel confidence and independence if he lives in poverty.

Right now is a very good time to stop

our hypocritical pretense that it is impossible to improve the status of teachers in Canada. We can have the finest system of public education in the world within ten years of taking one necessary step: pay our teachers at least three times what we pay them now and require a college degree from every one of them. It is idle to pretend that we cannot afford to do it. Of course we can if we want to enough. Let us be honest and recognize that it is we ourselves who are responsible for the tragedy of our country's teachers, and for the fact that our public schools are at the present time a national disgrace.

# Toward Better Teaching

## A Principal Speaks in Defence of His Teachers

By S. D. MEADOWS,

Principal, Simon Fraser School, Vancouver.

**B**UT," you say, "I read an article under that title in the October issue of this magazine." That is quite correct, and admittedly this title is copied from that one, which seemed quite in order since the title originated in the 1949 Year Book of the National Education Association.

If you have not read the September-October article, stop reading this one right here, for the former is as necessary to this one as one leg of a pair of pants is to the other. There is, however, at least one difference between the two articles. The author of the former has, I fear, gazed down from above upon the scene of the teaching profession, struggling as best it can in the interests of the youngsters, and making a pretty good job of it at that. The present writer, himself actively engaged in the struggle, views this same scene from ground level, and believes that he can see reasonably clearly from that vantage point.

The Professor seems to enjoy bombarding

the teaching profession with a barrage of "shoulds" and "should-nots", which would best be ignored, except for the fact that such barrages from such experts make it so much more difficult for the teacher to do a practical, professional, and I will even say Progressive job.

The author of this article admits that in the following he is returning a similar barrage of "shoulds" and "should-nots" to those professors whose job it was to teach these same teachers how to teach:

1. A University Professor should be a teacher. He should have had some considerable training in teaching methods before he is even given a job. He should not be given his position simply because he has proved himself to be an honor student, and a genius at passing examinations with high marks. Such an achievement can be absolutely worthless from a teaching point of view, unless the potential Professor has the ability and the training to transmit his knowledge to his students.

2. If the Professor is going to teach teachers how to teach, he should have had enough teaching experience to know more

than considerable about the everyday problems met by the teacher on the firing line. He should have had sufficient experience in the classroom to make it worthwhile mentioning that fact in the preface of his first book, as well as featuring his degrees and other paper achievements.

3. After he has earned the position of Professor, he should make it evident that he has kept closely in touch with the classroom situation, so that he may appreciate the speeded-up character of today's educational setting, the over-stimulated atmosphere in which most children live, the fact that the elementary school teacher is still carrying a load of forty per, and in more than the majority of cases doing a very good job of it.

4. The Professor should not set up strawmen as targets for his shafts of ridicule, but should realize that such form but a flimsy basis on which to build his theoretical towers. For example, how many teachers, "literally or otherwise", say to their pupils: "You keep quiet, I am doing this"? No expert should ever have his utterances depend on the memory of his own past technique becoming confused with what he thinks he has learned from his arm-chair studies. We are instructed not to use sarcasm in dealing with our pupils. How about such remarks as: "For many of them (teachers) fifteen years' experience is one year of experience repeated fourteen times"?

5. He should not utter such historic platitudes as: "One of the chief purposes of education in Canada is to help boys and girls to incorporate into their beliefs, and into their daily living, democratic attitudes and forms of behaviour", or, "It is really important for the best development of school children that they feel secure in the affections of their teachers," while addressing experienced teachers, and leaving the impression that he has suddenly made a sensational discovery. The experienced teacher has long known those facts, but resents being treated as an immature student.

6. The Professor should realize that it is not suggestive of either understanding or appreciation to make such remarks as: "Too many experienced teachers resent a

suggestion that their teaching can be improved", or, "Many teachers still forget that the purpose of discipline is not to obtain "pinfall" silence but to train pupils to live and work together."

7. It is interesting to note the admission of the failure of a great deal of ultra-progressive philosophy, even if the teachers are blamed for that failure. It would appear that the author of the former article has completely missed the fact that the lack of a realization of life's practical and democratic features may have had more to do with it. In other words, the experts made a bad guess.

8. Professors should realize that there has been less doubt in the public mind regarding the truly democratic beliefs held by teachers, than there has been regarding a similar situation prevailing within the bounds of the Universities. Yet in the former article we find these words: "The teacher who is worthy of his place in the class-room accepts *all* his pupils emotionally, and gives leadership to the pupils of his class to do so."

9. Professors should realize that a great deal of help could be given to budding teachers if they were sent out better equipped to meet the problems they will surely encounter, rather than neon-lighting rosy futures and Utopian situations. The young teacher will find out that, while there is a great deal to enjoy in the teaching business, there are still many difficult, and even unpleasant, situations that must be handled. He will learn, as did the lady who gave the party, that, while it is enjoyable to arrange the flowers, the floor still has to be scrubbed. The many good teachers will not be "hostile to the child who lies, steals, bullies, etc.", but they still have to deal with such situations, not only for the sake of the offending child, but also in the best interests of the thirty-nine other children whose educational welfare must be protected.

10. The expert should frequently visit some schools, so that he may find out that the great majority of children are quite happy, and feel quite secure, in their association with sympathetic and friendly teachers, who realize that the most insecure child is an undisciplined one.

# ESTREATMENT AND YOUR PENSIONS ACT

By R. R. SMITH, B. C. T. F. Pensions Committee

**E**STREATMENT in various forms is generally accepted practice in most Teachers' Pensions Acts. In spite of this, estreatment procedures are supported with a little less than warmth by the actuaries and by the commissioners, whose duty it is to administer the Act. There are even opponents in our membership to any form of estreatment. Some even go so far as to hold that the employer contribution should be held to the credit of the individual for a future dividend at the age of 60 or 65. This is not a very practical view because with a proper division of the costs of administration the equity tends to disappear. Briefly, the argument against estreatments is that their greatest force is directed against the member who leaves the profession after a few years. Also if pensions are in lieu of salary, at some time the individual should collect.

But isn't there another interpretation, just as valid, of this earnings position? Hasn't the recruit to teaching benefited materially right from entering the profession by the very fact that there is a substantial and hard core of continuing members in the teaching profession? It not their organization and solidarity exploited by the initiate and by the transient. This exploitation may be inadvertent but is it not productive of higher initial earnings, and many advantages and privileges too numerous to mention, that would not otherwise be experienced? Is it not true,

also, that the bargaining position of the permanently employed teacher has been impaired and his financial remuneration diminished by this same element of transiency? Can there be any doubt that the estreatment is a very small return for a substantial service? To express it crudely, do not the novice and the briefly employed 'cash in' handsomely because of the presence of continuing teachers in impressive numbers?

Let us consider estreatment as a 'quid pro quo.' For service rendered and value received estreated funds at some distant date will provide a benefit to the teacher, professionally employed. A periodical survey measures the ability of the service pensions account, which absorbs the estreated payments, to maintain present benefits and to provide improved pensions. Our membership is privileged to determine the method of distribution of any surplus. Of all people, teachers, permanently and professionally employed, should be the last to oppose estreatment provisions equitably applied. To them in due course will accrue a substantial return in an improving service pensions account.

## Present Estreatment Provisions

A review of estreatment provisions in the B. C. Teachers' Pensions Act may be timely. Teachers match employer contributions of seven per cent with a five per cent payment.

*Is it reasonable to expect all teachers, present and future, to make the same contribution to the Service Pensions Account or should the special one per cent contribution cease at the earliest possible date?*

The whole teacher's contribution in the first year is estreated. Thereafter, the four per cent levy accumulates to the individual's annuity account. The remaining one per cent is diverted to the general service pensions fund. This division of the teacher's contribution is required by the Act until not later than 1961. At that time the teacher contribution will be reduced to the basic four per cent to the personal annuity account. Thus far, the purpose of the one per cent estreatment has merely been to meet all claims for service prior to 1941. It may not even have been the individual's service as he may have had little or none prior to that date. The usual intention, of levying on the transient teacher, is waived by the proposed termination in or before 1961.

There are inequities in the present estreatment but they arise not so much because a charge is made upon teachers as because the removal of the impost means that some teachers will be charged heavily and others not at all.

Figures in the following table, taken from actual instances, illustrate the wide range in payments.

(1) A senior teacher at or near maximum salary in 1941 will contribute according to his salary at that time a sum of between \$900 and \$1050 before the one per cent payments are discontinued. Although most of this group would be in Vancouver, this group in the whole province might number as many as two hundred.

(2) A male teacher beginning his career in 1941 in the high schools of this province will contribute \$470 through the special one per cent levy to the service pensions account.

(3) A female teacher beginning on the Vancouver scale at the same time will give up \$231 for the same purpose.

(4) Any teacher entering upon employment in 1962 will contribute nothing.

(5) These figures offer a decided contrast to an estreatment of the first year's contribution which would amount to something approximating \$64 or \$80, depending on salary.

(6) The Ontario plan of estreatment is calculated to ensure a substantial contribution from teachers who leave the profession in the first few years. The teacher who continues in employment beyond five years loses nothing but all contributions remain in the fund if the teacher fails to remain for five years. At 6 per centum of salary such teachers may contribute as much as a quarter of a full year's salary. In Toronto a teacher leaving after four years but failing to complete a fifth year would suffer an estreatment of approximately \$500.

In assessment of these various positions, the teachers in cases 2 and 3 above are at a very grave disadvantage. They are paying, and quite heavily, for prior service of the

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*A comparative assessment of the provisions of the various Canadian Teacher Pension plans is being prepared for publication. It is hoped to compare, as concisely as possible, contributions and benefits in the whole field of teacher pensions in this country. Although our British Columbia Act has many attractive features, in the level of pension payments, it is behind current practice. There are very evident reasons for the disparity. Some of the more apparent reasons are: (1) Interest payments may be allowed at an artificially high rate; (2) In one province pension claims are allowed at only after thirty years of service in the province (We allow claims after ten years are completed); (3) Higher per centum deductions are imposed against salary than is the case here; (4) Forced contributions, i.e., estreatments, are more rigorously applied than is the case in our Act.*

*As employer contributions appear to be higher in this province than others, it is a logical assumption that our hopes for improved benefits are either dependent on restricting the range of claims, or on increasing teacher contributions through larger per centum deductions or more productive estreatments, or both. This article is confined to a study of the role estreatment may play in resolving the shortcomings.*

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entire teaching membership of the province. As they had no prior service, their benefit is nil. Teachers in case 1 seem to pay the most but they do get a return when it is considered that some teachers in this category had service prior to 1941 and their estreatment is helping to pay the service pension based on this service.

### Can We Expect Improved Pensions?

It is customary to belittle the benefits of our B. C. Teachers' Pensions Act. The benefits are disappointing, probably, but a great deal of the criticism is based on misunderstanding and misinformation. The teachers themselves have taken steps at different times to distribute benefits over a wide field and in an equitable way. It would be more to the point if the criticism had constructive plans for increasing contributions and restricting benefits so that better pensions would be a practical result. Too often, the cry is "Let us pay in less and take out more." It is not a bad platform—for bankruptcy.

The writer is of the opinion that an adoption of the Ontario Pensions Plan is not only undesirable but almost impossible. We have embarked a long way on a plan of recognizing, for service pension purposes, all service at the same rate. No attempt is made to provide for a difference in quality of service. It requires very little realism to anticipate the opposition the membership would provide if a suggestion for a percentage return on salary was advocated. It would certainly take from some to give to others. It appears to be more profitable to rearrange or extend provisions that are already at hand. The following are suggested for consideration.

1. Adopt the Ontario plan of estreatment. If a teacher leaves before completing five years of service, retain all the annual six per centum payments in the fund. This is a productive plan. In British Columbia the average service of teachers withdrawing each year is about four years. This plan insures the return of a minimum of contributions but does anyone seriously feel that such legislation would be accepted by either the government or the membership?

2. Extend the present one per cent deductions over a forty-year period, for every teacher in or entering the profession. This plan could be used with a plan for a paid-up pension at retiring age after twenty-five years of service. This plan doesn't hurt the teacher retiring at normal leaving age on pension. Actuarial review will increase his pension as surpluses accumulate. It spreads the tax rather evenly over teachers who leave the profession. If they leave before retirement age but after long service, the paid-up annuity will protect their position.

3. Continue the present plan of one per cent deductions so that every teacher now in the profession or entering the profession will meet this charge over the basic twenty-year period.

4. Re-arrange the present one per cent plan as soon as legislation can be prepared. It could become effective by January, 1952. The suggested plan is based on the assumption that what has been done by the present generation of teachers may in all fairness be required of the next. By 1952 the total estreatment of the present teachers who began their teaching careers between 1929 and 1941 will have reached 15 per cent of salary—the first year at four per cent and eleven annual deductions at the rate of one per cent. Let this contribution be basic for all teachers present and prospective, their maximum contribution will be not greater than fifteen per cent. If we are anxious to parallel the benefits of the Ontario plan, let us pay in at the same rate. It more closely parallels the Government's contribution of 7 per cent in any event. Instead of having the one per cent deductions drag out over an 11-year period, it may be advantageous to the individual and to the fund to concentrate the payments in the first years of employment. To that end it is suggested that the payments of the first year be estreated as is now the case. For the next four years the deduction be made at the rate of two per cent. The remaining four per cent of the six per cent teacher contributions would remain in the individual's annuity account as at present.

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# Delegate F. J. Templeton Reports on 64th Trades and Labor Congress Convention

THE convention convened at 10:00 a.m., September 15th, 1949, in the city of Calgary, Alta. The first day was taken up with the usual greetings, striking of committees and formalities necessary to get a convention under way. I arrived for the business sessions the following day.

## Communism

It was evident very early in the convention that there was to be no quarter for Communists. The feeling was so strong that all resolutions, good or bad, that were made by known leftist unions were thrown out. There was no place for middle-of-the-roaders. The case for communism was battled out in a day long session on the suspension of the Canadian Seamen's Union. The action of the Executive in suspending the Seamen was upheld and then a roll call vote of 702 for and 77 against expelled the Seamen from the Congress. Other resolutions receiving little discussion but similar majorities were: All officers of the T.L.C. must take an oath of allegiance. All unions to clear local offices of known communists and to expel them from the union. No credit trade with Russia or communist dominated countries.

## Fraternal Delegates

Bro. Hall, C.B.E., of the British Trades Union Congress, another coal miner, gave almost a political speech in defense of the nationalization of coal and other industries. He spoke highly of the National Social Security Plan and made the point that if Capital had provided these things, there would have been no socialist government.

Fraternal Delegate Bradley, Chemical Worker, A.F. of L., spoke very well. He made three points—Communism and Labor, the Taft-Hartley Act, and friendly relations between American and Canadian Labor

Groups. It was noticeable that the Canadian section of the Chemical Workers which had been to the left in the past were much closer to the middle. The American workers are going to continue to work politically to get rid of the Taft-Hartley Act. Brother Bradley emphasized the need for Canadian Labor to watch the labor legislation of the U.S.A. He said that the same bosses control Canadian Labor through American capital and directors and would try to use the same control here as they did in United States.

In this regard, the Hon. Mr. Humphrey Mitchell, Minister of Labor, stated that there would be no Taft-Hartley Act in Canada as long as he was Minister of Labor.

## Resolutions

There were 277 resolutions before the convention. Many of these did not get proper discussion and there is a growing feeling of discontent over the time devoted to resolutions. Some of the resolutions of most direct interest to us are:

- (a) A renewed drive for an all embracing National Health Scheme on a contributory basis.
- (b) Continue pressure to have income tax exemptions raised to \$2400, \$1200 and \$400 per child.
- (c) Old Age Pensions applicable to all with no means test at 65.
- (d) Investigation of the cost of living index.
- (e) The 40 hour week without loss of take home pay—a factor to be considered in comparing increases for salary briefs.
- (f) Our resolution re the holding of proxy cards was turned down. General feeling was that the idea was good but fear of the abuse was greater.

(g) Our resolution re the waste of time in reading out delegates' names was turned down by the steering committee. I had it referred back and the support was so great the committee referred it to the Executive for the details of the posting.

The Hon. Humphrey Mitchell thanked the Congress for the persistence with which they pressed for social legislation. He illustrated his point with the present Old Age Pension scheme which got its start from Labor.

#### Federal Aid

In the brief going to the Federal Cabinet a case for Federal Aid for Education included these statements: "No expenditure can possibly add more to the national wealth of Canada than that spent to develop the power of our future citizens. This Congress, wholeheartedly, supports the C.T.F. in their request for Federal Aid for Education on a per capita basis."

#### Educational Committees

During the convention the Educational Committee was enlarged to include a member from each province. The plans call for a survey of present educational projects and the facilities available to union members. Because of the increasing interest in public speaking, and basic economics, an attempt is to be made to develop suitable courses that could be printed in correspondence form and circulated from the Congress office. I was elected chairman by the members of the committee.

#### Aid to Striking Unions

Any union wishing to collect funds must make a case before the Executive of the T.L.C. of Canada to prove their case is legitimate. Any other claims are to be ignored.

F. J. T.

## Fooling Ourselves About Federal Aid

### A REBUTTAL by C. B. CONWAY

IN my half of last month's article I presented the opinion that an increase in federal aid could only be justified in order to obtain greater equalization of educational opportunity across Canada. British Columbia is spending \$165 per pupil, Alberta \$136, and the other provinces from \$46 to \$123. Even though the printer reversed my figures for Alberta and British Columbia, it seems evident that the two westernmost provinces, which raise and spend more than the others, can find little justification for federal grants on the basis of need. I suggested that those who argued that levels of educational expenditure would be increased in British Columbia if federal aid were based on enrolment are badly misled. Taxation of British

Columbia residents would increase \$2 for each \$1 of federal grants.

Mr. C. J. Oates, past president of the Canadian Teachers' Federation, replied that an imposing list of organizations, including the U.S. Senate, had voted in favor of federal aid. *Ipsa facto*, federal aid is an excellent thing. One ventures to ask if we must necessarily assume that the senators, the O.T.F. and the C.T.F. are infallible, and therefore that the reverse is true of the members of our own House of Commons. (Present author, too.) Mr. Oates pointed out that the purpose of C.T.F. policy no longer is equalization but the opening up of "new and more lucrative sources of revenue" for education. If new taxes are levied, all provinces and all teachers, including those in British Columbia, should benefit.

Federal aid undoubtedly would be an excellent thing for education in Saskatchewan, the Maritimes and Quebec. It would be excellent for any province where the birth rate is high, educational expenditures are low or income is below the Canadian norm. I think that there are many good arguments in favor of equalization. But I am absolutely positive that without an increase in taxation you cannot equalize up unless you also equalize down.

It should be obvious that a change in the tax collector will not in itself increase the amount of revenue. Taxpayers are not just *sources of revenue*; taxpayers are *people who have to pay the bills*. It is true that it is easier to conceal the destination of the taxpayers' money if you take it from his hip pocket instead of his purse. Indirect taxes also are less painful, but they don't leave the taxpayer any more money for personal living expenses. The taxation sources that Mr. Oates calls "new" are anything but new and anything but indirect. They already provide about half of the educational income in British Columbia. Less than half, and in some provinces less than a quarter, is raised directly by taxation of real estate. The personal income, corporation and luxury taxes do not belong to the Dominion. They really are provincial taxation fields. British Columbia has "rented" them for approximately \$25 million for a limited period to the Dominion Government. That payment, plus \$15 million in sales taxes, is a major source of revenue for our schools. The idea that we can increase such taxes by \$6 million, get \$3 million back on the basis of our enrolment, and still have more money with which to raise our own teachers' salaries, is what I mean by "fuzzy thinking". Wouldn't it be much more honest to say "It's a shame that the Maritimers aren't as wealthy as we are. We are willing to lower our standards or increase our taxes by \$3 million in order to provide a measure of equalization and raise their salaries. But we know that it will cost us money."

In conclusion, may I respectfully suggest that Mr. Oates is away off the beam in regard to "the present large annual Federal Government surpluses that could be di-

verted to support education without the imposition of new or higher taxes"? That surplus is not lying around in the form of cash. It has been used to reduce our national debt. If any portion of it, say \$100 million, had been diverted in the form of grants, taxes for many succeeding years would have to be increased. Each year's extra taxes would be exactly equal to the amount that would be necessary to amortize the principal and pay interest on the amount that hadn't been retired. That would be about \$12 million, of which British Columbia taxpayers would have to contribute one-eighth.

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## Estreatment

(Continued from Page 170)

5. A simpler arrangement than that presented in plan 4 could be used. The eleven one per cent contributions already made and the first year's four per cent make a total levy of fifteen per cent. Simply require the total to be met in five years. This would make an annual deduction at the rate of three per cent. The remaining three per cent in each year would be to the individual account. At the end of five years the six per cent would also be to the individual account. It should be noted that this plan would affect the amount of annuity purchased in that for the first five years, three per cent of salary would be used for this purpose whereas four per cent is used at present.

There may be other and better methods of increasing teacher contributions. If there are, they should be presented for study and discussion. There is really little time for action and there never will be a more opportune time to take the necessary steps for improved pensions that are within our own scope.

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"... The art of being a teacher is the art of learning to be a ruler of men. Therefore one cannot be too careful in selecting one's teacher. . . ."—Confucius, "The Ideal Teacher" in Fuess and Basford's "Unseen Harvests,"—Macmillan.

# TEACHERS' ASSOCIATIONS PLAN FOR PROGRESS

A Report of a Two Day Conference of Representatives of Teachers' Organizations in the Four Western Provinces.

By C. D. OVANS, General Secretary, B.C.T.F.

THE B.C.T.F. acted as host to representatives of teachers' associations in the four western provinces at a conference held in the Hotel Vancouver on November 24th and 25th. Such conferences, designed to promote unity of action along lines of common endeavour, have become an annual event. Similar meetings were held in Saskatoon last year and in Edmonton the year before.

Attending the conference were Mr. E. C. Ansley and Mr. Fred Seymour, General Secretary and President, respectively, of the Alberta Teachers' Association. The same officers in the persons of Mr. G. Eamer and Mr. Stan Fowler represented the Saskatchewan Teachers' Federation while the Manitoba Teachers' Society were represented by their General Secretary, Mr. Tom McMaster and by Miss Edith Miller, chairman of their Pensions Committee.

President Harry Dee and General Secretary C. D. Ovans attended on behalf of the B.C.T.F. Mr. George Croskery, Secretary of the Canadian Teachers' Federation, was also present.

## Collective Bargaining Rights

That conferences of this sort serve a very useful purpose was revealed in reports indicating that in each of the four western provinces teachers have now won collective bargaining rights. Two years ago only B.C. and Alberta were so favored. Profiting by the experiences of these two provinces, the Saskatchewan and Manitoba associations began drives for similar concessions and both were successful. Saskatchewan and Manitoba are still backward in the matter of tenure protection for teachers and are demanding legislation comparable to that applying in Alberta and B.C. Manitoba has

been successful in getting tenure regulations written into their collective bargaining agreements.

This latter development illustrates a point of considerable interest to the B.C.T.F. Both the M.T.S. and the A.T.A. operate under labor codes which permit bargaining for regulations governing working conditions as well as salary schedules. In fact, in these provinces the term "salary schedule" is gradually being replaced by the much broader term "collective bargaining agreement".

## Salary Schedule Recommended

In the matter of salaries it was agreed that the minimum for a teacher with one year's training should be not less than \$1600 and the maximum for those with five years' training not less than \$4800. It was felt that the annual increment should be at least \$120.

The complete recommended scale, to be worked toward on either a single scale or positional scale basis, is as follows:

	<i>Minimum</i>	<i>Maximum</i>
1 year's training	\$1600	\$2800
2 years' training	1900	3300
3 " "	2200	3800
4 " "	2500	4300
5 " "	2800	4800

## Adequate Support for Schools

Financing education continues to worry all teachers' organizations in Western Canada. Each association has agreed to study the educational tax structure in its province and to make recommendations as to what additional sources of revenue for support of schools are available and what amounts per pupil might be regarded as reasonably adequate support with respect to each taxing authority. The general feeling was that

property taxation has about reached the saturation point and that Federal Aid to education should be campaigned for to relieve the burden on land.

B.C.T.F. delegates were pleased to learn that at least one province has successfully tackled the problem of equalized assessments. Mr. Eamer reported that an Assessment Commission appointed by the Saskatchewan legislature has completed an evaluation of real property in towns and is now working on the cities. Both the Cameron and the Goldenberg Reports pointed to the need of a similar piece of work in B. C. but so far the government has not acted on these recommendations. There is provision here for equalized assessments *within* but not *among* school districts.

#### Pension Schemes Compared

Alberta, Manitoba and Saskatchewan all have within recent years adopted pension plans for teachers which give much higher ultimate superannuation allowances than does the B. C. scheme.

The conference passed a resolution deploring the set-up in Manitoba wherein a teacher transferring from a rural school to the City of Winnipeg system loses all pension credit for previous experience.

The Winnipeg pension plan contains a provision for a deferred pension for teachers leaving the profession after 19 years' service.

The Saskatchewan scheme is unique in that dependents' allowances are optional, subscribed to separately by teachers wishing to take advantage of this insurance feature.

#### Living Conditions for Teachers

Living conditions for teachers in rural districts in all four provinces leave much to be desired. "In Saskatchewan", stated Mr. Eamer, "the teacher often has to accept accommodation in the homes with the poorest financial standing as those better off do not want to board anybody." Mr. Ansley's comment was that: "In Alberta most teacherages are without water or electricity; there has been no advance in conditions over what they were 50 years ago."

#### Public Relations

In the field of public relations it was found that all four associations agree on the importance of this activity. The B. C. delegates were surprised to learn that their

(Continued on Page 178)



Left to right: Stan. Fowler, President S.T.F.; Fred Seymour, President A.T.A.; Harry Dee, President B.C.T.F.; George Croskery, Secretary C.T.F.; Miss Edith Miller, M.T.S.

# The Panel Discussion Technique

By F. H. JOHNSON,  
Victoria Normal School

**I**N recent years the panel discussion has had a great vogue on the radio and in the field of adult education, to a large extent supplanting the debate in popularity. How many teachers are aware, however, of its possibilities as a teaching device in the junior and senior high school grades?

The panel discussion is a genuinely democratic procedure where a group of students discuss a subject with the purpose of understanding it from all angles. In contrast to this, the debate is largely a closed mind contest between two sides, the purpose of which is not so much the complete understanding of the subject as the achievement of a rhetorical victory. At a time when education aims at reproducing in the classroom the "real life situation", here in the panel discussion we have just that, for there is little difference between this and the common procedure of the committee meeting. Through a discussion of this type the students can receive excellent training in tolerance for the opinion of others, in critical thinking, and in thoughtful listening.

It offers, of course, excellent training in oral English and is particularly stimulating to the bright but recessive student who would shy away from giving a formal speech, but would not be averse to expressing his ideas in a panel with others. It should not be confined to the English class, however, for this method offers a means of clarifying problems that trouble students in social studies, science, and other courses. We can all recollect times in our own college days when we gathered together with two or three pals to clear up by common discussion some of the trouble spots in our courses. All in all the panel discussion can go far toward achieving what Mark Van Doren considers the marks of an educated person—the abilities to read, write, speak and listen.

The panel discussion technique entails first the choice of a subject which is either a fairly controversial one, or one on which there are two or more viewpoints or phases. A panel is then chosen, consisting of a

chairman and sufficient members to express the various views under discussion. A week or more should be allowed for preparation not only by the panel but also by the class, as the success of the method depends largely upon a well-prepared and responsive audience.

The panel should meet together by themselves after having first read generally on the subject. At this meeting they can either divide the subject into various phases and assign these among themselves, or they can discuss it and break it up into a number of problems and questions and allocate these. Then the panel members give further preparation to their own problems before the final presentation.

The usual procedure calls for the chairman to introduce the subject and present the members. So much depends on good chairmanship! The chairman must have an over-all view of the subject and well-planned questions integrating coherently the views of each member. He must keep the members to the point. He must insist on some members clarifying some statements which are too bookish. He must keep the discussion moving, and after the panel has had its say, he must be able to evoke the participation of the audience. Finally, he must close the meeting before interest falls flat, and round it all off with a neat summary.

Members should be urged not to give formal prepared statements in the manner of a symposium, but everything should be done to make the procedure as informal as an evening's discussion around the fireside. The panel should be ranged in a semi-circle about a table or desk in front of the class and members should remain seated while speaking.

Time should be allowed before the end of the period for the teacher to give his comments on the points brought out by the panel and for an evaluation of the success of the discussion.

# Is The Teaching Profession Underpaid?

By DONALD PLAYFAIR

With all the conviction engendered by years of experience, study and research, I state frankly that the most unworthy thing teachers can do is not merely to accept the remuneration paid but not vigorously to put forth every effort to rectify this injustice to their profession.

Why are the professions of medicine and law highly respected? Because doctors and lawyers respect their professions and demand respect from all. Why are they paid many, many times as much as the members of the teaching profession? Because you accept their services at *their price* or you don't obtain them. Are the members of these professions of higher mental capacity than the members of the teaching profession? I present an open challenge to the doctors and lawyers to submit a number of their members equal to the number of teachers in the Province of British Columbia, to the most approved and proven intelligence tests and to compare publicly their average score with average score of the teachers of this province. Is the period of training longer for doctors and lawyers than for teachers? No teacher in this province is issued a permanent Academic Teacher's Certificate who has not had at least four years of university training, or its equivalent and an additional year of professional training plus two years' successful experience as a teacher on interim standing. Those teachers who hold Master of Arts degrees have had at least five years of university training plus one year professional training and two years' successful probationary teaching experience. Those who hold the degree of Doctor of Paedogogy or Doctor of Philosophy are required to take eight years of university work inclusive of the year of professional training.

The writer of this article is well aware of the fact, and acknowledges it with pride, that the average salary paid to teachers in any category in this province is the highest

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*What has been written in former issues of The B. C. Teacher, under this caption, has been pointedly directed to those who employ teachers and to those who through ignorance or by design keep teachers' salaries unspeakably inadequate. This article is as pointedly directed to efficient, hard-working teachers who through a mistaken sense of duty accept the pitifully small remuneration that is doled out to them. The writer does not include among those teachers the few who are unfitted by temperament to hold that sacred office, or any who fail to realize, or refuse to believe, that they are entrusted with the most precious resource of any people—its children.*

*But it is directed to the vast majority of the members of the teaching profession who, despite the inadequacy of their remuneration, perform their duties faithfully, capably and self-sacrificially but who, unfortunately, either accept the situation as irremediable or are imbued with a mistaken belief that their mission in life will be open to discredit if they demand commensurate salaries. They fail to realize that in verity they are most untrue to their profession.*

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paid in any province in Canada. The Department of Education of this province has done laudable work in its valiant and effective efforts to provide more commensurate remuneration for the services of its teachers. However, a democratic Government may not proceed too far in advance of public approval in its expenditures.

The burden of responsibility for the rectification of the anomalous situation rests upon the members of the teaching profession. How rectify it? Permit me to suggest that the first step is for teachers to clarify their own vision. Why should teachers who are parents find themselves unable financially to provide for the amenities and privileges of life for their families that business men and women and members of various professions provide? Why should

teachers who minister to the welfare of the children of others see their own children underprivileged? Why should any teacher entrusted with the refining and nurture of those imperishable commodities, a child's health, mind, and soul find pitiably incommensurate financial reward? The labourer is worthy of his hire. He who is entrusted with our most precious resources merits the *largest* reward.

The second step in meeting the anomaly is necessary because it has been forced upon the teaching profession. Set your price upon your services and refuse to be exploited. One can visualize the amused smile upon the countenance of a doctor, a lawyer, or a business man, if you in return for his services or commodities said: "I will set the

price." No, *they* set their price and by inviolable *unity* they get their price. So should you, members of the teaching profession.

## Conference

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public relations budget was much lower than that of the other provinces. Saskatchewan plans to spend \$4000 in public relations this year and Alberta has budgeted \$3000 and will probably spend double this amount.

The conference was voted a great success. The only regret of the representatives was that there was not more time to go into more fully some of the items on the agenda. Next year's conference will be held in Winnipeg.

## The Marked Door

G. M. P.

I have been told that tramps have a secret way of marking a doorway to tell others of the reception they received at a particular home. Perhaps my door has been marked in such a way—not by vagrants wishing a meal but by people wanting personal help.

It may be that I am a teacher whose front door is just a step from one of the busiest streets in town; whose study is a drafty, book-lined hallway that opens on to that door; and whose light burns far into the night as I work.

Yet, the markings must be there. In they come—at all hours—with all kinds of problems. It may be a former pupil—now a veteran with years of overseas service—wanting advice on his college plans. Often it is a neighbour with an income tax form or an insurance claim. It may be a request to settle a matter of personal behaviour or advice on how to apply for a job. Sometimes it is a request for a book, perhaps on gardening or sexual matters; occasionally it is a something light and frivolous; but often divorce or religion may be the trouble.

Last evening, it was the problem of the coloured boy and a social service career—a plan that we had charted several years ago. All he needed was a friendly bit of

encouragement and the reassurance that his racial origin would be no drawback. Next, it was a Chinese boy with a clipping on soil erosion. He did not stay because I had a visitor, but he will be back. He will make a fine accountant some day but his summer in a sawmill has unsettled him—when he comes again, I must tell him that race and colour are no bar to success.

Tonight, it was a successful insurance agent who wanted to know how he could secure his degree in commerce from the university and a businessman who wanted my opinion on a piece of publicity that his organization was going to publish.

My school work is not finished yet. Tomorrow's lessons are still not planned. I have yet to write a personal assessment of a boy who has chosen to train as a leader of young people and who gave my name as a reference. That seems very important to me tonight—more important than the fact that I have to sit up an extra hour to complete my daily stint.

Yes, because Jim will be a future Y. M. C. A. secretary and that Harold who helped to alleviate juvenile delinquency has made me feel very proud of the fact that I am a teacher. I'm glad that my door has an invisible mark that makes it a busy pathway in the neighbourhood. Perhaps, that marked door is the best justification I have for being a teacher.

# Quotes and Comments

*I have written "Crisis in Education" to disturb this pseudo-patriotic complacency; to recall with alarm the cultural childishness in America, revealed by the substitution of purchased amusement for recreation actively pursued, by mass response to emotionalized propaganda, by decay in good manners, by lack of parental responsibility—by all the various aspects of behaviour which indicate the incompetence of a people and the insecurity of a civilization; to ask to what extent education is responsible for this unsatisfactory condition.*

This quotation is from the foreword to Bernard Iddings Bell's latest book, "Crisis in Education", and while he is specific in chastising the complacency of the American educational system, there is more than enough in the book to make us pause and look at our own complacency here in British Columbia, and ask ourselves to what extent his criticisms apply to us.

His criticisms are most specific and detailed, from the primary grades through to the university and graduate school level, but unlike other books of criticism directed at the educational system, he is equally specific with suggestions for correcting faults and abuses at each level.

To quote again from this book would be to quote pages of it—some chapters are quotable in their entirety. We can do no more than to recommend it most earnestly to all teachers, and particularly to the Department of Education. We have come right down off the fence about this, and are firmly on the side of Dr. Bell, with the possible exception of what seems to be an over-emphasis on the religious training of the very young.

Teachers and schools have been lambasted by those directly connected with education for many years, verbally and in print, but it seems to us that lately laymen have become more interested in what is going on in schools. There was a report some time ago on the formation of a citizens' committee in New York to enquire into the state of education in the elementary and secondary schools of that state. Action

By THE MAN ON THE FENCE

a little more direct than the formation of a committee has been taken by Mortimer Smith of Connecticut, a layman, who has not only investigated the activities of a group of schools in his state, but has published his findings in "And Madly Teach", published recently by Henry Regnery. Like Bell's book, this one too contains enough truth to make us pause and question ourselves again. Here once more are specific charges regarding the places where we are falling down on the job; places where we have gone off the track badly.

As a matter of fact, the criticism of our efforts which comes from sources outside the professional journals and the informal atmosphere of school common-rooms is amazingly widespread and varied, and represents the ideas of such men as the late Justice Oliver Wendell Holmes, E. A. Hootton and Ortega y Gasset.

In "Yankee from Olympus", is found this quotation of Holmes',

"No man can actually teach another anything. All a teacher can do is let the students be partners in his work—impart, as it were, a ferment. The trouble is that most men are incapable of receiving this contagion. If you want it hard enough, you will get anything you want. But wanting is born in a man, or it isn't there, and never will be. Isn't it deception to stimulate a man to want?"

Hootton's remark about "an educational system that offers the student opportunities to learn about everything except himself" reflects the attitude of the man of science when faced with the bewildering array of courses found in our schools today.

And Ortega y Gasset's "The world is suffering from a 'vertical invasion of the masses'. It has been taken over by the commonplace mind", seems to us a succinct way of pointing out the fact that our standards have gone about as low as we dare let them go. How high are the standards we have in our classrooms these days?

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



THE B.C.T.F. Educational Survey Report to the Putnam-Weir Commission was continued in the January, 1950, edition from the previous number. Under the heading of "The Inter-Relation of the School and the Community", a sub-committee under the chairmanship of H. D. Herd stated, "It is extremely desirable that the work of the school should be definitely linked up with the lives and activities of the members of the surrounding community, if the school is to function successfully as a factor in progressive national development." Several suggestions were outlined indicating some principles by which co-operation between a school and the community might be fostered.

Mr. O. J. Thomas' committee on "Better Relations Between Home and School" maintained that the secret of better relations lies in the promotion of a better acquaintance between teacher and parent. It recommended:

1. Greater use of the school as a community centre.
2. Greater publicity of the aims of education and of the difficulties under which teachers often work.
3. The institution of Education Week.
4. The establishment of Adult Schools.

In a brief but forthright article, Miss H. R. Anderson, Lonsdale School, North Vancouver, defended the value of a university degree to the grade teacher.

Arguments for Silent Reading being accorded a place of its own on the curriculum were given in an article by Ernest Horn,

Professor of Education and Director of the University Elementary School, University of Iowa.

"In hearts too young for enmity  
There lies the way to make men free;  
When children's friendships are world-  
wide,  
New ages will be glorified.  
Let child love child, and strife will  
cease,  
Disarm the hearts, for that is Peace."

*Ethel Blair Jordan.*

Commencing with this quotation, *The B. C. Teacher* twenty-five years ago gave a detailed description of the purpose and work of the World Federation of Education Association. An announcement was made of the Biennial Meeting of the Association to be held in Edinburgh, Scotland, in the following July. Our late General Secretary, Harry Charlesworth, was one of the directors.

On the occasion of completing her thirty-fourth year at Strathcona School, Vancouver, Miss Bessie Johnston, Vice-Principal, was honored by the staff. At a tea held in her honour, Principal J. E. Brown, on behalf of the staff, presented Miss Johnston with a brooch of white gold, set with a diamond and sapphires. Also presented to Miss Johnston was an engraved copy of the accompanying poem by Miss M. E. Colman, a staff member.

### TO MISS BESSIE JOHNSTON

To every rose her sunny plot,  
Is faint with fragrance all day long;  
To love the world's a lovesome place,  
To every bird it's full of song.

That's why your world is full of friends,  
And that is why along your way  
You meet so many kindly folk  
Whose smiles make lightsome all the day.

(Continued on Next Page)

# Uncle John on what Children Read



My Dear Niece:

Every year or two of the last sixty, at least, there has been a great deal of excitement in some organization or other about the corruption of children's morals by wicked commercial interests.

First it was the "dime novels"—Buffalo Bill, Nick Carter and such (Bang, bang, bang. Three more redskins bit the dust); then it was movies portraying crime and violence, and now it is so-called "comics" of the same sort.

Every vicious criminal, after being caught, is very willing to lay all the blame for his wickedness on such bad influences, though I suspect that his private attitude is somewhat that of little Marv. "You know," said Mother, "it was Satan that told you to pull Jane's hair." "Maybe," Mary answered, "but I thought of stamping on her toes all by myself." My own impression is that there was more, if not quite so clever, crime in the days when most people could not read; see "Oliver Twist".

I have a scar on my eyebrow, where the mildest little sister who ever lived nearly poked my eye out with a stick sixty years ago. We had not even been reading dime novels; we had been to Sunday school, and were playing Israelites and Philistines.

The Old Testament is full of records of crime and violence, treachery and immorality, frequently unpunished. It would be very difficult to frame a censorship law which would not automatically banish that book from our schools and libraries.

The latest complaint is about comics portraying the causes and results of sexual immorality; I have not seen any of them, but it sounds to me like a good idea. The young have a perfectly natural and proper curiosity on the subject, and will satisfy it as best they can, if we refuse to give them

the instruction to which they are entitled.

That seems to me to be the root of the matter: the comics answer, even if badly, a need that we should have attended to. As long as the schools neglect it, they inherit the curse that Milton threw at the preachers:

*The hungry sheep look up, and are  
not fed;  
But swell'n with wind, and the rank  
mist they draw  
Rot inwardly, and foul contagion spread  
Beside what the grim wolf, with privy  
paw,  
Daily devours apace, and nothing said.  
Every your loving,  
UNCLE JOHN.*

P.S.—That reference to the Old Testament will draw a lot of protests from nice people who have not read it. But I hope that you would not wish to gain a rich husband by such an indiscretion as Ruth's, or even become queen by entering a beauty contest such as Esther won.

## Twenty-Five Years Ago

(Continued from Previous Page)

Now we whom you've befriended oft,  
Are fain to let you know our thought,  
How flowers of love to deck your path  
Have sprung from lovely deeds you  
wrought.

Words are but weak and broken things,  
They limp and creep—where leaps the  
speech

Of heart to heart—so read our hearts  
To learn the love that's writ in each.

MISS M. E. COLMAN.

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*Grins and*

An intriguing-to-read sort of chap, whose regular feature in the *Schoolmaster and Teachers' Chronicle* is signed Peter Quince, has come forth with this trenchant truth, which those Vancouver teachers who refused voluntarily to participate in the student driver training scheme will no doubt appreciate.

"Whenever a newspaper controversy upon teaching develops—and in these days it seems to do so quite often—someone is sure to weigh in with a letter about teaching being a vocation and not a mere job. For my part, I am very suspicious about these advocates of vocation. As often as not they are suggesting that teachers, in the name of their vocation, should bear some additional burden that could not reasonably be put upon anyone doing the job as a livelihood."

\* \* \*

Wonders will never cease: According to the *Public School Argus*, a convention of trustees in Ontario recently rejected a resolution urging the Ontario government to increase the grants for public school education.

\* \* \*

It is not at all unusual to find a retired teacher or ex-teacher serving on a school board, but Mr. S. E. Woodman, employed in a Vancouver school, established some sort of precedent for British Columbia when he headed the polls in the recent North Vancouver elections and in consequence will take his seat on the Board of School District No. 44.

The electors apparently saw no reason why a practising teacher employed in another district should not serve as trustee but not so some of the school board members. One of the trustees is said to have openly stated that he would not have stood for re-election had anyone other than a teacher come forth as a candidate. Another trustee is reliably reported to have seen in Mr. Woodman's candidature a deep-laid plot of the local Teachers' Association to get someone elected as their special advocate. Another "angle" dreamed up was that

## Shudders

the B.C.T.F. General Secretary, who happens to be a neighbour and close friend of Mr. Woodman, was probably responsible. The fact of the matter is that no local teacher nor the General Secretary so much as knew that Eric was running for trustee until his name appeared as a candidate in the press.

Knowing of Eric's ability and energy, the writer predicts that the same people who were doubtful as to the propriety of his standing for office will, before the next year is out, proclaim that he was found to be a decided asset on the Board.

\* \* \*

Enemy No. 1 of the teaching profession and of education on Vancouver Island is undoubtedly Mr. Parker Williams. His latest blast, as reported in the Ladysmith Chronicle of December 2nd, was delivered at a public meeting held at North Oyster for the purpose of discussing school board plans for new accommodation in the Ladysmith district.

Says the Chronicle: "Mr. Parker Williams ridiculed the idea of teachers' rooms in the new schools . . . He suggested that the only purpose served was to provide a place where the male teachers could make advances to the female teachers."

Knowing of this man's perverted and vicious sense of humour, we are not surprised that he should make a remark of this sort. This same — (beg pardon, we almost said gentleman) a few years ago in a letter to the editor described our general secretary as "the Harold Pritchett of the teaching profession."

### EDUCATION REQUIRES A GENIUS

". . . We are just realizing that the art and science of education require a genius and a study of their own; and that this genius and this science are more than a bare knowledge of some branch of science or of literature. . . ." — Alfred North Whitehead, "The Aims of Education" in Fuess and Basford's "Unseen Harvests."

—Macmillan

JANUARY, 1950



## Leading Books for Commercial Classes

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By *NORMA C. TAYLOR*

Here at last, is a completely new, interesting and readable Economics text which covers every phase of the present course in this subject. Each chapter includes adequate thought-provoking exercises. Attractive full-page illustrations include: loading mail on a T.C.A. plane; The Peace Tower, Ottawa; Royal Canadian Mint; a Saskatchewan ranch; a roll of newsprint being hoisted aboard an ocean-going freighter. The author is head of the accountancy section of a large commercial school. Her interesting narrative style makes this an excellent student text. \$1.75.

### A COMMERCIAL AND ECONOMIC GEOGRAPHY

By *NEIL F. MORRISON*

Just off the press, eleventh printing of a leading commercial geography. The graphs have been brought up to date, a number of new illustrations have been added and there is a new chapter on Pakistan. Part I shows how climate, topography and natural resources influence man's activities. Part II deals with the chief commodities of the world, treating them in proportion to their importance. Part III deals in detail with the resources and industries of Canada. Illustrated. \$1.50.

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# B.C.T.F. News

## Nominations Re Fergusson Memorial Award

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

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

(3) Nominations must be received by the undersigned at the Federation Office, 1300 Robson Street, Vancouver, B. C., not later than Wednesday, March 15, 1950.

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

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

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

On behalf of the Trustees,  
(Signed) C. D. OVANS,  
Honorary Secretary.

## English Section Discusses Teaching of Poetry

A MEETING of the English section of the B.C.T.F. was held in the Faculty Club at the University the evening of December 2nd. It had been arranged for a Friday so that out of town teachers could attend, and besides Vancouver teachers, there were members present from Britannia

Mines, Chilliwack, Surrey, Maple Ridge, Port Coquitlam, Burnaby, Richmond, and North Vancouver.

Mr. George M. Miller, Chairman of the Section, and Dr. Roy Daniells, Head of the English Department at U.B.C., arranged a program in which teachers and professors could exchange viewpoints. The general theme was the teaching of poetry in the Secondary School. From a selected list, the professors had chosen three poems as an introduction to a discussion of teaching.

Dr. Birney presented a brilliant analysis of Shelley's "Ode to the West Wind," which he feels is a poem so magnificent that it is impossible to communicate the whole experience to another person. He asked that the student read the poem for himself first. The approach to it is like the approach to a series of pictures which can in the end be seen as a whole. The poem has a significant title, and it is an ode; therefore, it is rather formal . . . is in a certain tradition . . . expresses feeling but has restraint. In 1819 when Shelley wrote the poem he was a young man; but he was already an experienced poet. His own note on the poem reminds us that he was writing about an Italian west wind in the fall and it was associated with a certain wildness.

Throughout the poem there is a duality which appears not only in the central idea, but is an integral part of the rhyme, the metre, the verse pattern, the imagery, the sound and the diction. The first three stanzas deal with three major phases of wind life—as it moves along the ground, across the sky, and beneath the sea. The fourth stanza introduces the personal element; in the fifth, the wish of the fourth stanza becomes a demand sweeping up to the final couplet which gives the poet's reaction to the whole experience, the original duality persisting to the end. Beginning with sensuous usages all having an emblematic meaning, the poet worked out an emotional response, and arrived at the suggestion of a philosophy. The poem is

unified; there is a resolution to the conflict. The excitement is controlled by formal mastery, but there is driving force in the complexity of the poem as a whole. Shelley labored over this poem, and in revising it he showed concern for the sounds of the words he chose to use. In conclusion Dr. Birney emphasized the sound effects, and the dual motifs of the poem by giving it a highly dramatic reading.

Dr. Grant considered Keats' "Ode on a Grecian Urn" as a series of paradoxes, possibly too difficult for a student on the high school level to understand. A very illuminating discussion rose from his remarks on the poem . . . What do pupils make of poets' preoccupation with death and time . . . How do you teach "Beauty is truth, truth is beauty" . . . In the course of studies is too much stress laid on the difficult poetry of the romantic period?

Dr. Daniells discussed Whitman's poem, "As I lay with my head in your lap, Camerado". Here was a poem lacking form, metre, and imagery in the ordinary sense, yet which was still a good poem. It cannot be taught in an orthodox manner, and the teacher is justified in teaching it from its historical viewpoint. It was written 100 years ago, by a North American who lived on a continually shifting frontier. Out of the blankness of frontier experience, Whitman saw man first as an individual, and secondly in the mass. The Civil War was the one thing in which he found any meaning. He did not know what would come out of it all, but he did recognize comradeship. In the discussion of this poem, most agreed that it is a poem which hits hard, and makes people think. It relates historically to later poems of social significance.

Members of the section were very appreciative of the stimulating nature of this program. The section will meet again early in February, again on a Friday to suit out-of-town teachers. The group feels that there is an urgent need for the English teacher to discuss the real problems of the classroom. There is a feeling that the question of standards should be studied . . . Where should the emphasis be placed in the English course . . . How can the teacher present all aspects of so comprehen-

sive a field . . . At what level should poetry be taught . . . What should be accomplished in a six year (or five year) English course? The February meeting will attempt to clarify our thoughts on some of these points.

Mr. Stuart Burton, of Burnaby North, consented to act as Section Representative on the Curriculum Committee.

G. W. MILLER

## About 1949 Income Tax Deductions

An amendment to the Income Tax Act prevents teachers from deducting their Federation Fees from their income for taxation purposes. This applies to 1949 income. Teachers should remember this when completing their income tax returns for last year.

The Canadian Teachers' Federation is continuing its efforts to obtain an amendment to the Income Tax Act but under any circumstances it is not likely any change will be made by April 1, 1950, the date by which 1949 returns must be filed.

All annuity contributions to the Teachers' Pensions Act deducted from the teacher's salary cheque are deductible from income for taxation purposes. *Lump sum contributions for the purchase of annuities are not.*

### 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.

### THE TEACHER'S REWARD

" . . . There are many students thus come to fruition whom I should be proud to have say: 'He was my teacher.' There is no other immortality a teacher can have."—Irwin Edman, "Former Students" in Fuess and Basford's "Unseen Harvests."

—Macmillan

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# New Books

## Elementary

*Seeing for Ourselves*; Adair and Sanderson; Ill. by Hugh Weatherby; Ryerson; pp. 164; \$1.35.

In case you had not noticed it already, this is to tell you once again that Canada is producing good books. This is one more of them. Here in a fortunate blend of ingratiating text and simple black and white illustration is a beginning text on Canadian Social Studies.

The material is particularly suitable for our Grade III course and the reading level of the text should be within the reach of the average or better reader. Lavish use of simple sketches (at least three on every page) makes the book usable for even the poorer reader since so much of the book's content is presented in visual form.

All phases of Canadian life are presented as well as sections—perhaps the best in the book, on the plains, Indians and early pioneers. The balance of the book gives stories of basic industries and concludes with complete descriptions of communication and transportation. The author's skill is particularly evident in these latter sections since some rather difficult concepts have been very well translated into children's language—M. J. L.

## Secondary

*Senior Exercises in Mapping and Map Reading*; by V. C. Spary; University of London Press, Limited; (Clarke, Irwin) 1948; paper, pp. 32; price 30 cents.

Geographers will welcome the appearance of this useful volume. A surprising amount of valuable material is contained within brief compass.

The wide range covered by this booklet is evident in its table of contents—Description of Typical Landforms from Section Drawings; Mapping of Interpolation and Drainage Systems; Temperature; Rainfall,

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

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and Wind Maps; Maps of Economic Data; Town Site Maps; Some Exercises in Mathematical Geography; Revision Questions; Ordnance Survey Maps.

Exercises for the student in connection with these topics are challenging and interesting. These exercises are obviously based upon careful study of various regions, which by his own effort, the student is able to identify as he brings each project to a successful conclusion. It is this practical application of the student's own work with maps which is one of the happiest features of the booklet.

As one moves through this little volume, he is mastering certain of the fundamentals of geography through his own efforts in connection with map work. The brief general description introducing a topic unfolds into the more detailed picture through the industrious application of the student himself. He learns not only to interpret maps and, if necessary, how to construct them, but to express concisely in written form the important lessons he has learned.

This booklet furnishes additional evidence of the maturity attained by British geography. This subject is now coming rapidly to the front in Canada.

\* \* \*

*Yesterday and Today*; Lewis and Derby; Dent; 75 cents.

This is a work book for the Senior High in world history up to and including the Renaissance and the Reformation.

Black and white illustrations are used throughout, introducing the different units, while diagrams, maps and pictorial time lines illustrate and summarize important information.

Included in the civilizations studied are the less well known ones of China and the Americas but while it is manifestly impossible to include everything, the omission of any east Indian history seems unfortunate. It seems also unfortunate that China, which has contributed relatively heavily to the western world, should receive so much less attention than the Americas who have contributed so little.

While this is probably more of a complaint against the curriculum maker than the work book author who must follow him, surely the influence of Toynbee, Spengler, et al, should be a little more recognized in such elementary things as the joint study of Greece and Rome as one culture, not two separate ones, and in some attempt to show the cyclic pattern of world history.

While the foregoing is largely critical, the work book has many features to commend it. It does cover the high points of ancient history as studied in the traditional high school curriculum and, more to the book's credit, does so by means of questions and exercises that are varied, searching, and productive of independent thinking—G. L. C.

\* \* \*

*Mastering the Reading Skills*; Colbert and Hunkin; Dent; pp. 92; 75 cents.

Those teachers familiar with Dent's publications in this field will require little more comment than the statement that this work book maintains the high level already achieved. They will, however, be glad to know that the Grade 7-9 gap is now more than completely filled by the present book.

Obviously in the grades for which the book is designed it will be most useful for remedial work, and is so planned, but it could be used to good advantage with advanced Grade 6 pupils since these too often receive no challenge in the material designed for that grade.

Some defects in previous reading work-books have been overcome in this, notably the inclusion of many more thought provoking questions, and less "hunt and find" material. An index of specific reading skills

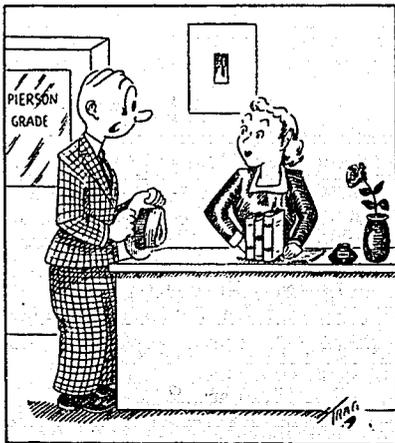
should prove of value to the teacher using the book in special remedial cases. The text itself includes a wide range of subjects and the material is thereby kept interesting.—J. P. M.

## General

*The March of the Moderns*; by W. Gaunt; Clarke Irwin; \$3.25.

That mythical person, Kind Reader, who has stood amazed in Art Galleries or whose mind has balked at the verbal gymnastics of the proponents of modern verse will be pleased to find that "modernismus" has a long and quite logical development. Not only has the sequence of the stages of growth of art away from the objective and the real been logical but it has run a surprisingly parallel course in the graphic arts and in literature. Both have paralleled the rise and fall of man's fortunes in the era of the world wars.

Gaunt, in *The March of the Moderns*, has traced the vagaries of this development and has sketched in brief the lives of those who were leaders in what must surely be the most amazing digression in history. In the graphic arts Cezanne is chosen as a point of departure and step by step the reader is guided through the phantasma-



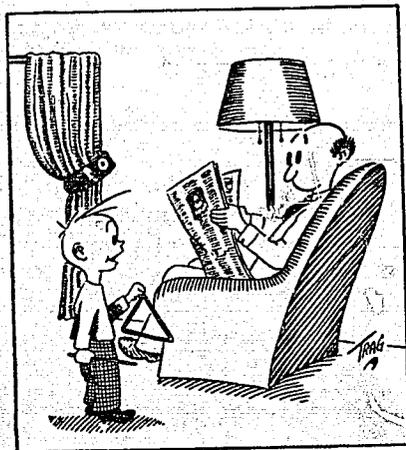
"I was wondering, Miss Pierson, if you could give me the answers to Junior's home-work in advance?"

gorial world of the isms to that self-destroying nadir of human ingenuity, Dadaism. In literature the increasing preoccupation with the subjective and introspective is traced from Pound and Elliott to Joyce and Gertrude Stein. In both fields the influence of psychology as expounded by Freud and Jung has turned the artist's eye inward to a purpose somewhat different from Wordsworth's "inward eye which is the bliss of solitude." A newer and more cynical world finds little to applaud inwardly or outwardly.

The author deals with the whole subject of modern art in an objective manner. He neither commends nor condemns but presents a well-balanced picture of the whole movement by the device of well condensed and interlocking biographies of the chief artists and writers of the era.

From his method a very curious point emerges. It is surely more than coincidence that so many of the group are exiles in one way or another from their own countries. Perhaps the exile can better feel the climate of an age where man is no longer sure of his home.

This is a book that should be of interest to art teachers and to any who are trying to interpret our times to young people—N. M.



"Would you like to hear my part in the school concert, Dad?"

JANUARY, 1950

*Religion and Race; Barriers to College?*  
Public Affairs Pamphlet No. 153; New York; 20 cents.

The published results of an inquiry into racial and religious discrimination at higher education levels is here presented. It may be unjustified smugness to say that this is not a local problem but in any case much of the matter herein seems rather remote. The exhaustive treatment of the survey tends to show results under a mass of statistical data happily enlivened in places by pictorial graphs.—M. E. S.

## Citizenship Training

(Continued from Page 161)

be troubling any reader who has followed the argument this far. Manifestly a clear line cannot be drawn in the making of a good citizen between the effects of the in-school and out-of-school training. The reaction is a reversible one, the school affecting the total pattern and the total pattern affecting the school. The home, the church, the youth clubs, the films, the wireless, the newspapers, the periodicals—all have their effects, good and bad. (Largely good, one would think, comparing the films, the wireless, and the periodicals with the American equivalents to which our B. C. pupils are so constantly exposed!)

"And now, Miss Fulton," prods the ironical headmistress as I take my leave, "what have you found from your observations in our schools that will be of use to you in training citizens on your return to B.C.?"

Earnestly I try to sum up my impressions. "I believe we in B. C. can learn from you to work harder at character training. I believe we should continue to emphasize world studies as we are doing. I am positive we should learn to emphasize clear thinking in everyday affairs. Perhaps we could encourage our pupils to read more English periodicals, see more English films, and listen to more English broadcasts so that they would absorb some of your climate of fair thinking which I envy so much.

And thank you for bearing with me so patiently."

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# Correspondence

## Marking Drafting

Editor, *The B. C. Teacher*:

For some time I wondered if it were possible to eliminate some of the work in marking drafting. During the past three years I have been using the method outlined here, and it has proved very satisfactory.

When a sheet is laid out in light pencil it is brought up for its first check. At that time the following imprint of a rubber stamp is put on it.

LAYOUT			5
LINING IN			5
DIMENSIONS			5
LETTERING			5
FINAL MARK			10
TOTAL			

Five marks are allotted for the laying out and the sheet is evaluated up to this point, the mark being placed in the second column after "layout". Any errors are marked and must be corrected and checked before proceeding. When the sheet is satisfactory a check is placed in the first column after "layout". The student may not proceed with the lining in without this check. After receiving the check the student erases the instructor's remarks indicating mistakes.

The other three steps are treated in the same manner. Each check includes everything between consecutive steps: e.g., "lettering" would include everything put on the drawing after the dimensions, such as section lines, part circles, etc.

When the sheet is completed it is handed in for a final mark out of ten. The value of the sheet is the sum of all the marks. If there are no dimensions required the possible mark is twenty-five; otherwise the total is out of thirty.

This method is a time-saver in that the details of the sheet are marked when checked during progress and don't need to be checked when the sheet is completed.

Another advantage is that the final mark includes everything the student has done. All errors are accounted for without any instructor's marks showing on the finished drawing. The final appearance of the drawing also has its share in the student's mark.

I hope this note may be of help to other drafting teachers. If any have suggestions for improvement, I should be glad to hear of them.

A. C. KENDRICK,  
Penticton High School.

## EDUCATION IN ENGLAND AND IN B. C.

Big Bar Creek, B. C.,  
December 5th, 1949

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

I should like to express my appreciation of Miss Fulton's article, "Free for All". Her high opinion of the achievements of the English system of secondary education is very gratifying.

My experience is limited to primary teaching—12 years in industrial England and just over a year in rural B. C. I would say that the difference between the English and the B. C. systems of education is one of emphasis. We concern ourselves with the development of the *child* and you with the methods of teaching the *subject*.

English elementary school teachers are encouraged to diagnose the educational difficulties of their pupils and to use their own initiative in dealing with these. The inspector when he visits the school does not seek to know how far the class has gone in reading prescribed books, but he observes the way in which the teacher handles the children and shares her enthusiasms with them. A teacher fresh from Training College may be required by her Headmistress to make her own syllabus for the subjects in which she is particularly interested; this is much more fun than following lesson plans laid down by others, no matter how expert they may have been.

Incidentally, the students at the Institute learned something practical about the social customs of the Canadian High School from Miss Fulton. I was a fellow student during that year, and can testify that the party which Miss Fulton directed at the Institute (which she called "A High School Mixer") was by far the most successful informal social function of the year!

And, finally, why not invite lecturers from the London University Institute of Education to take classes at the B. C. Summer School? They would probably be thrilled to come.

I am, Sir,

Yours truly,  
PHYLLIS M. TAYLOR.

#### CO-OPERATION APPRECIATED

National Film Board,  
Ottawa,  
December 15, 1949.

Editor, *The B. C. Teacher*:

Some time ago the National Film Board of Canada sent out to teachers in every province a questionnaire enquiring into their needs in visual aids: which topics did they feel could be better taught with suitable visual material? and which medium did they prefer for each—film, filmstrip, slides, sets of pictures, or wallcharts? Several hundred replies have now come in and have been carefully checked and tabulated; and the Board would like to express through your columns its real gratitude to the teachers who completed them.

As was to be expected, the enquiry has revealed both a wide range of needs, and a

striking agreement on certain of them. Clearly, a great demand exists for specifically Canadian material in many subject areas: the topography and natural resources of Canada, her history and government, her industries and cultural activities, her wild life, trees, and native flowers. The enquiry has also shown the need for visual media requiring no projection equipment, especially for rural schools and for certain types of subject.

We should like to add a special word of thanks to those teachers who went beyond the formal questionnaire to tell us their views on the form, content, and effectiveness of visual media, and to make specific suggestions about topics and treatment. We are always very glad to receive comments and suggestions from teachers and to give them sympathetic consideration.

Yours sincerely,  
ROSS McLEAN.

#### Re Federal Aid for Education

541 Scott Road,  
R.R. 1, New Westminster.

Editor, *The B. C. Teacher*:

In the past, present, and future, politicians answer the taxpayers' question, "Give us more schools and lower taxes if you can", with "If the Federal Government would help, your taxes would go down." Having attended several stewardship meetings held in local municipalities in the month prior to the December elections and read several statements by Dept. of Education officials, this quip becomes boring even to the most uninformed layman.

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It seems that both the Federal Government and the taxpayer are having a raw deal. What can be done about it? Dr. Conway says that federal help would be of little value to B.C. Mr. Oates says that federal help is the only solution. Let us look at this problem impartially and see if some solution does not present itself.

The B.N.A. gave the responsibility of education to the provincial governments. After they got it, they handed it over wherever possible to the provincial sub-divisions—i.e., municipalities, towns and cities. B.C. has done this. However, it subsidizes the municipalities by almost 50 per cent. The remaining 50 per cent comes from the coffers of the municipal treasury. Municipalities have one main source of income, the property tax.

This at once presents an unreal situation. Only about 50 per cent of the children come from homes where parents pay property tax. This burden of one-half of the school costs rests on the shoulders of half the people, many of whom do not have children of school age.

The other half of the school costs is borne by industry and other forms of direct taxation, the money coming from the provincial government treasury.

Looking at it from this point of view, it would appear that the property owner had a reasonable argument. In fact he could very easily be riled. Not only is he paying for some other man's children to be educated in the form of municipal taxes but also by paying provincial taxes.

Can anything be done about it? Certainly, every problem has a solution, at least a math. teacher says so. Here is my solution. An education poll tax should be levied. This should be levied by the municipality and based on the requirements of that municipality. If it cost \$20.00 a year to educate a pupil, then the tax on the family would be \$10.00 for every child attending school.

This system is open to many criticisms. First, it is costly for a municipality to try to collect such a tax. Secondly, taxes will vary greatly among municipalities. Still, there are solutions to these problems. If the municipal school board submitted its

tax lists to the provincial government, the school tax could then be collected along with the hospital insurance tax in the fall of the year. Both could then be compulsory. The machinery necessary would be small and collections more sure.

In the last few years there have been far too many complaints to school boards, municipal councils and teachers regarding education costs and the products of the schools. Teachers haven't been given the materials to keep their classes up with a modern program. The result is a lower standard of education. Such statements as Sir Fred Clarke's that "an over crude notion of equality reveals itself in the educational system most markedly in two ways, in the confusion of curricula and in depressing of standards" would never need be said. A democratic system can work. The people want it. But why should a few pay for many?

DAVID G. SPARKS.

### Anomaly

There comes a time of parting from all things,

Of watching oak-leaves fall and roses blow;

Of sensing evening pass on silent wings,  
And waiting for a dawn we cannot know.

I cannot see the things that once I knew;  
I cannot hear the sounds that used to be;

I only dream and wish it were not true  
That all their worlds should be so lost  
to me.

There comes a time to greet the striding morn;

A time to bid the lagging day good-bye,  
And while Tomorrow waits the world, unborn,

It is but Yesterday for such as I.

LESTER R. PETERSON,

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## *News, Personal and Miscellaneous*

### **Dr. George M. Weir**

A notable career in education came to an end in the passing away of Dr. George M. Weir, Provincial Secretary and Minister of Education of British Columbia from 1933 to 1941 and Minister of Education again from 1945 to 1947. Dr. Weir's influence will be with us for a very long time to come through the educational reforms he pioneered.

It was the Survey of the School System published in 1925, known familiarly as the Putman-Weir Report, that firmly established Dr. Weir's reputation as one of the leading educationists of the province. One sentence in the foreword to this Report is worth quoting, giving as it does a clue to his approach to the problems that later confronted him as Minister of Education. "We have tried to keep one aim prominently before us—the possible improvement of a provincial school system." Dr. Weir never lost sight of this objective and the school system of British Columbia has profited immeasurably from his able leadership.

Dr. Weir was a true friend of the teaching profession. He worked continuously to improve the status of teachers particularly in the field of qualifications and salaries. Representations from the B.C.T.F. were always courteously received and carefully considered. At no time did Dr. Weir stand on his dignity as Minister of Education and an expert on education in his own right by showing any reluctance to take into account suggestions received from practising experienced teachers. The B.C.T.F. is most particularly indebted to him in that it was through his wise counsel and sympathetic support that it became possible to steer the automatic membership legislation through the Legislature.

Dr. Weir will probably live in the memories of teachers longer than any other Minister of Education we have ever had. This is partly true because of the fact that many of the secondary school teachers had the benefit of his guidance and counsel while he was associated with the University

of B. C. as head of the Education Department, but more so because so many of the features of our present school system, such as the introduction of the junior high set-up, are directly associated with his name.

We are left with a keen sense of loss, very real despite the fact that it was not entirely unexpected.

### **Mr. T. L. Davies**

It is with sincere sorrow that we record the death of Mr. T. L. Davies, late principal of the High and Elementary school at Bella Coola. Mr. Davies' death took place very suddenly on the eve of the opening of the new school at Bella Coola.

Mr. Davies was a graduate of the University of Wales, having majored in Latin and Greek. His favorite teaching subjects, however, were General Science and Chemistry. He taught for many years in British Columbia, and for about ten years he was a member of the staff of the Prince Rupert High School. In September, 1947, he was appointed supervising principal of the consolidated school at Bella Coola.

An ardent member of the B.C.T.F., he served on many committees, and for several terms was president of the Prince Rupert and District Teachers' Association, and was Geographical Representative for Northern British Columbia on the executive committee of the B.C.T.F.

He was faithful to the trust and duties laid upon him as a teacher, and he was a loyal colleague and a true friend. He was always a student and his fine scholarship has greatly influenced and encouraged the many pupils whom he taught.

To Mrs. Davies and Ronald, with whom we share the deep loss, we offer our sincerest sympathy.

W. O. N.

### **Ottawa Salary Schedule**

The Ottawa Public School Board has announced a new salary schedule effective January 1st, 1950.

Women teachers with first class certificates start at a minimum of \$1600 and increments of \$200 per year are automatic up to \$2600. If the work of the teacher is then approved by the Management Committee, the teacher advances again in increments of \$200 to a maximum of \$3600. There is an additional allowance of \$200 for a university degree and another \$100 for a post graduate degree.

For men the salary range is \$1900 to \$4000 with the same allowances for additional qualifications.

Principals' maxima are according to size of school as follows:

7 to 8 rooms .....	\$4400
9 to 11 rooms .....	\$4600
12 to 15 rooms .....	\$4800
16 or more rooms .....	\$5000

#### \$200 Increments in Ontario

According to a tabulation published by the O.S.S.T.F. 108 of the 216 Ontario school districts employing high school teachers offer \$200 annual increments in their schedules for secondary school teachers.

Another 16 school districts offer annual increments of \$150.

## Cabot, Cod and Cathay

(From Uncle John's History)

Get into the habit  
Of calling him Cabot  
Folks who don't know  
Call him Cabo.

John Cabot was a sailor bold;  
A skilful, wise Italian,  
An expert, in the days of old  
At handling a galleon.

John Cabot lived in Bristol. He  
Was thought to be an odd fish  
Because he sought across the sea  
For China, and for codfish.

He said, "To Iceland, in the north,  
Our gallant fisher laddies  
Each spring and summer time, go forth  
To fish for cod and haddies.

"The northern sea with fish abounds,  
But somehow I've a notion  
That there are better fishing grounds  
Across the Western Ocean.

"Besides, I think the world is round;  
Perhaps we could combine a  
Voyage to the fishing ground  
With a trading trip to China."

They said, "If you go west, we think  
You'll lose one ship and one set  
Of sailors, when you cross the brink  
And fall into the sunset."

But Cabot sailed away, in spite  
Of all their sad prognostications;  
He traveled west, both day and night,  
Thro' all the weather's fluctuations.

He found the fish; he found the shore,  
A rocky and fog-bound land.  
Because he'd not been there before,  
He called the place Newfoundland.

For China, which he called Cathay,  
He then pursued his exploration,  
But China was too far away,  
And so he never found that nation.

The Eastern Indian, they say,  
When sober is as fine a man  
As you will meet for many a day,  
But he is not a Chinaman.

The Eastern Indian, when drunk,  
Can paddle his canoe quite fairly,  
But it is not a Chinese junk,  
With sails of matting, set up squarely.

So Cabot never found Cathay,  
In spite of all his work and wishing;  
But he did pretty well, I say;  
He found a fine place to go fishing.

And if you come, as come it may,  
That every other odd dish palls—  
Just give a little cheer, I pray,  
For Cabot and for codfish balls.

*Bibliography:* Hakluyt, Richard; *The Principall Voyages, etc.* London, 1859. A letter written by Sebastian Cabota in 1494. The name is also spelt Cabotta.

#### RE U.B.C. SENATE ELECTION

It was inadvertently reported in the December issue that Mr. B. C. Gillie held a B.Ed. Degree. Mr. Gillie advises that he does not have this degree yet but is working towards it.



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