

the **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

VOL. XXVIII, NO. 5

FEBRUARY, 1949



HELL'S GATE, FRASER CANYON

(See page 171)

In This Issue . . .

Departmental Replies to Federation Resolutions

What To Do About Reading

Is the Teaching Profession Underpaid?

WORK BOOKS

PHONIC FUN—Grade I; by Edwards, Bowra and Chown.....	.45
PHONIC FUN—Grade II; by Edwards, McEwin and Walkom.....	.40
WORK BOOKS IN ENGLISH USAGE AND COMPOSITION—Books 3, 4, 5 and 6 for corresponding grades; each.....	.40
WORK BOOKS IN ENGLISH USAGE AND COMPOSITION—For Grades VII and VIII; by T. W. Woodhead; each.....	.50
For Grade IX; by T. W. Woodhead.....	.55
READING EXERCISES—Books 3, 4, 5 and 6 for corresponding grades; each....	.40
READING DEVELOPMENT WORK BOOK—Grade VI; Based on "Good Citizen- ship and Safety Topics"; by Bryant, Lightbody et al.....	.65
THREE BOOKS OF TESTS to accompany above; each.....	.08
GROWTH IN ENGLISH, Book I — A Text Work Book for Grade IX; by J. C. Bates80
GROWTH IN ENGLISH, Book II — A Text Work Book for Grade X; by J. C. Bates85
GROWTH IN ENGLISH, Book III — A Text Work Book for Grade XI, by J. C. Bates90
MASTERING THE READING SKILLS — For Grades VIII, IX and X; by J. A. Colbert65
ANSWERS to "Mastering the Reading Skills".....	.35
GEOGRAPHY WORK BOOK ON THE AMERICAS—Based on material in "New World Horizons" by Gough and Michell.....	.50
ANSWERS FOR "GEOGRAPHY WORK BOOK ON THE AMERICAS".....	.35
GEOGRAPHY WORK BOOK ON EUROPE, AFRICA, ASIA AND AUSTRAL- ASIA—Based on material in "Old World Horizons"; by Gough and Michell	.50
CANADIAN GEOGRAPHY WORK BOOK—North and South America; by Denton and Lord; for use in Grades VII, VIII and IX.....	.45
SOCIAL STUDIES WORK BOOK—EASTERN CANADA—For Grades V and VI; by W. Lewis.....	.65
SOCIAL STUDIES WORK BOOK—WESTERN CANADA—For Grades V and VI; by W. Lewis60
FAR AWAY NEIGHBOURS—For Grades III to V; by W. Lewis.....	.55
DENT'S HEALTH WORK BOOK—One book for use in Grades IV, V and VI	.40
NATURE AND LANGUAGE WORK BOOKS—	
JUNIOR BOOK for Grade II.....	.35
BOOK I for Grades III and IV.....	.40
BOOK II for Grades V and VI.....	.40
SCIENCE ACTIVITIES for Grade IX—to accompany "Mastering Our Environ- ment"; by Paterson, English and Ellis.....	.90
BOOK OF TESTS to accompany "Science Activities Work Book".....	.35
SCIENCE ACTIVITIES for Grade X—to accompany "Science and Life"; by Paterson, English et al.....	1.10
WORK BOOK TO ACCOMPANY ELEMENTARY NEW FRENCH READER— by J. Desmond Howard.....	.55

(Postage Extra on All Orders)

J. M. DENT & SONS (CANADA) LIMITED

224 BLOOR STREET WEST
TORONTO

1300 ROBSON STREET
VANCOUVER

The Charm of **The World of Music**
A Series of Superlative Grace

Words and pictures together re-create in these volumes the rich human settings and flowering genius which have produced the world's immortal music. Each author is an expert, and the finest of printers' craft lends an excellence worthy of the enchanting world of music.

MESSIAH

The sublime expression in music of the divine tragedy, and its glorious fulfilment.
By JULIAN HERBAGE \$1.50

COVENT GARDEN

A musical history, rich in the personalities, the humour and the drama of two centuries.
By DESMOND SHAWE-TAYLOR. \$1.50

CHAMBER MUSIC

The music of friends, "infinite in its sweet variety," and its development through four centuries. By HYATT KING. \$1.50

THE GOLDEN AGE OF VIENNA

The greatest musical flowering the world has known, the age of Gluck, Haydn, Mozart, Beethoven and Schubert.
By HANS GAL. \$1.50

Each Book: 72 pp.; over 35 illustrations, 7 in colour.

Clarke, Irwin & Company Limited - - 103 St. Clair Ave. W., Toronto 5

CHRISTIE AGENCIES

LIMITED

INSURANCE IN ALL ITS BRANCHES

Fire — Automobile — Floaters — Life — Casualty — Rentals — Mortgages
Real Estate — Property Management

Insure through your own exclusively appointed Insurance Office for ALL CLASSES and let the response from you justify the concession obtained by the efforts of your own Federation Executive.

CHRISTIE AGENCIES LIMITED

(Exclusively appointed by the B. C. Teachers' Federation)

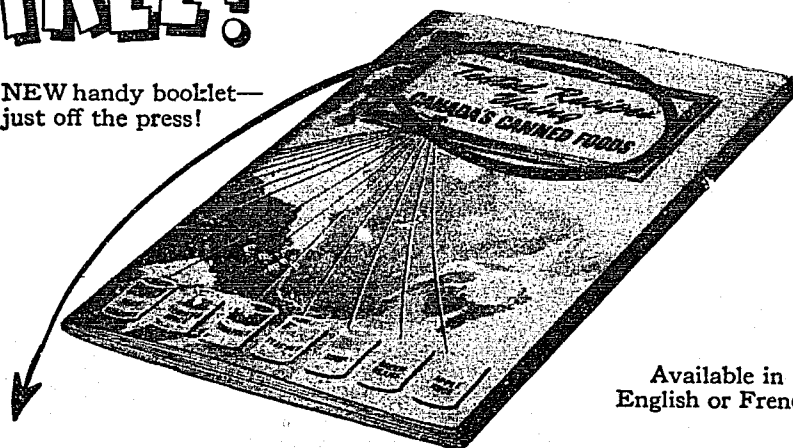
611 - 614 YORKSHIRE BUILDING, VANCOUVER, B. C.

Telephone: MARine 2188 - 9

Members in Victoria contact The George Randall Insurance Agency, Douglas Street

FREE! To Home Economics Teachers !

NEW handy booklet—
just off the press!



Available in
English or French

Tested Recipes Using CANADA'S CANNED FOODS

Here it is, first time in Canada... a new free book of practical recipes to help you and your students!

"Tested Recipes Using Canada's Canned Foods" contains over 30 easy, tantalizing recipes... each and every one fully tested in the CANCO test kitchen. Includes tested recipes for soups, entrées, sandwiches, fish, veget-

ables, desserts, fruit and vegetable cocktails. Illustrated in full colour.

You get this, too... Canada's Food Rules, clearly stated... facts about commercially canned foods... a handy guide to can sizes!

Get enough copies of this informative booklet for your classes. Fill in and mail coupon today.

(Please use 4¢ Postage on your enquiry)

*Send for your
free copies
NOW!*

• • • • •

• AMERICAN CAN COMPANY, •
• Home Economics Section, Dept. 2-12-49 •
• 92 King St. E., HAMILTON, ONTARIO. •

• Please send me free, copies of "Tested Recipes •
• Using Canada's Canned Foods". English ☐ French ☐ •

• Name..... Please print plainly •

• School..... •

• Address..... •

• City..... Province..... •

• • • • •



AMERICAN CAN COMPANY

FEBRUARY,
1949

the BC teacher

Official Organ of the British Columbia Teachers' Federation
Published every month except June, July, August and September.
EDITORIAL OFFICE: 1300 ROBSON STREET, VANCOUVER, B. C.
Contributor's Copy received up to the twentieth of the month preceding publication.

VOL. XXVIII, No. 5.

VANCOUVER, B. C.

Annual Subscription: \$2.00; Federation Members, \$1.00.
Printed by Wrigley Printing Company Ltd.
Authorized as Second Class Mail, Post Office Department, Ottawa.

TABLE OF CONTENTS

B. C. T. F. NEWS	Page
Pensions Delegation Meets Provincial Secretary.....	173
Practical Aspects of Business Organizations.....	173
Secretarial Assistance Studied.....	173
Art Teachers Plan Convention Programme.....	174
Department of Education Replies to Federation Resolutions.....	175
Throughout British Columbia.....	178
Attention, Teachers—Fergusson Memorial Award.....	203
WHAT TO DO ABOUT READING..... R.E.S. Special	181
PROBLEMS OF A COUNSELLOR..... "A Counsellor"	185
IS THE TEACHING PROFESSION UNDERPAID?..... "Donald Playfair"	187
JUST ONE LITTLE CANDLE OF ENLIGHTENMENT..... Albert A. Hards	188
TRENDS IN BRITISH EDUCATION..... D. W. Dare	190
63rd ANNUAL CONVENTION OF TRADES AND LABOR CONGRESS.....	194
MATHEMATICS FOR CITIZEN AND CONSUMER..... Francis G. Lankford, Jr.	198
NEW BOOKS	205
CORRESPONDENCE	210
NEWS, PERSONAL AND MISCELLANEOUS.....	213

THE COVER PICTURE

Four main branches of British Columbia's life-line—two national railway systems, an inter-provincial highway, and the Pacific salmon's waterway to spawning grounds—are depicted in this B. C. Government Travel Bureau picture. Looking down-river, we find the C.P.R. on the right bank of the Fraser, with the C.N.R. and the provincial highway hugging the left shore. At this point the International Salmon Commission has built a fish ladder to assist the salmon on their up-river journey to spawning grounds. Chilliwack, 60 miles downstream, marks the upper limit of the famed fertile Fraser Valley farming area. (See page 213).

EDITORIAL BOARD

C. D. OVANS, Editor
S. EVANS, Associate Editor
and Business Manager
T. M. CHALMERS
F. P. LIGHTBODY
W. J. KITLEY

The British Columbia Teachers' Federation

PRESIDENT:
MR. T. M. CHALMERS
3076 West 35th Avenue,
Vancouver, B. C.

FIRST VICE-PRESIDENT:
MR. H. D. DEE,
1135 St. Patrick Street,
Victoria, B. C.

SECOND VICE-PRESIDENT:
MR. J. E. GIBBARD
1756 West 57th Avenue,
Vancouver, B. C.

SECRETARY-TREASURER:
MR. J. A. SPRAGGE
228 East Sixth Street,
North Vancouver, B. C.

GENERAL SECRETARY:
MR. C. D. OVANS

ASSISTANT GENERAL SECRETARY:
MR. STAN EVANS

OFFICE SECRETARY-TREASURER:
MISS CHARLOTTE CLAYTON

ALDINE HOUSE, 1300 ROBSON STREET, VANCOUVER, B. C.
PHONE: MARINE 3523

Executive Committee

The Committee consists of the President, the Vice-Presidents, the Junior Past President, Mr. F. P. Lightbody, and the following Geographical Representatives:

Geographical Representatives

Burnaby.....	Mr. James Goldie.....	7112 Maple Street, Vancouver, B. C.
Central Mainland.....	Mr. F. V. Holyoke.....	725 Pine Street, Kamloops, B. C.
Fraser Valley.....	Mr. R. E. Mountain.....	Milner, B. C.
Kootenay, East.....	Mr. W. S. Creamer.....	Fernie, B. C.
Kootenay, North.....	Mr. R. B. Cox.....	Box 629, Revelstoke, B. C.
Kootenay, West.....	Mr. F. E. Parsons.....	519 Carbonate Street, Nelson, B. C.
New Westminster.....	Mr. Jas. W. Morrow.....	729 Third Avenue, New Westminster, B. C.
North Central British Columbia.....	Mr. Vic Montaldi.....	Burns Lake, B. C.
Northern British Columbia.....	Mr. R. D. Cleland.....	940 Tenth Avenue, Prince Rupert, B. C.
North Shore.....	Mr. R. W. Elliott.....	Gibsons, B. C.
Okanagan Valley.....	Mr. K. V. Alexander.....	Box 78, Princeton, B. C.
Peace River.....	Mr. G. E. Johnson.....	Dawson Creek, B. C.
Vancouver Island, Central.....	Mr. John Rukin.....	Chemainus, B. C.
Vancouver Island, Northern.....	Mr. E. R. G. Richardson.....	Box 426, Courtenay, B. C.
Vancouver Island, Southern.....	Mr. C. A. Trotter.....	No. 8, Hollywood Court, Victoria, B. C.
Vancouver—Principals.....	Mr. R. R. Smith.....	2854 Denbigh Street, New Westminster, B. C.
Vancouver—Secondary.....	Mr. Syd Taylor.....	2154 West 45th Avenue, Vancouver, B. C.
Vancouver—Elementary.....	Miss E. V. H. Kendall.....	1507 West 12th Avenue, Vancouver, B. C.

Chairmen of Federation Committees

Benevolent Fund.....	Mr. R. H. Manzer
Charlesworth Memorial Fund.....	Mr. J. E. Gibbard
Constitution and By-Laws.....	Mr. R. E. Mountain
Convention.....	Mr. L. C. Curtis
Council on Professional Ethics.....	Mr. J. W. Morrow
Curriculum Revision.....	Mr. H. F. Denton
Educational Finance.....	Mr. J. H. Sutherland
Finance.....	Miss E. V. H. Kendall
Labour Relations.....	Mr. F. J. Templeton
Committee on Geographical Areas.....	Mr. V. Montaldi
Membership.....	Mr. J. Goldie
Pensions.....	Mr. C. E. Milley
Public Relations.....	Mr. L. J. Prior
Sabbatical Leave.....	Mr. S. Taylor
Salaries.....	Mr. E. R. G. Richardson
Teacher Training and Certification.....	Mr. H. D. Dee

B. C. T. F. News

Pensions Delegation Meets Provincial Secretary

On January 10th a Federation delegation interviewed the Hon. G. S. Pearson, Provincial Secretary, laying before him a desired plan of assistance to teacher annuitants in need.

A request was made for pension increases to offset the rise in living costs of 50% since January, 1941, the date on which the present Pensions Act became effective. This was coupled with the desired establishment of minimum pensions of \$40 per month for "single" annuitants and \$80 per month for those with one or more dependents. The third phase of the submission asked for hospital and medical care for annuitants on a basis equal to that granted Old Age Pensioners, which embodies exclusion of premium payments of the Government Hospitalization scheme.

The whole profession is anxiously awaiting the Government's reply.

Members of the delegation were: President T. M. Chalmers, First Vice-President H. D. Dee, superannuated teachers G. Mackenzie of Vancouver and R. F. Goldfinch of Victoria and Assistant General Secretary Stan Evans.

Secretarial Assistance Studied

The committee appointed by the Principals' Section of the B.C.T.F. at the last Easter Convention for the purpose of studying the problem of Secretarial Assistance is at present preparing a report for this year's Convention. A questionnaire has been prepared, and is being sent to a sampling of schools throughout the province. If you have not received a questionnaire and have some ideas to contribute in connection with this problem, please put these down on paper and send them to L. A. Matheson (Chairman), Secretarial Assistance Committee, Queen Elizabeth High School, R.R. 4, New Westminster, B. C.

Practical Aspects of Business Organizations

"Practical aspects of Business Organizations" is the theme of the commercial teachers who have planned twelve conducted tours of the larger offices of Vancouver. These have been arranged by Mr. W. Abercrombie through the courtesy of N.O.M.A. and the firms concerned. All phases of commercial work will be covered from general organization and personnel work to stenography, filing, typing and accounting.

The firms being visited are:

The Home Oil Distributors Ltd.
Vancouver Daily Province
Imperial Oil Company Ltd.
Vancouver General Hospital
Powell River Company
B. C. Telephone Company
Hudson's Bay Company
General Electric Co.
Evans, Coleman & Evans Co.
Marshall Wells Ltd.

At the conclusion of this project a summary will be made of all the tours and in this it is hoped to incorporate many ideas which might be used in our classroom teaching which will enable us to turn out a better trained student.

As visual education is an important branch of teaching and all commercial teachers are interested in films available in their subjects, a film committee was re-organized under the chairmanship of Mr. Cox who will make a report at our next meeting.

Plans for the Easter Convention are now under way. Suggestions would be welcomed by Mr. Walmsley, convention chairman of the commercial section. Mr. Walmsley is trying to arrange an office visit, similar to the ones now being carried out, for one day during convention week.

—B.C.T.F. Commercial Section.

Art Teachers Plan Convention Programme

By VITO CIANCI

Chairman, Art Teachers' Section, B.C.T.F.

FOLLOWING the small and comparatively unexciting meeting of the Art Teachers' Section at the Annual Convention last Easter, a much larger and more enthusiastic group met at a supper meeting held in the cafeteria of Victoria High School in July, during the Summer Session.

Thirty-eight teachers from practically all parts of the province took part in the general meeting and discussion which followed the supper. Many suggestions for re-vitalizing the art teaching were aired, and two resolutions passed for consideration at the Convention this year.

Of interest to those present, and to those who are teaching art anywhere in the smaller centres of the province, is the plan for the section meeting this year.

As the main attraction, it is hoped to have an exhibit of work done by pupils in the centres outside the major cities of the coast. A central committee volunteered to receive the material and be responsible for the arranging of the display. This committee is composed of:

Mr. E. Miller, Lonsdale School, North Vancouver, B. C.

Mr. Ed. Lane, West Vancouver High School.

Mr. Fred Amess, Vancouver School of Art.

Mrs. K. St. George Taylor, Vancouver.

Miss K. Bisshop, Coquitlam High School. School.

All contributions will be received by any of the above, or by the following, acting for various areas in the province:

Mr. J. H. Euzis, Richmond.

Mr. T. Main, Chilliwack.

Mr. W. Weir, Prince George.

Miss Jean Teske, Grand Forks.

Mr. H. P. Tyson, Naney.

Miss E. Kettlewell, Nelson.

Mr. V. Cianci, Oliver.

Mrs. D. Williams, Kamloops.

Miss E. Thomas, Penticton.

Miss J. Eder, Port Alberni.

One of the lively topics of the discussion was the matter of minimum standards in

design and equipment for art rooms. It was felt by the meeting that the lay-out of the art room in almost any school was quite unsatisfactory, and with the increased activity in building of schools, it would be a good idea if the art teachers who were to use the rooms were consulted with regard to the design and equipment.

The above-named central committee once more volunteered to be on the receiving end of any and all ideas emanating from art teachers regarding the design of an art room. These ideas would be presented to the convention meeting at Easter with a view to drawing up a set of minimum requirements for an art room, which could be presented to the Department of Education and to school boards engaged in a building program. All suggestions will be enthusiastically received by any member of the committee.

A suggestion came from the meeting that Miss McLeish of Brandon, Man., visiting teacher in the art section of the Summer Session, be asked to send a display of Manitoba children's work to our convention exhibit. It was suggested also that B. C. teachers would reciprocate next year. Both suggestions met with approval.

Another suggestion approved was to the effect that a travelling exhibit of B. C. children's art work be assembled and sent on tour, especially to outlying districts, so that pupils in those districts might have a chance to see what standard of work was being attained elsewhere.

It is hoped that the same interest and enthusiasm, together with the healthy attendance, which characterized this summer meeting, will be in evidence at the Easter meeting. There is a great deal of work to be done, and many items of interest to art teachers to discuss. It will be to your benefit to be on hand.

GREGG

Publishers of Shorthand, Typewriting,
Bookkeeping and Other Textbooks
for Commercial Courses.

Gregg Publishing Company
30 Bloor St. West, Toronto, Ont.

THE B. C. TEACHER

Department of Education Replies to Federation Policy Resolutions

HEREWITH are the policy resolutions referred to the Department of Education and the replies to same.

1. Re Basic Grants

WHEREAS the Provincial Government grants to school districts are based on the cost of the basic programme of education in British Columbia; and,

WHEREAS the figures used in arriving at these basic costs were average costs prevailing in the province when Dr. Cameron made his survey; and,

WHEREAS the average cost of the educational programme has risen very considerably above that on which Dr. Cameron based the cost of the basic programme, and the Government has not made adequate adjustments in the figures to meet the actual costs to the School Districts; and,

WHEREAS this has tended to defeat one of the original purposes of the reorganization of school finance, namely, to relieve land of some of the burden of the cost of education;

BE IT RESOLVED that the B.C.T.F. urge the Provincial Government to adjust the "costs" of the basic programme, on which the grants are based, so that these figures are more in line with actual costs of education today.

Reply

The Government of the Province is well aware that the basic grant structure is out of line with the actual costs of teachers' salaries.

The Government, therefore, has given consideration to other ways in which the finances of school districts can be assisted by additional grants. It is not thought wise to make any change in the salary grant scale, but to explore other ways in which school boards can be assisted. Last year this was accomplished:

- (a) by making a grant of \$1,100,000 to the rural portions of school districts as a direct aid.
- (b) by setting aside 1/3 of the proceeds

of the Social Security and Municipal Aid Tax to be paid by municipalities.

Both these grants were made on the representation that costs of education imposed too heavy a burden upon land.

Finally, your resolution refers to the scale as drawn by Dr. Cameron. I would remind you that, following the Goldenberg Report, the basic salary grant scale was increased \$100 across the board, and the per pupil grant was increased \$3.00 per pupil.

2. Re Salary Grants

WHEREAS the Government of British Columbia has adopted, in principle, the recommendations of the Cameron Report of 1945 as a guide for salary grants to School Boards as well as for other aspects of educational finance; and,

WHEREAS the provincial salary grant schedule not only is based upon that proposed by the said Cameron Report (p. 72) but also remains approximately equivalent to it in amount; and,

WHEREAS current salary scales are considerably above those of 1944-45 which were used to "furnish an important source of guidance in the formulation of a provincial scale", (p. 67); and,

WHEREAS the Cameron Report definitely states that: "The Provincial schedule should follow current practice, not current practice the Provincial scale". (p. 74);

BE IT RESOLVED that the B.C.T.F. request the Department of Education that salary grants to school boards be adjusted accordingly; and,

WHEREAS rapidly rising prices and costs have depreciated and are depreciating still further the value of money units;

BE IT FURTHER RESOLVED that we urge early action.

Reply—(See reply to No. 1.)

3. Re Salary Grant Regulations

RESOLVED that the Federation endeavour to obtain assurances that the Department of Education will consult the Federa-

in the regulations concerning the grants.

Reply

The Department will be glad to inform the Federation of contemplated changes which affect the Federation.

4. Re Salary Grants

RESOLVED that the Federation take steps to secure through salary grants a reduction in the cost to local school boards of teachers with experience.

Reply—(See reply to No. 1.)

5. Re Compulsory Summer Session Courses

RESOLVED that we seek to have deleted from the Certificate Regulation the clause that makes it necessary to take refresher courses at the Summer School for continuation of the advanced certification.

Reply

The Department considers the regulation requiring those holding advanced certificates to show evidence of keeping up to date with modern educational thought an essential part of the programme.

Many progressive school systems of today have done away with "life" certification. This has been considered by this Department. For the time being at least, holders of Elementary B and Secondary B Classification are not required to attend refresher courses. It is only those who presume to be specialists who are required to keep up to date, namely those who hold Elementary or Secondary A Classification. Surely the B. C. Teachers' Federation does not favour removing this requirement.

6. Re Requirements for S. A.

Certificates

WHEREAS the present classification of teachers for salary grant purposes offers no incentive to teachers holding the present Secondary B certificates to proceed with their academic studies; and,

WHEREAS the present classification places undue emphasis on vocational education at the expense of equally valuable academic training; and,

WHEREAS such emphasis encourages teachers to qualify in vocational courses which they may not intend to use for purposes other than to increase their professional status; and,

WHEREAS this classification has already wrought injustice upon School Boards who

have planned their annual budgets on the basis of the salary grant as provided previous to this classification;

BE IT HEREBY RESOLVED that a revision of requirements for Secondary "A" salary grants be made to include a post graduate degree from any recognized university.

Reply

This will be given consideration. It is not agreed, however, that any post-graduate degree necessarily merits recognition for advanced certification as a teacher.

7. Re Experience for Grant Purposes

WHEREAS the Department of Education ruling states that, for salary grant purposes a minimum eight months' full-time continuous employment during one school year constitutes a year's experience; and,

WHEREAS said ruling works a hardship on many teachers who, through no fault of their own, have taught for periods less than eight continuous months during one school year;

BE IT RESOLVED that the B. C. T. F. approach the Department of Education with a view to having the aforesaid regulation amended to read "a minimum of eight months' full-time employment constitutes a year's experience" for salary grant purposes.

Reply

It will be recognized that regulations can not be drawn to cover exceptions to general rules. The Department, therefore, will be glad in this matter, as in others, to treat individual cases of complaint in a just and sensible manner.

8. Re Summer School of Education

WHEREAS the majority of teachers in British Columbia live on the mainland; and,

WHEREAS Vancouver is more accessible to a majority of teachers than is Victoria,

BE IT RESOLVED that Summer School for teachers be held in Vancouver rather than in Victoria.

Reply

No consideration has been given, or is likely to be given in the near future, to a change of locale. When all teacher training courses carry undergraduate credit toward a University degree as well as toward Department of Education certification, such a change may be desirable.

9. Re Winter Courses

WHEREAS there seems to be little or no provision made for continued professional training during the long period of time between Summer Schools; and,

WHEREAS this situation unduly retards completion of credit courses;

BE IT RESOLVED that Credit Courses from Victoria and University of British Columbia be made available during the winter months, as well as during the summer; by means of directed reading as is being done in Langley Prairie; credit for such courses to apply to certification.

Reply

This resolution should be referred to the University of British Columbia. The Department of Education will be glad to co-operate and authorize, for credit purposes, such courses as may be arranged.

It should be noted that Inspectors of Schools may organize under the Summer School of Education, in-service courses which require lectures and attendance.

10. Re Vice-Principals

BE IT RESOLVED that it be made compulsory for schools of ten or more teachers to have a vice-principal.

Reply

The creation of the post of Vice-Principal is one for school boards to determine. The Department has not given any consideration to making a regulation or officially recognizing the position of Vice-Principal.

11. Re Size of Classes

BE IT RESOLVED that in all elementary schools there be one teacher for 30 pupils, and a teacher added for every additional 30 pupils or fraction thereof.

Reply

The Department is very sympathetic to this resolution. Unfortunately there are practical difficulties. At the present time, there are not sufficient teachers available to staff our schools on this basis, and furthermore, added cost makes the matter impractical at the present time. We shall, however, work towards this as an objective.

12. Re Teacher Transfer

WHEREAS some school boards are mis-

using the spirit of Clause 135, Section 1, Subsection (c), by transferring teachers as a disciplinary measure;

BE IT RESOLVED that the B.C.T.F. be urged to take up the matter with the Superintendent of Education in an attempt to have the subsection amended to prevent further abuse by Boards.

Reply

The Department is not aware of any abuse of this section, and would be glad to have such cases, if any, brought to its attention.

Consideration will be given to an improvement, but the Department prefers to adjust individual cases of abuse as they arise.

13. Re Bursaries

RESOLVED that we request the Department to insert in its Departmental magazine full details of bursaries available.

Reply

For many years, annually in May the Department has issued a full statement of bursaries to all high schools in the Province. This includes all the bursaries which are under the control of the Department of Education. This information has already appeared in the Magazine on more than one occasion. The list will be re-published in the Spring issue of "British Columbia Schools".

The Department cannot undertake to gather together information from other bodies offering bursaries. It is suggested that the calendar of the University of British Columbia be consulted.

TEACHER-PUPIL FRIENDSHIP

"... Let me say bluntly, as I do not hesitate to do when my students broach the subject, that friendship between an instructor and a student is impossible. This does not mean that the two should remain strangers; there can exist cordial, easy relations, tinged perhaps with a certain kind of affection; but friendship, not. For friendship has strict prerequisites among them, freedom of choice and equality of status. Neither of these can exist in the teacher-student relation. . . ."—Jacques Barzun, "The Human Boy" in Fuess and Basford's "Unseen Harvests."

THROUGHOUT B. C.

Gleanings from the Geographical Representatives' Reports to the Christmas Executive Meeting

Vancouver Island Southern

The Second Annual Island Fall Convention was held in Victoria on November 11, 12, 13 with a record attendance.

The interest of all teachers in the lower Island area is centering on the forthcoming salary arbitration.

The position of Vice-Principals has come in for considerable debate of late with some suggestion from the trustees that some of these positions be abolished.

The Victoria School Board again refused the teachers' request that Federation Fees be deducted from salary cheques.

Central Mainland

At the Fall Convention, Local Associations were organized in the Barriere and Birch Island School Districts for this first time. Salary negotiations are under way in the Barriere, Birch Island, Ashcroft and Merritt Districts with Kamloops and Lillooet being eligible for an annual increase of \$100 over 1948 salaries according to the terms of existing schedules.

In the Kamloops and Lillooet Districts, teachers have been active in building by-law campaigns.

The Fall Convention held in Kamloops on October 14-16 was voted an outstanding success by all concerned.

The Kamloops School Board co-operated with its teachers in effecting a system of fee deductions.

New Westminster

Teachers salaries for the period September, 1948, to June, 1949, were fixed by an arbitration held last summer. Subsequent negotiations determined that the arbitration award extend to December, 1949, so that future salary revisions can date from the beginning of the calendar year.

During negotiations the School Board raised the old argument that they could not commit the following year's Board. The teachers rightly maintained that although

the personnel may change in some respects, the Board is a permanently constituted body.

North Kootenay

A Student Benefit Loan Fund has been set up from which graduates of the Revelstoke schools may obtain interest-free loans to enable them to complete any worthwhile course. Funds are to be raised by some form of public entertainment sponsored by the teachers during Education Week. It is expected that the committee set up to administer this fund will be representative of the Teachers' Association, the P.T.A., the School Board and the Municipal Council.

A one-day local convention was held at Revelstoke with the programme being divided among professional, business and social activities. Incorporated into the day's activities was the annual teacher-trustee social gathering. Plans were made for the publishing of a monthly news sheet.

Salary negotiations are proceeding in both Golden and Revelstoke.

West Kootenay

The Nelson District Teachers' Association sponsored the Fall Convention of the West Kootenay and Boundary Teachers in Nelson on November 4, 5 and 6 under the able chairmanship of B. B. Crawford of the Nelson Junior High school. Among the guest speakers were the Honorable W. T. Straith, Dr. F. T. Fairey, Dr. A. R. Lord, Miss E. Roy, Mr. J. J. McKenzie, Mr. E. Lee, Mr. C. E. Clay, Mr. E. E. Hyndman, Mr. J. Goldie and Mr. C. D. Ovans.

Each Local Association of the Council area reported that B.C.T.F. fees were deducted at the source.

The Rossland Teachers' Association conducted an effective Education Week Programme. Activities were of two main divisions, general publicity and special events in the schools themselves.

Fraser Valley

This year's Fall Convention was held at White Rock on October 22 under the sponsorship of the Surrey Teachers' Association. With more than 800 in attendance at the banquet, difficulty of accommodation was experienced.

The Fraser Valley area, extending from Fraser Canyon to New Westminster on both sides of the Fraser River, now has some 850 teachers. The influx of settlers to this area has almost doubled the school population in the last eight years, creating a serious problem of over-crowded classrooms. Several districts are operating double-shifts with one operating on a three-shift system.

Salary negotiations are under way in most districts.

Northern B. C.

A successful Education Week program was again conducted in Prince Rupert. A total of 225 column inches of education articles plus two editorials appeared in the local paper. Reference to Education week was made by five advertisers, one of whom turned over his complete space for three days to the Committee. There were five broadcasts of 15 minutes each and a half-hour panel discussion over Station CFPR. A public meeting drew an attendance of approximately 500. Open House was held in each school. Twenty-two individuals, representing various organizations completely outside the teaching profession, participated in some way in the week's programme.

Upon invitation Prince Rupert Teachers' Association has affiliated with the local Trades and Labour Council. Attendance at the first meeting proved that the teachers' representatives will be given ample opportunity to become working members of the Council. The teachers recognize they have a strong measure of support in this group.

The Prince Rupert School Board again acceded to the teachers' request to deduct Federation Fees from salary cheques.

Salary revisions are expected in Ocean Falls and Prince Rupert, through arbitration in the latter.

North Central B. C.

A regional salary schedule was negotiated on November 15th between representatives of the North Central District Council and the Northern Interior Branch of the B. C. Teachers' Association. (Details of this schedule were published in the December issue.) Similar joint negotiations are working towards the establishment of a regional Principals' Scale.

The North Central Fall Convention was held at Prince George on November 12 and 13 with 132 teachers registered.

Fee deductions were effected in the Williams Lake, Quesnel, Burns Lake, Prince George and McBride Districts.

North Shore

The North Shore Regional Convention will be held in West Vancouver on March 4 and 5. The change from a Fall date was made necessary because of school building under way in this area. Teachers will have an opportunity to view the many modern features of the recently constructed Ridgeview School, convention headquarters. A public relations officer will be appointed to act as a press agent for the convention.

North Vancouver's effective Education Week Programme included a public meeting in the form of a panel discussion and radio and newspaper publicity. The newspaper publicity included paid advertising and general educational articles. Some commercial advertisements made reference to Education Week activities.

North Vancouver, West Vancouver and Sechelt are negotiating for revised salary schedules.

Vancouver Island Central

Education Week Programmes and salary negotiations have been the topics of major local concern during the Fall. In connection with its Education Week Programme, the Ladysmith Local sent to all parents mimeographed circulars containing excerpts from the material forwarded by the Public Relations Committee.

There was a good representation of Central Island teachers at the Fall Convention held in Victoria.

Negotiations in the Cowichan Lake District resulted in the implementation of the

1948 B.C.T.F. minimum salary scale with \$150 increments throughout and an additional increment for teachers holding EA or SA ratings.

The Cowichan District Association signed an agreement with the School Board to accept the salary schedule granted by the Courtenay Arbitration.

Northern Vancouver Island and Powell River

Teachers of the Courtenay and Campbell River Districts met in a one-day convention at Courtenay in November. Teachers from these areas as well as from Powell River and Alert Bay also attended the Island Convention in Victoria.

Salary revisions are being sought in the four above-named districts with arbitrations to take place in Courtenay and Powell River.

In the Courtenay district two illegal temporary appointments and two cases of unfair transfers were referred to the Federation.

Okanagan Valley

The Fall Convention held in Penticton on October 7 and 8 drew a record attendance and served a valuable purpose with the emphasis on professional discussions.

Both the O.V.T.A. and the Okanagan Branch of the B.C. Trustees' Association have worked towards the establishment of a uniform salary schedule throughout the Valley. It appears that an arbitration will be held at Penticton will set the salary pattern although the teachers in the other districts are prepared to suspend negotiations until the outcome of that arbitration but not to be bound unconditionally by its findings.

The O.V.T.A. has decided to follow the practice of the provincial organization in providing a lapel pin for past presidents.

This year the Vernon Branch will publish the O.V.T.A. Bulletin.

Peace River

A very successful Fall Convention was held on November 4 and 5 at Dawson Creek. Guests included Dr. M. A. Cameron of U.B.C., Mr. P. J. Kitley, Director of B.C. School Broadcasts and Mr. T. M. Chalmers, B.C.T.F. President. Over ninety per cent of the teachers of the Peace River district were able to attend, which is an

excellent record, considering distances of travel and weather and road conditions. Four Alberta teachers were granted permission by their Boards to attend the Convention.

The teacher supply situation continues to present a serious problem. Many teachers do not hold adequate B. C. certification. Approximately 15 teachers in Peace River South, or about 23 per cent, have had no teacher training. In Peace River North, six teachers, or about 25 per cent, fall in the same category.

In the words of Mr. G. E. Johnson, Geographical Representative for Peace River, "The Peace River very definitely feels the national shortage of adequately trained teachers. There are too many schools in this area where the students are not getting the brand of educational opportunities which they deserve. The two school boards have gone a long way towards improving a very bad situation, and the total educational picture in the Peace River continues to grow brighter. We are getting better teachers, I believe, but salaries will have to be raised substantially before this area can hope to attract and hold the kind of teachers it needs, and enough of them. This is particularly true of the elementary school."

The Peace River South Association has struck a committee of three to solicit local support for the right of teachers to hold municipal office. It is planned to approach and to speak to various local organizations on this matter.

Burnaby

The Burnaby Fall Convention was held on November 19, the holiday proclaimed to celebrate the birth of the royal prince. Despite the fact that the Convention was held on a holiday, 224 out of a possible 229 teachers attended. This speaks well for the professional spirit of the teachers of Burnaby.

Salary negotiations have culminated in a request for arbitration from the Teachers' Association.

East Kootenay

The Fernie Local sponsored this year's East Kootenay Fall Convention.

Salary negotiations are proceeding in the
(Continued on page 184)

WHAT TO DO ABOUT READING

WHAT makes a good basic reading program? How can we diagnose and correct poor reading? In what ways may we best develop understanding and critical judgment in reading?

These were three of the many problems tackled in the Eleventh Annual Conference on Reading at the University of Chicago last summer. With 1,800 teachers from 43 states, they considered how to develop most effectively the basic understandings, attitudes and skills which make for self-reliant, independent reading.

Observations made in 100 classrooms during the past school year show that many schools are lagging badly in developing a modern reading program. On the basis of these observations Dr. William S. Gray of the University of Chicago reported that some classes are taught today in accord with a concept of reading instruction that prevailed in 1900; other classes are taught in a

R.E.S. Special to Education Journals.

Gray, Russell, Powers, and other experts offer keys to your students' reading problems in elementary and high school.

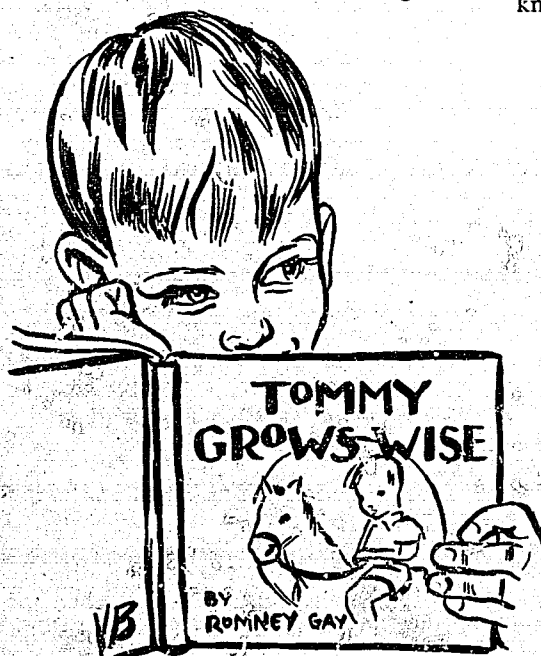
In this article you may sample a few choice morsels from the balanced program presented at the Eleventh Annual Conference on Reading at the University of Chicago this past summer. A survey and re-evaluation of the basic reading program in American schools was felt to be so important by the planners of the conference that the 49 papers and 31 discussion sessions were devoted to aspects of the theme, "Basic Reading Instruction in Elementary and High Schools." The full proceedings were published in October by the University of Chicago Press. Compiler and editor of the proceedings is Dr. William S. Gray, who organized the first reading conference in 1938 and has directed every one since. The conference's growing importance was demonstrated this year by the fact that 1800 teachers from 43 states came to Chicago for the sessions.

way that would have been acceptable in 1915; and only relatively few are receiving instruction based on the best of what is known at the present time. Dr. Gray also reported that the use of modern materials is no guarantee that the reading attitudes and skills emphasized are in line with modern concepts.

What Materials Are Needed?

Yet good materials are important in the basic reading program. Essential materials were described by Leversia L. Powers, head of elementary education in Pennsylvania. She says every teacher should have:

1. *A good basal series.* "I would have been booed if I'd said that to a progressive group ten years ago," she notes. "I don't mean every child in the room is to have the same book, but one of a series."
2. *Supplementary readers below the group's frustration level.* It is important that children have books they can read with ease. "Let rural children read about something else besides rural life, too. Study of community resources is fine, but



FEBRUARY, 1949

181

let's not overdo it to the point where we narrow and confine a child's imagination."

3. *A classroom library and a central building library.* These should include a wealth of materials for good readers, and something for older children who are reading far below their grade level. "Twelfth graders are not interested in Peter Rabbit. Some of these children read comics because it's the only material they *can* read." Unfortunately, very little of such material is available. In any case, discriminating selection is important. One expert estimates that one-third of children's books are not worthy of being placed in a school library.

4. *Simple visual aids, such as pictures and film strips.*

5. *Materials for independent seat work.* "But be warned that for every teacher who uses a workbook correctly, nine teachers misuse it. The workbook is all right only if it fits the pupil and what you are trying to teach him."

6. *Remedial materials for retarded readers.* After diagnosing each child's difficulties, the ingenious teacher supplies materials to suit the child. "Too often," Mrs. Powers warns, "we give remedial exercises to youngsters who are already doing the best they can. What they need are interesting books they will love to read, not everlasting correction materials."

What Causes Poor Reading?

Poor readers have no single distinguishing characteristics other than the fact that they cannot learn to read easily, says Clarence W. Hunnicutt of Syracuse University. Seven hundred youngsters examined at one reading clinic showed a normal curve of intelligence when given IQ tests unrelated to reading. One-third of the cases were youngsters with emotional problems. "Today's bright hope," says Mr. Hunnicutt, "is the study of personality and emotions."

After the primary grades, he adds, experiential background is usually more important than native capacity. Interpretation and comprehension of what is read depend on what experience a child brings to the printed page.

"To find the true reading problem the teacher studies and tests her youngsters, not-

ing variations in rates of learning, faults of procedure, gaps in learning sequence," says Daisy Jones, Richmond, Indiana, supervisor. Such diagnosis sometimes discloses that a child in the top five per cent in intelligence who is "keeping up" is actually a reading problem. A child with 160 IQ is not reading up to his *own* level if only at grade standard.

Using her techniques of diagnosis the teacher is likely to find:

1. The child lacks the mental development to do the task. One way to get more maturity is to wait for it. "Meanwhile," says Mrs. Jones, "give the child materials in keeping with his level of ability."

2. The child dreads reading for emotional reasons. It may be that he has failed before, that he has a speech defect, that others laugh at his clothes, or that he is socially insecure. Such causes are difficult to identify. Winning the child's confidence and taking the time to develop a careful case history are the only methods.

3. Poor teaching, insufficient or the wrong kind, may be responsible for the child's difficulties. In such a case the teacher uses a variety of materials to provide growth in special skills on the child's own level. If he is a word-caller, it may help for him to hear a record of his own voice. If he needs to learn speed and fluency, the teacher should provide easy material (above all *fresh* material) for needed practice. If he is a fingerpointer, phrase flash cards will help, etc.

"Reteaching," concludes Mrs. Jones, "is a continuous process of diagnosis and regrouping." Since it is difficult to find the time for such diagnosis in today's crowded classes, Dr. Gray suggests that a teacher might devote one period three times a week to the study of her few "problem" cases, while the other children read or play.

When Judgment Enters

The reading act is not complete unless it includes critical reaction to and use of the ideas read. Critical thinking can begin early. Flora M. Thurston of the University of Chicago Laboratory School tells how primary children can be taught critical thinking through such devices as bulletin board



news notices which are occasionally inaccurate. On a rainy day the teacher writes, "We will take a walk because it is so sunny." The children are alert to find such misstatements. Using a youngster's name in giving written directions is another method. "Mary," the teacher writes on the board, "you skip three times around the room." Mary must read carefully to know exactly what to do. Such a game can grow more complex as the children mature. Doing a class newspaper is good for training in discrimination and evaluation. The children must choose for limited space those items which are most important.

"Education cannot achieve its goal unless the pupil learns a measure of critical judgment. The educated man should know how to solve his own problems" says Joseph Axelrod, of the University of Chicago. "Young people will discover that facts change. A fact is only the starting point, not the end."

Mr. Axelrod advocates self-conscious, systematic training in critical judgment. Such judgment must be securely rooted in an understanding of what is read.

In the upper elementary and lower high school the teacher must use three approaches. First he makes the student increasingly aware of the problem of judg-

ment in terms meaningful to him. Second, he indirectly inculcates a general attitude of reservation, which will lead the student to say: "I may be wrong, but from what I know, I think . . ." indicating his awareness of how much more must yet be learned before he can take a critical attitude with any air of finality. Third, he teaches the student to make evaluative inquiries about the author, about the facts presented relative to the question with which he deals, about the logic of the argument.

Awareness of the problem of judgment emerges slowly as the pupil reads one story or poem and then another. The teacher leads gradually to the more general problem of what makes a piece of literature good or bad, enjoyable or not.

See Need for Planning

While there was not complete agreement among the hundreds of teachers and school officers who took part in the conference there was a consensus on major aspects of what constitutes a good basic reading program. The need for a planned program of instruction was conceded by all. The general feeling in regard to the characteristics of such a program was summed up in the final session by Philip H. Falk, Superintendent of Schools in Madison, Wisconsin, somewhat as follows:

1. The reading program should be systematic, not incidental or haphazard.
2. A study of each child should be the starting point for instruction in all grades. The teacher should use previous records, his own judgment, information from and about the home, and the results of tests of achievement, mental ability and personality.
3. The teacher should make plans for groups and individuals, with the help of librarians, and of psychological and other specialists in certain cases.
4. The reading should be done in large units, usually around problems or topics of vital interest to children, but tapping potential interest and providing for developmental needs.
5. Pupils should be enlisted as "allies" in attacking reading difficulties. Each pupil

should know his level of reading ability, his weaknesses, and the methods by which he can improve his reading.

Such a reading program should result in happier young people. "Reading may help to give a young person the security needed in a troubled world, the sense of justice needed in dealing with one's own group, an understanding of the problems besetting a minority group, or a chance to escape an adult-dominated world by identifying himself with characters his own age," says David H. Russell of the University of California.

He adds, "Though reading today must stand the competition of the radio, the movies, and the comics, teachers are more and more pinning their faith on children's literature to give children the values needed for personal development and for democratic survival."

Throughout B. C.

(Continued from page 180)

Fernie, Creston, Kimberley and Cranbrook Districts.

Vancouver

The Vancouver Teachers' Council, on behalf of the three member association—the Principals', the Elementary and the Secondary—has been negotiating with the School Board for a revised salary schedule to become effective January 1, 1949.

The Council is setting up a committee to consider various plans of providing their teachers with plans of mutual aid in cases of need. One plan to be investigated is based on compulsory contributions and another on an extension of salary indemnity schemes now in effect.

The Principals are working with the School Board in an effort to reduce the number of non-teaching activities which cut considerably into instructional time.

The Vancouver Elementary Association has been instrumental in the formation of a Vancouver Branch of the Association for Childhood Education. This is an international group interested in educational problems. Miss E. Dickenson, a member of the Vancouver Elementary Teachers' Executive, has been chosen President of this newly formed Branch.

Sovereign Films

THE LARGEST DISTRIBUTORS OF
16MM. MOTION PICTURE FILM

Rental Library of Films

- Drama
- Action
- Comedy
- Mystery
- Music

Presenting One or Two-Reel Short Subjects

Hal Roach Comedies
Laurel and Hardy
Charlie Chase
20 Min. Musical Western
Newsreel Specials
Cartoon and Sports reels
World Series 1948 News

The new Ampro Precision
Cine Equipment

Contact us for descriptive Catalogue,
Sale and Rental Prices

**Sovereign Film
Distributors
Ltd.**

839 Davie St., Vancouver, B. C.

THE B. C. TEACHER

Problems of a Counsellor

By "A COUNSELLOR"

A COUNSELLOR should study "a limited number of pupils individually as to learning capacity, past school record, health record, anatomical age, character, home conditions, social outlook, personal interests, wishes of parents, length of time student will probably remain in school", and so on, according to Edmondson, Roemer, and Bacon in "Administration of the Modern Secondary School".

"The counsellor is the one person who knows the student's case more thoroughly than anyone else in the school." He should "interview every pupil and overlook none", and should "allow sufficient time for each interview", say bulletins from Victoria.

The Time

This leads us to the problem which every counsellor has: the problem of time.

A bulletin issued in Victoria in 1944 suggested one counselling period a day for every 100 to 125 pupils. Now a school is supposed to have one full-time counsellor, or two half-time counsellors, for every 500 pupils. That is about one period, in a seven period day, for every seventy pupils. Personally I do not think that one period for thirty pupils would be too much.

The Place

The second problem is that of place. It is essential that a counsellor have a quiet office where interviews can be held without interruption, where no one outside can hear what is being said, and where records can be easily available.

Next comes the problem of his relations with other people: his fellow staff members, the boys and girls whom he teaches, parents, and the students for whom he is responsible as counsellor.

Even among the staff of a school where there have been counsellors for years, one may find members who do not understand the function of a counsellor.

These teachers may feel resentful when the counsellor takes a pupil out of class for an interview. The counsellor should do this

as little as possible, but he should be free to do it if necessary.

Consider a case like this: John never has a study period when his half-time counsellor is not teaching. The counsellor sees John regularly only once a week, in guidance period. He wishes to talk to John on a subject too important to wait, probably five or six days, until the next guidance period, or too personal to be discussed in guidance period. He cannot arrange an interview before or after school because of previous appointments with other students. He has either to leave his own forty mathematics pupils for half an hour in order to see John in the boy's study period, or to take John out of Mr. Blank's science class for half an hour during his own counselling period. The latter seems the wiser course. It can, however, be extremely annoying to Mr. Blank, especially if he does not realize that the counsellor is trying to do something important TOO.

Counsellor, Not a Judge

It is desirable that the staff members realize that they should call the counsellor's attention to the things he should know about, or do for, pupils. Without the help of his fellow teachers, even the most alert counsellor would miss a great deal.

On the other hand, the staff members should realize that they are not supposed to push their discipline problems over to the counsellor. In the first place, a teacher usually gets along better with his pupils if he handles his own discipline problems. In the second, as a rule a counsellor should not handle discipline at all, but should merely talk to the culprit before, or after, discipline has been handled by someone else.

A bulletin from Victoria suggests that to have discipline and counselling in the hands of the same person "invites caution and reticence on the part of the pupil."

"The purpose of a counselling interview", it continues, "is greater understanding by the pupil of his problem. The purpose of a

discipline interview is judgment and perhaps punishment".

Another bulletin adds that a conference with a counsellor "should be a mutual consideration of problems. The counsellor should not dictate a solution nor solve disciplinary problems".

Still another tells us that a counsellor sees a culprit "not for the purpose of condemning him, nor for making him see the error of his ways; but to see what help he can give us towards understanding what his needs may be, that this particular type of undesirable behaviour seems a desirable thing for him to do".

It is difficult for the counsellor himself to remember that he is not a judge. It is so much easier to sit in judgment, to treat symptoms rather than causes. It is even more difficult to lead him to realize that it is not the counsellor's function to hand out punishments. Some continue to ask expectantly: "What did you DO to Harry?" And they feel that the counsellor is simply soft or lazy if he didn't DO anything at all.

Co-operation Necessary

Then there is the problem of the counsellor's classes. It is, in the opinion of this writer, important that a counsellor should teach part time. If he does not teach, he is in danger of losing touch with the teacher's point of view and with the feeling of the classroom. Emergencies, however, do not arise according to timetable. The counsellor is frequently called out of his class or is late getting to it. The less mature pupils may take advantage of his absence, and the more mature may resent it. He has to win their co-operation so that they will "carry on", in the sense that he wishes, when he is unable to be with them.

In a community where counselling is new, it may be difficult to win the co-operation of the parents. Where there has been counselling for a number of years, however, most parents come freely to the counsellor, both when they are invited and without invitation, usually in a very friendly spirit and aware that it is for a mutual consideration of problems. The counsellor meets many worried parents but few disagreeable ones.

It is wise, by the way, to send a letter home with every pupil in September, stating

the counsellor's office hours, and mentioning how happy he is to have visits from parents, especially if they notify him of when to expect them.

Most important is the problem of the counsellor's relations with the students whom he is supposed to counsel. It is absolutely essential that these young people feel free to come to the counsellor, and, having come, feel free to talk. Whether they feel free to talk depends on three things: the counsellor's not handling discipline, his proving himself impartial and trustworthy, and his having the ability to be completely impersonal while at the same time completely friendly.

The matter of discipline has already been dealt with.

Impartiality

The second point is obvious: No one is going to talk freely to a counsellor who "always favors so-and-so", nor to a counsellor who is suspected of passing on to other teachers things told to him in confidence.

The third point is probably the most important. The teen-ager may be very fond of his parents and yet find it extremely difficult to discuss his problems with them. They are so deeply concerned that they can not help taking the problems very personally. The child finds that they become worried, and he does not like to worry them; or they become excited, or shocked, or surprised at him, or disappointed in him. They become anxious about what would be the best for him to do; or they decide definitely what should be done and urge that he do it.

A good counsellor, on the other hand, does not seem so much concerned. He can give advice, if asked; and can discuss various possible solutions. The child knows that he is interested, but the whole thing does not seem to matter so terribly to the counsellor. The result is that the child can talk freely.

Someone has said: "It is the capacity to hear the worst or the best in human nature, and to accept it neither as worst nor as best but as life, which is the supreme test of him" who would become a counsellor.

The most important problem which the counsellor has is to achieve and to hold that impersonal attitude.

Is The Teaching Profession Underpaid?

By DONALD PLAYFAIR

THE boys and girls and the men and women are the most valuable resource of any land. The value of other resources depends upon the contribution each makes to human welfare. Should not those who labour with the most valuable resource receive commensurate remuneration? The following shows that the converse is true.

The father of a certain Canadian family is a graduate in Arts, having specialized in mathematics. He is also a doctor of philosophy with a major in education and a minor in sociology. He began his life-work as the teacher of a small ungraded elementary school. He became principal of a high school. He then entered the government service at twenty-nine years of age. His appointment came without application or solicitation of any kind upon his part. For five years he was an Inspector of Elementary and High Schools. The next seventeen years he was the principal of a Normal School and a member of the senate of the provincial university. During the succeeding fourteen years he was Assistant Superintendent of Education for the province. He is the author or co-author of three works on education.

The mother of the family was a teacher for ten years. At eighteen years of age she taught in the largest high school in the province. She is a Bachelor of Arts with major emphasis upon English, sociology and art. She was a devoted wife and mother and excelled as a home-maker. She is a talented pianist, an artist in water-colour painting, a trained singer who has instructed and conducted a well-known ladies' choir, a trained public speaker, an authority on school-lighting, and the author of a work on modernism in the Arts. She was president of the Women's University Club of the city in which she resided and a member of the Board of School Trustees for several years. She is the mother of two sons and two daughters.

The older son holds a master's degree in Applied Science, and is a practising Chemical Engineer. He served for four years in the Royal Canadian Air Force in the Great War and rose to the rank of squadron leader. His earnings are approximately double the salary paid his father before the latter retired and ten times that of his mother as a teacher.

A daughter is next in age. She is a Bachelor of Science and has taken extensive post-graduate work. She is a trained singer and pianist and a player of the pipe-organ. She is a member of a celebrated choir. She teaches in the largest and one of the best high schools of its kind in Canada. Her salary is about one-third of the earnings of her elder brother.

The third is a son. He graduated *cum laude* as a Bachelor of Architecture from an American University. Schools of Architecture in the United States compare each year their leading graduates. He not only led his own graduating class but stood first among all graduating architects in the United States that year. On scholarship he obtained his master's degree the following year from a celebrated eastern American University in the specialized field of town-planning. After a brief period of private practice he was chosen in open competition to fill a highly specialized position under the American Government. At that time his salary was materially greater than the income of his brother. In due course, he was drafted into the American Army as a private. He served three years and was demobilized as a lieutenant. He was then appointed Director of the Department of Town Planning on the faculty of his Alma Mater. As an educator his salary dropped to materially less than half the earnings of his brother.

The youngest of the family, a girl, graduated in Arts from the Provincial University with first class honours in the double courses of English and History. She then took a

year's teacher-training at her Almer Mater and ranked first in the art of classroom instruction. The next year she went to a leading eastern Canadian University to study for her master's degree in English. At the end of the academic year she obtained her master's degree with such distinction that she was granted a scholarship which met not only her fees but all living expenses of an additional year towards her doctorate. This second year was also completed with marked distinction. She then returned west and was appointed lecturer in English at her Alma Mater at an annual salary approximately one-seventh of the amount earned by her elder brother.

In presenting this brief family history there is no contention that the older son is

overpaid. The irrefutable facts presented do, however, make one wonder if the remuneration paid to those who mould the minds and characters of our youth is decided by those who have failed to inform themselves or by those who willfully exploit an honourable profession.

If you are not convinced that teachers are underpaid future articles may, at least, leave you inarticulate.

(Editor's Note: THE B.C. TEACHER would welcome other fully authenticated instances of differences of remuneration paid to any teacher or teachers in a family and the income received by another member or other members of the same family.)

Just One Little Candle of Enlightenment

By ALBERT A. HARDS,
Vancouver

MR. COCHRANE'S ARTICLE, "N'en vaut pas la chandelle", *B. C. Teacher*, December, 1948, is especially interesting to French teachers; but I am not sure that it is the final word on the matter. There are one or two points that, upon careful analysis, give an impression of hasty reasoning, even of irrelevancy.

I agree with the writer that he was wise not to compose his article in French for an English journal, although I think some French teachers must feel gratified to learn that he is capable of doing so. And certainly, if he studied French for nine years in Montreal, it is quite possible that he has forgotten more French than our high school pupils ever learn—the course in the B.C. schools having, at present, a duration of three years.

For Different Reasons

Apparently the basis for French teaching in Mr. Cochrane's day was the ability it gave to read salacious novels, in which class, he hints, Zola's works belong. This basis, he informs us, is no longer valid, however,

as English writers have long since outstripped (no pun intended) in this regard their continental rivals. I should like to assure our critic that the French have improved during the years also, and if it is the tepid quality of Zola that has caused him to give up his French reading, I could supply him with some titles that he might find quite interesting.

Seriously, the fact that Mr. Cochrane has voluntarily abandoned all the advantages his knowledge of the French language could afford him, does not seem to be an argument of the calibre to reduce all our efforts to dust and ashes. If a man has studied French for nine years, has the ability to read it and doesn't do so, wouldn't it appear that he has only himself to blame? Surely it is not claimed because something is written in French, by that very fact it is unworthy of interest. The whole idea reminds me of a person, who, having in his youth spent considerable time and effort learning to play the piano, now curses his parents and teachers for forcing him to this labour,

because in his mature years he never bothers to touch the keys.

Foreign Literature in Translation

There is something to be said for offering a course in foreign literature in translation, instead of the traditional foreign language. It would be much easier to teach, and since modern language teachers might have the luck to step into it, they would be wise to give it earnest consideration. It would be like a sabbatical leave in comparison to what they are doing. Still, such a course could give no glimpse into the structure of language, the nature of idiom, the functional reality of grammar, the precise meaning of words. In any case, as a parent, I should prefer my boy to study French. He will very likely read the classics in translation, anyway. He will certainly have the ability to do so. I think it is better for him to get some grounding in a foreign language when he is young and when school work is his principal occupation, rather than neglect the subject altogether, or put it off until some more inconvenient time when he will inevitably have quite other interests and responsibilities. You see, although I trust he will settle down as a good citizen of our marvellous province, I hope he will also find time and opportunity for foreign travel, in this age of easy communications. I know he can't learn all languages, and considering everything, I'm still content to settle for a little French. Even a little is better than nothing in these matters, as many of our soldiers found out in their recent travels.

The picture of long lines of boys leaving high school because of the enormous amount of French home-work required, is a poignant one and touches our heart. My experience is that if they don't like the home-work, they find a good many means of getting out of it. They are more likely to quit because of failure, and when this is the reason, it is usually because of failure in a number of other subjects besides French. If there is too much home-work in French, it is the fault of the course of study, not the subject; and we can do as well proportionally in French with no home-work, as can be done in history or science or English.

No one is going to argue that there are

not as great cultural values in the study of science as there are in the study of foreign languages. There is no question about it. But we already offer a generous panel of science subjects in the high school curriculum. Is it suggested that we eliminate the foreign languages and substitute *more* science? This seems hardly fair to those who really have some interest in the language arts.

Not Worth the Candle?

Mr. Cochrane finds that his study of foreign languages has not been worth the candle. This is disappointing but a personal matter after all, and I am prepared to take his word for it. My own experience has been quite different, and since we are both speaking subjectively, my case merits just as much consideration as his. Aside altogether from my professional interest in French, my knowledge of that language has given me a more expansive life than I otherwise should have had—by offering me an exotic new literature to supplement and compare with our own, by forcing upon my mind the desirability of travel abroad, and by affording me many pleasant social contacts among people of French and other races. You know, French is a world language, and as such its culture is fairly widespread. Even if French is banished from our curriculum, and I am intrusted with Junior Business or Elementary Bridge Playing, I shall continue to derive benefit and enjoyment from the language of Zola (*puis-qu'il s'agit de Zola*), and the charming and intelligent people who speak it as their mother tongue.

Mr. Cochrane's article has a surprise ending. We have just learned that the French course is not worth twenty-five cents to the average matriculant when we are literally electrified by this statement, "I am not objecting to language study; I think every high school student should be given a taste of everything, including Greek and German". Well, Sir! in the words of some of those in the thin, red line of French failures, "You could have fooled me!" I certainly wish you hadn't felt it necessary to scare the daylights out of us before coming to this point.

Trends In British Education

SCHOOLS in England may be divided into two main groups, excluding the universities; schools maintained entirely or mainly by the government, and, a much smaller group, private schools. The latter group includes preparatory and kindergarten schools, private secondary schools, and convent schools, as well as the so-called more or less famous public schools such as Eton, Harrow, and Rugby. In practice, the great majority of English children attend government maintained or aided schools, though by no means an insignificant number attend private or semi-private schools at some stage of education. In the general tendency towards levelling incomes, however, and following the more recent government reorganization of the general educational system, the smaller semi-private grammar schools are taking more children from the lower income groups.

The Elementary School

Up to the middle 1920's the education of the mass of the population was carried out in what was officially known as the Elementary School, though the old name of "Board School" persisted in the minds of the general public as a relic of the days when the School Boards exercised considerable authority. These Elementary Schools catered to children from the age of 5 to 14 years, and the majority of children left at that age. A scholarship examination was held at the age of 11, and the very small number of successful candidates was transferred to the local Grammar School. In some areas, such as London, Junior Technical Schools were also available, with also a Central School, which ranked halfway between Elementary and Grammar, with a commercial bias, but these extra facilities were only possible in areas of concentrated population. Of the children who followed right through the Elementary School, all left at 14 for employment of various kinds, while those who proceeded to the Grammar School at 11 included one or more languages and sciences in their curriculum, taking a university controlled examination

By D. W. DARE,
Chilliwack Jr.-Sr. High School

Mr. Dare taught for several years in England before coming to British Columbia last summer. He and his family have taken up residence at Chilliwack where he is on the staff of the Junior-Senior High School.

about the age of 16-17, and left for the higher classes of employment. A minority remained a further two years for intermediate degree examinations and then proceeded to universities.

Following the Hadow Report on Education, some reorganization of Elementary Schools was undertaken with the aim of setting up Junior Schools, for the age range 5-11, in all communities, and Senior Schools, for ages 11-14, at central points for groups of communities, hired busses usually being used for transport. This reorganization had not been completed in all areas of the country before the recent Education Act, which envisaged a further degree of reorganization.

At the present time the general system aimed at, and, in some areas, already implemented, is to continue the Junior School under the new name of Primary School, and to hold examination tests at the age of 10+ in English, Maths., and Intelligence. Children are then categorised as being most likely to profit by an Academic, Technical, or General Education, and proceed to Grammar, Technical or Modern Schools respectively. Unfortunately, the results of the war and post war conditions have seriously delayed the full implementation of this Education Act through lack of buildings and materials. Consequently in many areas the Grammar School is still the only alternative to the Elementary School, which remains as an all-grade school. Naturally, in those areas where, under previous reorganization, a Senior School had been established, the Senior School became the Modern School, but in other areas new schools have been, or will be necessary. In some densely popu-

lated areas the three types of Secondary School, viz. Grammar, Technical and Modern, are being integrated in one group of buildings, each with its own particular type of curriculum and sub-principal, as a Multi-lateral School.

Local Authority

Government Schools are, in general, the responsibility of local authorities, e.g., County Councils, County Boroughs and City Councils through Education Committees. The committee is responsible for the provision and maintenance of buildings, equipment and books, a staff of subject organisers and inspectors, and, in practice, the control of appointment of teachers. Salaries are paid by local authorities, reimbursed by grants from the Ministry of Education. In some cases the Church of England, and, more rarely, the Roman Catholic Church, maintains the school buildings, a carryover of the control exercised in schools started by local church authorities in days gone by.

Apart from schools run by individuals for profit, the many Grammar Schools, with their excellent traditions, founded by benefactors, deserve mention. These have been in existence, in many cases, for over 200 years, and, controlled by a Board of Governors, have been maintained partly by income from foundation and other benefactors, and partly by students' fees, plus government grants to scholarship holders. More recently their doors have opened wider to children from the Primary Schools, and they are taking their place as the Academic section in the triad of Secondary Schools. To a lesser extent this is also true of the more famous foundations, though much water will flow under the bridge, before Eton and Winchester cease to be the schools of the wealthy.

Curricula Vary

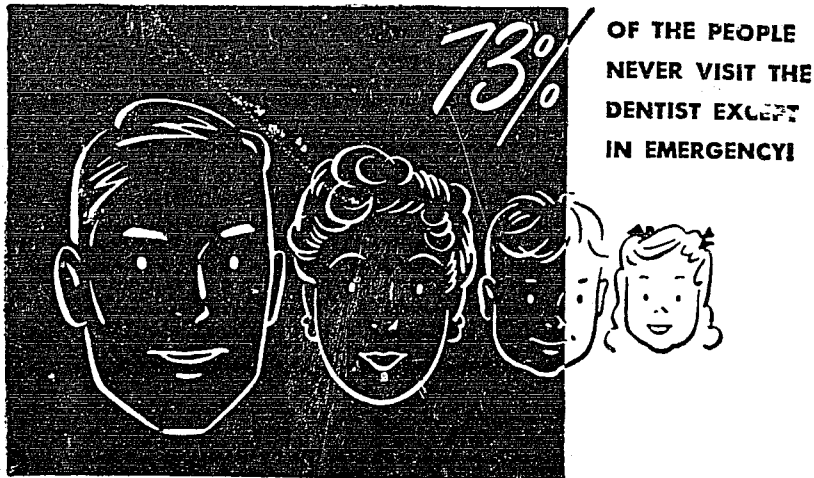
Obviously, the curriculum of the three Secondary Schools will vary considerably, and much has been written and talked on this subject. Subject to the controlling influence of the various examinations, e.g., the one at 10+ and matriculation, and the maintenance of a standard satisfactory to H.M. Inspectors, the curriculum of any school is the province and responsibility of

the principal, and in the Modern School, where no final examination looms ahead, much curriculum work of an experimental nature is being carried out with the aim of determining the subjects and methods of presentation which will be of the greatest ultimate value (in its widest sense) to those children of the lower intelligence range who necessarily pass to the Modern School. Practical subjects in a non-vocational setting are a feature of these schools, and it is usual for boys to spend half a day at gardening, in rural areas, half a day at woodwork and/or metalwork, and girls half or a full day at Domestic Science. A great deal of work remains to be done before the value of the various methods and approaches can be assessed, and the "Elementary School child" be best fitted to take his or her place in the community.

Teacher Training

Finally, a word on teacher training. This is, in general, carried out at Teacher Training Colleges, associated with Universities, in which training is spread over two years. The certificate issued after examination is a final one, and the teacher so trained starts on the universal salary scale, irrespective of to what type of school he is appointed. Alternatively, a prospective teacher may attend University long enough to secure a degree (usually B.A. or B.Sc.) which takes two years after Intermediate, and follow up with one year at Training College for a Teacher's Diploma, being allowed two extra increments on the salary scale for the graduate status. Certain special subject teachers, such as Woodwork, Metalwork or Art, may obtain their single subject teaching certificates at the same time, but the number who do this is increasingly small. Immediately following the war, the government opened colleges for the emergency training of suitable candidates in a concentrated one-year course to cope with the teachers required following the raising of the school leaving age to 15, but this temporary measure is now almost completed.

My impressions? Conditions in the two countries of England and Canada are so vastly different in many ways that one man's meat could very well be another man's poison.



**Help your pupils
understand the vital need
for preventive dental care!**

ALMOST $\frac{3}{4}$ of the population never visit a dentist except in emergency, according to an 18-state survey reported by the U.S. Public Health Service. No statistics are available in Canada, but a Canadian authority agrees that this figure would probably be higher in the Dominion.

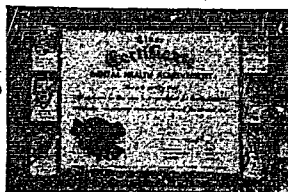
By teaching your pupils—now—the danger of neglecting teeth and gums you may help them avoid many serious dental problems in the future. Ipana's 5-Way Plan for Dental Health has been especially designed for use in your classroom.

Send for this material *now* — its yours for the asking. Simply fill out and mail the coupon on the opposite page and Ipana's 5-Way Plan will be sent you free.



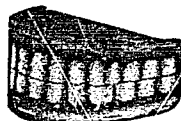
FREE

Send today for Ipana's 5-Way Plan
for a successful Dental Health Programme,
including Giant Certificate Award for class quali-
fication and Certificate Awards for
individual pupils.



Giant Certificate
awarded when an
entire class qualifies.

Coloured Individ-
ual Certificates for
pupils who qualify
under plan require-
ments.



Larger-than-life-size model of a set
of teeth.



8-point Class
Hygiene Records (holds
records for 20 children.)



Teacher's folder, "Use
this 5-Way Plan for
Dental Health."



Coloured wall chart entitled "Why
do teeth ache?" (Size 19" x 26")

FILL IN THIS COUPON COMPLETELY—AND MAIL IT NOW!

Bristol-Myers Company of Canada Limited,
Educational Dept. v10 3035 St. Antoine Street, Montreal 30, Que:
Please send me Ipana's 5-Way Plan for Dental Health which includes:

- Wall Chart
- Model of Teeth
- Class Hygiene Records
- Teacher's Folder
- Dental Certificates

Teacher's Name (Mr., Mrs., Miss).....

Name of School.....

School Address.....

City..... Province.....

Grade Taught..... Class Enrollment.....

TRADES and LABOUR CONGRESS of CANADA

63rd ANNUAL CONVENTION

THIS year we had not only one full time delegate but also five half-time delegates attend the 63rd Annual Convention which was held in Victoria, October 11th to 16th, 1948. It is regrettable that more of our members cannot attend such a convention so that they might witness the intensity and the sincerity of the majority of the delegates of a Trades and Labour Convention.

The convention was officially opened by prayers and by Mayor George and the Minister of Labour. The Honourable Mr. Wismer received a hearty round of applause when he told the group that he had a right to be with them because he was a member in good standing of one of the best unions in the country—the lawyers' union. The Minister spoke briefly on the I.C.A. Act. He admitted that, besides its many good features, it had some that were not so desirable. He pointed out that the only way to bring about the desired changes was for representatives from both sides to sit around a table to try and iron out the difficulties in a peaceful way.

President Percy Bengough received a tremendous ovation when he delivered his speech declaring the 63rd Congress open for business. He spoke briefly on the new Dominion Labour Code, Bill 195. With all its limitations it does establish the right of workers to organize in a union of their choice and to bargain collectively through their chosen representatives. He said, "We can accept Bill 195 as worth a trial, subject to improvements by amendments."

The President mentioned briefly the "horrible example of reaction" in Prince Edward Island which the government intends to clear up.

President Bengough's attitude on Communism or any other "ism" is best summed up by the following quotation from his report.

"We may have 'impossible Lefts' and 'over-reactionary Rights' but I am still con-

vinced that the vast majority of our membership are sound in their thinking and in their loyalty to this country and their trade union principles. Vested interests and pressure groups, whether Rights or Lefts, should not be encouraged in this Trades and Labour Congress, particularly so if they have any ambitions of transferring the control of this Congress to the trade union centre of any other country and away from the membership that comprises it. This Congress must never allow itself to be controlled by any particular group. This Congress will strive for the co-operation of all but will strenuously resist dictatorship from any. The policies of this Congress must be determined at our conventions by the properly elected delegates and not through the medium of a James Street controlled press." To fully appreciate the above quotation you need to know the unhurried, blunt delivery of the speaker.

Canadian Seamen's Union

The second day of the convention saw a full scale debate on the Canadian Seamen and Frank Hall situation. Generally delegates do not speak on a motion unless opposed to it. The movers bring out the arguments and unless there is opposition no further discussion takes place. In the Seamen's situation the first move was to seat Brother Hall and his delegates so that they might defend themselves and hear the feelings of the Congress.

The resolution was one to support the action of the Congress Executive in suspending Brother Hall and his union for the work of Hall in guiding the so called Canadian Lake Seamen's Union into the Seamen's International Union (S.I.U.), an A.F. of L. union, but one recognized as dual to the Canadian Seamen's Union in Canada. How Hall actually negotiated the double cross of the C.S.U. when it was out on a legal strike did not come out in the

debates which took a full day and ended up with a two and a half hour standing roll call vote.

We wish space permitted so that we might explain some of the currents, under and cross, that developed in the storm caused by such a motion. As was to be expected by the ovation for President Bengough at the opening, the action of the Executive Council was endorsed. A vote of censure was passed on Brother Hall and disposal beyond that is up to the union which he represents. The case of the dual union is to be ironed out by a joint Trades and Labour and American Federation of Labour group.

A night session was devoted to another resolution related to the Hall situation, although this one was definitely labelled Communism. The final resolution without six whereas's was: "Therefore be it resolved that this Trades and Labour Congress Convention deplores the activities of those communists within the Trade Union Movement as detrimental to the welfare of Organized Labour". This very mildly worded resolution met with strong opposition from both Lefts and Rights. The resolution was passed by the majority of delegates who lean neither to the Left nor the Right but travel down a solid middle road. They recognize that every man has the right of belonging to the party of his choice, that the Labor Progressive Party is still a legal party recognized by the Federal Government and that often employers lacking in understanding and sympathy foster discontent which is exploited by subversive elements. The same employers use the resultant situation as a means of discrediting Labour. As long as a man abides by trade union principles most trade unions will leave the "witch hunting" to someone else.

Fraternal Greetings

Another day of the convention was taken to hear the addresses of the fraternal delegates. These addresses are generally built around some major topic of the labour situation in the home country.

William Pearson, the delegate from the British Trade Union Congress which has eight million members, built his address around the position of the worker in Britain after World War II and the nationaliza-

tion of basic industries. He said that the bad financial picture in Britain "is not the result of the British workers lagging at work as some people suggest but is due to the drain of the wars and the utter neglect of our vital industries by their capitalist owners and the Tory Government. As a result of this the standard of living of the British working class is not as high as we had hoped". He stated also that the Congress welcomes the nationalization of the basic industries but views with alarm the fact that many of the responsible positions on the National Boards are held by life-long opponents of Nationalization.

Mr. Pearson pointed out that miners are working under the National Coal Board. Even with the five day week in 1947 they increased the output by six million tons. He gave quite a different picture of the coal mining situation from the one we get from the press.

American Delegate

Mr. Richard Walsh of the American Federation of Labour, also with about eight million members, presented the Congress Convention with some of the problems of the Taft-Hartley Act. He used several examples of negotiations to show that the act was designed for the employer, not the worker. Last year, when Mr. Walsh was in England, he was asked if United States Labour would form a Labour Party. He said "No, I didn't think we'd form a Labour Party in the United States of America because we were used to the production line and used to turning things out quickly. I did not think we could wait fifty years (Labour Party in Britain started in 1900) to wipe out the Taft-Hartley Act so we are going to do it faster". Within a year their Labour's League for Political Education was built up to such an extent that the offices now occupy three floors. It may be that Dr. Gallup and various radio commentators in trying to explain the recent upset in the U.S. election did not know of this tremendous activity in the Labour movement to elect the friends of Labour. Mr. Walsh closed on the note that the American Federation of Labour is opposed to Communism only because it does not start in the U.S.A. nor does it end there.

The South Americas were represented by Senor Ibanez of Chile. He made his address in Spanish which was then translated by his colleague. Senor Ibanez spoke of the difficulties under which labour worked in the South American countries. There is a tremendously difficult and dangerous job of organization to be done. The people need North American goods but have no money with which to buy. The sincerity of this colorful speaker made a good impression and was very enthusiastically received.

Many Resolutions

Friday found the convention with some two hundred resolutions still to consider. Remarkable work on the part of the Resolutions Steering Committee enabled the work to be completed by Saturday about 5 p.m. It was unfortunate that these resolutions had to be so rushed. Some of the resolutions in which teachers are especially interested were:

- (a) Income Tax — \$1200 exemption for single and \$2400 for married; \$400 exemption for each child and no portion of Family Allowance refundable to the Government irrespective of income.
- (b) Workmen's Compensation — 100% compensation; blanket coverage of all occupational diseases; compensation with no waiting period; supervision of preventive measures to be under the Workmen's Compensation Board.
- (c) Housing—The three Governments to undertake a low rental home building programme designed to house, under decent conditions, ex-service personnel and those in low income brackets who cannot afford the exorbitant building costs of today. Immediate building priorities for homes, schools, and hospitals.
- (d) Social Security—A Dominion wide social security plan on a contributory basis for all citizens of Canada, to include all health, accident, widow, old age, mother's allowances, etc. A committee is to be set up to draft definite proposals after a study of work done in other countries.
- (e) Racial and Religious Intolerance —

REEVES'

of London

famous

for nearly two
centuries as quality
suppliers of art and
craft materials

A free copy of our new
illustrated catalogue sent
upon request.

REEVES'

English Made

**FABRIC
COLOURS**

again available, in tubes,
in 20 rich colours, ready
for immediate use. No
medium or fixing required.
Washable.

Price list with instructions
on Stencilling, Lino Block
and other printing pro-
cesses, are available on
request.

 Reeves & Sons
(Canada)
Limited

120 Richmond Street West
Toronto, Ontario

All affiliates to work to eliminate them.

- (f) Southam Sifton and International Typographical Union—Every effort to be made to have companies reopen negotiations with the I.T.U. All union members to take note that the papers of these companies (Province in B. C.) are still being produced behind picket lines.
- (g) Working Conditions—Minimum wage sixty-five cents per hour; forty hour week; two weeks' holiday with pay; time and a half to double time for overtime and statutory holidays. Higher rate for night work.
- (h) Immigration — Congress should be represented on an Immigration Board and that Board should come under the Department of Labour.
- (i) Old Age Pensions — Twenty resolutions. The convention reaffirmed the stand taken previously; sixty dollars plus cost of living bonus at sixty years of age with no means test.

In closing we wish to state again that the Steering Committee did an excellent job and a better convention would have resulted if there had been proper accommodation and no 'witch hunt'. We have tried to keep this report as brief and factual as possible although it would probably be simpler to write a booklet. Your delegates appreciated the opportunity of being at the convention where they could form their own opinions and then compare them with those expressed in the various press reports. We hear so much about Labour becoming so powerful but not accepting the responsi-

bilities that go with power. We, the delegates of the convention, could not help wondering when the Press with its cherished Freedom would begin to accept its responsibility of printing unbiased material.

Submitted by Delegates from the
British Columbia Teachers' Federation,

MARGARET CRUTE
F. H. DAWE
G. M. MILLER
D. S. TYSOE
F. J. TEMPLETON,
Chairman of Delegation.

APPLICATION NECESSARY

"... The result of teaching small parts of a large number of subjects is the passive reception of disconnected ideas, not illuminated with any spark of vitality. Let the main ideas which are introduced into a child's education be few and important, and let them be thrown into every combination possible. The child should make them his own, and should understand their application here and now in the circumstances of his actual life. . . ."

* * *

"... Theoretical ideas should always find important applications within the pupil's curriculum. This is not an easy doctrine to apply, but a very hard one. It contains within itself the problem of keeping knowledge alive, of preventing it from becoming inert, which is the central problem of all education. . . ."—Alfred North Whitehead, "The Aims of Education" in Fuess and Basford's "Unseen Harvests."

G. GORDON DIAMOND

LEATHER CRAFT SUPPLIES
TOOLS

All Leathers and Linings
Projects supplied cut out if desired.

Reasonable prices

Prompt service

679 GRANVILLE STREET, VANCOUVER, B. C.

Phone: TAtlow 1010

Mathematics For Citizen And Consumer

By FRANCIS G. LANKFORD, JR.
Associate Professor of Education,
University of Virginia.

SOME pupils in our high schools will go to colleges; others will not. Some of them will enter the professions; others will be housewives, artisans, or unskilled laborers. All will be citizens and consumers. So when we plant the content of general education in high school we may get some help by attempting to answer the question: What education does a person need to enable him to operate effectively as a citizen and consumer? More specifically I am asking: What mathematical needs does the citizen and consumer have? I think these needs include at least the following:

Numbers Have Meanings

First, I would list the need to see meaning in numbers and number relations. I mean, for example, ability to sense that something is wrong when a zero has been added or left off in a newspaper report of a state or national budget item. I mean also ability to test the reasonableness of computed answers by making estimates. Surely ability to make estimates of sizes, distances, and amounts, and to test the reasonableness of computed answers will help young citizens and consumers to answer such questions as: How much will my annual income be in-

Whether he is trying to fathom the national budget or to buy paint for his livingroom walls, the consumer has mathematical needs that schools are only beginning to meet.

creased by an hourly wage increase of 25 cents or 13 per cent? How much of this will be "take home pay" and how much will be withheld in income taxes? How much will I have left if I buy an automobile, making monthly payments of \$59.25?

If pupils are taught to see meaning in numbers and number relations, they will also be able to make acceptable estimates of sizes and distances. The young housewife will not buy too few yards of curtain material after measuring her windows. She will have some idea whether a tempting bargain 9' x 12' rug will look right on her livingroom floor. She will not just take the salesman's advice of a gallon of paint to a room, but she will estimate the surface to be covered and the amount of paint needed. Then she will decide whether to buy a gallon anyway, when she really needs only three quarts, because she can buy a gallon for \$3.49 and quarts cost \$1.17 each.

"Head for Numbers"

Recently I picked up one of the booklets given to farmers by fertilizer companies. In the back I found such guides as these: (1) To find shingles required in a roof: Double the rafter and multiply by length of building. Then multiply by 9 if exposed 4 inches, by 8 if exposed 4½ inches, and by 7 1/5 if exposed 5 inches to the weather. (2) To find interest for any number of days: Multiply principal by number of days. Then divide by 120 if interest rate is 3 per cent, by 90 if interest rate is 4 per cent.

As I saw these, I wondered. Do farmers use these purely meaningless rules? If a farmer has a "head for numbers" he will not rely on such mechanical aids. If farmers do use these guides, it may be proof of

ABOUT THE AUTHOR

Dr. Lankford speaks with authority both about mathematics teaching and general education in the high school. He is associate professor of education at the University of Virginia and has also taught at Harvard University and University of Michigan summer sessions. He was formerly a high school principal, director of research in Richmond public schools, and director of instruction of Albemarle County public schools. Dr. Lankford is vice-chairman of the Education Research Committee of the Governor's Advisory Council on the Virginia Economy and directed the Virginia Chamber of Commerce study of High School Education in 1942-43. He has also participated in local public school surveys. He is the author of several books and co-author of others with Raleigh Schorling.

our failure to develop in pupils the need to see meaning in numbers and number relations.

Second, I would suggest that our young citizens and consumers will need to be able to interpret data in order to check the conclusions of others. Here they will certainly need to understand the relationship of assumptions to conclusions as they react to the issues of the day discussed in the press and on the radio.

How to Collect and Interpret

Third, they will need to know how to collect and to interpret data needed to answer a problem. Many young people should consider seriously such questions as: Can I afford an automobile? or, Should we continue to rent or try to buy a home? They are undoubtedly deciding these questions without careful consideration of the facts. The result is often an excessive debt burden that may prove tragic. The high school has some responsibility to teach these people how to use numerical data in solving such personal problems, lest they continue to be the prey of persons who gain by their lack of competence.

Fourth, there is the need to make approximate computations mentally. I do not mean "short cuts" that often confuse pupils more than the longer operations they are intended to replace. Rather I mean the practice of rounding off numbers in order to make estimates. The farmer's acre is 4,900 square yards instead of 4,840. With this approximation he can compare any surface he wishes to express in acres to a square 70 yards on a side. A well-known 6 per cent method of computing interest uses a 360-day year in order to make approximate computations easy.

In many high schools courses we teach pupils a cumbersome method of computing the cost of installment loans and purchases. Yet we know they will not use this operation unless we also teach them how to estimate such costs without the aid of pencil and paper.

Is Mastery Possible?

Fifth, there is the need which maybe we should have listed as Number One: to have a mastery of operations with whole num-

bers, common and decimal fractions. This mastery is essential, for otherwise the uses I have suggested for them will not be possible.

Unfortunately, our record in meeting this need is not enviable. For a generation we have known that pupils were leaving school deficient in the most basic elements of mathematical literacy. Look back over the published reports of the last few years and you may be surprised at the extent of evidence of mathematics deficiencies. In May, 1946, the *Mathematics Teacher* includes a report by Anthony Marino of "the results of a test given to 2,304 selected seniors from Ohio high schools—public, private, and parochial. The tests indicate that many Ohio high school seniors are woefully weak in simple arithmetic and ignorant of much of the basic general information they should have mastered before the eighth grade."

Again in December, 1946, the same magazine contains a report by Merle M. Ohlsen of a study designed to show: "What degree of mastery of the mathematical skills and concepts described as essential for the ordinary citizen in the final report of the joint commission of the Mathematics Association of America and the National Council of Teachers of Mathematics is attained by (Iowa) high school students."

Tests were given to Iowa students in grades 10, 11, and 12, with these results:

"These high school students exhibited an average proficiency of 57.8 per cent of all arithmetic items in the test . . .



A Gallon or Three Quarts?

Summer Session

UNIVERSITY OF ALBERTA

EDMONTON, ALBERTA

JULY 4 - AUGUST 12

Registrations are now being accepted for the 1949 Summer Session. The Announcement may be had on application to the Registrar.

Courses of special interest to teachers include Guidance, Kindergarten-Primary Education, Psychology of Subnormal and Handicapped Children. Enterprise Education, and Fine Arts courses in Music, Dramatics and Art.

In addition there is the usual wide selection of courses leading to the degrees of B.A. and B.Ed., as well as courses at the graduate level.

The program of Special Events includes lectures, choral recitals, drama and art exhibits as well as the normal social and sports activities.

Wrigley Printing

Co. Limited



COMPLETE
BOOK MANUFACTURERS



SEYMOUR AT HELMCKEN

VANCOUVER, B. C.

"The general (proficiency) index of 48.2 per cent indicates that the present high school mathematics program is not efficient in preparing youth for life as an ordinary citizen."

Another study in the New York schools by Orleans and Saxe yields much the same picture. In the State Chamber of Commerce study of high schools in Virginia, the Schorling-Clark-Potter Arithmetic Test was given to 1,860 high school seniors a few months before graduation. Part VI of this test includes these 10 items, quoted by special permission of the World Book Company, Yonkers, New York:

What is the average of 4, 6, 8, and 10?

Complete: The ratio of 1 to 3 equals the ratio of 2 to

Rewrite the following decimals arranging them in the order of their size, the largest first and the smallest last:

.93	.15	.94
.40	2.5	.875

It is necessary for me to mix flour and water in the ratio of 3 to 1. If I use $7\frac{1}{2}$ cups of flour, I must use cups of water.

On my road map $\frac{1}{4}$ inch means 8 miles of actual road distance. How many miles apart are two towns which on the map are $1\frac{1}{8}$ inches apart?

Complete: The interest on \$150 for 2 months at 6% is

What do you pay for goods marked '\$8.50 less 2%'?

What would you pay for a baseball listed in the catalog as '\$2.00 less 40% and 10%'?

What per cent of your investment do you make if you invest \$300 and gain \$6?

Only 25 per cent of the group tested answered all 10 of these items correctly in the seven minutes allowed, and 166 did not answer any item correctly.

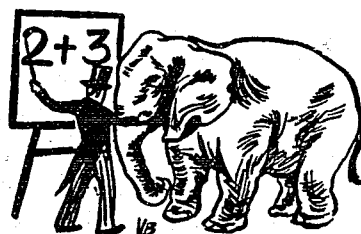
Develop Confidence

Sixth, there is the need to have confidence in and satisfaction from dealing with mathematical situations. When pupils leave our mathematics courses with a "never again" attitude, not much has been accomplished. We must, by making mathematics instruction satisfying, refute the idea that it takes a "mathematical mind" to work with such topics as common fractions and per cent in

everyday affairs. It is true that a person may get along in daily life with very meager knowledge and understanding of mathematics. Many persons, lacking confidence in dealing with mathematical situations, make all kinds of clumsy substitutions for mathematical solutions. These people are the first to claim the uselessness of mathematics in everyday living. The person who has confidence in his ability to deal with relatively simple mathematics understands how his daily living is thus enriched.

The Sluggish Elephant

Seventh, citizen-consumers need to understand and respect the nature of mathematical proof in order to use it as a daily tool. I have mentioned the importance of understanding the relationship of assumptions to conclusions in deductive reasoning. More teachers need to recognize that logical reasoning is the essence of mathematics. They need to give their pupils this contribution which mathematics has to make to their general education as well as the ability to handle operations. Professor Harold P. Fawcett, in an article in the *Mathematics Teacher* for May, 1947, says,



Like a Circus Elephant

"Responsible citizenship in a democracy cannot be expected from young men and women who are operators only, for they are no more adequately equipped to apply the methods and procedures of mathematics to the solution of the problems with which they are daily confronted than is the sluggish elephant who on a circus platform demonstrates his ability to add two and three."

Eighth, there is the need for a thorough understanding of common mathematical concepts. Such concepts as ratio, percentage, average, discount, and rate are encountered

**BOOKS - MAGAZINES
ENCYCLOPEDIAS
PICTURES
TEACHING AIDS**

All your requirements can be taken care of by using a centralized service especially designed and set up for British Columbia Teachers and Schools. Write for information regarding prices and discounts on all books, teaching aids or magazines. Orders for all books and other publications are handled by special arrangements with the various American, British and Canadian Publishers.

**LOWEST PRICES AND PROMPT
SERVICE GUARANTEED**

J. F. BROMMELL
PUBLISHERS' REPRESENTATIVE
2576 West Second Avenue
Vancouver, B. C.

**Overseas Education
League of Canada
1949 Tours**

- **MUSIC AND DRAMA TOUR**
Visit LONDON and other centres. Two weeks at International Festival of Music and Drama, EDINBURGH. 55 days, from \$800, exclusive of Festival items.
- **BRITISH ISLES TOUR**
Visit LONDON, EDINBURGH and other centres. 47 days, from \$725.
- **MOTOR TOUR OF GASPE PENINSULA AND MARITIMES.** 3 weeks, \$375.

Write for dates and full details
**505 Time Building
Winnipeg, Man.**

***A New School Map
of Canada***

We are especially proud of this new map of Canada in the Rand, McNally line. It is unique in that it is the only map of the Dominion done in the physical-political colouring. Much time and careful scholarship have gone into its making, in order to assure complete accuracy of detail. Specially featured is the Equidistant Air Chart showing great circle distances and the location of 20 world air centres from Ottawa. Examination will reveal many "new" names representing places which have become important only in recent years, as new trading posts and mining centres.

A Mounting—Wood rods, top and bottom \$10.25
MC Mounting—Spring Roller, portable steel board . . . \$14.00

All Prices are NET.

W. J. Gage & Co. Limited
82 - 94 Spadina Avenue Toronto, Ontario

frequently and constitute a large part of "mathematical literacy."

How to Meet the Needs

To meet these eight needs, what should the high school mathematics offering be? The most recent authoritative answer to this question has been given by the National Council of Teachers of Mathematics' Commission on Post-War Plans in its second report, published in the *Mathematics Teacher* for May, 1945. Selected recommendations of this commission follow.

1. *For Grades 7 and 8:* "The mathematical program for grades 7 and 8 should be essentially the same for all normal pupils." It should be "planned as a unified program and be built around a few broad categories." It should "enable pupils to achieve mathematical security and power."

2. *For Grade 9:* "The large high school should provide in grade 9 a double track in mathematics, algebra for some and general mathematics for the rest." The small schools should approximate this arrangement as closely as possible.

3. *For Grades 10-12:* "The sequential courses should be reserved for those pupils who, having the requisite ability, desire, or need such work."

"New and better courses should be provided in the high schools for a large fraction of the school's population whose mathematical needs are not well met in the traditional sequential courses."

The content of these new courses would come from such areas as "mathematics as related to trades and shop work; commerce and business; industry; agriculture . . . Every pupil is potentially both citizen and consumer; hence all pupils should be given some understanding of the persistent problems that confront most of our families; viz., social security, taxation, insurance against the numerous hazards of life, and material comforts and values with a given income."

The newest feature of this offering is the continuation of the general track courses into grades 10, 11, and 12. Many high schools with alert faculties are recognizing that conventional course have failed to meet the needs of probably 60 to 70 per cent of the pupils in the late years of high school. They are carrying out the recommendations

of the Commission on Post-War Plans through the introduction of new courses in mathematics for consumer and citizen.

The old courses call for improvement too. The needs listed are the needs of all boys and girls—those who will go to college and those who will not. It is not reasonable to expect college-bound pupils to take the general track as well as the sequential track. To meet the universal needs of college-bound pupils, we must improve both method and content of the sequential courses. We can give this wider responsibility to the sequential courses if we will reserve them "for those pupils who, having the requisite ability, desire or need such work."

Attention, Teachers

Re G. A. Fergusson Memorial Award

(1) Nominations are requested for the Seventeenth 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 Friday, March 25, 1949.

(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.

**BRITISH COLUMBIA TEACHERS' FEDERATION
MEDICAL SERVICES ASSOCIATION**

Important Notice

DO YOU KNOW . . .

That under the British Columbia Government Hospital Plan you require the services of a Physician before commitment to a hospital? The Government Plan does not pay for the Doctor's services!

. . . WE DO!

ARE YOU A MEMBER?

DO YOU KNOW . . .

That the Government Hospital Plan does not pay for the services of the Anaesthetist?

. . . WE DO!

ARE YOU A MEMBER?

DO YOU KNOW . . .

That X-ray Treatments,
Diagnostic X-ray,
Physio-therapy,
Basal Metabolism Tests,
Red and White Blood Counts,
Haemoglobin Tests,
Bacteriological Smears
Are not paid for by the British Columbia Hospital Plan
unless you are an "In", that is, a bed patient in hospital!

. . . WE DO!

Are You a Member? — JOIN NOW!

For application forms, write or telephone

B. C. T. F. MEDICAL SERVICES ASSOCIATION

1300 Robson Street, Vancouver Phone: MArine 8831

New Books

ELEMENTARY

Kristli's Trees, by Mabel Dunham; McClelland and Stewart, Ltd., Toronto; pp. 198; \$3.00.

This is a lively tale, attractively presented in a pleasing binding with gay endpapers, colored frontispiece and a variety of black and white illustrations. *Kristli* is an eight-year-old; his story will be of interest to children about that age or slightly older, and most of it can be read at about the grade four level.

The story concerns a Mennonite community near Kitchener, Ontario, whose history, customs and outlook are charmingly conveyed through their impact on young *Kristli*, his family, his dog *Hundli*, and his wise old "Grosagrosadoddy".

Older readers, too, will enjoy the pictures of the farmer's year, the "reunion", and *Kristli's* trees, whose roots go deep enough to mark him as the sort of young Canadian we may well hold up as an example.—P. J. K.

The Indians of Interior British Columbia, by J. J. Morse; a 17-page duplicated pamphlet obtainable from the author at 141 Connaught Road, Kamloops, B. C.; 25c (20c in lots of 100).

Designed to be read by pupils of grades V-VII, this will provide an interesting introduction to a study of some of the Indians of the province. Although no special attempt has been made to "doctor" the material to secure the interest of the young readers, the subject matter is appealing and the straightforward, simple approach will impose no artificial barriers to comprehension. Among others, such interesting topics are dealt with as seasons, houses, hunting, medicine, and games.—P. J. K.

SECONDARY

The Canadian Pageant, by G. J. Reeve and R. O. MacFarlane; Clarke Irwin; pp. 253; \$2.00.

A history for High Schools done in the traditional manner. A few line drawings and fewer ancient photographs would have

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

improved the appearance of a text that in many other respects is an improvement on previous ones. Proportionately more space is allotted to the Post-Confederation period and the social, economic and cultural aspects of the period also receive greater emphasis than heretofore.

The chapters conclude with suggestions for future reading and suggestions for pupil activities and class discussion. Unfortunately many of the latter are adult and some are dull.—K. E. F.

Practical Biology, by Edwin F. Sanders; D. Van Nostrand Company (Canada) Limited, 228 Bloor St., W., Toronto; pp. 651; \$4.00.

Both in organization and contents *Practical Biology* differs from many of the secondary school biology texts published in recent years. The text is most readable—the author has adopted an easy, almost informal way of writing and has restricted the vocabulary to words of the senior high school level.

By following what the author terms "a natural order" rather than the usual integrated arrangement of most texts, the student "makes an intensive study of structure and organism types, one after another, learning all that is needed for his understanding of functional aspects and adaptations. The main emphasis, however, is placed upon work, accomplishments, and uses of structures to man and the rest of the living world generally."

Certain phases of biology receive excellent treatment—soil and forest conservation, birds, leaves, roots, and the like. The book is profusely illustrated with many original drawings and although some of the detail of certain photomicrographs are lost in reproduction, the illustrations are generally well chosen.

Teachers will be interested in the 33-page glossary of biological terms, the concise summaries which follow each chapter, the self-testing exercises, and the consistent effort of the author to include all relevant material within the chapter organization so that there is little need for additional references. In addition to a section on "Things You Might Like to Try" in each chapter, there are suggested library references to provide additional readings on topics just completed.—G. M. P.

Living Together in Canada, by Boyes; Gibbard, Kelly and Webster; Ryerson and Dent; illustrated in black and white; pp. 340; \$2.50.

For several reasons this is a book worth noting. In the first place it fully justifies its sub-title, "Problems in Democratic Citizenship", and thus proves to be a social studies text book of a type which has long been awaited. Further it is the product of a number of British Columbia teachers, all men with a valuable background of successful teaching experience. Illustrations have been done with an eye to catching the young reader's interest as well as truly illuminating the text.

The book follows the psychological order of expanding interests, beginning with a discussion of teen-agers, school, jobs, and the community. From this it goes on to the family as a social unit, work, and government. The last four sections are concerned with our freedoms, and with Canada as a nation living respectably with herself and the world. Appropriately the last chapters stress the Commonwealth and concepts such as the UN.

Interwoven in all this is a relevant amount of history, Canadian and otherwise, some geography, economics, sociology, political philosophy, the arts and what would pass for elementary psychology. The gamut is run from problems like finding the best way to study, to questions like those which face the Institute of Pacific Relations. In fact these are social studies.

Each chapter winds up with a section called "Thinking it over", which includes questions suggestive of oral and written reports, class discussions and provocation

the only RADIO made for SCHOOLS



CLARENDON

designed for . . .

the faithful reproduction of recorded and broadcast educational material, now such an important and valuable teaching aid.

5 full watts . . .

of flawless reproduction, clear and true for music and speech. Fills all classrooms and many auditoriums.

dual 8" speakers

located at 90 degrees to each other, so as to enhance the tone and give full coverage without dead spots.

The finest radio-phonograph equipment on the market today, and the only one designed and manufactured to rigid school requirements. Available in both power line and battery operated models for schools only. Write for information now to the manufacturer of Clarendon radios and Mercury School Sound Systems.

MADE BY
RESEARCH INDUSTRIES LTD.
1667 W. FOURTH — VANCOUVER

to further thought. These sections alone are of first rate value as guides for both teachers and class.

With it all the book remains admirably unbiased, objective and free from preaching. If you are dealing with junior or senior high school grades it is worth discovering; and if you are looking for discussion material for an adult group you will go further and fare much worse.—P. J. K.

Beckoning Trails, by Madeline Young and Lorne Pierce; pp. 425; \$1.30. *Life and Adventure*, by J. C. Bates and Lorne Pierce; pp. 454; \$1.40. *Our Heritage*, by C. T. Fyfe and Lorne Pierce; Ryerson and Macmillan; pp. 531; \$1.50.

Beckoning Trails would be a happy successor to *The Canada Book of Prose and Verse*. The infinite variety of subject-matter of both prose and poetry gives to the child an insight into the intricacies of life in city and country communities of the modern world. This is offset by historical adventures by land and sea, through the prose and poetry of Shakespeare, Kipling, Dickens, and many others. Man and his problems remain the same although customs and costumes change. The emphasis of this book is on kindness, honour, bravery, and thoughtfulness towards others. The illustrations, which highlight the climax of the adventures, are exquisite.

As in *Beckoning Trails* the editors of *Life and Adventure* give the child a wide selection of modern American and Canadian prose and verse, interlaced with excerpts from Dickens, Tennyson, Shakespeare, Kipling, Stevenson, Burns, etc. The emphasis is on adventure and humour to illustrate the admirable qualities of human behaviour. In addition, there is the introduction of nature poems in contrast to the narrative type. The illustrations are very good.

In *Our Heritage* human behaviour becomes more complicated and mature. The gradual development and unfolding of the character of the hero becomes a subtle process. At the same time, you realize that almost all the adventures are of the present day. You leave the realm of historical adventures of Grades 7 and 8 and step into the world of the sophisticated Grade 9. Poetry

and prose both become more intricate in character and technique. This is the world of the adolescent with all his yearnings to take his place in the community as an adult.—B. M. B.

GENERAL

Freedom in the Educative Society, by Sir Fred Clarke; Clarke, Irwin and Co., Toronto; pp. 104; \$1.25.

Two critical events in England—the Education Act of 1944 and the coming to power of a government which supports planned economy—have brought the English educational world to the point of re-examining its educational beliefs and traditions. The fact that on this continent education has almost traditionally undergone this sort of stock taking, that for example many of the questions now being raised in England have already been suggested by men like Dewey (who have also provided suggested answers) makes this book by a leading English educationist no less valuable to us.

Written out of experience with English culture and tradition, the book raises the problem of how the best in both can be maintained in a changing society without loss of freedom. Perhaps it should be explained that the purpose of an "educative" society, in the words of the author, is to make men conformable.

Without going to any great length in answering the question, the author clearly feels that an unrestricted relativism (pragmatism) is dangerous. While apparently holding not much greater grief for Christ than Plato he does insist on the necessity of a definitely "religious" solution.

The book is not any too easy to read, even as educational philosophy, but is blessed by the richness of reference which is characteristic of the educated English writer.—P. J. K.

Education for International Understanding in American Schools, a report by the Committee on International Relations of the National Education Association, 1201 Sixteenth St., Northwest, Washington 6, D. C.; pp. 241; \$1.00 in the U. S.

As the preface indicates, this is the result of a study of the part that American schools could, and should, play in the maintenance of peace. The contents give a carefully considered answer to three questions:

- (a) Why should American schools be concerned with education for international understanding?
- (b) What should be the specific objectives of school programmes for international understanding?
- (c) How can educational effort be most effectively focussed on, and most effectively expended in, the achievement of those agreed upon objectives?

Although the report is made against the background of new attitudes to the traditional American western isolationism, the conclusions and directives for future action are equally potent for Canadian schools.

It is easy to be cynical about a subject such as this in the light of present international events. On the other hand it is not an uncommon concept that the salvation of the world lies in the hands of some sort of "elite". This report seems to recognize such a belief through its insistence that teachers must bear a double share of responsibility: both as enlightened adults in the world of today and as those who are directing the adults of tomorrow.

Much of the report is a practical answer to the third question mentioned above, and many of its suggestions would fit in well with our own social studies course.—P. J. K.

Behind the Headlines pamphlets; Canadian Association for Adult Education; 15c each.

Growing Pains for Latin America, by W. Krehor.

The background of instability, relationships with rich Uncle Sam, and post-war phenomena such as the rise of Argentina. *Communism, its strength and its Future*, by Max Beloff.

Communism in a nutshell, shorn of all the popular but unnecessary adornments, and the impact of the movement on world history, non-partisan but a plea for an understanding of communism and a fuller appreciation of the alternatives we offer.

Both of these pamphlets contain discussion questions and a selected bibliography. *Freedom and the News*, by G. V. Ferguson.

An account of the news gathering and disseminating agencies with a comparison of totalitarian and democratic procedure in both fields.

The Awakening Middle East, by E. Monroe.

A pertinent summary by an on-the-spot observer that will supply background for current news events. Especially commendable is the author's unbiased attitude.

Freedom of Conscience, Canadian Citizenship Council; 10c.

The growth of conscience, the relation of Christianity to Democracy and a plea for more authoritarianism and less relativism in morals.—P. D. F.

Blood's Magic for All, by A. L. Blakeslee; Public Affairs; 20c.

An up-to-date, readable account of latest research in the uses of blood and its components. Contains also a convincing argument for the continued support of Red Cross Blood Donor Clinics.—W. J. K.

American History Atlas, Book Society of Canada; pp. 36; 75c.

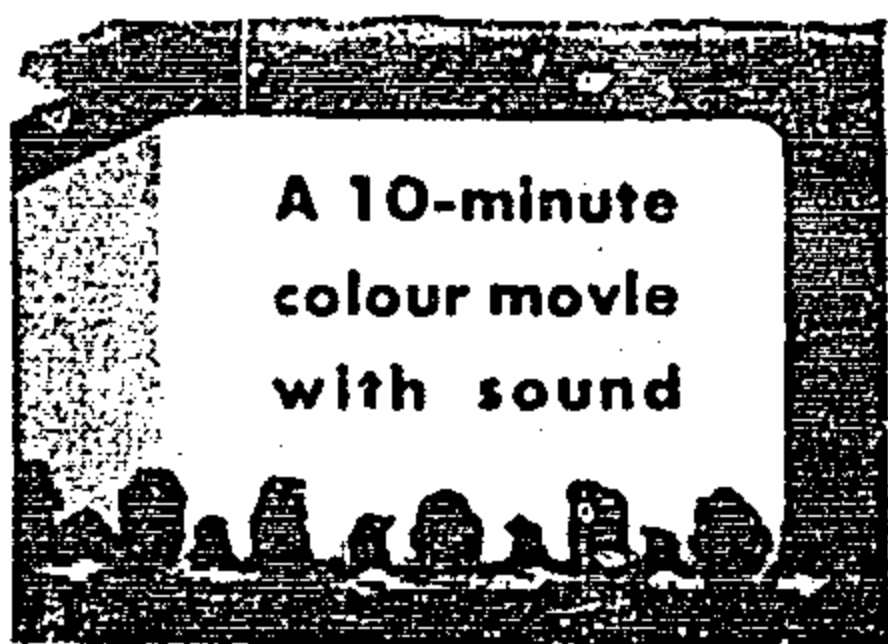
An inexpensive but complete atlas of the main events in the history of the U.S.A. Since the Americans ignore our share in North American history as thoroughly as we neglect theirs, the value of this atlas for Canadian schools is less than it might well have been. Many excellent maps are, as a result, beheaded at the 49th parallel and significant information omitted.

Despite this, the maps up to the American Revolution have equal importance in Canadian history and all sections of the atlas are enlivened by pictorial maps and pictographs in a manner that future prescribed atlases might well copy.—D. H. J.

GESTETNER (CANADA) LTD.

Manufacturers of
WORLD'S PREMIER DUPLICATOR
660 Seymour Street, Vancouver
Phone: MARine 9644

THE B. C. TEACHER



Now you can show your students

"The Story of Menstruation—"

By Walt Disney Productions



This new movie—planned for teen-age students—is a thoroughly researched film... designed to save you time and work. One teacher said, "This coloured picture portrays beautifully and unemotionally a phase in a normal girl's life. It is scientifically accurate and scientifically presented".

This movie does a two-fold job. Superstitions are replaced with scientific facts... and easily understood diagrams clarify the physiological background.

Attractive cartoons cover such phases as the do's and don't's of "those days"... encourage a healthy, normal attitude and dispell embarrassment.

The use of prints is free. Simply fill out and mail the coupon below for full details.

MAIL TODAY!

Educational Department,
Canadian Cellucotton Products Co. Ltd.,
330 University Avenue,
Toronto, Ontario.

Please send me free, with the compliments of Kotex, full details on the movie "The Story of Menstruation"... and also a free copy of the supplementary booklet "Very Personally Yours".

Name.....

Address.....

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

Please Print!

H.C. 149

Correspondence

A Full-time Editor?

1896 West Thirteenth Ave.,
Vancouver, B. C.

Mr. C. D. Ovans,
General Secretary and Editor,
B. C. Teachers' Federation.

Dear Sir:

I am sure it is so unusual for any member to even bother to send a comment, pro or con, about our monthly journal that you'll be reading this clear through.

Today the November issue came to hand and I notice that we cleared nearly \$9000 on the annual budget of the B. C. T. F. Such prosperity leads me to think that at last the time is opportune to reorganize our propaganda and spend at least 50 per cent of any such routine yearly surplus on "selling" more education to the folks who may be paying the bills.

It is time we had a Full-time Editor for our business paper and gave him \$3500 a year plus a job of work to do for, by and in education in British Columbia. We should edit, issue and send out 5000 copies to our members and another 5000 copies to the leaders in British Columbia in social, economic, business, professional and political activities. It costs little more to run off the extra 5000 copies, as you know.

Of course, many staid, traditional-minded people in education will be so conservative as to want to let well enough alone. But I ask, "Why do we publish at all?" My answer to that one is, "To advance the status of our industry."

My guess is that right up to now the editor just hasn't had the time to go out and fight through the printed pages for overdue improvements in educational status in British Columbia. Well, let's give him the time to:

1. Make calls, visits, attend all sorts of conventions, go to labor meetings, "get around".
2. Take in luncheons, dinners, forums, clinics, smokers, factories, shows, so he can collect material to prepare editorials and articles "for" educa-

tion rather than "against" the enemies of education.

Give him the assurance of a five-year contract and he can then plan a real job of work for education. There is no particular reason to save any money from our revenues as we are assured plenty of fees for the future.

Let us give our readers the latest in movements, items, progress, ideas, and activities in educational research. There is plenty to write. There are plenty of writers and thinkers too, but few can put their names to articles as they become "marked" men. If the editor had a five-year contract he could use all the grist that would gravitate to him.

Yours truly,

D. P. McCALLUM.

Uncle Fred Replies

Vancouver, B. C.,

December 29, 1948.

Editor, *The B. C. Teacher*:

I have received a letter from "Uncle John" in reply to mine in a recent issue of *The B. C. Teacher* in which he asks the pointed question, "Why don't they go back to work? I did." So did I, and I am very happy in my work, and my record of successes over six years in General Science V, Math. VI, Physics A, Chemistry A (possibly above 95 per cent) shows that I have not lost my ability to teach, or my usefulness as a teacher. (I had rather someone else had said this about me).

Opportunities to teach are in the outlying districts, and while some of us could still do a bit of pioneering, what about the 'first in command'? Moving and giving up what one has worked years to build up is not easy. Otherwise it means separation (which might not be a bad idea sometimes, do I hear you say?) and keeping up two places of residence. This is the basis of the problem for so many of our fellow annuitants.

When I was kicked upstairs, British Columbia could not get rid of her teachers fast enough. Now with increased popula-

tion, there are not enough to go around. But the group retired in the late 30's and early 40's are no longer able to teach. When you inactivate a sexagenarian a few years he loses his skills and his confidence. It is a serious matter to deprive one of the means of earning his livelihood—taking the bread out of his mouth and another taking it. I am glad to say the fact and import of this matter is beginning to percolate the inner consciousness of our present teaching body. They are beginning to see that the annuitant is suffering that they might be secure.

You ask about the "policy of School Boards". The first 'Act' said that a teacher 'may' retire. School Boards *made it a matter of policy* to retire higher salaried teachers to save a few hundred dollars, regardless of the welfare and progress of the pupils. The Act of '41 said 'must' retire—no option.

And an 'encumbrance' means a reduced pension—about 25 per cent in my case, though civil servants under like conditions receive a 5/3 increase approximately.

A very Happy New Year, Uncle John.

Very sincerely,

UNCLE FRED.

Creative English

Vancouver, B. C.,

December 19, 1948.

Editor, *The B. C. Teacher*:

As a result of numerous comments regarding my article in November *B. C. Teacher* may I say that whatever optimism I expressed was not a mere pipe dream, but I can substantiate my views by producing (as most English teachers doubtless can) many creditable examples of students' original compositions in verse and prose. As I inferred, however, and now state definitely, I believe that in the last two or three years there has been far less ambition and less incentive among students to achieve this standard owing to considerations that are increasingly affecting classroom work, and of which we are all aware.

Neither my opinion nor my examples are, therefore, of this, or last, year's vintage. I merely desired to stress the need of a "come back" via an appeal to the creative

impulse rather than routine exercises in the hope—perhaps a forlorn one—that all is not yet lost in the field of better English.

Yours faithfully,

R. B. WESTMACOTT,

Lord Byng High School.

Aid to Rural Schools

January 26, 1949

B. C. Teachers' Federation,
1300 Robson Street,
Vancouver.

Dear Sirs:

The Vancouver Parent-Teacher Associations are desirous of helping rural teachers. In the past some have been sent used magazines to use in school work. It is wondered if there may be a need for used clothing. Other reasonable means of assistance might also be suggested.

If you can tell us of teachers who might appreciate such aid we shall be very pleased. For further contacts I wonder if in this connection you would publish for the teachers my name and address.

Very truly yours,

MAXINE DE RUITER,

Mrs. V. de Ruiter,

Rural School Convener

Vancouver P.-T. Council,

7344 Ontario St.,

Vancouver.

HORSE SENSE?

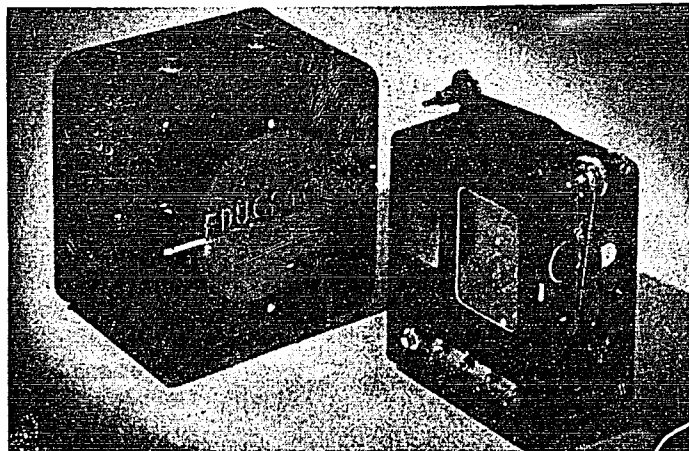
"... And sooner will they bestow an hundred crowns to have a horse well broken, then a childe well taught, wherein I cannot but marvel to see them so carefull to encrease their possessions, when they be so carelesse to have them wise that should inherite..."—John Lyly, "Of the Education of Youth" in Fues and Basford's "Unseen Harvests."

DELIGHT, ORNAMENT, ABILITY

"... Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business. . . ."—Francis Bacon, "Of Studies" in Fues and Basford's "Unseen Harvests."

The NEW Educator

Light-weight 16mm Projector
THE GREATEST FORWARD STEP
IN AUDIO-VISUAL EQUIPMENT



The Audio-Visual Educator with exclusive "MELODY BEAM" design. The answer to every 16mm projection problem. It offers

EDUCATOR Deluxe Model B 16mm PROJECTOR

Tops in sound performance for auditoriums and large halls. Only 16mm projector with claw movement which saves film from damage and handles damaged films more easily. Simple operation and rugged construction makes it ideal for use in schools.

Price: \$645.00

- LOW INITIAL COST — \$575.00
- Multi-purpose projector can be used separately as a silent projector. Can be plugged into any good radio to become an efficient sound projector.
- Multi-purpose speaker with special accessories becomes an all-purpose record player—a tape recorder and play back—a radio receiving set.

GENERAL FILMS LIMITED

VANCOUVER, EDMONTON, WINNIPEG, TORONTO
MONTREAL, MONTGOMERY, ST. JOHN'S, Nfld.
HEAD OFFICE—REGINA, SASK.

News, Personal and Miscellaneous

Victoria Staff Members Pass

On January 11th, the teaching staff of Victoria suffered a great loss in the death of Mr. Whitman H. Webber, who was a science teacher in Victoria High School for the past 25 years. Mr. Webber was born in Chester, Nova Scotia, and educated at Acadia and Princeton Universities. Prior to coming to Victoria, he taught in Nelson High School and in Vancouver. Mr. Webber is survived by his widow and three daughters: Mrs. Betty Engstad, Burns Lake, B.C.; Mrs. Patricia McNeill-Watson, Birmingham, England, and Mrs. W. A. Pudkin of Port Alberni.

Miss Miriam Shirley Lowe, a teacher during the past 17 years at Mount Newton and Mount View High Schools in Saanich, died in Victoria on November 14, 1948. Born in Staffordshire, England, Miss Lowe came to Victoria at the age of 10. She was 47 years of age at her death. She is survived by her mother, Mrs. W. H. Lowe at home, one brother, Ronald Lowe of Vancouver, and one sister, Mrs. W. A. Routledge in Alberta. In her passing at an early age, a great loss is felt in educational circles by pupils and teachers who came under her influence.

Marriages

Mr. Robert B. Evans, at present a teacher on the staff of the Sir James Douglas School in Victoria, was married on December 18, 1948, to Lillian I. Bailey of White Rock, B.C., at St. John's Church, Victoria. Mr. Evans is from Montreal, P.Q., and had overseas service in the army during the war. He has had teaching experience in the Peace River district. His fellow teachers wish him much happiness and success in his teaching.

A wedding of much interest to the teachers of the district was that of Florence M. Wilson, pre-primary teacher on the Margaret Jenkins staff, Victoria, who was married on December 28, 1948, to Victor Thomson, an instructor in the Victoria High School.

They were married in St. Aidan's Church by the Rev. T. G. Griffiths. The many friends of Mr. and Mrs. Thomson wish them happiness in their married life.

From Quesnel to Campbell River

Among the Christmas transferees was Dick Whittingham, popular science teacher at the Quesnel High School, who is now on the Campbell River High School staff.

Dick has always been a stalwart Federation member, assisting in Local and District Council work in various capacities. His transfer left the position of secretary of the Quesnel Teachers' Association vacant.

Fraser Valley Expanding Educational Facilities

All school districts in the Fraser Valley have construction underway for new school buildings or plans for such in the offing. The influx of population has, for some time, taxed existing facilities to the utmost and has forced many schools to go on double shift.

Several new schools in the Langley and Surrey areas have been recently completed and further accommodation is under construction. Work on new high schools at both centres is proceeding as rapidly as possible.

Chilliwack School Board has called for tenders on construction of a three-unit high school estimated to cost \$550,000, and enclosing classrooms, and vocational and agricultural units. The local school area and the province will share costs equally.

Cost of providing facilities for commercial, agricultural and vocational work will be shared by the federal and provincial governments and the school board.

Fraser Canyon School Board has announced it will award a contract for the completion of the Hope High-Elementary School and later expects to expend an additional \$75,000 to complete unfinished projects, including the construction of more teacher accommodation. The elementary

school section was opened in the fall of 1947.

The Abbotsford Board is preparing plans for a \$1 million by-law to meet needed school expansion.

Our December Cover Picture

Vic Montaldi writes from Burns Lake to tell us that our December Cover Picture was taken on the McGregor River, a tributary of the upper Fraser.

Geoff. Woodall, now a resident of Burns Lake and a good friend of Vic, was standing in the upper centre of the picture but was shielded from the camera by a tree. Mr. Woodall was a member of the timber cruising party which came upon this trek. There were fourteen moose altogether.

Art Education Group Formed

The National Art Education Association has recently come into existence through the merger of four independent regional organizations, the *New York Times* reports. The associations which have ratified the new constitution are the Eastern Arts, Pacific Arts, Southeastern Arts, and Western Arts.

Dr. Edwin Ziegfeld, head of the department of fine and industrial arts at Teachers College, Columbia University, is president of the new organization. The association will publish a journal, *Art Education*, and a yearbook.

Manifesto for Democracy From Canadian Citizenship Council.

Democracy is challenged as never before. For it to survive, we must champion it. To do this, we must understand what it means to us so that we can take positive and vigorous action to defend and advance this, the finest way of life the world has ever known.

Manifesto

Democracy is belief in the supreme importance of people as individuals and is expressed by the acceptance by the people, as individuals, of their personal responsibility to assure justice, freedom and integrity in their own lives and in private, corporate and public life.

Democracy functions through government by representatives of the people, freely chosen and elected by them to express their opinions, and charged with the responsibility of advancing the welfare of the people, both collectively and individually, and securing to each and every one freedom, justice and protection from exploitation and discrimination.

Democracy results in the development of social, economic and political systems which will assure to the people, as individuals, opportunities to obtain those things necessary for happiness and for mental and physical health; and will also assure adequate provision for those who are unable to avail themselves of these opportunities.

Justice: Equity of treatment for all, regardless of status, race or creed, together with full protection of minorities' rights and sacred things.

Freedom: The right to think, speak, write, act and hold property according to the wish of the individual, providing that such behaviour does not penalize others nor infringe the belief, expression, function or result of democracy.

Integrity: Material, intellectual and spiritual honesty in thought and action.

English Teachers Rethink Curriculum

R.E.S. News

"A very real ferment has begun in the development of a newer type of curriculum in the language arts throughout the country," reported Dr. Dora V. Smith of the University of Minnesota to the National Council of Teachers of English at the Chicago Thanksgiving weekend. Dr. Smith spoke as director of the council's Commission on the English Curriculum, a thirty-one member group of leaders in the English field, appointed in 1945 to direct a five-year nationwide study of the English curriculum from kindergarten through college.

Now in the third year of its long-term project, the commission is currently seeking to discover outstanding practices in teach-

ing at all levels in the four major language arts: reading and literature, writing, speech, and listening. Dr. Helene W. Hartley, Syracuse University; Dr. John C. Gerber, University of Iowa; Dr. Harlen Adams, California State College at Chico; and Dr. Harold Anderson, University of Chicago, are chairmen of the committees conducting the studies in the respective fields.

Commenting on local and state curriculum revision, Dr. Smith reported that commission materials are much in demand. Its statement of platform, prepared to guide its committees in their study, is already in use in dozens of cities. Commission members have been called in as consultants by many local and state curriculum committees and at several workshops.

Good Teaching Practices

The commission, meeting in an all-day session prior to the opening of the national meeting, planned ways to gather information from teachers concerning good teaching practices. The commission also outlined the first in its series of publications. The volume will be concerned with the general plan of making a curriculum in the language arts, beginning with the goals both of English and all school departments and the needs and characteristics of students at all levels. As outlined by Dr. Smith, the report will then consider issues uppermost in English teaching today, such as relationship to the total curriculum, what constitutes a modern program of linguistic study, how skills can be taught in use, and how individual differences can best be met. Illustrations of over-all programs and classroom units will point up the discussion.

Among phases of the English program considered at general and group sessions were English for individual social adjustment, English as a help to clear thinking, and English for fostering originality. Problems of intergroup education were presented at several teaching levels. English programs for elementary and secondary school, college, and adults came under scrutiny, as did textbooks, mass media of communication, and audio-visual materials.

Social Studies Teachers Appraise Role

R.E.S. News

How far can the social studies expand and still make their unique contribution to the education of young citizens? This was the basic question troubling the National Council for the Social Studies Curriculum Committee at its open session at the Council's annual meeting in Chicago during the Thanksgiving holiday.

With lively participation of committee members and audience, diverging views revealed the widespread confusion still prevails in the social studies curriculum and objectives. Some teachers attacked the tendency to spread social studies too thin by including driver training, family relationships, occupational information, atomic energy control, and similar content in social studies courses. Others argued that social studies teachers should lead the way in these and other areas related to the social education of students.

Expanding Social Education

"Expanding Horizons in Social Education," the program theme, afforded opportunity for consideration of many phases of social studies teaching at various levels.

Dr. Howard E. Wilson of the Carnegie Endowment for International Peace and a former president of the organization discussed "Innocence Abroad in 1948." Dr. Wilson spoke from his experiences with UNESCO and in his present position. In contrast with the American visitor's approach to Europe in Mark Twain's time, Dr. Wilson commented on the more serious concern of today's Americans abroad, engaged in reconstruction and rehabilitation. Dr. Wilson expressed the conviction that we can not lose if we keep our economy on an even keel, and take positive leadership based on the tenets of democratic living instead of pursuing a merely anti-Russian policy.

Selections From the Saga of Silicosis the Swami

Bend an ear to the tale of Uptothe Minnit, a learned gent who — by one of those chances which dictate the fate of

nations—became a school principal. Now, Uptothe was a most progressive chap — eager to distil even the dregs from a philosophy of education. He eagerly embraced any new creed, enthusiastically enforced any new trend.

Each summer vacation before the last rustle of the closing registers had subsided, Uptothe was off like a whippet to any institution which was proposing the latest in educational theories. He took courses in such topics as the Modern Relationship of Epicurian Living to Euclid; the Economic Influence of the Spike Jones' Records on the Adolescent Hangover; Visual Education—What the Eye Can Do that the Ear Cannot; Audio-Education—What the Ear Can Do that the Eye Cannot; and Audible Education—What the Whistle Can Do that the Eye Cannot.

One day, however, Mr. Minnit was interviewed by an expert sent out by the government. This e.s.o.b.t.g. remarked to Uptothe that his school seemed to have the highest of ideals.

"Ah, yes!" and Uptothe beamed. Then, in a moderately fortissimo key, "Here we stress citizenship; work and health habits; good sportsmanship; well-developed social traits—including workshops in jive, samba, and be-bop; emotional control; dependability; safety habits; and of course, attitude — with special lectures on international outlook including the recognition of a Commie from a Tommie.

"We hold special classes for those warped personalities, and warping sessions for those with a normal outlook; we even adjust our timetable to arrange sessions for those who want lessons in driving with one-armed techniques; and . . ."

"But what about reading, writing, and arithmetic?" interrupted the e.s.o.b.t.g.

"Those *things!*" and nothing but contempt seemed registered in Uptothe's voice. "If a pupil *wants* to learn *such things* — he's better do that at home!"

And the moral of this tale: There was a lot of truth in the statement made by Eve as she pinned on the first corsage, "Brother, there are some things that are *really essential!*"—G. M. P.

Income Tax and Federation Fees

All teachers should note that both Federation and Local Association Fees are deductible from income for taxation purposes providing that receipts for same are attached to the returns.

Local Fees are deductible on the basis that teachers, by provincial statute, must become members of the Federation but must be members of their Local Teachers' Association before being eligible for membership in the provincial organization. This regulation has been approved by the income tax officials.

Income Tax and Pension Refunds

Provision is made in the Teachers' Pensions Act that a teacher who leaves the profession before receiving a pension, is eligible for a refund of his annuity contributions to the Fund.

Income tax regulations pertaining to taxation of Pension Refunds vary from time to time. Present regulations as given in a communication from the Director General of Income Tax are as follows:

- (1) The full amount of Pension Refund is declarable as income for taxation purposes.
- (2) If the sum received is less than \$750 in the case of a single person or \$1,500 in the case of one with marital status, and the refund, together with any other income, does not exceed \$750 or \$1,500 as the case may be, for the year in which it is received, the recipient would not be subject to income tax.
- (3) If the refund alone or together with other income for the year exceeds \$750 or \$1,500 as the case may be, the total is taxable as a unit or the refund may be considered separately with the tax rate on the refund being equal to rate paid on income for the last complete taxation year in employment.

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



For relaxed and comfortable travelling, economical, reliable and thoroughly enjoyable, "Go Greyhound."

Dream Ahead...

TO YOUR SUMMER VACATION

Because of Greyhound's traditional economy, you can afford that dream holiday. See Banff, en route to Winnipeg or go via the Canadian Rockies. By Greyhound, you see the West at its best. The Round Trip fare from Vancouver to Winnipeg is only \$53.50 (plus tax).

Write for FREE colorful folders and information to Pacific Stage Lines, Vancouver.

SEE MORE . . . SAVE MORE, via



GREYHOUND



School Supplies

THE LATEST IN
EQUIPMENT — STATIONERY
and
VISUAL EDUCATION

MIMEOGRAPH — DITTOGRAPH
MACHINES *and* SUPPLIES

LABORATORY APPARATUS

KINDERGARTEN *and* PRIMARY
MATERIAL

CLARKE & STUART
CO. LTD.

SCHOOL SUPPLY HOUSE

Established 1894

Stationers, Printers and Bookbinders

550 SEYMOUR STREET

VANCOUVER, B. C.

PHONE: Pacific 7311