

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

VOL. XXVIII, NO. 8

MAY-JUNE, 1949



SKAHA LAKE

(See Page 303)

In This Issue

Hints To Job-Seekers Federal Aid For Education Is Essential Life the Normal Way ANNOUNCING THE PUBLICATION OF

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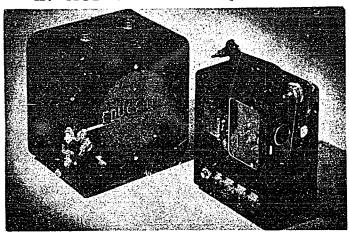
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THE COVER PICTURE

This B. C. Government Travel Bureau picture of Skaha Lake, known locally as log Lake, and situated south of Penticton, characterizes the beautiful scenery of the Okanagan Valley.

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THE B. C. TEACHER

Editorial Comments . . .

Hints to Job-seekers and Others

Those teachers who are seeking positions for the first time and those who are considering a change of schools should make sure that they know exactly what is required of them by the Public Schools Act.

Resignations

In the first place, Section 156 of the Act which permits a teacher to resign as late as August 1st, should be thoroughly understood. These are the provisions that govern application of this section:

 You may get a release only from a position which you have held for at least two months.

2. To get a release under this section you must have accepted a position with another School Board or with the Department of Education. Outright resignations must be sent by May 31st.

 Within 24 hours of the acceptance of the new position you must notify the previous School Board of the acceptance.

Under no circumstance are you permitted to accept one position under Section 156 and then resign from it in order to accept a better one that may be offered, even prior to August 1st. Breaches of contract of this sort will be severely dealt with by the Council on Professional Ethics and could result in suspension of certificates.

Dismissal

The decision as to whether or not to look for a new position will be resolved for some teachers through dismissal action. Anyone in this unfortunate position should know that:

1. A School Board may unquestionably terminate a probationary appointment by serving thirty days notice prior to the termination of the probationary engagement. If no such notice is given before the final date, the teacher automatically is re-employed on a continu-

A Review of School Law

ing contract. No reason need be stated for a dismissal of this sort. (Article 16, Clause I, Rules and Regulations, Manual of School Law.)

 Teachers on the permanent staff may be dismissed for cause with thirty days notice given prior to July 31st. (i. e. up until July 1st.) Reasons for the dismissal must be given in writing and the teacher has the right of appeal provided that the appeal is lodged within ten days of receipt of the dismissal notice.

Any teacher intending to appeal a dismissal which she considers unjustified should immediately notify the Federation offices and should read carefully Sections 135 (1) (c), 135 (2) and 167 of the Public Schools Act.

Appointments

Within recent years appointments have caused difficulty on two counts. Firstly, teachers have accepted positions only to find later on that it was impossible to secure suitable living accommodation. Some school boards make every effort to assist new teachers in this regard; others show no concern at all. If your acceptance of a position is conditional upon the provision of living accommodation, be sure to state so in your letter or wire of acceptance. Otherwise you will have difficulty in getting a release even though you may not be able to find a place to live.

The second source of trouble has been in regard to blanket appointments to large school districts. On occasion teachers have found themselves assigned to an ungraded school in a remote part of the district when they thought they were accepting a position in the town school. Open or blanket appointments of this sort are perfectly legal and the teacher has no redress should he find himself disappointed after accepting one.

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If you are willing to teach only in certain schools or in certain positions in a large school district, be sure to name those schools or positions in your letter of application and insist that the school or position to which you are to be assigned is specified in your letter of appointment.

Two final points to remember in regard

to appointments:

- 1. Safeguard all correspondence relative to appointment and salary. The Public Schools Act makes no provision for any other sort of contract. Sign no separate document purporting to be a 'contract' without first checking with the Federation.
- 2. Never apply for or accept a position in dispute. When in doubt write, wire or phone the Federation office.

B. C. T. F. Placement Service

During the summer months the Federation will publish four issues of a special "Placement Bulletin" designed to assist teachers in finding positions. Vacancies will be advertised and teaching conditions in various school districts described. To get on the mailing list send your subscription fee of 50c to the B. C. T. F. offices, 1300 Robson Street, Vancouver, B. C.

The Federation also has on file complete copies of all salary schedules. You should make sure that any salary offered you is in accordance with the salary schedule effec-

tive in the school district.

The Federation office can also advise you as to leaching and living conditions in most rural districts. Before accepting such a position it will often pay you to learn beforehand of any unexpected difficulties you might encounter.

Rights and Responsibilities of Married Woman Teachers

A tenure case heard in New Westminster last year reinforced precedents previously existing in establishing the legal point that married status alone is insufficient grounds for the dismissal of a teacher.

An appeal of a woman teacher in the case referred to against a notice terminating her engagement for the reason that her husband was in a position to support her was allowed by the Board of Reference and the teacher reinstated.

In handing down its decision the Board of Reference declared that economic sufficiency or otherwise was not grounds for dismissal and also pointed to the Sex Disqualification (Removal) Act of 1931 which reads as follows:

"A person shall not be disqualified by sex or marriage from the exercise of any public function or from being appointed to or holding any civil or judicial office or post or from entering or assuming or carrying on any civil profession or vocation or for admission to any incorporated company or society."

Some School Boards have a policy, undeclared or otherwise, of refusing to appoint married women teachers to any other than purely temporary positions. No one, of course, can dictate to a Board whom it shall or shall not appoint. However, once a teacher is appointed to the permanent staff she may not legally be dismissed merely because she decides to marry. When a School Board asks a woman teacher to resign in such circumstances, as sometimes happens, the teacher is quite within her rights in refusing to do.

At the same time, it should not be forgotten that married women teachers have responsibilities as well as rights. No woman teacher should continue in her position if the demands made upon her by the home are such as seriously to interfere with her efficiency in the classroom. If inefficiency does appear, she may, it is true, be dismissed on this ground. Resignation in such cases, however, should preclude the necessity of dismissal.

Apart from this general point, women teachers themselves have sometimes created the antipathy which School Boards occasionally show toward members of their sex who continue on staff after marriage. The reference here is to those single girls who apparently believed that they were justified in getting married in the middle of a year and resigning forthwith with no regard at all for the Board's replacing them. Marriage does not cancel any responsibility of a teacher under the Public Schools Act and

(Continued on Page 335)

THE B. C. TEACHER

Is The Teaching Profession Underpaid?

Once again let us consider the supreme responsibility that rests upon the teacher. Even the exploiter of this honourable profession may read as he runs.

"THE simplest classroom can be made attractive and the most palatial schoolplant may stand cold and uninviting. It is the spirit of the school that provides the greatest socializing power. The quality of its social interactions permeates its residual services. Emotional responses colour ideas. Ideas stimulate and affect behaviour. Daily responses fuse into habits. Social attitudes beget social attitudes. Ideals influence ideals. Personality leaves its imprint upon personality. Character molds character. It is true that every child makes a contribution in all these ways to the group but all such contributions combined do not constitute in full the social situation. This group has its well-defined leader, the teacher, who has the prestige of maturity and

"To each leader is given a unique opportunity and upon him rests an unusual responsibility. If this leader shuts the gate of understanding between a child and himself, his influence with that child is gone. The influence of a teacher as a social force rests unequivocally on this untrammelled interaction of understanding between him and his pupil. Other forces may raise barriers but upon the teacher must be placed fairly and squarely the responsibility for keeping this avenue open. No person who believes that a child is by nature bad, or stubborn, or immoral, or who fails to remember that by nurture a child may be made good and willing and moral, can approach any child with sympathetic understanding. It is this that makes the selection of leaders in the school so important. It is this that makes the teacher's role a matter of such far-reaching consequence. Only those persons who realize the opportunity so given them and feel the responsi-

By DONALD PLAYFAIR

bility attached thereto should ever be entrusted with such office.

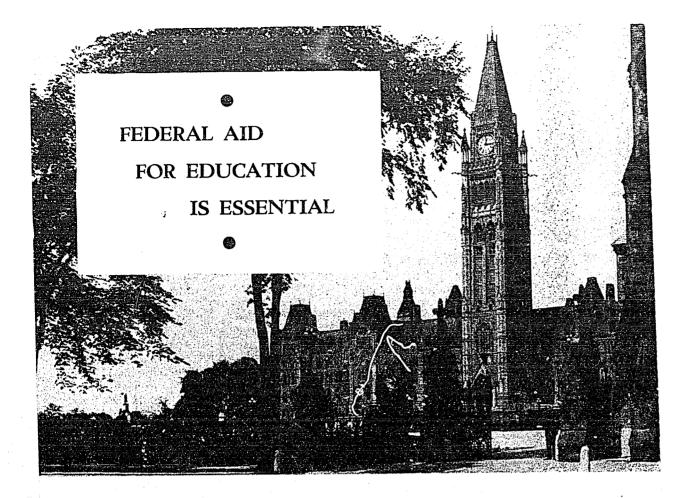
Whose Fault?

Now, "Mr. Exploiter", possibly you are rubbing your hands gleefully as you, in all truth, retort—"I know some teachers who should never be entrusted with such office." May I most respectfully ask you to pause, as you run, and answer one question: "Whose fault is that?" No evasion, please. As I do not hear your answer, may I suggest the truth. Even teachers eat, wear clothes, marry and are given in marriage. Would you deny them these elemental rights? If the remuneration paid to teachers were commensurate, there would be sufficient persons enter that honourable profession worthy to be entrusted with such office, and the unworthy would be forced Perhaps cold figures may to withdraw. clarify vision.

There is in this province a scholarly, cultured, supremely intelligent person, who, with a deep sense of responsibility, rendered over thirty years of most meritorious service as a teacher and subsequently as a principal in our largest high schools. His pension is under \$60 per month. Had he been a shiftless, improvident "ne'er-do-well" he and his wife would receive more than that amount under the old-age pensions. Although I find you still inarticulte, I shall continue our rather one-sided conversation by saying it might interest you, without in any degree troubling you, to know that in this province some teachers who have given long and capable and valiant service on inadequate salaries are now on pension so small that they are in dire need

Let me repeat—the day of retribution is here. The writer of this article is hopeful that, sooner than you may believe, the salaries of teachers from Newfoundland to British Columbia will be trebled. It can be done very simply.

^{*}From the pen of D. L. MacLaurin: See pp. 54-55 of "Social and Educational Psychology"—The Copp Clark Co., Ltd., Toronto—1936.



The Federal Government has a vast stake in the education of our youth who are citizens not only of the provinces but also of Canada.

The tremendous changes in our mode of living, the shrinking of our world due to the impact of science, the speed of modern transportation and communications, the experience of two world wars and Canada's emergence as a world power with all the responsibilities concurrent with such recognition, a new definition of education which involves the all-round development of the child and an emphasis on citizenship—make the educational perspective of 1867 and a narrow interpretation of the provisions laid down in respect to education in the B.N.A. Act intenable today.

An examination of the skills and attitudes necessary to the full and useful life of Canadian youth in these times from the standpoint of individual satisfactions, social

responsibilities in community living and national security, make the old concept of the three R's not only antiquated but even dangerous.

The simple task of providing a meeting place for the pupils for a few hours a day and the procurement of a teacher who could impart the rudiments of reading, writing and arithmetic, has gradually taken on a more complex nature. Today, the education envisaged as a minimum to meet modern requirements takes into consideration school plants designed not only for five or six hours of daily occupancy by regular students' classes but as community centres serving adults as well as children twelve to fifteen hours a day. The sports and other recreational activities, the forums, debates and study-group meetings centred in the schools are essential units in the national programme of developing intelligent, healthy, democratic Canadians.

THE B. C. TEACHER

There has been a tendency to recognize what might be called the physical requirements and a number of the provinces are expending large sums on new school buildings and up-to-date equipment. In the field of technical and vocational education they have received considerable assistance

from the federal government.

Without belittling in any way this most desirable improvement in the "halls" of learning, we suggest that the basic factor in the educational welfare of the child, namely, the quality of the teacher, descrees at least the same degree of consideration. In most parts of Canada, we are still turning out young men and women with one year or less of training for our elementary classes and expecting them to cope with the complexities of the modern school—inspire young Canadians and prepare them for the responsibilities of this atomic age.

We may state without fear of contradiction that the desultory efforts to recruit enough of the best students from our colleges and secondary schools for the teaching profession and to retain a good percentage of those trained largely at the

expense of the state, have proven unsatisfactory. Our teacher shortage is one of the most serious problems facing our country today. It is true that the larger urban centres with high property assessments have not felt the shortage as have our small villages and rural areas, but even urban centres have been compelled by the shortage to employ indequately trained teachers. Young Canadians in their impressionable years need the best teachers we can provide for them.

Migration of population within our country, accelerated immigration as witnessed in the past two years, and an apparent inability on the part of provincial authorities to meet the demands of the situation, accentuate the need for the federal government to study the problem in the interest of the nation as a whole.

However, it should be pointed out that grants in aid to student teachers ought not to become an unduly important factor in the recruitment of teachers. Assistance of this nature may attract a transient group who see an opportunity to obtain training at little personal expense. We firmly believe that teaching as a profession will

A JOINT RESPONSIBILITY?

Does the Federal Government share the responsibility for the education of young Canadians who are citizens of the whole country and not just of the province where they were born?

On February 11th last, the Executive of the Canadian Teachers' Federation presented to Prime Minister St. Laurent and members of the Federal Cabinet a brief dealing with the subjects of Federal Aid to Education, UNESCO, and Income Tax Exemptions.

The C.T.F. delegation consisted of C. J. Oates of Vancouver, B. C., (President); Dr. L. Bernice MacNaughton of Moncton, N.B., (Vice-President); D. C. Munroe of Ormstown, P. Q., (Past President); G., G. Croskery of Ottawa (Secretary-Treasurer), and Mrs. Alice McLeod of Ottawa (Assistant Secretary).

In addition to the Prime Minister, the following Ministers heard the presentation of the brief: Hon. L. B. Pearson, Minister of State for External Affairs; Hon. D. C. Abbott, Minister of Finance; Hon. S. S. Garson, Minister of Justice; Hon. H. Mitchell, Minister of Labour; and Hon. P. J. J. Martin, Minister of National Health and Welfare.

Provincial Teachers' organizations, h the Local branches and individual members are urged to familiarize themselves with the details of the case for Federal Aid for Education so that they can seize every opportunity to solicit support for this principle, so vital to the establishment of an adequate dominion-wide educational programme. To assist in this regard, the section of the brief dealing with Federal Aid is here printed.

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only recruit the quality which is essential to the successful carrying out of its obligations when the financial structure of our educational systems makes possible a remuneration that will attract and retain that quality.

It may strike members of the governpeculiar that the Canadian ment as Teachers' Federation, the professional organization that speaks for 58,000 Canadian teachers, should offer what may appear to be criticism of some of our personnel. It must be made clear that any criticism is of the system that fails to attract enough of the best, fails to give those it does attract adequate training, and fails to provide for those who do enter this important service an economic return commensurate with their service. The remuneration must be sufficient to enable them to take their places with the other professions, to enable them to finance further training and travel to equip themselves to interpret the Canadian heritage to Canadian youth. We submit that Canadian teachers as a whole are earnest, patriotic, and desirous of performing their duties in a manner that will effectively encompass the full scope of their responsibilities.

After years of observation and careful study, we are convinced that patchwork repairs, depending on the wealth of real property locally, and good intentions of well informed provincial educational authorities translated into increased grants from provincial taxation fields, are inadequate to guarantee a satisfactory minimum level of educational opportunity for every Canadian child. Surely, the educational opportunity of the Canadian child should not depend entirely upon the wealth of the province of his birth, the real property of his municipality and the generosity of the individual property owner to translate his recognition of the need for increased educational expenditure into a specific increase in mills upon his specific piece of

We are faced with a national problem. To the degree that the education of Canadian boys and girls is deficient or insufficient, we reduce the prosperity of our nation and increase the vulnerability of our national security.

The health (physical and mental) of our school children, the knowledge and skills they acquire, the attitudes and citizenship qualities they develop in their impressionable years, the interpretation they are given of our Canadian heritage, their education in respect to conservation and proper development of our great natural resources, the viewpoints with respect to Canada's place in the shrinking world—are properly the concern of every Canadian.

The provinces recognize their responsibility to provide the local boards with funds and we believe that the federal government should see to it that the shift in taxation down through the years does not deprive the provinces of their ability to meet their responsibilities in education. The comparatively inflexible taxes on real property and the limitation of taxing fields open to the provincial governments make action by the federal government imperative.

Readjustments in provincial subsidies arranged by federal-provincial agreement will not solve the problem. Unless federal aid is earmarked for education the demands of other interests, better organized and more forceful than the supporters of education, may succeed in diverting the major portion of increased revenue to roads, government works, etc. It is quite conceivable that in relatively poorer provinces, education will receive least where most is needed.

Federal aid for education is a need born of a shift in taxation. Meeting this need may involve fiscal control—safeguards in the spending of funds from the federal treasury—but not policy control.

In any plan of federal assistance it would be understood and agreed that the expenditure of funds by the Government of Canada would in no way be deemed to confer upon any Minister or official of the Government of Canada any right of supervision or control over any school or educational institution with respect to which any federal government funds are expended.

The Canadian Teachers' Federation has never deviated from its stand that complete control of administration, supervision, teaching personnel, the curricula, methods and material of instruction, must remain with the provinces.

In this preamble we have touched generally upon the needs, the present inadequacy in meeting these needs, and the national aspects of the problem which cause us to seek federal aid for education without federal control. We now proceed to support our general statements by specific considerations bearing on the subject.

Federal Assistance to the Provinces for Vocational Schools

Although any suggestion of federal aid for education is usually met with the reminder that education is under the jurisdiction of the provinces, it is, nevertheless, a fact that the federal government in the past thirty years has acknowledged responsibility in the field of vocational training and has made provision to assist the provinces by the following enactments which may be considered as legislative precedents:

- (a) The Agricultural Instruction Act—1913 which appropriated \$10,000,000 expendable over a period of ten years; this sum to be allotted among the provinces according to population to assist in agricultural training. The annual allotment varied from \$700,000 to \$1,100,000 with the provisio that any portion of annual allotment unexpended in any fiscal year might be carried over until the next year. (Expenditures under this act were not shareable by the Provinces)
- (b) The Technical Education Act 1919 provided for an appropriation of \$10,000,000 to be allotted among the provinces according to population over a period of ten years. This Act called for a fifty-fifty contribution by provincial governments and owing to the financial inability of some of the provinces to meet their share, the life of the Act had to be extended from year to year. Funds under this Act assisted the provinces to institute and carry on vocational, technical and industrial education, including agriculture. A certain percentage could be used for capital expenditure.
- (c) The Vocational Education Act of 1931 appropriated a sum of \$750,000 per year for fifteen years to be allotted among

the provinces on the basis of population. (This Act was never made operative and was repealed in 1942).

- (d) The Youth Training Act 1939 allotted \$1,500,000 per annum for three years among the provinces to provide training projects, approved by the Minister of Labour, for unemployed young people, urban and rural, between the ages of sixteen and thirty.
- (e) The Vocational Training Co-ordination Act 1942 replaced the Vocational Education Act and the Youth Training Act. Subject to the approval of the Governor in Council, the Minister of Labour is authorized to enter into an agreement covering any period with any province to provide financial assistance for the development and carrying on of vocational training on a level equivalent to the secondary school level. It is noted that it does not appropriate any specific sum of money nor set any length of time with respect to its operation.

The wide scope of this Act which as amended in 1948 provides for training to fit unemployed persons for gainful employment and the Order in Council of January, 1944, extending financial assistance to the provinces for the training of apprentices were noted with satisfaction by our Federation and the federal government is to be commended for its farsighted policy in vocational assistance which, besides paying good dividends during the war period of intensive industrial production, now assists in meeting the demands of post war industrial expansion and increasing development of our natural resources.

Youth Training

This co-operative training, now in its twelfth year, constituted the foundation on which was built, when the need arose, the more extensive plans of War Emergency and Veteran Training. We note that the amount expended last year totalled nearly half a million doll rs. While some of this amount was used for classes in rural homemaking, general agricultural courses, and specific agricultural subjects, the larger portion of the fund was accounted for in assistance to students. The tables for 1947-48 show help given to 302 nurses in training, 448 medical students, 84 in dentistry,

-

385 in engineering, 70 in agriculture and 905 in arts and sciences.

Family Allowances

The Family Allowances Act of 1944 was passed "to aid in ensuring a minimum of well-being to the children of the nation and to help gain for them a closer approach to equality of opportunity in the battle for life."

Evaluations of this federal aid agree that it has brought immeasureable benefits to Canadian children and indirectly to Canadian family life. These have been largely in improved nutrition, medical and dental care, clothing and education. So pleased is the government with this venture that it now proposes an extension of benefits under the Act.

Canadian teachers who live and work hour by hour with Canada's children appreciate the social and health improvements resulting from family allowances but it must be pointed out that the increased school attendance resulting in some areas largely from the application of children's allowances only intensifies the need for greater assistance to provide qualified teachers, equipment and suitable school buildings to cope with the increased enrolment.

Why should we not match the family allowances with grants to the provinces on a per pupil capita basis earmarked for education and conditional upon the province not reducing its budget for education?

The Canadian Health Grant Programme
No one will quarrel with the federal government's Health Grant Programme unless it be on the grounds that it should be more extensive. Canadian teachers observe with particular interest its grants for professional training and public health research. Why, they ask, can the federal government not see the necessity for assisting the provinces similarly in the field of education? Surely, the intellectual well-being of young Canadians is equally important with their physical well-being.

Other Federal Assistance of an Educational Nature

Our Federation recognizes and acknowledges federal contributions to specialized education indirectly through National

Research Scholarships, assistance to universities for veterans' training, grants through Research Council for research work at the universities, the training of officer cadets at universities and colleges, the maintenance of the education branch of the Bureau of Statistics and the payment of Canada's contribution to Unesco.

These activities strengthen our claim that the federal government is very much in the field of education and that any argument that federal aid cannot be given to our provincial schools is inconsistent with current practices.

Inequalities in Educational Opportunity
Is the government aware of the following facts?

- (1) One out of every ten persons engaged in teaching Canadian children holds only a permit or temporary certificate, i.e., without the minimum professional qualifications normally demanded.
- (2) The children of Canadians living in rural areas depend for their education upon the teachers whose services are purchased at an average salary of \$1207, whereas city children are taught by those with an average salary of \$2120. (Quebec not included in these averages because the figures are not available).
- (3) Rural teachers are a transient group, the majority moving from one school to another (or out of teaching altogether) every two years or less, whereas the average tenure for teachers in urban schools is ten years.
- (4) Despite the return of male teachers from the armed services, at the end of 1947 there were 1700 fewer than in 1939.
- (5) As of April, 1948, approximately 22,000 pupils in two provinces were receiving their education through correspondence courses because of the lack of teachers.
- (6) 31% of the teachers of one province and only 2% of another are university graduates.

General Support For Federal Aid We realize that federal aid is not a new subject on the floor of the House of Com-

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mons. An examination of Hansard shows that the question of federal government grants to the provinces in aid of education has been proposed and discussed with members from all parties indicating varying degrees of support.

The one subject which seems to have been raised on every occasion is the fear that federal grants would be the beginning of some measure of federal control. The Canadian Teachers' Federation believes that suitable means can be found to safeguard the contributions from the federal treasury without infringing in any way upon the administration or determination of educational policy in the provinces. We believe that there can be a measure of fiscal control without any policy control and that through a programme of education, fears of this nature may be dispelled and much needed assistance welcomed.

We do not propose to quote from the many addresses, both inside and outside of the House, made from time to time by leaders in all of the political parties. Suffice it to say that there are on record public pronouncements by our leading parliamentarians acknowledging the need and supporting the principle of federal grants to the provinces in aid of education.

We should like to draw to the attention of the government the fact that during 1948 such national organizations as the Canadian School Trustees' Association and the Canadian Federation of Home and School passed resolutions at their annual conventions advocating federal aid. It is a well known fact that the Canadian Congress of Labour and the Trades and Labour Congress support this principle, and we note further in the convention resolutions of the C.C.F. and Progressive-Conservative parties recognition of the need for financial aid to the provinces for the purposes of education.

The Canadian Teachers' Federation has no desire to make this subject a political issue. We iterate our appreciation of the support given by the present government in the specialized field of vocational and technical training, but it is our firm belief that any government proposing to extend this aid to general education in elementary

and secondary schools should find support from all parties in the House.

Conclusion

Many suggestions have been made to us, and we are sure they are not new to the government, regarding the form that federal aid should take.

After studying for a number of years various plans that have been commended to us, we believe that a straight per pupil capita grant would bring the greatest benefits compatible with the safeguards which certain provinces would require to guarantee that the federal government would not infringe upon their jurisdiction in the field of education. We believe that any system of federal aid should be contingent upon the provinces maintaining or bettering their present level of payments toward education.

We do not overlook the possible assistance which the federal government may render generally through an extension of the research programme of the Education Branch of the Bureau of Statistics or through grants earmarked for specific purposes. However, we recommend that such special undertakings should be supplementary and not offered as substitutes for a general plan of grants in aid to the provinces.

Our purpose in making this presentation to-day is not to ask the government for one particular plan to the exclusion of all others, but rather to urge upon the government the need for action now.

ernment the need for action now.

We should be pleased to work with any committee which the government might designate or act in a consultant capacity with government officials to arrive at some formula which will produce the necessary aid, safeguard the rights of the provinces, and assure the federal government of the greatest return in national welfare for the money expended.

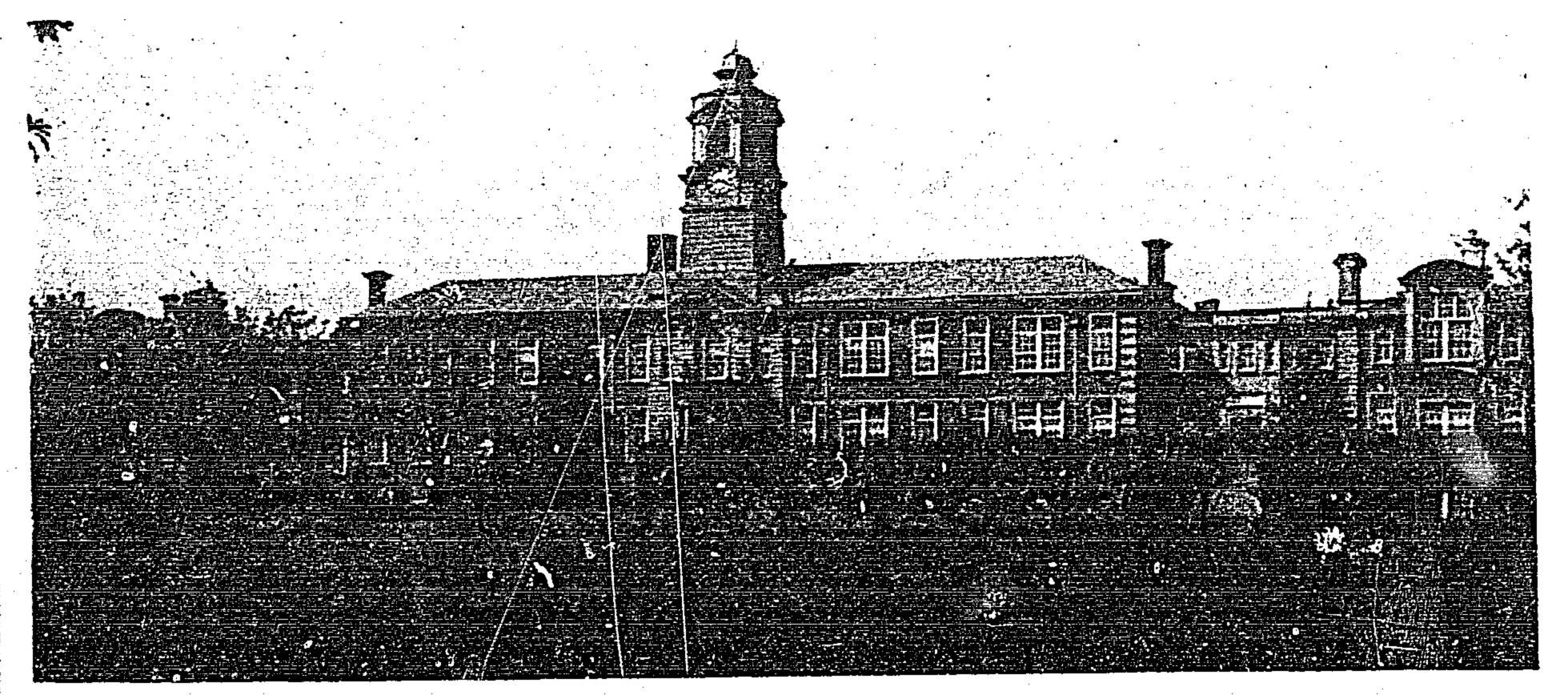
Progress in United States

U.S. Senate passed a by-partisan Federal Aid to Education Bill on May 5 by a vote of 58 to 15. This is the second year in succession that the Senate has given its support to the Bill.

A communication from Dr. Willard E.

0

MAY-JUNE, 1949



Provincial Mormal School, Victoria, B. C.

Picture by courtesy B. C. Government Travel Bureau.

LIFE THE NORMAL WAY

By LLOYD HAMILTON, Student-in-Training, Vancouver Normal School.

ET us start at the beginning—as our English teacher, Mr. Hall, says—"First things first."

Somewhere in the back of our minds—three hundred and twenty of them—there was an urge to follow a vocation laden with responsibility and accompanied by at least some degree of material satisfaction. And so our applications for admission to the Vancouver Normal School were duly submitted, considered by the principal, Dr. Lord, and fortunately found acceptable. Thus began an adventure entirely unpredictable in its broad scope.

Sharp at nine a.m. on September 13, we took our places in the auditorium and were informed as to procedure prevailing in our institution of learning. Ours were a beaming, eager lot of smiling faces until we were assigned to our classes—segregated classes! After the initial shock of segregation, we gathered our wits, said "So what!" and settled down to earnest study.

Enjoyable Association

The first few days left a rather strangerin-the-midst feeling, but as the days passed

and as fraternization went on, the atmosphere developed into that enjoyable association marking those who share a community of interest and aim.

Our daily schedule, we found, consisted of six periods and included the study of school administration, principles of teaching, psychology, English, primary work, family relations, music, social studies, science, arithmetic, physical education, art, health and penmanship. Some of the subject matter is academic, but most of it stresses methods of dealing with and teaching children—which, after all, is the essence of teacher education.

After a day of five lecture periods, we are ready for something in a lighter vein—some outlet whereby we can express our qualities of leadership, some opportunity to develop our special interest in art, music, writing, sports or plain discussion. For this reason the last period of each day has been set aside for club activities.

Club Activities

There are clubs covering almost every taste and inclination. For the lovers of things aesthetic, there are the music and art clubs; for the sports-minded, there are badminton, basketball, swimming, bowling, special physical education, outdoor and

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dancing clubs; for those who have journalistic aspirations there is the publications club, which publishes the monthly bulletin, Normalities; for those who like good discussion there are the public speaking, human relations, current events and education clubs. Even this wide variety of interests did not cover enough territory. photography club, the primary club, the boys' cooking club and the Junior Red Cross club came into being. With the choice of activities extending from cooking to bowling and from dancing to public speaking, not much is left to be desired in the field of recreational studies. Membership is compulsory in one club, urged for two but not more. Hence, most students have chosen one from the intellectual field and one from the athletic field. Each club is suitably sponsored by one of the Normal School instructors but is financed by ourselves through the medium of the students' council.

Student Democracy

Speaking of the students' council brings me to one of the most important and hard working groups of students in the Normal The executive council of four is School. elected by popular vote of the student body and the eight class representatives are chosen by their respective classes. The council is responsible for the entire program of student activities, and for attending to all details of financial expenditure. They sponsor and make arrangements for our unique indoor track meet, our Friday night dances, the Victoria invasion, the spring and fall formals, the annual picnic, and the final banquet-to say nothing of the innumerable matters which present themselves for attention. This year they chose and financed the attendance of a delegate to the first Western Canada Conference of Student Teachers held in Edmonton.

Inspiration

This article could not end without a tribute to our principal, Dr. Lord, and his staff. They are a constant source of inspiration and they set a standard in their own teaching that is enviable. Their instruction is heeded, noted and discussed at great length, usually over a cup of coffee in the relaxation of that institution known to all Normalites as the cafeteria.

The year at Normal School is a pleasant one. We know no other educational institution which so exemplifies the practical operation of democracy and that is probably why we have such kindly feelings toward it. Long after we have achieved the goal of our final salary increment, we shall recall its pleasant atmosphere and, we hope, put into practice a goodly portion of the ideas and ideals which it seeks to develop.

Why I Chose Teaching As My Vocation

INTEREST DEVELOPED THROUGH PAST EXPERIENCES



For many years I have been a teacher of one form or another. During three of my seven years in the R.C.N., I served on the instructional staff of the Torpedo School in Halifax, N.S., and previous to that I was a leader in the Boy Scouts Association—a position that is essentially one of teaching. After demobilization, a university training seemed to be the order of the day and so I struggled hard for three years, until circumstances forced me temporarily to abandon my studies.

While attending university, I was able to obtain a part-time job as a painter because of pre-war experience in this field. This occupation developed

While attending university, I was able to obtain a part-time job as a painter because of pre-war experience in this field. This occupation developed into successful, but seasonal, employment upon the cessation of my studies. However, time passed heavily and I began to realize that my three years credit was being put to no good use. It certainly did not enable me to work more efficiently than those painters alongside of me with a Grade VIII education. Thus my recollections of past happy experiences in teaching and dealing with children, the persuasive arguments of my teacher friends, coupled with my growing hatred of the nauseating odour of paint, convinced me that I should attend Normal School and follow the profession I liked.

FRED GORNAL (Vancouver).

FRED GORNAL (Vancouver).

Mr. Hamilton's article will recall for its readers many similarly enjoyable experiences at Normal School. Although it pertains to the Vancouver Normal School, we are positive it also expresses the sentiments of the students at the Victoria Normal.

In the states ents from these "Teachers-In-Training" we can find our own reasons for entering the teaching profession. They should be of interest to present high school students contemplating a life in the classroom.

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ENVIRONMENTAL INFLUENCE



Second only in importance to the profession of home-making, teaching ranks, in my estimation, as the highest and noblest of the professions. It is difficult for a child to be bigger and better than his environment. It is, therefore, the combined duty of every parent and teacher realistically to attack the problems of developing character, citizenship and intelligence, since democracy and right-thinking begin in the classroom.

TRUDIE McGILL BA Alignoria.

TRUDIE McGILL, B.A. (Victoria) Victoria Normai School.

THE INFLUENCE OF MY TEACHERS



Between phases—or rather dreams—of wanting to become just about everything from a newspaper reporter to an actress, I wanted to become a teacher. This ambition endured.

It seems many things led up to it. Probably the first rung on the ladder was the influence of my own teachers. Their life always appeared so full and interesting. One more step towards my goal was, strange to say, curiosity about people—young or oid. What better way to observe than to be continually among them? The next rung could be the steadily improving salary and prestige of teachers. (Perhaps this should be the base of the ladder!) There are many more steps or reasons, somewhat intangible but nevertheless still there.

I feel I have made no mistake in choosing to be a teacher.

a teacher.

LOUISE GIGLIOTTI (Fernie) Victoria Normal School.

INTEREST IN PEOPLE SATISFIED



There are many reasons why I There are many reasons why I chose teaching as my future profession, but the outstanding one is my intense interest in people. I enjoy working with people and where is there a more golden opportunity to mold character and to help youth adjust himself for the future in this ever changing world Personality originality. Beverley Campbell and organization all have splendid opportunities for expression in a classroom. Everyday brings something new with people.

The long summer holidays will provide opportunities to enrich my educational background and perhaps, through time, will lead to my full degree.

Teaching not only provides this but it also insures one of an adequate living allowance, holidays, good working hours and makes some provision for the future with its pension fund.

Even with these excellent opportunities the teaching profession is sadly in need of new recruits and I feel that I am helping to fill this need.

BEVERLEY MPBELL (Vancouver).

OPPORTUNITY FOR SERVICE



OPPORTUNITY FOR SERVICE

One criterion in selecting a profession is the extent to which it provides an opportunity for service. I can think of no profession which is so generous in its bestowal of this privilege as that of teaching: a profession which has for its work the moulding of the physical, mental, social, and moral development of individuals who are still in the formative period of their lives. In my confession I believe that this factor loomed largest in my thinking. At the same time, in the decision, I was not entirely unconscious of the peculiar difficulties and problems attached to the profession but still I felt that if in my life as a teacher I was able to help my pupils to a realization of a more meaningful and abundant life. I would be more than compensated. On the basis of my limited experience to date I do not think that I shall be disappointed.

ROBERT W. HAMPTON, B.A., (Victoria) (President of the Students' Council of the Victoria Normal School during first term).

AN EXPANDING FIELD



Education is a field which will always be open. Since changes in its techniques come comparatively slowly, it is a career which one should be able to re-enter even

should be able to re-enter even after several years of absence. Teaching is a career full of variety. It is often discouraging, but surely never boring, for it works with people and ideas, the most interesting and ever-changing of all materials. The different levels of teaching provide great variety—after all, the primary specialist and the university lecturer are both teachers! There is an ever-growing field of work in education apart from teaching itself; counselling, visiting teacher work, educational and psychological research. And finally, since education is so extremely important, though its responsibilities are frightening, its rewards are great.

JUDITH JARDINE, B.A.

JUDITH JARDINE, B.A. Vancouver, B. C.

THREE BASIC REQUIREMENTS



Children have three basic requirements; sense of achievement, security, and affection. With them they are usually happy regardless of what disadvantages they may be bearing. Without them they are unhappy regardless of what advantages they may have. I admit being little more than a child insofar as I need to feel myself useful to the society in which I live and work. I need to feel socially equal to other men, equal because I am doing a job that compares in usefulness with theirs.

W. I. CORFIELD CONTRACTOR

W. J. CORFIELD, (Victoria) Victoria Normal School.

THE B. C. TEACHER

AN UNDERSTANDING OF PEOPLE



When I left the services, it was my ambition to train for occupational therapy. However, lack of sufficient funds and a long train of seemingly unimportant events turned my thoughts toward teaching.

I have always liked children and delighted in their enthusiasm. I also realized that, although I could not at present continue my college work, I would be learning continually many new and interesting things even as I taught them to the children.

My last reason lies in the fact that, through teaching in rural areas, I hope to learn more about the people of my own province and, just as important, more about the province itself.

When I add these factors together, I find I am looking forward to a life which I know will be interesting and rich through experience.

MAPP ALLEN (Vernon)

MAR ALLEN (Vernon) Victoria Normal School.

AN OPPORTUNITY TO LEARN



My year at Normal School is rapidly drawing to a close but not once during this year have I regretted the decision which brought me here. Learning has always been a source of enjoyment to me and there is no other profession which enriches one's own learning and at the same time gives opportunity to develop growth in others. Also the teaching profession is a source of constant challenge to one's versatility and ingenuity. It provides constant contact with many and varied personalities, many of which present problems to the teacher. The satisfaction attained from the solution of these problems is a feeling unequalled by any other. It was mainly because of these considerations that I chose to enter the teaching profession. profession.

MARGUERITE THOMAS (Nanaimo) Victoria Normal School.

CHALLENGE, ACCOMPLISHMENT



As far back as my memory permits recollection, I have wanted to teach, but never really gave it too much serious thought. After finishing High School and after trying many different jobs, I was finally fortunate enough to obtain a position teaching in one-room rural school on a temporary permit. Immediately I knew I had found my vocation. Teaching youngsters offered me more of a challenge and gave me more feeling of accomplishment than any thing else I had ever done. It gave me a feeling of doing something useful that will help the children along the rough road of life.

LLOYD HAMILTON (Vancouver)

BE READY

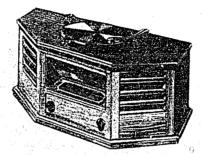
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MAY-JUNE, 1949

THE '49-ER

Convention Highlights

At least two records were broken at the thirtieth annual convention of the B. C. Teachers' Federation held recently in the Hotel Vancouver. All previous attendance figures were topped as general meetings attracted audiences estimated at over 1500 and business sessions occupied close to 500 official delegates from all parts of the province. At the end of the four-day session Federation officials were able to report that the agenda had been completed, 75 resolutions and 15 committee reports having been dealt with.

Entertainment highlight of the gathering took the form of finals for the Federation sponsored "Scholarships for Talent" competition. Winners of \$100 scholarships were Vancouver violinist, Kenneth Yunke, and Nancy Wright, pianist, from Trail. Other regional finalists were Ronnie Cotton, Dawson Creek; Bill Hendry, Penticton; Lila Wong, Nanaimo, and Consuelo Forster, Cloverdale. Roy Atkinson, chairman of the B. C. T. F. Music Section, reported that over 2000 school children took part in the preliminary phases of the contest, the purpose of which was to stimulate interest in vocal and instrumental music among pupils. It is hoped that this will become an annual event.

C. T. F. Speakers

The question of educational finance received a considerable amount of attention. C. J. Oates, President of the Canadian Teachers' Federation, reported on the results of a brief presented recently to the cabinet at Ottawa, stating that Federal Government financial aid is essential if Canadian children are to get proper education. He advocated an annual sum of \$50 million federal aid which would reduce school taxation on land by 25 per cent, thus easing the burden of school finance which is perplexing municipal authorities throughout the country. He pointed out that the suggested sum is small in comparison with the \$275 million spent annually on family allowances. A resolution proposed by B.

C. Gillie of Victoria and seconded by A. M. Hurst of Prince Rupert, calling upon the Federal Government to institute financial aid at once, received unanimous support from the teacher delegates.

It was reported by the B. C. T. F. Educational Finance Committee that a brief will be presented to the Union of B. C. Municipalities and the B. C. School Trustees' Association in an attempt to gain co-operation of all groups interested in the question of school costs.

George G. Croskery, Ottawa, Executive Secretary of the Canadian Teachers' Federation, supported Mr. Oates' stand, stating that the Federal Government should spend 15 times as much money on education as it does now. He was indignant about what he called "patch-work repairs in educational financing." "Provinces and municipalities can't begin to meet the financial demands of education in the next few years," he declared. On the basis of the birth rate in the last 10 years, the needs of education will be staggering, he said. He estimated that within five years 25,000 teachers would be needed in Canada in addition to normal replacements, and concluded that, unless the profession is made attractive, a serious teacher shortage will be felt in the near future.

Pension Increases Requested

A resolution calling on the Provincial Government to raise teachers' service pensions received unanimous support of the delegates. It was reported that the average pension of the 541 superannuated teachers is \$40 a month. In some cases retired male teachers are attempting to support themselves and their wives on this amount. Chairman of the Welfare Fund, J. A. Spragge, reported that \$14,000 has been contributed voluntarily by working teachers of the province to aid these people and that, unless the government can be persuaded to accept its responsibility in this matter, the contributions may have to continue for some time to come.

Officers of the Federation for the coming

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year are: President, Harry Dee, Vice-Principal of Victoria High School; First Vice-President, Douglas Chamberlain, Principal of Rossland High School; Second Vice-President, J. Allan Spragge, North Vancouver High School, and Secretary-Treasurer, Howard McAllister, Fleming Elementary School, Vancouver.

The Lighter Side

Mr. Alan Hurst of Prince Rupert brought his flair for words into effective play on several occasions. Commenting on the inadequacy of teachers' salaries, he said: "It was time teachers were able to bring a little hard liquor to the party rather than just being financially able to provide the ginger ale."

In the debate on Federal Aid for Education, Mr. Hurst summarized his association of federal expenditure in other directions, and more particularly Family Allowances, with the need for federal aid with, "The Federal Government pays you to have 'em; it should pay you to educate 'em."

At one of the business sessions when President Tom Chalmers announced that Salon D was about to be closed and that five overcoats had been left there, eight male delegates arose in a hurry.

In calling for the question on one motion, President Tom was surprised to receive by way of response a highly pitched cough by one of the female delegates. It had all the car marks of what we consider to be the counterpart of Erna Sack's "cek" recently referred to in a Vancouver daily newspaper.

The President Reports

(Excerpts from the President's Report to the 1949 Annual General Meeting)

HE duties of the president of the Federation are so closely associated with the work of its component parts that it is difficult for the incumbent of that office to give a report which does not overlap those of the various committee chairmen.

In keeping with the principle that the president should have a thorough knowledge of what is going on in the organization, I attended as many committee meetings as possible, especially those of the Public Relations Committee, the Educational Finance Committee, the Finance Committee and the Convention Committee. Any



Elected to Federation Office for the ensuing year are these four members from various parts of the province. From left to right: Secretary-Treasurer—Mr. Howard G. McAllister, Fleming School, Vancouver; First Vice-President—Mr. Douglas G. Chamberlain, Principal, Rossland Junior-Senior High School; President—Mr. Harry Dammaond Dee, Vice-Principal, Victoria High School; and Second Vice-President—Mr. J. Allan Spragge, North Vancouver High School.

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groups whose activities I could not follow personally were good enough to send me copies of their minutes so that I could keep up to date in my reading.

I sincerely wish it could be the privilege of all teachers in this province to become as acquainted as I have with the contributions of these committees to the welfare of the profession as a whole. They actually produce the results for which the teaching body as a whole gets the credit.

You, in convention, and the Provincial Executive, at its sessions, lay down certain policies. Your responsibility ends there and you feel a glow of satisfaction in a job well done. It is the duty of the various committee members to interpret your policies and put them into practice at the proper time. This is often not an easy task. It



T. M. Chalmers

calls for many hours of work and discussion. Frequently it is carried out at great personal sacrifice. Mistakes, which are sometimes made in spite of the best of intentions, invoke a storm of criticism from those unacquainted with the difficulties involved.

These people are the heart and soul of our professional organization—in fact they are the Federation. When you recall that their efforts are entirely voluntary and their devotion to duty is generally unobserved, you will understand that they have the most thankless job in the whole organization. They are people on whose committees I was proud to be a member, even if only in an ex officio capacity. I wish to commend to you, as this time, their hard work, their devotion to duty and their sincerity of purpose.

It was my pleasure to attend two of the fall conventions. One was at Dawson Creek in the Peace River Block, and the other at Prince George, in the North Central District. Often where the greatest obstacles present themselves the best achievements in human performance are obtained. This was certainly true in both of these meetings. Close organization and careful planning resulted in two fine fall conventions. If the hospitality extended to your representative, by teachers and public alike, is any measure of the esteem they have for the Federation, then our future in the North is definitely secure!

Rural Aspects

Not only did I see the teachers in convention but I was also able to observe some of them at work under rural conditions which were far from ideal. I was also made acquainted with some of the plans which are afoot to improve the educational facilities so that these rural areas may enjoy some of the advantages common to the more densely populated districts.

That there are constructive forces at work to lift the face of rural education is apparent. It should be our duty to supplement this pressure so that the low standards of the under-priviliged sections may be raised somewhere near those of the more fortunate ones. No group is more keenly aware of the deficiencies than we. This is one reform which our open support may hasten just as it has others. There is, in the public-at-large, a tenuous and shapeless support for real equality of educational equality. Let us leave no stone unturned to crystallize that support and direct it in the proper channel.

You will notice that your Executive has already taken the first step. It saw fit to strike a committee to study teaching conditions in the rural areas. I trust that by

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our encouragement this move will grow into a movement which will destroy the lethargy which allows this unsavoury condition to exist.

Educational Finance

During the previous year a small committee was set up to carry out research in the field of educational finance. It is probably true that in the minds of many there exists the feeling that the last word, on this topic, was uttered in the Cameron Report on Educational Finance. It was hailed as a happy day when the recom-mendations of this document were put into practice. However, economic conditions have changed so rapidly that the full impact of these recommendations could not be felt. The period of semi-inflation has created some very disturbing situations for many local school districts. When it became apparent that the promised relief was not forthcoming, educational costs again became the favourite scapegoat for local political attack.

At this point it became evident that if no one else was prepared to defend a decent standard of education, we must do it ourselves. To do so it was imperative that we arm ourselves with sufficient accurate data to support educational expenditure on a reasonable basis. This was the first objective of the Educational Finance Committee. They approached their job with open minds untrammeled with prejudices favouring teachers or any other group. It would not be fair to the committee to divulge any of the information its members have managed to secure. It will be their responsibility to use it as they see fit or to place it at your disposal when the time is ripe.

The significant and shameful thing, however, is that none of the affected parties was prepared to really study the problem to find out where it could be attacked and eventually solved. It is true that makeshifts have been proposed but the violence of the attacks on educational expense is eloquent evidence that no solution has been reached. No local authority has honestly tried to see if it was getting value for its money on the present day market.

The upshot has been that local authorities, especially, have scurried for cover under the blanket "educational costs are ruining the municipalities." On all sides one hears stupid remarks against this expenditure, by individuals who should know better. Therefore, since no one else seems disposed to look the facts squarely in the face, it has fallen to the lot of the teachers to rescue education from the morass of economic fear and lethargy. The salvage job could have been entrusted to less capable hands I am sure.

Since we have fallen heir to the task, perhaps it is time we began to get some positive action. It may be a good plan to approach local authorities who have been so trenchant in their criticism and lay our cards on the table and try to work out some sensible solution. We are all interested in getting value for our money. If these people are as sincere as we in protecting the educational welfare of the children of this province, there should be no difficulty in arriving at some common ground for action. There is no reason why this important democratic commodity should always be by-passed for want of the will to tackle its financial difficulties.

Looking back over it, the past year has been one of real pleasure to me. I have never worked in or for a more truly democratic organization or one with greater sincerity of purpose. What power and prestige we have are, I am surc, due to these qualities. I can only hope that my service to you is in some way commensurate with the honour you have bestowed upon me when you made be your chief officer. I can assure you that my memory of this privilege will be pleasant and long lasting.

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Professional Discussions Popular at the '49-er

Art

A very successful and well attended meeting of the Art Section of the Easter Convention met in Dawson School to hear a most interesting talk given by Mr. Lawren Harris entitled "The A.B.C. of Abstract Painting".

A display of work done by students in various parts of the province was very pleasing, and the committee wish to thank all those teachers who sent in work for this display.

The following officers were elected for the year 1949-50:

President, Mr. Vito Cianci, Oliver, B. C. Secretary, Miss M. Ruggles, Vancouver, British Columbia.

Gurriculum Revision Committee, Mr. E. Lanc, Hollyburn, B. C.

_M. R

Commercial

The commercial Sectional meeting provided a varied and profitable programme for the thirty-seven teachers attending.

The Remington Rand offices were visited for a display of business machines. This gave out-of-town teachers an opportunity to see the actual operations of a business office.

Mr. W. Fox of General Films showed an interesting film on filing.

Mr. Graham Bruce, Director of Vancouver Night Schools, gave an informative talk on his recent trip to eastern Canada and United States where he had investigated, certain aspects of adult education. He explained that most educators appear to feel that vocational subjects were better placed in Grades XI and XII, but such a procedure was generally found to be impractical because of the withdrawals of so many students before reaching these grades. Mr. Bruce observed that simplified systems of shorthand are being worked out which are hoped to permit 100 w.p.m. through a reasonably short period of study. More attention must be given to general arithmetic and fundamental English.

Mr. W. Abercrombie, Principal of Fairview High School of Commerce, reported



Templeton Junior High School Grade 8 students, under the direction of Mr. Roy Atkinson, demonstrate the use of Piccolo Recorders at the Music Sectional Meeting.

-PICTURE BY COURTEST OF DIVISION OF VISUAL EDUCATION, DEPARTMENT OF EDUCATION,

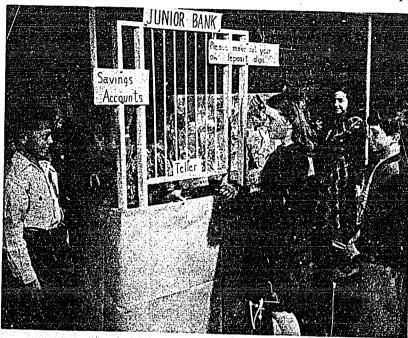
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on the results of a Business Practice questionnaire. The questionnaire was sent to 150 firms in an attempt to obtain data of value in assisting the placement of commercial students. The returns revealed that most offices have the applicant interviewed by a personnel manager and complete a questionaire. The technique of interviews should be well taught to students. Employers found students were often not well versed in the training they had taken. There are few jobs for boys with shorthand ability but jobs falling in this category are good

ones. Mr. Abercrombie stressed the fact that business people in Vancouver are most co-operative in assisting in training commercial students in the best possible way.

Mr. Walmsley gave a short report on the office visits made by Vancouver Commercial Teachers to about fifteen offices from which a great deal of practical office procedure was observed.

Sectional Officers for the 1949-50 term are Miss D. E. Whiles, Chairman; Miss D. Laverock, Secretary, and Mr. E. R. Sprott, Curriculum Revision Representative.



Grade 3 pupils at Capilano School, North Vancouver, learn their arithmetic the practical way.

Here practise in making bank positr moti aritm 1 calculations.

PICTURE BY COURTESY OF DIVISION OF VISUAL EDUCATION, DEPARTMENT OF EDUCATION,

English

In his address to the English Sectional meeting on "English Literature of the American Continent", Dr. R. E. Watters, Associate Professor of English at U.B.C., traced the development of his interest in this literature. In England he found himself obliged to defend the American literature while in U.S.A. he was obliged to defend the English character. However, in neither country did he have to defend the Canadian. People just weren't interested. Professor Watters appealed for a more thorough study of Canadian literature as a

means of better establishing a sharper awareness of Canadian identity.

King Edward High School, Vancouver, is well represented on the Executive for the coming year in the persons of Mr. George M. Miller as Chairman and Miss Mary Fallis as Secretary. Mr. James Inkster of West Vancouver continues as the Curriculum Revision Representative.

Guidance

The Panel Discussion on "Current Guidance Practices" was well received by the 43 teachers attending the Guidance Sectonal meeting.

MAY-JUNE, 1949

Mr. Stan Donaldson, Magee High School, discussed the relationship of the Group Guidance Period and the Counselling Service. He stressed the use of adjustment, aptitude, interest and intelligence tests to determine the need for individual counselling in respect to vocational choices and personality adjustment at the various grade levels.

Mr. Bert Wales of Kitsilano High School discussed the place of a testing program in the school. He indicated tests which are available and which can be used to advantage. Mr. Wales emphasized the value of the interest inventory in stimulating student thought and in counselling the students in respect to courses and occupations. He then outlined some means of raising funds for providing this testing material.

The third speaker, Mr. C. M. Hockridge of John Oliver High School, stressed the definite need for records and showed how the cumulative record folder may be used effectively. In this phase of the work co-operation with the home room teacher is essential. Mr. Hockridge illustrated how records of marks, profile sheets, records of work, etc., could be of value to the school, to the teacher, to the home, and to potential employers as well as to the student himself.

Mr. John Wilson of the Trapp Technical School in New Westminster moved a vote of thanks to the members of the panel.

Mr. J. S. Ewen of Burnaby North High School was re-elected Chairman of the Section and Mr. M. Jenkins, Edmonds St. Junior High in Burnaby, was elected Secretary. Miss A. Barker of Vancouver continues as Curriculum Revision Representative.

Home Economics

The 60 Instructors attending the Home Economics Sectional Meeting under the chairmanship of Miss E. Mayhew received some profitable suggestions from the guest speakers and from the panel discussion.

Mrs. Susan Cowan, John Oliver High School, spoke on "Interpreting the Nutrition Course" and mentioned some practical results in certain phases of her work. One of her more successful projects is the "Over Weight Club".

Miss U. F. Hall, Supervisor of Art, Vancouver, in her talk on "Evaluating the Applied Art Project", stressed the point that art belongs to the masses and that the development of the creative urge, no matter how small, is a step in the cultural development of the individual.

The need for teacher participation in curriculum planning and for a broader approach to education by all teachers was emphasized by Miss Edna Martin, Home Economics Supervisor of Seattle Schools, in her address on "Curriculum Development".

The panel discussion on "Home Economics and the Community", under the chairmanship of Miss A. I. Elliott, brought to light several important points. It maintained that Home Economics plays a vital role in the cultural life of the community and that through a study of good home management, the tendency to divorce and broken homes would be lessened. Some of the speakers were of the opinion that parents would appreciate a simplified statement of the curriculum, explaining objectives and values of the courses so that they might guide the child more intelligently in the choice of courses. Others thought the home should be used as a laboratory to supplement the work in the Home Economics Lab.

The members of the panel were: Mrs. Gerhardt-Olly, Vice-Principal, York House School; Mrs. Stewart Murray, mother of five; Mrs. Edna Page, social worker; Mrs. H. N. McCorkindale, mother of two home economics students; and Miss Charlotte Black, Head of the Home Economics Department at U.B.C.

Intermediate

The teachers of the intermediate grades received some profitable advice and specific teaching suggestions from the panel speakers at their sectional meeting. Miss Jean Bailey, Intermediate Supervisor of Burnaby Schools, dealt with arithmetic problems; Mr. S. J. Bryant, Principal of Vancouver's Lord Nelson School, discussed the reading aspects, and Mr. H. B. MacLean, Instructor, Vancouver Normal School, spoke on writing.

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Demonstrating that learning and teaching can be fun, Mr. H. B. MacLean brought a live and lively bee into one of his suggested drill exercises.

The following report was submitted by a teacher particularly interested in the teaching of writing.

Script of Scribbling

At the Intermediate Teachers' meeting of the B.C.T.F. Easter Convention, Mr. H. B. MacLean, one of Canada's leading penmen, who is on the staff of the Vancouver Normal School, urged teachers to insist on good writing,-easy to write and easy to read. He pointed out that such results could be achieved only if teachers realized that the indirect results of good writing were as important as the direct ones. "The habits formed by our students", Mr. Mac-Lean stated, "will remain with them long after memorized facts have been forgotten. A student who has been taught to take pride in his writing will tend to take pride in the work he does after he leaves school. He will realize at an early age that a job well done carries with it its own reward.'

Mr. MacLean maintained that the end of Grade VI is too early an age to discontinue regular class room teaching of writing because muscular control at that age is not sufficiently mature to make possible the development of permanent patterns of habit. "To discontinue the teaching of writing at that age," he said, "is to leave the

job partly done.'

_E. R. S.

Library

The annual meeting of the Library Section, B.C.T.F., was held in Dawson School on Tuesday, April 19, at 10 a.m. with Miss Howell in the chair. 35 members were present.

After the reading and adoption of the minutes of the last annual meeting, Miss Howell extended a warm welcome to those present and briefly reviewed the year's activities. The treasurer's report was then read and adopted.

The matter of clearing books through the customs was brought up and it was decided that members wishing information on procedure should apply to the executive

who would be very glad to answer their questions.

Miss Howell's explanation of the Curriculum Revision Committee's decision not to support the resolution from the Prince George area requesting the appointment of a Director of School Libraries and of the committee's suggestion that for this year we concentrate on clarifying our conception of the term aroused considerable discussion. It was finally moved by Miss Batcheler and seconded by Mrs. Murray that we leave the matter in the hands of the executive. Carried unanimously.

The main business of the meeting was the question of re-certification of librarians. The executive had previously submitted a series of questions to Mr. Johns and his replies were so direct, informative, and satisfactory that after the reading of his letter the feeling seemed to be that there was no need for further discussion.

Miss Batcheler presented the report of the nominating committee and on motion of Miss Doherty nominations were closed. The slate of officers is as follows:



MAY-JUNE, 1949

Past President: Miss Lucy Howell, Fairview High School of Commerce.

President: Mrs. Murray, Queen Elizabeth High School, Surrey.

First Vice-Pres.: Miss E. Harrop, Grand-view High School of Commerce.

Second Vice-Pres.: Miss Christine Sutherland, McBride Elementary, Vancouver.

Secretary-Treasurer: Miss Dolina Mac-Iver, Burnaby North High School.

Executive Members

Miss Marion Macdonald, Carleton Elementary, Vancouver.

Miss Hilda Smith, Lord Tweedsmuir, New Westminster.

Miss Jean Keith, Chilliwack High School.

Miss Ina Deering, Phillip Sheffield High School, Abbotsford.

Miss Hooper spoke briefly on the P.T.A. drive to encourage reading which for the moment is centred in grade five.

Miss Howell then drew attention to the following extract from the column "Notes from the Superintendent's Circulars" in British Columbia Schools, March, 1949.



KINGSTON, ONTARIO
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DEGREE COURSES
Intramural or Extramural instruction.

SUMMER COURSES July - August, 1949.

ARTS — Six weeks' instruction in selected courses of the Arts curriculum, supplementing correspondence work and satisfying residence requirements in whole or in part.

FINE ARTS -- Art, Ballet, Drama, Public Speaking, Choral Technique, Puppetry. REFRESHER COURSE IN ENGLISH—Three weeks' course conducted by Dr. E. J. Pratt.

Descriptive Literature sent on request

Teachers, principals and school boards are advised to "expand the school and class-room libraries as much as possible. The circulating classroom library is an economy." During the discussion which followed some concern was expressed that this might become administrative policy. It was moved by Miss Cruise and seconded by Miss Doherty that the matter be taken under consideration by the executive. Carried unanimously.

Professor Geoffrey Andrew's thoughtful address on the "Interpretive Professions" helped greatly to make the sectional meeting a thoroughly satisfying experience. Defining the members of the interpretive professions as those who "interpret contemporary society in one or more of its aspects to their fellow citizens," he went on to emphasize the enormous and almost terrifying power they exert in the modern world. Yet those who enter these professions — newspapermen, politicians, radio talks producers, etc. — receive no kind of specialized training to fit them for their responsibilities.

Education has failed them in that (1) it has not provided them with a thorough knowledge and understanding of contemporary society; (2) it has not trained them in methods of critical appraisal, and (3) it has not taught them where to go for and how to obtain knowledge. In our special position as librarians it is the latter failure which challenges us most.

In her brief words of thanks to Professor Andrew, Miss Howell expressed the appreciation of all. Miss Howell extended an invitation to the meeting to join the executive at lunch in the Windsor Room of the Hotel Georgia and the meeting then adjourned.

_D. M.

Modern Languages

In his address to some fifty or so Language teachers, Dr. Harry Ashton deplored the present tendency of many students to endeavour to obtain an education by putting forth a minimum of effort. In his opinion language courses should be made

more attractive and should do justice to the language.

Mrs. Elsie Davies of King Edward High School relinquishes the Section Chairmanship to Mr. Frank Winn of Richmond High School. Mr. Hector McKenzie of Vancouver's Queen Mary School is the new secretary.

Music

At the Music Section meeting in Dawson School, Tuesday afternoon, Miss Conner gave a talk on the use of Tuned Resonator Bells, augmented by a pupil's demonstration. These bells resemble a Glockenspiel but the tuned metal bars are mounted on detachable blocks. Each player uses a small rubber headed mallet.

The main use of these instruments is to make staff reading more enjoyable and to train pupils for later study of some musical instrument.

Miss Conner discussed kinds of Scores, Correlation with Piano, Part-playing, Ear training, Scale work, and problems arising out of use of these bells in large classes.

A group of pupils from Tecumsch School

gave individual and group performances in unison and three part arrangements.

Mr. Roy Atkinson gave a talk on the value of Piccolo Recorders in teaching Grade VIII students to read music and achieve performers' standards. These flutes can be tuned quite accurately and are excellent precursory study for potential woodwind players. Players become more tone-conscious by reason of study with these flutes. Selections were played by some twenty Grade VIII students from Templeton Junior High School.

The executive for this section for the coming year is: Chairman, Alec Hendrickson, Dawson School; Vice-Chairman, Florence Conner, Tecumseh School; and Secretary, Ada Henderson, Mackenzie School; all of Vancouver.

_A. H.

Physical Education

Under the chairmanhip of Mr. Roy Holmes, of Vancouver's Kitsilano's High School, some seventy-odd health and physical education teachers enjoyed a profitable



Tuned Resonator Bells are demonstrated for the Music Teachers by this group of Tecumseh School Pupils.

PIOTURE BY COURTES OF THE VANCOUVER SCHOOL BRAID VISUAL EDUCATION

MAY-JUNE, 1949

day at the Normal School. Lectures, demonstrations, reports, group disc ssions and luncheon provided a most enjoyable and valuable all-day session.

The Executive elected for the ensuing term is composed of Mr. Roy Helmes, Miss Barbara Howard and Mr. Howard Barton. Mr. Gordon Gillespie was re-elected as Curriculum Revision Representative.

Principals

With Mr. J. D. Siddons, vice-principal of North Vancouver High School, as chairman, a profitable Principals' Section Meeting was held.

A panel discussion under the chairmanship of Mr. J. Inkster of West Vancouver High discussed the use of the library in the schools. The panel consisted of Miss E. M. Carrothers, Librarian Schools Department, Public Library; Ars. M. Dorey, Librarian, North Vancouver Fool Library; Mrs. I. Mc-Tavish, Librarian, Children's Department, Public Library; and Mrs. E. G. Harrop, Grandview School of Commerce.

The discussion brought forth the following points:

ENJOY HOLIDAYS . .

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CHRISTIAN LEADERSHIP TRAINING SCHOOL, NARAMATA, B. C.

On beautiful Lake Okanagan, ten miles north of Panticton. . . . Operated by United Church; open to YOUTH LEADERS of all denominations.

Courses in BIBLE BACKGROUND, CHURCS SCHOOL WORKSHOP, VISUAL EDUCATION, ORGANIZED PLAY, ARTS AND CRAFTS.

JULY 3rd to JULY 30th

Board and Room in Modern Quarter \$25 for fortnight.

Write for reservations to REV. R. A. McLAREN, PRING

- 1. The Library aims to develop the love of reading; to teach the use of books as tools of learning and to complement the work of the classroom.
- 2. The Library should be integrated with the whole school program and an alert librarian sees that the library meets these needs.
- 3. The approach to Library should be through the story-book. Technical reading is often stressed at the expense of story-reading.

4. If classics are purchased, good copies should be sought for.

- 5. With reference to choice of books, nothing vulgar or offensive should be on the shelves.
- 6. Magazines have little value in the library.
- 7. Books should be chosen from the Department of Education lists.
- 8. Librarians may get necessary training at Summer Schools in Victoria.
- 9. The central library is preferable to the class room library.
- 10. The pool library with a fluid exchange of books is the ideal set-up.

Overseas Education League of Canada

SUMMER TOUR TO BRITAIN

July and August. Visit London and other famous centres. All-inclusive cost, \$465. Visit to Edinburgh for International Festival optional at extra cost.

MOTOR TOUP OF QUEBEC, GASPE PENINSULA AND MARITIMES

July 11th to 30th. All-inclusive cost, \$365.

Write for full details to 505 Time Bldg., Winnipeg, Man.

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THE B. C. TEACHER

Mr. L. A. Matheson, Queen Elizabeth High School, Surrey, chairman of a committee appointed last year to study the need for secretarial assistance in schools, reported on this subject. The meeting then passed a resolution requesting the B.C.T.F. to seek to have adopted the following schedule of secretarial assistance as a minimum for schools in this province.

Enrolment Elementary Secondary
150\(\frac{1}{2} \) day per week\(\frac{1}{2} \) time steno.
301- 300\(2 \) days per week\(\frac{1}{2} \) time steno.
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501- 750 ...\(2 \)\(\frac{1}{2} \) days per week\(2 \) steno.
751-1400 ...\(2 \)\(\frac{1}{2} \) days per week\(2 \) steno.

The meeting recommended that present regulations for admission to U.B.C. be amended so that 15 credits of a technical or commercial subject on a level of difficulty equivalent to other University Entrance subjects be permitted in lieu of a foreign language.

A further resolution requested that there be only one high school graduation certificate and that admission to University be made on the basis of selection by a University Entrance Board rather than by Entrance Examinations—such selection to be made on the basis of:

- (a) Intelligence and Aptitude Tests.
- (b) Record of Performance (class standing, etc.)
- (c) Recommendation of High School Frincipal as to student's character, work habits and ability to profit from higher education.

Next year's sectional meeting arrangements will be handled by the Vancouver Principals' Association.

Science

The programme of the Science Sectional meeting centred around a discussion of curriculum revision as related to General Science.

Mr. Jack T. Young of John Oliver High School outlined the history of revision in Science; Mr. H. Grantham, Instructor, the Vancouver Normal School, spoke on the activity in the curriculum field generally; Mr. George H. Limpus of Lord Byng High School discussed the revision as related to Grades 7 and & Mr. E. F. Cameron reviewed the revision as related to Grade 9; and Mr. Gordon A. Clarke of Penticton reported on revision as it concerns the smaller schools. Chairman of the meeting was Mr. Lindsay Phillips.

Officers for next year are: President, Mr. Phillips, and Secretary, Mr. Art Creelman, both of North Vancouver High School. Mr. Harry Wells of Duke of Connaught High in New Westminster was elected Curriculum Revision Representative.

Primary

Over 150 primary teachers from all over British Columbia attended the interesting demonstration classes held in the Capilano School, North Vancouver. They heard the Grade I children read about Mr. Bear while two youthful stagehands manipulated the rollers of the miniature stage so that the various incidents as depicted by the children's drawings moved past. On the walls were colorful totem poles and other scenes that had caught the very spirit of early B. C. days. In one classroom the Grade II's were showing us just how their teacher stimulated their budding creative urge. A

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- WANTED TO EXCHANGE—For summer months modern five-room Kerrisdale house, two bedrooms, electric features, for modern house on Gulf Islands, preferably Saltspring. Reply to T. W. Christie, 6145 Larch Street, Vancouver.
- WANTED TO EXCHANGE—Bungalow in Court-enay for house in Victoria during Summer School term. For particulars write Box 692, Courtenay, B. C.
- POR RENT—For July and August, modern house, 3 bedrooms, den, laundry, grand plano, Handy to tennis, golf, etc. 33rd Ave. near Dunbar in Vancouver. \$60 per month. Apply Box 10, B. C. Teacher.
- FOR RENT—In New Westminster for July and August, fully furnished three room suite. Write Einchie, 33 Albert Crescent, New Westminster. Phone N.W. 2866-E.
- WILL SUBLET—Fully furnished suite, linen and dishes supplied, from July 1 to August 20. \$75. For further information write to: J. A. Whitmore, 1138 West 12t Ave., Vancouver, B.C.
- WANTED TO EECHANGE—Home in Victoria for one in Vancouver reasonably close to U.B.C. during seven weeks of Summer Session or for July and August. Reply Box 910, Victoria, B.C.

 FOE RENT—For July and August, furnished apartment, three rooms and bath, centrally located in Vancouver. Apply Box 40, B.C.

 Teacher.
- WANTED TO RENT—An apartment or small house in Victoria for Summer School term; also garage nearby. Reply to Miss E. N. Foord, 649 Seventh Ave., Kamloops, E.C.
- WANTED TO EXCHANGE—A modern 4 room furnshed house in Victoria for similar accommodation in Vancouver from July 2 to August 17. No children. Reply to J. Barlow, 1127 Glenmore Place, Victoria.

 POE EENT—For July and August, six room furnished house, modern, good district. For particulars write owner, 3548 West 37th Ave., Vancouver.
- WANTED TO EXCEANGE Vancouver High School Teacher (wife and one child) will exchange seven room Kerrisdale home for suitable accommodation in the Okanagan (Penticon preferably) for part of summer. Apply to C. S. Chave, 6592 Balsam St., Vancouver.
- FOR EENT For July and August, five room furnished house. Electric kitchen, adjacent to park, close to University, beaches, shopping district. Apply: W. D. Whatmough, 3933 West King Edward Ave., Vancouver.
- FOR RENT—For July and August, two bedroom furnished apartment, \$60 per month, gas, light, phone extra. Apply: Miss Betty Watts, 1648 W. 10th Avenue, Vancouver.

 WANTED—Teacher attending U.B.C. would like to rent apartment for July and August. Reply Box 20, B.C. Teacher.
- BOX 20, B.C. Teacher.

 FOR EENT—July and August, for two adults, four room, fully furnished bungalow in Kerrisdale, Vancouver, \$125 for season including light, gas, phone. Apply Box 30, B.C. Teacher.

 FOR EENT—For July, six room modern house in Kerrisdale, near transportation and shopping. Apply B. W. Taylor, 3450 W. 42nd Avenue, Vancouver.

realistic teller's cage set the scene for the Grade III arithmetic class who were learning their arithmetic in a lifelike situation as they made out their own deposit slips and deposited money. These were just a few of the highlights of a most interesting and instructive morning in the sunny classrooms of the North Shore.

"Are comic books detrimental to an appreciation of the Arts?" Questions such as this arose following a panel discussion at the afternoon session in aesthetic values by Mr. R. Caple, CBC Regional Representative; Inspector C. J. Frederickson, New Westminster; Miss D. Gray, primary teacher of Penticton, and Miss K. McKillop, Van-couver primary teacher. The speakers pointed out that "Children should be exposed to the fires of inspiration" and wondered if this were being done by such storics as "Our New Refrigerator" instead of the old tales of phantasy and imagination such as "Red Riding Hood."

A group of children under the direction

of Miss K. Ortman gave a tangible demonstration of how children may be stimulated to express musical appreciation through creative movement. For them music took on a greater meaning and listening became an active process.

Miss Louise McAlister was in charge of the arrangements for the Primary Sectional Meetings.

Mathematics

Arising out of the Panel Discussion at the Mathematics Sectional Meeting, a committee is being set up to attempt to find the answer to several pertinent questions pertaining to the teaching of High School Mathematics. The questions are:

How shall we combat:

- (a) Lack of time.
- (b) Frequent absences.
- (c) Improper selection of subject matter.
- (d) Variation in standards of promotion.
- (e) Variation in teaching methods.

Mr. I. Miller, North Vancouver High School, chaired the panel. Speakers were: Mr. E. Kershaw, West Vancouver High School;

Mr. W. Gray, Municipal Inspector of North and West Vancouver;

Mr. W. R. McDougall, Principal, North TEACHING Vancouver High School;

Mr. J. A. Spragge, North Vancouver High School.

Mr. Kershaw was elected chairman of the Section for the next term.

Social Studies

The morning session of the Social Studies Sectional meeting was devoted to a general discussion on the Social Studies Courses. Mr. B. A. McKelvie, guest speaker at the afternoon session, mentioned some of the lesser known aspects of the Background of Confederation. His address was greatly enjoyed by all in attendance.

Mr. Lloyd L. Baynes of Vancouver replaces Miss Hamilton-Smith, Victoria, as Section Chairman and will also act as Curriculum Revision Representative.

Superannuitants

Between eighty and ninety superannuated teachers attended a meeting in the Dawson School on the afternoon of April 19th.

Capt. W. Brown, Chairman, and Mr. R. A. Goldfinch, Secretary, both of Victoria, reported on the year's activities. The efforts of the Federation to obtain more adequate pensions for present annuitants were explained by Stan Evans, Assistant General Secretary. The meeting expressed support for the Federation's endeavours. On invi-tation it was decided to send two delegates to a meeting of the B.C. Retired Civil Servants.

Mr. G. Fred Turner of 2625 West 6th Avenue, Vancouver, was elected chairman for the next year and Miss Marion A. Shaffer, 2117 Westbrook Place, Vancouver, was named secretary.

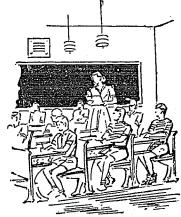
(Continued from Page 306)

whether wedding bells ring in February or July the term's engagement should be fulfilled unless the Board is fully prepared to grant a release.

Much School Board antagonism can be overcome, in this and other regards, if teachers remember at all times to give their professional responsibilities precedence over their private interests.

MAY-JUNE, 1949

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ADDRESS

Templeton Junior High Principal Receives Major Federation Award

Mr. Hand-

ley B. Fitch,



Handley B. Pitch

popular principal of the Templeton Junior
High School
in Vancouver,

is the 1949 recipient of the G. A. Fergusson Me-

morial Award granted annually to an individual who has made a valuable contribution in the field of education.

Mr. Fitch was born in the Maritimes. He received his early education there and obtained his Bachelor and Master's degrees from Acadia University. In 1912 he came west and was appointed to the Vancouver school system. He served as a teacher and principal of various elementary schools in the city and was so successful as an administrator that he was asked in 1927 to accept the principalship of one of B. C.'s first junior high schools, the Templeton Junior High. Through his sound and democratic principles Mr. Fitch has won the profoundest respect of the students of his school, of his staff and of his many colleagues in all branches of the teaching profession in B. C. Unquestionably, he has done more than any other individual to establish the junior high school as are integral part of the modern educational organization.

On behalf of the Federation, Mr. R. V. Maclean of Nanaimo High School, Chairman of the Board of Trustees, made the presentation to Mr. Fitch at the recent annual convention.

In a brief but suitable reply, Mr. Fitch explained that he held the late George Fergusson in high regard and considered it an honor to be associated with his name.

it an honor to be associated with his name. He stated that in accepting the award he did so believing that it was made to him not to honor himself as an individual but to recognize the principles by which he had

attempted to administer his school. Mr. Fitch added that any measure of success in this regard was not the result of a solo effort but was achievable only because of the ability and co-operation of his staff members.

In granting the Fergusson Memorial Award, the Federation recognizes a valuable contribution to education made by some active member of the profession and also honors the late Mr. G. A. Fergusson.

Mr. Fergusson came to B. C. in 1913 after graduating from the University of Toronto with an honors degree in classics. His brilliant teaching career was interrupted by a period of service in the First World War. Subsequently he became principal of the King Edward High School in Vancouver and in that position achieved great success. Mr. Fergusson was President of the B. C. T. F. in 1923-24 and was elected to life membership in the Federation in 1926.

Charlesworth Memorial Certificate Presented

At the Convention Public Meeting, Miss Joan Ashley was presented with the Charlesworth Memorial Scholarship Certificate. Mr. John Gibbard, Chairman of the Board of Trustees, made the presentation on behalf of the Federation.

Joan received the actual scholarship at the Fall Executive Meeting but the presentation of the certificate was delayed until the Annual Convention as being a more suitable time.

(A report of Miss Ashley's achievements and her educational plans appeared in the November issue of this journal).

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Seven L'ederation Members Honoured

Miss Jane Angus, Miss Emelyn Dickenson, Mr. E. H. Locke, Mr. W. R. McDougall, Mr. F. J. McRae, Mr. F. T. Marriage and Mr. A. Martin were elected to Honorary Life Membership in the Federation by the 1949 Annual General Meeting.

To be so honoured individuals must have had at least twenty years of unbroken membership in the Federation and have given outstanding service to the Federation either at the Local or Provincial levels.

Miss Angus, now retired, was a member which she arrived from Scotland to teach in the primary division of the North Star School in North Vancouver. All of her teaching in B. C. was in the same room of the same school, which fact surely establisher some sort of record.

Miss Angus is one of those teachers who are a tower of strength in any local association. She was never known to refuse a task on behalf of her fellow teachers. Every office except that of president she held at some time or another and in fact was secretary-treasurer of her local on at least three occasions. Any time there were salary negotiations Miss Angus was sure to be elected as representative of the elementary teachers.

It would seem that the underlying aims of the Federation coincided with Miss Angus' principles, and being one of those people who do not believe in doing things by halves, she gave it her whole-hearted support.

Miss Dickenson has been a Federation member since 1926, her first year of teaching. That year and for several successive years she was secretary of the Nanaimo Local Association and later was president. She was an executive member of the Duncan Teachers' Association and served for some time as Secretary of the Central Vancouver Island Teachers' Council. She was subsequently Secretary and President of the Executive for some years and was elected

Provincial Elementary Association. She has been equally active in the Vancouver Association, having been a member of the Teachers' Council and serving on the Salary and Credit Union Committees. In 1947 Miss Dickenson was Vice-President of the Primary section and in the following year President. She has been a valued member of the Convention Committee, the Education and Democracy Committee and the Feigusson Memorial Committee of the Federation. She was one of the organizers of the Vancouver Branch of the Association of Childhood Education and is the current president of that organization. of the Federation since 1914, the year in Miss Dickenson is on the staff of Vancouver's Queen Mary School.

> Mr. E. H. Locke of the Duke of Connaught High School in New Westminster has served the Federation in virtually every office. As early as 1921 Mr. Locke served on the Executive of the New Westminster Teachers' Association and became President in 1923. He has served on numerous salary committees of his Local. After a period of service on the Federation Executive he was elected President in 1925. For some years now he has been the Federation Representative on the Provincial Board of Appeal and has represented the teachers on several salary arbitration boards. In 1942 the Federation recognized Mr. Locke's outstanding service to education when it granted him the Fergusson Memorial Award. Mr. Locke was one of the founders of the B. C. T. F. Medical Services Association and has served on the Board of Directors since its inception. He was President of the Association in 1942.

> Mr. W. R. McDougall, Principal of North Vancouver High School, is another individual who has generously served his fellow teachers through an active participation in all branches of Federation activity. He has long been a stalwart member of the North Vancouver Local, in which he has held practically every office. He was a valued member of the Federation

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president in 1941. Mr. McDougall has given valuable service on the Senate of the University of B. C. during two terms as representative of the Secondary Teachers of the Province and has been active on numerous educational committees of various kinds. In 1946 the Federation recognized the valuable contribution Mr. McDougall has made to education by honoring him with the Fergusson Memorial Award.

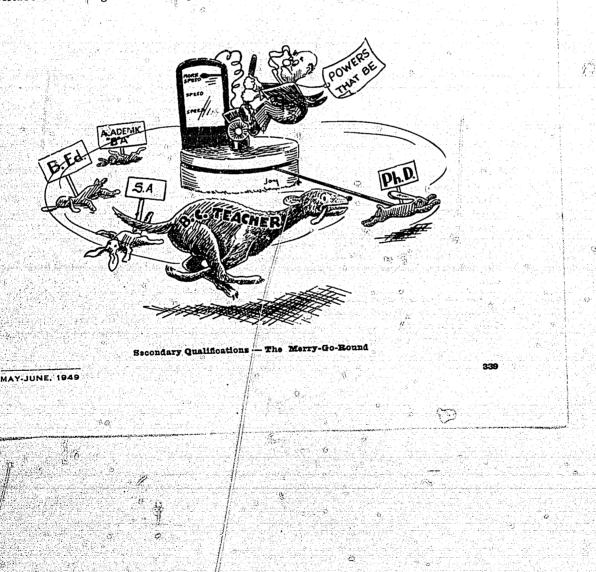
Mr. F. J. McRae's interest in the affairs of the Federation developed rapidly from his first contact with a local association. Throughout his lengthy teaching experience in Vancouver, he has held many executive offices in both the Vancouver Elementary and the Secondary Associations. He has worked with numerous Federation Committees and was President of the Federation in 1944. During the last illness of our late General Secretary, Mr. McRae practically lived with the Federation to assist the much over-worked staff. From 1941 until ill-health forced his resignation in 1947, he was the Federation's representative on the Teachers' Pension Board. Mr. McRae's outstanding educational qualities

were recognized by the Vancouver School Board about two years ago when he was appointed principal of the General Brock Elementary School.

Back in 1919, Mr. F. T. Marriage, currently Principal of the Kelowna Elementary School, attended a meeting of teachers in the George Jay School, Victoria, chaired by the late Harry Charlesworth, to discuss the formation of the British Columbia Teachers' Federation. Since that time he has been an active participant in numerous phases of Federation activity. Mr. Marriage was Secretary-Treasurer of the O. V. T. A. from 1929 to 1938; Federation Executive representative for the Okanagan in 1937; President of the Kelowna Branch of the O. V. T. A. in 1938 and Executive member of the O.V.T.A. in 1944. In addition to the executive positions he has held, Mr. Marriage has served on many committees. He has always been prepared to assist his Local Association in any way possible.

Mr. Alex. Martin, as principal of the Carleton School in Vancouver for 36 years, took advantage of numerous opportunities

(Continued on next page)



U. S. Progress

(Continued from Page 313)

Givens, Executive Secretary of the National Education Association, which is spearheading the United States campaign for Federal Aid to Education, writes, "After comple-tion of the House hearings about June 7

we expect to take the legislation to the floor of the House for discussion and vote. We have never been able to get as far cs the House floor before. We have a fine oppor-tunity this time of enacting the legislation."

In Support of Federal Aid to Education

It would be presumptuous on my part, in view of the wealth of material contained in the brief as presented by the Canadian Teachers' Federation to the Federal Government, to attempt to put forth further arguments in the defence of Federal Aid to Education as from the British Columbia Parent-Teacher Federation. We are in agreement with the case as stated.

The brief has been read by many of our members. At the recent convention of the Canadian Federation of Home and School British Columbia delegates obtained the courtesy of the floor for Mr. C. J. Oates, President of the Canadian Teachers' Federation, in order that he might speak to the resolution favoring Federal Aid. He did so, clearly, concisely and with such sincerity that there was no dissenting voice when the resolution was passed.

We felt then that the delegates at our next provincial convention should be given the opportunity of having the reasons for Federal Aid presented to them and if possible by Mr. Oates. This arrangement has been made. At time of writing our convention has not assembled but we know that the delegates from all parts of the province will return to their respective associations fully convinced that Federal Aid to Education is the only fair solution to more equal education opportunities for

Parent-Teacher members are people with vision. Their interest concerning the welfare of children and youth is not confined to their own immediate communities. It Margaret H. McLeod, President B. C. P.-T. F.

expands throughout the whole province until it becomes national in extent. We feel the necessity for Federal Aid to Education as outlined in your brief, and like you, are sure that some workable means of implementation can be found.

There is a Parent-Teacher slogan of long standing. It is to this end we continue to press. We realize that in favoring this appeal for Federal Aid to Education we are striving to further our purpose of working together "For Every Child Everywhere.

Members Honoured

(Continued from previous page)

to promote the growth of his chosen prolession. He could call together a goodsized class of present and former Vancouver principals who were one time his students. Among these would be Messrs. Burnett, Clarke, Eades, Godfrey, Light-body, Sims, R. Smith, Thornber, Warden and Wade. Mr. Martin made great contributions to his profession as Chairman of the South Vancouver Principals' Association, President of the South Vancouver Teachers' Association and as a loyal, conscientious and stalwart member of the Vancouver School Principals' Association. An ardent worker in the B. C. T. F. and executive member of that body in its earlier days. he rendered yeoman service to his fellow, teachers. Mr. Martin's active teaching, career ended in 1942 when he qualified for superannuation.



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New Books

Elementary

The Adventures of Albert and The Adventures of Alice at Play, Book 3; by George Wain; Longman's, Green.

The Adventures of Albert contains Books 1, 2, 3 and 4 which can be bought separately. It would appear that a matching set of The Adventures of Alice would also be obtainable.

An average grade four student can manage reading the book orally and finds it most entertaining, particularly as each reading exercise takes only one short page and is faced by a picture that is related to the selection and often humorous.

Very often English terms and usage are met in the reading but these can usually be understood from the content. The questions that follow the reading bear only a distant relation to the story but are skilfully designed to stimulate thinking rather than recall of detail. The pupils are expected to find the answers from their dictionaries, encyclopedias and from relating every-day experiences and sayings to the questions involved. Often a series of words to be learned for spelling are added. These words can always be found in the story above them.

The books could be used effectively for advanced grade four readers or because of their breezy style; for remedial reading with pupils with a grade five reading level. They are excellent to help create a desire to read.—H. L. P.

Secondary

Canadian Citizenship; by C. C. Goldring; Dent; pp. 301; \$2.35.

This text for the Junior High School gives in simple readable fashion the information necessary to good citizenship. As the author points out, good citizenship is not something to be learned from a book but the information necessary to it may be.

The five major divisions of the book provide the information for a progressively enlarging view. Starting with a section including some elementary social psyBooks for review and correspondence bearing upon book reviews should be addressed to Mr. W. J. Kitley, 3520 Quadra Street, Victoria, B. C.

chology and vocational guidance, succeeding sections deal with community life including services provided by it; local provincial and federal government; and a simple discussion of the economy of our country. The final section deals with the problem of world citizenship and some general information on Canadian citizenship.

Since the sections dealing with government, especially local, have been kept general in treatment the book could be used successfully in any part of Canada either rural or urban.

Questions and activities at the end of each chapter are concrete and to the point. While you will not necessarily wish to use all or any of them they will provide both you and your class with a "jumping off place" that will lead to fruitful class discussion.—P. E. F.

General

Democracy and the Political Party; Canadian Citizenship Council; 10c.

This is one of a series under the general title of *The Democratic Way* "published to help toward a better understanding of the process of government in Canada today." The first section of the pamphlet sketches the rise of Canadian political parties. The second half is concerned with the citizen's duties and responsibilities in our system of government.—S. F.

Canada and the United Nations; Dept. of External Affairs; 50c.

This is the fifth in a series of reports on Canada and the United Nations. It represents an improvement on last year's issue particularly in that the report gives a more general report on the U.N. as a whole with a more balanced report of Canada's part in

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THE B. C. TEACHER

Commence of the control of the contr

it. As the report stands it will be read only by the serious student and scholar. It is, unfortunately, couched in the austere, bloodless prose of the typical government report. A slightly more readable style plus some illustrative material, particularly maps, would give the report a far greater reading audience than it will achieve in its present form.

-W. J. K.

Arts and Crasts in Our Schools; by C. D. Gaitskill; Ryerson; pp. 62; \$1.00.

This is the result of a co-ordinated art program developed by the author and teachers of Ontario schools. Little attempt is made to provide information about art techniques. The booklet is rather a philosophy of art with a suggested program for its implementation.

The introductory section deals with the historical background of art education and a general statement of aims and methods. Following this are sections dealing with picture making, design, and crafts. The booklet concludes with a section on methods of appraising both class and teachers work. Illustrations are in color and include contemporary art both professional and juvenile.

The section dealing with picture making contains valuable concrete suggestions for class room organization but the booklet in the main is one for the supervisor or specialist rather than the class room teacher.

--W. J. K.

The English Speaking Peoples; by E. W. McInnis and J. H. S. Reid; Dent; pp. 513; \$3.50.

If you read these columns regularly, you will recall a continuing plea for Social Studies texts and curricula that give a coherent picture of the English speaking peoples as a group, not as a collection of separate units. There have been several good texts published but none we think quite so complete and scholarly as this. It is therefore a book for you rather than for your class although it should be within the reach of Senior High School pupils as a reference text at least.

The book is, of course, a modern history in the sense that it deals with the period involving major English colonial expansion. It also deals with the period which saw the principle of constitutional monarchy and rule by parliament firmly established. main emphasis of the book is political and economic, the other aspects of history being omitted probably because of limitations of

There is little point in giving a detailed account of the book's contents; suffice it to say that it includes the pertinent facts relevant to the growth of Britain's colonial empire and its gradual evolution into largely self-governing countries. While in general the information contained is the normal stuff of history texts, it is the fact that this material is collected and presented in a fashion that allows continuous comparison of events occurring in all the countries that makes it particularly worthwhile. -w. J. K.

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Correspondence

The Brighter Side

Big Bar Creek, Jesmond, B. C., April 20, 1949.

Public Relations Officer, B. C. T. F., Vancouver, B. C.

Dear Sir,—I would like to make a few comments on the film which was shown last night, in accordance with your request. I found the film interesting and inspiring, but from the point of view of a young teacher—rather frightening. I can understand that the episode concerning the teacher who failed might be useful propaganda in enlightening parents, but it must have had a depressing effect on any young teacher who might have been having difficulties.

In this connection, may I say that I cannot understand why there is so much condemnation of the "frontier" type of school building and surroundings, and suggest that in order to recruit teachers to rural schools a film should be made showing the fun of a teacher's life in a log cabin school. We may not have the amenities of the city school, nor their expensive equipment, but we have a mountain range for playground; every conceivable type of nature specimen at our back-door; no traffic dangers; and the children have developed a resourcefulness and sturdiness which makes them masters of the situation in emergencies which would overwhelm the city child.

The teacher is certainly cut off from social intercourse with her own kind, but she is paid highly enough to enable her to go outside for vacation, and during the term she has at least time to enjoy her job; to study her pupils; to experience the satisfaction of being of use in the life of her little community.

Why do people commiserate with her on the arduous task they imagine is hers?

—Because they do not know how great are her privileges.

Make a good film about it, and show it at Normal Schools!

Yours sincerely, "Phyllis M. Taylor"

EDITOR'S NOTE: At the recent B. C. T. F. Annual Convention, the National Film Board showed its production "Who Will Teach Your Child?" Time did not permit for a full discussion of the film so the audience was not invited to send written comments to the Federation Office. Mrs. Taylor's is one of several received.

Camp Elphinstone

955 Burrard St., Vancouver, B. C. March 28, 1949

Editor, The B. C. Teacher,

Dear Sir,—As summer approaches, there will be many B. C. teachers making plans for their two months away from the schools. For those men teachers who are looking for an enjoyable, useful, albeit inexpensive way of spending those two two months, Y.M.C.A. Camp Elphinstone, on the shores of beautiful West Howe Sound, abounds in opportunity. It offers a real leadership experience in out-of-doors life full of zest and good comradeship.

Camp Elphinstone is a camp for boys from ages 9 to 17. Leaders are needed to make it possible for these lads to get the utmost out of their camping experience under competent guidance. A varied programme gives scope for many types of leadership talent in campcraft, swimming, music, crafts, nature study, etc. The boys are stimulating to be with, off-duty hours offer much in the way of outdoor pleasure and fellowship.

Leaders receive meals and accommodation plus a small honorarium. The camp is operated and supervised by a qualified and experienced Y.M.C.A. secretary, the programme calibre and ideals are of the finest, and leaders are encouraged to think in terms of service as well as enjoyment.

Any interested persons can obtain more information from the writer at the Y.M. C.A., 955 Burrard Street, Vancouver.

Yours truly, Norman F. Cracc, Director, Camp Elphinstone.

MAY-JUNE, 1949

Would You Like to Change Positions This Summer ?

The B. C. T. F. will publish during the summer months four issues of a special printed Place ant Bulletin which will contain school board advertisements of vacancies occurring for the September, 1949, term.

News items will feature educational plans, improvements under way, living conditions, recreational opportunities, etc., in the various school districts. Publication dates will be June 16th, June 30th, July 14th and July 28th.

Enter your subscription now at the nominal rate of 50c for the four issues. Be sure to send your summer address with your remittance to:

THE B. C. TEACHERS' FEDERATION

1300 Robson Street, Vancouver, B. C.

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Uncle John on Feuds —

My Dear Niece:

There's a feud in your school. There's one in every school. Sometimes it's between factions in the staff, or between the elementary and high school teachers. Or between the teachers and the school board, or between different families of school children. Whatever it is, stay out of it. Perhaps one side is perfectly right and the other completely wrong. I never heard of a case like that, but it might happen; even then, stay out of it. Keep on good terms with both sides, but don't be friendly enough with either to offend the other. Remember that we more easily forgive the enemy of our friend than the friend of our enemy.

For the results of mixing in other people's quarrels, we have only to consider recent history. We fought terrible wars to keep Germany from getting Yugoslavia and Poland, and to keep Japan from getting China—and now who has Yugoslavia and Poland and China?

Long ago, I was misguided enough to write a history of Canada for the intermediate grades. (Published? Of course not. I'm only a country teacher.) Here are a couple of verses from one of the poems in it:

Champlain mixed in an Indian war,
And there he started something.
He made the Iroquois so sore
That for a hundred years and more
They thirsted for the Frenchmen's gore;
I think he did a dumb thing.

Now see how many years of woe Came from one bit of dizziness; The moral is, don't strike a blow In other's quarrels, high or low; The best results will always flow From minding your own business.

Ever your loving Uncle John.

Change of Address

All members whose mailing address will be changed for the ensuing year are respectfully requested to complete this form and return it to the B. C. Teachers' Federation, 1300 Robson Street, Vancouver. Only by notifying the Federation Office of changes of address can members be sure of receiving their copy of the "B. C. Teacher" and other correspondence from the Federation.

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Charlesworth Memorial Scholarship

Applications for the Charlesworth Memorial Scholarship are called for by the British Columbia Teachers' Federation.

Conditions of the Scholarship are:

- 1. The award is an annual scholarship of \$100.
- 2. The scholarship is open to the son or daughter of any present, retired, or deceased member of the British Columbia Teachers' Federation.
- 3. The award is made upon the basis of demonstrated ability and with some consideration of need.
- 4. The scholarship is available to students proceeding to Normal School, to the University, or to any other institution of higher education.
- 5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1300 Robson Street, Vancouver, B. C., on or before August 8th, 1949.
- 6. Application forms are available from the Federation

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News, Personal and Miscellaneous

B.C.T.F. Medical Services Association News Letter

To the Membership of the B.C.T.F.M.S.A.

Several Constitutional changes were passed at the Annual General Meeting of the Association held on Monday, April 18, 1949. Please note:

1. That coverage has been extended to include B.C.T.F.M.S.A. members who are

likely to be pensioned.

2. That coverage has been arranged for the sons or daughters of members over the age of nineteen years, who are attending some recognized educational institution. The procedure is for the son or daughter to fill out an application form, and be considered as a single member. No initiation fee however, need be paid.

3. That the same coverage is extended to dependent brothers or sisters of single

members.

4. That members on exchange are now eligible for coverage.

5. That the Maternity Benefit has been increased from \$17.50 to \$25.00.

6. That the new rates of fees are as follows:, to become effective June 1, 1949.

	Yearly M	onthly
Member only	\$20.00	\$2.00
Member and 1 dependent	35.00	3.50
Member and 2 dependents.	43.00	4.30
Member and 3 dependents.	48.00	4.80
Member and 4 dependents	50.00	5.00
Member and 5 or more dep	52.00	5.20

Please note that these fees are lower than those of any of the other Mutual Societies operating in the Province.

To those who are not members of the B.G.T.F.M.S.A., now is your opportunity to join, in order that you may receive coverage while on your summer vacation. It is not necessary that a person with dependents cover his entire family. Some members with families take out a single coverage plan, thereby protecting themselves in the event of illness.

In 1948 \$26,179.64 was expended on

behalf of the membership. Make your Government Hospitalization Plan a vital protection by pre-paying your medical expenses.

Join the B.C.T.F.M.S.A. Now

An application form and full details may be obtained from the B. C. T. F. M. S. A. office at 1300 Robson Screet, Vancouver, or from any present member of the Association

Canadian Teachers Join Conference in London

TWO DAY conference for over 100 teachers from the Commonwealth was opened at the Imperial Institute, South Kensington, London, on Saturday, March 19th, by Mr. D. R. Hardman, Parliamentary Secretary to the British Minister of Education.

The teachers—27 from Canada, and the rest from Australia, New Zealand, South Africa and Rhodesia—are spending a year teaching in schools in Britain under the Teacher Exchange Scheme arranged by the Ministry of Education in conjunction with

the League of the Empire.

The purpose of the conference, the first of its kind, was to explain to the teachers some of the problems which might have been puzzling them after their first few months in Britain. One particular problem was the relation of the Central to the Local Government, and a lecture on this subject was given by Mr. Eric Fletcher, M.P. They also visited the Houses of Parliament, and many were invited to be present at various Local Government functions such as Council meetings by the Mayors of the Boroughs in which they lived.

During the conference there were other lectures including one on "Guiding Values in Education" by Mr. R. W. Moore, Headmaster of Harrow School. The conference also provided an opportunity for teachers of different Commonwealth countries to meet each other to discuss their various

problems.

A further effort to enable these teachers

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etel June. 1949

to enjoy the fullest benefit from their exchange was made at Easter, when over 60 of them spent three weeks touring the Continent under arrangements made by the League of the Empire.

British Columbia teachers attending the conference were:

Mr. T. Harvey Adney, Vancouver.
Miss A. Alexander, Chilliwack.
Miss E. M. Bell, Victoria.
Mr. F. C. Brooks, Vancouver.
Miss M. H. Carter, Creston.
Miss J. F. Davie, Vancouver.
Miss J. Johns, Vancouver.
Miss B. K. Mandell, Vancouver.
Miss A. Muirhead, Victoria.
Miss E. K. Styan, Victoria.
Miss M. E. Vick, Vancouver.

School Broadcast News

JUST as we talk of the "Age of the Crinoline", our descendants might call this the "Age of Polls and Surveys", for these have certainly occupied a prominent place in the last few years. The reason of course is that this is one valuable way of finding out what people think about some certain thing.

On several occasions during the past year the School Broadcasts Office has sent out questionnaires to determine teachers' reactions to programmes or to innovations, and on the basis of these has been able to determine future policies.

Important decisions are based on these school broadcast surveys and of course to be valid they must be based on a good sampling of returns. So the next time you receive a questionairre, won't you be sure to take a few moments to fill it out and return it? Great things might rest on your comments!

Next Year's Programmes

With this term still unfinished, it might seem a bit like rushing things to talk of next fall and spring. However, long term planning can pay rich dividends, and this is especially true of school broadcasts where timetables sometimes have to be slightly adjusted to fit the programmes.

Here is a sampling of series to be heard next year. Keep them in mind so that you can work particularly suitable ones into your teaching schedule.

Mondays: "Pictures in the Air." This very popular art series will be on the air from January to March, alternate weeks.

"Ecoutez". These simple French conversation programmes will run alternately through January to March with the art series.

Tuesdays: "Working Together". Five programmes in October promoting good citizenship, for grades 4-6.

Health for intermediate grades. Widely different aspects of the health programme for grades 4-6, November and December.

Wednesdays: Primary Music. All primary teachers should note the change of "Song Time" and "It's in the Air" from Tuesday to Wednesday.

Thursday: "Listening is Fun". Lives of composers and musicians provide the inspiration for this series of intermediate music programmes during October and November. "Folk Music of Many Lands". Intermediate grades will hear another in the popular series of folk songs and music during December and January.

Details of the above highlights together with other series will be in the Teachers' Broadcast Bulletins for the respective periods of the year. The broadcasts are from 2 to 2:30 p.m.

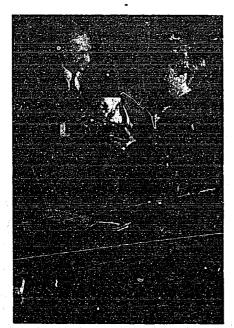
Write a Letter?

THROUGH the C.T.F. Office, the B. C. Teachers' Federation has received a considerable number of letters from teachers in various parts of Europe who were the recipients of CARE parcels. These interesting letters all express appreciation for the contents of the parcel and ask that the writer be supplied with the name and address of some teacher in Canada with whom he or she may correspond.

Any B. C. teacher interested in writing to a colleague in Europe is requested to advise the Federation Office which will make available some of the letters.

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An Orchid For the Teacher



On behalf of the Sexsmith P. T. A., Principal C. H. Shoemaker presents Miss Batcheler with an orchid.

The March meeting of the J. W. Sexsmith Parent Teacher Association took the form of a review of the activities of the Association and of the school.

At this historical meeting were gathered former principals, teachers, scholars, first residents who sent their children to the school, and the present day parents. As the story unrolled from the opening of the school in 1913 to the present, one person stood out who had served above and beyond all others in the total effect upon the progress and efficiency of the school. This was Miss Myrtle A. Batcheler.

A surprise move called Miss Batcheler to the fore where she was presented with an orchid as an expression of the esteem in which her work and her person were held.

After a very brief teaching sojourn out of Vancouver, Miss Batcheler was appointed to the staff of J. W. Sexsmith School in December, 1919. With the exception of one year spent in England on exchange she has served on the Sexsmith staff and has taught not only the out-

lined curriculum in all subjects, but also the less clearly defined subjects of manners, attitudes, and purposes. From specializing in Physical Education she has gradually altered her field through Music to Art and Library in which she holds "Specialist" qualifications.

Miss Batcheler's work has not stopped with the children. She has been a teachers' teacher. The staff treasurer position has brought her into close relationships with new staff members who have been helped greatly by her example and advice. B. C. T. F. loyalty and professional pride have brought her into a leading position with teachers of the city and province.

As a PTA executive member and longtime treasurer of the PTA, Miss Batcheler has held the respect of the people of her community, as a citizen as well as as a teacher.

Special U.B.C. Summer Courses, 1949

Summer School of the Theatre

July 4-August 13 This course provides daily practice in the fundamentals of acting and good voice production. A course dealing with the various problems a director must consider in bringing a play to performance, and a practical workshop in stagecrafts is included.

Creative Writing July 4-August 12
This course in short story writing and playwriting offers lectures, practical experience in writing, class reading and criticism

of student work.

Arts and Craits	
Drawing and Painting	July 4-August 5
Painting for Pleasure	July 5 - August 4
Modelling	July 5 - August 4
Pottery	July 4-August 3
Weaving for Beginners	July 4-July 8
Advanced Weaving	July 11 - July 22
Art of Photography	July 5 - August 4

Festival Week August 8 - 13

Feature of the summer programme will be the third annual Festival Week which will be held at the conclusion of the various courses. The Festival, to which the public is invited, will consist of a display

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of student work in the arts, handicrafts, photography and theatre.

Information Concerning Courses

For further information concerning any of the special summer courses apply to the Director, Department of University Extension, University of British Columbia, Vancouver, B. C.

The Flying School Board
The Campbell River Board of School Trustees is unique. Since District 72 covers Vancouver Island from Oyster Bay to Sayward and numerous small islands, transportation to Board meetings is often difficult. One member was coming through Seymour Narrows recently, when his boat was swamped and he was forced to beach it. Normally most members come to meetings by air.

The whole district, but notably Campbell River itself, has developed rapidly in the last few years. Fishing and logging are still important but power development has accounted for much of the population growth. This population increase has been the source of the Flying School Board's

major problem.

In 1939 there were 18 teachers and 350 pupils in the area; today there are 33 teachers and 800 pupils. In Campbell River, basements were converted into classrooms, five additional units were built, yet this year five grades are operating on the

shift system.

To meet the needs of the growing school population the Board of School Trustees submitted to the ratepayers a by-law to provide new buildings. This was endorsed. Plans are now complete for the building of a \$573,000 Elementary-High at Campbell River, the construction of a four-room school on Quadra Island, a two-room school at Manson's Landing and one-room schools at Squirrel Cove, Campbell Falls and Surge Narrows.

Although the present programme is not completed, the Flying School Board is preparing to investigate the advisability of erecting a dormitory at Campbell River so that the many pupils of the islands and more remote points on Vancouver Island can receive the benefits of a High School

education.

School Ferry Service

School District No. 46 (Sechelt) has experienced a heavily increased school attendance since 1946. The School population has increased by more than 20% and five additional teachers have been employed, making a total of 29.

To meet this demand five new classrooms have been opened, some in temporary quarters. A heavy building programme is planned for some centres; actual commencement of construction has been postponed due to high building costs and scarcity of materials. However, considerable work on grounds has been done. Two new sites have been purchased and a large area added to the Gibsons School grounds.

Clearing and grading has been done in readiness for a consolidated school at Madeira Park, an elementary school at Roberts Creek, and a junior-senior high school at Gibsons, approximately three acres at each site. An additional one and one-half acres has been cleared and graded at Gibsons Landing Elementary School.

An opportunity class for slow learners was opened in September of last year at the Gibsons Landing Elementary School. Typing instruction is offered at the Gibsons High School for the first time.

Bus service is provided to the Gibsons Landing, Roberts Creek and Sechelt Schools. Besides this, owing to the nature of the coast, some parts of which have inadequate or no roads, it has been found necessary to transport pupils by ferry service. This is being done at Port Mellon and to the schools in the Pender Harbour area.

"THE PINES BY THE SEA LODGE" GABRIOLA ISLAND, B.C.

On the edge of the sea, unsurpassed view just completed, tastefully furnished rooms spring-filled mattresses. Large loung fireplace, piano, radio and books. Larg open bathing pool, fishing, free boats, Tor Thumb Golf, lawn croquet, horseshoe pitch ing. Home-cooked meals, afternoon an evening tea served.

RATES: Weekly, \$28.00 Single; \$25 Double; Children less.

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