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OFFICIAL ORGAN OF THE BRITISH  
COLUMBIA TEACHERS' FEDERATION

THE

VOLUME XXVI

NUMBER 8

# THE TEACHER

MAY - JUNE, 1947

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MAY-JUNE, 1947

VANCOUVER, B. C.

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# THE B. C. TEACHER

VOL. XXVI, No. 8

MAY-JUNE, 1947

VANCOUVER, B. C.

## In Memoriam

DR. S. J. WILLIS

IT was with sincere regret that the teaching profession of British Columbia noted the death recently of Dr. S. J. Willis, former Superintendent of Education.

Dr. Willis served as Superintendent of Education for British Columbia for 26 years, from 1919 when he left the principalship of King Edward High School in Vancouver. He was appointed Deputy Minister of Education for the province in 1928 when the position was created, and served in this dual capacity until his retirement on superannuation in 1945.

Born in Prince Edward Island in 1877, Dr. Willis taught in a one-room school there for a short time before proceeding to McGill University where he graduated with honours in classics in 1900 with a B.A. degree. After teaching in a Montreal high school for a short time he came to British Columbia.

His first British Columbia school was in the old Boys' Central School in Victoria where he started teaching in 1900. From that school he proceeded to Victoria High School of which he became principal in 1908.

Leaving Victoria High School in 1916, Dr. Willis joined the staff of the University of British Columbia. He served for a year as assistant professor of classics, before accepting the position of principal of King Edward High School in Vancouver.

Dr. Willis was twice honoured by Canadian Universities. In 1921 McGill University conferred an honorary doctor of laws degree on him, and in 1946 from the University of British Columbia Dr. Willis received a similar honorary LL.D. degree.

Few teachers, if any, were ever held in higher esteem by his students than Dr. Willis. It was only a few months ago that ex-students of Victoria High School gathered at Victoria to honour their former principal and Mrs. Willis.

Education Minister Dr. G. M. Weir says of Dr. Willis: "He left the impress of his personality and vision on the school system of British Columbia to a greater extent than any educationist who served the province since the time of its formation in 1871."

A deep sincerity of understanding coupled with a sense of fairness and great strength of character has been evident in every phase of Dr. Willis' life. Privileged indeed were those whose fortune it was to have been associated in any capacity with him.

His sympathetic understanding and careful consideration of the many educational problems brought to him by Federation officers on various occasions has improved materially the status of the teaching profession in this province.

To the members of his family we express our deepest sympathy in their great loss.

## B. C. T. F. and Kindred Associations

*News for this department of "The B. C. Teacher" should be sent to MR. C. D. OVANS, General Secretary, 1300 Robson St., Vancouver*

## Amendments Re Automatic Membership

THE Automatic Membership Bill was passed by the British Columbia Legislature on March 27th and took effect as from April 1, 1947.

This means that teachers now in service will have until October 1st in

which to withdraw from membership in the B. C. Teachers' Federation should they so desire.

The amendments to the Schools Act providing for automatic membership read as follows: except that teachers with tem-

porary certificates are included among those to whom the legislation does not apply. However, such teachers are eligible for Federation membership on a voluntary basis.

101. Section 154 is amended by adding the following as subsections (3) to (15):

"(3) Every teacher shall, on the enactment of this subsection, become and be a member of the British Columbia Teachers' Federation.

"(4) Every person who becomes a teacher after the enactment of this subsection shall, immediately on his appointment as a teacher, become and be a member of the British Columbia Teachers' Federation.

"(5) Subsection (3) and subsection (4) shall not apply to:

"(a) Any person who is a teacher at the time of the enactment of this subsection and who notifies the general secretary of the British Columbia Teachers' Federation of his desire to be excluded from membership therein by registered letter posted within six months after the enactment of this subsection; or

"(b) Any person who at the time of the enactment of this subsection is enrolled as a student in one of the British Columbia Normal Schools or in the teachers' training class at the University of British Columbia and who notifies the general secretary of the British Columbia Teachers' Federation of his desire to be excluded from membership therein by registered letter posted within six months after the date on which he is appointed as a teacher; or

"(c) Any teacher who at the time of the enactment of this subsection is on leave of absence by reason of illness, further study, or service in the armed forces of His Majesty the King, and who notifies the general secretary of the British Columbia Teachers' Federation of his desire to be excluded from membership therein by registered letter posted within six months after his return to classroom duties; or

"(d) Any person teaching only in a night-school.

"(6) The executive committee of the British Columbia Teachers' Federation

shall have the power to suspend or expel any teacher from membership in the British Columbia Teachers' Federation, and no person so suspended or expelled shall be appointed or retained as a teacher in any public school until he has been reinstated as a member of the British Columbia Teachers' Federation, but any teacher so suspended or expelled may not later than ten days after the receipt by him of notice of suspension or expulsion, appeal from the action of the executive committee of the British Columbia Teachers' Federation to the Council of Public Instruction by sending by registered mail addressed to, or serving on, the Council of Public Instruction a written statement setting out in detail the grounds of the appeal and facts in support thereof; and by sending by registered mail addressed to, or serving on, the general secretary of the British Columbia Teachers' Federation notice of the appeal accompanied by a copy of the written statement: Provided that no such suspension or expulsion shall take effect until such appeal has been decided or the time for appeal has expired without an appeal having been taken; and provided further that, if the Board of School Trustees so determines, a suspension or expulsion shall not have the effect of terminating employment in a public school before a date to be fixed by the Board of School Trustees, such date not to be later than the end of the current school year.

"(7) The statement mailed to or served on the Council of Public Instruction shall be accompanied by a deposit of the sum of \$15.

"(8) The British Columbia Teachers' Federation shall, not later than five days after receipt of the notice of appeal from the teacher, send by registered mail to the Council of Public Instruction a statement by way of reply to the statement of grounds of appeal submitted by the teacher, and shall at the same time send by registered mail a copy thereof to the teacher.

"(9) The Council of Public Instruction may investigate the matter or may refer the matter to the Board of Reference constituted under section 167 for investigation and report. On consideration of any evidence satisfactory to the Council of Public Instruction or on consideration of the report of the Board of Reference, the Council of Public Instruction may confirm or reverse the action of the executive committee of the British Columbia Teachers' Federation;

and if the Council of Public Instruction allows the appeal, the suspension or expulsion, as the case may be, shall be forthwith rescinded.

"(10) If the action of the executive committee of the British Columbia Teachers' Federation is reversed, the sum of \$15 so deposited by the teacher shall be returned to him; but if the action of the said executive committee is confirmed, that sum shall be paid into the Consolidated Revenue Fund.

"(11) If the action of the executive committee of the British Columbia Teachers' Federation in suspending or expelling a teacher is reversed on appeal, the British Columbia Teachers' Federation shall forward the sum of \$15 to the Minister of Education, to be paid into the Consolidated Revenue Fund.

"(12) A teacher who has elected to be excluded from membership in the British Columbia Teachers' Federation under subsection (5) or whose membership therein has been suspended or terminated, may at any time apply for reinstatement or for membership in the British Columbia Teachers' Federation to the executive committee thereof, who may accept or refuse the application; but if an appli-

cation is refused, the applicant shall have a right of appeal to the Council of Public Instruction, and thereupon the provisions of this section relating to proceedings on appeals shall be applicable.

"(13) An application under subsection (12) shall be delivered to the general secretary of the British Columbia Teachers' Federation who shall bring the matter before the next meeting of the executive committee.

"(14) The British Columbia Teachers' Federation may, with the approval of the Lieutenant-Governor in Council, make regulations governing the fees to be paid by all persons who become members of the British Columbia Teachers' Federation.

"(15) The by-laws of the British Columbia Teachers' Federation shall not be altered or added to except in compliance with the 'Societies Act' and unless such alteration or addition has received the approval of the Lieutenant-Governor in Council."

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## The Convention Box of Experience and Opinion

By C. BAYLEY

**S**OME people build houses, others go to Easter Resorts, still a few must necessarily rest at home to restore shattered nerves and worn bodies. A large number, the most ever, found their way to our B.C. Teachers' Convention, number twenty-eight. All this is brought to mind for the proverbial post-mortem because of last night's meeting of the Convention Committee.

We all understand the whys and wherefores of a Convention Committee meeting frequently in hectic sessions prior to an Easter Convention, but what goes on especially when this post-convention meeting was the longest and most enthusiastic of all? The answer is, of course, to pick apart and build anew. For four hours, in at 8:00 and out at 12:00, committee members presented reports on Credentials, Accommodation, Sectional meetings, Pooling, Resolutions, and Programme. The members gave frank statements to reveal strengths and weaknesses and made recommendations resulting from a most satisfying experience, assisting with a successful convention.

The handling of Delegates' Cards can be and will be improved. Pooling is still the best way of ensuring the presence of delegates from all parts of British Columbia. Members should know more about the operation of the Pool and the Pool-Master agreed to write an explanation of its workings for publication in *The B.C. Teacher*, appearing elsewhere in this issue.

Mr. L. W. Brockington gave a great lift to this year's convention. But the committee also took pride in the many compliments directed towards those who participated in the Wednesday evening Public Meeting. Our officers were superb in moving the vote of thanks to Mr. Brockington and in making the Fergusson Memorial Award to Dr. M. A. Cameron.

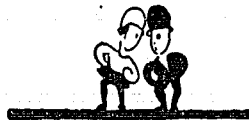
Appreciation, mind you, was expressed at the calling of attention to an error of procedure on the part of the committee. It was just one of those things that is easily overlooked, yet when done, makes everybody feel just a little better. The group concerned should feel that they have made a contribution to the handling of arrangements when they receive a

letter from the committee's secretary. That is how the committee felt anyway.

Two portable P.A. systems were recommended for future conventions in case of emergency needs. The story was told of a futile effort to get equipment when the attendance at the Primary Section became greater than the audibility of the speakers. But that problem brought into the arena of discussion the whole question of accommodation. Vancouver needs a convention hall! If anything convinced certain members of the committee, it was carrying a couple of hundred chairs into the Ballroom of the Hotel Vancouver as the audience for the Cheyenne Dancers kept mounting and mounting. Naturally, the committee did not undertake to fill the need of a convention hall, but it did take steps to reserve accommodation for next year's convention now.

These are very little items from the Convention Box of experience and opinion as brought out in the meeting. These are items that have been incorporated into recommendations to be directed to your new Executive and to next year's Convention Committee, as the case might be. These are items that will assist in keeping the convention at its present high standard and be of paramount value to the Federation.

You should know this, too. The last item of business last night that indicated the co-operative endeavour making the annual convention a success, was the acknowledgement of the valuable assistance given by many members and the administrative staff of the Federation.



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The committee secretary will have the task of writing letters of appreciation for services so graciously rendered.

While the members of the committee were satisfied with the convention as a whole, the following quotation written by a member of the Federation indicates its recognized value to those attending and to the Federation as an organization:

"This week past saw the 28th Convention of the B. C. Teachers' Federation convene in Vancouver. It was most successful and exhibited all the qualities of an organization with a recognized and responsible position in the corporate

life of our Province of British Columbia. From attendance at the convention any member could not but come away with an increased respect for the Federation. The leadership given by its officers indicates their real strength of character and judgment. The reports submitted by the chairmen of various committees revealed how much unselfish work is done in the interests of better education and a still better Federation. Congratulations, All!"

If you have any Convention Suggestions, direct them to the Editor now. He will pass them on to Mr. Bob Cuthbertson, next year's Chairman of the Convention Committee.

## Convention Pooling

By T. H. ROBSON, *Chairman, 1947 Pooling Committee*

THE activities of the Pooling Committee can't be classed as "big business", but when the last claim has been paid and the last aspirin taken, we know a little about the struggles of Mr. Abbott to make both ends meet. You see, that last payment is the culmination of some months of meetings and a last hectic day of meetings represent the efforts of the Convention Committee to provide you with a profitable and interesting convention, and the chairmen of all sub-committees comprise the body which attends to these multitudinous details. And the day of maths? Well, if you should happen to be interested in how we arrived at the decision to pay you that \$17.85 refund on your travel expenses, listen in for a minute or two.

Two or three years ago, you may remember, you paid a registration fee of \$1.00 when you attended the convention. Now, however, your Federation fee includes a 50c levy in lieu of that dollar fee. This levy provides the sum of about \$2000 for convention expenses, and about half of this sum is earmarked for travel refunds. And so the Pooling Committee must arrange a scale of repayments which will use this much and no more. Attendance is inclined to vary, while the amount available for refunds is more stable. Hence the scale of refunds is adjusted from year to year. The scale adopted this year and last, to refund on 93 and 98 claims respectfully, was as follows:

On a fare of \$5 to \$9.99—25 per cent.  
On a fare of \$10 to \$29.99—30 per cent.  
On a fare of \$40 and over—50 per cent.

There are many modes of travel: by plane, by boat, by train, by bus, and by private car, to list them in order of cost. We don't dictate what mode of travel you must use, as circumstances beyond your control so often determine this for you. But we have decided that no payment will be made in excess of the rate paid on first class train fare at convention rates. Thus, if you come to the convention by plane, your refund will be calculated on the first class train fare. If you travel by boat, your fare includes berth and meals, and we do not deduct for these unavoidable expenses. But if you travel by train, you must not include cost of berth and meals in your claim. We feel justified in deducting these costs on boat fares in the case of those who pay only half the yearly Federation fee—students in their first school, and teachers starting to teach in January or later.

This year a few teachers came by car, either as drivers or as passengers. It was decided that the driver should receive a refund based on a cost of 5c per mile, plus 1c per mile per passenger, which are the rates paid to car owners for all travel on behalf of the Federation. Note that the driver, only, is paid a refund. The passengers must make their own arrangements with the driver, and further, if the driver wishes to claim the extra 1c per mile per passenger, he must satisfy the committee that his passengers attended the required five sessions. If a teacher travels to the convention in the car of one who is not a teacher, he will be paid a proportion of

his share of the cost of the trip, providing it exceeds \$5.

However, if a teacher drives his own car, brings no passengers, and submits a claim which would net him more than a claim on a corresponding train fare, then he will be paid on the basis of the train fare.

If you travel by a route that is unnecessarily long—in order to drop in at Spokane or Calgary to say hello to Cousin Fred—the Pooling Chairman may lift a questioning eyebrow if you claim for the entire return trip. He will doubtless nip down to the hotel ticket office, ascertain the return fare (convention rate) from your centre, and allow you a refund on that figure.

The writer has enjoyed about five years of service on the Pooling Committee, and has come to the conclusion that teachers are a very honest, very

patient, very understanding lot of folk. One of the richest returns from this work is in the opportunity it affords to come in contact with teachers who know one's former haunts, to learn whether Jim is still teaching P.T. at Trailson, to enquire about the triplets at Ferny Grove, to chat with one's successor in Princeville. It has been, at times, a bit exasperating, often highly amusing, always richly rewarding as a study in personalities.

Finally, may I assure you that if you have any suggestions that might improve the pooling routine, any criticisms as to the rates, or any other comments that might help the committee to serve you better, we would appreciate your writing to us through the Federation office, 1300 Robson Street.

This is *your* committee, *your* pooling service. Help us to make it all it could be, won't you?

## Council On Professional Ethics

### REPORT RE PARTICIPATION IN LOCAL ELECTION CAMPAIGNS

THE request of the Nanaimo and District Teachers' Association to investigate the ethics of teachers actively assisting in local elections was discussed at a meeting held on February 15th at the B. C. T. F. office. The following conclusions were drawn:

1. There is nothing in the Code of Ethics governing this situation. It is perhaps more a matter of ethics in general than professional ethics.

2. Teachers should use and safeguard their rights and responsibilities as private citizens. There are teachers who have actively campaigned in support of candidates for public office. There are also other teachers who hold certain public offices having been elected on the basis of their support of the platform of definite political parties. The tactics of these people are recommended to others.

(a) They have not used any official title they might have possessed in local teachers' organizations or in the Federation.

(b) They have made it quite clear by word, action and inference that they did not represent a teachers' organization or the Federation or the policy of either.

3. In taking part in any such activities teachers should always act as individuals,

never as recognized organized teacher-groups. It should be noted here that there are labour unions which follow the same policy.

4. In exercising their individual rights and privileges under the laws of the province teachers should at no time misuse confidential information related to the schools, the organization of the schools or the operation of same.

The opinion was expressed that support of any political party is really a matter of Federation policy rather than ethics. It was the unanimous opinion of the members of the Council that support of any particular party by a local or the Federation would be unwise policy.

Respectfully submitted,

COUNCIL ON PROFESSIONAL ETHICS,  
T. M. CHALMERS, Chairman.

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## Labour Relations Committee Report

WE hope all locals have carried out or are about to carry out B.C.T.F. policy as laid down at the Easter Convention. We refer to the setting up of a Labour Relations Committee in each local. Any suggestions or ideas or questions could then be funnelled into the B.C.T.F. Committee so that a general policy might be developed and followed.

We had a letter from the Salmon Arm Local and noted with pleasure that they intended to have a full discussion of "Teachers and Labour Affiliation". We hope other groups will do the same and will keep us posted on their discussions both pro and con. In that way we will be able to develop a policy acceptable to the majority of the B.C.T.F. membership.

Your Committee along with the President, General Secretary of the B.C.T.F. and the Chairman of Public Relations had an interesting meeting with Mr. Robertson (Labour and Public Relations), Mr. Carter (Advertising Manager), and Mr. Ferguson (Mechanical Superintendent) of the *Province* newspaper. The meeting came as a result of our bulletin to the locals last January. On 19th March we received a letter from Mr. Robertson stating the information "is not in accord with the facts". A meeting was arranged with Mr. Robertson and was held April 22nd at the B.C.T.F. office. The three gentlemen from the *Province* presented their case very well and a full discussion followed. On checking each statement point by point Mr. Robertson apologized and

agreed that our statement *was* in accord with the facts except for a matter of interpretation of one item. We stated that the Canadian Printers' Union had been denied bargaining rights. The reply they got was that it is not the policy of the Provincial Government to grant certification while a dispute is on. The manner in which you interpret that probably is not important. The fact is that the C.P.U. has not been granted certification at the time of writing. Another point of variance is whether or not the Justice Richards Commission is officially discharged. The Province says yes, and the Printers say no.

The strike is still on. The gentlemen from the Province said that the Province had never stated otherwise and that they would check closely the canvassers who have made such statements.

The *Province* is being printed by printers under a contract with no tenure clause. (At time of meeting).

It would appear from the discussion that the situation can be cleared only by the Southam Press, the national body of the I.T.U. and the Federal Labour Department, as reported originally by the Lett Commission.

*In conclusion we would warn locals against taking sides in an official capacity in local labour situations; and thus avoid compromising the Federation.*

(Mrs.) A. CURR,  
(Miss) M. C. CRUTE,  
(Mr.) F. H. DAWE,  
(Mr.) F. J. TEMPLETON,  
(Chairman).

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or

Andy Park, Proprietor, Waiwakum Lodge, Brackendale, B.C.

## B. C. Shop Teachers' Association

By M. A. HARRIS, Secretary

THE annual general meeting of the association was held on Tuesday, April 8th, at the Vancouver Technical School, as part of the Easter Convention programme.

The morning session commenced at 9:15 a.m. and was very well attended. Sixty-five men were present, and the group included a good number of men from outside points and sixteen ex-service men training as Industrial Arts teachers.

The minutes of the last annual general meeting were read and adopted.

Retiring President Mr. C. J. Merrick gave a short report of the past year; three general meetings had been held and the main business had been committees working on the proposed new Industrial Arts Curriculum.

Mr. J. Redby was elected president by acclamation for the 1947-48 term.

Guest speaker at the morning session was Col. Strong, Inspector of Technical Classes. Col. Strong gave a short resumé of the Vocational Schools Assistance Agreement and the plan of the proposed new curriculum for Industrial Arts. The Department of Education hopes to have the new curriculum ready for the open-

ing of school in September. He reported that 160 men are teaching Shop Work in British Columbia, and ran over quickly the shops he had visited in the past year and told the group the type of shop and the subjects being taught.

The meeting adjourned at 11:45 for lunch in the Girls' Cafeteria.

The Shop Teachers had a very interesting display of teaching aids and students' projects set up in the Woodwork Shop. The executive wishes to thank all those who contributed material toward making this a well worth while effort. From 1:00 p.m. to 3:00 p.m. the Vancouver Technical School shops were open for inspection and in most cases they were in operation with groups of boys present.

The Shop Teachers met together again in the afternoon at 1:30 p.m. for further discussion, from which came the following suggestions:

1. That a record be made re the qualifications of all shop teachers in connection with vocational schools.

2. That general meetings be held on Fridays instead of Tuesdays as in the past.

This met with the approval of those present.

## Students' Strike at Maple Ridge School Clarified

THE staff of the Maple Ridge High School has branded as "one-sided" and "erroneous" details of the recent students' strike as reported in the *Vancouver Sun*.

Apparently the *Sun* reporter was content to accept statements given by a number of the striking students without checking them for accuracy. The matter was subsequently taken up with the Editor of the *Sun*, who explained that a follow-up story giving the principal's version of the dispute was written for the final edition but was "cut" somewhat due to space limitations and through an oversight was not "picked up" the next day. The *Sun* regrets the "bad workmanship" and assures the staff that the mishandling was certainly not deliberate. Some of the offending statements with

a comment on each are quoted as follows from the staff statement:

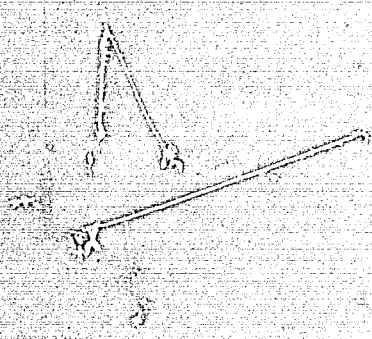
1. "A mass meeting (of students) will be held to decide whether . . . to settle a dispute between the students' council and the majority of the teachers."

Statement erroneous. The students' council, as a body, has taken no part in the dispute. A few disgruntled students disagreed with student council action and independently initiated the so-called "strike action".

2. "The school auditorium is out of bounds for students to hold socials and banquets . . ."

False. The school auditorium has been used, since January 1, 1947, for, among others, the following student activities:

Three evening socials and dances;



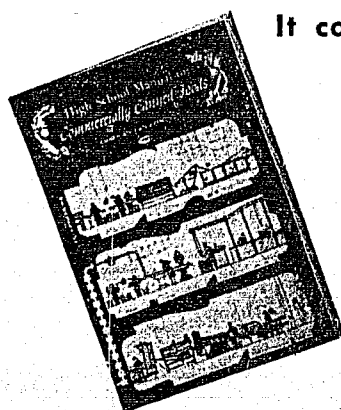
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Four noon-hour dances;

Thirty (approximately) evening basketball practices or games;

Ten evenings of badminton.

In addition to this, the auditorium has been used regularly for some years for the holding of the annual graduation banquet and dance, and is to be so used again this year.

3. "Girls were forbidden to wear slacks".

Correct. The inference, however, is that this is a recent order against which students are protesting. The fact is that it is an order of several years' standing and is recognized by the great majority of the girls themselves as desirable.

4. "Girl students are forbidden to wear lipstick".

Partly false, in fact, because the prohibition applies only to girls in Grades VII and VIII; wholly false in inference because the prohibition originated, not as an order by the staff, but as a regulation imposed by the Girls' League—a student government organ.

5. "Girl students were instructed on a standard type of hair-do".

False. The wearing of turbans or other forms of headgear in class was prohibited. No attempt whatever was made to "standardize" hair-dos.

The Maple Ridge staff asked that the above correct statements of fact be published in fairness to the teachers who are accused, inferentially, of being dictatorial. The strike was a spontaneous outbreak of a minority of students in protest against the banning of a proposed banquet to honour a basketball team which had won the Fraser Valley championship. The staff opposed the banquet on the grounds that the large amount of money proposed to be spent should not benefit only a small group of students when it was raised by the students as a whole and when there were other groups within the school that deserved being honoured as much as the basketball team. This decision was supported by the students' council which at no time supported the strike.

## Dr. M. A. Cameron Granted Fergusson Memorial Award

THE 1947 recipient of the G. A. Fergusson Memorial Award was Dr. M. A. Cameron, Head of the Education Department of U. B. C.

The award is granted annually by the British Columbia Teachers' Federation, during its convention, to the individual who, in the opinion of the Awards Committee, has contributed most to the progress of education in British Columbia during the previous year. It serves too, to honour the memory of one of the most outstanding educationists of our province, the late G. A. Fergusson.

Mr. Fergusson was the type of teacher who all too seldom passes this way—a man whose high ideals were imparted to his students and co-workers through a rare understanding of human nature and a sympathetic attitude towards the rights and needs of others. He was an honours graduate in Classics from the University of Toronto, 1913, and between then and the time of succeeding Dr. S. J. Willis as principal of King Edward High School in 1919, he served overseas during World War I. In 1923-24 he was President of the British Columbia

Teachers' Federation, and in 1926 Life Membership in the Federation was conferred upon him. He was elected to the Senate of U. B. C. in 1925. His untimely death in 1928 came as a tragic shock to all who knew him, and the things for which he laboured.

The choice of Dr. Maxwell A. Cameron as this year's award recipient was one of the most popular ever made. From the time that the Provincial Department of Education named him as Commissioner to inquire into educational finance of this province, and more particularly from the time his report on the subject was made public in 1945, Dr. Cameron's name has been frequently on the lips of all concerned with any phase of British Columbia's educational system.

He was born in Ontario and gradually progressed westward in search of education, receiving his elementary schooling in Calgary, secondary schooling in Nelson and university training at U. B. C. He won the Governor-General's medal and a scholarship award to U. B. C. upon graduating from Nelson High School in 1923. He continued his studies

at the former institution, receiving a B.A. degree in 1927 and graduating from the Teacher-Training Course the following year. For the next five years he served on the staff of Powell River High School, latterly as principal, meanwhile obtaining his M.A. degree from U.B.C. From 1933 to 1935 Dr. Cameron studied at the University of Toronto and was awarded a Ph.D. degree from there in 1935, his thesis being "Financing of Education in Ontario". He served on the staff of the Ontario College of Education for the next four years before returning to U.B.C. as a member of the faculty of Arts and as acting head of the Education Department. In the Fall of 1944 he was granted leave of absence from U.B.C. to conduct an inquiry into educational finance in British Columbia, and returned the following year to U.B.C. and was appointed Head of the Education Department. For several years Dr. Cameron has served as Director of the University Summer Session and as a member of the Central Curriculum Committee of the Department of Education.

As Director of the Summer Session, Dr. Cameron has catered generously to

the needs and desires of British Columbia teachers and has developed between himself and the many students a permanent friendship. His personal advice to the many graduates of the Teacher-Training Classes has indebted many to him.

Dr. Cameron's work in many phases of education in this province and particularly his contribution through his recent Report on Educational Finance, have earned for him our sincere and lasting gratitude. The basic principles contained in the report are sound and practical. They present for this province a solid foundation upon which we can erect the kind of public education programme necessary to maintain our national heritage in a rapidly changing world.

It was with utmost pleasure that the Federation so honoured Dr. Cameron.

"IS it crazy to ask a reduction of the teacher load when there is a shortage of teachers? It is much crazier to expect to recruit qualified enthusiastic teachers by mistreating and overloading those we now have."—DON C. FLAKE, in *The Los Angeles Schools Journal*.

## Stenographer-Secretary Wanted



Commencing July 1st, there will be a vacancy in the Federation Office for a Stenographer-Secretary, female. Typing, shorthand, and some knowledge of bookkeeping all required, but capability, personality, and intelligence are main essentials. Five-day week on average, with two weeks' holiday first year, increasing to six weeks after five years' service. Sick leave and pension plan on same basis as for teachers. Salary \$1680 to \$2000 in \$120 annual increments. Applications in writing to General Secretary, B. C. Teachers' Federation, 1300 Robson Street, Vancouver, by June 23rd.



## Lesson Aids Committee

Address all correspondence to Hon. Secretary-Treasurer, Mr. LOUIS W. GREENWOOD, c/o B. C. Teachers' Federation, 1300 Robson St., Vancouver.

DEAR Fellow Teacher:

How quickly the year has gone! Here it is time for the final examinations and the annual burden of test composition, scaling, marking and interpretation. In much of this work only you, with your personal knowledge of your pupils can be effective. But in the matter of making tests, perhaps Lesson Aids can help you. These tests have been prepared by experienced teachers and proven in the hard ground of practical experience.

Here are a few of those which are available to you at reasonable prices:

### GRADES 5 and 6

Unit 116: Matching exercises and tests in arithmetic.

- " 139: Decimals test for Grade 6 and up.
- " 48: March History test.
- " 50: Objective test on South America.
- " 55: Arithmetic Test for Grade 6a.
- " 82: Review test on fractions.
- " 99: Science test for Grade 5.
- " 100: Science test for Grade 6.
- " 145: Language test for Grade 5.
- " 146: Language test for Grade 6.

### GRADES 7 AND 8

- Unit 63: Social Studies matching test.
- " 65: Review tests (Laying the Foundations for National Government in Feudal States.)
- " 68: Treasure Island—Objective test with key.
- " 74: Lady of Lake test 1.
- " 124: Lady of Lake test 2.
- " 101: Science—Grade 7 tests.
- " 102: Science—Grade 8 tests.
- " 115: Grammar—Matching test—value and relation.
- " 132: June Science test—Grade 7.
- " 133: General grammar test—Grade 7 and 8.
- " 134: Mathematics Factual Matching test—Grade 8.
- " 135: Mathematics Factual Matching test—Grade 7.
- " 137: Mathematics Problems test. Grade 8.
- " 138: January Grammar test—Gr. 8.
- " 150: March Maths test. Grade 8.

There are 25 different tests listed above. How many have you tried? None? Could it be that you think that they are too expensive?

The most expensive of the tests listed above is 9c, and most of them are 3c. The average cost of them is close to 4c. THE TOTAL COST OF ALL 25 UNITS IS JUST \$1.18.

Perhaps you can't afford \$1.18. Then you might try ordering 25 or 50 cents worth a month until you have a complete tests catalogue. You will be saved hours of work and will find many ideas on how other teachers make up their tests.

Then, too, if you tackle your best friend on the school board, and show him the need for a comprehensive testing programme in the school, perhaps he will see that you get \$5 or so for buying Lesson Aids materials. Show him our price list as proof that costs of educational materials have not risen everywhere.

For every test, a lesson aid's best.

### UNITY

EXPECTANT eager silence fills the room;  
Little footsteps patter on the floor;  
And from beyond the yet unopened door  
I hear the voice that greets my coming home:

"Mine daddy!"

I toss him up, and hold him close. My son!

As loving arms around my neck are thrown

He whispers in my ear for me alone:

Whispers heart-swelling words that make us one—

"Mine daddy!"

GEO. K. SANGSTER,  
Norquay School.

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## Summary of B. C. Salary Schedules

District No. Name	Elementary			Secondary			Placement as at Sept. 1947
	Min.	Max.	Increments	Min.	Max.	Increments	
1. Fernie	E.B. 1400	\$2100 2500	\$100 100	J.A.-J.B. S.A. & S.B. Unqualified 1500	\$1600 1800 2600	\$100 100 100	Full placement.
2. Cranbrook	E.B. 1400	2200 2400	100 100	S.B. S.A. 1600	2900 3000	100 100	Full placement.
3. Kimberley	E.C. 1400 E.B. 1400 F.A. 1400	1900 2300 2500	100 100 100	J.C. J.B. & S.B. J.A. & S.A. 1600 1600 1600	2900 3000 3200	100 100 100	Full placement with a few exceptions.
4. Windermere	Details unavailable.						
5. Creston	1400	2400	100	Permits 1st Class Jr. High Spec. Cl. Jr. High Ac. A. 1700 1600 1700 1700	1700 2400 2700 2700 2840 3000	100 100 100 100 100	Full placement.
6. Kootenay Lake	E.C. 1300 E.B. 1300 E.A. 1300	1900 2200 2400	100 100 100	J.B. J.A. S.B. S.A. 1600 1600 1700 1700	2600 2800 2800 3000	100 100 100 100	Placement by increments of a \$200 minimum.
7. Nelson	1300	2400	100	Jr. High 1st Class Ac. & Spec. Sr. High 1550 1700 1700 1300	2650 3200 3200 3500	100 100 100 100	Full placement.
8. Stocan	1300	2400	100	1600	3000	100	Full placement.
9. Castlegar	E.C. & E.B. 1300	2100 2500	100 100	S.B. S.A. 1600	2300 3000	100 100	
10. Arrow Lakes	E.C. 1300 E.B. 1300 E.A. 1300	1900 2000 2400	100 100 100	S.B. & S.A. 1650	3000	100	Placement by increments not exceeding \$200 in any one year.
11. Trail	E.C. 1300 E.B. 1300 E.A. 1300	1800 2100 2600	2-50 1-100 50, 150, 100 150, 100	J.C. J.B. J.A. S.B. S.A. 1500 1500 1500 1600 1600	2050 2600 3000 2700 50, 100, 150, 100 60, 100, 150, 100 2-50 4-150 50, 150, 100	1-50 2-100 2-150 2-50 4-150	Placement by double increments with full placement Sept. 1948.

12. Grand Forks	1200	2400	100	1600	3000	100	Double increments for present staff. Full placement for new appointees.
13. Kettle Valley	1300	2400	100	1600	3000	100	
14. South Okanagan	1300	2600	100	1600	3300	9-100 4-200	Full placement.
15. Penticton	1300	2400	100	1600	3000	100	Full placement.
16. Keremeos	1300	2400	100	1600	3000	100	Full placement.
17. Princeton	1200	2400	100	1600	3000	100	Full placement with a few exceptions. Complete placement by Jan., 1948.
18. Golden	3rd Class 1st Class 2nd Class	1300 1300 1300	100 100 100	A.C.	1600	3000	100
19. Revelstoke	1300	2400	100	1600	3000	100	Full placement for limited experience. Complete placement by Sept., 1948.
20. Salmon Arm	1300	2400	100	1600	3000	100	Full placement for limited experience. Complete placement by Sept., 1948.
21. Armstrong	1300	2400	100	1600	3000	100	Full placement for limited experience. Complete placement by Sept., 1948.
22. Vernon	1300	2400	100	1600	3000	100	Full placement for limited experience. Complete placement by Sept., 1948.
23. Kelowna	1300	2400	100	1600	3000	100	Full placement for limited experience. Complete placement by Sept., 1948.
24. Kamloops	1300	2400	100	1600	3000	100	Full placement.
25. Barriere	No schedule — Salaries range from \$1300 to \$1650.						Full placement.
26. Birch Island	1300	2400	100	1600	3000	100	Full placement.
27. Williams Lake	1300	2400	100	1600	3000	100	Effective Sept., 1946. Adjustments limited to \$300.
28. Quesnel	1200	2225	100 & 75	1500	2825	100 and 75	Full placement.
29. Lillooet	1300	2400	100	1600	3000	100	

District No. Name	Elementary			Secondary			Placement as at Sept. 1947		
	Min.	Max.	Increments	Min.	Max.	Increments			
30. Ashcroft	1300	2400	100	1600	3000	100	Full Placement.		
31. Merritt	1st Less than 1st 1300	2400 2200	100 100	Ac. Less than Ac. 1600	3000 2400	100 100	Full Placement.		
32. Fraser Canyon	1300	2400	100	1600	3000	100	Full Placement.		
33. Chilliwack	1300	2400	100	1600	3000	100	Full Placement.		
34. Abbotsford- Mission	Salary schedule based on Grants.			Placement equivalent to Fed- eration schedule by Sept., 1948.					
35. Langley	E.C. E.B. E.A.	1300 1300 1300	1900 2125 2500	100—75 100—75 100—75	J.A. and S.B. S.A.	1650 1650	2800 3200	3 at \$150 then \$100	Full Placement.
36. Surrey	1300	2400	100	Ac.C. Less than Ac. 1300	1600 2400	3000 2400	100 100	Full Placement.	
37. Delta	E.C. E.B. E.A.	1200 1200 1200	1900 2125 2500	100—75 100—75 100—75	J.C. J.D. S.B. & S.A.	1500 1500 1500	1800 2500 3200	100 100 100	Full Placement.
38. Richmond	1300	2400	100	1600	3000	100	Full Placement.		
39. Vancouver	Men: 1st Ac. Women: 1st Ac.	1100 1200 1100 1200	2500 2600 2200 2300	Jr. High Men Women Sr. High Men Women	1500 1500 1500 1500 1500 1500	3100 2700 3600 3200	100		
40. New Westminster	Men Women	1100 1100	2200 2100	Jr. High Men: 1st Acad. Women: 1st Acad. Sr. High Men Women	1400 1300 1300 1400 1400 1500 1400	2800 2900 2500 2600 3400 3100	100	Effective April, 1946, to Sept., 1947.	
41. Burnaby	E.C. E.B. E.A. Acad Cert.	1200 1200 1200 1200	2200 2300 2300 2600	E.B. E.A. J.C. J.D. J.E. S.A.	1500 1500 1500 1500 1500 1500	2500 2600 2400 2800 3100 3200	100 100 100 100 100 100	Full Placement.	

42. Maple Ridge	E.C. E.B. E.A.	1300 1300 1400	2200 2400 2500	100 100 100	J.B. J.A., S.B., S.A.	1600 1600 1600	2700 3000 3000	100 100 100	Full placement.
43. Coquitlam		1300	2400	100		1600	3000	100	Full placement.
44. North Vancouver		1300	2400	100	Jr. High Men Women Sr. High Women	1600 1600 1600 1600 1600	3000 2800 2800 3300 3000	100 100 100 100 100	Full placement.
45. West Vancouver	1st A.C.	1100 1400	2300 2300	100 100	Jr. High 1st Ac. Sr. High 1st Ac.	1400 1500 1500 1400 1500 1500	2800 2800 2800 3300 3300 3300	100 100 100 100 100 100	Full placement.
46. Sechelt		1300	2200	100		1600	2800	100	Full placement.
47. Powell River		1200	2000	75-50	Jr. High Men Women Sr. High Men Women	1400 1400 1400 1500 1500 1500	2800 2600 2600 3200 3200 3000	100 80 100 80 100 80	Full placement.
48. Howe Sound	1st 2nd & 3rd Temp.	1300 1300 1300	2400 2100 1700	100 100 100		1600	3000	100	Full placement.
49. Ocean Falls	1st 2nd	1400 1400	2500 2100	100 100	Ac. Less than Ac.	1700 1700	3100 2800	100 100	Full placement.
50. Queen Charlotte	No schedule but salaries compare favourably with Federation schedule in most instances.								
51. Portland Canal	No schedule but salaries compare favourably with Federation schedule in most instances.								
52. Prince Rupert	E.A. E.B. E.C.	1400 1400 1400	2700 2500 2000	100 100 100	S.A. J.A. & S.B. J.B. J.C.	1700 1700 1700 1700	3100 2800 2700 2200	100 100 100 100	Full placement.
53. Terrace		1300	2400	100		1600	3000	100	Full placement.
54. Smithers		1300	2000	4-100 6-50		1600	2400	5-100 6-50	Placement—\$100 above basic grant in respect of teacher concerned.

District No. Name	Min.	Max.	Elementary Increments	Min.	Max.	Secondary Increments	Placement as at Sept. 1947
55. Burns Lake	1300	2300	100	1700	3,100	100	Full placement.
56. Vanderhoof	1300	1800	100	1600	2300	100	Placement—\$100 above basic grant in respect of teacher concerned.
57. Prince George	1300	2400	100	1600	3000	100	Full placement.
58. McBride	1300	2400	100	1600	3000	100	Placement—\$100 above basic grant in respect of teacher concerned.
59. Peace River & South and 60. Peace River North	Temp. 1st 2nd E.B. E.A. 1400 1400 1400 2200	1600 1800 2100 2200	2—50 100	1700	3600	100	Double increments. Full placement by Sept., 1948.
61. Greater Victoria	E.C. E.B. E.A. E.A. & R.A. Dev. 1300 1300 1400 1400	1900 2300 2700 2900	75 100 100 100	S.B. S.A. S.A.—Plus 1500 1600 1700	2800 3100 3400	100 100 100	Full placement.
62. Sooke	No schedule.						
63. Saanich	Category C 1st Class 1200 Category D 1200 Category A 1200	2025 2400 2600	75 75—100 75—100	Category C. Ac. 1500 Category B 1500 Category A 1500	2600 2800 2900	75—100 75—100 75—100	Full placement.
64. Saltspring	No schedule.	Negotiations proceeding.					
65. Duncan	E.C. E.B. E.A. 1200 1200 1200	1740 1920 2100	90 90 90	Jr. High Jr. C. J.B. J.A. Sr. High S.B. S.A. 1500 1500 1500 1600 1600 1600	2040 2400 2580 2500 2680	90 90 90 90 90	Full placement.
66. Lake Cowichan	1st 2nd 1300 1300	2400 1900	5—100 10—60		1600 3000	100	Full placement.
67. Ladysmith	Negotiations proceeding. Full Federation schedule likely to result.						

68. Nanaimo	1st 2nd	1300 1300	2400 2000	100 100	1500 3000	100	Full placement.		
Federation schedule to become effective January, 1948. Interim agreement Sept.-Dec., 1947.									
69. Qualicum									
70. Alberni	Category B Category A	1300	2000	100	Jr. High Category B 1400	2200	100		
		1300	2400	100	Category A 1400	2700	100		
					Sr. High Category B 1600	2500	100		
					Category A 1600	3000	100		
71. Courtenay	A.C. 1st 2nd & 3rd	1600 1300 1300	2800 2400 2000	100 100 100	Ac. 1600	3000	100	Full placement.	
72. Campbell River		1300	2400	100	1600	3000	100	Full placement.	
73. Alert Bay	1st	1300	2400	100	Ac.	1600	3000	100	Full placement.
	Less than 1st	1300	1900	100	Less than Ac.	1600	2000	100	
74. Quatsino	No schedule.								

## REMARKS

District No. 1—Elementary Interim certificates; one increment only.

District No. 2—Two increments only for Interim or temporary certification. EC \$1400-\$1900.

District No. 3—Two increments only for Interim certification.

District No. 5—Elementary, \$200 higher maximum for degree or specialist certificate. Three increments only paid for Interim or temporary certificate.

District No. 6—One increment only for Interim certification.

District No. 7 — Elementary, Ac. or Spec. \$200 above schedule.

District No. 9—Two increments only for Interim and temporary certification.

District No. 10 — One increment only for Interim and temporary certification.

District No. 11—One \$50 increment for Interim and temporary certification.

District No. 14 — Elementary: Maximum of \$2000 for less than First Class Certification. Secondary: Maximum of \$2700 for less than Ac. Certification. Two increments only for temporary or Interim certification.

District No. 15 — Elementary: Maximum \$2000 for less than First Class Certificate. Secondary: Maximum \$2400 for less than Ac. Certificate.

District No. 16 — Elementary: Maximum \$2000 for less than First Class Certificate. Secondary: Maximum \$2400 for less than Ac. Certificate.

District No. 17 — For under qualified teachers the Board may subtract from the regular salary the difference between the salary grant and the grant for a fully qualified teacher.

District No. 18 — One increment only for temporary or Interim certification.

District No. 19 — Elementary: maximum \$2000 for less than First Class certificate. Secondary: maximum \$2400 for less than Academic Certificate.

District No. 20 — Elementary: Maximum \$2000 for less than First Class Certificate. Secondary: Maximum \$2400 for less than Ac. Certificate.

District No. 21 — Elementary: Maximum \$2000 for less than First Class Certificate. Secondary: Maximum \$2400 for less than Ac. Certificate.

District No. 22 — Elementary: Maximum \$2000 for less than First Class Certificate. Secondary: Maximum \$2400 for less than Ac. Certificate.

District No. 23 — Elementary: Maximum \$2000 for less than First Class Certificate. Secondary: Maximum \$2400 for less than Acad. Certificate.

District No. 24 — Elementary: Maximum \$2200 for less than First Class Certificate. Secondary: Maximum \$2400 for less than Acad. Certificate. Interim and temporary certificates, two increments only.

District No. 26 — Elementary: Maximum \$2200 for less than First Class Certificate. Secondary: Maximum \$2400 for less than Acad. Certificate. Interim and Temporary Certificates, two increments only.

District No. 28—Second Class Certificate: five increments. Elementary: \$1400 maximum for Temporary Certificate. Negotiations proceeding.

District No. 29—Interim and Temporary Certificates: two increments. Elementary: \$2200 maximum for less than First Class Certificate. Secondary: \$2400 maximum for less than Acad. Certificate.

District No. 30—Interim and Temporary Certificate: two increments. Elementary: \$2200 maximum for less than First Class Certificate. Secondary: \$2400 maximum for less than Academic Certificate.

District No. 31—Two increments only for Interim or Temporary Certificates.

District No. 32—Interim Certificate: one increment. \$2000 maximum for less than First Class Certificate. Secondary: for less than Academic Certificate, elementary schedule plus \$200.

District No. 33—Interim or Temporary Certificate: One increment. Secondary: First Class Certificate paid on Elementary Schedule. Secondary and Elementary: Second Class Certificate, maximum \$2000.

District No. 34—Negotiations proceeding.

District No. 35—EI and ET: \$1200 minimum and one increment only. S1 and ST: \$1500 minimum and one increment only.

District No. 37—Interim and Temporary Certificate: one increment.

District No. 38—Two increments only for Interim or Temporary Certificate. Secondary: Maximum \$2700 for less than Academic Certificate.

District No. 39—Initial placement dependent upon salary of last position. All salaries increased by \$250 for 1947.

District No. 40—Negotiations proceeding.

District No. 41—Elementary: Temporary Certificate, \$1400 maximum; Interim Certificate, \$1700 maximum. Secondary: Temporary Certificate, \$1700 maximum; Interim Certificate, \$2000 maximum.

District No. 42—Interim and Temporary Certificate: No increments beyond third.

District No. 43—Interim Certificate: two increments.

District No. 44—Elementary: \$2100 maximum for less than EB; \$1200 minimum for Temporary Certificate. Junior High: \$2700 maximum for men; \$2500 maximum for women, with \$1400 minimum for less than JC, JB or JA. Senior High: \$3000 maximum for men; \$2700 maximum for women with \$1400 minimum for less than SA or SB.

District No. 45—Negotiations proceeding.

District No. 47—Maximum for Under-certificated are—Junior High: Men \$2500, Women \$2350; Senior High: Men \$2900, Women \$2780. Negotiations proceeding.

District No. 48—Two increments only for Interim Certificate.

District No. 49—One extra increment for higher certificate. Two increments for Interim Certificate.

District No. 52—Two increments only for Interim or Temporary Certificate.

District No. 53—Two increments only for Interim or Temporary Certificate.

District No. 54—Negotiations proceeding.

District No. 55—Negotiations proceeding.

District No. 56—Negotiations proceeding.

District No. 57—Teachers with "proved dependents" entitled to two additional increments.

District No. 58—Elementary: Temporary, maximum \$1500; Interim, maximum \$1800. Secondary: less than Acad. maximum \$2000.

District No. 61—Experience Credit: Full credit for B. C. experience subsequent to June, 1946. Half credit for B. C. experience prior to June, 1946—Maximum, 7 years. Half credit for experience elsewhere—Maximum, 5 years.

District No. 63—Category transfers dependent upon completion of ten units of professional or academic courses. Negotiations proceeding.

District No. 64—Negotiations proceeding.

District No. 65—Experience Credit: Full credit for B. C. experience, half credit for experience elsewhere, to a maximum of five years. Service increments: Four increments of \$90 each granted for every three year's service in Duncan District.

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A LITTLE bit of Logic  
That many would denounce;  
A demi-tasse of Français  
We never could pronounce.  
Some easy words of Latin,  
The tongue that Caesar used;  
A smattering of English,  
That language so abused.

A modicum of Science,  
We couldn't know much less;  
A particle of Social,  
(Say, ain't the world a mess!)  
A morsel small of this and that  
And not so much of each,  
For teachers are not very learned,  
They're only trained to teach.

A tiny slice of knowledge,  
Much less than you would think,  
And then we're launched upon the world,  
Let's hope we do not sink!

B. A. TINGLEY.



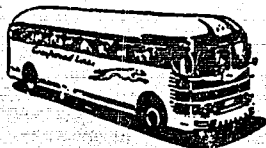


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## GREYHOUND LINES

No. 2

## "B. C. Teachers"

*An Address by LEONARD W. BROCKINGTON, K.C., LL.D., of Ottawa, given at the 1917 Convention of the B. C. Teachers' Federation*

MR. Chairman, Ladies and Gentlemen:

May I express my happiness that once again I have journeyed to this pleasant place through the climbing foothills and the high mountains which stand in immemorial and eternal witness that there were violent convulsions in the underworld of British Columbia even before my old friend, Senator McGeer, became mayor of Vancouver.

It has been my fortune in recent years to visit many lands. How often, when I met with some beauty of landscape or seascape, have I said or thought that I was reminded of British Columbia. There is a description of Canada once made in Latin by the Public Orator of Cambridge in which he refers to our country—wonderful in the beauty of mountain, of lake, of river and of meadow, and lovely in all the splendours of sun, of sea and of snow. Now those words have always summoned to my mind this pleasant homeland where you live. Perhaps it was my long residence in Alberta where the "frolic wind that breathes the spring" blows through the mountains from your western sea; perhaps it was the restlessness which has always haunted me, or the longing to be over the hills and far away (which someone once said was the most beautiful phrase in our language)—whatever it was, or is, wherever I have been, something has always drawn me to this place. And I know that with that inward eye which is in very truth the bliss of solitude, I have seen in many dark places and at many sad times the wild orange blossom in flower along the rambling byways of British Columbia, lupins standing like a skylit water, dappled forests with their white galaxies of dogwood, snow drifts of apple blossoms, mountain torrents sundering the valleys, waterfalls that hang sparkling on the hills, and the waves breaking on the rocks that guard your gates. And if those memories have remained with me, my joy at their present revival becomes so much the greater now that I have left behind me the ugly wrack of an Ottawa winter and find everywhere before me the footfall of the flowery spring.

Now I mention those things not because I wish to be like Sam Weller writing his valentine to Mary, the pretty housemaid, when you will remember his father suggested that he was "werging on the poetical". Nor am I anxious to underline to-day's melancholy contrast between Ottawa and Vancouver. I know that in Ottawa the Gardener is fighting the Bracken while in Vancouver he is welcoming the tulip. I know too, that from Ottawa the King bird has migrated to Virginia and that there is only a short lull in the cawing in the rookery on Parliament Hill, while here, every Ancient Mariner on the Pacific Coast can hear all little birds that are, "filling the sea and air with their sweet jargon-ing". But I do it for this reason. It is a truism that nearly all the best things in life are free and cost nothing, and I know of no place more blessed by Providence where more exhilarating things have been more abundantly given for the enjoyment of eye and ear and for the refreshment of young and old than in this fortunate and fruitful land. Beauty of earth and sky and sea is the personal possession of each one of you and it was a wise, gentle, and pious man living in a quiet Welsh parsonage three hundred years ago who once said that "you never enjoy the world aright till the sea floweth in your veins, till you are clothed with the heavens and crowned with the stars". And I have mentioned these things because I believe that no spot in the broad earth contains within it more gentleness or a greater promise of human happiness than this. And although I am going to touch upon some unjust things I hope that the words I speak will carry with them some joy in one of the most lovely of human labours and some faith in one of the highest of human hopes—the labour of teaching and the hope of human progress that is enshrined in the idea of education.

May I thank the teachers of British Columbia for the honour of their invitation and the kindness of their reception. During the years of war it was my unforgettable privilege to see thousands of Canada's sons holding high the honour of their country on many an angry sea, in many a tempestuous sky

and on the echoing hills and plains of a world in conflict. They always faced their enemies like brave men. They heeded the first trumpet and did not fear the last. They walked with gentleness and kindness amongst the ordinary folk of Britain and France and Belgium and Holland with whom they spent their weary months of preparation and their days of rest and recreation. It is, then, a high privilege to speak to a gathering of men and women who helped in the days of peace to mould the character of those soldiers and sailors and airmen, and in the days of war worked so hard and so unselfishly to keep the schools and universities of Canada open for the teaching of the sons and daughters of free men. And I think it too, an honour to be the companion of you men and women who in the time allowed for your holidays are to-day studying and discussing the state of education and the hope that its extension and reform carry for Canada and the world, and are meeting in this city to consider in the main not your right but your duties, not your privileges but the better performance of the precious trust which has been imposed upon you. I speak to you with a prejudice. I am the son of a schoolmaster and was once a schoolmaster myself. I believe that it is a most noble calling to which you dedicate your lives. I am afraid that I have no wisdom to offer you and no contribution of any moment to make to the serious matters with which you are concerned. But as a citizen of Canada and the father and grandfather of Canadians, it is my faith that the hope of our land and of the world lies in the widening and the deepening of what we call education. And in the world's struggle to free men from their shackles and their misery, I share the poet's faith that "Hence cometh all the need and fame of teachers, men of unhorn nobility, call'd Prophets of God, Saviours of society, Seers of the promised land—the loved and loveable whose names live evermore, the sainted pioneers of salvation, unto whom all wisdom won and all man's future hope is due".

I would like to direct the rest of my words to those who are not teachers. If those who are teachers care to listen, or to "listen in" as the phrase goes, I promise to do my best to see that the proverbial saying that "eavesdroppers hear no good of themselves" is not true at this time.

May I, at the outset, emphasize a few

facts realizing, as I hope you will, that the most momentous fact often remains without adequate meaning unless it is strengthened by a little sentiment to give it life.

The oldest university in the world is not much more than 600 years old. Universities grew slowly. But what a change in the world since a handful of scholars gathered in Italy 600 years ago until this day when in this then undiscovered land we can hear the most heartening sound in our history—a sharp and clamorous knocking on the doors of our Canadian Universities by thousands of men and women who offered their lives to their Country in the years of war and have passionately determined to fit themselves for her service in the decades of peace which we trust are coming to bless her and the world in which her beneficent part is clearly marked, willingly chosen and proudly accepted. Printing, without which the wide spread of some forms of education was practically impossible, was first invented about 500 years ago. It is only about 150 years ago since any but a small minority in any country or in any age could read and write. And that, I believe, is true of Greece and Rome, and of the ancient civilizations of the Egyptians and the Jews. It is true of many of the great races of to-day particularly those of the east. And it was within the memory of our great-grandfathers that reading and writing ceased to be an accomplishment of the few and became two of the needs of civilization.

It is not more than 100 years ago since any society began the training of men and women in the art and science of teaching the young. My own father in 1876 sat the first examination for so-called pupil teachers in Britain which gave him and thousands of others entry into the training colleges, and the profession of a schoolmaster. Compulsory and universal schooling only came into being about 75 years ago. Without it the democracy of which we so often speak, and particularly the ideal democracy of which we so often dream, would be even more remote than it is. And the other facts on which I hope to say a few words form a monumental truth, and a truth which I find hard to explain. That truth is this. Although teaching is one of the chief foundations of man's progress and one of the main hopes of his continuing advance, although in the unrecorded gratitudes of men's hearts there must be thousands—

"Whose names on earth are dark  
But whose transmitted effluence can-  
not die  
So long as fire outlives the parent  
spark"

yet not only our ancestors but we also have failed to honour the teacher—have usually made him the lowest paid drudge amongst the professions that have earned or assumed the badge of learning, and have set limits rigid and harsh upon the field of his social usefulness. Consider these facts also—

There is in Canada to-day a large falling off in the recruitment of teachers, and it is estimated that in a year or two there will be by no means enough to carry on the task. Of the 50,000 odd teachers in Canada at the moment less than 10,000 are men.

It is admitted that in many provinces the standards of teachers' training are scandalously low. In many parts of Canada, particularly in the rural districts, wages are a national disgrace.

In 1945 the average annual salary of teachers except in Quebec was \$1207.

I am aware that conditions have somewhat improved within the last two or three years, and I know that this province has been one of the most notable pioneers in such improvements. And if in the figures which I have cited or in the things which I shall say hereafter there appears to be criticism, it is a criticism of nobody more than of myself, an ordinary, easygoing and thoughtless citizen of Canada.

For only thoughtlessness and apathy on the part of us all can continue to allow teaching to be what I once called the Cinderella of the professions. But it will be worse than thoughtlessness and worse than apathy if we allow the future of our children to be endangered by our failure to attract able and devoted men and women to this, the most essential of national duties.

It will be no use to blame the teachers who have turned to some other tasks or the university graduates who follow other pursuits. They are free men and women and share with us the abiding right and the more than occasional compelling necessity to do their material best for their wives and children. It is our duty as citizens to do everything in our power not to make them dedicate their lives to the service of our Country's children, but to make them enthusiastically and gladly wish to do so.

In what little preparation I was able to give to this occasion, I tried to find

a history of the origin of teaching—how men came to desire to learn—how men became willing to teach, and how gradually through the ages men had used learning and teaching as the stepping stones to what we call civilization.

I failed!

Perhaps it was foolish to imagine that any philosopher had attempted to isolate teaching from the march of human progress and man's struggle from the darkness to the light. And I suppose once the first parents, however primitive, were faced with the joyous task of raising the first child, then teaching began.

"Hear the instruction of thy Father and forsake not the law of thy Mother," So says the Scripture.

And in the panorama of time it is obvious that every mother who taught her child the elements of good behaviour—every hunter who taught his son the lore of the forest—every medicine man who experimented with the herbs of the field—every astronomer or astrologer who gazed at the stars—every priest who sought to trace the mysteries of his God—every artist who drew the wonder from the wood and the stone—every teller of tales—every singer of songs—every law maker, every man who shared experiences with his neighbour, every ruler or philosopher who sought to mould men to the service of the state has consciously or unconsciously been a teacher.

And surely, if there ever was such, he was a great and a good man who first said to himself that he would go forth and teach to the children of men the ways of wisdom. He must also have been a happy man. For except the strengthening of the human soul for the sake of goodness and the cure of the human body for the sake of compassion no task can bring greater joy than opening windows on the world for a bright-eyed child.

Do you remember Lewis Carroll's dedication of *Alice in Wonderland* to the child "with the pure unclouded brow and dreaming eyes of wonder"?

I know that in my youth I was a deserter. But as I look back on my own unimportant life the greatest inner satisfaction I can recall starts from the glow of enthusiasm in teaching to those who wished to learn.

And so many more wish to learn than sometimes we think.

I have always found rather wistful the story which James Boswell relates of Dr. Johnson.

On one occasion he met a poor boy working on a ferry boat. The learned doctor was proclaiming one of his favourite theories—that the poor neither needed nor desired education. "Learning cannot possibly be of any use" he barked. "For instance this boy rows us as well without learning as if he could sing the songs of Orpheus to the Argonauts, who were the first sailors"; and turning to the boy he said, "What would you give, my lad, to know about the Argonauts?" "Sir," said the boy, "I would give all I have."

The old Elizabethan Schoolmaster with all his quaint conceits and his belief that the teaching of Latin was about the only education worthwhile, nevertheless understood the joy that sometimes must come to every teacher of the young.

"For the pure, clean wit of a sweet young babe is like the newest wax, most able to receive the best and fairest printing. And like a new, bright silver dish never occupied, to receive and keep clean any good thing that is put into it."

And it is a fine thing to open eyes and ears to the wonders around us, and to awaken joy in the magical world that is at our feet.

It is a fine thing gladly to learn and gladly to teach, and it needs no emphasis from me to know that the important word is *gladly*. And many great men have found comfort in the thought that all over the world children are trooping to school, that it is always morning somewhere, and everywhere school-going children of the dawn.

Those are amongst the joys. But the teachers' distresses have been notorious and continuous. Perhaps it sounds funny for a lawyer to talk of the abuse that has been poured upon schoolmasters. We get our share of abuse but we are generally able to charge for the pain and suffering. I expect many of you remember the story of Frederick, Prince of Wales, who, when he was asked to give a guinea towards the cost of burying an attorney replied "Here are ten guineas to bury ten of them". And it was only a few years ago when the modern American poet Carl Sandberg wrote a cheerful little ditty about lawyers in which this was the recurring theme:

"Why does the hearse horse snicker,  
hauling the lawyer away?"  
Well—that's that!  
Perhaps the first impression one gets

from reading about schoolteachers in literature and history is not the abuse they receive but the silent and often the open contempt with which they are treated. It is true, of course, that many famous teachers have been honoured in their day although one was forced to drink the poisoned hemlock, and many were persecuted. But those who were honoured were usually men who preached to the multitude or taught the rich and the leaders of men in great universities or famous schools — Socrates — Plato — Erasmus — Arnold — Sir William Osler — Mark Hopkins. You will all remember, I am sure, the famous remark that the best education in America was to face Mark Hopkins on one end of a log. I sometimes think that our modern education consists not only of Mark Hopkins at the end of a log but of Edgar Bergen at the end of another. That by way of a commercial announcement.

The Greek schoolmaster was held in low repute and not highly paid. His calling brought him neither dignity nor self respect. He was usually a slave or a freed man. In Rome, teachers were also usually slaves. It is recorded by one writer that kings and rulers when they crossed the Styx and went to Hades sank so low that they became either beggars and elementary schoolmasters. One unknown comic writer said: "This man is either dead or teaching the alphabet". Horace's schoolmaster wrote his autobiography as "the life of a man acquainted with grief". Shakespeare has two schoolmasters both of which are comic characters. I remember reading somewhere that in Walter Scott's diary there is a passage beginning: "May God forgive me for thinking that anything can be made out of a school master". And in all the English literature that I am able to recall, whether it concerned itself with Mr. Squeers with his brimstone and treacle or Mr. Chips with the treacle without the brimstone, except in the latter book nobody ever thinks of making a hero out of a schoolmaster. Even Dante's teacher, to whom he paid a memorable tribute, is found by the Italian poet in Hell amongst the damned.

And the documents of social history are full of evidence about the teacher's small rewards. It was nearly 2000 years ago that a Roman father said "It is no light task to keep watch over so many boyish hands, so many twinkling eyes. This be the object of your care, and when the year comes round again receive

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Those, of course, are some of the shadows. They were cast perhaps because elementary schoolmasters were drawn from men of low degree in days and lands when classes meant much and masses meant little, because education dealt so often with musty and dusty things of the past and the bare-bones of grammar, and was often accompanied by flogging and physical degradation which would justify any boy in creeping unwillingly to school.

Let us look for a moment at the sunshine which has driven, or should drive, these shadows from men's minds. I am going to ask you to remember that the document that marked the ending of the European war was signed in a little red school house in Joan of Arc's sweet land of France. As the teacher is often the last man whom free men have honoured and the first man whom the tyrant seeks to destroy it seems to me that the historical fact which I have mentioned is one of the strange but satisfying revenges of history.

Let us forget what men wrote or said in praise or dispraise of the teacher in the past and try to set him in his proper place in our country and our age.

Perhaps you will agree with me in these conclusions:

There can be no education for freedom and no freedom unless the teacher is free. His freedom means not only freedom to teach the truth as he sees it but freedom from that gnawing fear of debt, of poverty, and not least, from that feeling that the idealism which must forever be a part of all true teaching is not honoured in the hearts of those whom he seeks to serve.

With the growth of compulsory and universal education the trained teacher became one of the necessary pillars of civilization.

With the State concerned in his training and his continuing service his social and professional position has been raised and must inevitably be raised still higher.

It is true what a wise man once wrote:

In a community the school teacher must not be the representative of the government. It is fitting that he should be the representative of humanity. For he is the only and priceless representative of poets and artists, of philosophers and scholars, of the men who have made and maintained humanity. So spoke a French philosopher.

Today more is asked of the teacher than ever before. He is exhorted to fit our youth for the labour of life, to educate boys and girls for citizenship, to teach them the uses of leisure, to awaken in them a feeling for beauty, to foster every gleam of creative talent, and above all to help build character.

No small task for an eight-hour day.

No small requirement for an average Canadian wage sometimes less than that of an unskilled labourer.

It may seem impertinence on my part to make any observations upon things which might be done to improve the conditions under which teachers work in this country. I would be the last to wish to see Canada take a less interest in international conditions. I believe it to be one of her greatest glories that ever since the shadows of the Great War gathered over Europe and the world our country unselfishly and promptly accepted her position as one of the great family of nations, and the duties that were involved in our sense of the paramount claims of our common humanity. But I believe also that all things good, liberal and humane begin at home. And I sometimes think that it is far easier to send a strong delegation from Canada to the ends of the earth to consider the education of the world than it is to get Canadians to sit together with a sense of unity and consider the education of Canada.

I would like to see appointed the strongest and most representative commission of Canadians including amongst its number teachers to enquire as Canadians into all the incidents of education in Canada. I would like that body of men to be determined that there shall be an equalization of the best educational opportunity throughout our land, an opportunity that shall be the same for the eastern child as the western child, for the Catholic child as for the Protestant child, for the rural child as for the urban child.

For surely no system can fit this country's destiny until the best teaching is brought to the child in the rural districts, from whence have come so much of the strength of our national character and the colour of our national achievement.

I would like to see the qualifications of teachers improved and continuing to be improved throughout Canada. I would like to see teachers given salaries commensurate with their services and large enough to free them from the



elemental fears. Above all I would like to see their status in society raised and ennobled. I would like to see them encouraged, and not discouraged, to enter public life. I would like to see teachers represented on the National Film Board. I would like to see teachers members of the Board of Governors of the Canadian Broadcasting Corporation trusting that with their help some of the soap may be removed from the soap operas and used to cleanse the murky air of the taint of growing commercialism. I would like to see the social and professional position of teachers elevated not because they ask that it should be so—they should not be forced to do the asking—but because I believe that it is a national obligation and a personal duty of each one of us long overdue. It is more than a century now since some famous words were spoken in the British Parliament.

"The Schoolmaster is abroad".

The expectations aroused in that famous speech of Lord Brougham's cannot be said to have been justified in the event. For one of the most eloquent writers on modern education in a book published last year asked this question and gave these answers:

"Is it not true that teachers have been too content to occupy a submissive role? Often they have chafed under conditions of service and lack of recognition which other professions would have found unendurable. Lacking support, even the support of their own colleagues, they were divided and ruled. Today they need higher loyalties, to strike more positive blows for freedom; to be more militant and resolute than they have yet dared to be. Upon them, more than upon any other single profession the issue of social reform depends; and they should take pride in knowing it. After forty years of wandering in the wilderness they have been shown a glimpse of the promised land. Let them close their ranks and march in to possess it."

May I end with a closing sentence or two directed to the teachers in this gathering.

All the noblest occupations of life at their best spring from the search for truth and the love of one's fellow men. That search and that love are at once the inspiration and the moving force of all that is greatest in human endeavour. They have turned the steps of mankind from dark brutish ways to the bright horizons of civilization—that civilization whose pillars are mercy and tolerance,

a hatred of cruelty and a love of beauty, an abiding faith in the Brotherhood of Man and the Fatherhood of God and a determination to work for peace and justice amongst all His children.

I know that sometimes you become weary and dispirited in your tasks as we all do in ours.

But you have the strengthening satisfaction in your hearts that what you do is so much worth the doing.

You are the lantern-bearers for so many wandering feet along so many pilgrim ways.

And you know as I know that in spite of the tribulation and the tempests those ways will someday meet the King's Highway that winds slowly but surely toward the dawn.

I think perhaps in some respects the greatest man ever born in Canada was Sir William Osler. He was one of the world's greatest teachers.

He promised himself that he would never enter the temple of Science in the spirit of a money changer. He kept that promise. He proudly declared at the end of his life as a teacher—

"I have loved no darkness,  
I have sophisticated no truth,  
I have nursed no illusion,  
I have known no fear."

That was not an empty boast. When he said farewell to those who had shared his labours, remembering that their task, which is also your task, was ennobled by the passion for truth and the power of love, he spoke these words in valediction to them, and through them to you.

"And I give to each of you, my brothers—you who hear me now, and to you who may elsewhere read my words—to you who do our greatest work labouring incessantly for small rewards in towns and country places—to you the more favoured ones who have special fields of work—to you teachers and professors and scientific workers—to one and all, through the length and breadth of the land—I give a single word as my parting commandment: 'It is not hidden from thee, neither is it far off. It is not in heaven, that thou shouldest say 'Who shall go up for us to heaven, and bring it unto us, that we may hear it, and do it?' Neither is it beyond the sea, that thou shouldest say, 'who shall go over the sea for us, and bring it unto us, that we may hear it, and do it?' But the word is very nigh unto thee, in thy mouth and in thy heart, that thou mayest do it—Charity."



## Wanted! Skill in Co-operating with Parents

By DR. S. R. LAYCOCK, *Professor of Educational Psychology,  
University of Saskatchewan*

EVERY good school teacher knows that she is only one of a child's four sets of teachers — home teachers, playmate teachers, community teachers and school teachers. Indeed she is not nearly as important a teacher so far as the development of the child goes as are his parents. The latter usually have a five or six year head-start in any case and they remain, even after he starts to school, the child's most important teachers. Certainly this is true so far as his behavior, attitudes and interests go.

Every good teacher is aware that the whole child comes to school—not just his brain. She knows that the youngster brings to school with him the habits, attitudes, prejudices, strengths and weaknesses of his own home. She knows, therefore, that the home seeps through into the school at every point profoundly affecting everything that goes on there.

Even the old-fashioned subject-matter teacher who teaches arithmetic and spelling rather than boys and girls knows full well that her success or failure in teaching arithmetic and spelling depends only partly on her own efforts. She is well aware that how the child gets along in reading and other school subjects depends greatly on his parents' interests and attitudes and on how the youngster's needs are being met in his own home.

No one really needs to argue any more that parents and school teachers have a partnership job in the development of Bill and Mary. Even the teachers who give parents a wide berth admit the fact of the partnership, by exercising what they feel to be a God-given right of lamenting parents and blaming their own lack of success with pupils on "the home". Indeed, the ancient game of scapegoating is older than the practice of blaming Jews for all the world's ills. It is at least as old as teachers. The first teacher probably blamed on the parents primitive Johnny's inability to learn how to make good flint arrowheads.

When practically all teachers — the progressives and the traditionalists — admit the tremendous effect of parents on a child's success in almost any kind of schoolwork why is there not more widespread evidence of close parent-teacher cooperation? When common

sense and reason point to a certain line of action and yet relatively little is done about carrying it out one can be pretty sure there is an emotional factor lurking about somewhere. The writer believes this to be true of parent-teacher cooperation.

The plain fact of the matter is that the majority of teachers are afraid of parents and most parents are afraid of teachers. Like most of the irrational fears of adults these mutual fears of parents and teachers go back to childhood.

Psychologists believe that hate and love are very closely allied. Psychologically they grow out of the same situation in childhood. The mother supplies the child with all his creature comforts and he comes to feel "cupboard love" for her very early. However, his mother is also the one responsible for most of his frustrations. These are tied up with being fed, with being bathed, with the establishment of toilet habits and later with going to bed and with restriction on doing as he likes. Most children, therefore, develop both affections and resentment towards their parents. If the latter are well adjusted themselves, if they give the child emotional security, if they handle him consistently and wisely, the child comes through to adulthood with confidence in and respect for his parents. Too many parents, however, are not able to achieve a nice balance of love and firmness and, as a result, their children grow up with fear and resentment of authority first towards parents, then towards teachers and finally towards authority in general. Too many teachers carry, throughout their professional career, this basic fear of and resentment towards the parents of their pupils which they as children felt, at least in some measure, towards their own parents.

Teachers are also afraid of parents for another reason. They know that a parent handles many problems and experiences all kinds of situations that are, in many ways, more difficult than those encountered in the classroom. Besides Johnny's mother knows all sorts of things about him which are not known to the teacher. This is apt to put the

teacher on the defensive. As a result she feels "if we could only get rid of the parents, all would be well with the children". As a result she tries to remain aloof from the parent.

Still another of the reasons why many teachers avoid parents is that they feel insecure in their own professional knowledge of children and of education in general. If a teacher has not kept up-to-date professionally by taking refresher courses and by systematic reading of professional journals and books, she is likely to be afraid lest some intelligent parent ask about professional matters of which she is ignorant. Keeping parents at arm's length is, for such teachers, a defense-mechanism for their own feelings of professional inadequacy.

#### HOW TO MAKE COOPERATION WITH PARENTS EFFECTIVE

In attempting to improve her skills in cooperating with the parents of her pupils the first step for the teacher is to realize that parents are likely to be afraid of her. This is for three reasons—first of all parents are apt to carry over into their relationships with their child's teachers the fear or resentment

which they themselves felt, in their school days, towards their school teachers. Secondly, many parents think of teachers as omniscient beings and stand in awe of them. Thirdly, parents are afraid of teachers because they fear that they will be blamed for the mistakes they have made in the handling of their child.

Since training pupils in happy human relationships is now one objective of most schools, teachers know only too well that there can be no happy relationships between individuals where one is made to feel inferior by the other. The success of modern psychotherapy lies in the fact that the psychiatrist or psychologist does not blame or scold the patient. This acceptance without blame is also at the basis of all successful counselling of teen-agers or adults. The teacher, then must guard against an attitude of intolerance towards the mother, an unexpressed feeling within her that this woman has no right to have children, or a condemnation of the mother's actions towards the child without taking into account the extenuating circumstances. The first technique for a teacher in cooperating with parents is

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that she must take parents as they are. She must recognize that each parent is, in his or her own way, trying to do the best possible for the child and that the business of raising a family is a difficult one at best. After all, teachers differ just as widely in their personalities and handling of children as parents.

The second important technique which teachers need to develop consists of the attitude of "searching together" with the parents in understanding and helping the child. So long as teachers make any pretence at knowing all the answers and of handing these answers out to parents just so long will parent-teacher cooperation remain ineffective. The more a teacher knows about child-needs and child development the more humble she will be about her knowledge and the more eager she will be to seek help from one who, after all, probably knows more facts about the child than anyone else. In any case the parent's attitude towards a child's behavior is an important factor in understanding his behavior. A knowledge of this attitude is of great help to any teacher in her understanding any particular child's development. Only the teacher who has feelings of personal and professional inadequacy can afford to pretend to know all the answers or to discount the very real help any parent can give her in understanding and guiding that parent's child. "Searching together", then, must be the attitude in which teachers approach parents if any worthwhile results are to be achieved.

The third thing necessary in order that parent-teacher cooperation may be effective lies in the teacher's making known to the parent, at the very first meeting, how much she likes the child. "We both are fond of the child so let's see what we can do to help it." This attitude must not, of course, be hypocritical. There should be no need of pretence. Every good teacher has as her motto: "I never allow myself to dislike a pupil". She knows full well that no one can elevate those whom she despises. She knows, too, that democracy in the classroom involves, on her part, the emotional acceptance of *all* her pupils — black, white, yellow and red, those of her own race and those whom some shall call "foreign", those of her own religious faith and those of faiths which differ greatly from hers, and those of social classes differing widely from her own. A good teacher feels that *all* her pupils belong to her and she gives her liking

and loyalty to them all. This includes the children who have behavior problems and are often a nuisance in the classroom. The good teacher is not hostile to such children. She knows that all behavior is caused and that boasting, bullying, excuse-making, "limelightiness", lying and stealing are really danger-signals by which the child is trying to tell all and sundry that he is unable to solve his day-by-day problems in an acceptable fashion. The teacher will be genuinely concerned about helping such pupils. The latter should never, for a moment, have doubts of their place in the affection of their teacher. In any case being genuinely fond of the child is the key to securing the cooperation of the parent.

The fourth skill required by teachers is that they always tell a mother the good things about her child first and that they do so in an enthusiastic and effective fashion. When it comes to the negative things, it is a good idea to find out what difficulties the mother has with the child at home. Frequently they are essentially the same as at school. Then it is simpler for the teacher to give examples of this kind of behavior at school, to describe how she handles it and to reassure the parent that these difficulties are not uncommon and can probably be ironed out if parent and teacher can get together on a joint plan of action. Since the mother is often acutely aware of her child's shortcomings and is apt to feel guilty over the fact that she has not done a good job in rearing the youngster, it is important that the teacher be reassuring. If the teacher doesn't make the parent feel guilty, it will be easier for the latter to talk freely about the difficulties she has at home. The teacher should not, however, encourage the parent to go into marital situations and personal problems in general. Otherwise this may jeopardize her subsequent relationship with the parent. The latter on second thought will feel she has told too much or that what she has said may affect the teacher's attitude to the child.

The fifth skill needed for parent-teacher cooperation lies in the way the teacher both gives and receives suggestions. When a parent comes to the teacher for help on a specific problem she must be able to rely on the teacher's sympathy and at the same time be reassured that it is not too serious a problem. The teacher can best make suggestions by tell the mother how the

situation is handled at school or by proposing some change in the routine at home. Such suggestions should be given in a tentative manner with the idea that they may not work and that there are other ways which might be tried. The teacher should make the mother feel that she values suggestions from her too. This can be done without the teacher giving the impression of weaknesses. Rather it is an acknowledgment that *both* parents and teachers need each other in the solution of a child's problems.

#### METHODS OF PARENT-TEACHER COOPERATION

While there is no real substitute for personal conferences between parents and school-teachers many other means are employed to help make the partnership of parents and teachers effective. Visitors' Days at school, study groups, in which teachers and parents participate, and Home and School or Parent-Teachers' Associations where parents and teachers plan together how the better to meet children's needs in home, school and community are all very valuable means of parent-teacher cooperation. So should be a modern substitute for the old fashioned report card. There never was but one argument for the use of report

cards. They were meant to help parents understand their child's progress and his difficulties at school so that the home could better assist the school in promoting the child's development. In practice they often degenerated into a big stick held over the head of the child. If written reports on the child's progress at school are to be continued, they should be much less formal than they have been in the past. They should be considered a supplement to the personal conference and have as many as possible of the characteristics of such conferences. They should be judged by the extent to which they help parents to understand a child's successes and difficulties in development and to co-operate more intelligently in promoting the youngster's effective all-around growth.

#### COOPERATING WITH PARENTS PAYS DIVIDENDS

Some teachers keep aloof from parents because they don't want to be bothered. Actually close cooperation with parents pays gilt-edge dividends. It helps solve irritating classroom difficulties but above all it yields rich returns in giving the teacher those deep satisfactions of seeing children grow and develop in a wholesome manner. In the long run it is these satisfactions which make teaching a worthwhile job.

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## A School Teacher Father To His Son - No. 4

By WALLACE SHORE, Principal, Lord Kitchener School, Vancouver

**M**Y Son,  
If you would climb to the immortal heights of being a successful teacher, have no traffic with expediency. Admit one only guiding principle,—truth. Expediency is but an opiate to ease the exigencies of the moment. Truth is all embracing and everlasting. As one goes from one expediency to the next which it invariably engenders, the soul becomes warped. Truth, expressed, develops a wholesomeness which radiates from a stimulated inner-being and reflects back from a brightened environment. Expediency is likely to cause a vortex to suck into oblivion one's finer sensibilities. Truth is ever expanding.

As you follow the profession there will be many problems to tax your ingenuity. Some of them will cause you mental anguish. Because life runs in great cycles, many of the problems that have plagued past generations will recur to plague you. Would that I could tell you the solutions. To do so, would be to rob you of the satisfaction you will get from your own resolving. However, looking to the probable course of your generation let me draw on my experience to plot a pathway for you.

In the profession of teaching, and surrounding it, there will be men who will weigh expediency against truth. Men who will, without compunction, suppress truth in the interest of expediency. You will need to recognize them and to guard against them not only because of the harm they may do to you personally but because of the incalculable damage they may do to the children who will be your common responsibility. A man of this type is clever to a degree. A glib tongue carries him far. Guile is his stock in trade, treachery his secret weapon. At times he is hard pressed to protect himself and to maintain an aura of respectability. At such times he will find it expedient to eliminate honest men who, because of their very honesty, are a threat to his position and who, by comparison, expose his weaknesses. By devious means he establishes himself. He builds up an assured stipend and settles down to a fat-cat complacency to enjoy the fruits of his scheming. He delegates his responsibilities to younger men whom he holds on the leash of ambition and

whom, having inoculated with his own brand of infamy, he controls through fear. He establishes a surface—but he is unhappy. In his heart there is decay.

You will recall the patch of lush growth in the garden. Underneath that patch is an old cess-pool from the rotteness of which the plants draw the essential salts that cause their rapid growth. In the flush of spring and early summer that patch is admired; but in the full course of the seasons it withers first because, though the plants are big and green, they are weak and lack vitality. They grew too rapidly. They cannot stand up to adversity—so, our expedient friend and his satellites. They may seem to be gaining the whole world but, dear God, pity their souls. Expediency may seem to be an easy taskmaster but in ultimate rewards it is a sorry paymaster. The votaries of expediency may descend with ease into the lush valleys of material prosperity: they can never experience the exhilaration of standing on the peaks of lasting memory.

You will do well to order your life accordingly. Each step you take must be a proper one in the full light of truth. That does not mean that you condone poverty nor that you will court happiness. The joy of living is in the fair return you extract from an investment in giving. Give joy. Laugh with the world but never at it. Sing in exaltation but never in defiance. Shout for joy but be discreet about showing your misfortunes. Dance in rhythm with the fulness of life but never stamp your feet with vexation. Through it all carry the beacon light of truth; stay within the warm



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glow of its radiance and keep your eye fixed on the heights.

Should you find yourself in competition, rely on truth. Appraise yourself fairly and sell yourself honestly upon that appraisal. If you know in your heart that your competitor is a better man than you, say so fearlessly and though you lose, you gain for you will have preserved your integrity.

Should you ever fail, because of oversight, or of carelessness, or of accident, to do your duty honestly and in good measure do not resort to expedencies to hide your short-comings. Tell the truth to whom it may concern. There is no shame in telling the truth. Should this course work to your material disadvantage and you lose your job, let the loss not worry you for you will have gained in stature. Your ex-employer will be the greater sufferer for he will have sacrificed an honest employee. In the floodlight of truth spiritual gain will ever compensate for material loss.

In your dealings with the children under your care never vacillate. Be kindly, be sympathetic, be warm and friendly and love them to the full depth of your being but never deviate from the truth. In the interest of sparing the feelings of the weaker one you may think it expedient to devise report cards to confuse all the children in the matter of knowing their relative standings, one with another—no method of marking, no system of hieroglyphics has ever been drawn that will deceive children for long. Therefore, be straightforward. Children know truth and respect truth.

It may happen that a parent of one of your pupils, because of affluence, or of social position, or of political power may seek to influence you in your duty towards your pupils or in reference to his own child. You may think it expedient to humor him—Do not so. The brightness of your eye, the warmth of your heart, the greatness of your ego, the completeness of your satisfaction with life depends upon the honest, straightforward, prosecution of your duty without fear or favour, without let or hindrance; truthfully, conscientiously, even recklessly. In so doing you may experience some of the exhilaration of David when he sang his Twenty-Third Psalm.

Perhaps you may think I have set you a mountainous task. I have. The climb to full success as a teacher is arduous and beset with difficulties. The path is long and exhausting. The material rewards are frightfully inadequate. The mountain is high. But . . .

Oh, to climb the mountain,  
One's life against that thrill,  
To pit one's flagging stamina  
Against an iron will!

And oh, to stand upon the peak,  
To breathe the untainted air,  
Alone in all the universe  
Not even one's shadow there.

And oh, the exaltation  
Of just being there, alone,  
And sensing the pulse of the Cosmos  
Making the Presence known!

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**A**LGEBRA and You, by G. C. Barton and Jesse Osborne; Longmans, Green & Co.; pp. 520; \$1.75.

This is a text book in algebra which attempts to cover the field of mathematics from arithmetic to elementary trigonometry. It is written and arranged so as to appeal to all students from the quite dull to the very bright. There are many interesting devices aimed at catching and holding attention, including profuse illustrations, biographical sketches of famous mathematicians from the earliest times to the present, and many questions of the recreational puzzle type.

The book is arranged in 14 units each planned so that there is a suitable introduction preceding the new work. At the conclusion of each unit there is a review of the fundamental processes in arithmetic and algebra which have been taken to that point, followed by unit tests and drill material. Each unit ends with a page of recreational questions.

A very good feature is the fact that the problems are right up-to-date using true to life situations and material from related subjects such as science and geometry. As an example the formula

$$W = \frac{K(T_1 - T_2)}{4}$$

is used where W is the amount of heat that will penetrate a wall,  $T_1$ ,  $T_2$ , the temperatures of the warmer and cooler sides of the wall, and  $k$  a value determined by the material from which the wall is made. Another feature is the attempt made to provide an enriched programme for the brighter students.

On the debit side, the book attempts to cover too much, resulting in a definite paucity of drill material. There is no mention of logarithms, and there are no answers supplied. However, if a teacher has not accumulated a stock of motivating material of his own, it is all here in this book. A set in a classroom would be excellent as supplementary texts.

—D. A. Mc.

**A**HISTORY of Prince George, by Rev. F. E. Runnalls; obtainable from the author, Box 263, Armstrong, B. C.; \$2.50 less discount for schools and libraries; pp. 197.

A copy of this should be in every school library in British Columbia, first because it is a well-documented, authentic and objective history of an important part of this province, and second because it ought to spur others in other communities to do as much for their locality.

Photographs and clear sketch maps add to the value and interest of a straight-forward, readable account of the early history of Prince George, and the effects on its development by the fur companies, the trading trails, the railways, missions, and boom days. The book concludes with an account of modern organization and development, a bibliography and an excellent index. There is a foreword by one who is probably Prince George's best known citizen—Mr. H. G. Perry, former British Columbia Minister of Education.

\* \* \* \*

**THE Art Teacher**, by Pedro de Lemos; distributed by Moyer School Supplies, Ltd., Winnipeg; pp. 384; \$6.95.

Each new edition of *The Art Teacher*, which has been growing since 1931, reassures the casual reader as well as the practical teacher that it is the work of a man who knows what he is doing. This is a book which teaches art through art. There are no long pages of detailed verbal instructions which too often are difficult to put into pictorial terms, but each project is clearly illustrated in step-by-step drawings which are explicit as well as being artistic. Much of the work illustrated is by the capable hand of the author, but there is also a good selection of actual pupil work with the grade level noted. This is of the utmost value to teachers especially in isolated schools as it gives an idea of the standards to be expected in each grade. The

pupil work shown is apparently selected to show good average rather than exceptional work. No teacher in British Columbia need feel that the standards set here are too high; although lacking the elaborate equipment of large city schools, pupils in smaller towns are turning out art projects which are quite comparable with those illustrated in this book.

There is perhaps the slight danger of a book so well illustrated being mis-used. If pupils are allowed to copy drawings and designs from those in the book, much of the creative value of art is lost, although there will be some learning of manual skills. In the hands of a wise teacher a book like this is of the greatest value as it gives inspiration and at the same time explains the techniques for putting ideas into concrete terms.—E. M.

\* \* \* \* \*

**FEET on the Ground**, by Margaret J. O'Donnell; Ryerson; \$2.50.

This is not a book for experts, pedants or ivory tower specialists. It is a simple straightforward exposition of prosody particularly in reference to modern verse. ("Modern" should be taken to mean period rather than school. The examples quoted are mostly 20th century and the poets range from T. S. Eliot to Don Marquis).

The book is actually two books in one: the first, a most delightful selection of modern verse made with a sure instinct for true poetry, the second, a commentary on the poems chosen. It is a little regrettable that the author's comments on the poetry are not always as felicitous as her choice of the poems.

The author believes that poetry can be appreciated by anyone who possesses enough critical knowledge to appraise a poem intelligently. That being granted, the rest of the book is devoted to a simple yet reasonably complete exposition of such elements of poetry as metre, choice of words, metaphors, form, and so on, all enlivened by quotation of examples from contemporary verse.

The book is good; it would be an excellent reference book for senior high school literature students since it does present the elements of poetry in an easily understandable fashion and there is little if any literary snobbery about the author. She does perhaps in some places run the risk of tiresome explanation. Flecker's "The Old Ships" can be appreciated without quite such an extensive prose recapitulation as is given, and

there is perhaps at times, a tendency to "brush the bloom off the butterfly".

—W. J. K.

\* \* \* \* \*

**EYE and Ear Fun**, Book IV, by Clarence R. Stone; Longmans, Green & Co., Toronto; pp. 128; 52c.

This series needs little introduction to teachers since the first books of the series have already been used with considerable success. This book could be used successfully in Grade 4 or perhaps more profitably, in remedial cases either there or in higher grades. It is, of course, strictly a work book in word recognition and is not a reading work book in the generally accepted sense of the term.

The author feels that the major key to word recognition lies in recognition of vowel sounds and consequently give considerable practice in this. While this accounts for better than half of the book the exercises are so varied in character that pupil interest should be easily maintained. The remainder of the book is devoted to practice in syllabication and analysis of polysyllabic words, this constituting the other important element in word recognition. The pitfall of over much pronunciation of the parts of the words has been avoided and practice in prevention and remedy of common errors such as reversals (*saw* for *was*), omission of sounds (*tack* for *track*) etc., has been provided.—S. V. S.

\* \* \* \* \*

**GAY Dogs and Dark Horses**, by Illingworth H. Kerr; Dent; pp. 371.

Mr. Kerr, who now lives in Vancouver, evidently spent a good part of his youth hunting coyotes, ducks and things on the Prairies. The stories in this volume with the exception of the last two, might be autobiographical.

For those who love hunting, a dash of mischief and a trick nicely trumped here is abundant fare. Uncle Cyrus and "Maggie" McGee are pranksters of the first order, although one or the other meets his match at times. Horse traders (whether metaphoric or literal) will, for instance, revel in the tales of Mark Spencer, Ego, and the "tricky little filly".

We found ourselves most satisfied with the Story of Tim O'Dowd, "Do As Ye Are Done By", which comes near the end of the collection. Perhaps this was because we had grown tired of hunting, and found gold mining a relief, or because the other characters had by this time worn a little thin. This is a story



O. Henry would have revelled in, and we'll wager you won't see through the denouement till you are right on top of it.

The stories in this book have been compared to H. E. Bates' tales of my Uncle Silas. The fact that this is an extravagant claim does not mean that *Gay Dogs and Dark Horses* will not make interesting reading.—P. J. K.

\* \* \* \* \*

**WHY We Act As We Do**, by Philip Eisenberg; Ryerson; pp. 261; \$3.50.

In this readable book Dr. Eisenberg brings us up-to-date with what psychologists have to say about ourselves and our social and personal adjustments. In the "nature vs. nurture" dispute, he is emphatically on the side of nurture, and has gathered together the data of a wide variety of social investigations and experiments to make good his case.

The Arapesh, for example, who apparently barely know the meaning of strife, prove that war isn't "natural". On the other hand the Dobuans are most unhappy, being even nastier than we are, which is a comforting thought. Stories of wolf-children, or the account of Dr. Kellogg who for a year brought up the female ape, Gua, as nearly as possible like his own son, Donald, also make absorbing reading.

There is a great deal of sound common sense in this book, and much that teachers can use with profit. The fact that it is completely materialistic in its approach should not necessarily prove a weakness, though it will leave a felt want in the minds of some.

The volume is pleasingly bound and freshened by the amusing sketches of Ida Scheib.

Suggested further readings are given for each chapter.—P. J. K.

\* \* \* \* \*

**WIND Without Rain**, by Selwyn Dewdney; Copp Clark Co., Ltd., Toronto; \$3.00.

Teachers should not be misled by Jack Scott's uncomplimentary review of *Wind Without Rain* which appeared in his regular column in the *Vancouver Sun* a few months ago.

The book, a first novel, written by a teacher about teachers is well worth reading, in spite of its obvious weaknesses—although it would give to the general public a somewhat distorted view of the profession.

The villain of the novel, J. C. Bilbeau, who is portrayed as a pedagogic charla-

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tan of the first rank, makes the novel. His species is not in any sense new, but rarely does a dictator of his sort find such an ideal environment as West Kirby Collegiate in which to flourish. The same gentleman would hardly last a week in any high school in British Columbia, yet every reader will probably recall within his own experience some character who displayed all the bilbeaucratic tendencies. Like all dictators, J. C. Bilbeau comes to an ignominious end but not before he has made many lives thoroughly miserable and driven one honest teacher to suicide.

In the opinion of this reviewer, Mr. Scott was very wide of the mark in assuming that the author intended to portray young John Westley, the central character, as a prototype of the teaching profession. Heaven forbid that we should see ourselves, or others see us, in this spineless dupe! John Westley is merely the vehicle by which the author carries along his theme of the conflicts and tensions which are produced when diametrically opposed attitudes and ways of life meet within the same narrow environment.

The reader will get tired of the clichés, annoyed at the very amateurish handling of the sex angle and will find the ultimate suicide of Angus Macdonald unconvincing, but will enjoy the book nevertheless. Teachers will live again their first school concert, their early problems with discipline and their perennial financial headaches. The book is of real value in that it is a dramatic warning against all the many sins that beset the profession.—C. D. O.

**HOW To Behave and Why**, by Munro Leaf; Longmans, Green; pp. 56; \$2.25.

Of course you remember Ferdinand, and so you need no further introduction to the author of this book. The same flair for whimsical illustration is here and the same light-hearted style. What appealed most to us, however, is that one should dare—in these days when even the sugar coating is sugar coated—to approach the child as though he were sensible enough to believe that it really pays off to behave.

It might be an eye-opener to some to realize that this is actually possible. But try it on yourself. See if these simple, direct thoughts don't penetrate—"The two biggest questions to ask ourselves in life, at any age, are: Are most of the people I know glad that I am here? Am

I glad that I am here, myself?" This is good stuff.—P. J. K.

**A SEARCH for America**, by Frederick Philip Grove; Ryerson; pp. 296; (abridged); \$95.

This semi-autobiographical story, written in 1894, first published in 1927, has become almost an American classic. The author, himself long associated with the teaching profession, is well known as a man with a characteristic style and a characteristic message.

As an account of a typical immigrant and how he comes dangerously close to finding the wrong America, before his patience and perseverance are rewarded by his discovery of the true spirit of the new land, this will prove fascinating and worthwhile reading, and deserves a place on your school library shelves.

What is not so clear is why anyone should have arranged this for English study. Its occasional odd turn of phrase, its tendency to philosophize and its rather insistent lack of humor do not seem to fit it preeminently for this purpose. For those who desire them there are, however, appended questions for study and written composition.—P. J. K.

**CO-OPERATIVE Play Groups For Pre-School Children**, by Gertrude E. McGill; Canadian Citizenship Council, 166 Marlborough Ave., Ottawa; pp. 52; 25c (reduced rates for quantity).

There are several reasons why you should read this:

- (a) Mrs. McGill's Children's Garden Library at Victoria is famous the world over.
- (b) It is more and more essential that we become aware of how community action can get results.
- (c) There are ideas here that every teacher of young children will want to tap.

Beginning with the symbolic cover illustration of "Children at the Gate", the book continues with a number of charming photographs of the "Garden."

The preface strikes two keynotes—"an appreciation of the privileges of democracy" and "to make children glad". The contents develop these in discussing first some of the underlying principles, telling next of the Children's Library project, and finally instructing readers in how they can apply similar ideas. Some sample registration and attendance forms are included and some well selected sources of further material.—T. T.

**A** *SIMPLE Introduction to Bible Study and Theology*, by Stephen J. Mathers; Ryerson; pp. 137; \$1.50.

The aim of the author of this book is a commendable one. Distressed at the lack of interest in and understanding of the elementary truths of Christianity, he attempts to present essential doctrines in a simple and attractive form.

Beginning with two "basic principles"—on the nature of truth, and on "experience versus explanation" the book next deals with topics like Christian experience, and then the common area of Christian belief such as the Bible, God, Christ, the Holy Spirit, Redemption and so on.

Unfortunately, one often fails to find in these pages the challenge of straight speaking, and is frequently told that some Christians do, some Christians don't, and perhaps it doesn't matter anyway. It is just this process of pulling the teeth of Christianity, watering down its doctrines, removing the leaven of the Spirit from the Bread of life that in the opinion of this reviewer constitutes a major threat to religion today. It is hard to be tolerant of such categorical statements as "Jesus was mistaken"

(p. 61), or "can He undo the past?—the answer must be NO" (p. 54).

On one fundamental point the author is inspiring and that is his insistence on the need for human redemption. We find it difficult to believe that the speaker in so much of the book can say this: "One can regenerate you, One can give you a life of triumph over sin. That One is God as revealed in Jesus Christ. You can never do it yourself. You cannot lift yourself by pulling on your own shoestraps. God can and does save us, when we let Him."—P. J. K.

\* \* \* \*

**A** *ARITHMETIC Work Books*, Books 1-6; E. H. Reid; Book 3: pp. 128; 40c; remainder: pp. 98; 30c each.

For us in British Columbia, Books 1 and 2 will not have a very extensive appeal since the material therein is already covered by the prescribed work-books. However, they will be valuable as supplements.

Books 3 to 6, inclusive, provide a very extensive series of drill exercises in all the fundamentals as well as drill in money, denominate numbers, etc. They are printed (as are Books 1 and 2) on a

## TEACHERS WANTED

Wanted for Penticton High School for term commencing September 1947:—

- (a) Girls' Physical Education Teacher, Grades 7 - 12;
- (b) Boys' Physical Education Teacher, Grades 7 - 12;
- (c) Commercial Teacher, and for Summerland High School female teacher of Physical Education, Guidance and Social Studies, and male teacher for Physical Education, Guidance and Grade 9 English and Mathematics.

Please address applications, stating qualifications to:

THE SECRETARY-TREASURER  
SCHOOL DISTRICT NO. 15, PENTICTON, B. C.

good grade paper which will take ink if so desired. This is, of course, a definite advantage in the upper grades since the use of ink will help to maintain neatness. All of the books in the series are brightened throughout with interesting illustrations of a somewhat better calibre than those usual to most workbooks.

You will need to be sure that sufficient short problems are provided to supplement the drill sections as the books are generally lacking in them. Inclusion of more problems and less meaningless drill would have been an improvement. Do you ever wonder how a child feels when confronted by a book containing pages and pages of virtually solid mechanical drill? It is a matter authors of workbooks might well ponder.—P. B. S.

\* \* \* \* \*

**SCIENCE** *Workbook and Guide*, Books 5 and 6, by H. C. Andrews; School Aids and Textbook Publishing Co., Toronto and Regina; pp. 96 each; price 30c each.

While designed for use in conjunction with *Adventures in Science*, these workbooks could easily be used independently provided intelligent and informed teacher direction were given. They are two excellent books and the author has admirably avoided the Scylla and Charybdis of workbooks, i.e., drill at expense of activity or activity at the expense of drill, and has struck a happy and successful balance between the two. Enough activities are provided to keep your pupils (and you) busy, and enough factual questions to keep your feet solidly on the ground.

You will find in these a valuable guide for a year's work in science. Indeed if anything, both suffer from an overplus of suggested fields. Both show the same tendency apparent in our own prescribed course. We do not yet seem to have made up our minds over the minimum science essentials for each grade, with a resultant hodgepodge of often unrelated topics. Isn't it about time that we arranged our science field, at least in Grades 5 and 6, in a similar manner to which we arrange our social studies?

—P. B. S.

\* \* \* \* \*

**THE Canadian Modern Language Review**, published by the Ontario Modern Language Teachers' Association, Toronto, Ontario. Published quarterly. Subscription \$2.00 per annum.\*

The Modern Language teachers of Ontario are to be congratulated (and

envied) on two scores: (a) apparently they have an organization that functions; (b) they produce (under financial difficulties, one surmises) a most commendable quarterly review.

This reader liked particularly an 8-page article by J. E. Travis (already known to many French teachers of British Columbia) entitled "L'enseignement des langues modernes en Angleterre". If you find it impossible to attend "refresher" courses, you should have your M.L.R. subscription made retroactive to Winter, 1947, in order not to miss this particular section. Memo: better re-read the article at frequent intervals! You (and your pupils) will not regret the effort expended.

Approximately one-fourth of the Winter, 1947, issue is devoted to examinations submitted by Ontario teachers. Naturally, this section is of less significance to British Columbia teachers using different texts. If the word "Canadian" in the name of the *Review* is to mean anything, it would seem desirable to avoid this type of space-filler. Nevertheless, this section is valuable in its presentation of many types of questions. Particularly is this true of exercises intended to test the pupils' knowledge of phonics. Few qualified teachers, however, have further need of this sort of thing: "Traduisez en français: Why do you always arrive late?" (There are at least a hundred such questions scattered through the thirteen pages!) Again, most of our files are already bogged down with old exam papers containing such material as "Comment vous appelez-vous?" "Quelle heure est-il maintenant?" In fact, open practically any text at any page, and you will come upon most of the material made to spread over these thirteen pages of the M.L.R.

Perhaps the answer to this criticism would be: "Well, if you don't like it, why don't you do something about it? It's your magazine. We'll be glad to print more helpful articles that you might care to submit".

It is always valuable to know the problems of teachers in other parts of our country. Thus British Columbia teachers would be likely to read every word of the editor's article on "Oral Aspects of Modern Language Instruction." Likewise, it is almost a pleasure to read, in an article entitled "L'Examen de l'Upper School": "On devait ou bien éliminer ce malencontreux examen ou bien accorder aux professeurs du lycée une plus grande voix au chapitre quand

il s'agissait de réformer le programme ou de rédiger l'examen". One leaves the article with the feeling that perhaps the examinations in his own province aren't too bad, after all.

Presumably, most teachers are anxious to keep up-to-date in their classroom procedures to be informed about new books in their particular field, to exchange ideas with their fellow-workers. Certainly, the *Canadian Modern Language Review* is justifying its existence in all these departments.—J. D. H.

\*Considering the dearth of good material on modern languages, we feel justified in including a review of this quarterly in this department.—P. J. K.

**RHYTHMIC Typing Drills**, by Merta L. Reed; Gregg Publishing Co., Toronto; pp. 20.

This book appears to be one of the best attempts yet made to provide suitable drill material for typewriting to music.

The number of the correct Rational Rhythm record is given with each drill. In my opinion this answers a definite need for many typewriting teachers who, I am sure, have not given music and rhythm a fair trial because they have not been able to select the correct music for their practice material.—S. E. W.

**"MACBETH" Production**, by John Masefield; Macmillan; pp. 64; about \$1.50.

To bring to life in the classroom the play being studied is the aim of every teacher so concerned. Aids lie close in imagination and voice, working against a background of information drawn from handbooks and histories.

Many of us, however, yearn for a seat at a good performance of the work. In these sixty pages, John Masefield, by an artist's magic, gives us a front place at a brilliant production of "Macbeth" and at the same time allows us also to help design scenery and choose costumes that heighten the significance of the lines. He coaxes us to use "sweet colours and delightful lines", fine tartans and a blaze of light. He instructs us in music suitable for the incantations of the weird sisters, for the "lamentings heard in the air", for the army shielded by branches of Birnam Wood.

In short, used as a running commentary on the play, this book floods a stage with light and warmth, and causes men and women to move across its boards before our entranced eyes.—M. H. L.

## WANTED AND FOR RENT

**For Rent**—7 roomed house for July and August. 15 minutes' drive to University. Fruit and vegetables available in garden. Apply, J. E. Gibbard, 1756 West 57th Avenue, Vancouver, B.C.—Phone: KErrisdale 1896-L.

**For Rent** — From July 13th, for one month or six weeks, furnished house in Vancouver Heights, Burnaby, close to city, \$60 month. Apply, J. E. Burton, 3882 Yale St., Vancouver—Phone: GLenburn 0778-E.

**Furnished House for Rent**—Five rooms, July 1st-Aug. 25th, \$55 per month. Apply: L. Curtis, 2005 West 45th Ave., Vancouver—Phone: KErrisdale 0968-M.

**Room and Board** for one or two teachers for months of July and August. Private home, excellent location. Apply, Mrs. D. M. Perry, Maple Grove School, Vancouver.

**For Rent** — 6 room furnished house in West Kerrisdale, available June 21st-July 12th. Adults only. Write owner, 3548 West 37th Avenue, Vancouver.

**Wanted to sub-let** small apartment or fully furnished housekeeping room for Summer School Session (July 2nd-Aug. 5th) in Victoria. Reply to: Miss G. Andrews, 2615 Street, Vancouver, B.C.

**For Rent**—For July and August, 6-roomed modern house, electrical appliances. No children. Apply — C. A. Dawson, 3383 West 40th Ave., Vancouver — KErrisdale 0740R or Pacific 1212.

**Wanted** — Accommodation in Vancouver for one month commencing July 20th for man, wife and one child. Reply—Box 541, Chilliwack, B.C.

**WANTED TO EXCHANGE**—For July and August, modern 8-room home in Victoria for a home in Vancouver, reasonably close to the University. Reply, full particulars to Box 910, Victoria, B.C.

**Teacher Exchange**—One primary teacher (Grade 1) and one intermediate teacher (Grades 4 and 5) from Richmond (Greater Vancouver), wish to exchange with teachers of the same grades in Revelstoke or Kamloops for one year. For further particulars please write to: Miss M. Eomannik, 763 Garden City Road, Lulu Island, Vancouver, B.C.

## Correspondence

### LETTERS TO A COUNTRY TEACHER

**MY** Dear Niece:  
You are going to University Summer School; good; but just what are you going for? A degree? I hope not. It's a long, hard journey to a degree by summer sessions, and when you have it, what have you? I've had a B.A. for many, many years, and I don't know yet what it's all about. I don't think the extra pay it may bring you will be enough to compensate you for the amount of work it takes. If you want education, that's different from wanting a degree. Choose courses that you like, and professors that you like, and let the rest go. I remember hearing one graduate say "When I get my master's degree I'm coming back here to get some education." My advice to you is get your education first. Afterward, if you think it worth while, you can take whatever other courses are required to make up the credits for a degree.

But have a good time. When I was in college, I made the mistake of wasting all my time studying. I should have learned to dance and attended football games. Of course, studying is great fun, but it doesn't really get you anywhere. So take a little time off from the ecstasy of learning, and do something useful, like playing tennis or swimming.

Did I ever tell you about the gaily-painted American damsel who put on a nasal drawl and said "I've come here nine summers to get me an education, and if I'd spent the time gettin' me a husband instead, I'd a' had a darn sight better husband than what I got an education"? Perhaps you could pursue the two ends concurrently—either have two strings to your bow or two beaux on your string.

Ever your loving,

UNCLE JOHN.

### EXPLANATION!

Brentwood Bay, Victoria,  
May 12, 1947.

Editor, *The B. C. Teacher*:

I am a little puzzled. Would you help me out?

I should like the explanation of how

at the just completed convention, the Federation did not favour going all out for a higher schedule (say, starting at \$1600, at least for Elementary teachers), but preferred to keep the \$1300 (just \$100 or 8 per cent above the pre-war government minimum of \$1200). (Please don't say that the \$1200 was a war raise over the old \$780! If it was, then our B. C. T. F. is certainly useless). I prefer to think that it was through the efforts of the Federation that the \$1200 was obtained—as a peacetime basic minimum, not an inflated rate.

As the admitted figures of the Government (considerably under the actual as we know) show a rise in the cost of living of at least one-third, then, to my way of thinking, the Government should long ago have been approached by the Federation to raise the \$1200 minimum by one-third to \$1600 at least! Why was this not done? You could start Interim Certificates at say \$1400 the first year which certainly isn't a fortune these days.

Now the Federation approves an increase of 40 per cent in the Insurance Scheme (from \$40 to \$56 per year in my case) while they do nothing to get our minimum basic government grant raised by a similar 40 per cent from \$1200 to \$1680! Why?

An explanation would be much appreciated.

Yours very truly,

E. W. HATCH.

### BIBLE READING IN THE SCHOOLS

6891 Adera St., Vancouver,  
April 22, 1947.

Editor, *The B. C. Teacher*:

On the agenda of the Teachers' Convention this year, there is one resolution the whereas in the preamble of which contains one false statement, one conclusion drawn from insufficient data and one statement made recklessly with no knowledge of its truth or falsity. Teachers are accused of causing the Scriptures to be read in our schools in such a manner as to result in "distaste for and disrespect for the Bible." That is a monstrous lie and a malicious libel.

The arguments that we hear in favour of discontinuing Bible reading in the



schools shouldn't happen to a moron! "It is feared that some church or churches may dominate or control education," they say. They are afraid of the shadow of an anacronism! The Bible towers above any church or association of churches. The Bible is for all men, —Jew and Gentile, bond and free. "Students cannot understand the words of the Bible without explanation," they tell us. Any teacher who cannot read King James's English so as to make it intelligible to a high school student should resign from teaching and seek a more congenial environment. That might be difficult in Canada. We have no vast desert hinterland inhabited by illiterate aborigines. Undoubtedly it would be an improvement if more selections were added to the list so that a teacher could choose, particularly in the junior grades, less difficult passages than the one of which the disciples themselves complained, "this is a hard saying." One student, so we are told, after saying the Lord's Prayer with the class for two months, could not repeat it by himself. It seems rather unfair to ask a boy to repeat out loud, all by himself, a prayer that he has always said in private or as a member of a group who "all together pray." But, whether he remembers the exact order of the petitions of the Lord's Prayer is relatively unimportant. Surely no child in this day and age can pray for "our daily bread" without including the starving children of Asia and Europe among "us". Now that we have so recently been delivered from the evil of a great war, and while conferences are in session trying to find means of controlling atomic energy and establishing permanent peace, what better could we teach children than to pray "deliver us from evil"?

Who can say to what extent our deliverance from the last great war may be due to the fact that we had on our side God-fearing generals such as Montgomery and Eisenhower and deeply religious diplomats like Halifax and Hull? Who has heard an important speech of Churchill's or Roosevelt's begin and end with no mention of God's power? Does anyone suppose that such men grow up without reading the Bible and saying the Lord's Prayer?

It may well be that Bible reading in the schools is of more benefit to the teachers than to the students. It gives us an opportunity, in an unpretentious and informal manner, to carry out the directive contained in the 145th Psalm,

"One generation shall praise thy works unto another and declare thy power".

One generation of Germans ignored that injunction and one whole generation of German youth ran completely off the rails.

One generation of Russians, for the past thirty years, has preached the crass materialism, the presumptuous blasphemy of the Gospel according to Karl Marx. And today, according to Mack Eastman's recent book, a condensation in *The Reader's Digest*, there are fourteen million Russian slaves in labour camps and only five per cent of all the countless millions who, since 1917, have been incarcerated in Russian concentration camps have ever come out alive. The poor half-starved wretches are shot or buried alive if they are unable to produce the quota of work assigned to them by well-fed bureaucrats who repudiate God and all His works.

Time was when morning prayers were common practice in the Canadian home. Today the demands of business and industry are such that no two members of a family may begin the day's work at the same time. Under the circumstances, surely the school can spare a few minutes for Bible reading and the Lord's Prayer. We have, in our Programme of Studies, nothing more worthwhile to offer.

LARRY H. M. BREADON.

### NURSERY SCHOOL BURSARIES

2164 Oak Bay Avenue,  
Victoria, B. C.

Editor, *The B.C. Tracher*:

We should be so glad if you would publicize the fact that our association is, this year, offering two Bursaries of \$250 each to students who wish to train for Nursery School work, either at the Institute of Child Study in Toronto, or at some centre of equal standing in the United States.

Preference will be given to students with a University degree, but other applications will be considered.

Applications should be sent in as soon as possible and addressed to "The Secretary, The Nursery School Association of Victoria, 2164 Oak Bay Avenue, Victoria."

Yours sincerely,  
VIOLET E. ASHDOWN,  
Organising Secretary,  
Nursery School Assoc. of Victoria.

## News, Personal and Miscellaneous

### STANLEY J. GRIFFITHS

THE halls and classrooms of Gilmore Avenue School have lost their strongest link with the past. Stanley J. Griffiths, principal of that school for 32 years, has gone. He passed away suddenly, on Monday, April 28th. He died, as he would have wished, still in command of his school.

He leaves to mourn his passing a widow, Mrs. B. Griffiths and daughter, Mrs. G. Tilmont of Seattle and brothers and sisters in England. He leaves also a host of teachers who had been associated with him in the work he loved and a far greater host of pupils and ex-pupils all of whom will remember his kindness and sympathetic understanding.

His teachers will keep in their memories his almost boyish desire to break the monotony of their day with a chat and a passing joke. They will be ever mindful of his unswerving loyalty to them.

His younger pupils will cherish the memory of his genuine interest in them. Perhaps it was due to the fact that he had taught most of their parents that he could not resist their appeals to "fix" the broken-down gadgets they used to bring to him.

His older pupils are not likely to forget his broad understanding of the problems of early adolescence and the good-natured way he had of "kidding" them into their best performance.

His ex-pupils will miss his keen interest in their achievements for he was always prepared to find time to renew acquaintances with the many who came to visit him.

His janitors will hear, echoing in their ears, his cheery "good-night" shouted to them as he left the building each afternoon.

"Griff" as he was known to all who worked with him, was born in Gloucestershire, England. His work was a monument to quiet effort and accomplishment without ostentation. He disliked chaos and disorder. His school and pupils reflected his careful planning. He was truly a teacher who found great satisfaction in his work. He loved his school—every part of it. If ever a principal epitomized his school it was "Griff".

Although he had not been in particularly good health for several years he could not be prevailed upon to stay away from school for any length of time and, in spite of the fact that he had been confined to bed for several days, he returned to his office for a short visit on the day of his death.

His contribution to the life of North Burnaby is difficult to measure in a tangible way but it will be evident for many years to come in the succeeding generations of good citizens turned out by the institution which he built.

### MR. SAMUEL McEWAN

ALL those who knew Mr. Samuel McEwan, French teacher at Lord Byng High School, Vancouver, since it was started in 1924, got a severe shock when they learned of his sudden death at Wilson Creek, probably early in the morning of May 10th. He had left Vancouver on the Friday night boat, apparently in good health, and was found by friends the next afternoon in the living room of his little cottage.

Born in Glasgow towards the end of last century, Mr. McEwan took his M.A. degree from the university of that city, distinguishing himself by winning the gold medal for modern languages. After four years in World War I he came to Vancouver where he had taught ever since—first in the elementary schools, then in Magee High School, and finally in Lord Byng High School.

Sam—everybody called him Sam—had a host of friends in Vancouver and at Wilson Creek. The suddenness of his death makes it difficult for them to believe that they will never again see the warm smile that came from his kind heart.

He will not be forgotten soon. Perhaps it was symbolic that Sam's light was still burning when his friends made their way into his living room.

### MR. T. W. HALL HONOURED

THE Greater Victoria Teachers' Association and the British Columbia Teachers' Federation, recently honoured Mr. T. W. Hall, former Registrar of the Department of Education, when he was guest of honour at a dinner meeting of the G. V. T. A.



On behalf of the Federation, Mr. B. C. Gillie, Past President, presented Mr. Hall with a handsome travelling bag in recognition of his untiring service in the interest of education in this province and the many courtesies he extended the Federation.

Entertainment was provided by the Girls' Choir of Oak Bay High School, under the leadership of Mr. George Bower, and by Mrs. G. Downes, monologist.

#### U.B.C. SUMMER SESSION

THE 28th U.B.C. Summer Session, to be held from July 2nd to August 16th will offer numerous regular Arts and Science Courses. The Extension Department is providing courses in Radio Script Writing, Painting, Music Appreciation, and Weaving and a Workshop in International Relations.

#### SPECIAL SUMMER SCHOOL COURSES

TO accommodate teachers with British Columbia Second or Third Class Certificates, and holders of similar certificates from other provinces (who are eligible for First Class Certificates upon completion of course requirements), the Department of Education has made provision whereby special courses in Senior Matriculation English and History will be offered this year at the Victoria Summer School of Education.

The courses will not follow the precise pattern of the regular Senior Matriculation Courses, but will be especially

adapted to the needed background of elementary school teachers. Successful completion of the courses will be accepted as meeting the Senior Matriculation English and History requirements for First Class Certification. The courses are open only to holders of Second and Third Class Certificates, and will not be repeated in their present form in 1948.

Term of the Summer School is July 2nd to August 5th.

#### FEDERATION FEES DEDUCTIBLE

A COMMUNICATION from the Taxation Division of the Department of National Revenue, contains welcome information for all Federation members.

Pertaining to the payment of Federation Fees under Automatic Membership regulations, it states: "In view of the fact that membership in the British Columbia Teachers' Federation is required by an Act of the British Columbia Provincial Parliament, fees paid by teachers to the Federation will be allowed as a deduction from income for taxation purpose".

#### FOR YOUR FALL RADIO TIME TABLE

IN case you need to plan ahead to arrange your class radio time, we suggest you look through the following programme highlights for the season beginning September 29: MONDAYS:

## WE SELL FOR LESS . . .

We will never knowingly be undersold. We will meet any competitor's price at any time—not only CEILING price, but FLOOR price—and will gladly refund any difference.

# ARMY & NAVY

DEPT. STORES

New Westminster

Vancouver

**BOOKS WITHIN REACH:** More popular 10-minute chats on books.

**THESE THINGS ARE OURS:** Community living. Planned to co-ordinate with the revised social studies course for intermediate grades.

**THE STORY OF THE STORY:** Beginning in November, four programmes to give interesting background material on *Kidnapped*, *Treasure Island*, *Lady of the Lake*, *A Christmas Carol*.

#### TUESDAYS:

**SONG TIME:** More of the favourite 15-minute programmes of singing, appreciation, action.

**IT'S IN THE AIR:** A new series of 15-minute programmes of rhythms.

#### WEDNESDAYS:

**THE OUT OF DOORS CLUB:** More five-minute talks on nature and woodcraft.

**SCIENCE ON THE MARCH:** Five programmes on science and conservation, five programmes on the story of power.

#### THURSDAYS:

More music appreciation programmes for intermediate grades.

#### FRIDAYS:

The **NATIONAL SCHOOL BROADCASTS** include the weekly review of the news and a variety of other programmes, among them a series on Canadian Poets, the story of the Hudson's Bay Company, and four "actuality" broadcasts on leading Canadian industries.

There are programmes of interest here to practically every department of the school. Plan now. Don't run the risk of being disappointed.

### PHYSICAL FITNESS AGREEMENTS

**THE** provinces of British Columbia, Manitoba and Prince Edward Island have renewed their agreements with the Dominion government under the National Physical Fitness Act, the Hon. Paul Martin, Minister of National Health and Welfare, announced recently.

These agreements provide that the Dominion will pay either one-half of the amount spent by each province during the term of the agreements in developing and carrying out a physical fitness programme or a lump sum worked out on the basis of provincial population and a total amount of \$225,000 provided by Parliament. British Columbia's maximum share is \$16,015.75; Manitoba's \$14,290, and Prince Edward Island's \$1,861.

The agreements were signed by Hon. G. M. Weir, Minister of Education for British Columbia, by Hon. Ivan Schultz, Minister of Health and Public Welfare for Manitoba, and by Hon. J. Walter Jones, Prime Minister and Minister of Education for Prince Edward Island.

Under the agreements the provinces undertake to co-operate with the National Council on Physical Fitness in promoting physical fitness among their citizens. All three provinces have participated in the national fitness plan since its inception in 1944.

### KINSMEN TRUST SCHOLARSHIPS

**THESE** scholarships provide a year or more of schooling or of apprenticeship training in special industries in the United Kingdom. A list of the scholarships is now available.

**ELIGIBILITY.** The following are eligible for these scholarships: sons and daughters of persons who acted as foster parents of children from the United Kingdom during World War II, or "any relative or nominee of any Canadian who gave hospitality or rendered other substantial service to an evacuated child from the United Kingdom".

**TERMS.** The scholarships in all cases provide tuition or training. Some of the scholarships include a definite provision for maintenance, and in some cases for wages. Incidental expenses will be met by the Kinsmen Trust as far as is required, although, where circumstances permit, the payment of passage money by the parent or interested person in Canada will be appreciated. The Trust intends to arrange for hospitality during vacations in the homes of people in the United Kingdom whose children were evacuated to Canada during the war.

**PRIORITY.** Only a limited number of scholarships are available, although a larger number will be offered later. A selection will therefore have to be made from the applicants for scholarships. Although applicants must have at least an average standard of academic achievement for their age, there will be no competitive educational test. Other factors which will be taken into account in making the selection include character, background and, in some cases, economic necessity.

**APPLICATIONS** should be mailed to The Canadian Education Association, 677 Dundas Street West, Toronto 2B, Ontario.

See **MORE** spend **LESS** on your

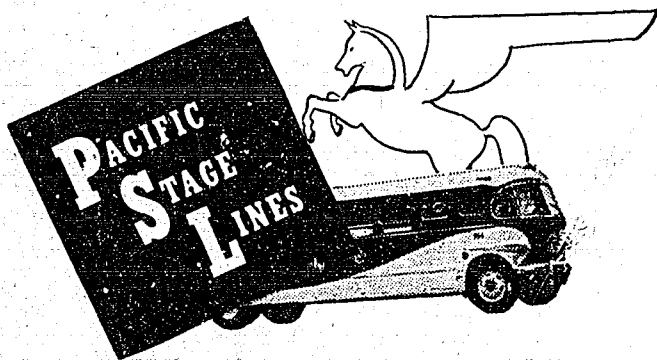
# HOLIDAY

Whisk away from routine and worry to sunshine and relaxation. Get around and see some new country. You'll see it better from the highways, so go quickly and comfortably by bus. Wherever you go . . . dude ranch or beach resort . . . back home or big city . . . remember, there'll be more money to spend when you get there if you travel economically by bus.

## RETURN

Sample Fares from Vancouver

Portland	- - - - -	\$10.95
Penticton	- - - - -	17.55
Prince George	- - - - -	34.55
Los Angeles	- - - - -	38.40
Winnipeg	- - - - -	54.05



Write for information—201 BUS TERMINAL, Vancouver

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