

the **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

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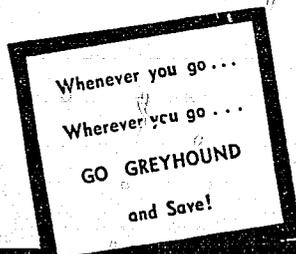
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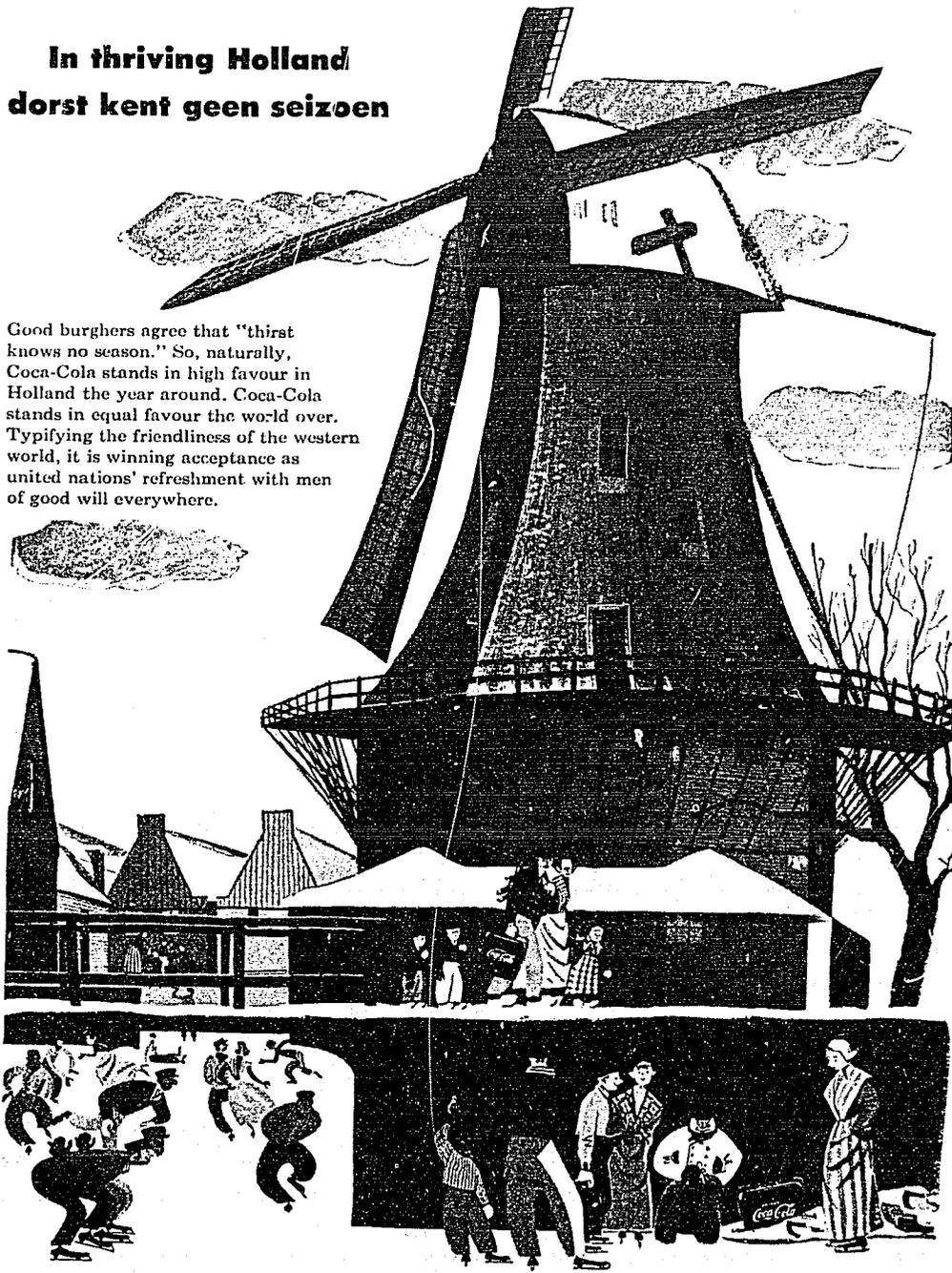
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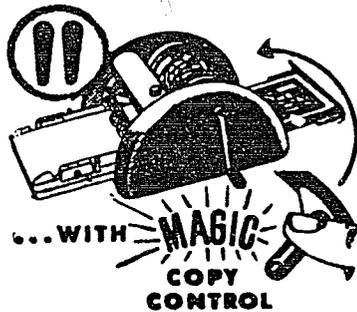
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the **BC** teacher

Official Organ of the British Columbia Teachers' Federation

VOLUME XXXIII

DECEMBER, 1953

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DECEMBER, 1953

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OUR OBLIGATIONS

By W. V. ALLESTER

The following remarks have been used by the President, Mr. W. V. Allester, as part of the Induction Ceremonies at two Fall Conventions. They are addressed specifically to new members of the British Columbia Teachers' Federation but may hold some thoughts for our more experienced colleagues.

* * * * *

IT IS customary, in initiation or induction ceremonies, to tell new members something of the advantages of membership in the organization they are joining. It is my feeling that these advantages, in the case of the B.C.T.F., are sufficiently obvious as to need little emphasis at this time. In any case, we send representatives to the Teacher Training institutions from time to time, to tell the student-teachers about these and other matters. Moreover, even a cursory glance through an issue of *The B.C. Teacher* will make many of these advantages known. Accordingly, I am going to confine my attention to a brief outline of what the B.C.T.F. expects of you—as new members.

First, the Federation, as a professional organization interested in the welfare of education and the betterment of society through education, expects you to be good teachers—as efficient and diligent and conscientious as your occupation requires. There is no room in our schools for poor teachers, for mediocre teachers, for teachers who do not every day give of their best. Our society, more complex and beset by more social problems than ever in our history, requires that all of our children be given the best education possible. We will expect you to conduct your classes effectively—giving to your pupils the best instruction and guidance that is in your power.

Second, the B.C.T.F. expects that you

will strive to improve your qualifications and training as teachers, through Summer School and other in-service work. As beginning teachers, no one will expect that you will bring to your work the answer to every problem that you will encounter. However, we do expect that you will study that body of professional knowledge that distinguishes your profession from others in order that you will become better teachers every year.

Third, the Teachers' Federation expects that you will take an active interest in the affairs of your community. Teaching is a profession which cannot be practised in a vacuum. You must be true members of your community before you will be able to prepare your students for life in it. Remember also, that one of the most effective ways in which to teach good citizenship is by your example.

Fourth, the B.C.T.F. expects that you will be familiar with the rules and regulations governing our schools, as outlined in the Public Schools Act, and that you will abide by these rules.

Fifth, we expect that you will uphold the prestige of the profession by living up to the Code of Ethics of the Federation and behaving in a professional manner in all your relations with your pupils, with other teachers, and with the general public.

Sixth, we expect that you will contribute to the success of the activities of your Local Teachers' Association, through regular attendance at all meetings, through committee work, and through intelligent participation in its discussions and deliberations.

Seventh, we expect that you will always endeavour to enhance the status of the teaching profession and of your professional organization through your thoughts, your words, and your deeds.



TEACH HER

By JOHN R. CALDWELL

I SPEAK to you as the father of a little girl who eagerly went to school for the first time only two months ago.

Her immediate goals were fairly simple—she looked forward eagerly to being able to read her books; to being able to read the bed-time story to Mummy and Daddy and her sister and brother; to being able to write a letter to grandma.

Her father's hopes and desires for her are not nearly so simple, not nearly so immediate, but are vital; and place a great responsibility on you, her teachers, the state in which she was born and on my wife and me, her parents.

I hope that she graduates from high school an informed, aware, adaptable, loyal, but not servile, citizen.

The responsibility of the state first. I ask the state, using your tax money and mine, to provide adequate school facilities. I charge it to spend every dollar wisely, but I rather doubt if it is wise to forget to provide adequate libraries in our beautiful school buildings. I ask it to pay sufficiently high salaries to attract to and to hold in the teaching profession the best possible people. I ask the state further to lay down what is to be taught—but it should not say how it shall be taught. That is the function of the teacher. Moreover, I deem it a little dangerous to have the state writing text-books!

No attempt should be made to systematize or formalize teaching methods. Because to do so in the end reduces your role to that of mere automatons mouthing formulae—of necessity, and this is the crux of the matter—producing automatons—reducing all to a dead level. Defined teaching methods may be very convenient for school administrators but what happens to you, the teachers? I say you are reduced to mere mechanics.

You will note I have referred to the state—not the province. The cost of education in Canada is high (some \$400 million per year, I'm told), but if what I ask is carried out, it must be higher, and I am not satisfied that it can be paid for by direct taxation alone. Further, I am not satisfied there should be ten standards of education

Mr. Caldwell was a member of a panel at the Vancouver Island Fall Convention discussing the topic, "The School in Society." These are the notes from which he spoke.

Mr. Caldwell is the father of three children, one of school age. He is a U.B.C. graduate, being a member of the second graduating class in law. Currently he is practising at Campbell River.

for Canadians. I feel, therefore, that the Federal Government must underwrite part of the cost and by so doing should endeavour to equalize the availability of grade and high school education for all Canadians.

I go further now and say that the state must also keep hands off teacher training. The training of teachers should be removed from the control of the Department of Education and placed where, as professional training should be—under the control of the University and of the teachers themselves. I want teachers, not civil servants; I want teachers, not mechanics; I want professionals.

With Reverence

I ask you, my little girl's teachers, to remember the words of Bertrand Russell:

"A man who is to educate really well, and is to make the young grow and develop into their full stature, must be filled through and through with the spirit of reverence."

Come to your profession physically, mentally and temperamentally equipped for it; come adequately trained, come dedicated to it and to your so vital task. Please do not approach it as a stop-gap or stepping stone. Take part in your community and aim at permanence in it.

What then do I ask you to give my daughter? First, teach her to read, not merely recognize words, and more important, teach her to love to read; teach her to write, not merely to copy symbols.

Teach her to be able to communicate with her fellow-man; to be able to do so, she must have a thorough knowledge of her mother tongue and its origins—therefore, teach her Latin; she must be able to spell; she must be given a thorough grounding in grammatical construction; she must be taught composition. Lastly, to be able to communicate, she must be given a grounding in the use of the spoken word.

Give her perspective and a sense of proportion. Convey to her the intellectual, cultural and moral training which represents the best in a long and honourable tradition of Western civilization. There-

fore, teach her its history, lead her up to its literature, its art and its music. Further, teacher her geography.

Sir Winston Churchill recently said: "True wisdom stems from a sense of proportion," and I want my daughter to be wise.

Teach her mathematics and the basic sciences, both for their own sakes, and for the so vital training in logical thought.

Lastly, subject her to the discipline necessary in the community she shares with you, the school and the classroom, as I will teach her discipline in the home; so she will recognize the necessity for self-discipline in the community at large.

Above all, teach her to think. Teach her to approach problems with reason and judgment.

We, the parents, will teacher her citizenship and morality. Here our fields will overlap, but I insist the basic responsibility is mine. We can answer her questions as they occur to her—not when they occur to someone planning a curriculum for years ahead. I insist the basic responsibility is mine and I will accept it and I insist you do nothing to usurp it, because if you do, will my daughter in her turn recognize her responsibility, or will she grow up to believe the school will teach her children everything they need to know?

I ask you to do all these things, but I do not expect you to fit her to make a living. She can go on to that specialized training after she leaves high school.

If you, her teachers, and we, her parents, co-operate, she will leave high school ready to go on to become a well-informed, clear-thinking, creative citizen.

Above all, I ask you, as the father of that little girl, to guard and encourage that eagerness to learn with which she started her career.

For the Well-being of Others

"A man possesses nothing if he does not use what he has for the well-being of humanity."—**Jamie Torres Bodet, Director-General of UNESCO.**

Education and Civilization

By FRANK WILSON

Our greatest need is for educators who have dedicated their lives to the pursuit of wisdom.

NO ONE today can view our civilization with complacency. Within the last twenty years Europe has come near to destruction by reason of a disease which grew within two of its own leading nations. A group of barbarians, dangerous by reason of the fact that they were scientific barbarians, seized two great nations and brought them, together with the greater part of Europe, to chaos and desolation. Germany and Italy were each countries with a great past and a rich and varied culture but the barbarians captured them, not by attack from outside but by growth from within.

Half the world is now in the hands of another group of barbarians even more ruthless and more dangerous than the Fascists—Communism, originating in nineteenth century humanitarianism aimed to bring hope and material betterment to the working people of Europe. But now it has abandoned every principle that makes civilization possible. It frames its current tactics on naked force, lies and terror. Truth, tolerance, graciousness, charity, humility, humour and any regard for the dignity of man have all been abandoned in the pursuit of a dismal Utopia which can never be attained. The proponents of this dark poison are now the masters of the greater part of Europe and of Asia. In every western nation their allies are boring from within.

North America today is the great battleground for the soul of our civilization. The next few decades will decide whether a civilization based upon freedom, upon

the concept of the worth and dignity of the individual, upon compassion, upon decency, justice and the rule of law is able to survive. And the issue is going to be decided largely in the field of education.

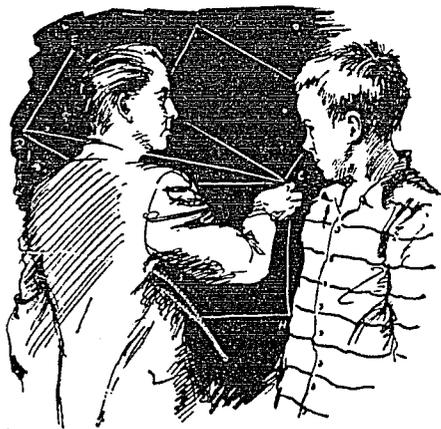
May I suggest a proposition. Every civilization grows around a body of ideals and beliefs which provide the common assumptions accepted by its members and which give direction and coherence to its efforts. This is true even in a tyrannical society. Much more so is it true in a free society.

In a free society, order, the resolution of differences, co-operation and the achievement of harmonious purpose are possible only because the vast majority of the members of that society hold in common a rich body of values, beliefs and ideals. In other words, the foundation which supports a free society is a sufficiency of truly civilized members.

Mr. Frank Wilson is a member of the The Board of School Trustees in Chilliwack where he practises law. He is a Past President of the B. C. School Trustees' Association and for several years has been the Association's solicitor.

Prior to entering law, Mr. Wilson taught for ten years in the Matsqui, Prince George and Mission areas, latterly as Principal of Mission High School. While a member of the teaching profession, he was a frequent contributor to the *B. C. Teacher*.

The values, beliefs and ideals which have made Western civilization possible come from many sources, but a few of the main streams are readily discernible.



Sound principles are as important as factual knowledge

From ancient Greece we have a rich, humane philosophy that suggests the civilization of wisdom as the foundation of the good life. Socrates had no hesitation in equating wisdom with virtue. Courage, he said, is the ability to make wisdom prevail no matter what the danger. Temperance is the quality which enables man to keep wisdom in control of all his diverse impulses and appetites. Justice is that virtue which ensures that each shall play his proper part in a harmonious and well disciplined whole in order that wisdom may control the state. And wisdom is a true, well-balanced knowledge of the nature of man and of the universe.

All Greek philosophy and all Greek art stressed the importance of measure and harmony in all human behaviour and found evil in all extremes. The ancient Greeks had a highly developed aesthetic sense. They found beauty not only in what we would call the fine arts but in every kind of harmonious and well bal-

anced entity. Wherever the human mind and human wisdom succeeded in bringing order out of chaos, the Greek detected beauty. A well disciplined personality, a well administered home, a well governed city and a well made pot were all equally admirable at their own proper levels and were things of beauty to the ancient Greeks.

These ideals have nourished the scholar and the gentleman in the Western world for the last one thousand years. The man who cultivates a gracious art of living, who seeks perspective and the balanced view, who values self-discipline in order that wisdom may at all times control his actions, and who delights in beauty wherever he may find it is a true descendant of the Greeks. Our civilization needs his calm and gracious spirit.

From the sturdy Anglo-Saxon peoples comes a deep-seated political tradition. Over the centuries independence and hatred of tyranny became wedded to a most profound respect for law, order and a determination to abide by the rules of the game. Even in very early times, trial by jury developed in the common man a most uncommon understanding of law as the safeguard of liberty and of the rights of the individual.

The British Tradition

The great contribution of the Anglo-Saxon to our political thinking is the paradox of a rugged independence and belief in freedom coupled with a profound respect for law and order. It is this tradition that has enabled England to solve its problems in a more orderly and happy fashion than probably any other nation known to history. It is that tradition which keeps alive a vital and clear-sighted regard for justice and fair play in our political institutions. Out of this Anglo-Saxon political tradition came that magnificent flowering of political thought which marked the birth of the American Republic. It is a tradition which is still strong wherever democracy remains healthy. It is a tradition which we cannot afford to lose.

A newer tradition is that of free investigation and of scientific method. Medieval man built his world upon the things of which he was certain. Modern man with a more active suspicion of the extent of his ignorance has developed the question mark into an instrument of precision. He has gained his unequalled control over the forces of nature by his skill in asking questions and in devising methods of answering them. So successful have been the techniques of science that we may perhaps have come to overemphasize the scope and importance of science itself.

Foster the Scientific Method

Science directs a bright light upon what is true but has little authority to decide what is admirable. Nevertheless, we must recognize that scientific method is itself a great contribution to our culture. The insistence of the scientist upon freedom to investigate and to discuss, his passionate attachment to accuracy and to rigorous verification, his refusal to accept any dogma as beyond criticism are all valid and important contributions to the ethical thinking of Western man. They too are virtues which must not be lost.

Fundamental to our Western world is our Christian heritage. The belief that all men are brothers and the children of God, the belief that there is a spark of the divine in every man, the belief that love is a triumphant force which wins the final victory and that the Almighty is a God of compassion; these are beliefs which distinguish our Western world from all previous civilizations and which give to it its characteristic virtues. These are the beliefs that civilized the harsh Norseman and that have softened the asperities of greed, ambition and the will to power throughout the centuries. They form the basis of our concern for the welfare of children, of our efforts to bring hope to the unfortunate, to rehabilitate the criminal and to care for the sick and the afflicted. It is our Christian heritage that gives us our conviction of the intrinsic worth of every individual and that estab-

lishes compassion and humility as supreme virtues.

These are four strands in the heritage of our civilization. They are not meant to be comprehensive but they illustrate the point that I am attempting to make. A civilization is shaped and ordered by the ideals and values which inspire its members. If a civilization is to survive, its members must have a rich area of agreement and understanding as to values and aims. Beneath all our differences and all our tensions we must have this solid basis of agreement as to what is good and what is admirable, what is just and what is decent. If we lose that common ground, we lose the ability even to communicate and there is no basis for the resolution of our differences.

The very survival of civilization depends upon the vitality of its spiritual heritage. It cannot be stated too strongly and too emphatically that the beliefs and values which are accepted by the members of the civilization provide the foundation of its order. Apart from these beliefs and values none of our struggles and none of our efforts have meaning or purpose. Which brings us back to education.

Perpetuate Our Spiritual Heritage

The supreme responsibility and duty of education is to make sure that the spiritual heritage of our civilization is kept strong and vigorous and is passed on clearly and effectively to each new generation. To those of you who have dealt with school children this must sound like a difficult proceeding, and I agree. But let us start at the top; let us say that the first duty of the educational system is to make sure that prospective teachers have truly grasped and taken possession of the spiritual heritage of our civilization. Is this still too difficult? Then let us go to the professors of education, to the eminent educators who control the system. Then perhaps they can inspire the prospective teachers and they, if they try hard enough and long enough to become educated men and women, will inspire the children under their care.

Until some fifty years ago it was the conscious aim of our universities and colleges to develop educated men and women, by which was meant men and women who had to some degree taken possession of this civilized heritage. Within the Western world we had a common culture and educated men and women could communicate with each other freely. We had, to some degree, values and standards that we all accepted and even if there were areas of disagreement as to what was true, there was very little disagreement as to what was admirable.

Schools of Specialists

During the last fifty years our universities have tended to become schools of specialists. A specialist is a man who digs a deep hole for himself from which he can communicate only with other specialists in his narrow field. And trespassers are kept out of that field if at all possible. Now there is great need in the world for accurate research and there is great virtue in being a good specialist but the process has very little to do with a civilizing education.

Caught up by the trend, universities have established faculties of education which give degrees and we have specialists in a subject known as pedagogy. But this process too has very little to do with a civilizing education.

When a school of education is established, it must define its subject matter. In the universities there were already faculties of history, of philosophy, of science and its various branches, and of religion. In the modern university merit is acquired only by research, and so our faculties of education established as their field everything to do with the teaching and the learning processes, the problems of school administration, educational measurements and statistics, and perhaps, if there was any time or money left, a very watery subject known as the philosophy of education. Anyone desiring to become an eminent educator today takes an advanced degree in this field of education and engages in research therein.

Now I am not for a moment suggesting that this is all wrong. But what we have established in our schools of education is a technical field and people who excel in this field are technical specialists. There is no necessary connection between studying education in its technical aspects and the pursuit of wisdom. There is no necessary connection between mastering some branch of pedagogy and acquiring a lively appreciation for the essentials of our civilized heritage. There is no necessary connection between becoming an educational expert and becoming an educated man.

The legal profession sometimes divides law into two sections: the law which deals with the rights, remedies and obligations of the individual is called substantive law. The law which deals with practice, procedure and with method is called adjectival law. Substantive law is, of course, much the more important field.

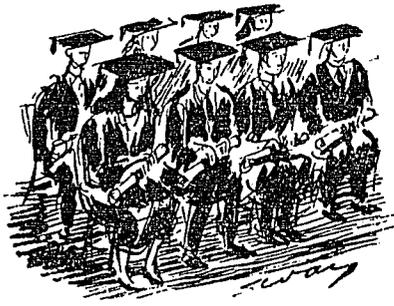
Is it not a fair criticism that we have organized our schools of education almost exclusively about the study of "adjectival" education? So long as schools of education are directing their energies towards problems of technique, problems of practice, procedure and method they are dealing with "adjectival" education.

Substantive Education Needed

I would suggest that at least seventy-five percent of the energies of professional educators today should be in the field of "substantive" education. What are the essentials of our civilized heritage which we must transmit from generation to generation? What are the contradictions and the conflicts within our heritage and how may they be reconciled? To what extent is our heritage inadequate to meet our new problems, and what must be done to develop and to supplement it? These are the problems in substantive education and they can be solved only by educated men.

The supreme duty of an educator is to acquire a liberal education in order that he may have a rich and balanced understanding of the nature of things, the nature of man and the nature of our civilization.

The raw material of his studies should be the history of mankind and in particular the ethical and political thinking which have shaped our institutions. The problems of what is good for society and what is good for man in society should be always with him. He should study the supreme works of human genius, for having studied the best he will then find it hard to tolerate the second-rate. He must study language and become articulate, for precise and sensitive communication is essential to civilization. Above all he must aim at perspective and the ability to view all problems in a rich, full context.



—Courtesy Saturday Review of Literature

Acquire a liberal education

In short, an educator must be the reverse of a specialist. He must be an integrator, one who can discover pattern and significance in a complex range of subjects. Above all an educator must have developed pattern and clarity in his own thinking in order that the young people whom he influences may enter into life with clear well founded values and ideals and with a grasp of sound principles of human behaviour.

The greatest need of our confused age is for educators who have dedicated their lives to the pursuit of wisdom. An influential and an honoured place must be made for them in the educational scheme. Just how this is to be done is a problem which you as the new generation of educators must help to solve. This much I

would suggest. Schools of education should encourage and give recognition to studies which are not within the technical field of education but which are directed to increasing the student's understanding of the world in which he lives; the history of civilization, the problems of ethics, politics and aesthetics. If the educator is to serve mankind, he must devote the greater part of his energy in these directions and only a minor portion of his time and energy towards the problems of educational method and technique. It is, of course, a matter of balance, and of a clear recognition that it is more important to be an educated man than an educational expert.

Recognize Your Limitations

Finally for your own guidance let me leave with you a few simple principles which I think are sound.

Human minds are very imperfect instruments and humans are strange and unpredictable beings. Remember that you are human and that you will never grasp more than limited aspects of the truth. The beginning of wisdom is to recognize the limitations of your knowledge and to suspect the immensity of your ignorance. Intellectual humility is the foundation of courtesy, compassion and civilized behaviour.

Beware of the men who believe in Utopia or in the imminent perfectibility of man. Beware of the men who believe they have been entrusted with absolute truth. Such men are dangerous. They cannot possibly believe in compassion, in toleration, in compromise or in good humour. Since they know what is good for the rest of us, since they know what is right and what is true, they can brook no opposition and can respect no beliefs but their own. They are the eternal barbarians.

Civilization is an enterprise in co-operation and in mutual regard. It is founded upon graciousness, fair dealing and respect for others. Civilized living is one of the fine arts and the cultivation of that art is the prime concern of education.

They Work Together

By DORIS ANDREWS

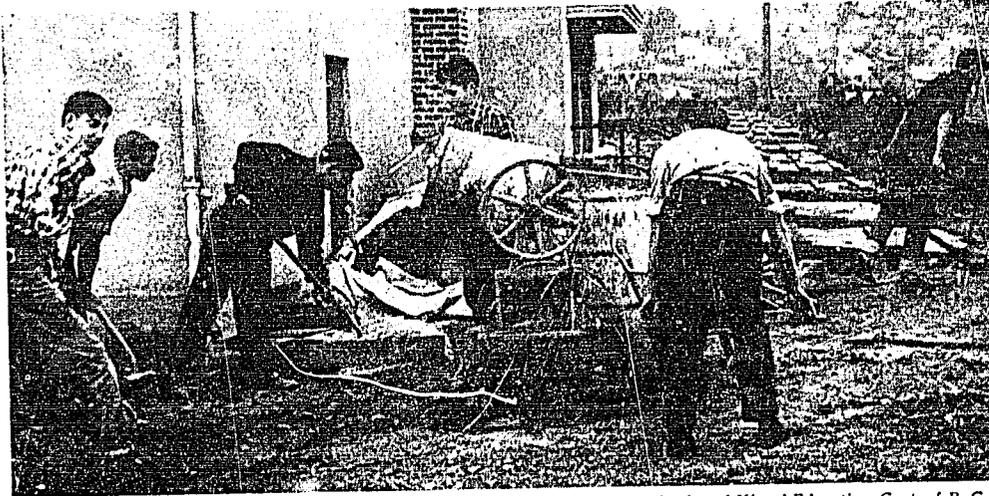


Photo by Division of Visual Education, Govt. of B. C.

(L. to R.) Adren Murphy, Armand Meena, Les Kelly, Leo Lepine, Bruce Haines and Jack Turnbull mix and pour concrete.

LAST fall Mr. William Ladner moved from Vernon to Salmon Arm to serve as Principal of the High School. As one would expect, he was pleased with the new school building, but not for long. With the first fairly heavy rain "Mud Row Walk" was built by Mother Nature across the front of the modern building. Mr. Ladner determined that something would have to be done. Everyone agreed.

At Mr. Ladner's first suggestion co-operation came from every source — from his teachers, from the maintenance staff, from the Students' Council, from the students of the Elementary School, from the School Board, from the City and Municipal Councils, from several business firms in town and from the citizens generally. A concrete sidewalk was to be laid.

The actual construction of the sidewalk proved to be a far bigger task than any-

one, except perhaps Mr. Ernie Webber, the School Board's Maintenance Supervisor, had realized. The students of the High School, who contributed most of the labour, started the job with gay enthusiasm and finished it, weeks later, with dogged persistence. The many delays due to shortage of material and poor weather combined to slow down the work and dampen the original zest. But at last, the sidewalk was completed, and few now, except perhaps the maintenance staff, remember the sea of mud which fronted the School.

No very clear idea of the actual cost of the project can be determined because of the many donations of lumber, trucks, cement mixers, bulldozers, time and other items. However, the estimated value of the sidewalk as determined by a contractor is \$1,375. A set of steps to the Elementary

Beverley Hume and Mervin Maki hold board while Molly Skelton saws. Working behind is Marco Ande.



School was also built, with an estimated value of \$200, bringing the total value to approximately \$1600.

Cash donations amounted to \$342.10. The High School contributed \$170.35 through classroom and Students' Council donations, sale of candy and proceeds from a play. From the proceeds of similar ventures, the Elementary School donated \$106.75 with the City Council of Salmon Arm and the School Board making up the balance of the cost.

The Salmon Arm Farmers Exchange donated the majority of the lumber; Mr. E. A. Webber, nails, lumber and the use of a cement mixer; Mr. W. Blackburn, lumber, labour and the use of a truck; City of Salmon Arm, trucks and bulldozer; the Municipality, gravel, bulldozer and trucks; Mr. Roy Burke, cement mixer.

Most of the labour was provided by the High School students, boys and girls, under the supervision of Mr. E. A. Webber, Mr. J. Miller and Mr. E. Firch.

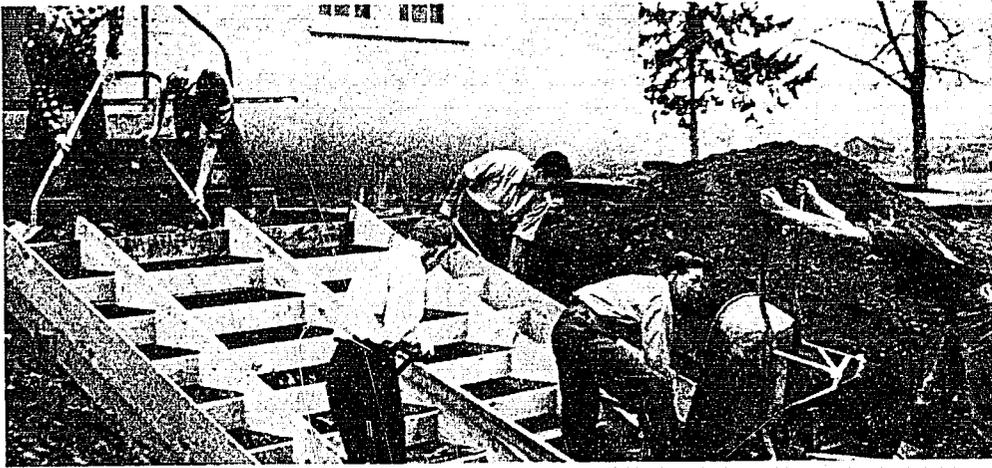


Photo by Division of Visual Education, Govt. of B. C.

(L. to R.) Elton Carlson, Bill Hanses, Victor Michel, Val Spanier, Ken Anderson and Jack Turnbull prepare forms and pour concrete for steps.

HAVE WE PROFESSIONAL STATUS?

By HARRY THOMPSON

A GREAT deal of writing and discussion has evolved around the topic of our professional status. Many of the dissertations have been rather naive; some of them have merely pertained to the superficial aspects of the matter; and a few may be credited with a truly searching analysis of the question.

Let's be frank with ourselves. Make a quick analysis of the members of your staff. How many would you classify as professional? How many would you group as mere tradesmen? Why did you think of teacher "A" as a professional and teacher "B" only as a journeyman? When we have established wherein the degree of difference between the two lies, we will at least have some yardstick for distinguishing the run-of-the-mill teachers from the truly professional ones. We may even be able to set up some standards whereby professional status may be attained.

I am going to expound on four gauges that have been used in rating professional status and then present criteria which I feel are more realistic and searching than the others.

Some people feel that a teacher has attained professional status when he begins to act like a professional. He always dresses neatly and in good taste, his manners are impeccable, his laughter is restrained, and he is seen only in the best of places. This type of professional subscribes to *Time*, *Life*, and the *Book of the Month Club*, owns a three-speed record player and a growing library of recorded classical music, and either has, or hopes to obtain, a week-end retreat out in the country. He relishes punctuality; he arrives at school at exactly a quarter to nine and leaves ex-

Mr. Thompson, Principal of Connaught Elementary School, Prince George, separates the run-of-the-mill teacher from the truly professional.

actly one-half hour after his last lesson. He works hard at presenting an illusion of professionalism. The latest trend is to wear a bow-tie and to join a Service Club. He is usually quite vocal in fluent pedoguese on school, community, and world affairs. He knows all the problems and can supply you with the answers. Learning to teach, he'll tell you, consists of picking up the tricks of the trade which in turn comes with the twenty years of experience he's enjoyed. To the tyros in the profession he offers one bit of shrewd advice: the first fifteen years are the hardest.

The second well-known yardstick for measuring professionalism, and unfortunately accepted in many quarters, is the EB-SB gauge. The people using this criterion will tell you that an EB teacher with only Senior Matriculation and one year Normal School can be considered only as a tradesman, or at best after five years of teaching experience, a semi-professional. An SB teacher on the other hand, with five years of university training, and mind you a \$12,000 investment, is every bit as professional as a doctor or a lawyer. This superficial evaluation of teachers becomes naive when carried too far. It assumes that academic and paper qualifications are a true measure of teaching competence.

The third criterion which some of us use to measure our professional growth is the summer school one. This theory sur-

mises that only those who attend summer school are interested in professional growth and therefore they are the only ones who attain professional status.

Teachers attend summer sessions for one or more of the following reasons:

1. Necessary for permanent certification.
2. Requirements of certain school boards.
3. To obtain or renew advanced certification.
4. To obtain one or more degrees.
5. Interest.

Compulsion, whether from outside the individual or from within the individual, is not likely to result in true professional growth. Furthermore, higher degrees in themselves mean little. Someone has said that higher degrees seem important only if one does not possess one or more of them. It would be better for the professionally-minded teacher to participate in valuable and useful post-graduate courses related to personal needs, rather than attempt to meet inflexible requirements so often obligatory for advanced degrees. Granted, it has often been said, and true it is, that many teachers die intellectually the day they receive their certification. Graduate study is useful if the desire for it stems from interest and not compulsion. A suitably planned programme of study would prove stimulating and rewarding for most teachers, and—more important—it would lead to increased teaching competence.

The fourth gauge for measuring professional status is the idealistic one. The professional teacher has impeccable manners, a pre-possessing appearance, and grace and poise in all situations. His scholarship and teaching techniques are above reproach; he has complete familiarity with educational literature, a knowledge of guidance, the psychology of learning, and diagnostic and remedial teaching. He has developed infallible bookkeeping procedures and is endowed with a faultless memory for detail. In his classroom democracy is breathed, lived, and taught; he enjoys good discipline without coercion. He is, in addition, a combination mechanic, engineer, disc jockey, and projectionist. Outside the school you couldn't find a more

active participant in community affairs, etc., etc. Well, let's not kid ourselves; there "ain't" no such animal. If there are any, they are probably suffering from habitual headaches from their halos fitting too tightly.

Where do we go from here? Is there some other method of attacking this problem of professional status which will give us a little more insight into what it really means? This matter is extremely important at the present time for two major reasons. First, with salary adjustments, the competence of all teachers is being examined more critically than before. Second, the current controversy over the educational curriculum in B.C. is focusing the spotlight on the teachers. Here it must be stated that teaching standards are definitely improving. They are advancing, not because of some outside compulsion, but because educational theory has opened new vistas of what a school can do.

WHEN does teaching cease to be an occupation and elevate itself to a profession? An analogy would be useful in our exposition. If a man has a headache and goes to a druggist, this gentleman will sell him some aspirin tablets. If the same man went to a doctor, the latter would try to find out what caused the headache. The difference in attack of the two individuals is very real and therein lies the gap between a tradesman and a professional person. If your solution for "laziness" or "inattentiveness" in the classroom is punishment, you are still in the tradesman stage. On the other hand, when you do some diagnosing followed by remedial work the moment your pupils run into difficulty, you are on the road to becoming truly professional.

The professionally-minded teacher has classes that have vitality; he is alert and responsive to the social situation both in the school and in the community. How does this competence in the teacher grow? Competence is predicated upon experience and stimulation, upon an interaction between the teacher and his environment. Yes, experience (not just measured by years

of service), summer school courses, independent reading and study, and in-service training programmes all contribute to teacher growth. But the important ingredient in professional development is still the teacher; professionalism cannot be acquired by serving time nor by latching onto higher degrees in themselves. The professionally-minded teachers find themselves stimulated to extend their understanding through inquiry, discussion, study, and the application of new procedures and techniques to their classroom situations, their staff meetings, and to their public relations.

There can be no room in the teaching profession for those who boast that they graduated from Normal School fifteen years ago and haven't take a course since. These teachers take the attitude that we shouldn't be "three-dollar alarm clocks" that must be wound up periodically at summer sessions. True, professional people are by nature "self-winding", providing the self-winding is stimulated by in-service training, the reading of professional journals, personal observations, and the swapping of experiences.

By the same token, there can be no room in the teaching profession for those who dictate "no shop-talk in the staff room."

Staff room discussions over a cup of coffee lead to the exchange of ideas, valuable information, and relevant experiences which in turn stimulate the professionally-minded teacher to the application of creative techniques in the classroom situation.

Our stature as a profession will grow as each of us furthers our competence by critical self-evaluation, followed by further pertinent training, followed by the application of our new ideas to the teaching situation. This process is an ever-continuing one; it is evaluation, study, application, over and over again. We have not found the answers to all our educational problems. It is not just a question of competence now, but also one of continued competence. It is not a matter of using tricks of the trade, but one of the application of sound educational techniques to the learning situation.

We as teachers, next to parents, hold the key positions in our democratic society. Are we meeting the challenge of our positions? Let me conclude with a pertinent statement of one writer on the matter: "The dead wood of the teaching body has no vested interest in the positions it holds, and will have even less in the future as the seller's market in teacher placement declines."

A HELPING HAND

From Junior Red Cross

THE following report indicates the number of children in each school district in the province assisted through the B.C. Junior Red Cross Crippled and Handicapped Children's Fund since 1941.

This fund is the medium through which school boys and girls in British Columbia and the Yukon may unite their effort to help when and where the need is greatest in the provision of assistance to needy physically handicapped and crippled children in these areas.

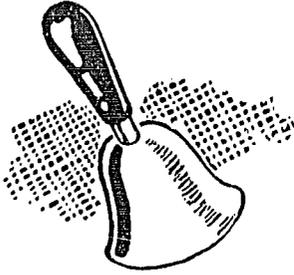
Through this fund, transportation costs

to and from hospitals and clinics are provided for needy children and when necessary, for escorts. Hospital co-insurance, medical and other necessary expenses are financed. Glasses, hearing aids, wheelchairs, special shoes and braces and other appliances and equipment as required are provided.

All cases assisted through this fund must be referred to Junior Red Cross through local Public Health personnel who in cooperation with Social Welfare workers are qualified to determine eligibility for

THE ADVENTURES OF ARKWRIGHT

By LEPRECHAUN



That Christmas Concert

THE entertainment facilities at the little fishing village of Mooki Creek could not be said to be extensive. A casual visitor, once he had tired of the delights of the beer parlour, would be more than likely to find time hanging heavily on his hands. Once he had walked down to the dock and inspected the remains of Hjalmar Svensen's boat, which foundered in a gale in 1946, there would be little else to do, unless he was equipped with a fishing line and fancied a sporting engagement with the local shiners.

If he happened to be there on one of the rare occasions that such an occasion was offered, he could see a show. This was usually held in the Dining Hall of the hotel (never within living memory had the hall been using for dining, but the name lingered), and would give him a chance to catch up with a film that had been popular in the late thirties. True, often the sound broke down, but the exhibitor, who made a living by going from one small settlement to another, was always prepared to dub in from memory all the speaking voices, and quite a few of the sound effects as well.

If his taste lay in the direction of legitimate drama, he would have to be more than usually lucky. The only time such a diversion was offered was when the Mooki Creek Elementary School presented its annual Christmas concert.

This was indeed the high point of the year. Excitement mounted from early in

October, when the only thought of Christmas elsewhere were in the minds of department store copywriters, and reached feverpoint as the big day approached. The show was always greeted with rapt, but not uncritical, attention, and was thoroughly evaluated for at least a week afterwards. The general opinion was invariably that it had been the best concert ever.

Mr. Arkwright was thoroughly aware of his heavy obligation in this matter, and made his plans carefully. Some of them, it turned out, proved to be too grandiose for the limited capabilities of his small and motley class, and had to be shelved with regret. An effort at madrigal singing, for instance, bogged down, largely owing to the fact that no one, including Mr. Arkwright, could read music. Another good idea, a miracle play in 16th Century verse, met with some apathy from the class, and was finally killed by the rebellion of the mothers at the costumes required. A deputation informed Mr. Arkwright that tinsel and cheesecloth had always been good enough in the past, and that the mothers, what with cleaning and ironing and cooking and mending, had enough to do without grappling with doublets and farthingales.

Thus defeated, Arkwright reluctantly abandoned the baroque and turned his thoughts into more conventional channels.

THEATRE! What glamour and romance lie in that word! What great names it conjures up! Shakespeare, Bernard

Shaw, Ibsen, Rodgers and Hammerstein, Arkwright! For there, if you had been one of the lucky throng who witnessed that never-to-be-forgotten night, you would yourself have seen that slight, unassuming figure, emerging shyly from between Mrs. Draper's linen sheets (lent for the occasion) and making a short and glowing speech of welcome. He was, he said, glad to be there. He wished everybody a Merry Christmas. He hoped they would enjoy the show. He repeated how glad he was to be there. Then, with a bow, he was gone. There was a brief pause, and the silence was only broken by urgent whispers from behind the scenes. At last, the sheets jerked hesitantly back on their safety pins and the audience was transported into the land of make-believe.

MR. ARKWRIGHT'S primary children were discovered, scrubbed and shining to the point of unrecognizability, and clutching assorted toys. For a minute nothing happened, and the tension grew as they grinned warily into the darkness.

"Robbie!" came an agonized hiss from the wings.

The boy addressed either did not hear or was too occupied in trying to find his mother in the crowd.

"Robbie! 'I love my little bunny best!'"

With a start he collected himself and began to mutter in the general direction of his boots. The others followed suit, and each averred an inaudible preference for the toy he or she held. There was warm applause, and Julia Seaweed presented herself for her annual recitation of "The Night before Christmas". She completed the chore in exactly one minute and seventeen seconds, which broke by five seconds the record she had set the year before.

The time had now come for a project dear to Arkwright's heart. The idea was suggested to him by an article in a professional magazine, and was no less than Creative Dancing.

Arkwright never remembered seeing any Creative Dancing. It certainly was not

part of the curriculum when he went to school, but he had been impressed by the claims made by the author of the article. Children, he noted, developed muscular coordination and rhythm. Through controlled play, they learned to work together to produce an artistic and cohesive pattern, and to express themselves creatively. He remarked that the teacher was not supposed to dictate the forms used, but should utilize the ideas of the children.

He had therefore embarked on rehearsals with vigour, and if he had found the children rather less creative than the author had given him to expect, he put that down to his own inexperience.

The curtains parted to show the major part of the class standing sheepishly around the stage. They were in ordinary clothes, which made it all the more creative. Joseph Seaweed, a large, shaggy youth, came to the front and waved a hand half-heartedly in the air. Marlene responded to the summons, if summons it was, got down on her hands and knees and began to crawl awkwardly sideways.

To Mr. Arkwright it was perfectly clear that Joseph was an animal-trainer and Marlene a crab.

After a while each child had an opportunity to waddle, flap, creep, hop, sway and jump. Finally, as the piece de resistance, Joseph waved his imaginary whip with a flourish and they all did it again, this time all together.

The production ended to tentative and puzzled applause.

After a short interval, while the citizenry pulled gratefully at cigarettes, and the children scrambled into Biblical robes and grabbed crooks, the concert resumed.

Mr. Arkwright had thought long and hard about his version of the Nativity, and had come up with some original ideas, influenced only slightly by the French Cinema. The story taking place in the dark, he reasoned, light should be kept down to the minimum. Therefore, when the play began, the actors were completely invisible.

"Indeed, brother, 'tis a dark night."

Continued on page 125

WHITHER TEACHERS?

"In unity there is strength"

By W. A. WEAVER

Chairman Labor Relations Committee

WE are inclined to forget this maxim, riding as we are today on the crest of a wave of pseudo prosperity. Many of the newer members of the teaching profession are apt to take for granted many of the conditions and benefits prevalent at this time. I advise them to study the history and early beginnings of the teachers' organizations. I think they will find that many of the laws incorporated in our present organization were borrowed from the older unions or guilds.

What caused groups of men in certain trades or professions to band together? Simply that, alone, they could do nothing, and that it was only after years of struggle, strikes and lockouts, as well as being thrown into jail, or even suffering bodily injury or death, they were able to bring our standard of living to its present state, i.e., shorter hours of work, better wages, better working conditions, as well as the dignity of having some say about how things should be done, and not being fired off the job at the whim of their employers. Today an employer must show good reason for discharging an employee. What has this to do with teachers? Simply this:

After years of struggle and hardship we have finally arrived at the place where we are receiving a fair salary, along with other benefits. I am not suggesting that we are receiving what we should in relation to the wages and salaries of skilled workers in industry, or groups in other professions, but that the ratio of our salaries to the cost of living is much better today than the ratio of, say, thirty years ago. What has caused this? I suggest that this was caused by the fact that the more intelligent members of

the profession at that time could see that they could get nowhere without unity. Hence our teachers' organizations were formed. Many of the short-sighted preferred to stay out of these teachers' organizations, content to be "individualists". Today, it is compulsory to be a member of the B.C.T.F. before you are allowed to teach in the province. I heartily applaud this. But I think we can thank our huge labour organizations for this condition. They were the ones who have consistently fought for legislation that compels an employer to allow his employees to join a union of their choice if fifty percent or more so desire.

The older members of the profession remember that it was good business to be affiliated with Labour. What is the condition in the profession today? Today, now that our salaries and bargaining powers are better, we are attracting people who see conditions only as they are now and not as they were. We have individuals who are striving for higher ideals of professionalism and who wish to class themselves with doctors, lawyers, etc. They would cut the strings that bind us to organized labour and go on their professional way. I compare them to the Pharisees in the bible of whom Jesus said "Woe unto you Pharisees! for ye love the uppermost seats in the synagogues, and greetings in the market."—St. Luke 11, 43. Also "And whosoever shall exalt himself shall be abased; and he that shall humble himself shall be exalted."—St. Matt. 23, 12. They forget that teachers are employees who still must bargain with their employer for any benefits they may receive. They would break with organized

labour at a time when the Civil Servants, including School Inspectors and others, are affiliating with organized labour, because they have found that they can get nowhere without its support. And we must remember that the only people who receive a hearing in the legislature these days are those who can show a force in numbers. The others are as a voice crying in the wilderness.

I suggest that if we wish to continue our present advances, we should continue our affiliation with organized labour, which in the case of the Trades and Labour Congress of Canada consists of some 550,000 members.

Labour is interested in and works for the same things as teachers—better educational

opportunities, improved teachers' salaries, and better living standards for everybody. Contributing to our world problems today are hunger and ignorance. One of the great difficulties is the high rate of illiteracy in Asia and many backward nations. Teachers, through their affiliation with Labour, are part of the International Confederation of Free Trade Unions, which speaks for fifty-three million organized workers in the democratic countries. The I.C.F.T.U. is actively engaged in working to help solve these problems through delegations it has sent, and schools it has established in Asia and Africa. Teachers, through their affiliation with Labour, have an opportunity to make a worthy contribution to this effort to build peace and prosperity.

Arkwright

Continued from page 122

"Aye, thou speakest truly. But is that not a star yonder?"

"Of a verity. See how brightly it shines. methinks it presages some mighty happening."

"Damn!"

This last remark was not in the script, and proceeded from an overwrought Arkwright, who had just dropped the flashlight from his perch on a ladder, where he was endeavouring to introduce it into an ingenious arrangement of a cardboard box with a star-shaped hole cut in it.

"Of a verity," repeated the shepherd desperately. "See how brightly it shines."

At last it did—too brightly, in fact. The naked beam cut remorselessly across the stage into the audience, and Mr. Seaweed found himself under a brilliant spotlight in the very act of raising a bottle of beer to his lips. Mr. Arkwright hurriedly shinnied up the ladder again, grabbed the box in order to swivel it round, and broke the whole works loose.

The act concluded in Stygian blackness.

The most important place in the manger scene, Arkwright reasoned, should be the crib. Therefore, here he had arranged for a flashlight to be placed in it, and it should illuminate the whole scene. In this, once again, it was only partially successful, and it was only by straining the eyes that the shadowy figures of the angels that trooped onto the stage could be discerned.

"Ruddy shame I call it," whispered Mrs. O'Reilly to a neighbour, "we go to all that trouble to make them angel costumes and you can't even see 'em."

Reedy voices chanted "Silent Night" from the wings, and wraith-like figures advanced to lay gifts before the Babe. As a finale, the star was supposed to shine forth again upon the assembled throng, but that being out of the question Mr. Arkwright was forced to break the spell and switch on the lights. *Adeste Fideles* was then sung, in which the audience was supposed to join, but didn't, and then the author himself came to the fore, and led the singing of the final number—"Merry Christmas Everyone," to the tune of "Goodnight Ladies."

Everybody agreed that it was easily the best Christmas concert that had ever been given.

LABOUR IN THE NATION

By CHUCK BAYLEY

WITH labour unions participating in a great range of economic, political, and cultural activities, all the way from the local scene into the international, here is the first of two stories on the Canadian Congress of Labour and the Trades and Labour Congress of Canada.

The Canadian Congress of Labour, founded in 1940, has some 375,000 members in "vertical" industrial unions that take in a whole industry or a group of closely related industries. Affiliated with the C.C.L. are such unions as the United Automobile Workers, International Woodworkers, United Packinghouse Workers, and the Retail, Wholesale, and Department Store Workers.

Some of the unions affiliated with the C.C.L. are strictly local in nature; others operate from coast to coast; and still others are international. Together, through the Canadian Congress of Labour, they are affiliated with the Congress of Industrial Organization, the C.I.O.

Rapid Rise

The impressive, influential C. C. L. snapped into its present position during the war and post-war years. Its leaders were aware of large number of workers recruited by war industries and organized them. Since then, during the boom and inflationary period, the C.C.L. has been able to consolidate and strengthen its position.

The spread of the C.C.L. unions has not been sugar and honey. They have battled management, craft unions, and the communists. A considerable share of central funds has been devoted to organizing and to an extensive education campaign. Workshops, forums, institutes, study groups, and publications have been used in quantity to teach officers, shop stewards, and the rank and file. A session, a few weeks ago at the University would have done any teacher's association proud.

Objectives

The C.C.L. seeks an improved standard of living for its members, and this involves a two-avenue approach. Unions must deal with management for higher wages, improved working conditions, and job security. They petition various levels of government for improved old-age pensions, health and hospital insurance, workmen's compensation and unemployment insurance, and similar matters.

These objectives have brought about a three-level pattern of affiliations comparable to civic, provincial, and federal government. Locally, the industrial unions are members of the Vancouver Labour Council. Provincially, they work together in the B.C. Federation of Labour, and nationally, in the Canadian Congress of Labour.

The C.C.L. has lots of power at the top level. This was evident during the recent I.W.A. convention here in Vancouver. When its big names and C.I.O. president, Walter Reuther, spoke, the press and radio were ready to report and broadcast. The total coverage in column inches and variety of stories must have been the answer to a public relation committee's prayer.

Horizons

The horizons of the C.C.L. are world-wide and it is contributing to the International Confederation of Free Trade Unions to organize workers in the rising industrial empires of Asia and Africa. Unionists understand that their standard of living is in jeopardy as long as foreign factories pay labour as little as \$1.50 a day, or less.

This information is reported, for the most part, from Jim Bury, who was secretary of the Vancouver Labour Council until last month when he accepted a post with the I.C.F.T.U.

Co-Workers or Combatants?

W. V. ALLESTER, President, B.C.T.F.

FOUR representatives of the B.C.T.F. attended the 49th Annual Convention of the British Columbia School Trustees' Association, held in Nelson on October 12 to 14, 1953. They returned very much aware of the important work being done by the School Trustees of this province for the betterment of education.

The Trustees' Convention is usually attended by the B.C.T.F. President and General Secretary. This year two members of the Provincial Salary Committee, Miss Mollie Cottingham and Mr. Bernard Holt, were added to the delegation, as "high level" salary discussions were planned.

In spite of the full agenda, two salary meetings lasting about two hours each were held, one with the B.C.S.T.A. Executive and one with a sub-committee of the Executive. In these meetings, both teachers and trustees were quite outspoken and a full interchange of ideas occurred. Among ideas brought forward by the teachers were the need for a better spirit of negotiation at the local level, some of the reasons why we think general salary increases for teachers are justified, and the principles involved in the new 1953 B.C.T.F. Minimum Scale. The trustees, in their turn, proposed their reasons for favouring a provincial salary scale and their interest in having a system of teacher evaluation set up for salary purposes. Needless to say, there was considerable disagreement between the two groups on some of these topics. Nevertheless, partly as a result of these meetings, and of a later one held in Vancouver, a better atmosphere is evident this year in local salary negotiations. Both teachers and trustees, in most districts, have approached negotiations in a more friendly manner than last year.

The teachers' representatives at the Con-

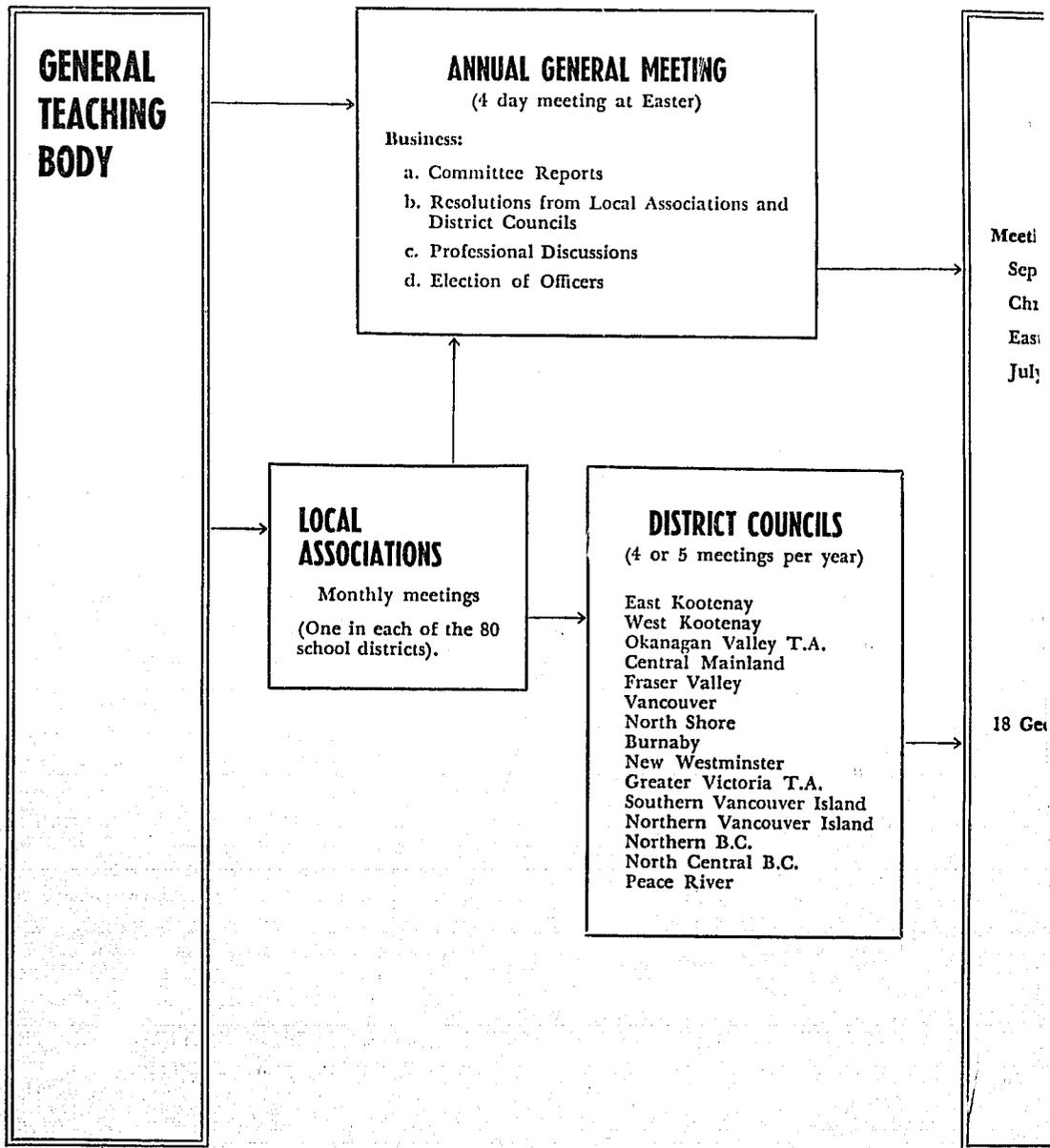
vention were received most cordially. The tone was set by President Harold Moffatt of Prince George when he welcomed us to the first meeting and urged us to speak on any question affecting teachers. When we did speak we were given a courteous hearing by the delegates.

Some resolutions were passed which teachers will consider contrary to their interests. One asked for amendment of the School Act to permit School Boards to dismiss teachers on thirty days notice at the end of a school year. We were privileged to speak against this resolution and found that many trustees supported our point of view. At the vote, the motion passed by a narrow margin. We suggested to the Trustees that the present tenure regulations do not protect inefficient teachers. The profession would be improved if Inspectors would always report unsatisfactory service and if the School Boards would then dismiss such teachers. We insist upon the teachers being given cause for dismissal and an opportunity to appeal to a neutral authority. However, if inefficiency can be proved, the Federation will not stand in the way. We do not feel that tenure regulations need to be changed since School Boards generally do not use the possibilities already open for strengthening their staffs.

A few resolutions referred to the B.C.T.F. as a militant organization and suggested ways and means to enable the Trustees' Association to meet us on an equal footing. We were pleased to see such resolutions amended at the insistence of delegates who regretted the antagonistic reference to our organization. It was significant that we were freely admitted to hear all the discussion on these and other matters and were welcomed to participate.

Continued on page 133

ORGANIZATION OF THE BRITISH C



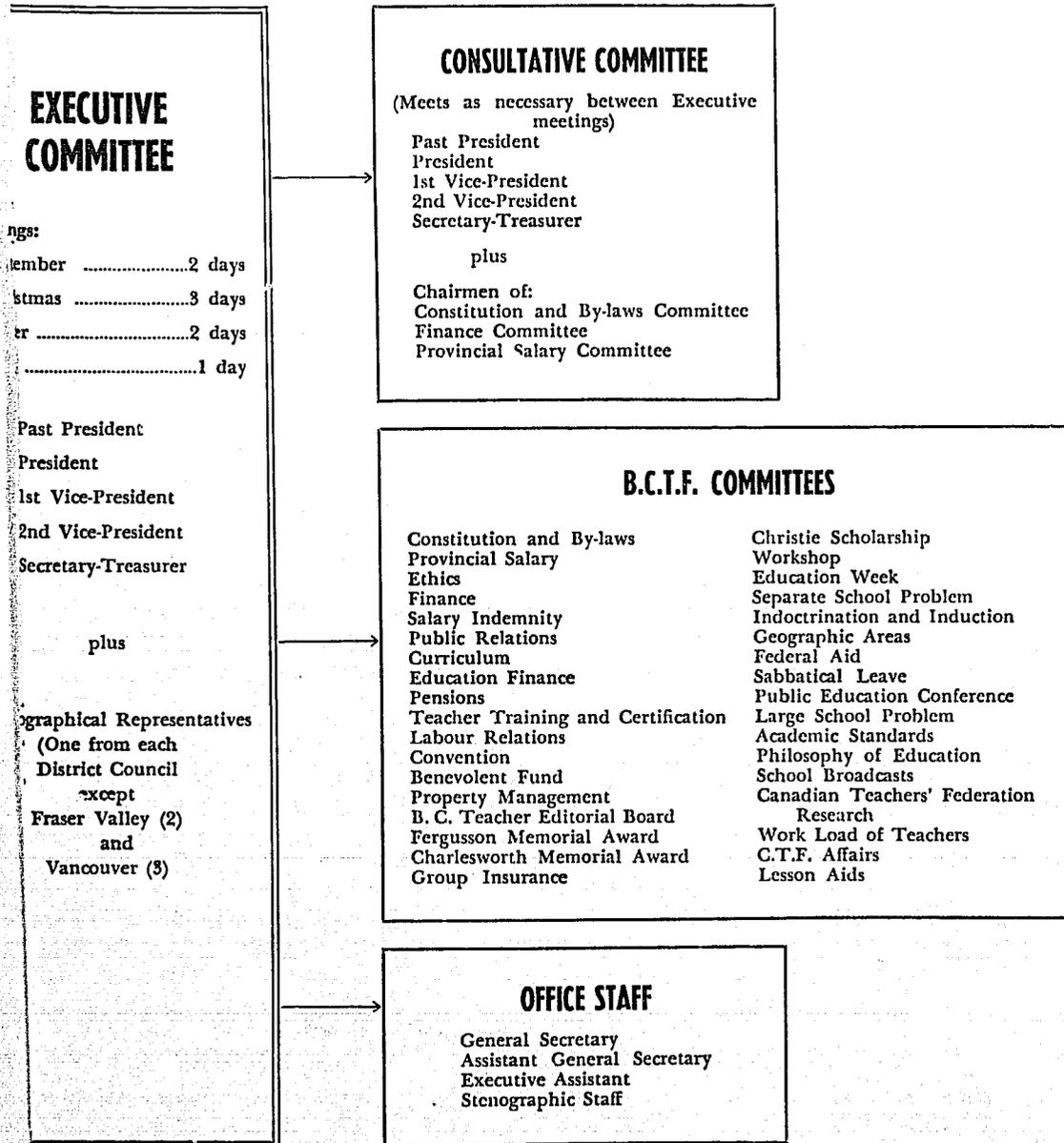
Federation members may participate in the services of the:
MEDICAL SERVICES ASSOC.
CREDIT UNION
CO-OPERATIVE ASSOC.

PROCEEDING from left to right, this diagram depicts the organization of the B.C.T.F.

Each teacher is a member of his Local Association. Each Local Association names representatives to a District Council which in turn names one representative to the Executive.

Attendance at the Annual General Meeting is open to all members. This meeting elects the

COLUMBIA TEACHERS' FEDERATION



Federation Officers who together with the Past President and Geographical Representatives constitute the Executive.

Policy emanates from the individual member through his Local Association and District Council and Annual General Meeting. Among other duties, the Federation Executive is charged with the responsibility of the carrying out of this

policy and with the obtaining of information on which policy can be formulated. In fulfilling its various responsibilities, the Executive has the assistance of the Consultative Committee, numerous other committees and the office staff.

Federation members may participate in the Medical Service Association, the Credit Union and the Co-operative Association, each with its own Board of Directors and secretarial staff.

SIGNIFICANT FIGURES, AND ALL THAT

By Otto Blüh

(PART II) — Continued from previous issue

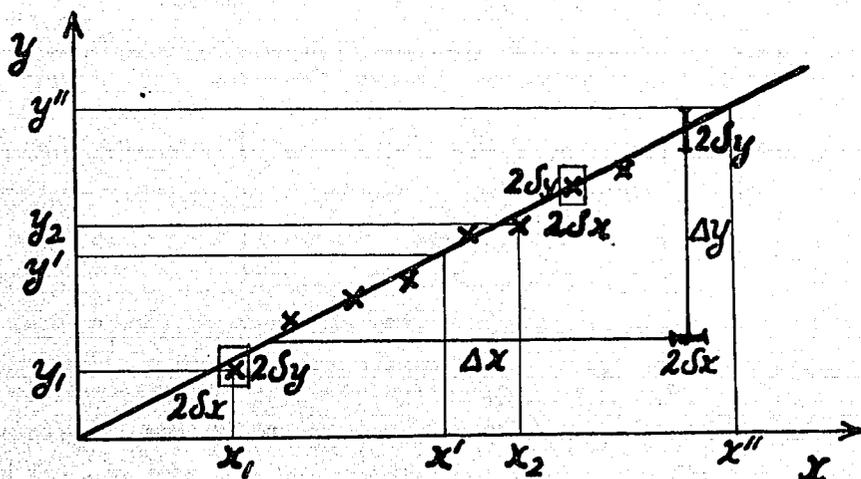
Relative And Percentage Error

THE finding of the mean division or an estimated error gives an indication of the accuracy of the result only if it is stated in addition to the mean value or read-off value of the measured quantity. An error of ± 0.1 mm. may indicate a high accuracy if the total length is 100 mm., and little accuracy if the total length is 1 mm. It is therefore convenient to express the error as a fraction or as a percentage of the observed quantity. Thus, if x stands for the quantity, either a single value or a mean value, and δx for the estimated error or a mean deviation, then the fractional or relative error is $\delta x/x$, and the percentage error is $100 \delta x/x$. The relative errors in the above examples would be 0.001 resp. 0.1, and the percentage errors 0.1% and 10%. In the school laboratory the percentage error with which a quantity is measured will probably always be of the order of one to three percent.

Graphs

An essential part of physics is to establish relationships between measured quantities, and such functions between two quantities x and y , are often exhibited in form of a diagram or graph. Other quantities involved are considered to be constant, and their value can often be gained from the graph, for example, by considering the slope of the curve. The measured values are represented by circles or crosses, but from what was said before about the error connected with each measurement it will be understood that the plotted points are the centres of rectangular areas $4 \delta x \cdot \delta y$ which characterise the diffuse location of the 'points'; δx and δy are the errors of the coordinates x and y (Fig. 1).

The connection of the plotted points is very occasionally done with the help of broken lines which merely lead the eye from one point to the next. In general, we assume that fairly accurately measured



(Fig. 1)

points can be connected through a smooth (monotonous) curve, since we suppose the existence of a mathematical relationship between the physical quantities of which the curve is the geometric representation. In many instances we expect a linear function between the two exhibited quantities x and y ; that means, we shall try to pass a straight line through all or the majority of the plotted points. In view of the error-areas around each point there is no need to draw the curve actually through the centre points. In drawing the curve we are guided by the intuitional belief in the simplicity of the function and its graphical representation, and will try to let the curve pass as closely as possible between all points. In special cases the origin of the system of coordinates should lie on the curve.

The graphical representation has the advantage over a table of results in that it shows with one glance whether a reading is affected by an unaccounted error. Points far off the curve can then be excluded. Once the curve (straight line) has been drawn, then we no longer refer or use any of the single points, but always use the curve as the most probable representation of the expected functional relationship.

One other importance of graphical representation is that for a particular quantity x' the corresponding value y' can be inferred from the graph, or *vice versa* (cf. Fig. 1), a procedure called **graphical interpolation**. The curve can also be extended beyond the range of measured points, to a certain degree at least, and the value of y'' corresponding to an x'' sought on the extension, a procedure called **graphical extrapolation**.

In order to find the character of the geometric curve with some accuracy we need several pairs of values x and y , and in the laboratory at least five and six sets of experimental values should be taken. In case of the determination of the electric resistance by the ammeter-voltmeter method, one would vary the current (I) and voltage (V) with the help of a variable series resistor, plot I against V , and try to connect the

plotted points through a straight line according to Ohm's law. The slope is inversely proportional to the resistance. If the graph shows a deviation from linearity in the high current range, we may conclude that the heat produced by the current in the resistance was not sufficiently dissipated and that a rise in temperature affected the measurement. Or, if one has to plot, in the pendulum experiment, L against T^2 , and expects linearity of the plot, any deviation from the straight line will indicate some kind of error, e.g. due to the fact that the pendulum of very short length cannot be treated as a mathematical pendulum. Sometimes various influences remain obscure, though their presence is shown in the deviation of the experimental curve from the theoretical curve.

IN determining the slope of a graph, we evidently have to take two lengths, Δx and Δy , which form the two sides of a rectangular "slope-triangle", of which the straight line (or the tangent to a curve) is the hypotenuse (Fig. 1). The two quantities Δx and Δy are evidently in error, since they are differences of quantities x and y which are in error by amounts δx and δy . The slope is given by the ratio $(x \pm 2 \delta x)/(y \pm 2 \delta y)$; in case of the determination of a resistance the ratio will be $R = V/I$. We have here tacitly assumed that Δx and Δy , as differences of the measured quantities x and y , are in error by amounts which are the sum of the individual errors δx and δy . We are going to discuss the error of a sum or difference in one of the later sections, and shall then also treat the question of the error of the ratio $\Delta x/\Delta y$, which can be found by a simple, though approximate rule. [Compare Part III, Section : Error of a product (ratio)].

We should also be well aware when working with graphs that the lengths in the diagram, representing physical quantities, can themselves only be measured (with a ruler) with a certain degree of accuracy. This will usually be in the order of percents, and depend on the size of the diagram and the precision of the graph.

The Propagation of Errors

In laboratory work one usually measures two or more quantities in the course of one experiment which are then related to each other through formulas or 'laws' stated in form of algebraic equations. As we saw in an earlier section the relationship between two quantities can be represented graphically in form of a diagram. For example, in order to find the acceleration of gravity with the simple pendulum, one has to measure the length of the pendulum and the time of oscillation; in case of the spiral spring experiment one measures the expansion of the spring as a function of the attached weight, and so on.

The numerical values of the observed quantities are the most probable values, characterized by a mean deviation, or, at least, an estimated error, and that means, by a definite number of significant figures. These values have to be substituted into the known formulas, and since these values are all in error, the result of the computation will also be in error. This error could be found by calculating the result as many times as there are combinations of measured values—in the case that the single quantities have been repeatedly measured—but this would be a time consuming way to obtain the answer. It appears much simpler to use the values (averages, if available) of the factors in the formulas, in one single calculation, and to determine separately the accumulated error of the result.

There are in principle two cases which are met with frequently in the laboratory—of which the second is the more important—: how the individual errors affect the final result, or how they are propagated.

Error of a sum (difference)

If two magnitudes, e.g. two lengths should be added together, they must be both known with the same absolute accuracy. It is obviously impossible to add 0.001347 cm to 165.1 cm. We could add 1.2 or even 0.2 cm to the latter figure, since

they have the last significant figures in common. Only if this is the case does it make sense to speak about a final length and is it possible to state the error in the result. If, e.g., both lengths 165.1 cm and 1.2 cm are known with absolute accuracies ± 0.1 cm, the total length of 166.3 cm will be in error by the sum of the total errors, that is, by ± 0.2 cm.

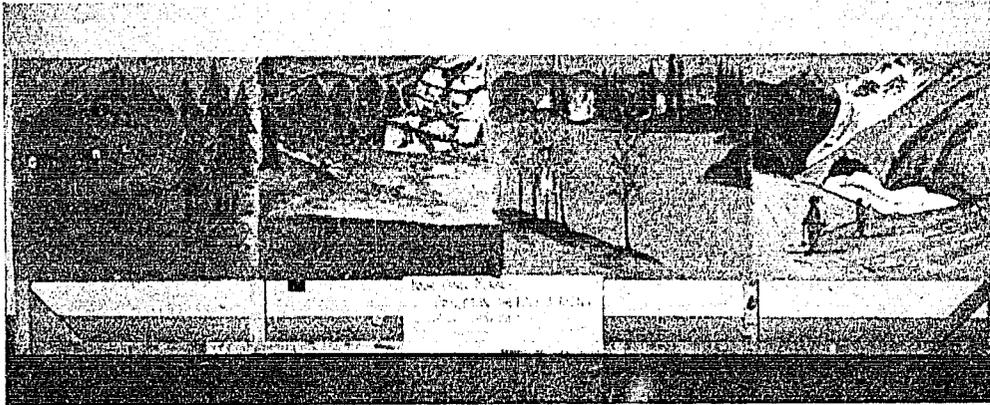
If we wish to measure the smaller length with greater accuracy, by using a microscope, we might get instead of 0.2 cm the value 0.217 cm. But we cannot add the two extra significant figures to 165.1 cm, since this quantity has not been measured with sufficient absolute accuracy. To determine a length of 100 to 200 cm with higher accuracy than four significant figures (0.1%) would even tax the resources of a well equipped laboratory. We encounter such cases in the linear heat expansion of a piece of solid material, or in the experiment on Young's modulus. The increase in length can usually be measured with the same relative or percentage accuracy as the original length of the solid body, though the absolute accuracy in the observation of the latter is much smaller.

It is for this reason that in various branches of physics one prefers to characterize a property not by an absolute change but by a relative change. If the increase of a length x is very small, and may be denoted by δx , instead of adding $x + \delta x$, which often proves difficult, if not impossible, one forms the ratio $\delta x/x$. These ratios or relative changes are referred to as coefficients, for example, the coefficient of thermal expansion, which is the relative change in length per degree, or Young's modulus, which is the relative change in length per unit-stress (lb-wt/in²). With the definition of coefficients we circumvent the demand for a high percentage accuracy of the larger quantity that is so difficult to achieve. Since the relative change is a quotient, its error has to be calculated according to the rule discussed in the next section.

To be continued next issue

THE B. C. TEACHER

AN IDEA FOR ART TEACHERS



Art 30 students of Princeton High School prepared this mural in a store window as part of last year's Education Week Program.

AN IDEA which the Princeton teachers developed last year in connection with their Education Week Program might be of interest to others.

Entries in the Education Week Poster Contest were displayed in a local store window. In the afternoon Art 30 students gave a demonstration of painting in the store.

The whole thing was the upshot of a discussion on ways and means of publicizing Education Week in Princeton.

On Monday, March 5, at 1:30 p.m., a team of four hand-picked Art 30 students, armed with assorted brushes, tempera paints, paint-dishes, and rags—plus a four-by-twelve foot screen—assembled themselves in the large display windows of Ewart's Hardware. They toiled away, in this erstaz goldfish bowl all afternoon, working from sketches prepared in class, and turned out a surprisingly interesting and colourful 4-panel mural which they titled "Princeton—The Four Seasons."

Since the local paper had carried a notice of this event, and since a large sign had graced the all-important window for some days previously, a number of spectators appeared,—certainly enough to amaze our four young artists.

The material used to cover the wooden frame of the screen was ordinary grey asbestos building paper.

I hope the idea might be useful to other teachers. It could be adapted to occasions other than Education Week.

—R. SAMPLE.

Co-Workers

Continued from page 127

Another of their resolutions urged the government to set up a committee to study the whole question of the teacher shortage and factors affecting it, including teacher training. The B.C.T.F. will sponsor a similar resolution and will ask for representation on the committee if and when formed. The trustees also endorsed the Joint Committee proposals on Education Finance. Here again, our two organizations are working together.

I feel that the friendly atmosphere which the teachers found at Nelson is indicative of a fairly general spirit throughout the province. Trustees and teachers are more and more regarding themselves as co-workers rather than combatants. This promises well for the future of education.

B.C.T.F. News

Nominations Re Fergusson Memorial Award

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

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

(3) Nominations must be received by the General Secretary at the Federation Office, 1644 W. Broadway, Vancouver 9, B. C., not later than February 20, 1954.

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

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

Miss J. Beirsto Receives Charlesworth Award

THE 1953 recipient of the Charlesworth Memorial Award is Miss Janice Beirsto whose father is principal of the Vernon Elementary School.

To honour the memory of the first General Secretary of the B.C.T.F., the late Harry Charlesworth, the Federation established this award of \$200 which is made annually to the son or daughter of a present, retired or deceased member of the Federation.

Miss Beirsto was born in Vernon where she has received all her elementary and secondary education. This year she is taking Senior Matriculation at Vernon Senior



Miss Janice Beirsto

High School in preparation for attending U.B.C. next year. Her particular subject interests are languages and drama.

Besides having an enviable academic record throughout her high school program, Janice has been an active participant in numerous extra curricular activities. She played soccer and tennis, held offices on the Students' Council and was a member of the Publications and Drama Clubs.

For several years, Miss Beirsto has been a member of the Vernon Little Theatre and this year organized a Junior Drama Group. She has studied piano and is a long time member of the United Church Junior Choir.

In acknowledging receipt of the award, Miss Beirsto wrote, "The award of the Charlesworth Memorial Scholarship came to me as a very great surprise. It pleased me very much, and I would like to express my sincere thanks to the Teachers' Federation and to the committee in charge."

On behalf of the Federation, Miss Hilda Cryderman, First Vice-President, made the presentation to Miss Beairsto at the public meeting of the Okanagan Teachers' Fall Convention. The Scholarship Certificate will be presented at the Federation Annual Convention.



Miss Norma Tetlock

B.C.T.F. Summer Session Scholarship Awarded

MISS Norma A. Tetlock has been named by U.B.C. as the 1953 B.C.T.F. Summer Session Scholarship winner.

Miss Tetlock was born and raised in Winnipeg, Manitoba and graduated from the Manitoba Normal School in 1945. After teaching for three years in her home province she moved to B.C. to teach at Stillwater Superior School in the Powell River district. The next year she taught at Lonsdale School in North Vancouver and then spent three years in Burnaby.

Miss Tetlock has obtained leave of absence and is completing her fourth year in the Faculty of Arts at U.B.C.'s winter session. Her majors are English and History.

The B.C.T.F. Scholarship of \$100 is given to the member of the Federation who completes the third year university course

by summer session with the highest standing.

Indian School Teaching Experience

TO ascertain what credit is granted by the Department of Education for salary grant purposes for teaching experience in Indian Schools we wrote to Mr. Harry M. Evans, Registrar, and received the following reply:

"The Departmental policy at the present time is to give credit for Indian Schools under the jurisdiction of the Dominion Government in the same manner as credit is given for teaching in Public Schools. Those persons who have taught in Indian Schools outside British Columbia receive half credit, as though the teaching had been done in a regular Public School. Those who teach in Indian Schools in British Columbia receive full credit."

Lesson Aids

THE New Year will soon be here and there are several Lesson Aids which might be of some use to you. If you want



Dennis Nickerson
Lesson Aids Secty.

to start younger pupils on calendars, number 159 is just the item for you. It has twelve calendar sheets with spaces for dates and is most suitable for colouring. The Eskimos, number 6, is another one for this time of year.

Perhaps you would like mathematic reviews. Number 116 is good and you may order extra copies of the last page, an interesting matching exercise work sheet, at a discount of thirty percent: 10 sheets for 7 cents. Other numbers are: 156, 157, 139 and 152.

Write in for our price list today — it's free!

Address all correspondence to Mr. D. Nickerson, Secretary, Lesson Aids, c/o B.C.T.F., 1644 West 9th Ave., Vancouver 9, B. C.

Think It Over

ORDINARILY, no one gets much kick out of studying figures. Nevertheless, it is sometimes necessary. Take, for example, the \$6,000 paid out for medical benefits in October of this year by the B.C.T.F. Medical Services Association. Included in this amount were individual claims totalling \$550. If you or I were faced with the necessity of paying such a sum, we might well have to do some head scratching, to say nothing of the worry as to how such a sum might be paid.

How did the B.C.T.F.M.S.A. manage to meet said amount? The answer is "through co-operative effort". Those who did not make claims during the month of October helped to provide the wherewithal to pay for those unfortunates who were ill. Beyond a doubt, prepaid medical care is better than Benevolent Funds, "Passing the Hat", or borrowing to pay for medical bills.

Perhaps you are not aware that among the medical profession your Teachers' Medical Association is rated as being one of the most prompt in settling doctors' accounts. The plan operates in close harmony with the doctors of this province, receiving in return 10% discount for prompt payment. Then, again, since your Association is by nature co-operative, no salesman's salaries, commission, or company profits have to be met.

One of the most important requirements of progressive people is to keep one step ahead in the march of events. Not only is this a responsibility of all teachers, but it is also a matter of necessity, an economic necessity. How can you afford not to belong to the Teachers' M.S.A.? Of course you can gamble on the chances of not being ill, but perhaps those who have not already been ill have their turn coming. If you feel you cannot afford to join the Medical Services Association, stop and compare the fees with the bills resulting from just one illness. Recently, we were grieved at the terrible expense (hundreds of dollars) a

teacher had to face because he had put off joining the Teachers' M.S.A., although he really intended to join sometime. Had he not procrastinated, we might have shouldered this expense for him, and relieved his worry at the same time.

When the B.C.T.F.M.S.A. was drawn up at the request of the teachers assembled in Convention in 1941, it was expected that about 75% of the teachers' body would enroll in this medical protection plan—a plan operated by teachers, and for teachers only.

If 75% of the teaching profession were enrolled, accompanied by payroll deduction, even greater benefits could be returned to you. Labour bodies throughout B.C. are practically all participating members of some form of prepaid medical care. Are they more aware of resulting disaster from illness and therefore more security conscious? Surely, we teachers, too, are progressively minded.

The writer invites you to become a member of your teachers' medical plan. Your suggestions and comments would be most gratefully received. Please write now to the B.C.T.F.M.S.A., 1644 West Broadway, Vancouver 9, B. C., for information and application forms.

W. E. WHATMOUGH,
Secretary-Treasurer, B.C.T.F.M.S.A.

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One of our members had built up his share account to \$1000. On his death, in 1951, the cheque illustrated on the next page was paid by Cuna Mutual Insurance Society to the B.C.T.F. Credit Union on his behalf. The Credit Union then paid his estate \$2000 made up of the original savings of \$1000 plus the \$1000 free insurance.

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Correspondence

Write To New York

Terrell Avenue School,
Oceanside, New York.

Editor, *B. C. Teacher*.

Dear Sir:

I am a sixth grade teacher in a suburban community twenty miles from New York City on Long Island. I would like to have my pupils correspond with Canadian children to increase their knowledge of Canada and to promote friendship and good will between the two countries.

If any of your readers are interested in having any of their pupils or their sons or daughters correspond with my pupils, I would be pleased to receive letters from them. I will see that all letters are answered promptly.

Last year my class carried on an extensive correspondence with children of the Yukon Territory and it proved to be a very worthwhile project.

I am personally very much interested in Canada and would like to arouse a similar interest in my pupils.

Your very truly,
(MISS) NELLY HOWELL.

Workshop Fervour

698 Dicken's St.,
Trail, B. C.,
September 26, 1953.

Editor, *B. C. Teacher*.

Dear Mr. Ovens:

I wish to take this opportunity to express my sincere appreciation of the unforgettable and wonderful experience of the past summer—the opportunity to attend the Workshop at Qualicum. I will always remember it as one of the outstanding experiences of my life.



Certainly it was the most satisfying and educational experience that I have as yet had; satisfying in that it gave me a better understanding of and greater confidence in the very sincere efforts which are being made by those who represent us as a professional organization to improve all phases of the teaching profession; educational in that it gave me the opportunity to become more informed on the organization and projects of the B. C. Teachers' Federation. The opportunity of associating with other teachers from various parts of the province who are very sincerely concerned about the many problems that confront our profession was an experience in itself, one that can be deemed educational.

The most appealing aspect of the Workshop was the cordial, friendly, and tolerant atmosphere that existed there. It has been most inspiring to me to have been part of a group where the prevailing feeling was one of concern for the well-being of the teaching profession. It becomes more inspiring when one realizes that there actually were expressed many constructive ways in which we could eventually bring about the recognition of our work as being truly professional.

My only regret after having attended the Workshop is that the opportunity is not available for every teacher in the province to attend. I realize full well that, while it may be desirable, it is not possible.

Yours very truly,
A. E. Johnson.

New Books

EFFECTIVE LIVING

Samples of the material published by Science Research Associates of 57 West Grand Ave., Chicago 10, Ill., U.S.A.:

Junior Guidance Newsletter for Elementary and Junior High Schools—

Costs \$1.50 p.a., and is published monthly September through May, 4 large pages. Contents include a topic of the month (April was improvement of civics education—included 3 aims, 3 administrative hints, 8 concrete practices, 1 opinion poll), Guidance Practices that work (e.g., radio experiment, Good Manners club, visiting homes), review of their month's output, Guidance Highlights (e.g., harmful classroom influences on learning, dealing with attacks on textbooks, helping stutterers).

Senior Guidance Newsletter for High Schools—

Similar to above in all respects.

Their Life Adjustment Booklets—

Each has 48 pp., is illustrated by drawings and diagrams, is intended for pupil use in high school, uses "you" approach and concrete personal stories to illustrate points, and sells at 40c. Fair bibliographies follow each.

Samples included:

How to take a test by Joseph C. Heston. Discusses attitude to exams, various types of exam questions and how to deal with same (excellent), explains grading curve.

What you should know about social class by W. Lloyd and M. H. Warner. Lists the 6 North American classes and defines closely, shows why these exist, gives self-rating chart on finding your class, shows how class affects life and how to get round the corners.

What you should know about parenthood by Ralph G. Eckert. A quite "safe" discussion on (a) qualities of parenthood (b) married life in relation to children with a self-rating chart on the qualities.

What you should know about Communism by Alfred G. Meyer. The Assistant Director of Harvard's Russian Research Centre takes up Communist theory and especially history, with emphasis on Russia, shows how to fight Communism while preserving civil liberties (well done) and effectively compares teen-age life in Russia with that in the democracies. Very safe bibliography.

Their Junior Life Adjustment Booklets—

Similar make-up, 40 pp, 40c each, or subscription of \$3.50 per annum for 9 issues. Presentation still more "popular" and personalized. Suited to Junior High plus advanced elementary pupils.

Samples included:

Planning your job future by Emery Stoops and L. Rosenheim. Includes discussion of how to learn about and choose the job, plus checklists of interests, abilities and personality.

You can talk better by C. Van Riper. After a very attractive sales-talk on the benefits of better speech, the author gives many useful remedial hints—he is Director of Speech Clinic of Michigan University.

Your problems and how to handle them by H. H. Remmers and R. H. Bauerfeind. Shows that one's problems are not unique, which is a consolation, and goes on to give a 3 step method of attack on any, with check lists on personal, health and home problems followed by clear solutions. Very fine.

Making your pennies count by M. H. and N. McQueen. A husband-wife team here discusses what money is and has been, budgeting, chore-earnings, and wise spending. Average.

Their Better Living Booklets. These are aimed for adult readers, to help them help children. 48 pp. each, illustrated with cartoons, useful bibliographies of one page each. 40c each. Note that in all these series, special prices will be quoted by the publishers for quantity buying.

Samples included:

Improving children's learning ability by Harry M. Rivlin. Theme is "How learning occurs and what parents and teachers can do to help children learn better. Discusses kinds of learning, principles of same. Obvious use in talks to P.T.A.'s, parent groups, Public Relations work.

Helping children develop moral values by Ashley Montagu. The author, a professor of Anthropology here tries to help us know and aid children re standards of conduct. Beginning with the interesting assumption that a child is born good, he banks all on its need and reception of love, and its training in love, justice and courage. A provocative little book.

Helping children solve problems by Ruth Strang. Helps us to help children in ways that will not prevent them from ultimately helping themselves, outlining the amount and kind of help to give at various stages of development, together with a 3 and a 6 step method of problem solution to be taught the child, and ending with an interesting discussion of group problems and co-operative solutions.

Developing responsibility in children by Constance J. Foster. Outlines how much responsibility we may give and how to develop in the child from babyhood on a growing sense of responsibility.

In the next issue we hope to take up a special section on *Public Affairs Pamphlets*, outlining their history and listing a similar number. In later issues we may take up various Canadian pamphlet series, and meanwhile would appreciate correspondence calling our attention to favourite series or individual pamphlets.

ENGLISH

Reading Can Be Fun, written and illustrated by Munro Leaf. Longmans Green & Co., \$2.75. 8" by 10"—46 pages.

Every elementary school reading table must by now have one or more of Munro Leaf's "Can-be-fun" books. The latest volume is, in some ways, the best of the lot. The deceptively simple drawings and cheerful text traces the development of reading from earliest times. The concluding pages provide an introduction to characters of the standard children's classics. "That's a good book—it's so full of jokes," was the comment of a grade four pupil who was used as a guinea pig.

—G. W. STUBBS (Courtenay).

Poetry for Senior Students; an anthology of shorter poems selected and edited by J. L. Gill and L. H. Newell. Toronto, Macmillan, c1953. 285 pp; \$1.85.

The editors present three similarly patterned sections of sixty-one poems each, covering most of the major poets of Britain, America and Canada, with the emphasis on the first. Eighty-four twentieth century poems are included. At the conclusion of the poetry are, a short essay on the nature of poetry, two pages each on Ballad and Sonnet form, forty-seven pages of notes and an alphabetically arranged biographical index. The teacher of English should find in this much with which to enrich his students' experience.

—LOUIS BEDUZ (Kimberley).

To Have and to Hold by Mary Johnston. Adapted by William Kottmeyer. Toronto, Longmans, c1953. 170 pp; \$1.90.

"Patience Worth, servant girl" said the passenger list of the bride-ship bound for Jamestown Colony. But the lady was Court fugitive Lady Jocelyn Leigh, fleeing from marriage with Stuart favourite Lord Carnall. She marries, but what with a duel, a pirate-kidnapping, and raiding Indians, it can scarcely be said she settles down. The excitement compensates for the slightly stilted style of adaptation and probably both make the book interesting and safe for youngsters in their early teens.

—JESSIE STOKES (Vancouver).

Twentieth Century Canadian Poetry: an anthology with introduction and notes by Earle Birney. Toronto, Ryerson, c1953. 169 pp; \$4.00.

Here is a collection of English-language poems written between 1900-1950 by Canadians, and selected for the use of (a) general readers (b) teachers and students of Canadian literature at matriculation and university level. The authors range from the established Sir Charles Roberts and Marjorie Pickthall to our brilliant moderns A. M. Klein and Robert Finch. British Columbian poets included are: Earle Birney, David Brock, Annie C. Dalton, Roy Daniells, Dick Diespecker, Gillean Douglas, Daryl Duke, E. Hope Kerr, Emily Leavens, Dorothy Livesay, Floris C. McLaren, Anne Marriott.

Eugenie Perry, George Woodcock, Donald M. Woodruff (and in passage the Waddingtons?)—which is not too bad out of 70 poets.

While on the whole a majority of the poems included are "modern", none is very obscure nor highly experimental and all are likely to interest intelligent readers. Thirty-two pages of interpretative notes are included as well as three pages of very brief biographical notes.

It is a satisfactory work in the second and third readings which, as the editor suggests, is a good test of true poetry. In view of its general maturity one would hesitate to agree with the compiler's image of Canada as "a high school lad deadset in adolescence". His poets show great capacities for description and narration, for a caustic yet sometimes gentle wit that is not quite that of the eighteenth century, and for lyric as well as critical appreciation of our land's stark loveliness and occasional emptinesses. Their music is partly a tribute to Mr. Birney's excellent selecting ear, and his, too, is probably the excising blade that rarely lets in those less-than-human cacophonies, baby wails, cutenesses, and beer-party sneers that blotted a lot of Canadian poetry pages in the past twenty years. We are no longer clinging to the coat-tails of London and New York—we are an original and lovely part of English literature, in bloom.

—G. H. COCKBURN (Mission).

HANDICRAFTS

The Band Saw and Jig Saw by Ray E. Haines and others. Toronto, Van Nostrand, (Home Workshop series), 1953. Text ed. \$2.36; 140 pp.

This gives its subject the most thorough possible coverage, combining a lavish series of photographs and drawings with complete and down-to-earth textual matter. Beginning with an analysis of basic types of these machines, it takes the reader through every phase of their adjustment and maintenance. The chapters on the actual use of the machines deal progressively with the simple and routine, up to every conceivable type of complex operation with which a user could expect to be faced.

The book is topped off with a generous offering of well-designed projects suitable to the band saw and jig saw. Photographs, drawings, procedures, material lists and finishing directions accompany each project, making it possible for even a beginner to produce highly satisfying results.

—E. F. ASHWIN (Mission).

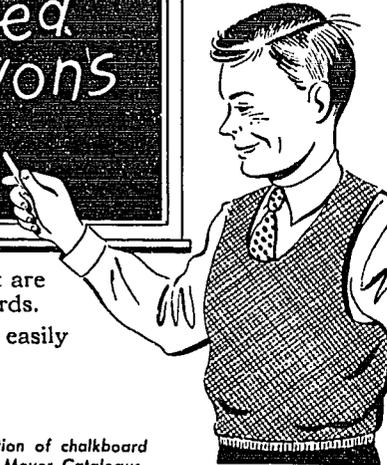
SCIENCE

Oliver Becomes a Weatherman, Jack Becholdt; Copp Clark Co. Ltd.; 63 pp; \$1.75.

What boy or girl wouldn't be interested in weather forecasts after reading this delightful story of Oliver and his predictions? The text and the clever illustrations actually show how to set up a home weather bureau. The story itself is written in such a breezy style that all youngsters in Grades 4 to 6 should enjoy it and become interested in weather forecasting and cloud seeding experiments.

—J. STOKES.

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The Treasure of Greenbar Island, by Judy Ellis; Copp Clark Co. Ltd.; 62 pp; \$1.75.

This is another of the set of "Everyday Science Stories" (as is the one about Oliver, reviewed above). It is an exciting suspense tale that brings out the relation of soil to plant growth. A map is introduced, leading the children to find treasure on lonely Greenbar Island. The treasure turns out to be—well—not what the children expected, but something with which they were able to turn the dune sand into rich, fertile soil. An interesting story for children in Grades 3 to 6 to enjoy.

—J. STOKES.

SOCIAL STUDIES

Canada: a Story of Challenge by J. M. S. Careless. Toronto, Macmillan (orig. Cambridge University Press), c1953. 417 pp; \$2.15.

This is the second volume of a series (British Commonwealth s.) aimed at young people of the Dominions. Mr. Careless, Assistant Professor of History at Toronto University, has performed his share with accuracy and scholarship, if with a lack of youthfulness and handshaking titillations. Very thorough work and taste is also shown in the accompanying maps and diagrams, while excellent illustrations and a good index round the work.

Canada's history is presented chronologically, as a story of challenges faced and partly overcome. The lack of many of the features typified in the two books next reviewed may arouse some complaint, for the author seems to have assumed that our students have put away childish things. The book is, however, definitely designed for the Senior High School level, and would make a very handy

parallel reference in Senior Matriculation Canadian history or Social Studies 30.

—L. H. GARSTIN (Kimberley).

Canada and the Commonwealth by George W. Brown and others. Vancouver, Dent, c1953. 452 pp; \$2.15.

This is a very comprehensive and thorough factual account of the growth of Britain and the Commonwealth countries. Stress has been given to the development of the parliamentary and democratic government, and to the contribution of British culture to the dominions. The authors have succeeded in bringing a genuine social studies' approach to their theme, by closely correlating historical and geographical aspects. Their apparatus includes illustrations of all kinds — pictographs, cartoons, time charts, maps and especially fine diagrams; each chapter has its pre-view outline, with subheadings to correspond and thus help note-taking, and at the end "Learn by Doing" assignments, "Facts to Know" self-tests, Bibliographies and Supplementary Reading lists which include fine fiction of yesterday and today. First of this publisher's *Spotlight on Canada* series, it is a useful reference book for Social Studies 8 and 30, particularly the latter.

—W. H. TIERNAN (Salmon Arm).

Canada and the Americas by George W. Brown and others. Vancouver, Dent, c1953. 486 pp; \$2.20.

Cute little Johnny Beaver links this with the book of the same series reviewed above, as he romps through the cartoons and at the end chortles cheerfully, "We made it. Did you?" Well, yes, Johnny, but one certainly needed you and those splendid diagrams 'n maps to get there—these Americas are pretty big places and the way you people zigged and zagged back and forrard was amazing.

The plan is (a) a rapid comparative survey of Canada, the U.S. and Latin America; (b) the history of same, arranged rather ziggily by date-periods rather than by considering the complete history of one of the three at a time; (c) a very thorough geographic survey of the three; (b) an adequate treatment of their government, civilization and culture. Good features include tolerance and lack of bias, sympathetic presentation of Latin American virtues and problems; good treatment of Canadian and U.S. history and government, and an apparatus the same as the volume above. In both volumes, the occasional Canadian inferiority complex will receive therapeutic treatment, for our nation is treated as an equal among her peers in comparison and contrast, and occasionally she comes out Top Dog, as in her almost bloodless quiet revolution into self government.

G. H. COCKBURN.

Breastplate and Buckskin; a story of exploration and discovery in the Americas by George E. Tait. Toronto, Ryerson, c1953. 235 pp; \$1.85.

This is not just "a story" but a collection of 35 stories of the various explorers, each from 5-12 pages with its map or thrilling two colour illustration by teacher Vernon Mould. Style is exciting without being forced and vocabulary not too diffi-

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—G. H. COCKBURN.

MUSIC SECTION

A Visit to Modern Music, Vancouver.

When I visited Mr. Ellis at Modern Music Ltd., of 536 Seymour Street, Vancouver, I was literally swamped with new publications.

To begin with, there is an excellent series entitled *Growing Up With Music*, published by Neil Kjos, which could be used in the first six grades, and which is published in two sets. Each set is also available in a composite volume. The A set is for younger children and is made up of:

1. *Jerry and Janet on the Farm*. Here are stories about the farm, introducing musical ideas whenever possible.
2. *Come, Let Us Make a Garden*. Story and songs about planting a garden.
3. *Songs of Travel and Transport*. Songs about trains, airplanes and street cars. Even a sea shanty is included.

Set B, for older children, consists of the following:

1. *Music of the Troubadours*.
2. *Minstrels and Minnesingers*. These two volumes tell of the singers of the Middle Ages, and the songs they sang, in story and in music.
3. *Music of Early Greece*. This would be good for use in a unit on Greek culture, but it is definitely for elementary school.
4. *Christmas*. Here are some of its customs, music, and traditions—including some suggestions for a Christmas pageant. It gives the history of several of our favourite Christmas customs, in story and in song.

I have little space left for all the other books I saw, so I'll mention two before the final chord, and save the rest for another time. *Let's Sing*, by Hood and Perry, consists of unison and part songs for changing voices. The three and four part arrangements are simple but interesting, and the book is well illustrated. The other is an old favourite, *Twice 55 Community Songs*, very useful either in class work or for community singing. There are unison and part songs to suit every occasion.

More of the same next time. —J. STOKES.

LISTENING GROUPS

The U.B.C. Extension Department offers an excellent phonograph record loan service for B.C. music lovers. Their library of records includes both 78 and 33 1/3 rpm and ranges from symphonic to semi-popular. Any individual or group may borrow recordings upon payment of a registration fee of \$2.00 a year. A maximum

of twenty-five loans (each consisting of 1 case of recordings) per year may be obtained. Each case may be kept for seven days.

Registered borrowers may either have the recordings mailed to them; or pick them up in the Extension Library. If recordings are to be mailed, borrowers are responsible for the postage both ways. Outgoing postage of 27c for Vancouver borrowers and 65c for out-of-town borrowers, must accompany each request.

The Department also offers a specially prepared course in music appreciation, consisting of discussion group material for twelve meetings, illustrated throughout by selected recordings. The registration fee is \$5.00, which includes an excellent set of study bulletins, the loan of the recordings, and the privilege of borrowing books on music from the Extension Library.

Books on music may be borrowed from the Extension Library on payment of an annual fee of \$1.00. The University pays the postage both ways. Here are a few of the better known books which are available:

Charles O'Connell, *The Victor Book of the Symphony*; P. A. Scholes, *Listener's Guide to Music and Listener's History of Music*; D. Taylor, *Of Men and Music*; S. Spaeth, *The Art of Enjoying Music and Stories Behind the World's Great Music*; H. D. McKinney and W. R. Anderson, *Discovering Music*.

—J. STOKES.

VISUAL AIDS SECTION

READING LEARNING AIDS

Audio-Visual Research of Chicago has recently issued the following reading aids:

I. Rateometer. This is designed for self-directed use by the individual child. The machine moves a plastic shutter over a page of reading which can be controlled in words per minute, the aim being to increase reading rate and comprehension simultaneously. Cost \$35.

II. Eye-Span Trainer. Here the equipment is a hand-operated shutter which is moved along the page of practice items, including numbers, words and phrases, in order to train the eyes to see more in shorter intervals of time. Cost \$1.50.

III. Eye-Analyzer. This consists of a spectacle type device with an inclined transparent mirror, so that it is easier to estimate length and number of eye-pauses, number of backward eye-movements, and so on. Cost \$1.00.

Not having seen the equipment in action, it is difficult to evaluate it properly, but it would seem that their value for the

average class-room teacher would be limited. For one thing a special study of their use is necessary to obtain full benefit. Secondly, there would have to be the necessary time and opportunity to pay individual attention to those pupils who need the special training, and this is not possible for most teachers.

However, it is estimated that as many as forty per cent of Americans are retarded readers, and there is a distinct need for the investigation of such devices as these designed to remedy this state of affairs. Possibly the Teachers' Federation or the Department of Education could look into these aids, and report upon them to the general body of teachers.

FILM STRIPS

Miners and Metal in the Making

This strip has been supplied by the Canadian Metal Mining Association, and is available free of charge from the Division of Visual Education. Accompanying it is an excellent manual describing the different "stills".

Although primarily designed to attract students to the industry, especially university graduates, this filmstrip can be advantageously used by the teacher of Social Studies, and by anyone else interested in the present rapid economic development of Canada.

PROGRAM AIDS

In the Oct. 15 News Sheet of the Extension Dept., we found this and quote: "If you have any blank spots on your winter's program the Visual Education Service would be pleased to suggest films to help you fill them. There are films to meet all your needs. For example, you may wish to use the two new films, *The Coronation Ceremony* and *The Coronation of Queen Elizabeth*; or the general interest films *Family Portrait*, *Festival in London*, or *North and South of the Niger*."

A SECOND LOOK AT DENOYER-GEPPERT MATERIALS

At the Fraser Valley Convention in Octo-

ber, one noticed in the displays the carcass of Mr. or Miss D. G., and thought immediately of Visual Aids—one has always wanted a Body in the Classroom! But, of course, D. G. has more than "innards" to offer, nice plastic though they be. A glance at their display and literature shows the following among other material of interest:

Outline maps: Wall sizes 46x35, 64x44 and 86x64; desk sizes 11x8½, 16x11 and 22x16, with coloured reduction maps 11x8½ and 17x11.

European History Atlas (just out), 48 maps in colour, arranged chronologically, with 14 current event maps in black and white, plus 55 pages of text (we hope to review this later).

Slated Wall Outline Map of Canada 64x50, 64 miles/inch—blue water, black land, provincial boundaries in yellow.

New Astronomical Geography Charts — one of Earth's Annual revolution, one of Eclipses of Sun and Moon—each 40x28, by Gunnar Saletz.

Skeletons and Anatomical models—ditto charts (parts and full bodies, organs, processes, effects of bacteria, alcohol). Biological specimens, slides, special visual material and charts in botany, zoology. (For these get their catalogues 53B, 1953-4).

New large Physical-Political wall map of Canada 72x64, 50 miles/inch.

Up-to-date World Political map, 86x64, polar views, Eurasian-African land mass obvious. (Map 559).

Enquiries may be made and catalogues and Canadian prices obtained from Mr. L. C. Hill, 2828 North Broadway, Seattle 2, Washington, U.S.A.

—G.H.C.

Correspondence

Continued from page 138

In Appreciation

4113 Victory St.,

South Burnaby, B. C.

Editor, *B. C. Teacher*:

Dear Sir,

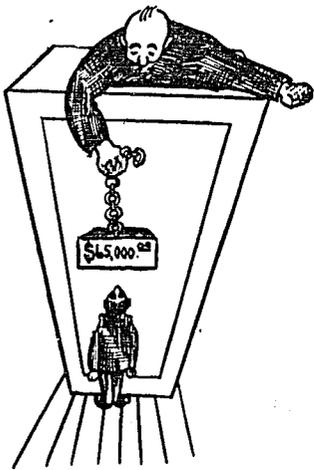
The University has informed me that I have been awarded the B. C. Teachers' Federation Scholarship for Summer School studies.

I use this means to express my thanks to the Federation for this honour which is very encouraging and deeply appreciated. It will, indeed, be of assistance in enabling me to continue my work at the University this year.

Yours truly,

NORMA A. TETLOCK.

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News: -Personal and Miscellaneous



—Courtesy B. C. Govt. Travel Bureau
Hon. R. W. Bonner, Attorney General and
Minister of Education

Our Minister of Education

WITH this issue we welcome the Honourable Robert William Bonner, Q.C., B.A., LL.B., as Minister of Education. In his comparatively short experience in politics, Mr. Bonner has already established an enviable record of success as Attorney General and in spite of his holding two burdensome portfolios, we are certain that his contribution as Minister of Education will become equally noteworthy.

Mr. Bonner was born in Vancouver in 1920. He received his public school education at Hastings Elementary, Templeton Junior High and Britannia High Schools. In 1942 he graduated from U.B.C. with a B.A. in Economics and Political Science. While there, he was a member of the Students Council and of the inter-collegiate debating team.

Following university graduation, Mr. Bonner enlisted in the army and saw service

with the Seaforth Highlanders in Canada, the United Kingdom, North Africa, Sicily and Italy. He was wounded in action in Italy. He retired from active service in 1945 with the rank of major. The following year he was appointed Lt.-Colonel in Reserve Force, commanding the U.B.C. Contingent C.O.T.C., a position he has just recently relinquished.

Following his army discharge, Mr. Bonner re-entered U.B.C. in the Faculty of Law and graduated in 1948 with the first law class of the University. He was called to the Bar and practised in Vancouver with the firm of Clark, Wilson, White, Clark and Maguire.

He entered the B. C. Government in August, 1952, as Attorney General and in the following November was elected M.L.A. for Columbia. In the election last June he successfully contested the Vancouver-Point Grey riding, continuing as Attorney General. Following the death of Hon. Mrs. Rolston he was appointed Minister of Education on October 19th.

Mr. and Mrs. Bonner have two children, Robert York, aged two years, and Barbara Carolyn, six, who began school in Victoria at the beginning of the Fall term.

L. J. Wallace Heads B. C. Recreation

MR. Lawrence J. Wallace, B.A., M.Ed., has been appointed director of the Community Programmes Branch of the Department of Education. The new adult recreation branch of the department will replace the former Pro-Rec organization and will assist in developing public recreation programmes.

Mr. Wallace graduated from the University of British Columbia in 1938 and subsequently took his master's degree, in 1947,



Mr. L. J. Wallace

from University of Washington, in administration, guidance, recreation and leisure-time activities in education. His graduate studies involved a province-wide survey of recreational practices and facilities for high school youth. He has had a wide experience in organizing recreational programmes. For the past six years, Mr. Wallace has been director of athletics and student activities at Victoria High School. Prior to moving to Victoria, he taught in Alberni and Duncan, and was vice-principal of the Duncan High School.

As chairman of the Victoria High School war memorial committee, Mr. Wallace played a leading role in organizing the drive that resulted in the erection of the \$30,000.00 memorial stadium and track at Victoria High School. He was also chairman of the Olympic Fund Committee and is presently a member of the British Empire Games finance committee. For the past three years, Mr. Wallace has been organizer for the provincial high school track and field meet. He is also president of the B.C. High School Basketball Association.

During the war, Mr. Wallace served with the Canadian Navy in convoy duty on the Atlantic, as Commanding Officer of subchasers in the Caribbean, and as instructor in specialist navigation courses. His last

assignment was as commanding officer of the officers' training ship of H.M.C.S. Kings. He retired after 4½ years' naval service with the rank of Lieutenant-Commander.

Dr. J. K. Friesen New Extension Department Director

THE U.B.C. Extension Department recently said farewell to Dr. Gordon M. Shrum, director of the department since 1937. An ardent exponent of adult education, Dr. Shrum has led the department from its small beginning 17 years ago to a point where it not only serves the urban centres of the province but brings the services of the University to the small outlying points as well. Under his direction the Extension Department has come to be highly regarded throughout Canada. Although he has left the Extension Department, Dr. Shrum will continue his offices at the University as Head of the Physics Department and Director of the B. C. Research Council.

Dr. Shrum's successor is Dr. John K. Friesen. Dr. Friesen is a native of Manitoba where he received his elementary and secondary education before graduating from the University of Manitoba. He holds M.A. and Ed.D. degrees from Columbia. His ten years' teaching experience includes six years as principal of Haskett and Hargrave schools, Manitoba; three years as assistant principal, Virden Collegiate Institute, Manitoba; and one year as lecturer at Barnmore College, New York.

Among the many other positions Dr. Friesen has held are: Secretary, Dominion-Provincial Youth Training Schools, Virden, Man.; Adult Education Director and later Executive Secretary, Manitoba Federation of Agriculture; Manitoba Secretary, Farm Radio Programme, and for the past five years; Director of Field Service, Manitoba Pool Elevators.

Dr. Friesen served as Civilian Instructor, Elementary Flying Training School, Man., before serving as a navigator with the

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over Europe. He received the D.F.C. award.

Dr. Friesen is the author of an enviable
list of publications and has served as con-
sultant in the production of several Nation-
al Film Board and other films. He was
very well received as a speaker at the East
Kootenay and North Shore Teachers' Con-
ventions this Fall.

Awarded LL.D.

FOR the second time this year President
Percy R. Bengough, C.B.E., LL.D.,
has been honoured with the Degree of
Doctor of Law. On October 30th he was
awarded the honorary degree at the 27th
annual autumn congregation at the Uni-
versity of British Columbia. He received
the colours and degree, honoris causa,
from Chancellor Sherwood Lett in a tra-
ditional ceremony for his contributions to
labor, commerce and industry in Canada.

In presenting the degree to President
Bengough, Dr. N. A. M. MacKenzie of the
University of British Columbia said:

"I have the honour to present to you,
Mr. Chancellor, a man who is known across
Canada as a wise and moderate counsellor
and conciliator, whose zeal in upholding
the right of labor is balanced by his far-
sighted concern for the welfare of our
nation as a whole.

"He has long been connected with the
Trades and Labor Congress of Canada,
which elected him as its Vice-President in
1931 and as its President in 1942.

"His wide experience and his practical
wisdom have made him a tower of strength
to many a national advisory committee on
apprenticeship, on unemployment, and on
other matters of vital concern to Canada
and the world.

"I use that last phrase advisedly; it is no
mere cliché when it is applied to a man
who, for many years, has served in the
higher councils of the International Labor
Organizations. He has been a member of
the National Research Council for many
years, and we at the University have bene-
fitted greatly from his wise advice and fresh

viewpoint during the time he served us as a member of our Board of Governors.

"In recognition of his contributions to Canadian labor, commerce and industry and of his work as leader, consultant and guide, the University desires you, sir, to grant him here on our Pacific shores, an honor he had already received on the Atlantic Coast, and to confer the degree of Doctor of Laws, honoris causa, on Percy Robert Bengough."

Similar degrees were also presented to Rhys Sale, President of the Ford Motor Company of Canada, Most Rev. W. M. Duke, Roman Catholic Archbishop of Vancouver Diocese, and Lawrence Guichon, leading British Columbia farmer.

Teacher Recruitment

RECRUITMENT of teaching personnel on a selective basis is a problem whether or not a state of shortage exists decided a workshop group of teacher college registrars from the Pacific North West region meeting in convention in Vancouver recently.

They revealed that the emergency situation regarding teacher supply in the north west states seems ended and that there are signs of increased interest in teaching as a career on the part of high school seniors and graduates.

The status of teaching as a profession is basic to the problem of recruitment. Salaries, working conditions and community standing are all leading factors outside the control of the teacher training institutions. The teachers' colleges can and must, however, assume a positive leadership in attacking the supply problem, it was agreed.

It was felt that before the student arrives on the college campus, he should have had informative bulletins on teaching as a career and an opportunity to participate in an orientation programme involving visitations, observation and actual teaching try-outs, through the medium of high school teacher clubs.

On the campus there should be early identification of good prospects and poor



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We extend our thanks to the Vancouver Island teachers for the keen interest displayed in our exhibit at the Duncan Convention.

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risks followed by appropriate guidance and encouragement, or otherwise.

The teacher training programme should be based on a good standard of scholarship and despite any demand for more teachers in quantity, the colleges should maintain their responsibility for good standards.

Reporting on the workshop, F. M. Wallace, past chairman of the B.C.T.F. Committee on Teacher Training and Certification and C. D. Ovans, B.C.T.F. General Secretary, stated that it was interesting to note that in the U.S.A. normal schools some time ago, became teachers' colleges, but that the trend now is for the teachers' colleges to become liberal arts colleges not by any means solely devoted to the training of teachers. Those students graduating from such colleges receive a Bachelor of Arts degree in education.

Cover Picture

THE mountain goat (*Oreamnos americanus*) is not a true goat but a goat-antelope. Its closest relatives are the chamois of the Alps of Europe and the heavysset yellowish brown tahr of the Eastern Himalayas.

The mountain goat inhabits all the mountain ranges of the West from Southern Alaska to Northern Washington, Idaho and Montana, but the largest part of the world's population of them lives in British Columbia.

It is a rugged beast, admirably equipped for life at high altitudes. During the summer it ascends to the highest pockets of vegetation on the mountain tops. In the winter, however, it must find a place where the snow does not lie too deeply. In some regions it must descend to the lower slopes, elsewhere. It may be a wind blasted ridge where the snow is whirled away by the continuous gales and where its wretched living from a bitter world until the spring ushers in another season of lush feeding. Its summer feed includes almost all the short grasses and small plants of the higher slopes. In winter almost anything is taken, even to hemlock twigs and balsam needles.

The single young arrive in early June at

a weight of about seven pounds. They grow rapidly but are still small when they must face their first winter and winter losses to exposure are commonplace.

The goat has few enemies. Once in a while an enterprising cougar, grizzly or wolf takes one and sometimes a golden eagle surprises a kid away from its mother. More severe are the few diseases that afflict it.

Its adaptive specializations include a unique hoof structure cushioned for gripping rock, a dense coat of white wool covered and waterproofed by a layer of long white guard hairs, extremely thick hide on hindquarters and chest, and two hundred and fifty feet of intestine to extract the last grain of nourishment from its mountain feed.

I. McT. COWAN.

Young Driver Discount Plan

ALLSTATE Insurance Company is now offering automobile insurance premium discounts of up to 15% to Canadian drivers under the age of 25 who have successfully completed a high school driver training course.

Allstate's Young Driver Discount Plan, introduced earlier in the United States, is being officially extended to the company's Canadian operation. The plan allows for graduated discounts of up to 15%, the amount of the discount being determined by the number of hours of classroom and practice driving instruction completed by the young driver.

According to Mr. C. Fentress, Company President, the Young Driver Discount Plan has four objectives: (1) to encourage more high schools to establish driver education courses; (2) to encourage high schools with limited programs to raise their standards; (3) to provide financial encouragement for high school students to become better and safer drivers; and (4) to provide an incentive for parents to take a more active interest in safety education.

"The high accident toll of drivers under age 25 has made it necessary for most in-

insurance companies to charge them or their parents higher rates," Mr. Fentress said. "We hope this Young Driver Discount Plan will impress upon students and parents that they can do something about this high accident toll by seeing that youthful drivers receive the right kind of driver training before they take on the responsibilities that go with the operation of an automobile."

To secure the discount, the applicant must submit a certificate or statement that each driver listed in the application has completed a high school driver training course. These certificates must be signed by the principal or the course instructor of the school where the course was taken. Private or commercial driving school courses do not qualify for the discount.

The Understanding Teacher

Such is the title of a paraphrase of I Corinthians 13:1-13, communicated by Esther Rennick of Birmingham, Ala. Although it proved impossible to secure any information about the personality or the whereabouts of the author, E. B. Rivinius, we pay a high tribute to him for the lofty, inspiring lines which follow:

"Though I teach with skill
Of the finest teachers
And have not understanding
I am become only a clever speaker and
charming entertainer,
And though I understand all techniques
and all methods
And though I have much training,
So that I feel competent,
But have no understanding of the way my
pupils think,
It is not enough.

And if I spend many hours in lesson
preparation
And become tense and nervous with the
strain,
But have no understanding
Of the personal problems of my pupils,
It still is not enough.

The understanding teacher is very patient,
very kind;
Is not shocked when young people
Bring him their confidences;
Does not gossip; is not easily discouraged;
Does not behave in ways that are unworthy,
But is at all times a living example to his
students

Of the good way of life of which he speaks.
Understanding never fails;
But whether there be materials, they shall
become obsolete;
Whether there be methods, they shall be-
come outmoded;
Whether there be techniques, they shall
be abandoned;
For we know a little,
And can pass on to our children only a
little;

But when we have understanding
Then all our efforts will become creative,
And our influence will live forever
In the lives of our pupils.

When I was a child, I spake with immat-
urity,
My emotions were uncontrolled,
And I behaved childishly;
But now that I am an adult,
I must face life as it is
With courage and understanding.
And now abideth skill, devotion, under-
standing,
These three,
And the greatest of these is under-
standing."

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Education or Propaganda

"I believe in UNESCO . . . because I know that peace is worth more than war, and education more than propaganda, just as truth is better than a lie, and light is better than darkness. Men cannot live on poverty, ignorance, hatred, fear, and disease; they should struggle to build up, and never to destroy."—Jaime Torres Bodet, Director-General of UNESCO.

Announcing . . .

The Christie Scholarship For Teachers

Through the generosity of Mr. Tom Christie, of Christie Agencies Ltd., there was established in 1951 the Christie Scholarship for teachers. This is an annual scholarship of \$200, to be awarded each year to a British Columbia teacher who wishes to take a year's leave of absence for study directed toward improving his certificate or qualifications for teaching.

Applications are now invited for the third award, to be made at the 1954 Easter Convention.

The recipient of the award will be chosen from among the applicants by a committee named by the Executive of the B.C.T.F.

Applications should give the following information:

- (1) Name and address.
- (2) Certificate held.
- (3) Present teaching position.
- (4) Length of teaching service in B. C.
- (5) History of membership and activities in B. C. Teachers' Federation.
- (6) Details of study to be undertaken, indicating in what way it will contribute to the applicant's standing or effectiveness in the profession.
- (7) Such indication of special need as the applicant considers pertinent.
- (8) Transcripts of standing achieved in previous studies, and personal testimonials in support of the application, may also be submitted.

Applications should be addressed to:

MR. J. A. SPRAGGE,
EXECUTIVE ASSISTANT,
B. C. TEACHERS' FEDERATION,
1644 WEST BROADWAY,
VANCOUVER 9, B. C.

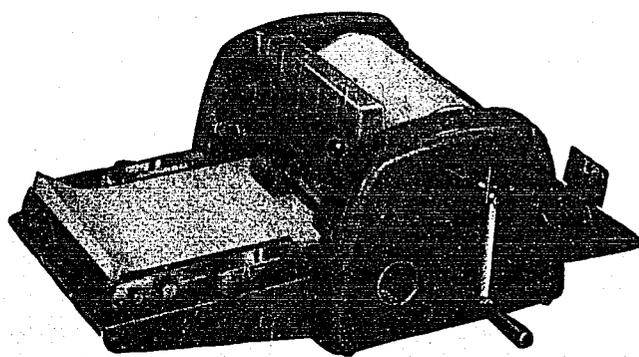
Applications must be received at this address on or before
FEBRUARY 28, 1954.

Mrs. Ruby E. Lidstone,
Enderby,
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