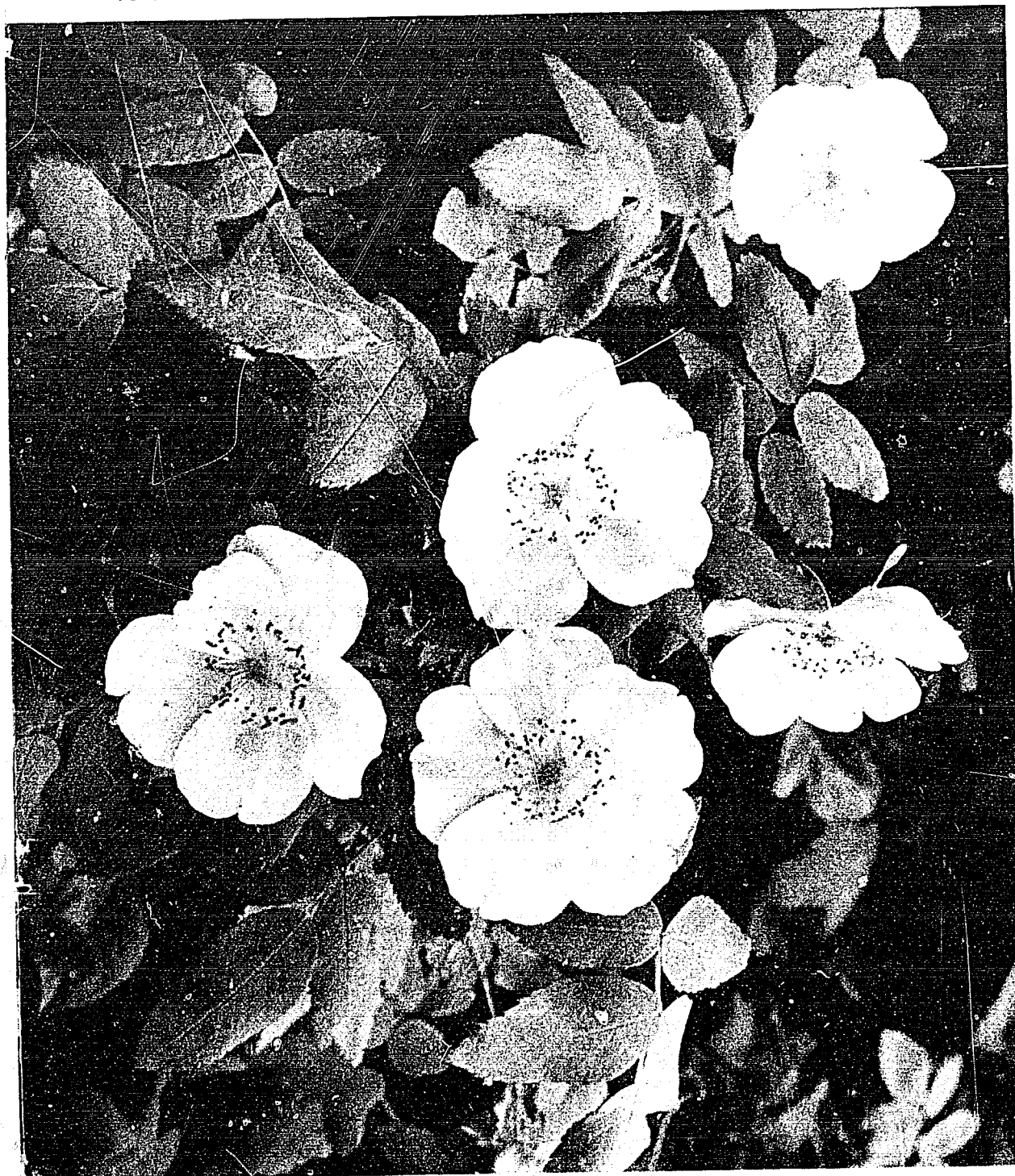


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VOL. XXXII, No. 2.

NOVEMBER, 1952



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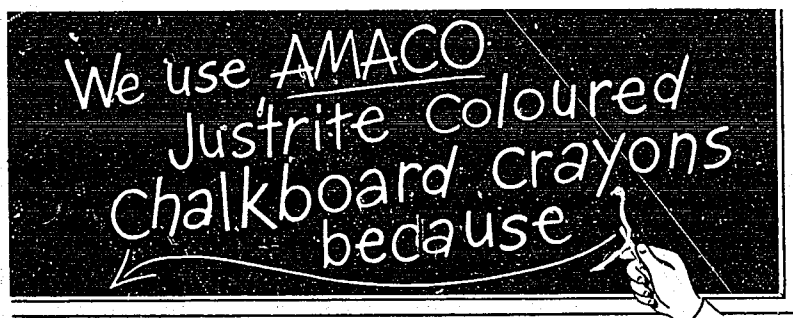
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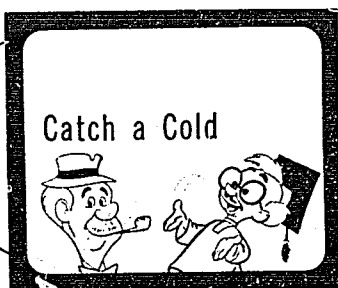
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Editorial Comment

SOME UNFINISHED BUSINESS

BRITISH COLUMBIA'S new Government has inherited from its predecessor a bulging file of unfinished legislative business. A full session of the Legislature has not been held since the Spring of 1951. The session held in November of that year was a special session with a very limited agenda, and the 1952 session confined itself almost entirely to the voting of supply. As a result, legislation that was prepared as much as two years ago is still waiting to be dealt with.

A number of these items of delayed legislation are of direct concern to teachers. We consider it timely to review these matters.

As a result of the 1949 actuarial survey, important changes in the Teachers' Pensions Act were recommended. When given legislative approval, these changes will improve the scale of service pensions, and will at the same time reduce the annual cost of the scheme to the Government. Our vexation over the delay in this legislation is understandable when it is realized that a new triennial survey will be under way before the recommendations from the last one are implemented.

The problem of financial support for the public school system has long since reached crisis proportions. The crazy quilt of expedients and contradictions which now serves as a grant system is creating needless problems for school boards, departmental officials and teachers alike. Moreover, it is so little understood that it is alienating the public support that is essential to a healthy education system. Restoration of order and justice into our system of school finance is an urgent necessity.

In our recommendations to the Government in this matter of education finance, we have stressed the importance of

maintaining and restoring the autonomous position of the local school board. This idea is not original with us. It recurs like a refrain through the King Report, the Cameron Report, the Goldenberg and Hobbs Reports, and, indeed through the whole authoritative literature on the subject. We believe this objective can only be achieved by adopting a single, logical formula for government grants, and making the local authority fully responsible for expenditure in excess of the grant. In our opinion, pegged mill rates and percentage schemes inevitably undermine local responsibility.

The B.C.T.F. policy re teacher selection, training and certification has received general endorsement from those in educational circle but the teacher shortage was given as the reason why this policy could not be implemented earlier. At the 1952 B.C.T.F. Annual Convention the former Minister of Education announced that the Vancouver Normal School would be abandoned in 1953 and a proposed new Faculty of Education at U.B.C. would provide the training for all student teachers with the Victoria Normal School being affiliated with U.B.C. The first two years of teacher training would be offered and teachers wishing to teach in the elementary school would be permitted to withdraw from the course after the first or second year.

The carrying out and the extension of this proposal is an obligation of the Government to the educational system.

The section of the Public Schools Act dealing with arbitration needs attention. The provision for compulsory arbitration, inasmuch as it is the best insurance against strike action, has almost universal support. The salary schedule as a basis for remuneration of teachers is also universally accepted. Yet the Act does not provide for

establishing schedules through compulsory arbitration but only for the fixing of individual salaries. We have recommended to the Government amendments which would correct this inconsistency.

We have asked at various times for legislation to protect teachers from unjust transfer; to guarantee the seniority and pension rights of teachers elected to Provincial and Federal Legislatures; and to permit school boards to provide, in their discretion, more generous sick leave than is now allowed. We have pointed out that the authority of principals is poorly de-

fined in the Act, and that vice-principals have no legal status at all. These are all matters requiring the attention of the Government, and, eventually, of the Legislature.

The Government will be well advised to consider these problems of educational legislation carefully, in order to avoid making hasty and ill-conceived decisions. At the same time, it must realize that solution of the more pressing problems has already been unduly delayed. The unfinished business file should be attacked with all possible dispatch.

NUMBER 252

WE have heard it said by some of the Federation officials that the B.C.T.F. exists to do what it can to improve the quality of education in B.C. by any means at its disposal but more particularly by removing from the teacher as much economic worry as possible so that he can do a better job in the classroom. We question if any other service of the B.C.T.F. does as much to achieve this objective as does the Medical Services Association. This has been our contention for some time but after a spell in the hospital accompanied by surgery this summer we are now convinced beyond doubt.

We knew that when we joined the B.C.T.F.M.S.A. in the spring of 1943 and received membership card 252, we were purchasing "a peace of mind" which comes with knowing one will not be faced with large medical bills. Now we know how it feels to have the required care and have the M.S.A. meet the expenses. We have often thought how fortunate we were compared with some of the boys who were hospital buddies. A B.C. Telephone employee from Squamish had equal M.S.A. coverage and we were the envy of the others. Ray was a single lad and while he disliked paying his doctor a sum which would have given him M.S.A. coverage for at least eight years, he would get over the financial set-back. Irvine

was a married man with two children. It was obvious to all of us that the worry of paying his bills was affecting his recovery. More than once he affirmed that he too would join some kind of M.S.A. as soon as he could afford it—but first, he said, he would have to scrape and deny to pay his doctor's bill.

The V.S.T.M.S.A. was organized in 1939 and since then has paid out \$236,294 in benefits. It provides coverage for 904 Vancouver teachers and 863 dependents.

The B.C.T.F.M.S.A. came into existence in 1942. \$146,444 have been paid in benefits. 1338 teachers with 1584 dependents at present are receiving coverage.

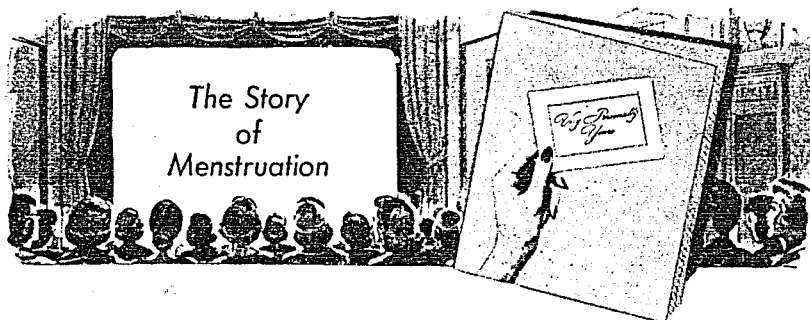
It is almost appalling to think that only 2242 of the almost 7000 teachers of the province are receiving M.S.A. benefits.

IT CAN HAPPEN TO YOU. Why not take a little advice from one who has been "through the mill". Join either the Vancouver School Teachers' M.S.A. or the B.C.T.F.M.S.A. now. —Contributed.

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Recruitment and Selection Of Teachers

THE recruitment and selection of an adequate number of teachers to staff the public schools is today a major problem throughout Canada, the United States and many other countries. The schools are unsuccessful in their competition with business and industry for personnel. Fluctuating birth rates, changing immigration policies, variations in age-group populations and other factors affect at all times the manpower available for the country's work. At any given time there is competition among all employing bodies for available man power. The higher the wages or salaries offered and the better the living and working conditions provided for the employed, the greater the success in attracting workers to any given vocation. In today's crisis in education with its large teacher shortage, which is becoming ever more serious, all the factors mentioned have their effect in keeping teaching ranks depleted. There is a shortage of manpower; business, industry and the armed forces are attracting both men and women into employment; immigration is on the up-swing; school populations are increasing; salaries of teachers continue to be relatively low and living and working conditions are less attractive than those provided by business and industry for persons of the socio-economic group from which teachers ordinarily come.

In spite of the facts mentioned, what is being done and what can be done in the recruitment and selection of teachers depend upon the kind and amount of schooling the State wishes to provide for its children, upon the definitions the public unconsciously accepts for the terms "teacher" and "teaching," and upon the resulting prestige of the teaching profession — not the prestige earned by individual teachers

- (Address delivered by Dr. M. E. Lazerte to the Thirty-First Conference of the C.T.F. at Winnipeg on August 13, 1952).

but the prestige which, as the result of the work of past years, comes today to teaching as one of the established professions.

Current Practice

We shall take a brief look at current practice, list a few assumptions in which this practice appears to be rooted and suggest solutions for the problems of recruitment and selection in harmony with the goals which at present satisfy governments and the public. Here are a few of the facts:

There are in Canada about 90,000 classrooms. There is a present and growing teacher shortage of about 10,000, while nearly 10,000 certified teachers have no more than a Grade X education and several thousand classes are being taught by elderly housewives who, along with others equally unfamiliar with modern classroom practice, are merely "helping out" in an emergency.

The situation is so uncritically accepted that the Canadian public has come to believe that almost anyone can teach school and that when the school door is open, business is going on as usual. Unfortunately, these assumptions are far from true.

In suggesting solutions to to-day's major problem of recruitment and selection of teachers, Dr. M. E. Lazerte, Dean Emeritus, University of Alberta, draws from his two studies on "The Status of the Teaching Profession," made at the request of the Canadian Education Association.

Although no teacher can teach effectively more than 30 pupils, class enrolments in thousands of instances range from 35 to 45. Fifty-five per cent of the pupils who reach Grade VII leave school before completing Grade XI. In spite of our modern, lenient promotion policies that tend to advance children from grade to grade on the basis of age and social and personality status rather than educational attainment, a large percentage of Canadian children is retarded on an age-grade basis. Of each 100 teachers trained and certificated during any 10-year period, approximately 40% only are in the profession at the end of the decade. During the current year, the number of teacher trainees is wholly inadequate to meet the needs of the schools.

Unaware or Satisfied

How are these facts to be explained? Must we not assume, *first*, that many parents and ratepayers are not aware of existing conditions; *second*, that the Provincial Governments responsible for providing schools and teachers are either satisfied with low standards all along the line or have developed an attitude of defeatism, believing the problem of public education to be one they cannot solve satisfactorily; *third*, that present methods of financing education are failing to provide the monies required to maintain a respectable minimum standard of education across Canada and that taxation systems must be revised; *fourth*, that our governments have a continuing faith in short term measures for selecting, training and certificating teachers, short term measures that have been used continuously and unsuccessfully ever since our Provincial systems of education were organized. If we continue to believe that sometime, in some unforeseen manner, the crisis in education will pass, that Canadian standards are satisfactory and that no new positive, forward-looking policy of teacher recruitment, selection and training is necessary and overdue, we can probably keep all classroom doors open and carry on as at present, by relying upon short term measures such as those now to be enumerated.



What can be done in the recruitment and selection of teachers is dependent upon the kind and amount of schooling the State wishes to provide for its children.

Measures Used to Aid Recruitment

Today, the problem is not one of recruiting for the profession the best young people available, it is merely that of persuading more boys and girls to "help out" with teaching regardless of their aptitudes and potentialities for the work into which they are being invited. To this end, all of the following methods are being used: Pamphlets are distributed to high school students giving information regarding teaching as a career. (California distributed 40,000 such booklets in one year; Canadian provinces have used similar materials). The information given in these booklets is all correct, though screened a bit so that the truth but not quite the whole truth is told. Fees in teaching training school are frequently reduced or eliminated. Bursaries are given to attract as many as possible of the high school graduates who can meet minimum entrance requirements. Radio programmes, personal letters to high school graduates and addresses before parent-teacher groups are used to influence students. Many of the influential persons doing the recruiting are appealing to other people's children rather than to their own sons and daughters who have, in most instances, chosen as their life work vocations with more social prestige, more remuneration and greater opportunities for worldly

success than would come to them in the teaching profession. Additional examples of these recruiting measures need not be given. They all use the wrong type of motivation. They are evangelistic pleas that attract too few of the right type of recruits to the profession. Such being our recruiting practices, can we afford to be selective?

Selection

If we assume that there is no crisis in education that should be corrected by statesmanlike planning, there is no need to do much about selection because selection will counteract the effect of recruitment upon which so much money is being spent. There are too few teachers; more are needed, of course. If matters may be corrected only by inducing all and sundry to take up the work of teaching, why decrease the number of candidates for the profession by applying selection procedures? If we were to select from today's applicants only those with adequate qualifications, the present teacher shortage would be greatly aggravated. Do we need proof of this statement? One bit of evidence may suffice. The Province of Alberta for several years around about 1940 required all candidates for teacher training to write extra Grade XII examinations, one psychological, testing intellectual capacity, the other testing proficiency in mathematics and science. The Department of Education intended to use these tests to select able candidates for teacher certification. Because hundreds of schools were without teachers, the Department of Education was never able to make use of the test results. The seriousness of the situation was revealed when an analysis of both test and answer papers showed that in both mathematics and science, the scores of these future teachers, who later directed the learning of nearly one half of the Province's elementary school pupils, were as follows: on factual items dependent upon memory of text material, whether understood or not, 79%; on language items in mathematics and science, 48%; on understanding of general principles and interpretation of relationships, 17%.

Damaging Practices

Surely, some selection of teaching personnel is justified and essential when those who are to instruct our boys and girls show so little understanding of the great truths that pupils should master, but because effective selection is impossible in Canada at the present time under present practices, little, if any, selection is attempted. Therefore, until administrative policies are changed, the following practices will continue: (1) All those who meet lowered minimum entrance requirements will be admitted to teacher training classes; (2) All those who complete short periods of training will be graduated and certificated. (The writer knows that at the end of one year in one training institution only one candidate in a class of over 300 students was denied certification. This student was little more than literate, being unable to read, compute or spell with more than Grade VI or Grade VII ability), and (3) All those who graduate will be granted interim certificates and permitted to continue in service indefinitely without obtaining the equivalent of matriculation standing as a pre-requisite to membership in the profession.

Short Term Measures

This account of recruitment and selection of candidates for the teaching profession is very disconcerting. The provinces have drifted into their present dilemma, not by design, but as the result of short term measures that have wholly failed to solve a real educational problem. The system we follow is one to which the public has become too accustomed, one in which they now place their faith. It would appear that unless positive action is taken, we shall continue our present policies until changed economic conditions flood the labour market with thousands of unemployed who will again, as in the past, ask for teachers' certificates.

Present practice stresses methods of recruitment that make selection impossible. If selection were used by some province to raise standards and improve education by denying certification to all but top-ranking

students, recruitment would not be necessary. Respect for the profession would draw students to teaching as they are now drawn to medicine, law and engineering. Let us assume that the new goals set by the province were these:

That there should be available to all children at elementary and secondary school levels an education that will ensure to Canada and Canadians a dignified and undisputed place among world nations in the Arts and Sciences, commerce, industry and international affairs;

That diversified school programmes should be provided to meet the needs of pupils with varied aptitudes, interests and needs;

That the school's efficiency should be such that progress through the grades is unretarded for any child of normal intelligence who attends school regularly; and

That public schools should be so administered and financed that it is possible for teachers to have a cultural and economic status and a social prestige and community standing equivalent to that given without question to members of other professions.

If we accept these goals, what measures of recruitment and selection must be applied? Is it not evident that the emphasis will be upon selection rather than recruitment? The goals we have in mind will be unattainable if by pressure and propaganda teaching ranks are filled with misfits. Those who are accepted for training must be interested in teaching as a life work and begin that training with the expectation of qualifying for a life of service in the classroom. We may assume, therefore, that recruitment and selection would work somewhat as follows:

- (1) No candidate for teacher training should be accepted unless he is a high school graduate with matriculation standing equivalent to that prescribed for entrance to law, engineering, medicine or theology;
- (1) The basis of selection and screening on social interests, cultural attainments, emotional stability, vocational inter-

ests, health, personality and character should be the reports of high school principals;

- (3) The training college should conduct entrance examinations to test proficiency in oral and written English (or French) and demand a high standard of attainment;
- (4) The work of selection should be continued throughout the period of training and candidates who fail to meet prescribed standards should be required to withdraw or attend an extra session to remove deficiencies;



Good teachers are obtained through careful selection of candidates for training.

- (5) Teachers should be trained in a university where they would associate with other 'professional' folk in the making;
- (6) All teachers, elementary as well as secondary, should be required to integrate at least one full year of Arts and Science subject-matter courses, one of which should be English (or French), with those in the professional field;
- (7) Elementary and secondary training programmes should be unified much more than at present to the end that elementary teachers be as well edu-

cated as their colleagues in the secondary school so that there would be more community of thought in the profession and the present difference in prestige between elementary and secondary school teaching would disappear—this in spite of the fact that many of Canada's first class teachers have only second class certificates.

- (8) All training programmes should be reviewed and revised. All non-challenging, watered-down methodology courses should be deleted and replaced by general cultural content that includes basic courses in psychology, philosophy and sociology that might provide a background for meaningful experience, and
- (9) Only those persons who complete without failure all parts of the training programme should be given certification of any sort.

Do these standards appear high? Compare them with entrance requirements to other professions. The six professions of law, medicine, dentistry, pharmacy, engineering, and accounting require on the average $4\frac{1}{2}$ years of university education following senior matriculation. Surely, all teachers should have a university degree. Although it will be a long time before this educational status is mandatory, one cannot defend the thesis that teachers need less general education than do pharmacists, accountants and medical practitioners.

Low Standards Contribute to Teacher Shortage

But, you ask, how can you raise standards when there is already such a teacher shortage? My answer is that probably the teacher shortage now exists because of our low standards which have discouraged able students from entering the profession. Scores of university students have told me they would like to teach but were forced to decide upon other vocations because of the low educational standards in the teaching profession. The short term measures resorted to by all provincial governments have killed the prestige of teaching. Individual teachers gain prestige because of

their personality and proficiency but prestige does not necessarily come with certification. Canada's qualified teachers are doing their professional job well indeed. Their efforts are being nullified by those who hold certificates but cannot teach. The Canadian public must be told and made to understand that there are two groups of people in charge of schools today, teachers and certificate holders who are not teachers. I suggest that provincial governments should set a standard of education and competence based on requirements such as those I have enumerated and then refuse to certificate anyone who fails to meet those standards.

Schools Can Be Kept Open

Of course, we all agree that the schools must be kept in operation. How is this to be done? It's quite simple. Certify those who meet the standards set and then, to the extent that a teacher shortage develops, give permission to other persons to substitute temporarily as teachers. In this way supervisors, Grade X and XI students, elderly housewives and others will be brought into the schools until such time as the teacher shortage can be corrected. The net result would be better than what we have now. There would be many schools without real teachers for some time but everyone would know how many teachers were available and the real shortage would be apparent. The lowering of standards wouldn't fool the public any longer. Desiring teachers for their children they would not be satisfied with unqualified, untrained, inefficient substitutes.

The raising of standards would have another result: A larger number of capable, ambitious high school graduates would elect teaching as a career. High standards attract able students. In the University of Alberta in 1945, there were two avenues through education to certification. In the first, only two senior matriculation credits were required of those students wishing to qualify for an interim certificate upon completion of a one-year programme; in the second, complete matriculation admitted to the B. Ed. undergraduate programme. Intelligence test scores were

available for 226 students beginning the one-year programme, for 144 first-year B. Ed. students and for the entire freshman student body numbering 1136. Over 50% of the students in the one-year certification programme had test scores below that of the weakest student in the B. Ed. programme. The median score of the degree programme students was 4% above that of freshman students in other faculties; that of the one-year students, 24% below it. In this instance, low entrance requirements attracted students of low ability, while high standards appealed to the more intelligent. There is evidence that the long range policy of raising standards of entrance, training and certification would in time bring into the teaching profession many capable boys and girls who now turn to other vocations. At least 25% of today's candidates for teaching certificates should be refused admission to any training college. The economic interests of this group are now given more consideration than are the rights of school children. Of 1767 students registered in teacher training classes in 1947, 23% said they were candidates for certification because,

- (1) They wanted to earn some money before getting married;
- (2) They wanted to earn money to finance their training for some vocation other than teaching;
- (3) They thought teaching easy and the holidays long;
- (4) It doesn't cost much to qualify for a certificate;
- (5) Teachers are paid good salaries; and
- (6) Entrance requirements are low. Some students said they could not gain entrance to any other profession because of their low academic standing.

On a Proper Basis

The procedures suggested would result in teacher selection on the basis of education, intelligence, personality, character and interest in the attainment of high standards. The evidence available to date indicates that effective scientific methods of selection have not been discovered. Kandel in *School and Society*, May 17,

1952; Barr in *Review of Educational Research*, 1949; and Eliason and Martin in the *Journal of Educational Research*, May, 1948, all confirm this statement, the first-mentioned stating that, "All the studies have produced negative results except for a correlation between practice-teaching and future success so slight as to be useless for practical purposes." It appears, therefore, that the best kind of selection is that now used by other professions, namely, high standards of attainment both before and during training.

In this paper I have argued for a new emphasis upon teacher selection, for higher standards in the profession and for better education for Canadian children. Certain long-term methods of attaining these goals have been suggested. What would be their effect? Probably these:

- (1) The term "teacher" would acquire a new meaning;
- (2) The public would learn to distinguish between teachers and mere certificate holders;
- (3) The number of teachers available and the existing teacher shortage at any given time would not be a matter of opinion; the facts would speak for themselves;
- (4) The public would become interested in the problem of public education;
- (5) The rights of children would no longer be treated as of less importance than the selfish, economic interests of those who wish to use teaching as a temporary stepping stone to a career;
- (6) The quality of teaching would improve and with this improvement would come a decrease in the number of drop-outs from school;
- (7) All teachers would be both educated and trained. Teaching would acquire prestige—a prestige associated with certification;
- (8) Teaching would become a true professional service. Canadian children would get a better education.

When will these recommended changes, which must surely come sometime, be introduced? They will come when the

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The Business Prospects Of Johnny Canuck

By GILBERT JACKSON, O.B.E.

Herein is a partial explanation as to why Johnny Canuck looks beyond the teaching profession for his livelihood.

"THE real hero of the next generation in Canada is going to be—not some official spokesman for a taxing and planning authority—but young Johnny Canuck, the run-of-mine, average Canadian now standing at the threshold of his working career"—so said Gilbert Jackson(addressing the Canadian Club of Oshawa at their annual meeting.

"North America's current rate of expansion, and improvement of living standards, is a world's record both in space and time.

"The prospects in life, of Johnny Canuck, thus look splendid.

"But let us not initially take too much for granted. We must first have a look at his surroundings. Much will depend on whether Johnny Canuck remains free to spend or save, as he sees fit, at least that limited percentage of his own income, which is left at his disposal now.

"If more and more of his hard-earned dollars are going to be taken from him and spent for him by persons who know better than Johnny Canuck what Johnny Canuck really needs, the bright prospects at present before him will be considerably dimmed. Instead of having savings upon retirement of more than \$13,000 at 1952 values, he might instead end his working career with little or nothing saved; and moreover, with precious little permanent benefit, from State assistance as a substitute.

"Let us take a good look at Johnny Canuck. He is 21 years old and earns \$50 weekly. He is any man's younger brother, or son; or the lad who dates any man's adolescent daughter.

"Johnny Canuck is not a creature of fiction, but a very real person. He is built out of the latest National Income figures, issued from Ottawa this spring, by the Dominion Bureau of Statistics. We now know, for the first time, just how Canada's average citizen is paid, and how much he has been saving and investing each year.

An Average Canadian

"Johnny Canuck's experience and habits are exactly those of the average Canadian, in three main respects: First, he gets a 'real' wage each year $1\frac{1}{2}$ per cent larger than his 'real' wage was last year; secondly, he saves and invests one-thirteenth of his income each year; and thirdly, he gets an average rate of interest or dividend on his savings of five per cent per annum.

"In two ways, our hypothetical Johnny Canuck is perhaps just a little bit below par. While some other lad is destined to climb the business ladder steadily, becoming at least president of the Canadian Pacific or something good of that kind, the Johnny Canuck whom we shall now be discussing will never be upgraded, but will continue competently to perform the same kind of job, during his entire business career.

"His 'real' wage, rising at the rate of $1\frac{1}{2}$ per cent per annum, compound, thus parallels the average increase, in the 'real' earnings per man year, of all Canadians in all walks of life, during the past generation—a record unequalled anywhere, anytime, under any social system, outside of North America, so far as we now know.

"(Except for Johnny Canuck's insistence, from time to time, on shortening the number of hours in his work week, the rate of increase in his 'real' wage, from each year to the next year, would average not $1\frac{1}{2}$ per cent, but something like two per cent. But if in a still free country, Johnny Canuck likes to take in the form of more leisure, some small part of the benefits of progress, let us not criticize him.)

Accumulative Savings

"In the second place, while some other lad will be bright enough, or well advised enough to buy wisely selected 'growth' stocks, thus benefitting automatically from Canada's rapid economic expansion during the next few decades—we shall suppose that Johnny Canuck does not act thus, but invests in all kinds of securities (mortgages, insurance policies, bonds, stocks and so forth, which on the whole neither appreciate nor depreciate during the 44 years of his life between age 21 and 65.

"As I figure it, Johnny Canuck (beginning without assets; wholly dependent on his own resources, energy and thrift; and earning at present \$2,600 per annum) saves and invests \$200 during the first year of his career as a breadwinner. During the second year, he receives a 'real' wage of \$2,639; and in addition, has an unearned income of \$10 from his investment of the previous year. His aggregate income is thus \$2,649 in that year; he saves and invests \$204; and at the close of the second year his aggregate savings are \$404. These give him an unearned income of \$20 in the third year (when he will be 24 years old), by which time his 'real' wage will have risen to \$2,679.

"This, of course, takes for granted that all of the dollars in this analysis are 'constant' dollars of 1952; that is, the likelihood that another inflation will increase Johnny Canuck's nominal income during some part or all of the next 44 years, is here ignored for purposes of analysis.

"On this basis, I figure that in the fourteenth of these 44 years (when he will be 35 years old), Johnny Canuck will for the

first time have accumulated an amount of savings as large as his then annual earnings; \$3,166 saved by then, in all—as compared with \$3,155, earned in that year.

"By the close of his forty-fourth year, when he retires at age 65, Johnny Canuck's savings will amount to \$13,293; just about two and two-thirds times his annual rate of earnings in his forty-fourth year.

"Since it appears that, from the dawn of history to the present time, the people of Canada have only succeeded, in accumulating, on an average, savings equal to five times their present rate of annual income, Johnny Canuck will, by this standard of comparison, have achieved during these 44 years, more than half the saving which all of his ancestors have performed collectively, since Adam—by no means a bad achievement on his part!

"During the course of Johnny Canuck's active life, he will have earned \$160,391. He will have received \$12,414 in 'unearned income,' from his savings and investment of them. In other words, his aggregate income from all sources during this period will have been \$172,805.

Investment Income

"His aggregate investment income, above mentioned of \$12,414, is only \$879 less than his aggregate of savings. In other words, when he retires he will have received an amount of unearned income, in all, not much less than the total of his savings at 65.

"During his twenty-sixth year of service (when he will be 47), he will receive unearned income amounting to \$314; and will also save \$314. During each of the 25 years preceding this, he will have saved annually more than his annual receipt of unearned income. During each of the remaining 18 years (that is, from his twenty-seventh to his forty-fourth year of service) he will have been receiving unearned income on a scale in excess of his annual saving.

"Such is the story of Johnny Canuck, aged 21 today: Such then are his prospects

between 1952 and 1996, when he retires, aged 65. Nowhere in the world today—except perhaps in the States—are there such prospects for other young men as there are for our average young Canadian: Johnny Canuck.

"But this account would still be far from complete if, having only talked about what lies before this young man, we should end our tale here.

We All Benefit

"We know now that, in order to bring about an increase of Canada's production—which also means, an increase of our national income—by \$1 per annum, we must somehow save no less than \$5 and invest it in more means of production.

"The same truth can also be stated in reverse. Whenever someone does save \$5 (and invests that sum intelligently) Canada's aggregate production, and our national income are thus increased by \$1 per annum.

"But since the man who saves instead of spending his money benefits us, we should encourage him to keep on saving—and, of course, we do.

"Johnny Canuck gets an average return of five per cent, on the money which he saves and invests. In other words, his own annual income is thus raised directly by 25 cents, when he saves \$5. This, of course, comes out of the \$1 which is thus added to the national income of Canada.

"The remaining 75 cents accrue to the benefit of all Canadians.

"Thus does the saving of each \$5 bill, by Johnny Canuck, make all of us a bit richer.

"There is a school of thought in Canada, which talks loud and long about what it calls 'sharing the wealth.' I suspect this school of thought really means: taking it away from those who save, and giving it to those who do not save.

"Johnny Canuck, just by being prudent, just by 'providing against a rainy day,' does the reverse. He really does 'share the wealth': and shares it in a most practical fashion.

"His thrift increases, on a corresponding scale, the size of our national income. He

gets paid 25 cents for the service of saving: just as well deserved a wage, as the dollars in his pay cheque. He shares with everyone else the rest of the dollar's worth of increased production, which his own thrift has made possible.

"In short, the Johnny Canuck of our story begins life as a typical 'proletarian,' without property—without the prospect of inheritance. But by the mere fact of saving, and investing each thirteenth dollar of his income, he gradually gains for himself, and also those of his household, a growing stake in the wealth of our growing country.

"Thus does Johnny Canuck himself, who began with nothing but his annual earned income of \$2,600, retire with invested savings of \$13,293.

"Moreover, because in Canada \$5 of investment, made once, creates \$1 of additional national income in permanence, Johnny Canuck, when he retires, has increased the income of the Canadian people, *permanently*, by one-fifth of \$13,000, namely \$2,600.

"That is just what the Canadian people began paying him, at age 21.

The Lesson

"What is the lesson to be learned here? I believe that this young man, Johnny Canuck—whom I myself respect as much as I respect any man—has much to teach us.

"We live in an age full of encouragement to self-pity. We live in an age when to succeed by means of one's own effort is, in many cases, to become the target of abuse—when to fail for lack of backbone is, in many cases, to be credited with a somewhat jaundiced kind of virtue.

"There are loud voices in this age clamouring for the State to provide all men with what our friend Johnny Canuck is visibly providing for himself (and for his and our posterity), mainly by means of his own effort.

"Not much is being said to counter-blast today's insidious suggestions, that failure through lack of foresight (or, of intestinal fortitude) is in some sort, a virtue: that the State should henceforth do for us much of

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Effectiveness Of School Board Members

MAURICE E. STAPLEY, Coordinator,
Program on School Board Functions and Relationships
Midwest Administration Center

THE success of any enterprise depends largely on placing the right person in the right job. As administrators and students of school administration you will probably agree that this observation holds true in any area of school administration. It holds true with particular force in regard to the very important job of the school board member. He must be the right person, but what kind of a person must he be? How does one go about obtaining his services? What happens when he gets on the job?

Much of the research in the past has tried to answer such questions either by collecting opinions on the traits of an ideal board member or by trying to link such traits with success as a board member. A recent study made by Richard Barnhart of the program on school boards tries to answer such questions by examining the behaviour of board members as they carry out their duties.

Barnhart asked superintendents and school board members to describe incidents in which the behaviour of board members was so critical as to be responsible for good or bad effects on board action or on the school program. Superintendents and board members from cities of 2500 and over in twelve midwestern states reported 741 of these critical incidents. From these incidents, 857 examples of effective (423) and ineffective (434) behaviour were extracted. An analysis of these behaviours led to suggestions concerning:

1. Critical requirements for School Board membership;
2. Relationships among personal characteristics and effective school board membership; and,

3. Implications for the selection and preparation of superintendents and board members.

Areas of Capability

An examination of the critical incidents reported showed that most of the specific acts of board members producing effective or ineffective results could be grouped into six major categories. These categories, or areas of capability, point to the skills and understandings needed for successful board membership:

1. *Board Unity*—Acceptance of the principle of board unity and subordination of self interests.
2. *Leadership*—Ability to initiate or to provide informed leadership in board planning and policy-making.
3. *Executive Function*—Ability to understand and willingness to respect the executive function of the professional administrator.
4. *Staff and Group Relationships*—Skill in establishing and maintaining effective relationships with the staff and with community groups.

The Midwest Administration Centre at the University of Chicago is part of the nationwide Cooperative Program in Educational Administration supported by the W. K. Kellogg Foundation and sponsored by the American Association of School Administrators, the National Council of Chief State School Officers, and the National Conference of County and Rural Area Superintendents. The Director, Dr. F. S. Chase, Professor of Educational Administration at the University of Chicago, was guest speaker at this year's Vancouver and Fraser Valley Conventions.

5. *Personal Relationships* — Ability to carry on effective personal relationships with staff members and individuals within the community.

6. *Courageous Action* — Willingness to take courageous action for the good of the schools in spite of outside pressures and influences.

Examining the Incidents

Nearly one-half of the total incidents showing ineffective behaviour fall in Area 1. The largest number of acts leading to harmful or ineffective results occur when board members allow personal interests to take precedence over the needs of the school. There were many reports of board members seeking special favors for their children, manipulating board affairs for the benefit of their own or other business firms, seeking employment for friends or relatives, or attempting to fulfill commitments of various kinds.

About one-fourth of the incidents resulting in undesirable outcomes fall in Area 3. In other words, the activities of board members often show that they do not understand or will not respect the executive function of the professional administrator.

The greatest number of incidents illustrating effective behaviour are in Areas 2 and 4. In Area 2, reports indicated that board members were often effective in identifying and solving problems, in providing leadership, in securing information needed for solving problems, and in initiating surveys to determine the need for changes or improvements. In Area 4, board members were reported as highly effective in explaining board policy and action to community groups, in working with teacher committees, in organizing lay groups for the consideration of school problems, and in tactfully influencing opposing factions to work together.

In Area 5, board members were described as failing in personal relationships because of the use of abusive or insulting tactics, and as succeeding by tactfully soothing disgruntled individuals. In Area 6, they were pictured as unsuccessful because they

lacked courage when faced with pressures, and successful because of their ability to withstand pressures. There was, in general, a marked similarity in the area patterns of the incidents supplied by superintendents and by board members. This is one indication that the selection of incidents was not strongly biased.

A list of critical requirements for board membership was derived from the behaviors reported. Each requirement illustrates behaviour marking the difference between success or failure in a significant number of instances. Each should be read as if it were introduced by the phrase, "For effective results, a board member should:"

In Area 1, Board Unity:

1. Subordinate personal interests.
2. Adhere to the policy-making and legislative functions of the board.
3. Accept and support majority decisions of the board.
4. Identify self with board policies and actions.
5. Refuse to speak or act on school matters independent of board action.

In Area 2, Leadership:

6. Suspend judgment until the facts are available.
7. Make use of pertinent experience.
8. Help to identify problems.
9. Have the ability to determine satisfactory solutions to problems.
10. Devote time outside of board meetings as board business may require.
11. Be willing to accept ideas from others.
12. Have enthusiastic interest in the welfare of the children.

In Area 3, Executive Function:

13. Understand the desirability of delegating administrative responsibility to the chief executive officer.
14. Support the executive officer in his authorized functions.
15. Encourage teamwork between the executive officer and the board.
16. Recognize problems and conditions that are of executive concern.

In Area 4, Staff and Group Relationships:

17. Have ability to speak effectively in public.

18. Believe firmly in democratic processes and in the right of all groups to be heard.

19. Work tactfully and sympathetically with teacher groups and committees.

20. Understand how groups think and act.

21. Assist others in working effectively.

22. Have mature social poise.

In Area 5, Personal Relationships:

23. Be willing to work with fellow board members in spite of personality differences.

24. Display both tact and firmness in relationships with individuals.

25. Treat patrons and teachers fairly and ethically.

26. Foster harmonious relationships.

In Area 6, Courageous Action:

27. Be able to weather criticism.

28. Maintain firm convictions.

29. Be willing to take sides in controversies.

30. Share responsibilities for board decisions.

Relating Personal Data and Incidents

Each respondent supplied items of personal data for each board member whose activities were described. Statistical tests showed that the following relationships were significant:

1. *Educational preparation and effectiveness on a school board*—Highly educated board members were involved in a large proportion (66%) of effective incidents while board members with little formal education were involved in a large proportion (79%) of ineffective incidents.

2. *Occupational status and effectiveness*—members of professions were involved in a large proportion (59%) of effective incidents. For business men, the numbers of effective and ineffective incidents were about equal. More ineffective incidents (66%) were reported for laborers.

3. *Length of service and effectiveness*—Board members with less than one year of

service were identified as ineffective more frequently (59%) than as effective. The number of effective incidents increased during each of the next five years of service.

4. *Age and effectiveness*—Individuals over sixty were involved in more ineffective (63%) than effective incidents.

5. *Status as a parent and effectiveness*—Board members with children in school were involved in more effective (53%) than ineffective incidents. Board members without children in school were involved in more ineffective (55%) than effective incidents.

6. *Sex and effectiveness*—There seems to be no relationship between sex and effectiveness. Seven percent of the board members reported were women. Seven per cent of the effective and seven per cent of the ineffective incidents involved women board members.

The Effective Board Member

The study of critical incidents supports many of the conclusions reached in earlier investigations. *Effectiveness as a board member is most likely to occur when the individual is less than sixty years old, is well educated, and is a parent of children in school. Professional men and business men are most likely to succeed. There is no evidence that women are more or less effective than men. A board member is likely to increase in effectiveness, at least during the first six years of service.*

This study places greater emphasis on the qualities needed for effective school board membership. *When actual situations are analyzed, superintendents and board members rate most highly the exercise of initiative and informed leadership. The effective board member is a person who requires facts to support decisions and considers it a part of his job to secure facts. From his understanding of community attitudes and needs, he makes suggestions that are important in shaping policy. In order to interpret the school program, he is especially active in community affairs. As the need exists, he works with groups of teachers and other school personnel. He is, on the whole, a member of a board which shares the responsibility for educational planning rather*

than merely reviewing proposals presented by its executive officer.

Suggestions and Implications

The critical requirements for board membership may be used in a number of ways. They may be used by groups interested in selecting highly-qualified school board members. They can serve as a basis for a rating scale to be used by school board members in examining their own activities.

From the critical incidents assembled, it seems apparent that many board members lack understanding of their proper functions and responsibilities. Heretofore, little has been done to prepare newly-selected members for their tasks. Capable and far-sighted superintendents have accepted this responsibility, and it might be useful to learn the relative merits of the various techniques they have adopted. School board associations have, in some instances, carried on in-service training activities, and

they are in a good position to expand and improve such activities.

Training institutions have given little attention to the education of school board members and they might consider needs in this area. They might also consider the possibility of emphasizing, in the preparation of administrators, those skills and abilities needed in developing effective school board members.

This article is a reprint from the second number of "Administrator's Notebook," a periodical of the Midwest Administration Centre. The periodical deals with problems of educational administration in the light of research findings and other pertinent knowledge. The first number dealt with "The Teachers and Policy Making."

The B. C. Teachers' Federation has made arrangements with the Midwest Administration Centre to have membership extended to any school principal in B. C. If you are interested in receiving subsequent issues of the "Administrator's Notebook" at a nominal cost, please so advise the Federation Office immediately.

Business Prospects

what Johnny Canuck now does for himself so capably.

"On our side, the question is often asked, Why does not someone among us rise up, and preach in positive terms the gospel of economic freedom?

"There is sense to this question: for effort based on a negative attitude fails every time. It never stopped anything.

"The positive doctrine of freedom should originate in the known performance of our present system: cannot depend on promises, or 'pie-in-the-sky.'

"The voters' first question is, and has always been, 'When do we eat?' What we now need, with which to convince the Canadian public that they live today in the best economic order known to man, is a vivid, proven, factual account of what is being achieved today . . .

"... not by Canadians of outstanding abilities or blessed with unusual opportunities: but by the run-of-mine Canadian, possessing no such advantages over the lad

next door — the fellow just arrived at manhood who toils and is paid, saves and invests in the precise pattern of Canada's average citizen.

"Is it not clear that this man at whom we have been looking, young Johnny Canuck, is actually giving us just what we need?

Of course, he does not talk much. In words, he preaches not at all. But one may say with truth, he *lives* the gospel of economic freedom.

"His life is not in the traditional pattern, a 'success' story—for such are the stories of the lives of exceptional men. In Canada today (thank God!) our Johnny Canuck is by no means an exceptional man. Johnny Canuck is average, Johnny Canuck is the rule.

"There is no system of society, past or present, which has matched or does match what our ordinary Canadian — provided, only that from henceforth he does resolutely retain free will, freedom of action, and freedom from over-government — can get for himself and for all of us, in the second half of the twentieth century."

HAVE YOU HEARD . . .

The Great Mystery

By CHUCK BAYLEY

SINCE 1946, the American Cancer Society and the U.S. National Cancer Institute have spent over 50 million dollars on cancer research, buildings and equipment. Here in Canada, the National Cancer Institute while operating on a much more modest budget, is pressing its research programme.

Medical science has only one positive method for proving the presence of cancer; it has only two techniques for curing the disease.

The examination of a section of tissue under a microscope, a procedure called "biopsy" is the accepted practice for determining whether cells are cancerous or normal.

Surgery and radiation with X-ray, radium, or similar agents are the two methods of removing or destroying cancer. Certain drugs, hormones, and radio-active elements will retard the progress of some types of cancer, but they will not cure.

Strong Campaign

Health departments, insurance companies, and the Canadian Cancer Society, all realizing the limitations in the diagnosis and treatment of cancer, have carried on a solid educational campaign to make people aware of the need to see a doctor should certain danger signals appear.

Doctors, too, have been briefed regularly and instructed through clinics, to keep a sharp look-out for the slightest sign. If a condition does not respond to treatment, a doctor should re-assess the symptoms fast; cancer is very deceptive, often mimicking common illnesses. The patient, however, must co-operate to the extent of reporting for further examination if he has a continuing disorder.

Cancer is a growth of cells which have no special function in the body. As against

normal cells which multiply under control, cancer cells keep right on multiplying and form a mass. Secondary growths also develop in some instances, increasing the danger. The tumor and metastases interfere with normal cells to the point where they can't do their job.

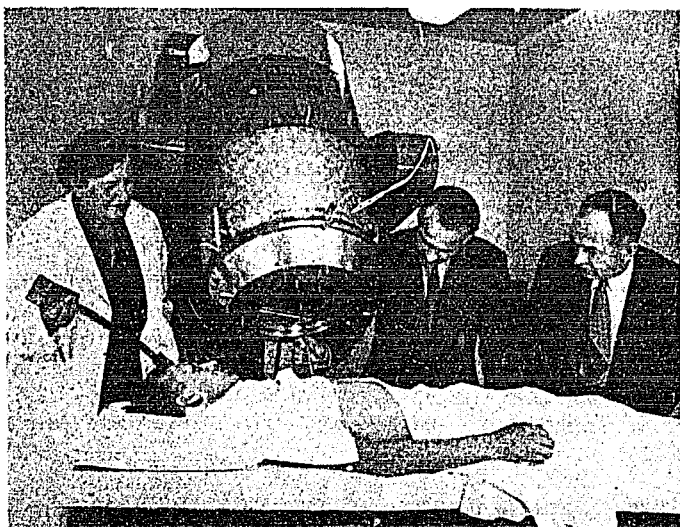
These useless masses develop most commonly in the digestive tract, respiratory system, genital organs, breast, and skin. If discovered in time, certain types of cancer can be cured simply, easily, and painlessly. According to the latest statistics, cancer is one of the most curable of all diseases.

Miracles Missing

Progress in the diagnosis and treatment of cancer has been mostly in the improvement of techniques rather than in the discovery of wonder drugs. Special instruments have been perfected for extracting sections of suspect tissue. Smears are also examined now, of secretions from the stomach, lungs, and uterus. It has been found that cancer growths tend to throw off a few of their cells.

Surgery and radiation, as I have stated, are the only proven ways of destroying cancer cells. New anaesthetics, blood transfusions, and antibiotic drugs now enable surgeons to perform delicate operations and to remove more tissue than was previously possible. But even though it is possible to transplant arteries and remove

The greatest medical brains backed by millions of dollars subscribed by citizens, industry, and governments, are putting forward tremendous effort to solve the mystery of cancer.



Miss Dorothy Findley, Dr. A. M. Evans, Director of the B. C. Cancer Institute, and Dr. H. F. Batho, positioning patient on the new Cobalt 60-beam therapy unit.

the oesophagus or a lung, there are limits to surgery.

Mighty X-ray machines, betatrons and synchrotrons capable of developing up to 70 million volts now deliver more effective doses deeper than ever before. Their rays destroy the cancer cells and the surrounding tissue which feed them. But these machines even under the expert hands of radiologists and physicists, are not magic, nor is radium, nor is the much publicized cobalt bomb.

Drugs Limited

Cancer treatment has no wonder drugs such as penicillin or streptomycin. But certain drugs slow down the progress of certain cancers. Urethane, nitrogen mustards, anti-folic acids, ACTH, and cortisone have limited use as have radio-active iodine and phosphorus.

These drugs cannot hold back cancer growth permanently as the cancer cells tend to build up a resistance against them. If this could be overcome, these drugs could probably keep cancer under control in the same way that insulin works with diabetes.

Considerable doubt exists among medical scientists as to whether the cause of cancer will ever be determined; it may be within the mystery of the life process itself. A cure, however, does not depend on knowing the causes.

Medical researchers are after a simple test which will reveal the presence of cancer cells in the body. They also seek that phenomenal drug which will stop useless cells from multiplying and forming a mass. Until these are formulated, doctors must use the proven ways of diagnosing and treating cancer.

B.C. Cancer Institute

Here in Vancouver, the B.C. Cancer Institute is your insurance that, should you ever require treatment, you will get the best that medical science has so far developed. Comparable service is available at the Victoria Cancer Clinic while a consultative cancer service is maintained at Penticton, Kelowna, Vernon, Kamloops, Nelson, Trail, Cranbrook, Prince George and Prince Rupert. All are operated by the B.C. Cancer Foundation.

Last Saturday morning I had a reporter's tour with Dr. A. Maxwell Evans, director of the magnificent new three storey diagnostic and treatment centre of the B.C. Cancer Institute at 10th and Heather opposite the Vancouver General Hospital.

Donations, bequests, and legacies have provided this \$700,000 centre. Ottawa provided funds for the expensive equipment, the I.O.D.E. furnished the solarium; the Eastern Star equipped the machine shop,

Continued on Page 72

What Makes a Professional Worker Professional?

FREQUENT reference is made to a "professional attitude" and "professional conduct" on the part of persons engaged in occupations classified as professions. Teaching is regarded as a profession. Teachers are expected to behave professionally. Professional conduct is not easy to define in a few words, but listed below are some of the characteristics associated with true professional status.

The professional worker does not require close supervision or direction. He directs himself. He plans his own activities. He works independently.

The professional worker does not regard himself as an employee. He does not consider himself to be working for a "boss". He regards his supervisors as fellow professional workers, and they regard him in the same way.

The professional worker does not work by the hour. He does not expect to adhere strictly to a minimum time schedule. He adjusts his working hours to meet the necessities and responsibilities of his duties, without thought as to "overtime" or "standard work week".

The professional worker does not expect to be paid by the hour. He expects the over-all sum for which he has agreed to perform his duties. This sum is based upon the responsibilities involved and the professional service rendered. It cannot be measured in hours. Professions whose members regularly demonstrate this are those where compensation is highest.

The professional worker takes full responsibility for the results of his efforts and actions. He makes his own decisions and acts upon them. He may seek advice and counsel but he does not attempt to transfer responsibility for his own mistakes to others.

The professional worker continually seeks self-improvement. He takes advantage of every opportunity to improve his knowledge and understanding in connection with his professional duties.

The professional worker contributes to the skill and knowledge of the profession. He develops new ideas, plans and materials, and gladly shares them with fellow workers.

The professional worker respects the confidence of others. The welfare of those he serves often requires that information concerning them remain confidential. He never violates this confidence.

The professional worker is loyal to his fellow workers. He never gossips about them nor about those he serves.

The professional worker avoids rumour and hearsay. He does not credit or repeat information received through the "grapevine". He secures information which is important to him directly from those authorized to release it.

The professional worker adjusts his grievances through proper channels. He discusses them directly and privately with those authorized to make adjustments. He refrains from complaining and grumbling to others.

The professional worker meets his professional obligations. He fulfills completely all agreements and obligations entered into with fellow workers, whether they are legal or moral obligations.

The professional worker is sensitive to the problems of his fellow workers. He always considers the effect of his actions on the welfare of fellow workers.

The professional worker does not advance himself at the expense of others. He strives for promotion and advancement in the profession only on the basis of superior

preparation and worthy professional performance.

The professional worker is proud of his profession. He always reflects to those outside the profession a pride and satisfaction in the work in which he is engaged.

The professional worker's chief desire is to render a service. To improve men's welfare is the end toward which the profes-

sional worker devotes his career. The teaching profession should exemplify this to the highest degree.

Editor's Note: The above article is reprinted from the March 1952 issue of **Tech Training**. Mr. Leighbody is Supervisor of Industrial Teacher Training at the University of the State of New York. From "Citizenship Items," October, 1952.

Mystery

Continued from page 70

and the Women's Auxiliary to the Institute planned and helped with the interior decorating.

Finances for the operation of the clinic will continue to be derived from patients able to pay nominal treatment rates and from provincial and federal grants made on a 50-50 basis.

Practical Throughout

Every inch of the new Cancer Institute is devoted to its special job. All patients, however, with the exception of those brought over from the Vancouver General which does not have its own radium, must be up and about.

The building contains reception and examination rooms; treatment rooms equipped with X-ray machines ranging from 120 to 400 kilovolts; a radium therapy room; machine shop and photographic department; and a splendid auditorium where the ninety-seven specialists on the voluntary visiting staff meet once a week for consultations and lectures.

On the top floor is the ultra-modern solarium furnished and equipped by the I.O.D.E. at a cost of \$30,000 raised through its Jessie Burke Memorial Fund.

The new Cobalt "60" therapy bomb is housed in a special room with concrete walls 40 inches thick and with a tricky maze entrance. The source of energy for the "60" is a small cylinder of cobalt about a wine glass big. This cylinder was irradiated at the atomic pile at Chalk River, a process which took almost a year.

Only in the last few years have our gov-

ernments and the public recognized the value of the B.C. Cancer Institute which is now giving some 30,000 treatments to patients referred there by physicians. Its beginnings were difficult and almost beggar poor. Its first home in 1938 was the former residence of Vancouver General internes, an old, old house. This was only possible through an anonymous benefactress who left \$50,000 to the Cancer Foundation.

In 1948, to try to cope with the ever-increasing demand for treatment, the B.C. Cancer Foundation, which is the money-finding body for our Institute, the Victoria Cancer Clinic, and the Consultative Cancer Service, built a small unit alongside the house. A year later, it purchased a boarding home where fourteen patients could be accommodated.

Now this modern centre, opened last June, while only the first stage of a seven-storey cancer hospital, is like a dream come true. It is a credit to the foresight of such citizens as W. H. Malkin, Harold Foley, A. H. Williamson, F. H. Brown; to innumerable public-spirited men and women; and to Vancouver doctors who give so generously of their time and skill.

But as I talked with Dr. Evans, I felt that while a tremendous job is being done, the specialists, radiologists, physicists, nurses, and medical social workers on the staff of the Institute long for the day when cancer will no longer be a mystery and cures will not be made the hard way.

Be sure to preserve your
B.C.T.F. Membership fee receipt
for income tax purposes.

The Canadian Teachers' Federation

A REPORT BY L. J. PRIOR

THE Canadian Teachers' Federation is a corporation duly chartered (since 1947) under Federal law. The corporation is managed by a Board of Directors (one from each province) and an executive consisting of the past-president, president, and vice-president. The executive, plus three delegates from each province, constitute the "active" members entitled to vote at annual meetings. Alternates, whose appointment is made by and whose expenses are paid by the provincial organization, may attend with all rights except that of voting.

Most provinces follow the practice of sending elected officers as delegates and their secretaries as alternates or advisors.

Present C.T.F. office staff includes Mr. G. G. Croskery, Secretary-Treasurer; Mrs. Alice McLeod, Assistant Secretary-Treasurer; and a stenographer. Applications for a Research Director are currently being received.

A number of very real obstacles make the effective functioning of the C.T.F. a very difficult matter. These are:

1. The physical distance between members;
2. The expense of holding even infrequent meetings;
3. The "provincial rights" in education under the B.N.A. Act;
4. The absence of the Quebec French-speaking Catholic Teachers from our ranks (related to point 3);
5. The difficulty of referring important matters effectively to provincial organizations (several provinces do not have permanent offices and directors are often presidents of provincial groups);
6. Provincial presidents have a big job

L. J. Prior, B.C.T.F. Junior Past President, is Vice-President of the C.T.F. Other B.C. teachers who have held this office and later became C.T.F. presidents are the late Harry Charlesworth, first general secretary of the B.C.T.F.; J. R. Mitchell of the West Vancouver High School; J. H. Sutherland, Magee High School, Vancouver; and C. J. Oates, Lord Byng High School, Vancouver.

directing their own provincial associations.

The 1952 Convention

In my opinion, this year's conference at Winnipeg (August 11-14) was an improvement over the 1951 gathering at Charlottetown. The programme itself, the organization of the topics and delegate participation were all improved.

Some delegations feel that the convention should attract large numbers of teachers by offering a more "professional" atmosphere. They feel that "protective" aspects of our work tend to appeal mainly to the officers and secretaries of the provincial groups.

My personal opinion is that the 1952 convention had a good balance in topics and that the attempt to attract larger numbers could be made without too much change in the organization. I must confess a personal doubt as to the desirability of patterning the C.T.F. convention on the Canadian Education Association, most of whose members have expenses paid by their respective employers.

News that Ontario had finally found it possible to meet its full membership fee set the tone for the convention. An increase of ten thousand dollars in the estimated income promised to make an expanded programme possible.

Major Decisions

1. Research: Approved the report of the Advisory Research Committee which recommended the setting up of a research division and the appointment of a research director.

2. Canadian School Trustees' Association Research: Granted \$1000 as an initial contribution to help finance this project headed by Dr. M. E. Lazerte. Provincial groups are urged to make additional grants through the C.T.F. The two-year project is expected to cost \$30,000 and it is expected to provide a real basis for a new approach to the problem of "Education Finance." The co-operation of the C.T.F. and provincial organizations is of utmost importance to Dr. Lazerte.

3. Federal Aid Policy: Decided to make no change in present policy until Dr. Lazerte's report can be studied. Meanwhile, the campaign for the principle of Federal Aid should go forward.

4. C.T.F. Emergency Fund: Decided that the unspent balance of \$8,000 should be left "on call" for use by the Nova Scotia Teachers' Union in organizing a provincial office and in forwarding their provincial programme.

5. W.C.O.T.P.: Received full and entertaining reports on the first assembly of the World Confederation of the Teaching Profession. Vice-President Myrtle Conway and Secretary George Croskery attended the conference at Copenhagen. Miss Conway acted as reporter on a section dealing with "Rights and Responsibilities of Teachers." Problems of organizing a world confederation appear to make those of the C.T.F. pale in comparison.

6. Other major topics discussed were Public Relations, introduced by Mr. Scott Fyfe of Imperial Oil and the Recruitment and Selection of Teachers, introduced by Dr. M. E. Lazerte. (Read Dr. Lazerte's address elsewhere in this issue.)

C.T.F. Committees

A new pattern in C.T.F. committee organization is gradually developing. In the past, committees have tended to be "paper groups"—almost inevitably so if all provinces were to have representation. The C.T.F. cannot finance meetings of committees representative of all provinces. The new pattern includes C.T.F. committees centred in one province, to which interested provinces may send representatives on a pooled-expense basis.

Among the active and continuing committees are the following:

(a) Superannuation — Regional, Manitoba Chairman;

(b) Radio Research — Provincial, B.C. Chairman; (Miss K. Collins, Burnaby)

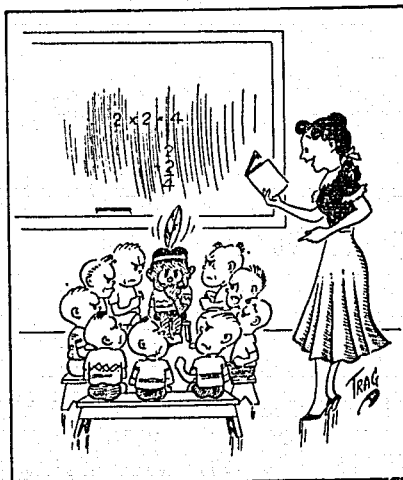
(c) Induction of New Teachers—Provincial, B.C. Chairman; (Mr. B. C. Gillie, Victoria)

(d) "Protective Aspects" — National, Board of Directors plus additional provincial representatives;

(e) Audio - Visual — Regional, Quebec Chairman;

(f) Membership (N.W.T., Yukon)—Provincial, Ontario Chairman.

In beginning this report I had intended to keep it to a brief review of the 1952 convention. As it progressed, however, it



"... Slowly, silently, cautiously, the white settlers closed in on the Indian settlement ..."

THE B. C. TEACHER

seemed more and more desirable to depart from that limitation.

I am pleased that the Executive has recommended the setting up of a permanent C.T.F. committee in the B.C.T.F. Although we may well feel proud of our

part in C.T.F., there is still much to be done.

May I express my personal appreciation for the teamwork of the 1952 delegation—Mr. R. R. Smith, Mr. W. V. Allester and Mr. C. D. Ovens.

CANADIAN TEACHERS' FEDERATION SPECIAL EMERGENCY FUND As at June 30th, 1952

Contributions:		
British Columbia	\$5,262.82	
Alberta	2,000.00	
Saskatchewan	4,068.00	
Manitoba	1,393.70	
Quebec—P.A.P.T.	\$802.98	
English Catholics	50.00	
		852.98
Prince Edward Island		323.15
Newfoundland		500.00
		<hr/>
		\$14,400.65
Paid to the Nova Scotia Teachers' Union		7,000.00
		<hr/>
		\$7,400.65
Unexpended Balance—June 30, 1952		
The following amounts were received in July 1952.		
British Columbia Teachers' Federation	\$ 628.25	
Saskatchewan Teachers' Federation	882.57	
		<hr/>
		1,450.82
		<hr/>
Unexpended Balance as at July 25, 1952		\$8,851.47
To be "on call" for use by Nova Scotia Teachers' Union for organizational or salary campaign purposes.		

CANADIAN TEACHERS' FEDERATION AID TO GREEK CHILDREN FUND June 30, 1952

Contributions:		
British Columbia	\$3,432.99	
Alberta	150.00	
Saskatchewan	150.00	
Manitoba	226.23	
Ontario	1,802.77	
Quebec—P.A.P.T.	272.67	
English Catholics	28.60	
		301.27
New Brunswick		150.00
Nova Scotia		150.19
Prince Edward Island		100.00
Newfoundland		182.50
		<hr/>
		\$6,645.95
Disbursements:		
Cover Design	\$ 36.85	
Workbooks, pencils, shipping cases, etc.	1,536.98	
Stickers	9.90	
		<hr/>
		1,583.73
		<hr/>
Unexpended Balance		\$5,062.22
To be used for further supplies to Greek school children through the Unitarian Service Committee (Dr. Lotta Hitchmanova).		

TERRACE - 1952

R. R. SMITH,
President Board of Directors,
B.C.T.F. Co-operative Association

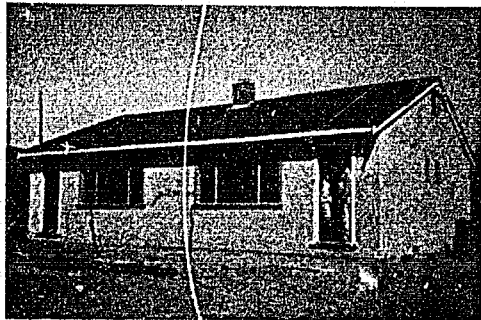
THE acute housing situation for teachers in the villages was brought forcibly to the attention of the B.C.T.F. Co-operative Association when the newly appointed Principal at Terrace found no accommodation for himself and family except on prohibitive terms.

We had contemplated entering the field of teacher rentals if a need existed and here seemed to be one.

We purchased three lots close to the Elementary School in Terrace, well located as to streets, water, light and sewers and within a few minutes walk of the shopping center. These were purchased in early Spring.

We ear-marked \$10,000 for the project. As we had no definite assurance that tradesmen could be secured in Terrace, we assembled a small crew of practical men and teachers and moved them to Terrace. We were prepared to use dry wall materials and struggle with the various sub-trades but were agreeably surprised to find available at Terrace, plasterers, brick-layers, electricians and plumbers.

How we dealt with the various emergencies and crises as they developed could fill a volume. Luckily, neither the carpen-



Terrace Duplex—first rental unit constructed by the B.C.T.F. Co-operative Association.



This larger duplex is modern in all respects with a full basement and automatic oil heat.

ters' nor the I.W.A. strike affected us. We secured lumber from the local mill of Little, Haugland and Kerr, favorably known to the Terracians as the firm of "Hawg and Dawg."

The small duplex is occupied now by two young couples each having a side of the 24 by 36 duplex. Each family has 432 square feet of living space divided into a living-room-kitchen 18x11, a bedroom 12 by 11, a fully modern bathroom with pembroke bath, clothes and linen cupboards.

Equipment and furnishings comprise electric stove, hot water heater, davenport, easy chair, chrome set of table and four chairs, bed, dresser (Mr. and Mrs.). The floors are linoleum. However, we have not supplied linen, drapes, dishes or flatware.

The second and larger duplex was designed to provide accommodation for teachers whose family includes children. Each side has 800 square feet divided into four rooms—automatic oil heat, full basement, full-plumbing, fully insulated, storm windows. These units are rented unfurnished.

Continued on Page 78

THE B. C. TEACHER

A Word of Appreciation

CONSTANCE SPRING,
Public Relations Chairman,
B.C. P.-T.F.

With the many Parent-Teacher Associations in British Columbia commencing a new term, the Public Relations Committee is gratified to note that more and more members of the B.C. Teachers' Federation are becoming interested in our work.

A number of our Parent-Teacher Councils throughout the Province have expressed the wish for Saturday Conferences due to the fact that so many of the teachers in the areas have asked to participate.

It was heartening indeed to pick up the local paper, as your correspondent did the week prior to schools opening, and read how every Vancouver principal in the area stressed pleasure with the harmonious relations between parents and schools. We know this same wholesome relationship exists elsewhere.

They extended a very warm invitation for parents to discuss any matter of importance to the children and young people.

"More and more parents have been coming to the school and we like it," said Mr. Arnold Webster of Magee High School. "I'm a very strong believer in having parents in on every important decision, especially with respect to the courses. I've been very impressed with the assistance that parents are willing to give the school out here."

Stated Mr. Harry S. Johnston of Point Grey Junior High School: "Our P-TA has a great spirit and we want to keep it. The higher a student goes in school, the greater are the opportunities for studies that fit his ability and ambitions. Parents need to know what the school has to offer and they are welcome to call here."

During the first of the yearly observances, namely "Better Parenthood Week", October 5th to October 11th, endorsements were received from three sources with connections in the schools. The Minister of

Education, The Honorable T. J. Rolston, Miss Jean Wyness, Supervisor of School Cafeterias, and Mr. J. Edwin Eades,, Chairman Vancouver Board of School Trustees.

All three lauded the P-TA's re the assistance given the schools that School Boards are unable to cope with due to increased costs.

Voluntary Workers

Miss Wyness and Mr. Eades made special mention of the voluntary help of members in the school lunchroom programme, not only for the assistance in providing such but for staffing same.

Mr. Eades said: "Without a doubt, one of the most significant contributions these groups of citizens have made to our city has been their very active support of the bylaws for new schools and additions to existing schools. Once again our schools are overcrowded and this December we shall have to submit a bylaw for essential school construction. We appreciate the fact that we can depend on the Parent-Teacher organizations to make known the urgency of the housing problem facing us.

Mrs. Rolston said: "In the education of our young people the school and the home must stand together. This is not so much a question of the parents being responsible to the school or of the school being responsible to the parents, as it is of the process of both working together for the welfare of the child.

"Because parents have much to give the teachers, they should be included in making and carrying out plans affecting the child. When parents and teachers are partners, the home and school together provide the learning experiences that are continuous, unified and rich in meaning.

"Parents need to become active partici-

pants in the school programme if they are to grasp the significance of the school. It is equally true that teachers cannot work understandingly with children until they are acquainted with the child's home background.

Parents cannot be isolationists in school affairs. They must have a knowledge and understanding of the school's aims, purposes and methods. Our schools really want and need the help of every parent in British Columbia. It may be truly said that we are trying to make our

schools the cornerstone of Canadian democracy. The great educator John Dewey once said: "What the wisest parent wants for his child, that must the community want for all its children'."

The B.C. Parent-Teacher Federation is grateful indeed to those members of the B.C. Teachers' Federation whom we number among our own membership, and wish to extend our thanks and appreciation for their co-operation in the past and to their continued interest and help in the future.

Terrace

Continued from Page 76

We have had a number of enquiries from school boards and from teachers for further rental units. With new money, in time we hope to extend our activities in this field. It would be of great service if we could work in co-operation with school boards to secure additional teacher housing. Co-operation could be in joint ownership, or on any of a number of practical plans.

This housing is not cheap. No housing at today's costs can be cheap. On the other hand we do not believe teachers should have to endure squalid living conditions. We sincerely hope that the Co-operative can make continuing contributions to the dignity and comfort of teachers throughout the province by extending this service. If the school boards can lend assistance, the job will be advanced just that much more rapidly.

Use the MEMBERSHIP FORM on Page 29 of the Sept. - Oct. number of "The B. C. Teacher" and become a member of the B.C.T.F. Co-op.

GESTETNER (CANADA) LTD.

Manufacturers of
WORLD'S PREMIER DUPLICATOR
660 Seymour Street, Vancouver 2
Phone: MARine 9644

Recruitment

Continued from page 64

Canadian public really understands what has been and is now happening regarding standards in the teaching profession and demands a square deal for the many thousands of children now educationally underprivileged; when new methods of financing education make it possible to get enough money to support good schools; when some forward-looking Department of Education decides to place the rights of children ahead of political expediency and when some Minister of Education with a vision of the true possibilities of public education persuades his Executive colleagues to discard present ineffective methods of tinkering with schools and education and with their support introduces constructive long term policies. Upon the provinces, not the municipalities, rests the primary responsibility of educating our children. If the provinces are to delegate major responsibility for financing education to local areas, they must assume responsibility for keeping the local areas fully informed regarding the schools' deficiencies and needs. There must be leadership.

Which Canadian province is to have the honour of pioneering for new standards in education?

—From C.T.F. News Letter, Sept.-Oct., 1952.

B.C. T.T. News

British Columbia Teachers' Federation Financial Statements for Year to June 30, 1952

By Martin Browning & Co., Chartered Accountants, Vancouver, B.C.

721 Hall Building,
Vancouver, B.C.
September 17th, 1952.

To The Shareholders,
B.C. Teachers' Federation,
Vancouver, B.C.

Gentlemen: Attached hereto are your financial statements for the year to June 30, 1952. During the period under review, you became fully settled in your new quarters at 1644 West Broadway, Vancouver, B.C.

Certification has been received from your banks as to the funds held there.

The annexed Balance Sheet is, in our opinion, a full and fair Balance Sheet, and is drawn up to exhibit a true and correct view of the Company's affairs as shown by the Books.

All our requirements as Auditors have been complied with.

MARTIN, BROWNING & CO.,
Chartered Accountants.

BALANCE SHEET AS AT JUNE 30, 1952

ASSETS		
CURRENT:		
Cash on hand and in bank	\$ 21,832.16	
Accounts Receivable	1,178.44	
		\$23,010.60
LOANS		7,621.65
BENEVOLENT FUND (per contra)		
Cash in Bank	\$ 1,035.01	
Accounts Receivable	3,301.95	
		4,336.96
SALARY INDEMNITY FUND (per contra)		
Cash in bank		5,055.31
CHARLESWORTH MEMORIAL FUND		
Cash in bank	\$ 1,039.26	
Investment	2,622.00	
		3,661.76
DEPOSITS		180.00
FIXED		
Office Furniture and Fixtures	\$11,419.23	
Less—Depreciation Reserve	3,545.84	
	\$ 7,873.39	
Real Estate	\$98,096.97	
Less—Depreciation Reserve	1,157.65	
	\$96,939.32	
		104,812.71
DEFERRED		
Property Taxes and Insurance	\$ 1,859.28	
Stationery and Supplies	665.00	
		2,524.28
		<u>\$151,203.27</u>

RESERVES

LIABILITIES

Benevolent	\$ 4,181.24
Salary Indemnity	17,925.68
General	11,676.00
Building	15,600.52
Charlesworth Memorial	3,357.76
Group Insurance	107.83
	<u>\$52,849.03</u>

SURPLUS

Balance—June 30, 1951	\$53,462.30
Plus:	
Excess of Revenue over Expense	44,891.94
	<u>98,354.24</u>
Subject to our report of September 17th, 1952.	<u>\$151,203.27</u>

MARTIN, BROWNING & CO.,
Chartered Accountants.

STATEMENT OF REVENUE AND EXPENSE
For Year to June 30, 1952

REVENUE

Fees	\$151,635.50
Magazine—Subscription	\$ 9,607.25
Advertising	5,666.25
	<u>15,273.50</u>
Interest and Property	\$ 1,801.88
Convention Advertising and Display	756.45
	<u>2,558.33</u>

EXPENDITURE

\$169,467.33

Salaries

Salaries	\$28,422.59
Pensions	1,620.52
Unemployment Insurance	133.28
Workmen's Compensation	101.24
	<u>\$30,277.63</u>

Travelling

General Secretary	\$ 1,717.79
Assistant General Secretaries	1,858.66
President and Vice Presidents	1,883.14
Executive	4,861.51
Consultative	791.60
District Councils	5,612.70
Geographical Representatives	823.40
Delegate to Trades and Labor Congress	520.45
Sundry	1,757.96
	<u>\$19,827.21</u>

Departments and Committees

B. C. Shop T. A., Home Economics and B. C. Counsellors	\$ 50.00
Code of Ethics	11.13
Curriculum Revision	20.50
Education Finance	628.45
Exchange Teachers—Grants	135.00
Finance	131.27
Lesson Aids	109.13
Pensions	566.78
Provincial Salaries	821.25
Public Relations—Education Week	3,524.60
Workshop	1,399.99
Sundry	359.92

7,758.02

\$57,862.86

\$169,467.33

General

Rent	\$ 140.00
Bond	5.00
Audit	150.00
Telephone and Telegraph	815.79
Postage, Excise and Expressage	1,094.69
Stationery, Supplies and Printing	3,500.93
Subscriptions and Advertising	149.37
Gratuities	30.00
Legal	252.38
Summer Session Scholarships	100.00
Teacher Training Prizes	150.00
Depreciation—Equipment	570.96
Sundry	6,999.11
	<u>\$13,958.23</u>

Magazine

Printing	\$12,252.57
Mailing	808.04
Sundry	1,026.12
	<u>\$14,086.73</u>

Convention and Annual Meeting	4,883.13
C. T. F.—Fees	5,116.00
Salary Indemnity	25,536.00
Benevolent Fund	638.40
Trades and Labor	2,494.04
	<u>\$124,575.39</u>

Excess of Revenue over Expense	<u>\$ 44,891.94</u>
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REAL ESTATE REVENUE AND EXPENSE
For Year to June, 1952

	1617 West Broadway	1644 West Broadway
Revenue		
Rentals	\$ 1,785.00	\$ 6,477.50
Expense		
Property Tax	\$ 592.43	\$ 859.48
Commission	89.25	135.00
Insurance and Sundry	1.00	405.44
Heat	—	1,136.39
Light and Gas	—	569.61
Janitor and Supplies	—	735.86
Repairs	—	708.49
Water and Scavenging	—	91.15
Depreciation—2½% of \$46,305.81	682.68	1,157.65
	<u>5,799.07</u>	<u>5,799.07</u>
Net Revenue	<u>\$1,102.32</u>	<u>\$ 678.43</u>

INTEREST

Boys are worthy of study. The things which interest them are legion. They will go down into a cold basement and work for hours making a gun, or a boat, or just sawing queer shapes with a fret saw. We recently met a youngster who hammered two pounds of nails into the basement stairs. These boys needed no motivation by an adult or perfect physical conditions to capture their fancy.

Girls are equally unpredictable. They

will play in complete absorption for a long time and then suddenly turn into little pests who have nothing to do. In school they appear lackadaisical until a chance extraneous remark makes their eyes grow round with wonder.

No teacher can be sure of capturing interest all the time. It is too evasive a quality, varying from age to age, and with a definite sex differential.

However, the good teacher is one who

is not afraid to change his approach. He makes many appeals in the course of a month. Try the game of "BUZZ" in your math. classes for grades 6, 7, or 8.

Suppose you are taking the 7 times table—then have the pupils take turns counting like this: 1, 2, 3, 4, 5, 6, BUZZ, 8, 9, 10, 11, 12, 13, BUZZ, 15, BUZZ, 17, 18, 19, 20, BUZZ, 22, 23, 24, BUZZ, 26, etc.

The pupil says BUZZ at any time a combination of numbers occurs which involves seven. That is, all the MULTIPLES, and all the addends (16, 25, 34, etc.). Many pupils may like this game.

Many lesson aids are composed with the interest factor considered. Write in for your free catalogue of Lesson Aids. We will be glad to send it immediately. These services can only grow through critical use.

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Address all correspondence to: Secretary, Lesson Aids, B.C. Teachers' Federation, 1644 West Broadway, Vancouver 9, B.C. Make all money payable to the B.C.T.F.

10 Percent Discount on Eye Glasses

B.C.T.F. Medical Services Association members please note that a 10% discount may be obtained on the purchase of glasses from the Prescription Optical Companies in Vancouver and Victoria, upon presentation of your B.C.T.F. M.S.A. membership card.

B. C. T. F. SONGS

PART of the fun at the B.C.T.F. Workshop is community singing of B.C.T.F. songs. By special request they are printed here so that they might become known to all members.

Why not organize a Local Association "Barber Shop Quartet" or a "Maiden's Trio" to lead community singing of these songs at some of your Association Meetings?

ROLL OUT THE BARREL (Tune)

Dimes, quarters, dollars, nickels and pennies, too,
Our Credit Union makes them do service for you,

If you want money, don't borrow from Household Finance,
And please give your dimes and dollars and our plan enhance.

Teachers together, Co-op is lending a hand,
We work together; houses are dotting the land;
Spend fewer dollars; get more for the money we spend;
Now we live in mansions glorious—For the Co-op's grand.

LOCH LOMOND (Tune)

O you pay the doctor and we'll pay M.S.A.,
And we'll get more service than you will.
M.S.A.'s the answer to all your doctor bills,
When you join the B.C. Teachers' Federation.

O you pay the high rate, and we'll pay the low rate,
And we'll have ours paid before ye;
For Union's the answer to all our credit needs,
When we join the B.C. Teachers' Federation.

O you pay the retail and we'll pay the wholesale,
And we'll be in clover before ye;
For me and my colleagues will always buy again,
From the Co-op of the Teachers' Federation.

JOHN BROWN'S BODY (Tune)

The B.C.T.F.M.S.A. is growing very strong,
The B.C.T.F.M.S.A. is rolling right along,
The doctors' bills don't worry us, since M.S.A. pays ours.
It saves on the pocket-book.

There was a teacher said that she could not afford to pay,
The monthly fee required by the teachers' M.S.A.
She fell and broke her clavicle, and to this very day,
She's paying off her doctor's bill.

CHORUS:

M.S.A. is our salvation, (repeat twice)
It pays our doctor's bill.
Have you ever heard about our Credit Union plan
It's a benefit to every teaching miss and man.
Teachers used to say they'd like to—now they say they can,
With our Credit Union plan.

CHORUS:

Save some pay with Credit Union,
Insure yourself with Credit Union,
Get a loan from Credit Union,
With our Credit Union plan.

ARE YOU SLEEPING (Tune)

When you're ailing,
Weak or failing,
Doctor bills,
Look like hills.

Members have no worry,
No headache or flurry,
M.S.A., M.S.A.

Are you skimping,
Budget limping,
Causes of debts,
Don't try bets.

Join the Credit Union,
Teachers' Credit Union;
Take our tip, a darn good tip.

Are you wanting
Comfy quarters;
Just do this,
Contact Smith.
Model homes they plaster,
Faster, ever faster.
For a song,
Co-op song:

Curriculum Corner

WE hope, in this column, to keep our members in touch with the latest happenings in Curriculum. At its October meeting, your B.C.T.F. executive appointed a small group as Curriculum Directors of the B.C.T.F..

Who's Who?

We'd like to introduce them to you:

Miss Alma Andrew, Primary Consultant, Coquitlam.

Miss S. M. Boyles, teacher, King Edward High School, Vancouver.

Miss K. L. Elliott, teacher, Lord Roberts Elementary School, Vancouver.

Robert T. Cuthbertson, Industrial Arts, Gladstone Jr.-Sr. High School, Vancouver.

Howard F. Denton, teacher, South Burnaby High School, Vancouver.

Gerald F. Prevost, principal, West Bay Elementary School, West Vancouver.

A. Stanley Trueman, principal, Elphinstone Jr.-Sr. High School, Howe Sound.

Donald L. Pritchard, vice - principal, Gladstone Jr.-Sr. High School, Vancouver.

What Do You Think?

What are your opinions on some of these questions?

Are educational standards slipping?

Are standards important?

What can we do to raise standards?

Have teachers an effective voice in Curriculum Revision?

How can we make our opinions felt?

What courses and text-books are most in need of revision?

Did You Know That?

1. The cost of new textbooks is the chief factor governing the speed of curriculum revision.

2. Normally about ten courses are revised each year.

3. Secondary courses have been revised at a much greater rate during the past three years.

4. Our province leads in recent revisions and modern texts.

5. Most future revisions will be by the workshop method.

6. English 7, 8 and 10 will likely be revised at the Summer Session, 1953.

7. Interested teachers may share in this revision by attending the Victoria Summer School.

What Do You Know?

Do you know the basic questions involved in our B.C.T.F. stand on the new High School Social Studies courses? We believe that all teachers should be aware of the essentials:

1. Modern World History, which was a required course for all students graduating from High School, has been made an advanced optional course (History 91).

2. A new compulsory course in Canadian History and problems has been put in its place.

3. The general outline of Social Studies from Grade 4 to Grade 12 now is as follows:

S.S. 4: *World Affairs*.

S.S. 5: *Living in the Americas* — "Explorers, Industries, Customs of North and South America."

S.S. 6: *World Neighbours* — "British History and Geography, Europe, Africa and Asia."

S.S. 7: *Our Beginnings* — "Ancient Origins of our Modern World."

S.S. 8: *Canada Among the Nations* — "Canada's Background, Growth and Place Among the Nations."

S.S. 10: *Man and His Physical Environment* — "The World as the Home of Man."

S.S. 20: *Man and His Cultural Environment* — "The Story of Man's Progress through the Ages."

S.S. 30: *Canadiana* — "Canada in the World Today."

History 91: *The Modern World* — "Modern History and World Problems."

Will You Write Us?

To guide us in future issues we would like to hear your opinions on curriculum matters. What are your feelings regarding any of these or related problems? Will you drop a line to your "Curriculum Directors" c/o B.C.T.F.?

Quotes and Comments

by **"THE MAN ON THE FENCE"**

English 30 Texts

SOME time ago I inadvertently stuck my neck out by making rude remarks about A Certain Narrative Poem by A Certain Scots Poet and Novelist. I didn't think it was worth having on the curriculum for English 8, and I gave what I thought were good reasons for so thinking, reasons which were backed up by my own classes in English 8.

I must admit I was surprised by the weight and quality of the criticism which came down on my unsuspecting head. Teachers who apparently had been teaching the thing for about forty years sprang to its defense and I was accused of being a modern literary dilettante and of harboring left-wing tendencies and what not. I suppose if I had been a citizen of the Benighted States and this incident had occurred down there, by this time I would have undergone an investigation by a senatorial committee. It was amazing.

This time I stick my neck out deliberately; I'm coming down off the fence to complain about more English texts.

Once more I find myself with an above-average class in English 30, and I am discouraged with the stuff we are expected to study as prescribed texts. I have no idea who is responsible for choosing these texts, but I want to make it clear that I consider them almost entirely useless for our purpose this year.

The two worst are "Representative Short Stories" and "Prose of Our Day." The former contains the dullest and stodgiest stories I have read in many a long day; the latter would be hard to beat for soggy and unimaginative prose. There must be many collections of short stories which are livelier and fresher, and in the contemporary idiom; and with little trouble it should be possible to find contemporary

prose which is of higher literary quality than that now offered. I'm curious to know what the gentry are who have their names on the title pages of these books as being responsible for them, and what their qualifications are, too. I wish they had been a little more liberal with selections by Canadian authors.

"A Selection of English Poetry" is a little better, and we can make do with it, and the choice of "Julius Caesar" I feel was a good one. We are also quite happy with "Mastering Effective English."

I was all the more annoyed with our own dull selection of texts after having a look at the one chosen for English 91, "Adventures in English Literature," which seems to me an admirable text in every way. Why can't something similar be arranged for English 30?

I'd like to call to the attention of the Curriculum Committee for English an English text I bought recently. It is "The Speaking Oak" and a brief quotation from an advertising pamphlet gives some indication of the aim of the editor of the collection: "This book, therefore, sets out to display the unparalleled richness and variety of our literature. Nearly every literary form and every period is represented. Secondly, it seeks to show English literature not as a collection of dead academic categories, but as a living thing, still flourishing today, although its roots go back a thousand years."

A list of the authors represented might be interesting as well: Bacon, Beerbohm, Blake, Chaucer, Chesterton, Cobbett, Crane, Donne, Eliot, Forster, Gibbon, Graves, Hopkins, Housman, Hudson, Jefferson, D. H. Lawrence, T. E. Lawrence, Lindsay, Malory, Peacock, Ransom, Skelton, Suckling, Swift, Trollope, Waley, Watson, Whitman and Wordsworth. There is a good commentary on each selection and a good set of notes.

Continued on page 86

Letter To A Former Teacher

Dear Old-Timer:

It won't make any difference now if I use the name we used to use for you—I often wonder how many teachers know the nicknames the kids use in referring to them?

It has taken me far too long to realize just how much what you did for me has meant, and far too long also to let you know. Maybe this belated acknowledgment will add a fillip of interest to your days of placid retirement in your secluded little island.

The unawareness of the young of the human animal is axiomatic. We did not know, and didn't care much, just what you were up to. It took me about twenty years, some of them teaching years, to find out, and my only regret is that I can't tell you in person.

It occurred to me one day while thinking over this business of specialists and so forth, that your most outstanding characteristic, as it was of most of your colleagues, was that you were not a specialist. Yes, I know you taught me general science in my first year in high school, and math the second and third year, but still you were not a specialist. To this green specimen, at least, you seemed to have a range of knowledge and interests that was almost encyclopaedic. Science was simply the jumping-off place for the development of the scientific attitude, the spirit of lively curiosity.

As I remember, we used to take off on some tremendous flights in that dingy classroom. (Do you remember that you taught us general science in a gloomy ordinary classroom, with no more equipment than you carry with you in the pockets of a chalk-dusted shiny blue serge suit? Wonder what you would have done in a modern room filled with shiny gadgets such as seem so necessary to the specialist nowadays?) We used to range over periods of literature and art, with quick side ex-

cursions to touch briefly on politics and economics, (remember that hurried glance at some of the Renaissance political monkeyshines that arose out of some experiment you were conducting?) Somehow, though, you managed to tie it all together, so that my chief recollection of your classes is the feeling of the oneness of all knowledge and of the slow development of the right attitudes toward our pursuit of it.

I'll bet you could have done the same thing in a log-cabin schoolhouse out in the wilds of the northern interior, if necessary.

The same thing happened when you taught us math. I doubt whether if more intractable material in mathematics ever existed than I, yet you made those periods worthwhile too, and for the same reasons. I still don't know any math, but the feel of those periods is with me to this day.

Of Cultural Background

That same feeling of being in the presence of a person of wide general knowledge and a broad cultural background was with me in other classes too. It seems to me that we used to wander over into the fields of music and art in our English periods, back into science and math in history periods, over into history while reading Latin and so on. I often wonder if that sort of thing was planned or was it just because most of the teachers at that time were men and women of more emotional and cultural maturity and with a wider background of knowledge than in this day of specialists?

The other distinct recollection that I have of you and the rest of our teachers was that of the uniformity and consistency of your discipline. There was simply no deviation — rules were meant to be obeyed, and any infraction was met in exactly the same way by all our teachers, and dealt with promptly and with uni-

Continued on next page

Advice To The Classworn

QUESTION: There seems to be a pattern developing in our school which is beginning to bother me. From time to time I find it necessary to check misbehaving pupils in a variety of ways, the usual ways, such as warnings, a talking-to, detentions or extra assignments, and if necessary, a thorough strapping. I find that the ordinarily good citizens in the classes will accept this sort of thing as a necessary evil, well aware that they deserve what they get. I also find that in almost every case, the parents concerned will back me up. (Needless to say, the parents are invariably the good citizen type, too).

What bothers me is that the worst element among the student body is beginning to object actively and vocally against not only routine checking of misbehaviour, but to any kind of checking or restrictions. What makes matters worse, the parents back up their offspring almost one hundred percent. They phone the school principal with complaints about the rough treatment they claim the children are getting, and in our district, they descend on the unsuspecting and unprotected school board secretary and raise the roof. On top of all this, they spread the darndest lot of gossip and rumors about the teachers involved.

Is this sort of thing general, and what can be done about it?

ANSWER: I don't know how general this situation is, but in any case it should be dealt with promptly and openly. I'd suggest that the school administration make it clear that the school accepts full responsibility for its discipline; that the school board announce that it would refuse to listen to disgruntled parents; and that finally the staff of the school concerned come to some agreement regarding a consistent attitude on discipline.

I feel that by far the greatest stumbling block in the effective disciplining of a

school is the inconsistency found in the staff's handling of disciplinary problems. Unless there is some real measure of uniformity, there is going to be trouble, and the situation is going to be exploited to the full by the worst element in the school, as we see in the above question.

Any further comment by our readers will be welcome—how have you handled such situations?

Send your questions or comments about topics discussed in this column to: Advice to the Classworn, B.C. Teacher, 1644 West Broadway, Vancouver 9, B.C.

Man on the Fence

Continued from page 84

There is not a dull piece in the book—every page is marked with that vitality we expect to find in good English literature. If we expect the texts we use in class to spark a blaze of interest and excitement in the pupils (and in ourselves as well), this sort of book will do it. The ones we are expected to use now show a reaction more like the fizzle of a damp firecracker.

Former Teacher

Continued from previous page

formity by all. That was one of the best things you ever did for us, and I for one can appreciate it now. It did me good, and I'm certain it would do good to the small fry we have in our schools today.

I for one feel sorry that your retirement has taken you out of circulation—I can think of no better use for those qualities I found so valuable to me than to have you conduct some refresher courses (not too many!) for the everlasting benefit of those now teaching, and particularly for

Yours gratefully,
ALF.

THE B. C. TEACHER

Correspondence

People's Co-operative Bookstore Association

337 West Pender Street,
Vancouver 3, B.C.

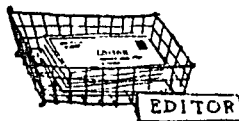
November 2, 1952.

The Editor, The B.C. Teacher.

Dear Sir: As parents of youngsters attending public school, we have become painfully aware of the ever-growing volume of "Comics." Some may be harmless, but many seem to have degenerated into excesses of crime, violence and unhealthy sex themes.

Recently, the People's Co-op Bookstore set up a special committee to study this problem with a view to extending and improving the stock of children's books. It was felt that, in part at least, the solution of the problem lies, not in trying to prevent children from extensive "comic" reading, but rather in providing them with as many of the best books as possible, especially at home. The influence of such books will generally outweigh that of the "Comics."

In working on the committee we were very pleased to come across "Guide to



Good Reading for Canadian Homes" published by the P.T.A. in 1934 and revised in 1949. This list was the best we saw. It will be very helpful to our bookstore in making future selections.

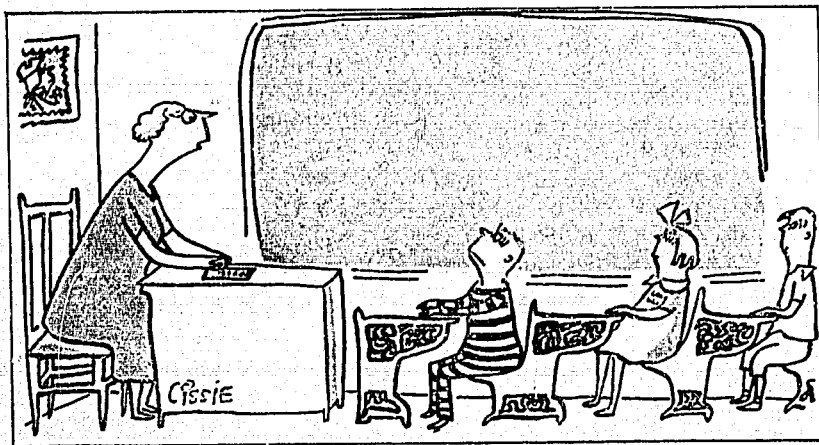
We are anxious to carry the best in children's books at reasonable prices. We have been pleased to find that, although some of the good books run as high as \$2.50 to \$4.00, others are available for as little as 40c, and there are many in the \$1.00 to \$2.00 range.

If any of your readers care to drop in to the store, our manager will indeed welcome their views and suggestions on the children's section.

Committee on Children's Books,

Yours sincerely,

People's Co-op Bookstore.
Per FLORENCE M. STANTON,
EVELYN GREENWELL.



I'm sorry you feel that way about school, Herbert...

New Books

Books for review and correspondence bearing upon book reviews should be addressed to Mr. W. J. Kitley, 3575 Elliston Street, Victoria, B. C.

ELEMENTARY

Art Education in the Kindergarten, by C. D. and M. Gaitskell; Ryerson; \$1.00.

This is a general survey of the above field from the standpoint of the "creative" artist. If you have agreed with Dr. Gaitskell's foregoing works you will most certainly agree with the present book and its thesis that art symbols developed by children are better for them than learning the conventional adult symbol. Whatever your views on that controversial issue, the large amount of the book dealing with such matters as handling of various types of art materials, motivation for pictures, etc., is generally applicable and would therefore be of value to anyone teaching the kindergarten or grade one levels.—P.D.R.

SECONDARY

A Sound Body, by Charters et al; McMillan; \$2.20.

This is the revised Canadian edition of Today's Health and Growth Series, Grade 8 level. It deals with the standard health topics for this grade such as the special senses, digestion, circulation, safety, and personal grooming. Greater emphasis is given in this text to the matter of the emotions and their control than in previous editions and the book would be a useful supplement to the Grade 8 course in Effective Living. The previous high standard of illustration both diagrammatic and pictorial is maintained in this text.—M.H.R.

The Coaching and Organization of Basketball, by A. J. McLuckie; available free upon request from Recreational and Physical Education Branch, De-

partment of Education, 2414 Main Street, Vancouver 10, B.C.; pp. 29.

"As the number of teams in the school increases, the coach becomes a minor administrator, and must have the necessary background to explain to the school administration just what his general plan and policy is."

With this as his theme, Mr. McLuckie has drawn up a concise and constructive pamphlet dealing with coaching and administration problems, with specific reference to the B.C. school situation. He dealt with the existing league and tournament organizations, with fundamentals of play and of coaching, and with a host of related problems, including referee problems, equipment, records, schedule-making, revenue, publicity, cheer leaders and player awards.

In the brief scope of twenty-nine pages, Mr. McLuckie cannot be exhaustive on any of these topics. Rather, his booklet is a reference manual of helpful suggestions. It is based on his own experience of several years as the highly successful director of basketball activities at Burnaby North High School. He has also drawn upon the experience of outstanding coaches in a number of other British Columbia schools.

The coach who lacks experience in running a school basketball organization will find much in this booklet to help him orient his thinking and set up a smoothly functioning system.—J.A.S.

GENERAL

A New World Geography for Canadian Schools, by Denton and Lord; Dent; \$2.95.

This is a revision of a once standard and prescribed text in the B.C. schools. This edition follows the original but the information is, of course, brought up to date and illustration and maps have been replaced by new ones. The editors have

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wisely omitted the statistical tables of the old edition and instead refer you to standard current reference works. Some new sections added as appendices give more detailed information on map projections, regional geography and soils than contained in the original text. A very short section deals with the necessity for developing a world view.—M.M.G.

Studying Students, by Clifford P. Froehlich and John G. Darley; Science Research Associates, Chicago.

Studying Students presents to teachers and counsellors interested in doing just that, a programme enabling them to gain information in the "seven fundamental areas of development"—scholastic ability, past achievement, aptitudes and abilities, personality adjustments, health and family background. Two of the chapters which summarize and analyse tests, being more in the field of administration, might discourage the casual reader but later chapters dealing with the testing programme in teaching and counselling bring out many points of interest including causes of under-achieving and overachieving, identifying interests, measuring scholastic abilities, and discuss in some detail specific tests available in the various fields, their reliability, validity and norms. Overlooking the rather irritating sub-titles in the various chapters on the non-testing techniques used in studying students, teachers and counsellors alike will find valuable information demonstrating methods whereby mutual assistance can be given in the analysis of the individual in the endeavor to give that individual a better understanding of himself.—K.M.T.

Mathematics for Canadians, Books 7 and 8, by Mewhort and Godbold; Book 9, by Bowers et al; Dent-Macmillan; \$1.45, \$1.65; \$1.90.

This is a good series of Junior High texts although unfortunately it diverges to some extent in content from our own course. The Grade 7 text contains a good deal of Grade 6 work with a corresponding omission of some of our Grade 7 work and so on through the series. Noteworthy in all is the inclusion of many exercises reviewing and extending the work of previous

grades. Emphasis on the concrete aspect of number is one of the best features of the series and the many graphic diagrams and illustrations contribute heavily to this end. Regular series of tests and drills through the texts provide for maintenance of fundamental skills. Inclusion of answers in the back of the text is a convenience at this level that seems worth reviving. Better indexing of the texts however would have made them more useful to the teacher. —G.B.Y.

Two Solitudes and Barometer Rising, by Hugh McClelland; McMillan; \$1.25 each.

These are reprints for school use of two recent popular Canadian novels. Whatever their ultimate literary destiny, it is heartening to see present-day Canadian literature appearing in form suitable for school use. Both volumes are in a handy size with (for school texts!) sturdy bindings and both contain study questions.—W.R.

A Book of Canadian Stories, edited by Desmond Pacey; Ryerson; \$2.25.

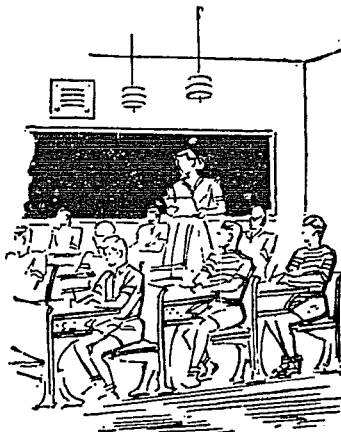
This is by and large a good representative sampling of Canadian short stories from Indian legend through Haliburton and Moody to Morley Callaghan and the editor of the present volume. Frankly we liked his unselfconscious inclusion of his own story better than the story itself but the book is in the main a reasonable sample of English-Canadian short story literature. We agree with previous critics that the total omission of French-Canadian stories is unfortunate but as the author points out, translations of these are hard to come by. We also agree with previous critics that the samples of the modern short story included are too much of the semi-sordid sociological type. It is true that humor in the modern Canadian story is a rare commodity—so much the more reason why some would have been valuable and would have enlivened the latter sections of the book.—W.K.

World Youth, published monthly by World Youth Incorporated, Los Gatos, California; \$3.50 per year, 35c single copies.

NOVEMBER, 1952

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ATTENTION

ADDRESS

CITY

B.C.T.—11-52.

If you are looking for a magazine for 12-15 year olds, you would be wise to get examination copy of the above from the publishers. The stories are designed to promote world understanding and appear to carry out the aim of the organization which is to avoid religious or political bias. The magazine would fit particularly well into Grade 6 Social Studies.—L.B.

Publications Regarding the U.N.; Ryerson.

Teaching 'bout the U.N. and the Specialized Agencies; 15c.

This is a survey of the above field with the special reference to means by which present school and adult education about the U.N. can be expanded or improved. Since the suggestions are on the executive rather than the teacher level, the pamphlet will have limited value for the classroom teacher.

United Nations in Pictures; 50c.

The pictures used to illustrate this pamphlet are drawn from previous United Nations Bulletins grouped to illustrate such things as the U.N. search for permanent quarters, its work in technical, economic, and social fields, etc.

Fewer pictures, better reproduced, larger in size, and with more dramatic impact would perhaps have done the job of illustration better than the hodgepodge on some of the pages of the present pamphlet. However, since U.N. publications are not generally conspicuous for any illustration, this is at least a good step in the right direction.

Everyman's United Nations; \$1.50.

This is "a ready reference to the structure, functions, and work of the United Nations and its related agencies." While compendious in scope, it suffers from the customary dry rot of official prose and lacks illustration to enliven its pages. Obviously it has value as a reference work for the serious student.

Looking at The United Nations; 50c.

This is a much better publication than the one reviewed elsewhere in these pages. The photography is more dramatic, reproduction is better, and the layout is cleaner, clearer, and less cluttered. Basically as with

the other, this deals with the work and some of the personalities of the U.N. Needless to say, the improved format results in improved communication of the ideas involved.—W.K.

FICTION

The Grass is Singing, by Doris Lessing; Collins; 245-p; \$2.50.

A bitter, powerful story set in Rhodesia. The inescapable sun and the heat influencing the progressive despair and final disintegration of Mary, a "poor white," is a compelling picture. Her murder by the native who has slowly achieved domination over her, relieves the almost unbearable tension the author sustains throughout the last half of the book.—L.M.C., Vancouver Public Library.

Conjugal Love; by Alberto Moravia; S.J.R. Saunders; 183-p; \$2.50.

A novella fluid, erotic and as is usual with Moravia, rather depressing. It is the study of an oddly satisfying marriage, and of Silvio the wealthy dilettante, who cherishes the belief that he is a literary genius. The climax occurs when Silvio realizes his talent is imitative, and when he discovers his wife in a shocking infidelity. Through Moravia's subtle handling of Silvio's acceptance of his failures, Silvio emerges with a certain dignity and stature.—L.M.C., Vancouver Public Library.

Catherine Wheel, by Jean Stafford; Harcourt, 281-p; \$3.00.

Sensitive perception and understanding of childhood anxieties, and an underlying sense of moral values makes this one of the better novels of the year. Katharine, a wealthy Boston spinster, loves her cousin's husband and is loved by him and his children. While entertaining the children at her summer home, the boy Andrew, misunderstood and misunderstanding, helps to shatter the air of almost Gothic unreality that is beautifully sustained throughout.—L.M.C., Vancouver Public Library.

Continued on page 96

THE B. C. TEACHER

News: -Personal and Miscellaneous

Double Honors for C. T. F. President

Miss M. R. Conway, President of the Canadian Teachers' Federation, has been appointed a delegate on education matters on the Canadian delegation to the seventh session of the United Nations Educational, Scientific and Cultural Organization to be held in Paris, November 12th to December 10th.

The Canadian delegation will be headed by Dr. Victor Doré, Canadian Minister to Switzerland and Austria. Other members are E. H. Norman of the External Affairs Department at Ottawa, Dr. Garnet Page, General Manager of the Chemical Institute of Canada, Paul Gerin-Lajoie, lawyer, and T. A. M. Kirk, M.P. for Digby-Yarmouth.

On October 28th at the special 75th anniversary convocation of the University of Manitoba, Miss M. R. Conway, President of the Canadian Teachers' Federation, received an honorary doctorate of law degree (L.L.D.) Thirteen other prominent Canadian citizens were similarly honored on this occasion. Among them were the Governor - General, Rt. Hon. Vincent Massey, Premier D. L. Campbell, and Victor Sifton, new Chancellor of the University.

Degrees Conferred

Among those who received degrees at the Twenty-sixth Autumn Congregation of the University of B. C. were the following members of the teaching profession:

The Degree of Master of Arts - V. L. Chapman.

The Degree of Bachelor of Education - N. A. Bell, T. B. Blake, R. L. Bruce, A. F. Burch, J. P. L. Diemert, G. M. A. Gibson, Mrs. M. H. Hody, W. O. Hudson, W. R. Hunter, Miss L. Johnstone, D. R. Jones, M. Kagnoff, S. F. Kennett, Mrs. P. J. L'Hiron-

delle, H. G. Loucks, D. J. McIntosh, J. K. MacLeod, J. V. Neufeld, H. C. O'Donnell, Miss C. S. Pendleton, L. A. W. Ratcliffe, R. C. M. Russell, A. G. Scutt, R. L. Smith, H. J. Stephenson, J. R. F. Warr, W. G. Webster, Miss I. R. Whelan, V. A. Wiedrick, Miss M. M. Young.

Stop Slamming Our Schools

The November issue of the *Canadian Home Journal* contains an interesting article by Isobel Thomas, a high school teacher, answering some of the criticism currently being levelled at to-day's schools. Miss Thomas answers such questions as:

Are high school graduates today as good as those of a generation ago?

Are our educational standards being lowered generally?

Are the kids made to learn?

Have we got away from fundamentals?

Our readers should find interest in this article and in "Tilly, The Honorable Toiler," one about the Hon. Mrs. Rolston, our Minister of Education, in the September issue of *Canadian Home Journal*.

Carr Succeeds Givens as NEA Secretary

Dr. William G. Carr, associate secretary of the National Education Association since 1940, became executive secretary of this American association upon the retirement of Dr. Willard E. Givens in August. Since 1929 Dr. Carr has served the NEA as assistant director of research, director of research, secretary of the Educational Policies Commission, and, most recently, as associate secretary of the Association. He is known particularly for his successful efforts to have provisions for education written

into the U.N. Charter and for his contributions to world teacher movements which were instrumental in launching the World Organization of the Teaching Profession in 1946.

Teacher Editor

It has come to our attention that D. P. McCallum, an industrial arts teacher at Point Grey Junior High School, Vancouver, is the editor of "The First Aid Attendant." This interesting and informative publication is the official organ of the Industrial First Aid Attendants' Association of B.C.

Mr. McCallum is also treasurer of the association.

Vancouver Instructor Goes To Indonesia

Dr. H. H. Grantham, of the Vancouver Normal School staff, left in August for Indonesia, where he will serve for a year with Unesco organizing science teaching in the secondary schools. During the past summer Dr. Grantham lectured in science at San Jose (California) State College summer school; during the coming year he will be on leave of absence from the Vancouver Normal School.

Technical Instructor Takes Post in Geneva

Lieutenant-Colonel J. W. Inglis, Vice-Principal of the Vancouver Technical Institute, left in mid-September for Geneva, where he will be attached to the International Labour Office in an advisory capacity for one year.

Research Director, C. T. F.

Applications will be received before December 1st for the position of Research Director of the Canadian Teachers' Federation with office in Ottawa. Qualifications should include knowledge of the theory and practice of education, familiarity with current research techniques, and experience in more than one area of education. Initial salary \$6,000. Decision on appointment will be made in January, 1953.

Applications should be sent to the Secretary-Treasurer, Mr. George G. Croskery, Room 8, Normal School Bldg., Elgin Street, Ottawa 4, Ontario.

Jamieson Memorial Scholarship Fund

It is a very difficult thing to recreate a personality for those who never met the original person. It is especially difficult when that person possessed striking traits of individuality or had an unusual sense of human values.

In an earlier issue we have already paid tribute to the life of Dr. Annie B. Jamieson—as teacher, community worker, pioneer and leader—and announced the opening of a Memorial Fund to be used in establishing a scholarship to send a high school student on to university.

The present writer was fortunate to be among those who visited Miss Jamieson in her later years and remembers with pleasure some remarkable conversations held in what was, in the usual sense, a sick room. Jamie was in her 82nd year and had been bed-ridden for many months. But she was as interested in what went on in a classroom with a group of boys and girls as if she herself were still teaching. She spoke of how much she had enjoyed the discussions, particularly on questions of social or historical importance. I must have put in a word for literature discussions and remarked upon some of the difficulties of interesting the modern child in some of the traditional pieces. I had told her of the reaction of two boys to the lines in "The Ancient Mariner."

Under the water it rumbled on . . .

The ship went down like lead.

When I had paused in my reading for breath, I heard a whisper at the back of the room, "Hsst, submarines."

The anecdote brought back a parody that she had composed for her pupils—almost forty years before:

*A silly foolish albatross
Who didn't like to fish,
Got chummy with some sailors
Who fed him from a dish.*

*They fed him pickles and ice-cream
Till he had indigestion,
And then the feeding of that bird
Became a burning question.*

*'Twas then our ancient mariner
Took down his crossbow gun,
And when the bird was fast asleep
He shot him just for fun.*

*Now wasn't he a silly gink,
Now wasn't he a clown—
Instead of shooting on the fly,
He shot him sitting down.*

*An ugly goblin heard of this
Was mad as mad could be.
"I'll teach that ancient mariner
To shoot like that," said he.*

*Then 'gainst the killing of that bird
He stirred up such a fuss
That finally their ship got stuck
In the sarcophagus.*

During the same period of her life, when she was confined so much to her room, she asked for a chance to talk to a representative from the university. Previously she had established a United Nations essay prize at the university. In thinking about it she decided that the prize was not adequate for the times. She was not in easy financial circumstances at all. But she had a small sum which she had saved, and she wanted the university to use it to make the prize a permanent one and to double its value.

It is in the light of incidents like these that the Jamieson Committee decided that a scholarship was the most appropriate form of memorial to work for. If you would like to have a part in this project, send a donation to the Jamieson Memorial Scholarship Fund, c/o B.C. Teachers Federation, 1644 West Broadway, Vancouver 9, B.C.

—M.M.F.

NIGHT

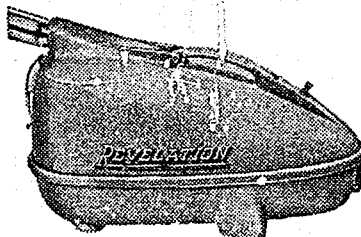
Night steals on soft-soled shoe
Into Tint's sentry-stand;
Day's weary watch is through;
Evening invades the land.
Sleep comes on wings of down
Into our souls to bring
Dreams, and to place the crown
Of peace on everything.

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THE COVER PICTURE

WILD ROSES (*Rosa Spp.*)

ONE or more species of wild rose (*rosa spp.*) is found at nearly every backyard on this continent. The ubiquitous rose is found in the tundra of the Arctic, on the mountain slopes of the Cordillera, in swamp, sandhill and plain. The formal classification of our roses is difficult for the species appear to hybridize freely in nature. The resulting intergrading forms are numerous and make sharp segregation of taxonomic units difficult.

In British Columbia native roses are important sources of nutrients for wildlife. Many animals nibble at the fleshy exterior of the rose fruits and other animals eat the numerous bony seeds inside. The hips remain on the shrubs throughout the winter and are available above the snow when other sources of food are covered. For upland game birds the rose hips are particularly important as a food source. Very large amounts of tender shoots constitute browse for our big game, particularly our mule deer. The heavily armed rose thickets, too, provide cover par excellence for small rodents and birds of all kinds.

Showy flowers, sweet scented, bright orange and red rose hips, it may be added, make our landscape a cheerful one.

This month's cover photo is the work of Miss M. A. B. Biggs, a member of the Vancouver Natural History Society.

Dr. V. C. BRINK.

Deft Definitions

Deft Definitions (dedicated to Educators in general and Curriculum planners in particular).

Animal Training: Knowledge of means without knowledge of ends.

Authority: Supremacy of fact over thought.

Ambition: The putting of oneself before one's chief task.

Educational Authority: One whose ignorance is highly specialized.

Activity Program: The pupils go 'round and 'round.

Fanatic: One who redoubles his efforts after he has lost sight of his objective.

Sincerity

Down the long corridor of Time
Go hand in hand
A youth and maiden toward a distant gleam:
The shimmering evasive light
From that far land
That dreamers see, but only as a dream.

There in that fair Utopia
They hope to find
At last fulfilment of their long desire:
A land of opportunity
And peace of mind,
Where Freedom, Love and Truth the heart inspire.

Age upon age this hall was built,
And long may grow,
With memories and whispering ghosts, that hide,
Of Avarice and Chicanery;
For guileful flow
Soft voices calling guileless youth aside.

Not in this world, through wish or prayer,
Will dreams come true
When day will dawn and youth shall wake to see

The haven of their pilgrimage,
Until men do
And speak with souls of true sincerity.

GEO. K. SANGSTER

New Books

Continued from page 92

Equations of Love, by Ethel Wilson; Macmillan; 250-p; \$2.50.

In "*Tuesday and Wednesday*" the first of these two novelettes examining various aspects of love, the possessive, self-centred yet curiously comfortable relationship of Mort Johnson and his wife is examined for two average days. "*Lily's Story*" is much the better of the two tales. It describes the unobtrusive self-sacrificing and protective love of a mother for her illegitimate daughter. Both stories are set in Vancouver, and well worth reading.—L.M.C., Vancouver Public Library.

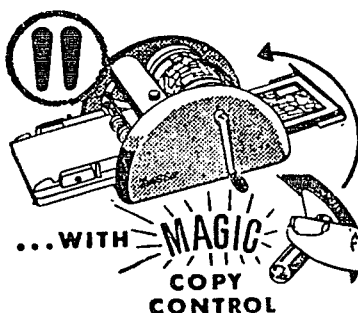
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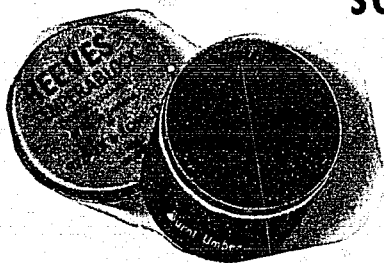
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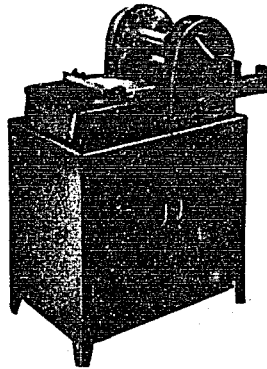
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