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JANUARY, 1952

the **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION
(See Page 181) ↓



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the BC teacher

Official Organ of the British Columbia Teachers' Federation

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Setting Our Sights

By ROSEMARY CRUIT
B.C.T.F. Public Relations Officer

MOST of us remember tales of our grandfather's about bringing home the bird for dinner. Often times, it meant using a lot of skill, an equal amount of common sense and not wasting ammunition.

As a youngster, he was doled out one shotgun shell, handed the old single-barrel and told to get a "good, plump bird." That meant a lot of thought and patience. Maybe he'd walk miles to a certain swamp and sit for hours by a special clump of bushes. With one shell, it meant he had to get real close before he would consider taking a shot. He'd pick and choose and wait for the biggest bird. And then, when the big moment came and he decided to "risk his all," how carefully he'd draw a bead on the selected victim!

He learned at a very early age that if he was going to bring home a good, plump bird he had to put a lot of thought into it and plan every move before he took that shot.

You might say that our public relations throughout the year comes down to the same thing. We're trying to "shoot down" a plump bird in the form of better education.

Our targets vary. Sometimes it might be pensions, curriculum, a new school or, as with most local associations now, we are talking salary. But unlike the boy with one shell, we have to look down more than one barrel.

Throughout B.C. this month, weekly papers are carrying lead stories on teachers' salary negotiations. The reaction of the public to these stories depends, at least in part, upon the thought and planning that went into the setting of your sights months ago.

Will the average man's reaction be,

"Oh teachers, what do they want this time?" . . . or, "I know what the teachers are doing and I'm on their side?"

Throughout the year, problems in education have to be explained to the public. Have you explained your problems just in terms of what is best for you, the teacher? Or, what is best for education in B.C.?

On the surface, these points look as if they are the same thing, and for the most part they are, but when it comes to selling, they are very different.

As an example, say we want smaller classrooms, better schools or higher salaries. If we sell it straight as what the teachers want, the pill will be too big for most of the public to swallow. But sugar-coat it a little bit and watch how easily it goes down!

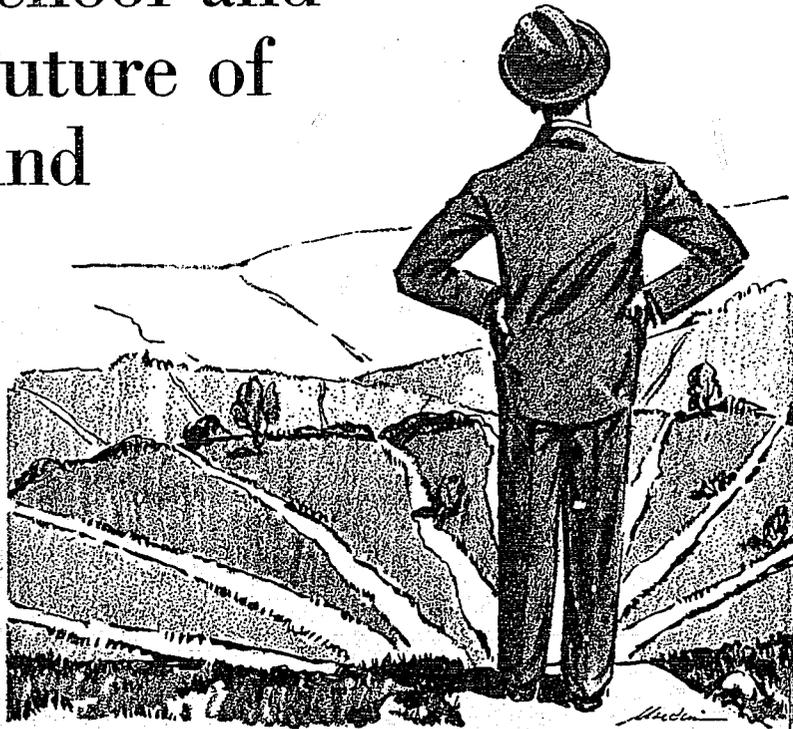
We don't want smaller classrooms because it makes for easier teaching. The point is, it makes for BETTER teaching. We want to get out of the old school and into a new building? Why? Because the children need better classrooms. The fact that the teaching staff is inconvenienced is not a selling point; but injury to the child's educational experience is.

And the public will nod their heads in sympathy about the teachers' low salaries and it is all too unfortunate. But sympathy is about all we will get. But if the public realizes that the educational program is losing superior teachers due to low salaries, there will be fast action because the children are involved.

It may be wise to remember that the results you receive on your campaign today, may be judged upon your thought and planning of six months ago. And, if you're planning a target for the future, the time to set your sights is today.

The School and The Future of Mankind

By
PAUL
R. HANNA,
Professor of
Education,
Stanford
University



No man can foresee the future clearly, but using knowledge, values, and good sense he can choose among the paths ahead.

EDUKATION is a weapon of progress, one of the weapons of human evolution." With these words a contemporary French scientist, Du Noüy, places the schools in the vanguard of forces that society wields to carve out the future. A few men of great wisdom through the ages have voiced the same thought. But only recently has the idea that men can deliberately use education to shape human destiny had much effect on the program of our schools. Despite the preaching of Plato, Aristotle, Cicero and Quintilian that the people must consciously use education to bring about the prosperous, peaceful, and just state of affairs desired, little headway was made during ancient and medieval times.

Martin Luther led the Reformation with a clear vision of the role that schools could play in social reconstruction. Although much of what Luther had to say was colored by his religious views, he was an early leader in advocating the establishment of public education for the improvement of the society of his time. Among his many utterances on the matter, the following are clearly in agreement with Du Noüy's concept. Luther said in his "Letter to the Councilmen of German Cities":

"... it will be the duty of the mayors and council to exercise the greatest care over the young... the highest welfare, safety, and power of a city consists in able, learned, wise, upright, cultivated citizens, who can secure, preserve, and utilize every treasure and advantage.

“... In all the world, even among the heathen, school masters and teachers have been found necessary where a nation was to be elevated . . .

“Since . . . a city must have well-trained people . . . we must not wait till they grow up of themselves . . . Therefore, we must see to it, and spare no trouble and expense to educate and form them ourselves.

“... Still, for the establishment of the best schools everywhere, both for the boys and girls, this consideration is of itself sufficient; namely, that society, for the maintenance of civil order and the proper regulation of the household, needs accomplished and well-trained men and women.”

Knowledge Governs Ignorance

The founding fathers of the United States of America emphasized the same truth. Washington, Jefferson, and a host of patriots agreed with Madison when he said: “A satisfactory plan for primary education is certainly a vital desideratum in our republic. A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or, perhaps, both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.”

The story of America's progress toward its present place of leadership among the nations of the free world is in essence the story of the manner in which public schools were made the chosen instrument for achieving the “American Dream.” Obviously, they inherited a rich continent; the early settlers possessed high ideals and the determination to match them; and they created institutions which freed men to perform great tasks. But steadily over the past 200 years they have put more and more stress on public education as the keystone in the arch of American success.

Within this period of two centuries they have come through the “industrial revolution” and entered the “power age.” These shifts in technology have resulted from the growth of science. One of the ideas emerging from science and technology is the concept of change. This is an exceedingly

new concept. Throughout the long pre-history and history of man, so little change was observable from generation to generation that our ancestors conceived of life as changeless. But with the opening of the “Great Frontier” by Columbus and the advance in science and technics which followed, men began to note differences that suggested to their minds the possibility that change was the universal characteristic of life.

Changing Idea of Change

The concept of change itself has gone through a series of changes. Change was at one time considered to be the unfolding of a predetermined plan which man was not destined to preview or to influence. At another time, change was recognized to be multiple in its possibility: At any moment in a man's life, the number of directions into which change might lead were not one, but many; the specific direction into which change actually did lead was dependent upon chance.

More recently men have come to see that the human will and action have a great

* * * * *

ABOUT THE AUTHOR

Paul R. Hanna, who has been on the Stanford University faculty since 1935, is much in demand as an educational consultant, especially on curriculum problems. In 1949 he was a member of the UNESCO Educational Mission to the Philippines. Previously he had served as consultant to the National Resources Planning Board, the Army Specialized Training Division of the War Department, and the Government of the Panama Canal Zone. He has been a member of the Educational Advisory Committee of the W. K. Kellogg Foundation since 1943. Dr. Hanna is also widely known as editor and author of several textbooks in social studies and other fields. His first contribution to our journal was “The Educational Outlook at Mid-Century” in the January, 1951 issue.

* * * * *

deal to do with subsequent events. As man stands facing numerous paths to the future, he may speculate about and weigh the relative value of moving in each of the possible directions, choose the most desirable one, then act so as to bring it about. The same is true for men as for a community: the group may wish to change some intolerable condition; the group is aware that several possible solutions are at hand and they choose; having chosen, the group then acts to accomplish the desired end.

In these notions of change, one point is most significant. In contrast to the earlier belief that change was single in direction and predetermined, or plural but wholly subject to chance, the more recent notion places change within the power of human choice and control. This subjection of change to human will, this human shaping of the future, is of greatest significance to education, as we shall demonstrate.

Education has taken its cue from the notion of change prevailing in a culture at any given time. There are three clearly observable goals of education that are associated with one or another of the concepts of change. In a static community, where change is not recognized, the educational job is that of passing on the cultural heritage. This concept is based on the belief that all possible problems have been met and solved by our ancestors, and we can accept their solutions without question. This cultural-heritage goal is justified on the assumption that the best preparation for tomorrow can be had in a knowledge of the problems and their solutions from a yesterday which is no different from today or tomorrow. This goal for the schools works admirably when change from yesterday to tomorrow is so slight as not to affect the main current of human thought and action.

Learning to Adjust to Change

With the acceleration of change accompanying the age of geographic exploration and power technology, the objective of education has shifted to preparation for adjustment to change. If tomorrow brings new conditions for which yesterday's solu-

tions are not wholly appropriate, then the individual and the group need to be taught how to meet and adjust to change, how to solve problems. Education during the first half of the twentieth century has given its greatest attention to developing this problem-solving ability in the individual and the group as the surest way of preparing to meet the unpredictable changes of the future. This concept of preparing people to adjust to change has probably affected educational thought and practice in our lifetime more than any other one idea.

It must be noted in passing that this adjustment-to-change objective of the school has not replaced the earlier cultural-heritage objective. Only a fool would contend that nothing in the tomorrow will have roots in or relation to the yesterday; history is a continuum and a knowledge of the past is highly pertinent and useful in facing today and tomorrow. This second objective of adjustment to change takes its rightful place alongside the older objective in the school of today.

Learning to Direct Change

A third objective for the school is emerging, which is directly related to the third notion of change: Society can choose among the possible changes to come and thus shape the future. One of the weapons it has at hand is the school. In short, education may be used by society to shape society, to direct change toward desired goals.

Illustrations from recent history are abundant. Denmark wished to make its agricultural practices at home and the marketing of its agricultural products abroad so efficient that prosperity would be assured for the nation. Under the leadership of Grundtvig, the Danish Folk Schools initiated an educational rebirth. Within two generations the Danish people have moved up to the top in the economic rank in standards of living. Clearly the Danish schools have earned the credit for having helped to bring these changes about.

Mexico offers another interesting example. A generation ago the Mexican people,

determined to improve the conditions of the rural Indian population, organized cultural missions. These missions or teams of educators moved into rural communities, established or strengthened the local schools, and set about to teach the farmers the fundamentals of reading and writing, of health and sanitation, of better child care, of improved agriculture and marketing, and of many other aspects of life. The results have been striking; Mexico each year becomes a most stable, prosperous, and advanced country.

American Schools Cause Change

Illustrations in America are legion in number. As early as 1642 the Puritans saw that education could be an instrument of social control and direction and that "the good education of children is of singular behoof and benefit to any Commonwealth." In their own time they have used education deliberately to bring about improvement in community health and sanitation, to foster better soil conservation practices, to promote higher individual responsibility in civic welfare, and to instigate a host of changes that the community considered desirable. There is nothing new or startling in this third objective of education, which states that the community consciously uses the school to bring about a change, an improvement, in some phase of the life of the people. What we see is a gradual awakening of the people to the deep significance of this newer educational goal, and a greater insistence that along with passing on the cultural heritage and educating for adjustment to change, a third objective—use of education to shape the future—be added.

In our recent emphasis in education on individual growth and development, we have, perhaps, given too little attention to the importance of education as an instrument in social, economic, political, and moral advancement. This is not to decry the importance of acquiring and applying all the knowledge they can gain as to ways in which children and adults grow and learn. It is, rather, to press the point that education must move forward in both directions, continually learning more about

the learner, and at the same time stressing the contribution the schools can make in helping to improve their society.

What Is Community School?

Recent educational literature has frequently discussed the community school. There are several notions as to what a community school is. But many consider the community school to be a major instrument through which the young people and the adults of a community continuously invent needed changes, discuss alternatives, choose the more promising, and then act to bring about the conditions desired. The community school is the agent of the people through which they move themselves and their institutions in the direction which good sense dictates. The goals may be minor and short-term, such as the beautification of the homes and public grounds of the neighborhood. Or the goals may be major and long-term, such as the raising of the moral and ethical behavior of the community or the understanding and behavior essential to participate effectively in inter-racial affairs of the world community.

It is impossible to think of a community school as identified with a limited geographic area. With every important advance in communication, they have had to broaden their definition of "community." It is significant that the words "community" and "communication" stem from the same Latin root—*communis*. Communication improvements have forced them outward in their concentric circles of communities—local, state, national, the "free" peoples of the West, and the world. Each smaller community is an integral part of each wider area.

Yet communication of itself is not enough to develop a community. While we are today a one-world community in communication and transportation, in our value systems and institutions we are farther apart than ever. The basic problem facing us is whether the emerging world community will be organized under a representative-democratic or totalitarian concept. This is one of the problems which

(Continued on page 164)

THE COUNTER-ATTACK

It Starts In The Classroom

By HARRY A. FOSDICK

IF you wanted to start an attack on the schools in your community, where would you look for support and following?

To dissatisfied parents of schoolchildren, of course! What chance would any attack have if the parents of the community believed fervently that their children were receiving superior education under superior teachers?

Now add one more observation—most parents “base their entire judgment of the school system and the profession on the impression they receive from one teacher—or on the report of someone’s contact with one teacher.”

There’s only one conclusion possible. The leading role in fighting unwarranted attacks on the public schools falls to the classroom teachers in every community. They comprise the front line in any counterattack. “A community that appreciates its teachers takes pride in its schools.”

The National School Public Relations Association, a department of the National Education Association, has set out to prepare America’s teachers for this vital role by making its 1951 yearbook a public relations handbook for classroom teachers.

NSPRA officers noted that so much attention has been given to superintendents’ annual reports, press relations, radio and television programs, and the work of full time public relations consultants employed by some districts that the fundamentals of school-community relations too often were being ignored.

“Public relations isn’t something to be left to the experts. Actually, IT STARTS IN THE CLASSROOM,” they declared. And that’s what they named their book.

Extraordinarily Ordinary

Deliberately the writers excluded ideas and technics that involved school policy or required action by a whole faculty association to become effective. They centered their attention on ways individual teachers could perform their regular, ordinary tasks with new emphases which take maximum advantage of each public relations opportunity.

What are the areas where teachers frequently make enemies who may later form the supporting forces for the school’s attackers? The yearbook committee cites some common but conspicuous examples:

In its new public relations handbook for classroom teachers, “It Starts in the Classroom,” the National School Public Relations Association points out that in a community where the people understand the school program and have faith in the staff, the quality of education is generally high. There classroom teachers have essential instructional materials, salaries and working conditions reach professional levels and educational opportunities of students are outstanding. The handbook will help every classroom teacher grasp the significance of his role in building this understanding through good public relations.

Harry A. Fosdick, the author of the accompanying article, is a field representative of the California Teachers’ Association. He served as one member of the National School Public Relations Association editorial committee which prepared the new public relations handbook for classroom teachers “It Starts in the Classroom.”

The teacher who, at end of her patience, scolded the mother of one child "for coming here and insinuating that I haven't done the best any teacher could do for a child of such limited abilities." (It was noted that five parents, four of whom had not visited the teacher, later complained to the principal regarding the way parents and children were treated by his teachers (plural)).

The apologetic tone used by some who identify their vocation with, "I'm JUST a teacher."

The misguided teacher who condemned public schools for "graduating hordes of students culturally illiterate and unable to use the basic tools of communication."

Teachers who made ill-considered homework assignments as punishment or as "busy work."

On a report card already damning the boy with bad grades, one teacher informed the parents that "John is a liar."

Another teacher who refused to explain to his class why he was requiring certain activity, stating that "I have my reasons or I wouldn't tell you to do it. It's your business to do what I say."

Classified Calamities

Stated in broad classifications, the NSPRA yearbook committee said these and other samples indicated failures in personal relationships with the community through lack of pride, loyalty and tact, failure to interpret "Why We Teach," failures in classroom teaching technics, failures in home relationships through assignments and reports, and failures to utilize opportunities in co-curricular activities.

While some teachers fail in these areas, others have found them the ideal channels to good community relations. *It Starts in the Classroom* brings together the experiences of hundreds of teachers who have been successful practitioners. It makes their technics available to every teacher.

Pre-Requisite to Technics

Several personal characteristics are essential before the teacher can achieve maximum benefit from specific public relations technics, the editorial committee declared.

Pride in the profession is cited as the first requisite to individual effectiveness as a representative of the profession. Loyalty to the profession is next, following the principle that "where praise seems impossible, silence is the rule."

Interest is called the key to positive public relations as it is to learning. "Do you listen to others—pupils, parents, associates, acquaintances—with genuine interest or with only tolerance? Does your attitude and manner reflect your love of children and pleasure in your work?"

Child-Centered Conversations

A blast at the teachers' brand of that great American pastime—griping—is implied in the admonition that in all contacts and all conversations concerning the profession, teachers should "stress what teachers DO—not what teachers WANT."

This is made specific. "It's not a new building for the school—it's new classrooms for the children that are needed. Inconvenience to the staff is not important from a public relations viewpoint; injury to the child's educational experience is!"

"Low salaries may be publicly accepted as unfortunate; impairment of the educational program through loss of superior teachers due to low salaries can bring action."

Why?—The Basic Question

"Good teaching is good public relations." What is taught—and how—is the foundation of any thinking on improved school-community understanding. Child happiness based on personal achievement in the classroom, regardless of whether the teacher's philosophy and methods are in the "traditional" or the "progressive" category, is the perfect beginning of positive relationships.

This, unquestionably, is the central theme of *It Starts in the Classroom*. However, a teacher who understands thoroughly why he teaches what he teaches—based on knowledge of child life and community life, must be met by pupils and adults who likewise understand.

Bringing pupils, parents, and other mem-

bers of the community into the curriculum planning and evaluating activities is portrayed as both a means and a goal. "When pupils know 'why' and are active participants in the planning process, they achieve better and more intelligently."

Similarly, parents and other citizens who help to plan curriculum enrichment activities achieve an understanding that immunizes them from becoming reckless critics.

"Teachers probably have spent more time and devised more technics to develop parent and citizen understanding of what they're teaching than they have in creating a similar pupil understanding," the committee wrote.

"This effort seems shortsighted, since pupils who understand what they're doing make better students, constitute our best means of spreading understanding to parents, and obviate the necessity of 'starting from scratch' in achieving the desired appreciation when students become parents and adult citizens."

Proven technics used by outstanding teachers and suggested variations are detailed to assist teachers in developing this understanding through pupils, and through direct contact with parents and community leaders.

Interpreters, Junior Grade

"What pupils think about a teacher or a school invariably becomes the thinking of parents and the community. No one else goes into the home as a school representative more often, and no one is listened to with greater interest and credulity."

With this observation, *It Starts in the Classroom*, sets forth guiding principles and specific technics that develop good pupil and parent relations through classroom teaching methods and homework practices.

Fairness, approachability, and friendliness are the outstanding traits of the best teachers, at least in pupils' minds. Therefore, good relations with pupils depend to a large extent on how the teacher exhibits these qualities.

Discussion periods and individual conferences on pupil needs and interests, in-

teresting activities in which pupils are participants and resource contributors, the teacher's assumption of partial responsibility for effective learning as reflected in the question "What should WE do now to overcome OUR poor results in this test?"—these are some of the approaches recommended in more detail to make the classroom productive in both learning and public relations.

What Parents Learn

"What did you learn today?" or "What did you do in school today?"

Probably no questions are more frequently asked of pupils by parents than these. And probably not more dismally answered.

From the kindergarten child who replies, "We just played," the third grader who adds "We just played store," and the high school senior who remembers only that "We spent most of the day practicing for the senior play," the parent gets a weird idea of what's going on at the schoolhouse.

We can be sure that the parents hear much. The complaints they bring or publish frequently show that they don't like what they hear. Yet rarely are pupils helped to summarize their experiences before they leave the classroom or the school.

The technic considered so important that it's repeated in two chapters of *It Starts in The Classroom* is one designed to cure this acute public relations pain.

What Hits Home

Homework and progress reports—two elements of the teacher's job which go directly into his pupil's homes—are the sources of negative, positive, or neutral relationships between home and school.

"Consider what happens to parents' attitudes when a pupil toils over homework given solely for disciplinary purposes, or on assignments which require an abnormally long time for completion, have no recognizable purpose, assume that the child will have assistance from well-educated parents, and compete with major school or community events."

How to give an assignment so that both

its purpose and its requirements are well understood; how to survey and consider the home facilities or limitations; how to make assignments that are less book-centered, involve parent participation, direct children into closer relationship and sympathy with their parents, and utilize community resources—these are the helps *It Starts in the Classroom* offers teachers.

Progress in Progress Reports

Many school people can testify that few practices cause more complaints than report cards and efforts to improve them. Yet some system of reporting progress to parents should be an invaluable avenue toward friendly relationships.

Extremes in individual reporting practices are reflected in the student comments about two teachers:

"He gave out a lot of bad marks and said we were poor pupils, but he never offered to give us special help."

"You could tell she was sorry when she had to give us poor marks. She seemed to think it was her fault. We used to work awfully hard to help her get our marks up."

Adoption of narrative reports may not be the answer unless each teacher becomes skilled at "wording reports so as to encourage objective and dispassionate thinking, rather than to inspire a desire for retaliation." Also, some "literate enemy of the school could almost crucify teachers on the evidence of their own written communications" when they reflect carelessness or ignorance in sentence structure, spelling or punctuation.

While *It Starts in the Classroom* lists words that can hurt in report communications, and outlines numerous plans found helpful by some teachers and school systems, its main message is that every report sent home is an interpretation of the school as well as of the pupil.

"Parents are inclined to bestow their favor on those schools in which their children succeed." Marking systems built in such a way that fewer than half the pupils can look with pride on their accomplishments are a public relations hazard that

many teachers do—and all teachers must—struggle to avoid. Report cards are due for major attention in any long-range public relations planning.

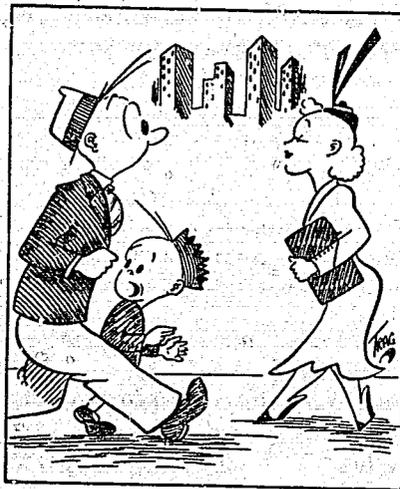
Foreword—Then Forward!

Dramatic attacks on schools have led to widening publicity about the organized attacking forces. We have observed that these forces make little headway except when a breakdown in community relations has made the school fertile for strife.

The best defense, we are told, is a strong offense. In this case, the counter-attack starts with positive public relations at home to develop the understanding and appreciation which will surround the school with aggressive protectors.

The National School Public Relations Association has written the teacher's manual of arms. Its yearbook points the way. *It Starts in the Classroom*.

Copies of the 64-page, 2-color, illustrated handbook are available from the National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington 6, D.C., at \$1.00 per copy, with discounts for quantity orders.



"Yeah Dad, that's her, but don't let all that pretty sweetness fool you."

Educational Finance in B.C.

By ALLAN SPRAGGE,
Executive Assistant, B.C.T.F.

This timely article on the problems of educational finance in B.C. should be read by every teacher. Two other documents prepared in the B.C.T.F. office are available to local associations and others for information and study. These are "A Study Concerning Educational Finance" and a supplement to this, "Report to Joint Committee on Education Finance, December 12, 1951."

Who Should Pay?

IF WE accept as established the principle that education is a public responsibility and should not be paid for by the parents through fees, then obviously it must be financed out of some form or forms of tax. There are three levels of government which have the authority to levy taxes.

(1) The Canadian Government, whose chief revenue is derived from such indirect taxes as customs duties and excise tax, from personal and corporation income taxes, and from a sales tax at the manufacturers' level.

(2) The Provincial Government, which derives its revenue from such specific taxes as those on gasoline and liquor, from royalties on natural resources, from the retail sales tax, and from Dominion Government grants which are supposed to reimburse the province for its loss in voluntarily vacating the income tax field.

(3) The Municipal Government, which relies heavily on real estate taxes, raises some revenue from business licences, and receives some grants from the provincial treasury. Where money must be raised for

local purposes but there is no municipal government, a provincial tax collector may raise the money and turn it over to the local disbursing body (rural school board, dyking authority, and the like).

Which of these taxing authorities should bear the education burden? Three considerations must be weighed. Which has the broadest, fairest and most democratic taxation source? Which will take the most direct and constructive interest in the schools? What does Canada's constitution, the B.N.A. Act, have to say on the subject?

The official philosophy in British Columbia seems to be as follows: Under the terms of the B.N.A. Act, the primary responsibility is assigned to the Provincial Government. Hence, that Government, through its Department of Education, must assume primary control, and bear at least a portion of the cost. On the other hand, the Municipal Governments, being constituted through an Act of the Provincial Government, the "Municipal Act," are in a sense, creatures of the Provincial Government. The latter has assigned to them a direct share in the financing of education, on the theory that local responsibility stimulates local interest, and that active interest at the "grass roots" level is essential to a healthy school system.

Much has been said regarding "Federal Aid" for education. The British Columbia government seems to fear Federal Aid, on three grounds. First, he who pays the piper calls the tune, and our government apparently believes that centralized authority, on a national level, with the red tape and autocracy it seems inevitably to foster, would be detrimental to education. Secondly, it appears to fear that Federal Aid

would be distributed on a basis favoring the less wealthy provinces. This would result in more money being collected from B.C. in tax form than would be returned in the form of education grants. Finally, British Columbia, with its strictly non-sectarian school system could consider with some misgiving the possibility that Federal Grants might become a lever for the introduction here of separate schools. These arguments may or may not be sound. A form of Federal Aid might be devised that would be safe. Nevertheless, these are the considerations that appear at present to determine thinking on Federal Aid in British Columbia.

What System Has Become Traditional in B.C.?

In British Columbia, the administration of local schools is carried out by a locally elected School Board. Although the training and certification of teachers, the designing of the curriculum and the inspection of schools are retained as prerogatives of the Provincial Department of Education, the local Board is charged with the responsibility of building, equipping and maintaining the schools, and hiring and paying the teaching and other staffs.

The School Board is an entity separate from, and not responsible to, the Municipal Council. Its powers and duties are set forth in the Public Schools Act. Since the establishment of large school districts, the territory administered by a School Board, in many cases, does not coincide with municipal boundaries. In some cases the school district includes more than one municipality.

The School Board does not have the power to levy and collect taxes. It derives its principal revenue from two sources: direct grants from the Provincial Government; and requisitions upon the local taxing authority.

The system of direct grants to the School Board, established through the implementing of the Cameron Report, is as follows. A "salary grant" is calculated on a scale which takes into consideration the number of teachers employed, their experience, and the types of certificates they hold. To

this are added "administrative" and "supervisory" grants, calculated on a basis of the number of pupils in average daily attendance. The grant is a little higher for pupils in high school grades, and a little lower for those in primary grades, than for those in the intermediate grades.

The total basic grant thus calculated is then reduced by an amount equal to a 5-mill levy on the land and 75% of the improvements of the school district. This reduction factor is, of course, largest where the district's available assessment is greatest. Hence, it serves, in part, to "equalize" the grants in terms of local ability to pay.

The actual figures in the basic grant scale, calculated in terms of 1944 costs, have since been amended to only a very slight extent. As costs rose in the highly inflationary period 1946-1951, these figures became inadequate. Rather than amend the basic grant structure, the government chose to allow the increased costs to be met almost wholly out of local requisitions, but to provide relief by paying to the municipal governments one-third of the proceeds from the 3% S.S. & M.A. tax (sales tax). As this did nothing for the rural school districts, the governments provided also for "Special Aid" grants to the rural areas. These grants, paid out of Consolidated Revenue, were sufficient in amount to cover the whole school operating cost (not the capital cost) to the rural area, beyond the amount raised by a levy of 8 mills on the available assessment (100% of land and 75% of improvements).

At present, then, a school district having a municipal component and a rural component receives its funds from the following services:

- (1) basic grant from Provincial Government
- (2) requisition upon the rural component, met
 - (a) locally to the extent of 8 mills
 - (b) the balance from the Province in "Special Aid".
- (3) requisition upon the municipal component, met
 - (a) partly out of S.S. & M.A. grant
 - (b) partly out of local taxes.

So far as the requisition from the School Board upon the Municipality is concerned, the School Board must submit its estimates to the Council by March 15th. The Council may adopt the estimates or challenge them. If the estimates are challenged and the Board is unable or unwilling to reduce them, an arbitration ensues. The award of the arbitration board is binding upon both School Board and Council.

What Are the Weaknesses of This System?

The system of educational finance in B.C. is unsatisfactory in several respects. Some of its defects should have been foreseen and avoided; others became apparent only in the light of experience.

First, the system by which the S.S. & M.A. grant, which has rapidly become the major government grant, is paid to the Municipal Council rather than to the School Board, has produced an anomalous situation. A hypothetical example will illustrate the point. Suppose the gross cost of schools to a municipality is \$600,000 and its gross expenditure on other services is also \$600,000. Suppose its assessment is such that a levy of one mill raises \$20,000. Gross school costs and gross general costs therefore amount to 30 mills each.

Against general costs there are Government grants, such as gasoline tax and the like, amounting to, say, \$80,000. Against school costs the basic grant may be \$200,000. After allowing for these we have a school mill rate of 20 mills, and a general rate of 26 mills.

Now, what about the S.S. & M.A. tax grant? Its main purpose is to help meet school costs; yet the Act under which it is granted makes no mention of schools. Hence, the municipality must show it as general revenue. Suppose it amounts to \$240,000; equivalent to 12 mills. The picture shown by the municipal financial statement is this: schools 20 mills, general 14 mills.

If the S.S. & M.A. tax grant had been paid to the School Board, this money, which is not raised locally, would not have been included in the School Board's requisition, hence would not have appeared in

the municipality's financial statement. The municipality's expenditure for schools would have been 12 mills less, and its general revenue would have been 12 mills less. Hence, the picture would have been: schools 8 mills, general 26 mills.

In either case, the total mill rate is 34 mills, but the vitally important attitude of the taxpayer is involved. If his tax statement shows 20 mills for schools and only 14 mills for general purposes, he tends to become violently anti-education. If he sees 8 school mills and 26 general mills, he may be just as angry, but his wrath is not directed against the schools.

Admittedly, education cannot claim the whole of the S.S. & M.A. tax grant. Some of it is designed to assist with other social service costs. Since school costs in the average municipality are about four times the cost of other social services, it would be logical to split the grant, 80% for the schools, 20% for the general fund. To be on the conservative side, the B.C.T.F. has suggested 75% as education's share.

On this basis, the true picture for the above municipality would be: schools 11 mills, general 23 mills.

On Total Population

A second weakness arises from the basis of distribution of the S.S. & M.A. tax grants. Each municipality shares in it in proportion to a figure which is the sum of its total population as estimated in 1946, and its school population in the current year. Now, it is difficult to justify basing the grant on total population if it is intended as an education grant, for school costs depend on school population, not general population. Moreover, some municipalities have grown much more rapidly since 1946 than others, so that a distribution on the basis of 1946 population has become absurd. This latter absurdity will be corrected in 1952, when the 1951 census figures will be used to replace the 1946 estimate, but how long will it be before the 1951 figures become obsolete? How great this weakness is, is indicated by the fact that the amount of the 1950 S.S. & M.A. tax grants to some representative municipalities were as follows:

Municipality	Grant	School Grant Enroll- ment	Per Pupil
Victoria	\$ 593,029	5647	\$105
Fraser Mills	4,911	48	102
Greenwood	11,853	118	100
Vancouver	3,693,414	40716	91
Trail	\$ 120,277	2079	\$ 58
Port Alberni	80,584	1383	58
Courtenay	23,475	402	58
Cumberland	11,411	197	58
Grand Forks	17,646	308	57
City of North Vancouver	146,533	2572	57
North Cowichan	60,956	1074	57
Esquimalt	52,747	920	57
Rosland	\$ 45,871	1061	\$ 43
Port Coquitlam	25,333	610	42
Sumas	37,171	907	41
Glenmore	9,477	243	39

The median municipality received \$57.50 per pupil. The mean obtained by dividing the total of the S.S. & M.A. grants to the municipalities by the total number of school children residing in the municipalities, was \$68.50 per pupil. The four metropolitan centres of Vancouver, Victoria, Oak Bay and New Westminster, having 40.5% of the municipal children, received 54.2% of the sales tax money. Among them, they received \$1,200,000 more than they would have had if the distribution had been on a straight "per pupil" basis.

A third objectionable feature of the present system of school finance is the "pegged" mill rate for rural areas. Since the whole ordinary expenditure for education in these areas, above the standard 8-mill levy, is borne by the province, one of two results inevitably occurs. If the Department of Education does not scrutinize closely the School Board's estimates, "the sky is the limit." If extravagance, waste and inefficiency occur, they cost the local population nothing. On the other hand, to prevent this situation, the Department must exercise such close supervision of costs that the School Board loses much of its autonomy. In either case, wherever a school district includes a municipal and a rural component, the different school mill rates in the two components cause local friction and antagonism.

Finally, the scale of salary grants which forms a part of the basic grant system is less than satisfactory. Dr. Cameron's prin-

ciple that the grant scale should be flexible, and should follow current practice in payment of actual salaries, has been ignored. As a result, the grants received by a School Board on behalf of experienced and highly qualified teachers exceed the minimum grant by a relatively small amount, while the salary paid to these teachers exceeds the minimum salary by a relatively large amount. It thus becomes so expensive for a School Board to hire experienced teachers that it hesitates to do so. We now have in the province many first-rate teachers of long experience who are literally "frozen" in their present positions because no other School Board can afford (or is willing to afford) to hire them.

What Is the Remedy?

A number of persons and groups have studied, and are studying, this problem. The solutions they offer will vary. No one of them can say, "This is the answer." In the end, the Provincial Government will decide what solution will be adopted, since provincial expenditure is the main factor involved. If our analysis is intelligent, and intelligently presented to the government, it may influence the final decision.

Any tentative plan submitted to the government, if it is to be of any practical value, must satisfy the following conditions:

(1) It must provide sufficiently large provincial grants, so that the balance is not too great a burden to be borne locally.

(2) It must leave a sufficient local cost load to ensure local interest and local responsibility, and hence protect the autonomy of the School Board.

(3) It must give fair treatment to all districts, urban and rural, centralized and scattered, wealthy and poor.

(4) It must be sound in its reaction upon education, as well as in its purely financial aspects.

(5) It must be flexible enough to be readily adjusted to changing cost levels from year to year.

(6) It must be so devised that the tax-

payer, particularly at the local level, is not misled as to his true educational costs.

(7) It must be acceptable to the Government. The Government has made it clear that at present this means, for one thing, that it must be tied to some fluctuating revenue source, such as the sales tax. An adequate system of grants paid entirely out of Consolidated Revenue could be devised; it might be logical, and in its educational implications highly desirable; yet, to present it to a Government that is prepared to think only in terms of the sales tax would be a waste of time.

Conclusion

The background of thinking which has been reviewed here has been the basis of the work of the B.C.T.F. Committee on Education Finance. Working in close cooperation with representatives of the B.C. School Trustees' Association, the Union of B.C. Municipalities and the B.C. Parent-Teacher Federation, this committee has played an important part in the preparation of a joint brief which will shortly be presented to the Cabinet.

SCHOOL AND MANKIND

(Continued from page 155)

the community school must face and to which it must make a positive contribution.

Who Shall Influence Schools?

The problem of authority becomes a serious one in this educational objective of shaping human destiny. Who shall decide the shape of things to come and write the directives for the schools? In a totalitarian state, the decisions are made by a small group of self-perpetuating elite who think and act for the people. This concept is wholly abhorrent to free peoples. For the democratic communities, the proposal is sometimes made that the teacher is to make the blueprint of the future and organize the curriculum accordingly. This proposal is equally fallacious. Often special interest groups take the initiative and decide what changes are desirable, then use the schools to accomplish their ends. Again, this notion of authority is unsound.

The true community school is an instrument, a weapon of the people—all the people—to be used in moving in directions in which consensus has been reached. No one group, no matter how well intentioned their motives, shall capture education for their "partial" purposes. Special groups and minorities have the right and the continuing obligation to state their cause for the entire community to hear, and if the cause is just, there is always the possibility that it may become the will of the ma-

majority and thus rightly a directive from the people to their community school. On this issue of authority there must be clear thinking and consistent practice.

No man can foresee the future with assurance. But men, using history, science, values, and good sense, can distinguish among the multitude of paths leading into the tomorrows. War or peace, love or hate, freedom or slavery, force or intelligence, poverty or sufficiency, such alternatives we must choose among. And once a free people have chosen, they will increasingly use education—the community school—as a "weapon of progress, one of the weapons of human evolution."



"Let's start a petition to let them start school at the age of three!"

THE B. C. TEACHER

Have You Heard Professionally Bound

By CHUCK BAYLEY

This article on the medical profession provides an interesting comparison with present practices and B.C.T.F. aims in the field of teacher training and certification.

ALTHOUGH we have often heard it said, the medical fraternity itself does not talk about the elaborate set of relationships which bind its members together. Nor does it admit that unless a doctor pursues his career within the framework of its organized bodies and the hospital hierarchy, he can scarcely aspire to fame and fortune.

A doctor practices by the approval of his peers. He uses the facilities of a hospital with the permission of the hospital board. He progresses professionally largely through the educational programme promoted by the doctors themselves.

College Controls

The B.C. College of Physicians and Surgeons controls the medical doctors of British Columbia. By our Medical Act, every doctor must be certified by and be a member of the college. Every doctor is responsible to it for his medical and ethical practices.

The College deals mainly with the registration and discipline of its members and with the economic position of the profession in so much as fees and various pre-paid medical schemes are concerned.

Its affairs are controlled chiefly by a nine-member Council on which Vancouver has four members, Victoria has two, and three other electoral districts have one

each. Registrations are handled by a special committee of which the Dean of the Medical Faculty at U.B.C. is a member. Complaints are investigated by an Inquiry Committee which may and generally does include a judge of the District Court.

The College has a permanent executive secretary and a permanent home in the well-appointed Academy of Medicine, 10th and Burrard, Vancouver. It pays its way on a \$50.00 annual membership fee. (This is to be reduced to \$40.00 shortly).

Register Requirements

To get on the register of general practitioners in B.C. every doctor must be a graduate of a medical college approved by the American Medical Association. He must also pass the oral and written examinations of the Medical Council of Canada, in medicine, surgery, obstetrics and gynecology, pathology and bacteriology, public health and hygiene. He must present acceptable references as to character and competency. An immigrant doctor must also file a certificate of intention to become a Canadian citizen.

It should be noted here that British Columbia has no reciprocal agreements to recognize doctors approved by other Canadian provinces or foreign countries.

Requirements of the register of specialists are undergoing an upward revision. The interim list established a few years back to check self-rated specialists will be wound up this May 1st. Then, all specialists in B.C., present and future, will have to meet standards set by the Royal College of Physicians and Surgeons. Each must

have completed five years post-graduate study in his specialty and allied fields.

While stiffening standards is in the public's interest, it ups the cost of medical attention. Even now, a general practitioner's training costs him and the State around \$15,000, a specialist's about \$50,000. These initial costs along with a substantial capital outlay for instruments, equipment, and a car, and about \$250 a month to run a modest office, largely determine the fees approved by the College of Physicians and Surgeons.

Hospital Hierarchy

A hospital is just as important to the doctor as to the patients. Here he gains experience and professional status. These affect his economic returns tremendously. A doctor, top-rated by his associates, can earn more than ten times the highest paid teacher in British Columbia.

All over the continent, a tight set of professional relationships has evolved within hospitals. A doctor starts at the bottom and wins his way up to be a senior, head of a department, or even chairman of the hospital medical board. But his services to the hospital in treating indigent patients, lecturing to student nurses, and doing special research are all for free.

The Vancouver General, typical of large metropolitan hospitals has four status levels—Visiting Staff, Attending Staff, Consulting Staff, and Honorary Consulting Staff. It has over 210 doctors on staff available for voluntary work. The hospital, of course, has also a full staff of Physician Employees handling technical services.

A doctor must obtain permission from the Hospital Board to treat his patients there. With this, he goes on the Visiting Staff but he has no commitments to the hospital, nor does he obtain any professional return. Most doctors are on the Visiting Staff of all the major hospitals here.

A doctor wanting to be part of the hospital organization, applies for a position on the Attending Staff. He generally begins by working in the Out-patients Department and through promotions made

by the Board of Trustees, advances ward. He starts as an associate, then moves to an assistant and on up to a senior and to an assistant head or head of a department.

The heads of most departments are chosen by their fellow seniors, but with the establishment of the Faculty of Medicine at U.B.C., the heads of the Departments of Medicine, Surgery, Obstetrics and Gynecology, and Pediatrics at the V.G.H., are also professors in their specialty at U.B.C.

The Medical Board of V.G.H. is composed of the heads of the major departments and the Dean of the Medical School. As against the administrative, house-keeping side of the hospital, the board controls the medical aspects.

A doctor on the Attending Staff gets considerable reward. He attends conferences on unusual cases and has access to the "teaching" beds assigned to his specialty. And if he does outstanding work, he picks up a lot of "referred" private patients.

At the point in his career when his private practice becomes so great that he cannot give time to the hospital, a doctor goes on the Consulting Staff and is available for consultations. Further along in his career, he is likely to take an honorary position, recognition for his contribution to the hospital's welfare.

Programmes Pay-off

While the medical profession binds its members closely, it has evolved a unique in-service programme that puts its head, shoulders, and body above other professional groups. The programme is promoted through national, provincial, and local organizations.

Here in Vancouver, most doctors belong to the Vancouver Medical Association, the B.C. Medical Association, the Canadian Medical Association, and to at least one or two common-interest groups. All work at this business of education.

The V.M.A., for example, publishes a monthly journal which goes to every doctor in B.C. It holds a meeting every

(Continued on page 169)

A Book Lover's Pilgrimage

By MARY ELIZABETH COLMAN

FINDING myself somewhat unexpectedly in New York, and later in Toronto this past summer, I determined on a sort of pilgrimage.

This is a difficult time in which to be young. A time when peace is a fighting word; a time when co-operation is the world's only hope, and yet we see disintegration on every hand; a time when every man's strength and goodwill are vital to all, and yet prejudice refuses brotherhood on the score of colour, language or religion.

So, believing that books exert an incalculable influence, and that the best thought the times has to give is to be found in its best books, I went from publisher to publisher with my question, "Have you among your juvenile books this Fall any that have, besides the qualities of good bookmaking and entertainment, anything of significance to say, anything that will help a child to meet and understand the puzzling and terrifying problems of his time?"

There are many writers, I found, who feel this same concern, editors who agree with them, and publishers willing to make their work available to us.

I'd like to tell you something about some of the books I discovered. Everyone of them is a good story, well told; each has something to say about an important subject, but none is didactic, self-righteous or preachy. Moreover, they are all attractive to look at; the illustrations are good; the print readable and well spaced on the pages, the bindings satisfactory.

For the Young

First, books for the very young. One of the most distinguished picture books of the year is *Finders Keepers* by Will Lipkind, the writer, and Nicolas Mordvinoff the illustrator, published by Harcourt

Miss Colman, a former Vancouver School Librarian, here reviews several books each of which she says: "... has a special importance and significance for young people of today".

Barce. An over-size book, with a coloured illustration on every page, *Finders Keepers* tells about two pups, Winkle and Nap who dug up a fine, juicy bone. "I saw it first," said Nap, "that bone is mine." "I touched it first, it's mine," said Winkle. Since they could not agree, they decided to ask for help. But they found that each of their neighbours was interested only in his own affairs, until Mr. Longshanks, a big mean dog came along. And his interest was in the bone! So Winkle and Nap dropped their quarrel and shared the bone.

The language of the story is simple and rhythmic, the characterization strong, and the illustrations delightfully humorous. *Finders Keepers*, though written for the five to nine years-old, will appeal to children both younger and older.

A new book by William Pene Du Bois is always an event. This time he gives us *Bear Party* (Macmillan), a small format picture book with an amusing and light-hearted story that has something important to say about getting along together. The action takes place in Koala Park where teddy bears live in trees, and once upon a time became angry with each other, stopped speaking to each other, and "even stopped looking at each other and just stared straight ahead and made growling noises."

How the wise old teddy bear changed this sad state of affairs make a story that

has more to it than meets the eye, and gives Mr. Du Bois occasion for pictures rich in colour and interest to illustrate the story.

Audrey McKim is an Edmonton school teacher, and her first book, *Here Comes Dirk* is published by Oxford University Press. Bruce Johnston has contributed lively illustrations, mostly in black and white.

Miss McKim tells in language simple enough for grade three and four, the story of a displaced Netherlands family living on an Alberta farm while the father, Mr. Willem, works his obligatory year as a farm laborer.

Dirk, just six years old, is the hero of the tale. He is a shy child, afraid of being laughed at or stared at by the other children. Through his experiences, and those of his older sister Anna, Miss McKim gives a sympathetic picture of the difficulties confronting newcomers to Canada.

A Race Horse

There's always room on the shelf for another good horse story, and *Little Vic* by Doris Gates (Macmillan) is a good horse story plus.

"Little Vic" is a race horse, son of Victory, grandson of Man O' War, and in telling his story Doris Gates introduces us to the world of horse racing, to the jockeys and exercise boys, to the owners and to life on a training farm and at the different race tracks.

Best of all she introduces us to Jonathan "Pony" Rivers, the orphaned son of a jockey who loves horses more than anything else, and who loves "Little Vic" best of all. The story of Pony's great love and great ambition, of his handicaps and his sacrifices and of his final triumph, which is "Little Vic's" too, is moving and engrossing. The "plus" is dropped almost casually; about half-way through the book we learn that Pony is a Negro, and the way Miss Gates uses this element in her story gives it the significance for growth and understanding that we are looking for.

Kate Seredy's illustrations for *Little Vic* are outstanding, and the book designer has made them an integral part of the book

to give it great distinction of format as well as content.

Appealing to same age group, ten to twelve, is another fine book published by Macmillan, *Yaller-Eye* by Thelma Harrington Bell, illustrated by her husband Corydon Bell. This story is set among the mountaineers of North Carolina, a poor and underprivileged people. Yaller-Eye was a cat, a hunting cat and a good ratter who belonged to little Randy Reed. When Yaller-Eye whose "eyes glowed as a yellow agate in the sun" lost a paw in a ground-hog trap, Daddy Reed said they ought to get rid of her, for in the mountains there is no room for a pet who isn't useful. But Mama and little sister Fran, and Miss Kenmore, the teacher, were all on Randy's side, and in the end they found a solution which satisfied everybody.

The special significance of this story lies not only in what the ignorant mountain family learned from the city teacher, but even more in what the highly educated Miss Kenmore learned from them.

From a Child's Viewpoint

Do you remember *Emil and the Detectives* by Erich Kastner? The author's newest book *Lottie and Lisa* (Clarke Irwin) is written in the same inimitable style, and breaks new ground by treating of the subject of divorce, from the point of view of the children concerned.

Lottie and Lisa are identical ten-year-old twins; Lisa lives with her father in Vienna and Lottie with her mother in Munich, but neither child is aware of the existence of a sister or another parent until they meet by accident at a summer camp and work it out for themselves. But still remains the puzzle, why do their parents live apart? Why have they never been told about each other?

How the children set about to solve their problem, and what it means in sacrifice and very real suffering, makes an absorbing story which mounts to a happy conclusion.

Erich Kastner has handled his delicate theme with great tact and wisdom; the realistic story is so imbued with humour and with the affection of the girls for each other and for their parents, that the effect

is wholly constructive and good. Who knows how many future marriages may owe something of their success to Erich Kastner's courageous book?

The Steadfast Heart by Mary Wolfe Thompson (Longmans Green) also deals with a personal problem that only too often faces children today: the broken family. When their frail mother died, and their irresponsible father deserted them, three of the Price children became wards of the Child Welfare Department, while their grandparents took charge of Harry. Madeline went to one foster home; Josephine, and Little Dot, were not separated, but found a home with Mr. and Mrs. Bentley on their farm.

The story, written for girls of twelve and over, is mainly concerned with steadfast Jo; with her problems as she strives to adjust herself to the strange environment at home and at school, to help her spoiled little sister Dot, and somehow to keep the family still a family in spite of their separation. Her difficulties, her failures and her final success make a heart-warming story.

The last of this special group of books takes as its theme the reconstruction of an Italian village ravaged by war. It is *The Marble Fountain* written and illustrated

for boys and girls of twelve to fourteen by Valenti Angelo, and published by Macmillan.

It is the story of two orphaned boys who go to live with their uncle and aunt in Rosa, a beautiful village in the hill country of Tuscany. It tells of Piccolo, so full of imagination, so in love with life, of stouthearted, protective Andrea, of their new home under the arch of a bridge—for Uncle Gigi's house was bombed—of their activities and of their new friends. It tells, too, the story of the village, ravaged by war, its people disheartened, its fields and vineyards untilled, and how, slowly, it comes to life again as its people take new courage and start "putting the pieces back together."

It is a moving story; and though Valenti Angelo shows us the grief and wastage made by war, it is a constructive story of the faith, hope and courage that rebuild where war has ravaged.

I feel that each of the books I have mentioned has a special importance and significance for young people of today; each will bring the reader a vicarious experience to enrich the mind and heart, make him more acutely aware of the world about him, and better prepared to live in it at peace with his fellow-men.

PROFESSIONALLY BOUND

(Continued from page 166)

Tuesday night, in turn at the T.B. Auditorium (a business meeting), Shaughnessy Military Hospital, St. Paul's, Vancouver General, and at the Children's Hospital if there is a fifth Tuesday in the month. Each Hospital Staff assumes the responsibility for the programme which generally takes the form of a speaker or a clinic or a special patient. It also holds a four-day refresher course every Spring at which a team of prominent medical men is presented and clinics are held.

Rounds are held in each department of the big hospitals once a week. Staff doctors are invited and discuss the history, diagnosis, treatment, and prognosis of an interesting case presented by the head of the department. From time to time the B.C.

Cancer Institute and the Canadian Arthritis and Rheumatism Society also hold short courses in their specialized activities.

With the College of Physicians and Surgeons handling the formal, regulatory aspects of the medical body, these voluntary groups give their attention to the in-service programme and do a good job. Any doctor with lots of go-ahead learns a tremendous amount from the top men in the profession. These boys do very well for themselves but they work hard and share.

Do YOU Attend Your
LOCAL ASSOCIATION
MEETINGS Regularly?

Thar, She Blows!

By MRS. DOROTHY CRAWFORD

* * * * *

Mrs. Crawford was on the staff of the North Kamloops Elementary School last year and was one of the many contributors to "Four and Twenty Blackboards", the monthly bulletin of the Kamloops Local, School District No. 24. This article pleased us so much that we obtained permission to reprint it here so that all teachers in the province might share in her experience.

* * * * *

The air was blue and children's faces were red periodically all term. It all resulted from a suppressed hobby let loose when Div. 1 and 2 were given to me to be guided down Melody Lane under my striking baton. That we ended up in the alley while the cats slunk away in despair, didn't worry us at all. My capacity for music appreciation far exceeds my ability to perform but I knew that music to be real and of value must be participated in.

As far as I was concerned voice was out, so, I—armed with a 10-minute manual on "Harmonica Playing" and they with brand new mouth organs—we decided to play them.

That book was all it was advertised to be. To the uninitiated a mouth organ has holes that produce a variety of sounds when exposed to air. By a series of "draws in" and "blows out" the scale can be produced. On a 10-hole diatonic mouth organ experiment will show that:

Doh is hole 4 — blow out
Re is hole 4 — draw in
Mi is hole 5 — blow out
Fah is hole 5 — draw in
Soh is hole 6 — blow out
Lah is hole 6 — draw in
Ti is hole 7 — draw in
Doh is hole 8 — blow out

The holes above and below are arranged likewise.

Step Two produces a melody. Convert any melody into tonic syllables. Convert the tonic syllables into numerical draws and blows—and proceed to fill the air with harmonious sounds.

It is as simple as that. The only joker is you must have all the mouth organs in the same key. The preferred key is "C". This necessitates music that is written in "C" or will sound reasonably similar if played in the key of "C".

O Susanna

Let us see how it works with the first phrase of "O Susanna". Staff notation reads: c, d, c, g, g, a, g, e, c, d, e, e, d, c, d. Soh-fal notation is, doh, re, mi, soh, soh, lah, soh, mi, doh, re, mi, re, doh, re. Convert this numerically and we have:

(Blow - B; Draw - D) — B4, D4, B5, B6, B6, B5, B4, D4, B5, B5, D4, B4, D4.

Step 3—Practise, and more practise and about that time really practise.

Familiar songs are best for early lessons as the rhythm pattern has already been learned by the pupils and they are able to hear their own progress and evaluate it.

The Hohner Company put out a booklet that can be obtained free with the purchase of any instrument. It contains 13 numbers for unison and part playing. Similar books may be purchased that contain a variety of selections with or without accompaniment.

Two types of instruments are available—diatonic and chromatic. The diatonic models are the simplest and preferred for the beginner, but the choice of music for them is limited to compositions without accidentals (sharps and flats foreign to the original key.) The chromatic models con-

(Continued on next page)

Hectograph Pads and Ink

The hectograph is a gelatin pad used for duplicating letters, etc., by transfer. The pad should have a tough elastic consistency, similar to that of a printer's roller. The letter or sketch to be duplicated is written or traced on a sheet of heavy paper with an aniline ink (which has great tinctorial qualities). When dry this is laid, inked side down, on the pad and subjected to moderate and uniform pressure for a few minutes. It may then be removed, when a copy of the original will be found on the pad which has absorbed a large quantity of the ink. The blank sheets are laid one by one on the pad, subjected to moderate pressure over the whole surface with a wooden or rubber roller or with the hand, and lifted off by taking hold of the corners and stripping them gently with an even movement. If this is done too quickly the composition may be torn. Each succeeding copy thus made will be fainter than its predecessor. From 40 to 60 legible copies may be made. When the operation is finished the surface of the pad should be gone over gently with a wet sponge and the remaining ink soaked out. The superfluous moisture is then carefully wiped off, when the pad will be ready for another operation.

The pad or hectograph is essentially a mixture of glue (gelatin) and glycerine. This mixture has the property of remaining soft yet firm for a long time and of absorbing and holding certain coloring matters in such a way as to give them up slowly or in layers, so to speak, on pressure.

Such a pad may be made by melting together 1 part of glue, 2 parts of water and 4 parts of glycerine (all by weight, of course), evaporating some of the water and tempering the mixture with more glue or glycerine if the season or climate requires. The mass when of proper consistency, which can be ascertained by cooling a small portion, is poured into a shallow pan and allowed to set. Clean glue must be used and the mixture strained; and air bubbles

* * * * *

How to Make a Home Duplicating Pad

* * * * *

should be removed by skimming the surface with a piece of cardboard or similar appliance.

Variations of this formula have been proposed, some of which are appended:

1. Glycerine 12 ounces
Gelatin 2 ounces
Water 7½ ounces
Sugar 2 ounces
2. Water 10 ounces
Dextrin 1½ ounces
Sugar 2 ounces
Gelatin 15 ounces
Glycerine 15 ounces
Zinc Oxide ½ ounces
3. Gelatin 10 ounces
Water 40 ounces
Glycerine 120 ounces
Barium Sulphate 8 ounces

The Tokacs patent composition, besides the usual ingredients, such as gelatin, glycerine, sugar, and gum, contains soap, and can therefore be washed off much easier for new use. The smoothness of the surface is also increased without showing more sticking capacity with the first impressions.

THAR SHE BLOWS

(Continued from previous page)

tain half tones and you can play any selection on them. They are trickier to play.

We selected the "Echo" model, retailing at approximately one dollar. It is about the cheapest model that will give satisfactory service; even it becomes sour in time. The "Marine Band" at approximately three dollars has much better tone and is very durable—but of course it is necessary to create sufficient enthusiasm

to justify the expense. You'll be surprised how many will produce voluntarily a "Marine Band" as their "Echoes" become sour.

Once having mastered the "blow-draw" process the next step is to correlate the numerical "blow-draws" to the tonic scale in the pupil's mind. Music then becomes a series of doh, re, mi's.

The next step is transposing the doh, re, mi to the staff. By this time they have incidentally learned time signatures and note durations. With the use of the staff notation is absorbed.

First selections are written in the key of

"C". From there you can graduate to other keys on the staff. The tonic position of these tones gives the relative positions on the mouth organs.

By this time you have developed neuritis in the shoulder (this is another incidental learning, a husky tone in your voice, and a good case of "ostracization" by all except your "orchestra" — but you won't mind). You'll be so busy writing music and "blow-draws" on large sheets of brown paper and manilla that you won't have any time for social life anyway—and you will love it. GOOD LUCK!

Note on the Lord's Prayer in School

(Jointly Contributed)

In a timely article *The B. C. Teacher* in its May-June, 1951, issue touched upon a topic which has been for many months a subject of necessarily quiet debate, involving teachers in various cities and extending to the highest educational quarters in the province. Only a re-publication of the Teachers' Federation "Code of Ethics," forbidding independent action on matters of recognized general policy, prevented a carefully collectively drawn up petition, as from teachers in three cities, to make the use of The Lord's Prayer in school optional, from being presented at the 1951 Easter session of the Legislature, in the hope of a quiet spiritualizing of the law by the Legislature itself.

Reverting to the article, with its analysis of the clauses of the Prayer (touching lightly upon much profounder depths), one comment may, perhaps be permitted. Illustrating the divinely inspired Prayer's marvellous inclusiveness, the above-mentioned petition says: "Into seventy words it condenses the substance, inbreathing the spirit, of all effectual supplication. 'Our daily bread' being used figuratively for all that answers to the day's needs—cf. 'I am the Bread of Life'—every clause opens out an avenue of approach to the perfect way." (As selections from the Bible are read, and would still be read—it is sincerely believed to better affect if the option concerning

the use of the Prayer in school were granted—is it not well to note how largely this answering to life's daily needs is the meaning and message of the Bible as a book?

Whether or not prescribing school prayer by law in any degree runs counter, as the petition suggests is possible, to the second of the "four freedoms" (that concerning freedom of worship), we owe much to the group of teachers who sponsored the May-June article. Whilst saying by the way: "used to be optional," "not meaning a thing to us or to the children," and even giving voice unduly to a failure to see "any central purpose" or "relationship between the different petitions" in this model for all prayer ("After this manner pray ye"), the article was, none the less, earnestly conceived. Ample room was left, as the quoted words show, for the pleading of the petition for a graciously conceded optional use of this greatest of prayers in the schools; thus doing much to avoid grave affronts to the Deity through its formal and, as it testified, at times even "flippant" repetition, and also the imminent risk of undermining what true reverence uniquely stands for in the lives of our people. The petition was drawn up, not collectively of groups but quietly, in order not to stir up unrest throughout the schools on the most sacred matters.

B.C.T.F. News



The Provincial Salary Committee takes time out from more serious discussion to flash a few smiles. Reading clockwise they are: Miss Mollie E. Cottingham, John Oliver High School, Vancouver; Second Vice-President Bill Allester, principal of the Duncan Elementary School; Fred Parsons, principal of the Salmo Elementary School; Ernie Kershaw, West Vancouver High School; Alf. Gooding, Richmond Junior-Senior High School; Vern Holyoke, chairman, Kamloops High School; President John Prior, vice-principal, McPherson Park Junior High School, Burnaby; Bernard Holt, Nanaimo Junior-High School; Wes Black, vice-principal, Creston Elementary School; Miss R. E. Bell, Revelstoke Elementary School.

Committees Vital to B.C.T.F.

The major objects of the British Columbia Teachers' Federation are:

- (1) To foster and promote the cause of education in British Columbia.
- (2) To raise the status of the teaching profession in British Columbia.
- (3) To promote the welfare of the teachers of British Columbia.

In the achieving of these objectives, the work of numerous committees is most vital.

The B.C.T.F. is as democratic in its operation as any organization can be. There are 77 School Districts in B.C. and there is in each a Local Association of the Federation, with one or two exceptions

where the larger centres have two or more Locals corresponding to the types of positions held—viz: elementary, secondary, principals. The province is divided into fifteen areas and each Local Association within one of these areas sends representatives to a "District Council." In turn each District Council names one member to sit on the Provincial Executive which is comprised of the fifteen Council representatives and the Table Officers who are elected at the Annual General Meeting.

The Executive holds a Fall, a Christmas and an Easter meeting and some times one in June or July. Matters which are to be placed before a representative group during the intervening periods are referred to

the "Consultative Committee." This committee consists of the officers of the Federation and the chairmen of the standing committees on Finance, Constitution and By-Laws, and Salaries.

Policy emanates from the member in his Local Association. His ideas may be presented to his local and if approved, be passed on to the District Council and from there to the Provincial Executive. Any individual or group may also submit resolutions directly to the Annual Conference which is usually held in Vancouver during Easter week.

To carry out Federation policy, or in some cases to study some particular problem and report to the Executive or to the Annual General Meeting, the Executive names various committees. The scope of Federation interests and activities could be indicated merely by listing the numerous committees, and the naming of all committee members would constitute an imposing list. To say that only through the valuable contribution of the numerous past and present committee members has the Federation been able to make its progress to date, is indeed a modest statement. One must be fully conversant with the work of the Federation in all its aspects to understand the really valuable contribution of the committees. We don't intend to extol

the virtues of each committee but we do wish the membership to be aware of their debt to the voluntary workers of the Federation.

So that you might recognize some of those who work on your behalf at the provincial level, we have pictured here some of the committees. Others will appear in future issues. To all we say a sincere "Thank You."

The Separate Schools Issue

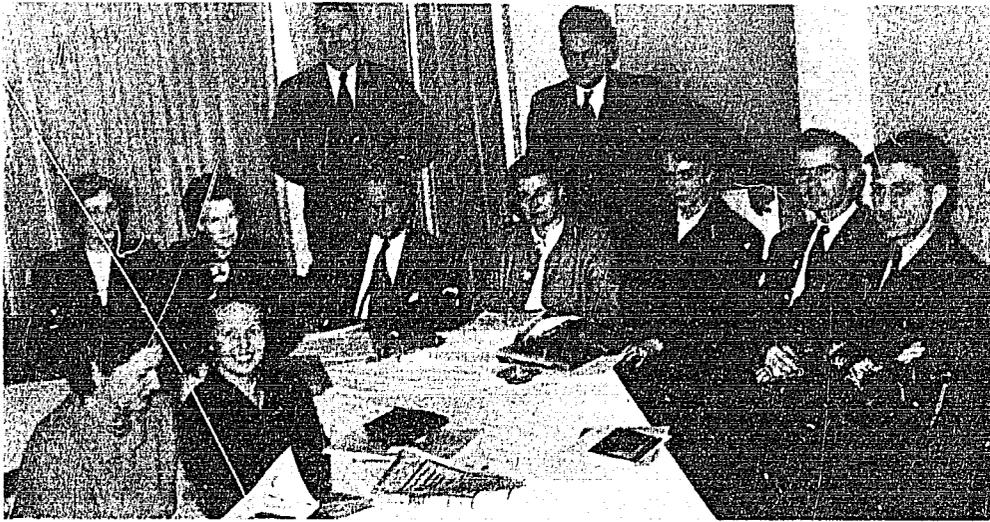
The B.C.T.F. Executive, at its December meeting, took a very definite stand against any attempt to modify the non-sectarian basis of the B.C. public school system.

The Executive resolution, carried unanimously, read as follows: "That this Executive reaffirms its support of, and belief in, the democratic system of non-sectarian schools as at present established by law in the Province of British Columbia, and protests the granting of concessions demanded by religious or other sectarian groups which seek integration of their schools with those established by the Public Schools Act; and further strongly opposes the expenditure of public funds for the aid or support of religious or other sectarian schools."



From time to time, as the need arises, the Federation Executive appoints committees to do a particular job of work. One such committee is that pictured here — a committee to consider desirable amendments to the Schools Act.

From left the members are: Roy Mountain, chairman and principal of Langley Junior-Senior High School; Miss Edith Barlow of the New Westminster Junior-High School; General Secretary Charlie Ovans and Les Jenks of Duke of Connaught High School, New Westminster.



The Public Relations Committee suspends business for a moment or two. In the left foreground are Barbara McFarlane, Vancouver, chairman of the Education Week Committee, and Isobel Steele, New Westminster. Seated around the table are Eileen Burke, Burnaby; Mrs. R. F. Jay, Richmond; Norm Sanford, Vancouver, chairman; Mrs. Rosemary Cruit, B.C.T.F. Public Relations Officer; Cynthia Tilson, Vancouver; Hugh Matheson, Burnaby; and Dan Tatoff, Coquitlam, while standing are Frank Wright and Bill Dickie (right) both of Haney.

Absent when the picture was taken were Nora Campbell, Coquitlam; Ken Aitchison, New Westminster and Allan Mackenzie, Richmond... Christine McNab of Victoria is a corresponding member.

The action of the Executive is based, not on prejudice against any particular religious creed, but on the conviction that a healthy and democratic public school system cannot be maintained on other than a strictly secular basis. The resolution followed lengthy and serious consideration of the report of a special committee which had been instructed to study all aspects of the question.

The committee's report pointed to the findings of the Royal Commission on Education in Ontario, 1951, which suggested that the existence of separate schools is a major weakness of the Ontario public school system. It also referred to difficulties concerning administration, curriculum planning, and selection of teachers, which have been experienced in several provinces which permit sectarian control of schools.

Pension Referendum Results

On behalf of the B.C.T.F. Pensions Committee; who, with the approval of the president, tabulated the results of the Pen-

sions Referendum, we respectfully submit this report:

Question 1: Do you favour changing the Teachers' Pensions Scheme to a Percentage of Final Salary Type Plan?

Number of votes cast—3542.

Yes—1611 or 45.5%.

No—1931 or 54.5%.

Question 2: Are you in favour of making the total teachers' contribution to the Pensions Fund 6% of salary in perpetuity, provided that the Government makes a 6% contribution also in perpetuity?

Number of votes cast—3571.

Yes—3512 or 98.4%.

No—59 or 1.6%.

Spoiled Ballots—9. (In most cases no declaration accompanied the ballot.)

Posted too late to be counted—21. Envelopes were to have been postmarked for return not later than midnight, December 10, 1951, but all ballots received in the Federation Office by December 17th were counted with a few from out-of-town points being counted after that date. The latest to arrive was one postmarked Vancouver, December 31st.

The discrepancy between the number of ballots cast on the two questions is due to

the fact that some members voted on one question only.

The Committee was disappointed with the number of members who failed to vote. There are in the neighbourhood of 6,500 teachers in the province so only approximately 55% of the membership exercised their democratic privilege.

C. E. MILLEY,
Chairman B.C.T.F. Pension Committee.
STAN EVANS,
Assistant General Secretary.

CONVENTION NOTES

APRIL 14th, the opening day of the 1952 B.C.T.F. Annual Convention, is still some time away but already a very active committee under the chairmanship of Wilf Webster has plans quite well finalized. As usual, most of the sessions will be held at Hotel Vancouver but the Sectional Meetings on Tuesday, April 15th will be held at the John Oliver Junior-Senior High School.

The B.C.T.F.M.S.A. General Meeting will be held in the Hotel Ballroom on the Monday from 10 a.m. to noon. This will be followed by the delegates' luncheon at which Kenneth Caple, Regional Representative of C.B.C., will give an address. No public meeting has been scheduled this year so that the presentations of the Fergusson Memorial Award and the Charlesworth Memorial Scholarship will be made at the luncheon. An award recently approved, the Christie Agency Award to be granted to an active teacher who wishes to take a year's leave of absence to further his or her studies, will also be presented at this time.

The Hon. W. T. Straith, Minister of Education, will address the first business session to be held in the Hotel Ballroom commencing at 3 p.m. on the Monday.

Tuesday morning and afternoon will be devoted to professional discussions at John Oliver Junior-Senior High School. The business meeting at which curriculum matters will be discussed has been scheduled for Wednesday afternoon with the Tuesday evening meeting being devoted to general business.

The election of the executive officers will commence at 9:30 on Wednesday morning. The Nominating Committee, comprised of the whole Federation Executive, has nominated the following for the various offices:

For President:

Robert R. Smith, the current First Vice-President, principal of Hastings Elementary School, Vancouver.

For First Vice-President:

William V. Allester, Second Vice-President, principal of Duncan Elementary School;

John S. Ewen, Secretary-Treasurer, vice-principal of Alpha Junior High School in Burnaby.

For Second Vice-President:

Fred E. Parsons, principal of Salmo Elementary School;

Joe Phillipson, principal of Williams Lake High-Elementary School.

For Secretary-Treasurer:

Ian Boyd, principal of Seymour Elementary School, Vancouver;

Ernie Regier, Lord Kelvin Elementary School, New Westminster.

Further nominations will be received from the floor of the convention.

Wednesday evening will see a repeat of last year's popular Modern and Old Time Dance.

The B.C.T.F. Co-op Association will hold its annual meeting in the Hotel Ballroom from 9:30 to 10:30 on Thursday morning to be followed by the annual meeting of the B.C.T.F. Credit Union from 11 o'clock to noon. The final session of the General Meeting on Thursday afternoon will bring to a close what promises to be another interesting and profitable Convention.

Art Section

Mr. J. A. S. Macdonald, chairman of the Art Section, has advised that the meetings for this group will be held in Studio A of the new Vancouver Art Gallery on both Tuesday morning and afternoon.

From 10:00 to 10:45 a.m. Ned Miller will chair the discussion to follow a show-

ing of a series of art films entitled "Creative Hands." Following this the members will have an opportunity to hear Mrs. Shadbolt, Gallery Docent, discuss the B.C. Society of Artists' Show and also examine the exhibit.

Commencing at 1:30 p.m. Dr. Lawren Harris will answer questions on the general subject of art. Mr. Macdonald asks that interested persons send their questions to him at 3972 W. 36th Ave., Vancouver 13, before the meeting if possible.

Kelowna Local Names Credit Union Committees

S. A. Swift, chief collector of the Kelowna Branch of the B.C.T.F. Credit Union advises that their Credit Union Committees have been named as follows:

Credit Committee: Chas. Bruce, chairman, S. A. Swift, Walter Green, Frank Tracy, Miss Marjorie Lean.

Supervisory Committee: Ed. Flowers, chairman, Tom Gregory, John Smith.

Sub-Credit Committee: Al. Hooper, chairman, Miss Nancy Gale, Miss Leona Walsh.

Loan Certificates of the B.C.T.F. Co-op. Association

Many people, enquiring about our Co-operative, have asked this question: "How can you pay six per cent?" We feel that earnings of the Co-operative will be sufficiently large to do so. In the first place our overhead is very low. Then we have income from a number of sources other than interest on loans. Contractors' fees should bring in substantial revenue, without hardship to the home purchaser. We base this opinion on the fact that many items in the building field will be purchased by the Co-operative direct from the primary producer or through our wholesale connections. We are chartered as brokers and there will be some income from commissions. A substantial field for development lies in the area of home improvement. We have not yet done any promotional work here, but there is every

indication that there is considerable scope for services here.

Teacherages built for rent should be financed in such a way that capital and carrying charges should be liquidated in a reasonable time, leaving the premises as a continuing asset.

Altogether, the Building and Loan field is a substantial one, wherein conservative participation should realize the return, presently contracted for.

There is one difficulty against which we must guard. That is, money for which we undertake to make a 6% return, must be kept working. Money subscribed between September and March, then, has definite costs which must be recognized, as building operations are not always possible in these months.

Short term financing at the bank or Central Credit Union against anticipated subscriptions seems to be the most practical solution for overcoming these costs. The security of assets, plus the security of anticipated revenues, would provide adequate backing without jeopardizing our ability to pay off all loan certificates in a reasonable time at full face value plus interest. But it should be recognized that this short term financing would intervene between the loaner and the Co-operative at certain intervals during the year. The statement in the November issue of the B. C. Teacher that the Loan Certificate is a first charge against the assets of the Co-operative, while morally, is not legally correct. These loan certificates are secured by the covenant of the Association to repay and do not charge the assets. The Association does not charge the assets of the Co-operative as they wish the assets free to raise money for the ordinary operation of the business and particularly for specific projects. Further, such a charge would amount to the creation of a debenture and materially add to the expense of the operation. The stability of the Loan Certificate will increase in accordance with the enthusiasm and support of the whole teaching body. We feel that there is reasonable security in our operation and have been quite encouraged at the response to date. —R. R. SMITH.

MEMBERSHIP APPLICATION FORM

To: The Directors,
 B.C.T.F. Co-operative Association,
 1644 West Broadway,
 Vancouver 9, B.C.

Dated:.....19.....

I hereby apply to become a member of your Association and agree to, upon so becoming, subscribe to and abide by the Memorandum of the Association and By-laws of the Association as they now are or as they may be amended from time to time.

I hereby apply for shares of five dollars (\$5.00) each of the Association, and request that you allot the same to me. I tender herewith the sum of dollars (\$) which is the full purchase price of said shares. (Please add exchange to cheques).

In consideration of your accepting my application and allotting said shares to me, I agree to lend to the B.C.T.F. Co-operative Association each year, in the manner and upon the terms set forth in the By-laws of that Association, a sum of money equal to the amount of any patronage dividend payable to me by the Association or such part thereof as the Association may desire to borrow.

In consideration of the foregoing I hereby authorize you to apply my said patronage dividends on said loans and for the purposes hereof I hereby assign, transfer and set over to the Association any or all amounts allocated to me by the Association as patronage dividends with respect to the current fiscal year of the Association and in each fiscal year thereafter.

The agreement to make loans and the authorization and assignment herein contained shall continue during such time as I am a member of the Association.

I also hereby offer to lend to the Association the sum of \$----- tendered herewith upon the following terms:

- (a) The said loan shall be repayable at the registered office of the Association one year after demand in writing for repayment.
- (b) The said loan shall bear interest at the rate of 6% per annum, the first payment to be due and payable on the 1st day of January, 1953, and thereafter payable annually on the 1st day of January in each and every year on the unpaid balance, in each case payable at the registered office of the Association.
- (c) The Association shall have the right to repay the whole or any portion of the loan at any time without notice or bonus; and
- (d) The loan shall be secured only by the covenant to repay on the part of the Association evidenced by a loan certificate under the seal of the Association.

	(FOR OFFICE USE ONLY)
NAME All Christian and Surnames—PRINTED IN FULL	MEMBERSHIP No.
POSTAL ADDRESS	RECEIPT No.
SIGNATURE	CERTIFICATE No.
WITNESS	Date of Board Approval
	Posted to Stock Record

NOTE: To purchase a Loan Certificate you must be a member of the Co-operative and hold a minimum of one share. Twenty-one shares may be converted into one Loan Certificate and one share.

1952 AUTOMOBILE INSURANCE POLICY

Our 1952 Automobile Insurance Policies offer you a broader and more comprehensive coverage including the following:

1. Breakage of glass: Loss caused by missiles: Flood: Vandalism and perils other than collision.
2. Automatic coverage for radio .
3. Medical expense incurred by passengers up to limits of \$1,000.00 per person.

If you wish to have these additional coverages added to your existing policy, or if you desire further information CONTACT:

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Group Insurance for Trail Teachers

Teachers of the Trail School District are now participating in a group insurance plan offering each participant coverage at \$5 per \$1000 with a maximum of \$2000 for male employees and \$1000 for female employees. The plan, which came into operation in November, 1951, was the result of negotiations between the Board of School Trustees of District No. 11, the teachers of the district and Mr. D. Brown representing the four insurance companies jointly issuing the policy: The Canada Life, The Confederation Life, The London Life and The Mutual Life.

Benefits are payable in the event of the death of an employee while insured under the plan. If an employee should die during the thirty-one days following the termination of employment, the death benefit to which he was entitled under the policy will be paid. Insurance may be continued in force without payment of premiums in the event of total and permanent disability prior to age 60.

One of the strong features of the plan is that, in the event of a teacher leaving the employ of the Trail School Board, he or she may obtain an individual life or endowment contract with any of the four companies within thirty-one days without medical examination.

The individual teacher will at no time be required to pay more than fifty cents per \$1000 per school month. Any adjustment of rates above this figure will be met by the School Board.

In order that the scheme could be started, it was necessary to have the participation of 75 per cent of the total number of teachers employed in the district. To ensure its continuation, participation has been made a condition of employment for those entering the district after the start of the plan.

W. S. POTTER,
Public Relations Officer,
Trail Rossland T.A.

Editor's Note:

A similar plan has been in operation in Vancouver for several years with the employee's annual premium being \$7.20 per \$1000, which is the maximum coverage obtainable for either males or females.

LESSON - AIDS LETTER

Please address all correspondence to Lesson Aids, 1644 W. Broadway; make all money payable to the B.C.T.F.

Changes in the Price List:

Units 103 (Test on Highroads Grade 5) and 54 (Test on Highroads Grade 6) are being **DISCONTINUED**.

These units have been carried for some time after Highroads was discontinued because some teachers were still using those readers as supplementary reading.

UNIT 103 will be replaced by a CROSS-WORD PUZZLE for Grade 8 and 9 English. The price will probably be 6c.

UNIT 54 will be replaced by a CROSS-WORD PUZZLE for Grade 9 social studies. Price will probably be 6c.

We are indebted to Miss Mavis R. Huston of Vernon for these puzzles. We feel sure you can use them to brighten and give variety to your lesson as Miss Huston has done. Lesson-Aids is deeply indebted to contributors like Miss Huston who send in such stimulating material to help others.

If any teachers can make use of the remaining copies of Units 54 and 103 on H. R., we will send them free of charge.

We are already planning for the Easter Convention and hope to have several new units for your consideration. At present Lesson-Aids is in contact with two new sources of material.

However, if teachers, particularly in Grades 4, 5 and 6 have any work they would care to submit to Lesson-Aids, we would be pleased to receive it. Many teachers write to us for assistance. Few offer to help improve the service. Don't be afraid, send that material in now. Help others through Lesson-Aids.

L. GREENWOOD,
B.C.T.F. Lesson-Aids Committee.

Education Week 1952

Education Week this year is the first full week of March—March 2nd to 8th. Again we are rapidly approaching the time when all of Canada is called upon to consider that education isn't the concern just of the teachers of the land.

Education is everybody's business. Every person throughout this country has a personal responsibility for the state and status of education. The teacher and the professor are more directly concerned than others, but they alone cannot shoulder the entire responsibility. Parents, employers, workers in all fields must realize they have a duty to education and this observance of Education Week is planned to help them to that realization.

With this in mind, the activities in all communities should be planned as broadly as possible. The newspapers and the radio are splendid publicity media, but the value of personal contact with all members of the community is very much greater. Let the community see the school in action, but also let the school see the community in action.

There are two divisions in this year's Poster Contest—Junior High and Senior High. Prizes are fourteen at \$10 with the best poster in each of the two divisions receiving an additional \$40.

Entries must be postmarked not later than February 16.

Barbara MacFarlane,
Chairman, B.C. Education Week
Committee.

The Cover Picture

For this month's cover picture we are indebted to Jack Gregson of Kamloops who took the picture and to Mr. Ben Hill-Tout who prepared the prints on behalf of the Natural History Society.

A harbinger of Spring is the shooting-star, known botanically as *Dodecatheon*. Like its near relation, the cyclamen of Europe, its petals grow back so giving the flower the appearance of being turned inside out. Several species occur in the province, all save one with rosy magenta petals. The exception has pure white petals

that are in sharp contrast to its dark stamens. This rare subalpine species has only been found in two or three places in the mountains of the southern Interior. Here it is at home in the soggy ground beside mountain streams. In the Okanagan and similar valleys a different kind grows in light soil that bakes very dry in the summer. Two other species are common on Vancouver Island, particularly around Victoria.

—DR. C. M. TAYLOR.

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New Books

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GENERAL

Alice Ravenhill—The Memoirs of an Education Pioneer; Dent; pp. 241; \$4.00.

It implies no juvenile condescension to say that this is an amazing book. Miss Ravenhill is in her ninety-second year but clarity of thought and the ideal of service are still pre-eminent.

To most of us she is remembered for her semi-official book on the Coast Indians and it comes as something of a surprise to learn that she had already led an exceptionally full life spanning two worlds before its writing.

While certain sections of the book give over long accounts of positions held and lectures given, the first portion of the book with its delightful vignettes of life in a well-to-do Victorian family has all the charm and naiveté of an age now gone. The latter section of the book is particularly interesting to residents of lower Vancouver Island since so many of the places and people mentioned are familiar.

Perhaps no one reared in such an atmosphere ". . . with its sense of responsibility for advantages enjoyed, of the paramount duty of serving others, of self-control and reticence, of dignified endurance of reverses, of respect for authority and law, of cheerful self-sacrifice, and of dogged perseverance to gain desired ends" could have been so successful in such a wide field of social service. Whatever the reasons, however, Miss Ravenhill has exemplified those ideals in a way that will prove inspiring to those whose faith in them is sometimes shaken by changing times and relaxing standards.—W. J. K.

Canadians of Long Ago, by K. E. Kidd; Longmans Green; pp. 174; \$2.25.

This is a rather good straight-forward account of representative Canadian Indian tribes. While the language is somewhat bookish and adult in idiom, the vocabulary level is within the reach of the upper elementary pupils. Mr. Kidd has done an excellent job of putting a great deal of information into a small compass but interest for the casual reader perhaps suffers thereby. This is a book primarily for source use not for pleasure reading.

Some of the data given are not too accurate; for example he mentions cod and herring as being fresh water spawning and he gives the impression that all Pacific salmon spawn in the spring. Since he is obviously more of an authority on the Eastern than Western tribes, this rather unfortunate type of error is probably confined to the section on the Coast Indians.

The author's knowledge of the Eastern Indians is very evident in the closing sections of the book which deal with the Algonquin and Iroquois groups. There are very good sections on the varying economics of the two large groups, their tribal organizations, secret societies and warfare.

At once the most satisfying and disappointing feature of the book is the illustration. Satisfying in its quality but disappointing in quantity. Miss Hahn, in an almost classically chaste style has done an excellent job of high-lighting the text. It is a very great pity that there is not much more of her excellent work.—W. J. K.

* * *
Little Giant, by O. Knox; Ryerson; pp. 196; \$2.75.

Little Giant—the story of Henry Kelsey's early days in Canada—more than makes up for the Ryerson book we criticized rather sharply last month. This is the type of

book Canadian history teachers and Canadian boys and girls will both applaud. Mrs. Knox has the rather rare ability of infusing dry historical fact with all the romance and adventure of the explorer and plainsman.

Her story of Kelsey is concerned largely with his early years on Hudson's Bay and his first journey into the prairies. Obviously some one who has lived on those self-same prairies, Mrs. Knox recreates in vivid fashion Kelsey's adventures with bush fires, hostile Indians and grizzly bears. She also does a valuable and skilful job of oblique teaching in the introduction into the story of Indian and natural lore.

One of the criteria of the skilful author is the ability to write convincing dialogue. This is difficult, especially where native conversations must be given. Mrs. Knox gives us, thank goodness, no vital lines like "Ugh, I friend, my name Happy Porcupine." Instead there is the credible conversation of real people.

Unfortunately we have omitted mention so far of the illustrator of the book. It is a real pleasure to find both illustrator and author with the same ability to capture the authentic spirit of their subjects. Clarence Tillenius already has a high reputation as an animal artist. His drawings for this book will certainly enhance it.

Very strongly recommended as dessert for your Grade VIII Social Studies main course.—W. J. K.

* * *

The Story of the Totem Pole, by Brindze; ill. by Kimball; Copp Clark; pp. 64; \$3.00.

Book reviewers sometimes tend to get blasé about new books so you will realize that when a book excites a reviewer it is good. This one excited me. While there is a minor disappointment in the fact that the book which would be so valuable in Grade III is written in upper grade language, this disappointment is soon forgotten in the general excellence of the book. The illustration by itself makes the book worth possessing, especially for Grade III use. Here in good earthy Indian colors are totem poles, canoes and native Indians. They are very well done and so far as I know fill a gap hitherto unfilled.

Should the foregoing impel you to think that only the illustration is good, be corrected. The text shares its excellence. By means of a story concerning a boy's visit to the Northwest and his return in later years as a man, the author gives an entertaining account of totem poles, how they are made, raised, and decorated. Woven through it all are Indian legends and accounts of their daily life, while the conventionalized art of the Coast Indian is explained by text and illustration.

While not pretending to be a compendium or a scholarly work for the adult it does an excellent job of introducing our own Indians to the elementary school pupil. Recommended for your classroom library.—M. J. P.

* * *

The Northern Countries, Foreign Ministries of Denmark, Finland, Iceland, Norway, Sweden; pp. 154; available on request to the above legations in Ottawa.

This is a rather pleasant cross between a year book and a guidebook. It contains pertinent up-to-date information on all the countries named above. While the book is for reference rather than light reading, the prose is not as bloodless as many official publications and the pages are further lightened by pictures which though small are worthwhile and to the point.—P. P. G.

* * *

Canada Year Book, 1951: Dominion Statistician, Dominion Bureau of Statistics, Ottawa; pp. 1217; cloth \$3.00; paper \$1.50.

Recently released for distribution by authority of Hon. C. D. Howe, Minister of Trade and Commerce, the latest volume in the *Canada Year Book* series is as usual fact-packed and comprehensive. Particularly useful in schools is the Directory of Sources of official information, pp. 1147-1174. Also of interest are articles on such varied topics as "Migratory Bird Protection," "The Citizenship Act," "Canada's Forest Economy," and "The Indians of Canada." Containing nine maps and 39

charts and diagrams, this is a valuable volume for the school library's reference shelf.

Although the regular price is \$3.00, a paper-bound edition at \$1.50 is available to *bona fide* students, teachers and ministers of religion.—J. A. S.

* * *

FICTION

Widow, Nun and Courtesan, by Yu-tang Lin: three novelettes from the Chinese, trans. and adapted by (the author); Day; pp. 266; \$3.00

Three stories of passion, humor and philosophy with sidelight in Buddhists, Taoist and Confucian practices. The first two are by well-known Chinese authors, translated for the first time, while "Miss Tu" is an old traditional and poignant story of the tragic courtesan and her jewels. Interesting and different reading.

* * *

The Lute Player, by Norah Lofts; Collins; \$3.00.

A biography of Richard the Lion-hearted as told by Blondel, the lute player, with whom Richard was in love, and by Anna, the lurchback duchess, who was in love with Blondel. The book is crowded with exciting people, places and activity. The Crusade battles against heat, disease, the Saracens and jealous allies, are described with vigor and accuracy. Richard's deviation is not exploited, but used merely to explain his otherwise (to the author), inexplicable behaviour.

* * *

Where Nests the Water Hen, by Gabrielle Roy (trans. by Harry L. Binsse); McClelland and Stewart; pp. 251; \$3.00.

In this refreshing book, the stories of Mamma Tousignant and Father Joseph-Marie, the Capuchin missionary, are interwoven and told with sympathy and understanding. Mamma was the despair of the Manitoba Government when they tried to provide a suitable teacher for her ever-increasing family. The Capuchin's understanding—literally—of the Catholics and

Protestants who speak twenty languages in his northern Manitoba parish, is simply and humanly told.

* * *

The Caine Mutiny, by Herman Wouk, a novel of World War II; Doubleday; pp. 494; \$3.95.

The *Caine* is an ancient destroyer-mine-sweeper of the U.S. Pacific fleet, captained by the tyrannical and incompetent Queeg. The development and growth of the snobbish mate Keith, is described with authenticity and force. The descriptions of daily life on board (best portions of the book) are interesting and alive, fortunately lacking in the drab obscenities found in so many war novels.



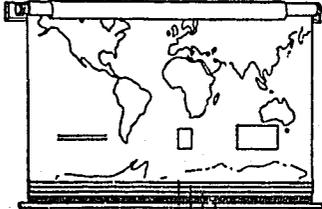
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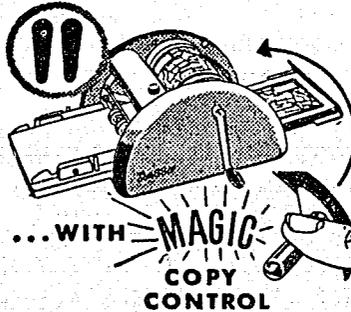
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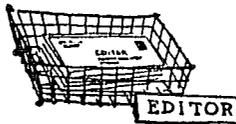
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Correspondence

Re Separate Schools

2618 Oxford Street,
Vancouver 6, B. C.
December 15, 1951.



Editor, *The B. C. Teacher*,

Dear Sir:

On December 13th the "Province" published a letter from the B.C.T.F. Consultative Committee giving their stand on the separate schools question. The last sentence of this letter read: "It is the feeling of the Consultative Committee of the Federation that no steps should be taken toward any sort of integration before the matter is made a subject for full public debate and legislative consideration." Like many other teachers I heartily endorse this stand of our officers and feel that the publication at this time of such a moderate, yet unambiguous statement of policy is in the best interests of public education in this province.

I feel, however, that it would be unwise if we, as individual citizens settled comfortably back in the belief that "legislative consideration" alone is sufficient to safeguard our present system of non-sectarian public schools.

As a case in point may I refer to an item of legislative action (not just "consideration") which was barely mentioned in the local press at the time and which has not yet, a full half-year later, been mentioned in the pages of *The B. C. Teacher*.

On April 18, 1951, the B.C. Legislature passed an Amendment to Section 12, subsection (o) of the Public Schools Act which empowered the Council of Public Instruction to supply textbooks free or on a rental plan to "students enrolled in any school in the Province not under the jurisdiction of the Department of Education but which is offering courses prescribed by

the Council of Public Instruction and which is registered with the Department of Education for this purpose."

How many teachers, whether they favor or oppose state support for church schools know that this Amendment was passed? How many see its bearing on the separate school question? How many felt strongly enough about it—for or against—to ask their M.J.A.'s how they and their party had voted on this particular issue?

As individual teachers we cannot expect either our Federation officials or our legislators at Victoria to act as we wish unless we ourselves: (1) keep ourselves well informed on current issues affecting education; (2) form our own opinions; (3) do what we can to let our representatives in our professional organization and in the Legislature know those opinions.

Yours sincerely,
SHIRLEY MAYSE.

Old Age Security

Lumber Exchange Bldg.,
534 Broughton Street.,
Victoria
November 15, 1951.

General Secretary,
B. C. Teachers' Federation.

Dear Sir:

In reply to your letter of the 20th of November, regarding Old Age Security, please be advised that in considering an application for Old Age Security, if a person has not lived in Canada continuously during the past twenty years, it is necessary

that he has residence in Canada prior to a date twenty years preceding his application for Old Age Security, for double the length of time he has been absent during the past twenty years. Absences during the past twenty years of a temporary nature, averaging not more than sixty days per year, would not interfere with eligibility.

We trust that this letter explains the residential requirements of the Old Age Security Act.

Yours truly,
W. R. BONE,
Regional Director.

Good Wishes

347 Kennedy St.,
Nanaimo, B. C.
Dec. 16th, 1951.

Dear Mr. Ovans:

This is just a line to wish you all a "Merry Christmas," and also to thank you, and say once again how very much we enjoy *The B. C. Teacher*.

Good luck and many happy days in your "new home."

Sincerely yours,
PAULINE and ISABEL HAARER.

P.S.: Incidentally, with butter at 80c a pound, bacon at 90c, and milk 26c a quart, are we thankful to have the increase in our pensions! —I.K.H.

As It Used To Be

25 Church Street,
Tenbury Wells,
Worcs., England.
Nov. 1st, 1951.

Editor, *The B. C. Teacher*

Dear Sir:

It seems as if Britain delved deeply into her past in this Festival of Britain year. Facsimiles of newspapers, printed in 1588, were produced. I should like to quote one advertisement appearing under "Situations Vacant" which readers of *The B. C. Teacher* will find quite amusing.

WANTED, assistant in school. Must

be single, able to read and write. No puffer of tobacco need apply. Salary £10 per annum with board. Box 982.

Yours very truly,
RICHARD W. WATKINS.

Retirement Villages For Teachers

1896 W. 13th Ave.,
Vancouver, B.C.

Editor, *The B. C. Teacher*,

Dear Sir:

A few observations lead me to believe that perhaps our newly formed B.C.T.F. Co-operative Society might be able to provide the answer to some of the problems facing many of our retired teachers.

Teachers of thirty years ago taught for such low salaries that little is left for savings and retirement into an age where the Cost of Living Index is 190.

Teachers should not live alone after retirement.

They should not have to burden their "in-laws."

Happiness would be greater by buying into comfortable group home systems after selling all present property at the current high valuations.

A co-operative home system or retirement village for retired teachers is one answer to many problems. Such a village could have caretaker, meals, cleaning and laundry through co-operative effort at minimum cost. Retirees, retirants or whatever term you prefer all need to act together. In B.C. there are probably 450 retired teachers who should be acting together with some sort of vocal headquarters and a secretary paid a small salary. One dollar a year each from 450 retirants would organize just that. The time to plan for retirement is while the money is still rolling in each month and not later on when you have only \$100 a month at age 65. Co-operation in minimum groups of 25 can provide excellent happiness at \$100 a month each, witness the United Church Homes in Burnaby.

D. P. McCALLUM.

Uncle John on . . .

BEING THE SAME



My dear Niece:

Consider the world's five most-advertised girls. They are not unusually beautiful, clever, or, in spite of all that wealth science could do, very accomplished. do not come of a distinguished family. fact, they might be considered the Quintessence of ordinary French-Canadian girlhood. The only thing that brings them any attention, not to speak of wealth and fame, is that they are all the same.

Can you teach that lesson to your pupils? The Armed Forces have known it for a long time. A dozen men, all dressed the same, keeping in line and marching in time, are more impressive than a disorderly mob of a hundred. And if there is a struggle, the dozen will usually beat the hundred.

School uniforms are not always desirable or practicable, though something might be done with caps in winter and shirts in the summer. But good marching is always worthwhile, and complicated manoeuvres such as some of us learned from the drill-sergeant can be taught to children.

I don't want to say anything good about Hitler (though some people are beginning to think he had the right ideas about Russia), but some of his methods in building up a united and intensely loyal organi-

zation are worth thinking about. There were not only shirts, but salutes and songs. Do you and your pupils exchange a salute when you meet on the street? In one place where I taught, the boys (especially the badly-behaved ones) wanted to salute, but I made the mistake of following the military rules—that salutes may only be exchanged out-of-doors, and when both parties have their hats on. I think it would have been better if I had acknowledged their salutes whenever and wherever we met.

And does your class sing? Yes, some of the boys' voices are breaking, and there is a tendency to let the girls do all the singing. But let them try a few slightly ribald songs ("Bless 'Em All" was a great favorite during the war) and most of them are likely to be willing to help with the noise. My own voice is so frightful that my own family cannot stand it, but when mixed with a dozen or a hundred voices in song, nobody notices it, and I enjoy it very much. And, of course, you need a school yell; if the school is big enough, a whole set of class yells.

The value of all these things is that every child can take part, and so get a sense of belonging—of being an integral part of an important whole, the school. The fashionable word for it is "securtiy."

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Quotes and Comments

By THE MAN ON THE FENCE

SOME acid wit, perhaps G. B. Shaw, once said that even the best minds actually think only about five minutes in any given day. Possibly an exaggeration, this remark occasionally gives me a boost, and I try to think for at least one minute a day. Once in a while I come up with a result that seems valid enough until I try it out on my pals or on this page, whereupon it is immediately torn to shreds (remember the uproar caused by some simple remarks about You Know What Narrative Poem?) I find that an idea has to be good to stand up under the abuse some of mine get.

Therefore, it is with feelings of intense delight and a sense of solid satisfaction that I sometimes find a pet idea of mine, evolved after much thought, and then usually kicked around as mentioned above, being propounded by someone in a position of prominence or authority, or by a co-worker engaged in the same pleasant pastime of thinking one minute or so per day.

This past month has been one of sheer delight—I found no less than three others expressing some of my much-abused ideas. This sort of thing is no end encouraging, and determines me to extend my period of thinking maybe to a minute and a half during the coming year.

I owe all this to three worthy citizens, Messrs. E. C. Barton and James MacAulay, and President Darden of the University of Virginia.

Mr. Barton in the December issue of this magazine uttered in a most temperate way some sound criticisms of prescribed English texts. Not being an English specialist myself, but only one vitally interested in English as an art form, I have from time to time sounded off in a most intemperate

manner on the dullness and total inadequacy of the prescribed texts, and now feel that I have some support.

In the same issue, Mr. MacAulay's piece on scholarship vs. professionalism summed up admirably some of the woolly ideas I have been having on the same subject. More power to him, and more of the same stuff, please.

Overdone

The learned president has been quoted as follows: "In our enthusiasm for mass education, we have overdone it. By keeping inferior students in high school, we have watered down the educational job we could do for good students . . . we impose on the teaching profession a grand and glorified day nursery . . . they are not running scholarly institutions."

He went on to urge a return to public education as Jefferson saw it ". . . teach every child to read and write. After that . . . we must leave public education open to the competent students . . . but we need not coddle the incompetent."

Thank you, sir, from the bottom of my heart. In passing, it might be interesting to note exactly what that much-advertised defender of democracy really did say about education for the masses.

In his plan for public education for Virginia, he suggested primary schools for the three R's open to all. Each year the best pupil from each was to be sent to a grade school of which there were to be twenty, to be kept a year or so according to results shown, and again the best sent on for six years of further education. The best ten of the twenty were then to be sent on to college.

"By this means," said Jefferson, "twenty

of the best geniuses will be raked from the rubbish annually."

As Albert Jay Nock said in comment on this plan, "a most unfortunate expression for a democrat to use."

Not B.C.T.F. Committees?

To "The Man on the Fence":

So you "feel that committees are mostly a waste of time"! ("Mostly" hardly keeps you on the fence, fellow!)

Before you lose me twenty-seven committee chairmen and two hundred committee members (who may read all parts of *The B.C. Teacher* seriously) please make it

clear that you meant only research committees.

If you mean all committees, I probably need the following information in a hurry:

(a) The name and address of "Bill."

(b) The names of twenty-seven "average" teachers. (Say, those "average" teachers better be big enough to chuckle at fellows who "sit on the fence," too.)

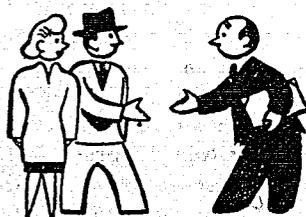
JOHN PRIOR,
President, B.C.T.F.

P.S. Maybe you better send the information anyway. As a member of that research committee, I think you might even be 25% right.

P.P.S.: What kind of a fence are you sitting on anyhow?—J. P.

WHAT DO YOU DO WITH YOUR SPARE TIME?

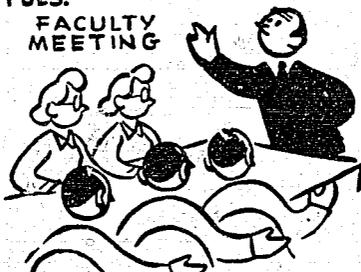
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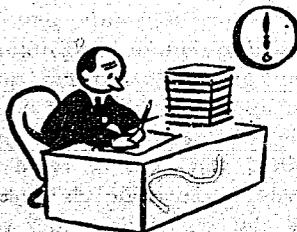
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TUES.

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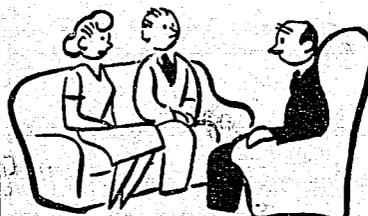


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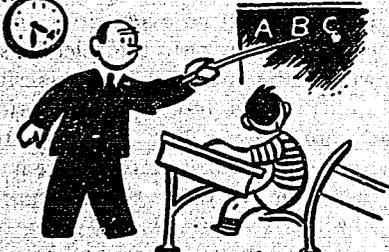
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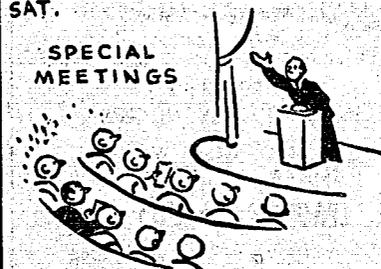
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Advice To

Question: Can anything profitable be done in a literature lesson other than reading the selections or having the pupils read them? I know that the literature selections can be used for vocabulary building, spelling, use of dictionary drill and even grammar lessons. But, can anything be done to promote the aim of good literature lessons, the increased appreciation of good literature?

Answer: I know of no more certain way of wrecking your objective than to use good literature for purposes of dissection in those activities you mention. Literature is an art, not an anatomical lesson, and the only way to encourage appreciation of it is to enlarge the number and variety of contacts with the best literature in your class. In general, you will get precious little help from the prescribed texts. These seem to be chosen more for their soporific qualities than for stimulation, and I suggest you dig up your own examples of the best in literature, both old and contemporary, for use with your class. Your school librarian, or local librarian, or some recent graduate who has done work in contemporary English will be of great help in choosing appropriate selections. Where possible, make use of radio programmes, records, or anything else that will tie in with the selections under consideration. The main thing is to emphasize the fact of the variety and scope of English as a form of creative expression, and that literature is not only the selections confined within the covers of one prescribed book, and confined too, to some period in the distant past. The one fact that most pupils, and some teachers, seem to be unaware of, is that creative expression in English is an art that is going on all the time, and that there are writers today turn-

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The Classroom

ing out stuff that not only compares more than favorably with the works of the past masters, but in general, has more meaning and interest for today's pupils. I suggest you get out and dig for it and enjoy it in the process.

Question: Which is the more effective technique for the general science class, teacher demonstration of the experiment, or a motion picture of the experiment?

Answer: The scientific gentlemen on our staff say that it all depends on the experiment. In general, it is more effective and simpler for the teacher to perform the experiment at the exact time it is needed. Setting up the apparatus and getting ready for a movie is such a tiresome and complicated business that only experiments which cannot be done by the teacher should be taken this way. As a layman, it occurs to me that few schools could afford the great number of films which would be necessary to cover even a small part of the experiments necessary.

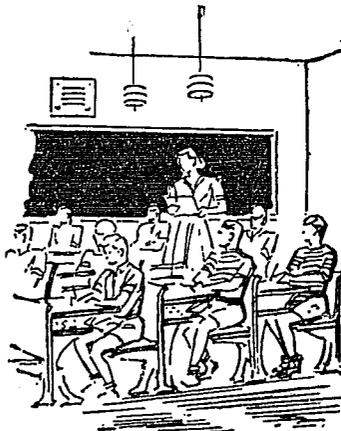
Question: Has any ambitious teacher compiled a list of sources of free-rental films suitable for school use?

Answer: I know of no one, but perhaps you might find out from the Department of Visual Education office in Vancouver.

Resolutions for the 1952 Annual General Meeting must be received in the Federation Office by FEBRUARY 1st and Committee Reports by FEBRUARY 15th.

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ENTERTAINING



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ADDRESS

CITY

B.C.T.—12-51

PENSION REFUNDS

The following is a list of teachers who have not contributed to the Teachers' Pensions Fund for a period of two years or more. Under the provisions of the Statute an absence from active teaching service of more than two years constitutes withdrawal from the system, provided that the said absence is not occasioned by Military Service or for the purpose of study at some recognized University.

If these teachers have definitely left the teaching profession, they are entitled to a refund of the amount of accumulated contributions lying to their credit in the Fund, and they should make application for a refund of same. Any information regarding the present addresses of these teachers would be greatly appreciated, and all communications should be forwarded to the "Commissioner of Teachers' Pensions", Weiler Building, Victoria, B. C.

(List Continued from December Issue)

- | | | |
|-------------------------------|------------------------------|-----------------------------|
| Sutherland, Lawrence Meade | Wilkins, Dolores Ruth | Dewar, Agnes |
| Svelze, Mrs. Gladys Victoria | Williams, Anne May Lillian | Dibble, Alma M. |
| Tagami, Shizuye Miss | Williams, Doris Louise | Dibble, C. J. |
| Taylor, Beatrice Olive | Williams, Valerie Anne Marie | Dorwart, Mrs. Joyce N. |
| Taylor, Mrs. Edith Adelaide | Willis, Mrs. Marguerite A. | Dosenberger, L. E. |
| Taylor, Harry Rideout | Willoughby, James Byron | Duncan, Mrs. Olive |
| Taylor, Mary Doreen | Willsey, Jean Elizabeth | Dushenski, N. W. |
| Taylor, Mrs. Mary Reid | Wilson, Winnifred Frances | Ellis, H. W. |
| Taylor, Mrs. Violet Lorraine | Winter, Walter Ernest | Entwhistle, Mrs. H. |
| (nee Macpherson) | Wolansky, Mary Grace | Ewing, Jemima |
| Tenborg, Mrs. Alice May | Wold, Clarice Louise | Fisher, F. B. |
| Thompson, Eliza Gertrude | Wolfenber, Jean | Fitzpatrick, I. M. |
| Thompson, Joan Catherine | Wolfenber, Katie | Fraser, M. |
| Thompson, Mrs. Julia Jean | Wolfenber, Mary | Fratkin, M. Y. |
| Thompson, Wilda Inez | Wood, Mrs. Jessie Mary | Furey, Margaret |
| Thomson, Gladys Bessie | Wolley, Dorothy Louise | Garden, Mrs. Velma |
| Thomson, Helen Marian | Wray, Mrs. Geraldine Verena | Gardiner, Mrs. M. |
| Thomson, Jean Irene | (nee Blair) | Germain, G. F. |
| Thomson, Mary Isabel | Wright, Annie Marion | Gildner, Arthur |
| Thorne, Rose Kristina Aurora | Wright, Lillian | Goldberg, Mrs. R. D. |
| Thuvason, Betty Hildur | Wright, Mary Marjorie | Golley, Allen |
| Tibbetts, Mrs. Edna L. | Wrigley, Muriel Margaret | Graham, O. L. |
| Tinney, Arthur Charles | Yardley, Agnes Lorna | Grant, Miss P. |
| Tollefson, Fay Marjorie | Yaremovich, Kathleen | Gray, Jean |
| Tollefson, Mrs. Mary Eileen | Yeif, Kathleen Edith | Gronseth, Mrs. M. |
| Tomlinson, Marion Jane | Young, Wanda Ena | Harrison, Mrs. M. J. |
| Tompkins, Alice Marian | Yunker, Henrietta Ellen | Harrison, Juanita |
| Tourney, Augusta Victoria | Yuzwa, Bronia Pauline | Hawryluk, Tania |
| Tower, Mrs. Kathryn Gene | Zacharias, Mrs. Dorothea C. | Hayman, F. V. |
| Tremblay, Rosalre Mr. | Adams, J. E. | Hepburn, F. M. |
| Trueman, Mrs. Alice Marie | Agar, Bessie | Hewett, M. H. |
| Tuley, Mrs. Louise Flora | Alexander, Edythe | Hiller, Mrs. M. V. |
| Tweed, Jean Treleaven | Atkinson, Miss F. | Holmgreen, Mrs. S. A. |
| Tye, Derek Hickman | Austin, Edith | Horne, Phyllis |
| Tyler, Thomas Frank | Aubin, Cecile | Hughes, Flora Eliz. Mary |
| Ulrich, Kathleen High (Mrs.) | Bailey, Mrs. E. M. | Ireland, L. |
| Unwin, Victoria | Baillie, Mrs. R. | Jefard, L. K. |
| Urquhart, Helen Mary Ann | Baldwin, Mrs. M. | Jodin, Y. M. |
| Vlasak, Bessie Josephine | Barrett, Mrs. E. | Johnson, Miss A. E. |
| Vowles, Mrs. Janet Johnston | Bell, M. | Kennedy, E. M. |
| Wainman, Stella Audrey | Bell, Violet | Lamb, E. M. |
| Waldie, Robert Alexander | Bennett, M. E. | Lambert, Mrs. H. |
| Walker, Lillian Robina | Bentley, Mrs. A. | Lang, F. J. |
| Walker, Mrs. Norma Estella | Bieber, Miss E. | Law, M. L. |
| Wallace, Barbara Jane | Birch, M. A. | Lawrence, Mrs. J. E. |
| Wallin, Alice Mamie | Black, Mrs. A. | Lewis, V. M. |
| Walsh, Miss Lesley Hazel | Black, N. | Lineham, C. M. |
| Walters, Mrs. Florence Mabel | Bloom, Martha | Lock, Miss V. |
| Waterfield, Mrs. Florence Eva | Boneham, M. S. | Lofgren, Mrs. Rose Grace M. |
| Watkins, Mrs. Marg. Eleanor | Boyd, M. T. | McInroy, Hazel |
| Watson, Mrs. Rose Christina | Brent, E. A. | McKinley, Helen |
| Watters, Mrs. Kathleen | Brierley, I. H. | McLean, M. H. |
| Webber, Mrs. Kathleen Ruth | Brooks, Mrs. N. E. | McLeod, Mrs. A. K. |
| Weller, Kathleen | Brousson, E. V. | McRae, E. K. |
| Welsh, Gladys Victoria | Callison, Dolores | McRae, Miss J. E. |
| Wheatley, Jean Witter | Cameron, Mrs. D. | Marsh, Sadie |
| White, Roberta Adornabelle | Cameron, G. M. | Mercer, Mrs. Irene |
| White, Emma Isabel Katherine | Carroll, Miss P. T. | Miller, Mrs. M. |
| White, Ernest Francis | Chahley, E. | Morrison, M. P. |
| White, Mrs. Helen Merrielee | Chard, N. G. | Murdoch, J. F. |
| White, Ruth Lillian | Charles, Marcelle Miss | Murphy, E. J. |
| White, Mrs. Rhoda Margaret | Christoferson, Madeline | Murray, Mrs. L. A. |
| Whitcotton, Thelma June | Cruikshank, Miss M. | Needles, Dixie |
| Whittaker, Mrs. Gwendoline G. | Clark, E. M. | Nordquist, M. E. |
| Whittaker, William Rostron | Clark, Mrs. M. N. | Norman, Mrs. R. |
| Wiemken, Lillian Melinda | Clarke, Miss M. | Outerbridge, Mrs. C. H. |
| Wiens, Mrs. Katherina | Cleveland, L. C. | Pake, E. M. |
| Wignore, Audrey Mary | Cox, D. M. M. | Palmer, Patricia M. |
| Wilbur, Gertrude Louise | Davis, Lillian | Parnas, C. M. |
| | | Parr, G. E. |

(Continued on page 196)

News: -Personal and Miscellaneous

Teachers Elected to Municipal Offices

Roy Bradley, who teaches at Lord Selkirk School in Vancouver, headed the polls in the recent elections in the District of North Vancouver in being elected to the Council for a one-year term.

Another Vancouver teacher who lives on the North Shore and who is active in municipal affairs is Eric Woodman on the staff of Simon Fraser School. Two years ago Eric headed the polls when he was elected to the School Board of the North Vancouver School District. This year, Eric was re-elected by acclamation.

Gordon Ellis Rogers

On October 28, 1951, the teaching fellowship of our province suffered a great loss through the untimely death of Gordon Ellis Rogers, able young administrator of the Quesnel Elementary School.

Born at Saltspring Island, Mr. Rogers commenced teaching at Englewood, accepted his first principalship at Langley in 1948, and thence moved to Quesnel where he immediately won a wide circle of friends both in and out of educational fields. His devotion to the educational ideal and his unity of action promised a brilliant career and a great contribution to the educational growth of our province.

IN MEMORIAM

Gordon E. Rogers, October 28, 1951

We weep for ourselves—who are lonely
For the laughter and voice that is stilled,
We weep for the hearts that are stricken
By a loss that our spirit has chilled.

JANUARY, 1952

His brief span was spent in the upsurge,
On the crest of youth's wave he died,
With his world filled with faith and with
promise

His life flickered out with the tide.

Yet we still can be glad that we knew him,
That our lives felt his warmth and his light
We can say, "He brought nothing but
goodness"

And let love keep his memory bright.

W. C., School District 28.

Exchanges with the United Kingdom

A total of 55 exchanges between Canadian and United Kingdom teachers will be authorized for 1952-53, according to information received by the CEA from the League of the British Commonwealth and Empire, exchange agency for the British Ministry of Education. This is the same number as in 1951-52.

Because of the reduced value of the English pound in terms of Canadian currency and because of the higher cost of living in Canada, the British Ministry provides tax-free grants to teachers proceeding on exchange to this country. It is announced that for 1952-53 the grants will be increased from £175 to £200.

Exchanges for 1952-53 will be arranged in January and February, 1952. Applications should be sent as soon as possible to Mr. T. F. Robson, Registrar, Department of Education, Victoria, B.C.

Show It to an Expert

The University of B.C. Extension Department offers the art groups in the province a new and unique service. For

185

the months of December, January and February any groups that wish to have the advantage of constructive criticism may send work in to Mr. Cliff Robinson, Art and Handicraft Supervisor for the Extension Department. All paintings and drawings will be given personal attention and returned as promptly as possible. Return postage should be enclosed with your art work.

1951 Census Reveals B.C.'s School Building Problem

This table shows the population growth by provinces since 1941:

B. C.	up 41.0%
Alta.	up 17.6%
Sask.	down 7.5%
Man.	up 5.8%
Ont.	up 20.5%
Que.	up 20.4%
N. B.	up 12.0%
N. S.	up 10.4%
P.E.I.	up 2.9%
Nfld.	up 11.2%

Toronto is the dividing line of population East and West.

Teaching Aids from Britain

A comprehensive guide to the various educational services provided by the United Kingdom Information Office, "Teaching Aids from Britain," has been brought up to date and is now available from the U.K.I.O. office at 275 Albert Street, Ottawa. The booklet lists, in both French and English, films, filmstrips, picture sets, publications, bulletins, reference papers, maps and posters, photographs, recordings, and other educational material which can be purchased or borrowed.

Prices, in most cases a nominal charge or an amount to cover the cost of transportation, are given in each case, together with addresses of the distributing agents and procedure for ordering.

There is a wide variety of subjects in each medium, and the booklet provides a

convenient reference for those interested in securing teaching aids on British life and history.

Poem

The pain that tears my very warp and woof
Does not tell me of pain,
Nor rain that plays its tunes upon my roof
Know I have known the rain.

The mind that wills the daily things I do
Cannot show me my mind,
Nor find in all the years that I go through
The dark and light I find.

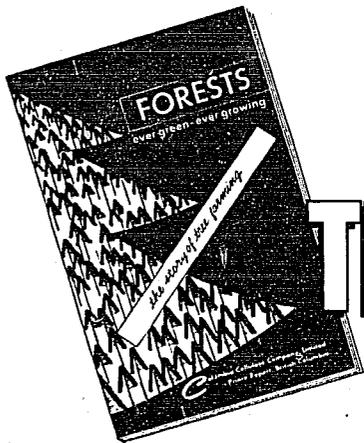
LESTER R. PETERSON,
Gibsons.

PENSION REFUNDS

(Continued from page 194)

Peterson, M. B.
Patterson, L. R.
Peters, M. E.
Plaskett, Margaret
Pollard, E. L.
Qualte, Mrs. Irene
Radick, Mrs. A.
(nee Streep)
Rae, H. E.
Reeves, E. B.
Rempel, Mrs. K. J.
Renshaw, Mrs. A. M.
Roberts, Miss I.
Robson, Joyce
Rusch, A. F.
Samuel, Mrs. V.
Sato, Mrs. F.
Seguin, A.
Shaw, A.
Shepherd, Mrs. B. G.
Sibley, Miss R.
Slym, Rose
Smalley, Erma
Smith, H.
Smith, Howard Mrs.
(Annie May)
Smith, Miss J.
Speers, E. A.
Spence, Mrs. Jean
Stalker, M. F.
Stark, M. L.
Steiger, F. M.
Stephen, Mrs. E. J.
Storsley, M.
Stuart, Gordon
Sullivan, Bernice
Summers, E. B.
Sutherland, E. C.
Tomlinson, P.
Trapton, Jean
Ulmer, Marjorie
Vayle, Leigh
Vermilyea, F. E. M.
Vincent, C.
Whitford, M. I.
Whittaker, Mrs. I. C. H.
Williams, Mrs. C.
Wilson, F. M.
Wood, B. L.
Wright, I.
Yates, M. I.

**RESOLUTIONS for the 1952
Annual General Meeting must be
received by February 1st.**



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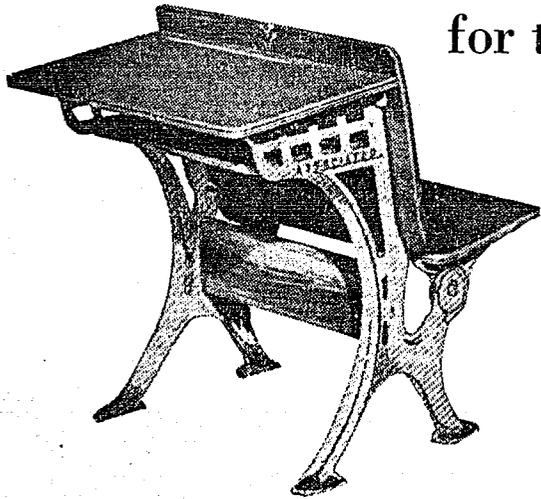
School Grade

Address

City Province

DESKS

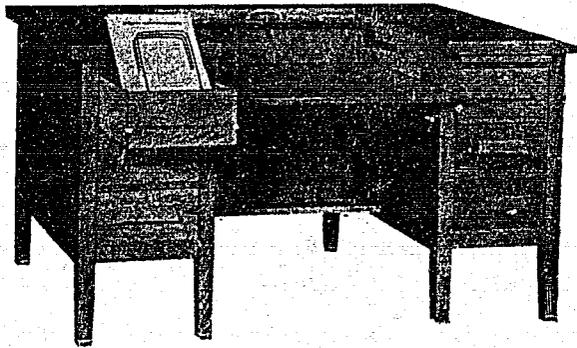
for the pupil



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and the teacher

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