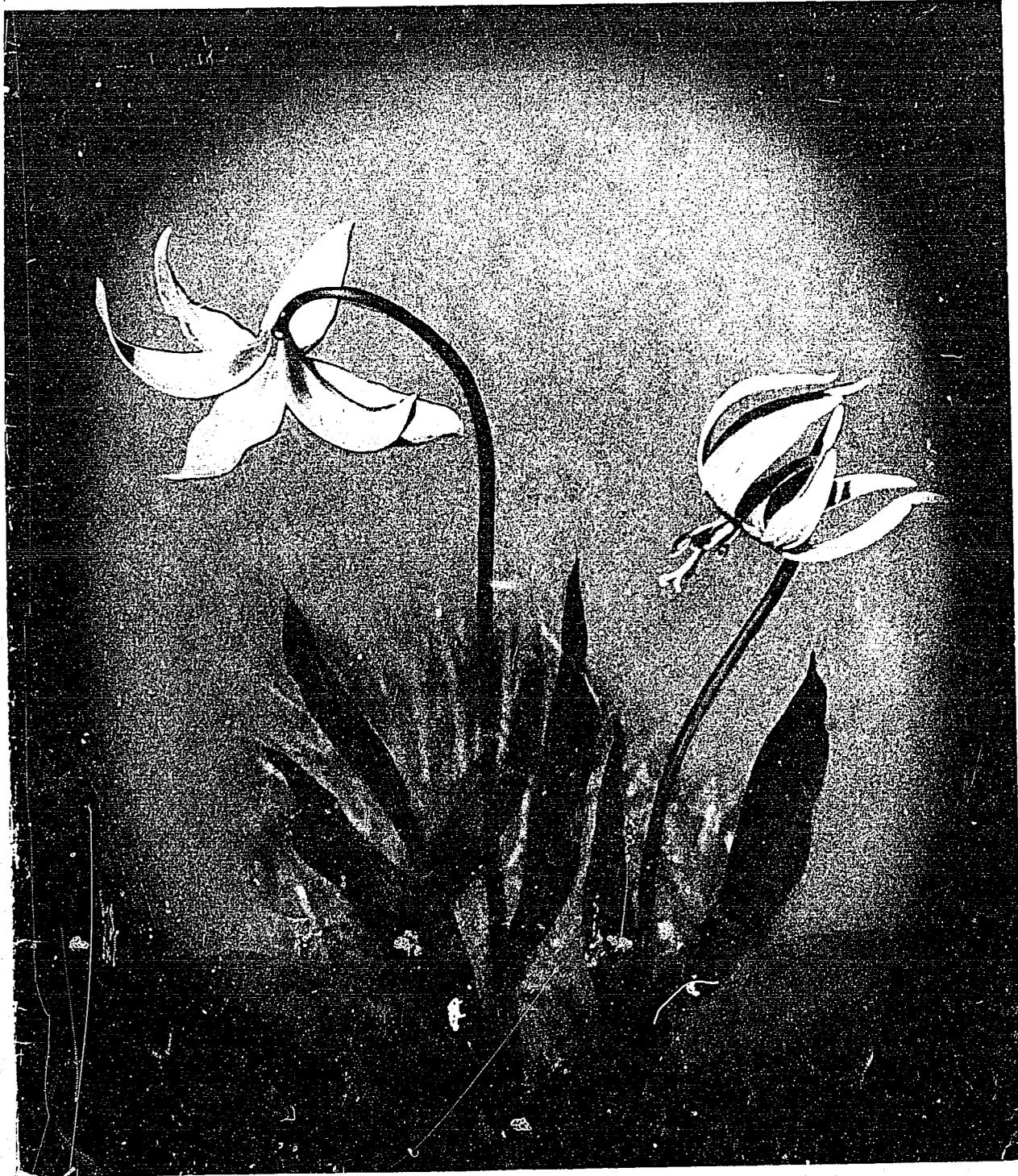


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No. 5

FEBRUARY, 1952

the **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION
(See Page 238) ↓



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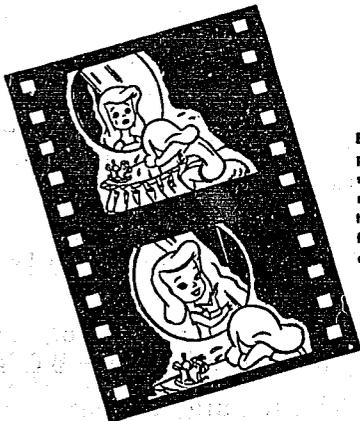
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Applications should give the following information:

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

Applications should be addressed to:

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

Applications must be received at this address on or before
MARCH 31, 1952.

FEBRUARY,
1952

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the BC teacher

Official Organ of the British Columbia Teachers' Federation

EDITORIAL BOARD:

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EDUCATION WEEK AND YOU

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

PRIOR to and during the first week of March, Canadian press, radio and other media of communication will be asking Canadians to take a look at education; to take a good long look—long enough to instil enough interest and arouse enough enthusiasm to carry through this next year.

Since we have set aside March 2-8 as Canadian Education Week, it might be wise to take a look at education ourselves. Look beyond individual classrooms and schools, and see just what impressions the average citizen has of education in B. C.

The new Education Week pamphlet has released some startling figures.

Discussing the number of students leaving school, it states that 55% of the Canadian population have less than eight years' schooling. In British Columbia, 35.4% of the population leave school before the eighth grade. As the pamphlet states, "these figures paint a disturbing picture, for as our society becomes more complex more and better education is needed."

But there is another aspect to these figures. Too often we remark that the average citizen is not aware of the advancements that have been made in education in B.C. He thinks back to his own "good old school days" and it is a difficult job informing him that times have changed. In light of the above figures, 35% of the population have little or no "good old days" to even think about. The job of informing them about education in B. C. is twice as difficult.

Other interesting figures forecast teacher requirements over the next few years. "At the present rate of entry into the teaching profession," states the pamphlet, "there will be 20,000 teachers fully trained between 1950 and 1955. This indicates a

shortage of 25,000 teachers in 1955." Granted, this is the over-all Canadian picture but it points up a problem that is serious in B. C. Too few young people are entering the profession and too many teachers are leaving the classrooms for other employment. 970 new teachers a year will be required up to 1955 and 680 a year from 1955 to 1961. The present enrolment in the three teacher training schools is only 643 and 15% of these students usually withdraw before graduation.

These two problems are only examples of the many educational problems in B. C. They should be of vital concern to every person in the province. But are they?

The Man in the Field

Perhaps by spotlighting education for one week, we can put a few of our problems across or at least arouse a little interest. But actually, it is the man in the field, or in our case the teacher who shoulders a great deal of the responsibility of education whether he likes it or not.

Teachers are not to blame for students leaving school but there is a lot the teachers can do to help alleviate the problem. Teachers can show the students and parents the value of an education; they can make their lessons more vital and interesting; they can be united in their efforts toward better curriculum. And most important of all, the teacher can tell the community with first hand knowledge how good education in B. C. is.

And the question of teacher shortage? Who is in a better position to inspire a student to go into the teaching profession than his teacher? The teachers have done a great deal in improving their working

(Continued on Page 233)

What About "Integration?"

* * * * *

The following information was placed before the Christmas meeting of the B.C.T.F. executive by the special committee appointed to study the "proposals" for the integration of the minority schools into the public school system.

* * * * *

What Are the Proposals?

HERE they are as set forth in a reprint of a sermon preached by Archbishop Duke in September, 1951.

"The B.C. Catholic Education Association through its Committee contacted the Department of Education some few weeks ago and submitted without prejudice the following steps, by which a modus vivendi, a method of getting along, could be reached between the Department of Education and the Catholic Schools. The following steps were suggested:

"1. That Catholic public schools submit to the inspection of the Department of Education in this Province as in other Provinces. By doing this there would be one school system in the Province and children and teachers would work together under one Department in the interest of all.

"2. Catholic teachers would qualify under the law and be presented to the Department for ratification by Catholic authorities. In the beginning interim certificates might be granted for necessary teachers until qualification has been obtained.

"3. That all Catholic public schools be given financial aid and other benefits to Provincial public schools on the basis of full equality.

"4. Catholics would rent their present schools to the Department for an agreed rental. When new schools were necessary

financial aid would be given by the Government as is done to municipalities.

"5. Catholic schools would follow the curriculum as laid down by the Department with the necessary consideration, however, for Catholic textbooks on certain subjects, e.g., on History.

"6. The question of Catholic representation on school boards would have to be a matter of negotiation.

"7. Thus naturally would result exemption from taxation on Catholic public schools and Catholic education non-profit institutions, free textbooks, medical and dental care and bus transportation. Such a solution would permit all our children and teachers to get the best possible advantages from the facilities of the Department of Education of British Columbia.

"While the matter is still under consideration, and no definite action has been taken, we know that a real study of the Catholic school question is in progress.

"If nothing is done to help us then it is the opinion of the B.C. Catholic Education Association that an appeal be made to higher authority for Catholic minority rights on education in the Province."

The seven points are virtually the same as those sent to various political leaders of the province by the B.C. Catholic Education Association.

The Context of the Present Campaign.

In the late 19th and early 20th centuries, the establishment of tax-supported and non-sectarian state educational systems in the U.S.A., France, Australia, South Africa and the marked trend towards such a system in Great Britain, Germany and other countries provoked vigorous efforts on the part of the Roman Catholic Church either to regain in the first mentioned areas, some measure of recognition by the state of its

role in education and state support therefor or to resist in such lands as England any curtailment of whatever official recognition and support it had managed to salvage (usually with the assistance of some state church with a similar interest in education) from the position it had enjoyed in an earlier period when practically all education was the concern of the various religious denominations.

Since the close of the Second World War, these efforts have been intensified, as if to compensate in certain areas for setbacks incurred elsewhere: in Eastern Europe where communist regimes have swept away Roman Catholic school systems and even in Western Europe where post-war educational reforms (the 1944 Education Act in England and the Langevin proposals in France) pointed to increasing difficulties for confessional schools.

Over the same period the U.S.A. has been the scene of a bitter struggle between supporters of non-sectarian education and the Roman Catholic Church; waged at local, state and federal levels, it has run the gamut from squabbles over the wearing of religious garb to Supreme Court decisions regarding the released-time question and other matters. Federal aid to education in the U.S.A. has unquestionably been deferred because of it.

Within our own land of Canada, the B.N.A. Act, the basis of federation, gave legal recognition to the dual school systems already existing in 1867 in Quebec and Ontario, while the provincial constitutions of Saskatchewan and Alberta also provided for some dualism in education. In Manitoba and the Maritimes, no separate schools exist but schools which are "church" schools form part of the public school system, as the result of compromise and agreement. British Columbia has maintained unbreached the barrier to denominational control of any part of its educational apparatus. Newfoundland, on the other hand, has nothing but church schools supported by four sects: United Church, Anglican, Salvation Army and Roman Catholic.

Separate Schools in Other Provinces.

Here then is the Canadian picture in so far as dualism in education goes:

Quebec—Two distinct systems, even to two deputy ministers of education (over all, there is not a minister but a Superintendent); the one, public and Catholic, the other, public and dissentient. Some public Jewish schools exist.

Ontario—Public non-sectarian schools established under the Public Schools Act, Separate Schools under the Separate Schools Act. The latter schools go up to grade eight as a rule, in accordance with the provisions of the B.N.A. Act; however, the power to conduct continuation classes up to grade ten has been granted to Separate School Boards by provincial legislation. The Royal Commission on Education in Ontario, which after more than five years of study brought out its report (commonly called the Hope Report) in December 1950 recommends in the majority report,* that a six grade programme of elementary education be set up and separate schools authorized to provide only for this programme, including nursery schools and kindergartens. As one of the minority reports suggests, legislation to implement this change might be deemed ultra vires the provincial legislature in view of section 93, subsection 3, of the B.N.A. Act, which reads:—"Where in any Province a system of separate or dissentient schools exists by law at the Union, or is thereafter established by the legislature of the Province, an appeal shall lie to the Governor-General in Council from any Act or decision of any Provincial authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to Education."

In the light of the present campaign in B.C., everyone should realize the importance of the above clause.

The Commission states further on page 501 of its report, "Whatever may have been our views as individual members of the Commission when we entered upon our

*G. M. Weir: "The Separate School Question in Canada" and the Hope Report.

task, as a result of our careful and objective study of the problem of separate schools the majority would, if the Commission were in the happy position of recommending the organization of an educational system for Ontario unfettered by the past, vigorously oppose permissive authority for the establishment of denominational schools of any description as a part of the system."

In both Alberta and Saskatchewan, provision for Separate Schools was made in the constitutions under which those two areas joined Canada as provinces. The number of Separate Schools is small, catering to less than five per cent of the total school enrolment. In Saskatchewan, separate schools are confined to the elementary grades. Both provinces have private church schools in operation. Furthermore, the option of supporting either public or separate school is denied by law, the matter being determined by a citizen's religious affiliation. This differs somewhat from Ontario, where freedom of choice theoretically exists but through various means, can be much restricted.

Effect of the B.C.C.E.A. Proposals On the Educational System of B.C.

Proposal No. 1. above notwithstanding, two school systems would still obtain. The distinct needs of *two* groups in respect to plant, staff, curriculum etc. would have to be considered. Proposals nos. 2, 4, and 5, make this only too obvious.

Proposal no. 2 seems to throw overboard the hiring power of school boards. Who will have the ultimate say in appointments—the local school board, the Department or the Roman Catholic authorities? And who are the Roman Catholic authorities?

Proposal no. 6 is a challenge to the basic principle of democracy that guarantees to citizens equal political rights without regard to race, creed or colour.

Proposal no. 5 raises a very serious problem; it appears likely that for many years to come, not all Roman Catholic children will attend the type of school envisaged by the proposals. (In the U.S.A. less than half the Roman Catholic population of

school age is enrolled in denominational schools after a century of effort). Hence, may not the concern expressed in this proposal regarding texts extend beyond the walls of the "church" schools to the truly public schools and lead to censorship of the fare provided in the public schools?

The proposals, if fully implemented, would place the Roman Catholic school system in this province in a far better position than its counterparts now hold in any other Canadian province except Quebec, or than the dissentient school system of Quebec now has. Whether their attainment represents a final settlement of the question or whether further denominational encroachment is envisaged, the sponsors do not say. How long will it be before the move is made to have part of a school under denominational control? Or before political pressure is exerted to shift to the public purse items of expenditure which the Roman Catholic group now says it will assume? Experience elsewhere suggests that these questions must be faced.

Effect on the Teaching Body

With the teaching profession still struggling for recognition of its true status, members of the B.C.T.F. may well do a little thinking on this question. What will a close tie-up with frankly sectarian education, having an age-old record of indoctrination do to efforts to develop through teaching the spirit of inquiry and of independent thought which is the "sine qua non" of education for democratic citizenship?

What would be the effect of "integration" with the B.C.T.F. of the present Roman Catholic teaching staffs which are mostly drawn from members of the religious orders? To which organization would their first loyalty be given? How can their vows of poverty be regarded by teachers with normal economic responsibilities to meet? The Hope Commission* recommends "that for legislative grant purposes, for each teacher in a Roman Catholic sep-

*Hope Commission p. 510.

(Continued on Page 210)

The Separate School Question

OUR province has been criticized of late because it, alone, does not provide separate schools. Five provinces have laws permitting a religious minority, either Roman Catholic or Protestant, to designate that its school taxes be used to provide its own separate schools. The remaining provinces have made no legal provisions, but in certain communities permit these schools by local arrangement. Is the Catholic minority being treated unfairly in our province? We, as a Federation, think not. We have come out frequently for the maintenance of our "free, secular, non-sectarian public schools" as provided by law in the Province of British Columbia. There are excellent reasons for our stand.

British Columbia did not have separate schools when it entered Confederation and therefore, by the terms of the British North America Act,* is not required to make educational provisions for religious minorities. Our province provides free, non-sectarian elementary and secondary schools for all children of school age. Several religious minorities in our province are not satisfied to have their young receive this type of schooling and have voluntarily raised funds to provide parochial schools for their children. The Catholics have recently launched a campaign claiming that there is discrimination against them in this. They term it "double taxation". The provision of publicly supported sectarian schools, as demanded by this group, is undemocratic. It grants to Roman

B.N.A. Act Section 93, Clause 3:

*"Where in any province a system of separate or dissentient schools exist by law at the Union, or is thereafter established by the legislature of the Province, an appeal shall lie to the Governor-General in Council from any Act or decision of any Provincial authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to Education."

This statement is issued by the Table Officers acting on instructions of the Federation Executive.

Our readers may be interested in an allied topic in the January 21st issue of *Time*.

Catholics a privilege which is granted to no other sect—that of having public supported schools solely for pupils of their own religion. Anglican, Baptist, Catholic, Doukhobours, Fundamentalist, Greek Orthodox, Hebrew, Mennonites, Mohammedan, Presbyterian, and Sikh children attend our public schools. Many of these groups have reason to be dissatisfied with the type of instruction given in them. They, however, are usually willing to depend upon Sunday Schools, voluntary Bible Classes, week-day meetings, and their own home influence to provide the religious training they believe their children need. The Catholics, on the other hand, are not satisfied with such provisions. Their church canons on education state, "Catholic children must not attend non-Catholic, neutral, or mixed schools". Their children must not only be taught by qualified members of religious orders but, in addition, their religion must permeate all their teaching. It is obvious that such instruction is not a function of a state and that such schools cannot be "integrated" with a secular system of education. Minorities wishing this type of instruction should provide their own schools for that purpose. Our free, non-sectarian, public schools are open to all children of school age, and are the only schools which should be supported by public funds.

British Columbia is not the only place
(Continued on Page 210)

How To Avoid The Hot War And Win The Cold

By PAUL G. HOFFMAN
Director, The Ford Foundation

The specific references in this article are to the United States but the basic proposals of "How to Win Peace" can be applied equally well in our own country.

DESPITE all current strains and anxieties, we are living in one of history's most privileged periods. If we wage the peace and win it, we have the opportunity to convert this mid-point of the twentieth century into the great turning point of all time."—From *Peace Can Be Won*.

In these days of tensions and crises, it sometimes seems that any thoughtful person might well conclude that the best we can hope for is a continuation for decades of a not-too-cold war between the Kremlin and the free world—or, at worst, a general hot, shooting war, the outcome of which might well set civilization back on its heels for a century.

Let us admit that there is a rather appalling mass of evidence in support of either of these viewpoints. And yet, for reasons I will give you, I do not believe that World War III is inevitable, nor do I believe that we are committed to an endless cold war which will last so long that we will exhaust and wreck ourselves in the process of winning it.

Let's Keep Our Heads Cool

Let me deal first with the question of World War III. I am aware of all the dangers. I know that it is going to take very careful handling to prevent the Korean war from spreading into a general conflagration. I know that Yugoslavia, Iran,

and Prussia are areas in which open conflict might break out at any time. But if we keep our heads cool, I think these situations can be kept under control.

I am as confident as I am of anything that the Kremlin is afraid to start World War III at the present time. The Kremlin has no desire to subject itself to the terrible risks of a hot, shooting war. I have a number of reasons for believing this.

First, the gangsters in the Kremlin are well aware of the devastation that atomic warfare would bring to Russia.

Second, they are aware of the dangers of revolt that they would face once they started their armies marching outside their own country. The vast unrest inside Russia today is attested to by the twelve to fifteen million men and women in slave labor camps and by the constant purges at home. There is even greater unrest in the satellite countries where bloody purges go on from month to month almost as a matter of routine.

The third reason is that they think they can win the cold war. They think that constant expanding pressure outward, supported by powerful fifth columns in all the free nations, will cause the free world to crumble and come under their power without a widespread hot, shooting war.

Now I want to tell you why I believe that if we act wisely, it will not be the Kremlin that wins the cold war, but rather the free world. Furthermore, I want to tell you how I believe the cold war can be won by us—not without heavy cost, but at a cost that is bearable—and how we can win it within this decade of the fifties.

I want to assure you that I am not

underestimating the difficulties that lie ahead. As administrator of the Economic Co-operation Administration, I had plenty of opportunity to find out how ruthlessly and relentlessly the Kremlin is carrying on this cold war.

More recently I was in Berlin and saw an example of Kremlin strategy in action. I went to Berlin to take part in an academic celebration at the Free University of Berlin. The occasion was the formal acceptance of a grant made to the University by The Ford Foundation to enable it to establish itself as a center of academic freedom and democratic culture in Western Germany.

Whenever I am in Berlin, I like to take the opportunity to look behind the Iron Curtain into East Berlin. On previous visits I had been struck with the great contrast in the two sections. In West Berlin there was an air of enthusiasm and buoyancy and hope, which was in sharp contrast to the drab conditions and dispirited people of East Berlin.

Children on the Side of Tyrants

But when I visited East Berlin this time, the city was crowded with young people who had been brought together from Eastern Europe for the Communist Youth Rally. The streets were decorated with streamers and banners which proclaimed Stalin as the prince of peace. There was nothing drab or dispirited about these young people. They were joyful and jubilant. They were marching and singing and their faces shone with the light of their convictions. They really believed that Stalin meant peace and that Communism was another word for the brotherhood of man.

This is the third time in our lifetime that the children of a nation have enlisted on the side of tyrants. Mussolini put them in Black Shirts; Hitler put them in Brown Shirts, and now Stalin has put them in Blue Shirts—and set them to marching and singing.

The minds of children behind the Iron Curtain are being stunted and dwarfed. The natural development of their minds is prevented. What is left of their minds is being stuffed with tripe and rot. It is a terrifying process.

The tactics I am going to outline for you as a way to win the cold war with the Kremlin within this decade do not include fighting fire with fire. Quite the contrary, we must use methods appropriate to our ends, which are to help achieve peace with freedom and justice—and to give the children of the world an opportunity to grow and develop as God intended. The means of the Kremlin are suitable only for their ends, the enslavement of men. Using the right tactics, I have every confidence that we can lead the free nations to victory on every front.

The first thing we have to do, in my opinion, is recognize that the Russians are deliberately and systematically fighting this cold war on four fronts—the military front, the political front, the informational front, and the economic front. The men in the Kremlin believe they can defeat us in this cold war by attacking on those four fronts. I believe that we can prevent a hot, shooting war and win the cold war if we lead the other free nations in bold and imaginative counterattacks on those same four fronts.

The most urgent of these fronts, of

* * * * *

ABOUT THE AUTHOR

Paul Hoffman is known best to most Americans as administrator of the Economic Co-operation Administration for more than two years after his appointment in April, 1948. A former President of the Studebaker Corporation, Mr. Hoffman came into national prominence as chairman of the board of trustees of the Committee for Economic Development from 1942-48. For the past year as director of the Ford Foundation, Mr. Hoffman has administered a vast variety of projects to promote progress and understanding in the five areas of peace, freedom and democracy, economic well-being, education, and human behavior. The ideas expressed in this article are expanded further in Mr. Hoffman's recent book, *Peace Can Be Won*.

* * * * *

course, is the military front. That is because the men in the Kremlin respect only one thing — strength. Unless the free world builds up its military strength—and builds it up quickly—we are inviting the Kremlin to start World War III. We are now spending at the rate of about \$60,000,000,000 a year to arm ourselves and our friends, and I think it is the best investment in peace we can make.

But while we are building our military strength, we must not forget that the Russians are busy on three other fronts—the political, informational, and economic. On the political front we must consciously support and endeavor to give new vigor to the institutions which tend to unite the free world for its common defense. I refer particularly to the United Nations and the Atlantic Pact. As a leader among equals, we must use our influence to promote political unity within the free nations and among them. Wherever there is a breach between the free nations, you will find the Russians wedging in to widen it.

On the informational, or propaganda, front, the Russians are way ahead of us. They are telling their big lies with incredible energy and ingenuity on both sides of the Iron Curtain, and we have all too many reasons to believe that more and more desperate people are coming to believe them. We need to counter those big lies with big truths—and we have to tell the truth with the same energy and force the Russians use in telling their lies.

We cannot delude ourselves, however, that big truths will have lasting effects in the minds of men unless they are accompanied by big deeds. In my experience, the most effective propaganda is that in which the deed comes first, then the word. It is on the fourth front—the economic front—that we have an opportunity to achieve a great cold war victory, perhaps a decisive victory, with our deeds. In a very real sense, today's contest between freedom and despotism is a contest between the American assembly line and the Communist party line.



People everywhere all over the globe yearn for peace.

We are spending \$60,000,000,000 a year on our military program, and there is almost no American voice heard in protest. And yet there are many powerful voices raised against the comparatively small expenditures required to fight the Communists on the economic front. It is not enough to stop the Kremlin militarily. We must also help people in the critical areas of the world help themselves; help them fight the poverty, disease, and despair which are the pay dirt of Communism. We have got to help them improve their conditions, to the point at least where the Communist cry, "You have nothing to lose but your chains!" will fall on deaf ears, instead of ears cocked for every whisper promising hope.

They Want Jobs—Not Handouts

Some of you may think I am proposing a sort of International W.P.A. which will induce these people to think all they have to do is hold their hands out to Uncle Sam. Before I became Administrator of E.C.A., I had listened to a lot of talk, and read a lot of articles, about how lazy the Europeans were, how all they wanted was handouts. But when I got on the job, I discovered in a hurry that they didn't want handouts; they wanted a chance to work; they wanted hope. The miracle of recovery that has taken place in Europe is due in great part to the simple fact that once hope re-entered their hearts, they really went to work.

I estimate that \$2,000,000,000 — three-quarters of one per cent of our annual national income—will enable us to carry out adequate programs of economic assistance in the year ahead. Of this, about one billion is needed to finish the job in Europe. (Incidentally, the original cost of the program in Europe was estimated at \$17,000,000,000; the actual cost so far has been less than \$13,000,000,000.) The program in Asia will require less than one billion. I know of no way in which we can get so much for our money as by giving economic assistance now, while the new democracies in Asia are struggling to find a place in the framework of the free nations.

Invest in the Future

Perhaps the immediate justification for our assistance on this front is the contribution it will make toward stopping Communism. But even if Stalin were the prince of peace instead of the last in the line of the modern dictators with lust for power—a man with more blood on his hands than any man in history, including Adolf Hitler—even if his intentions were peaceful, I would still say that the best investment the United States could make would be to help develop the economically retarded countries that are struggling to become modern democracies. As a business man, I would consider myself very derelict if I did not devote one per cent of the income of any firm I was operating to long-range programs of development of future markets. If we want to invest in the future prosperity of the United States of America, we cannot do better than invest three-fourths of one per cent of our national income in the long-range development of international markets.

What I have been trying to say is that if we build up the military strength of the free world to a point where the Russians will never dare attack, and if we wage the peace on the other three fronts with vigor and imagination, the gang in the Kremlin will find their dream of world conquest has gone the way of every dream of world conquest by every tyrant from Genghis Khan to Adolf Hitler.

It is odd, isn't it, that a group of men in the Kremlin who have nothing to offer the world but slavery—and who represent a power that you cannot rate other than second class, a power whose total assets don't compare with those of the free world, a power whose people are suffering the lowest standard of living in the world—it is odd, isn't it, that this small group of men representing this second-class power has all the rest of the world trembling?

In this country, fear of the men in the Kremlin and knowledge of their treacherous ruthlessness has resulted in the belief of too many people that we ought to attack before we are attacked. But that is not the way to get where we want to be. That

is the way to get into a hot, shooting war that would cost us a billion dollars a day—and that is the least important measure of the cost. You do not prevent a war by starting one.

Action for Peace

People everywhere want peace. That is a fact that shouts at you wherever you go on this globe. It is true here in America; it is true in Europe, true in the Middle East, true in India, Pakistan, and Japan. This yearning for peace is real. You can feel it wherever you go.

We Americans now have the opportunity and the responsibility to lock arms with

the other free nations in an irresistible march toward the thing we all want most—peace with justice.

This program I have suggested is a program of action for Americans. We Americans like action. I think that the reason the let's-drop-a-bomb-boys — those who think that war is inevitable anyway and we ought to strike first—have had so many followers in this country, is simply because we as a people like action. But once we press forward with vigor and imagination on a program of action for peace, the feeling that war is inevitable will disappear in thin air. If we wage the peace, we can win the peace.

WHAT ABOUT INTEGRATION?

(Continued from Page 204)

arate school who is a member of a religious order or community, the amount of salary to be included by the board thereof as part of the approved cost of operating be a specified sum, fixed on a provincial basis by the Minister of Education, representing the cost of maintenance of such teacher to the religious order or community, or the annual salary paid to such teacher by the said board whichever is the lesser." But four apparently non-Catholic members of the Commission dissented from this recommendation, pointing out in their minority report that the salary should be the one regularly paid for the work and that the grant should be based on that salary. This proposal immediately raises the question: are public funds paying a salary or are they subsidising a religious order?

Then there is the matter of pensions. How are the "integrated" teachers to be brought under the scheme?

CONVENTION RESERVATIONS

Anyone desiring hotel accommodation for the Easter Convention should communicate with Mr. Mel Henderson, 2207 West 16th Avenue, Vancouver 9, giving details of time of arrival and departure and type of room desired.

THE SEPARATE SCHOOL QUESTION

(Continued from Page 205)

where such a stand is taken. Nor is it the only place where such a campaign is being waged against the state schools.

The United States has faced this problem repeatedly in most centres. Their parochial schools have made the same demands for free textbooks, bus transportation, medical and dental care, and support from the local taxes. These demands have met with little success. Although the majority of the Roman Catholic children in the United States attend the free public schools, over three million attend Catholic elementary and secondary schools, and their parents pay fees to support those institutions. Their Supreme Court has ruled that the First Amendment to their Constitution prohibits federal aid to sectarian schools. Their "National Education Association" has repeatedly taken a strong stand in favor of their free, non-sectarian public school system. The situation in B.C. is certainly not unique. We as teachers are in good company as we continue to stand behind our free, non-sectarian public schools. We believe, as do our American neighbors, that our free, common, unifying, public schools are the bulwark of democracy.

Have You Heard

LAWYERS TOGETHER

By CHUCK BAYLEY

A Look at the Legal Profession

* * * * *

LOOKING from the outside in, the legal profession deals in unusuals. Civil and criminal law are essentially for the common good, yet according to their adage, a citizen who pleads his own case hath a fool for a client.

Our laws are so complex and capable of so many interpretations that only a lawyer knows how to initiate litigation, adhere to court procedure, and so handle witnesses, evidence, and case precedent that the court is apt to interpret the law in his client's favour.

Lawyers are anything but a cohesive, fraternizing group. They have a common professional training and compulsory membership in the Law Society of B. C., but they are out and out free enterprisers. Their responsibilities are solely to their clients. They compete before the courts and before governments on behalf of these clients. Yet lawyers are highly co-operative. They must be to effect settlements without taking every case to court, a costly and uncertain business.

Economic Aspect

Most lawyers operate a general practice handling incorporations, conveyances, wills and estates, agreements, civil and criminal court cases. They will act on behalf of either the plaintiff or defendant. Most, as you have probably noticed, are members of a law firm. Two, three, four or more lawyers specializing in various kinds of law, can handle a diversified practice, have a common library, and employ junior help for routine business.

According to Taxation Statistics published by the Department of National Revenue last year, of the 2,870 lawyers in Canada in 1948, 370 earned under \$2,500 while 670 earned over \$15,000. While the national average was \$9,533, I am told that the B. C. average runs considerably below that. To earn over \$10,000 a lawyer must have a good practice and work more than hard. Very few in British Columbia earn over \$20,000 and these men are outstanding counsels with a high class clientele.

Lawyers derive most of their income from fees but corporation lawyers generally have one or more retainers. Quite a few are on a board of directors, and some, as you know, are members of parliament. They all do considerable free work for widows, pensioners, deserted wives, and down-and-outers.

Law Society Controls

The Law Society lays down the maximum fee for a particular service but a client has the right to take his bill to the Court Registrar to be "taxed." However, this control does not hold in cases where client and counsel have agreed to the fee beforehand. Generally, people have enough sense to know that litigation is expensive, and that is why there are more civil cases during prosperity.

The Law Society of B.C., to which every barrister and solicitor must belong, controls the training and certification of its members under the Legal Professions Act. Even though the Law Faculty of U.B.C. has taken over the Society's training school, the Benchers still influence the curriculum through the system of co-examination. The Benchers also control the ethical conduct

of members by having the right to suspend and disbar for unprofessional conduct.

Lawyers back up their code of ethics with a Reimbursement Fund to take care of defalcations. A client with cause may apply to recover his loss (maximum of \$5,000). According to the Act, every lawyer must contribute \$5.00 annually until the fund reaches \$100,000 and thereafter if it drops below \$80,000.

Called and Admitted

A student, before he can become a lawyer, must enroll with the Law Society, a procedure which costs \$50. He articulates with a law firm for a year and then, without further examination, files a petition for Call to the Bar and Admission as a Solicitor in British Columbia. The fee for this is \$200. The candidate is then called and admitted by the Benchers (Executive) of the Law Society and presented to the Court for oath.

Times are changing in the law business and most novices now start as an employee of a law firm hoping to become a partner or develop enough contacts to set up private practice. Few go into the country or into a residential suburb as legal business is concentrated in the city centre. But all the young fellows know the difference between a brilliant counsel and an ambulance chaser as to class of clientele, economic return, and status within the profession and the community. They set their sights accordingly.

It should be stated that B. C. has no reciprocal agreements for recognizing outside lawyers. The Law Society, however, does admit young lawyers just as our own students if they apply within two years of being called to the bar anywhere in the Commonwealth. But a \$1,500 entrance fee discourages others from coming to our balmy coast to practice.

New Ideas Entering

The Law Society, like the College of Physicians and Surgeons, is concerned chiefly with the training, registration, and ethical conduct of its members. Apart from maintaining an extensive system of law libraries in B. C., the Society does not pro-

vide in-service training. Only recently has it pushed a public relations programme and published a "Consult a Lawyer" series of advertisements.

Chief drive in professional matters comes from the Victoria and Vancouver Bar Associations, two of the nine in B. C. Two years ago, Victoria set up a Legal Aid Bureau comparable to an outpatients' clinic. Last year Vancouver started a similar service, and a province-wide scheme is under consideration.

The Vancouver Association has been very satisfied with its project. A panel of lawyers meets every Wednesday night to interview applicants. Those who require guidance on procedure are given advice. People with a simple problem and who are legitimate "free" cases, are helped by the panel. Those needing further help are referred to the next lawyer on the list. Never less than eight applicants and as many as thirty have turned up on a Wednesday night. Altogether 86 lawyers have participated.

Easy Advice

Just about now you are probably wondering how you would get legal counsel if you needed it. And that's quite a problem. A judge who said a lawyer is as important to a client as a jockey is to a race horse, told me that when he is asked to recommend a lawyer, he suggests that the person ask his bank manager. But by all means, keep away from the lawyer who slaps his desk, says you have a wonderful case, and advises you to sue the old so and so for everything he's worth. Good lawyers don't earn their money that way.

THE BOOKLET containing the resolutions and reports to be considered at the 1952 Annual General Meeting should be received by your Local Association by about March 14th. Be sure to attend the pre-Easter meeting at which these matters will be discussed.

What Do You Think?

Asks STANLEY D. MEADOWS

FROM conversation with a large number of teachers, I am led to believe that there is a fairly clear-cut division of opinion into two general, but well defined schools of thought. There may be variation as to detail and degree, but the general principles are clear.

A. 1. I believe our philosophy of education is as Dr. Ewing described it in his address to the Vancouver teachers at this year's Fall Convention.

2. I believe Rev. Mr. Hobden of the John Howard Society is right when he is alarmed concerning the number of youth in our penal institutions.

3. I believe the Chief of Police has good reasons for his precautions in regard to vandalism.

4. I believe the formation of the Vancouver Mayor's youth committee was necessitated.

5. I believe this is by no means an urban, nor a localized situation.

6. I believe that, while our youth are basically the same as they ever were, or ever will be, there has developed in fairly recent times a more serious character of offence, a lower average age of offender, a change from a pilfering to a bravado type of offence.

7. I believe the report of the Royal Commission on Education in Ontario is right when it places as the first aim of education—"To apprehend and practice the basic virtues."

8. I believe the main influence in the handling of youth, whether by parent, teacher, social worker, juvenile court officer or club leader, stems from the leadership supplied by the so-called leaders in educational philosophy, who have been in

Mr. Meadows, principal of Simon Fraser School, is chairman of the Educational Philosophy Committee of the Vancouver School Administrators' Association. At a recent meeting he asked the members how urgent they considered an appraisal of our educational philosophy. He prefaced his question by these pertinent remarks.

positions of national and international influence during the past twenty years.

9. I believe the failure of our educational philosophy to develop a proper sense of responsibility, the value of money and who earns it, the importance of "give" as well as "get," a respect for properly constituted authority, the importance of hard work, has been contributory to our juvenile delinquency situation.

10. I believe we have further contributed by developing in our youngsters a premature sophistication, an over-stimulation, a confusion of thought between the terms "interest" and "entertainment."

B. 1. There are those who believe that we can just smile at the ridiculousness of any serious criticism of our educational philosophy and youth situation.

2. There are those who can see no difference between putting a buggy on the roof, an old and fairly common Halloween stunt, and the modern fairly common offence of armed robbery.

3. There are those who say that the acts of vandalism are no worse today than they were years ago.

4. There are those who do not agree that too often today youth wants to know

(Continued on Page 222)

Parent-Teacher Convention

And You

By MRS. WILDA G. DAWSON
Chairman, B.C.P.-T.F. Convention
Committee

WHY should the teachers of this province be interested in the British Columbia Parent-Teacher Federation Convention?

As usual, I consulted the family, including a daughter's current boy-friend. "What shall I say?" I asked.

"Well," enquired the boy-friend, "what does your hyphenated name Parent-Teacher mean? Parents do their job at home and teachers do theirs in school. I think the two jobs are separate and they should stay that way."

I informed him that our hyphenated name stands for parents and teachers co-operating in the best interests of all children. Parents and teachers can never operate as two separate groups. The child is the hyphen that joins us, the straight line from parent to teacher. For many years the thoughts and activities of both partners have been centred on keeping that line straight. Parent Teacher Associations afford opportunities for exchanging information and help to each school, while the Parent-Teacher Convention provides greater understanding of problems common to the whole Province and leads to more effective action in trying to solve them.

Our Convention this year is planned around the question, "What does Parent-Teacher mean in your community?" There will be a panel on "Parent-Teacher Evaluation." The discussion will be carried on under three headings:

- (a) What are we trying to do?
- (b) What can we do?
- (c) How can we do it?

These headings will be considered at the Elementary and Secondary school levels, in rural and urban centres.

After the panel, the delegates will form into "Problem Groups" to discuss association problems. We know that two or three of the questions asked will be as follows:

1. How can we reach indifferent parents who need help but who will not attend our meetings?
2. What can we do about teachers who see no value in Parent-Teacher Associations?
3. Our association has been busy raising money for needed school equipment. We know we are not organized to raise money. We would like to emphasize our real job which is Parent Education. How do we start?

In answer to the last question, a session has been arranged on "The Place of Parent Education in Programme Planning." It is hoped that the delegates will take back to their associations many practical ideas for promoting Parent Education in their monthly meetings and in discussion groups. Here, as in all other Parent-Teacher activities, we need the interest and co-operation of the teachers.

We are grateful to those teachers all over the province who responded to our last year's theme, "Know Your School." They co-operated in programmes dealing with everything about schools from buildings to the aims of education and modern methods of teaching.

Now that you know why the teachers of this province should be interested, we hope you will plan to attend the British Columbia Parent-Teacher Federation Convention at the Kelowna Senior High School, Kelowna, B. C., April 16, 17 and 18, 1952.

B.C.T.F. News

Christmas Executive Meeting

The Executive met in the Board Room of the Federation Offices for a three day meeting on December 28th, 29th and 30th. Among the items of business transacted were:

1. Approving the Christie Award — an annual award of \$200 to be granted to an active member of the Federation who wishes to take a year's leave of absence for the purpose of further study. (See complete announcement on page 198 of this issue.)

2. Naming the B.C.T.F. prize to the leading student in the U.B.C. Teacher Training course the Dr. Maxwell A. Cameron Memorial Prize in honor of the late Dr. Cameron. In addition to this annual prize of \$50, similar prizes will be awarded to the leading student in each of the Provincial Normal Schools. An appropriate silver medal also will be awarded each leading student.

3. Naming Don Pritchard, Vice-Principal of Gladstone Junior High School, Vancouver, as Chairman of the B.C.T.F. Curriculum Revision Committee. Howard Denton of Burnaby South High School will continue to represent the B.C.T.F. on the Department of Education Curriculum Committee.

4. Passing the following motion regarding principals as members of the B.C.T.F., "That it is the opinion of this Executive that the interest of Education in general and of the whole teaching profession will be best served if we adhere to the policy that principals are first of all teachers and should not be set apart from the general membership of the profession." This resolution will be referred to the Annual General Meeting.

The 1951 Annual Convention of the B.C. School Trustees' Association passed a resolution the intent of which was to have principals excluded from membership in the B.C. Teachers' Federation. The above resolution indicates the Executive's reaction to this suggestion which some Executive members indicated was entirely outside the jurisdiction of B.C.S.T.A. while others wondered just how the B.C.S.T.A. would provide for an organization for principals which would guarantee them the rights and privileges they now have as members of the B.C.T.F.

5. Hearing a report given by Bob Smith, First Vice-President, on behalf of the delegation which interviewed the Provincial Secretary and his Deputy on several pension questions. The following understandings were arrived at:

- (1) At the 1952 session of the Legislature, the 6% Government contribution will be established, regardless of which benefit plan is chosen by the teachers, and whether or not it is possible to have complete legislation ready regarding the plan of benefits.
- (2) The Act will be amended to specify that actuarial surpluses accruing from time to time will be used entirely to improve benefits; it will also be provided that actuarial deficits will be balanced either by increasing the rate of contributions or by reducing the benefit rates.
- (3) Although it is not possible to write the words "in perpetuity" into an Act of the Legislature, the Government will give us a Memorandum of Agreement as evidence of its intention to maintain the 6% contribution rate permanently.

6. Hearing a detailed factual report on the separate school situation in other Canadian provinces and subsequently passing the following motion,

"That the Executive reaffirm its support of and belief in the democratic system of non-sectarian schools at present established by law in the Province of British Columbia, and protests the granting of concessions demanded by religious and 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 and other sectarian schools."

7. After receiving the report of the Committee on Sick Leave, passing the following resolution which is to be submitted to the Executive of the B.C. School Trustees' Association at the earliest opportunity, "That Section 131 (1) of the public Schools Act be rewritten as follows:

"To allow a teacher who is absent from classroom duties owing to his illness or unavoidable quarantine, leave of absence on full pay for the period of his absence, subject to the production of a certificate of quarantine, signed by a duly qualified medical practitioner if required by the Board, but not exceeding the aggregate allowance in any year of two days for each month taught by him in the service of the Board during that year; provided, in the case of a teacher whose leave of absence under this clause in any year is less than the aggregate allowance for that year hereinafter provided, and who continues in the service of the same Board, the allowance of leave of absence for the teacher shall be treated as cumulative to the extent of 50 per centum of the part of the aggregate allowance unused, and in the event of his illness of unavoidable quarantine in a subsequent year, his leave of absence shall be extended for the whole or such part of the allowance so accumulated as will cover the period of illness in addition to the allowance otherwise available for the current year but not to exceed a total leave of absence of 200 teaching days in any year."

8. Receiving the report of the special committee named by the Executive to study the question of the rating of teachers and teacher training graduates and instructing

that a full report be made to the 1952 Annual General Meeting.

9. Adopting the report of the special committee on Amendments to the Schools Act. The amendments desired would:

- (a) provide for compulsory arbitration to apply to salary scales rather than to individual salaries only.
- (b) give teachers increased protection against unjust transfer.
- (c) make it mandatory that vice-principals be appointed in all schools of ten rooms or more.

DANCE TIME



You know it will soon be Wednesday, April 16th, the night of the big Convention Dance. Make plans now to come dressed like we are and really enjoy yourself. Meanwhile get your friends together and practice up on your dance routine but don't worry too much if you're not at the peak of perfection. Mernie Summers and Brian Creer will be on hand to guide you.

The Old-Time dances will be chosen from the following:

SQUARES:

Hurry, Hurry, Hurry . . . Grapevine Twist
 . . . Texas Star . . . Forward Six . . . Red River
 Valley . . . On Bau Loop . . . Cowboy Loop . . .
 Whiskey Swing.

COUPLES:

California Schottische . . . Oh, Johnny . . .
 Tucker Waltz . . . Spanish Circle . . . Patty-
 Cake Polka . . . Boston Two-Step . . . Spinning
 Waltz.

There'll be modern dancing, too!

Tentative B.C.T.F. Convention Programme 1952

Hotel Vancouver and John Oliver Jr.-Sr. High School

MONDAY, APRIL 14th

9:00 a.m. to 12:00 Noon
Registration and Registration for
Pooling (Salon, Hotel Vancouver)

9:30 a.m. to 10:30 a.m.
B.C.T.F.M.S.A. Annual Meeting
(Ballroom, Hotel Vancouver)

10:45 a.m. to 11:45 a.m.
B.C.T.F. Credit Union Annual
Meeting (Ballroom)

12:30 p.m.
Delegates' Luncheon
(Banquet Room, Hotel Vancouver)
Address by Mr. Ken Caple
Presentation of Fergusson, Charles-
worth and Christie Awards.

2:00 p.m. to 4 p.m.
Registration and Registration for
Pooling (Salon D)

3:00 p.m. to 5:00 p.m.
Annual General Meeting, First Ses-
sion (Ballroom)
Address by Hon. W. T. Straith,
Minister of Education.

7:30 p.m. to 10:00 p.m.
Annual General Meeting, Second
Session (Ballroom)

TUESDAY, APRIL 15th

9:00 a.m. to 12:00 Noon
Registration and Registration for
Pooling
(John Oliver High School)

9:00 a.m. to 12:00 Noon
Section Meetings
(John Oliver High School)

12:15 p.m. to 2:00 p.m.
Luncheon meetings as arranged by
sections
Luncheon for others may be pur-
chased at John Oliver High
School Cafeteria

2:00 p.m. to 4:00 p.m.
Section Meetings
(John Oliver High School)

7:30 p.m. to 10:00 p.m.
Annual General Meeting, Third Ses-
sion (Ballroom)

WEDNESDAY, APRIL 16th

9:30 a.m. to 12:00 Noon
Annual General Meeting Fourth
Session (Ballroom)

9:30 a.m.
Election of Officers

2:00 p.m. to 5:00 p.m.
Annual General Meeting, Fifth Ses-
sion (Ballroom)
Curriculum Resolutions

4:00 p.m. to 5:00 p.m.
Payment of Transportation Refunds
(Salon D)

9:00 p.m.
Convention Old Time Dance,
Danceland Ballroom, Robson and
Hornby Streets

THURSDAY, APRIL 17th

10:30 a.m. to 11:30 a.m.
B.C.T.F. Co-op. Association, Annual
Meeting (Ballroom)

12:00 Noon to 1:00 p.m.
Payment of Transportation Re-
funds (Salon D)

2:00 p.m. to 5:00 p.m.
Annual General Meeting, Sixth Ses-
sion (Ballroom)

*Please note that the Annual Meeting of the B.C.T.F.M.S.A. and the B.C.T.F. Credit Union are scheduled for Monday morning and that of the B.C.T.F. Co-op. Association for Thursday morning.

British Columbia Teachers' Federation

Financial Statements for Year to June 30, 1951

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

August 24, 1951.

British Columbia Teachers' Federation, Vancouver, B.C.

Gentlemen: We present herewith your annual statements for the year to June 30, 1951. During the period under review, all investments in securities have been sold with the exception of those held for the Charlesworth Memorial Fund. Verification of which has been received from your bank.

Your investment in Real Estate has increased as shown on your Balance Sheet under the heading of Fixed Assets, due to the purchase of additional property on Broadway.

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

All our requirements as Auditors have been complied with.

MARTIN, BROWNING & CO.,
Chartered Accountants.

BALANCE SHEET, JUNE 30, 1951

ASSETS

CURRENT:		
Cash on hand and in bank	\$25,249.14	
Accounts Receivable	963.37	
		\$26,212.51
BENEVOLENT FUND (per contra)		
Cash in bank	\$ 1,026.15	
Accounts Receivable	3,167.00	
		4,193.15
SALARY INDEMNITY FUND (per contra)		
Cash in bank		5,030.17
CHARLESWORTH MEMORIAL FUND		
Cash in bank	\$ 1,019.06	
Investment	2,622.50	
		3,641.56
WELFARE FUND		
Cash in bank		2,290.19
DEPOSITS		75.00
FIXED		
Office Furniture and Fixtures	\$8,230.29	
Less: Depreciation Reserve	2,974.88	
	\$ 5,255.41	
Real Estate	73,304.34	
		78,559.75
DEFERRED		
Property Taxes and Insurance	\$ 646.18	
Stationery and Supplies	665.00	
Insurance	26.66	
		1,337.84
		\$121,340.17

LIABILITIES

LOANS		\$ 25,000.00
RESERVES		
Benevolent	\$ 3,533.98	
Salary Indemnity	8,597.04	
General	11,676.00	
Building	15,600.52	
Charlesworth Memorial	3,357.56	
Group Insurance	112.77	
		42,877.87
SURPLUS		
Balance—June 30, 1950	\$35,743.24	
Plus:		
Excess of Revenue over Expenditure	17,719.06	
		53,462.30
		\$121,340.17

Subject to our report of August 24, 1951.

MARTIN, BROWNING & CO.,
Chartered Accountants.

STATEMENT OF REVENUE AND EXPENDITURE

For the Year to June 30, 1951

REVENUE		
Fees	\$97,611.88	
Magazine Subscription	7,691.12	
		\$105,303.00
Magazine Advertising	\$ 3,650.01	
Interest and Property Revenue	2,973.97	
Convention Advertising and Display	1,216.56	
		7,840.54
		\$113,143.54

EXPENDITURE

Salaries

Salaries	\$19,180.45	
Pensions	1,183.70	
Unemployment Insurance	147.58	
Workmen's Compensation	125.68	
		\$20,637.41

Travelling

General Secretary	\$ 1,835.91	
Assistant General Secretary	1,300.49	
President	1,677.83	
Executive	4,066.40	
Consultative	995.02	
District Councils	5,266.51	
Geographical Representatives	421.81	
Delegate to Trades and Labor Convention	372.20	
Sundry	517.95	
		16,454.12

Departments and Committees

B. C. Shop T. A., Home Economics and B. C. Counsellors	\$ 150.00	
Code of Ethics and Advisory	13.91	
Constitution and By-Laws	29.52	
Curriculum Revision	34.75	
Education Finance	344.15	
Exchange Teachers—Grants	110.00	
Finance	37.25	
Pensions	1,318.81	
Provincial Salaries	767.02	
Public Relations—Education Week	2,128.12	
Sundry	44.70	
		4,978.23

General		
Rent	\$ 840.00	
Bond	5.00	
Audit	150.00	
Telephone and Telegraph	506.14	
Postage, Excise and Expressage	510.26	
Stationery, Supplies and Printing	1,391.99	
Subscriptions and Advertising	104.26	
Gratuities	15.00	
Legal	1,323.27	
Summer Sessions Scholarships	100.00	
Depreciation Reserve	100.00	
Sundry	2,972.80	
		8,018.72
Magazine		
Printing	\$ 9,741.74	
Mailing	551.56	
Sundry	1,005.06	
		11,298.36
Convention and Annual Meeting		4,721.21
C. T. F. — Fees		3,660.30
Salary Indemnity		21,386.75
Benevolent Fund		617.00
Trades and Labor Affiliation Fees		1,695.60
Workshop		1,956.78
		95,424.48
Excess of Revenue over Expenditure		\$ 17,719.06

LESSON-AIDS

Address all correspondence to the Secretary. Make all money payable to the B.C.T.F.

DANNY IS DULL

Danny is dull. He sits in his seat all day, with his motion's firmly checked. His mind, branching off from the Lesson at Hand is crushed and brought back to the subject under discussion. Accordingly Danny retreats into himself, and sits solidly through another day. Then teacher, in all his wisdom, brands Danny as being dull.

Most teachers are aware of this situation. Many have read Hayward's "Lesson in Appreciation" or Fryer's more massive tome "Measurement of Interest." And a great per cent of our teachers try to make their hourly work of interest.

Lesson-Aids can be of most help to those teachers who apply them intelligently, sympathetically and with life.

In English period use crossword puzzles

as well as dictionary study. Up to a point puzzles can be stimulating and intriguing.

Go on a treasure hunt some history period and have pupils report on buried riches. Pyles "Book of Pirates" is too often left out of the class, though no other book reproduces the atmosphere of the Spanish Main as well.

Lesson-Aid Unit No. 91 is a wonderful bit of work on "The Government of Canada," but is heavy and dry. Have your own elections, complete with speeches, ballots, scrutineers, etc. Then utilize the set up to impart the information of Lesson-Aids.

Sit down this evening, write for your free Lesson-Aids catalogue. Order a few helpful units. Then spend a moment or two with your fellow teachers chatting over the best approach to the lesson.

You will find that Lesson-Aids can be invaluable if the purchaser is wide-awake to the possibilities inherent in them.

Use Lesson-Aids In All Your Grades.

Someone has said "We are not alone"

Dear George:

You don't have to tell me about that kind of thing . . . I've had that to contend with ever since that certain party moved in here. However, I suppose old Anno Domini will take care of him.

Enough of that. You were asking about another matter.

Here's the way I look at it — any of us can easily take care of the little raps — it's the hazards that would cost "folding money" that we have to worry about.

What am I talking about? They



tell me that the new scale for medics gives them \$6 now for the first call. That's not exactly pin money at that.

Another thing — while the B.C. Hospital deal (of considerable controversy) takes care of a bed (after the initial ten-day touch) and the sleepy gas they give you, they have a new set-up now that makes US pay for the little man that administers the stuff — and HE doesn't work for peanuts!

All in all, this deal that we teachers have whipped up to give us what we need at bed-rock cost is a **GOOD DEAL**. Buy yourself in on it — quick like!

You know, George, we don't buy a floater policy to repay us for a lost pair of rubbers; we don't buy a fire policy to take care of a flaming waste basket . . . NO! . . . It's to protect ourselves against the

(Continued next page)

British Columbia Teachers' Federation Medical Services' Association

1644 West Broadway, Vancouver 9, B. C. — Phone Cedar 8812

APPLICATION FOR MEMBERSHIP

Members outside of Vancouver, New Westminster and Victoria, please add exchange to cheques.

1. Full name Address City

Surname Given name

Date of birth Telephone

Day Month Year

Sex; Married; Single; Widowed

Dependents (These are children under 19 or brothers and sisters under 19 totally dependent,

Number

and 1 adult up to 65 years, totally dependent upon the member.)

FOR DEPENDENTS ONLY

Relationship to the member

Date of birth

2. Name in full

A Date of birth

B Date of birth

C Date of birth

D Date of birth

E Date of birth

3. I hereby declare that, to the best of my knowledge, I and the above dependents are in good health and free from chronic or congenial conditions except as follows:

I further declare that to the best of my knowledge I and the above dependents have not been advised that any medical or surgical treatment is necessary except as follows:

4. If you or any of your dependents ever had or now have any disease or symptoms such as the following, or any other chronic or recurring ailment, please note when and how long sick.

Appendicitis

Rupture or Hernia

Kidney or

Palpitation or

things that happen to others. A and B massacre your financial position
could happen to us that REALLY unless you have some scheme that's
ROCK YOU. A severe sickness — on YOUR SIDE to cover the invoices
or even a minor accident can with a cheque.

Asthma or Hay Fever.
Cancer or other tumors.

Prolonged coughs or blood-spitting.
Disease of tonsils, ear, nose or throat.
Diabetes.

Any other ailments?

bladder trouble.
Indigestion.
Ulcers.
Anaemia.
Rectal Trouble.

shortness of breath.
Varicose veins.
Rheumatism.
Fainting attacks or epilepsy.

Person	Date	Disease	Duration	Name of Doctor	Other remarks

5. Have you or any of your dependents within the last five years been confined in a hospital:

Yes or no.....; Date.....; Name of hospital.....

Nature of ailment.....; Duration of stay.....

Name of person.....

6. I, the undersigned, hereby agree that, if any of the said answers are materially false, all rights and benefits that I might otherwise have under this membership shall be wholly void and forfeited. I also agree to be bound by the by-laws of the B.C.T.F.M.S. Association. I FURTHER DECLARE THAT I AM A MEMBER OF THE B.C.T.F. Local Association.....

7. Enclosed is the sum of \$5.00 being my initiation fee, and \$..... being..... months' dues. Initiation fee, plus at least one month's dues, should accompany application.

Signature of applicant..... Date.....

Date received by Executive Board

Date accepted as a member

Miscellaneous

(For further details write on reverse side)

If I sound like a salesman— for-
give me, George—I'm merely a
shareholder.
P.S.: Spelling not guaranteed; I'm OFF
duty.
BILL

A Study in Words

PRUDENT
THOUGHTFUL
FAR-SIGHTED
THRIFTY
RESPONSIBLE
CO-OPERATIVE
INDEPENDENT
PROVIDENT
CAREFUL
WARY
CAUTIOUS
INSURED

or Perhaps

NEGLIGENT
THOUGHTLESS
IRRESPONSIBLE
NON CO-OPERATIVE
DEPENDENT
CARELESS
UNWARY
INCAUTIOUS
VULNERABLE
APPREHENSIVE
IMPROVIDENT
ANXIOUS
WORRIED
UN-INSPIRED.

CO-OP NOTES

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

INVESTMENT counsellors advise clients to seek diversification in investments. The usual advice was to keep at least half in gilt-edged bonds such as are approved for trust funds. The yield on such securities may be small, often no higher than 3% but the capital is safe. This is true in part. In recent months, rising interest rates have affected the market price of Dominion, Provincial and Municipal Bonds adversely, and these securities can now be marketed only at a discount. The higher the earning power of money the greater the discount on such securities. Held to maturity, of course, they are redeemable at face value. Many counsellors now advise that as little as 30% of investment capital should be in bonds with fixed yield.

Capital Investment

We should consider our contributions to Pensions Account as capital invested in bonds. Pensions reserves are invested exclusively in Dominion or B.C. Governmental issues. If we invest surplus moneys in bonds, we are not securing diversification. In the Pensions fund, earnings on reserves are slightly in excess of 3%. Unfortunately, mortality experience of teachers is such that annuity rates are set so that we receive less than 2½%. There is another savings on contributions to an employers' pension plan inasmuch as such contributions are exempt from income tax but the low return in the Annuity Account reduces this advantage.

As a means to profitable diversification many teachers are investing in the B.C.T.F. Co-operative's loan certificates. The 6 per cent return is attractive. Quite a few teachers are investing with us as a means of supplementing their pensions instead

of increasing voluntary contributions in excess of the basic requirement. Some teachers are using the Co-operative as a means of building up education endowments for children. Money in thirteen years will double at 6 per cent. A substantial endowment fund can be built up in a few years with monthly contributions of \$10.

Any teacher with a future housing need (that probably means the majority of teachers) might be well advised to consider regular payments or savings in the Co-op as a step to achieving the down payment on their future home.

The following undertakings have been entered into by the Co-op up to date. *House 1*—In the Oak—40th area, Vancouver, total value \$15000. Supervision and purchasing of building supplies through the Co-operative without any money advanced by the Co-op. *House 2*—Same location and conditions as House 1. Value \$11,500. *House 3*—Dunbar Heights. Value \$9500 contracted for and financed by the Co-op. Funds advanced \$1500. *House 4*—Capilano Highlands, Value \$13,500 contracted for and financed by the Co-op. Funds to be advanced \$2,000. *House 5*—Glencagles, value \$15,000. Teacher building his own home. Supplies purchased through the Co-op. Advances from the Co-op, \$1500. *House 6*—Help in financing a house purchase. Advance from the Co-op \$1,000. *House 7*—Financial help to complete a house in Central B.C. Advance from Co-op \$1500.

A number of teachers in Vancouver have expressed a wish to own a suite in a tenant-owned apartment block. If several more become interested it may be possible to proceed with, say a 10 suite-block.

There have been many expressions of interest in renting suites in an Association-owned apartment block but our finances as indicated to date do not seem sufficient to enter into the rental field in the Lower Mainland yet. We will probably be in the rental field, however, in certain parts of the Province, where the housing needs are extremely acute, by September. So far there has only been one application for assistance in building outside of the Lower Mainland. It is planned to finance construction in these other areas beginning July 1st.

We are not wishing to involve any member in an undertaking beyond his means

of repayment. This would be bad business for the Co-operative as well as for the member. To date all commitments fulfill N.H.A. basic requirements; namely, that the member's total payments are not more than 23% of his earnings. We have also managed to obtain covenants wherein the member has at least as much of his own money invested as we have.

We hope we have demonstrated that there is a continuing background for investment for teachers in the Co-operative and that quite large sums of money can be profitably put to use for some considerable time.

WHAT DO YOU THINK?

(Continued from Page 213)

—“When do I start, when do I quit, how much do I get?” rather than, “How good a job can I do?”

5. There are those who cannot see that the general public, during recent years willing to support public education, is now beginning, first in the U.S.A., and now here, to question the returns they have been getting from their educational expenditure.

6. There are those who have forgotten what happened twenty years ago when financial support for education failed.

7. There are those who cannot see that there is no suggested condemnation of youth, but that there is a question being raised as to whether youth is being given proper guidance.

8. There are those who point out educational advantages that have been gained, but disregard what has been lost.

9. There are those who cannot agree with Dr. Hutchins, former President of the University of Chicago, in his article—“Why Universal Education Has Failed”, when he says “It is difficult to discern any purpose in the American educational system except the purpose of keeping young people off the labour market. Unless young people are going to do something in the educational system that is

valuable to them and to society, it would be better to have them in the labour market.”

10. There are those who are too modern to agree with Churchill when he said recently: “It is only by studying the past that we can see, even dimly, the future. It is only by respecting the past that we can succeed in the future.”

Convention Reservations

Anyone desiring hotel accommodation for the 1952 Convention should communicate as soon as possible with Mr. Mel Henderson, 2207 West 16th Avenue, Vancouver 9, giving details of time of arrival and departure and type of room desired.

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.

Correspondence

Salary Indemnity Fund Helpful

370 Victoria Drive,
Vancouver 6, B. C.,
January 8, 1952.

Editor, *The B. C. Teacher*.

Dear Sir:—I would like to employ this means to thank the B. C. Teachers' Federation with its Salary Indemnity Fund for the remuneration I have received during my illness.

It seems incredible to me that at one time teachers had to be urged to join the organization.

The help awarded me during the past year by the Federation, and the promptness and courtesy I have received will not be forgotten by me.

Thank you again for your most kind considerations.

Sincerely,
LEYDA ANDRON.

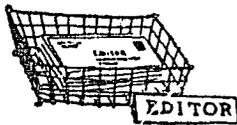
Journal Appreciated

University of Alberta,
January 8, 1952.

Editor, *The B. C. Teacher*.

Dear Sir:—I want to let you know how much I have appreciated the receipt of your magazine throughout the past year. In my opinion you and your assistants are doing a magnificent job. The magazine is bright and meaty and entertaining.

In the most recent numbers, I have very much enjoyed MacAulay's piece called "Who Wants to be Professional, Anyway?" and Miss Brown's "That First Year." Your "Man on the Fence" is always good.



Again congratulations and best wishes for a successful 1952.

Sincerely yours,
H. E. SMITH, Dean,
Faculty of Education.

He Liked the Covers

Gibsons, B. C.,
January 18, 1952.

Editor, *The B. C. Teacher*.

Dear Charlie:—Congratulations on the last two covers. They are truly beautiful, and quite new, to me, at least. You have also included some fine articles. I personally am of the confirmed opinion that our *Teacher* should be a professional magazine as well as the official organ of the Federation. It is the only universal professional literature in the province.

Sincerely,
LES PETERSON.

Separate Schools

966 Burrard Street,
Vancouver, B. C.
January 19, 1952.

Editor, *The B. C. Teacher*.

Dear Sir:—Now that the matter of the separate schools has been brought before the public through the press, we should go on from there, and endeavor to find a solution in accordance with the principles. We should establish the essential facts—examine them fully—and come to a decision.

As for the facts: The first and most important fact to consider is this:— Has man, by his nature, the right and the duty to determine the training and education of his children? There is no doubt that man has natural rights. The Declaration of Independence expresses it thus:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness, and that to secure these Rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

Again—The Universal Declaration of Human Rights, U.N.E.S.C.O., of which Canada was a signatory, Article 26 — 3rd section says:

"The parent has the prior right to decide the type of education for his child." (Note: The Declaration affirms the fact of an existing right.)

A Matter of Conscience

Catholics, now about two-fifths of Canada's population, and perhaps one-seventh of British Columbia's, are convinced, and profoundly aware, of this duty and right. They hold the religious education of their children to be a matter of conscience. They know they are responsible—not only for their children's material welfare—but also for their spiritual welfare. They believe it to be of such great importance, that, in order to put this duty and right into practice, they are willing to spend immense sums of money to finance their own schools—while, at the same time, they have contributed financially to about one-seventh of the cost of the Public School System. These contributions are made through taxes, and payments to general revenue. Catholics have borne this kind of burden in British Columbia for more than seventy years. Is it not time that some balance of fair play was brought about?

At the present time in British Columbia, those making up the Catholic portion of the population are the most thoroughly convinced group, of the need, to provide

religious instruction, in schools, to their children. But, should in the course of time, any other group desire to provide religious instruction in their own schools, they certainly must not be denied, as it is their right. Further, should the secular school system be continued side-by-side with the other schools, there could be no objection.

Conscience is taken into account in many aspects of economic life—The Armed Forces, Law Courts, The B.C.H.I.S., etc., and surely it should be taken into account in this important matter.

Recent history shows us that the trend towards the deprivation of rights, possessed by individuals, can only end in dictatorship. Under a democratic system such as ours, this trend can be halted.

It will be of interest to learn how the Province of Quebec has dealt with the problem of education, in regard to a minority group. They, apparently, have found a satisfactory solution, explained fully in the book "Across the Years" (Ref. Vancouver Public Library)—Author, Dr. W. P. Percival, Director of Protestant Education, Province of Quebec. Let us read some quotations which indicate the nature of its contents:

"The solution reached after almost a century of deep and continued thought — following Cession of New France, contains the elements of genius. That the solution is still effective and satisfactory, is a tribute to the good-will, not only of governments and public bodies, but also of the individuals who inhabit the province, and avail themselves of the two separate systems . . . It is a solution which thoughtful citizens of succeeding generations will learn to appreciate and uphold." (Ch. 1; Par. 1.)

"School Boards and Governments have been increasingly generous towards schools. The consequence is that the education of pupils in the Province of Quebec cannot justifiably be considered to be inferior to that of children elsewhere. In fact, in many respects, the systems of education in Quebec compare favorably with others in

scholarship, moral and general training for citizenship." (P. 194.)

While it is true that, in considering this matter, no basis for consideration should come before the question—"Is it just?", nevertheless, we may enquire how it will affect us as teachers. There is good reason to believe that from its initiation it would be to our great advantage:

1. It would remove a constant source of irritation.
2. There would be the consciousness of having acted justly;
3. It would be an example to the world, bringing about a condition that would influence understanding and peace among our people—by recognizing and granting the rights of minorities.

(This last is a key to world peace!)

Alberta has had separate schools since it became a province in 1905. It should be said, to the credit of the people of Alberta, that an atmosphere of good-will and mutual respect is very apparent there—surely a good thing, worthy of emulation.

In my student and teaching experience there, the most friendly relations prevailed between students and teachers of both separate and secular schools. There was comradeship and good feeling in sports. (Those were the days of Percy Page's famous Grads.) Teachers of both systems had a common meeting ground in the A.T.A.

If, and when, a solution is found, we may expect some very definite gains. When—say fifteen per cent or more additional schools come under Government control—that will mean those added schools must be staffed by teachers holding British Columbia Certificates, all of whom will automatically become members of the Federation, thus enhancing definitely the prestige of the B.C.T.F.

From a practical point of view, we must come to a realization that the Catholic portion of our population intend, whether they are treated fairly or unfairly, to have their own schools. (It is a matter of conscience.) If they are treated unfairly, that will be an unhappy situation for us

all. But, on the other hand, if a just arrangement is made, we may expect many happy results.

Fellow Teachers—the choice is yours.

Sincerely yours,

OLIVIA REGAN.

TO OUR CORRESPONDENTS

The B. C. Teacher welcomes contributions to this column but all letters must be signed. Anonymous letters will not be published.

Letters should be no longer than 300 words and shorter if possible. Only under special circumstances will longer letters be printed.—The Editors.

"Music Is Essential"

All Children Like Music!

Encourage Group Activities
and
PLAN MUSICAL PROGRAMS
for
ST. PATRICK'S DAY,
EASTER,
MAY DAY EXERCISES, ETC.

We have music for all occasions and will be pleased to offer suggestions.

WRITE TODAY

to

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570 Seymour St.,
Vancouver 2, B. C.
Phone PAcific 9548

GESTETNER (CANADA) LTD.

Manufacturers
WORLD'S PREMIER DUPLICATOR

660 Seymour Street, Vancouver
Phone: MARine 9644

Quotes and Comments

By THE MAN ON THE FENCE

"Storm Signals Is A-comin'!"

(with apologies to "Shrimp Boats")

AMONG the more common sights along this stretch of B. C. coastline can be noted the tugs with their immense booms slowly and inexorably moving south. In clear weather and in dull, they trail their tows, usually well out from shore. I somehow expected them to take cover on stormy days or on threatening days, but was surprised when I first came here to see them creeping in close along the shoreline and tying up in a sheltered spot a mile or so below even on clear days. Then I noticed that, invariably following their tying-up, came a sou'easter which would have caused havoc had it caught them out in the open strait. The skippers are obviously alert to storm signals and warnings and head for cover no matter what the weather at the time.

It seems to me that for some time now noticeable signals have been giving ample warning that a storm of some sort is in the making and threatens the good ship "Progressive Education."

You would never guess it from reading most of the professional magazines or the various Teacher's College publications, or our own *B. C. Schools*. Nor would you get an inkling from the pronouncements of most of professional educators. By and large, these magazines and individuals resolutely ignore — if they are aware of — the growing body of criticism being directed by many sincere individuals against some of the current progressive educational practices.

Unfortunately most of these criticisms are not in permanent form, with the exception of such books as Bernard Iddings

Bell's *Crisis in Education* and other writings I have mentioned here previously.

Most of it is still talk, but sincere talk, talk which indicates to me that there exists a very real dissatisfaction among a great many teachers, parents and some school boards with the present state of education in B. C. I myself have noticed a few signals which I feel should be noticed by the skipper and officers of our good ship.

There is the occasional rebellious resolution which gets into the list issued just before convention time. These resolutions are not necessarily sent in with the expectation of their being passed, or if passed, being acted upon by the Department. I have the feeling that in many cases they are sent in as a record of the feelings of a section of the profession, and so have a value which I hope the Department is aware of. As Churchill remarked in the course of one of his wartime speeches, with reference to bureaucracy, "When one is in office one has no idea how damnable things can feel to the ordinary rank and file of the public."

There is the resolution by one school board to see to it that the pupils in their district are at least proficient in reading, writing and simple calculation before being encouraged to wallow in the profuse choice of courses offered.

There are the remarks made by at least one employer, and there may be more, who had to dismiss a graduate of a local high school for inability to do simple arithmetic.

There was the spontaneous and whole-hearted burst of applause which interrupted a speaker from the floor during a panel discussion on school discipline at a local fall convention when he declared himself in favor of a program wherein the

emphasis would be work-centered and not child-centered; on the job to be done, not on who was doing it nor on who was having it done; and also in favour of a return to some sort of external standards for judging such work.

There is the recent example set by the Ontario Secondary School Teachers' Federation, who through both the retiring president and incoming president have gone on record as being opposed to much of the progressive innovations foisted upon them by their Department. The report of the doings at the Federation's recent convention would be of terrific interest, if I can judge by the few quotations so far available:

"We have amongst us an increasing number of revisionists . . . and they are designing for us an education for juvenility — an education of youth by novelty for immaturity . . . a doctrine of avoidance of strain, tension, frustration and evasion of external standards . . . teachers are being turned into professional baby-sitters . . . we are being sold formulas for behaviour in place of the painful building of inner integrity to command respect and influence."

And so on and so on. There must be many more such signals flapping unheeded. I would suggest that we batten down the hatches.

SCHOLARSHIP vs. PROFESSION

By HAROLD C. McINNES
Como Lake J-S High School, Coquitlam

MR. James MacAulay in the December issue of *The B. C. Teacher* would like to have teachers become more scholastic rather than professional. Mr. George L. Roberts in the January 7th issue of *Time* magazine (see "Education"), objects to the "preferment of the psychologist over the philosopher" in the classroom. Now it seems that both these people have a similar outlook about teaching. There are a large number of educators who feel that present standards are too low and who believe that there should be more content in the daily lesson. The teacher to them is, or should be a very learned man in his field. The pupil is to be inspired or forced if necessary to reach his teacher's high standard of perfection. This academic training along with parental pressure will produce a student possessing a high degree of "inner integrity."

This viewpoint is certainly sound when teachers are dealing with a highly selected group of young people. People, who, through good fortune have been born with a degree of intelligence that enables them to enjoy and realize the importance of the traditional subjects in our schools today. Many of these pupils were from homes where the appreciation of our cultural

heritage was remarkable. The need for this knowledge was imperative to them since they grew up with the idea of entering a profession.

The trouble with this view today is, of course, the fact that there is no longer this small select group of students attending our secondary schools. The teacher is forced to spend a great deal of time not in a quiet, scholarly pursuit of his subject but in an endless search for more effective methods of presenting his subject. He has to turn to the psychologist for aid in discipline, organization and method. It is because of this fact that extension of the teacher-training course is so often suggested.

Surely, no one would really suggest that the teacher should not be scholastic or philosophic? Ideally, he would be both a scholar and a psychologist. This is what the term professional entails in the teaching file. If teachers should only remain narrow specialists in their subject field, there is a grave danger that they may forget that they are educating both the mind and heart of all children. If teachers direct their energy to only a purely intellectual pursuit, the school will soon lose its dynamic function in society and become a mere relic of past days.

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Advice To The Classwork

Question: In the low-ability section of homogeneous grouping, the anti-social attitude so often associated with low intelligence tends to become the dominant, pupil-accepted attitude of the class. The few pupils who may want to co-operate and show some ambition are scoffed at by their classmates until they are gradually drawn into at least acquiescence in the general anti-social pattern. So, the class as a group becomes a bad influence on the individuals in the class. We do not want to abandon homogeneous grouping, and would very much like to know if any school has worked out a modification or type of plan which can avert or remedy this unfortunate by-product of such grouping?

Answer: This question was greeted with amazement when I read it out in the staff-room (where we usually discuss these problems at lunchtime) as none of those present had noticed any signs of the anti-social attitudes mentioned by the writer. Certainly we didn't feel that such an attitude was a by-product of homogeneous grouping, and could be expected as a matter of course. So, regretfully, we cannot be of assistance, and will have to throw this open for our readers to tackle. Will someone please come to the rescue?

Question: Most pupils of adolescent age or younger are quite happy to spend a good deal of time drawing pictures in connection with social studies, literature and science lessons. Is this a worthwhile learning activity or just a waste of time?

Answer: This is the kind of question I like. It is direct, no beating about the bush, and indicates what to me is a healthy state of mind, a state of mind ready to question one of the established principles of the newer education. Let's have some more like it.

As far as I am concerned, the answer is that this particular activity can all too easily degenerate into a waste of time. A corollary activity, which seems to engage an appalling amount of time on the part of one of my small fry at home, is the clipping of pictures from magazines and the pasting thereof into booklets. So far as I have been able to find out, there is no real proof of the learning value of this pastime. This also applies to all forms of so-called projects, etc., etc. If they are properly motivated, and as a net result the pupils advance a step or two in learning, I suppose these things have a certain value, but I have seen so many projects that were undertaken in sheer desperation by a teacher hard up for something for the class to do to fill time, and to keep their charges quiet for a while. The fact that, as the writer of the above question has noted, the pupils are happy in the work may indicate only that they are coasting along in a blissfully soporific state wherein they are going through a mechanical routine without accompanying cerebral activity. It obviously doesn't require much brainwork to cut and paste pictures cut from a magazine, and so why shouldn't they be happy?

Junior Speaks Out

Editor,
Advice to the Classwork Column,
c/o *B. C. Teacher*.

Dear Sir:—I have been feeling so "frustrated" that I dropped in to see a doctor this afternoon. I had just picked up the December *B. C. Teacher* and lo and behold, you want information from me. Here it is:

I refuse to teach Maths 20 to a Maths 30 class. I have tried with no success to induce

students to do problems from work sheets on a more elementary level than that in our notorious Math text. Last year, in a small school, I covered the course, as nearly as possible, as laid down. In my first year of teaching I had 9 courses to handle and no time to worry. All my students passed—even a 10% (average test mark) Sr. XI Ma 30 pupil. I can see no reason why anyone should ever fail any course after that since he got 10% marks on 40 minute tests abstracted from previous finals. He did not know his 8 times table.

This of course gives me no satisfaction. I have a very strong idea that we are heading for a headlong crash in education in this province. It is based on a hazy recollection of the relatively high regard in which a graduation certificate from high school was held in prewar days compared to our attendance certificates as of now; the fact that in Maths particularly the

course is a maze of drivel to even good students and there is no alternative in many cases for a major subject. Even more illuminating I believe is a recent flyer I took in getting books from the Victoria library. A perusal of two year books of the Mathematics Society taught me more about the whys and wherefores of Geometry than a four-year course in Maths at University plus teacher training methods in maths had ever unveiled. My ignorance in such things is possibly unique but I know of only one teacher who had ever heard of the "Nature of Proof" year book and done anything about it. Geometry is a jigsaw puzzle in which some marks can be obtained IF you remember the theorem asked for.

Some day I'll have to write a book just to relieve my feelings. This ought to be enough for now.

Sincerely,
JUNIOR.

ARE YOU PROGRESSIVE?

By DONALD COCHRANE, Gibson's

Progress is a fine word. It means going forward. We all want to be progressive, to go forward; but are we quite sure which way is forward?

We have in Canadian politics two Progressive parties—Progressive Conservative and Labor Progressive. They want us to go forward in quite opposite directions, and don't agree on anything except disagreeing with the Liberals. Is that how it is with Progressive Education?

Many years ago I used to play progressive euchre. It seems to me the winning lady progressed around the circle one way and the winning gentleman the other, so that if they won all the games they would end up in the same place, playing with each other again, having gone all the way around in opposite directions. Is that how Progressive Education works?

Do you remember the Caucus-race in Alice in Wonderland? All the animals dashed off in different directions, ran as far and as fast as they liked, and stopped when they were tired. So the Dodo decided

that they had all won, and all should have prizes. Are there Dodos in Progressive Education?

The same book tells about a mad tea-party, at which everybody moved along now and again. The Mad Hatter, as the leader, got a clean plate each time; Alice, at the end, got a plate that each of the others had used in turn. Was Progressive Education invented by a Mad Hatter, and is Canada, like Alice, tailing along, picking up all the ideas that are being abandoned by the Americans?

Having taken many courses in education, under both American professors and (worse) Canadians trained in the States, I know only one thing about education: that a Canadian can always get a job in the States, because in Canadian schools children learn to work, even at tasks they dislike. That ideal was long ago discarded by American educators, but it still makes a great hit with the employer. Will Progressive Education do away with the last trace of it?

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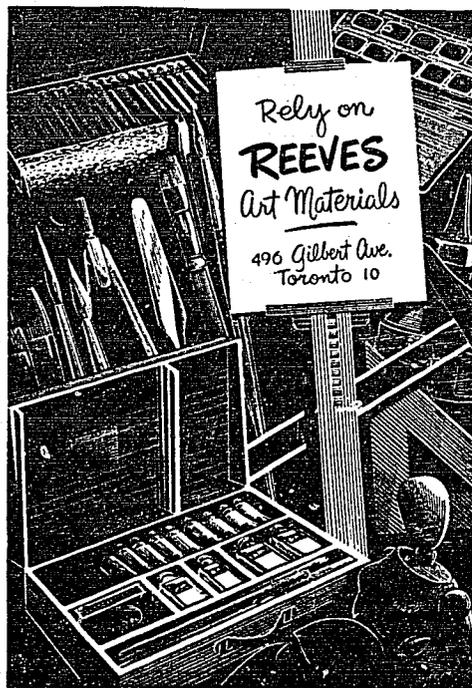
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MARY, The Non-Learner



My dear Niece:

All the white race would have voted Mary Stuart the Girl Most Likely to Succeed, Queen of Scotland in her own right, married to the son of the King of France, she was considered by a large percentage of the English to be their lawful queen, too. Besides she had the best chance in the world to learn her business. Her boy-husband's mother was no less than a Medici—a member of the family that by their own abilities had raised themselves to become Dukes of Florence, and so rich that they could buy Catherine a king for a wedding present. By villainy? No. Any fool can be a villain, and a lot of them are. The Medici were no more wicked than their neighbors; they succeeded because they were cleverer and more reliable. Italy, with its dozen absolute and independent rulers, was a rough school with no fifty per cent passing mark; one mistake, and you were dead. So Mary could have learned statecraft from an expert.

But Mary was beautiful and naturally attractive to men. What did she want to learn from plain old mother-in-law? She spent her time riding and dancing with the gallants that swarmed around the King's pretty mistress, Diane de Poitiers, and learned from them to refer to the old Queen as the "shopkeeper's daughter."

Then the weather changed. The neglected husband died, and Mary returned to Scotland. There, by carelessness, bad manners and sheer incompetence she managed to alienate the Scotch nobility and people, and get herself driven out of the country. She had no more sense than to go to England, where her cousin Bess was balancing precariously on a very unsteady throne. Thousands of Englishmen believed that Mary should be queen instead of Bess, and Mary agreed with them, so what could Bess do but lock her up? And when, after many years, Bess cut off her head, it was only what Mary certainly would have done to Bess, if she could.

You have a little Mary in your class. She is pretty, probably has a rich father, and despises both her books and you. Don't waste time on her. She is not worth it. She may not lose her head physically, but she will never use it except to hold up her hair.

Ever your loving

UNCLE JOHN.

EDUCATION WEEK

(Continued from Page 201)

and living conditions and have made gains toward better salaries. These "credits" to education should not be kept a secret but should be public knowledge. And who can tell the public about the merits of teaching better than a teacher?

Education Week has the support of the home, school, church, farm, industry and commerce, management and labour. The purpose of this week is for everyone to examine their educational system.

Here is a golden opportunity for the teacher to tell his story. Let's not hesitate in telling the whole story—the good points and the bad.

New Books

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

GENERAL

Words are Important, Introductory Book, by A. C. Hardwick; Book Society of Canada; 30c.

While of later publication this is a somewhat easier companion to *Words are Important*, First Book reviewed some time ago. This present one is very similar except that exercises are shorter and the words easier.

Then as now remember that this is valuable stuff but very potent in large doses. While the aims and exercises of the book are of the best, very careful motivation will have to be provided by the teacher and quantities assigned per lesson strictly limited. It would, by the way, be a valuable book for the new Canadian who has a reasonable command of the language but who wants and sees the need for concentrated drill.—H.S.B.

* * *

Links With Life, by S. R. Laycock; Ryerson; 75c.

Dr. Laycock here settles the matter of parent-child relationships in one short easy-to-read pamphlet. Needless to say (although he doesn't) the practice is less facile.

While there is no quarrel with the ideals prescribed there is a tendency on the part of authors to feel that the description of the ideal home and its reverse will do something towards helping the poor one. Often all it does is to promote smugness in those, who to some extent, live up to the prescription for the good one. If you can get the January 15 issue of *McLeans* read the article on "How to Start Worrying." This

article while humorous in style sums the matter up rather nicely.

By the way, Dr. Laycock shows signs of being a traitor to his sex since he includes a chapter on how to organize girls for the capture of boys but gives no similar chapter for the boys on how to elude their pursuers.—P.K.F.

* * *

Basic Foundation Series; Addition and Subtraction of Fractions, Multiplication and Division of Fractions, Working With Decimals, Working With Percentage; A. G. W. Schlegel; Book Society of Canada; 30c each.

These four booklets would be most useful for remedial work with individual pupils. Their value for class use is diminished by the fact that they do not contain enough actual drill exercises to warrant their use as work books. Their very careful grading of difficulties, however, make them most useful for review or remedial purposes especially if this is followed up by supplementary drill work.

All of them might have gained by some sort of diagnostic test or tests but the grading of the exercises will make it fairly easy to spot trouble as it is found. The series is also characterized by over simple exercises as compared with our own text books. This again bears out what was said above since it makes them valuable for individual remedial work although not so generally useful for normal class use. One feature here present and common to a good many similar work books is the inclusion of rather sparse illustrative and instructional comment. Since it can be assumed that the books are being used under teacher direction, the space so occupied might well have been filled with more drill and the explanation left to the teacher.—D.R.L.

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The Little Magic Fiddler, by Lyn Cook; Macmillan; pp. 252; \$2.75.

This is the true story of Donna Grescoe, of her struggles and her parents' sacrifices to produce a concert violinist. She had, of course, the talent inherited from her Ukrainian ancestors but the book is ample evidence of the need for hard work as well as ability. The story is an engagingly told account of her early life in Winnipeg and the sights of the big city. Implicit throughout is the ideal of racial tolerance. Here are people who were the D.P.'s of another era becoming good Canadians as most do when given the opportunity. Donna's training and life in the United States still further seems to emphasize the fact that talent and ambition transcend boundaries and that music and the arts are among the few stable bonds between countries.

This is a good story for adolescent and pre-adolescent girls, its ideals are high without being mealy-mouthed and Miss Cook has a fortunate gift for a well told tale.—M.S.T.

* * *
Guiding Children's Social Growth, by E. Weitzman; Science Research Associates; 40c.

While this pamphlet stresses the primary importance of the parent as an instrument in promoting the child's social growth, the enlightened teacher realizes that teachers, too, have a responsibility in the same area. It is actually two-fold since they must often handle the ticklish job of advising parents as well as assisting at school in the same task.

This booklet has the virtue of presenting sound suggestions toward promoting the social growth of the child without putting the advice in the unintelligible jargon of the professional psychologist. While popularized treatment of major problems often is justly suspect, this is one case where simplicity of treatment is not paralleled by superficiality of content. The booklet then is recommended for your own reading, for the use of superior pupils in relevant Effective Living work and for the use of parents who wish some guidance in the problem of training children to fit into the complex world of today.—M.K.L.

The Sun Horse, by Catherine A. Clark; Macmillan; pp. 209; \$3.00.

Since Mrs. Clark has already won for herself an enviable reputation as author of *The Golden Pine Cone* there is little need for much comment beyond saying that this book is a worthy successor to it. The fantasy is perhaps not so well developed or so well sustained but this widens the book's appeal to a larger audience since it contains proportionately more real life adventure.

Basically the story concerns the search of two children for a magic horse and for the father of one of the children who had himself gone in search of it. The book contains, as we now expect from Mrs. Clark, a most engaging blend of fantasy and reality. She has taken certain aspects of B. C. Indian folk-lore and infused them with the fantastic atmosphere of the old world fairy tale and set the whole into a Rocky Mountain landscape.—W.J. K.

* * *
Facts About Narcotics, by Vogel and Vogel; Science Research Associates; 40c.

This booklet is a good example of the above publishers at their best. It gives an accurate, factual and clear cut picture of a specific problem. At only one point is there any divergence from an objective attitude. The Japanese are soundly blamed for their abuse of opium in the Sino-Japanese war but not much mention is made of how opium became such a curse in the Far East in the first place. While this may seem a small point it does to some extent epitomize one aspect of the drug problem. The East India Company forced opium into the Far East for the same reason that traffic is a large one today—it is highly profitable to the seller.

The rest of the booklet does a very competent job of explaining the various effects of a variety of habit forming and addicting drugs (there is a difference) on mind, body, and estate. Also treated are reasons why the trade flourishes, including the one given above, methods of treatment of the addict and ways in which committees and individuals can combat the problem. The booklet is strongly recommended for those

who wish a simple, short and reasonably accurate account of the matter.—W. J. K.

* * *
You Can Read Better, by Paul Witty and Harry Bricker; Junior Life Adjustment Booklet; Science Research Associates Inc., Chicago; 40c.

Aside from the fact that the person most needing to read this book is the one least likely to be able to do so, the pamphlet would be useful to the average reader who now reads reasonably well but could improve. While much work has been done on the isolation of the various skills involved in reading, there is some doubt in my mind that continual practice of these isolated skills will necessarily result in much improvement in overall reading ability. Vocabulary drill, speed drills, practice in skimming and use of a library—these are all valuable and do contribute to the desired end. However, it still seems that that end must be desired by the pupil as well as the teacher before much can be accomplished. Given that desire this would be a useful pamphlet to put into the hands of the junior high school pupil.—W. J. K.

* * *
Teaching Language in the Grades; Mildred A. Dawson; World Book Company, Yonkers-on-Hudson, New York; \$3.80.

Teaching Language in the Grades is an exceptionally well assembled guide for all elementary teachers, particularly the primary group. There is a wealth of practical material as well as sound philosophy outlined in this invaluable edition.

Beginning teachers as well as more experienced teachers will find it most helpful.

The chapters on Literature in the Language Program and Teaching Correct Usage and Grammar were appreciated particularly, although every chapter contained helpful and varied suggestions.

Each chapter is concluded with suggestions for discussions and study, which would be useful in graded schools. As well as the aforesaid, an unusually fine list of Suggestions for Further Reading is added at each chapter's conclusion.

This welcome addition to reference material for elementary schools should be on

a "must" list for teachers in training, and those who are beginning to teach.—K.C.

* * *
FICTION

Mann, Thomas; *The Holy Sinner* (translated by H. T. Lowe-Porter); Knopf; pp. 336; \$3.50.

To this reviewer the retelling of the legend of Pope Gregory is a minor masterpiece. The hand of the true story teller is evident in this tale of the incestuous love that bore fruit in Gregory; of the youth Gregory's growth in a monastery; his search in Flanders for his unknown parents; his marriage to his mother; his hermitage and finally in his redemption. The narrator of the tale is a rather practical and pedestrian monk with a delightfully wry sense of humor. There is a rare combination of affection for and mockery of the medieval attitudes towards chivalry and superstition. Though Freud and Oedipus are present in spirit, they do not interfere with the tender beauty and subtle humor of this tale well told.—L.C., Vancouver Public Library.

* * *
Mannin, Ethel; *At Sundown the Tiger*; Putnam's; pp. 310; \$3.00.

A rather twisted triangle—the third side, a tiger! A novel of British India revolving about a young English official, very much the sahib, masterful in love and dominated by the idea and being of tigers. His last tiger-shoot proved almost fatal, and this, plus the understanding of his wife helps him overcome his obsession. Though the allegory is obviously there, the book is chiefly interesting for description of jungle life.—L.C., Vancouver Public Library.

* * *
Morgan, Charles; *Breeze of Morning*; Macmillan; pp. 211; \$3.50.

In retrospect, the narrator tells of his fourteenth year. His love for the nineteen-year-old Rosie, whose father helped to prepare him for his Eton scholarships and his sister's quiet love for Howard who also loved Rosie. Although the characters lack depth and the plot is slight, the novel is civilized, enjoyable and competently told.—L.C., Vancouver Public Library.

News: -Personal and Miscellaneous

William Henry Jordan

With the passing of William Jordan on January 11, 1952, *The B. C. Teacher* lost one of its close associates.

After his arrival from England, where he received his training, Mr. Jordan was one of those instrumental in forming the Wrigley Printing Company Ltd. in 1921. He continued with the company as Superintendent of the Composing Room until his death.

Our journal has been printed by the Wrigley Printing Company ever since the Federation Offices were moved from Victoria to Vancouver during the summer of 1926. Your editors know from personal experience that the printing of the journal was not just a job with Wrigleys and with Mr. Jordan particularly. If the journal has reached any type of reasonable standard, a great deal of the credit can go to Mr. Jordan. He always considered our suggestions fully and winnowed out the possible from the impossible. Lately, he had taken a very direct interest in our cover pictures.

We will miss Mr. Jordan's expert advice always given in such a kindly manner but realize that his successor, Mr. W. H. P. McClure, will show the same interest in our many printing problems.

The Cover Picture

Our cover this month illustrates one of our most welcome springtime wild flowers. A member of the lily family, it has many common names such as dog's-tooth-violet, avalanche lily, glacier lily, and fawn lily. Its botanical name is *Erythronium*. Four different kinds are found growing in B. C., all obviously related yet readily told apart. Their two flat shining leaves and large nodding flowers with gracefully re-

curved petals are characteristic. Perhaps the most striking species is the one that grows in some parts of Vancouver Island in which the petals have at first lilac tints later becoming purple. Nearby in damp coastal woods is the common white form with mottled leaves. A similar white species with unmottled leaves is found carpeting subalpine meadows. This is the famed avalanche lily of our western mountains. Finally the yellow species is well known to those who live in the southern range country of the province.

Again we are indebted to Jack Gregson of Kamloops who shot the picture and to Ben Hill-Tout who prepared the print on behalf of the Natural History Society.

DR. T. M. C. TAYLOR.

School Broadcast News

In a country as vast and as sparsely populated as Canada, it would be very easy for communities to grow up in ignorance of the thoughts and lives of people in other parts of the country, with a resulting provincialism in outlook. To counteract this is the aim of the National School Broadcasts heard on Fridays; these programmes are broadcast right across Canada. A new series of fifteen minute programmes for intermediate and senior grades, beginning March 14, is particularly planned to break down local barriers. Called "Canada Today," it describes life and activities in various parts of the country, and includes such topics as logging in B.C., working in Alberta oil fields, life in a Great Lakes lighthouse, and seal-hunting off Newfoundland.

These programmes about Canada will be followed at 2:15 p.m. by ones making up the Commonwealth Exchange series. This series for intermediate grades has been on

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The new 1952 edition contains a valuable four-page addition on the British Isles, with a double page physical-political map.

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- Our unexcelled loan record, the best of any B.C. Credit Union. (Out of over \$500,000 loaned since incorporation, we have no bad debts at present, and our Reserve for Bad Debts has never been touched).
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BEING TEEN-AGERS

At the Grade VIII level most students are in their teens and need skilled counsel and help. This text presents the materials necessary for efficient group guidance. Typical chapters are: Choosing My Activities—Do I Need a "Line"?—Handling Our Emotions—Taking Part in the Group. Grade VIII, \$2.90.

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THE RYERSON PRESS
TORONTO

the air for several years, and is one of the most popular of the spring series. It describes life in other parts of the Commonwealth. This year's series includes contributions from Ceylon, New Zealand, Australia, South Africa and Britain.

Other series heard in March are a continuation of ones begun earlier in the year. The art series, "Pictures in the Air," continues on alternate Mondays, with the highlight being a puppet programme. Teachers should read the instructions on puppets in the special pamphlet well ahead of time.

"The West Goes to Work" continues on Tuesdays. During March this series, heard in schools in the four western provinces, tells about several occupations in western Canada and includes farming, salmon-fishing, logging and mining at Flin-Flon.

Two series for high schools also continue during this month. These are the conversational French series, *Ecoutez*, and the guidance series "Let's Face It," which discusses some of the problems of teenagers. For the latter series, a pamphlet has been prepared for teachers; student booklets are available for the French.

Details of all programmes are in the Teachers' Bulletin. Additional information about the Friday broadcasts are in "Young Canada Listens." For any of the material mentioned above, write to the Director of School Broadcasts, 701 Hornby Street, Vancouver 1.

Testing and Guidance

A free 1952-53 Catalog of testing, guidance, and reading-improvement materials is available from Science Research Associates, 57 West Grand Avenue, Chicago 10, Ill.

Latest developments in psychological testing fields are included, as well as descriptions of available publications for guidance workers in the child study, youth service, and parent education fields. New reading aids, developed especially for workers in that field, are described in detail.

Copies of this Catalog are available, without charge, either singly to educators or in quantities for distribution to teacher-training classes.

For Educational Leadership

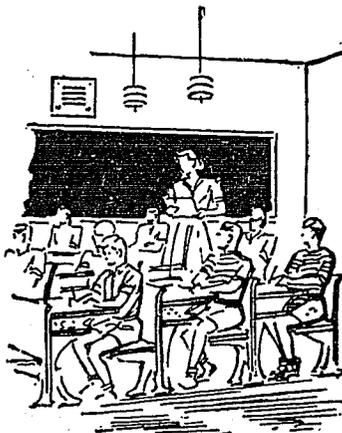
Receipt of the first instalment of a total grant of \$231,000, the largest ever made to an educational organization in Canada, has been announced by the Canadian Education Association, interprovincial liaison and information office on education. The grant to the Association is being made by the W. K. Kellogg Foundation of Battle Creek, Michigan, whose aim is "to promote the health, education, and welfare of mankind, particularly of children and youth". In co-operation with the various Departments of Education and the University of Alberta, the CEA will carry out a five-year program designed to improve educational leadership and supervision in Canadian communities. Basic to the program will be a series of three-week workshops or short courses for superintendents; these will be held at the University of Alberta under the guidance of specially trained staff and consultants.

In announcing the program the CEA stated that the most significant development in education in the past ten years has been the establishment in most provinces of larger areas of school administration. In such areas a number of small school districts, each of which was formerly controlled by a local school board, have been combined under one area or division board and all school facilities in the area placed under one superintendent or inspector. The CEA program will place initial emphasis on these areas.

The chief purposes of this extensive project are: (1) to clarify the functions of superintendents or inspectors of larger school areas, (2) to work out practical solutions to problems now being encountered, (3) to bring together a fund of knowledge and material based on Canadian experience in school administration and supervision, (4) to encourage the establishment at the University of Alberta of a program of pre-service and in-service training in supervision and administration, (5) to develop principles and procedures designed

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to improve Canadian school administration in general.

A Program Director with a staff of four located at the Association office in Toronto will organize and co-ordinate the program under a special committee of the CEA. Chairman of the committee is Dr. W. H. Swift, Deputy Minister of Education, Alberta; other members of the committee are: Dr. H. P. Moffatt, Deputy Minister of Education, Nova Scotia, and President of the CEA; Dr. O. J. Desaulniers, Superintendent of Education, Quebec; Dr. J. G. Althouse, Chief Director of Education, Ontario; Mr. A. McCallum, Deputy Minister of Education, Saskatchewan; Dr. F. T. Fairey, Deputy Minister of Education, British Columbia; Dr. W. A. Plenderieith, Inspector of Schools, Nanaimo, British Columbia; Dr. J. C. Jonason, Superintendent of School, Clover Bar Division, Edmonton, Alberta. Executive officer for the program is Mr. F. K. Stewart, CEA Secretary, Toronto, who was responsible for negotiations with the Kellogg Foundation.

A special feature of the program will be the development of new techniques of evaluation and the constant use of these to evaluate the program's effectiveness. The Assistant Director of the program will be given training in such techniques. Another feature will be the employment of an expert in communications who will advise on methods of transmitting ideas and of achieving good public relations. At an early date there will be regional training and resource workshops lasting three weeks, to inform key persons of the purposes of the program and to explore the assistance which can be obtained from them and from other resource persons such as psychologists, sociologists, and officials skilled in administration and workshop methods. Special advisers will be brought in to these workshops. The first year of the program will be spent largely in such preparation and in the collection of background information, with the first course for superintendents being held at the University of Alberta in July, 1953.

The CEA, which has recently carried out national studies on school health, on a practical program of high school education,

and on the status of the teaching profession, regards the new program as one that will contribute primarily to improving education in local communities. Since it will stimulate the exchange of educational ideas and practices throughout Canada, it will also promote Canadian unity and mutual understanding. The assistance of Departments of Education and of other educational bodies in a number of practical ways has already been promised, and it is expected that the total expenditure on the program will approach \$350,000.

F. K. STEWART,
Executive Secretary, CEA.

48-Hour Week Is Teachers' Average

The average classroom teacher works forty-eight hours a week, according to a survey just completed by the Research Division of the National Education Association. His work day is not over when the dismissal bell rings. His homework includes correcting papers, preparing study assignments and making out records, among other jobs.

Experienced teachers are saying that today's children present new problems that add to the teaching load, the report observes. The cumulative effects of broken homes, the tensions of the war, family transiency, lack of parental control, and the overstimulation of moving pictures, radio and television are being felt in almost every classroom.

A sampling of 2,200 classroom teachers in urban and rural areas in every state showed that all teachers were required to spend an average of thirty-two hours each week "on duty." However, they reported an average of forty-eight hours in total school service.

Although the total hours of service a week were almost exactly the same for elementary and secondary teachers, the elementary teachers gave more time to class instruction—twenty-eight hours, as compared with twenty-three hours for secondary teachers. For all teachers the average was twenty-six hours.

Overtime

The time spent in class instruction, it is well known, represents only a portion of the hours a teacher must devote to school service if he or she is to do a successful job. Elementary teachers average twelve hours each week in out-of-class instructional duties. These duties include preparing learning materials, working with individual pupils outside of class, conferring with parents, cooperating with other school personnel or community agencies, correcting papers and class tests, planning lessons and studying.

The average teacher reported nine hours weekly in such miscellaneous duties as supervising study halls, keeping records, coaching athletics, sponsoring extracurricular activities and similar jobs. The high school teacher averaged four hours more weekly than the elementary teacher on these extracurricular activities.

Community Affairs

The report brought out also that the forty-eight hours that a teacher averages in working time does not include the hours he is expected to spend participating in non-school organizations and voluntary community services. The average teacher reported nearly four hours each week for such work. Organizations listed most frequently included parent-teacher associations, women's groups, men's groups, church and church schools and youth-serving groups.

Among the conditions reported as contributing most heavily to the teaching load at both the elementary and secondary levels were: inadequate textbooks, majority of pupils not appreciative or responsive, principal not friendly or sympathetic, special problems because of number of difficult pupils, teacher has no desk of his own, school library service not offered and teacher is not teaching preferred grade or subject.

Equalize Teaching Assignments

Should teachers get paid for their extracurricular work? Or should they discontinue such activities? These are not academic questions. In New York for nearly a year many school teachers have

been on "strike" against extracurricular activities. The report discloses that majority of teachers are opposed to the principle of extra pay for extra duties and overtime. They agreed that teaching cannot be measured by the hour. The N.E.A. study concludes:

"What is needed, rather, is recognition of the fact that each of the many different responsibilities carried by a teacher does take time and effort, and sincere efforts to take account of these various responsibilities in equalizing teaching assignments."

THE GIDEONS

Frequently two questions are asked regarding the Gideons. Who are The Gideons, and Why do they place Bibles in school rooms, and further give copies of the New Testament with Psalms and the Book of Proverbs?

In answering the first question, the statement should be made that The Gideons are a group of Christian Commercial Business Men, drawn from all branches of the Christian Church, who have seen the need and accepted the challenge of placing Bibles in Hotels, Hospitals, Jails and School Rooms and are now giving to all Grade Five pupils the New Testament with Psalms and Book of Proverbs.

The second question, "Why place Bibles in the above-mentioned institutions?" may be answered by calling attention to the following points:

The Bible is God's Word, His message to mankind, revealing the glory and beauty of our Lord and Saviour Jesus Christ, and is a sure and safe guide to Heaven.

We talk a lot today about our way of life and our freedom. Many people do not realize that all we hold so dear is founded upon the Bible, God's Word. Our basic laws are founded upon its teachings and precepts.

We hear a lot today about Juvenile Crime, and the problem is serious. Recently at a convention in Portland, Oregon, we heard one speaking on this subject who had thirty years experience studying this problem, twenty-three years as head of the New York Reform School. Standing before the

large assembly, he stated that the greatest need of the youth of today was to lead them to the authority and authenticity of the Bible. He stated that children brought up in Sunday School are seldom brought into the courts of our land. The Bible reveals a living Christ, a Christ who lives today and Who is sufficient for day to day problems.

Realizing the basic principles of our freedom are founded upon the sublime teachings of the Bible we as a group of Christians have dedicated ourselves to the placing of the Bible in as many institutions as possible.

BURTON COLWELL

President, Vancouver Camp of Gideons

Springtime in February

There is rain outside, but the clammy tide
Of moisture cannot wane
The friendly heat which the sun's rays
mete
When Spring is here again.

The tree is bare, but a happy pair
Of robins lets us know
That throughout the days the sun's sweet
rays
Will make the green leaves grow.

O Winter Wind, though you have sinned,
And scattered sorrow far,
To us the Spring more joy will bring
For having borne your scar.

LESTER R. PETERSON,
Gibsons, B. C.

The Beginning Teacher

Reprinted from the
Abbotsford District T.A. News

Bursting forth from Teacher's College,
Filled with methodology,
She can swing a pretty syntax
With complete propriety.

And if a mean gerundive
Gives a disagreeable yelp,
She can take it by the collar
And make it howl for help.

If a comma starts to wander,
She can put it in its place,

Or reduce a wild infinitive
Into a state of grace.

And then, O precious miracle,
There comes a happy day,
When the most perplexing problems
Fold their tents and steal away.

The methods in the tedious texts
Which she has learned by rote,
Go limping into limbo
Forgotten and remote.

Her job has lost its terror,
Each day is filled with zest,
As her mastery of artistry
Becomes more manifest.

She has learned the art of teaching
With dignity and poise,
When she finds the fundamentals
Are simply girls and boys.

BY GUESS WHO

A Teacher's Last Testament

. . . To my country I bequeath my dear
estate,
Unpublished, unassessed, unknown to
fame,
But of great import, pregnant with the
fate
Of future men and the lustre of their name.
What I bequeath is neither bought nor
sold

In the incessant clamor of the street,
And yet its power surpasses coveted
gold . . .
Composed forever, it never is complete.

Quickened by the mind's invisible springs,
The soul's electric spark of joy and woe,
Its legions will advance on rising wings
Against the nameless fears that all men
know,
Upon their foreheads the clear light of
truth—
My country's heritage—immortal youth!

FLORENCE RIPLEY MASTIN,
English teacher in Erasmus Hall
High School, Brooklyn, N.Y.

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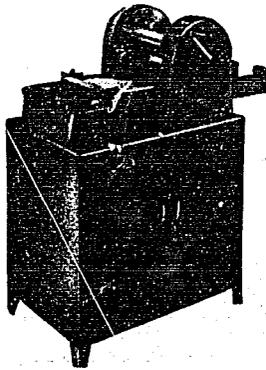
B. C. Teacher, Feb./52

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