

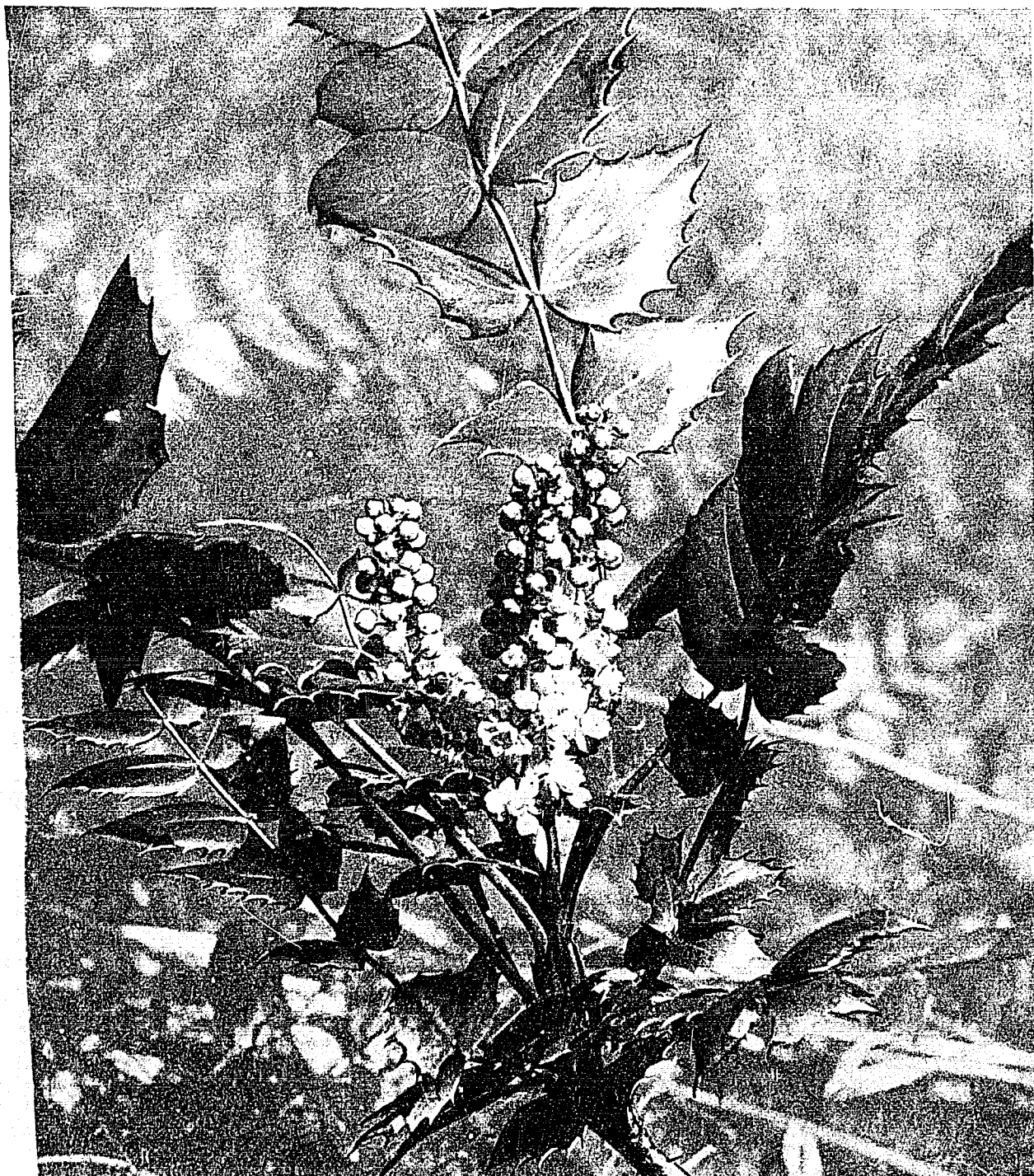
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No. 8

MAY - JUNE, 1952

the **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

(See Page 103) ↓



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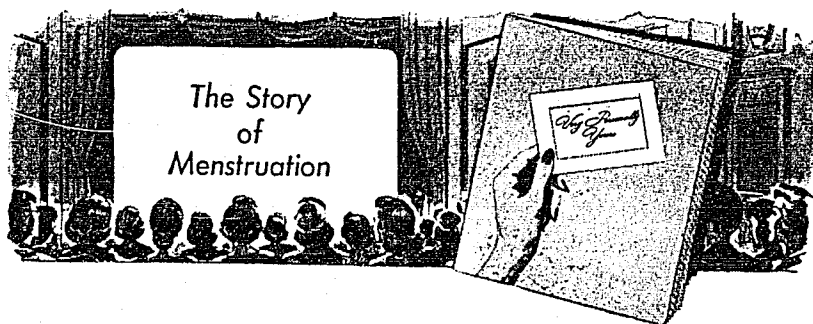
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the BC teacher

Official Organ of the British Columbia Teachers' Federation

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Hints To Job-Seekers

. . . A Review of School Law

Those sections of the Public Schools Act which have a bearing on teachers seeking new positions are summarized as follows:

Resignations

1. May 31st is the deadline for outright resignations.

2. Teachers may be released up until August 1st to enable them to accept a new position provided the position from which the release is desired was held for at least two months and the School Board is notified within twenty-four hours of the acceptance.

Under no circumstance is a teacher permitted to accept one position during the summer and then resign from it in order to accept a better one that may be offered even prior to August 1st. Breaches of contract of this sort will be severely dealt with by the B.C.T.F. Executive.

Dismissals

1. A School Board may terminate a probationary appointment by giving notice in writing thirty days prior to the end of the probationary period. If such notice is not given, the teacher automatically is re-employed on a continuing engagement.

2. In terminating a probationary appointment, the School Board need not state cause and the teacher has no appeal.

3. Teachers on permanent staff may be dismissed for cause with thirty days' notice given up until July 1st. The teacher has ten days in which to lodge an appeal if he is not satisfied that his dismissal was justified. The Federation Office should be notified immediately.

Appointments

1. If a teacher's acceptance of a position is to be conditional upon the provision of living accommodation, this point must be made clear in the letter of acceptance.

2. If you are willing to teach only in certain schools or in certain positions in a

large school district, be sure to name these schools or positions in your letter of application and insist that the school or position to which you are to be assigned is specified in the letter of appointment.

Safeguard all correspondence relative to appointment and salary as the Public Schools Act makes no provision for any other sort of contract. Remember, it is unethical to apply for or accept a position in dispute. When in doubt write, wire or phone the Federation Office.

The Federation maintains a file of record cards giving such pertinent information as means of transportation to the various schools, living accommodation, nature of community, etc. Also on file in the Federation office is a complete set of salary agreements for the school districts of the province. Members are cordially invited to avail themselves of this information.

Reclassification

Some members have contacted the Federation Office complaining that their salary was not adjusted after they had obtained the necessary credits making them eligible for additional certification. Upon further enquiry it was learned that the proper procedure for obtaining the additional certification and notifying the School Board of same had not been carried out. Because of this, some teachers have received lower salaries for the year than they otherwise would have.

Please note the following regulation re reclassification continued in the Department of Education's circular, "Classification of Teachers for Salary Grant Purposes":

"Teachers will be reclassified on presentation to the Registrar of the Department of Education of official transcripts of credits indicating eligibility for higher or additional certification. Application

should be made as soon as requirements are completed. No adjustments to salary grants on account of reclassification will be made after October 31st of each school year. When a higher classification is obtained, teachers should immediately complete Form E in duplicate and forward it to Secretaries of School Boards. At the top of the form should be clearly written 'Reclassification'."

If you become eligible for additional classification, be sure to follow the proper procedure by the deadline date of October 31st. The onus is on the individual teacher to provide the Department of Education and the Secretary of the School Board with the proper information.

WE'RE INVOLVED

Education is being subjected to considerable criticism these days. Much of this criticism represents overburdened municipal taxpayers using this as a safety valve. They attack the standards of our high-school graduates, and by way of comparison point to "the good old days."

Before following these critics blindly, teachers should do a little analyzing. How "good" were the "good old days"? And for whom were they "the good old days"? Have you ever stopped to consider these points?

1. Twenty-five years ago the top 40 per cent went to high school.
2. Today every child goes to high school.
3. Twenty-five years ago students throughout elementary and high school were taught about five key subjects.
4. Today, in the same number of hours, our Department of Education requires us to teach a much wider curriculum to too many students at a time.

In the light of these statements, how valid are the comparisons that are being made?

This criticism of education which, by implication, is a criticism of teachers, is extremely important to us.

Without trying to attach the blame for this to any particular group, I believe that

An editorial from the April, 1952, edition of "Four and Twenty Blackboards," the monthly bulletin of the Kamloops District Teachers' Association.

any thinking teacher will realize that a high-school graduate is the result of an educational programme which started in Grade 1. Every teacher with whom that student came in contact influenced that student in a hundred different ways for good or ill. The sum-total of the cumulative effect of that programme depends on the knowledge, the tolerance, the human understanding, and the professional "know how" of each and every one of us.

It should be evident, therefore, that any criticism directed against education should not arise because of our shortcomings. True, none of us is perfect. But it is our job to see that we "deliver the goods." We must measure up to what may be expected of a good teacher. Just "getting by" is not good enough.

For instance—

If that means merely getting to school fifteen minutes before opening time;

If that means seeing that one's classroom is kept free from litter throughout the day;

If that means treating pupils' answers, honestly given, with the courtesy they deserve;

If that means requiring students to work to obtain satisfactory grades;

If that means co-ordinating the work of the school;

If that means refusing to accept work which is not up to a student's ability;

THEN THESE THINGS MUST BE DONE.

As teachers, we must keep in mind that our responsibility is to the student. Buildings and equipment are very necessary but, in the last analysis, it is the use to which we put them that counts. Education is only as good as the people who do the educating. Let us see to it that we measure up NOW!

THE B. C. TEACHER

HAVE YOU HEARD . . .

INSPECTING YARNS

By CHUCK BAYLEY

WAY back when the profession of inspecting was a hazardous occupation, like the Pony Express and the Royal Canadian Mounted Police, come hell or high water, the inspectors had to get through.

John B. DeLong's first special assignment after being appointed inspector of elementary schools in 1913 was to proceed up-coast to a logging settlement for the purpose of counting noses—ten for a school. The inspector bought his ticket and boarded the boat. Early the next morning the purser roused him to regret that this was not a port of call but the captain would heave to alongside and put him ashore, about nine o'clock that would be.

Passengers and crew watched as a lifeboat was lowered and two seamen rowed the inspector ashore. Even before he found the big bunk-house empty, the steamer was underway. But down the beach about half a mile Dr. DeLong could see another cluster of buildings. The inspector scrambled over boulders and logs towards his assignment. The place was deserted, the ship was far up the sound. Inspector DeLong scaled the bluff for a better look. Some five or six miles across on a gulf island he could see a few buildings. He decided to cross the channel in an old boat that was lying on the beach, one of those huge stand up and row affairs.

A mile out, the water was so rough he turned back. Rowing alongshore he came to a flume and the ground alongside looked fresh. The inspector crawled ashore and started climbing. Way up in the woods he came upon several shacks. Nobody was around but the coffee pot on the cookhouse stove was warm. He sat down and waited and about noon two watchmen came in. This was Dempsey's camp and the place he wanted was two miles past the next point. The two men rowed him there.

Inspector J. B. DeLong, Inspector of High Schools, retired on December 31, 1945, after having been in the service of the Department of Education for approximately thirty years. During this time he gained a wealth of experience highlighted by numerous interesting and amusing incidents. Some of these are retold in this article.

Another similar assignment took Inspector DeLong to Smith Inlet. Here he had to row across the inlet and walk five miles to the settlement where local residents wanted a school with a lady teacher. What a place for any teacher! In the week he waited for the return boat, Dr. DeLong lived with a Dane and his wife. He had to sleep with the man while the wife slept on the kitchen floor, at least the inspector thinks she did.

Few Inspectors, Many Miles

In his three years as inspector of elementary schools Dr. DeLong covered all Howe Sound points, Roberts Creek, Pender Harbour, Lund, Powell River, Vananda, Cortez and Valdez Islands, and both coasts of the top end of Vancouver Island right up to Cape Scott. He also inspected North and West Vancouver and most of the Fraser Valley including Port Moody, Coquitlam, Pitt Meadows, Haney, Stave Falls, Mission, Hatzic, Silverdale, Nicomen Island, and Matsqui.

Way back then, inspectors faced as many trials as the teachers. Transportation was primitive, accommodation hard to get, but hospitality could only be described in superlatives. The inspector became a great card player.

Along the coast the inspector generally made his headquarters at a larger centre and hired a launch to reach isolated points. Sometimes he had to take the regular steamer to an out of the way point. To inspect the one-room school at Ucluelet took a week.

On one occasion coming through Seymour Narrows in a launch, the chain came off the propeller and their boat was tossed about in the rough sea. The operator finally put the chain back on. Dr. DeLong remarked that they had turned around yet the old salt knew better. A few minutes later he changed his mind but the inspector told him to keep heading home.

Another time on his way to inspect a one-room school way up Salmon River on Vancouver Island, the tide was too low for the launch to enter the river. Inspector

* * * * *

At the time of his retirement Inspector DeLong wrote in "The B.C. Teacher", "I was inspecting in the province years before there was any Teachers' Federation and have watched with interest the birth and growth of your association. I inspected the school of your first President, Mr. J. G. Lister, when the Vancouver Technical classes were housed in the old Labour Temple and afterwards when the classes moved to the Vancouver Technical School. I was also privileged to inspect the school of another President, Mr. George Ferguson, when he was principal of King Edward High School."

"I have enjoyed my work of inspecting chiefly because it has enabled me to become acquainted with the fine men and women who have carried on the work in our schools so faithfully and efficiently. They have not received an adequate reward financially but they have the satisfaction of knowing they have won the admiration of their pupils and of those interested in the young people of our country."

DeLong decided to hike the trail seven miles. Halfway there, it began to pour but he kept going. Just as he reached the school, and he had to row across the river at that point, he met teacher and pupils going home. They all went back for a quick inspection, and then the teacher took the inspector home and dug up some dry clothing, even to underwear.

On one trip to storm-swept Cape Scott, Dr. DeLong had quite an experience. At Shushartie Bay he boarded the mail boat for the ten-mile trip. Past Stanby Bar the tremendous Pacific breakers were in ugly mood and just about swamped the little launch. Inspecting over, the landlubber travelled the trail back to Shushartie Bay.

Once in a while very human problems had to be faced. The Department received an anonymous letter that the enrolment at Gambier Island had fallen below the required ten. Dr. DeLong was told to investigate. He found ten names in the register but two belonged to under-agers and one to the family dog.

Inspecting on the mainland was tame compared to up-coast assignments. Dr. DeLong took the C.P.R. from Vancouver for day trips to Port Moody, Coquitlam, Mission, and way points. He worked the backwoods schools during a week at Haney and one at Mt. Lehman, getting around with a team hired from the local livery.

The Department was a hard master in those days. Inspectors and Normal School instructors had to arrange for entrance examinations. They spent some weeks in Victoria marking papers and then came back here to line up teachers for their school boards.

Times Have Changed

In 1916, Dr. DeLong was appointed inspector of high schools, a one-man institution for all British Columbia. This job also included making complete arrangements for the June matric. examinations and the August supplementals, even to proof-reading the copy. Pressure of work prompted him to ask the Department for a car; the answer, finally, was that a new inspectorate for the Kootenay area was

(Continued on page 368)

TO TEACH OR NOT TO TEACH? THERE IS NO QUESTION

A tribute to Julie Crawford of Kamloops, who retires in June

By EVELYN BRADLEY and VERNER JONES

IF I had to start tomorrow, I would be a teacher again." Thus Julie Crawford, who retires this year, sums up her feelings after forty-one years of devoted service to the community of Kamloops.

Graduating from the Vancouver Normal School in 1911, Miss Crawford began her teaching career in the "First Primer" class of the Stuart Wood School in Kamloops where she was born. Her principal was Mr. T. R. Hall, now principal of the Vancouver Normal School. "There was an enrolment of 100 in that first class," she recalls. "We had those old-fashioned double desks with three or four pupils to a desk. About all I could do was to keep order. This situation lasted for three months when a second teacher, who had to be brought from Nova Scotia, was employed so that my class could be reduced to a mere fifty."

The next year Miss Crawford taught Second Primer in the classroom which she used for forty years—teaching pupils in the grades from II to IV. Her enthusiasm and zest for living have made her more sympathetic and understanding with the passing of the years. "I have loved every bit of it, and have had just as much pleasure out of the last class as I had out of the first," she observes. No wonder she is held in such high esteem in the community and by the more than sixteen hundred pupils she has influenced!

An Interesting Family

Long and loyal service is a characteristic of the Crawford family which has played a leading part in the historical development of this province. On her mother's



Miss Julie Crawford

side she is the granddaughter of Rev. Charles Ladner who was a well-known Methodist minister. Her father, M. F. Crawford, is the last living person to have seen the driving of the last spike of the Canadian Pacific Railway at Craigellachie, and piloted the first passenger train from Revelstoke to Kamloops. He also ran the first passenger train from Sicamous to Vernon with the Governor-General and his wife, Lord and Lady Aberdeen, aboard. He also was the engineer of the train held up by the Haney Brothers at Pritchard and her uncle was the engineer held up by the notorious Jack Miner. Mr. Crawford and his two brothers amassed a total of 128 years' service in the C.P.R.

Like her father and uncles, she started her career early. Graduating from high school a year too young to enter Normal School, she taught from February to June of 1910 at Albert Canyon and later substituted for three months at North Kamloops. When still in high school, she substituted one day for E. Stuart Wood who opened the first public school in Kamloops in 1886 and continued as principal until he retired in 1910. On this particular occasion Mr. Wood wanted to get in some practice at the rifle butts. Miss Crawford's cousin was in the class that day and he, along with three or four other boys about her own age, gave her quite a time. "Believe me," she says, "spit balls are not a modern innovation." To make matters worse, her cousin was very good at imitative sounds. "Looking back on that experience," she remarks, "it's a wonder I ever took up teaching!"

Asked if she notices much difference between the children then and now, her reply: "Physically there is a very great difference—they are healthier, have more energy and more initiative—too much in fact. They have more poise and are more self-reliant. But I see a definite relaxing in parental discipline."

Although resenting very much the current attacks on education, Miss Crawford admits that we have made some rather costly educational experiments. She speaks of the two years she "suffered" under the "enterprise" system: "Why, some thought that the more mess you had in the classroom and the more pupils you had sprawled on the floor busy at something, the more successful the learning activity."

Better Opportunities

In response to the question, "Do you think children have a better opportunity today than they did forty years ago?" she unhesitatingly replied, "They certainly have. For one thing forty years ago there was little in the way of supplies; nowadays if you are doing a unit on 'the farm', you have a wide variety of materials available for making things for this unit. Another big advantage is the development of the

use of audio-visual materials. These are a great help particularly in social studies and science. Children remember what they see. Any method which will help to implant knowledge as effectively as films is very necessary in the overloaded school programme we have today."

The phonetic method of teaching reading gets a plug from this experienced teacher. "It is the ideal system for teaching children to read and much better than what someone has called the 'aircraft recognition system.'" She admitted that phonics does not help much in spelling. "Spelling must be taught" is my firm opinion," she states.

Keeping Up-To-Date

On being asked how she keeps up to date, she answered, "I visit other schools and read everything I can. I have taken good teaching magazines throughout the years and have read good primary books. If I hear of new ideas or methods at a convention, I use them or adapt them. We at our school share our ideas."

As for the guiding principles which she has developed, they contain a great deal of commonsense. For instance, "It is no good assigning work to a youngster and never looking at it. You must examine it, say so if it well done, or show how it could be improved." In her opinion, writing lines is so much waste effort. So far as discipline is concerned, "It never pays to break your word to a youngster even for reward or punishment. I have given up threatening to punish because it is as often the innocent who suffer."

In reply to the question, "What is the most important qualification of a good teacher?" she answered, "In my opinion, the most important thing for a teacher is to love children and be interested in seeing them develop. I just love them. I make them work—they have to deliver the goods. I try to maintain a purposeful, friendly atmosphere in the classroom."

Proof of this lies in the fact that she has meant much to her little charges (she is now teaching grandchildren of her first pupils). They adore her. She says she has

been called "mamma" numbers of times. A couple of years ago one child on leaving said, "Goodnight, Julie dear!" So in her pleasant professional manner, Miss Crawford called the child back to explain that nothing very wrong had been done, but that others might take advantage.

One Came Back

She recalls the incident that gave her the greatest satisfaction she ever had. "During the last war I went to the door one day and there was a great, big, tall chap in a lieutenant's uniform who greeted me with 'Hello, Miss Crawford, do you remember me?' I remembered him all right as the lad who always came to school dirty because his mother didn't have time to look after him. Everybody was down on him. After he left school, he took various jobs. He literally dragged himself up by the bootstraps and finally passed his examinations to get into the B.C. Police. Then he enlisted. Now a soldier, he sat down in my classroom for the afternoon and listened to the lessons. Then we had a long talk afterwards. Among other things he said, 'This is where I first wanted to learn.'"

What greater tribute to the immortality of teaching!

Miss Crawford also had in her class a Japanese boy and his sister before the last war and before large numbers of these people came to the Kamloops area. "One day," she remarks, "I had occasion to reprimand his sister for something. He marched up to the front of the room and said, 'I hate you; I keel you.'" That boy became the man known as the Kamloops Kid who was executed in Japan after the last war for atrocities committed against Canadian prisoners of war. "And yet," she adds, "one of the strangest things about children is that they are not race or class conscious."

One of the funniest incidents occurred while she was playing the piano for a class of boys rehearsing a number for a festival. Seated on the rather ancient wooden floor, the boys were going through the motions of rowing as they sang. Suddenly there was a piercing scream as a sharp sliver made its presence felt. The lad could neither

sit nor stand, so was draped over the bannister till the doctor arrived.

Miss Crawford has always been keenly interested in the professional organization. She pointed out that back in 1912 Kamloops was host for a Provincial Teachers' Convention. "Quite a time we had," she says. "We had to go out to rustle billets for most of the two or three hundred teachers who were present." Asked what topics were of most interest at that time, she laughingly said, "Well—money." So it can be seen that in one respect conventions haven't changed very much. Miss Crawford remarked that they were not so terrifically keen on qualifications then, and there were no demonstration lessons.

She held many positions and along about 1925 became president of the Kamloops Teachers' Association which then included the city and North Kamloops. Through the years she has regularly attended teachers' meetings and last year was one of a special committee set up to consider the advantages and disadvantages which might accrue to the proposed survey which was later carried out by the firm of Stevenson & Kellogg, Ltd. A little ironical when you consider that the survey had to do with the evaluation of teachers!

Other Interests

In addition to her activities associated with the classroom and teacher affairs generally, Miss Crawford has had one novel published—*Tapestry of Time*. The setting is the lost continent of Atlantis, and deals with the misuse of atomic power which blasted it to pieces. At present another novel entitled *Yesterday Was Gallant* is in the hands of the publishers. In addition, any important event—be it Remembrance Day or the death of King George VI—is marked by the appearance in the Kamloops *Sentinel* of a poem written especially for the occasion by Julie Crawford who may well be called "the poet-laureate of Kamloops." She does a little bit of drawing and painting and plays the piano. She says, "A friend of mine who is a singer comes in every Saturday night and together we enjoy our Saturday nights!"

(Continued on page 364)

Women's Residences at U.B.C.

By KATHERINE BREARLEY

THE Women's Residences are the fulfillment of the dreams of countless women students and Faculty members of the University of British Columbia. These new buildings which are situated just below Marine Drive to the north of the University command a fine view of the ocean and the snow-capped mountains beyond Howe Sound.

How did the residences come into being? The women students have been fortunate to have two such energetic women to lead them as Dean Dorothy M. Mawdsley and her predecessor Dean Mary Bollert. Dean Bollert, the first Dean of Women, worked tirelessly to obtain the moral and financial support of Women's organizations both on and off the campus. Dean Mawdsley has continued her work and with the welfare of the women students in mind has now realized accommodation on the campus for women undergraduates attending this University for the first time.

Sharpe and Thompson, the University architects, drew up the plans for the buildings. In their final form, there will be four units each to house fifty-two girls. At present three of these Halls have been built: Mary Bollert, Isabel MacInnes and Anne Wesbrook. These names have been chosen to honour women who have made notable contributions to the life of the University. Mary Bollert, as already mentioned, was the first Dean of Women, Isabel MacInnes, the first woman appointed to the staff and head of the German Department; Anne Wesbrook, the wife of the first President of the University. The social unit, yet to be built, will contain a dining hall and large recreation room suitable for residence parties. Future plans call for buildings to accommodate seven hundred students.

U.B.C. Women's Residences provide excellent accommodation for Summer Session students.

On December 16, 1950, the first undergraduates to occupy the residence moved into Mary Bollert Hall. They soon became aware of the privileges which they were to enjoy. Close proximity to the campus makes it possible for them to take part in a great number of student activities. There are members of the Musical Society, Players' Club and of some of the sports teams in residence. At the same time the availability of the library encourages an interest in study. Several of the group hold scholarships. Then there is the experience of living with other students, of living a community life away from home and enjoying the give and take that is necessary for a happy adjustment to the new and bewildering life of the University. On March 3, President MacKenzie addressing the people of British Columbia on the subject of Open House stressed the advantages which are now being offered the women residing in the new dormitories.

Designed For Convenience

Dean Mawdsley is responsible for the careful planning of the Halls and of the convenience of the student rooms. Remembering the inconveniences of her own student days, Dean Mawdsley determined that every comfort would be provided. As the result of her forethought, there are adequate bookshelves, cupboards and bureau space, while the double rooms are divided by a built-in desk. All furnishings

and equipment are provided except for personal towels and irons. The laundry contains many facilities including a hot-air dryer. The lounge, central social area in each hall, is comfortably and tastefully furnished. There is a small kitchen adjoining it so that the residents may offer light refreshments to their guests. Miss Marjorie Leeming, assistant to the Dean of Women, watches all expenses closely and is adamant in keeping the residence fee as low as possible. It is a non-profit project and during the Session 1951-52 the fee will compare favourably with the cost of board and room in private homes.

Their Own Directors

Three women members of the teaching staff are responsible for the guidance and well-being of the girls. The Senior Don, Miss K. Brearley, docteur de l'Université de Paris, of the French Department, lives in Mary Bollert Hall and is assisted by two Junior Dons who exercise authority in the other halls. They are Miss N. Neilson, Department of Agriculture, and Miss H. Bryan of Physical Education. Preference for admission to the Residences is given to the first and second year students attending the University for the first time. These young women have a wide variety of interests because of the diversity of their backgrounds. This year there are students who have lived in China, Japan, New Zealand and the United States while almost every part of Canada is represented. The studies of the individual girls are as varied as their backgrounds. Future doctors, teachers, nurses, pharmacists, musicians, scientists, dieticians and linguists exchange views in the lounge and at the dinnertable.

The girls play a large part in directing their own affairs. There is a residence executive elected in the spring from the fifteen girls who are given the privilege of returning to the Residences for a second year. This executive consists of a President, Vice-President and Secretary-Treasurer. In the autumn each Hall elects a chairman, a Recording Secretary and a Treasurer who with the Residence executive form the governing student body. This committee

meets twice a month and deals with infractions of the rules which the students themselves have set up. They also plan social activities which this year have included a mixer to welcome the new girls, "hen" parties, an informal autumn dance, Sunday evening programmes, swimming parties in the swimming pool of their near neighbour, Mr. R. Graham, and a Spring formal.

Public Support

The people of British Columbia have been generous in their aid to the women students in their efforts to obtain this housing accommodation. For example, the Provincial Chapter of the I.O.D.E. furnished the lounge in Mary Bollert Hall in memory of Dean Bollert and the Soroptimist Club gave a picture by Mildred Valley Thornton in her memory. Mr. Eric Hamber, Chancellor Emeritus of the University, has donated a beautiful radio combination for the girls' pleasure and education. Student rooms have been furnished by private individuals and by groups. Dean Mawdsley is always pleased to accept suitable gifts on behalf of the University. Leading British Columbia artists have been kind enough to lend pictures to decorate the lounge walls. The Residence girls themselves have initiated the policy of presenting an annual gift as a token of their appreciation for living in Residence.

Women students attending the Summer Session are given the privilege of residing in the halls during their stay at U. B. C. They organize their own social activities and set up minimum rules. Last year's group fully enjoyed their taste of Residence life. If you are planning to attend Summer Session this year and would like to "see for yourself", make application to Dean Mawdsley for accommodation. You, too, will enjoy living in one of the new Halls.

If you are changing your teaching position this summer, read page 353.

Modern Education: Are All Critics Sincere?

By DR. S. W. STEINSON

Dr. Steinson is a member of the Saskatoon Normal School staff. Do you agree with his thoughts on the oft-heard criticism of present-day education?

MODERN teachers are accused of neglecting the teaching of skill subjects in our schools, and of even considering these subjects as relatively unimportant. They are also accused of minimizing the value of factual information.

Much of this criticism is unsound. No teacher doubts that skills and a knowledge of facts are essential in a good school programme. Teachers recognize that these fundamentals have never been as important as they are today.

In the past these things have been taught poorly because there has been a tendency to consider them as ends in themselves, rather than as means to an end. Educators today are attempting to make teaching along these lines more effective by introducing skills and helping children to acquire factual information in the process of becoming good citizens. Most teachers realize that a skill can be taught more effectively in connection with doing an important job of some kind rather than by a theoretical consideration of it in an artificial situation. The same applies in the learning of facts—teaching them in isolation or apart from an interesting learning situation is largely a waste of time. Even the critics are inclined to agree that such a change in procedure is sound from a theoretical standpoint.

The chief criticism centres about the contention that this type of teaching is not producing the desired results. School students are often represented as a very undesirable lot: They can't read, write, spell, or figure; they know nothing about geography nor the history of their country; they have no manners, are irresponsible in their behavior, and are disrespectful in their attitudes; and worst of all, they think of nothing but having fun.

Some recent critics (writing in Canadian newspapers and magazines) have suggested remedies such as the following: (1) eliminate all counselors and school psychologists (Look at how well we older people developed without them!), (2) make each school community a police state (Benevolent, of course!) to show what real discipline will do, (3) take fun out of learning (Life is a pretty grim business and we all face the grave sooner or later!), and (4) consider those who deviate from past procedures as undesirable citizens (Drive the scoundrels out!)

Constructive or Otherwise

Sincere and constructive criticism forms the basis for sound educational progress. However, some of the recent "blasts" directed at teachers and the work they are doing resemble a form of hysteria, and one wonders what is behind it all. Are all the critics sincere?

Most people are sincere and just in their criticism, and consequently their contributions are vital to progress. There are others who are quite sincere, but their thinking is based on very inadequate information. It is not unusual to find some critics who hold forth as authorities

on educational topics even though they have not set foot inside a classroom for many years. Often, it is a matter of echoing the opinion of some person who holds a certain prestige in the community. In cases of this kind, active participation in real school problems will provide a background for a more effective contribution.

There are a few critics who may not be thinking entirely in terms of the greatest good to our boys and girls. Education costs are soaring because people want better schools, better school equipment, and better qualified teachers for their children. The end is not yet in sight. These things cost money, and must be paid for. Property owners and stock-holders are raising their eyebrows and wondering how this will effect future taxation. Already, organized efforts are being made on this continent to curb the rising cost of education. This is a very natural development, although it should be kept in mind that our total education costs constitute only a small fraction of what people spend on luxuries. These organized efforts sometimes take the form of direct pressure brought to bear on public bodies to reduce education costs. Sometimes an indirect, and a more subtle approach is used. Magazine and newspaper articles, as well as various types of pamphlets sent to key people within a community, emphasize the weaknesses of some of our present-day graduates. Then follows the suggestion that the schools draw in their sails and concentrate only on a few things such as the three R's. This is not to say that all criticism of this type is groundless, but it is important to determine its source.

Not Many

There may be the occasional teacher who is not thinking entirely of the welfare of our boys and girls. It is rather tragic when one has to discard a set of notes which has given valiant service for many years, or to have to dispense with a textbook which one knows practically off by heart. One teacher remarked: "Changing the course of study upsets me. It means that I shall have to use new texts, make

new notes, buy new workbooks, and make up a new set of examinations. It's a nuisance!" Another has stated: "For the past twenty years I have used the same procedures in running my school. They work. I am satisfied with them, so don't come around trying to upset my apple cart. I would not give a nickel for all your books on modern education!" Not many teachers would make such extreme statements, but for some reason such expressions, and even name-calling, seem to possess a popular appeal which certain types of individuals cannot resist. The general reaction to public outbursts of this kind perhaps should be to question the motives of those who indulge in such practices.

Strawmen

One of the favorite methods of attack by those who are most vocal, and determined to belittle the efforts of present-day educators, is that of setting up a "straw man," and then proceeding to knock it down with a considerable amount of fanfare. One of the most recent of these straw men is the so-called "Progressive" educator. First, this type is defined to suit the purposes of the critics, and then the inference is made that our Canadian educational system is simply teeming with these irresponsible creatures. When teachers ask where this species is to be found in Canada, no one seems to know. Although Canadian teachers are influenced to some degree by what is going on in the rest of the world, they are inclined to be quite conservative in their thinking. In localities where teachers and parents are sincerely trying to improve educational facilities all efforts usually are gauged in terms of local needs and conditions. Unfortunately there are some places where a person is branded a "Progressive" (which is almost as bad as being called a "Communist") whenever he takes a forward step in education. Sometimes this "whip" is cracked so successfully that it sends many teachers running into their holes like scared rabbits.

Generally speaking, teachers realize that many mistakes have been and are being made in our schools. It is extremely

difficult to become a good teacher because such a wide variety of factors are involved, but it is safe to say that the great majority of teachers are doing their level best to give our children a good education. Despite statements to the contrary, there is every reason to believe that schools of today are doing a much better job of educating our boys and girls, than the schools of twenty or thirty years ago. The skills are not being neglected. Furthermore, teachers recognize the value of past achievements; they have no desire to throw overboard those things which past generations have found worthwhile; but they are not likely to fall into the type of idolatry which will cause them to overlook the fact that tomorrow is a new day, which will bring with it new problems requiring new solutions.

In spite of present world conditions (How did we get this way?) and of the examples which our older people set for our children, the young people of today form our main source of inspiration. Those who work with them like them, and have faith in them. The few who stray from approved modes of conduct are probably trying to emulate their elders.

We tend to under-estimate the capabilities of our children. With relatively few exceptions they have good manners; they are likely to behave better than older people on the basis of their mental age; and they are co-operative, responsible, and respectful, when they are placed in situations where they have an opportunity to learn these traits. In addition, they know more skills and factual information than some people give them credit for.

Although it is essential to consider criticism a necessary ingredient in the process of building the best possible school programme, it is important to know that people criticize our schools for different reasons. Most critics are sincere and reasonable, and therefore make valuable contributions in providing better schools. A few have ulterior motives, and consequently we must learn to discriminate between those who are sincere and those who are not. Above all, it is hoped that educational workers will not become alarmed by those who are trying to attract attention by couching their criticism in sensational terms and by childish name-calling.

MISS CRAWFORD

(Continued from page 359)

The classroom teacher can exert a remarkable influence—an influence which goes far beyond the classroom walls. To quote N. D. Duclos, present principal of Stuart Wood School: "Miss Crawford is an excellent teacher who not only teaches factual material with extraordinary precision, but also imparts in her pupils that love of learning and of life which has resulted in the high esteem which she enjoys in the hearts of citizens of this community who were her pupils and whose children and grandchildren attend her classes today. Former pupils speak unhesitatingly of her sterling qualities and of the great influence which she had had on their lives."

Only the other day one of her pupils brought back this tribute from his mother:
Dear Miss Crawford:

Teacher of my little boy,
Guardian of his rightful thinking,
I am overcome with joy
At his progress, which I'm linking
With your patent comprehension
Of his personality.
He can't help but pay attention
Til he reaches home at three
When the lessons you have taught him
Linger on about his play,
And I know his every thought—whim
Is guided right by you each day!

Sincerely

F. McG.

This is the record of an educator who says, "If I had to start tomorrow, I would be a teacher again. It still is the most worthwhile work. We deal in the most priceless commodity—children. Just when I am getting a little experience and understanding, I have to retire."

Are High Schools Failing Business?

ARE our high schools failing business, and, equally important, is business failing our high school graduates?

To thresh out student, educator and business training problems and needs, the recent annual "education night" meeting of the Toronto Chapter of the National Office Management Association took a unique turn.

They got to the heart of the matter by having recent high school graduates talk about their entry into business, how they were equipped, what they lacked, the treatment they got. On the same panel were spokesmen for the high schools and for business.

Out of the meeting came these important sidelights:

—Both the need and actuality of training on the office job are on the increase.

—The role of vocational guidance before graduation is gaining in importance.

—Qualification barriers relaxed during the war and postwar years—with heightened competition for employees—are tightening; selectivity in hiring is gaining ground.

—There's a need and a real opening today for competent high school graduates to start at the bottom and climb upward in the big field of office management and executive.

—Our big companies are more and more seeing the value and getting returns from telling the organizational story to junior employees.

Educators stressed the acute problem of pupils leaving school prior to graduation; in Ontario 44% of young people are out of school by grade 10. Young panel members at the NOMA meeting however, were all graduates. Here's what some had to say:

Ross MacGregor, Senior Matriculant:

Many employers of clerical help set up Senior Matriculation as a minimum standard of acceptance of new employees. Would it not be better therefore to include some basic business training in the course?

How is the product of our high school education system measuring up to the needs of business? What can be done to make the jump from school to business easier and of greater value to both the students and to commerce? The Toronto Chapter of the National Office Management Association served up a few answers at a recent panel discussion. Here's a special report from the December 15, 1951, issue of "The Financial Post."

Business should provide some means of permitting employees to increase their knowledge, thus improve chances of advancement. It should also provide for periodic personnel interviews. We like to know where we stand.

Shirley Ross, High School of Commerce graduate:

In contrast to constant supervision at school, my firm gives unlimited opportunity for initiative. Girls coming directly from school lack training to think for themselves.

Spelling is inadequate in new graduates—in business you don't get a chance to do things over again until they are right. Standards accepted in our commercial schools are often unacceptable to business.

Lou Davison, committee member of NOMA, assistant secretary, Manufacturers Life Insurance Co.

Among answers I got in a limited questionnaire to supervisors of our own company were these: chief faults of new employees are ignorance of general business knowledge, poor spelling, grammar, arithmetic, lack of a sense of responsibility and ability to think for themselves.

How should schools turn out a better product?

(Continued on page 367)

Teachers' Strikes in Nova Scotia

From the *C.T.F. New Letter*, April, 1952

ON January 31st, 243 teachers in Cape Breton County's rural and village schools went on strike to try to persuade the Cape Breton County Council to grant them increases in salaries. The strike action, threatened in December, was postponed on January 7th to give authorities another opportunity to study the teachers' proposals and find a solution. The striking teachers whose average salary was \$1,492 demanded a \$300 increase. On February 25th, a compromise settlement was accepted.

On February 19th, 94 teachers in Antigonish rural schools went on strike making the same demand as the Cape Breton teachers, namely, a \$300 increase in salary. The average salary of striking Antigonish teachers was \$1,439. They returned to their classes on the basis of a temporary compromise settlement on March 25th.

These strikes were two of the more drastic aspects of a struggle for better salaries for Nova Scotia's teachers. The situation is complicated because the Provincial Government sets a provincial salary scale for teachers and though it may have been intended as a basic minimum, it, in fact, became the accepted maximum. The Nova Scotia Teachers' Union insists that the responsibility for an upward revision in teachers' salaries lies with the Provincial Government. Spokesmen for the Government advise the teachers to take their case to the Municipalities. Until recently, most of the local authorities have been adamant in their stand that municipal taxation could not carry the burden of salary increases, but there has been much local public support for the teachers' requests and "token" increases and cost-of-living bonuses have now been granted in over half of the cities, towns, villages and rural municipalities of the province.

The Executive of the Nova Scotia

Teachers' Union did not instigate strike action in Cape Breton County and Antigonish but the action having been taken locally, the Provincial Organization supported the striking teachers in accordance with the wishes of a majority of its members.

No Provincial Relief

On March 1st President Tingley and members of his Executive Committee interviewed the Premier, the Minister of Education, and the Minister of Municipal Affairs. They urged the Government to appoint a Royal Commission to investigate and report on the financing of education in Nova Scotia and, specifically, to recommend action with respect to teachers' salaries. They requested that, as a temporary emergency measure pending the report of the Commission, the Government should cause to be paid a cost-of-living bonus of \$25 per month to all teachers and an additional \$15 per month to teachers with marital status. The teachers proposed that the cost of this bonus be borne half by the province and half by the municipalities. The Government representatives made no promises. Within a few days, the estimates for education were brought down in the Legislature but the Government showed no inclination to assume any leadership in settling the salary issue.

Meanwhile, the struggle goes on. The strikes are over for the present time though other teachers' locals are hovering near the breaking point. Nova Scotia stands to lose many of her better teachers. Indications were that many would resign by March 31st, the deadline for notification of termination of contract. Some say they will reapply for the same positions but only on condition that satisfactory contracts can be negotiated by the locals of the Nova Scotia Teachers' Union.

While there has been some adverse criticism of strike action by teachers, most of the public on learning the facts of the situation, express astonishment that the teachers remained "on the job" as long as they did. The easier decision would have been to seek employment elsewhere, possibly in another line of work paying better returns. However, it is to the credit of the profession in Nova Scotia that they have stayed with their posts and fought for improvement of their positions. An exodus of Nova Scotia's qualified teachers would make a bad situation even worse.

Of the province's 4,200 classrooms, 1,156 were staffed last year with unqualified persons or substandard teachers. Approximately 1,300 other classes are in charge of female teachers who are married and the majority of these are back on a temporary basis to help out during the "shortage." Thus, 50 per cent of the children of Nova Scotia are receiving their education from these two groups.

The teacher training institution of the province, with an enrolment drop of 27 per cent in the past year, will turn out this summer a maximum of 372 new teachers instead of the 850-1,000 needed to match the 8,000 additional children who will be enrolled in September and the teacher drop-outs which, under present conditions in Nova Scotia, have been totalling about 600 annually.

In the interests of Canadian boys and girls, the status of the profession must be improved to recruit and retain the required number of adequately trained teachers to cope with the rapidly increasing pupil enrolment.

The Canadian Teachers' Federation, though deploring action that deprives children even temporarily of their right to attend classes, felt that it could not stand by and see the situation deteriorate in Nova Scotia. It offered assistance to the Nova Scotia Teachers' Union and on February 18th opened a Special Emergency Fund to receive voluntary contributions through teachers' organizations in other provinces.

Individual teachers and associations res-

ponded promptly in British Columbia, Alberta, Saskatchewan, Manitoba, Quebec, Prince Edward Island, and Newfoundland. Over eleven thousand dollars was received in five weeks. To date, the Canadian Teachers' Federation has forwarded seven thousand dollars from this fund to the Nova Scotia Teachers' Union to be used at the discretion of its Executive. Approximately one thousand dollars per week was expended to assist the teachers on strike.

The Ontario Teachers' Federation offered qualified support but did not appeal to its members for contributions to the C.T.F. Special Emergency Fund because it was deemed by the O.T.F. Board of Governors to be contrary to O.T.F. policy to give assistance to striking teachers.

The New Brunswick Teachers' Association did not participate in the C.T.F. emergency assistance plan but we understand that an offer of aid was made direct by the New Brunswick association to the President of the Nova Scotia Teachers' Union.

Any C.T.F. members who desire detailed information with respect to these matters will find statistics available in the offices of their respective provincial teachers' organizations.

FAILING BUSINESS

(Continued from page 365)

1. Give instruction on business practice (applies to matriculation courses more than commercial).
2. Do more to develop a sense of responsibility and a regard for honest effort for value received.
3. Place more stress on the fundamentals of arithmetic and English.

We should pay attention to these considerations; close examination of the new employee, his adequate training on the job—including full explanation of the company's history and organization and the part he has to play in it—provision of facilities for study and improvement, his knowledge of his own progress, provision of a suggestion box.

One Aspect of Effective Living

By ROTH G. GORDON

Insurance is a necessity in modern Effective Living. Our first question when a calamity falls is "Was the loss covered by insurance?" If we discover no insurance was in force, we usually have a fairly low opinion of the intelligence of the people concerned.

Few people today argue against the need for adequate auto and fire insurance even though the premium year after year goes "down the drain" never to return.

Yet there is a type of insurance which if it is purchased carefully, on the advice of an expert, can be made to return every penny with interest and sometimes double and triple the amount invested, to the living person taking it out. Of course, on all counts, much more money than that invested is returned to beneficiaries if the person dies or is totally disabled. We refer to the much misunderstood type of insurance known as life insurance.

Few people earning \$5000 and up a year stop to think they are just as valuable to their families as a \$100,000 apartment house earning 5% interest on investment. If the apartment burns without fire insurance, all income is lost and if a \$5000-a-year professional man dies without adequate life insurance, his dependents are denied all his future earnings which would have been \$100,000 in 20 years or \$200,000 in 40 years.

Correctly purchased life insurance buys "income in advance" or "money on the installment plan." The four hazards of ordinary life are (1) unemployment, (2) disability, (3) premature death and (4) old age. A smartly tailored insurance program can take care of all these hazards as far as it is humanly possible to do so. And by the magic of compound interest it is possible to have every cent returned — often with considerable interest — to the original

investor. In other words how would you like to rent a house for 30 years and at the end of that time have all your rent returned with interest?

A correctly built "House of Protection" will shelter your family during every minute of the day and night of a full lifetime and then, if nothing happens, back to you with interest comes every penny of a young man's money for the old man's needs when nothing else except charity will supply the needed cash.

Insurance programmed by an expert will take adequate care of a retirement fund to supplement any other old age income and insure the difference between charity and independence in the sunset of life.

HAVE YOU HEARD . . .

(Continued from page 356)

under consideration—our friend quickly forgot that he needed a car.

The elements were not always kind to the inspector of high schools. He had many hair-raising experiences, too many for comfort over the Kettle Valley Railway of the early '20's and over the Monashee Pass from Okanagan to Arrow Lake. Roads through the Kootenays were anything but broad highways.

One night, Rossland bound from Grand Forks, his car failed. Dr. DeLong walked to the customs and phoned Rossland for a mechanic. The customs officer offered to keep the station open until he got through. The mechanic arrived some time after midnight and finally got the car going. But just after he cleared the customs, a blinding snowstorm started. How he made Rossland that winter night without going over the side of the mountain, the inspector will never know.

THE B. C. TEACHER

AS OTHERS SAW IT

Delegates' Luncheon

Menu: Tomato juice, hot chicken pie, strawberry shortcake, coffee.

Chairman: Mr. John Prior, president of the B.C.T.F.

Fraternal Greetings from:

1. Alderman Anna Sprott, speaking for the Mayor of Vancouver.
2. Mayor Goldsworthy of North Vancouver for the U.B.C.M.
3. Mr. C. B. Wood, Registrar, for the President, Dr. McKenzie, of U.B.C.
4. Mr. Frank Venables of the school trustees mentioned their salary negotiations in the Okanagan. He hoped there would be a levelling off of teachers' salaries.
5. Mr. Gould, from Trades and Labour Congress, expressed a desire for better educational opportunities for all.

Awards:

1. The Charlesworth Memorial Award, to Miss Shirley Patricia Perkins of Rossland. Miss Perkins obtained a Senior Matric. average of 84.2 per cent and is at present attending Victoria Normal School.
2. The Christie Award presented for the first time this year, to a teacher who had contributed to the profession and association and who plans on a year's further study. The award, a cheque for \$200, was presented to Mr. W. Hartrick for Miss Marla Sheppard of Dawson Creek.
3. The Fergusson Memorial Award to Miss Jessie McDowall of Vancouver who will be retiring in June. Thus all three awards this year went to the women.

Three vocalists from Kitsilano Junior Senior High School. The trio sang three numbers, "April Showers", "At Eventide" and "Tea for Two".

Main Address: Mr. Kenneth Caple, regional director of the C.B.C.

The preceding part of the programme

Herewith are notes on the 1952 Convention mainly taken from "The 33", the monthly bulletin of the Chilliwack Teachers' Association.

took a considerable length of time, and as a consequence Mr. Caple had to rush through a very interesting address.

Topic: With Magic in their Eyes.

Mr. Caple felt that he understood well the situation of teachers, having taught for twenty years. His talk he described as a chat and himself as merely a huckster. With this introduction he proceeded to make these three points:

1. The students are living in an age of chaos and change. There is a great flow of population which gives the child a feeling of frustration. He stated our industrial plants were becoming larger and larger until the men were mere cogs in a machine. He said that we should prevent the same thing happening in our schools by fighting against big schools.

2. Young people in this age. The magic age for children is from eight to 12 when children live with enthusiasm and lack of worry. The teacher should retain this flame of enthusiasm as long as possible. The curriculum is merely a climate for the child to grow in.

3. The teacher working with the pupils. The main task of the teacher is to pass on his inner enthusiasm for worthwhile living to his students. To do this the teacher must live more fully herself and challenge the pupils to do the same. The job of education is for the teacher to find his or her own particular enthusiasm and pass it on so that the pupils will have courage in their hearts and "Magic in their eyes".

Hon. W. T. Straith's Address

In his address Mr. Straith spoke briefly on increased enrollment throughout the province and the anticipated growth next year. He also mentioned that 4,000 non-English speaking immigrants are being taught under Correspondence instruction and night classes. He stated that our schools have the greatest holding power of any in Canada, 60 per cent of the children going through Grade XI. On the separate schools question, he said that he would not wish to administer schools in this province under any other than the present system. Mr. Straith also announced a change in the system of Teacher Training. Commencing in 1953 the Vancouver Normal School will be abandoned. The Victoria Normal will continue, affiliated with the U.B.C. as is Victoria College, and will offer the first two years of teacher training. A proposed new Faculty of Education will be set up at U.B.C. and all student teachers will be taught there. Teachers who wish to teach in the elementary school will be permitted to withdraw from the course after the first or second year. Fees will be at the present Normal School level.

Salmon Arm Situation

It was the feeling of the Executive that it could not permit the Salmon Arm teachers to become victims of the dispute and therefore decided to pay the salaries of the six disposed teachers for the three months. This cost the Federation \$4,580.85.

The Annual General Meeting gave unanimous approval to the Executive for so doing.

Education Finance

Early in the year, the Federation's Education Finance Committee was working with the U.B.C.M., the B.C.S.T.A., and the B.C.P.-T.F. We had at that time rather high hopes that out of the research work of the joint committee would arise a common policy that all four organizations could present to the Government. Our hopes were not realized.

The first signs of disintegration of the joint committee came when the U.B.C.M. appointed Mr. W. E. Hobbs of Winnipeg

to conduct an independent survey of education finance. As long as the report was pending, the U.B.C.M. would not support a joint effort.

The School Trustees then made it clear that they would prefer a scheme by which teachers' salaries were negotiated provincially, through a provincial salary scale, with regional variations. There were, however, many points of agreement but one hour before the meeting with the cabinet the Trustees' Delegation informed us that they could not take part in joint presentation because of certain recommendations in the Hobbs report.

Mr. Hobbs comes to the conclusion that the Provincial Government should assume a fixed percentage—he suggests 80 per cent of the whole cost of a standard programme of education with the local authority accepting responsibility for the other 20 per cent, and for any expenditure over and above the "standard programme."

As a result, the Provincial Government would have the prerogative of dictating the policy of education, thus removing most of the control from the local groups.

The following recommendations by the executive were adopted by the A.G.M.

Mr. D. J. S. Smith and Mr. J. A. Spragge were given authority to take such steps as are necessary to exert a vigorous influence in the Education Finance field.

A brief to be sent to the leaders of all political parties to seek a policy from the leaders of these parties before the election date.

That the Federation reaffirm its stand in opposition to a provincial salary scale.

Teacher Training

The following recommendations of the Teacher Training Committee were adopted by the A.G.M.:

That the University be asked to institute special summer courses of the seminar or workshop type of practical value and recognized toward the establishment of S.A. status.

That University credit be granted for approved courses taken at the Department of Education Summer School.

That efforts be made to increase the recruitment of teacher training candidates from the high schools.

That we endeavour to have established a committee to select the most suitable candidates for teacher training.

Federal Aid for Education

Financial aid for education has been taken up with the Federal Government by the Canadian Teachers' Federation. Inasmuch as our views might differ from those of the C.T.F. a special committee was appointed to study the brochure produced by the C.T.F. This committee proposed the following recommendations:

A. We are in favour of Federal Aid for Education:

- (a) On a "per public school pupil" basis;
- (b) Paid directly to the Provincial Department of Education;
- (c) With no "strings" attached.

B. Doubting that the campaign for the above would bear fruit, we suggest the following alternative proposals:

- (a) The extension of Federal Aid to teacher training institutions on a similar basis to that now given to universities.
- (b) Federal bursaries on a very wide scale to enable all better high school students to complete secondary education.
- (c) Federal subsidies in the field of education research.
- (d) A long term policy of gaining public support for a more equitable distribution of tax monies.

Recommendation A is already Federation policy.

Nova Scotia Strike Fund

Feeling that the teachers of British Columbia would want to support their colleagues in Nova Scotia, the executive asked all locals to solicit donations and sent an advance of \$3,000 in anticipation of contributions to this amount at least. To date donations received total \$4,555.50.

Much discussion centred around the matter of a strike fund for B. C. and resolutions were presented to establish such a fund. It was finally decided not to set up

a special fund but to build up our reserves which could be used to meet such emergencies.

Separate Schools

There seemed little doubt that the executive would be supported in its stand on this question. A considerate hearing was given to four of the delegates speaking for separate schools. When the motion was put, the voting was 566 to 6 in support of the executive's stand of favouring the system of non-sectarian schools at present established by law in B. C.

Curriculum Revision

A special committee headed by Mr. Don Pritchard was appointed during the year to survey the general field of Federation activities in curriculum matters. This committee's chief duty was to see if something could not be done about getting some recognition of the teacher's wishes regarding curriculum revision. The major aim in the projected re-organization is to revitalize subject sections.

The proposed new set-up has been discussed with Mr. H. L. Campbell of the Department of Education, who has promised to inform the Federation as to what courses are currently under revision and the name of the chairman of the subject revision committee. It was felt that this would make it possible to get the teachers interested to submit suggestions and make recommendations to this committee.

When the matter came up for discussion, there were a number of delegates displeased with the progress we were making in this field. Mr. Prior, the president, stated that he thought that perhaps we should make a real effort and perhaps get a measure of success concerning Curriculum Revision.

The Salary Committee Report

The Salary Committee, under Mr. F. V. Holyoke, presented an excellent report. It seemed that practically all of it was acceptable to the general meeting. The committee stressed a professional basis be used in salary arbitrations and negotiations. They were in favour of a single scale, with approximately twelve increments. A large



A feature of the Primary Section Meeting at Port Moody Elementary School was the demonstration of Creative Dramatics. Here is a group enacting a playlet entitled "How Spring Came To The Forest" under the direction of Miss Grace Elmore, drama teacher at Como Lake Junior-Senior High School in the Coquitlam District. All the children in this group are in Miss Joyce Murray's Grade Three class at Moody Elementary School.

part of the report emphasized the real money value of our present salary scales. In their recommendations they proposed a Basic Elementary Salary Scale starting at \$2,300 and ending at \$4,300 with increments as follows:

2 at \$100, 3 at \$150, 6 at \$200, 1 at \$150.

The secondary basic scale would start at \$3,000 and go to \$5,400 with the following increments:

2 at \$150, 10 at \$210

It was understood that both the scale and the increments were based on present money values with the cost of living at 190.

Not more than an hour was spent on the whole report, which is something of a record for this topic.

B.C.T.F. Credit Union

Minutes of the last meeting held at King Edward High School last October were read and adopted.

In his President's Report, Mr. Auld hoped that the annual meeting would provide a get-together for the members. He stressed the valuable service of Mr. Simpson in setting up the new enterprise. From his statements it would seem that the organization was growing faster than they had expected. During the past year many branches were opened. The membership has increased from around 500 in 1949 to over 1,600 in April of this year. The same was true of the assets which had practically tripled in the same period of time. Loans had also increased till in 1951

a total of \$605,000 was loaned to the members. The executive had kept money on hand to meet small personal loan demands but some larger loans were being made. The business was increasing so that more clerical help would be needed and in the near future more office space.

In bringing the meeting up to date, Mr. Simpson presented the financial statement for March. He stated that we were getting applications for new members at the rate of about 100 a month. The profit for each month amounted to about \$500. We are well on our way to being one of the largest Credit Unions in the province.

B.C.T.F. Co-operative Association

As of March 31, 1952, the B.C.T.F. Co-op Association has a membership of 216 and assets of \$17,641.27. The share capital is \$1,480 while loan certificates to the value of \$13,500 have been purchased. Persons owning the latter receive 6 per cent interest on their money while the interest on the shares is determined every year at the annual meeting.

Besides assisting in the construction of new homes, the Co-op can obtain lumber sash and doors, roofing, plumbing, paints, plywoods, at wholesale plus 10 per cent. There is a 25 per cent saving on floor covering, a 40 per cent saving on Goodyear tires, batteries, and Hollywood beds. Most brand name appliances cannot be supplied because the association has not the servicing facilities for such appliances.

Amendments to the constitution:

1. Immediate relatives were permitted to purchase Loan certificates and shares.

Election of officers:

1. Ian Boyd, past member for one year term, was elected to the Board of Directors for a three-year term.

B.C.T.F. Medical Services

The most important item out of the president's report was the proposal that the two teachers' medical services should be joined, and it was further suggested that the Credit Union Medical Services might also be part of the scheme. This suggestion to be studied during the coming year.

Excess of income over expenditure was \$2,589.42 for the past year. The appointment of a medical referee, in the person of Dr. A. J. McDairmid, was recommended.

There were only two minor changes in the constitution proposed, one to have the bylaws brought up to date and the other covering persons suffering from mental diseases considered curable.

Section Meetings

The Section Meetings on the Tuesday were well attended and from all reports the programmes were well received. Demonstrations, addresses and panel discussions were the order of the day with audience participation interspersed.

Other Business

Other business transacted is indicated by the passing of the following resolutions:

1. That we ask that retirement be voluntary at age 60, compulsory at age 65, for both men and women; provided that the conditions for dismissal of teachers after the age of 60 be the same as the general provision for dismissal of teachers below retirement age as at present.

2. That the B.C.T.F. fees be paid in one instalment only. (Fees are due and payable on July 1st of each year and must be paid on or before December 31st of each year.)

3. That we reassert our stated policy that there be a Director of Curriculum whose sole responsibility would be curriculum work.

4. That the Department of Education be asked to have a dictionary placed on the free text list for elementary schools and included in the textbook rental plan for junior and senior high schools.

5. That we request the Department of Education to select more practical textbooks for mathematics 7 and 8.

6. That we request the Department of Education to set up a committee of teachers to study existing mathematics texts with a view to selecting one to replace the mathematics 20 and 30 text.

7. That the Central Curriculum Committee be requested to take steps towards the revision of the entire elementary science course, taking into consideration the newly revised Health and Social Studies Course.

8. That the Department of Education be asked to specify a minimum list of

On display at the Primary Section Meeting were several exhibits featuring the industries and areas of the Port Moody District. Pictured near the exhibit of Ioco, the home of the Imperial Oil Refinery, are (L. to R.)—Mrs. Thelma Davis, Principal of Moody Elementary School; Miss Katherine McKillop, Chairman of the Primary Section and a teacher at Dawson School, Vancouver; Miss Jo Etter, Secretary of the Primary Section and a teacher at Simon Fraser School, Vancouver; Miss Alma Andrew, Primary Consultant, Coquitlam School District.

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supplies and equipment sufficient to provide for the proposed new Art programme.

9. That the Federation Executive be authorized to study the expediency of setting up machinery for calling into conference representatives of lay and educational groups for the purpose of studying educational problems in B. C.

10. That the Department of Education be commended for having instituted the Mental Health Co-ordinator training programme and that we urge the Department to continue the programme, and if possible, accelerate it.

11. That we request the C.T.F. and C.E.A. to study what can be done to promote: (a) better information between provinces for parents and teachers to advise families before they move; (b) improved co-operation and co-ordination wherever possible between provinces as to courses and credits.

12. That we request the Department of Education to include a definition of Vice-Principals in the Public Schools Act.

13. That we request the Department of Education to establish a Division of Music with a provincial director at its head.



Photo by courtesy of Chuck Jones and the Vancouver Daily Province.

Executive officers elected at the Annual General Meeting for 1952-53 are (L. to R.): President Robert E. Smith, Principal of Hastings School, Vancouver; Second Vice-President Miss Hilda Cryderman, Vernon Senior High School; First Vice-President W. V. Allester, Principal Duncan Elementary School; Secretary-Treasurer Ian Boyd, Principal Seymour School, Vancouver.

President John Prior

Reports to the 1952 Annual General Meeting

A YEAR ago you elected me first vice-president. Most of you are well aware of the circumstances under which our president-elect, Allan Spragge, became a member of our office staff. Following this, the executive elevated me to the presidency. All of this is now ancient history.

While, for the sake of the Federation, I regret coming to the presidency without the experience of the next highest office, I am deeply grateful for the wealth of experiences the position has brought me. Unfortunately, it is the chance of few to enjoy the opportunities which go with the office. I have made friends from the land of Anne of Green Gables to the western outpost of Canadian civilization, Victoria! I count it my good fortune to have met personalities so diverse as the Chief Justice of Prince Edward Island, the Mayor of Montreal, and the Premier of our Province.

25,000 Miles

These opportunities, however, have been incidental to Federation business. It has been the business of our teachers that has taken me more than 25,000 miles since last August. And because that business is of ever-increasing importance, it seems right and reasonable that any president should account for his stewardship of an office, the responsibilities of which he has knowingly assumed.

Since August it has been my duty to preside at three meetings of our executive, at three meetings of the Consultative, and at three meetings of our Table Officers.

I have attended many meetings of our major committees. In particular, I have tried to keep in personal touch with the committees on salaries, teacher training, pensions, public relations, curriculum, workshop, finance and education finance.

In the course of duty I have accompanied

delegations to the Minister of Education, the Superintendent, the University, the B. C. School Trustees and the Cabinet. As your president I have enjoyed the opportunity and responsibility of attending many conventions. Among them were those of the Provincial School Trustees, Union of B. C. Municipalities, Okanagan Teachers, Peace River Teachers, Vancouver Teachers, Vancouver Island Teachers, Presidents and Secretaries of the Western Provinces and the Canadian Teachers' Federation. And then, of course, no president can afford to miss the stimulus of our own unmatched workshop.

As B. C. Director on the Canadian Teachers' Federation, I have attended two meetings of the Board and have acted on two special committees, one on Federal Aid and the other on Education Research. In addition I helped set up and then worked on a very fine local committee which has prepared a survey of radio education for the C.T.F.



PRESIDENT JOHN PRIOR

A number of local associations have been kind enough to invite me to share in their meetings. They include New Westminster, Burnaby and Coquitlam. These meetings, together with correspondence and the telephone have kept me in fairly close touch with the feelings of our rank and file on many questions.

Many Honors

One great honour accrues to the president of the B.C.T.F. As a matter of custom he becomes the honorary president of the B.C. Parent-Teacher Federation. It has been my sincere regret that I have been unable to participate in their work on the provincial level. I hope that future presidents may do more than I to cement relations between our two organizations.

I have enumerated these things for a very definite reason. In selecting a president, you choose someone who must be prepared to fulfill these obligations. Indeed, the selection of anyone of our table officers must be viewed in the light of these eventual demands. These are positions into which one may not enter lightly.

In the execution of presidential duties it is inevitable that one must lean heavily upon others. If I have gone into what appears to be unnecessary detail, it has been the more to emphasize my debts to so many co-operative associates. I would be remiss, indeed, to omit mention of them. Among those I wish to thank most sincerely are past president, Doug Chamberlain; vice-president Bob Smith; the other table officers, Bill Allester and Jack Ewen; a loyal and most considerate executive; numberless committees and their hard-working members; our office staff from the general secretary to the secretarial personnel; the Burnaby School Board for frequent leaves of absence; my principal, Mr. Sanderson, and my colleagues of McPherson Park Junior High who have helped in so many ways. Most of all, however, I must acknowledge the help and understanding of my family which alone made possible the sacrifice of time to the Federation. To all of these I am inexpressibly indebted.

During the year I have had to make two major decisions. In both instances it would

have been possible to follow a policy of drift. Although I sought all available advice on both issues, I must assume responsibility for initiating subsequent action. The issues were the setting up of a special committee to report to the executive on the problem of separate schools and secondly, the setting in motion of machinery for the collection of funds to assist our hard-pressed colleagues in Nova Scotia. Both decisions caused me grave concern because they so deeply committed our organization. I regret neither decision and I accept full responsibility for both.

The question of separate schools will be dealt with in detail later in this Annual General Meeting. I cannot refrain, however, from mentioning two reasons for our deep concern in a problem so far removed geographically as Nova Scotia. No one in this room would tolerate the deplorable economic status of those teachers. For five years their restraint in face of inflationary prices and pegged salaries has been incredible. In addition, we must remember that teachers in Nova Scotia have no recourse in law to processes of collective bargaining. For us to have been sympathetic was simply not enough. Active support was required. We did not fail them.

"A Going Concern"

Turning briefly to our own organization, one cannot escape the conclusion that the B.C.T.F. is "a going concern". The year has been one of rapid expansion. I need only mention the opening of our new building, the increase in our office staff, the organization of the Credit Union and the Co-operative Association. I am convinced that the time has now come for a period of consolidation. There is such a thing as spreading our activities too thin. By burdening our office with detail and added responsibilities we may lose sight of primary and more immediate objectives.

As one travels the province, he becomes aware of evidences of friction within our membership. As yet, few of these differences are openly and frankly stated. We have differences between men and women, differences between elementary and second-

Summary of British Columbia Salary Schedules (1952)

District No.	Name	Category	Min.	ELEMENTARY Max.	Inc.	Category	Min.	SECONDARY Max.	Inc.	REMARKS
1.	Fernie	EB	2058	3528	147	SB	2646	4410	147	Includes bonus tied to Cost-of-Living Index, amounting to 47% for 1952.
		EA	2205	3675	147	SA	2793	4557	147	
2.	Granbrook	EB	2300	3650	150	SB	2650	4600	150	
		EA	2350	4000	150	SA	2800	4750	150	
3.	Kimberley	EB	2300	3700	4 X 150; 4 X 135; 4 X 135; 2 X 135	SB	2700	4700	8 X 175; 4 X 140 175	*6th teaching year.
		EA	3085*	3875		SA	3675*	4900		
4.	Windermere	EB	2150	3350	150	SB	2800	4300	150	
		EA	2300	3500	150	SA	2900	4400	150	
5.	Creston	EB	2250	3500	150	SB	2750	4300	150	
		EA	2420	3920	150	SA	2850	4500	150	
6.	Kootenay Lake	EB	2100	3250	3 X 100; then 150; 3 X 100; 3 X 150; 3 X 150;	SB	2600	4200	3 X 100; 6 X 200; then 100.	
		EA	2200	3400		SA	2700	4400		
7.	Nelson	EB	2250	3640	120	SB	2814	4578	126	
		EA	2320	3880	120	SA	2940	4630	126	
8.	Slocan	EB	2150	3500	150	SB	2700	4500	150	
		EA	2300	3650	150	SA	2850	4650	150	
9.	Castlegar	SB	2225	3650	142.50	SB	2650	4450	150	Half-increment first two years, increment-and-a-half 10th and 11th years. Tied to Cost-of-Living Index.
		EA	2350	3915	155.50	SA	2810	4775	156.50	
10.	Arrow Lakes	EB	2250	3750	150	SB	2700	4200	150	
		EA	2350	3850	150	SA	2800	4300	150	
11.	Trail	EB	2200	3500 (M) 3300 (W)		EA	2400	3900 (M) 3600 (W)		Includes bonus tied to Cost-of-Living Index, amounting to \$300 for 1952.
		EA	2300	\$100 to Sep. 1950; 3400 (W) 4000 (M)		SB	2700	\$100 to Sep. 1950; 4200 (W) 4700 (M)		
		SB	2560	\$160 after Sep. 1950. 3700 (W) 4100 (M) 3800 (W)		SA	2800	\$160 after Sep. 1950. 4300 (W)		
12.	Grand Forks	EB	2200	3350	125	SB	2475	3975	125	
		EA	2125	3375	125	SA	2600	4100	125	
13.	Kettle Valley	EB	2100	3450	150	SB	2700	4200	150	Application of EA and SA scales conditional upon actual use of specialist qualifications.
		EA	2250	3600	150	SA	2850	4350	150	
14.	South Okanagan	EB	1938	3567	149	SB	2262	4440	188.91	Half-increments, first two years, increment-and-a-half 10th and 11th years. Tied to Cost-of-Living Index.
		EA	2063	3637	161.27	SA	2527	4776	204.46	
15.	Penticton	Same as South Okanagan.								
16.	Keremeos	Same as South Okanagan.								
17.	Princeton	Same as South Okanagan.								
18.	Golden	EB	2150		126	SB	2800	4425	126	

Director Name	Category	Min.	Max.	Inc.	Category	Min.	Max.	Inc.	Remarks
19. Revelstoke	Same as South Okanagan.								
20. Salmon Arm	Same as South Okanagan.								
21. Armstrong	Same as South Okanagan.								
22. Vernon	Same as South Okanagan.								
23. Kelowna	Same as South Okanagan.								
24. Kamloops	EB 1950 EA 2100	3600 3860	150 160	SB 2400 SA 2650	4470 4805	185 205	Half-increments, first two years except SB 2 x 100. Increment and a-half last two years, except E.C.		
25. Burrell	Information unavailable.								
26. Birch Island	EB 2000	3000	100	SB 2300	3600	100	Includes \$600 bonus based on C. of L. Index of 185. Bonus is adjusted on basis of \$50 for each 5-point rise or fall in C. of L. Index.		
27. Williams Lake	EB 2000 EA 2100	3950 4350	160 160	SB 2200 SA 2600	4500 4900	150 160	Tied to Cost-of-Living Index.		
28. Quesnel	EB 2124 EA 2242	3610 4389	165 165	SB 2396 SA 2714	4908 5192	165 165	Extra \$100 for 15 units toward extra degree.		
29. Lillooet	EB 1900 EA 2050	3550 3810	160 160	SB 2350 SA 2500	4120 4755	155 205	Half-increments, first two years. Increment and a-half 10th and 11th years.		
30. Ashcroft	Same as Lillooet.								
31. Merritt	Same as Kamloops.								
32. Fraser Canyon	EB 2000 EA 2150	3600 3800	150 150	SB 2450 SA 3373*	4550 4730	8 x 150; 5 x 180; 1 x 150; 6 x 180	*6th teaching year.		
33. Chilliwack	EB 1950 EA 2100	3600 3750	2 x 100; 2 x 200; then 150.	SB 2300 SA 2550	4500 4650	2 x 100; 2 x 200; then 150.			
34. Abbotsford	EB 1950 EA 2650*	3660 3800	1 x 100; 2 x 150; 6 x 150; then 100	SB 2400 SA 3025*	4500 4725	See "Remarks" Column.	*5th teaching year. Increment 1 x 100, 1 x 125, 9 x 150, SB 2 x 200, 1 x 125.		
35. Langley	EB 1897.50 EA 2070	3317.50 3480	1 x 150; most -110; last 3 at 100.	SB 2315 SA 2687.50	4495 4617.50	1 x 150; then 110-	*EA scale: 1 x 150; 10 x 110; 1 x 100; SB scale ends with 1 x 150.		
36. Surrey	EB 1900 EA 2050	3440 3690	140 140	SB 2350 SA 2600	4400 4550	140 150	Half-increments, first two years. Increment and a-half 10th and 11th years.		
37. Delta	EB 1950 EA 1950	3510 3750	4 x 120; then 180	SB 3100 SA 2400	4500 4800	4 x 120; then 180			
38. Richmond	EB 2075 EA 2200 SB 2200 SA 2325	3600 3725 4020 4115	125* 125 140 140	EB or SA 2200 SA 2425 SA 2581	4020 4765 4921	140 156 156	*EB, last step 150; EA, last step 150.		
39. Vancouver	EB 2300 (M) EA 2400 (M) SB 2700 (M) SA 2500 (M) 2600 (W)	4100 (M) 3900 (W) 4300 (M) 4100 (W) 4800 (M) 4600 (W) 4700 (M) 4700 (W)		EB 2300 (M) EA 2065 (W) SA 2170 (W)	4570 (JHM) 4440 (JHM) 4845 (SHM) 4815 (SHM) 4895 (JHM) 4895 (JHM) 4625 (SHM) 5145 (SHM) 4900 (JHM) 5835 (SHM) 5300 (SHM)		No schedule for Secondary Schools quoted figures established by arbitration and not offered new appointments salaries after end of 1952 dependent on negotiation of new agreement.		

40. New Westminster	EB 2125	3675	4 X 125; then 150	SB 2600 (SH)* 2925 (SH)* 2625 (JH)	5015 (JHW) 5265 (SH)* 4680 (JH)* 5382 (SH)* 4180 (JH)	4 X 125; then 150; 5 X 125; then 150	*Senior high maxima for women: SB \$4914, SA \$5031. Senior high salaries awarded by arbitration; no schedule in effect and no increments in Sept., 1952.
41. Burnaby	EB 2100	3550	5 X 100; then 150	SB 2500	4900	4 X 100; 1 X 200; then 150	
42. Maple Ridge	EB 2200	3600	1 X 100; then 150*	SB 2400	4500	4 X 120; then 180*	*EA and SA scales include two increments at \$100, first payable on completion of 5 units, second on completion of full requirements.
43. Coquitlam	EB 2150	3650	5 X 100; 5 X 200.	SB 2600	4700	2 X 100; 7 X 200; 5 X 100	EB in sec. school and SB in elem. school placed two increments below SB scale.
44. North Vancouver	EB 2350	3600	\$100 to Sep. 1949; \$150 after Sep. 1949.	SB 2700	4850 (SHW) 4650 (JHW) 4450 (JHW) 5000 (SHW) 4800 (SHW) 4800 (JHW) 4602 (JHW)	\$100 to Sep. 1949; \$150 after Sep. 1949.	
45. West Vancouver	EB 2250	3300	\$100 to Sep. 1949; \$150 after Sep. 1949.	SB 2850	4850	\$100 to Sep. 1949; \$150 after Sep. 1949.	
46. Sechelt	EB 2150	3550	5 X 100; 5 X 200; then 100	SB 2900	4750	2 X 100; 5 X 250; then 100	
47. Powell River	EB 2300	3700	140	SB 2800	4900	140	
48. Howe Sound	EB 2300	3500	6 X 150; 3 X 100	SB 2800	4200	6 X 150; 5 X 100	Include's bonus of \$200. Temporary agreement, expiring June 30, 1952.
49. Ocean Falls	EB 2450	3950	5 X 125; 1 X 250; 5 X 125	SB 3230*	4925	5 X 125; 1 X 250; 8 X 125	*Based on complex system of salary increases for University or Summer School credits.
50. Queen Charlotte	EB 2400	3700	2 X 150; 5 X 200	SB 3000	4300	2 X 150; 5 X 200	Plus \$200 Cost-of-Living bonus, \$100 bonus for attendance at Summer School.
51. Portland Canal	EB 2240	4200	140	SB 2730	5110	140	
52. Prince Rupert	EB 2230	3850	130	SB 2750	4700	130	
53. Terrace	EB 2240	4200	140	SB 2730	5110	140	
54. Smithers	Same as Terrace.						
55. Burns Lake	Same as Terrace.						
56. Vanderhoof	Same as Terrace.						
57. Prince George	Same as Terrace.						
58. McBride	EB 2300	4100	150	SB 2800	4600	150	Isolation bonus of \$100 for first 6 years.
59. Peace River South	EB 2400	4200	150	SB 2900	4100	150	Interim agreement, expiring Dec. 31, 1952.
60. Peace River North	Same as Peace River South.						
61. Greater Victoria	EB 2000	3450	145	SB 2450	4635	145	
	EA 2145	4050	145	SA 2605	5215	145	
	EA & degree 2145	4320	145				

District	Name	Category	Min.	Elementary	Max.	Inc.	Category	Min.	Secondary	Max.	Inc.	Remarks
Same as Greater Victoria.												
62.	Sooke	EB	1980	3880	5 X 100;		SB	2550	4730	5 X 120;		
63.	Saanich	EA	2180	3880	5 X 120;		SA	2750	4930	5 X 130;		
					then 100					then 155		
64.	Saltspring	EB	2200	3800	5 X 100;		SB	2600	4600	5 X 100;		
		EA	2350	3800	5 X 150;		SA	2700	4700	6 X 250;		
					2 X 100					1 X 100		
65.	Cowichan	EB	2000	3600	160		SB	2650	4630	160		3 conditional increments of \$160 paid beyond EB or SB. 2 required for EA or SA.
		EA	2320	3920	160		SA	2910	4990	160		
66.	Lake Cowichan	EB	2150	3850	5 X 100;		SB	2800	4750	2 X 100;		Elementary teachers having secondary qualifications paid on secondary scale to maxima of 4150 SC, 4450 SB and 4350 SA.
		EA	2250	4050	5 X 200;		SA	2900	4950	5 X 250;		
					then 100					then 100		
67.	Ladysmith	EB	2100	3700	2 X 100;		SB	2650	4750	2 X 125;		
		EA	2250	3850	4 X 150;		SA	2800	4900	6 X 175;		
					4 X 200					4 X 200		
68.	Nanaimo	EB	2000	3600	2 X 100;		SB	2550	4650	2 X 100;		Conditional increments first payable on completion of 5 units second on completion of EA or SA requirements.
		EA	2000	3800	4 X 150;		SA	2550	4850	5 X 200;		
					2 X 200;					2 X 100*		
69.	Qualicum	EB	2150	3850	5 X 100;		SB	2800	4750	2 X 100;		
					2 X 200;					5 X 100		
70.	Alberni	EB	2000	3650	150		SB	2450	4650	150		
		EA	2300	3950	150		SA	2750	4850	150		
71.	Courtenay	EB	2000	3700	150		SB	2650	4600	150		
		EA	2150	3850	150		SA	2800	4750	150		
		SB	2650	4300	150							
72.	Campbell River	EB	2150	3850	170		SB	2800	4750	170		
		EA	2450	4199	170		SA	3140	5090	170		
73.	Alert Bay		2400	3850	2 X 150;			3000	4700	2 X 150;		
					1 X 200;					7 X 200		
					1 X 150							
74.	Quatsino	EB	2400	3700	2 X 150;		SB	3000	4300	2 X 150;		
					5 X 200					5 X 200		
75.	Mission	EB	1950	3650	2 X 125;		SB	2450	4450	2 X 100;		
		EA	2100	3700	9 X 150;					6 X 150;		
					2 X 125;					1 X 100;		
					9 X 150		SA	2600	4650	2 X 100;		
										4 X 200;		
										7 X 150		
76.	Arcadia	EB	1950	3600	2 X 100;		SB	2400	4500	2 X 100;		
		EA	2100	3750	2 X 200;		SA	2650	4650	2 X 200;		
					7 X 150					10 X 150		
77.	Summerland	Same as South Okanagan.										

NOTE: EO and SO generally start one increment below EB or SB.

ary, differences between urban and rural teachers. Perhaps I would be more accurate to state these as prejudices rather than as differences. Prejudices or differences, I believe that we must face them openly and resolve them fairly. It appears axiomatic, and yet it bears constant repetition, that we can make the greatest advances when we march forward in unity.

But we must recognize growing dangers without as well as those within our organization. Chief among these is the developing threat to the financial independence and autonomy of our local school boards. As a federation we have supported, and I am convinced that we must continue to support, a policy that maintains the basically democratic role of the local school authorities. We must not sit idly by and see their powers reduced to routine administrative detail.

Some Is Subversive

We are all aware, too, of the growing criticism of our schools. Much of this arises from a lack of information or from a healthy interest. We must all welcome the healthy interest and we must all share the responsibility of informing the uninformed. But much of the criticism arises from calculating interests who have their own selfish axes to grind. We know our schools are not perfect and we do not pretend that they are. But we must be alert to forces which would undermine the entire structure of our educational system and replace it with something far less desirable.

Most of the criticisms come from those who complain about the crippling costs of education. We must admit that there are financial injustices and inequalities between community and community. The Federation yields first place to no other organization in its efforts to find an equitable solution to the problem of education finance. One conviction we can hold unequivocally. Our province can afford what it spends on education, and more besides. Let us examine the basis of such a conviction briefly.

In 1950-51 British Columbia's total expenditure on education was \$48,000,000.

In the same year the people of this province spent \$50,000,000 on new passenger automobiles; they spent \$45,000,000 on tobacco and movies; and they spent no less than \$50,000,000 on liquor. A province which can afford such luxuries cannot justly claim that an education bill of \$48,000,000 is excessive and unreasonable. I do not believe that the people of British Columbia really wish to economize on education to maintain their expenditures on luxuries.

We all know, however, that in days of crisis it is a favorite practice of demagogues to find whipping boys and scapegoats. In the United States this process has developed to such a point that the National Education Association in its most recent Year Book has found it necessary to state bluntly:

"The whole organized attack upon public education makes use of tabloid thinking or abbreviated reasoning. . . . When issues are as complex as they are today, people look for a simple explanation as to the cause. It is easier to blame the State Department and the administration in office than to look for the real causes of national and international problems. If children do not spell or write as well as we would like, it is easier to blame 'progressive education' or accuse the teachers of being communists than to analyze the complex causes and work to make the schools better.

"Fear immobilizes some people and they are likely to acquiesce without argument to the demands made for changing the schools' programme to conform with the demands of the pressure group. These individuals become silent, humble or servile according to their dependence upon the jobs for their livelihood and in proportion to their own insecurity."

Let there be no mistake. We are not immune to this kind of attack in British Columbia.

Our schools are blamed for many ills of which they are really the reflection and not the source. In this post-war generation our job has become doubly difficult. Children come to us already under the powerful

(Continued on page 390)

B.C.T.F. News

Honorary Life Membership Conferred

The 1952 Annual General Meeting conferred Honorary Life Membership in the British Columbia Teachers' Federation upon Miss Charlotte Clayton and Miss Jean L. M. MacNaughton.

Miss Clayton left the employ of the Federation last July after serving for approximately thirty years in the capacity of office secretary-treasurer. For years the late Harry Charlesworth, the general secretary, and she guided the development of the Federation. From the time she became a member of the office staff in 1921 until her departure last year, the Federation occupied much of Miss Clayton's life. To her we owe a debt of gratitude for long and faithful service. Honorary Life Membership will provide a continuous bond between Miss Clayton and the organization she served so well.

On the recommendation of the Chilliwack Teachers' Association, Honorary Life Membership was conferred on Miss Jean L. M. MacNaughton. Miss MacNaughton was a valued member of the Chilliwack High School staff from 1923 until her retirement in June, 1951. Prior to that she taught at Victoria High School. Throughout her lengthy teaching career she held various association offices and took an active interest in Federation affairs.

Ernie Simpson Becomes Permanent Staffer

Ernie Simpson, who last year was granted a year's leave of absence by the Vancouver School Board to organize the B.C.T.F. Credit Union, has decided to continue the Credit Union work on a permanent basis. Thus the B.C.T.F. membership will be assured of the continuance of the best

possible service in this department which Ernie, through his many years of association with the Credit Union movement, can provide.

Again we would like to express to the Vancouver School Board our appreciation of their co-operation in making Ernie's services available to the Federation during the past year.

Charlesworth Memorial Award Made to Miss Shirley Pat Perkins

One of the awards made at the 1952 Convention Delegates' Luncheon was that of the Charlesworth Memorial Scholarship Certificate to Miss Shirley Pat Perkins of Trail by Mr. W. V. Allester, Second Vice-President of the Federation.

Last fall it was announced that Miss



Miss Shirley Pat Perkins, winner of the Charlesworth Memorial Scholarship, receives congratulations from Bill Allester, B.C.T.F. First Vice-President.

THE B. C. TEACHER

Perkins, now a student at the Victoria Normal School, was the recipient of the Charlesworth Memorial Scholarship. She received the cash award at that time but past procedure was followed in making the presentation of the certificate at the Annual General Meeting.

Among the luncheon guests were Shirley Pat's proud parents, Mr. and Mrs. Ed. Perkins.

Miss Marla R. Shepherd Granted Christie Scholarship

Miss Marla R. Shepherd has been selected as the first recipient of the Christie Scholarship for Teachers. This is to be an annual scholarship of \$200 to be awarded each year to a British Columbia teacher who wishes to take a year's leave of absence for study directed toward improving his or her qualifications for teaching. It has been made available through the generosity of Mr. Thomas Christie of the Christie Agencies Ltd., Insurance Agents of Vancouver.

Miss Shepherd is at present completing her second year on the staff of Dawson Creek Junior Senior High School. For the previous two years she taught at the Prince George Junior Senior High School. She is currently Secretary-Treasurer of the Peace River South Teachers' Association and in 1949-50 served in a similar capacity in the Prince George Teachers' Association.

To qualify for a Commercial S.C. Certificate, Miss Shepherd is planning to return to U.B.C. in September. She hopes to obtain her Commercial S.B. certificate within the following three years by further study with the Commercial Summer School Section.

In the absence of Miss Shepherd, her school principal, Walter Hartrick, received the award from Mr. Thomas Christie at the Delegates' Luncheon of our recent convention.



John S. Ewen, B.C.T.F. Secretary-Treasurer, presents the Fergusson Memorial Illuminated Scroll to Miss Jessie McDowall.

Jessie McDowall Receives Fergusson Memorial Award

Miss Jessie McDowell of Vancouver's Lord Byng High School staff is the 1952 recipient of the Fergusson Memorial Award.

The award is granted annually by the British Columbia Teachers' Federation during its convention to some present or past member of the Federation who has given outstanding service in the field of education in this province. It serves, too, to honour the memory of the late G. A. Fergusson, one of the most outstanding educationists of B. C.

Through a rare understanding of human nature and the rights and needs of others, Mr. Fergusson was able to instil in his students and co-workers many of his own high ideals. He was an honours graduate in Classics from the University of Toronto, 1913, and between then and the time of succeeding Dr. S. J. Willis as principal of King Edward High School in 1919, he served overseas during World War I. In 1923-24 he was President of the British Columbia Teachers' Federation, and in

1926 the Federation conferred Life Membership upon him. He was elected to the Senate of U.B.C. in 1925. His untimely death in 1928 came as a tragic shock to all who knew him.

Miss McDowall received her early education in London at private kindergartens and the Mary Batchelor Secondary School for Girls. She passed the London University Matriculation examination at age 16. At the age of 19 she was awarded a B.A. (Pass) degree from London University. Two and a-half years later she had passed the B.A. (Honours) degree examination at Airton College, Cambridge, but since at that time neither Cambridge nor Oxford awarded degrees to women it was not until 1924 that she received both the B.A. (Honours) degree and an M.A. degree. She obtained her teaching diploma in 1915 from St. Mary's Training College for Teachers, London.

From the time in 1912 that she took part in an historic "pilgrimage of women" across London to Hyde Park where a monster public meeting was held featuring addresses by leading suffragettes in support of women's demands for the parliamentary franchise, Miss McDowall has been a "champion of equal rights for women". In 1929 she was a member of the Vancouver Women Teachers' Committee for Equal Pay. Since then she has held numerous offices in her Local Association ranging from Staff Representative to President of the Vancouver Secondary School Teachers' Association in 1950-51.

During the current year, Miss McDowall has represented the V.S.S.T.A. on the Federation Executive and was named chairman of a special committee on "The Rating of Teachers". Since 1949 she has been a valued member of the B.C.T.F. Pensions Committee.

Miss McDowall's teaching career began in 1915 when she taught at St. Mary's Hall, a residential school for daughters of the clergy at Brighton, England. Two years later she transferred to the High School for Girls at Kettering. 1920 found her on the staff of the Bishop Strachan Residential School for Girls at Toronto, Ontario. After spending the next year

teaching at the Montreal High School, she came west and joined the staff of the Kitsilano High School. With the exception of one year at Prince of Wales High School, she remained at "Kits" until 1939 when she transferred to Lord Byng.

In the field of community activities, Miss McDowall has been active in the Vancouver University Women's Club, the Vancouver Soroptimist Club (President in 1937-38), Vancouver Art Gallery Association, Vancouver Symphony Society, Saint John Ambulance Brigade and A.R.P. work.

On behalf of the Board of Trustees, Mr. J. S. Ewen, Secretary-Treasurer of the Federation, made the presentation of the illuminated scroll to a very surprised Miss McDowall at the Delegates' Luncheon of the 1952 Convention.

Accompanying this honour is a \$200 cash award presented by Christie Agencies Ltd. Mr. Thomas Christie made this part of the presentation.

The first presentation of the Fergusson Memorial Award was made in 1933 to Dr. Henrietta R. Anderson. The other recipients are:

Mr. A. S. Towell.....	1934
Mr. I. Dilworth.....	1935
Dr. N. F. Black.....	1936
Mr. G. S. Ford.....	1937
Dr. H. B. King.....	1938
Miss J. J. MacKenzie.....	1939
Mr. A. S. Matheson.....	1940
Miss A. J. Daughinee.....	1941
Mr. E. H. Lock.....	1942
Miss E. J. Trembath.....	1943
Mr. H. Charlesworth.....	1944
Mr. D. Ogilvie.....	1945
Mr. W. R. McDougall.....	1946
Dr. M. A. Cameron.....	1947
Miss F. Mulloy.....	1948
Mr. H. B. Fitch.....	1949
Dr. A. R. Lord.....	1950
Mr. F. J. McRae (posthumously)	1951

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THE B. C. TEACHER

Correspondence

B. C. Hospital Insurance Registration

Victoria, B.C.
April 5, 1952

Mr. C. D. Ovans,
General Secretary,
B.C. Teachers' Federation,

Dear Mr. Ovans: It would be appreciated if you would include the following material in your May-June issue of *The B. C. Teacher*.

"New teachers, formerly dependent, registering for B.C. Hospital Insurance purposes and taking employment in September, 1952 are requested to indicate under Item 11, 'names of dependents,' of the B.C. Hospital Insurance registration (form HIA-8), the date they finally terminated Normal School or University.

"The B.C. Hospital Insurance Service assigns responsibility for premiums on new registrations, generally, from the first of the month following the nineteenth birthday or from the first of the month following the date of taking employment, whichever is earlier. The student who is eligible to remain on his parent's registration until the first of the month following the twenty-first birthday is an exception to this rule, and this request is made to assist the Insurance Service in detecting these exceptions."

We have found, over the last two years, that lack of this information leads to errors in amounts billed to these new registrants and also leads to protracted correspondence which could have been avoided if the teacher indicated the date of leaving school on the registration form.

Yours sincerely,

P. F. RAMSAY,
B. C. Hospital Insurance Service.



Is The Criticism Justified?

Box 64,
Slocan City, B. C.
March 29th, 1952

Editor, *The B.C. Teacher*:

Dear Sir: Of late a number of articles condemning modern education have appeared in magazines and newspapers across Canada. Even *The B. C. Teacher* has run a couple of them.

Those who have been interested in education in the U.S.A. during the last two years have been aware of an attack on the schools all across the nation. Doubtless some of the criticisms have been valid and the critics sincere. However, there is also no doubt that "economy" groups have spearheaded the attacks throughout the States. They have been ably seconded by those of the super America-first clan on the lookout for any sign of progressive thinking in the schools. Many of the arguments advanced, while plausible, and of strong appeal to the uninformed, have in fact been falsely-based. The *N. E. A. Journal* has taken a leading part in reporting the attacks, and in analyzing and also answering the charges against the schools.

This year the campaign against educational spending appears to have spread to Canada. It is taking the same form which it has in the U.S.A., an attack on modern education. I believe that any wholesale criticism of B.C. schools, for instance, is not based on facts. In my opinion education in B.C. is, on the whole, better than it has ever been. Courses are better, teaching is better, buildings are better, and the philosophy behind the schools is better.

After five years in the State of Washington, I believe that B.C. schools compare favourably with those across the line. We all still have much to learn but not a great deal to apologize for. Our schools are not soft; skills are being learned; the arts of oral and written expression are not being neglected. At the same time pupils are being treated with more fairness and respect for their personalities than they were by most teachers when I went to school. Democracy is being learned in action. The programme of studies has, I believe, improved immensely in the last few years.

I do not imply that our schools are perfect. They will continue to change, and, we hope, to improve. Constructive criticisms should be welcome. However, I believe it is our duty to our young people and to our educational system, to challenge any wholesale attacks on B.C. schooling. Such attacks may well be based on ulterior motives as they have been elsewhere. A check on my file of the *National Education Association Journal* shows that almost every issue in the past two years has had at least one strong article pointing out the values of some phase of modern educational practice. Might the *B. C. Teacher* render a service by sponsoring such a series of articles here?

Yours truly,

H. R. McARTHUR.

Cover Comment

Duncan, B. C.
April 7, 1952.

Editor, *The B.C. Teacher*:

Dear Mr. Ovens: May I take this opportunity of expressing my congratulations to the persons responsible for the excellent covers which have for some time been appearing on the monthly publication, *The B.C. Teacher*. These covers are most delightful. To me they are suggestive of the all-important aspect of education: life, growth and maturation. I look forward to seeing many more of them.

Sincerely yours,

B. THORSTEINSSON,

Inspector of Schools.

What's Sauce for the Goose . . .

t. John, B.C.
16th, 1952

Editor, *The B.C. Teacher*

Dear Sir: I am writing in regard to the article from the "B.C. Catholic" quoted in your March issue: "Faces Should Be Red, etc." by Rev. Bader.

The fact that expressions of both points of view in regard to Separate Schools have appeared without comment in *The B.C. Teacher* is a sufficient answer to the complaint that "we human creatures" (teachers, one presumes), have not been "denied the opportunity to voice their views and convictions," as Rev. Bader states.

In regard to Rev. Bader's remark that his group "will never hinder in any way their (i.e. teachers) democratic right to speak and vote as private citizens," this morning's newscast is of interest. It was reported that the Liberal party has been threatened with withdrawal of the Catholic vote if Separate Schools are not provided. If this threat can be made good, which I have too much respect for the Catholic part of our population to entirely believe, the right "to speak and vote as private citizens" of quite a few people is being abridged and not by the B.C.T.F.

As to Rev. Bader's statement that teachers, as an organization, have no right to express group opinions on public matters, may one respectfully enquire by what superior right a representative of a religious organization does so? If expression of opinion on an issue of educational policy "lies outside the proper field" of our organization, which is composed of people whose profession is Education, may I ask how, in reason, it can be considered to be within the proper field of the author of the article in question, whose profession is Religion, and whose position as an editorial writer makes his views hardly an expression of private opinion?

It is my belief that all expressions of opinion and all means of transmitting information are justified, in relation to a vital public issue. However, those using channels of public information such as the

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official magazine of a religious group are, or ought to feel they are, if they subscribe to Christian ethics, under a moral obligation to maintain a certain degree of objectivity. I am not entirely certain that the article in question attains the degree of objectivity that its source would lead one to expect.

Yours truly,
F. D. PAQUETTE.

Mr. Paquette Answered

966 Burrard Street,
Vancouver 1, B.C.
March 31, 1952.

Editor, *The B.C. Teacher*:

Dear Sir: About half of Mr. Paquette's letter, in answer to mine (Feb. issue), bears on his denial of natural rights, and to a disallowance of a part of the American Declaration of Independence. What an absurdity it is to say that it is only a belief; and is open to objection when it is used in support of the claim that natural rights do, in fact exist. He explains, there are no natural rights, that existing rights come into existence when a majority in a community recognize them. Who conferred life, and the right to life? Where was society when life was first conferred?

To deny natural rights fits well the proponents-of-agnosticism or unbelief. I am loath to believe that my fellow-teachers can be so considered; not when they put on their "thinking caps" (see what happened to Whittaker Chambers when he got round to contemplating the argument of design, *Saturday Evening Post*, Feb. 16.)

Recently I had occasion to give this illustration: Let us consider the custom, in certain societies, of binding the feet of female infants, compressing them, rendering the victim, later in life, incapable of the proper use of her feet. This is an example of an interference by parents (a majority) with a natural right. Feet are given us by the Creator to enable us to perform a definite and necessary function.

Self-evidently a natural right.

If anyone, parent or state, should interfere in this way, an injustice is perpetrated. Likewise, if the state (or a political

majority) deprive parents of the natural right to fulfil their duty to provide for their children, materially and spiritually; (the Right of Life) the state is committing an offence against justice. Note: All dictators act in this manner.

Although Mr. Paquette states, in effect, "Compromise is the principle for which democracy works." He forgets that true democracy does not call for compromise in the matter of a natural right! To quote further, he states: "Since these two conscience-dictated views are in sharp opposition, the "middle road" of the present policy, is the only possible compromise.

There is an alternative. Consider this situation, in a community made up of decent, intelligent people, though having strong opposing views on educational matters. Let them, in the first place, "agree to disagree," accepting the fact of their differences in this regard; then, let them come to some new agreement, whereby each group can have its own type of educational arrangements in peace; each group paying equitably, out of taxes and general revenue; letting the experts work out the details.

Is there a precedent for such a simple, sound and satisfactory solution, anywhere in the world? . . . Yes, the Province of Quebec provides the precedent. Her generous dealing with the minority has won world-wide praise for that great province. The record of Quebec's accomplishment is well described in the books: "*Across the Years*" and "*Life in School*" by Dr. W. P. Percival, Director of Protestant Education for the Province of Quebec.

Eventually British Columbia will solve, justly, its educational problems. It could be now.

Yours Sincerely,
OLIVIA REGAN.

You're Invited

218 Medical-Dental Bldg.,
May 5, 1952.

Dear Mr. Evans:

On Monday, June 16th at 8 p.m. in the Mayfair Room, Hotel Vancouver, there will be a Public Meeting to which we wish

THE B. C. TEACHER

to invite teachers and others interested in the dental health of children.

We have an authority on Nutrition and Fluoridation who will be speaking to the dentists at the Convention. He is Professor in the School of Dentistry, Ann Arbor and Consultant to the Grand Rapids Experiment in Fluoridation.

For the Public Meeting the subject will be: "The Present Status of Dental Caries Control Measures" by Philip Jay, D.D.S., M.S.D., Sc.D., Ann Arbor, Michigan.

Some notice of this in your magazine will be appreciated. There is no cost to the public for this lecture.

Yours faithfully,

G. C. DARTS,
Committee on Program,
Canadian Dental Association.

In Defence of Mr. Barton

John Oliver High School,
Vancouver.

Editor, *The B.C. Teacher*:

Dear Sir: Poor Mr. Barton! Here is a man, a classroom teacher no doubt, burdened with the responsibility of teaching six or seven groups of forty each day, who takes the trouble to write a lengthy article discussing in some detail a set of new English texts, making a great many sensible and concrete suggestions, and commending highly and almost without reservation two books out of three. Yet what is his reward? Nothing financial, naturally, but an impressive seven-gun barrage by the most modern and powerful big guns we at present have.

Yet I don't know that I should pity Mr. Barton after all, for when the smoke has cleared away, it seems to me that the guns weren't really loaded with more than squirrel shot, and Mr. Barton is discovered maintaining unharmed and without difficulty the position he originally held. And it is nice to know that he is in no great danger through exercising "his right as a teacher and a free-born Canadian to call in question the wisdom of the English Revision Committee in selecting Modern

Literature for schools as the Literature text for English 20."

Firstly—and I hope I succeed in maintaining a suitable parallelism of expression throughout these remarks — as regards repetition, of course everybody, including Mr. Barton believes in repetition. He admitted that certain poems in this anthology had for him the quality of "rising from the sea-waves, ever-fresh". Of course, we all know that ballads have been sung by folk for a thousand years. But when they wanted to sing a ballad, did they always have to sing Lord Randal? There are hundreds of ballads, and scores and scores of them suitable and available for English 20. When the Grade IX Poems Chiefly Narrative was last revised, the editor dug up some new ballads and thereby greatly improved the ballad section; the last new lot of poetry put before Grade X included several new ballads.

I never heard anyone complain that Lord Randal is utterly the archetype of all actual and possible ballads that we must keep repeating it, even if John Charles Thomas did. To bring in the Book of Common Prayer and the St. James Bible is to utterly befog the issue. I, too, believe in repetition. I think certain poems, *Morte d'Arthur* is a good example, can be read successfully at one level in Grade IX and at another in Grade XIII. Certain great classics will, I hope, be in our texts long after I've finished with them. I have failed with Shelley's *Ode to the West Wind* as many times as any teacher in B.C. But I should be sorry to think that the few who can appreciate that masterpiece were never told that it existed. But when the field of literature is so vast, it seems foolish to ask students who have just got through reading a large number of poems in Grade IX to read those identical ones again in Grade X. After all Robert Frost has written hundreds of poems. They are all cut from the same cloth and deal in much the same way with the same sort of New Englanders in the same sort of ploughed fields, pastures, and wood lots. Must we always have *The Death of the Hired Man* and *The Road Not Taken*.

How many poems are there in all our

courses whereof we can say no student ought to have gone through school ignorant of this particular poem for he will go out into the world lacking something which he later comes to realize is in some way the possession of all English-speaking men and women? I am in favour of repeating, at a decent interval, such poems, but *Just a Clerk*, *Fairy Music*, *Romance*, *The Glove*, *The Glove and the Lions*, *Ducks*, *Nod*, even *The Road Not Taken* are simply not in that category at all. One last point about repetition. There are many poems, just as good intrinsically as some others, which, after a person has taught them ten or a dozen times lose their appeal to him. These poems differ from teacher to teacher, but once a poem through excessive repetition is lost for the teacher, it will almost certainly be lost for those who come to it in his classes.

Secondly, the English Committee defend their choice on the ground that publishers just won't produce books tailored to B.C. students. All I can say to that one is that publishers must have vastly changed in the last year or two. We have had plenty of texts specially designed for B.C. students in very recent years, and in several subjects. Certainly up till now if anyone in authority could tell a publisher that if he produced a certain book it would become the authorized text in B.C., he was only too eager to produce the book. If publishers have changed so radically and so recently, then it must be due to the rental plan, which no longer makes it worth their while. If this is the case, it is another evidence of the restrictive effect of the rental plan. In subjects where one text only is necessary or desirable, the rental plan is probably excellent; in English it is bad.

Thirdly, and lastly, I would like to add one comment of my own on *Modern Literature* for schools. The tendency of our schools is to become more heterogeneous every year. Every bulletin from the Department talks about provision for the special interest of all these different sorts of pupils we are confronted with. Yet this book is a "throwback to earlier ages." It is an old-fashioned "reader", relic of the days when one book contained all the

literature that a child could be expected to read in one year. It contains a tiny sample or two of every imaginable sort of literature, except chronicle novels and epics, from a Grade V level to a Grade XIII level, all mixed up together. My conception of the sort of books that might sensibly be prescribed in face of the conditions we teach under is so utterly different from the conception represented by such a book as this that I'd need another ten pages to discuss it. And we've all had enough.

HAROLD DEW.

PRESIDENT'S REPORT

(Continued from page 381)

influences of the radio, the comic book, the motion picture. We are called upon to assume many duties formerly carried out by the home. Preparation for life in a highly complex society has burdened the schools far beyond their ability to do all things well in the time at their disposal.

Let me repeat. We know our schools are not perfect. But there is no more going back to the little red school house or the exclusively university directed high school than there will be a return to the horse and buggy or the kerosene lamp. We must master our complex civilization, not run away from it. Much as we desire a better standing in the "three r's", this alone is simply no longer enough.

We must keep alive the enquiring mind. We must keep our faith in human intelligence and reason. There must be no final abdication of intelligence to force and expediency. With faith and resolution we must dedicate ourselves to those daily tasks which protect and nurture the essential dignity of all human life.

On the one hand we must protect the interests and raise the status of our members, on the other hand we must carry forward the high purposes of our work.

This is our obligation to our profession.

This is our first duty to our country.

Respectfully submitted.

L. J. Prior, President,
B. C. TEACHERS' FEDERATION.

Charlesworth Memorial Scholarship

Applications for the Charlesworth Memorial Scholarship are called for by the British Columbia Teachers' Federation.

Conditions of the Scholarship are:

1. The award is an annual scholarship of \$100.
2. The scholarship is open to the son or daughter of any present, retired, or deceased member of the British Columbia Teachers' Federation.
3. The award is made upon the basis of demonstrated ability and with some consideration of need.
4. The scholarship is available to students proceeding to Normal School, to the University, or to any other institution of higher education.
5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1644 West Broadway, Vancouver 9, B. C., on or before August 18th, 1952.
6. Application forms are available from the Federation Office.

Quotes and Comments

By THE MAN ON THE FENCE 

NEWSPAPER reports of an individual's speech or talk are apt to be misleading, especially if sentences are lifted out of context and played up for a particular effect. I was interested in one such report in *The Vancouver Sun* for March 5, in which Tom Aikbury was reported to have "lashed out" at critics of our current educational practices, with quotations from his address on a radio program.

I did not hear the original program, and so have nothing to go by except the quotations, but if he has been quoted correctly, it seems to me he is on somewhat shaky ground.

Take for instance, "The little Red Schoolhouse philosophy of education with its drill, drill, drill in the three R's is unsuitable for modern day needs." I know it is the fashion nowadays among administrators and top-level educators to belittle the three R's and other old-fashioned ideas such as drill, but I'd like to know what modern day needs there are which do not require the learning of anything as thoroughly as it can be learned by drill?

Also, "The schools of today are doing a far better job of meeting the needs of the boys and girls in a complex world in which they must work and live than could possibly have been done by the schools of twenty years ago." Followed by, "The schools of yesterday could no more meet the needs of today than the horse and buggy could meet the present-day large-scale business, industrial and commercial world."

These notions are what a semanticist might call "glittering generalities," and usually won't stand too close scrutiny. The notion that the needs of an educated person change from generation to generation and from era to era is to me simply double-talk. I would think that the needs

of an educated person, anywhere, anytime, are more or less constant, and if achieved, will make him flexible enough to meet any situation. One definition of these needs, in the current "Clearing House" is this, "... to help each child develop into an independent person who can think for himself, reach his own judgments, choose his own goals and play his proper part as an effective citizen."

Not From the Ranks

I notice in tonight's "Sun" that Harold Winch is making similar complaints, but in more moderate language.

He was answered by the Hon. Mr. Sraith, who claims that our present system is superior to any other system in the history of the province, and by Mr. Proudfoot, who makes the equally astonishing claim that B.C. is giving more time to the three R's than any other country in the world with the possible exception of Scotland. I'd like to know on what foundation these notions are based — for the past two years I have been supervising departmental examinations in June and August, and I fail to see any signs of superiority in the stuff our students are handing in.

I would suspect that a lot of this high-level defense of the status quo is a form of whistling in the dark—I notice, too, that practically no one in the ranks does much defending. I guess they're too close to actualities.

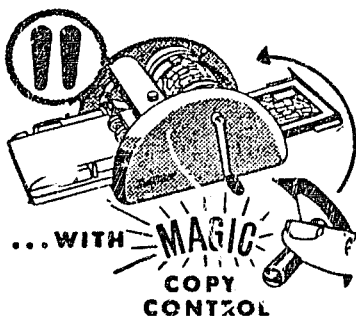
Thomas Mann, in *Maddenbrooks*, makes a remark which might just possibly fit this problem: "We are most likely to get angry and excited in opposition to some idea when we are not quite certain of our own position, and are inwardly tempted to take the other side."

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Advice To The Classroom

Question: Why is no provision made for high school students who are serious about their art course but who are situated in out-of-the-way communities to enable them to see exhibits of painting and sculpture? The basketball team and the band manage to get trips out fairly frequently and so extend their experiences, but how about the art groups?

Answer: Until such time as the so-called cultural subjects are considered as important as athletics, this situation will prevail. Only recently, the request of a drama group in a large city high school was refused a small grant to enable the group to visit another city with what was admitted to be a fine performance of a play, but a short time later funds were somehow made available to fly a team to the same city to play a game or two. And so long as we tolerate the superstition that athletics are so important that they rate most of the support, financial and otherwise, just so long will art and drama groups lose out to the basketball teams. The only remedy I can suggest at the present time is for individual teachers who are interested enough to start complaining in a loud voice, and point out the imbecility of the situation.

Question: Should an experienced, serious and extremely capable teacher who disagrees almost entirely with the professed policies of the Department of Education in conscience resign her position, or should she simply put her own feelings aside and fall in line behind the bandwagon?

Answer: So many teachers have adopted the second course with who knows what damage to their everlasting souls that I for one would be tremendously interested to see some courageous individual try the first. If he could at the same time see his way

clear to giving effective publicity by means of an open letter to the Department, I imagine the repercussion would be extremely illuminating to all concerned. The Department may be quite certain that the current philosophy of education as manifested in its directives and forewords to curriculum bulletins meets with general approval. I have my doubts, and questions such as the above only strengthen those doubts. So do the criticisms I have heard in increasing fervor during the last couple of years. Unfortunately general complaints and criticisms seldom produce results in the Department. A startling action such as the above might be just the thing at this time.

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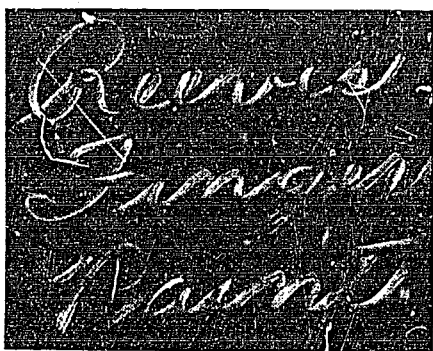
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SECONDARY

You and Your Problems, by S. E. Dimond; Science Research Associates; 40c.

This is a suggested method by which adolescents, or adults for that matter, can go about an intelligent search for a solution to their problems. The methods of solution suggested are now part of the Effective Living curriculum. This booklet would be good pupil supplementary reading.—E.K.L.

Invisible Science, by John Fisher; C.I.L. Public Relations Bureau, P.O. Box 10, Montreal; pp. 24; Free to teachers.

Ever at a loss to introduce a new unit? Then, let "Mr. Canada" do it for you when you come to the topic of chemistry, through a series of short articles in the booklet *Invisible Science*. In this booklet, the noted radio broadcaster John Fisher tells of the part played by chemistry in the present-day industrial development of Canada. Paint, explosives, nylon, "smoke", food preservation, form sections in the cleverly-illustrated 24-page booklet which Canadian Industries Limited has prepared for free distribution in our schools. Like their other free publications such as the *C-I-L Oval*, this booklet will be a welcome classroom aid.—G.M.P.

The Missing Monoplane, by J. Creasey; Nelson; \$1.50.

Right from the first page of this cleverly-printed and well-illustrated book, the story of *The Missing Monoplane* will thrill any boy who has ever dreamed of high adventure in a faraway land. It is the story of two school friends who meet the pilot of a

monoplane which has been mysteriously forced down in the Himalayas. Their decision to help the pilot get certain secret papers to the Rajah of Miran leads to an adventurous journey through modern India. In spite of the many obstacles which are thrown in their path, they overcome the enemies of the Rajah and accomplish their mission. The book is well-plotted and so well-paced that it will hold the interest of boys aged from 10 to 15 right up to the last pages where the cause of the mysterious engine failure and much of the intrigue is explained.—G.M.P.

Wake of the West Wind, by G. E. Tait; Ryerson; pp. 158; \$3.00.

Mr. Tait's successful journey into authorship suffers a setback with this, his latest. *The Saddle of Carlos Perez* stands head and shoulders above this last.

The story deals with a talented boy in Northern Ontario who with the aid of a sympathetic summer visitor and "Mom" makes fair progress in the breaking down of his father's unreasonable opposition to the arts. In the course of the narrative the boy and his friend visit Algonquin park and hear of the life and work of Tom Thomson.

While the framework of the story is interesting, the characters are wooden and the dialogue most unreal. Frankly the general poverty of imagination and reliance on stock characters and situations make it a rather dull book.—W.J.K.

Livre De Lecture, by H. B. St. John; Macmillan; pp. 304; \$1.20.

Combined with this collection of stories for intensive reading in High Schools is a group of suggestions on its use. While the experienced teacher will no doubt have their own methods, the suggestions offered would be valuable to the beginning teacher.

The book includes selections by de

THE B. C. TEACHER

Maupassant and from *Maria Chapdelaine* but suffers generally from an almost total lack of modern French authors. While the material included is undoubtedly of high literary value, it seems unfortunate that not more is included which could be read with some enjoyment. Agreed that this is primarily a book for intensive work, there still seems little reason for the virtual exclusion of all topical material.

The book has a very complete set of accompanying exercises of the usual variety such as phrase translations, opposites and so on. The book also includes a very complete vocabulary.—J.K.P.

Lectures Choiesies, by D. Steinhauser; Macmillan; pp. 111; \$75c.

This is a book of simple French folk tales and anecdotes for the Grade X pupil. The authors represented include such well-known ones as La Fontaine, Victor Hugo, etc., but with their writings simplified for the above level. Tenses in particular have been modified with difficult ones omitted or left to the latter part of the book.

Each selection has appended study questions and idiomatic expressions while the infinitives of the verbs used appear in italics in the margin of the story. Several songs and poems are included and the book concludes with suggested exercises appropriate to the text and a vocabulary of words used therein.—W.S.S.

General Mathematics for the Shop, edited by Philip Becker; Nelson; \$2.95.

Prepared by a group of experienced shop and mathematics teachers, *General Mathematics for the Shop* offers a realistic approach to general mathematics in terms of actual shop practices as followed by Industrial Art Students. Well-illustrated and clearly printed, the text contains more than 2,450 drill exercises and practical problems set up as "special jobs" similar to the ones which occur in the shops. Along with practical algebra and geometry, drills in basic arithmetic skills are included. Each chapter is concluded with a summary of principles and mathematical skills in addition to the two review tests designed to reveal weaknesses in learning. Line drawings and half-tone illustrations are

used throughout the book to add interest and eye-appeal to the chapters. Teachers will appreciate the frequent "remember arrows" which call attention to important rules and the way in which examples are worked out in logical sequences as problems are solved. Any mathematics instructor who is looking for examples to add variety to his lessons will find this book a remarkable source of practical illustrations and, as the reviewer found, it was most difficult to keep track of the book—some Industrial Arts teacher was using it! —G.M.P.

Basic Science, by J. Darrell Barnard and Lon Edwards; Macmillan; pp. 641; \$3.40.

Aptly titled, *Basic Science* deals with fundamentals and generalizations of science in a clear style that makes a most readable text. Although the problem approach has been used throughout, none of the problems seem artificial and emphasis has been placed on an understanding of generalizations made after the problems have been solved. Teachers will appreciate the way in which the authors have taken a step-by-step development of the generalizations and have built on the conclusions made in each section.

Probably best suited for use along with other references for General Science 10, the text is remarkably up-to-date in its illustrations. Descriptions and sketches of such devices as a nickel-cadmium storage battery, radiosonde apparatus, thermopane glass windows, and the like are included. The section on radiant energy is well done and a tremendous amount of material has been included there in a different and interesting way. Biological relationships and healthful living have been stressed throughout the book.

Definitions are admirably presented, with meaning being stressed in all parts of the text. Although the glossary is brief, the index is unique—bold face type is used to indicate the page on which the clearest definition of the term is given. Each section has a clear summary and activities are supplemented with exercises and reviews. Of particular interest are such tests

as "Ability to reach a conclusion" and "Ability to select reliable sources of information." Outside reading references are given in most units.—G.M.P.

Britain and the Dominion, by W. R. Brock; Macmillan; pp. 522; \$2.50.

This is the first volume of a projected series that will deal with the history of the British Commonwealth. This volume is an introduction to, and a survey of, the general field, while the succeeding volumes will be concerned with the histories of the individual Commonwealth Countries.

This series is a product of the Cambridge press and that fact alone will serve as one of the best recommendations that can be given in a short review. Suffice it to say that the present volume carries on their reputation for clarity, accuracy, and balance.

The book is intended for the secondary school student but lacks the elaborate format that North American youth is now expecting as sugar on the academic pill. While the text displays the strength and compression of English prose at its best, it is rather strong meat for our youth. The book therefore would be most valuable on the reference shelf as a ready reservoir of fact available to the serious student.

Main topics are preceded by a short summary of the important points and the authors apparently feel that teachers using the text would either have enough intelligence to make up their own questions and activities or that students might be persuaded to learn some history without an amateur three-ring circus as an inevitable accompaniment.—W.J.K.

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What Is Honesty? by T. B. Clark; Science Research Associates; 40c.

This is an inquiry into the whys and wherefores of honesty, especially as it applies to the teen-ager. In the booklet it is pointed out that the only person who really suffers from cheating is the cheater himself and that honesty is evidence of a healthy adjustment to our society.—M.K.L.

GENERAL

American History Wall Atlas; C. S. Hammond & Co., New York; \$15.25 to schools.

To those who find a place in Social Studies or Geography to deal with United States history or geography this publication is of interest and value. There are 18 pages of maps bound together in book form with hard covers.

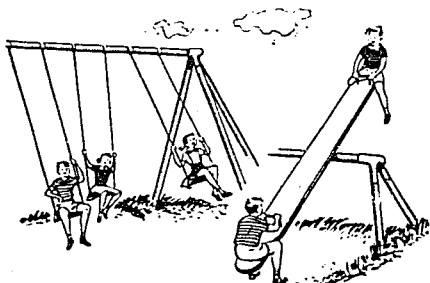
The maps are about 30" by 20" and deal with United States history from the colonization period, through the War of Independence, the War of 1812, the Civil War, nineteenth century expansion, to the present. One page is devoted to maps showing colonization in South America and another page gives interesting information in map form on important presidential elections.

With the exception of some areas of work in Social Studies 8, a little in Social Studies 30 and in History 202 where this atlas would give the teacher some valuable assistance, it would not be of great direct help in the B.C. Social Studies courses.—W.E.R.

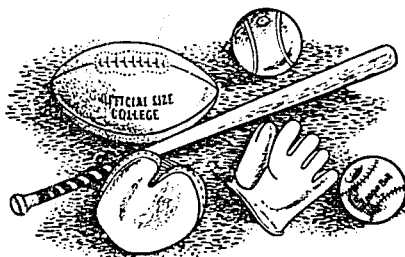
A Handbook of Suggestions of the Teaching of Geography, Unesco; University of Toronto Press; pp. 103.

Once again it is a pleasure to give an unqualified recommendation to a UNESCO publication. This is a booklet all social studies teachers might well read and indeed buy. (Sorry we have no price on this but its format makes it likely that it is under \$1.00).

While the booklet is dedicated to the somewhat woolly concept of "World Understanding" there is nothing vague or visionary about the recommended means of achieving it. Herein the authors with no especial axe to grind present a sensible



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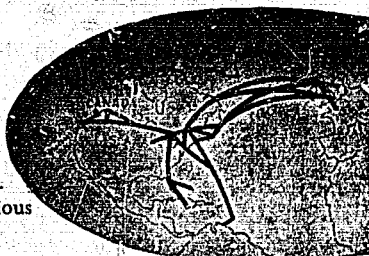
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appraisal of the content, methods, and special aids appropriate to the different grades, both elementary and secondary.

The section on teaching aids is particularly good and points out that beyond a minimum expenditure, the cost of equipment may be a deterrent rather than an aid to learning, e.g. overuse of the sound film.

The booklet concludes with useful appendices on examinations (yes, they still believe in them), bibliography and sources of illustrative material.

Since the booklet omits most of the padding common to the commercial textbook it is easy to read and understand and involves little waste of time for the user.—W.J.K.

The Hope Report on Education, by C. E. Silcox; Ryerson; \$1.25.

Since a review of a commentary on a report is sorry stuff at best, you must perforce judge what follows with that in mind. Better still read the commentary itself—the only dull reading consists of some pedagogical side-splitters which fortunately come at the beginning and are soon done. Although this is a report on the state of education in Ontario much of the comment might well be applied to B.C. Indeed in view of the current separate schools hullabaloo even the sections dealing with that issue are pertinent.

The report deals with such diverse matters as nursery schools, teacher training, curricula, etc., etc. Much of it has been said one way or another many times before but since it represents the sane middle view it can be said and read again with profit to all.

Dr. Silcox's proposed solution to the separate schools problem is far too revolutionary one fears. All it involves is that the various Christians who are party to the squabble act in emulation of He whom they follow.—W.J.K.

Educating the Retarded Child, by S. A. Kirk and G. O. Johnson; Houghton Mifflin Co.; In Canada, Thomas Nelson and Sons, Toronto; pp.434; \$3.30.

Two authorities in the field of special education from the University of Illinois,

Dr. S. A. Kirk and Dr. G. O. Johnson, have brought forward additional evidence to show that it is more economical to provide a training programme for the retarded child than to support him on public relief or in institutions for the delinquent or the feeble-minded. In their book on *Educating the Retarded Child*, they present programmes of rehabilitation and instruction for different age levels and groups of not-so-bright children. Written in a style that is not difficult to understand for even a relatively-untrained teacher in the field, the book merits the attention of workers who are handling mentally-handicapped children.—G.M.P.

Asia in the Social Studies Curriculum, by L. S. Kenworthy; Brooklyn College, N.Y.; 50c.

This is basically a very complete bibliography of Asia and the countries therein. It also includes scores of free material, films and film strips. The bibliography is divided into elementary and secondary sections. Also included is a short but pertinent section on the place of Asia in the Social Studies curriculum.—M.J.R.

Toward Manhood, by H. M. Bundesen; Longmans Green; pp. 175; \$3.75.

Quoted by the tongue-in-the-cheek wit of one of the American magazines is the following from the *Cleveland News*—"Guscott said that since Lakewood schools have set up sex education classes, student behaviour has improved, and encouragement of students to do at least one thing successfully has minimized maladjustment." The above book might well have been one of the texts.

There seems to me some danger in, for example, saying to the young—"You have a high powered car in the driveway, we will draw you diagrams of how it runs and give you tips on the best method of operation and maintenance BUT you aren't old enough to be allowed to drive it." This is in effect what the present book is doing. There can be no argument about the need for giving the younger generation some factual information and much moral persuasion in the matter of the control of sex impulses but why the detailed anatomy

and physiology at an age when it is at least assumed that they will not need it?

It seemed a little unfortunate, especially in this day of efficient and easily obtained contraceptives, that the only real deterrent Dr. Bundesen has to offer to promiscuity is the fear of pregnancy and forced marriage. The inclusion of detailed descriptions of venereal diseases including ones that the average adult never hears of and some common psychiatric sexual aberrations is an emphasis on the negative aspect that might well have been omitted.

So far we have been uniformly critical, more so perhaps because this is fundamentally a good book and a needed one. Much of its treatment of the age-old problems of the burgeoning sex impulse is excellent. It does provide answers to many normal problems of the teen-ager. So much the more pity then, that the book is so uneven. —W.J.K.

Your Children's Manners, by R. Bacmeister; Science Research Associates; 40c.

As we now expect from the above publishers—this is an excellent short monograph. While the booklet does little in the Emily Post style of prescribing stock behaviour for certain situations, it does make much of the fact that manners are basically a measure of our concern for other people, their welfare and their wishes.

It is a truism that many of us overlook, that good manners in children are largely the result of the teacher's and parent's attitude to the child. As is always the case, good manners breed better ones. —J.K.R.

FICTION

Moses, by Sholem Asch, translated by Maurice Samuel; Thomas Allen; pp. 505; \$3.25.

The age-old struggles of good and evil, man against himself are vitally alive in this epic story of the escape from Egypt. The giant figure of Moses towers throughout. Through God's grace and presence, Moses' self-pride and impatient rage gradually are replaced by insight and humility. The details of the slavery in Egypt, and the Exodus are described in powerful, almost biblical, prose. —L.M.C., Vancouver Public Library.

Winds of the Morning, by H. L. Davis; G. J. MacLeod; pp. 344; \$3.50.

As fresh as the winds it describes sweeping over the valleys and mountains of eastern Washington. A young, perceptive assistant sheriff has to drive a herd of half-wild horses to grazing land, to prevent him making further inquiries into an unsolved murder. With him is a grizzled old wanderer, philosopher by nature, and a gun-shy Mexican youth. The story lopes along at a leisurely pace with nature herself, described in vivid original prose, the real heroine.—L.M.C., Vancouver Public Library.

Barabbas, by Par Lagerkvist, translated by Alan Blair; Clarke, Irwin; pp. 180; \$2.50.

An absorbing account of what happened to the thief and murderer who lived because Christ died. Although Barabbas is deeply stirred by the man Jesus, he thinks His teaching based on love, a little foolish and so he never quite yields himself to Christianity. After the Crucifixion he flees to his old robber haunts, then flees again to re-appear as a chained slave in a coppermine. There he allows the symbols of Christ's name to be scratched on his name-disc, but his mind still questions. Later as a slave in Rome he helps set fire to the city because he believes the Christians are doing so. The final irony is his own crucifixion while he still hesitates; still questions Christianity, yet remembers the man Christ. The parable could be for our own time.—L.M.C., Vancouver Public Library.

Mittee, by Daphne Rooke; T. Allen; pp. 309; \$3.50.

A novel of Transvaal at the turn of the century and the devotion of two women, white and black to each other, and the men they loved. Selina, the colored servant girl tells a story of violence, murder, tender affection and above all, of Mittee, her wilful, beautiful mistress. The poignant yearning of Selina imagining herself white, the vivid and beautiful description of the veldt, and the intimate portrayal of Boer life make interesting reading.—L.M.C., Vancouver Public Library.

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News: -Personal and Miscellaneous



Mr. H. L. Campbell

Mr. H. L. Campbell Gives Quance Lectures

The 1952 Quance Lectures were given by Mr. H. L. Campbell, Deputy Superintendent of Education for British Columbia. These were delivered in Convocation Hall at the University of Saskatchewan on the evenings of April 14th and 15th.

The subject of Mr. Campbell's lectures was "Curriculum Trends in Canadian Schools." He traced briefly the growth and development of curriculum thinking in Canada, devoted some attention to the current criticisms of modern curricula and listed and described some of the major curriculum trends in evidence in Canada today.

The Quance Lectures were instituted and endowed by Dr. Frank Quance, former Dean of the College of Education at the University of Saskatchewan. They are given annually by some Canadian Edu-

cator with the thought in mind that in published form they would, in process of time, constitute a library of current Canadian educational thought and practice. Mr. Campbell's lectures were the fourth. Previous lectures were given by Dr. J. G. Althouse, Chief Director of Education in Ontario; Dr. M. E. Lazerte, former Dean of the College of Education, University of Alberta, and Dr. W. P. Percival, Director of Protestant Education in Quebec.

These lectures are published by the W. J. Gage and Company and sold at a nominal cost. A review of Dr. Percival's lectures will appear in the September-October issue of *The B.C. Teacher*.

The Cover Picture

THE OREGON GRAPE, NATIVE BARBERRY OR MAHONIA

One, or more, of the native species of *Berberis* are commonly seen by people living in nearly all parts of the Province of British Columbia. All species are handsome shrubs with shiny, spiny evergreen leaves which often turn red in autumn. The leaflets of the compound leaves resemble, somewhat, the leaves of English holly and, like them, are used in many attractive ways by florists. The flowers, borne in clusters, are bright yellow and possess an agreeable odour. Many of us, as children, have poked at the center of the flowers with a bit of straw, or a twig, and have watched the sudden movement of the stamens as they close over the style. The same movement is provoked by insects visiting the flowers and, no doubt, serves to daub them with pollen. The clustered fruits, about the size of peas, are purplish-blue in colour, and contain a large seed. They are intensely acid until touched by

TEACHERS

A LARGE CANADIAN Organization handling educational publications for school libraries would like to contact two or three teachers to call on the school trustees during the summer holidays. Last year two school teachers earned well over \$100.00 a week. If you would like to earn some extra money during the months of July and August write to:

A. W. MEREDITH,
1105 Federal Building, Toronto, Ont.

B.C.T.F. Medical Services Association ATTENTION MEMBERS

ANNOUNCING—A new service for B.C.T.F. Medical Services Association members. 10% discount may be obtained on the purchase of glasses where that purchase is made directly from any of the offices of the Prescription Optical Company. Present your B.C.T.F.M.S.A. membership card for identification.

ROOMS FOR SUMMER SCHOOL — 30 single rooms available for University Summer School — men only. Ideal location on Campus. Room and board for full period (seven weeks) \$90.00. Make reservations early to Rev. A. J. Taylor, Anglican Theological College, Vancouver.

FOR RENT—July and August, fully furnished five-roomed house in Kerrisdale near transportation, \$90 per month. E. C. Curtis, 2005 W. 45th Ave., Vancouver 13. Phone Kerrisdale 7533.

FOR RENT—July and August, bed-sitting room, use of kitchenette in suite in block, for one lady. South Granville. Reasonable rental. Apply immediately. Miss M. Baker, 1466 W. 14th Ave., Vancouver 9.

FOR RENT—July and August, furnished six-room apartment in Kelowna, \$75 per month. Miss E. B. Walker, 729 Elliott Ave., Kelowna, B.C. Phone Kelowna 7094.

FOR RENT—July and August, fully furnished five-room house near University gates. \$80 per month. Mrs. W. G. Gourlie, 4620 W. 7th Ave., Vancouver 8. Phone Alma 1267-Y.

FOR RENT—July and August, five-room modern house near lake and city shopping centre, \$75 per month. W. Green, 1854 Riverside, Kelowna, B.C.

FOR RENT—July and August, furnished three-room suite with piano, one-half block from bus, \$50 per month. Apply Owner, Suite 7, 1514 W. 13th Ave., Vancouver 9, B.C. Phone Cedar 5983.

FOR RENT for July and August, three room self-contained suite suitable for two people. Near transportation and shopping. \$22.50 per week. Miss J. Law, Suite 101, 435 W. 14th Ave., Vancouver. Phone Fairmont 8956-Y.

FOR RENT or EXCHANGE — Three bedroom home in Penticton, located in the main section of the city. From July 1st to August 20th. Would like to exchange for home fairly close to U.B.C. Write to: D. H. Tully, 534 Ellis St., Penticton, B.C.

FOR RENT—June 26th to Aug. 23rd, 4-room furnished house near bus route. \$40 per month. A. W. Moore, 2780 Yale St., Hastings 7780-B.

frost when they become sweet; the sweet fruit makes fine jelly.

About this time of year the yellow racemes of the Oregon Grape are gracing the open hillsides of the Interior and the floor of our coastal forests; new bright green leaves are mixing with the old leaves tinted red by winter frosts.

This month's cover picture was taken by Ben Hill-Tout, a member of the B. C. Natural History Society.

DR. V. C. BRINK

Dr. H. H. Grantham to Lecture at San Jose

Dr. Herbert H. Grantham, professor of Science Education, Provincial Normal School, Vancouver, B. C., will teach in the Summer Quarter at San Jose State College, San Jose, California. Dr. Grantham will be a member of the Natural Science Department faculty.

The Summer Quarter of California's oldest and largest college will begin June 23 and end August 29. It will be divided into a six-weeks' session and a four-weeks' session. The teaching staff will be composed of 175 instructors of whom about 75 will be visiting faculty.

More than 250 courses will be offered during the Summer Quarter. Special features will be a summer art program, two demonstration schools, a kindergarten-primary workshop, a remedial reading clinic, a supervision workshop, a workshop on citizenship and two workshops on school lunch room operation and management.

School Broadcast News

Highlights of School Broadcasts, 1952-53! A little frightening, isn't it, to think that we can't even finish the present school year without thinking about the next. However, a preview of things to come, whether it be fashions, cars or school broadcasts is always interesting, and does give us information we might find valuable for later planning.

Making a very fitting opening to next fall's activities is the first broadcast, to be

heard Monday, September 29. It deals with patriotism, one of those intangibles which everyone agrees are so important and yet so difficult to put across, and in addition to discussing some of the things love of our country means, will point out concrete ways in which this emotion can be displayed around the school and the community. It is hoped this programme will impress students with some of the privileges and responsibilities of being Canadians.

Another one-occasion broadcast of wide-spread interest deals with the activities of the Junior Red Cross, dramatizing the important work one school in particular is doing in promoting the objectives of the organization.

"The Dragon Amulet" is the intriguing title chosen for a series especially planned for Grade VI Social Studies. Four periods of British history, early Briton, Roman, Anglo-Saxon and Norman, provide the background for these programmes. The aim is not to describe historical incidents, but to make the people of those times real by presenting vivid descriptions of their daily life and customs.

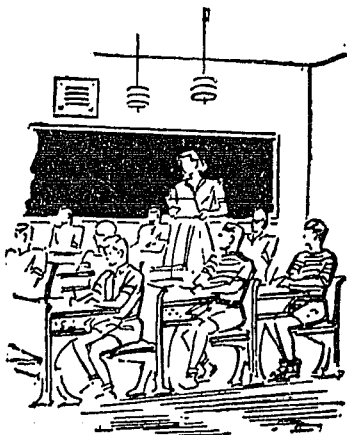
In elementary schools particularly, the topic of accident prevention and safety-first can never be emphasized too much, and so a series of short, bright programmes has been arranged stressing this aspect of the health course. As a companion to this series, there will be a half-hour broadcast dramatically portraying the need for a knowledge of first-aid.

In addition to these and other new broadcasts for the elementary grades, some of the old favourites appear again. Among these, there are Magic Hinges, Pictures in the Air, Working Together, Voices of the Wild, and of course the old perennials, the Wednesday junior grade and the Thursday intermediate grade music series.

Listeners in senior grades will also be treated to a fare of new and old. Among the new is a programme comparing the positions of Prime Minister of Canada and the President of the United States, timed to coincide with the American presidential elections. The old includes the very popular French series, Ecoutez, and the voca-

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tional guidance series, *Youth in Search of a Future*.

A complete list of next year's series together with broadcast dates, has been included with the annual evaluation report sent to all schools. This will enable principals to keep in mind the whole year's programmes when drawing up their timetables.

The School Broadcasts Office, located in the Hotel Vancouver, is open all summer. Teachers are cordially invited to drop in to discuss past or future programmes, together with any other phase of their listening activities.

Compton's Prize Winners

At the 1952 B. C. T. F. Convention Sturgess Distributors Ltd. had a free draw for teachers for a new 1952 Compton's Pictured Encyclopaedia. The winner was Miss Leora Johnston of Sexsmith School, Vancouver.

Last year, Mrs. H. Emerson of Walter Moberly School, Vancouver, was the lucky winner.

More Opportunities for Students to Study Abroad

MORE than 38,000 opportunities are offered this year to students for study in countries other than their own. These are listed in Volume IV of *Study Abroad*, Unesco's yearly handbook of fellowships and scholarships given by governments and private institutions, as well as by the United Nations and its Specialized Agencies.

The 1952 Handbook contains nearly 3000 more study possibilities than Volume III published in January, 1951, an increase of almost 10 per cent on last year's figure. For the first time this year, scholarship programmes in Bolivia, Greece, Monaco, Nicaragua, the Saar and Yugoslavia are included in *Study Abroad*, bringing the total number of countries offering study awards to 60.

A number of fellowships are reported under the United Nations Expanded Pro-

gramme of Technical Assistance, for persons from under-developed countries to study techniques which will be of value in the social and economic development of their countries. Of the other study awards listed, most are offered in a field to be chosen by the recipient, or in such general fields as science, medicine, the arts, law, music, economy, etc. The scope of opportunities ranges from the study of sugar technology in a private firm in Trinidad, to the study in Greece, of paleography, iconography and Byzantine history.

There are also awards for candidates without special academic qualifications such as a six-month visit to Australia, offered by the Australian Red Cross Society, for nurses from Thailand to study blood transfusion methods, and a number of scholarships in agriculture, engineering and administration.

Volume IV of *Study Abroad* is divided into three parts: a detailed survey of fellowships programmes conducted last year; opportunities available in 1951-1952; and a report contributed by the ILO on opportunities for young workers and students to receive vocational and technical training abroad.

Study Abroad is available from University of Toronto Press, Toronto, Ontario, at a cost of \$2.00.

International Art Week

Teachers going to England this summer may be interested to know that the Danish Ministry of Education is sponsoring the 5th International Art Week in Denmark between the July 21st and July 30th.

The intention of this Art Week is to give teachers, historians, art students and other people interested in art an opportunity to visit comfortably and at ease a selection of the most memorable art treasures in Denmark and also to see some very typical and beautiful scenery in the country. An optional one-day excursion to Sweden is arranged for July 30th.

Participants are to be divided into both English and French-speaking groups under competent guides. Terms are said to be extremely favourable.

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Those interested should apply to the Director of International Art Week in Denmark: Mr. Hans H. Prior, Secretary of Ministry, B.A.L., 19 Skibelundvej, Copenhagen F., Denmark.

The announcement came to *The B.C. Teacher* through the courtesy of Miss Evelyn Cools of Okanagan House, Okanagan Centre B.C. Miss Cools has attended these art weeks in previous years and considers them to be very worthwhile. She offers additional information to any one who would care to write to her.

PUBLIC AFFAIR'S INSTITUTE

Enjoy a vacation at the Eleventh Annual PUBLIC AFFAIRS INSTITUTE, August 23-30 at Camp Elphinstone on beautiful Howe Sound.

Coming at the end of the summer months, the Public Affairs Institute affords an ideal holiday for teachers before returning to the job.

A programme of lectures, groups and panel discussions under guiding authorities will stimulate campers to study together the major issues and trends in the great world drama of our day.

There is ample opportunity for recreation in a setting which affords every chance for outdoor recreation, hiking, swimming, boating, etc.

Full information may be obtained by inquiring at the Y.M.C.A., 955 Burrard Street, Vancouver, B.C.

Teaching as a Career

The National Film Board has just released a filmstrip entitled "Teaching As a Career." Some members of our Federation Executive previewed this during the Easter Executive Meeting and the consensus was that it could be a useful aid for guidance departments in the secondary schools. Its value would be considerably enhanced by redrafting some sections of the script to fit more closely in with the present British Columbia situation.

The filmstrip will also be useful for

showing to Parent-Teacher Associations and others to create interest in teacher recruitment.

Those interested in obtaining the filmstrip should contact their local representative of the National Film Board or write to National Film Board, 535 W. Georgia Street, Vancouver 2, B.C.

C. M. A. — "Industry"

The Canadian Manufacturers' Association, an active partner in the sponsorship of Canadian Education Week, has kindly offered to place on its mailing list the names of teachers who would like to receive regularly the monthly issues of its four-page news sheet entitled "Industry". From time to time, this publication carries articles of special educational value and almost always it presents in very readable form information that might be found valuable, especially by teachers of senior grades.

Any teachers wishing to receive complimentary copies should apply to Mr. D. P. Keogh, Manager, Education Department, Canadian Manufacturers' Association, Montreal Trust Building, 67 Yonge Street, Toronto.

The 'Dominion' of Canada?

What is the British Commonwealth actually? What is Canada's place concerning Britain and the United States? What about British Imperialism? If you are interested in these questions, you will want to read the list of selected pamphlets on Canada, the Commonwealth, and the U.S.A. that has just been compiled. Some of the pamphlets were printed in 1943, some in 1952, and show our changing attitude toward a problem that is of great importance in a country where words such as "Dominion" and "Royal" can touch off an argument between the best of friends. Some of the titles in this set are "Canada in a Two-Power World", "The Empire, Yes or No?", "Canada and the Colombo Plan", "The Adaptable Commonwealth", and "Who Owns the British Empire?" If you are interested, write to Current Affairs, Department of University Extension, U.B.C.

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5th prize: 1 set Funk and Wagnall's Dictionary.

6th prize: 1 set Funk and Wagnall's Dictionary.

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Mail your letter to: Sturgess Distributors Ltd., P.O. Box 47, Vancouver, B.C. Contest closes June 15, 1952. Winners will be notified by mail not later than July 30, 1952. Entries will not be returned and will become the property of Sturgess Distributors Ltd. Show clearly name, school, address and position.

The following gentlemen have kindly agreed to act as judges—their decision will be final:

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Asst. Supt. Vancouver School Board.

MR. WALTER LANNING, Librarian,

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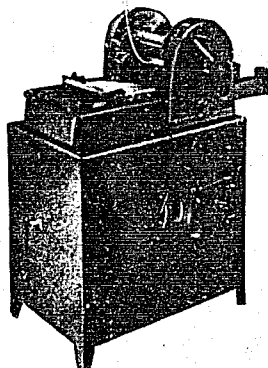
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