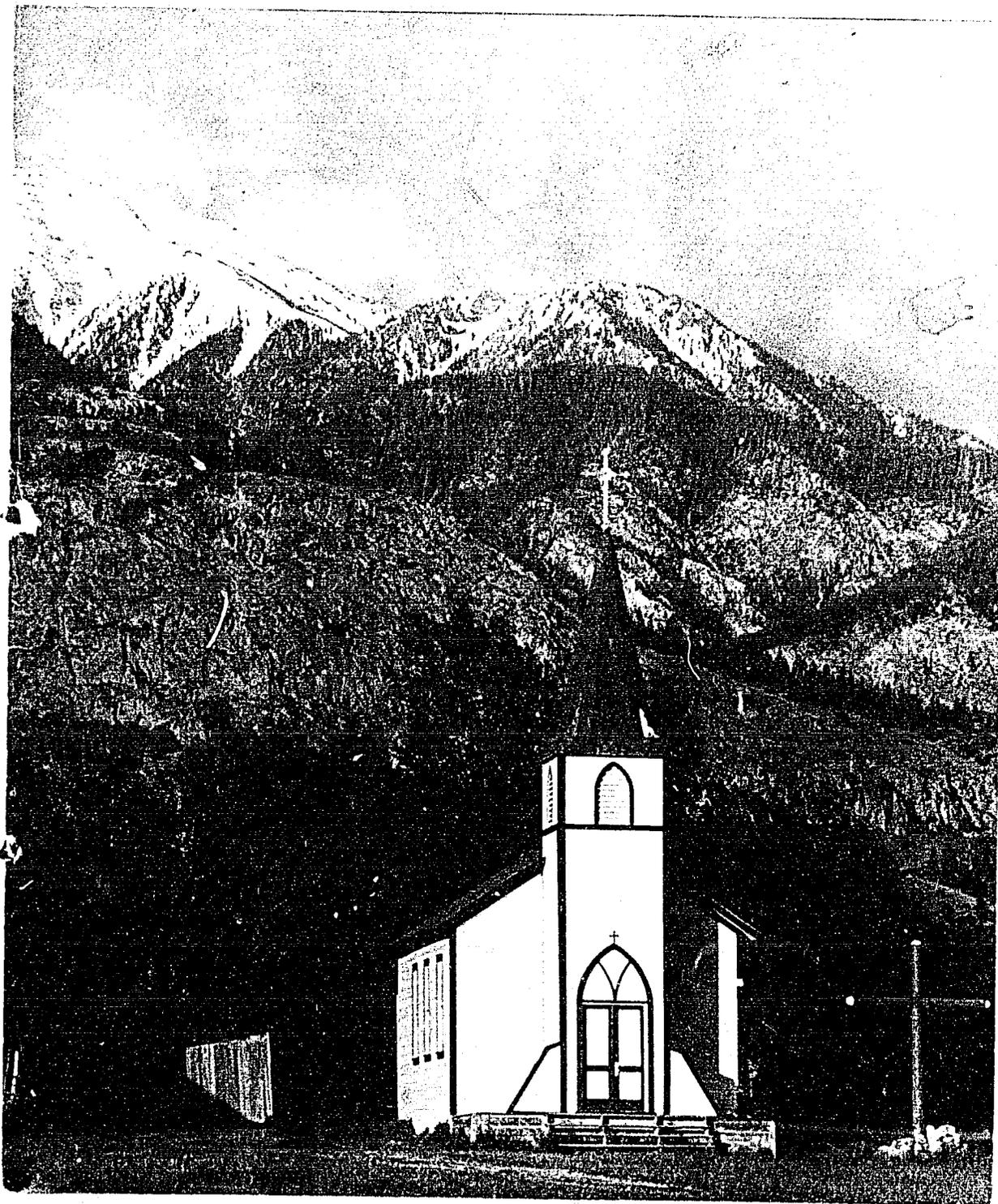


the **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

VOL. XXXIV, No. 3

DECEMBER, 1954



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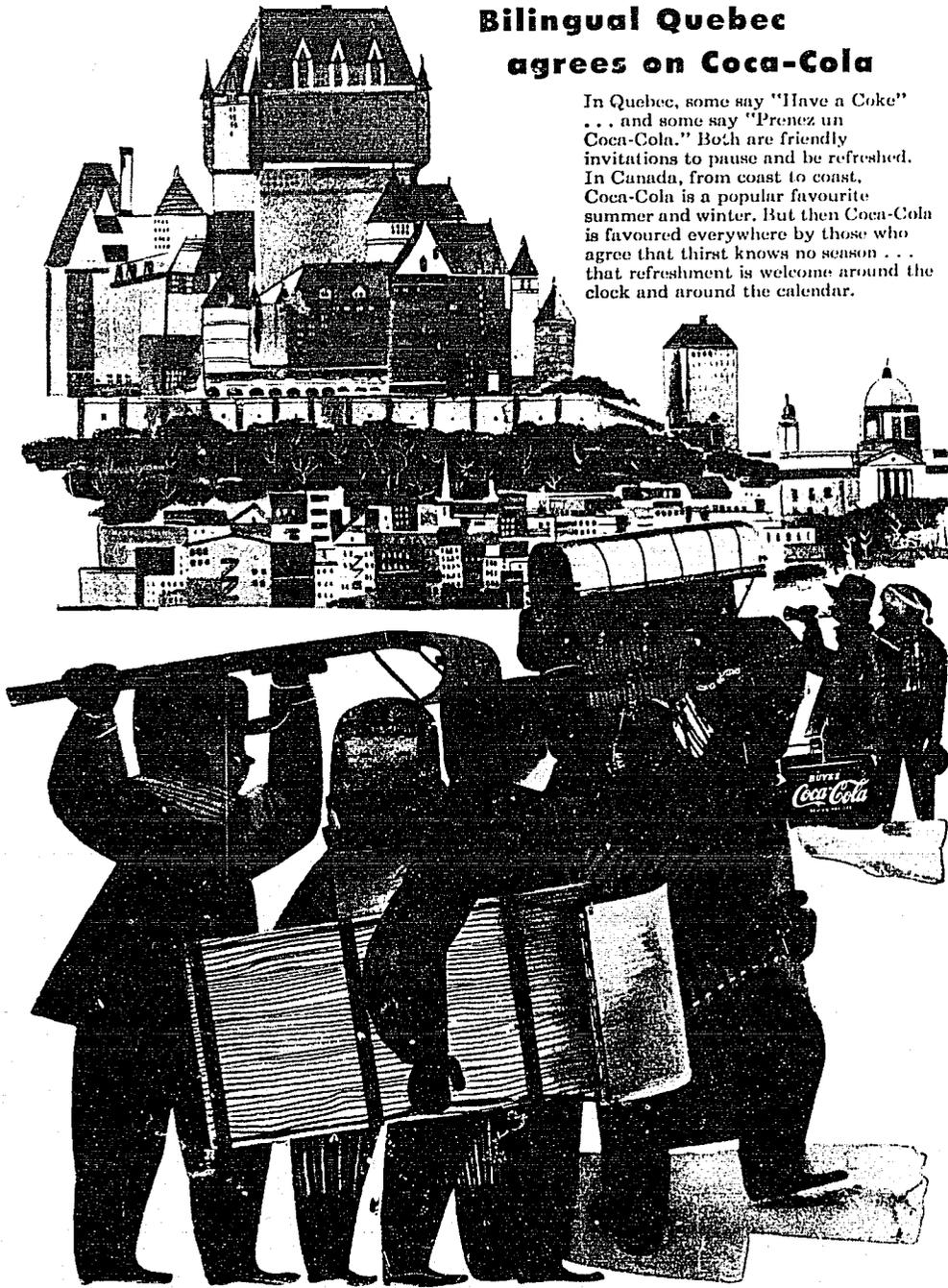
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DECEMBER, 1954

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Good Or Bad Public Relations?

UNDoubtedly many B.C.T.F. members have been concerned with the editorials appearing in a few B.C. newspapers recently, criticizing some aspects of the B.C.T.F. Co-operative Association. Perhaps this is an opportune time to assess the relative merits and demerits of the Co-op.

A full outline of the achievements of the Co-op appeared in the September-October issue. They centre around the fundamental one of assisting in providing living accommodation for teachers. There can be no question of the magnitude of this problem in many school districts. It could be argued that this is a matter to be settled by those officially responsible for education—the Department of Education and the local School Boards. Others would maintain that the teachers through their provincial federation should try to help themselves.

Certainly the availability of suitable living accommodation is a major factor in influencing teachers to go to a district and to remain there. Continuity of staff determines to a large extent the quality of a school programme. We can name schools where the "mortality" of the staff has been as high as 67%. The administration of such a school has an almost impossible task in providing for a continuous school programme at top efficiency.

Is the Co-op achieving its purpose of assisting in providing teacher accommodation? If it is, its existence is justified. The article on page 117 answers this question.

How can the Co-op achieve its major purpose? Only by having money available to build housing units which it itself owns and administers or by having money available to loan to teachers wishing to build.

This money is borrowed from some teachers to lend to others. The extent to which accommodation can be provided through the Co-op obviously is determined by the number of participating members and some teachers are attracted to the Co-op through the purchasing opportunities. Purchases through the Co-op have averaged \$4,500 per month. There are approximately 8,000 teachers in B. C., so this expenditure by teachers in purchasing goods through the Co-op instead of through local retailers has amounted to *sixty cents per teacher per month*. If this small amount of purchasing "out of the local district" makes it possible for the Co-op to broaden its fundamental purpose of aiding in providing teacher accommodation, perhaps it is a minor evil which should be endured for something much more valuable.

However, we know that teachers are public relations-wise to the extent that they recognize the desirability of buying to a great extent through their local retailers. They will continue to weigh the merits of a modest saving against the criticism and its many ramifications which "outside" buying might bring.

NORMAL SCHOOL CHRISTMAS PARTY

THE Christmas Party for the Vancouver Normal School graduates of 1953-54 will be held on Wednesday, December 29th, from 3 to 5 p.m. in the Cafeteria.

Hilda L. Cryderman,
B.C.T.F. President, says

Status Is Important

IF OUR nation is to attain its highest destiny, highly competent and well-trained teachers must be in the classrooms. Almost every worker in our economy is the product of our schools. It would be reasonable then for the leaders of industry, business and the professions, along with government and the teaching profession, to be concerned with the staffing of the schools. A supply of well-trained, well-qualified teachers is basic to the whole problem of supplying well-trained and well-educated personnel for the many varied demands made by the expanding economy of our province and of our nation.

Personnel for industry, business and the professions are in short supply at a time when there is a shortage of teachers at all levels. To recruit teachers of high scholarship, our profession must compete in all these fields for the top twenty percent of the school graduates who are rated as superior. It is a problem not only of recruitment, but also of retention. Capable and ambitious young people will enter those professions and those occupations which give ample scope for their talents, and which recognize the worth of their efforts. A climate of intellectual freedom and professional pride so necessary for inspired teaching will help to retain those who enter the profession.

But formal education is bedevilled by a propensity on the part of almost every one to distrust and to meddle. Everyone appears to know the limitations of teachers far better than those trained to pass judgment. Persons who would hesitate to inter-

fere with the work of a physician, or a dentist, or the technique of a barrister in court, must concern themselves with passing judgment on even the most trivial details of school learning. Education, as a subject of almost continuous controversy, is sharply contrasted with other professions which appear to serve the public with only the occasional difficulty becoming a public issue.

One cannot help noting that teaching is the only profession which has now virtually no control over the training and certification of its members. Full responsibility for this rests elsewhere. It would seem then that this may be one feature which tends to relegate its members to a position of subordination, and the profession to a colonial status in a society which cherishes self-government in its parliaments and free enterprise in its business and professional life.

A welcome move in the direction of equal status is the growing awareness in provincial and national educational fields of the contribution that teachers can make in solving the problems which beset education. The problem of providing schooling for all our young people in the next ten years is an urgent one. It should compel the full use of the vast reservoir of experience of teachers with ability and devotion, not only at the conference level, but at the policy-making level. *Participation as full partners is the surest guarantee of equal status for the profession and the recognition that teachers are worthy of their responsibilities.*

Canada's Leadership

By NEVILLE V. SCARFE

A Better World Through Education

THE theme that I wish to develop today involves the reasonable assumption that Canada is the most rapidly growing and the most swiftly changing country in the world. This implies that a new philosophy of education which is uniquely Canadian, not partially European and partially American, is becoming increasingly necessary. May I, therefore, first describe some of the educationally significant features which result from our exuberantly expanding economy, and then attempt to suggest the realignment which the future Canadian contribution to the world inevitably demands. Make no mistake, the world is already looking to Canada to show leadership in bringing about the "new" world which we hope will evolve from the present chaos.

For good or evil Canada has had and will have greatness, responsibility and leadership thrust upon her. This is due largely to our huge material resources which are only now being developed. It is not necessary for me to point out the immense value of oil, of iron, of coal or uranium, nor yet of copper and gold, nickel and asbestos, but it is not these expendable and exhaustible supplies which I wish to stress. Canada has still greater permanent sources of strength in her great forests, her fisheries, her water power and above all her soil. Come what may, the ultimate and most fundamental wealth is the power to produce food. In a world where the population is rapidly outstripping the power of the earth to feed it the

possession of the world's greatest surplus food granary is a superb advantage.

Despite the handicaps of great distances, despite the severity of winter, despite the barren areas of mountain and bare rock which separate the various parts of Canada, there is little doubt that Canada's future as a world leader is inevitable. The future for us with a world at peace looks bright and prosperous, and so we cannot avoid the heavy responsibility of leadership and high example.

A New Belgium?

Even if our worst fears eventuate and atomic cataclysm engulfs the world in bloody carnage, we can still not escape a central part in world affairs, for Canada lies directly between the two greatest contending parties—U.S.A. and Russia. Robot projectiles will not always pass directly over us as they ought. Many will accidentally fall short and land on Canadian soil. The fate of Belgium as the arena for contending forces awaits us unless we take our leadership duties seriously and persuade the world that sensible discussion can solve more problems than destructive onslaught. We are unlikely to do this unless we gain respect as sensible discussants and as responsible leaders.

We do not have the manpower to dominate or dictate by force. Therein lies our greatest opportunity, for we must convince by reasonable argument, by example, by the quality of our culture, not by the quantity of our arms.

Just as the Scandinavian countries have

achieved unique respect in Europe for their high standards of living, culture and education, so Canada must set the same standards for America. It is no accident that Scandinavians and Canadians already play leading roles in the United Nations Assembly.

If world leadership in the promotion of peace and culture is our inevitable role then we must attend to the arts of wise government and social excellence as well as to the science of mineral production and economic exploitation. In education this means that the social sciences, the humanities and the arts must be given a worthy place alongside science whether pure or applied. It means that learning to live more richly and abundantly must find as great support in our schools as learning how to get a living. In a word it means that quality must supplant quantity as a measure of excellence.

Train for Leadership

Leadership implies that training for leadership is necessary. The intellectually elite must no longer be neglected or thrown into a common melting pot to become mediocre and undistinguished. Our manpower being small and our material resources large we must train our best brains thoroughly so that they may plan wisely for future prosperity. We shall rely on them to make our nation great enough to deal magnanimously with the world. Each one must give of his best. Education for high quality minds and generous spirits is thus of paramount importance.

If we are to lead by example rather than by force we must learn to understand others sympathetically, tolerantly, generously. We must know about the world and about Canada so that future action shall be wise, humane and farsighted. The world and its problems as they are now and as they may be in the future would seem to be a necessary study. The past will become progressively less relevant though never uninteresting.

Enough has been said, I hope, to convince you that the burden and responsibility that must come our way is bound to be heavy. Our share in creating a better

world will be unusually large. Moreover, we must do it by fine education, by high example, by wise counsel, not by force or the exercise of power. Thus our society, our culture, our standards must reach a new high level—as the Greeks did in their golden age—to inspire posterity.

Today, I wish to develop the three main ideas just outlined more fully. In particular, I would like to discuss the means of attaining a high quality way of life. Then I must discuss training for leadership. Finally I must discuss how we can best learn more effectively about Canadian and world problems.

Quality is often opposed to quantity. It tends to refer to things of the mind and spirit, to courtesy and good manners, to the pursuit of truth, beauty and goodness. It is often set in opposition to materialism. We talk of the quality of our culture, or of high ethical standards. We associate this idea of quality with great-hearted thinkers who use their leisure time for satisfying and creative activity. Serenity, thoughtfulness and humility are the marks of high quality culture.

It is important, however, not to confuse high quality culture with crudition or academic achievement. It may perhaps be somewhat related to a scholarly frame of mind if by that we mean thoughtfulness, lively curiosity and consideration for others, but a university degree does not necessarily denote a cultured person. My emphasis is on morality in the wide sense of that term, high standards of which are universally attainable by all, whatever their intellectual endowment. We do not have to be superbly intelligent to understand that honesty, humility, courtesy and consideration for others are desirable virtues.

Dr. Neville V. Scarfe, Dean of the Faculty of Education, University of Manitoba, was the guest speaker at the Delegates' Luncheon during the last Annual General Meeting of the B.C.T.F. His address is printed at the request of a number of teachers who felt all members of the Federation would like to read it.



Stimulate curiosity and enquiry.

They are almost ageless and are commonly accepted, but the difference between high and low morality depends on the degree to which people are intellectually convinced of its validity. The worth and value of good behaviour have to be understood by thoughtful effort if consistently good action is to result. High standards of morality, in fact, depend on using such intellectual endowment as we have to its maximum capacity. In other words morality depends on will power as well as on mental effort.

You may argue that this is all right at the adult level, but what about children? My answer is that if it is not all right at the adult level it never can be all right at the child level, for children learn first by good example in the home. Subsequently, it is the function of school gradually to educate children to thoughtful conviction of the rightness of what they have accepted from an early age, by unconscious imitation of adult examples at home. Rightly, you could reply that this is simply a vicious circle, for if adult standards are low then such standards will tend to be perpetuated with children. This is particularly true in our present culture where competitive "keeping-up-with-the-Jones" rather than co-operative group action is the rule, but it need not be so.

It is well known, for instance, that children without firm parental guidance tend to conform to the standards of their worst pals. Well-meaning parents hesitate to give firm guidance because children hate being different and laughed at, and it is humiliating to be thought old-fashioned or restrictive when other parents seem to allow unbridled freedom.

This vicious competitive system could, however, be overcome by parental co-operation. Parents could start by getting together with the school teachers to establish certain fixed behaviour patterns and standards in school, in the street and at home. There could be agreed standards of clothing which are smart, neat and, if necessary, uniform. There could be agreed bed times, meal times, and amounts of pocket money. There could be agreed home work times. Such a lot of home strife could be avoided if all parents of one school agreed to a uniform standard of morals and behaviour for their children. The children, too, would be much happier because of the feeling of security which such uniformity and consistency gives. Discipline in the home would be much simpler, for discipline is directly relative to a feeling of security, which in its turn depends directly on a clear-cut and consistently high code of morals.

Standards of Behaviour

The teacher's task would also be immensely eased because more homogeneous standards of behaviour would be provided. Teachers would no longer have to adjust their methods to suit the worst few in the class only.

This type of conformity could and should apply at the adolescent stage, too. There are, however, some people who argue that adolescents should be encouraged to take on adult standards and responsibilities at an early age. With this I sympathize to some extent though I never feel that I wish to rush children from the carefree days of youth to the worries and disillusionments of adult life. What worries me, however, are the criteria by which the achievement of adulthood is sometimes measured.

Adults drive cars, smoke, drink alcohol, and stay out late at mixed parties. In other words adults in their off-moments sometimes indulge the baser passions, but I wonder if these are the most desirable traits of adult stature, or whether they are not the rare relaxations from more serious existence. I may be old-fashioned, but I still do not think that it is important or necessary for high school students to smoke or drink alcohol or stay out late at parties or to date regularly with the opposite sex. Sophistication in worldly vices seems less necessary than the achievement of responsible self-discipline, and the development of leadership in school sports, orchestras, extra-curricular clubs, dramatic, debating, scientific and photographic societies.

Enriching Leisure Time

Creative and constructive hobbies for the enrichment of leisure also seem eminently desirable for they are as much a mark of adult good sense as are smoking or drinking or staying out late. Do not think from this that I am a kill-joy, or that I object to any of these vices in moderation in adults. What I am saying is that I am sorry when the only claims that an adolescent has to adulthood are experiences in smoking, drinking and dating. I still prefer reading, acting, debating, playing games, playing music, photography, philately and numismatics for young people.

Parents of adolescent children could perform an enormous service for the future of Canada if they too got together with school teachers for concerted action in insisting on certain minimum regulations about behaviour on buses, in the street, in the home. In addition it should not be difficult to encourage an attractive home atmosphere conducive to interesting discussions on politics, religion, economics, good books, good music, drama. Home life does not have to drive children out by being too erudite or academic. I feel sure that a positive adventurous curiosity with regard to the things of the mind, rather than to the vices of the body is fundamental. I wonder why Parent-Teacher

Associations are not bodies devoted to the promotion of co-operative group action for the raising of moral standards of our young folk!

If these suggestions were accepted their effect would be to place the full responsibility for moral training of children fairly and squarely on parents. The school cannot and should not be expected to do what parents ought to do, but it is quite clear that individual parents working alone can do very little. Corporate, agreed, universal and unflinching action by all parents in a school is absolutely necessary. We have parent-teacher organizations for that purpose. All that parents need is courage and conviction that the children of Canada are worth training for high quality culture.

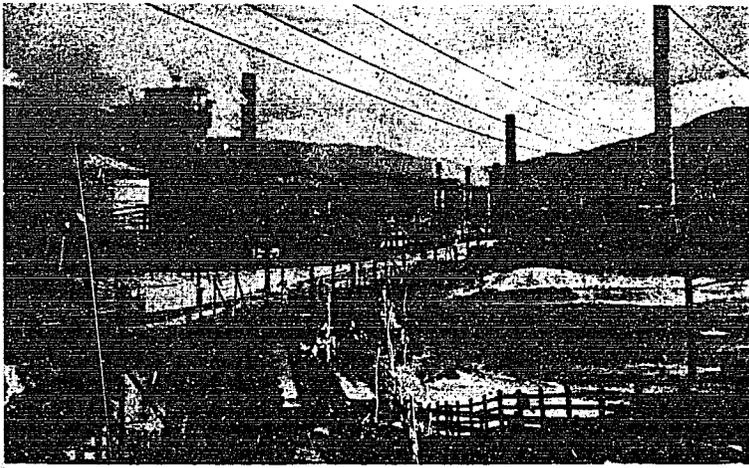
Of course, parents would have to stay home in the evenings more often than they do now, and make home life an attractive and constructive family enterprise, for nothing is so important as home example in fostering high moral standards.

If homes are going to play their part in raising moral standards then schools must give them strong support, and see that they too attend urgently to the intellectual side of life which is their prime concern. Schools have to fire children with interest in scholarly pursuits. Curiosity and enquiry must be stimulated to the uttermost. Notice that "scholarly" is the word used not "academic." It is just as possible to have a scholarly absorbed interest in industrial arts or music as it is in chemistry or literature. We all know of cultured, gentlemanly engineers, and we have met arrogant and intolerant historians. A great deal depends on how a subject is taught whether a student finds it scholarly, absorbing and useful, or boring, restrictive and valueless.

Attitude Towards Culture

Two characteristics of our schools and society seem to militate against the adoption of a favourable attitude towards absorbed and continuing interest in intellectual and cultural pursuits. One is our emphasis on the importance of confidence rather than competence as a guide to success; the other is our lack of faith in humanity.

Continued on page 138



Teachers spent part of a morning studying the acid plants, where sulphuric acid is produced using the sulphur content of smoke.

Teachers In Comincoland

By J. T. YOUNG and Dr. D. M. FLATHER

THE idea that teachers of Vancouver might visit the metallurgical and chemical plants of Consolidated Mining and Smelting Company at Trail grew from a casual remark over a cup of coffee. Considerable correspondence between Vancouver and Trail resulted in the organization of a tour (during the spring of 1953) of one Science teacher and one Counsellor from each Vancouver high school to the plants at Trail.

During the trip to Trail, the members of the group visited the electro-metallurgical plant at Rock Island, Washington, where 98% pure silicon is produced, as well as a ferro-silicon which is 77% silicon. They also visited the Grand Coulee dam and hydro-electric system, and inspected the damage to yellow pine stands near Spokane which results from fluorine gases emanating from the Kaiser aluminum refinery there.

The teachers began their three-day visit in the Cominco plants in Trail and Kimberley, by watching the film "No Man is an Island." They learned something of the gigantic scope of the Cominco operations, which include the Bluebell Mine at Riondel, the H.B. Mine at Salmo, the Con Mine at Yellowknife, the Tulsequah Mines in northwestern B.C., the Alberta Nitrogen

Division at Calgary, the offices in Montreal, Vancouver, Prince Rupert and other cities, and dwarfing all these, the fabulous Sullivan Mine, the concentrator and the huge new fertilizer plant at Kimberley. They learned also of the Tadanac smelter and Warfield chemical and fertilizer operations at Trail.

Producer of Minerals

Trail is today one of the world's largest producers of lead, and of zinc, of heavy water for atomic energy projects and of fertilizers for farms and gardens all over the world. It is the largest producer of silver in North America, while cadmium, gold, bismuth, antimonial lead and tin are other metals extracted from the Sullivan ore. It is also the world's largest potential producer of indium, a new industrial metal that "cries" or squeals when bent and is used in transistors and other electronic devices and in bearings and solders.

After the film, a most informative series of talks and discussions of the work of the Personnel Division was given. The teachers were told that 1275 new employees were hired at Trail in 1952 and about 5000 placements, transfers and promotions made, that not too many pick and shovel jobs are left in industry, that a boy with only

Grade VIII education does not stand as much chance of being hired or of advancing as in former years. Preference in hiring is given first to relatives of employees, and next to local residents. Senior Matriculation graduates have an advantage. Aptitude tests are sometimes used. The company has a policy of finding easier jobs for employees as they become older, develop weak hearts or suffer injury.

Qualifications for Employment

The qualifications required for various positions on a professional or staff level were outlined. The openings for women are not numerous except on the office staff. There are a few nurses and laboratory technicians and only one female research chemist. There is a shortage in Canada of all professional engineers, especially mining, metallurgical and chemical. An engineering graduate with a bachelor's degree starts at about \$300 a month on an 18-month programme as engineer-in-training, during which time he commonly has three 6-month assignments in different phases of work such as design, development, pilot plant, analytical, technical library, or research. Local preference is of no importance and seniority of little importance on the professional level.

The company places great emphasis on safety and health precautions, and has a programme of welfare provisions. As early as 1900 there was a prepaid medical plan and at present there is a complete medical and hospital plan, half of which is paid by Cominco. There is an employee-administered Benevolent Plan, for which the company pays half the premium; a gift insurance policy which the company provides, and another policy which costs the employee 90 cents a month. An employee may borrow from the company to buy or build a house. The pension plan is non-contributory, self-administered and available to anyone entering company service before age 50.

In visiting the Materials Testing Sections of the Research and Development Division, the teachers saw the work done by industrial X-ray machines and radioactive cobalt 60 bombs in photographing metal parts to

detect weaknesses and flaws which might cause accidents. They were impressed by the great use of instruments for controlling and recording modern industrial operations. Materials tested ranged from Saran filter cloths, steel cables for hoists, to paints, cement, lubricating oils and fuel oils.

The size of the library and the facilities provided by its staff were surprising. Not only is it excellent on technical subjects, but the large volume of books, papers and pictures on the history of the Kootenays was impressive.

At the Assay office, the visitors learned how the ore from a mine is sampled and assayed by the shipper, by the smelter and, in case of disagreement, by an umpire, so that the shipper may be paid on the basis of its content of zinc, lead, silver, gold and cadmium. They also saw the new spectroscope being installed which in two minutes will tell the percentages of many metals present in an ore.

Later a visit was made to the J. Lloyd Crowe High School in Trail. Some of the school's rooms are used for training apprentices employed by the company as well as for ordinary day and night school classes.

During a trip through the Tadanac metallurgical plants, it was learned that a small smelter at Trail had begun before the turn of the century to treat copper-gold ore from Rossland, that the smelting

J. T. Young, of John Oliver High School, and Dr. D. M. Flather, of King George High School, report here on a visit by twenty-four Vancouver teachers to the operations of the Consolidated Mining and Smelting Company at Trail and Kimberley. The second part of their report will appear in the next issue of our journal. Pictures are by courtesy of C.M. & S.

Other teachers and other firms might be interested in participating in a similar venture through which Counsellors have a first-hand opportunity to learn more of the educational requirements of industry.

of lead had begun in 1901 and that of zinc in 1915.

It was found that about 500 tons of lead concentrate and 750 tons of zinc concentrate per day were shipped from Kimberley, which is about 200 miles from Trail. The visitors noted the large number of new diesel locomotives around the Trail plant, where recently there had been steam locomotives. In addition to the Sullivan ore, Cominco buys ores and concentrates from other Canadian and U. S. mines, and sometimes from such places as Siam, Persia, or South America for treatment at Tadanac smelter.

Close observation of the actual smelting processes disclosed that these are exactly the processes some of the teachers describe in Chemistry and Science courses. The lead bullion produced is about 98% lead, mixed with gold, silver, copper, arsenic, antimony and bismuth. The copper-filled scum is removed from lead bullion which has cooled to 1000 degrees F. and is smelted further. The remaining bullion is cast into 400-pound anodes for refining by electrolysis. In refining by this process, Trail was the world's pioneer.

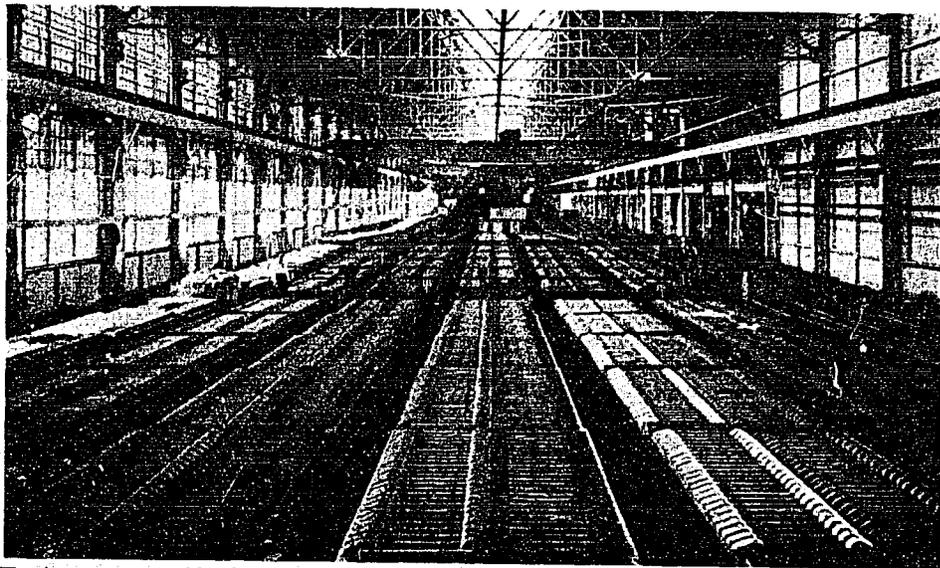
It was an experience for the teachers to lift a gold brick, 95% pure, the size of

a common brick, but valued at \$18,500. They also, at one moment, found themselves in a room with 2000 silver bars, 99.98% pure, each about 1 foot long, 6" wide and 3" or 4" thick. The value of the silver here was given at \$1,500,000.

The slag from the blast furnaces contains appreciable quantities of lead and zinc which are converted into oxides and escape as dust in the fumes from the slag fuming furnaces. These fumes all pass through bags of orlon and dacron, where the dust is extracted.

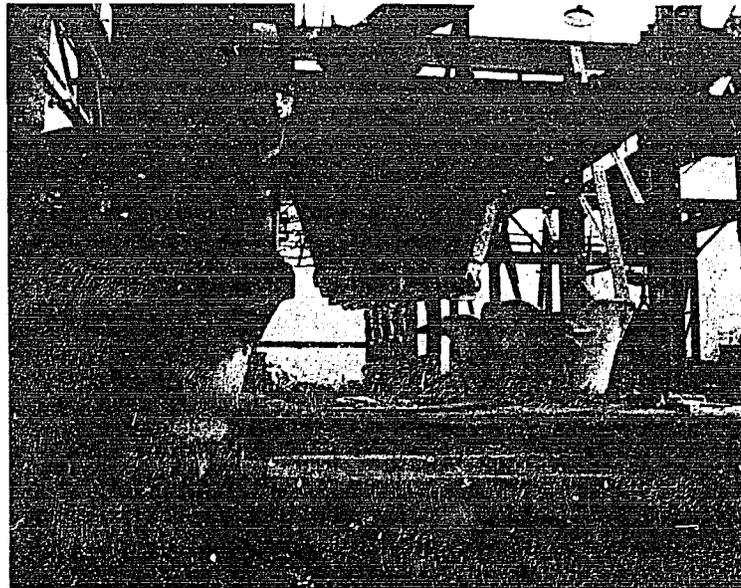
The sulphur dioxide gas which formerly caused such destruction to vegetation around Trail has, since 1930, been collected and made into sulphuric acid for fertilizer manufacture. A little ammonium bisulphite escapes from the Sulphur Dioxide Recovery Plant and falls like white snow flakes. This is now making the vegetation on the nearby mountains greener than if the smelter were not there.

The work of the Publicity Department was next explained to the group. The company endeavours to maintain good relationships with five publics: the employees; the communities of Trail, Rossland, Kimberley, Yellowknife, etc.; the people of



Teachers spent considerable time studying the Lead Refinery at Trail. Bullion lead (about 98 per cent) is refined in these electrolytic cells. The final lead product is 99.997 per cent pure.

Always a point of interest is the lead smelter crane way at Trail. The crane carries big pots containing nine tons of slag from the lead blast furnaces. Smaller pots contain lead bullion.



British Columbia; of Canada, and of the world. The functions of the Publicity Department include the publishing of the Cominco magazine for employees, the issuing of bulletins, the compiling of rules and regulations and providing internal publicity for "idea awards." The external publicity includes taking and distributing pictures, issuing press releases, providing data to the Government, giving information in answer to any letter, setting up displays, making charitable donations and entertaining 6000 visitors a year. The visitors, who come from all over Canada, the United States and the world, are taken on tours of the various plants.

The Publicity Department also provides a useful set of samples of Sullivan ores and concentrates, and Tadanac metals and Warfield fertilizers free to any secondary school in British Columbia if it does not already own such a display. A letter signed by the Science teacher and the principal, addressed to Mr. H. W. Bayley, Supervisor of Publicity, Consolidated Mining and Smelting Company, Trail, B. C., will bring a display to the school.

At the Tadanac Safety and Hygiene offices it was learned that each man employed by the company is encouraged to wear tempered glasses for greater eye safety. All employees exposed to lead fumes have their blood tested periodically to make sure they are not absorbing too much lead. If

the tests indicate the necessity, men are moved to another department.

The final visit of the second day of the tour was to the Purchasing Department, which handles over \$2,000,000 worth of goods per month. About 92,000 items are ordered each year.

As guests of the Engineering Division, the teachers were taken to visit the Waneta Power Dam on the Pend d'Oreille River. In the early plans, a concrete monolith was projected to redirect the river so that the dam might be built. This novel idea was later discarded in favour of a blast which sheared off the face of a cliff. The visitors were taken along a cat-walk halfway down the concrete face of the dam and across an open gateway with all the roaring water of the fast-flowing river channelled into the one narrow opening just below them. The resultant artificial waterfall surpassed many famous natural ones in volume of water, noise and spray.

The teachers learned that more than one half of the present electric power in B. C. is developed by five plants on the Kootenay River between Nelson and Trail, but the Waneta plant will ultimately produce more than these five put together. There is room for another dam and power development of equal size in the short 14 miles that the Pend d'Oreille River flows through Canada.

Eleven School Bands Attend

B. C. Band Conference

By **FRED TURNER**
General Chairman, Band Conference
Committee



THE first annual B.C. Band Conference was held in New Westminster, May 14th and 15th, 1954. Kelowna, Summerland, Oliver, Kimberley, Powell River, S. J. Willis in Victoria, and New Westminster sent their complete membership; Trail, Victoria High School, Oak Bay High School, and Gladstone in Vancouver sent part of their membership. Several other band teachers came in for the Conference, from Penticton, Castlegar, North Vancouver, and South Burnaby. There may have been still more, but they did not register with the general manager, Fred Turner, of New Westminster.

The University Extension Department extended its support to get the preliminary planning started, working first of all from a suggestion by Mr. Cumming of Powell River. The final Conference followed closely a plan of band exchanges worked out eight years ago by Mr. Turner and Gar McKinley of Oliver. In the final analysis, the co-sponsors of the Conference were the New Westminster Junior High School and the Parents' Committee of the New Westminster Boys' and Girls' Band, assisted by the Lions Club.

The bands arrived in New Westminster on Thursday, May 13. They were billeted in private homes for the duration of the Conference. The response to our plea for billets by the general public was truly magnificent. Next year we will have no trouble in billeting a much larger group. This is due in no small part to the splendid behaviour of this year's young people. We have been deluged with complimentary

remarks about them ever since they left for home. In all, we provided housing for 387 youngsters. A great deal of the work relative to the billeting was done by Ted Ross, of the New Westminster City Hall staff. The civic officials gave us splendid support, and provided the cards to be worn by Conference members, as well as printing the programme for the final concert.

Clinic Sessions Valuable

On the morning of the first day, Friday, we held the clinic sessions. Next year we will have to lengthen these sessions. They were one of the most valuable features of the entire Conference. Our clinicians were professional performers, chosen for their interest in youngsters. We found that the Conference members learned a tremendous amount from these sessions, and that they were particularly impressed with the performing abilities of the clinicians. Phil Parker and Bob Reid each held a trumpet clinic; Art Smith worked on the heavier brasses, with particular emphasis on the trombone; John Arnott and Don Lastoria held single reed clinics; Vic Luff worked with the percussionists; Jack Habkirk held a double reed clinic, whilst Jack Cuthbert was chairman of the bandmasters' forum. Later in the morning, everyone went to a lecture on care of instruments, given by Al Smaltz.

The afternoon of the first day was taken up with the appearance of all our bands at the Royal City's May Day. Each band appeared and was introduced before it played before the 12,500 people in the

park. As a finale, all the bands played as a massed unit, under the baton of Mr. Turner. This was a most remarkable performance, with over 575 players performing simultaneously. They played the Sousa march, High School Cadets, and ended the programme for the afternoon with their performance of the National Anthem. In the evening a movie on band work in an American high school was shown, followed by a party, at which the youngsters provided their own dance music. There were some very clever dance band groups included in the attending bands, and they played very creditably.

Individual Adjudication

All day Saturday was taken up with individual performances by the attending bands. Each band was criticized by each of our three expert adjudicators. They were: Lieut. Cdr. H. G. Cuthbert, of the R.C.N. at Naden; Stanley Bligh of the Vancouver Sun, and Lieut. C. J. Cornfield of New Westminster. The adjudications were quite detailed, and it is hoped that each band will profit from its mistakes. We were told by the adjudicators that our bands as a whole were playing on a higher standard than they had expected to find. At the same time, many errors were pointed out, and a great deal of improvement is looked for before our next Conference.

Saturday evening a final public concert was given before an enthusiastic audience that stayed until 11:45 p.m. to hear each band perform alone for twenty minutes. The grand finale was the massed band, led by Mr. Turner. Their performance of a march, the Deep River Rhapsody, and Chopin's Ode to Music was an inspiration in itself. The playing sounded almost as if a giant pipe organ was being used. Many people in the audience expressed their surprise and pleasure to us at the end of this performance—some being moved almost to tears by the beautiful quality of the playing. This massed band was made up of players from each band, from each stand—not just the solo performers. More than 350 were crowded onto our specially constructed tiered stage. This stage was erected without the use of a nail, out over a deep

orchestra pit in front of the regular stage. It was built under the direction of Norm Swift, a member of our band Parents' Committee in New Westminster. It is safe to say that such a band has never before performed in this province.

The bands assembled at the New Westminster Junior High School for their departure on the Sunday morning. In order to bring these young bandsmen and bandswomen together, many forms of conveyance were used, from trains, busses, and school busses to fish packers and private yachts. Each school district that sent its group is to be congratulated for having made the effort.

Displays of instruments and music were available to the Conference members, as was a display of uniforms. Firms represented were Western Music, Knighton Music and Tip Top Tailors. The music display by Western was very complete, offering the band teachers a marvellous opportunity to select their work for the coming year. The instruments displayed were valued at more than \$15,000.

One of the most valuable results of the Conference, in the minds of the teachers, was the formation of a B.C. Band Music Teachers' Association, with W. C. Cumming of Powell River as president. More news of this group will probably come from him in the near future.

Youngsters Benefit

It is impossible to realize fully all of the benefits derived from participation in the Conference by each of the youngsters privileged to attend. We feel that this is one of the biggest steps forward taken by music teachers in this province. The musical value of the Conference for each pupil, the incidental character growth in a properly supervised and controlled situation, plus the opportunities for teaching Social Studies in the most desirable way—by actually showing the features being discussed in a natural situation as they occurred outside the bus, train or boat windows—all of this and much more, combine to make of our Conference a most valuable teaching and learning experience for teacher and student alike.

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No Mood For Literature

By C. W. MILLER

"WHY didn't the poet say it this way, if this is what he means?" The student who asks this question of his literature teacher knows that he is not being entirely fair. His nickels in the juke box prove that he enjoys rhythmic word patterns which appeal to his emotions. But we, as literature teachers, are aware that, in vexatious moments, this question is in the minds of most of the students in the class, and that we are partly responsible for its being there.

It is not always possible to see literature in terms of life and life in terms of literature. During their short lives, our students have existed for the most part on a diet of excessive stimulations, which "blunt the discriminatory powers of the mind," to use Wordsworth's phrase. Further, no matter how well the lesson is presented, some students will always assume that the purpose of the lesson was to decipher the poem and discover the prose sentence which sums it all up. Our examinations reinforce this point of view, and encourage students to regard poetry as badly worded prose. Finally, most of us are still so unsure of ourselves regarding what we should say about any piece of literature, that we are slightly embarrassed by the student's frank request to know why the poet did not make his "meaning" clearer. We tend to answer him by saying either that the poet is suggesting far more "meaning" than can be captured in the prose statement, or that there is something so beautiful about the way the words go together that any change would destroy the beauty. Both arguments will fail to convince the skeptical student. We would be on much stronger ground if we could combine these arguments into one, that is, if we could show that the thought and emotion cannot be separated, and that the emotion makes possible our search for the additional

meanings. By telling you of an experiment I attempted, I hope to show how this double-barreled argument can be presented to the students.

Two years ago I taught poetry to Freshmen at U.B.C. for the first time in my six years on the campus. The more leisurely pace of English 200 and English 205 had to be abandoned; often three or more poems had to be forced into a 50-minute period. Obviously I had to define my aims clearly and sacrifice material which appeared to be of secondary importance. I decided to place the emphasis, not on the poet's life, influence, beliefs or social background, but rather on the poem *as a poem*. The students should be aware of the poet's aims and methods within each individual poem.

Key To Poems

In my attempt to impress upon the students the need for realizing the poet's control over both thought and emotion, I stressed, as the key to all poems, the imaginative impulse, its power, energy and insight. The concept was so nebulous, even to me, that I found myself abandoning it almost at once in favour of an approach which seemed at first glance to be hopelessly inadequate to my needs. The word "mood" soon replaced "imaginative insight," and everything in the poem was in some way being related to "mood." Surprisingly, I was achieving good results with this method. During the next few weeks I became convinced that not only was I enjoying my teaching as never before, but that many of the students were "taking fire." They appeared to have found a satisfactory answer to the old question: "Why does the poetry have to be this difficult?"

The students received the following simple formula for approaching any poem—

or any novel, short story or drama, for that matter. Its simplicity proved to be more helpful than misleading.

1. Determine the feelings, emotions or mood of the poet at the time of writing.

2. Discover what event or condition has caused such feelings to arise in the poet. (It may be helpful to answer the question: "He feels this way because . . .").

3. Note whether the poet's feelings change and develop in the poem, and whether the poet is attempting to build up two contrasting attitudes to his material.

4. Discover how the poet has organized your emotions so as to produce in you a mood approximating that which the poet wishes to describe. You can do this by checking the relationship of the mood to each of the following aspects of the poem: (a) Selection and Emphasis. What details does he select and ignore? What details are emphasized and why? (b) Form. How is the mood helped by the poet's choice of rhyme patterns, metres, and line and stanza lengths? (c) Sounds. How is the mood aided by the sounds of individual words or groups of words? (d) Imagery. How do the poet's word pictures help to generate the mood he is developing in you?

Organizing Ideas

Perhaps such a list of questions and directions need not be given to the students, particularly those in the elementary grades. But there is value in the students' knowing what to ask themselves regarding a poem, play, novel or short story. They appreciate a method which organizes their ideas about something they have read. With some guidance, even my poorest students learned to use this method successfully.

Each lecture commenced with my reading of one of the poems to be discussed that day. I took this opportunity to explain any vague references and difficult words. The reading was followed immediately by two student reports on the poem. The reports, unread by me and of about 300 words each, had been written out beforehand and were merely read to the class. The class now had two opinions on

In this issue we begin a series of three articles on the teaching of literature by Craig William Miller. Mr. Miller is at present on the staff of the University of British Columbia. He teaches English 200 and is in charge of Correspondence English 200. He holds three degrees and is presently working toward his Ph.D. in English.

the poem, and were urged to question anything they had heard. Finally, I commented on the reports, adding whatever material I felt necessary.

The students selected to make the reports were usually those not participating adequately in class discussion. They were the group for whom poetry was a special terror. I assigned the reports far in advance, and extended the invitation to each student to "talk over" his poem with me. In the office, if the student seemed completely baffled by his assignment, I would ask him whether the poet appeared happy or sad, fearful or proud, angry or jubilant. Then we tried to find in the poem the words which gave us this impression of the poet's mood, usually discovering in the process that the poet was building up a contrast or trying to achieve a climax. Each word or phrase, therefore, became an important part of the structure of the poem. At this point the student was usually able to explain to me why the poet's words were effectively chosen, and what were some of the overtones and suggested meaning arising from the poet's word-order, imagery and emphasis.

These minutes in the office with the student were more important pedagogically than any others during the year. We both benefitted. Seeing the poem with fresh eyes, he told me things about the poem that I had not observed. Our voyage of discovery through the poem brought us closer together, creating links between us which were obvious later in classroom discussions. And most important, the student often grew excited about poetry, once his difficulties were met and explained. The usual comment which he made as he left the office was that his poem was the best poem we had studied so far.

Ink On My Fingers

By NORMAN HURST



Professor McKenzie supervises his Writers. From the left are Dave Reimer, Lake Cowichan; Ken Hasanen, Sooke; Hugh Matheson, Burnaby; Walter Fogg, Campbell River; John Smith, Kelowna; Norman Hurst, Coquitlam; John Charters, Castlegar; Wes Hunter, Langley; Barbara Macfarlane.

DID you feel the urge to write when you were in High School? Are you an accomplished liar? If you can answer "Yes" to both these questions then you have the prerequisites essential to a successful author, particularly of fiction! So stated Professor Vernon McKenzie, quoting a professional associate, in introducing himself to the eleven delegates to the Writers' Course at the B.C.T.F. Fifth Annual Workshop held at Qualicum College on Vancouver Island during the last week of August.

As former director and still member of the faculty of the School of Journalism at the University of Washington, Professor McKenzie brought to the seminar an impressive wealth of experience gained in capacities ranging from "cub" reporter with the *Toronto Star* in 1906, to lecturer on contemporary affairs to the American Army of Occupation in Europe during the immediate post-war years. His material for this latter assignment was gleaned from visits to the horror chambers at Buchenwald and to various countries behind the Iron Curtain. The voice of such wide experience gave skilled and authentic guid-

ance to the humble would-be scribes, myself among them.

Using the Group Dynamics technique, now well-established as an effective and productive method in such projects, Professor McKenzie led discussions in detail concerning the following problems:

1. The identification and preparation of newsworthy material concerning activities within the schools, the Federation, and the teaching profession generally.
2. Particular styles of writing for particular publications.
3. Features distinguishing "news" from publicity and advertising.
4. Presentation of copy to publishers.

Practice in the special art of writing for daily and weekly local and national newspapers, as well as for periodicals, was related to events at the Workshop itself. Thus the particularly interesting and revealing address by the Minister of Education, the Honourable Ray G. Williston, on "Teacher Training" was covered by the enthusiastic but green teacher-reporters. This was done in spite of the Minister's insistence that his remarks were strictly "not for publication" at this time. However, as anticipated, our first efforts in this fascinating field of creative endeavour were ruthlessly "torn apart" by Professor McKenzie. The Honourable Minister may rest assured that most copy was discarded at first reading; a few select lines were promoted to the attention of at least the First Proofreader, but not a single comma attained the honour of permanent print! This end result indicates the extent of the detailed constructive—or destructive—criticism levelled at the work of the newshawks, (and one hen!), by the seminar consultant in his accustomed capacity of

exacting but disarming editor of such publications as the *Delta Daily Diatribe*, the *Windermere Weekly Wailer* or the *Princeton Permanent Record*.

News letters of the various Locals within the B.C.T.F. next came under detailed review. Useful practical suggestions were exchanged concerning such details as banner headings, page size, content, assembly and distribution of the publications.

With the completion of the above project it seemed inevitable that *The B. C. Teacher* should come under microscopic examination. Readers will be pleased to hear that Professor McKenzie confirmed an already fixed impression that *The B. C. Teacher* compares very favourably with similar professional journals both from across Canada and from our neighbours south of the 49th Parallel.

Stan Evans, Editor and Business Manager of *The B. C. Teacher*, was present at this latter session of the seminar. He gave a brief but most enlightening summary of the problems of producing such a publication, and was most receptive to suggestions for its further development. He stressed particularly the need for contributions from more members of the Federation. He strongly suspects, and I believe

Norman Hurst is a member of the teaching staff at Viscount Alexander School, Port Coquitlam. He was a delegate to the Writers' Course from Coquitlam Teachers' Association.

many of us will readily admit, that there must be within our ranks many too-modest teachers who, in their day-by-day work, have successfully dealt with specific problems as "mirror writers" or "changing voices". There must be many who have clearly crystalized thoughts concerning the changing philosophy of education in an ever-changing world. *The B. C. Teacher* is most anxious to hear from these people so that their experiences and thoughts may be shared by others. Their contributions can point the way to more successful teaching and to the advancement of the profession.

The week at Qualicum College was an inspiring and practical experience. I am proud and grateful to have been delegated to share that experience with professional colleagues so dedicated both to the fine art of teaching and to the more effective functioning of the Federation through its various locals.

We Conclude the

Report On Qualicum

Teacher Training

Discussions on this topic centred around three main ideas: The pre-selection of teachers; the selection of teachers for training; pre-service training.

On the topic of pre-selection, it was pointed out that high schools will be asked to form teacher-sponsored clubs with a view to urging suitable students to adopt teaching as a profession and it will be essential in such clubs to have as sponsors outstanding teachers, in order to "sell" the importance of the profession to the students. The clubs would help to counteract various factors which now mitigate

against the popularity of teaching as a profession. An early interest in education is highly desirable, though not essential, on the part of the student intending to select teaching as his profession. In such clubs as are proposed, there is a possibility of limited practical experience, which will develop interest. Scholarships sponsored by Locals would be of great benefit as well.

In selecting teachers for training, the granting of B. C. Government bursaries will assist deserving students and will also have a controlling influence on the type of student who wishes to teach. At present

there is little attempt to control the type of student entering the profession. Teaching requires a high type of character, personality, aptitude, health, and academic standing, but standards for teachers entering do not appear to be high enough at the present time. A Board of Selection should be set up to assist in "screening" candidates for teacher training. In making selections, the records of counsellors should be given considerable weight. Academic standards should not be below C plus, and candidates should have mastered the basic "tool" subjects, should be able to speak English well and should have no speech impediment. Even at the Grade IX level, advice should be given by counsellors regarding subjects which should be taken in preparation for a teaching-training course and selection tests should be given at the Grade XI level.

The discussions on pre-service training produced the following ideas: (a) A selection of undergraduate courses should be carefully made. (b) Outstanding teachers should be encouraged and permitted to devote part of their time to lecturing and working in the teacher-training course. (c) Present standards must be raised and a longer training period urged. (d) The programme should be under the auspices of the University to a certain extent—so that a university degree may be received. To overcome the transition period between the present training programme and any new programme, and to provide a continuous supply of trained teachers, it is suggested that all trainees with Junior Matriculation (University Programme, Grade XII) take two years' training; with Senior Matriculation, one year's training. Beyond this trainees should be allowed to take some courses by summer sessions as well as regular session. (e) The B.C.T.F. should be represented on any Board set up to arrange a teacher-training programme. (f) Such a programme should include lectures of a practical value and be given by successful teachers already "in the field." (g) There is value in internship for the training of teachers. Intern teachers would work with experienced teachers to learn the basic techniques and assist

in the work. They would be paid a subsistence salary during this period. (h) It would be advisable to set up a Certification and Teacher-Training Board which would reconcile any possible differences between the University and the Department. It would be composed of teachers, trustees, representatives of the University and the Department of Education. It could advise on general curriculum problems and would be responsible only to the Minister of Education.

Public Relations

Public Relations may be defined as "Doing a good job and getting credit for it." For schools, it is "Letting the community know what goes on in the school, why it goes on, and getting public approval."

These assumptions are felt to be basic: We have Public Relations problems which are essentially the same in all districts. Teachers, in the classrooms, set the standard of Teacher-Community Public Relations. There is a need for improvement in our Public Relations, but good Public Relations don't just happen—they must be planned. Public Relations change from time to time; sometimes they are good, sometimes bad. Whether he realizes it or not, the individual influences the Public Relations of his group.

We want the public to believe these things about teachers: That they are teaching more children more subjects more effectively than ever before; that they are dedicated to their profession and are constantly seeking ways to improve the educational system; that they love children and enjoy teaching them; that they are good citizens; that they are no different from other people but are doing an especially important and exacting job; and that they carry as much load in community life as other groups.

The most effective Public Relations contacts are person to person such as these: teacher-teacher, teacher-parent, teacher-pupil, and teacher-other individual. The second effective approach is found in group contacts, as between teachers and P.T.A., teacher organizations and school boards,

Continued on page 120

Merchandising Policy

THE B.C.T.F. Co-operative was established primarily as a building and loan association to assist teachers in the province to obtain housing wherever housing was scarce or inadequate. The Executive of the B.C. Teachers' Federation also laid down a policy of passing on to Co-op members such privileges of mass purchasing as might develop in the operation of the Co-operative. At the time of formation of the Co-operative it was recognized by the Annual General Meeting and by the Executive that there could be some loss in good will through the operation of the Co-operative but it was also recognized that the over-all picture would probably be improved. Regardless of the little fuss that has recently developed through the publishing of a Co-op catalogue, there surely has been an increase in good will in those parts where the Co-op has been most active. Most of the fuss has arisen through lack of knowledge of the background of the Co-operative Association.

Co-Op's Two Purposes

What merchandising the Co-op has done has been for two purposes. The first is to attract membership. Co-op shareholders show an interest in the problems of their fellow teachers. They profit individually by purchasing; their investment forms the main pool of Co-op capital. Secondly, profits from sales partly subsidize the rental units that have been built for teachers in many small communities throughout the province. Profits from sales carry the overhead of the Co-op's contracting, building and financing enterprise.

Some local commercial establishments feel that business is being unfairly diverted.

The fact is that in every locality where teachers have used the Co-operative to any appreciable extent the business diverted has been but a small fraction of the new business that the Co-op has generated for the local merchants.

Small Town Housing

Let us look at the small town of XYZ, in the interior of the province. The supply of teachers here had always been casual, with vacancies unfilled in late August, teachers remaining a year and then moving on, a new teacher supply problem each year. Teachers in that town made representation to the Co-op for help in housing. The Co-op built rental units with the help of N.H.A. funds. It financed teachers building their own homes; it is setting up priorities for further loans for homes in XYZ. The total amount of building created in XYZ because of the activities of the Co-operative has been at least \$50,000.

Practically all of this money was spent locally, for supplies and materials, for labour and for sub-trades. The school principal has since reported that he has filled vacancies early, teachers are indicating an intention to remain at least semi-permanently, and the whole educational atmosphere has improved.

Teachers of XYZ have bought through the Co-op probably five thousand dollars worth of merchandise. To this extent, the Co-op has taken business from the local merchants, but the fifty thousand dollars of new money placed in XYZ by the Co-op has compensated the local business houses many times over.

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Grass Roots

By CHUCK BAYLEY

ANY political party would be riding high if it had 42,000 paid-up members in 507 closely related Associations throughout the province, and the prospect of more.

Any manufacturer would be on the proverbial gravy train if his products carried the seal of approval of these 42,000 members.

A dozen or more interest groups would be able to coast to their goal if they could line up the full support of these 507 Associations.

The 507 Parent-Teacher Associations in British Columbia now have some 42,000 members, an all-time high. But much more is happening than the increase in membership.

P.T.A. is a household term. When dad says that he is going to P.T.A., the family knows where he will be and what he will be doing. P.T.A. is well-known publicly. Province-wide, the daily and weekly newspapers give more column-inches to its activities than to those of any other organization.

The P.T.A. is also subject for the cartoonists and for the caricature specialists, but no one worries too much. Year after year, the routine goes on—the September membership drive; monthly meetings mostly attended by mothers and a sprinkling of teachers grouped in a corner; two or three special events, ladies' auxiliary style; and finally, the annual elections which few attend.

The P.T.A. is well-known for its generosity. Throughout the province it has raised hundreds of thousands of dollars for school libraries, radios, pianos, projectors, stage curtains, team sweaters, sports day prizes, scholarships, and gifts. These con-

tributions have been cash-on-the-line proof of the desire of P.T.A.'s to assist the schools.

Through the years, the P.T.A.'s have been the grass roots of public support for education in British Columbia. The influence of these 507 Associations is quite different from the impression that a visitor would get at the monthly meeting of Arkwright's Mooki Creek P.T.A. It is necessary to look at the provincial arrangements to understand the present and future position of this organization.

Two-Way Development

A two-way development has been taking place. The visionaries working in local associations, a few years back, felt that the provincial organization had to be strengthened before the P.T.A. could clearly define its role with respect to public education. This has been pretty well achieved. Now, the provincial body, the B.C. Parent-Teacher Federation, is working to strengthen the programme of the local associations. This reciprocal influence is more active than most P.T.A. members realize.

Structurally, the 507 Associations are grouped into nine zones. They are further arranged into some twenty-two councils so that a number of Associations can get together to discuss common interests. The Federation maintains a permanent office at 423 West Broadway, Vancouver, with an executive secretary and two office assistants. Its activities are maintained by a 40-cent per member grant from each Association.

Policy at the provincial level is decided by the Annual Easter Convention through resolutions submitted by the Associations. The eight aims of the P.T.A., listed on the back of the membership cards, are the guide posts as to what is legitimate busi-

ness and what is not. The Federation, in this respect, is very independent—it never endorses a brief prepared by another organization; if it agrees with the principle, then it will do its own study and write its own brief.

As a service to the local Associations, the Federation publishes the British Columbia Parent-Teacher Magazine. It puts out an Association Packet with answers to almost every question that a table officer or a committee chairman could ask. But perhaps the most important activity is the training programme which the Federation has been promoting. Since September it has conducted twelve regional conferences designed to make officers of the local Associations aware of (1) the basic aims of the P.T.A.; (2) how to achieve these aims; and (3) the skills to use.

On the education front, the Federation

has been interested in curriculum and now has representation on the Advisory Curriculum Committee. It has been concerned with teacher recruitment. Recently it has made a province-wide survey on how parents feel about report cards.

Looking ahead, the Federation hopes that the P.T.A. will gradually drop its role as supplier of material goods even though money-raising is one of the best welding activities. Long term aims include smaller classes; improved training for teachers; more attention for the slow and for the bright children; more mental health coordinators, and more qualified counsellors; and a greater equalization of educational opportunities throughout the province.

All this doesn't sound like the last meeting of the Mooki Creek P.T.A., but it represents policy of the 507 Associations together.

New Ideas In Teacher Education

WE ARE indebted to Dr. John I. Goodlad, an ex-British Columbia teacher, now Director of the Division of Teacher Training, at Emory University, Georgia, for literature from which the following ideas in teacher education were gleaned:

1. Education as a field of study is a composite of several or all foundation subjects generally considered to be anthropology, biology, history, philosophy, psychology and sociology. A study of all of these fields would require a preparation time much longer than commonly allowed in universities for the training of teachers. The problem therefore is to achieve "a synthesis that pulls together the essential understandings from a range of appropriate fields."

Mr. Goodlad seems to feel that the common practice of organizing such separate courses as educational psychology, history of education or philosophy of education has not proved too successful.

Yale University is approaching these problems through the organization of

Junior and Senior seminars in the first two years of its Master of Arts in Teaching programme. In the Junior seminar an attempt is made to relate anthropology, history, and sociology. The seminar is taught by three professors, each representing one of these fields. There is no detailed pre-determination of the content to be covered, which is in part determined by the selection of "case studies" as foci for learning and teaching. These case studies give a brief account of some problem or situation likely to arise in the course of a teacher's work. As the seminar group studies and discusses the case, the need for certain skills and understandings becomes evident. The three professors serve as guides in the identification of problems to be solved, of additional information needed, and of sources available.

The Senior seminar adds philosophy and psychology to the three areas previously studied. The case-study approach is used once again, but now material from five rather than three fields is drawn upon. Since one man represents both historical

and philosophical foundations of education, his presence throughout the two years adds immeasurably to continuity in the seminars.

2. It is desirable for prospective teachers to have direct contact with schools and children *before* they engage in student teaching. Part of the requirements for a course in educational sociology at Northwestern University is a directed visitation of some twenty districts, agencies and schools.

Adelphic College *requires* all students to participate in the following activities before engaging in student teaching:

(i) An orientation period of at least six weeks in a rural setting during the summer preceding enrolment as a Freshman.

(ii) A summer of employment in industry or business, with a related seminar.

(iii) A summer spent in community service, with a related seminar.

(iv) Several months of study and travel in a foreign country.

3. Recognizing the importance of practice teaching in any preparation programme, Agnes Scott College—Emory University arranged workshops for critic or "co-operating" teachers. Those attending the workshops later participated in three internships with accompanying seminars. The internships called for supervision of a student teacher for a full academic quarter.

At this time when the whole programme of teacher education in British Columbia is under review such reports as the above should be of special interest to the Federation membership. The B.C.T.F. Teacher Training Committee hopes to have material on the general problem published in each issue of *The B.C. Teacher* next year.

Report on Qualicum

Continued from page 116

or teacher groups and the community. Impersonal contacts, as those made through publications, radio, or television, are least effective.

Suggestions were offered for improving relations between teachers and the public. These included visits to the homes of pupils, private discussions of the progress of a child with his parents at the school, form letters attached to the report card to interpret some phase of the school programme, or special invitations to parents to participate in some school activity. In this connection, it was suggested that parents might be invited to judge children's flower displays, art displays, Halloween costumes. They might be asked to help with props for school plays. Fathers should not be overlooked when these special invitations are made. Parents of foreign origin appreciate being asked about national costumes, special food dishes, national art or handwork.

Teachers should participate in community affairs. They should also live in the com-

munity in which they teach if possible. Even if commuting is necessary, they should participate in some community affairs in the district in which they teach and should spend some portion of their earnings there.

Teachers should avoid the poor Public Relations which comes from taking employment outside the profession, and especially employment which lowers prestige. They should at all times be proud to be recognized as teachers.

The delegates also discussed the impersonal media of Public Relations—press, radio, television and films.

Many suggestions for making use of all facilities were given, but the daily and weekly press offer much more scope. In preparing material for use in the press select topics of public interest, give pupils deserving of special notice a place in press reporting, use paid-for advertising, invite reporters to attend convention sectional meetings and school activities which are open to the public and let them report. Above all, use good judgment and do not over-emphasize teacher activity.

Education In A Geographic World

By GEORGE T. RENNER

Take geography out of the primary school, advises this eminent geographer. Rebuild the curriculum from elementary school through college around a core of geographic relationships, understandings, and values. This may be the cheapest way to avoid global catastrophe.

UNLESS the peoples of the earth succeed in building a world government within the next decade or so, civilization is very probably doomed. The imperative need for world citizenship has been thrust upon us by the inexorable course of events, without any regard for our acceptance of it or our qualifications for it.

Education Races With Catastrophe

That we are not now qualified for world citizenship is shown by the fact that we are at present drifting toward atomic warfare faster than toward world government. The only instrument leading toward world unity rather than world war is education. To say that the blame for our present drift toward war lies with some other country, such as Russia, is to ignore the axiom that it takes two sides to make a quarrel. In the light of this, it is interesting to note that no American newspaper has ever pointed out to its readers in the United States any issue where our government has been wrong or even in a weak position in dealing with Russia. Moreover, no newspaper in the United States has ever told its readers that international relations is a long-term science, that the present American-Russian quarrel is not the result of events and issues of the past few years, but that it goes back to policies which we ourselves

have officially and unofficially been following ever since 1919—policies which today make understanding and sympathy between the two nations almost impossible. It has not told the American people that the Russian "Iron Curtain" was preceded by the Western Powers' "Cordon Sanitaire," that Russia's marshaling of puppet votes is balanced by America's sponsorship of Argentina's dictatorship before the United Nations, our allocation of Marshall Plan aid to Dictator Salazar, and our "whitewashing" of neo-fascism in Italy. Nor has it ever pointed out that Russian control and influence today extends over no larger portion of Europe than in 1914.

All this is not to draw any comparison between our own nation and Soviet Russia, it is merely to illustrate the fact that we lack the ability to be objective when viewing our own actions in the community of nations. We will never get a world government nor achieve world peace on that basis. Obviously, the kind of education we have been giving ourselves has not produced the necessary result, nor has it even moved us very far in the desired direction.

What Kind of Education?

What kind of education is needed? When that question is asked, a hubbub of argument is created by those with vested interests in the existing educational curriculum. This is so noisy and self-assured as to prevent any rational frontal approach to the problem.

We live in a geographical world. To understand it requires that we be able to do geographical thinking as readily as we read, write, and cipher. It is the primary tenet of geography that no situation, social problem, or current event can be adequately understood apart from the natural

ABOUT THE AUTHOR

George T. Renner, professor of geography at Teachers College, Columbia University, is one of the nation's leading geographers. A graduate of Cornell College in Iowa, Dr. Renner earned his master's and doctor's degree at Columbia, where he was first a lecturer and later instructor in geography. He went to the state University of Washington as associate professor and chairman of geography in 1927, remaining until 1933. He returned to Columbia as visiting and associate professor in 1936, becoming professor of geography in 1939. Between his service at the University of Washington and Columbia, he served as geographer with the Iowa Forest Survey; assistant agricultural economist with the Land Policy Section in Washington, D.C.; economist with the National Resources Board and Commission; and consultant for the National Resources Planning Board. A leader in air age education, Dr. Renner is a member of the Aviation Education Research Committee of the Civil Aeronautics Administration. Some of his books are *Regional Factors in National Planning*; *Geography: An Introduction to Human Ecology*; *Conservation and Citizenship*; *Conservation of National Resources*; *Geographic Education for the Air Age*, and *Human Geography in the Air Age*.

environmental setting in which it occurs. To think geographically, therefore, is to examine every situation or event in the light of its environmental setting, and to relate it properly to the conditioning factors therein which impinge upon it. This is not something which one can learn to do by traveling or reading a bit, or by consulting an atlas map or a reference book, or by undertaking a few hasty units of work on the elementary school level. It is a long and involved, albeit fascinating, process to learn. Moreover, it is one of the most difficult things in the educative process to teach successfully.

Ignoring Geography

Although we live in a geographical world, one would never know that fact by examining American or Canadian curricula. Education in the United States and Canada goes to great lengths to ignore geography. (Some American educators of the nineteenth century even partially succeeded in attaching an incorrect definition to geography, which made it easier to relegate the subject to a minor position in education.) These two countries are so gigan-

tic in area, are so full of undeveloped resources, and have been so relatively empty of population, that men therein have been indifferent to the outside world. Their energies were absorbed by internal affairs, but even so, natural resources appeared so limitless that almost no attention was paid to ecological (man-related-to-environment) or geographical matters. Instead, since they were involved in building a new pattern of institutions in a new land, men made the natural mistake of thinking that institutional and topical rather than geographical approaches to social study, yield basic insights into human society.

It should also be noted that both these great countries are youngsters in the world family of nations, and that they possess no very impressive national history. They have, accordingly, gone to great lengths to imitate their history and to manufacture for themselves a great tradition. This has resulted in an exorbitant overstressing of history in their systems of education. Thus, American and Canadian education today seeks to understand the present and future by looking at the past, and it essays to understand human society in a geographical world by employing a topical and institutional approach and ignoring the geographical approach to social study.

Resultant Problems

To explain a situation, however, is not to justify it. The recent rise of the conservation movement is convincing evidence that educational efforts toward an understanding of society's geographical relationships to natural resources and other matters of domestic human ecology have been neglected too long in the United States. Our ineptitude in global relations and our inability to view our own acts of national policy in an objective manner, is equally convincing evidence that our geographical approach to external affairs has also been neglected far too long.

Hardly had the smoke cleared away at Pearl Harbor before a geographer was asked to head up the invasion planning seminar of the Army General Staff. The President had meanwhile appointed another geographer to a committee of three

set up to act as a steering committee in formulating the nation's foreign policy. Soon nearly every qualified geographer in the United States was put to work in some aspect of federal war service. The Army arranged with colleges and universities to give specialized training courses to thousands of men in military service, and demanded a rather heavy emphasis upon geography in these courses. As one Chicago newspaper said, "And were the faces of the college presidents red! Many of them found they had no . . . geography (professors) on their faculties", all of which led the U.S. Commissioner of Education to declare that, "We are more illiterate than any civilized nation I know . . . If we can get out of that policy an intelligent understanding of the world . . . I would like to know how to do it."

Did Experience Teach?

Did we as a nation learn from this wartime experience? Apparently we did not. It seems never to have occurred to many college presidents that a subject which proved to be requisite for winning the war, was equally fundamental in peacetime.

Perhaps this was the result of failure on the part of most of these college presidents to comprehend the nature of geography. They observed that, as a result of war experiences, the American people had learned scores of place names such as Tulagi, Yap, Velikiye Luki, Anzio, and Wupperthal, and had accumulated a mass of verbal sophistry about oranges in Algeria, oil in Iran, and heavy rainfall in Assam, whereupon they jumped to the erroneous conclusion that the American people were now well informed geographically. Even the War Department made the same mistake. It learned about Mackinder's "Heartland" theory, that the Aleutians were American and not Japanese islands, that Singapore could be captured from the rear, and that invading Italy did not lead on into central Europe, whereupon it concluded that it then possessed the full substance of geography. Actually this kind of empirically learned facts is geographical material in one sense, but it is at best one-use knowledge. It can be

derived through experience but it bears no relation to our being prepared for, or winning, the next war. It does not lead to geographical thinking. Indeed, by the time it is learned by the public, it has ceased to have any strategic value. As a result of this fundamentally wrong assumption the nation's service academies today go right ahead teaching military history (including the Battle of Trafalgar and the cavalry campaigns of Stonewall Jackson) but leave the teaching of military geography until after the next war gets under way. This practically guarantees that our military leaders, as well as our political leaders and the public at large, will enter the next war as geographically uninformed as we were in 1941. This, of course, further implies that we as a nation will have to rely upon winning future wars at the tactical rather than the strategic level. We will simply repeat, in a new setting, all the mistakes which Admiral Yarnell and General Billy Mitchell warned about several decades ago.

Geography for Diplomacy

Our lack of geographic education promises to make us as inept in diplomacy as in matters of war. To many of our leaders, as well as to our populace in general, all territorial moves of other nations look like aggression; all American moves look defensive. Lacking knowledge of political and historical geography, our people seem unable by themselves to distinguish between a nation's theft of territory and that nation's re-possession of territory formerly stolen from it. Lacking knowledge of economic geography, they think that when our nation gets petroleum it is "development", but that when another country gets that same resource, it is "looting". Lacking knowledge of social geography, they believe that dictatorships unfriendly to us are a threat to world peace, but they condone lending money to dictatorships friendly to us so that these latter can stay in power. This not only renders us likely to make the wrong moves in international relationships, but it also means that a large portion of our populace must rely upon the press to be told the ostensible meaning



Every climate and landscape is natural.

of current world affairs. This widespread geographic illiteracy is a circumstance which, therefore, renders the majority of the American people extremely vulnerable to organized propaganda in connection with certain kinds of subjects.

Geography for Peace

If the recent world war taught us any lesson at all, it is that geographical education is absolutely essential in wartime. Most of our educators, however, are now refusing to face the fact that it is even more essential for peace than for war. If we are ever going to have world peace, it will be because we have educated our people to understand better the other peoples of the earth. The kind of education now in vogue has not succeeded in making people tolerant enough to be able to live in the modern world. But tolerance is not produced by exhorting a man to be tolerant, or by telling him to adhere to certain abstract principles. Rather, it is produced by teaching him such things about other people as will make him feel it unnecessary to fight them. When a man comes up against the fact that other men do not believe in the things which he had supposed were universally believed, that they do not even define familiar terms in the way he does, and that they are competing for things wanted by himself, he is going to be fearful and then angry; unless of course he has been taught the things about other men that will make their actions appear reasonable. But how

can Americans be rational in judging their own nation's behaviour in the world community, or understand the actions of other peoples, when the relationships of these peoples to their various environments (out of which grow those people's problems, attitudes, hopes, and biases) are unknown to them—unknown because they have not been taught the social science of geography which treats of such things.

During the recent war it became obvious that training in geography is a prime necessity for planning and winning a military struggle. It also became obvious that such training is equally necessary for the public if the latter is to understand and support a nation's war effort. The value of geography to a nation during peacetime, however, is far greater than during a war. It is pretty obvious that after playing a decisive role in winning the First World War, we lost the peace between 1919-1939 because we, as a nation, did not know enough geography to do the things which would have saved it. It is to be feared that we are even now again losing the peace for the same reason. This tends to be borne out by the fact that the major lineaments of our present foreign policy indicate a geographically immature concept of the world which may eventually lead us to catastrophe or near-catastrophe.

If we are ever going to have world peace, it will be because we have educated our citizens to understand the other peoples of this planet. This in turn must rest upon the ability to think geographically, i.e., to regard peoples and issues in the light of their specific environments.

Educational Re-orientation

This implies, to say the least, that we had better re-orient our education and put it on a geographical foundation in keeping with the needs of a geographical world. First of all, we should take geography out of the primary school and cease regarding it as a baby subject. Then we should, at about the fourth-grade level, teach youngsters the geography of the local area, so that we will not continue to deface nature, build slums, and live in unplanned communities. In the fifth grade, we should

introduce our children to the globe and the global world, and to a few of the things in it. In the sixth grade, let us teach them about our nations—the U.S.A. and Canada—and introduce them to the phenomena of regionalism and geographic adjustment. Let us see to it that we lead them toward such ends that they will not grow up to destroy their soils, pollute their waters, slaughter their forests, despoil their grasslands, exterminate their wildlife, over-exploit their minerals, and regard people in other and of their own country as "foreigners".

In the three junior high school years, let us teach our adolescents about other peoples, other lands, other patterns and problems of living, and other ways of thinking. It will take all of these years to saturate the child with the idea that no group or race of people on earth is unreasonable in the light of its own environment; that every climate and landscape is natural; and that every pattern of life is as logical as every other one. (This, of course, is not to say that some human groups are not more sanitary and possessed of more gadgets and conveniences than others. But even sanitation and gadgets are very recent things and are themselves products not of any superior race but of some very unusual geographical circumstances.)

In the senior high school years, let us examine the economic geography of the

world's business and trade. Let us reveal economic and political imperialism for what it is—something partly good and partly bad—all of it fraught with problems which must be solved before world government or even global peace becomes a possibility. Let us present the youth with an introduction to the historical geography of his own nation. And finally, let us teach him some simple, geo-politics of democracy or what Griffith Taylor, the Canadian geographer, calls "Geo-pacifism". At the college level, let us re-examine our selection of geographical materials and re-scrutinize the role and rank which most institutions of higher learning now accord geography. Then, let us rebuild our program accordingly.

The education we are now providing is not moving men toward world peace, nor is it fitting them for world citizenship. It looks as if we shall have to re-orient education and rebuild the curriculum around a core of geographic relationships, understandings and values. Drastic as this sounds, it may be the cheapest way to avoid global catastrophe. This is a geographical world in which there are few, if any, historical precedents for what has been happening, and will continue to happen to us. To go on trying to understand either the present or the future by looking at the past through the eyes of history is a luxury which we can ill afford.

Merchandising Policy

Continued from page 117

Its merchandising makes all the difference between an energetic, useful Co-operative and one continually unable to cope with its main problem of housing for teachers. In spite of the fact that the Co-op has invested more than \$300,000 in teachers' homes in various parts of the province, and in spite of the fact that this money is being returned at the rate of \$70,000 per year, and that new money is being provided by investing members at a rate between \$5,000 and \$10,000 per

month, the Co-op still cannot meet all the requests for financial assistance.

There are some centres in the province where the housing need for teachers is not acute. At these points the teachers should not be subject to pressure by either merchants or the Co-operative. Teachers, like other citizens, should be free to buy through a mail-order house if they wish, or through the local dealer if they want a more personalized service. The Co-operative is merely another mail-order house. Its sole distinction is that its profits, if any, are used to promote home building for teachers wherever it may be needed.

The I.O.D.E. and Education

By Mrs. ROBERT S. GOURLAY
Provincial Educational Secretary,
I.O.D.E. in B.C.

SO now you are on the threshold of another term of teaching. For many of you it is the initial year, a year when you are first meeting the problems which beset teachers; when you will be called upon to put into practice all that you have learned at Normal School concerning your chosen profession. There really could be no finer proving ground for your capabilities than the country school. Whether you are a beginner or returning after seeing past service, you have many sympathetic, well wishers and among them is the I.O.D.E.

The I.O.D.E. feels that it is of vital importance to have teachers, particularly new teachers, know about the work it undertakes. For this reason the I.O.D.E. is deeply appreciative of this opportunity to reach many teachers, and to have the co-operation of the B.C. Teachers' Federation in doing so.

You perhaps are asking, "What is the I.O.D.E. and what connection has it with me?"

The Imperial Order Daughters of the Empire was founded in 1900. As the largest voluntary, patriotic organization of women in the Dominion, primarily interested in a "United Canada within the Empire", it seems logical that much of our activity should be carried on in the field of Education. The Order has a membership of over 32,000 women. It has a chapter in Bermuda, one in the Bahamas, and is associated with the Victoria League in England, and with the Daughters of the British Empire in the U.S.A.

"What does it Do?" It stimulates patriotism. It fosters unity in the Commonwealth. It assists the Youth of Canada in furthering their education. It gives aid, in peace and war, to men and women of the Services and to dependents of Ex-Service

personnel. It promotes high citizenship among all citizens, British and foreign-born.

"How does it accomplish all this?" Through various departments, particularly the Education Department. The regular educational work is undertaken in co-operation with the B.C. Department of Education, with a view to developing leadership and building up a sound Canadian citizenship by instilling in the minds of the young people of Canada an intelligent patriotism. This is done by placing libraries and visual aids in schools, by awarding bursaries and scholarships in schools and universities, in almost every field of endeavour. Financial assistance is provided to students in special cases.

The "Adoption" Plan

Our work with schools centres around the plan of "adoption". It is the fervent hope of our members that the day is not far distant when an "Adoption Card" will hang in every isolated school in B.C. and that to the new and experienced teacher alike, it will symbolize friendliness and helpfulness in their work. To arrange an "Adoption", the Provincial Educational Secretary of the I.O.D.E. obtains a list of Inspectors from the Department of Education in Victoria. A letter is written to each of these Inspectors, asking for the names of schools which in their opinion would benefit from contact with an I.O.D.E. primary chapter. As the lists come in from the Inspectors the chapters are told of the need. When they signify interest, a letter goes to the teacher from the Provincial (I.O.D.E.) office asking if the school would like to be "Adopted". If the reply is favourable, the letter is turned over to one of the chapters. From

here on the teacher and Educational Secretary of the primary chapter work out the needs of the school.

In accord with our National policy the initial gift must be at least a \$10 library. This may seem a small sum but the books are inexpensively bound and range in price from 30c up. An I.O.D.E. catalogue, listing over 750 books, is sent to the teacher who has the privilege of choosing the library she desires. There is a wide selection of English, Health, Social Studies, Music, Art and Science books, as well as atlases, for all grades. At any future time the teacher may request additional books or refills as we call them. Prize books are listed in this catalogue but these books are not chosen for libraries. Prize books are given often for essays, top standing, etc., where the teacher thinks it advisable.

Teachers' Requests Filled

Chapters will fill the teachers' requests as their funds permit and the variety of gifts is very wide. Badly needed equipment, quite out of reach of many rural school boards, has been supplied by chapters. Such gifts include victrolas, radios, movie projectors, albums of records, laboratory equipment, handicraft material, globes, maps, art supplies, sport equipment, library equipment (chairs, tables, bookshelves), busy work parcels, chimes, clocks, pictures, magazines (old and new), symphony concert and art gallery memberships and many more. Many of these gifts, especially the musical ones, have brought joy to the community, to young and old alike, as shown in the friendly letters we receive from the schools.

There is no end to the friendships which can grow out of this I.O.D.E., teacher and school relationship if the teacher will drop a line to the chapter upon receipt of gifts and letters. The lack of response, and we do come upon it sometimes, can cool the ardour of the most enthusiastic chapter. Another way in which the teacher can help, if he or she is leaving the school, is to leave for the new teacher the address of the person in the I.O.D.E. with whom there has been a contact.

Another part of the Order's educational work is the awarding of bursaries and scholarships. In memory of the men and women who died in defence of the Empire in World Wars I and II, bursaries are granted in Canadian Universities and Scholarships (overseas) are awarded in Universities in the United Kingdom and British Empire, for post-graduate study. The I.O.D.E. has expended over half a million dollars since 1920 in bursaries and scholarships under the World War I Memorial. In addition, more than \$400,000 is invested to maintain the overseas scholarship, War I Memorial, in perpetuity. An I.O.D.E. World War II Memorial of \$600,000 was inaugurated along similar lines to the First War Memorial. Three post-graduate scholarships (\$2000 each) are offered annually. Bursaries under this Second War Memorial are granted to the sons and daughters of deceased or disabled service men or women, for university education.

To date the number of applications for these bursaries has been disappointing. The Order would appreciate the co-operation of teachers and principals, in drawing the attention of worthy and eligible students to these awards. Early in the New Year memoranda regarding these bursaries will be in the I.O.D.E. Provincial office, and we will gladly fill all requests for them.

There are also many smaller bursaries and scholarships given by individual chapters in B.C. These have helped many students whose ambitions and hopes might otherwise have come to naught. I.O.D.E. chapters are particularly urged to give assistance to students wishing to enter the teaching profession by offering bursaries to students planning to attend Provincial Normal Schools or Teachers' Colleges.

May I take this opportunity to express the appreciation of the Order and my own personal appreciation to the inspectors and teachers who work in the schools which our chapters have "adopted" for their courtesy, interest and helpful assistance. It is our sincere wish that this work will continue to grow and to be of greater service to the young people of our Dominion.

New Books

Books for review and correspondence bearing upon book reviews should be addressed to Mr. G. H. Cockburn, Box 1335, Mission City.

SPECIAL REVIEW

The Debt of Our Reason, by Hilda Neatby.
The Armstrong Lecture, Victoria University, Toronto, 1954. Clarke, Irwin, April 1954. 23 pp.

This graceful and brilliant essay answers those who said Dr. Neatby couldn't write, and vindicates those who felt that when she took higher ground, she would do more effective battle. It makes us the more keen to see her next book, *A Temperate Debate*, which is appearing this fall and which, with luck, we shall review in the January issue.

Her apt title is taken from that quaint seventeenth century medico, Sir Thomas Browne (author of *Religio Medici* and *Urn Burial*). He wrote of pure learning that it was "the debt of our reason we owe unto God, the homage we pay for not being Beasts." For, "The world was made to be inhabited by Beasts, but studied and contemplated by Man." A similar high regard for pure learning is the central point in Dr. Neatby's position, and she stresses that "the permanent educational tradition of our civilization" has been that "the learning of facts with a view to intellectual mastery" is extremely important for the individual and his society.

This tradition, she feels, is at present being eclipsed by our substituting the pursuit of goodness for the search for learning, and this in spite of our shamefaced disguise of "goodness" with the words "effective living", "adjustment", or "social living." All can absorb goodness, not all, learning. Yet before us, in the West, schoolmen sought goodness and knowledge together. Curiously, she omits the third member of the Greek triad; beauty.

She is dubious of Interest, Self-Realization and Group Integration. To her, these seem to lead to self-centredness and herd dictation of values. Group Integration for the mere sake of "being normal", she finds "essentially bad", the greatest obstacle to progress and freedom. Here it seems fair to supply the ellipsis of her argument, probably that no group can possess or confer the total range of truly human values and that the "mind" should be responsible to these alone—it would not be fair to state it in its original Puritan form, the soul responsible to God alone, for she skirts, quotes, but does not herself directly employ theistic terms, possibly because these are a little alien to some of her opponents.

Last, she thinks that in our new boastful pride of being "social engineers", we are maltreating the body of subject matter, thus taking away the appreciation of excellence in its lovely wholeness, and with this subtracting the kindly virtue of reverence for knowledge and the diligence which produces character as well as knowledge. Thus she can end abruptly, "at few periods in the history of our civilization have so many men been treated so much like beasts."

Well, the temperate debate is on, and one can say sincerely that she has put forward quite a case, which will certainly play a great part in the ultimate Canadian synthesis. But in this debate, let us be quite clear, there will be and must be more than the two sides of Doctor Neatby and her out-and-out opponents largely armed with the psychology and sociology of the 1920's. There is a very powerful middle position between these two extremes, and its weapons include not a little of the new approaches of psychiatry, counselling, genetics, and anthropology, as well as no small understanding of the good points of the extremists. There is not sufficient space to set out their indeed varying positions, but they have one thing in common—they would subscribe to the following words of David Seabury, in his *Unmasking Our Minds*.

"The best academic atmosphere of high-tension culture would be the poorest stimulus toward finer development for an Australian bushman . . . He must have an environment just above his own level, which bears his own elements of growth." Which is another way of saying that, with due respect to Sir Thomas Browne, there are not only Men and Beasts to be considered, but also the great majority who are so many parts Man and so many parts Beast. We are all Evolutionists now, and this is certainly one of the implications of the evolutionary theory—we are all a bit beastly, and the human child is averagely a little more beastly than the adult, perhaps. All of which may well add up to the Middleman's Hypothesis—that Sir Thomas and Miss Neatby need to be taken with a little dash of Darwin—"The debt of our reason as far as we have attained to reason", "quite a lot of inhabiting the world and as much study and contemplation as the traffic (or the bushman) will bear."—G. H. C.

SOCIAL STUDIES

Rainbow Round the World, by E. Yates.
McClelland, c1954. 174 pp., \$2.95.

The author, famous award-winner, here tells of the plane flight of an American boy round the world in company of a representative of the U.N. Children's Fund (UNICEF), and how he found in boys and girls of many nations longed-for brothers and sisters. (Adapted).

Footsteps to Freedom, by W. O. Stevens.
McClelland, c1954. 235 pp., \$3.50.

This story of the growth of freedom includes historic episodes from Greece to the Reform Bill, including American history; its material is conveniently arranged, and includes items difficult to obtain elsewhere such as the freedom of the press, that of schools, and the freeing of the slaves. It may be a wee bit self-satisfied, but that's our note. (Adapted).

True Adventures on Westward Trails, by A. Powers. McClelland, c1954. 216 pp., \$3.25.

Samples are: De Soto's story, the myth of the Welsh Indians, Colter's ride for life, the buffalo hunters and Kit Carsor, and the borax trains out of Death Valley. (Adapted).

I Married the Klondyke, by L. B. Berton and Pierre Berton. McClelland, c1954. 269 pp., \$4.50.

An autobiographical story of 25 years in the twilight of the Klondyke gold rush, telling of a young teacher who married in Alaska and lived through the decline of Dawson City. (Adapted).

Canada, Then and Now, by A. Garland. Macmillan, c1954. 461 pp., \$2.25.

A comparative history of Canada, written in a style both interesting and informative, with Grade 6-8 vocabulary. Has 25 descriptive maps and hundreds of helpful illustrations, plus an epilogue comparing life in early days with that of today. This sweeping work covers the highlights and entertaining sidelights of the Canadian cavalcade from pre-historic Indian migrations down to the present. The type is large and the lines well-spaced for easy reading. Highly recommended as a Grade 8 Social Studies supplementary reader.

—W. HOWARD TIERNAN.

Mountains, Men and Rivers, by J. H. Stewart Reid, Ryerson, c1954. 229 pp.

Mr. Reid, who with E. McInnes wrote *The English Speaking Peoples*, was educated and taught in this province before becoming head of the History Department at United College, Winnipeg. Here he gives an admirable combination of history and travelogue in surveying the story of our province as far as Confederation, with much on the railways after that. One is particularly impressed by the way he links in vivid unity the story of land and sea explorers, and by his amazing and interesting detail. Good Grades 11-12 and all teachers of Social Studies will like this unskipped piece of work which will turn not a few to the "open road." (From a borrowed copy).

—G.H.C.

Guidance for Today's Children. Dept. of Elementary School Principals, National Education Association, 1201 16th St. N.W., Washington 6, D.C., \$3.50.

This is the 33rd Yearbook of the publishing body and has 51 articles on planning, organizing, and operating an effective guidance programme in the elementary school—lots of ideas? (Not seen) —G.H.C.

Various publications of the Canadian Institute of International Affairs of 230 Bloor St. W., Toronto 5, Ont.

International Journal. \$3.00 per annum, \$7.50 3 years to public; to teachers \$2.50 per annum. Quarterly. (Not seen).

Behind the Headline Pamphlets. Recent issues include these titles:

Germany and World Politics, F. Neumann; *France and the Arabs*, R. Landau; *The Commonwealth and the U.N.*, L. Geiber; *Canada's Foreign Policy*, G. M. Craig; *Italy in Crisis*, M. Einaudi; *The Commonwealth in Asia*, N. Mansergh (our conciliatory role); *Canada at the U.N.*, E. McInnes. The foregoing at 15c each. Future issues at 20c to include: *India's Foreign Policy*, W. Chipman (former Canadian High Commissioner there); *Reviewing the U.N. Charter*, B. Day; *Russian Foreign Policy*, C. H. Dewhurst; *Iron in World Affairs*, and *East Germany*. (None seen).

Study Kits on World Affairs. Includes pamphlets, notes, last minute items. 50c per kit, or \$1.50 for set of 4, on these subjects: Colombo Plan, Nato, Commonwealth, and Partners in the Free World (U.S. and Canada).

ENGLISH

Working Wonders With Words; a Practical Guide to Effective Speaking, by W. Womersley. Dent 1951. 285 pp., \$3.50.

Attention! All sponsors of public speaking clubs, or anyone else who has occasion to use the spoken word in public. Here is a book by a Canadian, covering the subject of speech so thoroughly and clearly as to make speakers, readable, practical and persuasive. Contents include Production of Speech (with voice exercises), Language, Melody in Speech, Memory, Preparation, Speakers Club, Debating and even Radio Technique. —R. SWANTON, Mission.

The Owl Pen, by K. M. Wells, with wood engravings by L. Oille. Dent. 300 pp., \$3.00.

This light-hearted and entertaining book might easily be renamed *The Howl Pen*. The author, a young Canadian newspaperman, describes how he and his artist wife (the illustrator) achieve their dream of a home in the country. The joys and sorrows of life there are described in a heart-warming and at times hilarious manner, which will endear this book to country dwellers and would-be's alike. It is further enhanced by attractive woodcuts by the author's wife. —R. SWANTON, Mission.

Janie Learns to Read, by Dept. of Elementary School Principals, National School Public Relations Association, National Education Association, 1201 16th St. N.W., Washington 6, D.C., U.S.A. 40 pp., 50c single copy, 40c each for 5-24, 35c each for 25-100.

This illustrated handbook for parents was written by a mother who questioned teachers and found out what was happening to her Janie as she learned to read. It introduces experience charts, wall charts, readiness books, pre-primers and the beginnings of phonics. A companion volume is *Happy Journey* (same source), showing how parents can help make school a pleasant experience for their 6 year-olds. (From release, not book).

—G. H. C.

SCIENCE

Story of Salt, Canadian Salt Co. Ltd., Montreal, P.Q. Free to teachers.

A valuable aid to science teachers, particularly at Science X level: the first part brings together vividly much historical information, while the second sets out the extent and development of salt-making in Canada, with uses and flow chart. Printed on glossy paper and in clear type, it is an excellent source of material for student reports as well as a useful teacher reference.

—GRANT M. PATERSON.

The Science and Conservation Series of Ryerson is edited by S. A. Thorn, Jean Brouillette and Irene Habbeck.

It consists of these: pre-primer, *Let's Go* (48 pp., \$1.50). Follows course of studies dealing with a child's immediate environment; very good full colour pictures, useful teacher's notes, excellent follow-up activities (Miss D. EDGE). Level 1, *Let's Find Out* (128 pp., \$1.75). Usable Grades I-II; based on child's natural curiosity in his environment, and aims to teach him to use senses to discover information; excellent illustrations, suitable vocabulary (Mrs. D. MOON). Level 2, *Let's Look Around* (128 pp., \$1.75). Suits Grade II, corresponding with B.C. course for this grade, vocabulary mainly suitable, where not italicized; excellent teacher's notes (Miss M. CHARLONC). Level 3, *Let's See Why* (192 pp., \$2.10) Vocabulary suitable Grade II; illus. not always clear, poor colouring, b. & w. used most pictures, and pictures when detailed and descriptive should be larger; content includes many things from Eastern Canadian environment and does not follow B.C.'s Grade 3 course, also is too advanced. (J. GLOVER). Series also includes Primer *Let's Try*, not received.

Chemical Industry Facts Book, Manufacturing Chemists Association, Woodward Building, 15th and "H" Streets, N.W., Washington 5, D.C., U.S.A. 1953, 108 pp., \$1.00.

Summarizes progress and presents significant facts about chemical industry over last quarter century. Clever charts and well-chosen tables are used to develop three sections—"Growth of Chemical Industry", "Present Day Operations of Chemical Industry", and "Chemicals in Everyday Life." Teachers of Sciences 10 and 20 will find this book a real aid.—GRANT M. PATERSON.

Sportsman's Guide to the Wild Ducks. Dept. of Resources and Development, 1946., from Queen's Printer, Ottawa. 35 pp., 25c.

Put out originally by the Wildlife Management Institute of Washington, D.C., this consists of an essay on conservation by H. P. Sheldon, another on waterfowl highways by F. C. Lincoln, and 16 full page coloured illus. of ducks, with some descriptive material.

Science for Girls, Books 1 and 2, by A. Alcott. 75c and 85c.

Two compact books dealing with the funda-

mentals of the natural and physical sciences, suitable for Grades VII to X level here; originally written for girls in Britain's Secondary Modern Schools.

Kingsway Pictorial Science, Books 1-4, by H. Webb. 48 pp., each 45c.

To my mind, one of the best series of pamphlets on simple scientific experiments. Each book describes 20 different topics, each topic being excellently illustrated, with a note on the first scientist working on it, and describing a simple experiment, plus a "Something More to Do" as enrichment. Sets of these would be of great value to a Science 10 or 20 class.—P. B. PULLINGER.

Above two from British Book Service (Canada) Ltd., 1068 Broadway Avenue, Toronto 6.

PERIODICALS

The Personnel and Guidance Journal (Nov. 53 issue seen). 58 pp., monthly, \$7.00 in Canada.

Put out by, and subscription includes membership in, The American Personnel and Guidance Association Inc., h.q. at 1534 "O" Street N.W., Washington 5, D.C., U.S.A. Of general interest to all teachers and particular usefulness to Counselors, this magazine covers a wide range of personnel and guidance activities, with very good book-listing and reviews; is the successor to "Occupations."—A. STABLES.

The Vocational Guidance Quarterly. (Autumn 1953 issue seen) 36 small pp., \$2.50 p.a.

The National Vocational Guidance Association, a division of the above-mentioned association, publishes this at 20th and Northampton Streets, Easton, Pa., U.S.A. Above remarks largely apply, but no book information.—G. H. C.

Canadian Statistical Review (Feb. 1954 issue seen).

This publication of the Dept. of Trade and Commerce has 71 pp., consisting of a brief introduction on Current Economic Conditions, and the rest Statistical Tables. Skilled teachers might use its fresh data in Social Studies and Mathematics. \$3.00 per annum from Queen's Printer, Ottawa.

Quarterly Bulletin of Agricultural Statistics by Dept. of Trade and Commerce. (Oct.-Dec., 1953 issue seen). 44 pp., \$1.00 p.a. from Queen's Printer Ottawa.

Summarizes agricultural conditions, with various statistics; English-French in parallel cols.—G. H. C.

PHYSICAL EDUCATION

How to Box, by Dudley Lister. Macmillan (for Eyre) 1952. 256 pp.

Written by an ex-champion and illustrated with very clear photographs, this book could be used

very effectively to organize a school boxing club. It includes chapters on training, seconding, refereeing, and the organization of tournaments.

—JIM CAMERON.

TEACHERS' SPECIALS

New Hope for the Retarded, by Morris and Miriam Pollock. Porter Sargent, Boston, U.S., c1953. 176 pp., \$4.50.

The authors have devoted twenty years to the education of the retarded child. The book is useful as an aid in abnormal psychology, as a source of special class material, or as a guide to the interested layman. The kindly philosophy gives new encouragement to parents of retarded children. Here is a definite challenge to civic, social and educational leaders to face the problem and to try to improve educational facilities in this special field.

—D. ROGERS.

Twenty Twenty-Minute Talks to Boys, by Vernon McAdam. Boys' Clubs of Canada, 6 Wexdale Park, Montreal 6, Que. 100 pp., no price given, paper covers.

The publishing body has 40 clubs in Canada, 400 in the U.S., and thousands in Great Britain. A regional office at 535 W. Georgia St., Vancouver, will help those interested. This little volume contains inspirational talks given over 30 years by their Director at Wexdale House—there is much skilful narration of gripping stories, real idealism and some specific stress on Christianity, making it well suited to Hi-Y and church groups; a Sunday School superintendent to whom I gave it finds it very useful.

—G. H. C.

Education; Unesco Publications (a catalogue). 31 pp., free from University of Toronto Press.

"This catalogue lists all English language publications in the field of Education issued by Unesco since its inception." (Introduction) It should be in the hands of all school librarians, principals, and thorough students of education, for Unesco publishes much of vital interest to us. Of particular interest is the item *Human Rights Exhibition Album*—110 large-size black and white illustrations with a 35-page booklet on their history, which at \$3 is well worth a place in our libraries.—G. H. C.

Notes for Art Students, by Allan Gwynne Jones. Dent. 24 pp., paper, approx. 75c.

A short but comprehensive set of notes in paper covers, intended for the beginning student in oil painting. It includes notes on preparation of the canvas, through to the finished product.

—JIM CAMERON.

Life Insurance Without Exploitation, Edwin C. Guillet. Hess Printing Co., Toronto. 134 pp., \$1.65.

Explains the various types of insurance policies but stresses the value of Renewable Term. Contains words of caution for all prospective insurance buyers. Valuable as a personal guide for all teachers and for senior high school students.—S. E.

Of Penguins and Pelicans

Perhaps it is well, now and then, to take notice of the many cheap ways of building up one's own library. Of these, the various publications of Penguin Books (Canada) Ltd., of 47 Green St., St. Lambert, Montreal, P.Q., are very important, particularly since B.C. booksellers now often carry fairly complete stocks or will get them on request.

From their publication "September Penguins and Stock Check List," we see that by now they issue these series: *Penguins* (fiction and plays), 35c and 50c; *Pelicans* (non-fiction), 35c to 80c; *Penguin Shakespeare* (separate plays, ed. Dr. G. B. Harrison), 50c; *Buildings of England* (by county or part of county) 80c to \$1.00; *Penguin Poets* 35c to 80c; *Editions Penguin* (French) 80c to \$1.00; *Planning, Design and Art* (architecture, painting, glass, gardens, ships, etc.), 60c to \$1.75; *Penguin Guides* (by area, of Great Britain) 50c to 60c; *King Penguins* (larger non-fiction, chiefly art and science), 60c to \$1.00.

Continuing, we have also by this firm these series: *Penguin Classics* (translations into modern English of Latin, Greek and French material, also including Chaucer, Chekhov and Tolstoy), 50c to \$1.00; *Modern Painters* (one painter per volume, criticism and reproductions), \$1.00; *Penguin Handbooks* (gardening, beekeeping, cooking, hobbies), 50c to 80c; *Penguin Reference Books* (dictionaries of science, geography, music, psychology, German), 50c to \$1.00; *Scores and Songs* (symphonies, overtures, concertos, and to date no songs), 60c to \$1.00; *Periodicals* including *Film Review* 35c, *Music Magazine* 35c, *New Biology* 35c and 50c, *New Writing* 35c, *Science News* 35c and 50c, *Penguin Prints* \$1.00 per picture.

For children and parents and near-children they have these: *Puffin Cut-out Books* 60c to 75c; *Baby Puffins* 25c; *Puffin Picture Books* (trains, fishes, maps, early man—about 60 in all), 50c to 60c and a "Boards" subseries of these beginning at 60c; *Puffin Story Books* (includes new and such classics as the Stevenson books, *Alice in Wonderland*, *Black Beauty*, etc.) 35c to 60c.

While almost all the above are in paper backs, the firm has recently branched into cloth-bound editions including a few *Pelicans* at \$1.25 to \$1.75, *Penguin Classics* ditto, *Penguin Reference Books* at \$1.50, *Buildings of England* at \$1.75 and of course their famous *Penguin History of Art* at \$8.50 per volume of what is to be a long series. One might add that often the viewpoint is English and that the format of the "paper bound" editions makes them more valuable for private than public libraries, although I know of at least one school which claims good circulation from its paper bound works suitably re-inforced, and that probably many like the writer use them for individual and class reference in school. Since material in nearly all series includes both new books and re-prints of books which made good elsewhere in much more expensive format, we are preparing a list of some that may be of special interest to teachers and school librarians.

EDUCATION WEEK
MARCH 6th TO 12th

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B.C. T.F. News

Important Dates

DECEMBER 31st

All resolutions for the 1955 Convention must be received in the Federation office by December 31st.

In preparing your resolution, be sure it isn't ultra vires. Make it flexible, not rigid. Beware of sensational, but inaccurate, "whereases". Be brief and direct, but be more concerned with coherence.

Get your Local Association's support first. Better still, get District Council support.

Beat that deadline: December 31st.

FEBRUARY 20th

Nominations for the Fergusson Memorial Award must be received by February 20th. See details on this page.

MARCH 6th to 12th

Education Week. Are you assisting in the plans of your Local Association?

Nominations For Fergusson Memorial Award

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

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

(3) Nominations must be received by the General Secretary at the Federation Office, 1644 W. Broadway, Vancouver 9, B.C., not later than February 20, 1955.

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

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

Deduction of Fees

WE have received notification that the teachers of Hope have had their fees deducted by their school board for several years. Again we apologize for any distress caused the teachers or the Board in Hope, but point out that the explanation of the omissions as given in the November issue of the magazine applies in this case also.

Lesson Aids

MERRY CHRISTMAS! We hope you will rest up and have a good time. More appropriate, *Happy New Year!* It is more appropriate because over half the struggle is ahead. Let *Lesson Aids* help you!

There is a new test map of Canada—map number 18. It has 83 test items with key. The map sells for the usual 1c each, 30 for 25c, 40 for 30c, and the key the same.

If you are teaching the Government of Canada, you will find a lot of help in No. 91. It is extensive and includes questions on the text. It is 10 pages and 20c.

Number 87 is a good one on transportation. All types and conveyances are diagrammed—10 pages for 20c.

BUY THEM — TRY THEM — FREE CATALOGUES. Write to B.C.T.F. Lesson Aids, 1644 West Broadway, Vancouver 9, B. C.

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News: *-Personal and Miscellaneous*

University of London Institute of Education

IT is announced that two Fellowships for study at the University of London Institute of Education are available for Canadian teachers and educationists for 1955-56, in accordance with the following regulations:

1. The award of the Fellowships is made possible by funds provided as follows:

- (a) by Mr. Garfield Weston
- (b) by The Imperial Relations Trust.

2. In this Circular, the Fellowships shall be called, respectively:

- (a) The Garfield Weston Fellowship;
- (b) The Imperial Relations Trust Fellowship.

3. The purpose of the Fellowships is to enable two experienced teachers and educationists from Canada to spend a period of study in circumstances which allow the freest interchange of educational thought within the British Commonwealth.

4. The Fellowships shall be tenable at the University of London Institute of Education for one year, which shall be the academic year from October, 1955 to June, 1956.

5. A Fellow during the tenure of the Fellowship will be expected to devote his whole time to educational studies of an advanced character which are relevant to the educational problems of his own country.

6. (a) The emolument of a Garfield Weston Fellowship will be \$1800.

(b) The emolument of an Imperial Relations Trust Fellowship will be £500, together with a grant not exceeding £50 towards the expenses of travel in Great Britain or in Europe undertaken during the tenure of the Fellowship and in pursuance of educational studies.

7. During his period of tenure a Fellow is free to attend without payment of fee any lectures or courses held within the In-

stitute, and he may expect to be made a member of the Senior Common Room.

8. It will be expected that applicants for a Fellowship will be men or women of exceptional ability who have had not less than five years' experience in teaching or educational administration, and who have given good evidence that they are likely to play parts of more than ordinary importance in the educational system of their own countries. A university degree is required as evidence of having attained the required standard of general education.

9. Acceptance of appointment to a Fellowship will imply an obligation upon the Fellow to return to educational service in his own country within a reasonable period after the conclusion of his studies in the Institute.

10. The recommendations of the Committee of Selection for Canada are subject to the approval of the National Conference of Canadian Universities, and of the Institute of Education, University of London.

11. Funds on account of the Fellowships will be made available to the selected Fellows as follows:

(a) The Garfield Weston Fellowship—paid directly to the Fellow by the Canadian Education Association, 206 Huron St., Toronto, Ontario.

(b) The Imperial Relations Trust Fellowship—paid directly to the Fellow by the Institute of Education, London, England.

These Fellowships are administered by a Committee of Selection, which operates under the National Conference of Canadian Universities. The members of the Committee at present are: Dr. A. E. Kerr, President, Dalhousie University, Halifax, N.S.; Dr. W. A. Mackintosh, Principal, Queen's University, Kingston, Ont.; Dr. M. E. LaZerte, St. Joseph's College, University of Alberta, Edmonton, Alberta; the President of the Canadian Education Association (Dr. W. H. Swift, Deputy Minister of Education, Edmonton, Alberta); and J. G.

Althouse, Department of Education, Toronto 2, Ont. (Chairman). This Committee will make recommendations to the N.C. C.U. and to the Institute of Education for the selection of Canadian Fellows.

Applications should be forwarded not later than January 14, 1955, to the nearest member of the Committee of Selection. Final selection will be made as soon as possible after January 14, 1955.

There are no forms of application, but applicants should submit detailed information regarding their academic and professional careers, with transcripts of their university standing, and, in addition, such recommendatins and other supporting documents as they may wish to submit to the Committee.

Generally speaking, preference is given to applicants who are not more than forty-five years of age.

National Health Week

IT GOES without saying that health education and prevention of sickness are of major importance 52 weeks a year. However, it is important that at least one week be set aside each year to enable all Canadian groups and organizations, whether directly or indirectly interested in health, to participate in an all-out programme for the improvement of the health of Canadians. Health is everybody's business and requires constructive action by everybody.

Canada's 11th National Health Week will be from January 30 through February 5, 1955. The Health League of Canada, which carries out a year-round programme of education in the prevention of unnecessary sickness, urgently requests your co-operation in awakening every Canadian to the importance of informed health-consciousness. A nation-wide joining of hands of all groups and individuals will do the job of carrying the Health Week message into every home in Canada.

Promotional and educational material will be available on request at Health League headquarters. In addition the eleven technical committees of the Health

League are now preparing special programmes and messages for use across Canada. Allied organizations in the health field have been invited to contribute messages and promotional programmes to be tied in with the material prepared by the League's own sections. These sections are: Alcoholism, Artificial Respiration, Child and Maternal Health, Foodhandling, Geriatrics, Immunization, Fluoridation, Industrial Health, Pasteurization, Nutrition, and Social Hygiene.

The results of intensive educational events like Health Week are measureable by the decrease in mortality from preventable illness over the years. Mark Health Week (January 30—February 5) in your 1955 calendar.

The Cover Picture

SHUSWAP Mission, in the Windermere Valley, is the subject for Nicholas Morant's lens this month. The church itself is not very old, having been completed about 1893. But the history of church work in the area goes back to September 8, 1845, when Father DeSmet, a Jesuit priest, said the first mass. The Indians requested further religious training and Jesuit fathers came north from Missoula, Montana, twice a year until 1874.

In that year, the Oblate Fathers were working in the Golden area during the construction of the Canadian Pacific Railway, and came into contact with Kootenay and Shuswap Indians. Father Coccola, at the request of the Shuswaps, went to their reserve near Cranbrook in 1887. Since that time, a priest has gone to the reserve regularly. At first week-long visits were made only in April of each year and mass was said in a large house. After Indian carpenters had built the church in 1893, regular visits were made. More recently the services in the church have been held on a monthly basis.

RESOLUTIONS DUE

DECEMBER 31st

They Teach

THEY do not teach who use four walls
as prison bars
To hide the wonders of the universe from
eager hearts and minds
That still can see a fairy's touch upon a
dew-kissed blade of grass.
They do not teach who cloistered within
some dusty academic hall
Pass out neat packages wherein are nestled
the final answers
To the right and wrong of things. But, ah
they teach,
Who free the heart and mind, whatever
age, to search for wings
To lift a dream from earthbound chains,
where skimming beyond
The farthest mountain height it reflects
back the light
Of boundaries never scaled before and
beckons
The Self in Embryo toward brave, un-
charted shore.

Quoted from an article by Helen I. Reed in
Childhood Education, September, 1952.

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Learning By Looking

WE BELIEVE it was Compton Mackenzie, well known English novelist, who was once quoted as saying that "the painless way of educating children to good music was to make certain that they were constantly exposed to it."

There can be little argument about this statement except that what applies to music applies with equal force to the visual arts.

That is why the lead given by the National Gallery in issuing silk screen reproductions featuring the work of representative Canadian painters is so worth while.

This series of Canadian Landscapes, some sixty in number, presents Canada from coast to coast as seen by some forty Canadian artists of the first rank.

As pictures they are definitely educational as well as being outstanding examples of oil paint reproduction. In brief, they present the work of Canada's leading painters with all the appeal of an original painting.

Many schools across Canada have already purchased these reproductions, through Boards of Education and Home and School Associations. They are certainly ideal for classrooms and auditoriums and school offices. They can be purchased framed or unframed and are remarkably inexpensive.

A catalogue illustrating the series and giving details of sizes and prices can be obtained by writing to Sampson-Matthews Limited, 1189 Yonge Street, Toronto.

Curvilinear

ALL that we feel
Is but the end distortion of some other
sense,
And who can say
Where happiness reflexes into pain,
Where bravery turns to fear,
Or love recoils against itself in hate?

Has motion rational thought?
Has cause direction, or has time intent?
Is there one curve
On which a man may plot
The ordinates and abscissae of his life,
And keep his locus clear?

LESTER PETERSON.

THE B. C. TEACHER

Band Conference

Continued from page 111

Many of the minor faults in this year's Conference will be eliminated next year, as "we learn by doing" (as the text-books say). The Parents' Committee of the New Westminster Boys' and Girls' Band, and the New Westminster Junior High School will again combine their resources to do another Conference next spring. Mr. Turner will once more act as general chairman for the event. The date will probably be earlier than it was this year,

but at any rate, we are certain of an Annual Conference in New Westminster if we want it. The dates and other details will be announced soon. Already several bands not present at the Conference this year have expressed their intention to attend next spring.

We feel that the Clinic Sessions should be longer, and that an organized tour might be in order. Some of the band instructors suggested other changes, and these will also be taken into consideration before next year's plans are set.

Spelling is Crazy

SPELLING of the English language is unreasonable, inconsistent and often obsolete, according to the National Geographic Society.

The learned society isn't likely to run into any arguments—certainly not from the kids in school who are just learning the intricacies of tough, trough, though and through.

The society says no other European language has such wide differences between spelling and pronunciation. It finds the reason in history. First the Romans brought Latin to England, supplanting the ancient tongue of the Teutons.

Then came the Danish invaders, who left the alphabet alone but changed pronunciation. Then the Normans, who brought hundreds of French words and changed practically all the spellings.

To compound this hodge-podge early scribes changed spelling whenever they felt like it. Then along came the printing presses to preserve the whole horrible mess.

Now, when some clever schoolboy corrects a spelling that should have been corrected 500 years ago, he gets no thanks for it. He only loses marks.

Canadian School Journal.

**EDUCATION WEEK
MARCH 6th TO 12th**

DECEMBER, 1954

A Definition

EDUCATION is essentially a thing of the spirit. It is the responsive heart and the skilled hand. It is the quickened mind and the healthy body. It is the creative unfolding of the human life. It is the stuff from which come competent parents and responsible citizens. In its essential expression education has a fundamental spiritual quality.

—DON A. ORTON.

**Local Associations,
District Councils,
Fall Convention Committees,**

-
-
-
-

**all resolutions for the 1955
Annual General Meeting must
be received in the Federation
Office by DECEMBER 31st.**

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Canada's Leadership

Continued from page 105

America is a great land where the virtues of hard persistent effort are extolled. People with very moderate intellectual endowments have won fortunes and power simply by determined and persistent effort. In a pioneering land with immense opportunities such success has always been possible. It is, in fact, the chances of success through effort, which new lands offer, that attract the pioneer who may have been denied rapid advancement in an old land, where competence rather than persistence is supreme.

While no one wishes to decry the importance of persistent effort both for success and for its moral qualities, over-emphasis on it has, however, tended to minimize differences in native endowment. The philosophy of American education is that it should be possible for anyone to become President, and the assumption is that it all depends on the person's own willed efforts whether or not he ever reaches the White House. The suggestion that there are very few whom we would want to see trying to become President is apparently undemocratic. It is in bad taste to imply that some are incompetent for the job however hard they work.

The other result of the attempts to minimize differences in intellectual ability is the great emphasis on confidence and ability to get along with people. The famous book by Dale Carnegie on how to make friends, the various primers on techniques of passing exams, and on how to appear for interviews all tend to supply methods of getting on which are not based on solid worth or profound knowledge, but on drive, push, personal charm, gift of the gab, or even arrogance. Nothing is so deadly as a retiring, shy, modest or hesitant person. The hero is the dashing, go-getting extrovert or the bullying tycoon.

Again let us not decry confident self-assurance for it is a particularly necessary quality in a teacher, but there is nothing that degrades society so much as the suave veneer of confidence which cloaks ignorance and incompetence. The arrogance of

the fool is hard to bear. Strangely enough really competent people are often modest, kindly and even humble.

The days when "good wine needed no bush" are apparently over, for publicity and advertisement are the essence of life where confidence is reckoned more important for success than competence.

This tendency is visible in those schools which over-emphasize "Life Adjustment" education and stress that it is more important to be popular with one's peers or socially accepted than to be academically distinguished. It is seen in those classes where hours are spent in planning what to study or in committee work devoted to a vivacious exchange of ignorance before anyone gets down to the diligent study of a topic. Too much talk about techniques or good study habits, or how to look up a card index tends to over-emphasize those devices which are designed to help students get round the necessity of knowing anything and thus avoid diligent thought. Such devices give confidence in knowing where to find information but give little help in understanding it when found. Let us make sure that we are not open to the cynical criticism of A. E. Wiggam who once wrote in this book, *A New Decalogue of Science*, that "Intelligence appears to be the thing that enables a man to get along without education. Education appears to be the thing that enables a man to get along without the use of his intelligence."

An Illustration

To illustrate may I read a story from a recent issue of the *Readers' Digest*:

Near the university in Stockholm, I saw a mob of wildly shouting students surrounding a fair-haired lad. He was held high on their shoulders, his cheeks scarlet with excitement. There was a wreath of green leaves around his shoulders and he was being pelted with roses by the girls, while boys and girls alike shouted, "Rah, rah, Carl! Rah, rah, Carl!"

Football captain, I thought, and then inquired of a good-looking Swede: "Some brilliant athlete, I suppose?"

Continued on page 141



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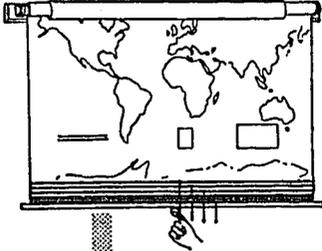
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Canada's Leadership

Continued from page 138

"No, madame. He is graduating and is the honour student of the year."

"Well, it's the first time I ever saw such wild excitement over scholarship," I commented.

There was a politely veiled glint of amusement in the man's eyes as he asked: "For what purpose, then, does your country build schools?"

Our schools must reinstate respect for scholarship and competence in school achievements. Those who are most competent must be trained intensively to contribute generously of their gifts to society.

There is, however, another side to this argument. Every man is entitled to respect, whatever calibre his competence may be. It is measured by the amount of trust we repose in him. No matter how humble or menial the task, he who performs it must be trusted to do it to the best of his ability and respected for his contribution to society. Nothing destroys mutual respect so much as distrust or suspicion. It is folly to suppose that the imposition of restrictions, controls or checks really succeeds in getting the best out of the good man or effectively stimulates the bad man. Conscience is always a far greater taskmaster than force. A trusted servant always gives finer and more devoted service than one constantly suspected or doubted.

The very essence of our democratic freedom lies in our legal system which never assumes a man guilty until proved so. And yet we so often hear the comment in school that pupils will not work without the constant threat of an examination, that they will all cheat unless carefully supervised. The same idea is reiterated by superior officers about teachers. It is said that examinations keep teachers on their toes, that security of tenure makes them lazy, that freedom to choose their own programme of studies and textbooks would result in lowered standards. In fact, we might repeat the nauseating phrase which teachers say of children and Departments

say of teachers — "They are not to be trusted."

This lack of faith in each other seems engrained in our whole social system and makes slaves of us all. Society is animated by fear rather than courage, and this is never more evident than in schools where dull, fearful, intellectual conformity and formality are still the rule instead of positive courageous vitality, enthusiasm, enterprise and progress. Thought is becoming increasingly stereotyped, restricted and debased to conformity and mediocrity. Just where children should be adventurous, experimental, progressive and free—that is in intellectual pursuits in school—we find dull, boring mistrust and restrictive regulations, examinations and texts.

Strangely enough, the opposite is the case in morals and behaviour at home. Just where we should be very conservative and conform to age-old standards and virtues—in the home and in the streets—we find all sorts of undesirable experiments and progressively bad behaviour.

Solid Basis Needed

This topsy-turvy nature of school and society makes it extremely difficult for us to develop a nation with uniformly high quality ethics and at the same time far-seeing, free and lively minds. We need the solid basis of our fine Christian morality as the guide to character, and we need the adventurous, positive, pioneering spirit of early Canadians to urge on the quest for better ways of managing world affairs and world resources.

Before finishing this discussion on the development of high quality minds in our schools which are necessary to match the high quality morality which should be developed by homes, I want to suggest one way in which we could help to develop high quality minds. I have already said that good morality depends on parents acting as a group to maintain a uniformly high standard of ethics. These virtues are the common heritage of all and must be handed on by one generation to another. It is what each child receives from home and society. The laws of society are social and, therefore, somewhat restrictive.

When we come to talk of intellectual training something quite different is needed. Each person has a different natural endowment, and by means of this each must contribute or give to society that which is uniquely his own. Uniformity and conformity are therefore impossible and very undesirable. Thought and intellectual activity must be entirely free and individualistic. It would be wrong to force thought into a mould by doctrinaire or propaganda methods. Each individual must be encouraged and free to make his own distinctive intellectual contribution to society.

Group Homogeneously

So far as is possible our schools should allow each child to progress in his own way as fast as he can. Unfortunately we cannot afford individual tuition for each child, nor are there enough teachers for that purpose, so we must group children into as nearly homogeneous groups as we can on an intellectual and age basis. I do not know anything so anti-intellectual or so demoralizing as the widespread fallacy that heterogeneous grouping of children is democratic. It is quite unnecessary and almost criminal to force all children to study the same things at the same rate for the same length of time. Clever children learn different things and more things faster than dull children. Why must all go through the same mould at the same rate? From a very early age bright children must be taught separately from dull children. This does not mean that all should not play together or go to the same school. Their separation in classrooms is merely for the sake of efficient teaching, and to allow freedom for each to go at the pace, and study those subjects best suited to him. All the social advantages claimed for heterogeneous grouping are just as easily, in fact more easily and more effectively, obtained in homogeneous classes. In any case social maturity is very highly correlated with mental maturity.

If one believes that competence is more important than confidence, that intellectual adventure should be free, and that schools are primarily designed for intellectual

training then there can be no argument against consolidated or centralized schools where homogeneous grouping is the rule and where a variety of programme is provided for the different capacities exhibited.

There is one final idea that I wish to bring before you. It concerns our knowledge of Canada and the world.

We need to teach far more and better geography in our schools if we are to know more about our land and its resources and to develop international understanding and goodwill. There is a criminal lack of geography in our schools, and there is too little of the history of science and good human achievement taught. There is far too much time spent on vague woolly hotchpotches called social studies or effective living which put our minds in blinkers by concentrating too much on ourselves and on the home area to the neglect of the homeland and the rest of the world. Let us plant our children's feet more firmly on mother earth. Let us learn about the way people adjust their lives to the difficulties and opportunities that nature affords in such wide variety in different parts of the earth. That is geography, and it is not to be confused with that age-old nonsense about the names of rivers and mountains and capes and bays.

The three major suggestions that I have made today—corporate parental action to preserve Christian morality and high standards of behaviour, provision of intellectual freedom in schools with homogeneous grouping so that maximum use is made of the national brain power, and thorough teaching of geography—are all aimed at producing a nation with a high quality culture, a trained body of leaders and a sympathetic understanding of world problems. Kindliness, humility and competence should replace materialism, vanity and over-confidence. By high examples of this kind we could prove ourselves worthy of the mantle of leadership which is inevitably thrust on us.

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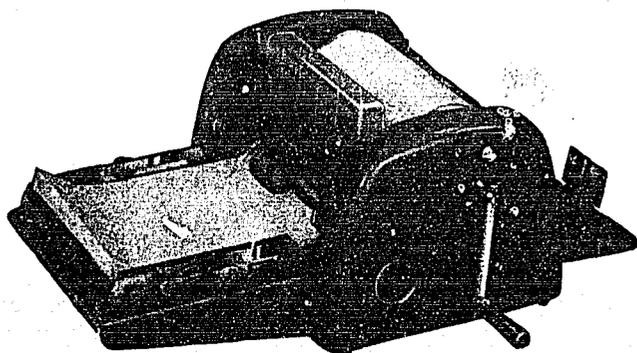
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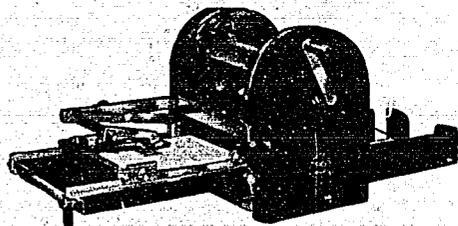
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