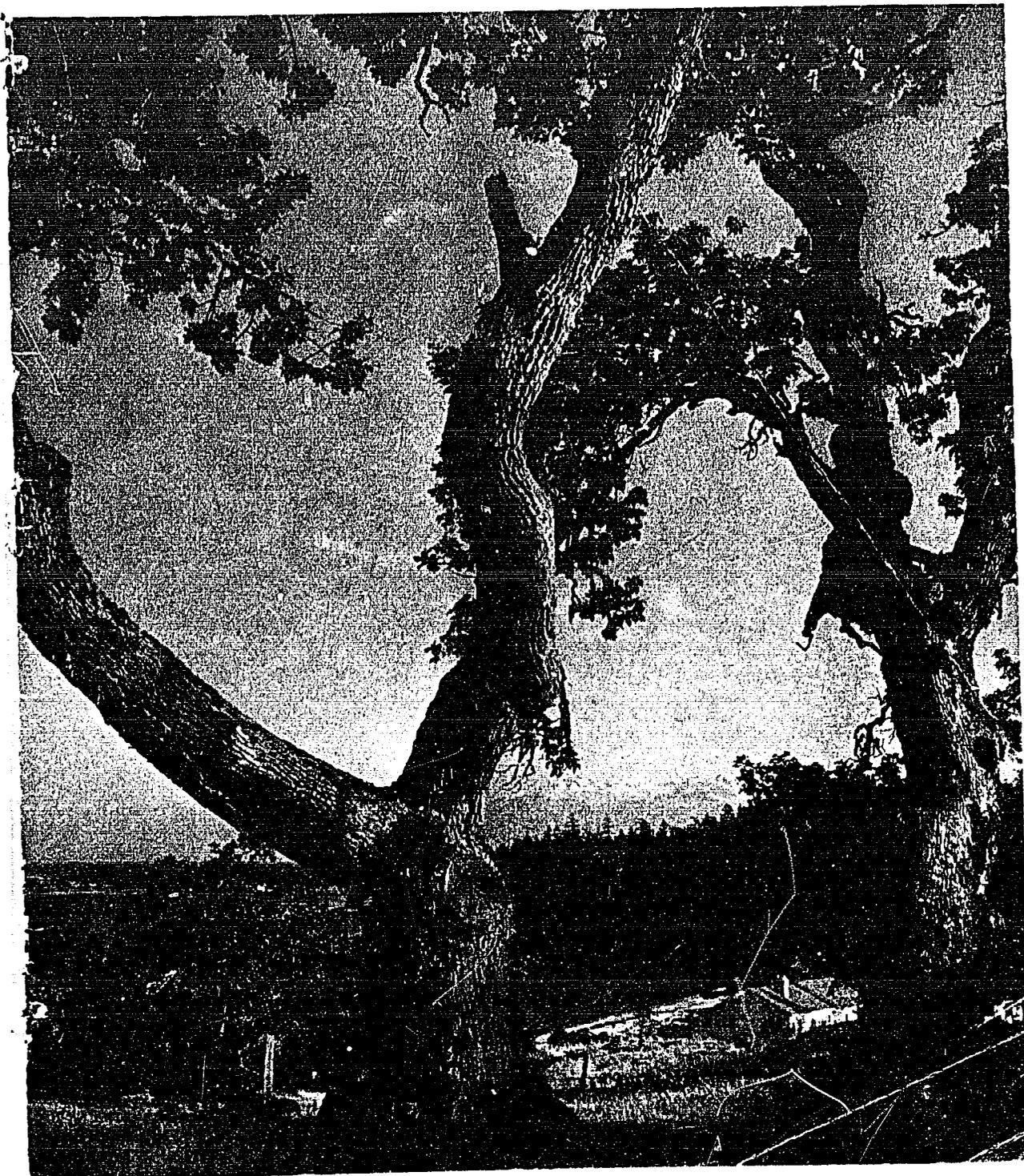


*the* **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

VOL. XXXIV, No. 6.

MARCH, 1955



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

1644 West Broadway, Vancouver 9, B.C.

Office hours:  
9:00 - 5:00  
Monday to Saturday

Phones:  
CEdar 3139  
CEdar 3130

*The B.C.T.F. Co-operative Association announces a change of policy in their merchandising division.*

## THE NEW DEAL

Arrangements have been made through a Vancouver business firm to supply our members with almost any commodity at prices which will show the members a considerable saving. The Co-op will itself act as brokers in this aspect of its operation. We believe savings of as high as 17% to 20% from suggested list prices should be possible.

## THE PROCEDURE

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Whenever possible the style, model number, colour, and, if known, the suggested list price will assist our supplier in determining what our member wishes.

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**Use Co-op Loan Certificates . . . .  
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Remember to wear rubbers when it's wet and not step into rain puddles just for the fun of splashing.
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- 3 **DRINK PLENTY OF WATER**  
Drink at least six glasses of water every day, especially if there are any signs of a cold.
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Instead of using damp, rough handkerchiefs, always blow your nose with gentle Kleenex tissues. Because you use each Kleenex tissue only once, they destroy the germs and kill them before they can spread to others. \* and you may avoid a sore, red nose.
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# B.C.T.F. CREDIT UNION

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9:00 - 5:00  
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9:00 - 1:00  
Saturday

PHONE:  
EMerald 5521  
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## NOTICE OF ANNUAL MEETING

The Fourth Annual Meeting of the B.C.T.F. Credit Union will be held on Monday, April 11, 1955, in the Ballroom, Hotel Vancouver, starting at 10:45 a.m.

### BUSINESS

1. President's Report.
2. Credit Committee Report.
3. Supervisory Committee Report.
4. Treasurer's Report.
5. Distribution of Profits. (In this connection the directors recommend that a 3% dividend be paid to shareholders.)
6. Election of Officers.
7. Consideration of the following Extraordinary Resolution: "That Rule 67 be changed to read as follows: The annual general meeting of the B.C.T.F. Credit Union shall be held during the months of January, February, March, or April of each year, on a date to be fixed by the Board of Directors."
8. Any New Business.

C. Withers (President)

E. Simpson (Treasurer)

# the **BC** teacher

Official Organ of the British Columbia Teachers' Federation

VOLUME XXXIV

MARCH, 1955

Number 6

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MARCH, 1955

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# The New Grant Formula

J. A. SPRAGGE

**A** SWEEPING reorganization of provincial grants to school boards has been accomplished at the 1955 session of the British Columbia legislature. This revision, simultaneous major changes in the system of grants to the municipalities, and the effect of the Assessment Equalization Act of 1953, together create a radically altered situation. It is still too early to assess with accuracy the virtues and defects of the new plan. To express either unqualified approval or outright condemnation at this stage would be premature. By this time next year, a year's experience and a year's statistical data will enable interested parties to reach a more valid judgment.

Nevertheless, it is not too early to give the new plan careful study. We need to know what changes are in fact included in the new legislation. We can profitably examine the statements of the Minister of Education and of the Premier to discover why changes have been considered necessary and what they are intended to accomplish. Finally we can arrive at some tentative opinions as to whether or not the plan appears to be consistent with the principles advocated by the Federation and by its associates in the Joint Committee on Education Finance.

## Assessment Equalization

In his budget address, the Premier and Minister of Finance included a statement on the equalization of assessments which is worth quoting at some length.

"It must be evident to all," the Premier said, "that, if lands and improvements are taxable for school purposes and that if, concurrently, their value is the determin-

ing factor in the computation of grants payable, then an equitable distribution of tax burdens and grants is impossible until and unless values are reasonable and comparable. Assessment equalization, therefore, is essential for the public good. It is the only means whereby province-wide and local inequities can be corrected to the point where the tax dollar burden is distributed fairly between areas, and between each parcel of property. It is also the only means that will ensure that provincial revenue allocated to grants in aid of education is equitably distributed."

With these sentiments it is impossible to disagree. The same opinion has been expressed by a multitude of competent technical authorities, including the Cameron and Goldenburg Commissions, the Royal Commission on Educational Finance which last year reported in the province of Nova Scotia, and the Citizens' Research Institute of Canada, which has just completed an inquiry into provincial-municipal financial relationships in Alberta. A recommendation that steps be taken to place the assessment practices in the various school districts on a common basis has been included in each presentation the Federation has made to the British Columbia government on educational finance.

Many people are wondering, however, whether or not it was necessary that the equalization be accomplished through such drastic upward revision as actually occurred. Here is what the Premier had to say in that respect.

"The Assessment Commissioner and his staff were appointed during the first half of 1954. Realizing that it was impossible to make detailed assessments and apprais-

als for all areas before December 31st of last year, the emergency was met by an interim measure. On the assumption that all assessors honestly had endeavoured, within their respective areas, to apply consistent methods and factors of assessment to ensure that valuations would be relatively comparable, a system of sampling real property values was made effective in municipalities and rural areas to determine what levels of valuation had been made to apply. The Commissioner, and his advisory committee, after due consideration of all economic factors, arrived at the conclusion that 'actual value' in the assessment of real property should be the level which would most nearly reflect the normal average of the latest economic cycle. The level adopted was 60% of the 1953 actual value after allowance for depreciation and obsolescence when such applied.

"An appropriate sampling of values within all areas affected was made. The sample value was adjusted to the 60% of 1953 actual value factor, and a recommendation was sent to assessors to make such revisions as were necessary to ensure this initial measure of equalization.

"The results from the application of this moderate level of valuation were somewhat startling. Among district and city municipalities the changes required with respect to assessed values on improvements varied from nil to as high as 200%. Assessments in rural areas had a fair degree of equalization, but the level of value on the average was found to be 22% below that adopted.

"It is estimated that the growth in assessed values for either grant and divisor, or for taxation purposes resulting from equalization, normal growth, and the inclusion in 1955 of industrial and commercial tenants' fixtures will be as follows:

	Land 100% — Improvements 75%		Increase
	1954	1955	
Cities	\$722,902,000	\$877,759,000	21.42%
Districts	304,760,000	484,308,000	58.91%
Rural			
Areas	451,840,000	552,801,000	22.34%
Total	\$1,479,502,000	1,914,868,000	29.43%

MARCH, 1955

It appears, then, that in the opinion of the Assessment Commissioner, concurred in by the Premier, equalization had inevitably to involve a general upward revision, because in most districts assessed values had become absurdly low in comparison with any reasonable estimate of actual market values. This British Columbia finding, incidentally, is fully consistent with those of the Citizens' Research Institute in a broader survey of assessment practices in municipalities in various parts of Canada.

At the same time, there are those who are less than satisfied with some aspects of assessment equalization in this province. Certain municipal officers have questioned the validity of the sampling procedure upon which the Commissioner based his recommendations to the several local assessors. The opinion has been expressed in some quarters that it was a mistake to revise the definition of improvements to include such machinery as is normally defined as tenants' fixtures. Whether or not these criticisms are well founded is not yet clear. It should be noted that some protection is afforded small establishments by the exemption from taxation of the first \$1,500.00 of assessed value of machinery.

At any rate, though criticism of methods used may eventually prove justified, it appears indisputable that assessment bases had to be equalized, and that the revaluations would inevitably be upward.

#### Grants Toward School Operation

This year's legislation substantially alters the system of grants toward the operational costs of schools. Gone are the "Special Aid" grants to rural areas, and the sales tax grants to the municipalities. In their place we have a drastic upward revision of the basic grants paid directly to the school boards.

As in the past, and as recommended by the late Dr. Cameron, the basic grant consists of three elements: a grant toward the

So that members may have an understanding of the new plan for educational finance, J. A. Spragge, Executive Assistant of the B.C.T.F., has analyzed it for them.

cost of teachers' salaries, a grant toward other operating costs, and a reduction factor based upon local ability to pay.

The first element, the scale of grants per teacher, has been brought up to date. The scale which was revoked, and which has been in effect for the past eight years, was based upon the median salary scale in 1945. The grants varied from \$1,100.00 to \$2,240.00. The new scale, applicable to 1955 grants, is based upon the median of salary scales in effect in 1954. The figures range from \$1,900.00 for a teacher with an elementary temporary certificate, and \$2,050.00 for an elementary conditional with no experience, to \$5,250.00 for a secondary advanced with fifteen or more years of experience. Provision is made whereby the grant calculation is based upon the new grant scale or the actual salary paid by the school board to the teacher, whichever is lesser. Thus, although the grant scale is not a statutory minimum salary scale, there is no financial advantage to the school board in paying less.

Added to the scale just described is an amount of \$3.00 per year per pupil enrolled, toward costs of school administration and supervision.

The second element in the grant system, the grant toward other operational costs, is not altered. Heretofore, the grant has been a fixed amount per pupil per year, regardless of the level of the school board's actual expenditure. It is now to be the full amount of the school board's budgeted operational expenditure, exclusive of teachers' salaries, provided that the various budget items are approved by the Department of Education. Any item not so approved does not qualify for grant purposes, and consequently must be paid for out of local revenue. The cost of conveyance of pupils to school, formerly treated separately on a percentage grant system, is now to be included in the basic grant calculation.

The third element, the reduction factor, was formerly the amount which could be raised by a levy of five mills on the whole assessed value of land and 75% of the assessed value of improvements taxable

within the school district. The total of the grants per teacher and the other operational grants was reduced by this amount. The reduction factor is now to be ten mills in municipal territory and seven mills in rural territory, still based upon the full assessed value of land and 75% of the assessed value of improvements. The actual amount of the reduction factor is thus substantially increased, not only by using the greater number of mills but also as a result of the operation of the Assessment Equalization Act.

#### Capital Grants

The grants formerly payable to school boards in respect of capital expenditure have amounted, in general, to 50% of the cost of approved building projects, including the furniture and equipment necessary for the new buildings. Until two years ago, the provincial contribution was furnished in cash, and the local half was, in most cases, raised by debentures issued in the names of the municipalities, or of the school boards acting on behalf of the ratepayers in rural areas. More recently, the whole amount of each capital project has been raised by serial debentures issued by the school board and guaranteed by the government of the province, and the provincial government has continued to furnish half the cost of approved projects by undertaking to meet 50% of each installment of principal and interest as it falls due.

Commencing in 1955, this latter procedure is to continue, but the provincial contribution is to be 50% up to the point at which the local share requires a levy of three mills, and beyond that point 75%.

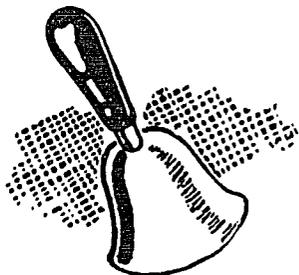
Since it would be manifestly unfair for the government to extend subsidization greater than 50% to a board which is just now getting round to a necessary project, while granting only 50% to a board which did its building last year or earlier, provision has been made for a certain degree of retroactive application of the new rate.

The sections of the act dealing with this

Continued on page 269

# The Adventures Of Arkwright

LEPRECHAUN



## Of, By, and For The People

**F**AR out in the icy wastes of the Pacific Ocean two colossal masses of air met in a stupendous concussion. The result was a good deal of cosmic turmoil which, when observed by the meteorologists, caused barbed lines to sprout on the little maps they supply to the newspapers, and barbed comments to sprout from the lips of the residents of the British Columbia coast.

The gloomy prophecies of the weathermen were duly fulfilled, and the offspring of this tempestuous union brought drenching rain, high winds and low spirits to all who lay in its path.

A considerable share of this grief was visited upon the tiny hamlet of Mooki Creek, causing the fishing boats to rear hysterically at their moorings, the pines to bend before the unleashed fury, and Mr. Arkwright to frown glumly as he beheld the storm-driven and melancholy scene before the schoolroom window.

It underlined just how depressing is the month of March in the school year. The winter ages, but shows no signs of senility or decay; rather does it acquire a mature vigour. Christmas is a faded memory. June lies unthinkable eons ahead. Even Easter can seem distant and improbable on such a day.

It was not surprising that Mr. Arkwright's pupils should be at a low ebb—pale and debilitated, and possessed of a particularly trying brand of listless naughtiness.

Fortunately for them, they were blessed

with a teacher who would never allow such a stagnation to blight his class for long. With an infallible eye, he divined that dripping afternoon that the time was ripe for the activity every good teacher has ready for such a time. He turned away from the window with decision, and addressed the class:

"Today, class, we are to try a little experiment."

There came an immediate rustle of appreciation. The last time there had been an experiment the teacher had nearly burnt the school down. Eager hands shot up, vying for the privilege of operating the burner, but all were to be disappointed. It was not to be a science experiment, he said. Rather was it to be a little essay into—and here I quote—"Effective Living and Civics."

"You must all listen very carefully, for some of this may be rather hard for you to understand," said Arkwright. "Now, first of all, do any of you know what is meant by the word 'democracy'? No? Well, that is most ignorant of you. Let us see what the classroom dictionary has to say about it. All right, Jack, you may look it up . . ."

Jack rustled through the book for a moment, and then raised his hand.

"I dunno what 'sy-stem' means," he complained.

"Look it up," directed the teacher.

The second stage of the investigation, however, helped Jack not at all. Completely baffled by the phrase 'assemblage of objects arranged in regular subordination',

the boy shrugged helplessly and sat down. Arkwright, with a muffled curse at lexicographers, abandoned the learning-by-doing technique.

"Democracy," he said, "is the wonderful way we live in Canada. Everybody has a say in who is going to make the laws. We hold elections, and vote for the man we like. And then he goes down to Victoria, and er—makes the laws. And you must learn how lucky we are. Other countries have secret police, and children spy on their parents. You must learn about democracy so that you can understand it, and appreciate it, and—ah, perhaps one day fight for it, although I am sure we all hope that we will never again need to, and that the brave men who fought will not find that—yes, yes, what on earth IS it, Sadie?"

Sadie, who was a very small and very dirty child, cringed in terror before the righteous anger of the orator cut off in full flight. She sat on the hand that had been waving for attention as if she sought to keep it from any other rash adventures. Arkwright, shifting his glare to embrace all his pupils, returned to the attack.

"Now then, to get to the point, do we have democracy here in this classroom?"

**T**HE children, convinced that such a question must be rhetorical, said nothing.

"Very well, I'll tell you. We haven't. You live under a dictatorship. I tell you what to do, and you must do it. Is that not true?"

This was at least understandable, if trite. The children, roused at last, nodded warily.

"So now, just for fun, and so that we can learn something about the way we live here in this great country, we are going to have a sort of parliament right here in this room. You will discuss things, and vote on them."

"D'you mean," faltered someone, "that we're gonna choose what to do? Work 'n everything?"

Mr. Arkwright bared his teeth deprecatingly. "Well, of course, I will have to guide you at first. You will make your decisions, and refer them to me for final approval. In a way, I will be like the Queen."

While the children gaped blankly for a resemblance between their teacher and Elizabeth II, one of their number was staring at him thoughtfully. Sidney Fleck was one of the sharper members of the class, and he alone had a glimmering of what Arkwright was driving at. His father read the newspapers, and often entertained the patrons of the local beverage room with his views on such matters as vested interests and crushing burdens of taxation. Sidney raised his hand.

"What about a prime minister?"

"Certainly—we will need a premier. He will be the leader of the party that has the most members elected. We will have to form some parties—no, no Janie, not that kind of parties."

"This here CCF," said Sidney, "my Dad says they're against the police and that they want to take stuff from the police and give it to the poor. Is that right, Mr. Arkwright?"

"No, Sidney, no. Not quite right. But I suppose some people would say they are fairly—well, radical."

"Like these here radicalsonsoffreedom?"

"No, no. They are—well, never mind. Would you like to be CCF?"

"Sure!" answered the boy.

"That is capital, then. We have one party. Now, who would like to be Social Credit?"

There were no immediate volunteers for the Aberhart of Mooki Creek. Finally Sadie, who had been showing renewed signs of wishing attention for some time, put her hand up.

"You, Sadie? Aren't you a little young? Still, if you'd like to, I suppose your sister can help you. All right then, you can lead the Social Credit party."

He beamed amiably at the child, who looked back at him with growing anguish. Then she gave a piercing howl and wetted the floor.

The next morning Arkwright called his class to order, and bade the leaders of the two parties state the planks of their election platforms. He reminded them that they must have definite ideas to offer, and

that, if elected, they were in honour bound to implement their promises.

Sidney thereupon strode to the front, and announced that his party was before the people with a programme of More Games in School-hours and Less Homework. This produced a storm of approval, in which Sadie joined with enthusiasm. When it had died down, Linda Jean, Sadie's elder sister, rose and stated that she would speak for the Social Credit party. She was a neat, complacent little girl who had made a career of flattering teachers and loudly loving school, and there were subdued boos as she flounced to the front.

"Please, Mr. Arkwright," she squeaked, "me and Sadie want more homework and we don't want more games thank you very much."

So the battle was joined. Arkwright lost no opportunity to correlate every subject under the sun. Slogans were invented in the language period. Arithmetic was spotted with problems about agents' commissions and campaign funds. The art period was given over to the production of posters, and he even managed to get in some propaganda about the importance of good grooming to personages in the public eye. Finally, having milked the subject dry, the ballots were cast.

**I**N a memorable landslide the Mooki Creek school elected a CCF administration by 20 votes to 1.

Immediately afterwards, when Arkwright had read the Speech from the Throne, Sidney brought in his No Homework bill. It passed by a thumping majority.

Mr. Arkwright cleared his throat noisily. "Class," he said slowly and hesitantly, "there is something I should have told you."

The premier, a smile on his face, winked significantly at Winston Seaweed, his attorney-general.

"Perhaps I should have told you," went on the teacher, "but you must not forget, of course, that our work. So just say that that one, eh?"



A programme of More Games  
in School hours . . . .

The premier pursed his lips, and produced his More Games bill. After that had received like approval, Arkwright, with a heavy jocular, remarked that we must keep within our time allotments, mustn't we?

Sidney shrugged his shoulders, and sat down. The class gloomily took out their arithmetic books.

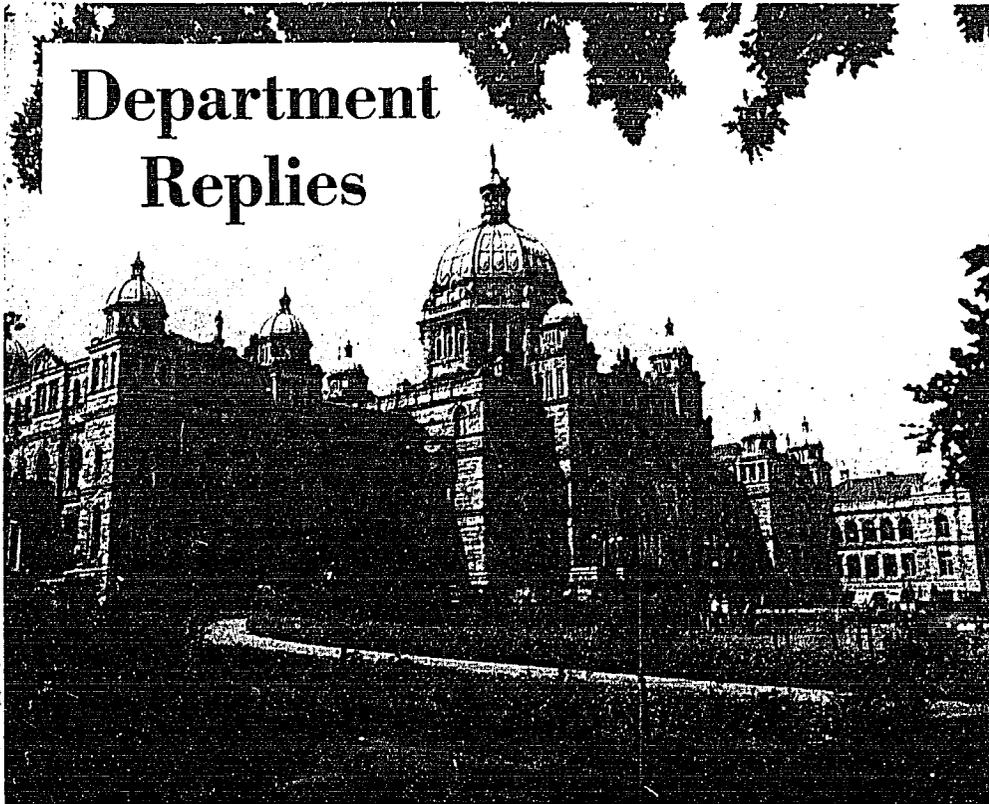
In the next few days, Arkwright disallowed a bill for the Abolition of Friday Spelling Tests, a bill for Afternoon Recess, an act for Sunny Day Sketching in the Woods, and sundry other inspirations of the nimble-witted premier. Then a vote of no confidence from Linda failed to get a seconder. Gradually the affair petered out. The sun swung higher in the sky, and thoughts turned away from democracy and towards baseball bats and fishing lines.

Then one day, in a blank moment before lunch, Sidney posed a question.

"What does it mean," he wanted to know, "when the Russians veto something?"

"Now that is a very good question, Sidney," replied the teacher. "I am glad to see you taking this interest in current events. Briefly, then, the Russians are always trying to stop people from doing what is right. The free people vote for some things, really good things, and then the Russians are so wicked that they try to stop the people from . . . confound it, boy, what are you grinning like that for?"

# Department Replies



*B. C. Government Travel Bureau*

## Answers To 1954 A. G. M. Resolutions

### Re Teacher Training

1. That the Department of Education be asked to hold all S-C Certificates for Home Economics at that level and that it be mandatory for any teachers wishing to advance their certification to S-B to take at least one year of basic teacher training.

**Answer:** As long as the present shortage of Home Economics teachers continues, it is necessary to compete with food companies and others for graduates in that field. Two things should be noted: (1) the S-B certificate is not granted until the graduate has completed 15 units of work in three summer schools and has completed two years of successful teaching; (2) the S-B certificate thus issued is a special certificate for Home Economics teachers and is not the same as the Academic A Certificate granted those who complete a full

year of teacher-training immediately after graduation. Complying with the resolution would mean closing down many Home Economics centres at present. It could be considered only when supply and demand approximate each other. It had been hoped to relieve shortages by recruiting some British teachers of Home Economics, but these teachers could not meet the qualifications of our own.

2. That the B.C.T.F. endorse officially the policy of introducing Teachers' Clubs in secondary schools as a means of assisting in teacher recruitment.

**Answer:** The support of the B.C.T.F. for Future Teachers' Clubs is greatly appreciated. The interest and enthusiasm of teacher sponsors has contributed greatly to the success of the 85 Future Teachers' Clubs, with approximately 1700 members,

currently operating. The official action of the B.C.T.F. in organizing and financially supporting a conference of teacher sponsors is co-operation at its best.

3. Whereas one of the requirements for a Secondary Advanced (Instructor) Certificate is "fifteen units of credit, exclusive of teacher-training courses"; and

Whereas in the fifteen units "not more than nine units of credit for post graduate studies in the subject-matter fields of the teacher" may be included; and

Whereas this stipulation has the decided effect of discouraging the teacher from research and advanced study in the academic fields other than the one specifically referred to as "Education," which, in its very limited interpretation, excludes many of the facets of education in its true sense; and

Whereas it follows that the teacher is not encouraged to make even a small contribution toward Canadian scholarship; and

Whereas this appears to be a grave weakness, since the advancement of Canadian scholarship is dependent to a great extent upon the efforts of Canadian teachers; therefore

Be it resolved that the B.C.T.F. urge the Department of Education to alter the requirement for the Secondary Advanced (Instructor) Certificate to give to post-graduate degrees recognition commensurate with their importance to Canadian scholarship and to education interpreted in its fullest sense.

Answer: Action was taken last year in line with this resolution with recognition of the Master's degree as fulfilling the requirements for the Secondary Advanced (Instructor) Certificate. (See 1954 Bulletin of the Summer School of Education, p. 71.)

4. Whereas B.C. teachers are at present discouraged from going outside the province for advanced courses, because of the discrepancy in the number of credits awarded for such extra-provincial work; and

Whereas this circumstance tends to create a feeling of injustice among teachers and a parochial atmosphere in B.C. education; therefore,

Be it resolved that the B.C.T.F. ask the Department to examine carefully the basis on which credits for advanced study are awarded.

Answer: This will be done. The academic year in B.C. is 15 units. If the equivalent in an extra-provincial institution is 45 credits or 90 semester hours, then 3 credits or 6 semester-hours must be considered as the equivalent of 1 unit. The Department must, of course, reserve its right to evaluate work from outside the province in terms of its own standards.

5. Be it resolved that the B.C.T.F. favour the establishment in Canada of a college in which Canadian teachers may undertake advanced professional studies leading to advanced certification granted by the college and accepted by every Department of Education in Canada.

Answer: The Department favours such a plan if it can be evolved. The C.E.A. has some such plan under consideration, but the wide variations across Canada in provincial regulations offer great difficulties.

6. Whereas the Department of Education currently issues Specialist Certificates in the fields of Primary, Intermediate, Library, Art, Music, etc., and

Whereas the teachers of special classes for the mentally retarded or physically handicapped should be specially trained in their work, therefore,

Be it resolved that the B.C.T.F. request the Department of Education to establish appropriate courses leading to a Specialist Certificate in this field.

Answer: The whole problem of education of the handicapped is under review in the appropriate Departments of Government. It should be noted that requirements for the Elementary Advanced-Handicapped Children Certificate have been broadened to include specialized training in approved courses in the education of mentally retarded children. The 1955 issue of the Summer School of Education Bulletin will contain the change. In view of the major change in Teacher Education taking place this year, it is considered inadvisable to establish additional courses at present. It should also be noted that teachers of special classes are now recognized as such

in Section 140 of the Public Schools Act, as amended.

7. Whereas an acute shortage of fully qualified music teachers exists in B.C. schools,

Be it resolved that the Department of Education and the administrative authorities of the University of British Columbia establish a School of Music at the University, to provide further facilities for the training of music specialists.

**Answer:** This will be one of the many matters for consideration by the Joint Board of the College of Education when it is established. It would be inadvisable to recommend a change at this time.

8. Be it resolved that the B.C.T.F. urge the Department to take advantage of the superior facilities available at U.B.C., i.e., housing, equipment, etc., for the giving of Summer School Library courses.

**Answer:** This matter will be given consideration when the new Teacher Education programme is in effect. The suggestion has merit. Perhaps courses should be given both in Vancouver and in Victoria, with the former place being the venue for specialist training, the latter for training of the classroom teacher who desires some knowledge of library work but does not desire a specialist certificate.

9. Be it resolved that, through the Department of Education, we recommend to teacher training institutions that instruction in the mechanics of reading and in the methods of its teaching be given to all teachers at some time during teacher training.

**Answer:** This basic instruction is at present given in the Normal Schools. Consideration will be given to the whole programme when the Joint Board of the College of Education is established.

10. Whereas the majority of B.C. teachers have homes on the mainland and attendance at Summer School of Education in Victoria incurs added expense in living costs and in travelling; and

Whereas such expenses prevent some teachers from taking valuable courses offered;

Whereas some teachers desire to take

certain courses offered by Summer School of Education (Vancouver Branch) and other courses offered by U.B.C.,

Whereas for these reasons, the continued holding of Summer School at Victoria is not in the best interests of the majority of teachers in B.C.,

Be it resolved that the B.C.T.F. approach the Department re the establishing of Summer School in Vancouver in all courses.

**Answer:** The courses to be offered in Vancouver will be considered further when the work of Teacher Education is integrated under the direction of the proposed College of Education.

#### **Re Public Relations**

11. Be it resolved that the B.C.T.F. seek the co-operation of the Department of Education in setting up a joint committee on public relations, suggestions and policy of education.

**Answer:** This resolution is addressed to the B.C.T.F. It should be remembered that the Department's publicity on educational matters must be restricted to matters of fact, if it is to avoid unfavourable public criticism that it is issuing propaganda. The best public relations will stem from the operation of a good school system. It is difficult to see where the Department could take the responsibility for statements issued by a committee over which it had less than complete control. Statements of policy are issued by the Government of the Province.

12. Be it resolved that the B.C.T.F. press the Department of Education to inform the public more fully on the existing education system and on changes in the system before they are put into effect.

**Answer:** This is sound and desirable, subject to the restrictions in the answer to No. 11. Much has already been done in this respect, and it is conceivable that more will be done.

#### **Re Vice-Principals**

13. Be it resolved that the B.C.T.F. request the Department of Education to make it mandatory that school boards employ a vice-principal in each school of ten rooms or more.

**Answer:** This Department is opposed to unnecessary mandatory provisions as they interfere with local autonomy. The appointment of vice-principals is and should be a local matter. The Department is not convinced that a second recognized administrative official is required in schools as small as are suggested in the resolution. The addition of supernumerary teachers to staffs, especially in secondary schools, is already approaching, if it is not exceeding, the economical maximum both from educational and financial considerations.

#### Re Libraries

14. Resolved that the B.C.T.F. ask the Department to supply basic plans for library rooms, and for library room equipment for elementary and secondary schools.

**Answer:** Consideration has already been given to this. (See pp. 56-57 of the School Building Manual.)

15. Whereas under the present system of grants from the Department of Education to school boards, the amount of the grant for school libraries is not specified; and

Whereas at the present time the amount made available to school libraries for the purchase of books varies considerably in different districts; therefore,

Be it resolved that the B.C.T.F. urge the Department of Education to make a definite allocation of grants for school libraries. The minimum suggested is \$1.50 per pupil exclusive of operating expenses, dictionaries, encyclopedias and supplementary readers.

**Answer:** Special grants for specific purposes would invalidate the whole system of educational grants. Provision for library books should be made under the estimated operating expenses of a board. The principal of a school should provide in his requisitions and estimates for a suitable amount for library books just as he does for other instructional supplies. The amount suggested appears reasonable at the present time.

#### Re Homework

16. Whereas at present Article I, Clause 5, of the Rules and Regulations pursuant to the Public Schools Act makes it impos-

sible for teachers to give home assignments; therefore,

Be it resolved that the B.C.T.F. ask that the regulation be amended to permit teachers to assign suitable homework activities at the elementary level.

Be it further resolved that the B.C.T.F. ask that the regulation be further amended to provide for a maximum of two hours' homework for Grade 10, 11 and 12.

**Answer:** Consideration is being given to the regulations regarding homework, and there may be some change in the Rules and Regulations. The time factor is perhaps not so important as that "suitable homework activities" be assigned, although the present regulation was framed because there were province-wide complaints, in some cases justified, of ridiculously long assignments. There are other evidences that homework assignments are not always well conceived in relation to their value to the education of children. An example (it is to be hoped not typical) received in this office included a whole sheet of number-work problems at the Grade I level.

#### Re Teachers' Annual Report

17. Whereas the portion of the Teachers' Annual Report listing the number of pupils of "Foreign Parentage" is unnecessary, and

Whereas furnishing this information may lead pupils to doubt that they are truly accepted as Canadian, and,

Whereas untactful methods may be used by inexperienced teachers to get this information, and

Whereas refusal of some children and parents to furnish this information renders the whole result statistically invalid;

Be it resolved that the Department of Education be asked therefore to discontinue requiring this information or to establish a successful and ethical way of gathering it.

**Answer:** This information has not been required since June, 1953.

#### Re Music Supervision

18. Whereas there is a need for music supervision in smaller localities,

Be it resolved that the Department of

Education recommend that local school boards provide qualified supervising teachers for music, in areas where needed.

**Answer:** The Department is giving consideration to the problem of providing "Teacher consultants" in districts where supervisory assistance is required. These may be in general or special fields. The provision, however, must be made on the initiative of the local authority, not by Department mandate. The Department is opposed, however, to increasing supervisory staff to a point inconsistent with teaching efficiency and economical operation of schools.

#### **Re Extra Teacher for Senior Matriculation**

19. Be it resolved that the B.C.T.F. request the Department of Education to make it mandatory that school boards employ an extra teacher in any high school offering a complete Senior Matriculation course.

**Answer:** The Department has re-established in the Public Schools Act the provision for Senior Matriculation classes, inadvertently removed some years ago. The present provisions of Section 140 provide for ample staffing of secondary schools. Where a school is large enough to provide Senior Matriculation, the necessity for an extra teacher will depend on the over-all existing pupil-teacher ratio and on the course offerings of the school.

#### **Re Primary Class Size**

20. Be it resolved that the B.C.T.F. adopt as policy that Primary classes should be limited to an enrolment of 25.

**Answer:** In view of the existing shortage of teachers, this would be an impossible pupil-teacher ratio to meet, nor is the Department convinced that it is a desirable one educationally. There is no research to prove that such small classes would be more efficient than classes of 30 to 35. If the suggestion were carried out, approximately 240 more teachers and classrooms would be needed immediately. Additional annual educational costs would be at least seven hundred thousand dollars; not to mention a required capital outlay of about three million dollars.

#### **Re Department of Education Magazine**

21. Whereas the Department of Education magazine "B. C. Schools" is no longer published; and

Whereas this publication in the past has been of great help and interest to teachers; therefore,

Be it resolved that the Department of Education be urged to resume publication of a similar type of magazine.

**Answer:** Consideration is being given to this, if and when funds are available.

#### **Re Rate of Remuneration for Recorders and Markers, Departmental Examinations**

22. Be it resolved that the B.C.T.F. urge that the rate of remuneration for recorders in connection with Department examinations be increased from \$5.00 to \$10.00 per day, and that of markers be increased from \$9.50 to \$19.00 per day, the present allowance of \$5.50 per day for living expenses being continued in both cases.

**Answer:** The rates being paid are not considered as adequate remuneration, but are token payments or "honoraria" to those teachers who volunteer their services for this purpose. These teachers do so because they believe they secure valuable experience of use to them in their classroom work. This is what makes it possible to offer the appointments to teachers from all over the province, rather than restricting it to the staff of the Greater Victoria area or employing only civil service personnel.

### ***Hotel Reservations***

Teachers planning to attend the Convention from out-of-town points may, if they wish, have the office arrange hotel reservations for them.

Address requests to Mr. J. A. Spragge, B. C. Teachers' Federation, 1644 West Broadway, Vancouver 9, B. C. State clearly which hotel is preferred, the expected time of arrival and the specific dates of your intended stay.

# Make Better Use of Teachers

W. W. McCUTCHEON

**A** SUBJECT under consideration by educationalists at the United States National Manpower Council held at Columbia University in October, 1953, was the more effective utilization of teachers. The following article presents the highlights of this meeting of the educational group at which the leading speaker was Mr. Henry Chauncey, President, Educational Testing Service, Princeton, New Jersey. Other contributors and discussion leaders included several authorities from the educational field.

It should be noted that the majority of those present at the conference were Americans concerned with their own teacher shortage. Nonetheless the existing conditions in the United States are paralleled closely by those in Canada. Because of this, it may be helpful to us in Canada to review the various proposals made at this American conference since presumably many would apply equally well in our own country.

Members of the groups present agreed that with teachers in short supply, the best possible utilization of their teaching manpower resources is of utmost importance. But there was considerable disagreement over the steps to be taken to solve this educational problem. Two broad approaches to alleviating the present shortage of teachers were considered. One kind was aimed at increasing the total number of teachers employed on the job. The other was to utilize the available supply of teachers more effectively so as to maintain and improve the quality of education, even in the face of the present teacher shortage. So far the first type of approach appears to be the only one that has been considered

very seriously. Three kinds of attempts which have been made to improve utilization of teachers are (a) reciprocity agreements between states, (b) conversion of high school teachers to elementary teachers and (c) heightened recruitment efforts. For the second type of approach another group felt that to make better use of the available teachers rather than to figure out how to get a larger total number of people into the teaching field would be the better solution. One familiar method of doing this is to consolidate schools in rural areas. Another method is to construct school buildings with movable divisions so that teaching space can be adjusted for best utilization as the demands arise. New methods which were suggested as possibilities for improving the utilization of teachers included the employment of clerical and other subprofessional workers under the supervision of an expert teacher; the use of student leaders and monitors; and the use of film, television, and other modern instructional aids. It was felt that the teacher under usual classroom conditions engages in a variety of activities, some of which may not utilize professional teaching skills. The present activities of teachers range from such straight forward clerical tasks as taking attendance and keeping

Professor W. W. McCutcheon, University of Ottawa, in proposing the use of clerical assistants in the classroom, bases his article on the report of a Conference on the Utilization of Scientific and Professional Manpower, held in October 1953, at Columbia University. The conference was sponsored by the National Manpower Council.

the class records to the development of critical thinking and diagnosis and counselling in respect to student difficulties. Some members of the discussion group were convinced that it would be desirable to relieve the teacher of record keeping as well as such chores as keeping order in study halls, lunch rooms, and so forth. More of the teacher's time would thus be free for the teaching activities for which his professional training is needed. Further, it was believed that students can learn from suitably prepared sound films or televised presentation. If the routine instructional burden were given over to sound films or recordings courses could be planned and prepared by outstanding teachers. Workbooks to accompany each film series course could also be prepared by the same committee. Tests, too, could be tailor-made for use in conjunction with the films. The consequence of this type of innovation may be stated in the words of the text:

"If all of these were placed at the teacher's disposal and the record-keeping, test-scoring, and similar chores given over to a clerical assistant, the teacher's job would become one of planning the best combination of educational experiences for each student and making sure that he was getting what he could and should be getting from his experiences . . . She would, . . . function as observer, guide, and mentor, in the fullest sense of those terms—a role which is now buried under a welter of other functions . . ."

#### Large Classes Possible

As a result of eliminating various elementary tasks, it should be possible, with proper planning and effective use of audio-visual teaching materials accompanied by workbook sessions, project activities, and tests for one teacher with a capable full-time clerical assistant and possibly with the occasional help of pupils in high school grades to: ". . . administer a program that would furnish rather highly individualized instruction and guidance for 90 pupils." The saving in salary (one master teacher and one clerical assistant) should permit the master teacher's job to be well paid. It was pointed out, of course, that the

present grouping of pupils into classes or grades would be superseded by possibly: ". . . a system of three-year units in which a 'homeroom' group would be made up of what would now be three separate classes from three contiguous grades." The best kind of elementary school organization to be used, where the teacher's job is modified to such a degree, could be selected only after much research. There was during the discussion a wide range of opinion on these novel suggestions to modify the existing accepted list of duties. This indicates that this is an area to be studied further, probably most helpfully when these new ideas are applied on an experimental basis in one or more schools.

#### Technicians For Routine Tasks

The foregoing ideas may or may not be sound, but this will not be known until the ideas become a part of actual practice. That schools should experiment more with new ways of utilizing teachers will likely meet with sharp criticism from many. Educational experiment is sometimes difficult since parents may object to having their children used as guinea pigs, and also money for experimental purposes is hard to get. However, the innovations suggested should stimulate thought and action eventually to bring a measure of relief to the teacher shortage.

Teachers are important but surely few can quarrel with the idea that the problem, in part at least, may not simply be a matter of a greater number of teachers, but also the most efficient and effective use that can be made of the teacher's time. It is a well known fact that labour in industry is producing much more now per day of work than it did at the turn of the century. Technological advances and more efficient use of labour are credited with making increased productivity a reality. The question is has corresponding effort been made to utilize teacher resources effectively. After all, the suggestions made regarding help for teachers are to quite an extent analogous to the use of technicians to relieve engineers or doctors from routine tasks, and thus allow them to concentrate on the highly skilled work for which their training fits them.

# We Must Help Ourselves

ESME FOORD

## *Suggestions for Self-Improvement*

"AM I doing a good job as a teacher?" "How can I know if I measure up to what is expected of me?" These questions, heard recently in an after-school "talk-shop," are echoes of the query that is in every teacher's mind more or less constantly.

There is no group of workers that feels more keenly the need of assessing its work than the teaching body. Subject as we are to criticisms, often subjective and uninformed, from parents, employers and educational "authorities," we require most of all some objective yardstick by which to obtain a true measurement. This is especially evident at the present time when emphases, if not standards, in education are undergoing a change. Teachers can no longer judge their success or failure by the simple expedient of administering a battery of tests and using the amount of information assimilated by their pupils as an index of their own professional skill.

Closely linked with this felt need for assessing our efficiency is our desire to gain greater recognition as a profession. An editorial in the January issue of *The B. C. Teacher*, entitled "We Can Help Ourselves," emphasized the fact that such recognition must be earned by service as successful teachers. Our objective will be attained only to the degree that we increase our efficiency in the classroom and this, in turn, depends upon knowing where we stand.

A third force urging us to survey our teaching standards is the pressure from those who, alarmed at the mounting costs of education, wonder if they are receiving

full value for their dollar. This demand has been well expressed by a national magazine (*The Nation's Schools*, Feb. 1, 1953): "As salaries rise toward professional levels, truly professional service is going to be demanded. The admitted difficulty of evaluating teaching service should be accepted as a challenge by school personnel rather than as an excuse for inaction. Somebody's going to do it; if not teachers, then others less fit."

There are two approaches to this problem of assessing teaching efficiency. The first is essentially a passive method, since the teacher is the recipient only of the action. It consists in determining the desirable practices, techniques and personality traits which are considered by educational authorities to be the criteria of good teaching, then judging whether or not the teacher possesses those characteristics, etc. This is the traditional method, although it has been modernized and objectified to some extent by the inclusion of specific behaviour items which are indicative of the possession of the desired traits. Whether the method consists of checking a score card, giving a numerical value, assigning to a position on a scale, or writing brief descriptions of actual behaviour, all such measures are basically rating, involving the judgment of one person by another.

Miss Foord is chairman of the committee studying Evaluation for Professional Growth. In this article, she discusses two ways of measuring teaching efficiency.

Rating in one form or another has been used as the chief means of measuring teachers' efficiency for a very considerable period of time. It is evident that it has not succeeded in solving the problem to any satisfactory degree. It may even be said that rating has created more problems than it has solved—insecurity, blind conformity and even dishonesty on the part of teachers are some of its resultants. Where ratings have been linked to promotional policies and salary schedules, these defects have been intensified with deteriorating staff relationships often an added evil.

#### **Objections to Rating**

Even when rating is carefully performed, it is an unsuitable tool for producing increased efficiency for several reasons. First, it depends upon the adequacy of the criteria chosen, and, as yet, it has been impossible to compile any list to which all authorities will agree. Secondly, it ignores the human element—how many of us can recall a brilliant and beloved teacher whose methods were so unorthodox that he would have received a very low score on any type of rating chart? Also, there is no way, even in a so-called objective scale, for ruling out the prejudices of the rater. The only solution to this would be to employ a number of competent and well-trained supervisors. The cost and difficulty of securing sufficient people of this type constitutes a third argument against rating. The fourth, and perhaps the strongest reason of all, is that rating is a violation of the democratic principles which are basic to our modern philosophy of education. It tends to establish a superiority-inferiority relationship in which teachers recognize themselves as dependents. Surely this is most inimical to the establishment of professional status.

The second approach to the problem requires that the teachers take an active part. This is the method of evaluation as that term is used to indicate a process by which individuals or groups assess strengths and weaknesses, determine to what extent values are being achieved and plan for future growth. This may range from an individual's appraisal of his own efficiency

in teaching a subject, or a joint supervisor-teacher consideration of a particular problem, to a district-wide survey covering every aspect of the schools' programmes. Evaluative surveys may make use of prepared outlines based on established criteria, or they may develop their own standards. The form is not mandatory and does not exclude any useful approach—even ratings and score cards may be introduced if their use is initiated and planned by the teachers themselves. All available educational workers may be considered as resource personnel.

It will be argued that such teacher-planned appraisals lack the precision and authority of ratings made by superiors. This would be true if the rating itself was the goal, but our objective is the teacher's recognition of where he stands and how he can advance from that point. Evaluation, in which one has time and means to marshal all the facts is a better road to self-knowledge than rating which can, at best, be based upon only a small sector of the whole teaching area. Being a more flexible method, it is more adaptable, too, to the special needs of individuals or groups.

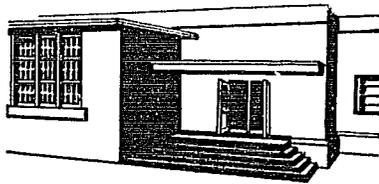
#### **Teachers Should Participate**

Participation in any type of evaluative process is a developmental experience since the teacher learns the criteria by which measurement is made. Advocates of rating point out that this does not necessarily mean that teachers will adopt these standards as their own and improve their practices accordingly. This is certainly true, but experience has demonstrated that the compulsion inherent in merit ratings has frequently failed to increase efficiency while seriously affecting morale. In any case, improvement in practice will result only where there is sufficiently strong motivation. An evaluative process which develops knowledge of worthy objectives and means of attaining them and is carried out in an atmosphere of freedom, supplies better motivation for genuine improvement than rating which frequently supplies few clues to progress and inhibits personal freedom.

Continued on page 260

# Wanted: A New Home

J. PHILLIPSON



**T**HE Property Management Committee of the B.C.T.F. is responsible for providing office facilities for our organization and its services and for maintaining and managing all property owned by the Federation. As we have grown as an organization, the demands on this Committee have increased because our strength is based on service and activity. The efficiency of our office and our staff can be curtailed by lack of suitable working facilities—a condition which must not develop if we are to continue to move forward and serve education in general and teachers in particular to the best of our ability. The Committee feels it is time to point out that we must look at our office facilities critically, with a view to preparing the membership to consider a building programme in the not-too-distant future.

Over the years the Federation has moved from one location to another to keep up with its expanding services. The move from a small downtown office to Aldine House on Robson Street many years ago seemed to answer the problem for that time. A relatively small voluntary membership, limited services, and a small staff regarded Aldine House as a comfortable, homey office. Many of us remember how pleasant it was with its winding stairs, large rooms, and hospitable atmosphere. There was even a room, in those early days, which bore the inscription "President's Office"—something still badly needed but only a faint hope in the minds of the Table Officers. Aldine House, however, served the purpose of the Federation before compulsory membership and the expansion of our school system took place. In the minds of many today it is symbolic of a past era of education in this province.

The Property Management Committee of 1950 purchased a 100-foot lot at the corner of Fir Street and Broadway with the intention of constructing a "Federation Building." This did not materialize as there arose an opportunity to purchase the building at 1644 West Broadway now occupied by our offices. The urgency was too great at that time to await the construction of a building and the 1644 West Broadway property was altered, in part, to suit our needs. Lease agreements were in effect which provided sufficient revenue to cover the operating cost of the building so our own space is not a charge against current fees.

The space which we were able to use when the building was purchased soon proved inadequate. Rapid increase of membership to the present 8,000, accompanied by expansion of staff, has resulted in a crowded condition. The Credit Union moved out in order that office staff could move in. The Medical Services Associations and Co-operative Association are hard-pressed to handle the rapidly increasing services which they offer. The prediction is that we may look for a 25% to 50% increase in membership over the next ten years. It is obvious that the Property Management Committee must "take stock" immediately and study the problem fully with a view to presenting to the members

Mr. Phillipson, First Vice-President of the Federation and chairman of the Property Management Committee, here presents a problem which will require careful consideration by all members before a solution can be reached.

a plan which will be financially sound and which will, if possible, take care of our requirements for many years.

A number of approaches have been suggested, all of which will receive the earnest consideration of the Committee. Local associations, district councils or individual members are invited to submit ideas. Some members have advised that we take over the space now rented in the present office building as the leases run out. This has merit but also implies that taxes, maintenance and operating costs become a direct charge against Federation income from fees. Another suggestion is to sell the presently-occupied building and erect a multi-storey building on our Broadway and Fir corner—now a very choice and valuable location. It is argued that such a project is economically sound as rental revenue will pay interest, debt charges and operating costs, as well as create prestige for our organization. Others have expressed opposition to any plan which en-

visions a prominent building and would have the Committee find property off the main streets where a less pretentious building could be constructed which would be independent of rentals and would house only our own services. These are just a few of the possibilities which present themselves.

The Property Management Committee has been charged with the task of studying all the reasonable approaches to our "housing problem." The Executive of the B.C. T.F. is concerned and wants to move in a positive direction so that the difficulties which arise year by year may be cleared up. The Committee has been authorized to call in financial and architectural consultants and over the next year it is hoped that a sound plan can be evolved. It is anticipated that the Annual General Meeting of 1956 will consider specific recommendations and from the deliberations that follow we may draft the blueprints for the "B.C.T.F. Building."

## *We Must Help Ourselves*

Continued from page 258

Evaluation, unlike rating, can be a continuing process, since it does not depend upon the infrequent appearances of a specially trained person. It may be a part of an in-service training programme, forming both initial and final steps, suggesting points of departure in a continuous cycle of study and revision.

Evaluation is to be preferred to rating, then, for the following reasons:

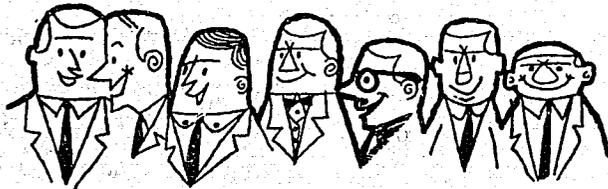
- (1) It is a more comprehensive tool for the measurement of teaching efficiency.
- (2) It suggests goals for accomplishment and methods for achieving them.
- (3) It is itself a growth experience and

can form a complementary part of in-service training.

- (4) It can be adapted to the needs of individuals and schools.
- (5) It partakes of the advantages of any co-operative venture.
- (6) It is the method of democracy.
- (7) It is basic to professional status.

Professional recognition depends upon improving our effectiveness. It also implies that we are capable of solving our own problems. If we are to become truly professional, we will have to take the initiative in the development of a teacher-planned programme of appraisal and advancement. Before we lose the opportunity, we must help ourselves.

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lutions

# Two Years Necessary

H. N. PARROTT

SOME serious questions have been put to the Teacher Education Committee on the advisability of a two-year minimum training period for teachers. The Teacher Education Committee has stated on every occasion that two years is the very least that a training programme should be. In some quarters it is felt that one year of training beyond Senior Matriculation or Grade XIII is all that is essential. The main purpose of this report from the Teacher Education Committee is to marshal the evidence to support a professional training programme which is longer than one year.

Dean Scarfe of the University of Manitoba in a speech to the Canadian Education Association stated:

"Nothing has been said about the kind of training that should be given in these courses . . . but it is clear that the equivalent of two full years of professional training is universally desirable . . ."

The Canadian Teachers' Federation at its 1953 Convention discussed the whole field of teacher education. As a result of the deliberations at that time the following resolution was passed:

"That this 1953 C.T.F. convention goes on record strongly favouring a two-year programme taken intra-murally at a recognized teacher training institution, as a minimum requirement for a permanent certificate."<sup>1</sup>

Many provinces in Canada have tried short-range measures as an answer to teacher recruitment. The basic philosophy seems to be that if the requirements for teacher training are reduced, then the teacher shortage will disappear.

Dr. J. W. Tait, Director of Teacher Training for the Department of Education

<sup>1</sup> *The Education Review*, Dec., 1953.

in the province of Saskatchewan, on this particular point said:

"Short range measures to procure teachers and hold them in the profession have failed almost everywhere."<sup>2</sup>

A further statement about short range measures reads as follows:

"Some short-sighted ways are being suggested to make the present teacher supply 'go further.' Many of these sound appealing to the harassed taxpayer. They offer so much to so many for so little."<sup>3</sup>

Many more sources could be quoted to support the thesis that any reduction of teacher education requirements does not hold teachers in the profession. In Canada it has been found that the opposite is the case.

"The only teacher training institutions in Canada that have actually increased their enrollment in full courses are those institutions that have raised and stiffened their entrance requirements."<sup>4</sup>

In the United States a great deal of research has been devoted to the problem of the requirements for teacher education. One report made by Miss Stout of the Kansas State Teachers' Association found that:

A check of the number of teachers prepared in the various states in 1952 and 1953 reveals a consistent pattern showing the positive effect of high standards upon supply, and the negative effect of low standards, not only in the ratio of degreed to non-degreed teachers prepared, but in the total number of new teachers made available.<sup>5</sup>

<sup>2</sup> C.E.A. Convention, Halifax, Sept. 14, 1953.

<sup>3</sup> *N.E.A. Journal* "The Professional Approach," Nov., 1954.

<sup>4</sup> Canadian Teachers' Federation News Letter, March, 1954.

<sup>5</sup> *N.E.A. Journal* "Higher Standards, More Teachers," January, 1955.

The United Kingdom teachers are also busy on the problem of teacher education. A report from *The Middlesex Teacher* states:

"There is general agreement among educationists that the normal training course for teachers should be extended to a minimum of three years at the earliest opportunity."<sup>6</sup>

The work of the Teacher Education Committee over the past two years has led this committee to adopt the two-year minimum teacher training programme beyond Grade XII. While one might argue that the minimum two years should begin after

<sup>6</sup> *The Schoolmaster*, October, 1954.

Grade XIII, the Committee does not feel that at this time, and under the present conditions of rapid growth of the school population it is the appropriate time to press for such a change. The Committee also feels that the most appropriate place to begin a programme of teacher education is at the end of Grade XII. It is felt strongly that this is the best age-level to introduce the student-teacher to an academic and professional atmosphere, rather than after the completion of Grade XIII. Therefore the Committee has consistently advocated and recommended a two-year minimum programme taken intra-murally after successful completion of High School Graduation, University Programme.

## Teacher Education In Sweden

A COMRADE-IN-CHALK in Stockholm sent a cutting from *Svenska Dagbladet* which shows that Sweden, too, sees the need for better qualified teachers. The present two years' course of mainly professional studies for intending elementary teachers is to be extended to two and a half years, and an entirely new training institution is being created.

The Riksdag, the Swedish Parliament, has just passed a resolution to establish an academy for teacher training to be known as the "Lärarhögskola"—literally "Teachers' High School," though it should be remembered that "high school" in Europe is the term applied to technical universities which confer degrees in their own field.

Accordingly, the principal of the new academy will hold the rank of professor. His function will be pre-eminently one of educational leadership, not administrative.

It is significant that the new legislation further provides for the creation of a chair in educational research. It will be the duty of the man to be appointed to this position to initiate experimentation and research work in education conducive to

improving teaching methods, extending our knowledge of pedagogical psychology, and giving the students a grounding in original research work. His work is to be closely co-ordinated to that of the instructors in psychology and education.

Future teachers of all categories will receive three types of instruction: purely informative lectures to groups of 150; special lectures with discussions to smaller groups of about 30; and finally seminars with no more than 15 students, when research work is presented and discussed. Close personal contact between students and instructors is planned, and during the last term the student is allowed much free time to devote to individual studies.

Much freedom of experiment to enable the staff to make progressive improvements is expected to be one of the main assets of the new institution. Highly qualified staff with first-rate teaching ability will be selected from schools and training colleges.

Without doubt it is a sign of our time that a country like Sweden, with acknowledged high standards of education at all levels, sees the need for raising teachers' qualifications.

C. H. SIMPSON.



*C.E.A. Kellogg Project  
in Educational Leadership  
Demonstrates*

## Education Produces Unity

W. V. ALLESTER

**C**YNICS claim that the way to prevent action in governmental circles is to appoint a commission to conduct research. Similarly, some extensive research projects in education have been completely ignored by many who should have been interested. It is therefore all the more remarkable that the CEA-Kellogg Project in Educational Leadership has had so much effect in its three short years of operation. This research project has already attracted considerable attention and its influence will grow until it has affected the thinking and practices of thousands of Canadian teachers.

Most research is an individual affair, or perhaps the work of a small team. This project of the Canadian Education Association, however, has from the beginning involved many people. Therein lies the secret of its success.

Some three hundred fifty-five persons have already participated directly in scheduled project activities—and they have spent an average of sixteen work-days each. Most of these participants have been inspectors of schools, Department of Education officials and university faculty members. These are people who are in touch

with a large fraction of the teaching staff of the country.

As has been said in earlier issues of this magazine, an important part of the CEA-Kellogg Project is the variety of group processes employed. These processes, sometimes called "workshop techniques," permit groups of people interested in common problems to work them out together. In the group, all become involved; all become responsible; and all achieve status. Moreover, all contribute to the group decision and this is a wiser decision than could have been made by any of the individuals concerned. It is also accepted more readily than would be otherwise the case. Truly, here is democracy at work.

"The most frequent immediate application of ideas from the project to the regular work of participants has been through the adaptation of group . . . procedures to conferences and institutes . . ." (Page 10, *Three Years in Retrospect—Third Annual Report of the Project*) Teachers will become more and more aware of an emphasis upon co-operative group problem-solving. Those inspectors and principals who favour autocratic direction should take stock of themselves now—many of

their colleagues are finding that democratic leadership gets better results. This is understandable, since professional people neither want nor need lists of rules and showers of directives composed by persons in authority.

The gathering together, through the Leadership Project, of educators from all parts of Canada has made a contribution to national unity. There were already a number of national organizations (including the C.E.A., the C.T.F. and the C.S.T. A.) which brought together people interested in education from all provinces for a few days each year. How much greater effect is possible when Canadians assemble, as they have done in the Short Courses, for three weeks. Many school problems that had been thought to be local or provincial were found to be national. Many ideas which had proven themselves in one province went across a provincial boundary (or even across a language barrier) in spite of "provincial autonomy" and the British North America Act. We are never likely to see one Canadian system of education; but the CEA-Kellogg Project will help us to make the ten or eleven varieties a little more alike.

#### Pre-Service Training

It has been said that when a new Inspector of Schools is created he needs only a copy of the School Law, a new brief case, and a pad of expense vouchers to change the local teacher or principal into a provincial "factotum" with an answer to every administrative, financial, structural, or supervisory problem. This statement may be an exaggeration, but many a newly-appointed inspector has regretted that no system of pre-service training for the position existed. The Short Courses are proving the value of in-service training for inspectors. Doubtless there will soon be provision in most provinces, or at some central universities, for pre-service training also. An improved standard of inspection should result.

A natural consequence of the Short Courses given at Edmonton for the inspectors has been the encouragement of in-service training for teachers and principals

within the provinces. Four members of the 1953 Short Courses have conducted "workshop" summer courses at Victoria and Saskatoon. A four-day course on certain problems of school principalships was given at Medicine Hat in October, 1954. Local and provincial activities of the same nature will become commonplace.

#### More In-Service Training

Some of us believe that teachers' professional organizations should initiate in-service training programmes. Convention sectional meetings are a beginning but much more could be done if there was more time. In this regard, it is encouraging to learn that the Canadian Teachers' Federation will this year sponsor its first seminars. Social Studies, Communication Skills, and Aims of Education for Classroom Teachers will be the subjects of these.

From the above remarks, it becomes obvious that I believe the CEA-Kellogg Project is accomplishing several of its specific objectives—the wider use of group processes, the intercommunication of educational ideas between provinces, the emphasis on in-service training. Success in these specific matters will help to bring about the general objective—a better education for Canadian children.

In describing some changes in Canadian education that have been speeded up by the CEA-Kellogg Project, and in suggesting that these changes will continue, I would not like to suggest that nothing was happening before the Project began. However, it is quite obvious that many worthwhile developments are proceeding much more quickly because two Short Courses have been held at Edmonton. I am confident that every teacher in Canada will feel the influence of the Project in Educational Leadership before long.



THE B. C. TEACHER

# A Need Is Recognized

A. J. WELSH



*A Report from the Federal Aid Committee*

**C**ANADIAN education is at an impasse. Education is not the business of the federal, provincial or municipal governments nor the business of federal, provincial or municipal taxpayers but rather the business of each and every Canadian citizen. Education has always been almost entirely a charge upon real property but that cow has been milked dry. Municipalities are in desperate need of funds and have turned to the provinces which, in some cases, have increased grants to a point where their ability to pay has been seriously impaired.

In 1953, the Leader of the Opposition in the House of Commons, the Honourable George Drew said, "... as Canadians, we should co-operate in every way to advance the cause of education right across this country of ours."

Mr. Drew was speaking during a debate that has become a nearly annual affair in the House. Yearly, this debate is precipitated by the C.C.F. member for Saskatoon, R. R. Knight, when he calls for the government to investigate the possibilities of federal aid to education. Mr. Knight's motion of February 9, 1955, essentially the same as in previous years, in part reads, "... that this House take under consideration the advisability of taking steps to relieve the financial crisis in education, without encroaching in any way on the exclusive jurisdiction of the provinces in the field, by granting financial assistance to the various provinces for the expansion and equalization of educational opportunity across Canada."

Mr. Knight, in debating his resolution

in 1952 said, "The principle behind the resolution is that all children in Canada should enjoy equality of opportunity of education irrespective of their geographical position, of the country of origin of their parents or their economic status. That should be denied no child in Canada . . ."

In 1953, Mr. Drew concluded the Progressive Conservative policy by saying, "I should therefore hope that all of us will say in no uncertain terms that, with a full recognition of constitutional responsibility . . ., we want the Dominion government to bring the governments together to see whether there is not some way in which we can broaden the basis of education for the people of Canada."

The resolution, in its presentations since first introduced in 1949, has brought nearly all political parties into some agreement. The Social Credit manifesto states: "The operation of true democracy requires a high general standard of education amongst the people."

"The Social Credit Association of Canada believes the goal of our efforts must be the achievement of equality of educational opportunity on a high level for all Canadians."

"To achieve this, the Canadian government should provide for education, substantial unconditional per capita grants-in-

**This month the Federal Aid Committee presents proof that many people and organizations now realize the need for federal aid to education in all provinces.**

aid to the provinces, which grants must not carry with them any right whatsoever for the Canadian government to interfere in the provincial administration of education."

Prime Minister Louis St. Laurent, speaking as leader of the Liberal Party, said in the House of Commons on October 19, 1949, "I am sure all honourable members have welcomed this opportunity of focusing their attention upon this assertion, one which certainly appeals to each and every one of us, that there should be across Canada the greatest possible degree of equality of opportunity for the education of our young Canadians, the Canadians of the future."

#### Others See The Need

But the politicians are not the only persons showing an interest. The following random quotations are only a few available from federal aid files across the country.

Dr. A. W. Trueman, president of the University of New Brunswick: "Equality of educational opportunity in all provinces cannot be secured without considerable federal aid."

Dr. N. A. M. MacKenzie, president of the University of British Columbia: "I believe that if we are to continue to develop as a Canadian nation, more intelligent and equitable distribution of national income, resources and taxing power must be worked out. One of the results of this should be and must be that more money will be

made available to our educational institutions and to education generally . . ."

Pat Conroy, past secretary-treasurer of the Canadian Congress of Labour: "I believe that it is highly desirable that the federal government should assist . . ."

The platform and plans of the Trades and Labour Congress of Canada: "Federal aid to all grades of education."

R. K. Gervin, vice-president of the Trades and Labour Congress, quoting his organization's December 1954 presentation to the federal government: "Any adjustment . . . should include federal aid to provide a greater equality of educational opportunity in all grades including post-school training."

Consider this resolution from the Canadian Home and School and Parent-Teacher Federation. ". . . that the Federal government should accept an increased share of the cost of education with the provinces maintaining authority in the field of school education."

#### Support Is Widespread

Or the B.C. Teachers' Federation stand supporting the theory of per pupil grants directly to the provincial governments. Or the same proposal supported by the Canadian Teachers' Federation.

There is evident, wholehearted support for the theory of equalization of educational opportunity through federal aid. Many people are now asking, "Is it not now time for responsible government to listen to the voice of the people?"

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**T**HE tactics of teaching cannot be set down in a neat and orderly recipe book. Too many people come to teacher-training institutions looking for just that, and are frequently disappointed, sometimes even critical, when they discover that the elixir is not so easy to find."

Dr. J. M. Brown, Director of Curriculum, Manitoba.

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**Teachers Wanted**—Applications are invited for positions in Federal Schools in the Northwest Territories—(Mackenzie District and Eastern Arctic). First Class or equivalent Certificate required. Salary schedule in effect. Salary paid according to classification, grade, and experience to a maximum of five years. Annual increments from \$150 to \$180 according to classification and length of service. Maximum initial salary on basis of ten months \$2950. On twelve months basis maximum salary \$3600 with 18 days annual holiday leave. Northern Allowance of \$1500 if married and \$900 if single. Additional allowance of \$120 per annum for university degree. Duties of teachers in welfare classes include adult education, community recreation and welfare work in addition to regular teaching duties. Preference given to teachers with Primary Certificates or Certificates in Social Welfare or Guidance. Duties to commence not later than 1st September. Details and application forms available immediately from the Director, Northern Administration and Lands Branch, 370 Sparks Street, Ottawa, Ontario.

## Pension Refunds

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

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

It is now the policy of this office to show the names of these teachers for three consecutive years on *The B.C. Teacher* list. If they have not applied for a refund after the third year, their names will be deleted from all future lists. The names of the teachers in this category which have appeared on the 1953 and 1954 lists, are marked with an asterisk (\*) and this is the final advice.

- |                                  |                                  |                                  |
|----------------------------------|----------------------------------|----------------------------------|
| •Adams, Mrs. Dorothy Irene       | •Buckley, Mrs. Cicely Barbara    | •Dieff, Miss Era                 |
| *Adrian, Victor                  | •Bullion, Mrs. Kathleen May      | •Dixon, Selina                   |
| *Aitken, Howard James            | •Bunyan, Marian Acheson          | *Donnell, Mrs. Alfreda Muriel S. |
| *Allan, Jean Ross                | •Burbank, Della Judy             | •Doolittle, Dorothy Jean         |
| •Anderson, Delores Beatrice      | •Burns, James                    | •Dorman, Jean Winnifred          |
| *Anderson, Edith Sophie          |                                  | *Dorsey, Mrs. Hannah Clarissa    |
| •Anderson, Janet Margaret        | Cade, Mrs. Marjorie Isabelle     | *Dreger, Mrs. Edna Irene         |
| *Annan, Alexander Collison       | Callear, Olga Margot             | *Duke, Mary Elizabeth            |
| •Apps, Winifred Emma             | Campbell, Mrs. Alice Gertrude    |                                  |
| *Arland, Elsie Marina            | Campbell, Audrey Jean            | •Earnshaw, Nora                  |
| *Ashton, Roswell Bertrand        | Campbell, Jessie                 | •Eason, Ethel Eileen             |
| •Asselstine, Miriam Anita        | Campbell, Mrs. Mary Eleanor      | •Easton, Mrs. Dorothy Roberta    |
| Aylard, Mary Olive               | Campbell, Ronald Farquharson     | •Ebbeson, Aksel                  |
|                                  | Carey, George Archibald Claire   | •Einerson, Anna Gudrun           |
| Backman, Mrs. Florence           | *Carlson, Edna Caroline          | •Evensen, Margaret Elizabeth     |
| Nightingale                      | Carlson, Mrs. Margaret           |                                  |
| Backmeyer, Rita Eileen           | *Carroll, Reed Raymond           | •Farrow, Mildred Joyce           |
| Bain, Mrs. Shirley Joan          | Catley, Stella Mary              | *Fawcett, Mary A.                |
| Baird, Carolyn Anne              | Chapman, Arthur Armstrong        | *Ferguson, Bessie Marion         |
| Barnes, Mrs. Enid Alice          | *Chapman, Ivy Elizabeth          | *Fisher, Mrs. Norma Patricia     |
| *Bauman, Mary Fern               | •Chapman, Mary Bernice           | *Fitzpatrick, Elaine Marie       |
| Bayies, Theodore Murray          | Chernecki, Marie                 | •Fleshman, Grace Bertha          |
| Beauchamp, Mrs. Erma Alberta     | *Chernecki, Wm. Jon              | *Ford, Mary Melita               |
| Bell, Edith Margaret             | •Clark, Jean Adell               | •Forde, Mrs. Leona Yvonne        |
| Belton, Alice Margaret           | Clarke, Frederick Dale           | •Foster, Francis Pauline         |
| *Benwell, Edith Kathleen Bowles  | •Clayton, Mrs. Fredricka B.      | •Fox, Mrs. Kathleen Ada          |
| *Berg, Mrs. Marion Violet        | •Cleve, Joyce Georgina           | Frampton, Evelyn Lauretta        |
| *Bernard, Marc Marcellin         | *Collis, Winnifred Ruth          | Francis, Mary Grace              |
| Bett, Margaret Patricia          | Collison, Alma Alice             | •Franklin, Mrs. Clara Jean       |
| Bicknell, Ruth Lucille           | •Conrad, Tom Clyde               | *Franklin, David St. George      |
| *Black, Karl Gordon              | Conroy, Mary Elizabeth           | *Fraser, Mrs. Margaret Isobel    |
| Blowey, Betty Doreen             | *Cornett, Dorothy                | Friesen, Mrs. Elva Marion        |
| *Bolan, Frederick Gerald         | *Crawford, Catherine Helen Lucas | Funk, Mrs. Nettie                |
| Bornowsky, Leona                 | Croll, Robert Oliver             | Fry, John Kenneth                |
| Boutwell, Mrs. Margaret Georgina | *Crooks, Mrs. Katherine          |                                  |
| *Bowden, Mrs. Elsie Adeline      | Crosby, Helen Louise             | Gardner, Mrs. Helen Georgina     |
| Loyd, Mrs. Mary T.               | Culver, Mrs. Constance Isobel    | Gear, Ronald Stanley             |
| Boyko, Mrs. Madeline             |                                  | *George, Frances                 |
| Braaten, Kenneth Orville         | •Damen, Mrs. Vera Dorothy        | Gibson, John Paton               |
| Bradshaw, Mrs. Gladys Irene      | Dalglish, John Henry             | Gilbert, Mrs. Betty Lawson       |
| Britton, Mrs. Sarah Jane         | Dallas, Reta Marietta            | *Gilbert, Mrs. Sarah Beatrice    |
| *Broadfoot, Margaret Gertrude    | *Davie, Mrs. Jessie Muriel       | *Gillespie, Mrs. Elizabeth A. M. |
| Brown, Mrs. Frances Dorothy      | *Davis, Mrs. Irene Elizabeth     | *Gillis, Ernest Joseph           |
| *Browne, Florence Mary           | *Delinks, Madge Beatrice         | Glova, Fred                      |
| Brownlee, Mrs. Ragna Borghild    | Dempsey, Flora Virginia          | *Good, Harold Cedric             |
| Brun, Bernard Steven             | *Derhousoff, Mrs. Mary Rose      | *Goodfellow, Ann Kathrina        |
| *Buckerfield, Margaret Macdonald | Deveraux, Mrs. Alice Elaine      | Gough, Wm. Arthur                |

- Graham, Mrs. Irene Harriet
- Graham, Mrs. Myrtle Frances
- Grant, Mrs. Annie Pirie
- Greavison, Mrs. Rose
- Green, Helen Marcia
- Green, Mrs. Mary
- Greenlaw, Mrs. Florence Mac
- Gronlund, Mrs. Kate
- Grout, Mrs. Florence Rosamond
- Gulliford, Margaret Theresa

- Haack, Edythe Eleanor
- Hahn, Frederick George J.
- Halvorsen, Mrs. Vandola Elaine
- Halyung, Ethel Elizabeth
- Hannah, John Victor
- Hansen, Mrs. Mary Bessie
- Hardy, Mrs. Betty Jane
- Harper, Margaret Levina
- Harrington, Muriel Wilma
- Harrison, Barnet Thomas
- Harrison, Catherine Miller
- Harrold, Doris
- Hebert, James A.
- Hellerud, Mrs. Hazel Vivian
- Hendricks, Angelin Loretta
- Henne, Mrs. Margaret Caroline M.
- Herman, Mrs. Sylvia Lucille
- Herniston, Mrs. Wilma Mary
- Hetrick, Emma Annie
- Higginson, Mrs. Helen Louise
- Hild, Mrs. Harriette Isobel
- Hill, Marjorie Margaret Mary
- Hillier, Mrs. Cynthia (formerly Mrs. McKay)
- Hodgins, Mrs. Audrey Lois
- Hody, Mrs. Maud Hazel
- Holmes, Mrs. Luella Attie
- Holmes, Mrs. Margaret
- Horricks, Luetta Jean
- Horte, Mrs. Ferne Mary
- Hosking, Sibyl M.
- Houldcroft, Millicent Helena
- Houlind, Mrs. Margaret Matilda
- Howard, Iris Evelyn
- Howard, Mrs. Violet Alexandrina Mary
- Hughes, Kathryn Elaine
- Hull, Mrs. Corinne Constance
- Hunter, Kathleen Cartnell
- Hutton, Mrs. Edna Mae
- Hyodo, Hide Adelaide

- Imrie, Allister Andrew T.
- Inkster, Mrs. Mary Susannah Wynn
- Innes, Mrs. Shirley Elizabeth
- Irwin, Willa Marion
- Ivanisko, Henry

- Jackson, Anne Elizabeth
- Jackson, Annie Helena
- Jackson, Marion Gertrude
- Jamieson, Isabelle Moffat
- Jamieson, Jean Evelyn
- Jensen, Norma Elizabeth
- Jewell, Mrs. Margaret McNeil
- Jobe, Mabel Flora
- Johnson, Dereck Fuller Geoffrey
- Johnson, Mrs. Luella May
- Johnson, Mrs. Marguerite Charlotte
- Johnston, Joan
- Johnson, Mrs. Phyllis Wensley

- Jones, Mrs. Dorothy Lewis
- Jones, Mrs. Isabel Alexandra
- Jukes, Dorothy Eleanor Louise

- Kastner, Frank
- Kelly, Mrs. Mary Elizabeth Gwinnett
- Kennedy, Helen Mabel
- Kent, Mrs. Helen Catherine
- Kerr, Edna Lillian
- Kidd, M. Isabel C.
- Kerr, Shirley Joan
- Killip, Gertrude Marjorie
- Kinnear, James Kerr
- Kinley, Mrs. Grace Isabel
- Klassen, Hilda Julianna
- Klassen, Kate
- Klingensmith, Charles Edward
- Knibbs, Mrs. Margery Ruth
- Knowler, Mrs. Dorothy Mary
- Knowles, Mrs. Florence
- Kono, Betty Matsuye
- Kusgnir, William
- Kuzyk, Rose Helen

- Lanc, Mrs. Joanne Frances
- Lapeyre, Mrs. Margaret Francis
- Laronde, Peter Ralph Morrison
- Lenardon, Dante Anthony
- Leng, Cecil Herbert
- Lenzmann, Elsie Charlotte
- Letchford, Edward Joseph George
- Levey, Mrs. Edith
- Lewis, Mrs. Beatrice Lena
- Lewis, Mrs. Evelyn Mary
- Lewis, George Arthur
- Lingren, Mrs. Ethel May
- Little, David Roy
- Lofgren, Leona Louise
- Logan, Margaret Elizabeth
- Loitz, Mrs. Anna Maria
- Lonergan, Mrs. Shirleigh Joan
- Long, Lorene Olga
- Lopushinsky, Victor
- Louden, Ralph
- Lussier, Mrs. Yvonne

- McArthur, Harold Russell
- McDiarmid, Betty Margaret
- MacDonald, Margaret Elizabeth
- MacDougall, Helen
- McDougald, Mrs. Elizabeth Irene
- McFarland, Eleanor Joyce
- McFee, Mrs. Eunice Margaret Jean
- MacGowan, Amy Elizabeth
- McGreer, Frances Louise
- McGregor, Raymond
- McInnes, Mrs. Betty Mary
- McIntyre, Donald Manning
- MacKay, Mrs. Ella
- McKay, Margaret Lucia
- MacKenzie, Alma Agnes Jean
- Mackey, Gilbert Edwin
- MacKinnon, Alaisdair
- MacKinnon, Margaret Jean
- McLaughlin, Marion Patricia
- McLean, Edith
- McLellan, Mrs. Olga
- McLeod, Del George
- McLeod, Mrs. Miriam Florence
- McMullen, Jean Wanda
- McMurphy, Doris Bernice

- MacQuarrie, Jeannette Kerr
- McRury, Mrs. Marie Catherine
- MacTavish, Mrs. Hazel Beatrice

- Madsen, Neil Bernard
- Mallabone, Catherine Mavis
- Marion, Mrs. Denise
- Marsh, Muriel Katherine
- Marshall, Hilda Adelaide Jane
- Martin, Helen Mae
- Marty, Mrs. Nettie Amalia
- Mason, Mrs. Cora
- Mathews, Mrs. Beverley Anne
- Matthew, Margaret Eleanor
- Mathews, Ethelwyn Florence
- Maxwell, Frances Ellenor
- May, Gilbert Arthur
- Mechan, Mrs. Gim Lan Syzanne
- Meeker, Joy Hathaway
- Mends, May Diana Fisher
- Merry, Catherine Mina
- Meyer, Mrs. Irene Beverley
- Middleton, Mrs. Janet Ross
- Miller, Mrs. Bessie Margaret
- Milligan, Annie
- Mino, Mrs. Frances May
- Mitchell, Florence Mae
- Moffat, Mrs. Joyce Findlay
- Moffatt, Muriel Margaret
- Montaldi, Mrs. Isobel Kate
- Mooney, Mrs. Rose Evelyn
- Moore, Phyllis Ivy
- Morris, Julia May
- Morrison, Mary Alice
- Morrison, Mary Kathleen Vivian
- Moscrip, Mrs. Myrtle Olive
- Mosher, Violet Verlean
- Moulton, Frances Bernice
- Muir, Isabel Agnes
- Muir, Mrs. Margaret Kathleen
- Mulholland, Doris Marilyn
- Mungovan, Henry Grattan
- Murdock, John Francis
- Murphy, Alice May
- Murray, Irene Beryl

- Nelles, Wm. John
- Nelson, Mrs. Marie Alice
- Nelson, Rose May
- Nesbitt, Ben Alvin Ira
- Newman, Sarah Orla
- Niebergall, Marie Elma

- O'Brien, Wm. James
- Olafson, Mrs. Eva Mary
- Olafsson, Clarence Backman
- Old, Mrs. Hazel Margaret
- Oldenborger, Irma Miriam
- Owen, Catharine Monica

- Pankratz, Mary Lynne
- Parminter, Alfred Vye
- Parminter, Mrs. Constance Martha
- Parnas, Therese Alvida
- Parrish, Mrs. Joan Christina
- Passmore, Mrs. Dorothy Edith
- Paulsen, Mrs. Elizabeth Mary
- Pease, Jessie Edna
- Peel, Mary Elizabeth
- Peirce, Iris Lorraine
- Penman, Isabel
- Peters, Katherine Clara

THE B. C. TEACHER

## The New Grant Formula

Continued from page 246

matter are necessarily rather complex in wording, but the general intent appears to be to treat past as well as future capital expenditures as if the new grant had been in effect at the time the by-law was approved.

### Grants After 1955

The basic grant toward school operation, already described, applies specifically to the year 1955. For the years 1956 and 1957, the basic grant remains as it was in 1955 except that the grant per teacher will be adjusted in respect of the added experience and any improvement in certification of the teachers who were on staff in 1955.

Any approved increase in expenditure during these subsequent years, whether occasioned by increase in enrolment (and consequent increase in staff) or by other causes, is to qualify for a supplementary grant. In general, the amount of the supplementary grant is to be seventy-five per cent of the approved increase in expenditure. In cases where the furnishing of the local twenty-five per cent would be a great hardship, however, the grant may be increased, subject to a maximum limitation of eight-five per cent.

At the end of 1957, when the government has had the advantage of three years of experience with the grant system, and has a corresponding volume of statistical evidence for its guidance, the whole scheme is to be reviewed, and, if necessary, revised. The Premier's statement on this point, again contained in the budget address, is as follows:

"The Government, furthermore, undertakes to review this structure fully every third year to ensure revisions and improvements should such be found necessary."

### Grants to Municipalities

The considerable increase in the level of grants to the school boards will cause the requisitions for funds presented to the municipalities to be greatly reduced. At the same time, the revenues available to

the municipalities are reduced for the government will no longer grant to the municipalities a share of either the sales tax receipts or the revenue from motor vehicle licences.

A new grant to the municipalities is created. Not tied to any specific tax, it is a direct grant-in-aid, based upon population. The rate is \$14.00 per capita up to 3,500 persons, \$9.00 per capita from 3,501 to 8,000 persons, \$5.00 per capita from 8,001 to 50,000 persons, and \$2.50 per capita over 50,000. Population for calculation of these grants is that indicated in the 1951 Canadian census.

This grant, of course, is entirely unrelated to education. It is a grant-in-aid to the municipalities, to be used for general municipal purposes. It is mentioned here only to assist readers to assess the net effect upon the financial position of the municipalities of all the simultaneous changes in grant policies. The Federation has consistently supported the view that the problem of educational finance must not be so isolated in our thinking from the general problem of municipal finance that solution of the one problem leads to aggravation of the other.

### Objectives of the New Legislation

The objectives which the government sought to attain in framing this legislation are clearly set forth in a statement sent by the Minister of Education to school boards and other interested parties. The statement begins with a general preamble which is here quoted.

"Under the B.N.A. Act education is a provincial responsibility, a measure of which, by the Public Schools Act and by tradition, is transferred to local school boards. This results in the development of desirable local initiative in providing education suited to the needs of the community.

"Any satisfactory educational finance formula should make it possible for every school district, irrespective of its taxable resources, to provide an adequate basic or fundamental educational programme for Grades I to XII without levying excessive local taxation.

"The preservation of local autonomy demands that each school district shall at its discretion be able to furnish any extension or variation of the basic programme without interference but at local expense."

The Minister's statement goes on to list weaknesses of the existing system which have become apparent during the past eight years.

"(1) Existing provincial grants have not been realistic in regard to rising costs of the fundamental programme.

"(2) Fixed percentage grants for transportation (60-40) and capital costs (50-50) failed to recognize differences in local needs and in local ability to pay.

"(3) The 'excess of 8 mills' subsidy in rural areas removed from many school boards the incentive for economical operation of their schools.

"(4) The method of payments of the former S.S. and M.A. grants to municipalities failed to make clear to the municipal taxpayer the relative local costs of education as compared with other municipal costs, or the degree of financial assistance being provided by the province.

"(5) The combination of educational grants and the former S.S. and M.A. grants served to exaggerate inequities and bore little relation to local 'ability to pay' for educational services.

"(6) Grave inequity has resulted as between school districts and as between component municipalities and rural areas in the same school district."

"In short, to put it bluntly," the Minister concludes, "the cumulative effect of these weaknesses and of well-meaning attempts to meet them as each became individually evident, have resulted in an unsound system of school finance; a system now unsatisfactory to the school districts, to the municipalities, to the ratepayers, and to the government."

Moving on to a more positive analysis of his new programme, the Minister emphasizes the complexity of the problem arising from the widely varying conditions and resources in the more than eighty school districts and from the inter-relations

ships of school budgets and municipal finance.

"Most important of all," he says, "there is the challenge of distributing provincial funds so as to provide both quality and equality in the education of 225,000 young people presently enrolled in the schools of the province—a school population which will probably rise to 325,000 by 1962."

The Minister's statement lists certain advantages which he sees in the new basic grant scale.

"(1) It is realistic in that its contribution to fundamental educational costs is based on actual costs as they exist in 1955, not as they were in 1946-48, the time of the last change in the salary schedule for grant purposes.

"(2) The costs of transportation, necessary in some school districts and not in others, are recognized as justifiable costs of operation in the fundamental educational programme, and are shareable by the province in relation to the ability of the district to pay.

"(3) The abolition of the 'excess of 8 mills subsidy' removes the unfair and artificial distinction between municipal and rural areas. All districts will, in future, be treated similarly, having regard only to their educational needs and their financial resources.

"(4) The difference of 3 mills, as between municipalities and rural areas in the basic tax levy, is accounted for by the proposed payment to the municipalities of municipal aid, which in the province as a whole approximates the product of a 3 mill levy.

"(5) Under the new formula, in all school districts and in all component parts of school districts, the local taxpayer is required to make an equivalent basic contribution to educational costs.

"(6) Where a school district wishes to provide an extension or enlargement of its educational programme, it may do so, but not at the expense of the province as a whole."

With respect to the supplementary grant principle, the Minister's statement makes three points.

"(1) The supplementary grant feature,

while not interfering with local autonomy, encourages the economical operation of its schools by the school board.

"(2) To make certain that the new formula cannot operate unfairly after 1955, provision is made that the government's contribution toward the increase may be as high as 85% if circumstances warrant it in any particular school district.

"(3) It should be noted that annual salary increments, payable by school boards to their 1955 staff of teachers under the basic salary grant scale, form a part of the basic grant and do not, therefore, become a part of the computed increase, in which the school boards share."

Finally, the Minister asserts that the new scale of capital grants remedies a weakness of the Cameron Report, whereby the government contribution to capital costs was the same percentage, irrespective of the taxable resources of the district and of the pressure of school enrolment on existing accommodation.

#### Some Preliminary Observations

It would not be too surprising if the success of the new formula proved to be somewhat less absolute than the optimistic statements of the Premier and the Minister appear to predict. After all, we are all inclined to take pride in our own brain-children, and this particular infant is lusty enough that their pride is at least pardonable. Nevertheless, certain questions should be asked, the answers to which will probably become apparent in the course of time.

To what extent is the frequent use of the word "approved" a weakness of the scheme? The basic grant scale is based upon the total amount of "approved" non-salary costs as budgeted in 1955. The supplementary grant covers seventy-five per cent of "approved" increases over the 1955 level. The capital grant is payable in respect of "approved" capital expenditures. Whether or not these grants prove adequate in amount will depend upon the generosity of the Department in judging which items it will approve. Whether or not the scheme is acceptable to school

boards from a practical administrative point of view will depend upon the extent to which items of expenditure can be categorized and scheduled, so that boards can have some prior assurance as to what sort of expenditure may be questioned and what will not.

Is the ten mills a proper level for the reduction factor in municipal districts? Under the old basic grant scale it was five mills. Inasmuch as the level of assessments has simultaneously been sharply increased, the new reduction factor becomes a sizeable item. Consider, too, that, over and above the ten mills, the local taxpayer must meet the cost of any unapproved ordinary expenditures, the amount by which the local salary scale may exceed the grant scale, the local share of capital costs, and, after 1955, twenty-five per cent of any cost increases. It has been said of income taxes that the important thing is not what you pay, but what you have left. So the school board may argue that what counts is not the level of the grant scales but the amount the local authority is left to pay.

On the other hand, the best present estimates indicate that school budgets for 1955 will total \$59,100,000, and grants will amount to \$34,400,000. If these estimates prove accurate, the grants will amount to 58.2% of gross expenditure. These amounts include capital and debt charges as well as operating costs. Because it is so difficult properly to assign the former sales tax grants, a strictly comparable percentage under the old scheme cannot be struck. In 1953, the last year for which we have complete data, expenditures amounted to \$45,000,000, sales tax grants were \$11,700,000, and direct grants to school boards totalled \$16,200,000. Direct grants therefore amounted to 36% of gross expenditure, and sales tax grants to a further 26%. Hence, if the whole sales tax grant were deemed to be intended for education the provincial share in 1953 was 62%, and in 1955 will be 58%. This, however, is hardly a fair picture, for in revoking the sales tax and motor vehicle tax grants the government has substituted the new per capita grants to the municipalities. This is in effect a recognition of the

fact that the sales tax grants served a dual function: that only a part of that money was properly credited to education, and part of it was properly appropriated for general municipal purposes. If this is a correct interpretation, then the provincial share of 1953 education costs was probably very little more than 50% and the new scheme represents a substantial advance. The question still remains: is 58% an adequate level of provincial participation for 1955?

What about the number of teachers in respect of which basic grants will be calculated? The Act states quite clearly that, for 1955, 1956 and 1957, the basic grant is to be payable only in respect of the number of teachers employed in 1955. Additional staff required in the two later years will be a part of the "approved increase" to be shared on a 75-25 supplementary grant basis. Is it logical that in 1956 and 1957 a school board will receive a basic grant in respect of some of its teachers and a supplementary grant, different in amount, in respect of others?

For that matter, is the percentage principle involved in the supplementary grants a sound one at all? In percentage grants there is no element of equalization. True, the Act permits the supplementary grant to be increased in specific instances to 85%, but only where grave hardship would otherwise result. Presumably, in the vast majority of cases the grant will be 75%, and the 25% local share will represent widely different loads in terms of mills of taxation in the various districts.

#### Much to Commend

These are some aspects of the new scheme which will need careful examination over the next year or two. There may be others. Subject to these reservations on particular points, however, we can find much in the formula to commend.

By preserving the main framework of the Cameron recommendations, and bringing the scale figures to a realistic level, a high degree of equalization of basic costs will be achieved. At the same time, it is made crystal clear that voluntary expenditure above the basic level is both permitted and

expected. Local initiative and responsibility are thus encouraged.

In respect of non-salary operating expenditures, the positions of both municipal and rural trustees are improved. Formerly, a fixed per-pupil grant was paid, and in municipalities any expenditure beyond this arbitrary level, whether urgently necessary or not, was purely a local liability. Now the basic grant will cover all such expenditures except those the Department is unwilling to approve as a charge upon the province as a whole. Formerly, in rural areas, since all operating costs above the eight-mill level were paid from the provincial treasury, any proposed expenditure which did not receive the Department's approval was vetoed. Now, in case of difference of opinion, the rural school board may insist upon making the expenditure, provided it is willing to face the local rate-payers to whom it is responsible.

#### A Truer Picture

By directing all educational grants to the school boards, the government has ended the confusion as to what the local ratepayer was paying for education. Tax notices will reflect truly the costs of schools and of other services.

A minor but irritating defect of the former grant system was its discrimination against the senior teacher. The difference between salary paid by the board and grant received by the board was so much greater in the case of an experienced teacher than in the case of a beginner that many boards hesitated to appoint anyone with any degree of seniority. Our senior teachers found themselves practically frozen in their current positions, unable to obtain desired transfers to new districts. The discrepancy has been largely corrected in the new grant scale.

We can state with reasonable assurance, then, that subject to certain reservations the new plan of educational finance appears to be a long step in the right direction. It appears, moreover, that the Minister has the essential principles clearly enough and firmly enough in mind that any weaknesses which may transpire are likely to be promptly detected.

## B.C.T.F. Convention Time Table

MONDAY, APRIL 11, HOTEL VANCOUVER

- 9:30 a.m. to 12:00 noon—  
Registration and Registration for Pooling (Salon D)
- 9:30 a.m. to 10:30 a.m.—  
B.C.T.F. Medical Services Association  
Annual Meeting (Ballroom)
- 10:45 a.m. to 11:45 a.m.—  
Credit Union Annual Meeting (Ballroom)
- 12:15 p.m. to 2:30 p.m.—  
Delegates' Luncheon (Banquet Room)  
Presentation of G. A. Fergusson Memorial Award,  
Charlesworth Memorial Award and  
Christie Scholarship.  
Address: "An Apple For The Teacher": Dr. Henrietta Anderson.
- 2:30 p.m. to 3:00 p.m.—  
Registration and Registration for Pooling (Salon D)
- 3:00 p.m. to 5:30 p.m.—  
\*(1) Annual General Meeting, First Session. (Ballroom)  
Fraternal Greetings.  
Address, The Honourable Ray Williston, Minister of Education.  
Election of Scrutineers and Steering Committee.  
Report of the President.  
Report of the Executive Committee.
- 7:00 p.m. to 8:00 p.m.—  
Co-Op Association Annual Meeting (Salon A)
- 8:00 p.m. to 10:30 p.m.—  
\*(2) Annual General Meeting, Second Session (Ballroom)

TUESDAY, APRIL 12, JOHN OLIVER HIGH SCHOOL  
and Elsewhere as Listed

\*Sectional Meetings, morning and afternoon.

- 9:30 a.m. to 11:30 a.m.—  
Registration and Registration for Pooling (Main Entrance Hall,  
John Oliver High School)

TUESDAY, APRIL 12, HOTEL VANCOUVER

- 6:30 p.m. to 8:00 p.m.—Public Relations Officers' Meeting (Salon M)
- 8:00 p.m. to 10:00 p.m.—  
Open Meeting: (Ballroom)  
Address by Dr. Marcus Long, Professor of Philosophy,  
University of Toronto.

**WEDNESDAY, APRIL 13, HOTEL VANCOUVER**

**9:30 a.m. to 12:00 noon—**

\***(5) Annual General Meeting, Third Session** (Ballroom) ✓  
Election of Officers will begin promptly at 9:30 a.m.

**2:00 p.m. to 5:00 p.m.—**

\***(6) Annual General Meeting, Fourth Session** (Ballroom) ✓

**5:00 p.m. to 6:00 p.m.—**

Payment of Transportation Refunds (Salon D).

**WEDNESDAY, APRIL 13, AT "GAI PAREE"**

**9:00 p.m. to 1:00 a.m.—**

Convention Cabaret, at Gai Paree, 2211 Kingsway, South Burnaby.  
Purchase tickets Monday, Tuesday or Wednesday in Salon D.

**THURSDAY, APRIL 14, HOTEL VANCOUVER**

**9:30 a.m. to 12:00 noon—**

\***(7) Annual General Meeting, Fifth Session** (Ballroom) ✓  
Report of the Curriculum Committee.  
Resolutions 26-55, on Curriculum.  
Resolutions arising out of Section Meetings.

**12:00 noon to 1:00 p.m.—**

Payment of Transportation Refunds (Salon D)

**2:00 p.m. to 5:00 p.m.—**

\***(8) Annual General Meeting, Sixth Session** (Ballroom)

\*Numbers refer to pooling claims. Attendants punch cards for one hour after commencement of meeting. At least five of the numbered sessions must be attended and card punched to qualify for Transportation Refund.

## Section Programmes

**ART—Chairman, Mr. J. A. S. Macdonald.**

**10:00 a.m. and 1:30 p.m.—Vancouver Art Gallery, Lecture Hall, 1145 West Georgia Street.**

**Programme:**

- (1) Exhibit of school art with explanatory material.
- (2) The following also will be on view:
  - Vancouver Art Gallery Childs Art Display,
  - Varley retrospective show,
  - One man show by D. A. Jarvis,
  - B. C. Potters' annual exhibit,
  - Exhibit of Persian miniatures.
- (3) Discussion of Art teacher training in relation to coming Faculty of Education at U.B.C.
- (4) Art representation on Curriculum Advisory Board.
- (5) Feature speakers yet to be arranged.

**COMMERCIAL**—Chairman, Mr. G. H. Arthur.

9:30 a.m. and 12:30 p.m. (luncheon meeting.—John Oliver, with luncheon in the Aqua Room at the Dog House, Broadway at Fir Street.

**Programme:**

- (1) Business meeting details not yet finalized.
- (2) Display of business machines.
- (3) Luncheon speaker: Mr. Kilgour, personnel manager of Simpsons-Sears.

**COUNSELLORS**—Chairman, Mr. R. W. Lawson.

1:30 p.m.—John Oliver.

Speaker: Dr. R. G. E. Richmond, staff psychiatrist, Oakalla Prison Farm: "Counsellors' Contributions to the Emotional Growth of the Student."

**ENGLISH**—Chairman, Miss Marion Langridge.

10.00 a.m.—John Oliver.

Speaker: Dr. Roy Daniells: "A Double Standard for Teachers."

**HOME ECONOMICS**—Chairman, Mrs. Susan D. Cowan.

10:00 a.m. and 1:30 a.m.—Morning: John Oliver. Afternoon: Don Adams Interiors, Ltd., 2349 Granville Street.

**Programme:**

**Morning Session:**

- (1) Mrs. Winnifred Mather, Fashion Editor, Vancouver Province: "The Accessory Story."
- (2) Miss Charlotte Black: A Report on the 1956 Canadian Home Economics Convention to be held in Vancouver.
- (3) Discussion: "Should content of some Home Economic courses be reduced?"

**Afternoon Session:**

Mr. Don Adams: "A Demonstration on Interior Decoration."

Luncheon plans still to be arranged. Transportation will be provided for those without cars.

**INTERMEDIATE**—Chairman, Mr. A. J. Welsh.

10:00 a.m. and 1:30 p.m.—John Oliver.

**Programme:**

**Morning Session:**

Panel of four experienced Language teachers: "Practical Suggestions for Teaching Language in the Intermediate Grades."

**Afternoon Session:**

Panel of four experienced Social Studies teachers: "Practical Suggestions for Teaching Social Studies in the Intermediate Grades."

**Note:** Grade 3 teachers will find these discussions of interest and are cordially invited to attend.

**LIBRARY**—Chairman, Miss C. Sutherland.

10.00 a.m.—John Oliver.

Speaker: Mr. O. J. Thomas: "History of School Libraries in Vancouver."

**MATHEMATICS, JUNIOR HIGH**—Chairman, Mr. James Clark.

1:30 p.m.—John Oliver.

Speaker: Mr J. K. Heise: "What a Grade Ten Mathematics Teacher Should Expect His University Programme Students to Know."

**MATHEMATICS, SENIOR HIGH**—Chairman, Mr. R. Warburton.

10:00 a.m.—John Oliver.

Speaker: Dr. S. A. Jennings: "How Should Algebra Be Taught in the Senior High School—a Mathematician's Point of View."

**MODERN LANGUAGE**—Chairman, Dr. Ruth White.

10:00 a.m.—John Oliver.

**Programme:**

- (1) Professors G. R. Tougas and Pierre Robert, University of B.C., will speak in French on education in France, the United States and Canada.
- (2) Discussion on:
  - (1) Oral Testing.
  - (2) Important resolutions concerning the text "Junior French" and the minimum lengths of the high school language programme.
- (3) Luncheon at Delmar, 8615 Granville Street.

**MUSIC**—Chairman, Mr. I. Parfitt.

10:00 a.m.—John Oliver.

**Programme:**

Will include clinical demonstrations, guest speakers and general business.

**PHYSICAL EDUCATION**—Chairman, Reid Mitchell.

10:00 a.m.—John Oliver.

**Programme:**

- (a) Grading, testing and measurement in Physical Education.
- (b) Organization of Physical Education teachers provincially.
- (c) Follow-up of 1954 resolutions.

**PRIMARY**—Chairman, Miss Dayle Sheridan.

9:30 a.m.—Ridgeview School, 1250 Mathers Avenue, West Vancouver.

**Programme:**

- (1) Demonstration by Miss Kay Ortman: "Rhythm and Music as a Basic Arts Training."
- (2) Panel: "An Effective Primary Programme": Mr. John Ellis, Chairman, Mr. W. D. Franklin, Miss Mary Craig and Miss Cynthia Tilson.

**Note:** West Vancouver Blue Buses will pick up primary teachers at Hotel Vancouver, Georgia Street entrance, at 9:00 a.m. and return to Vancouver at 1:00 p.m. Return fare is 40 cents.

**PRINCIPALS**—Chairman, Mr. W. R. McDougall.

10:00 a.m.—John Oliver.

**Discussion Topics:**

- (1) "The Curriculum Bulletins": B. C. Gillie.
- (2) "Homework": E. F. Miller.
- (3) "Letter Grades: What Do They Signify?": D. L. Pritchard.
- (4) "The Problems of Extended Absences": I. Pelman.

**SPECIAL CLASS TEACHERS**—Chairman, Mr. A. A. Buck.

9:30 a.m. and 12:30 p.m. (luncheon meeting)—John Oliver, with luncheon meeting at Sportsman Club, 5802 Fraser St.

**Programme:**

- (1) Panel: "Special Education"—  
Miss E. Robertson, from Children's Hospital: "Teaching the Cerebral Palsy Child."  
Miss E. Stanners: "Teaching English to New Canadians."  
Mr. F. M. Wallace: "An Administrator Views Classes for Slow Learners."

- (2) Industrial Arts Display and Demonstration with a Special Class: Mr. J. Meester.
- (3) Luncheon speaker: Mr. F. P. Levirs, Chief Inspector: "The Present Status of Special Education in B.C."
- Note:** Luncheon tickets (\$1.50) may be obtained from Miss P. Watson at Children's Hospital or Mr. A. A. Buck at John Oliver High School. They will also be available in Salon D on Monday, Registration Day.

**SCIENCE**—Chairman, Mr. R. Grant.  
1:30 p.m.—John Oliver.

- Programme:**
- (1) Dr. Leimback of Sidam Equipment Co.: "Constructive Teaching in Physics," a lecture-demonstration with emphasis on laboratory procedures.
- (2) Tour of an industrial plant.

**SHOP TEACHERS**—Chairman, Mr. W. R. F. Seal.  
9:30 a.m., 12:30 p.m. (luncheon meeting) and 2:15 p.m.

- Programme:**
- 9:30 a.m.—Business meeting.
- 11:00 a.m.—Industrial exhibit.
- 12:30 p.m.—Luncheon meeting, speaker to be announced.
- 2:15 p.m.—Plant tours.

**SOCIAL STUDIES**—Chairman, Mr. A. F. Black.  
10:00 a.m.—John Oliver.

Speaker: Dr. Harry V. Warren: "The Economic Future of British Columbia in the Field of Mining and Hydro-Electric Power."

**SUPERANNUITANTS**—Chairman, Miss Jessie McDowall.  
10:00 a.m. and 1:30 p.m.—John Oliver.

- Programme:**
- Morning Session:  
Reports of Miss K. Reynolds and Mr. R. R. Smith, and discussion on the Retired Teachers' Housing Project.
- Afternoon Session:  
(1) Mr. Stan Evans: Report on Pensions.  
(2) Mr. and Mrs. H. Thomson: An account and pictures of housing in the Scandinavian countries as seen by the speakers on a recent tour.

**SUPERVISORS**—Chairman Mr. Ifor Roberts.  
Thursday, April 7th, 2:30 p.m.—Vancouver School Board Offices.

**Programme:**  
"Parent-Teacher Relationships," round-table discussion.

**A REMINDER**  
**DR. MARCUS LONG**  
speaks on  
**'THE SUCCESS OF FAILURE'**  
in the Ballroom at 8 p.m.  
Tuesday evening

**PLAN TO ATTEND**  
Convention Cabaret  
at  
**GAI PAREE**  
2211 Kingsway, South Burnaby  
Tickets: Salon D on Monday,  
Tuesday or Wednesday

## B.C.T.F. News



Dr. Marcus Long

### Feature Speakers At 1955 Convention

**T**HOSE attending the 1955 Convention will have three opportunities to hear addresses which promise to be stimulating experiences.

On Tuesday evening, April 12, in the ballroom of Hotel Vancouver, Dr. Marcus Long will speak on the topic "The Success of Failure." This session is open to the public.

Dr. Long is Associate Professor of Philosophy at the University of Toronto. He is author of the text-book "The Spirit of Philosophy" and of a number of articles on philosophy and on international affairs. After serving as a personnel officer in Pacific Command, England and Italy in World War II, he joined the Toronto faculty in 1945.

Dr. Long organized and directed Inter-

national Student Seminars in Germany in 1948 and in Holland in 1949. For two years he gave a nightly news analysis on a Toronto radio station. He has now switched to television, acting as chairman of a weekly panel on world affairs.

**A**T the Delegates' Luncheon on Monday, April 11, the speaker will be Dr. Henrietta Anderson. Born and educated in Aberdeen, Dr. Anderson has been associated with education in British Columbia since 1913. She became principal of Lonsdale School in North Vancouver in 1922, moved to the Victoria Normal School in 1934 and became vice-principal of that institution in 1943.

Dr. Anderson asserts, with justifiable pride, that she "assisted at the birth" of the B.C.T.F., the Canadian Teachers' Federation and the Parent-Teacher Federation. She was one of our first C.T.F. delegates and was the first teacher to hold the presidency of the B.C. Parent-Teacher Federation.

Since her retirement from the Normal School, Dr. Anderson has been actively associated with Community Recreation, B. C. Music Festivals, the Nursery School Association, Local Council of Women, and Recreation for Senior Citizens. Just how lively is her continuing interest in education will be attested by those who heard her participate in last summer's conference of the Canadian Teachers' Federation.

**A**T the first business session of the Annual General Meeting, Monday afternoon, April 11, the Honourable Ray Williston, Minister of Education, will address the delegates. Mr. Williston needs no introduction to British Columbia teachers. At a time when far-reaching changes in education finance and in teacher training are in process, his remarks at our meeting will be of more than usual interest.



Hon. R. G. Williston

## Placement Service To Go Again

**T**HE teacher placement service operated last summer by the B.C.T.F. Office in co-operation with the B.C. School Trustees' Association will function again in 1955. School boards requiring teachers will inform the Federation of their needs, and the Federation will compile up-to-date weekly bulletins listing all known vacancies. These will be available to any teacher who puts his name on the placement bulletin mailing list. The teacher will then submit applications to the secretary-treasurer of the school districts in which he is interested.

It is expected that many school boards will curtail their advertising of vacancies in the public press, relying upon the placement service instead. Teachers should therefore avail themselves of this service, so as to avoid missing opportunities that may not be advertised.

School boards have been asked to furnish their first vacancy lists early enough so that the first bulletin may be issued during Convention Week. If the response is adequate, Bulletin No. 1 will be available in Salon D during the Convention. Teachers not attending the Convention may write for copies.

## What Happened To Our Resolution?

**L**OCAL associations have by now received the booklet of resolutions to be presented to the 1955 Annual General Meeting. Some have been chagrined to find that resolutions dealing with curriculum matters, regularly submitted by them, do not appear in the booklet.

Here is what happened. All curriculum resolutions, as received, were referred at once to the Curriculum Committee. Those which the Committee felt it could endorse without question were submitted by the Committee to Mr. J. F. K. English, Director of Curriculum, at a conference on February 18. These resolutions do not appear in the booklet, but a complete list of them has been sent by the Curriculum Committee to the secretary of each local association, and Mr. English's comment upon them will form a part of the Committee's report to the Annual General Meeting.

The curriculum resolutions which do appear in the booklet—Resolutions 26 to 55—are those which the Committee, for one reason or another, felt it should not forward to Mr. English without prior debate at the Annual General Meeting.

It is intended that curriculum resolutions which may arise out of subject section meetings at the convention shall likewise be referred to the Curriculum Committee. The Committee is to use its discretion as to whether these resolutions should be placed before the Annual General Meeting at the Thursday morning session, held for late consideration by the Committee itself, or forwarded directly to the Department. This procedure, of course, applies only to curriculum resolutions. Any resolution arising out of a section meeting, and dealing with general policy, will definitely be considered by the A.G.M. at the Thursday morning session.

The new procedure just described gives a considerable amount of discretionary power to the Curriculum Committee. The purpose is twofold—to speed the business of the Annual General Meeting, and, at the same time, to get into the Depart-

ment's hands as promptly as possible those resolutions whose merits are so plain as to be beyond debate.

At the same time, democratic rights must be maintained. Therefore, the Curriculum Committee is instructed that so far as possible, whenever a resolution is to be directed otherwise than to the Annual General Meeting, an officer of the sponsoring body is to be so notified. It is the unquestionable right of the sponsors of any resolution to insist that their resolution be placed before the Annual General Meeting, rather than being otherwise directed.

## Accommodation Limited At Delegates' Luncheon

AS a means of getting the Convention off to an enthusiastic start, the annual Delegates' Luncheon has been a huge success. Its popularity is now so great as to create problems for us.

The various local associations this year are entitled to a total of more than 800 delegates. All associations will not send a full complement of representatives, but there is no doubt whatever that the number attending will be considerably greater than the 500 who can be seated at the luncheon. That is our problem, and the close co-operation of all concerned is required if we are to make the most effective use of the space available.

Last year we issued fifty more luncheon tickets than the number of places in the banquet room. When all were seated, there were thirty empty places. We can only conclude that some eighty delegates accepted tickets which, for one reason or another, they did not use. In the meantime, scores of people had been turned away.

We think that, being aware of this problem, delegates will co-operate with us in observing the following suggestions.

1. *Luncheon attendance must be limited to delegates.* Please do not ask for tickets for others.

2. *Please do not pick up a ticket unless you plan to attend.* You may be robbing another delegate of his opportunity to be present.

3. *If you change your plans* at the last minute, either turn in your ticket at Salon D, or, if that is not convenient, phone the salon so that a substitute ticket may be issued.

4. Although the luncheon begins at 12:15 p.m., *please be seated at 12:00 sharp.* At that hour we shall count the empty seats and issue tickets to enough late applicants to fill them. Ticket-holders arriving later than 12:00 o'clock may thus find their places have been taken.

All these regulations and requests would be unnecessary, of course, if luncheon accommodation were available large enough for all who wish to attend. As it is, we must do all we can to minimize the number of delegates that are disappointed.

## Outstanding Programme For Primary Section

THIS year's Primary Section programme promises to be a stimulating experience. Under the general chairmanship of Miss Dayle Sheridan, a particularly fine group of leaders has been assembled.

Miss Kay Ortman, who is to give a lecture-demonstration, is the originator of the radio programmes "Let's Play" and "It's In The Air." She will show some of the ways her "Let's Play" records can be used. The purpose of these records is to stimulate the imagination and help children respond sensitively to the stories. They aim at integrating the basic arts and can be used as an inspiration for painting, creative dramatics, clay-modelling, as well as a natural introduction to good music.

Panel members in a discussion of "An Effective Primary Programme" include Mr. W. D. Franklin, Miss Mary Craig and Miss Cynthia Tilson.

Mr. Franklin was for sixteen years principal of Prince of Wales Elementary-High School, and is at present supervising principal of the Model School and Rural School in connection with Vancouver Normal School. He is also responsible for classes at Vancouver General Hospital and the Rehabilitation Centre.

Miss Craig, in 1951, interrupted a highly successful career as a high school teacher

of languages and journalism to attend the University of Toronto to qualify as a mental health coordinator. She has served North Vancouver children in that capacity for the past three years.

Miss Tilson's reputation as a primary teacher has led to speaking engagements at various Fall Conventions, and more recently to her appointment as Teacher-Consultant, a new type of post created in the Vancouver school system. She is past-president of the Vancouver Elementary School Teachers' Association.

The three panel members will be under the chairmanship of John Ellis, popular principal of Cedardale School in West Vancouver.

### Committee Reports Streamlined

**I**N an effort to keep the business of the Annual General Meeting moving smartly, committee chairmen have been asked this year to devote no more than five minutes to presentation of the informational

sections of their reports, and then to proceed directly to the recommendations. This procedure should work if the written reports are placed in the hands of the delegates in plenty of time, and if the delegates undertake to read them in advance.

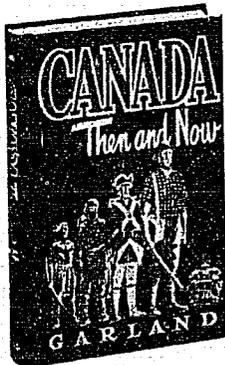
Procedure will be for the committee chairman to introduce the report, read the recommendations, and then move that the report be received. After this motion has been put, the delegates will have an opportunity to question and discuss the information presented in the report. The committee chairman will then move adoption of each recommendation in turn. When all recommendations have been considered, the committee chairman will move adoption of the complete report.

To facilitate this procedure, reports which came in too late for inclusion in the printed booklet will, so far as possible, be distributed to the delegates in mimeographed form at the Monday afternoon session. For easy reference, the office has been instructed to use stock of various colours for the mimeographed reports.

*Lock into this right away!*

## CANADA THEN and NOW

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## Vancouver's Induction Ceremony

MEMBERS of the Vancouver Elementary School Teachers' Association are most proud of the first Induction Ceremony ever held in Vancouver for new teachers. One hundred inductees received the B.C. Teachers' Federation certificate officially admitting them as members.

The impressive ceremony took place on November 24, 1954, at Lord Byng High School. Reverend H. E. Parker, minister at Kitsilano United Church, gave the prayer of dedication. Miss Mollie Cottingham, secretary-treasurer of the B.C.T.F., presented to each inductee his or her certificate and delivered an inspirational address. The newly-formed Vancouver Teachers' Choir, under the direction of Mr. Sherwood Robson, rendered selections which were most appropriate to the occasion.

Each inductee was given a floral corsage. School officials, relatives and friends of the inductees, as well as association members were among the invited guests.

Under the chairmanship of Miss Jean Fraser, the following committee was responsible for the planning and organization of the programme: Mrs. Marguerite Sutton, Miss Cynthia Tilson, Mr. Gordon Phillips.

The Committee and the members of the Executive of V.E.S.T.A. feel, on the whole, that the ceremony has real value and that it should have a definite place in the yearly programme of the association. The solemnity of the ceremony emphasizes the importance of the teaching profession and the value of membership in a professional organization. One of the inductees was heard remarking the day after the ceremony, "Now I feel as though I really belong to the B.C.T.F."

## Hotel Reservations

TEACHERS planning to attend the Convention from out-of-town points may, if they wish, have the office arrange hotel reservations for them. Address requests to Mr. J. A. Spragge, B.C. Teachers' Federation, 1644 West Broadway, Vancouver 9,

B.C. State clearly which hotel you prefer, your expected time of arrival, and the specific dates of your intended stay.

## English Section Meeting

ON Friday evening, February 4, sixty teachers from places as far distant as Squamish and Chilliwack, met at the Faculty Club of the University of British Columbia. Miss Marion Langridge presided over the discussions of the group.

First discussed was the roll-call question: "Is it the policy in your school to give more than C to English 21 and 31 students?" This major discussion was followed by group discussions, of one hour's duration, on various problems of the teaching of English.

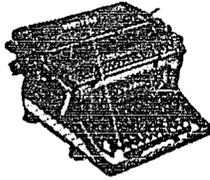
The Junior High School section dealt with the teaching of Grammar—its relation to Composition, organization of material by topics rather than by consecutive pages in a text, and uses of a take-home text. Then the discussion turned to the present prose course with stories written in long sentences. Many favoured an anthology of modern short stories.

The Grade X and XI section covered several problems. In English 21 and 31 there may be circumstances warranting grades above C. The group felt that *Mastering Effective Language* is not entirely satisfactory, and that dictionaries should belong to students. They also felt that the study of Grammar might well be guided by a text.

The group which discussed Remedial Reading emphasized oral reading as a device for helping students read intelligently. They also stressed syllabication as a proven device for assisting in spelling.

The Grade XII group brought in two resolutions for the Annual General Meeting: one on the factual annotation of texts, and the other on the examination of all work set down in the course of studies.

At the close of discussions, the members of the Section were entertained with recordings of Dylan Thomas and Ogden Nash reading their own poetry and of Alec Guinness performing the murder scene from *Macbeth*.



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No. 114, Safety and Health (Grades 3 and 4) is good for this time of year. Along with this one is No. 149—500 Safety Pointers. These are 12c each.

Perhaps you want Mathematics Worksheets for Grades 7 and 8. No. 156 (Gr. 7), 12c and No. 157 (Gr. 8), 18c.

There is one major change. No. 174, which is a series of tests on *Proud Processions*, will be numbered as follows:

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- No. 191 United Nations—2c.
- No. 192 Canadian Pageant—2c.
- No. 193 Tall Tales—2c.
- No. 194 Working Together—2c.
- No. 195 Legends—2c.

One important aspect of Lesson Aids material is that additional pages of any Aid may be purchased at 1c per page.

There will be a new Easter Catalogue available at the Convention. If you have any material for Lesson Aids, send it in. We would appreciate any help so that we may help others.

Make money orders, postal notes, cheques payable to B.C.T.F., but address the envelope: Lesson Aids, 1644 West Broadway, Vancouver 9, B.C.

## Induction Ceremonies

**B**ESIDES the ceremony in Vancouver, twenty-one local associations have held induction ceremonies during the fall and winter. We list below the names of the associations, the dates of their ceremonies, and the names of the inductees.

**Campbell River District Teachers' Association—**  
October 15th, 1954.  
Arthur Adye, H. Banks, F. E. Erickson, Jean Lister, Mrs. E. McLeod, J. D. Moore, Miss J. Patterson, Miss L. J. Williams.

**Chilliwack Teachers' Association.**  
Rae Baird, Margaret Bergen, Linda Bjornson, Molly Bratvold, Betty Dow, John H. Hooge, David MacAuley, John Neumann, Marion Patrick, Sharon Richie, Evelyn A. Winter.

**Comox District Teachers' Association—**  
October 11th, 1954.  
Helen Mary Agg, Cyrile Fournier, Gordon B. Inglis, Beverley Marilyn Irwin, Marjorie Ruth Ross.

**Cowichan District Teachers' Association—**  
September 15th, 1954.  
Muriel Jones, Austin G. McTaggart, Lyell Rodger, James K. Sanderson, Elaine Thomsett.

**Fernie Teachers' Sub-Local—**November 9th, 1954.  
Mary Kusnir.

**Greater Victoria Teachers' Association—**  
September 29th, 1954  
Sylvia Aston, William C. Bell, Laurence Brealey, William Broadley, Harold Bryant, John A. Crowther, Helen Dickin, Elizabeth Gardam, Elisabeth Gould, Claire Hunt, Lily Komar, Elaine LeRose, Arthur W. Lewis, Barbara Main, Reginald Mills, Margaret McCormick, Naida McLaughlin, Lorraine Newton, Ray W. Oakes, Ian Paul, Madge Penderay, Phyllis Pollard, Norman V. Sewell, M. Joan Smith, Adele Switzer, E. Miriam Taylor, Patrick H. Thomas.

**Keremeos Teachers' Association—**  
December 13th, 1954.  
Nellie Dianne Bottaro, Joan Lingard Kirby.

**Lake Cowichan Teachers' Association—**  
Vivian Campbell, Gordon Davis, William Housen, Elaine Kowch, Isabel Nairn, Carolyn Sinkinson, Harvey Swenson, Lois Trebett.

**Langley Teachers' Association—**November 1st, 1954.  
Nancy Bell, Freda Martens, Joyce Eva Neville, Arnold Peters, Jessie Stewart.

**Maple Ridge Teachers' Association—**  
January 10th, 1955.  
Abram Gerhard Conrad, Mildred Maria Camilla Dell O'ka, Elsie Margaret Klein, Miriam Vivian Koski, Dorothy Anna Thran.

**Nanaimo District Teachers' Association—**  
October 14th, 1954.  
Carol Jean Aston, Kenneth Charles Gibbard, Norma Jean Grayson, Jeannette Carol Janzen, Marjorie May Wilson.

**New Westminster Teachers' Council—**  
October 27th, 1954.  
Shirley Ann Bowell, Ronald John Fisher, Marjorie Eileen Hendrickson, Geoffrey Balfour Hobbs,



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**North Okanagan Teachers' Association—**

December 9th, 1954.

Donna Cave, Arthur Hitchen, Alan Macklon, Barbara Randall, Ronald Weir.

**North Shore District Council—November 5th, 1954.**

Alice Ainslie, G. Keith Armour, Vivian Margaret Bales, Mary Caesar, Mary Kathleen Elizabeth Caruth, Lucille May Chapman, Helen Maria Ciz, Horace Eckardt Clarke, Elizabeth Collins, Elizabeth Crider, Elizabeth Crowe, Morris Edgar Dauncey, Phyllis Nora Jean Devitt, Louise Drost, Elizabeth Dudley, Ann Elizabeth Duncan, Faye Eddy, Lorraine Edney, Jean Fallows, Scot Farncombe, Barbara Fox, Janet Fox, Thomas Fox, Jacqueline Glover, John Hamilton, Louise M. Hammarstrom, Alan Stewart Henderson, Marilyn Betty Hill, Valerie Jones, Alice Kennedy, Cecil Laverock, Charles Emerson Eugene Leppard, Minnie Hildred Leppard, Sheila Ruby Macfadyen, Donald Lois Macpherson, Norman G. McDonald, Pauline McLeod, Brian Walker Manley, Pat Meagher, Nels Edwin Nelson, George Nicolls, Patricia Purcell, Ethel Stewart Sorenson, Victor W. A. Stielow, Mildred Evelyn Tomlinson, Donna H. Wheeler, Eileen Frances Wilson, Hazel Wilson, Henrietta Ellen Younker.

**Okanagan Border Teachers' Association—**

December 6th, 1954.

Marilyn Adcock, Eva Cobbett, Jacqueline Delmarque, Herbert Torrence Elford, Edna May Gait, Beverly Hill, Edith Florence Hopkins, James Rudy Searcy Jahraus, Eric R. Kronlund, Barbara Lucy Morrison, Stanley Sydney Roberts, Terence John Sarell, Margaret Isabel Smith, Joan Stromstead, Marlene Warkentin, Clement John Whiles.

**Peace River North and South Associations—**

November 13th, 1954.

Phyllis Winnifred Ruth Bryant, LeRoi Brian Daniels, Roger Leighton Desprez, Yvonne Louise French, Maida Jackson, Della Margaret Johnson, Reinhard K. E. Kleinert, Robert William Stangroom, Maureen Ruth Stickney.

**Powell River and District Teachers' Association—**

November 8th, 1954.

John Reginald Barry, Norman Leslie Biehl, Richard James Horspool, Agnes Klassen, Michael Mooney, John MacGilvary Robinson, Doreen Ann Smith, Sheila Francie Marion Smith, George Stan, Ella Charleen Walker, Margaret June Ware, Luen Ying Young.

**Saanich Teachers' Association—October 27th, 1954.**

Kenneth Allen Buffam, Alice Elizabeth Covell, William Russell Donaldson, James Andrew Dulmage, Doreen Hilda Neill, Joan M. Richards, William A. Richards, James Robert Wickens.

**Slocan Valley Teachers' Association—**

December 10th, 1954.

Irene Louise Albrecht, Margaret Joy McEwen, John William Teichroeb, Amy Kimiko Yamabe.

**Sooke Teachers' Association—October 23rd, 1954.**

Phyllis Bernice Dulmage, Gerald R. C. Dunn, Phillip Arthur Lindgren, Ralph James Penman, Hugh Miles Roberts.

**Surrey Teachers' Association—January 13th, 1955.**

Hertha Adler, George Baerg, Anne Campbell, Doreen Campbell, Owen G. Cook, J. Cooper, Joan

Dier, Kathleen Doubleday, Joanne Dunn, Marlene Fisher, Joan Frelone, George Fletcher, William Gabbett, Mae Gagan, John Harriss, Mimi Hayes, Elaine Jones, Sheila Kill, S. L. Legg, Sarah Letkeman, Dennis Martin, Carolyn Meeck, Kathryn Milard, Catherine Murray, Lorne McGregor, Colleen Oakey, Thelma Peebles, Anita Simpson, Anita Staley, Jacob Sukkau, R. L. Taylor, Olga Tkach, Lloyd Vickery, George Zaklan.

**Vancouver Elementary School Teachers' Association—November 16th, 1954.**

H. Maxine Adams, Lorna Jocelyn Aird, Shirley Ethel Anderson, Harvey Richard Barnes, Shirley June Barton, Christine Betts, Gordon Leslie Blair, William Thomas Blinkhorn, Elinor Ann Borland, Alan Harvey Borthwick, Diana Marguerite Bradley, Doreen A. Brayley, Sally Marlene Brereton, Robert Burton Brett, Shirley J. Buhler, Doris May Calder, B. Doreen Campbell, Barbara Grace M. Clifton, Mona Audrey Craig, Reginald Howard Cross, Annie Louise Dahl, Henry James de la Giroday, A. J. Raymond Devlin, John Euler, Evelyn E. Farenholtz, Julian Fears, Jean M. Fleury, Jack S. Fraser, Margaret Bernice Gates, Ruth Athanasia Genis.

Elizabeth J. Hadley, Kenneth G. Hall, Alfild Bernice Halset, Eugene John Halsey, Maxine Patricia Hamilton, C. Donna Hara, Walter Gordon Hardwick, Helen Sylvia Harman, Sylvia J. Harper, L. Joan Isberg, Marina Ellen Jacobsen, William A. Jacobsen, Elsie L. Johnson, Doreen Ida Jones, Susanne Frances M. Jopling, Clifford Ketchum, Myrtle J. Kiddoo, Peter B. Kilby, A. John Kiloh, Henry Klassen, Margareta Klassen, Anne Kroecker, Velma K. Kroecker.

Patricia Jean Ledgerwood, Estelle Lec, Wilma Joyce Love, Eileen L. Ludwig, Vivian Isobel McClounie, Frances J. McInnis, Grace Mackay, Annabella Flora McKillop, John F. MacPherson, Frank Denis Marshall, Elsie M. Matheson, Margaret Karen Meslo, Lois Kathleen Miller, Doreen E. B. Moreau, Shirley E. A. Muir, Muriel E. Murdoch, William John Nixon, Vera D. L. Nordstrom, Karl O. P. S. Norman, Kay A. Pearson, Ruth Mary Peterson, Kathleen M. Prince, Donna A. Pugh, George Puil.

Doreen Raptis, Helen Raptis, I. Sheila Reid, Ellen Julia Risko, Margaret B. Robertson, Glenn Robinson, Donald A. Ross, Louis A. Rosse, Margaret C. Sampson, Elisabeth Ruth Schirmer, James L. Seddon, Donald R. Smith, Margaret G. Stephens, Barbara Frances Stobbs, Ruth Elizabeth Stobbs, Norma I. Summers, Nellie N. Toews, Sylvia Phyllis Turton, Freda Margaret Van Nes, Kim S. Warne, Marilyn Joan Waters, Gwendoline M. Wells, Andrew White, Nancy Wilander, David Merfyn Williams, David V. Winteringham.

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# Correspondence

## An Appreciative Reader

Dupont Company of Canada Limited,  
Box 660, Montreal, Canada.

February 1, 1955.

The Editor,  
Dear Sir:

For several years you have been kind enough to mail me copies of your publication, which I have found invariably interesting.

However, I want to express my particular thanks to you for the January, 1955, issue which strikes me as being the best yet, both in editorial content and presentation.

On my next trip west, I would like to pay you a visit and voice my appreciation personally.

Yours truly,  
JOHN D. WELSH,  
Public Relations Department.

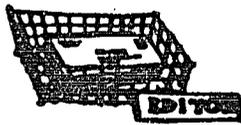
## Another Favourable Comment

The University of British Columbia,  
Vancouver 8, Canada.  
Department of University Extension,  
January 28, 1955.

The Editor,  
Dear Sir:

I do not know who is the gentleman who arranges the content of *The B. C. Teacher*, but the following remarks are directed to him. I have just finished reading the January issue and in my opinion find it to be the best which has ever been published. I am a product of the teacher training course at the University although I have not taught since graduating. It is perhaps possible then for me to speak for the lay person, and to some extent, for the teachers themselves.

It seems to me that the current issue would be a most excellent public relations piece, among other things, for the B.C.T.F., in that it brings forward dramatically the



many constructive activities of the organization. Especially well handled is the matter of the projected changes in teachers' training.

History and International Studies being my particular field of interest, I was particularly pleased with the article "Time for a Change in Social Studies."

May I thank you for a fine issue of *The B. C. Teacher*, one which most certainly you can circulate with pride.

Sincerely,  
GORDON SELMAN,  
Assistant Director.

*Staff comment: The editorial staff is complimented and encouraged by these comments, but recognizes that the quality of the magazine depends upon the articles submitted by our contributors. To them also much credit is due.*

### CONVENTION

## Library Book Display

Be sure to examine the excellent selection of books for Elementary and Secondary Schools on display at Hotel Vancouver Monday and Wednesday of Convention Week.

### A MUST FOR LIBRARIANS

—The Library Section Meeting in the Library at John Oliver Tuesday at 10:00 a.m.

Hear Mr. O. J. THOMAS on "The History of School Libraries in Vancouver."

# 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

*Implications of Research for Canadian Classroom Practices*, by David H. Russell. Gage, Toronto, 1954. 88 pp., no price given. (The Quance Lectures in Canadian Education, given at the University of Saskatchewan, 1953)

Yes—this author is the Dr. Russell who was in forties with our Department of Education at U.B.C. Those of us who enjoyed his dapper personality and fine performance will find a further treat in these lively, human, and occasionally profound lectures, and will thank Saskatchewan for the great honour it conferred by this invitation to its "favourite son" who began his own education there, under Dr. Quance. He is now Professor of Education at the U. of California (Berkeley), midway in a great career.

The first lecture discusses the varied influences on school procedure of tradition, philosophy, textbooks, the nature of organized knowledge, social conditions, and research in child development. The second adds a seventh influence—research on how children learn.

Naturally, Dr. Russell is best when dealing with the research factors, and is particularly interesting when he illustrates from his own now extensive work and direction in the field of the language arts. With a true scientist's combination of analysis, synthesis and vivid imagination, he sees the vast areas still to be won for real knowledge, and the potential effects of future certainties. He has a singular knack of being able to "sell" research attractively and yet rationally. We can only hope that he will again write in this field, for the histories and conspectuses of educational research are at present even more dead and dull than the horrors of educational philosophy—the good writer on education, indeed, is conspicuously rare, outside a handful like Dr. Laycock and Dr. Neatby. He really lights up research.

The plan and resultant space allotment obviously do not quite agree with the title, and one frankly doubts whether the inclusion of what was written on tradition and philosophy was worth it—but our Dr. Russell always did give one twice as much as any professor (even in exams!). As to tradition and philosophy perhaps the other great Saskatchewanian, Dr. Neatby, has almost persuaded us all that there is something in 'em. At any rate, Dr. Russell has given us much to think of, much for permanent inspiration and growth, a bit to disagree with violently to our souls' health—and pride in a great Canadian educator who is growing rapidly still. He shows both a very graceful style with innate force, and a disciplined unorthodoxy which is not afraid to question his own dogmas and Deweyan *lares et penates*.—G. H. COCKBURN.

## ART

*Art Education During Adolescence*, by Charles D. and Margaret R. Gaitskell. Ryerson, 1954. 116 pp., \$3.50.

Another in the excellent series by the Gaitskells. This deals with the physical, emotional and social patterns of development in the adolescent, as well as giving a discussion of classroom accommodation, teaching methods and art activities. The last it sees as related to the needs of young people, so that they may arrive at a well-balanced maturity—the needs include personal satisfaction and therapeutic values.

There is an excellent chapter on the modern approach to design including "mobiles" and Mondrian paintings. The last chapter is devoted to optional art activities, the use of which will depend upon the materials, tools and general accommodation available. Illustrations are good, some being coloured.

Although the wealth of information contained in this book would be of immense help to any art teacher, a more detailed study of some of the sections would have made it a more practical book. (For more information, you will find a favourable 5-page review in the December issue of *School Arts* magazine.)—J. A. CAMERON.

The following arts and craft books were listed for us by Messrs. McClelland and Stewart Limited of 25 Hollinger Rd., Toronto 13—annotations are theirs, edited by G. H. C.

*The Modern Textile Dictionary*, by George E. Linton. Illustrated. McClelland. 772 pp., \$14.00.

An authoritative, descriptive dictionary of textile terms, fabric and manufacturing methods, with over 10,000 terms. Includes a history of costume, a discussion of fashion and style, and a consumer's guide to synthetic fabrics—very useful information on dyeing, printing and finishing techniques, and the choosing of fabrics and finishes for particular jobs.

*Modern Prints and Drawings: a Guide to a Better Understanding of Modern Draughtsmanship*, selected and with an explanatory text by Paul J. Sachs. McClelland. 261 pp., \$8.25.

With 286 illustrations, this book covers the art of print-maker and draughtsman from the time of David, Ingres and Delacroix to the present—it claims to be the most extensive and beautiful treatment of modern prints yet attempted, and is both an art book and a fine gift book. Closing chapter outlines techniques used by the artists.

*Ceramics*, written and illustrated with drawings and photographs by Harry Zarchy. McClelland. 171 pp., \$3.50.

The author of the popular *Let's Make* series has written a concise and comprehensive guide for beginners in ceramics. Diagrammatic drawings and photos show each step in making pottery, using the wheel, decorating, glazing, making tiles and ceramic jewellery.

*Antiques You Can Make Yourself*, by Harold Mack. (Still in MS, ready shortly.) McClelland. \$4.00.

A famous craftsman here affords the amateur craftsman the opportunity to create heirloom pieces for his own home, with unusually clear photos of various projects, as well as chapters on inlaying, finishing and joining.

*Building and Sailing Model Boats*, by Walter A. Musciano. McClelland. 192 pp., \$3.50.

Begins with a discussion of the use of models in the shipbuilding industry, and describes tools required by beginner and expert. Goes on to describe construction and operation of models of many types, powered by sail, gas, steam, and electricity—all can, by omission of power plant, become "exhibition craft."

*Wood Finishing*, by S. W. Gibbia. D. Van Nostrand Co. (Canada) Ltd. 255 pp., \$5.25.

In logical order, you easily learn how to prepare the surface, proper use of stain and filler, when and how to use shellac, varnish, or lacquer. Detailed directions are given for each method of rubbing and polishing.

*Woolen and Worsted Raw Materials*, by John Richard Hind. Published in England by Benn; in Canada by McClelland. \$3.75.

A new edition, brought up-to-date to cover scientific discoveries, and written for professionals "in the trade" of manufacturing or wholesale or retail sales.

#### ENGLISH

*Sunshine Sketches of a Little Town*, by Stephen Leacock. McClelland. 269 pp., \$1.50.

This inexpensive edition of a Canadian classic is worth attention, especially in view of the recent television production and also the musical comedy "Sunshine Town."

*The Selected Poems of Bliss Carman*, selected and ed. by Dr. Lorne Pierce. McClelland, 1954. 120 pp., \$3.50.

Here, for the first time in fifty years, is a representative selection of Carman's best verse.

*Apples Don't Just Grow*, by Maida Parlow French. McClelland, 1954. 266 pp., \$3.50.

The true story of the courageous struggle of a mother of three young children who found herself

widowed and without sufficient funds to cope with the cost of big-city living.

*Vintage Books Series*, published 1954 by McClelland and Stewart, each volume \$1.00, paper bound editions of fine books unavailable in any other inexpensive edition. Includes the following which are all for adults:

*The Art of Teaching*, by Gilbert Highet, 259 pp. *Death in Venice and Seven Other Stories*, by Thomas Mann (German Liberal), 404 pp. *Democracy in America*, by Alexis de Tocqueville (very famous and often quoted early 19th century survey by French visitor), 2 vols., of 452 and 518 pp. *In Search of Theatre*, by Eric Bentley, 385 pp. *Howard's End*, by E. M. Forster (English modern novelist), 343 pp. *The American Political Tradition*, by R. Hofstadter, 381 pp. *A Short History of Music*, by Alfred Einstein, 205 pp.

*Great Lives in Brief Series*, a new series of biographies, published 1955 by McClelland and Stewart, each volume \$2.50 and having 224 pp. Includes:

*Henry Ford*, by R. Burlingame; *Hans Christian Andersen*, by R. Godden; *Alexandre Dumas*, by Andre Maurois (this should be a wonderful book—remember his *Shelley?*); *Charles Darwin*, by Ruth Moore, and *Mahatma Gandhi*, by Vincent Sheean.

*The Macmillan Readers*, a basal reading programme for Grades 1-8 by Arthur I. Gates and others.

Space does not allow us to reproduce the extensive listings of this great programme—write the publishers for their promotional material from which this notice was compiled. It includes many books and such special features as Readiness Pictures (12 Charts 18x24 with instructions), Reading Test for each grade, and Individual Progress Record Cards.—G. H. C.

*The Magic World of Books*, by C. Rollins, Children's Librarian at Hall Branch of Chicago Public Library. Science Res. Assocs. (for address see H.P.D. section) 40 pp., 50c.

This Junior Life Adjustment Booklet addresses junior high school children, and introduces them to various types of books, mentioning in the text many titles both for boys and for girls (approx. 74), ending with a check list again listing these. Titles are practically all American, on American environment or history, and while well-done one doubts its value for our Canadian field. It might well give us some inspiration to do likewise and crow about our own increasingly good books.—G. H. C.

*A Christmas Carol*, by Charles Dickens, Penguin Books, 1954. 80c.

This lovely little edition in the King Penguin series has illustrations by the great John Leech (4 coloured, 3 black and white), and lovely type with very adequate margins. At 80c it should be in every school library and on one's own shelves. And hard cloth binding!—G. H. C.

*Indexes and Indexing* by R. L. Collison.

McClelland (for Benn). 155 pp., \$2.50.

Here are summarized the methods of compiling book indexes, with the avoiding of pitfalls and the acquiring of interest instead of mere drudgery. Not only books are dealt with; there are sections on gramophone records, music, films and photographs. Author is an expert librarian, specializing in bibliography.

#### HEALTH AND PERSONAL DEVELOPMENT

Public Affairs Pamphlets, of 22 E. 38th St., New York City sent the following very excellent 25c pamphlets, which should find a place in the files of all teachers:

*Syphilis, the Invader*, by E. Barnouow and E. G. Clark. This No. 244A they publish in co-operation with the Center for Mass Communication, Columbia University. What makes it essential is that it is a completely new statement of the situation created by the use of penicillin for this disease in 1943. It gives its history, symptoms and treatment, with the new programmes and policies of public health organizations. Many important facts are introduced, some of which have great bearing on our work and explain pupil and parent difficulties. It cannot, of course, be available for pupils.

*Care of Children in Trouble*. No. 217. This is a summary by Maxwell G. Stewart of the report of the California Committee on Temporary Child Care, which worked with the Rosenberg Foundation on the problem of what the State was doing for juvenile offenders and for children held during the break-up of homes (detention care and emergency shelter). It is apposite to some current B.C. problems.

*How to Teach Your Child About Work*, by Ernest Osborne. No. 216. This Professor of Education of Teachers' College, Columbia, discusses (a) why to do so; (b) how to do so, at home, at school, by Work-Study projects as at Antioch College, and by community organizations.—G. H. C.

Science Research Associates, of 57 West Grand Ave., Chicago 10, offer the following (as well as a title listed under English):

*How, When and Where to Provide Occupational Information*, by Glen L. Weaver. 46 large pages, paper bound. \$1.00. This is the first of a new series (Practical Ideas in Education) intended for administrators. It has a fine introduction, particularly on goals, as well as a good plan for making a job study, and a detailed organization for field trips—these alone are well worth the getting it. Both elementary and high school levels are considered in detail, and there is a very good chapter on devices for providing information, including the Associates' too little known Career Kit. Last but by no means least is the fine treatment of the special problems of jobs for girls and for minority groups which suffer from prejudice.

*A Guide to Better Discipline*, by O. Krug and H. L. Beck. 48 pp., 50c. (Note the rise in price of this Better Living Booklet and of the following.) A psychiatrist and a child guidance expert talk of home and school aims, standards, handling misbehaviour, and self-discipline.

*Building Self-Confidence in Children*, by Nina

Ridenour. 48 pp., 50c. Another Better Living Booklet, which "describes the kinds of experience that help a child feel strong and sure of himself and the kinds of experience that may undermine his belief in himself." The author, secretary of a Family Foundation, has a rather interesting plan which goes like this—roots, sun and soil, growing weather, first green shoots, blights (including teachers!), and harvest.

*What Are You Afraid Of?* by Franz and Francesca Alexander. 48 pp., 50c. This Life Adjustment Booklet is addressed to high school pupils (senior), and goes into the causes of their anxieties, giving a method of handling ordinary fears, as well as a discussion of extreme cases and where they might go for aid. It could be dangerous as well as useful?—G. H. C.

Canada's Dept. of Labour at Ottawa call attention to their Canadian Occupations series, consisting of (a) Monographs of about 50 pp., and (b) 8 pp. pamphlets summarizing each.

These are expansions and revisions of the series developed by the Dept. of Veterans' Affairs at Ottawa, and are the product of the research staff in the Occupational Analysis Section of the Economics and Research Branch of the Dept. of Labour. In each case, there has been extensive co-operation with employers and trades unions, as well as other government departments and public bodies.

So far, 36 have been published, of which Nos. 20-35 are also issued in one volume under the title, *Careers in Natural Science and Engineering*. Seen were *Railway Careers* and *Hospital Workers*, No. 19 and 36 respectively, excellent productions.

#### SOCIAL STUDIES

The Denoyer-Geppert Company announce the following (not seen): *Beginners United States Map with Geographic Terms*, ed. by Charles C. Colby.

This is 64x44 inches, has simplified political colouring, and relief is indicated by shaded-hachure overprint. It is intended for elementary rooms, 4th grade and under. Prices F.O.B. Chicago, range from \$11.50 for cloth backed with wood rollers to \$20.00 cloth backed on spring roller in octagon steel case. This is Map Slaxg (their code).—G. H. C.

Also their *Successful Teaching with Maps* by Charles C. Colby and others including B.C.'s J. L. Robinson. Denoyer-Geppert, 1954. 68 pp., \$1.25.

Intended for teachers and teacher-trainees. It is 8½x11 and has 3 parts (a) theory of map use with first steps in method; (b) sequence of continents by area specialists; (c) world patterns and concepts.

Anvil Books Series, published by McClelland and Stewart, each volume only \$1.35—not reprints but original scholarly studies. Includes the following, which seem invaluable for teachers:

*Fifty Major Documents of the Twentieth Cen-*

ture, by Louis L. Snyder, 185 pp.; *The World in the Twentieth Century*, by same, 192 pp.; *The American Revolution*, by Richard B. Morris, 192 pp.; *The Late Victorians*, by H. Ausubel, 188 pp.; *The Making of the Modern French Mind*, by Hans Kohn, 191 pp.; *The Age of Reason*, by Louis L. Snyder, 185 pp.

*The World Was Wide*, by George E. Tait. Toronto, Ryersons, late 1954, 263 pp., \$1.85.

This is "the story of great discoverers and explorers," done after the remarkably excellent style of his *Breastplate and Buckskin*. (In case you are unfortunate enough not to have that last wonderful set of Canadian explorers, with 5 to 6 pages on each person or group, with one coloured illustration or map for each, so interestingly done by Vernon Mould.)

All school libraries and Social Studies rooms should have several copies of both titles which between them give all the explorers you need. Table of Contents includes these for this latest book: The Mongols, Marco Polo, The Crusades, Prince Henry, Diaz, Da Gama, Cabral, The Vikings, Columbus, Balboa, Cabot, Magellan, Drake, Tasman, Dampier, Cook, The Polynesians, Frobisher, Davis, Hudson, Baffin, Franklin, Mungo Park, Bruce, Livingstone, Burton and Speke, Baker, Stanley, Perry, Shackleton, Scott, Amundsen and the Conquest of Everest. In addition many others are mentioned briefly as background. Squiggles in text cutely refer the inevitably curious child to an illustrated list of Things to Know (like latitude, glaciers), while there is a very adequate list of good and thorough Things to Do which are not one-second words to fill in!—G. H. C.

*All the Best in Holland*, rev. ed., by Sidney Clark. Dodd Mead Co. of Canada Ltd., Toronto, 1954. 200 pp., \$4.50.

A recent trip to Holland has enabled the author to bring his book up to date by writing a supplement with all the latest pertinent facts—in this case, 12 pp. added to the previous edition.

#### SUNDRIES

*Educating for American Citizenship*, by American Association of School Administrators. N.E.A., Washington, 1954. 390 pp., records and index to 615 pp., \$5.00.

This volume is the thirty-second yearbook of the Association and is compiled by nine educationalists. The four sections of the book outline the urgency and the aims of educating for citizenship, the setting in which such educating can take place, the instructional practices which will lead to good citizenship, and finally a summary and suggestions for evaluating the results of the programme. Apart from the fact that the book is written with the American scene in mind, there is much of value for Canadian education here.

*Agreement for Facilitating the International Circulation of Visual and Auditory Materials of an Educational, Scientific, and Cultural Character*; a Guide to its Operation. Unesco, Oct. 1954. 28 pp., 20c. (From University of Toronto.)

Gives text and explains objectives of this agreement, signed by Canada and others and promised by U.S.; briefly, it will help us get certain educational material with less fuss, when done in the way provided.—G. H. C.

*Seventeenth International Conference on Public Education, 1954*. Unesco, International Bureau of Education, Geneva. In Canada from University of Toronto. 147 pp., \$1.25.

This is of interest to B.C. since our John Prior was there as one of the Canadian representatives, with Dr. Swift of Alberta, both taking a good part in the very interesting proceedings. In a world of strife, it is nice to read of some real cooperation in these discussions on the training of secondary teachers and their status, together with national progress. There are included two excellent reports on Teacher Training and Status, as well as an important resolution (38) which went to all ministers of education.—G. H. C.

*Le Silence de la Mer*, by Vercors. McClelland. 96 pp., 50c.

An edition for schools of a very significant World War II novel, with good vocabulary and notes by H. Peyre of Yale University.

*Spoken German for Travellers and Tourists*, by C. E. Kany and C. F. Melz. McClelland. 229 pp., \$2.25.

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## News: -Personal and Miscellaneous

### The Cover Picture

**T**HIS month's scene is less rugged but no less beautiful than those used in recent months. Nicholas Morant, special photographer for the Canadian Pacific Railway, here frames a quiet scene near Albert Head with the familiar oaks of southern Vancouver Island.

### New Edpress Officer

**S**TAN EVANS, editor of our journal, has been elected vice-president for the Canadian region of the Educational Press Association. He will serve with W. Henry Galbreth, editor of *Midland Schools*, the official organ of the Iowa State Education Association, president of Edpress for 1955-56, and Mildred Sandison Fenner, acting editor of the *NEA Journal*, who was re-elected secretary-treasurer.

The Educational Press Association is an independent educational organization founded in 1895, whose purpose is to work towards the improvement of educational journals.

### Special National Reading Conference

**A**RE children today receiving better instruction in reading in our schools than their mothers and fathers?

This question, currently under hot debate, will be given perhaps its first cool-headed and scientific examination in recent years at a Canadian Conference on Reading to be held at the University of Toronto, July 4th to 8th, under the sponsorship of the Federation of Women Teachers' Associations of Ontario.

Sixty Canadian and United States speakers, all recognized experts in various aspects of reading instruction, will address the sessions at this week-long conference,

the central theme of which will be "Current Problems in Reading Instruction."

Each of the half-day sessions will begin with a general session attended by all conference delegates. The speakers will discuss problems of common interest to all teachers—the retarded reader, the gifted reader, the teaching of reading to new Canadians, developing independence in reading, etc.

The general sessions will be followed by sectional meetings at different grade levels, primary, junior and intermediate. Of interest to superintendents, principals and supervisors will be a series of special sectional meetings, following the general sessions. These meetings will be concerned chiefly with the administrative responsibilities involved in improved reading.

Further information about this conference may be obtained from Mrs. Helen M. Keefer, Executive Secretary, F.W.T.A.O., 34 Prince Arthur Avenue, Toronto.

### The Macmillan Company Fellowship at Teachers College

**T**HE Macmillan Company Fellowship provides \$3,000 for the academic year to enable a student to pursue graduate study at Teachers College in some phase of the teaching of reading and other language arts at the elementary school level. The first appointment will be made for the academic year beginning September, 1955. Candidates must submit the application form for the fellowship on or before April 1, 1955, and all data required by the Fellowship Committee before May 1, 1955. Application forms and instructions may be secured by addressing the Chairman of the Committee on Fellowships, Teachers College, 525 West 120th Street, New York 27, New York.

Any person who can meet the admission requirements for graduate study at Teachers College may apply for this fellowship. The programme to be pursued will be adjusted to the interests and needs of the individual student. It may be similar to programmes now being pursued by Teachers College students in each of several areas of specialization. The student, for example, may major in the Department of Psychological Foundations with a special interest in the psychology of teaching and learning of these elementary school subjects and in developing skill and insight in diagnostic and remedial work. The student may major in the Department of Curriculum and Teaching and emphasize the problems of teaching and learning the subjects in typical schools and in relation to other phases of the curriculum. A student may enroll in the Department of Guidance and pursuing a programme in Psychological Services, approach the problems from a somewhat more clinical point of view. A student may major in the Department of Special Education for the purpose of becoming expert in the problems of teaching and learning of reading and the other language arts among physically and mentally handicapped children. There are other possibilities.

### Reading Workshop

**T**HE Third Annual Workshop in Reading will be held at the University of Chicago from July 5 through July 29, 1955. The Workshop is open to teachers, supervisors, administrators, librarians, and remedial teachers of reading. The topics discussed will be broad in scope and include problems listed by each registrant. Five sections are planned at elementary, secondary, and college levels under the direction of an outstanding staff: Dr. Edward W. Dolch, Dr. Mary C. Austin, Miss Mildred Letton, Dr. William S. Gray, and Dr. Helen M. Robinson.

Registration in the Workshop is equivalent to five semester hours. Additional information and application blanks may be secured by writing to Mrs. Helen M. Robinson, 5835 Kimbark Avenue, Chicago 37, Illinois.

### Summer Courses

**C**OLUMBIA University, New York City, announces its 1955 Summer Session from July 5 to August 12, with registration June 30 and July 1. Many day and evening courses in academic and professional subjects are offered. The Summer Session Bulletin of Information can be obtained from the Summer Session Office, Columbia University, New York 27, N.Y.

The British Council also offers summer schools for teachers of English, to be held in various universities in Britain. The source of information closest to British Columbia teachers is Dr. J. F. Leddy, Dean of Faculty of Arts, University of Saskatchewan, Saskatoon.

**For Rent**—3-bedroom fully furnished home, July and August. Kerrisdale area. 1945 West 45th Ave., K.E. 0434-Y. References required. Rent to be arranged.

**Wanted**—Teacher for slow learners' school to be started in Vernon, B.C. Salary will be paid by the School Board. Please send replies to Dr. M. Lattey, Vernon, B.C.

**For Rent at Crescent Beach**—Small furnished house; one-year lease from June; quiet spot for retirement. Call or write Miss E. N. Carr, 12183 Agar Rd., Crescent Beach, B.C.

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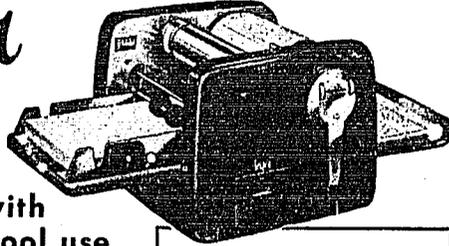
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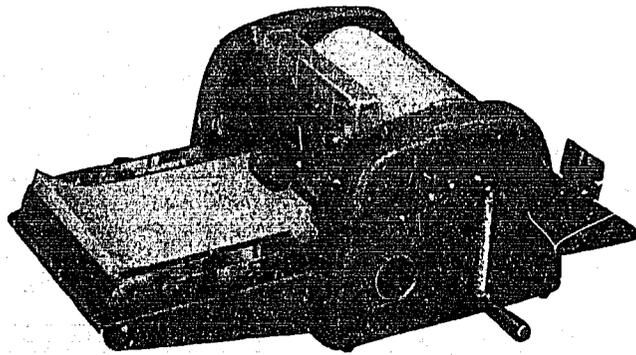
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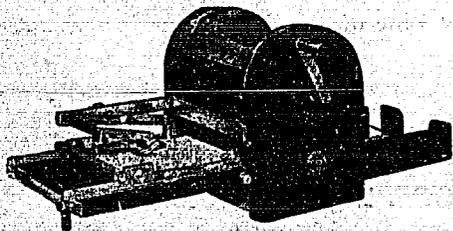
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