

*the* **BC** *teacher*

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OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

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MAY-JUNE, 1955





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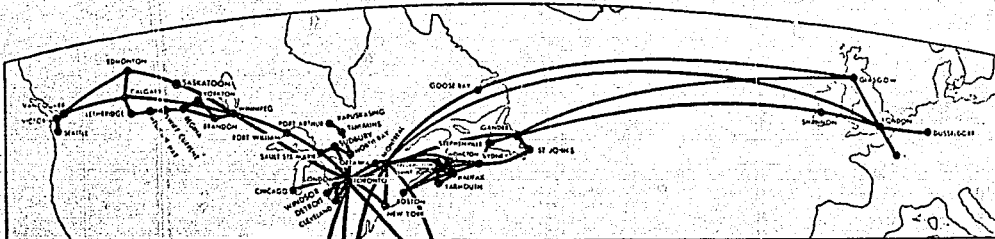
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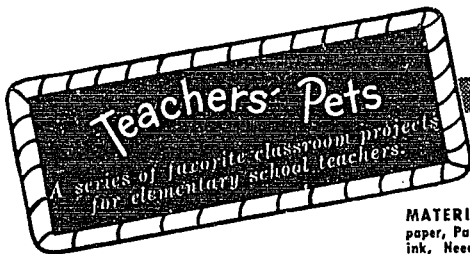
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By EDITH FITCH, Teacher  
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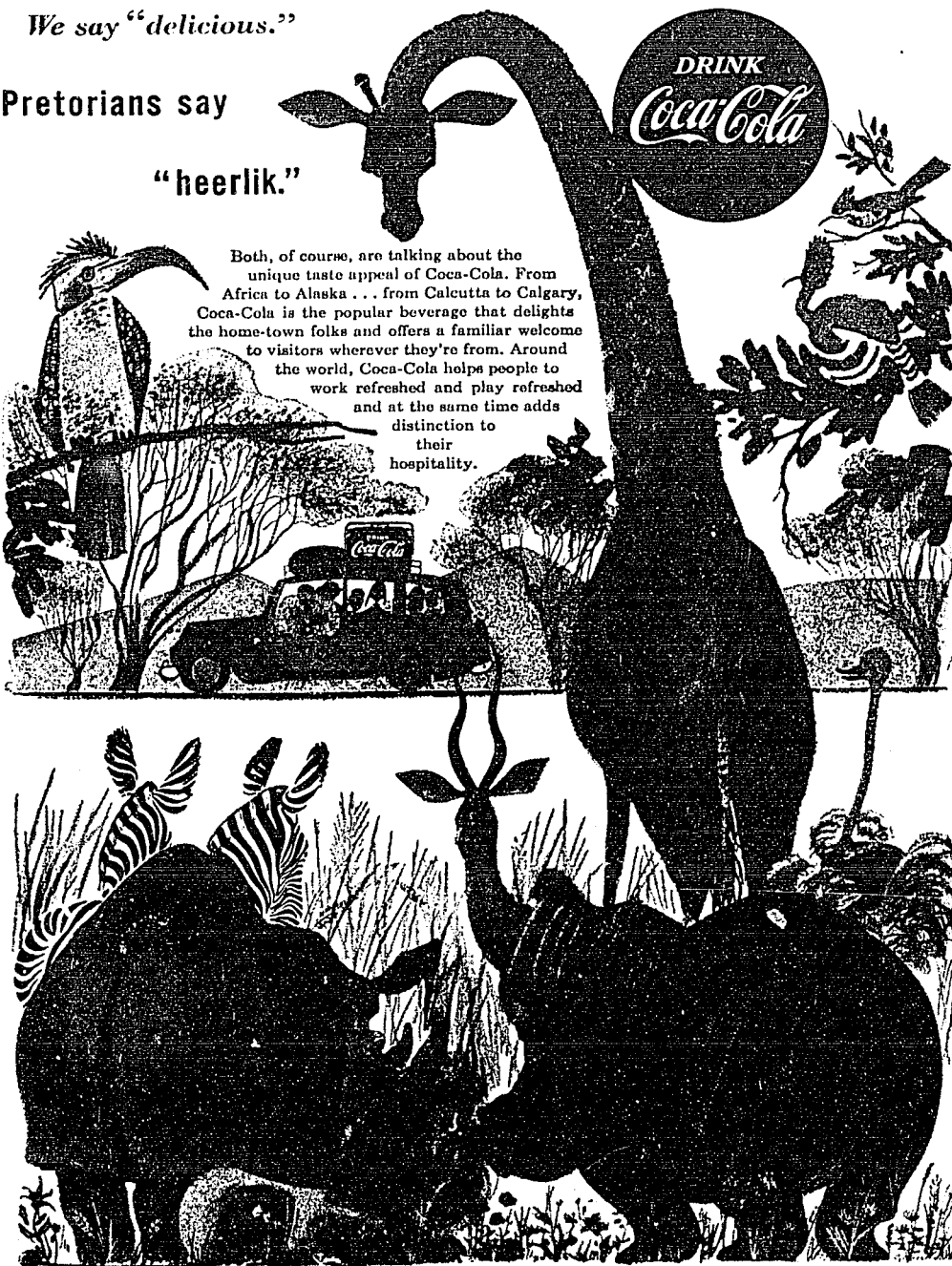


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# the BC teacher

Official Organ of the British Columbia Teachers' Federation

VOLUME XXXIV

MAY-JUNE, 1955

Number 8

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MAY - JUNE, 1955

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## Ignorance Is No Excuse

**C**ERTAIN sections of the Public Schools Act have real significance for teachers leaving the profession or seeking new positions. They are summarized here for the convenience of those concerned.

### Resignations

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

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

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

### Dismissals

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

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

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

### Appointments

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

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

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

The Federation Can Help You.

### SURVEY CARDS

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

## Signs of Maturity

**B**RITISH COLUMBIA teachers have concluded another annual meeting in Vancouver, this time without much of the fire and headlines that have often marked their gatherings in other years. However, the lack of noise doesn't mean our teachers have gone soft where their own affairs are concerned—it is more a sign that much of what they have fought for has been gained, and that this is a time for gathering up the loose ends.

It was also a convention that dealt with problems that didn't rate headlines, but which were important nevertheless. Our teachers this year showed a greater interest than previously in matters related to the school curriculum—an indication that public criticism of curriculum is being heard. The other major concern was that of teacher training, and the need to maintain high standards and to encourage more young people to enter the profession.

In these two questions we have the



really important aspects of our educational system . . . what shall be taught and what kind of people shall teach it. Like other professional groups, the teachers are spending more and more time on improving the service they have to offer, rather than attempting to improve their own rewards for that service. Of course teachers' salaries will also be a contentious matter, but we seem to have reached a breathing point in this particular battle. We have not, however, reached the point where teachers can rest completely in trying to better themselves. This is part of the background of the fight for higher training standards, tied in as it is with the recognition of teachers as professional people; with the added prestige and authority that such recognition will bring.

Few of us realize that many of the great forward steps taken in education are initiated by the teachers themselves, rather than by the Department of Education. Now that the Minister of Education is a man with a teaching background, there is a noticeably greater sense of co-operation between the teachers and Victoria. There is even the hope that the two groups can work together more closely—putting an end to the bickering of other years. It is still true, however, that the future of our educational system rests with the teachers, not the politicians. Politicians can help or hinder that progress, but a determined and intelligent group of teachers are bound to win their point in the end.

During the past two conventions, we have been inspired to present an editorial in vigorous support of some particular theme being backed by the teachers' convention. This year the picture is changed . . . and our comments must be that the convention, while not raising dust, is doing a great deal more old-fashioned educational housekeeping than before. There may be few headlines, but a lot of work was done, and the result will be beneficial. A neglected group of responsible citizens is coming into its own, and having fought and won its hardest battles, is showing remarkable signs of maturity.

DORWIN BAIRD, Editorial Director,  
Radio Station CJOR,  
broadcast Thursday, April 14, 1955.

## If You Teach Past Sixty

**S**OME time this month the office of the Commissioner of Teachers' Pensions will file with the secretary of each school board a statement for each one of us giving certain pertinent data anent our individual positions in the B.C. Teachers' Pensions Fund. If you don't get yours at least by the time you receive your salary cheque for June, contact your school board secretary. Similar statements will be issued at three-year intervals.

The statement will show:

1. The amount at the teacher's credit in the Pensions Fund.
2. The amount of the Service Pension to minimum retirement age (age 60) assuming continuous service in the future.
3. The amount of the retirement annuity at the minimum retirement age assuming that the December 1954 contribution (a minimum of 5 per cent of salary) is continued to age 60.

The latter two items are calculated on the Single Life plan and assume retirement at age 60. If you wish to estimate the amount of pension if you plan to retire beyond age 60, the following rough rule of thumb may be applied.

1. To the Service Pension shown, add \$3.33 for each year of service after age 60.
2. To the Retirement Annuity, add 10% for each year of service after age 60.

### Example—

Service Pension at age 60.....\$83.00  
Estimated Service Pension at age 62.....  
\$89.66 (\$83.00 plus 2 x \$3.33)

### OR, if deferred to age 65

Service Pension .....  
\$99.65 (\$83.00 plus 5 x \$3.33)  
Retirement Annuity at age 60.....\$40.00  
Estimated Retirement Annuity at age 62....  
\$40.00 plus 20% of \$40.00=\$48.00

### OR, if retirement is deferred to age 65

Retirement Annuity would approximate....  
\$40.00 plus 50% of \$40.00=\$60.00

Therefore, the total estimated pension would be \$123.00 at age 60; \$137.66 at age 62; and \$159.65 at age 65.

This rule of thumb should give accurate



results to within \$5.00 per month in most cases.

Those who are between age sixty and age sixty-five will have received already a letter from the Superannuation Branch showing the estimated pension at ages sixty and sixty-five, and calculated in accordance with the present provisions of the Act.

## It's Poor Business

ONE of the *best examples of poor business procedures* is the use some teachers make of their contributions to the Pensions Fund. The B.C. Teachers' Pensions Plan was never intended to be used as a "loan scheme." Thus, when it

is used for this purpose, the teacher concerned makes a tremendous financial sacrifice. Fortunately not many of our members are so "penny wise and pound foolish" but there are enough to justify a few words of caution.

Provision is made in the Pensions Act for a person who ceases teaching in B.C.'s public schools to withdraw his contributions, subject to the estreatment conditions. Of course, it is expected that when a person takes this action, he does not expect to return to teaching in the public schools of this province, and such is usually the case.

Let us consider the following actual cases of pension contribution withdrawals.

<i>Period of Teaching</i>	<i>Amount and Rate of Refund</i>	<i>Months of Teaching Service Lost</i>
Case 1—Sept., 1943—Dec. 31, 1943.....	\$ 12.00—13.44	4
Nov., 1944—June 30, 1945.....	32.00—24.46	8
Sept., 1946—May 31, 1948.....	95.00—21.748	19
Sept., 1949—Dec. 31, 1951.....	138.00—19.252	24
(* 10 months @ \$9.00 per mo. estreated)		
Sept. 1953—June 30, 1954.....	140.00—20.754	10
		65

Resumed teaching September, 1954. Now unable to get in 20 years service by age 65 to qualify for a pension.

Case 2—Sept., 1943—Dec. 31, 1943.....	\$ 16.00—10.3.44	4
Jan., 1945—June 30, 1946.....	80.00—11.7.46	16
Sept., 1946—June 30, 1947.....	60.00— 9.7.47	10
Sept., 1948—June 30, 1951.....	172.00—14.9.51	30
(* Paid 10 mo. estreatment of \$86.00)		
Sept., 1952—June 30, 1954.....	360.00—27.7.54	20
		80

Returned to teaching again Sept., 1954. Could get in 20 years service if he taught to age 63.

The losses suffered in Case 1 are three-fold. At the time this person commenced teaching there was no estreatment of the first ten months' contributions to the annuity account. Because she had taken a refund in 1948, she was considered a new contributor when she returned in September, 1949 and came under the estreatment provision which was instituted in September, 1948. Thus, at the time of her fourth refund in 1952 she suffered an estreatment of \$90.00.

By losing a total of 65 teaching months of service, her service pension, if she could qualify for a pension by age 65, would be approximately \$20.00 per month less than if she had not taken any refund. Her annuity would also be less.

Obviously the most serious loss is her ineligibility for any pension whatsoever because with the loss of service she can not now complete the necessary twenty years of service by age 65.



Case 2 presents almost as disturbing a picture. Fortunately this teacher can qualify for a pension by age 65, if he doesn't continue his habit of withdrawing his contributions. He suffered an estreatment of \$86.00 when he took his refund 1951. The loss of 80 months teaching service will reduce his service pension by \$26.67 per month. His annuity will also be considerably reduced.

We wonder what will be the attitude of these people at retirement age when they realistically recognize their earlier folly—when the teacher of Case 1 will receive no pension, only a refund of her contributions—when the teacher of Case 2 may appreciate that his pension is inadequate in amount. Comments of "Surely I am entitled to a pension after having taught so long" or "My pension certainly should be larger after teaching since 1943," will receive little support from us.

We have other similar cases which we obtained from the office of the Commissioner of Teachers' Pensions but these two should illustrate the necessity for thoroughly considering all the ramifications of taking a refund of one's contributions to the Pensions Fund.

It has been suggested that we might wisely follow the lead of some provinces in requiring three months' notice before actually making the refund. Such a procedure should not cause too much inconvenience to any applicant and would serve as a deterrent to the few people who would wish to use the pensions scheme as a loan service for summer expenses as in Case 2 where a refund was taken in July, 1954 but the teaching service was uninterrupted.

The suggestion has also been made that consideration should be given to requiring progressively longer waiting periods for each additional application.

## Art vs. Atom Bomb

**M**R. K. J. TENGSTRUND, principal of a high school in Mjolby, Sweden, and a man of vision, has launched a project which he hopes will foster an exchange of ideas, and lead to better international understanding through the medium of drawings. He has compiled at least two exhibits of these, consisting entirely of school-children's work, collected from several corners of the globe, and has organized a world-wide circuit for their display. The first of these, fifty-nine drawing in all, was a highlight of the "Open House" programme in Squamish recently.

The drawings range from some quite simple sketches done by beginners of a Canadian missionary school in Venezuela to several of considerable merit from Rhyl, North Wales.

Of particular note was a group of drawings done by Eskimo children of the Copermine region, and a selection from the Tzotzil-Tzeltal Indians of southern Mexico. These last people have until only recently successfully repulsed any efforts to give

to them the benefits of modern schooling. The drawings are simple but their message is clear when we realize how far these pupils have come in such a short time.

Although the drawings themselves may or may not warrant display on their own merits, it is the hope and purpose that prompted the project which we feel is important—the forming of bonds of friendship and understanding through the cultivation of mutual interests among children of many lands, of different races, creeds and colour, with the guidance of their teachers.

A second collection of work from Peru, Canada, Italy, India and other countries is now on a world circuit.

The bringing of these displays to Canada is the result of the interest and effort of Mr. E. Axen of Squamish, a former student of the Mjolby High School. Any school in British Columbia wishing to see these displays or to have information regarding them, is advised to contact Mr. Axen.

W. J. TINNEY.



# The Success of Failure

MARCUS LONG

*The magnitude of the teachers' task precludes complete success.*

IT IS always interesting to attend conventions, to watch delegates grappling with serious problems, to listen to the enthusiastic wrangling that always takes place. Particularly at conventions of teachers. For at teachers' conventions there is always a surplus of problems and not enough satisfactory solutions. Everywhere there is a feeling of dissatisfaction, a conviction that the schools are not doing everything they should, that the quality of teachers is deteriorating and the governments are not paying enough money. Every successful teachers' convention underlines the failure of teaching.

Strangely enough this conviction of failure is not depressing. It is taken as a sign of life and vigour, a mark of the importance of teaching. It is a reminder that the teacher, more than any other person in society, is charged with the responsibility of developing significant persons, conserving the values of our way of life and, indeed, preserving for the future the traditions and ideals of western civilization. The sense of futility comes from an appreciation of the magnitude of the task and the feeling of our own inadequacy to discharge our responsibility properly. At the same time it becomes a challenge and inspiration. The task we know is much too great for our limited abilities, we cannot do a perfect job and yet, with so much depending on us, we cannot afford to do less than our best.

The difficulty with teaching is that it is

tied up with education and no one seems to know what education is all about. This is an old problem. Locke argued that all children are born with empty minds. From this it follows that teaching is a matter of pouring information into the mind until it is full. There is some evidence for this point of view. All of us know people who were born knowing nothing and have been losing ground ever since. Many teachers accept this point of view. They try to cram facts into supposedly empty minds. This is an excellent way to prepare students for examinations which test only the memory. It is not education. On the other hand, Plato believed that all of us are born knowing everything potentially. The teacher, in this view, need only give the right sort of instruction and the knowledge will be brought to full consciousness. Not many teachers accept this view but it seems to be commonly held by parents.

I do not see how we can ever hope to be successful in the schools until we first decide what education is all about and I can see no possibility of a generally accepted decision in the near future. For

---

Dr. Long, Professor of Philosophy, University of Toronto, was the feature speaker at the 1955 Convention. At the request of many teachers, we reproduce here an extract from his talk, given at the Open Meeting.



good or ill we must choose between differing philosophies of education, no one of which can claim to be the full answer to our problems. But the choice is all important both for the curriculum and the methods of teaching.

If we assume that the main task of the schools is to fit students for an industrial society then there must be an emphasis on practical subjects. If we believe our main task is to develop an intelligent citizenry, capable of making wise decisions on political matters, the emphasis will be on cultural subjects. If we feel our main responsibility is to produce well adjusted adults who will conform to the rules of society without unnecessary question, more attention will be paid to mental hygiene and social studies. These are but a few of the possibilities, each of which determines what is to be taught and how it should be taught. Perhaps the proper philosophy would incorporate the best points of each. I cannot hope to settle such momentous issues for you. Each teacher must make a personal decision, must frame his own philosophy, must establish his own guiding principles. Without some philosophy no teacher can do a consistent or adequate job.

#### **The Task of the Schools**

My own philosophy of education is ridiculously simple and, therefore, is likely to be deficient. In my opinion the primary task of the schools is to develop significant or adequate persons. I must leave it to you to decide what is meant by a significant person, but I do so with confidence because I'm sure you have all met men and women who could be properly described as cultured, adequate and educated persons. Many of you will disagree with this simplified approach to the task of the schools. I must ask you to bear with me as I make it the text of my remarks.

We know that no person is born with a personality. Each person is born with certain physical capacities and limitations. The rest comes from the environment. Not in the sense that the environment dominates the individual but in the sense that each person must choose the constituent elements of his personality from

the environment available to him. He may choose to be a lesser person than his environment could make possible; he cannot be greater.

The environment is, of course, a very big thing. It includes the family and the church, the school and the theatre, our relatives and friends, and the wide world of ideas made available to us in books and the other media of communication. By its very definition it includes the good and the bad, the attractive and the repulsive, the worthwhile and the ignoble. The quality of the person depends primarily on what interests him in his environment. That is where evil triumphs. The wrong things are usually the most interesting and attractive. The cheap and the tawdry have a universal appeal. Or, as Mencken used to say, the things we want to do are either illegal, immoral or fattening.

#### **Teachers Must Persuade**

The main function of the schools, from this point of view, is to provide for the child a worthwhile environment, to offer him a set of experiences which, if chosen, will enrich his life. And the task of the teacher is to try to persuade the student to choose these worthwhile experiences.

We have one big advantage if we will use it. Everybody likes good conversation and learning is the fruit of good conversation. The teacher has the privilege of introducing his students to some of the greatest men who ever lived. I like to remind my own students that Plato and Aristotle, Shakespeare and Milton, Newton and Einstein are waiting in the library anxious to talk to them. What greater experience can we offer our students than to introduce them to such men at the moment when their conversation is most brilliant and exciting. It is true that, on occasions, their statements must be interpreted; that is the task of the teacher. Just as it is his task to impress the student with the greatness of the opportunity.

In the same way we must introduce the student to the great works of music and art. Acquaintance with great art is a vital part of education, of personal development. Even Plato knew that. The only way to develop a discriminating taste in



art is to develop a love of the best. When students learn to appreciate the better, they will know what to do with the worse. They will not reject the worse on any other grounds.

Since I do not know how you teach in British Columbia, what I am about to say may not be applicable. I do know that in Ontario the interest of the student is often destroyed by those teachers who feel they must deal with the dead as if they were dead. I can think of nothing more likely to discourage interest in literature than a scientific dissection. Poor Shakespeare has suffered from this more than he deserves. It is little wonder that our students treat great works of literature as something to be studied for examinations and immediately forgotten. The sooner we make such great men and such works live the sooner we will do a proper job.

I am not forgetting that there is inevitable drudgery in learning. I am not forgetting that there are mechanical procedures which must not be ignored. I am merely protesting against emphasizing them more than necessary. Wisdom comes from the love of learning and love cannot be engendered by mechanical instruction. Love comes from contact between persons and the primary task of the schools is to make such contact possible through the medium of books. The task of the schools is to provide a worthwhile environment; the task of the teacher is to stimulate the interest of the student in that environment.

#### Many Interests Compete

This is not an easy task; it is the main reason why education is never completely successful. Everything seems to be against us. Very young children display an exciting curiosity; they want to learn, they love to learn but curiosity about the things the schools offer soon loses its edge. The passion for learning vanishes before the need to study and the pressure of other interests. Extra-curricular activities war successfully against homework. Romance displaces the three R's. The subjects which seem important to us have no appeal for the student. The impractical is scorned, and most of the subjects offered are treated

as impractical. The average student wants an education, if he wants it at all, only to open the door to a large income or a reputable profession.

Unfortunately the student is often supported in this attitude by his parents. It is true that most parents look at the schools with awe and respect. Some of them even think the experts know what they are doing. But in their own minds education is the key to social status and comfortable living and nothing more. Their sons are directed to the professions and their daughters to the sororities, both with a view to social security.

#### Entertainment Not Education

The worst enemies of the schools, however, are the other media of education, the press, cheap literature, radio, television and the movies. For these too often feed the imagination without demanding intellectual effort or contributing to the improvement of the person. They offer an environment which is too often cheap and vulgar, ringing the changes on sex and violence.

If my thesis is correct that personalities are developed from the material selected from the environment, then these media of entertainment play a vital role in shaping the lives of our people. It is unfortunate that the selection of the material offered is so often determined by the profit motive, that many owners of these media and the advertising agencies lack a greater sense of social responsibility. There is, of course, an important place for entertainment and it is true that radio and television are primarily instruments of entertainment. Nevertheless they are more than that; they are instruments of education, they are factors in shaping personality. Those who misuse them are dangerously close to the category of those who peddle obscene literature and narcotics, for such social parasites may also claim to be satisfying a demand for a profit. Too often the owners of these media act as if they thought their listeners had only the intelligence of a 5-year-old and the tastes of a gutter-snipe which seems to me both an



insult to their listeners and a dangerous use of their power.

But this, I am afraid, is verging on another lecture. I leave the matter for your own reflection. I mention it only to show the difficulties confronting the teacher and to underline the importance of his task. The school, today, is becoming more and more the only institution seriously concerned with the development of significant persons. The home and the church, although still very important, seem to have lost much of their influence. If the schools should lose their influence or be diverted from their proper task, I tremble for the future of western civilization.

Throughout the world today the principle of the worth and dignity of the individual is being denied. In the Soviet Empire men and women are treated as slaves, as puppets of the government forced to dance to the tune their masters play. Even for the western peoples, who ought to have learned something from history, there is a growing tendency to increase the power of the state. In the name of national and social security our basic rights are being restricted or denied. And this is being done with our own approval. The masses are jostling each other aside that they may bring the sacrifice of their freedoms to the great god, the state. We are losing our sense of the value of freedom. Liberal democracy is rapidly becoming only a memory. Fascism, communism, socialism and the social welfare state. This is the new pattern. And hardly anyone seems to care.

#### **Bulwarks of Freedom**

The move to increase the power of the state will continue. If it is not to swallow us up a determined stand must be taken against it. And that stand can only be taken by people who believe in the worth and dignity of the individual. Now you can see why I say the future of western civilization depends on the schools. The schools are the last bulwarks of freedom. If we fail to inspire our children with a love of freedom, with an appreciation of the values of liberal democracy, there is

no hope for us. There is no future for us but slavery under the foul shadow of the all-powerful state.

It is not easy to say when the doctrine of the worth and dignity of the individual was first proclaimed. It is usual to trace the doctrine back to the Stoics. We do know it was a central part of Christian teaching. As such it found expression in political philosophy and became the keynote of liberal democracy. Many other factors entered in but this was the central one. It has become an essential part of our heritage. We are today in serious danger of losing that heritage.

Freedom is being destroyed and no one seems to care. In a world where men are surrendering their rights for national, dogmatic and social security, it is left to us in the schools to revive the dream of the free man in the free society.

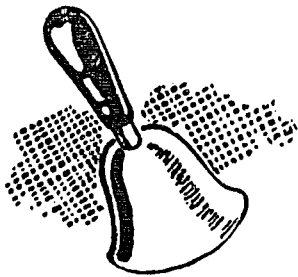
#### **Our Great Responsibility**

It is our solemn responsibility to reaffirm the worth and dignity of the individual, to make possible so far as it is within our power the development of significant individuals and to fire all students who go through our classrooms with a love for freedom. This is our main obligation; let no one turn us aside from it by pleas of social or practical needs. For on the success of our efforts in enriching the lives of our children and engendering in them an enthusiasm for freedom depends the future of civilization. If we succeed, the ages will bless us; our failure is too terrible to contemplate. Never forget that those impossible, absurd, rebellious creatures called students are the men and women of tomorrow, the men and women on whom civilization must depend. At the moment they cannot fully appreciate the valuable nor estimate the importance of what they are doing. And yet they must learn to love the worthwhile. That is your duty, your obligation, your privilege. There is no nobler profession than yours; there is no more important profession than yours; there is no other profession so charged with the destiny of mankind. You will never be a complete success; you cannot afford to do less than your best.



# The Adventures Of Arkwright

LEPRECHAUN



## The Passing of Janie

IN CASE a macabre meaning is read into the above heading, it should be emphasised from the start that no heart-rending tragedy is here to be unfolded. True, there are elements in the tale of bitterness and strife, and in fact it could even be said that naked, elemental passions were pretty freely bared before the affair simmered down. But with regard to the small and chubby Janie, it makes me happy to record that she is still present in the primary ranks of Mr. Arkwright's little school. No pathetic little body has been lowered into the Mooki Creek cemetery. The squeamish reader may continue with impunity, or even without it, if he wishes.

Indeed, the uncomprehending child remained as calm and peaceful as the centre of a hurricane throughout the whole episode.

The core of the matter was that Janie's mother, an obese, truculent woman called Mrs. O'Reilly, had long nurtured an implacable hatred for Mr. Arkwright. This had been none of the teacher's doing. He had always pursued a policy of neutrality, almost of appeasement, among the perpetually warring factions of the tiny settlement. But slowly and inevitably the march of events had made this policy impossible. As soon as he was forced to discipline a child belonging to one clique, then it was naturally assumed that he had aligned himself with the opposition. As soon as an opposition child was in trouble—well, you can draw your own conclusions.

Janie being a normal, healthily-adjusted Grade I child with little or no intrinsic interest in the adventures of Dick and her namesake, it was not long before Mrs. O'Reilly left the ranks of the Arkwright boosters and crossed the floor.

It was therefore with some uncertain feelings that the teacher sat down one June afternoon and penned the following to his adversary:

Dear Mrs. O'Reilly,

I am sorry to tell you that Janie has not been doing too well in school this year. Her reading has not improved since the last Report Card. As we both of course have the child's welfare at heart, I am quite sure that you will agree with me that if she repeats the grade it would be for her ultimate good.

Yours truly,

STEPHEN N. ARKWRIGHT.

Mrs. O'Reilly did not agree. She retaliated swiftly and went straight to the heart of the matter. Next morning, when Arkwright rang the bell and the children trooped into school, he was astonished to see her towering in their midst.

"I've come to make a parent visitation," she announced, "like you said we could in Education Week. So, by your leave, Mr. Arkwright, I'll just sit right down here and see for myself whether Janie's dumb or not."

Mr. Arkwright, nonplussed, smiled weakly and brought his tittering class into a semblance of order. Mrs. O'Reilly made her plenteous bulk as comfortable as she could on a primary chair, and watched the proceedings like a hawk. Now and then she scribbled in a notebook.



Shortly before recess, having evidently obtained what she wanted, she got up and left, without any further remark to the teacher. She went straight home, and was soon deep in the throes of literary composition.

That week complaints concerning the conduct of the teacher of the Mooki Creek Elementary School arrived on the desks of the Chairman of the School Board, the Inspector, the Minister of Education, and Mr. Louis St. Laurent.

#### A June Inspection

Although no reply came from the two last-named gentlemen, (thus making a life-long devotee of the C.C.F. out of Mrs. O'Reilly) there was some reaction. Shortly afterwards, a hired seaplane touched down in the harbour, and soon Inspector Culpepper was hurrying up the hill to the school.

His advent was quite unsuspected by the teacher and his little class. Inspectors are definitely out of season in June, and consequently it would be more accurate to state that Mr. Arkwright was "surprised," rather than "astonished," when he strode in. The children were ostensibly having a library period, but were in reality occupied in a variety of other pursuits, such as drawing boats. Their teacher was just on the point of completing his year's balance, three weeks early. He hurriedly shut his register, and rose to his feet.

Mr. Culpepper came swiftly to the point.

"You may dismiss your children, Mr. Arkwright," he said shortly.

Overjoyed at this bonus recess, they soon swarmed out. The younger ones headed for the swings and teeter-totters, but their seniors, sensing that this unprecedented descent must bode ill for somebody, gathered curiously beneath the window. They held their breath and strained their ears, but only a vague hum could be discerned.

"Gettin' fired, that's what's happening," opined Franklin in a judicious whisper. "The old guy's giving the Ark the old heave-ho."

"P'raps we won't get no more school this term then," observed another.

At this happy possibility there was such

a babble of excited comment that Franklin was forced to knock a few heads together to restore quiet.

"Shut up willya!" he hissed belligerently. "If that old guy catches us out here you'll sure know it! Now let's listen."

The boys fell silent again, but it was still impossible to distinguish what was being said within. They reluctantly withdrew after a few fruitless minutes, and turned to giddy speculation. Some held to the view that their teacher was a Communist spy; others that he was a suspected murderer, lying low in this secluded spot; while a third held that he had been left by a flying saucer, to prepare the eventual overthrow of the planet. All agreed that any one of these hypotheses would fit the inhuman nature of a man who saddled them with so much homework.

They were thrown into some bewilderment when the villain himself poked his head out of the door and requested that Janie O'Reilly should join the conference forthwith. This time, the teacher neglected to shut the door firmly, and great was their disappointment when they heard the stumbling voice of the little girl reading about Dick and Jane. In disgust they quit their eavesdropping and rushed away to oust the younger children from the swings.

#### Janie's Ordeal

Inside, Janie was being subjected to a searching catechism. Awed by this unexpected command performance, she did but poorly. Mr. Arkwright hardly knew whether to be chagrined at the indifferent performance of his pupil or glad that her evident ineptness so vindicated his low opinion of her.

"Seems you were right," said the Inspector, when the child had left the room. "It is certainly doubtful whether she would benefit by promotion this year. Of course, as you say, she is a borderline case, and you know the facts about her more than I do. But certainly fail her if you wish. I'll go down and see this woman and put her straight, if you like."

"Thank you, sir," replied Arkwright. "I am sorry you had so much trouble about this."

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# Keep Your Vacation Alive

ROBERT C. SNYDER

**T**HE teacher who travels today without a camera is much like the summer school student who attends lectures without a notebook. And yet each fall many teachers return to the classroom from a summer of travel with little to show for their efforts.

Most of us like to talk about our travels, but how much more interesting (and educational) our talk could be if illustrated with colour slides of the things we're talking about. And, as time goes by, pictures will serve as a vital record of our trips. It would seem that educators, of all people, should be making the most of their travel experiences in terms of bringing the world to the classroom.

The teacher who has travelled during the summer finds that many local community groups are anxious to learn about the trip. Requests to speak before service clubs, church groups, and other organizations are of obvious public relations value to the teacher and to the school system. They do, however, impose a responsibility on the teacher, for here we have, literally, a public demonstration of teaching methods. How much more effective these talks will be if they are illustrated.

There is no substitute for the photographs which you make since they reflect your particular interests and attitudes toward each subject. The person discussing his own pictures easily conveys to the audience a feeling of participation and intimacy seldom possible with commercial stock pictures. And so, whether you travel within your province or around the world,

your audience will be grateful if you have your own pictures to show for it.

## Selecting a Camera

"You push the button, we do the rest." This 1888 camera slogan was never more true than it is today when cameras of every size, price, and description are available for making black-and-white, colour, and even three-dimension pictures in the form of prints, slides, or movies. Cameras and camera equipment have kept pace with the automatic gear shift and the automatic washing machine. Today your approach to the mechanics of photography, like your approach to the mechanics of the automobile, can be as simple or as complex as you want it to be.

In selecting a camera for your travel pictures several points should be considered: What subject matter will you want to photograph? How will you use the finished pictures? Will you use black-and-white film, colour film, or both? How large a camera are you willing to take with you? What types of cameras have you used? How much do you want to spend?

Let's answer the first four questions by assuming that you will do what so many travellers do — make general travel

This article on vacation photography has been prepared by a member of the staff of Education Communications Service, an international organization whose aim is the improvement of educational journals.



pictures of people, places, and events on 35 millimeter colour film which is finished as slides for use in a projector. If this is your decision, the problem of selecting a camera is greatly simplified. You will need the type of camera known as the 35 mm. miniature which costs anywhere from about \$20.00 to well over \$400.00, depending primarily upon the lens and various refinements. A word about second-hand cameras—they are often good buys, but know your dealer or someone who knows cameras.

The most obvious advantage of the 35 mm. camera is convenience. Because of its small size, film costs are relatively low; the camera attracts little attention, and it is easily carried. Always ready for immediate use, it is ideal for travel.

A variety of film in 20 and 36-exposure rolls is available for this camera in colour or in black-and-white. Since the negative size is small (approximately  $1 \times 1\frac{1}{2}$  inches), it is necessary to enlarge or project finished film. Colour film is returned from the processing laboratory as mounted slides ready for use in a 2"x2" projector. Most schools have these projectors and they are easy to use. Hand-held slide viewers are available for a few dollars.

Simply buying the most expensive camera you can is not always the best plan. If you lack experience you may find it too complex for your purposes. As a matter of fact, the novice will most likely do his best work with a less complicated, inexpensive camera.

#### **Be Wary of Gadgets**

Once you have a camera you will be tempted by that very real photographic pitfall—gadgets. Don't be frightened. Remember, your first job is to learn to use your camera. It will take pictures just as it is. Get attachments only when you have learned to understand their function.

Exposure meters are important, but they are as difficult to use properly as many cameras. Beginners can get good exposure results by following the instructions packed with each roll of film or by using inexpensive cardboard exposure guides.

As the how of camera operation becomes second nature, you will be able to con-

centrate on the more important problem of what to photograph. Keep in mind that the camera is only an extension of your vision. It will capture an instant of time at your bidding. Cameras, like paint brushes and typewriters, are significant only in terms of what is created with them. The difference between snapshots and effective photographs will often be determined by your ability to see pictures in the world around you. It matters little what kind of a camera is used to take these pictures. Finding pictures is the important thing.

#### **Pictures Should Be Planned**

Since your understanding of the places you visit will be reflected in your photographs, learn as much as you can about these places before you start. Study published photographs to stimulate your thinking about how and what you will photograph. Have a plan for the pictures you want to make. You may not be able to follow this plan, but thinking about it will increase your ability to see pictures as you travel.

Certainly the most important part of any country is the people. Take time to know them. They should be an important part of your pictures. When making portraits of people, keep the background in mind. This is especially important with the 35 mm. camera which has a tendency to show backgrounds in great detail. Often by moving the camera a few feet you can avoid a distracting background. If possible choose a background which says something about the person being pictured.

As you take pictures keep in mind how you will use them later. What pictures will best tell the story you want to tell? After you have photographed such things as streets, building, and markets; move in for a closer look with your camera. Pictures of street signs, doorways, and store fronts will be valuable when you assemble your photographs into a logical sequence after the trip.

A camera will expand your travel experiences and certainly help preserve them. These suggestions will help you get started in the right direction. Have a wonderful trip!



# Arithmetic Through The Eyes and Ears

*Should have been "Hands"*  
C. H. SIMPSON

A FELLOW teacher and school administrator at Thuin in Belgium, Georges Cuisenaire, has, over a period of 25 years, evolved a method of teaching arithmetic by means of coloured rods. In his country his method and learning aids have been used successfully for a long time, but only recently a remarkable circumstance brought them to the notice of the world outside. A brilliant Spanish diplomat of the Republican era, Dr. C. Gattegno, was struck by the fact that Belgian school children are capable of accurate and rapid reckoning far in advance of their contemporaries elsewhere. He looked for the cause, and this is what he found:

Cuisenaire made a thorough study of the difficulties encountered in learning arithmetic, and his findings are available in a fully elaborated method. What Cuisenaire offers to the teachers is "not just a set of ingenious hints, but we are confronted, for the first time, with an outstanding solution of the difficulties met in the teaching of arithmetic, a solution for which the sceptical teacher is not prepared but which nevertheless is truly operative," reports Dr. Gattegno.

Cuisenaire anchors the learning process to tactile, motor, and visual experiences of the child. All these co-ordinated by the use of colour. Colour relations are systematically coupled relations of size. The learning material provides a generous supply of arithmetic rods with a square base, the smallest rod being used as the unit, the rods measuring 2, 4, and 8 units are stained in three shades of red, the rod of 3 units is yellow, and the rods of 6 and 10 units are yellow, and thus, the experience of arithmetic is reinforced by colour.

Practically all children confronted with the material will put rods end to end, discover that the same length can be obtained by various combinations, and with the swiftness of sight they produce statements such as  $6 + 7 = 1 + 4 + 8 = 8 + 5 = 3 + 10 = 2 + 9 + 2 = 1 + 10 + 1 + 1$ , etc. The hiatus between reporting the colour combinations observed and expressing the same facts with arabic numerals is bridged by Cuisenaire after initiating his classes for two weeks in handling the material. Numerals are then introduced as a convenient shorthand for the colours and lengths familiar to the child.

Now it is obviously of the utmost educational value that the child thus taught meets all the arithmetic operations in manipulating given lengths, and one number after another is experienced in its inherent mathematical individuality, with certain properties and characteristics. He discovers that there is only one way of making up 9 of shorter units of one colour, but that the same process can be carried out in four colours to make 12. He finds out for himself that there are two kinds of numbers, those he can build up completely with one colour, and others that need a different rod, always a shorter one, to complete it: He gets his first inkling of division with a remainder.

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Mrs. Simpson, a teacher at Alert Bay, feels that other teachers should be made aware of a new system of teaching arithmetic which has been developed by a Belgian teacher. A brief outline of the process is given here.





Larry Ecroyd, Assistant to the Publisher, Mitchell Press Ltd., (right) chaired the luncheon meeting at which the Hon. R. G. Williston, Minister of Education, gave the delegates "A Quick Look at the Aims of Education in B.C." Miss Hilda L. Cyderman, President of the B.C. Teachers' Federation, introduced the Minister.

## In One Ear

MAMIE MOLONEY

### *They Look at Education*

**L**AST week I attended a conference on education at the University of B.C. And what I liked about it best was that it didn't come to any conclusions, laid out no programme, made no decisions.

Then what, you may well ask, was the use of it? I'll tell you. It brought together teachers, trustees, parents, students, labor men, business men, representatives from the press, radio and TV, for the purpose of exchanging ideas on the subject of education.

Education isn't something that should just be left to the schools. It's everybody's business. The products of our educational system are going to shape the world of the future. Business and labor have a big stake in the current crop of school students, and so has government. And so has the family, and the community. And the big question is: What kind of people are our schools turning out? And is our educational system geared to the constantly changing world they will have to live in?

Three main questions were discussed at the conference. Is the public school effectively teaching how to earn a living? Is it effectively teaching how to use leisure hours? Is it teaching how to live with people?

Take the first question—earning a living. A recent high school graduate who has been in business but three years, a school board member who is also a mother, a labor man and an employer batted this

one around. And what amazed me was that all four of them were in essential agreement on one point, and the most important point of all it seemed to me. Namely, that teaching how to earn a living was a secondary consideration to teaching how to live.

Education, they agreed, should not be confused with learning a trade. That should come later. Education should provide a broad, general knowledge of the world and of people. It should aim for understanding, for character-building, for self-discipline and group discipline, for leadership, for independence of thought and for ability to adjust to the complicated, flexible world which students will have to face on graduation. Here was the whole purpose of the conference. To bring home the fact that not

Miss Moloney's article is reprinted from the *Vancouver Sun* of May 9. Her summation of the Public Education Conference will give teachers some indication of the scope of discussions undertaken by people outside the profession.

The sponsoring groups for this conference were B.C. Federation of Agriculture, B.C. Federation of Labour, B.C. Parent-Teacher Federation, B.C. School Trustees' Association, B.C. Teachers' Federation, Canadian Chamber of Commerce (B.C. Division), Canadian Manufacturers' Association (B.C. Division), Department of Education, Provincial Council of Women, Union of B.C. Municipalities, University of British Columbia, Vancouver, New Westminster and District Trades and Labour Council.





Under the chairmanship of Ralph Kluckner, Director of Training, B.C. Electric Co. Ltd., (left), a panel of Miss Karen Cuff, Gladstone High School student, Dr. John K. Friesen, Director, Department of Extension, U.B.C. and Mrs. Mamie Moloney Boggs, Vancouver Sun columnist, discussed the school's role in preparing for leisure time.

only the schools, but the home, the community, the business world and labor have a joint responsibility in seeing that the school prepares the child for the life he will have to live.

The discussion on leisure time had an amusing sidelight in that none of the people at the conference had any leisure time to worry about. But the point was brought out that with the new scientific and industrial revolution that is upon us there is going to more and more leisure time for everybody—even within the next 10 years.

Here again, it was felt, the schools must be joined by the community in providing a stimulus for constructive leisure time activities. Is it good for a democracy to have citizens who spend their leisure passively, as spectators at ball games and TV, or should there be more emphasis in education on such extra-curricular activities as drama, music, active sports, hobbies and community participation?

And someone pointed out quietly that the ability to spend a quiet hour by yourself just sitting in the sun was something that shouldn't be overlooked in our hypertension civilization. "Suppose," she said, "that Hitler had been a sunbather. The whole course of history might have been different."

The fact that Churchill could relax by building brick walls and painting was seen as an essential and significant difference between the two men and their influence on history.

And for teaching how to live with

people, again it was pointed out that not only the school, but the home atmosphere, playmates, and the community, all have their role to pay in this most important aspect of a child's education.

As one of the adult speakers declared, it was his participation in extra-curricular activities, such as working on a school paper, being a member of the student council and sundry other activities which had nothing to do with his actual school work, which he found had given him the best training for the life he was now living.

If the conference came close to any actual conclusions, they were these: That education today must be comprehensive. That it is not enough to drill our future citizens in the three R's and expect them to go out into a difficult world and be able to face up to the problems they find there. That education isn't just the job of the schoolteacher, but the job of parents and the community. That education does not cease with graduation from high school or college, but must be a continuous process all through life. And, if I may add a personal opinion, that adults need it just as much as their children.



Dorwin Baird, Editorial Director CJOR, addresses the delegates on "Living With People" at the afternoon session chaired by B. H. Peterson, Personnel and Payroll Director, Vancouver City Hall.





Photo by Keith Pattinson, courtesy Kamloops Sentinel.

Group discussions were popular. Counter clockwise around the table from extreme left are: Miss S. Salle, Barriere; Mrs. E. McLennan, Kamloops; Mrs. C. Morgan, Kamloops; Mrs. Y. Hysop, Chase; A. Johnson, Trail; Miss P. Camp, Kamloops; Mrs. K. Elder, Kamloops; R. Dickie, Clearwater; J. Feke, Kamloops; Dean G. Andrew, University of B.C.; W. Gurney, Kamloops; Miss E. Bristow, Merritt.

## Toward Better Teaching

ESME N. FOORD and P. A. J. OLDHAM

**T**HAT B.C. teachers regard in-service training as one of the major avenues toward professional advancement was well demonstrated by their interested participation in this topic at the morning session of the Central Mainland District Teachers' Workshop. The panel of reporters, assisted by Dean G. C. Andrew as moderator, summarized and presented group thought on a number of points which will be outlined briefly here.

First, the desirability of a programme of in-service training was considered. For beginning teachers it can furnish readily-available help, often lacking at present. While this problem is being solved in a very few areas by the appointment of consultants, any widespread adoption of this policy is unlikely because of the present teacher shortage and the financial burden it would impose. Another proposed solution, a period of internship during which the beginning teacher would not assume full responsibility but be under close direction in his first year, is also not practical at present. The most immediate source of help lies in using the services of experienced teachers. They have much to offer, but reticence on their part and diffidence in seeking help by the young teacher, often prevents the receiving of

practical help when most needed. For experienced teachers, sharing of ideas often results in a return to the classroom inspired to try new things. These teachers will profit even more from in-service training than the newcomers to the profession, since help can only be of real value when the teacher himself has arrived at a certain degree of competence and self-confidence.

Some groups mentioned negative attitudes which must be considered. There is a feeling that each teacher must work out his own salvation or teaching may lose its individuality, becoming the mere practice of standardized techniques. Some fear that further encroachments on the teacher's time will leave insufficient time for preparation, etc. The need for expanding one's horizons by experiences outside of teaching may be jeopardized by attendance at summer courses. There must be recognition of the financial strain imposed by

In this article Miss Foord and Mr. Oldham have collaborated to produce a report of the first In-service Training Workshop held in the province. As an experiment, the Workshop has been an unqualified success.



going to summer classes, study groups or workshops distant from one's home.

Considerable time was spent discussing the form which a programme of in-service training should take. Study groups and workshops were felt to be most valuable. For maximum effectiveness, they should be highly specialized, on a voluntary basis, operated within the teaching body rather than directed by supervisors, with members sharing the responsibility for group leadership. Inter-class visits could be very useful if well organized. Teachers' self-consciousness about such demonstrations was recognized, but it was felt that teachers' humility should give way to pride in displaying craftsmanship. The difficulties of time-tableing, providing substitutes and financing could be most easily met by starting in a small way within a school with mutual interchange of teachers of the same subjects or grades, gradually expanding into other departments or levels. The problem of rural teacher exchanges would require cooperation with school authorities. Credit courses, already started in some centres, should be continued and extended. Summer school courses might prove a greater attraction to the experienced teacher if short intensive workshops were provided. It was felt that broadening of experience by courses outside B.C. should be encouraged and greater recognition be given to credits thus obtained.

#### Workshops Need Leaders

The problems connected with any programme were examined carefully. In the matter of sponsorship, it was considered that local associations should play an important part, but that they would need the help of experienced persons. This led to the suggestion that the B.C.T.F. should provide a field worker to advise and work with locals. It was recognized that much of the success of any project would depend upon adequate leadership. For workshops or short courses, such leaders might be consultants provided by the Federation. For continuing groups, local personnel might be trained at leadership seminars sponsored by the B.C.T.F. The problem of credits for courses was discussed, but

there was no unanimous decision as to their desirability.

The crystallization of all of these ideas occurred finally in the form of a resolution. The teachers of the central Mainland recognize in-service training as a means of helping themselves. They look to the B.C.T.F. for guidance and leadership.

The afternoon sessions, with a grouping similar to that of the morning, continued the general theme of the Workshop, but from the point-of-view of professional advancement through public relations.

#### Public Relations Considered

In the preliminary general assembly, Dean Andrew stressed the fact that the fundamental job of public relations is performed by the teacher in the classroom.

"No social function," stated the Dean, "is more important or more useful than that of the educator."

Teachers must really feel the privilege of being a part of this central function, for they have a set of values apart from that of just making money. Moreover, it is our values which society urgently needs at present.

After this second inspiration, all teachers reassembled in the same groups to study, discuss, and argue about the "outside job." They tried to look at their profession from the "public eye" viewpoint, and were in general agreement that the public now has a better opinion of teachers than it had some years ago. However, it was felt that teachers are perhaps a bit shy of letting the public know that effective teaching is a full-time job.

As a natural follow-up of this first topic, the groups considered ways and means of improving public relations. The chief conclusion seemed to be a definite opinion that all teachers should take an active part in community affairs. If they did so, a representative of the profession would be present whenever educational matters were being discussed, and would be able to present the teachers' point-of-view, and perhaps correct any serious misapprehensions. In other words, the wider the contact with the public, the more accurate will be public opinion, and the better will be public relations.

Continued on page 386





Miss Ortmans demonstrates the application of her relaxation programme.

# Relax and Rebound

CHUCK BAYLEY

**A** WOMAN who, through overwork and other pressures, suffered two breakdowns and almost every nervous disorder in the book and who once possessed a disposition which she herself could never admire, handled a demonstration lesson in rhythmic movements and relaxation for the primary section of the Easter Convention as if she had no audience and as if she had known the youngsters for a year rather than for a few mornings.

Teaching the techniques of relaxation is now her business, one which has made a feature story in a national newspaper magazine supplement.

According to Kay Ortmans, the ability to relax and then to rebound with vigor can be learned and deliberately used when needed just as easily as any other skill can be developed and used. And this ability can be acquired at any age by almost any person irrespective of sex, occupation, and economic status.

Kay Ortmans offers one more answer to 20th century pressures that create a steady stream of situations in which an adult or a child so often feels tense, uncomfortable, inadequate. Her techniques, developed on a basis of her own experience in eurythmics and when she had to find a solution to her own condition, are designed to give a person power to eliminate the kind of tension that ties the stomach in knots,

stiffens muscles, and is generally upsetting to the body.

Now Miss Ortmans is at a point in her career where she is passing on her techniques to teachers through demonstration lectures and through recordings for use in the classroom, gymnasium, or on the playfield. Recently she demonstrated in Seattle and in San Francisco. The spread of her methods through recordings is a natural development because not too many teachers have the ability to sit at the piano and improvise, whereas everyone can spin a turntable.

Kay Ortmans is the daughter of the eminent violinist and conductor, Rene Ortmans, and a graduate of the Royal Academy of Music in London as well as of the Dalcroze School of Eurythmics. She studied two years at the Loheland School of Gymnastics in Germany. She has taught stage movement and has written many scripts and music for children's radio programmes.

## Classroom Application

At the primary section meeting, held this year in West Vancouver's Ridgeview School, Miss Ortmans spoke on the purpose of her original musical-action stories and demonstrated their use with her own recordings. The youngsters listened, relaxed and moved in harmony with music



and story. She demonstrated with the pupils in their seats and in open space. She gave them but a word of suggestion because theirs was the responsibility of creating the movements and because the music and the spoken words have been so well recorded that the reproduction is excellent.

These musical-action stories for the primary grades come in two sets and include five double-sided, extended play records. On the first are: At the Edge of the Field; Farmland; Caves, Crabs and Sand; and Down by the River. On the second are: Friendly Animals; Adventures in the Forest; The Bear's Joke; Up on the Hill; Playing with the Wind; and Let's Have a Rest. They make for attentive listening, relaxation, and creative rather than formal movement. They can also be used for creative art and dramatics.

A sixth 33 $\frac{1}{3}$  r.p.m. record suitable for use in the intermediate grades has fourteen original compositions. Some of the subjects on this record are: Working out Stubbornness; Picking up Paper after a Picnic; Follow the Melody; and Walking with a Swing.

According to Miss Ortman, these records grow on the youngsters and as they come to know the music, they get more pleasure, greater relaxation, and what she terms "rebound" from the rhythmic movements.

"These records can be used in the regular activity period or at any time of the day when the class needs a lift," she told the meeting. "Some teachers might feel that creative activity at unscheduled times might throw a class of forty into chaos but the effect is just the opposite. Teachers who have such a fear are the very ones who need to learn to relax themselves. Relaxation is basic to both teaching and learning in the classroom. The three R's come so much more easily to children who are in a joyous mood and capable of quick response and spontaneity."

The impression of the primary teachers at this demonstration was that these musical-action stories could fit into a classroom programme very neatly and contribute to the general tone as well as to the well-being of the youngsters through their developing the ability to listen, relax and respond. Letters received by Kay Ortman from teachers using the records indicate this to be so and that they are a good investment.

If this were a commercial rather than a follow-up story on the Easter meeting of the primary section, included would be some indication that the first set with two records costs \$4.50; the second with three \$6.75, and the recording of Music for Movement in Space, \$6.95 (plus tax). All are a quality production and come in substantial attractive holders.

## Politeness Is Not Enough

DAVID P. REIMER

**I**F Mr. Frank Wilson had written a book, instead of a thousand word essay, "Ethics in a Free Society," he would probably have had room to put in truer balance the relationship of "means" and "ends." I think that he has over-emphasized "means," for how can you have these without first having "ends" in which you believe and for which you strive.

Certainly no one will quarrel with Mr. Wilson that "gracious, reasonable, fair-

minded behaviour in the solution of problems and the adjustment of difficulties" is necessary in the good society; but surely we need also to have people, reformers if you like, who believe quite firmly that problems are not being solved and adjustments are not being made fast enough; reformers who even maintain that the problems are not being resolved in the right way, and who even become impolite and ungracious in pointing out what they



look upon as weaknesses of our present society.

If all of us were to admit that "all Utopias (are) illusory," would we not stop attempting to improve what we now have? Mr. Wilson says, "Most of the goals set by reformers of the last three hundred years have now been attained." This surely is not correct. Does he believe that men like William Wilberforce or Lord Shaftesbury, if they were young today, would not be reformers? Or would those who advocated the "People's Charter" in the 1830's be standing with folded hands in awe of what has already been achieved? If our society is to improve, we must have those who are dissatisfied, and who are willing to make complacent people uncomfortable.

There is too great a tendency in our society today to be tolerant of injustices. We stress too much in our social contacts the idea of abject tolerance and politeness. The few people who are still Bohemian enough to bring up controversial subjects, even at informal gatherings, are frowned upon as bores. Our society is bound to atrophy unless we allow the refreshing, salty breezes of controversy to blow—even cause them to blow.

#### Change Is Possible

I think it is particularly important for teachers to maintain the point of view that Utopias are worth working for. Let us remember R. L. Stevenson's *El Dorado*. We should not accept the tired, cynical point of view so popular today that "human nature cannot be changed." I find even young people in class discussions parrot this adage in a pseudo-sophisticated tone of voice. What chance is there to improve society when its minors have already been taught that it can't be done?

Is it a tendency, I wonder, in our text books to stress acceptance of things as they are? In other words, are we as teachers supposed to stress adjustment, as opposed

Mr. Reimer, who was a member of the 1954 writers' course at Qualicum, teaches at Lake Cowichan.

to the possibility of change and improvement? To illustrate, here is a question from *Essays of Yesterday and Today* based on Francis Bacon's essay in which he attacks usury and the making of profit by buying and selling property: "6. Point out some ways to become rich, condemned by Bacon, but sanctioned by common practice."

Am I mistaken, or is there a suggestion in this question that "quaint, naive" Mr. Bacon was attacking things which we modern people realize are quite acceptable? Should not the question be worded in such a way that students are actually challenged to justify the practices which we sanction today? Surely, if a practice is accepted, it is defensible; but let us not give young people the impression that an acceptable practice is not to be thoroughly examined.

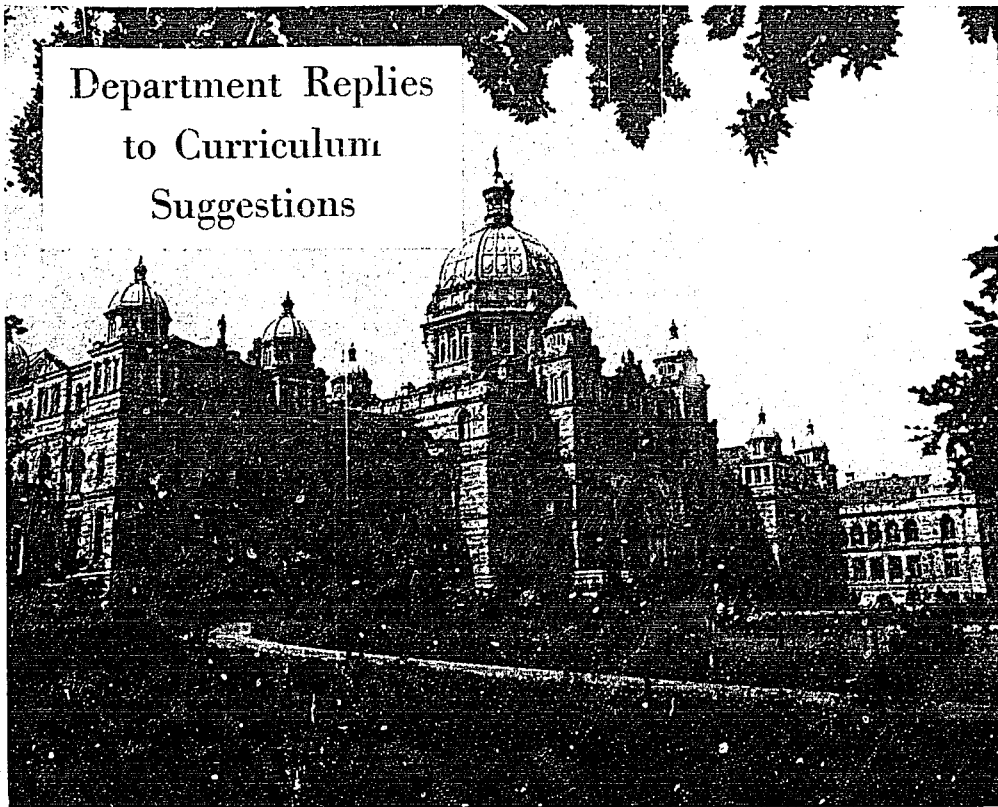
#### Society Will Improve

The teacher's duty, it seems to me, is to cause students "furiously to think"—at least all those students capable of thinking. Let us not hold to the point of view that half a lifetime of practical experience is necessary before attacking, in theory, problems which face society. There is nothing wrong with ivory-tower philosophy, if we realize its limitations. People starting out in life learn readily enough what can and cannot be done. According to an article about the Right Honourable Harold Macmillan of Great Britain, he performed great things as Minister of Housing because he, being inexperienced in the field, didn't know what could not be done and therefore did it.

According to Mr. Wilson, "There are no dependable ends other than the ends that grow day by day out of the behaviour day by day of all the members of a society." Well, maybe no dependable ends. But how is anyone going to start working toward something, that is, have a "means" before he has set himself some kind of ends, dependable or not. Let us maintain, in some people at least, an untrammelled idealism. Only through the efforts of such people, with the help of practical people, will society improve.



## Department Replies to Curriculum Suggestions



Courtesy British Columbia Government Travel Bureau.

**I**N FEBRUARY, resolutions submitted by local associations which were judged non-contentious by the Curriculum Committee were submitted to Mr. English. We publish his comments here on these resolutions. We have omitted all resolutions dealing with Intermediate English; Mathematics 7 and 8, Primary Arithmetic, Intermediate Social Studies, Social Studies 20, as these subjects are at present under revision.

### ENGLISH

1. Submitted from the meeting of the Lower Mainland English Section on February 4, 1955.

Resolved that the Department of Education be requested to secure a revision of the English 40 poetry text, *Poems Worth Knowing*, which would include factual

background annotations and an adequate Canadian section; or to provide a new poetry text edited in the manner of the English 91 text, *Adventures in English Literature*.

**Comment:** It takes a long time to change a text. The money available is also a factor. This will be considered when a revision is under way.

2. Submitted from the meeting of the Lower Mainland English Section on February 4, 1955.

Resolved that whereas the content of the course in English 40 literature is excessive for the time allotted to it, the Department of Education be requested to reduce the content realistically, or to make the University Entrance examination on the course more flexible, possibly through





a division of the material into topics for intensive and extensive study.

**Comment:** This will be considered.

#### **LIBRARY**

##### **3. Submitted by the executive of the Library Section of the B.C.T.F.**

Be it resolved that the Department of Education establish a central book buying service for school libraries of British Columbia with reasonably rapid delivery and with standard library discount.

**Comment:** The Department states that the Textbook Branch buys approximately 75% of the books used in B.C. school libraries, provides service in 3 to 4 weeks and gives a discount.

##### **4. Submitted by the executive of the Library Section of the B.C.T.F.**

Be it resolved that the Department of Education be asked to approve the appointment of a provincial co-ordinator with practical experience in teaching and school library work, such co-ordinator to act also as a central authority and adviser to give aid and guidance to inexperienced and untrained librarians.

**Comment:** The librarian for the Department of Education, if and when one is appointed, may be able to give some general guidance and assistance.

##### **5. Submitted by the executive of the Library Section of the B.C.T.F.**

Be it resolved that the Department of Education establish at Summer School a Library Workshop similar to that conducted at University of Oregon and Western Washington College of Education.

**Comment:** Dr. Johnson, of the Summer School, will look into this. No action can be taken for the summer of 1955 as the programme has already been planned.

#### **MODERN LANGUAGES**

##### **6. Submitted by East Kootenay Teachers' Convention.**

Be it resolved that Oral French courses such as those offered at the Banff School of Fine Arts, at Trois Pistoies, P.Q., at McGill, Laval and several American universities, be recognized by the Department of Education as equivalent to full three-

credit courses at U.B.C. and granted full credits toward the S-A certificate.

**Comment:** (1) The Summer School of Education in Victoria will offer this summer a course in Oral French, which will carry 2½ units credit toward the S-A certificate.

(2) Teachers contemplating summer courses in languages outside the province should write to Dr. F. Henry Johnson, Co-ordinator, Teacher Education, to ascertain if such courses can be approved for S-A credit.

#### **SCIENCE**

##### **7. Four resolutions asking for a change in textbooks in Science 10 and Science 20.**

**Comment:** There will be a new text for Science 10 in 1955 and for Science 20 in 1956.

##### **8. Submitted by North Shore Teachers' Convention.**

Be it resolved that the Department of Education be asked to offer an optional general science course after Science 20 for those who wish to take more science but are not able to profit as much from 81, 91, or Chem. 91 or Physics 91 as they could from a more descriptive, less mathematical and less formal general course.

**Comment:** This suggestion has merit and will be considered.

#### **SOCIAL STUDIES**

##### **9. Submitted by Burnaby Teachers' Convention.**

Whereas the handbook *Canada* is recommended for use as a reference in Economics 92; and

Whereas its use would be invaluable in History 102, Geography 91 and Social Studies 10,

Be it resolved that the Department of Education purchase this handbook in quantities, sufficient to issue class sets of forty copies each to teachers of Social Studies 10, 30, 31, Economics 92, Geography 91, and History 102.

**Comment:** Mr. English stated that negotiations are in progress with the Bureau of Statistics, Ottawa, for reduced rates to schools on *Canada 1955* and the atlas for immigrants.



**Later Comment:** This has been concluded and an announcement will be forthcoming in the near future.

## HEALTH AND PERSONAL DEVELOPMENT

10. Submitted by the Secondary School Principals' and Vice-Principals' Association of the Lower Mainland.

Be it resolved that the new texts in Health be issued (one for junior high and one for senior high) designed to parallel the existing courses in the Health and Personal Development programme.

**Comment:** This will get some attention later.

## MISCELLANEOUS

11. Submitted by the Fraser Valley District Council.

Be it resolved that the Department of Education be requested to investigate the advisability of allowing students intending to enter the nursing profession to offer a major other than Math 91 and to be allowed to obtain a Science major on the completion of the two major Science courses plus Math 30.

**Comment:** The Ma 91 course will not be revised until the new Ma 20 and 30 texts have been used in the schools for at least a year. There is also the danger that students may change their minds and be unable to proceed with their programme in University.

(Note: Mr. Witherly, of the Mathematics Section, agreed to write Mr. English to state the points made in the discussion, including the following: (1) that Ma 91 is too difficult, and is actually more demanding than Ma 101, and (2) that Ma 91 is unnecessary for nurses except in university courses.)

12. Submitted by Kamloops District Teachers' Association.

Be it resolved that a new Nursing Science major be instituted—this new major to follow Science 20, not to require a Mathematics major, and to consist of two advanced electives in Science, namely Chemistry and Biology slanted toward nursing requirements and including neces-

sary mathematics with especial concentration on the metric system.

**Comment:** See No. 11.

13. Submitted by North Vancouver Island and Powell River District Council.

Be it resolved that we ask the B.C.T.F. to request the Department of Education to change the General Development portion of the report card to an evaluation based on (1) the general development and (2) the general citizenship of the student.

**Comment:** The Department will put out another card this spring. Teachers will be invited to express their opinion of it when they have tried it out.

14. Submitted by the Secondary Schools Principals' and Vice-Principals' Association of the Lower Mainland.

Be it resolved that all rental books be placed on the "A" issue.

**Comment:** This is impossible on account of cost.

15. Submitted by the Secondary Schools Principals' and Vice-Principals' Association of the Lower Mainland.

Be it resolved that, where possible, programmes of study, sheets of instructions, etc., be less voluminous.

**Comment:** The criticism is valid and is being kept in mind.

16. Submitted by the Secondary Schools Principals' and Vice-Principals' Association of the Lower Mainland.

Be it resolved that the High School Correspondence Division be asked to provide courses more suitable for students of the general programme, and that the correspondence courses be extended at the very least to include English 21 and English 31.

**Comment:** Dr. E. E. Lucas has high standards for the university programme and does not wish to lower them. Some consideration will be given to courses for the general programme student.

**Note:** The resolutions on curriculum dealt with at the A.G.M. will be submitted to Mr. English before the close of this term and Mr. English's comments on them will be published next fall.



The 1955-56 Federation Officers (L. to R.)— Ian D. Boyd, First Vice-President; Miss Mollie E. Cottingham, Second Vice-President; William A. Wilander, Secretary-Treasurer; Joe Phillipson, President.

Photos by W. Hawker,  
B.C.T.F. Public Relations Committee.



Prof. Frederic Lasserre, Director of the School of Architecture, U.B.C.; Jean Coulthard Adams, Vancouver composer and Dr. Lawren Harris, renowned Canadian artist (L. to R.) together with Lister Sinclair (not pictured) discussed "Nature of Creative Activity" at the Art Teachers' Meeting at the Vancouver Art Gallery.

A delegate has his attendance recorded for pooling purposes.



## Convention

**A**NOTHER highly successful General Meeting of the British Columbia Teachers' Federation was held in Hotel Vancouver from Monday, April 11, until Thursday, April 14, under the very capable guidance of President Hilda L. Cryderman. The business of the Federation was handled with dispatch and decisions arrived at will guide the Executive in the year soon to begin. Once again the Convention Committee provided a programme which indicates concern for the welfare of the Federation. The plans made by the officers of the subject sections showed that in-service training is a vital interest of all groups.

Dr. Henrietta Anderson's speech at the Delegates' Luncheon offered a number of ideas for consideration of all teachers. She wondered if there was any relationship between salary and the status of teachers, for she feels we "must not run away with the idea that money is going to give the prestige we long for." Dr. Anderson contends, also, that the teaching profession cannot do without a broad common culture, that specializing is not too good a procedure. Brilliant students are a precious heritage in the classroom and should be made to "stretch out." In everything a teacher does, he is teaching character. He



# Summary of British Columbia Salary Schedules (1955)

DISTRICT No. Name	Category	Minimum	Maximum	Increments	Principal's Allowances, Target Schools	Remarks
1. Fernie						
BC	2250	2650	4 X 100	100	No scale.	
DB	2350	2850	8 X 150, 3 X 100	100		
EA	2450	3050	9 X 150, 1 X 100	100		
EB	2550	3150	9 X 150, 2 X 100	100		
SC	2600	3200	12 X 150, 2 X 100	100		
SB	2700	3300	12 X 150, 2 X 100	100		
SA	2800	3400	12 X 150, 2 X 100	100		
2. Cranbrook						
BC	2150	2500	3 X 150	150	Admin.: \$200 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8). Vice-prin.: 1/2.	
DB	2250	2650	3 X 150, 7 X 100	150		
EA	2350	2750	2 X 150, 5 X 100	150		
EB	2450	2850	2 X 150, 5 X 100	150		
SC	2500	2900	2 X 150, 5 X 100	150		
SB	2600	3000	2 X 150, 5 X 100	150		
SA	2700	3100	2 X 150, 5 X 100	150		
3. Kimberley						
BC	2150	2500	5 X 150	150	Admin.: \$200 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8). Vice-prin.: 1/2.	Full credit, experience in Canadian public schools.
DB	2250	2650	12 X 150, 10 X 100	150		
EA	2350	2750	12 X 150, 10 X 100	150		
EB	2450	2850	12 X 150, 10 X 100	150		
SC	2500	2900	12 X 150, 10 X 100	150		
SB	2600	3000	12 X 150, 10 X 100	150		
SA	2700	3100	12 X 150, 10 X 100	150		
4. Windermere						
BC	2150	2500	5 X 150	150	Admin.: \$200 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8). Vice-prin.: 1/2.	Bonus of \$20 per annum for service in Windermere District.
DB	2250	2650	10 X 150	150		
EA	2350	2750	12 X 150, 2 X 200	150		
EB	2450	2850	8 X 175, 4 X 200	150		
SC	2500	2900	8 X 175, 4 X 200	150		
SB	2600	3000	8 X 175, 4 X 200	150		
SA	2700	3100	8 X 175, 4 X 200	150		
5. Creston						
BC	2250	2650	4 X 150	150	Admin.: \$200 el., \$300 sec. (Creston town schools only). Superv.: \$75 (8), \$25 (over 8). 3 increments of \$150. Vice-prin.: no admin., 1/2 rest.	
DB	2350	2750	2 X 150, 9 X 235	235		
EA	2450	2850	2 X 150, 9 X 235	235		
EB	2550	2950	2 X 150, 9 X 235	235		
SC	2600	3000	2 X 150, 9 X 235	235		
SB	2700	3100	2 X 150, 9 X 235	235		
SA	2800	3200	2 X 150, 9 X 235	235		
6. Kootenay Lake						
BC	2000	2350	3 X 150, 1 X 100	100	Admin.: \$300. Superv.: \$75 per teacher.	
DB	2100	2450	2 X 150, 7 X 150, 1 X 200	200		
EA	2200	2550	2 X 150, 7 X 150, 1 X 200	200		
EB	2300	2650	2 X 150, 7 X 150, 1 X 200	200		
SC	2400	2750	2 X 150, 7 X 150, 1 X 200	200		
SB	2500	2850	2 X 150, 7 X 150, 1 X 200	200		
SA	2600	2950	2 X 150, 7 X 150, 1 X 200	200		
7. Nelson						
BC	2200	2550	1 X 150	150	No scale; current allowances set individually by arbitration.	
DB	2300	2650	1 X 150	150		
EA	2400	2750	1 X 150	150		
EB	2500	2850	1 X 150	150		
SC	2600	2950	1 X 150	150		
SB	2700	3050	1 X 150	150		
SA	2800	3150	1 X 150	150		
8. Sicoma						
BC	2300	2650	5 X 150	150	Admin.: \$200 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8).	
DB	2400	2750	10 X 150	150		
EA	2500	2850	10 X 150	150		
EB	2600	2950	10 X 150	150		
SC	2700	3050	10 X 150	150		
SB	2800	3150	10 X 150	150		
SA	2900	3250	10 X 150	150		
9. Castlegar						
BC	2200	2550	2 X 150, 2 X 150	150	El.: \$400 for first 4 teachers. Set \$75 ea. (next 6), \$50 ea. (above 10). Set \$65 ea. (next 4), \$50 ea. (above 10). Vice-prin.: 1/2, in schools of 8 or more div.	
DB	2300	2650	2 X 150, 2 X 150	150		
EA	2400	2750	2 X 150, 2 X 150	150		
EB	2500	2850	2 X 150, 2 X 150	150		
SC	2600	2950	2 X 150, 2 X 150	150		
SB	2700	3050	2 X 150, 2 X 150	150		
SA	2800	3150	2 X 150, 2 X 150	150		



DISTRICT	Category	Minimum	Maximum	Increments	Principals' Allowances, Larger Schools	Remarks
No. Name						
10. Arrow Lakes	EC	2250	3000	5 X 150	Admin.: \$200 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8). Vice-prin.: Admin. \$100 el., \$200 sec. superv.: 1/2.	
	EB	2400	3900	10 X 150		
	EA	2550	4200	3 X 150, 6 X 200		
	SC	2900	4550	2 X 150, 6 X 200		
	SB	3100	5200	2 X 150, 8 X 200		
	SA	3250	5450	4 X 150, 8 X 200		
11. Trail-Rossland	EC	2225	2875	2 X 150, 2 X 175	No scale.	
	EB	2400	3225	2 X 150, 7 X 175		
	EA	2575	4275	2 X 150, 8 X 175		
	SC	3125	4775	4 X 150, 6 X 175		
	SB	3300	5125	4 X 150, 8 X 175		
	SA	3475	5475	4 X 150, 8 X 175		
12. Grand Forks	EC	2050	2950	6 X 150	In schools including Grade 10.	Successive percentages
	EB	2200	3850	11 X 150	Under 250 pupils: 10, 15, 20% of	quoted apply in first, second
	EA	2400	4200	12 X 150	SB max. 250 to 400 pupils: 15, 20, 25%.	and third years as prin-
	SC	2600	4250	11 X 150	401 to 600 pupils: 20, 25, 30%.	cipal.
	SB	2850	4975	2 X 150, 8 X 200, 1 X 225	Over 600 pupils: 25, 30, 35%.	
	SA	3050	5275	10 X 200, 1 X 225	Vice-prin.: 10%.	
13. Kettle Valley	EC	2050	2550	2 X 50, 4 X 100	\$400 for first 4 teachers, \$75 each	\$200 bonus to E teachers
	EB	2200	3850	11 X 150	(next 4), \$25 each (over 8).	teaching sec. work more
	EA	2350	4150	2 X 132, 7 X 184, 2 X 194		than 50% of time.
	SC	2550	4600	2 X 86, 1 X 182, 3 X 192, 2 X 202,		
	SB	2850	5000	1 X 302, 1 X 212, 1 X 102		
	SA	3050	5300	2 X 125, 1 X 200, 3 X 210, 3 X 220,		
				1 X 210, 1 X 200		
				2 X 100, 1 X 210, 8 X 220, 3 X 230,		
				1 X 250, 1 X 240		
14. Southern Okanagan	EC	2050	2850	2 X 50, 1 X 100, 1 X 200	System of percentages too complex to	
	EB	2200	3850	2 X 100, 8 X 150, 1 X 200	summarize; consult full scale.	
	EA	2350	4200	2 X 82, 7 X 164, 2 X 244		
	SC	2550	4575	2 X 86, 7 X 172, 1 X 262, 1 X 287		
	SB	2850	4875	2 X 125, 7 X 190, 1 X 260, 1 X 285		
	SA	3050	5275	2 X 100, 7 X 200, 1 X 300, 1 X 325		
15. Penticton	EC	2050	2800	2 X 75, 3 X 100	As in Southern Okanagan.	
	EB	2200	3300	2 X 125, 7 X 150, 3 X 200		
	EA	2350	4200	2 X 100, 7 X 164, 2 X 244		
	SC	2550	4575	2 X 86, 7 X 172, 1 X 262, 1 X 287		
	SB	2850	4875	2 X 125, 7 X 190, 1 X 260, 1 X 285		
	SA	3050	5275	2 X 100, 7 X 200, 1 X 300, 1 X 325		
16. Kamloops	EC	2070	2870	2 X 60, 6 X 100, 2 X 150	As in Southern Okanagan.	
	EB	2200	3370	2 X 150, 1 X 210, 1 X 214		
	EA	2350	4170	2 X 82, 7 X 172, 1 X 262, 1 X 287		
	SC	2550	4575	2 X 86, 7 X 172, 1 X 262, 1 X 285		
	SB	2850	4875	2 X 125, 7 X 190, 1 X 260, 1 X 285		
	SA	3050	5275	2 X 100, 7 X 200, 1 X 300, 1 X 325		
17. Princeton	EC	2120	2870	5 X 150	As in Southern Okanagan.	
	EB	2270	3870	10 X 150, 1 X 100		
	EA	2420	4170	11 X 150, 1 X 100		
	SC	2680	4470	11 X 150, 1 X 140		
	SB	2830	4870	12 X 170, 1 X 150		
	SA	2980	5170	12 X 170, 1 X 150		
18. Golden	EC	2150	2750	4 X 150	Admin.: \$200.	
	EB	2350	3800	9 X 150, 1 X 100	Superv.: \$75 per teacher.	
	EA	2500	4000	10 X 150		
	SC	2700	4300	2 X 200, 8 X 150		
	SB	3000	5000	4 X 200, 8 X 150		
	SA	3200	5200	4 X 200, 8 X 150		
19. Revelstoke	EC	2000	2750	5 X 150	System of percentages too complex to	
	EB	2200	3325	2 X 125, 8 X 150, 1 X 175	summarize; consult full scale.	
	EA	2350	4200	2 X 107, 7 X 164, 2 X 244		
	SC	2550	4575	2 X 86, 7 X 172, 1 X 262, 1 X 285		
	SB	2850	4975	2 X 125, 7 X 190, 1 X 260, 1 X 285		
	SA	3050	5275	2 X 100, 7 X 200, 1 X 300, 1 X 325		

THE B. C. TEACHER



20.	Salmon Arm		Same as Revelstoke	
21.	Armstrong		Same as Revelstoke	
22.	Vernon		Same as Revelstoke	
23.	Kelowna		Same as Revelstoke	
24.	Kamloops		Admin.: \$250 el., \$300 sec., \$350 el.-sec. Superv.: \$60 (8), \$25 (over 8). 3 increments of \$150. Vice-prin.: ½.	
25.	Barriere		Admin.: \$200. Superv.: \$60 per teacher.	
26.	Birch Island		\$350 for first 4 teachers. \$60 ea. (next 5), \$25 ea. (over 8).	
27.	Williams Lake		\$400 for first 4 teachers, \$75 ea. (next 4), \$50 ea. (next 4), \$35 ea. (over 12). Vice-prin.: ½.	*With 2 years' experience.
28.	Quesnel		Same as Williams Lake.	
29.	Lillooet		Admin.: \$200. Superv.: \$75 (8), \$25 (over 8).	E certificates in sec. schools paid SC scale to E max.; S certificates in el. schools paid EA scale.
30.	South Cariboo		Same as Kamloops.	
31.	Merritt		Admin.: \$250 el., \$300 sec., \$350 el.-sec. Superv.: \$60 (8), \$25 (over 8). 3 increments of \$100. Vice-prin.: ½.	
32.	Fraser Canyon		\$400 for first 4 teachers, \$75 (next 6), \$25 (over 10). Vice-prin.: ½.	
33.	Chilliwack		\$100 per teacher up to 8, \$35 over 8, principal and vice-prin. included. Vice-prin.: ½.	



## DISTRICT

## Category Minimum Maximum

## Increments

## Principal's Allowances, Larger Schools

## Remarks

No. Name

Complex: consult full scale.

34. Abbotsford

EC 2050 3450  
EB 2200 3900  
EA 2400 4100  
SC 2600 4640  
SB 2800 5020  
SA 3000 52205 X 150, 2 X 200, 2 X 150, 4 X 150  
1 X 100, 4 X 150, 2 X 200, 4 X 150  
1 X 100, 4 X 150, 2 X 200, 4 X 150  
2 X 120, 10 X 180  
2 X 120, 11 X 180  
2 X 120, 11 X 180El.: \$85 per teacher up to 10,  
\$86.67 over 10.  
Sec.: \$100 per teacher up to 8,  
\$35 over 8.  
Vice-prin.: 1/2.

35. Langley

EC 2050 3225  
EB 2200 3830  
EA 2400 4165  
SC 2600 4580  
SB 2800 5005  
SA 3000 52605 X 135  
2 X 140, 9 X 150  
2 X 140, 9 X 155  
2 X 140, 10 X 170  
2 X 140, 11 X 175  
2 X 140, 11 X 180El.: \$85 per teacher up to 10,  
\$86.67 over 10.  
Sec.: \$100 per teacher up to 8,  
\$35 over 8.  
Vice-prin.: 1/2.

36. Surrey

EC 2000 2750  
EB 2200 3500  
EA 2400 4100  
SC 2600 4250  
SB 2800 4380  
SA 2925 51505 X 150, 2 X 150, 4 X 200, 4 X 100  
1 X 100, 2 X 150, 6 X 200, 4 X 100  
1 X 100, 2 X 150, 6 X 200, 4 X 100  
2 X 125, 2 X 150, 2 X 175,  
6 X 200, 1 X 50  
1 X 125, 2 X 150, 2 X 175,  
7 X 200, 1 X 50Adm'n.: \$150 el., \$200 sec.  
Superv.: \$75 (6), \$25 (over 8).

37. Delta

EC 2050 2950  
EB 2200 3300  
EA 2400 4200  
SC 2600 4518  
SB 2800 4900  
SA 3000 52806 X 150, 5 X 150, 1 X 100  
6 X 150, 5 X 150, 1 X 100  
6 X 150, 5 X 150, 1 X 100  
6 X 150, 5 X 150, 1 X 100  
6 X 150, 5 X 150, 1 X 100  
6 X 150, 5 X 150, 1 X 100El.: \$125 per room up to 4, \$50 over 4.  
Vice-prin.: 1/2.

38. Richmond

EC 2030 3250  
EB 2250 3950  
EA 2400 4150  
SC 2700 4650  
SB 2850 5100  
SA 3000 52759 X 130  
4 X 150, 4 X 125, 4 X 150, 1 X 200  
3 X 150, 4 X 125, 4 X 150, 1 X 200  
6 X 150, 3 X 200, 4 X 150  
4 X 150, 3 X 200, 7 X 150, 1 X 175  
3 X 150, 3 X 200, 7 X 150, 1 X 175Adm'n.: \$200 el., \$300 sec.  
Superv.: \$75 (6), \$25 (over 8).  
El.: \$125 per room up to 4, \$50 over 4.  
Vice-prin.: 1/2.

39. Vancouver

EC 2300 4100  
EB 2400 4400  
EA 2600 4700  
SC 2800 4950  
SB 3000 5200  
SA 3200 5500

10 X 150, balance at 200

Independent salary scale for  
principals and vice-principals.Credit for experience outside  
side Vancouver limited to  
8 years.

40. New Westminster

EC 2150 3700  
EB 2300 4025  
EA 2450 4175  
SC 2650 4675  
SB 2900 4950  
SA 3050 51005 X 135, 6 X 175  
5 X 135, 6 X 175  
5 X 135, 6 X 175  
5 X 135, 7 X 175, 1 X 125  
5 X 135, 9 X 175  
5 X 135, 9 X 175El.: min. 2 increments above assis-  
tants min. Max. 5, 8 or 9 incre-  
ments above, depending on enrol-  
ment. J.H.: set individually by agreement.No scale for S.H. teachers:  
salaries for 1985 set by  
arbitration.

41. Burnaby

EC 2100 2600  
EB 2300 2795  
EA 2500 4130  
SC 2700 4465  
SB 2900 5270  
SA 3100 57405 X 100, 5 X 185, 2 X 135  
3 X 100, 5 X 185, 2 X 135  
3 X 100, 5 X 185, 2 X 135  
3 X 100, 5 X 185, 2 X 135  
3 X 100, 5 X 185, 2 X 135  
3 X 100, 5 X 185, 2 X 135Credit for experience outside  
Burnaby limited to 8  
years.



42. Maple Ridge	EC	2000	2700	5 X 140	Admin.: \$150. Superv.: \$150 per teacher up to 4, \$50 (6-8), \$25 (over 8), principal included. Vice-prin.: 1/2.	*With 5 years' experience, two increments of \$100 above basic scales, first payable for 5 units, second on completion of advanced certification.
43. Coquitlam	EC	2200	2800	3 X 100	Admin.: \$200 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8). Vice-prin.: 1/2.	Shop teachers credited with 50% of journeyman's time at \$75 per year up to \$400, but not above maximum.
44. North Vancouver	EC	2050	3800	2 X 150, 2 X 200, 7 X 150	Placement on SB scale, plus \$200 S.A. less \$200 S.C., \$400 E.A., \$600 E.B. Admin.: \$200 el., \$250 sec. Superv.: El., \$100 (5), \$50 (6), \$25 (6), \$10 (over 15). Sec.: \$100 (10), \$35 (10), \$25 (over 20). Vice-prin.: \$150 el., \$200 sec., plus 1/2 superv. allowance.	E certificates in sec. schools paid SC scale; S certificates in el. schools paid EA scale.
45. West Vancouver	EC	2200	3200	6 X 150, 1 X 100	El.: \$145 (3), \$40 (9), \$25 (over 12). J.H.: \$140 (4), \$30 (6), \$20 (over 10). S.H.: \$180 (4), \$115 (6), \$20 (over 10). Vice-prin.: 1/2.	SB+ represents 9 units of post-graduate work.
46. Sechelt	EC	2100	3400	3 X 100, 6 X 200, 1 X 100	\$200 el., \$300 sec., for first teacher supervised, then \$100 (3), \$75 (4), \$25 (over 8). Vice-prin.: 1/2.	E certificates in H.S. paid SC scale.
47. Powell River	EC	2300	3420	7 X 150	Admin.: \$200 el., \$300 sec. Superv.: \$75 (12), \$25 (over 12). Vice-prin.: 1/2.	E certificates in sec. schools paid SC scale to maximum of \$3890.
48. Howe Sound	EC	2300	3200	4 X 150	Admin.: \$200 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8). Vice-prin.: 1/2.	Bonus of \$100 for summer school attendance.
49. Ocean Falls	EC	2525	2800	System of increments, placement and credit for extra qualifications too complex to summarize; consult full schedule.	Admin.: \$135. Superv.: \$50 (8), \$30 (over 8). Vice-prin.: 1/2.	Bonus of \$120 or more for summer school attendance.
50. Queen Charlotte	EC	2600	3300	2 X 150, 2 X 200	2-room school: \$100. 3-room school: \$200. 4-room school: \$300.	S certificates in el. schools paid SB scale; less than SB in sec. schools paid SB scale to \$300 max.
51. Portland Canal	EC	2800	4300	10 X 150	Admin.: \$200. Superv.: \$75 (8), \$25 (over 8). Vice-prin.: 1/2 admin. and superv., whole extra increments.	Extra increment after 3 years' service in Prince Rupert District.
52. Prince Rupert	EC	2220	4000	1 X 130, 11 X 150	Admin.: \$200. Superv.: \$75 (8), \$25 (over 8). Vice-prin.: 1/2 admin. and superv., whole extra increments.	Extra increment after 3 years' service in Prince Rupert District.



DISTRICT	No.	Name	Category	Minimum	Maximum	Increments	Principal's Allowances, Larger Schools	Remarks
53. Terrace	EC	2200	3100	6 X 150			\$400 for first 4 teachers, \$75 ea. (next 4), \$50 ea. (next 4), \$35 ea. (over 12), counting only teachers included under Sec. 10(1), of Public Schools	
	EB	2200	4250	13 X 150				
	EA	2200	4450	9 X 150				
	SC	2750	4100	15 X 150				
	SB	2950	5200	15 X 150				
	SA	3150	5400	15 X 150				
54. Smithers	EC	2150	2900	5 X 150			Admin.: \$200 el., \$250 sup., \$300 sec. Superv.: \$75 (8), \$25 (over 8).	
	EB	2350	4200	12 X 150, 1 X 100				
	EA	2450	4350	12 X 150, 1 X 100				
	SC	2450	4400	10 X 150, 1 X 100				
	SB	2850	5300	15 X 150, 1 X 100				
	SA	3100	5450	15 X 150, 1 X 100				
55. Burns Lake	EC-EB	2300	4200	12 X 150, 1 X 100			El.: \$100 admin. plus \$50 (7), \$35 (4), \$20 (over 11). Sec.: \$300 admin. plus \$80 (7), \$40 (4), \$25 (over 11), \$250 admin. plus El.-H. or Sup.: \$250 admin. plus superv. allowances as above.	El. certificates in sec. grades paid sec scale to El. max.; S certificates in el. grades paid "not less than EA scale." One additional increment for summer school attendance.
	EA	2450	4350	12 X 150, 1 X 100				
	SC-SB	2950	5300	15 X 150, 1 X 100				
	SA	3100	5450	15 X 150, 1 X 100				
56. Vanderhoof	EC	2200	2950	5 X 150			Admin.: \$200 el., \$300 sec. Superv.: \$50 per teacher. Increments of \$200 at discretion of Board.	
	EB	2300	3950	12 X 150				
	EA	2600	4300	12 X 150				
	SC	2750	4100	9 X 150				
	SB	2950	5050	14 X 150				
	SA	3150	5250	14 X 150				
57. Prince George	EC	2200	2950	5 X 150			Admin.: \$200 el., \$300 sec. Superv.: \$50 per teacher. Increments of \$200 at Board's discretion.	
	EB	2350	4150	12 X 150				
	EA	2350	4350	12 X 150				
	SC	2850	4300	9 X 150				
	SB	3050	5150	14 X 150				
	SA	3250	5350	14 X 150				
58. McBride	EC	2200	3100	6 X 150			Admin.: \$300. Superv.: \$50 per teacher. Increments of \$200 at Board's discretion.	
	EB	2300	4100	12 X 150				
	EA	2500	4300	12 X 150				
	SC	2800	4600	13 X 150				
	SB	2950	4900	13 X 150				
	SA	3150	5100	13 X 150				
59. Peace River South	EC	2250	3180	3 X 150, 3 X 160			Admin.: \$200 el., \$300 sec. Superv.: \$50 per teacher. Increments of \$200 at Board's discretion.	
	EB	2350	4350	3 X 150, 3 X 160, 6 X 170				
	EA	2550	4500	3 X 150, 3 X 160, 3 X 170, 3 X 180				
	SC	2900	4910	3 X 150, 3 X 160, 3 X 170, 4 X 180				
	SB	3050	5350	3 X 150, 3 X 160, 3 X 170, 4 X 180				
	SA	3250	5450	3 X 150, 3 X 160, 3 X 170, 4 X 180				
60. Peace River North	EC	2200	3245	3 X 150, 3 X 165			Admin.: \$200 el., \$300 sec. Superv.: \$50 per teacher. Increments of \$200 at Board's discretion.	
	EB	2300	4395	3 X 150, 3 X 165, 6 X 175				
	EA	2500	4595	3 X 150, 3 X 165, 3 X 175, 3 X 185				
	SC	2950	5005	3 X 150, 3 X 165, 3 X 175, 3 X 185				
	SB	3100	5300	3 X 150, 3 X 165, 3 X 175, 4 X 185				
	SA	3300	5500	3 X 150, 3 X 165, 3 X 175, 4 X 185				
61. Greater Victoria	EC	2050	3055	7 X 145			Admin.: \$300 el., \$350 sec. Superv.: \$75 (9), \$45 (6), \$25 (over 14). Increments equal to final step of basic scale.	EB+ and SB+ categories represent 10 units above basic. Positional scale: el. teachers receive \$170 for 16 units, \$350 for 30 units above EA scale.
	EB	2200	3850	11 X 150				
	EA	2300	4200	2 X 150, 11 X 155				
	SC	2400	4270	2 X 150, 10 X 160				
	SB	2500	4700	2 X 150, 10 X 170				
	SB+	2550	4840	2 X 150, 12 X 185, 1 X 200				
	SA	3100	5730	2 X 150, 12 X 190				



	Sales as Greater Victoria	\$600 el., \$800 sec., for first 4 teachers, \$75 each (next 5), \$25 each (over 9). 3 increments according to basic scale.	Two provisional increments of \$150, for each 5 units toward advanced certification.
62. Sooke	EC 2000 EB 2212 EA 2371 SC 2633 SB 2803 SA 3002	5 × 150 9 × 153 (approx.) 148 × 156 (approx.) 148 × 160 (approx.) 148 × 163 (approx.) 148 × 167 (approx.)	
64. Saanich	EC 2260 EB 2300 EA 2446 SC 2840 SB 2785 SA 2950	5 × 146 12 × 146 14 × 143 14 × 149 10 × 145 17 × 145	Admin.: \$100 el., \$350 sec. Superv.: \$75 (8), \$25 (over 8). Vice-prin.: ½.
65. Cowichan	EC 2065 EB 2260 EA 2416 SC 2790 SB 2950 SA 3110	8 × 160 6 × 160, 3 × 175, 1 × 190 5 × 160, 3 × 175, 2 × 190 5 × 160, 6 × 165 4 × 160, 9 × 165, 1 × 100 4 × 160, 10 × 165, 1 × 100	Admin.: \$200 Superv.: \$75 (8), \$25 (over 8). Vice-prin.: ½.
66. Lake Cowichan	EC 2160 EB 2320 EA 2400 SC 2800 SB 2950 SA 3200	5 × 150 8 × 175, 3 × 100, 1 × 50 10 × 170, 2 × 100 10 × 180, 1 × 100 1 × 150, 1 × 170, 1 × 165, 4 × 265, extra increments. 2 × 150, 3 × 200, 2 × 250, 1 × 100,	Admin.: \$200 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8). 3 increments of \$150. Vice-prin.: ½ admin. and superv., full extra increments.
67. Ladysmith	EC 2200 EB 2325 EA 2475 SC 2800 SB 2950 SA 3100	2 × 100, 4 × 150, 1 × 200 3 × 100, 4 × 150, 4 × 200 3 × 150, 7 × 175, 1 × 200 2 × 150, 7 × 175, 3 × 200 1 × 150, 7 × 175, 4 × 200	Admin.: \$300 Superv.: \$75 (8), \$25 (over 8). 3 increments of \$150. Vice-prin.: ½.
68. Nanaimo	EC 2165 EB 2300 EA 2375 SC 2910 SB 2960 SA 3260	2 × 100, 3 × 105, 2 × 155 1 × 100, 3 × 160, 5 × 205 4 × 105, 2 × 160, 3 × 170, 5 × 210	Admin.: \$200 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8). 3 increments of \$150. Vice-prin.: 3-10th admin. and superv., full extra increments.
69. Qualicum	EC 2125 EB 2246 EA 2422 SC 2680 SB 3090 SA 3180	1 × 150, 2 × 200, 4 × 150 1 × 150, 2 × 200, 6 × 150, 3 × 100 2 × 150, 7 × 200 2 × 150, 8 × 200, 2 × 100 2 × 150, 8 × 200, 2 × 100	Sec.: \$300 admin., plus \$75 (8), \$25 (over 8). El.: \$75 admin., plus \$25 per teacher.
70. Alberni	EC 2200 EB 2300 EA 2450 SC 3000 SB 3000 SA 3300	4 × 150 12 × 150, 1 × 50 12 × 150, 1 × 50 1 × 150 1 × 150 14 × 150	Admin.: \$200. Superv.: \$75 (8), \$25 (over 8). 3 increments of \$150. Vice-prin.: ½.
71. Courtenay	EC 2065 EB 2150 EA 2750 SC 1950 SB 1500 SA 4150*	5 × 150 4 × 150, 4 × 200, 3 × 100, 1 × 50 2 × 150, 2 × 200, 2 × 150 3 × 150, 6 × 200, 3 × 150 3 × 200, 3 × 150	Admin.: \$300 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8). 1 increment of \$150. Vice-prin.: ½ admin. and superv.
72. Campbell River	EC 2000 EB 2260 EA 2600 SC 2850 SB 3000 SA 3150	1 × 150 1 × 150, 1 × 250, 6 × 150 10 × 150 10 × 150 12 × 160 12 × 160	Admin.: \$200 el., \$300 sec. Superv.: \$75 (8), \$25 (over 8). 3 increments of \$100. Vice-prin.: ½.



DISTRICT	No.	Name	Category	Minimum	Maximum	Increments	Principal's Allowances, Larger Schools	Remarks
73. Alert Bay	EC	2500	3200	2 X 150, 2 X 200	Admin.: \$200.	E certificates in sec. schools paid D scale plus 2 increments, \$50 extra for each 3 units University or 3% S.S. of Ed., to total of \$250.		
	EB	2500	4000	2 X 150, 6 X 200	Superv.: \$75 (8), \$25 (over 8).			
	EA	4250	4250		3 increments of \$150.			
	EC	3200	3900	2 X 150, 2 X 200				
	EB	3200	5100	2 X 150, 8 X 200				
74. Quatsino	SA	2500	6350	5 X 150	Admin.: \$300 sup., \$400 el.-sec.	*With 5 years' experience bonus of \$100 for summer school attendance. Post-qualifications.		
	EC	2500	3250	5 X 150	Superv.: \$75 (8), \$25 (over 8).			
	EB	3500	4150	4 X 150, 5 X 150				
	EA	3850*	4300	3 X 150				
	SC	3100	3850	5 X 150				
75. Mission	SB	3200	4950	4 X 200, 5 X 150		Allowances set individually.		
	SA	4550*	5150	4 X 150				
	EC	2000	2700	6 X 150				
	EB	2150	3878	2 X 135, 9 X 162				
	EA	2400	4172	4 X 150, 1 X 200, 6 X 162				
76. Agassiz	SC	2500	4542	2 X 135, 4 X 200, 6 X 162		\$100 per teacher (first 8), \$35 (over 8), including prin. and vice-prin. Vice-prin.: 1/2.		
	SB	2800	5025	2 X 135, 4 X 200, 7 X 165				
	SA	3000	5225	2 X 135, 4 X 200, 7 X 165				
	EC	2000	2700	1 X 100, 9 X 150, 1 X 200				
	EB	2200	3850	1 X 100, 9 X 150, 1 X 200				
77. Summerland	EA	2400	4190	1 X 100, 10 X 170, 1 X 90		Allowances set individually.		
	SC	2600	4630	1 X 120, 10 X 170, 1 X 90				
	SB	2800	5020	2 X 120, 11 X 180				
	SA	3000	5230	2 X 120, 10 X 190, 1 X 90				
	EC	2000	2700	1 X 100, 9 X 150, 1 X 200				
78. Roderby	EB	2200	3850	1 X 100, 9 X 150, 1 X 200		Ed.: \$150 plus \$50 (8), \$25 (over 8). Sup.: \$250 plus \$50 (8), \$25 (over 8). Sec.: \$300 plus \$75 (8), \$25 (over 8).		
	EA	2300	4200	3 X 150, 5 X 200, 1 X 150, 3 X 100				
	EB	2300	4200	3 X 150, 5 X 200, 1 X 150, 3 X 100				
	EA	2450	4350	3 X 150, 5 X 200, 1 X 150, 3 X 100				
	SC	3000	5200	3 X 150, 5 X 200, 1 X 150, 3 X 100				
79. Ucluelet-Tofino	SB	3000	5200	3 X 150, 5 X 200, 1 X 150, 3 X 100		Allowances set individually.		
	SA	3150	5350	2 X 200, 2 X 100				
	EC	2300	3650	9 X 150				
	EB	2500	4300	12 X 150				
	EA	2700	4500	12 X 150				
80. Kitimat	SC	3100	5200	12 X 175		Allowances set individually.		
	SB	3100	5200	12 X 175				
	SA	3300	6400	12 X 175				
	EC	2300	3650	9 X 150				
	EB	2500	4300	12 X 150				





Recipients of special awards presented at the Convention Luncheon were (L. to R.)—Mr. O. J. Thomas, Deputy Superintendent of Vancouver Schools, the Fergusson Memorial; Ronald G. Lyon, Sicamous school principal, the Christie Scholarship; Allan Payne, Victoria, the Charlesworth Memorial.

## Highlights

should set high moral standards and be a little ashamed if they are not reached. Teachers, Dr. Anderson feels, must be community-minded, for there is a tendency for them to become self-centred.

At the first session of the Annual General Meeting, the Honourable Ray G. Williston presented a survey of the progress in education during the past year. He explained the new organization of the Department, described new legislation in the field of education finance, and discussed in general the changes planned in the teacher-training programme. Of particular interest to the Federation was the plan for the new College of Education. The Minister said that the necessary legislative changes have been made and the administrative framework is being prepared. A Board of Education will be set up which will administer the college, and on this board the Federation will have two representatives. The college, when in operation, will co-ordinate the work of all presently operating teacher-training institutions.

In describing the work being done on curricula, the Minister stated that sixty committees are currently considering various course revisions. In these, one hundred teachers are involved. The Central Cur-



Miss Marjorie MacCallum, a member of the B.C.T.F. Public Relations Committee peruses the Convention publicity board.

The displays attracted many delegates.





riculum Committee, as well, is to have a direct representation from the B.C.T.F.

The feature speaker of the Convention was Dr. Marcus Long, who was well received by those who heard him on Tuesday evening. An extract from Dr. Long's address is included in this issue of the magazine.

The presentation of awards is always a feature of the Delegates' Luncheon. Allan Payne, of Victoria, son of Mrs. A. C. Payne who teaches at Langford Elementary School, was presented with the certificate which accompanies the Charlesworth Memorial Award. Mr. Ian D. Boyd, Second Vice-President, made the presentation.

The Christie Award was presented by Mr. John Humphrey on behalf of Christie Agencies to Mr. R. G. Lyon, principal of Eagle River Consolidated School, Sicamous. Mr. Lyon has taught in Kettle Valley and Salmon Arm for the past eight years. During this time, he has been active in Federation affairs through the local associations and has been vice-president and president of the Salmon Arm Teachers' Association. Mr. Lyon, a married man with two children, plans to use his award to attend University of British Columbia next year.

The major award of the Federation year is the G. A. Fergusson Memorial Award, given annually to a member, or ex-member, who has made the biggest contribution

to education during the year. Mr. Clarence Carroll, chairman of the selection committee, called on Mr. Owen J. Thomas to receive the award for 1955. In his presentation address, Mr. Carroll outlined Mr. Thomas' long career in the schools of the city of Vancouver. This distinguished career will end in June, 1955, when Mr. Thomas retires. Retirement, however, will not end Mr. Thomas' work, for he will be lecturing to the Teacher-Training Class at the university during the next year. The text of Mr. Carroll's address appears in this issue.

The election of officers always provokes great interest and this year's voting returned Mr. J. Phillipson, Campbell River, as President for 1955-56; Mr. I. D. Boyd and Miss Mollie E. Cottingham, both of Vancouver, became First and Second Vice-Presidents. Secretary-Treasurer will be Mr. W. A. Wilander, Vancouver.

The musical programme at the Delegates' Luncheon and the Open Meeting were enjoyed by all listeners. The Semitones, a quartette of recently-graduated Vancouver girls, delighted the delegates with their sprightly programme at the luncheon. The Victoria High School Chorus, under direction of Miss Norma Douglas, were impressive in their varied programme of light and semi-classic songs at the Open Meeting.

*Mr. O. J. Thomas honoured with*

## Fergusson Memorial Award --- 1955

CLARENCE CARROLL

**I**N presenting the Fergusson Memorial Award annually the British Columbia Teachers' Federation endeavours to achieve two aims: to honour the memory of an educator who was held in the highest esteem by everyone associated with him; and to pay tribute to an individual whose contribution to the progress of education in our province has been outstanding.

The name of Mr. G. A. Fergusson will

be known only to the older members of the teaching profession. Shortly after graduating from the University of Toronto in 1913, with honours in Classics, he enlisted and served overseas in World War I. Upon his return in 1919 he succeeded Dr. S. J. Willis as principal of King Edward High School. Mr. Fergusson served as President of the British Columbia Teachers' Federation during 1923-24, and Life Mem-



bership was conferred upon him in 1926. In 1925 he was elected to the Senate of the University of British Columbia.

These bare statistics cannot convey Mr. Fergusson's great merits—which lay in his character, his personality, and his genuine interest in the problems of his students and his fellow teachers. The high esteem in which he was held by all who knew him can be illustrated by the shock and keen sense of personal loss which everyone experienced when news of his untimely death in the fall of 1928 was made known.

#### An Enviably Record

The task of the selection committee has been difficult. Each of the nominees has an outstanding record of service in education in British Columbia, as has been the case each year, and any one of them would have made a worthy choice. In reading over the briefs in support of those nominated, the committee felt proud of the teachers of this province; where so many give their time and energies in the service of the Federation, and provide leadership in maintaining the high standards of citizenship and scholastic achievement which we have come to associate with the schools of British Columbia.

The winner of the award this year is Mr. Owen Thomas. His contribution to education and the welfare of teachers has been exceptional in length and variety. After matriculating from Vancouver High School, Mr. Thomas obtained the degree of Bachelor of Arts and his teacher training at McGill University. From 1911 he has been associated with the Vancouver School System. Over this long period he has truly touched each rung of the educational ladder. Starting as an elementary teacher at Central School in 1911 he has been successively vice-principal, principal, inspector of elementary schools, assistant superintendent and senior inspector in charge of elementary schools, and finally in 1954 Deputy Superintendent of Schools—a position from which he will retire in June of this year.

Mr. Thomas believes in substantial education: that the fundamentals are basic; that children go to school to learn; and

that work must be done in the process. And yet he has been a strong advocate of those important extras which can enrich the basic subjects. He has fostered the provision of a library in every school with a teacher-librarian in each.

As an inspector and senior official of the Vancouver School System he has never developed any signs of personal or professional distance from the members of teaching staffs. He has been a teachers' inspector who always offered encouragement and instilled confidence. His sound judgment and keen sense of humour have made him a friend of all teachers with whom he has been associated.

He has always been generous with his time and talent; as a guest speaker, serving on curriculum and text-book committees, or promoting the welfare of visiting exchange teachers.

I might mention that his abilities as a drama critic and musical director are well known.

Mr. Thomas, I have the honour and pleasure of presenting to you the Fergusson Memorial Award for 1955.

#### Other Winners of the Fergusson Memorial Award

1933	Dr. Henrietta R. Anderson
1934	Albert Seymour Towell
1935	Ira Dilworth
1936	Dr. Norman F. Black
1937	George Smith Ford
1938	Dr. Herbert Baxter King
1939	Miss Jessie Jean MacKenzie*
1940	Alvah Spurgeon Matheson
1941	Miss Ada Josephine Dauphinee
1942	Ernest H. Lock
1943	Miss Emily J. Trembath
1944	Harry Charlesworth*
1954	David Ogilvie
1946	William R. McDougall
1947	Dr. Maxwell A. Cameron*
1948	Miss Florence Mulloy
1949	Handley B. Fitch
1950	Dr. A. R. Lord
1951	Farquhar John McRae* (posthumously)
1952	Miss Jessie McDowall
1953	Thomas W. Woodhead
1954	Hugh N. MacCorkindale

\* Deceased.



*Hilda L. Cryderman presents*

## The President's Report

**M**Y FIRST official duty as President was to participate in the convention of the Canadian Teachers' Federation in Vancouver in August of last year. It was a matter of real pride to each one of us that the convention was presided over by its National President, our own John Prior. The weather was at its best and the Convention Committee under Mr. Bob Smith did an excellent job in extending true Western hospitality.

As a Director of the C.T.F. I attended the conference of the presidents and secretaries of the teachers' organizations of the western provinces at Winnipeg and the mid-term Board meeting in Ottawa. The business of these conferences is set out for you in the report of C.T.F. Affairs so ably chaired by Mr. Allester.

We participate also on the national scene in the affairs of the Canadian Education Association which met last fall in Edmonton and participate in the conference of Western Canada Teacher Educators.

For the first time, Canadian teachers and editors of Canadian magazines sat down together in Toronto some three weeks ago to discuss education problems in an effort to secure a more sympathetic understanding of our mutual problems.

This conference initiated by the Association of Magazine Editors and sponsored jointly by them and the C.T.F. was frank and very stimulating and the teacher members presented your problems and the profession's problems very vigorously. I feel it will have a long term accumulative effect on the tenor of the articles appearing in the public debate on teachers and teaching, so popular at this time.

As a provincial organization, the most important phase of our activities is in the provincial field.

With the support of the Table Officers of the Federation and the chairmen of

the committees concerned, I have presented your policy statements and your policy resolutions and briefs to the Minister and to his department on several occasions; and also a brief on Teacher Training to the Senate of the University. I represent you on the recently appointed Provincial Curriculum Advisory Board which is made up of representatives of the Trustees, Parent-Teachers, Council of Women, Union of Municipalities, Business, Industry, Labor, the University, and also principals who represent each type of school organization in the province. This board is advisory directly to the Minister and all releases of its activities come from his office. The board is engaged on a study of the philosophy of education in British Columbia.

### Many Meetings Attended

I attended the B.C. School Trustees' Convention at Penticton and participated in the celebration of its golden anniversary. The B.C.T.F., I felt, was accorded a most cordial welcome and was invited to take part in the discussions at all the business sessions.

However, your Table Officers were less successful in influencing the convention of the Union of B.C. Municipalities which again defeated a resolution which would give teachers the right to hold municipal office.

I have shared with the Table Officers the inspiring and warm experience of attending teachers' conventions, induction ceremonies and workshops throughout the province. It is a matter of deep regret to me that I was not able to accept all the invitations with which I was honoured.

Also with the Table Officers, I have shared attendance at the Legislature while it was in session. There, on specific direction of the Executive, we kept constant



vigil. Along with the General Secretary and his Assistants we worked diligently in discussing your problems and presenting your point of view in relation to proposed legislation to the Premier, to his Ministers and to the members of the Legislature.

Mr. Phillipson heads the B.C.T.F. delegation on the Joint Committee on Public Relations set up by the Department of Education as a result of representations made on many occasions by our Federation.

#### Assistance from Many Sources

It is a matter of regret that I have been unable to participate in the work of the Provincial Parent-Teachers' Association in my capacity of Honorary President. However, I have addressed many local P.T.A. groups and I have participated in many conferences with the Provincial President, Mrs. Young, and their National President, Mrs. Ernest Evans, for both of whom I have the highest regard.

In the execution of presidential duties it is inevitable that one must lean heavily upon others. I am grateful to my principal, Mr. Marrs, and the Boys' Counsellor, Mr. Humphreys, and the staff of the Vernon Senior High School for their ready assistance. I am very grateful to the Vernon District School Board who granted me almost half-time leave of absence . . . and made it possible for me to turn all of my classroom work over to a part-time substitute. In this way the progress of the senior students whom I teach was not endangered by my absence on Federation business. I feel that in this respect our Federation must be most vigilant. It was a happy arrangement in every way. And to my Board which has done everything in its power to make it possible for me to carry out my duties . . . I must say thank you.

I appreciate deeply the confidence and support of the Table Officers, Mr. Phillipson, Mr. Boyd, Miss Cottingham and Mr. Allester—the guidance of an able and strong Executive, and its committees—and the loyalty and co-operation of the General Secretary, the Assistant Secretaries and the gracious and willing members of the Federation office staff.

Everywhere I go I am impressed with the high regard in which the B.C.T.F. is held. This is the result of all those who have served you in the past and the continuing work of the General Secretary, Mr. Ovans, and his Assistants who work tirelessly to promote the good name of the Federation.

At the last Annual General Meeting, the intention to appoint a Public Relations Officer was announced in the Executive report. As an alternative to such an appointment, the Public Relations Committee asked that one of the Secretaries be assigned to them as Director of its sphere of work. It was the decision of the Executive that Mr. Evans be so assigned, with the President and Table Officers remaining in the top level field of public relations for the Federation.

Miss Barbara Macfarlane, B.A., was appointed Office Assistant, Associate Editor of the magazine, and is presently Recording Secretary at Executive meetings. Miss Macfarlane brings to her work with us a background of high scholarship, and successful experience, not only in teaching but in office work. This makes her appointment a most valuable one to the Federation. I must record here also that Mr. Evans has been doing extensive study in the field of Group Dynamics and this summer will take over this work at the Qualicum Workshop as part of his duties.

#### Many Teachers Volunteer

Unique in teachers' organizations in Canada is the number of committees working on our behalf. There are those committees which provide services for the welfare of the membership—and in this regard we also lead Canada in that we afford more services to our members than any other teachers' organization. A few other committees are concerned with the mechanics of the operation of our organization and by far the most numerous are those which directly promote our professional aims. I need not recite them here. They are set out in your handbook—its work of a committee—the Public Relations Committee—issued for the first time this term and so well received by our membership.



I am impressed with the vast amount of time and thought and the devotion which is given so generously and so freely to committee work by our members. In this way, all of us benefit from a wide range of opinions and experience in our search for the solution to our problems. The exhaustive reports prepared for executive consideration and for your consideration at the Annual General Meetings are of a high order. They give background for our thinking and assist us in reaching the decisions on major issues with which we are faced.

By virtue of my office I am ex officio a member of all committees. However, I have been able to meet one or more times with the committees on Professional Growth, Teacher Training, Public Relations, Ethics, C.T.F. Affairs, C.E.A.-Kellogg Project, Sabbatical Leave, Finance, special committee to study Fall Conventions, Salary, and have met for informal discussions of their work with the chairmen of the Advisory to the Retired Teachers, Workshop, Property Management, Curriculum, Academic Standards, Education Finance committees—and am presently chairman of the B.C. committee to study the proposal of a Canadian College of Teachers in the ensuing months. I have watched with keen interest through the minutes of their meetings the work of the other committees with which it was impossible for me to meet.

#### Success in Some Fields

Time and circumstances determine the amount of work required of each committee. This year we are happy to report the results of many years of patient and constant effort in the fields of education finance and teacher training.

After ten long years of dogged determination and supreme patience in the face of discouraging frustrations, we were pleased to have finalized a new formula for education finance together with an equalization of the incidence of taxation for school purposes which became law at the recent sitting of the Legislature.

Many elements of the new scheme are so familiar to those on the committee that

we welcome it with some satisfaction as a long step in the right direction.

Any mention of education finance would not be complete without our recognizing at this time the fine work of the chairman of this committee during the whole watchful period—Mr. Johnny Sutherland and his able assistants, Mr. Allan Spragge and Mr. Dave Smith.

Part of our policy on teacher training mapped out in 1948 by a committee under Mr. Harry Dee, pursued and expanded these past seven years under successive chairmanships of Mr. Wallace and Mr. Parrott, has become a reality by legislation at the current session. This legislation provides for the reorganization of teacher training and the setting up of a College of Education at the University of British Columbia with a Joint Advisory Board on which the Federation has representation.

#### Recruitment Studied

This committee also was charged with the responsibility laid on them by the last A.G.M. to promote Future Teacher Clubs in an effort to attain quality along with quantity in the recruitment of teachers for this province. We were fortunate that the Department was ready and willing to move in the same direction. With its co-operation and the assistance of the Teacher Training Committee, the teachers throughout this province have risen to the challenge. There are 80 active and interested Future Teacher Clubs in this province sparked by enthusiastic and dedicated teachers. The first conference of sponsors was held in Vancouver in March—promoted, organized and the costs underwritten by the B.C. Teachers' Federation. The acute stage of the problems of education finance and the shortage of teachers is not peculiar to B.C. nor to Canada at this time, nor is it isolated on this continent. It is an international problem in which every country of the world faces a shortage of buildings and a shortage of teachers for a tremendous increase in school population.

Let me digress—in one state in Australia, 180 classrooms have no teacher; in other classes there are so many pupils that no learning conditions exist.



In Scotland—"the amount spent per pupil is identical to that spent in 1938 in spite of doubled cost of individual items of supply."

In U.S.—"instability in the profession is more expensive than cost of adequate salaries and good working conditions."

France—"we dare not think of the future when the high birth rate will submerge our schools. We can find buildings by hasty construction, but several years are needed to train teachers."

In B.C. in the space of seven years it is estimated school population will increase by 100,000—in terms of teachers it will mean approximately 4000 additional teachers. Since the crisis in teacher supply is a world crisis we in B.C. cannot hope to solve it by imports—it must be solved on the home front.

On the home front our expanding economy forces government departments, business, industry, the professions, arts, the clergy to compete with our profession for the top 10 per cent of the graduates of our schools and university.

#### Growth in Stature

Education finance, teacher supply and the prestige or status of the teaching profession interplay upon each other. Young people of ability and initiative look at initial and lifetime earnings. They will tend to enter those occupations and professions where there is ample scope for their talents and where there is mutual respect between their professions and other segments of the community.

The same factors of recruiting teachers bear with equal weight on the problem of retaining teachers in the profession.

We must recruit, we must retain the strong, and help and upgrade or discard the weak in our profession.

And that brings me to the final thought in my report. There is evidence that as a profession we are growing in stature.

More and more there is a recognition of and an acceptance of teachers as partners in education. There is recognition by the Western Conference of Educators where we share discussions of teacher training with Deans of Education, principals of Normal Schools and Department

heads. At the last conference our General Secretary, Mr. Ovans, was on the programme for what turned out to be a most vigorous address on the status of the profession. Provincially, there is increasing evidence of co-operation and an acceptance of our increased stature on the part of the Minister of Education, the Deputy Ministers, the members of the Department, and by the Boards of School Trustees.

#### Other Developments

Within the profession: This year for the first time there will be a teacher-sponsored National Seminar on Education Problems to precede the C.T.F. convention in Ottawa.

On the national scene, too, is a move in the direction of a Canadian College of Teachers—which would serve as a registry of teachers of proven scholarship and professional standing. I heard of it first at the Conference of Western Educators at Edmonton last Spring when it was put forward by the Deans of Education as a means of the profession setting its own standards and thereby raising the status of the profession. Last August the C.T.F. set up a committee to investigate and report this year. Miss Robins' committee is consulting with provincial committees. It is my personal observation that this is an important move. It might well be that, should the College become a reality, provincial Departments of Education would in time recognize membership in the College as qualifying members to teach anywhere in Canada without restriction—and we would then have achieved a national certificate, the standard of which would be determined by the profession.

Today no one of the other professions is so powerless as ours against attack on its members and what they teach.

Any remedy of a situation is difficult to achieve because today we do not determine what is taught or the certification of those who teach. We fall just that far short of fulfilling the technical requirements of a profession.

But no one can deny us a professional approach to our work—and of that there is abundant evidence. Local teachers' organizations are this year giving \$4,000.00



in scholarships. I am inspired by the lively interest of our teachers in professional matters through the length and breadth of the province. It is true that it has been fostered through the years by Fall Conventions, and noticeably accelerated by public relations workshops, by studies at local levels of the whole new approach to supervision as a service resulting from the C.E.A.-Kellogg Study, by research studies on professional advancement, by induction ceremonies, and the eagerness of members to avail themselves of membership certificates.

There is in this province today a great surge of professional interest. Teachers in the field are initiating job studies, investigation, and research on what we teachers are teaching, why we are teaching it and how well we are teaching it—in order to gain greater competence in the classroom.

This spirit is reflected in the reports of several of the committees presented for your consideration at this Annual Meeting—the C.E.A.-Kellogg, the Professional Advancement, and the Teacher Training committees each recommend in-service

training in some form.

I am reminded at this point of a quotation from Victor Hugo—"more powerful than armies is an IDEA whose time has come."

It may well be that the time has come for the Federation to assist and promote in-service training by teachers for teachers—by the profession for the profession. The decisions you make on the business put before you will point the way for the next year and yea, perhaps for many years.

It is the man of small stature who would pick up the stones hurled upon him in order to hurl them back—it is the great man who picks up the stones to build the foundations for the structures of his own design.

I feel that the teachers in B.C. are doing just that—

Although my term of office does not expire until July 31st, this is my last opportunity to thank you for the privilege of serving you and to thank you for your many kindnesses to me. I want to assure you that I have enjoyed every minute as your president.

## *The Passing of Janie*

Continued from page 358

"Oh, that's quite all right," beamed Mr. Culpepper. "I know what it can be like, living in a place like this. Don't let it get you down, though—don't let it get you down!"

With a cordial wave of the hand Mr. Culpepper departed, leaving Arkwright to reflect that perhaps inspectors were not so frightening as he had always supposed.

Nobody ever found out exactly what passed down at the O'Reilly house, for that lady preserved a dignified silence about the conversation. But a reliable witness reported that she had been seen to nod distantly at Arkwright the next morning, and that was interpreted to mean that at least a modicum of oil had spilled onto the troubled waters. And that would have been the end of the story, but for an odd occurrence which must be related, if only because it illustrates so well the inscruta-

bility of children.

When, a few days later, Mr. Arkwright gave his final tests, it was with some astonishment that he discovered that our Janie was easily the top of the Grade I's.

Whether she had been reclining happily on a plateau for the past few weeks, and had only now mustered up enough energy for a sudden and superhuman assault on the peaks of learning beyond, or whether Mother O'Reilly had dangled some particularly exquisite bribe before her, will never be known. The fact was there, and it would be uncharitable to our hard-working Arkwright to say that she would probably not have topped any other primary class in the province. She had topped this one, and obviously the teacher could not fail the entire grade.

So it gives me the greatest pleasure to report that after all this we shall meet Janie, when we are all restored by our summer holiday, as a dignified and fully-accredited member of Grade II.



# A Step Forward

A. J. WELSH

SINCE September, 1952, one of the most comprehensive studies of the Canadian educational setup has been under way. The basic material of his report deals with educational finance but the author, Dr. M. E. LaZerte, found it necessary to delve into many of the other problems facing Canadian education today.

Dr. LaZerte was appointed to the post of Research Director by the Canadian School Trustees' Association. He was to be directly responsible to the C.S.T.A. Finance Research Committee which had been set up by resolution in 1951. The cost of the project was subsidized by a number of organizations across the country including the B.C. Teachers' Federation.

Teachers should be extremely interested in the findings of Dr. LaZerte, because, by and large, the findings very closely follow the pattern of many of the policies advocated by the B.C.T.F. in recent years.

The report made ten recommendations:

1. It is recommended that all pupils be encouraged to continue their education as far as possible through elementary and secondary school grades.

2. It is recommended that individual class enrolments be limited to numbers that make possible effective teaching and supervision.

3. It is recommended that the minimum standard of certification for teachers be two years of teacher education beyond senior matriculation and that no person be given a professional certificate unless and until he attains this standard.

4. It is recommended that large school units be the basis for school administration.

5. To distribute more fairly the costs of education and equalize responsibilities for school revenue, it is recommended that all real property on which taxes are levied for the support of schools be accurately and equitably assessed.

6. It is recommended that a foundation programme defined in terms of "per weighted pupil" or "per weighted classroom" costs be introduced by each province.

7. It is recommended that the numerous grants now available to schools be replaced by one basic equalization grant which, added to the revenue from a uniform tax rate applied to the equalized assessment of a district, is sufficient to finance operation of the basic foundation programme.

8. It is recommended that provincial governments increase their grants for capital expenditures.

9. It is recommended that the federal government assist each province in raising the level of its foundation programme to an acceptable Canadian standard.

10. It is recommended that to assist in financing elementary and secondary education the federal government be requested to give annual aid to the extent of \$150 million at the present time, one-third of this aid to be on a "per pupil" basis and two-thirds as equalization grants to the provinces with low tax-paying ability, the latter payments to be proportional to provincial needs.

British Columbia, according to the report is in the best educational position of any of the provinces. Because of this she would benefit least of all from the equalization aspect of the proposed federal grants. In fact, B.C. would be the standard to which all others would be encouraged to rise.

Since January 1955, the Federal Aid Committee of the B.C.T.F. has discussed various aspects of the federal aid subject. This fourth article discusses the educational finance report of Dr. M. E. LaZerte, a few copies of which are available at the B.C.T.F. Office.



## Arithmetic

Continued from page 361

Moreover, the child learns operations in pairs; addition and subtraction, multiplication and fractions. Dr. Gattegno reports that at the age of seven Cuisenaire's pupils have no difficulty in working with fractions such as  $\frac{1}{3}$ ,  $\frac{1}{7}$ ,  $\frac{5}{8}$ ,  $\frac{9}{10}$ ,  $\frac{3}{14}$ , etc., and, what is more, fully understand what they are doing. Their knowledge is not acquired by drill and memory work, nor through an undue sacrifice of time, but consists in discoveries made and re-made by each child at first hand, and therefore not subject to wastage in long vacation periods.

Like the rest of us, Georges Cuisenaire has to consider the slow and apathetic child. The provisions he has made for these are as original as they are effective. The weak pupil is not just given more work of the same kind, which he is apt to resent as either a bore or a punishment, but he is given the opportunity to play very cleverly planned games in which he applies the numerical significance of the familiar colours. A lotto game for four indicates the 37 products in the colours of their factors, and each product appears as the number on one of the counters which are turned up one by one and claimed by the child who recognizes that product on his card, one of the four different lotto cards held by the partners in the game. If a mistake is made, a number will remain unclaimed, and the child will be able to check his results by means of the rods. Out of checking and verifica-

tion arises conviction, and out of conviction comes confidence and alertness, human values which transcend the immediate objective of the subject taught. For larger groups, a set of playing cards representing the 37 products provides a stimulating game which creates motivation when the interest is flagging. Needless to say, these games are invaluable where the teacher has to handle several grades in one classroom.

Cuisenaire's method requires less time to achieve better results with more pupils. Dr. Gattegno has made statistical observations of class performances in speed and accuracy which seem beyond the dream of educational avarice.

Since Dr. Gattegno, who is now on the staff of the University of London, lifted the bushel off M. Cuisenaire's light, the method has been widely introduced in more than half-a-dozen countries with different syllabi and text-books, yet, with all the variation of schooling conditions from Scotland to Spain and Versailles to Vienna, teachers have found that a universally essential part of the teaching process can now be done pleasurably and efficiently. The whole educational welfare of the child is benefitted through the mind being freed.

A short outline of the method in English has just come off the press: G. Cuisenaire and C. Gattegno, *Numbers in Colour—A New Method of Teaching Arithmetic in Primary Schools* (Heinemann), and it is understood that a Cuisenaire-Canada Company is about to be formed to produce the authentic copyrighted material in this country.

### INSPECTORS OF SCHOOLS

B.C. Civil Service—Department of Education  
(In Various Centres of B.C.)

Salary: \$496 rising to \$576 per month. Must have a B.C. Academic Certificate plus at least one year of post-graduate study in education. A minimum of ten years' teaching experience including at least two years in an elementary school, two in a high school, and two as principal of a large elementary school or vice principal of a secondary school. Must be a British subject; preference given to ex-Servicemen. Application forms obtainable from Personnel Officer, Civil Service Commission, 411 Dunsmuir Street, Vancouver or Civil Service Commission, Parliament Buildings, 544 Michigan Street, Victoria to be returned to the Chairman, Civil Service Commission, Parliament Buildings, 544 Michigan Street, Victoria, not later than July 1st, 1955.

### INSPECTOR—HOME ECONOMICS

B.C. Civil Service  
Department of Education—Victoria

Salary: \$416-\$496 per month. To assist in inspection of Home Economics Departments in schools throughout the province and related duties. Must be British Subject; a graduate of a recognized University in Home Economics; preferably with post-graduate studies; an academic teacher's certificate; wide experience as a teacher of Home Economics. Application forms obtainable from Personnel Officer, Civil Service Commission, 411 Dunsmuir Street, Vancouver, or Civil Service Commission, Parliament Buildings, 544 Michigan Street, Victoria, to be returned to the Chairman, Civil Service Commission, Parliament Buildings, 544 Michigan Street, Victoria, not later than June 18th, 1955.



# Charlesworth Memorial Scholarship

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

## Conditions of the Scholarship are:

1. The award is an annual scholarship of \$200.
2. The scholarship is open to the son or daughter of any present, retired, or deceased member of the British Columbia Teachers' Federation.
3. The award is made upon the basis of demonstrated ability and with some consideration of need.
4. The scholarship is available to students proceeding to Normal School, to the University, or to any other institution of higher education.
5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1644 West Broadway, Vancouver 9, B. C., on or before August 15th, 1955.
6. Application forms are available from the Federation Office.



# B.C. 7.7. News

## Lesson Aids

**D**ANGER! Don't let "Hem and Haw" set in. There are few things worse for a teacher than unpreparedness and now is a good time to consider this terror.



Dennis Nickerson  
Lesson Aids Secy.

**NEW OR EXPERIENCED** teachers might well start planning for next September's courses. If you are fortunate enough to know your timetable now, you have a good chance to use

Lesson Aids to great advantage. If you do not know what you will be teaching, you might write for a catalogue in preparation.

**REMEMBER!** Lesson Aids is a B.C.T.F. minimum charge service. Each year we just break even on costs so that the teachers are charged as little as possible.

**PRICES** are sharply reduced if Aids are ordered in quantities of 15 or more. Even if you pay 20 cents for one Aid, you receive much more than 20 cents worth of ideas. You are able to buy ready-made tests for as little as 4 cents each or 30 for 60 cents.

**TRY** our Lesson Aids if you have not, and if you have, try more.

Lesson Aids will help you,  
Lesson Aids are cheap,  
Lesson Aids will do your work,  
And you can get some sleep.

Write to: Lesson Aids, c/o B.C.T.F.,  
1644 W. Broadway, Vancouver 9, B.C.

## Social Studies Workshop

**G**REATER Victoria Social Studies teachers propose to host a Social Studies Workshop in Victoria during the first week of July, 1955. It is proposed, if response warrants, to have the workshop convene for two or three evening meetings at private homes. Discussion of Social Studies problems will likely range from

Social Studies 7 to History 91 and Geography 91. Such a workshop is planned to appeal to the interests of those Social Studies teachers who may be in Victoria during the first week in July; who may be marking Departmentals, teaching or attending Summer School.

Will all those interested contact the Secretary of the Greater Victoria Social Studies Teachers, Mr. Frank Snowsell, Mount View High School, 3814 Carey Rd., Victoria by letter or at the latest by phone, on arrival in Victoria. (Phone 9-1078).

## Recordings and Film Strips

**T**HE Public Relations Committee has put its new tape recorder to good use in the past few weeks. The speeches given at the 1955 A.G.M. by Dr. Henrietta Anderson, the Hon. Ray G. Williston, and Dr. Marcus Long were recorded and permission has been granted to the Federation for their use at meetings of local associations. Already the tapes are in circulation and reactions have been favourable.

Two portions of the recent Education Conference, held at the University of British Columbia, were also recorded and are available. These were the discussion of Dr. J. K. Friesen, Mrs. Mamie Moloney Boggs and Miss Karen Cuff on "Is the Public School Effectively Teaching How to Use the Leisure Hours?" and the address by Mr. Dorwin Baird on "Is the Public School Effectively Teaching How to Live With People?"

There are also available for use by local associations the film strips entitled "For Teachers Only" and "The Teacher and Public Relations." These have in them seeds for effective discussions.

Local associations are invited to write the Public Relations Committee at the Federation Office, 1644 West Broadway, Vancouver 9, if they wish to have any of the tape recordings or film strips for their meetings.



# Correspondence

## An Appreciation

P. O. Box 790,  
Campbell River, B.C.  
May 5, 1955.

Editor,  
Dear Sir:

It is one of the glories of this dangerous age that so many men of goodwill and creative powers are making their contribution to the solution of the problem of what to choose and how to choose.

Ranking high among such contributions is Frank Wilson's "Some Thoughts on Ethics in a Free Society," published in *The B. C. Teacher*, April, 1955.

Frank Wilson offers direction to Everyman in search of the way and, for all his brevity, makes an outstanding contribution to educational thought. This contribution will have its fruiting in the classroom of novitiate and long-seasoned teacher alike.

Yours very sincerely,  
ERIC H. WHITTINGHAM.

## A Challenge

Box 217,  
Oliver, B. C.  
May 7, 1955

The Editor,  
Dear Sir:

I was amazed to find two articles in the April *B. C. Teacher* attacking, somewhat surreptitiously, Senator J. McCarthy.

My study of McCarthy's "tactics" and the "evidence" pertaining to his courageous efforts to root out communists has led me to the conclusion that our magazine has been used to unjustly condemn a man.

Therefore, and in all fairness, I ask you to publish this letter challenging these attackers of McCarthy and also to publish the following sources of documented in-



formation for those who are interested in facts not otherwise available through our free press:

*McCarthyism—The Fight for America—*by Senator J. McCarthy.

*The Iron Curtain Over America—*by John H. Beaty.

*Zion's Fifth Column—*by Senator Tenny.

All these books are available from the Canadian Intelligence Service, Flesherton, Ontario.

Sincerely,  
M. E. MUTTART.

## An Invitation

Exhibition Park,  
Vancouver, B. C.  
May 17, 1955.

Editor, *B. C. Teacher*,  
Dear Sir:

The British Columbia building of the P.N.E., with its giant relief map (80x76 ft.), Lipsett Indian Museum and government and industrial group exhibits, has provided industrial, business and professional executives with an excellent opportunity to display the great resources, development and potential of our province.

It has been constructed and is being operated by the P.N.E. There is no admittance charge and the building is open from 11:00 a.m. to 6:00 p.m. daily.

We would appreciate your bringing to the attention of the teachers of the province this invitation to visit the British Columbia building.

Yours very truly,  
C. M. DEFIEUX,  
Public Relations Manager.



## Toward Better Teaching

Continued from page 365

Another topic dealt with during the afternoon was the question of summer jobs for teachers. Some delegates believed that the type of work engaged in should be the concern solely of the teacher, while others were inclined to accept only types of work which would not bring discredit either on the individual or on the profession.

Dean Andrew joined one of the groups, and summed up what was obviously the majority opinion by stating all teachers should develop a long-term plan of work and training to extend and improve their knowledge of subject matter and of teaching methods.

The Dean also stressed the view that teachers must supply leadership in the community.

Other points brought out concerning public relations were that public respect and confidence would be enhanced if teachers had more control over the curriculum and inspection. In addition, local associations should devote more time than they do to actual teaching problems, and they should publicize what they are doing. It was also recommended that more workshops should be organized to study and improve public relations.

The afternoon sessions were summarized in a general assembly, at which all group reporters formed a panel, with Miss Eileen Burke as moderator.

The Workshop was brought to a close with brief addresses by Miss Cryderman and Mr. Ovans. The latter urged teachers to be willing to experiment, never to cease to learn, never to hesitate to ask for or give help, and to be proud always of their professional craftsmanship.

**Rooms for Summer School**—30 single rooms available for University Summer School—men only. Ideal location on Campus. Room and full board for period (seven weeks) \$100. Make reservations early to Rev. Canon A. J. Taylor, Anglican Theological College, Vancouver.

**For Rent**—June, July and August, 3-room basement suite, furnished; shower and toilet; \$60 per month; suit three adults or couple with one child. Apply Mrs. Gatter, 4133 West 11th Avenue, Vancouver 8, or phone AL 2860-Y.

**For Rent**—During July and August, fully furnished modern front bachelor suite with dressing room; close to bus and shopping; garage available. Rent to be arranged. Apply No. 4, 3375 Oak Street, Vancouver 9, or phone CH. 5238.

**For Rent**—July and August (or for one year), 6-room furnished house, double plumbing, all conveniences, garage; good district. Apply 3548 West 37th Avenue, Vancouver 13, or phone KE. 7480.

**For Rent**—Furnished trailer on 5 acres of woods with garden and fruit; water and electricity; available for one year at \$10 a month; suitable for summer and weekends. Beautiful location on Panorama Ridge, just 20 min. to New Westminster or to Crescent Beach. Apply 3548 West 37th Avenue, Vancouver 13, or phone KE. 7480.

**For Rent**—July and August, completely furnished one-bedroom apartment, on bus line, twenty minutes by automobile from U.B.C., studio couch in living-room. Suitable for three adults or married couple with 'teen-ager. Rent \$90 per month, pay own phone and electricity. Apply to Mrs. D. M. Perry, Suite 104, 2105 West 47th Avenue, Vancouver 13.

**Wanted to Exchange**—Modern furnished leased home at Wilson Creek for suitable house in Vancouver for duration of 1955 University Summer Session. The Wilson Creek residence is ideal for a family. Also it is 200 yards from the beach. Phone Sechelt 78H2.

**For Rent**—7-room furnished home, 3 bedrooms (1 single), near Granville and 33rd Avenue. Available July 1 to August 31. \$100 a month to responsible party. H. E. Patterson, 4977 Marguerite Avenue, Vancouver 13, or phone KE. 2124L.

**For Rent**—July or August, or both, attractive furnished 3-room apartment; use of garage and garden; near West Bay beach; \$75 per month. Apply R. Call, 3321 Radcliffe Avenue, West Vancouver, or phone West 4711-Y-3.

**For Rent**—July and August, furnished suite, suit three; near Arbutus busline; \$70 per month. Apply Miss R. Rout, 2006 West 13th Avenue, Vancouver 9, or phone CEdar 3700.

**For Rent**—July and August, 3-room self-contained suite near University and bus. \$70 per month. Apply Miss I. Pearce, 3805 West 15th Avenue, Vancouver 8.

**Available**—Part of large house on Vancouver Island, rent-free to retired teacher, single or married. Light caretaker's duties. Apply Mrs. A. Guppy, 4130 St. George's Ave., North Vancouver.

**For Rent**—July, August and part of September, 3-bedroom home, near everything in West Vancouver. \$120 per month. Apply A. C. Johnston, 2131 Gordon Ave., West Vancouver, or phone West 1237-M.

**For Rent**—Furnished bachelor apartment by Kitsilano Beach, for July and August. C. Hillman, 2405 Cornwall St., Vancouver 9.

**For Rent**—5-room fully furnished bungalow, one mile from Oliver, July and August. Write D. H. Irving, Box 314, Oliver, B.C.

## SUMMER OFFICE HOURS

During July and August the B.C.T.F. Offices will be open from 9 a.m. to 4 p.m. Monday through Friday.

1644 West Broadway,  
Vancouver, B. C.  
Phone BAYview 3197



# New Books

## Attention

Our April issue (page 339) contained a statement that it was permissible to reproduce *Changing Canada* by Mary Quayle Innis, Clarke Irwin and Co. Ltd. We have been advised by the publishers that our information in this respect was in error and that the reproduction of this book in whole or in part would be a violation of copyright laws. We apologize for any inconvenience or embarrassment our error may have caused the author, the publisher or our readers.

## SPECIAL REVIEW

*Diary of a School Teacher*, by F. Vigdorova.  
Foreign Language Publishing House,  
Moscow, 1954 (in Canada from The  
Progress Publishing Company, 740  
Bathurst Street, Toronto 4, Ontario).  
344 pp., \$1.00.

While usually allergic to Communist writers, this reviewer must admit he found this human book about a teacher and her class of intermediate boys in the Russia of 1946-47 almost free of propaganda and quite full of a winsome professional outlook. She is real and like us in her striving and agonizing; they are real and like our children in their good and bad moments and years. Everything is a bit Deweyan, with lots of activity and social emphasis, and quite a lot distinctively Slavic in depth of intensity of feeling and deep seriousness, relieved by a humour not quite ours. Add the Young Pioneers, in a rather Boy Scout-ey role of cooperation and sparking of good works; and you have a picture not quite that of Mr. Marx, who did not like idealism, nor that of Mr. Dulles, to whom Russian idealism would be a sheer impossibility. If, as is possible, the book was originally written to give Russian "future teachers" a true picture of real problems, real challenges and real professional and humane spirit, it succeeded. In these things, in this book, we too share and profit despite the inevitable occasional dullness of the episodic diary form.—G.H.C.

## ART

*A Short History of Italian Painting*, by  
Alice V. V. Brown and William Ran-  
kin. J. M. Dent & Sons, Ltd., London.  
414 pp., \$2.50.

This book covers the period in Italian painting from the end of the 13th century to the 17th century, and would be a valuable addition to

the personal library of any secondary school teacher of either Art or Social Studies. Actually, it would prove valuable to any senior student interested in art history.

Complete with numerous footnotes, a list of abbreviations, notes on technical terms, source material, an index to artists and paintings, 99 small half-tone reproductions, and known pertinent personal information on the artists, this book is excellent for reference.—JIM GRAY.

*Ballet*, by Arnold Haskell. Revised and enlarged, with new plates. Penguin Books, 1955. 211 pp., 60c (paper covers).

This title first appeared in Penguin form in 1938; revised several times since, it is now recast completely, "in such a way as to make it a guide to contemporary ballet for a long time to come . . ." Its sub-title is "A complete guide to appreciation, history, aesthetics, ballets, dancers." Very good features include: treatment of twentieth century ballet and its personalities (particularly Ninette de Valois), its five-page glossary with useful diagrams, and its illustrations (24 photos, 9 decorations by Kay Ambrose). It is well worth buying, and one might include with it the same author's *Going to the Ballet* in the Puffin Story Books (same publishers, more elementary treatment than this Pelican Book).—G.H.C.

## ENGLISH

*Reading Through Phonics*, by George N. Edwards. Dent, 1954. Includes *A Phonics Readiness Workbook to Accompany Pre-Primer Basal Readers* (65 pp., 55c) and *A Phonics Workbook to Accompany Primer and Book One Basal Readers* (63 pp., price not given).

The workbook for pre-primer gives extensive auditory perception of initial consonants and auditory perception of rhyme; it is composed entirely of pictures so that oral vocabulary may be stressed. The primer workbook is arranged for use at Primer and Book One reader levels, and stresses putting the consonant sounds with letter symbols; it is well illustrated and excellent for classroom use.—D.E.

*Tales the Eskimos Tell*, by Dorothy Morrison. School Aids and Textbook Publishing Co. 47 pp., no price given.

A collection of Eskimo folk legends written in language suitable for Grade IV-V children. Could be useful as supplementary material for a unit on Eskimo life. Contains a list of word meanings to help children understand the story. Illustrations, simple sketch type, are quite effective.

—M. R. LINDGREN.



*Language Journeys, Grades III-VI*, by T. R. Hall and E. Broome. Macmillan. 4 vols. \$1.55, \$1.45, \$1.60 and \$1.75 respectively. (See later for same series for VII and VIII.)

These books are attractively and strongly bound, are easily read, and have good illustrations. They are divided into suitable units, each of which has a good variety of exercises and tests adequately covering the material. Contents of each level is very interesting and well suited to the intended grade. Authors are two well-known B.C. Normal School instructors.—STAFF OF MISSION CENTRAL ELEMENTARY SCHOOL.

*The Tragedy of Macbeth and As You Like It* (Penguin Shakespeare Series) ed. by G. B. Harrison, Penguin Books (Canada) Ltd., 47 Green St., St. Lambert, Que., 1955. 124 and 125 pp., 50c ea.

Each of these contains: section on Shakespeare and his works (4 pp.), introduction to play (8 pp.), text with ample margin and no footnotes, notes to aid in reading (13 pp.), and glossary (4 pp.). Paper cover is excellently designed in black and white, with Shakespeare head. There is in each a good engraving of the Globe Theatre.—G.H.C.

*Back to Methuselah*, by G. B. Shaw. Penguin Books, 1954. 315 pp., 60c.

In this witty play we begin with Adam, Eve and a very nice Serpent and, progressing by that Lamarckian evolution by which the wishful giraffe allegedly grew his neck, end in a very surprising Future, blessed by huge length of life which permits true human (or Shavian) development. The usual clever prefaces are here, proving among other things "The educated man is a greater nuisance . . ." One might mention that Penguins print other plays of Shaw, Tchekov, etc., in similar handy format.—G.H.C.

*Prester John's Treasure*, by Peter Kemp. Copp Clark. 224 pp., 65c.

Here are twenty-two chapters of treasure hunting adventures for boys and girls up to and beyond junior high school grades. The story is based on the discovery by two children, John and Charmain Kemp, and their Uncle Ben of the historically famous treasure that was amassed and hidden away in the mountains of Abyssinia by Prester John, the Christian king of Abyssinia about the time of the Crusades. A fine addition to your intermediate library.—W. HOWARD TIERNAN.

*Exploring Poetry*, by M. L. Rosenthal and A. J. M. Smith. Macmillan, 1955. \$4.50.

The authors of this book have treated the problem of poetic appreciation by dealing sympathetically with the nature and function of poetry. There are seven chapters which they have divided into sections and added to these sections illustrative poems. Not only do these poems show that great care has been taken in their choice, but the accompanying questions and exercises should be most useful in stimulating thought.

The arrangement of the text introduces students to the real meaning of the word "exploring," for they are working into and around what could be described as the major considerations of poetry—thought, structure, emotion, imagery, types. The traditional forms of poetry and figures of speech have not been neglected and valuable relevant information has been included.

A study of chapter titles—Approach to poetry; Life and truth of poetry; Description and vision; Narrative and dramatic poetry; Intellect and wit; Poetic symbolism; Poetry in the frame of reference—shows a clear pattern and definite development in the treatment of the subject. In short, there is an evident progression of ideas. An examination of any one of the chapter sections reveals a plan of building—three sub-sections in each: (a) poems in text; (b) poems for reading and analysis; (c) questions and exercises. There is progression here too—(a) would be the instructor's responsibility; (b) should be the student's; and (c) a good review course.

This is a book which a real English scholar will appreciate. It is one which will be profitable for professors, teachers and thoughtful students in Senior Matriculation or college classes.

—E. G. HARROP.

*The Little Boys and Their Boats*, by Stephen Bone and Mary Adshead. Dent, 1955. 54 large pp., \$2.25.

This is a picture book suited to primary grades: The Little Boy and His Friend who live on an island want a boat, so they ask an Elderly Mariner. He takes them all over the world to see various types—Tigris rafts, catamarans, canoes, racing skiffs, coracles—and discusses their use. The story moves well and the pictures, black-and-white and coloured, are likely to interest the youngsters as much as those in *The Little Boy and His House*.—G.H.C.

*The Children*, by Harry Arnoss. Ryerson, 1953. 45 pp., 50c.

A pre-primer designed for use by slow learners with mental age of approximately five years. Its sequel pre-primer by same author, *The Family* (Ryerson, 69 pp., 75c), gives further needed practice in sentence reading and also provides a wider vocabulary on which to base a study of the letters and their sounds. Its vocabulary is simple and within the experience of any young child. Illustrations might be more interesting if coloured. It could be used in conjunction with the Social Studies unit for Grade I. With these two goes *The Manual* (or teaching guide), with teaching pattern and related seatwork activities, also providing a programme in spelling, phonics and speech improvement.—J. GRAHAM.

*Come to the Pet Shop*, by Ruth M. Tensen. Copp Clark.

An easy-to-read photo-story book telling how twins visit a pet shop to choose birthday gifts, and the animals best suited for pets. Special features include: large manuscript printing fitting first graders, 6 pp. of riddles at end good for phonics, life photos, excellent simple line drawings, and two good pages on choice and care of suitable pets. On completion of our Basic Primer, a child could easily read this well-bound attractive volume.—Mrs D. MOON.



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**RELAX AND REBOUND**

*Purposeful Seatwork for Grade I, II, and III*, by Morag K. L. Harpley. Dent, 1954. 106 pp., \$1.40.

Very elementary; could be used for very slow groups.—H.S.

**HEALTH**

*New Canadian Health Series*, ed. by C. H. Gundry and R. E. Willits. Dent, 1954. 4 volumes as follows:

*Happy Living* (Book 1, for Grade III, 162 pp., \$1.65) follows course of studies for Grade III fairly well, with a short interesting story for each subject, good activities and questions at end of each story and unit. The illustrations could be more attractive.—E.N.

*Healthful Living* (Book 2, for Grade IV, 198 pp., \$1.75) is a series of 81 lessons, each 2-3 pp., in story or discussion form. The interesting stories deal directly with subject matter of Grade IV course of studies. Questions to check knowledge gained are at story ends; black and white illustrations; diagrams of body parts good. A good Grade IV teacher reference or pupil text.—V.R.

*Safe Living* (Book 3, for Grade V, 190 pp., \$1.85) is a series of 67 lessons, indexed under unit headings, paralleling the Grade V course of studies and giving necessary facts. Questions and suggestions for further discussion at end of each lesson. This book would be a valuable aid either as a teacher reference or as a pupil text for Grade V Health course.—M.R.L.

*Correct Living* (Book 4, for Grade VI). Not sent, pagination and price probably in line with above.

**PHYSICAL EDUCATION**


*Games and Recreational Methods*, by Charles F. Smith. Dodd Mead, 1949. 704 pp., 1 1/4"x7"x4".

While its material is widely separated from regular subjects of the classroom, this book contains many suggestions for a range of activities from social games to camp duels. Making almost too wide a selection of topics, Mr. Smith has written his years of experience into a volume which will supply a Cubmaster or Scoutmaster with all the material for his recreational and competitive programme. Particularly well done are: an illustrated list of 116 trees and how to identify them; outdoor fires and cooking; and a well illustrated section on knots, bends and hitches.—F. ADAMS.

*Big Fight; the Story of World Championship Boxing*, by Denzil Batchelor. Dent, 1955. 255 pp., \$3.00.

A full-blooded history of the square ring from the golden 18th century of ninety-round bare knuckle bruising to our muffled modern fistology! Oldsters will meet here once more the aristocrats of England led by Prinny and the Dukes cheering on Tom Cribb, Belcher, and the Game Chicken—they will revive their living memories of the great tusslings of Dempsey, Carpentier, Bombadier Wells, Jimmy Wilde, Louis and Gale. The heroism and occasionally the sordidness of "the great game" is amazingly well presented. The only things that prevent a one hundred percent endorsement

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are (a) the incident of a chappie who used to spend his last pre-flight moments with a "lady" and (b) the growing realization that not all attracted beginners are likely to end as sane or as wealthy as our sensible Jimmy McLarnin.—G.H.C.

*Group Fun; Games and Activities for Girls, Techniques for Leaders*, by C. C. Reiley. Dodd Mead, 1954. 342 pp., \$4.50.

This book contains very good information for organizing girls' groups. It is full of suggestions about games, music and dramatics, arts and crafts, campcraft, nature and conservation, hiking and outdoor cooking. There is good advice on leadership and its problems.—Mrs. J. RYAN, Mission High.

#### SOCIAL STUDIES

*Canada and the World*, by G. E. Brown and others. Dent. 469 pp., \$2.35.

This continues the series "Spotlight on Canada" in which our relationship to the U.S. and to the Commonwealth have already been treated and so are omitted. It gives a background of prehistoric and ancient historical and geographical relationships that ultimately led up to the beginning of the Canadian nation, then goes on to its main theme, "Canada and the Modern World," in which it deals with Canada's world neighbours and the part we play in the present attempt at world organization. Its maps and illustrations are invaluable teaching aids; vocabulary is intended for grade X level.—W. HOWARD TIERNAN.

*Know Our World; Map Study for the Middle Grades (MS200)*, by M. L. Frandsen. Denoyer-Geppert Co., 1955. 44 pp. (5¼"x8¼"), 35c, 2% discount on 20 or more.

"A correlated geography and language arts unit prepared to assist the child with the meaningful mastery of map study and the correct usage of terms that are necessary to develop a usable understanding of maps . . . It may be used with any of the standard text book series. Methods used include orientation of terms through the story approach, presentation of problems for research, learning through activities, which include experience in map making, written check-ups to develop skill in written expression of thoughts and practice in the oral usage of terms . . ." (Publisher's circular, book not sent.)

*A World Discovered*, by L. A. Code and E. L. Daniher. Dent. 289 pp., \$2.00.

This covers, with very little new detail, the discovery of the Americas, the search for a passageway to the Indies, and the circumnavigations of the world. All the great explorers of the past, from Ericson to Livingstone and Scott, have found their niche here and the treatment is such that the book will be a welcome addition to the library of teachers who must cover this particular phase of social studies. The book is richly illustrated and contains a wealth of maps, many of which are dated from the time of Columbus. Vocabulary is about Grade VI level.

—W. HOWARD TIERNAN.



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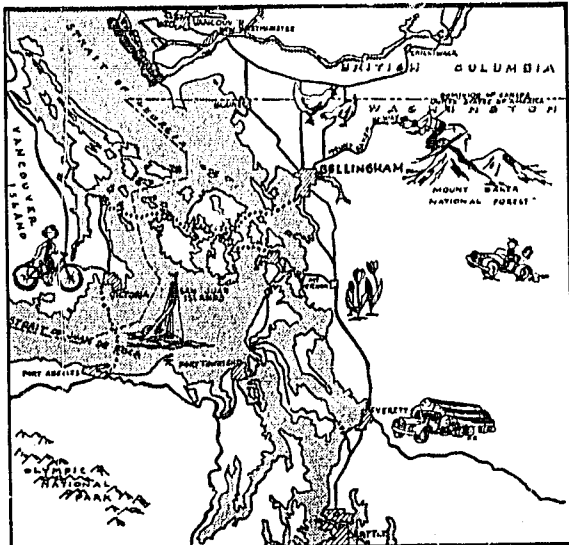
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*A World Discovered* (Teacher's edition), by L. A. Code and E. L. Daniher. Dent, 1954. 351 pp., \$2.75.

This includes a teacher's manual, very helpful suggestions. Book contains "Finding Ways to the East" (5 units), "Exploring the Unknown Regions" (3 units) and "The Secrets of the Frozen Seas" (2 units). The historical accounts are extremely interesting and made more meaningful by the emphasis placed upon the geographical conditions under which the explorers carried on their work. Text is profusely illustrated with pictures, drawings and maps.—E.R.N., Mission Central.

Lack of space in our last issue forced us to hold over part of the list of books suggested as suitable for high school libraries. The list is completed below.

Biography still, but I find my seniors love it—Katherine L. Bakeless' *In the Big Time* has the true career stories of modern entertainers. *Doctor to the Island*, Tom and Lydia Davis, Little Brown, \$5.75, may of course be fit for nothing but the strong medicine Teachers' Professional Library, its Cook Islands looked good at 18 above, anyway. Emily Hahn at the same expensive price gives *Chiang Kai-Shek*, Doubleday.

The biographies look safer: John Dewey, I. Edman, a professor of Columbia University, McClelland, \$3.50; Margaret Medary's story of Lauterbach's great work against illiteracy, *Each One Teach One*, Longmans, \$3.50; *Adventures of a Mountaineer*, F. Smythe, Dent, \$2.25; and by no means least, *The Wit of Winston Churchill*, G. Williams and C. Roetter, Clarke Irwin, \$1.75.

Personal Development has fared badly—I list only Floherty's *Troopers All*, Longmans, \$3.25 (U.S. State Police); Per Collinder's *The History of Marine Navigation*, Clarke Irwin, \$4.50; R. Harrison's *Story of the World's Police*, Dent, \$2.50; *The Story of Nursing*, Bertha S. Dodge, Little Brown, \$3.50; M. Wilson's *The Woman You Want To Be*, Longmans, \$4.50 (oh, dear, this may be another for the Teachers' Professional Library!), and Maynard Hallman's *Canadians at Work*, Longmans, \$3.50.

Arts and Crafts: Bruce Publishing Company of 400 North Broadway, Milwaukee, Wis., offer much in this field, from which we have culled their *Simple Bracelets*, J. W. Bollinger, \$2.50; *Craft Adventures for Children*, G. Grimm and C. Skeels, \$2.00; *Leathercraft is Fun*, F. Manuel, \$2.50 (24 projects); *Woodwork for Beginners*, F. H. Gottshall, \$4.00 (30 projects); *Wood and Art Metal*, H. O. Akeson, 85c (32 projects); *Craftwork in Metal*, Woods, *Leather and Plastic*, F. H. Gottshall, not priced because in preparation (39 projects); *Pottery Made Easy*, John W. Dougherty, \$2.75; *Block Print Design*, W. S. Rice, \$1.00 (a portfolio of designs); and by the same author, *Block Prints; How to Make Them*, \$3.00. Those interested in screen-processes may or may not know Kisloff's *Mitography*, \$3.25.

Penguin Books are in the Arts field, and samples might include Bewick's *Wood Engravings* in the King Penguin series at 60c and Alfred Fairbank's revised *Book of Scripts* at 80c. Blue Rib-

bon's *Van Gogh in Full Colour*, ed. and with material by W. Uhde, may be a good buy at \$1.25. McClelland Stewart have Harry Zarchy's new *Ceramics* at \$3.50. He circulates well.

Except for the sports stories in boys' fiction, we didn't get much new in games: *180 Games for One Player*, J. B. Pick, Dent, \$2.25, looks good for the introvert or O.L.I.S. type of parent. Dent also offers same author's *Phoenix Book of Games: Outdoor, Covered Court and Gymnasium*, which at \$3.00 looks very cheap for a cartoon, history and, where available, rules for 458 games. Maurice Wiggin writes *Fishing for Beginners*, Dent, \$1.75. And, if you really care for fish, there is F. G. Wood's *Tropical Fish in the New Aquarium*.

In History, Geography and Travel, we note these: *Seven Years in Tibet*, H. Harrer, Clarke Irwin, \$3.30; *The Mackenzie*, Leslie Roberts, same, \$3.50 (the river); *This is Saskatchewan*, R. Moon, Ryerson, \$4.00, and same publisher issues K. E. Liddell's *This is Alberta*, \$1.00. The Book Society of Canada has a revised edition of Van Loon's *Story of Mankind* available now at \$3.18 for schools. Thomas B. Costain's recent *The White and The Gold*, Doubleday (early Quebec history), is valuable, as is McInnes' *British Empire and Commonwealth 1815-1949*, Ginn, \$2.10.

In the same field we see *Roman Britain*, I. Richmond, Penguin Books, cloth \$1.50. Wilfred Robertson's *Wagons Rolling North* is historical fiction on the Trekkers in South and East African history, Dent, \$2.00. In *Around the World in 1,000 Pictures*, authors Milton and Bergune give that number of photographs and that this is a revised edition indicates some success, Doubleday, \$5.75.

I think a special paragraph is due to G. G. Coulton's *Medieval Panorama*, because of both his repute in the field, its alleged exhaustive treatment, and his Protestant bias—it is well suited to a teachers' library or to a Professional shelf, but had better be seen before being placed on general shelf; it has to be listed because of the very real shortage in this field. Macmillan, \$5.75.

Airplanes are a lighter subject. Here are *Eagle Book of Aircraft*, J. Taylor, Clarke Irwin, \$2.25; *How to Fly*, L. C. Bagley, Ryerson \$1.50; David C. Cooke's *Young America's Aviation Manual*, McClelland (U.S. emphasis, 2nd ed.); P. K. Kemp's *Fleet Air Arm* is a fine record of World War II, Longmans, \$3.25.

In Science, *Wild Animals of the World*, William Bridge, Blue Ribbon, \$4.75 (new edition); Audubon's *Birds of America* is published by the same firm in a handy size popular ed. at \$2.39; *Television Story*, J. J. Floherty, Longmans, \$3.25; *An Introduction to Trees*, John Kieran, Book Society, \$3.50 (oversize, 100 full pp. illus.); *Our Changing Weather*, C. L. and A. M. Fenton, Doubleday, \$2.50 (24 photos, 34 drawings, 8-3/4x7-3/4). British author B. B. Low take one quite a way in his *Theory of Machines*, Longmans, \$4.50. Those looking for books on conservation might try A. H. Carhart's *Timber in Your Life*, \$4.50.

Music includes: *How to Build a Record Library*, H. Taubman, Blue Ribbon, \$1.75; *A Concise History of Music*, William Lovelock, Clarke Irwin, \$2.50; two books by Kitty Barnes, *Introducing Handel* and *Introducing Mozart*, for the cheap social fee of \$1.20.

In Ballet there are: Felicity Gray's *Ballet for Beginners*, Dent, \$2.50, and Cyril Beaumont's *Ballets of Today*, McClelland, \$4.25.



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## News: -Personal and Miscellaneous

### Honour Conferred

**WE** ARE pleased to note that Mr. H. L. Campbell, Deputy Minister of Education, has received from the University of British Columbia the degree of



MR. H. L. CAMPBELL,  
Deputy Minister of Education.

Doctor of Laws. At the Convocation at which he was honoured, Dr. Campbell also delivered the address to the graduating class.

The teachers of the province offer their congratulations to Dr. Campbell.

### In Memoriam

**W**ITH the death of Miss Sylvia Landry, the teaching profession has lost one of its most capable members. She was one of the outstanding primary teachers of the Coquitlam District.

Miss Landry's teaching career started in Manitoba where she taught for thirteen years. After moving to British Columbia she taught in Abbotsford and later at Port

Central School in Coquitlam. One year later she transferred to Austin Heights School, where she taught until her death.

Miss Landry was a person who made children the main part of her life. Her pupils' education was her first objective; their recreation was her hobby. Those of us who were fortunate enough to have seen any of the plays performed by her classes at concerts know that Miss Landry was an expert in the field of children's dramatics.

In 1951 Miss Landry became seriously ill and she never completely regained her health. She had amazing strength of will and during the following years, she fought a valiant battle.

The teachers of the province, hundreds of former pupils and her many friends extend to her mother, Mrs. E. Landry, her sisters Alida and Georgina and her brother Ernest, their heartfelt sympathy.

—SHIRLEY SMITH.

### Oral French Course Victoria Summer School of Education

**M**ISS SADIE BOYLES of King Edward High School, Vancouver, will give a course in oral French for teachers who wish to improve their knowledge of this language. It will stress oral expression, diction, conversation, and other aspects of French instruction and practical application in the classroom. Use will be made of songs, recordings, tape recorders, play-reading, discussions, games, and singing.

Daily from 8:00 to 10:00 a.m.—2½ units credit.

Teachers desiring to register should mail registration form in the back of the Summer School of Education Bulletin or write to the Summer School of Education, Victoria, B.C.



## Changes In Teacher Certification - Age Regulations

**U**NDER the current regulations teachers trained outside the province who commence teaching in British Columbia while between the age of forty and fifty (women), or forty-five and fifty-five (men), are eligible for temporary certificates only on first appointment but may obtain interim and permanent certificates after two years and four years respectively of satisfactory teaching. Teachers who commence teaching in the province after age fifty (women) and fifty-five (men) may be considered for temporary certificates only.

Under new regulations men and women teachers trained in other provinces or countries who commence teaching in British Columbia after reaching the age of fifty-five years may be granted temporary certificates only. Those who are under fifty-five may be awarded the regular certificates for which they are qualified.

For those teachers employed in British Columbia schools at present, or recently, who hold temporary certificates solely because of age, the following conditions shall apply:

(a) That men and women teachers under age fifty-five at present employed on temporary certificates solely because of the age regulations remain on temporary certification to June 30th, 1955, but be eligible for the interim or permanent certificates for which they are qualified, effective not earlier than July 1st, 1955;

(b) That men and women teachers over age fifty-five at present employed on temporary certificates solely because of the age regulations but who entered teaching in the province before reaching age fifty-five be eligible for the interim or permanent certificates for which they are qualified, effective not earlier than July 1st, 1955, if in the opinion of the Department of Education they are rendering, and will continue to render, superior service;

(c) That men and women teachers over the age of fifty-five years who previously held temporary certificates solely because of the age regulations, and who entered

teaching in the province and taught for some time before reaching fifty-five years of age, but who have been absent from teaching in the province for a short time, be eligible for the interim or permanent certificates for which they are qualified, effective not earlier than July 1st, 1955, if in the opinion of the Department of Education they were rendering, and would continue to render, superior service;

(d) That in all cases the teacher must make application for any change in certification.

### Note:

(a) As all temporary certificates will expire on June 30th, 1955, employment will automatically terminate. Those persons whose certification is changed by the Department of Education under these revised regulations to interim or permanent may be reappointed or seek appointment elsewhere. It is essential, therefore, that applications for changes be submitted **immediately** to: The Registrar, Department of Education, Victoria, B.C.

(b) The teacher should indicate: Transfer Record Number; name in full (and maiden name if married); present school (or last position and year).

(c) If British Columbia summer school courses have been taken the summer school record book is to be submitted. If not available the years of attendance at summer school must be given.

(d) If further academic or professional training has been completed since temporary certification was awarded, official transcripts are required with the application.

## New Scholarships Offered

**T**WO organizations, one patriotic and the other commercial, have established bursaries and scholarships for students planning to take teacher training courses. These organizations deserve the highest commendation for their efforts on behalf of the intending teachers of the province.

Two bursaries of \$100 each, the gift of the Triple Entente Chapter of the I.O.D.E., have been made available for the session 1955-56 to commemorate the fortieth anniversary of the founding of the Chapter.



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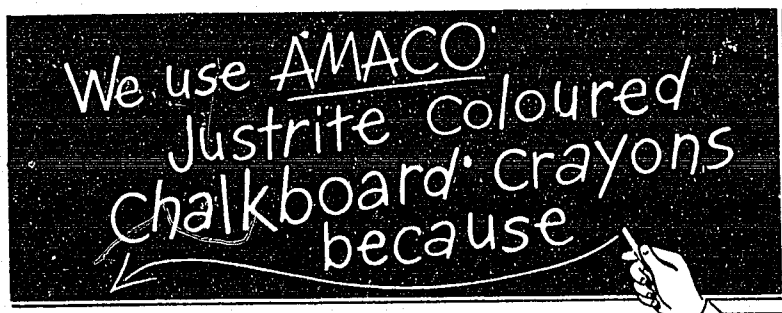
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To be eligible for these awards students must have financial need, high scholastic standing and aptitude for teaching. At least one of these bursaries will be available for a woman student. The awards are available for students in the Teacher Training Course at the University of British Columbia. Applications should be made to the University of British Columbia not later than August 15, 1955.

Five scholarships of \$2,000 each, payable in yearly instalments of \$400 for five years, are offered annually by Crown Zellerbach Canada Limited to high school graduates beginning studies at the University of British Columbia, Vancouver, B.C., and planning to enter the teaching profession. One award will be available in each of the following school districts: Courtenay, Elk Falls, Ladysmith, Nanaimo, and Ocean Falls. Selection of the winners of the scholarships, which are open to students whose parents reside in these districts, will be made by the School Boards concerned, on the basis of scholastic standing, leadership, citizenship, and suitability for the teaching profession. Application to compete should be made to the high school principal. Yearly renewals to winners will be dependent upon maintenance of good academic standing.



Miss Frances Liptrot

C. M. McIntyre, P. D. McLellan, C. E. Orme, J. H. Penner, A. H. Pride, R. R. Rae, Miss Sybil Reay, F. Rendle, R. H. Temple, W. H. Thompson, and E. K. Vernon.

We would like as well to congratulate W. B. Lloyd, of Chemainus Junior High School, who will receive the degree Master of Arts from Cambridge University in June. The ceremony will be conducted by proxy.

## New Degrees

**M**ISS FRANCES LIPTROT, who was a winner of a B.C.T.F. Scholarship for Teacher Training in 1954, has again earned honour for herself by heading a class of eighty-two new teachers. We offer our congratulations to Miss Liptrot, and the other members of the 1955 class in Teacher Training at U.B.C., and wish them good luck in their chosen profession.

We would also like to offer our congratulations to those who have been granted the degree Bachelor of Education this spring: H. A. Brown, A. A. Buck, D. G. Cook, Mrs. P. E. G. Davis, F. H. Dawe, Miss D. G. Dewar, J. W. Gilmore, W. J. P. Huggan, R. G. Kaser, R. T. Kipling, Miss Barbara Lang, Miss Marion Lewis, W. L. Magar, W. O. Marshall, J. R. Meredith, W. F. Miller, O. J. Munday, J. MacIlwain,

## Attention, Teachers Of English!

**E**NGLISH 439 (A History of the English Language with Emphasis on the Old English Period), which is being given this summer at the University of British Columbia by Dr. M. H. Scargill of the University of Alberta, is a compulsory course for the undergraduate honours programme in English and also for the graduate programme for those taking a major in English. For the teacher of English who may be interested in the course only for its professional value, there is much to be gained.

Further information about the honours or graduate programme may be obtained from the Department of English at the University of British Columbia.



## The Record Keeping Course

C. A. TROTTER and P. C. GLOVER,  
Victoria High School

**F**OR many years there has been very little similarity between the Record Keeping course and the prescribed text for Record Keeping. The philosophies presented are in direct contrast.

The authors of this article are at the present time working on a script which presents the philosophy of the course of study. It is hoped that this will eventually be printed and accepted as the new text for this course.

One hundred duplicated copies of the manuscript will be available at a nominal cost of \$1.00 each and will be mailed to the first one hundred teachers of Record Keeping who apply.

The authors will welcome comments, criticisms, corrections and suggestions from the Record Keeping teachers of the province. It is thereby hoped that a very suitable text will be evolved.

## More Summer Schools

**S**UMMER is a time for study or travel, or a combination of both. If you wish to combine them, perhaps the summer schools in the East or in Britain might interest you.

Syracuse University School of Education offers two sessions this summer, one from July 5 to August 12 and the other from August 15 to September 2. Quite a full list of studies is available. For information write the Director, University Division of Summer Sessions, Syracuse University, 805 South Crouse Avenue, Syracuse 10, N.Y.

Boston University School of Fine and Applied Arts also offers a wide choice of courses for teachers of Drama and Music in its various forms. Their summer session is from July 11 to August 20. The catalogue is obtained from Robert W. Sherburne, Director, Boston University Summer Term, 685 Commonwealth Avenue, Boston 15, Mass.

If you are to be in Britain during the summer months, Wall Hall College, Aldenham, nr. Watford, Hertfordshire, is the locale for an International Summer School

to be held from July 15 to 27. The two-week session will have various aspects of English education as the topics for discussion. This summer school is sponsored by the Hertfordshire County Council, in collaboration with the British Council.

## Use Your Writers' Course"

**L**IBERTY, 73 Richmond St. West, Toronto, invites teachers to contribute guest columns for its "Your Family" series.

Each column of from 600 to 700 words should be written in the first person singular and deal with a single problem illustrated by the teacher's personal experience. Topics covered to date are: "The Shy Child," "What Heroes Should Our Children Have?" and "When Children Lie and Swear."

Any teacher interested should write first to Mr. Frank Rasky, editor of *Liberty*, suggesting the pupil problem he would like to write about to make sure that someone else is not already covering the same topic. Payment per column is \$50.

## Special Travel Rates

**T**HE Canadian Passenger Association has announced that special reduced fare arrangements have been authorized whereby teachers and students travelling from their homes in Canada to attend university, college or other educational institutions at the opening of the 1955 fall term may purchase round trip tickets which will be good for the return trip in the spring of 1956. Tickets will be issued from July 25th to October 25th, 1955, for the going trip and will be valid for the return trip only within the period March 25th to June 30th, 1956. Further information may be obtained from agents of the railways.

## The Cover Picture

**S**AILING in the waters near Victoria is a pastime which some of those who attend Summer School may be able to enjoy. In our opinion Nicholas Morant, special photographer for the Canadian Pacific Railway, has here caught with his camera the essence of summer.

THE B. C. TEACHER



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- TOTAL ASSETS, April 30, 1955: \$852,021.98  
(1954: \$621,988.70)
- MEMBERSHIP, April 30, 1955: 3,062  
(1954: 2,641)
- SHARE CAPITAL, April 30, 1955: \$456,587.30  
(1954: \$360,565.21)

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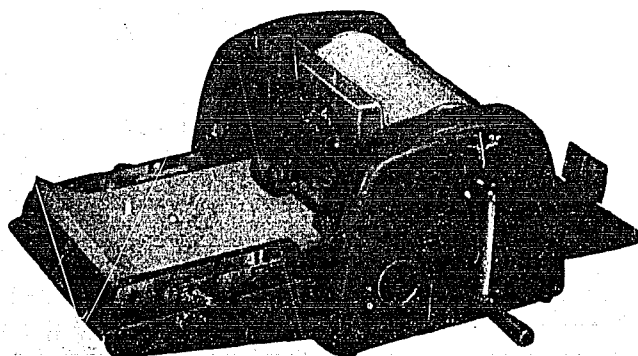
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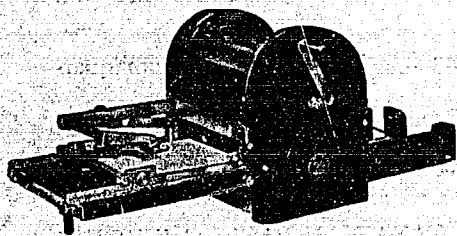
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