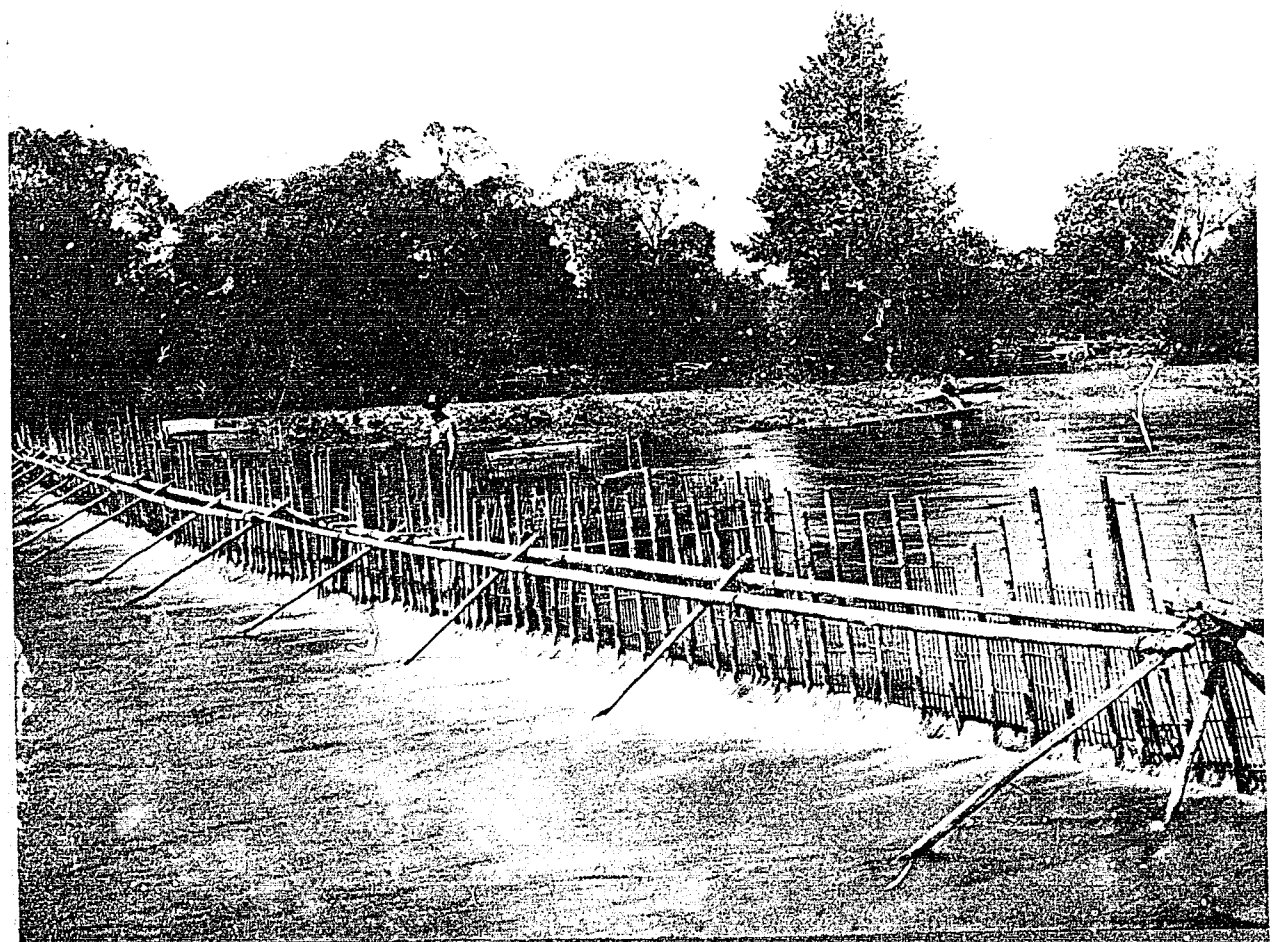
the BC teacher

VOL. XXX, NO. 4 JANUARY, 1951



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to

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MATHEMATICS WE USE

by

LEO. J. BRUECKNER

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Faculty of Education
University of Manitoba

ALEXANDER McKINNON
Principal, Jr. High School
Saskatoon

JOHN W. GILLES
Faculty of Education
University of Alberta

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Authorized for use in Schools, Provinces of Manitoba, Saskatchewan and Alberta

THE JOHN C. WINSTON CO., LIMITED
EDUCATIONAL PUBLISHERS IN CANADA
TORONTO

JANUARY, 1951

VOL. XXX, No. 4.

the BC teacher

Official Organ of the British Columbia Teachers' Federation

EDITORIAL BOARD:

C. D. OVANS, Editor; S. EVANS, Associate Editor and Business Manager
D. G. CHAMBERLAIN F. P. LIGHTBODY W. J. KITLEY

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Published every month except June, July, August and September.
EDITORIAL OFFICE: 1300 ROBSON STREET, VANCOUVER, B. C.
Contributor's copy received up to tenth of month preceding publication.
Annual Subscription: $2.00; Federation Members, $1.25.
Printed by Wrigley Printing Company Ltd.
Authorized as Second Class Mail, Post Office Department, Ottawa.

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Drawer 2265
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THE EDUCATIONAL OUTLOOK AT MID-CENTURY

by PAUL R. HANNA
Professor of Education, Stanford University

WE have now entered the second half of the twentieth century. As we pass this mid-century timepost we need to re-examine the educational charts and maps and to focus our minds more sharply on the problems ahead. What are the probable changes in society that will call for changes in education? And how can teachers and the public develop an understanding of the functions of education that need to be provided during this second half-century?

We need to break the question into three sub-problems:

1. What do we expect will be the more significant characteristics of our society in the latter half of the century?

2. What functions must schools perform in preparing us intellectually and spiritually for future developments in our society?

3. What can we do to increase the understanding of teachers and laymen and to secure their support of these potential functions of our schools?

Each of these questions is discussed briefly in the following paragraphs.

Society Will Change

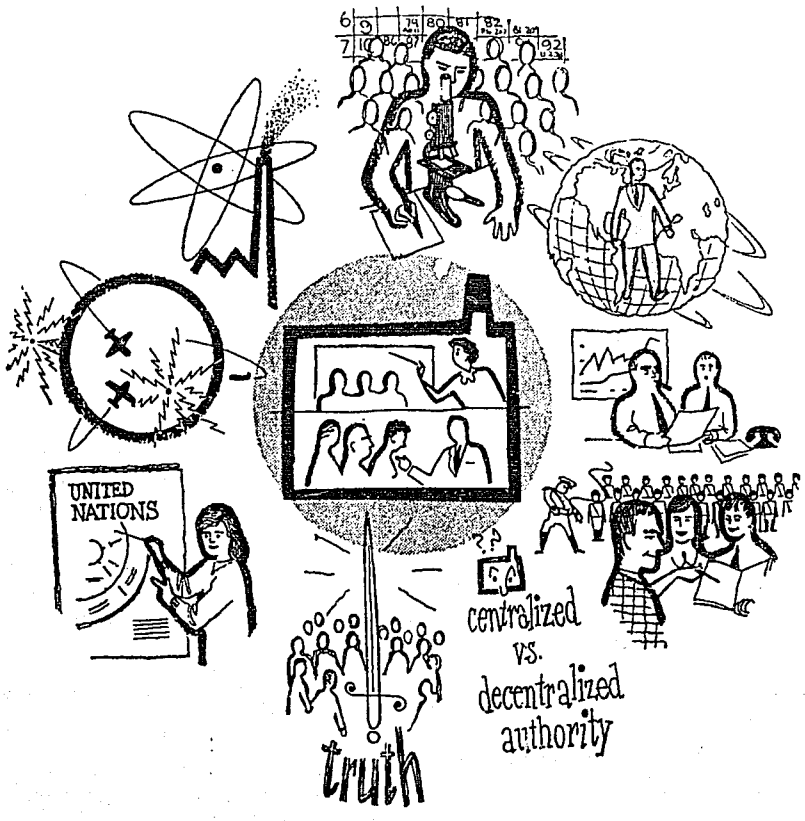
There are so many emerging characteristics of life as it may be lived during the second half of this century that it is difficult to choose a few for special comment. Further, the unlimited range of possibilities before us makes forecasting hazardous. But there is fair agreement that during the fifty-year period under discussion we are likely to see life modified in the following directions:

We shall witness vast increases in the use of nonhuman energy. Atomic power plants will be added to expanding hydroelectric power and combustion engines. This use of more and more power may fundamentally change our concepts of economics and eventually modify our social and political institutions. More use of nonhuman energy and an increase of automatic machine processes will steadily move up the per-man-hour productivity, resulting in greater total output and in reduced production costs per unit.

A concomitant result, judging from the behavior of these phenomena during the power revolution to date, will be a shorter

ABOUT THE AUTHOR

Paul R. Hanna has been at Stanford University since 1935, where he is now professor of education and director of university services. Doctor Hanna went to Stanford from an associate professorship at Teachers College, Columbia Universty. He is an outstanding leader in curriculum development, contributing especially to the fields of social studies, arithmetic, and spelling. Many school systems and agencies of the U. S. Government have called on Dr. Hanna as a consultant. Doctor Hanna has served on the Advisory Committee of the W. K. Kellogg Foundation since 1943. In 1949 he was a member of the UNESCO Education Mission to the Philippines, which task forced him to decline an invitation to be the guest speaker at that year's B.C.T.F. Annual Convention.



The shape of things to come is primarily within our power to control. We can use education to make the future of this century what we will.

working day with longer vacations and a shortening of the period of a man's life given to productive pursuits. Further, the major means of production over this first half-century have tended to concentrate in huge private or public corporations, leaving the little businessman a progressively smaller share in the economy. This trend will be resisted and may be turned, but the struggle will affect every business—its owners, its managers, and its workers. Along with such changes will come greater mobility of workers and their families, fewer early occupational opportunities for youth, and struggle by the aged to assure themselves of economic security.

These and many other social changes will follow in the wake of increased use of nonhuman energy. It is conceivable that the greatest effect of the emerging power age will be seen among those three quarters of the earth's population who live in the economically underprivileged areas of Asia, Africa, and South America.

We shall see more interdependence among the earth's population. Modern technology will work a miracle of shrinking time and distance and force us all to live in a one-world community. It is not only conceivable but, to many thoughtful people, imperative that this technological unification of the human family be accompanied by the development of "one-world" government. The United States of America, because she is the most powerful nation, will exert incomparable moral and material leadership among the peoples of the earth in pressing toward world gov-

ernment. Because this influence will be so vast, we must be as sure as is humanly possible that this leadership is sound.

Clash Between Ideologies

The clash between ideologies is likely to increase in intensity. In the coming years the struggle will continue between the philosophy of democracy, with its emphasis on the worth and dignity of the individual, and the philosophy of authoritarianism, with its emphasis on the state and individual conformity. This age-old conflict threatens us with another world conflagration. The democratic peoples must work together through the educative processes to achieve a democratic one-world government.

But until such time as world government is established and has functioning laws, a world court, and an adequate police force, the democracies must be powerful enough in arms to discourage anarchy among aggressive nations, and powerful enough to defend themselves should the totalitarian forces attack the democracies.

This world-wide tension may deeply affect our way of life. It makes more important than ever the necessity of keeping our democratic values, our institutions, and our reliance on faith and reason free from contamination by totalitarian ends with their dependence on fear and dogma.

During the next fifty years humanity will be rededicating itself to the central core of universally held eternal verities. The differences among the world's great and ancient religions seem to increase tensions among peoples as we move about our small world community. Witness the recent conflict between the Hindu and the Moslem or between the Jew and the Arab. Yet, upon deeper analysis there is a large core common to all these patterns of belief and action. Out of such commonality will come the privilege of and security for diversity in minor things.

What Must Schools Do?

Having sketched several of the probable characteristics of life during the coming half-century, we now ask what functions the schools must perform in helping us prepare for these years ahead. Among the more important tasks are the following:

The schools must provide us and our youth with the experiences and the data which will aid in developing behavior consistent with the demands of our new membership and leadership in the world community. Consider a parallel case a century and a half ago. Many of our forefathers who had just won their freedom from England had come to believe the highest sovereignty resided in each newly independent colony. Yet the increasing interdependence on the young American continent forced the educational agencies of that day to accept the task of preparing a generation that believed in a higher order of sovereignty—a United States of America.

In the half-century ahead, schools in our nation and throughout the world face a comparable task in developing citizens who can simultaneously and consistently function without conflict of loyalties in the several concentric circles of community—the local, the state, the national, and the world.

Provide Understanding

The schools must provide us and our youth with the understandings, attitudes, and skills needed to control and to use for human betterment the vastly increased mechanical power available in the decades to come. It is not enough that we develop specialists and technicians who can work miracles with nature. We must expose every citizen, regardless of his role in the emerging society, to a broad general education which is the only assurance that men will remain intellectually and spiritually free to decide for what ends the new power shall be used. The alternative to totalitarian slavery is democratic freedom. But democratic freedom may become a farce or even anarchy without the integrating force of understanding and attitude that a good general education enhances.

Adequate general education will make necessary an expansion in the educational services throughout the earth. The enlarged and constantly expanding body of

general knowledge and appreciations required of all, in addition to the special knowledge required of each, will cause a lengthening of the period of schooling. It will likewise cause a tremendous development in continuing education with the result that adults can periodically refresh their store of permanent concepts and add those new ones that have emerged since their previous opportunity to concentrate on learning.

In short, the power age we are entering will be 'good" in large measure in the degree to which democratically oriented general education is a part of each individual's development. We do not mean to disparage specialization, but the future demands an emphasis on general education equal to that recently given to special education.

The schools must provide youth with opportunities to share as junior partners in improving our society. Earlier a reference was made to the further postponement of a youth's entrance into partnership in doing the work of the world. As the power revolution mounts in intensity, the minimum chronological age for a youth to begin his gainful employment will be pushed ahead into young adulthood. With this delay in economic maturity will come postponement of participation in social and political activities. To absorb this extended time of idleness of youth, compulsory school attendance will be advocated as the proper remedy. And that remedy will involve one of the greatest challenges to the schools that we must face in the decades ahead. Can schooling be made significant to each youth regardless of his vocational and personal ambitions? Professor John L. Childs, in a recent article in **The Saturday Review of Literature, writes:**

"Many believe that the root of the difficulty rests in our industrial and pecuniary society, which idealizes childhood but which prolongs infancy unduly by keeping our boys and girls from responsible participation in the productive and civic affairs of our country. It will be difficult to provide responsible and significant educational projects for youth so long as we continue to deny them opportunity for participation in the more serious phases of our social, economic, and political life."

There are many promising attempts to make the community school an agency for guiding youth into junior partnership with adults in the preservation and improvement of community values. The work experiences of soil conservation, reforestation, wild life preservation, etc., now carried on in school camps for older youth constitute one specific illustration of innovations instituted by schools for the purpose of giving our young citizens a share in the exciting adventure of building a better tomorrow.

Democratic Values

In the democracies the schools must sharpen their work of developing a clear understanding of and allegiance to our democratic values. In a divided world, where the totalitarian governments are effectively using education to indoctrinate for authoritarian values and to immunize against democratic values, the democracies have no alternative except to do a fundamentally better job of preserving and improving our way of life.

Our schools must **not** adopt the closed system of indoctrination with its use of fear and dogma practiced by authoritarian teachers, for to do so would deny our faith in reason and free inquiry as the life blood of progress. But we cannot take our democratic values and their implementation for granted. It is probably a blessing in disguise that competing ideologies force the democracies to give more attention in their schools than has generally been true in the past to the understanding of democratic values and to the development of behavior that is consistent with these tenets.

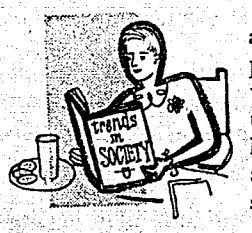
Our schools must find a satisfactory solution to the problem of central versus decentralized authority and control. The problem is not unique in education; it is part of a larger conflict growing out of our need for central agencies to integrate the complex activities of expanding communities in an interdependent world on the one

hand, and our need to keep decision and action decentralized in the hands of those small social groupings where most of life's problems are met and solved.

Schools face the issue in federal financial aid to the states for equalizing educational opportunities, in the movement to reorganize small school districts into larger administrative units, and in many similar aspects of education. The schools must find a way to retain the values of initiative, control, and direct action by the people at the local level who stand to gain or lose most. But at the same time, schools must discover ways of utilizing the rich services and the benefits of coordination of the larger centralized agencies. An example of satisfactory solutions in school organization and administration might exercise a profound influence in demonstrating how the more universal problem can be met in other sectors of our society.

How to Win Support

We come finally to the question of developing the understanding of teachers and laymen essential for supporting and maintaining the kind of school programs herein advocated for the last half of the twentieth century. Among the more important points to remember are these:



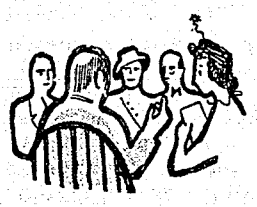
Teachers must be aware of the many possible directions in which society may travel in the second half of this century and clearly understand the values to be found in each of the possible directions.

It is unfortunate that as a professional group teachers have had little opportunity to become familiar with the "shape of things to come." College programs preparing teachers have generally neglected foundational work in the wide range of the social sciences and physical sciences.

We are not disparaging the usual emphasis on human growth and development and the more strictly pedagogical subjects in the teacher education curriculum. But we are urging that a great deal more attention be given to the study of society, of civilization, of the crisis of our age, and of the need for creative effort in the social sciences and value systems. Only with such understanding by teachers can education become the effective instrument for social progress that free men wish it to be in a democratic society.

We then turn to the laymen and their need for seeing the part the schools must play in bringing into being the kind of society embodied in the American dream. We must first remember that the "public" already possesses understanding of the shape of things to come. We school people must remember that the public consists in part of the very specialists and scholars from whom we educators get much of our vision of what the future holds for us. The leaders in our communities are generally informed about the problems and promises of tomorrow. It is unrealistic, if not arrogant, to assume that educational leaders alone, or even primarily, possess the "word" which they must give to the layman.

There is a special role, however, which the educational leader must assume. Few laymen or few teachers have taken the time or made the effort to translate their understanding of the great trends in our modern world into a conception of the new functions which the school should perform. The educational leader should be responsible for getting laymen and teachers to focus on the school problems which face us—problems concerned with providing an education adequate in quality and quantity to prepare us and our children to live up to the possibilities of the next fifty years. How does an educational leader provide this direction?



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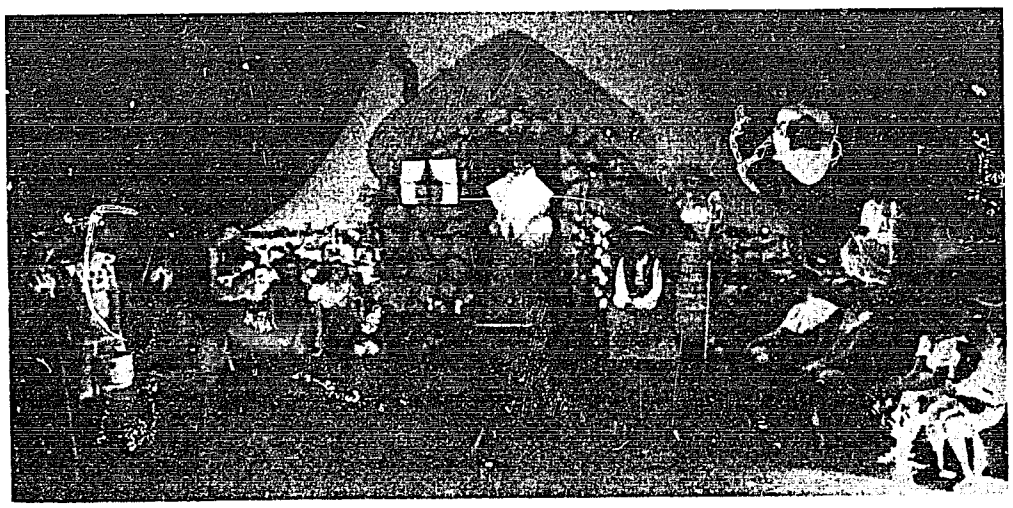


Scene from "Through Mother Goose Land", an original play created by a group of teachers at the 1950 Victoria Summer School, with original scenery and costumes. Pictures by Wilfred Gibson, Victoria, B.C.

Mother Goose is standing at the door of her cottage looking out at her Nursery Rhyme Children. From left to right: Farmer Brown with his daughter, My Pretty Maid, Boy Blue under the haystack, the Cow, Pretty Maids (flowers) in the garden and Mary, Mary Quite Contrary on the stool, Pussy Cat beside the stool, Little Bo Peep and more Pretty Maids, Humpty Dumpty, Wee Willie Winkie and Simple Simon on the wall, Georgie Porgie and one of his girls.

Creative Dramatics

By HELEN GRIER

DURING the past few years, School Drama has aroused greater interest among both parents and teachers, and received more support from them than ever before. In most High Schools, there are active Drama Clubs, and School Drama Festivals have been successfully held in many centres. While all this is very encouraging and shows progress in education, drama has remained largely the prerogative of the High School. One type of dramatic work not so widely known or used as yet, but suitable for both Elementary and High School pupils is Creative Dramatics.

Creative Dramatics is the term used to distinguish informal spontaneous drama from the more studied formal drama of memorized lines. It is also known as Informal Dramatics, Improvised Drama or Playmaking. A comparison of these two types of drama, formal and informal, may prove interesting.

In formal drama a suitable play having plot and climax is chosen by the teacher for the pupils. In Creative Dramatics the play is the outgrowth of the pupil's experience in the classroom. In the primary grades it may take the form of simple dramatic play, involving no plot or climax; playing house, store or train. In the junior and intermediate classes a poem, a story, or a social studies or science unit may be dramatized. In the senior grades the play may be the interpretation of a ballad or of a scene from such literary sources as, Dickens' "Christmas Carol", Stevenson's

"Treasure Island", or Shakespeare's "A Midsummer's Night's Dream."

In formal drama the script is studied and memorized by the pupils. In Creative Dramatics dialogue is free and spontaneous. Pupils are encouraged to think creatively and to speak extemporaneously. In formal drama a suitable cast is chosen for parts, and as a rule only a small group do the actual playing. In Creative Dramatics there is no set cast, and everyone has an opportunity to participate. The pupils choose the parts they wish to play and the class help with the casting. With each playing, a new cast is chosen, and in this way the children become very versatile, taking many different parts equally well. The shy child gains confidence in the group, and the more aggressive child learns social co-operation.

For The Classroom

Formal drama is for the theatre, having an audience as its goal. Creative Dramatics is for the classroom and the pupils of the class should be the only audience at first. Later on, when the children have gained confidence and developed some skill in creating and acting out their own plays, the teacher will find that their experience needs to be expanded. Then is the time to provide a natural audience situation by inviting another class to see their play. After this has been successfully accomplished, the pupils are ready for a wider experience than can be afforded by the confines of a small classroom. A play may now be presented for the school at an auditorium period, and the children will have the pleasure and satisfaction of sharing and contributing something of their own creating for their school.

As the pupils progress and become proficient in Creative Dramatics, the next step in their development will be the presentation of a play for parents and friends. This may take the form of closing exercises, a Christmas programme or a Drama Festival. Providing the pupils have been successfully oriented, this culminating activity will be invaluable for them, broadening their horizons and enriching their experience.

Character Development

Creative Dramatics is concerned with character development and the growth of the individual. It seeks, "to develop not only the exceptional child, but the exceptional in every child". It provides pupils with a natural medium of self-expression, guides the creative imagination and supplies a controlled emotional outlet. It meets the needs of the modern child by providing opportunity for that constructive activity, which results in truly wholesome enjoyment. Its influence offsets the poor radio programme, the crime comic book and the sensational movie by developing taste and building finer appreciations.

While formal drama has definite educational value, and its place in the High School is not in the least to be underestimated, the emphasis is on the production itself, rather than on the growth of the individual pupil. The success of the play depends to a great extent on the director and any suggestions or changes are usually made by him.

In Creative Dramatics the teacher does not direct, but guides the development of the play by encouraging the pupils to ex-

Continued on Page 161

ABOUT THE AUTHOR

Miss Helen Grier has been on the staff of the Vancouver Model School for several years with a particular interest in the one-room school in connection with the Vancouver Normal School. She studied Children's Theatre and Speech Work at the Universities of Washington and Portland and at the Palo Alto Children's Theatre in California. At Northwestern University at Evaston, Ill., she studied Creative Dramatics and Children's Theatre under Winnifred Ward, leading authority in this field in the United States. Last summer Miss Grier gave a course in Creative Dramatics at the B.C. Department of Education Summer School in Victoria and will repeat it this year.

W.O.P.T. and PUBLIC RELATIONS

By ROLFE LANIER HUNT

THE World Organization of the Teaching Profession has grown until it now represents more than 2,000,000 teachers in 28 national education associations, it was discovered at the Fourth Delegate Assembly of WOTP at Ottawa, Ontario, Canada, last summer.

Why was the World Organization of the Teaching Profession established? Secretary-General William G. Carr reviewed the reasons which led to the creation of the World Organization of the Teaching Profession four years ago.

"The first and most compelling reason, in the minds of all of us, was to do all we could to end the succession of increasingly destructive wars.

"Second, we hoped, by taking counsel across international boundaries, to achieve more nearly our common aim of providing a generous and complete education for all the children of all the people everywhere in the world.

"Third, we were concerned with improving the status of teachers in every part of the world, through decent salaries and proper working conditions.

"We thought of the international body as an agency for exchanging ideas and uniting our strength."

Secretary-General Carr suggested also another practical goal of the organization "should be to defend the liberties and rights of teachers and children everywhere in the world."

"Safe-guarding the liberties of individual teachers, under most circumstances, should be a responsibility of the national teachers organizations. But our international body should be alert to help protect teachers where these organizations do not exist, or are incapable of defending their intellectual liberties and economic rights.

"If a tyrant seizes power in a particular country, thrusts all independent teachers into jail or exile staffs the schools with incompetent slaves, distorts the truth, teaches lies to the children, and gears the schools to a program of aggression and oppression, shall we stand by in contemplative silence? I say there is no national sovereignty which justifies action of the kind I have described. Our responsibilities are mutual. Whether we are teachers in Greece, Malta, United States, Korea, Iceland, or Bolivia, we need never send to ask for whom the bell tolls. In the growing interdependence of the world, the absence of free minds and free schools anywhere in the world diminishes the effectiveness of every other school and of every other teacher."

The efforts to achieve world unity of teachers was the subject of the address by WOTP president William F. Russell, president of the Teachers College of Columbia University, New York.

W.O.T.P. and UNESCO

One feature of the meeting was a review of the relationships between national teachers associations and the United Nations Educational, Scientific, and Cultural Organization. In all but two of the 18 countries which made written reports on the subject, national commissions for Unesco had been established. In most of the countries the teachers' associations state they are represented on the national commissions. Practice seemed to vary in the matter of whether teachers were appointed as members of delegations to

Rolfe Lanier Hunt is a member of Phi Delta Kappa, and Editor of its magazine.

Unesco meetings. There is a general sympathy with the purposes of Unesco, and the feeling that much remains to be done to give effect to the excellent purposes. It was noted that in some countries, such as the Philippine Islands, the public school teachers teach Unesco materials in the schools. Unesco Week is observed in the schools of many countries.

It was noted on the floor of the conference that representatives of the United Nations and of the International Labor Office were present as observers of the WOTP meeting, but that no representative of Unesco was present.

Public Relations

"The best public relations is that a happy teacher each day shall send home a happy and satisfied child."

Major emphasis of the conference was on public relations, widely interpreted to mean any efforts to secure public support for the schools. Several speakers emphasized the fact that the individual teacher can do more to win support of the people for the schools than can any press agent.

"It is just as important that the people have a voice in education as it is that they have a voice in government," said NEA Executive Secretary Willard E. Givens, in describing "How the National Education Association Secures Public Support for Its Schools."

"In our country we say that the schools belong to the people in the same sense that we say the government responds to the will of the people. Our school systems reflect the aspirations of our citizens for the future of our children and for the future of democracy. It is essential, therefore, that the people of a democratic society understand what their schools are trying to do and how they are trying to do it. They must have an opportunity to help choose the objectives of education and to assist in framing an educational program which will achieve those objectives . . . School public relations represent democracy at work."

Said Ronald Gould of the N.U.T., "Thinking of their own school days, people do not understand the reasons for some of our present school practices and planning. For example, they understand

(1) sitting quietly in serried rows, but not "activity"

(2) examinations to measure attainment, but not I.Q's and Record Cards

(3) the old asphalt playgrounds but not large green fields for play

(4) the need for ordinary classrooms with desks but not libraries, laboratories, dining rooms, etc.

"We must therefore use the press, radio, and films to inform the public.

"If you can say 'yes' to at least two of the four questions which follow, you may be sure that your publicity material has some news value, and will be considered by the editor when your material reaches his desk."

(a) Is it important? Many people should be affected and concerned.

(b) Has it human interest? Teachers are inclined to despise the human interest story, but public opinion is built up by common as well as uncommon people, and the former can only be reached by "mass papers" which thrive on human interest.

(c) Has it authority? A signed article is better than one not signed. Hackneyed material may be published if delivered in a speech by someone regarded by the newspaper man as important.

(d) Is it well-timed? What happens today must appear in the news by tomorrow at the latest. By the following day it ceases to be news. Stories of what is to happen may be better than what has happened."

G. R. Ashbridge of the New Zealand Educational Institute said:

"If in speaking of the work of teachers' associations in securing public support for better schools, I put more stress on the word teachers and less on associations, you will know it is not because I do not realize to the full the value of the latter. Indeed, part of my purpose now is to emphasize the role associations can play in helping the teacher to be a professional man in the

best sense of the term, which I think is another way of saying helping him to be a better public relations officer, for everything that can be done to raise the professional status of the teacher is a step towards the ideal I am advocating. At the same time to me the relationship between the school and the community is a very personal affair, and I am sure that every parent, at least, sees it that way.

"I am not so sure that every teacher does. The interest that parents take in the school is centered on their children and on the individual men and women who teach those children. The reverse is not quite true of the teacher. His chief interest is, of course, the children he teaches, but that interest is not always projected to include the background of the children after school hours.

"In other words, there is a ready-made line of communication from the parents through the children to the teachers, a line established by the parents' natural interest in their children's school activities, a line, moreover, that is admirably adapted for two-way communication . . .

"How big a proportion of the public knows that smaller classes are wanted, not to make things easier for the teacher, but to enable better methods of teaching to be used? The public is so used to hearing employee associations making demands for their own benefit that it does not readily credit that some demands may be for the public benefit, the benefit of the children . . .

"All too few teachers realize that the schools are evaluated by members of the public in terms, first of their own remembered experience in the schools, and secondly in terms of the experience of their children.

"These difficult children—they try the teacher's patience as much as they try his powers. Yet on his handling of them depends much of his reputation with parents. If the teacher is wise he will work in consultation with the parents. But he will not merely carry complaints to them. Nothing could be worse from the point of view of good community relations. Nor should the good teacher confine his parents contacts to the homes of his maladjusted children. What about the rest of his class? Wouldn't it be a good idea if he knew something of their background, too? Suppose, when a not-too-clever child finally overcame some obstable that had been barring its progress, he rang up the child's mother and told her what a big step forward had been taken. Suppose, in the case of a clever child, he writes to the parents a little note expressing appreciation of the child's work. Suppose every teacher in every school at some time or other during the term found something good to say about every child in the class and took steps to see that he communicated it to the parents. Can't you imagine what an upsurge of goodwill towards the schools would be created?

"If teachers wants the greatest possible public support for their schools, they must begin with themselves."

Salary Study

The WOTP delegate assembly approved recommendation of its committee that WOTP undertake an international study of teachers' salaries as compared to salaries in other occupations and professions. Figures to be collected on the salaries of teachers will be related to studies of the increases in cost of living since 1939, and there will be consideration of the principles upon which salary scales should be constructed. In this study there may be cooperation with studies currently under way at the International Bureau of Education in Geneva and with the efforts of the Expert Committee on salaries of professional workers of the International Labour Office, also in Geneva.

The reports on salaries of teachers brought by delegates of the assembly from their respective countries demonstrated rather strongly that countries in which highest qualifications were demanded of teachers were the countries in which teachers drew the best salaries, held in higher social position and had the best supply of qualified teachers.

Thus F. L. Sack of Switzerland could be quite blunt in his statement that many of

the troubles of teachers in other parts of the world were unknown to his country; the secondary school teachers whom he represents nearly all hold doctors' degrees. Eighty-five per cent of the teachers in the secondary schools in Switzerland are men.

On the other hand, countries in which little preparation is demanded of teachers were oppressed by low salary schedules and by low social status of the profession, making it difficult to find recruits. Your reporter came away with the feeling that one good way to raise the status of people in the teaching profession would be the demand for higher preparation of teachers before beginning teaching.

W.O.T.P. Budget

The proposed budget offered by the budget committee was adopted, as follows:

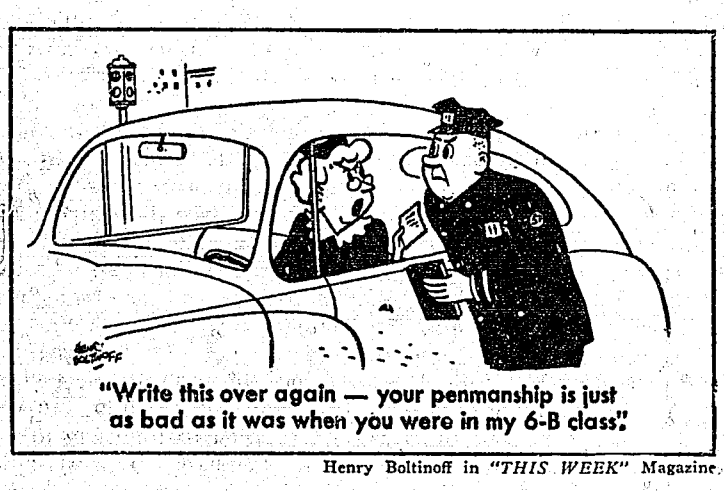
	Budget 1950	Estimated 1950	Budget 1951
Receipts:			
National Members	$10,000	$10,000	$10,000
Affiliated Members	2,500	3,000	3,500
Associates	1,000	1,200	2,500
Other funds on hand	2,000	2,000	4,000
	$15,500	$16,200	$20,000
Expenditures:			
Secretary General			
Travel	1,750	1,000	2,000
Entertainment	350	300	350
Committee Travel	2,000	3,500	3,000
Office Assistants	6,000	5,000	7,000
Withholding Tax	600	600	900
Printing & Mimeograph.	1,500	1,500	2,000
Postage, Express, etc.	1,000	1,200	1,500
Accounting, Audit, Ins.	100	100	100
Supplies and Equipment	600	700	1,000
Contingent Fund	1,600	2,300	2,150
	$15,500	$16,200	$20,000

Affiliate and Associate Membership

In the matter of receipts above, it will be noted that makers of the budget counted upon a substantial percentage of the budget to come from the associates. You are invited to become an associate if you believe in WOTP and its work. Send $2.00 with a statement of your wish, your name and address, to the World Organization of the Teaching Profession, 1201 Sixteenth Street N.W., Washington 6, D.C. In return you will share in the effort for a world fellowship, and receive useful regular reports of WOTP and its work.

"Only the General Secretary of WOTP can possibly know just how much WOTP needs a good General Secretary," commented Secretary-General William G. Carr. "Someone of great ability who could give full time to the work of our organization would make a tremendous difference in the speed with which we could approach our goals.

"A practical goal for our organization should be to rally our financial resources, increase the scope of our membership, perhaps increase our fees, look for possible support from other sources, and see if we cannot finance a permanent paid secretariat."



"Write this over again — your penmanship is just as bad as it was when you were in my 6-B class."

Henry Boltinoff in *"THIS WEEK"* Magazine.

INDIAN LIFE IN B.C. . . .

Fish Weir on the Cowichan River

by A. F. FLUCKE, Provincial Archives

THE Indian people of the Pacific Coast were mainly fishermen. To such an extent had their cultures been adapted to this food source that one might say their very existence depended principally on the seasonal runs of salmon, which in early days entered the inlets in great shoals and literally choked the streams and rivers of the Pacific drainage basin.

The Indians of this province used many devices for catching fish, depending on whether the fish were being sought in the ocean or in the rivers; on the character of the rivers, whether broad and shallow or deep and rushing; and on the seasonal fluctuations in quantity, whether the fish were massed together in great numbers or were comparatively few.

The Fish Weir

Where the rivers were wide and ran evenly between shallow banks, the fish weir was the most important means of gathering fish in large quantities. The style of construction varied somewhat from one group to another, but generally all were designed to serve the same purpose, i.e., to obstruct the greater part of the river leaving only one or two small openings through which the fish could pass upstream to be trapped in small enclosures.

The Coast Salish people of the Cowichan River area built weirs like the one we see on the cover. In the picture the openings leading into the rectangular corrals are blocked off. During a run of fish, the gates were opened until the corrals were well filled at which time they were closed again and the fish lifted out by means of spears and nets. During a good run, this might be done many times a day.

The weirs were strongly constructed of saplings, and splints of cedar lashed together with roots or lengths of twisted cedar bark.

A different type of weir was used by the people who lived along the seashore. These were built across narrow bays and coves, the tops of the barricades well below high water level. The fish, swimming into the bays over the tops of the weirs, were trapped when the tide fell and could be scooped up by hand or in baskets.

Dip-Net Fishing

Upstream, far from the river mouths, where the waters roared through sheer canyons and gushed over falls into deep pools, fish were taken in large dip-nets, some of which measured as much as eight feet across with handles fifteen to twenty feet long. The bag of this type of net was hung from the frame on loose rings. The mouth was kept open by means of a cord wound around the handle and held by the fisherman. When several fish entered the net, the cord was released, the handle tipped forward and the weight of the fish pulled the mouth of the net closed. On some of the more rugged sections of the rivers, platforms of poles and planks were built out over the water, making it easier to use the nets. Along such sections of the rivers the Indians also used fish traps—long tubular devices, or oblong basket-like containers made from splints of spruce or cedar. The tubular type had a funnel-shaped opening at one end by which the fish could easily enter, but through which it was difficult for them to find their way out. The basket traps were placed beneath

low falls so that the fish, in attempting to jump over, would fall back into the baskets. A series of light lines strung across the tops of the falls offered a further impediment to the leaping fish.

Sea Fishing

When sea fishing, the Indians used lines and hooks in much the same manner as Europeans, except that the lines were of plaited cedar bark and the hooks were made from bent pieces of spruce root to which were bound sharp bone points.

In Indian communities the actual fishing was done by the men, but it was the woman's job to clean and prepare the fish for storage. The heads were removed to be boiled later for their oil, and the bodies of the fish sliced lengthwise into three sections. These were hung in the sun to dry and later strung overhead in the houses where the smoke and heat of the cooking fires could continue the process.

Without the ubiquitous salmon, the native people of the Pacific Coast would have fared badly indeed. Temporarily this was often the case when for some reason the salmon runs were late in starting. At such times many Indian groups were reduced to conditions of famine.

CREATIVE DRAMATICS

Continued from Page 155

press their own ideas freely. These ideas are discussed and evaluated by the class and the teacher, and the best ones are used in the play. Often the shyest pupils will contribute the most original and helpful ideas. The teacher's part is to help the children build up their play by co-ordinating their best ideas. In this way the play becomes a class project, their own creation.

Creative Dramatics is suitable for any age group, and is as valuable and enjoyable for adults as it is for children. In the Summer School of Education at Victoria, a course in Creative Dramatics was given teachers for the first time last year. They learned through taking part themselves, by creating their own plays, building their own scenery, and making their own costumes. Their enthusiasm for dramatic self-expression showed that grown-ups, even teachers, are really just children at heart.

An Art

Creative Dramatics is an art, and should be developed as such. In many educational centres in England and in United States this "art" is being recognized as a potent force in education. Winnifred Ward has established Creative Dramatics in the schools of Evanston, Illinois. Miss Ward, who was Assistant Director of Drama at Northwestern University for many years, has made an important contribution to education in the field of drama for children. Because of its educational, sociological, and psychological values for children, Creative Dramatics has been accepted by UNESCO, for inclusion in the educational programme for Europe.

Creative Education seems to many educators to point the way to the solution of many present-day problems, problems both of the child and of the adult. Greater emphasis is being placed on various kinds of creative work by psychologists, doctors, teachers and social workers than ever before. Creative expression releases tensions and inspires and uplifts thought, thus aiding in the spiritual re-education which alone will build a better world.

We hear a great deal today about effective living. Creative Dramatics provides one of the best possible opportunities for working and playing together effectively. For more effective living the "whole" individuality must be developed. There must be a rounded growth, and Creative Dramatics is a means towards this end.

HOW TO IMPROVE HIGH SCHOOL TEACHING

by RALPH W. TYLER
Dean, Division of Social Sciences,
University of Chicago
as told to Corma Mowrey, First Vice-President NEA

"HIGH school teaching today is as good or better than it was in the past, but it can still be improved if we take advantage of all that is known about effective education," says Ralph W. Tyler, dean of the Division of Social Sciences, University of Chicago.

Dr. Tyler recently conducted a study of the achievement of students in present-day high schools in comparison with high school students of 20 to 30 years ago. A series of tests and examinations written by students of that period were gathered from more than 40 Ohio communities. These exercises were given to pupils in the same grades as those in which they had first been administered.

The results were startling to those who often speak of the "good old days" when high school students supposedly learned more than they do now. In no community did the average score of the present high school students fall below the average of the students 20 to 30 years before. In 80 per cent of the cases, the average scores of the present high school students exceeded the averages of the earlier period.

"Teaching is expected to change the behaviour of students," Dr. Tyler says. "Behaviour in the broad sense includes thinking, feeling, acting. As a result of teaching, students are expected to have ideas they did not have before, skills they did not previously possess, interests broader and more mature than they have had, and ways of thinking that are more effective than those they previously used."

What Are Objectives?

One of the common weaknesses of high school teaching is the complete failure to set up objectives, according to Dr. Tyler. It is more essential to know what ends are to be reached than what content is to be covered and what devices are to be used. A teacher must ask: What does the student need? What kind of behaviour changes should be made? After the desired behaviour changes are determined, then the questions are: What are the ways by which these changes can be made? How can opportunities be given for practicing these changes?

Teachers too often forget that it is the students' own energy and activity that brings about learning. Behaviour is learned through practice under conditions which give meaning to it and which motivate the learner. Too common are schools which have set up objectives such as "skill in problem solving" or "appreciation of literature," and yet have provided no learning experience in which students could solve actual problems, no experience with literature which involves satisfactions and appreciations.

Dr. Tyler emphasizes the need for courage to change current practices in our high schools. High school learning experiences must relate to the objectives sought. What

Recognized goals, a greater variety of learning experiences, and better evaluation are needed in today's high schools.

goes on in the classrooms must have meaning for students. Learning experiences must motivate students to carry them enthusiastically and actively. A student learns what he does, not what the teacher does.

To choose learning experiences that have real motivation for students requires a knowledge of the students, of their interests and concerns, and of the kinds of satisfactions they will get from various types of activities.

Dr. Tyler says that too few learning experiences in the American high school are carried to the point of high-level performances and permanent learning. Learning must be carried to much higher levels if really significant changes in behaving are to be made.

What Is a Good Curriculum?

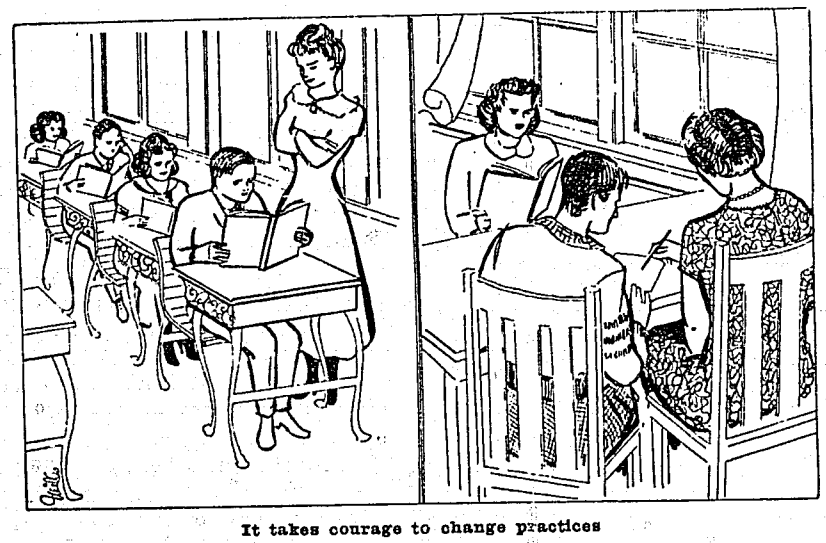
"There is also a distinct lack of variety of learning experiences," Dr. Tyler believes. Students now in high school include those with great verbal facility, those with limited verbal ability, and those between these extremes. Knowing how widely students vary, you would expect that diverse types of learning experiences would be used—verbal, pictorial, auditory, and direct experiences in the laboratory and in the community.

Dr. Tyler points out, however, that few high schools and few teachers actually provide a variety of learning experiences appropriate for the range of the pupils involved. High schools are still advising students who are having difficulty to take more work in the shop, or permitting them to go listlessly and unprofitably through learning experiences that are primarily verbal.

A well-organized curriculum is one in which the various learning experiences reinforce one another so as to produce a maximum cumulative effect in promoting the objectives of the school.

The high school curriculum frequently fails to provide an effective sequence of learning experiences that carries the student to a high level of achievement in the various fields. Many high school courses build upon no previous courses, nor are they followed by courses that develop more deeply and broadly the basic learnings begun earlier.

"For example," says Dr. Tyler, "There is rarely much sequence in high school mathematics. Typical tenth grade geometry does not really build on ninth grade algebra. The same criticism could be made of most other fields. Yet without sequence, the possibility of reaching high achievement through the cumulative effects of several years of learning is lost."



It takes courage to change practices

Evaluation Essential

Many teachers fail to see that evaluation is an integral part of teaching. Evaluation is necessary so that students will not be inadequately taught because teachers fail to judge in advance just what methods will be effective, and so that teachers may guide their own practices by a knowledge of success and failure.

Appraisal and evaluation must not be limited to a few of the more tangible results. A comprehensive evaluation would show to what degree the desired changes in behaviour are actually taking place. This means finding out the changes in students' knowledge, skills, ways of thinking, interests, and attitudes, because these are major objectives. It means that teachers must not confine the testing of students to the information they recall and to specific subject skills they have developed.

The primary purpose of evaluation is to obtain results that can be used for more intelligent teaching. Dr. Tyler emphasizes the need for evaluation measures that will help a student to know how he is doing and how he can do better.

Results of tests, examinations, observations, interviews, and other data on student progress are too often simply filed away and not used. Thus the value of the appraisal is lost.

"The high school of today is better than that of the past, but there is still room for improvement. We have the opportunity to make better high schools by improving high school teaching," concludes Dr. Tyler.

EDUCATIONAL OUTLOOK

Continued from Page 153

1. By having thought through the series of relationships to the point where he can clearly and concisely state his own ideas for others.

2. By talking and writing to the public and to the teachers in an effort to persuade them to think through the sequence of possible changes in society and their effects upon the schools.

3. By systematically providing forums, conferences, and study groups where laymen and teachers together consider broadly what the curriculum should contain to facilitate our progress during the last half of this century.

4. By giving teachers who have translated their awareness of changing society into curriculum guides, the encouragement and working conditions to do an acceptable job of preparing the minds, spirits, and bodies of the young to live in and eventually to direct the society emerging at this mid-century.

5. By providing the type of guidance which will release the creative intelligence that exists in free men. The educational leader does not assemble the public and the teachers for the sole purpose of selling them his ideas, but rather to stimulate and to guide the deliberations so that all the wisdom and imagination available in his community will be harnessed to work on the problems of school advance.

6. By encouraging citizens, once they have cooperated with educators in working out the broad potential functions for the school, to pass the legislation and to provide the finances needed to translate into action the public's understanding of a new school program.

Man Can Control

As we pause at mid-century, to view the future, we must remember that the shape of things to come is primarily within our power to control. In the short run, unpredictable natural forces and unforeseen social behaviour may temporarily halt our progress. But over the long run, men are more and more able and willing to use intelligence and education to achieve their dreams of a better life. We need to keep clearly in mind this simple fact that what we do or fail to do today determines what will unfold tomorrow. Because we can within broad limits use education to make the future of this century what we will, it is necessary that our educational outlook be realistic and courageous.

Education For The Asking

By E. G. PERRAULT,
Information Officer, University of British Columbia

Do you know that the University of British Columbia Extension Department is a veritable source of teaching aids? Read this article to find out to what extent.

MANY requests arrive in the University of British Columbia Extension Department offices each month from teachers and others connected with various fields of education. Often their letters indicate a vague knowledge of Extension services and they are surprised to discover that the Extension Department is a veritable treasure house of education aids.

Strictly speaking the major function of Extension is education. Staff members spend weeks at a time giving short courses and demonstrations throughout the province. Evening classes and correspondence courses meet the needs of an increasing number of people. Even the visits of University speakers to the communities can be construed as education since the topics chosen are invariably of an informative nature. These are examples of education functioning directly and the Extension can assist some thousands of people each year in this manner.

There is a more important application of educational resources than this however. If the Extension Department can assist a key person in improving his or her educational technique, or can provide educational aids of a specialized nature, then the effectiveness of the Extension service becomes multiplied. Teachers, community centre leaders, play school instructors, discussion group chairmen and all others who function in an educational capacity can carry the resources of the Extension Department to classrooms and meeting halls, and thus to an immeasureably larger group of individuals.

The major responsibility of the Extension Department is to make its educational services available to as many as possible. Quite frankly teachers and educators are an essential part of any Extension program and Extension officials do not hesitate to acknowledge their indebtedness to individuals who, in the past, have brought the Extension services to the attention of their classes either through using the services themselves or telling others how they may use them.

Illustrative Material

What are these services? This question could best be answered in catalogue form. What do you need, as a teacher, or a group leader to make your lectures more interesting? How often do you need illustrative materials or specific information? Do you wonder, from time to time, if a new discussion technique might not revitalize a flagging lecture period?

If these are some of your concerns you may wish to avail yourself of Extension services in the near future. Have you a use for films or film strips, for instance? The Extension Visual Aid Service has a library of more than fifteen hundred films and film strips as well as a large collection of slides. For a nominal cost you can obtain visual material on an amazingly wide variety of subjects. Slides, film strips, and motion picture projectors are available and if

your area is not serviced with electric power, generators are provided, all at a cost that barely covers the maintenance and shipping of the materials.

What of discussion groups? The discussion group technique is specialized in many respects, yet many educators regard it as a most effective way to develop original thinking and self expression; in its effects as an educating medium it compares with the university seminar system. The Extension Department can provide short demonstration courses on discussion techniques under the supervision of trained staff members.

Have you a place for fine arts —theatre for instance? Is there a drama club in your school or community? Do you need plays, pointers on theatre production, make-up, or any other aspect of theatre from the construction of a playhouse to the organization of ticket sales? The Extension Department can render you an invaluable service here.

Discussion group courses on art and music appreciation in printed form and supplemented with film strips may be of particular value to you. There is a phonograph record loan service with a limited number of classical and semi-classical records, many of them suitable for youthful audiences.

enhanced with reference to such radio programs as Citizen's Forum, and National Farm Radio Forum. The provincial secretaries of both these programs have offices in the University Extension Department. They will send information and discussion outlines upon request.

Pamphlets and information can be obtained in quantity on subjects related to home economics, handicrafts, parent education, arts, agriculture, current affairs and co-operatives. A membership in the Extension Library entities you to borrow books personally, or by mail from the University's 300,000-book collection.

VISUAL EDUCATION SERVICE, U.B.C.

Take your choice. This pamphlet selection is but a small fraction of the hundred of topics available through the Extension Pamphlet Service, of the University of B.C.

Short courses

Short courses are given regularly in home decorating, furniture refinishing, dress-making, nutrition, leatherwork, block printing, metal-craft, puppetry, weaving and pottery. Many of these crafts may not have direct application in the classroom, but the need for club activities is a perennial one and some skill in the arts and crafts is bound to be useful in organizing extra-curricular activities.

Civics and citizenship courses can be

P.-T.A. Programs

One service that has proven both popular and practical is an assistance program for P.-T.A. groups. Films, study aids, pamphlets and discussion kits especially assembled for the use of Parent-Teachers' members can be had from the Extension Department upon request.

Teaching entails a process of re-orientation from time to time. New information must be added to course materials. Many

Continued on Page 172

Improved Service Pensions

By STAN EVANS
Assistant General Secretary

BY THE TERMS of the B.C. Teachers' Pensions Act, an actuary's survey of the scheme must be made every three years. Recently the Federation received a copy of the report of Pipe and Eckler, Toronto actuaries, on the scheme as it was in December, 1949.

As was anticipated, the Service Pensions Account had so improved since the last survey three years ago, that the actuary recommended some major adjustments. He offered two plans by which the improvement could be dispersed.

Plan 1:

1. Annual service pension to be a uniform $21 for each year of service.

2. Disability and widow's and dependent's pensions to be related to the service pension as they now are.

3. The cost of the pensions of teachers who retired prior to the advent of the present Act in 1941 be charged to the Service Pensions Account and such pensions to be increased by 15%. (This amounts to about $88,000 per annum at present and is paid for out of the Consolidated Revenue of the Province.)

4. The employer contributions be reduced from 7% to 6% of salary.

5. Other provisions to remain the same as in the present Act.

Plan 2:

1. Annual service pension to be a uniform $24 for each year of service.

2. Disability and widows' and dependents' pensions to be related to the service pension as they now are.

3. The pensions of teachers who retired prior to the advent of the present Act be increased by 30% and this increase only to be charged to the Service Pensions Account.

4. Other provisions to remain the same as in the present Act.

The present basis of calculating service pensions is $1.50 per month for each year of service up to 20 years and $1.00 per month for each year of service over 20 years. Plan 1 would make the service pension $1.75 per month for each year of service. Plan 2 would make the service pension $2.00 per month for each year of service. The following table shows what service pensions would amount to for various periods of service on the three plans.

Amount of Service Pension

Years of Service	Pension on Present Basis	Pension on Plan 1	Pension on Plan 2
30	$40	$52.50	$60.00
35	45	61.00	70.00
40	50	70.00	80.00
45	55	78.75	90.00

Proposed Charges to Service Pensions Account

Plan 1 would place an additional charge for 1951 on the S.P.A. of about $101,000.

Plan 2 would place an additional charge for 1951 on the S.P.A. of about $26,500.

Proposed Changes re Employer Contributions

Plan 1 would reduce the Provincial Government's employer contribution from 7% to 6% of the total teachers' salary bill of the province. For 1951 this would approximate $160,000.

Plan 2 would continue the employer's 7% contribution.

Cabinet Favors Plan 1

The Provincial Cabinet has already gone on record as favouring Plan 1 and intends to draft legislation effecting this. The B.C.T.F. Pensions Committee and the Executive expressed disagreement with this proposal. A delegation comprised of President D. G. Chamberlain, First Vice-President J. A. Spragge, C. E. Milley, chairman of the B.C.T.F. Pensions Committee, R. R. Smith, a member of the Pensions Committee, General Secretary C. D. Ovans and Assistant Secretary Stan Evans interviewed the Hon. W. T. Straith, Provincial Secretary in Victoria on January 3. It was pointed out that even with the proposed increase in Service Pensions of Plan 1 or Plan 2, B. C. would still have practically the lowest teachers' pension of any province in Canada. This statement is borne out by adding the proposed increases in Service Pensions of Plans 1 and 2 to the following table taken from the 1949 report of the Canadian Education Association on the Status of the Teaching Profession. It should be noted that some provinces have increased their pensions since this report was prepared. For instance, the Service Pension in Saskatchewan is now $25 per year for each year of service, to which is added the annuity pension purchased by employee contributions.

The Federation maintains that there should be no reduction in employer contributions until pensions are adequate. Likewise, no additional charge should be placed on the Service Pensions Account, at least until the Account can provide adequate pensions.

Several amendments to the Teachers' Pensions Act which have been endorsed in principle by the membership of the Federation and which have been referred to the Actuary to ascertain what financial effect they would have on the scheme should be

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PENSIONS PAID UNDER PROVINCIAL PENSION PLANS

(Note: All teachers have had 35 years service)

Province (1)	Rate of Teachers' Contribution (2)	SALARY DURING PERIOD DETERMINING PENSION $2500 Female Age 60 (3)	$2500 Male Age 65 (4)	$3000 Female Age 60 (5)	$3000 Male Age 65 (6)
P. E. I.	5%	1458.33	1458.33	1750.00	1750.00
N. S.	—	———	———	———	———
N. B.	2.3—5%	1440.00	1440.00	1440.00	1440.00
Quebec	5%—M 3%—F	1750.00	1750.00	2100.00	2100.00
Ontario	4%	1283.33	1400.00	1320.00	1500.00
Manitoba	5%	1026.11	1269.05	1126.33	1401.90
Saskatchewan	4%	(Figures not available			
Alberta	4%	———	1312.50	———	1575.00
British Columbia					
Present	5%	972.00	1000.00	1058.00	1092.00
Proposed by Plan 1	5%	1167.00	1195.00	1253.00	1287.00
Proposed by Plan 2	5%	1272.00	1300.00	1358.00	1392.00

Source: 1949 report of Canadian Association on the Status of the Teaching Profession

ANNUITY TABLES . . . B.C. TEACHERS' PENSIONS ACT

(Contributions necessary to purchase $10 a month annuity at retirement ages.)

	MALES Retiring Age 65				FEMALES Retiring Age 60			
*Age	Single Lump Sum Payment		Monthly Contribution		Single Lump Sum Payment		Monthly Contribution	
	Former	New	Former	New	Former	New	Former	New
17		475		1.80	454	621	1.93	2.44
18	364	487	1.53	1.87	467	636	2.02	2.53
19	375	499	1.59	1.94	482	652	2.11	2.64
20	387	511	1.66	2.02	496	669	2.20	2.75
21	398	524	1.74	2.10	511	685	2.30	2.86
22	410	537	1.82	2.19	526	703	2.41	2.99
23	422	551	1.90	2.28	542	720	2.52	3.12
24	435	565	1.99	2.38	558	738	2.65	3.26
25	448	579	2.08	2.48	575	757	2.78	3.40
26	462	593	2.18	2.59	592	775	2.91	3.56
27	475	608	2.29	2.70	610	795	3.06	3.73
28	490	621	2.40	2.81	628	815	3.22	3.90
29	502	635	2.50	2.93	646	835	3.38	4.08
30	515	649	2.61	3.05	665	855	3.56	4.28
31	528	663	2.73	3.18	685	876	3.74	4.49
32	542	678	2.86	3.32	705	898	3.94	4.72
33	556	693	2.99	3.47	726	921	4.16	4.96
34	570	708	3.13	3.63	747	944	4.39	5.23
35	584	723	3.28	3.79	770	968	4.65	5.52
36	599	739	3.45	3.97	793	992	4.93	5.83
37	614	755	3.62	4.17	817	1017	5.24	6.18
38	630	771	3.81	4.37	841	1043	5.57	6.55
39	646	788	4.01	4.60	867	1070	5.93	6.97
40	662	805	4.23	4.84	893	1097	6.34	7.42
41	678	822	4.47	5.10	920	1126	6.78	7.92
42	695	840	4.73	5.39	948	1155	7.28	8.48
43	712	858	5.01	5.70	977	1185	7.84	9.10
44	730	876	5.31	6.04	1008	1216	8.46	9.81
45	748	895	5.65	6.41	1039	1248	9.18	10.61
46	767	914	6.02	6.82	1072	1282	10.00	11.53
47	786	934	6.43	7.28	1106	1316	10.95	12.59
48	805	954	6.90	7.79	1142	1353	12.06	13.84
49	826	975	7.41	8.36	1179	1390	13.38	15.31
50	847	996	8.00	9.01	1218	1429	14.96	17.07
51	868	1018	8.67	9.75	1260	1470	16.89	19.23
52	891	1041	9.45	10.61	1303	1514	19.32	21.94
53	914	1065	10.35	11.61	1349	1559	22.44	25.42
54	939	1089	11.40	12.78	1398	1607	26.61	30.07
55	964	1115	12.65	14.17	1449	1657	32.48	36.59
56	990	1142	14.18	15.86	1505	1711	41.29	46.39
57	1018	1170	16.07	17.97	1564	1769	55.99	62.75
58	1048	1200	18.50	20.66	1627	1830	85.48	95.47
59	1079	1231	21.72	24.25	1696	1895	173.96	193.85
60	1113	1264	26.20	29.24	1770			
61	1148	1300	32.91	36.69				
62	1187	1338	44.04	49.09				
63	1229	1380	66.24	73.78				
64	1275	1426	132.69	147.79				
65	1326							

*—Age nearest birthday when contributions made or commenced.

Pensions Act Should be Amended

Herewith are the amendments which the Federation is seeking to have made in the Teachers' Pensions Act at the 1951 Session of the Legislature. The first three were approved by the 1950 Annual General Meeting of the Federation and the others were approved by the Executive.

1. That at the earliest possible date, the employee contributions to the annuity account be raised from four per cent to five per cent which together with the one per cent to the Service Pensions Account will make the total employee contributions six per cent.

2. That the Teachers' Pensions Act be amended to make it possible for an employee who has had at least twenty years of service and then withdraws from teaching, to leave his contributions in the Fund and at the retirement ages specified in the Act draw a pension based on his years of service and his contributions to the Annuity Account.

3. Whereas many teachers have paid into the pensions account large sums in the years when these payments were not subject to income tax; and,
   Whereas such teachers withdrawing from teaching find such items taxable for income at the present high levels;
   Be it resolved, that the Pensions Act be amended to allow the teacher withdrawing from service to withdraw accumulated funds in three annual instalments.

4. That Section 14 (1) be amended by adding a sub-section making it possible for the superannuation allowance to be granted on a basis similar to that in the Municipal Employees' Act, i.e., on an increased amount between retirement age and age 70 with a reduction in the allowance being made after age 70.

5. **Contributions by Substitute Teachers:**
   No deductions to be made if time of teaching is less than 20 consecutive school days. If teaching time is longer than 20 consecutive days, the regular deductions to be made and the 4% contribution to the Annuity Account be estreated until an estreatment of 200 days' contributions has been made under the provisions which became effective on July 1, 1948, and thereafter all contributions to the Annuity Account be refundable but payable only at the end of a school year.

6. **Estreatment:**
   No more than 200 days' estreatment of contributions to an individual's annuity account, as provided for in the regulation which became effective on July 1, 1948, be charged against any teacher during his lifetime of teaching.

7. **Increased Annuity Contributions:**
   That any increased contribution above the basic amount not affect the disability pension or dependent relative's allowance until it has been paid for a period of three years but such provision not apply to death through accident. If within the three-year period, a teacher becomes disabled or dies in service, the annuity portion of the pension or allowance to be calculated according to the basic contribution and the total additional contribution to be refunded.

8. **Investment in Other Than British Columbia or Federal Government Securities:**

That we seek an amendment to the Act which would permit the Trustees of the Teachers' Pensions Act to invest up to 25% of the assets of the fund in municipal bonds acceptable to the Department of Municipal Affairs or other appropriate provincial government departments. (We have received word from the Commissioner of Teachers' Pensions that the Finance Department does not favour such an amendment but appears to be favourably disposed to having the Provincial Government guarantee a 3% interest earning.)

9. **Leave of Absence and Contributions to Annuity Account:**

That if a teacher is granted leave of absence without salary, he automatically be permitted to continue for two years his contributions to the annuity account just as though he were still teaching but for any period longer than two years he be permitted to continue his contributions only with the approval of the Teachers' Pensions Board.

10. **Reinstatement:**

That the Act be amended to give the Teachers' Pension Board the authority to reinstate a teacher whose return to teaching has been necessitated by reasons beyond his control even though he may have taken a refund of his contributions to the Annuity Account, but such reinstatement be conditional upon the individual repaying to the Annuity Account the amount of the refund.

Further, that if this provision is made, no refunds be paid until three months after the application for same has been received.

11. **Loss of Service Pensions:**

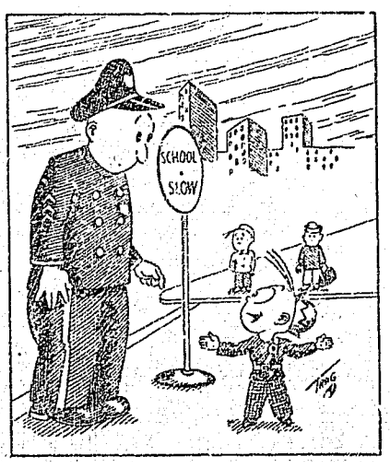
That Section 14 (5) of the Teachers' Pensions Act be amended to limit its application to teachers who are in receipt of an allowance under their own right. (i.e., those in receipt of a pension at retirement age).

The purpose of this proposed amendment is to prevent widows, in receipt of a dependent relative's allowance who return to teaching, from losing the service pension portion of their allowance.

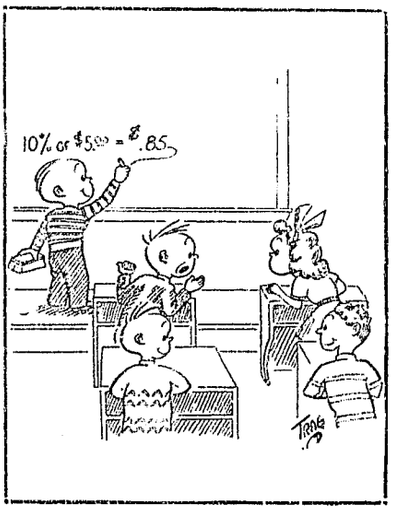
EDUCATION FOR ASKING

Continued from Page 166

teachers embark on long-term programs of self-improvement, either by taking new courses or refresher courses. Once more the Extension Department can help. Correspondence courses, leading to a B... of Arts degree, can be had in Philoso..., English, Psychology, History, Economics, Geography and Education; and evening courses are available in Vancouver in Slavonics, English and Social Work. An increasing number of teachers each year are taking one or more of the Extension Summer School courses—six-week sessions in summer theatre production, short story and play writing, handicrafts, painting and pottery work.



"Okay Sergeant, I'll take over now."



"His Father's a Waiter!"

Are You an Ostrich?

By DONALD COCHRANE

Sixteen men on a course of history
(Yo-ho-ho, and a bottle of ink)
Why they made it so is a my
(Yo-ho-ho, and what do you nk?)

A SPECIALIST, they say, is a person who knows more and more about less and less, until finally he knows all about nothing. So we would naturally expect a history specialist to be innocent of philosophy, and unconscious of science. That explains why the High School Social Studies course pays no attention to the philosophers who say that the basic causes of historical events are not the ambitions of kings or other dictators, nor the ideologies of their followers, but inventions. The historians do not understand the inventions and cannot appreciate their effects on society, so they just omit them. In a curriculum that pretends to "integration," it is curious that such care should have been taken to prevent anything like that happening.

Ideology is a fine-sounding word, and perhaps a useful one, though we got along without it for a long time. This course is mainly concerned with three of them: Nationalism, imperialism and democracy. In discussing them, we must of course leave much unsaid. For instance, it would never do to mention the fact that Canada does not in any way conform to the definition of a "nation." It has neither natural boundaries, unity of race, language, religion or traditions; nor, in about quarter of the population, any desire for unity.

But why is nothing to be said about other ideologies that are very important factors in the present not-quite-perfect state of the world? Christianity, Islam, trades-unionism, socialism, pacifism, and especially communism of the Russian brand—must we keep silent about them, as we do about sex, simply because they are so important?

A great many teachers are imbued with socialistic ideas, and, regulations or no regulations, the true socialist just cannot help spreading his good news of a sure cure for all social ills.

But Communism is more dangerous. There are powerful arguments for it—arguments that have convinced even some important and quite honest scientists. But the historians are quite sure that if we don't mention those arguments our students will never hear of them. The intelligent course would be to drag the whole subject out into the light, and show that we have a crushing answer to everything the Stalinists say. Our present method is about equivalent to sending children out into a smallpox epidemic without allowing them to be vaccinated. A perfect case of the ostrich technique. (The biology teacher tells me that even ostriches are not that stupid.)

Or doesn't it matter? Was Prof. Eastman right when he said that whatever we taught the young people, they would forget before they were twenty-one?

WHERE DOES YOUR FEDERATION DOLLAR GO?

$3.50 to Salary Indemnity Fund.
$1.25 to B. C. Teacher.
75c to Annual Convention.
60c to C.T.F.
30c to Trades & Labour Congress.
10c to Benevolent Fund.
Balance to general federation activities, reserves and Building Fund.

UNCLE JOHN on

PRINCIPAL TROUBLE

My dear Niece:

I'm sorry you don't like your principal, and I agree with you that a principal who is disliked by her assistants has no business running a school. Why did I say "her"? Because I think that has a good deal to do with it. Women often dislike taking orders from another woman. I once worked under a woman principal, and there never was the least friction between us—but the girls on the staff were not quite so contented. The next year she left; and I was principal, and I could not wish for more loyal support than I got from the same girls.

It works the other way, too. I once worked under a man who nagged, bullied and insulted the men on the staff so that they left as soon as they could; but the young and pretty female members of the staff thought he was fine.

What to do about a disagreeable boss? Watch your ethics. Don't say anything to the children, the parents, the trustees, or even the inspector; I have known teachers who did those things, and it only made matters worse. If you are leaving the school, you may tell the trustees and the inspector why; but don't say a word unless you are ready to back it up with your resignation. In my case, I did not say anything in the district; but on my holidays I felt free to discuss the subject with other members of the profession. And anon the principal received a hint from another direction, that it was his business to make the teachers feel that they were working "with" him, not "for" him. Being moderately intelligent, he took the hint, and prospered accordingly.

I think the worst sin of which a principal can be guilty is that of which you accuse yours—disloyalty. A principal may be excused for fighting with his staff, if he also fights for them. But yours doesn't. When you make some improvement in decoration, administration or any other line, she seizes the credit for it; when she makes a mistake, you get the blame. That is absolutely the most perfect way of destroying the morale of the staff. I once saw a very flagrant case of this disloyalty: A young but courageous teacher got into an argument with the Superintendent on a matter of classroom arrangement. She was setting forth ideas which I had heard the principal expressing; but the principal stood by, not daring to say a word, and allowed the young girl to be borne down by the weight of authority. After that, the staff could hardly pretend to respect the principal, and most of them left the following June. Perhaps you had better do the same.

Ever your loving,
UNCLE JOHN.

Quotes and Comments

By THE MAN ON THE FENCE

Thoughts at an Art Conference

At the Art Conference held in Vancouver late in November to discuss the projected revision of the art curriculum, I noted some points of interest with regard to curricula in general. The assembled art teachers, nearly one hundred in number, delivered themselves of a lot of extremely fine and idealistic talk and comment on the state of their particular field of activity, and as the evening went on, a definite and familiar pattern became apparent. It is a pattern that appears wherever and whenever the business of curriculum changing is under way.

There is first lamentation regarding what is being done and sorrow over the results; then there are eager and hopeful words regarding what might be done; and finally great brave words regarding what must be done to save the situation.

I noticed that most of the remarks came from more or less well-trained art teachers operating in schools with fair facilities for an art program, and who, moreover, had reasonable expectations of being able to carry out an expanded program if necessary.

One speaker, prefacing his remarks by suggesting that he felt it wise to introduce a note of contrast to complete the trilogy already represented by repetition and variety, wondered how effective the most complete and informative program, in charge of a theoretically competent specialist, would be in those areas (incidentally not represented at the conference) in which conditions for an art program were unsatisfactory; areas in which the teachers, many of them untrained in art, were attempting to carry out their work under difficulties at times amounting to barriers; areas in which the atmosphere for art work was at best indifferent and at worst inimical. It seemed like a good point.

It is possible that one conclusion regarding the art program might apply to other subjects. The principal of one very large high school put it very very well when told of the idea of an art curriculum revision. He said that as far as his art teachers were concerned he felt that they knew their business well enough to be able to carry on quite successfully without the aid of a regular course of studies.

That is just the point. A well-trained art (or other) specialist, operating in a school with a co-operative administration and a school board able and willing to supply the needed supplies and equipment, does not need a program. And there are doubts about the value of the most elaborate program for a teacher with little training attempting to carry on under some of the handicaps mentioned earlier, as too many frustrated and discouraged art teachers in remote areas can prove.

We seem committed to the idea of a full and very complete course of studies to be covered more or less thoroughly by all teachers, to the idea of prescribed texts and prescribed doses therefrom, with attendant difficulties, as the art conference showed.

Has any consideration been given to a more flexible arrangement whereby principals and inspectors, say, in any given district would be given wider choice of courses and texts to suit local conditions, but operating under a simple outline of topics rather than the fully outlined courses as at present?

New Books

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

Elementary

The Golden Fine Cone, by Catherine Clark; Macmillan; pp. 182; $2.75.

The vehicle used in this story (two children in possession of a magic charm and what ensues) is a commonplace one. The story is not. We have long awaited a Canadian literature. Perhaps this distinctively Canadian fairy story is a sign that that literature is forming.

This is a well told tale, one of the best indeed to cross this reviewer's desk. Not only does it contain an exciting narrative but also one which is told in beautifully imaginative prose. Too many children's books are written by well meaning adults who write what they think children should like. Mrs. Clarke is one of those fortunate beings who never grow up and her writing is the result of a most felicitous combination of the vocabulary of an educated and sensitive adult and the verve and imagination of the young in heart.

It is a refreshing experience to find an author that dares to hint to the young that the world is not yet the sole abode of sweetness and light.

Mrs. Clark's publishers express the wish that they may very soon bring us more of her work. This department heartily seconds that wish.—W. J. K.

* * *

Secondary

The Bells on Finland Street, by Lyn Cook; Macmillan; pp. 197; $2.50.

Teen age and pre-teen age girls will revel in this delightful story of a little Finnish-Canadian girl and her ambition to be a figure skater.

Elin Laukka's ambitions as regards figure skating lessons however, seem beyond her family's means. Fortunately for Elin, her grandfather, formerly figure skating champion of Finland, comes to stay with her parents. How he enables the youngster to get her desire and sets her on the road to eventual stardom makes a thoroughly enjoyable story.

Not the least of the good features of the book is the unobtrusive but steady emphasis on tolerance for other racial and social groups.—M. M. C.

* * *

Personal Adjustment, Marriage and Family Living, by Landis and G. Landis; Prentice-Hall; pp. 392; $2.40.

The keynote to the book may be found in the opening sentence of the preface—"written for people in the teen years." Throughout this text which would be of great use in parts of the new Effective Living course, there is a consistent emphasis on the teenager as a part of a social group. The book approaches the study of dating, courtship, marriage, and family relations in a logical way through a study of the individual and his own personality make-up. However, in no part of the text is the underlying theme forgotten—the well-being of the individual depends largely on happy relationships with the other human beings.

Written in a sane but often outspoken manner, the team of writers present the material of their book crisply and directly. Well-chosen cartoons, clear photographs, and pertinent pictographs hold the reader interest as the textual matter is developed. Teachers will appreciate the questions for review, projects and activities, suggestions for further reading, and lists of new words and terms which follow each chapter. In some chapters, suggestions for socio-dramas have been included—a review technique

which might be well to try with select groups.—G. M. P

* * *

Working With English, by Rennie and Anderson; Ryerson; pp. 252; $1.25.

In this day of slick publications it is refreshing to find a text book designed for use not display. Here is no irrelevant illustration or fancy format, rather a sound, workmanlike text in the understanding and use of the English language.

Designed as a two-year course for grades 9 and 10, this is a combined language usage and grammar text—surely the union many teachers have wished for. Each exercise is planned to take a classroom period of 35 minutes and contains three exercises. Two of these are oral and give practice in a skill or information that the final exercise in each section will test on paper. The lessons have a small quantity of explanatory material, the expansion of which has widely been left to the individual teacher.

Altogether a worthwhile text for teacher as well as pupil use.—S. C. N.

* * *

To You The Torch, by Burwell and Clute; Macmillan; pp. 299; $1.75.

This is a book to "assist young people to understand and practice democracy." A series of stories illustrates in the small things of everyday life the principles of freedom, the rules of law, self-government, etc. Some of the youngsters involved display a wisdom and grasp of things far beyond their years but the stories in the main are interesting and readable. Most of the incidents are drawn from the present scene but several historical and semi-historical tales are used to illustrate and dramatize the beginnings of our democratic way.

There is perhaps a glibness about some of the stories which at times detracts from the concept of democracy and makes it too much a matter of formulae. This is caused in part by the fact that large, or rather, deep concepts are developed very rapidly. Needless to say the deepening of the concept is one that well might be the class exercise and indeed many suggestions are offered to assist toward that end.

In line with current emphasis are sections dealing with the individual's ability to think correctly and efficiently about his problems, the need for Canadians to see themselves as Canadians rather than as racial groups, and the wider problem of Canada's role on the world stage.—B. M. S.

* * *

General

Supervision for Better Schools, by K. Wiles; Prentice-Hall; pp. 330; $5.00.

You will either find this book extremely interesting and helpful or you will be tempted to throw it across the room as conclusive evidence of the decline of authority and the revealed word. We liked it. It is a very complete presentation of the principles that good leaders have always followed and is a direct refutation of the authoritarian approach to the handling of other people.

Mr. Wiles believes that leadership to be effective must grow from the group and that imposed leadership while it may work, never works very well. This does not mean of course, that appointed supervisors are never successful. What it does mean is that the appointee must merit the trust and respect of those under him. Consequently a large portion of the text deals with the techniques for gaining the confidence and co-operation of subordinates.

Specific suggestions are also made in such matters as building morale, promoting leadership, improving staff meetings, selecting and placing teachers, and helping teachers to evaluate their work. Much of the underlying philosophy of the book is closely akin to the Golden Rule and re-emphasizes the fact that in order to lead one must be prepared to serve. Much of the material, especially that dealing with what one might call self-government for teachers, may shock many principals. —V. G. B.

* * *

Christmas Without Johnny, by Gladys H. Carroll; Macmillan; pp. 230; $3.25.

This is a story to please the idealist. It is a well told, restrained tale of a small boy whose parents and teacher are good, honest, well meaning folk but who lack the

time or patience to try to understand the mind and problems of a small boy. This is especially true when he is not a "normal" one but one with rather more sensitivity and weaker physique than the average.

A mother with a younger daughter to occupy her time, a father who is perhaps a little ashamed of a boy who is not as male as he could be and a teacher whose mind is on the subjects rather than the pupils give Johnny a rather thin time of it. He is saved by a series of fortuitous events which spotlight his plight and lead to a happy ending.

In less adept hands the tale could have degenerated into a "tear jerker" of the worst kind. As it is, it is a story to hearten teachers and parents who sometimes wonder if that extra five minutes so often demanded by the young is really worth the trouble.—G. H. N.

* * *

How to Help Your Child in School, by Mary and Lawrence Frank; Macmillan; pp. 368; $3.95.

While primarily written for parents, this book provides valuable background material for the teacher who is not in contact with children other than in a school situation.

Basically, however, the book is written to acquaint parents with the new findings in child study and their consequent effect on school and curriculum. The book therefore assumes that the schools and the teachers have also heard of the new approach and have adapted themselves to it.

To provide the parents with a rounded view of child development through the years from babyhood to adolescence the material is grouped into three general classifications; the physiological bases for behaviour appropriate to a given age, the role of the school, and the role of the family at the particular growth stages.

If you are familiar with books on child development, you will agree with the larger philosophy and attitude of the book. Much emphasis is laid on the twin factors of maturation i. e. readiness to learn and adapt, and the fact that all behaviour is learned. The latter is important since some people, teachers especially, still seem

to think that while there is nothing unusual in a child needing repetition of fact for learning, only innate and total wickedness prevents him from learning how to behave without much repetition.

The book is especially recommended for study groups. It is ample and complete and always easily read and understood. —W. J. K.

* * *

Monarch World Atlas; Copp Clark; pp. 35; 35c.

This is a handy sized, inexpensive atlas put out for the Monarch Flour Company and orders for copies should go to 309 Dominion Bank Bldg., Toronto, Ont.

The major emphasis of the maps is political while a short section in the middle gives a brief explanation of map making and projections. The end papers give area and population figures for countries of the world.

The maps are clear and not overburdened with a multitude of unimportant names but it does seem a pity that the excellent colour printing should have been used to emphasize political rather than physical features.—W. J. K.

* * *

Fiction

Son of a Hundred Kings by Thomas B. Costain; Doubleday; pp. 465; $3.00.

A sincerely written study of a young boy sent from England to his father in Balfour, Ontario. The lad is identified only by this label sewn on his coat. "This is Ludar Prentice. He has no money. He is going to his father in Balfour, Ontario. Be kind to him." The growth of the boy to manhood, his heartaches, failures and love are simply and movingly told.

* * *

World My Wilderness, by Rose Macauley; Little; pp. 244; $3.00.

A seventeen-year-old girl, Barbary, allowed to run wild with the Maqui in France, is returned to her father and his new wife in sedate London society. She finds her place with a street gang of young delinquents. Her mother arrives suddenly from France and uses her charms to win

Barbary back. It is a vivid and poignantly written description of young perplexity and confusion.

* * *

The Nymph and the Lamp, by Thomas H. Raddall; Little, Brown and Co.; pp. 376; $3.00

A Nova Scotian novelist writes of Marina (Sable) Island, inhabiting it with a blond Viking-type radio-operator, a plain yet dynamic girl supposedly married to him, and a romantically inclined second-in-charge. The ingredients sound familiar but the depth of characterization, the superb story-telling mark it as one of the better Canadian novels of the year.

* * *

A Lamp Is Heavy, by Sheila MacKay Russell; Lippincott; pp. 257; $3.00.

A novel based on the life of a Canadian nurse while in training. It is told with humor and complete honesty. The tale is neither a hospital romance nor a career story. It has a lack of sentimentality which shows to us who only see the glow, just how heavy the lamp can be.

* * *

Loving, by Henry Green; Viking; pp. 248; $3.00.

This book was reviewed in the November, 1950 number. Clarke Irwin & Co. Ltd., Toronto, have advised that they also publish this book.

IMPROVED SERVICE PENSIONS

Continued from Page 168

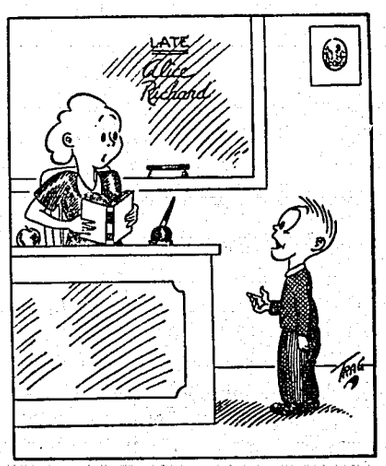
considered before any major amendments such as reducing the employer contribution are brought about.

It is gratifying to know that at long last our present annuitants are going to receive some increase in pension even though it is still inadequate. Those who have gone on pension since 1941 will receive the increase in service pension warranted by their length of service based on $1.75 for each year of service. We have been assured that at least the increases provided for in Plan 1 will become effective on April 1, 1951.

Similarly, the increases provided in Plan 1 for those who went on pension prior to 1941 will apply on April 1, 1951. This is 15% of the present pension based on a single life payment. When the present Act was enacted in 1941, the pension of some of the teachers then on pension was reduced. The method of reduction was to reduce all pensions greater than $50 per month by one-third of the amount in excess of $40 per month, but in no case was any pension reduced to less than $50 per month. It is now proposed to restore this reduction or give the 15% increase, whichever is larger.

Annuity Rates Increased

The Actuary made one other recommendation which has already been acted upon. This is to change the annuity rates with the new rates applying as from January 1, 1951. The revised rates will apply to all who will become new contributors to the scheme on or after September 1, 1951. Likewise, any increased contributions made by present contributors will be on the basis of the new rates. A comparison of the former and new rates is given on Page 169 of this issue.



"And what do I win if I can answer the question correctly?"

B. C. T. F. News

Nominations Re Fergusson Memorial Award

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

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

(3) Nominations must be received by the General Secretary at the Federation Office, 1300 Robson Street, Vancouver, B.C., not later than Wednesday, Feb. 21, 1951.

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

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

Resolutions and Reports For 1951 Convention

The 1951 Convention will be held in Vancouver from March 26th to 29th, inclusive. Easter is early this year and to provide time for the resolutions and reports to be printed and mailed to Local Associations for a meeting prior to the Annual Convention, it is necessary to set February 1 as the deadline date for receipt of same.

Please take note that any resolutions for consideration by the 1951 General Meeting must be received in the Federation Office by February 1st.

Lesson Aids

Please address all correspondence to the secretary. Make all moneys payable to the B. C. Teachers' Federation.

BE IT RESOLVED

Most people make at least one New Year's resolution. But few people ever keep it. May we suggest a resolution for you?

"Be Progressive,
Use Lesson Aids in '51"

Have you tried a comprehensive project lately? Lesson Aids have 14 projects worthy of your consideration. Work with your pupils in an interesting educational activity. Perhaps you would like to try one of these enterprises.

Grade 2, Unit 4 (5c) Our Community.

Grade 1-2, Unit 3 (17c) The Farm.

Grade 3-5, Unit 109 (11c) Swiss Woodcarver's Cottage.

Grade 5-8, Unit 110 (11c) Knife Whittling.

Grade 5-8, Unit 129 (11c) South America.

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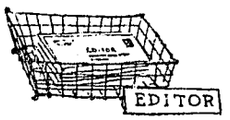
Correspondence

Reply to Donald Cochrane

Junior High School,
Kamloops, B.C.



Editor,
The B. C. Teacher,

Dear Sir: It is with deep regret that I read Mr. Cochrane's article "Bible Reading", in your December issue. Will you kindly give me space for a reply?

The Bible is the inspired Word of God, the "holy Scriptures which are able to make thee wise unto salvation", II. Tim. III. 15. "My word, which shall not return unto me void," Isa. LV. II. Bible reading is then "a means of grace" to those who hear it, unless it be confused by sceptical remarks from the reader, but comments from the teacher in school are not allowed.

Referring to Mr. Cochrane's "test" question 5 (a), David's sin is fully described in II. Sam. XI. In Chapter XII. God's judgment upon this sin is pronounced and Psalm 51 is David's own confession of his guilt. So in question 5 (c), "taking a census," II. Sam. 24, God's judgment again falls, thus leaving no doubt to the intelligent reader of what God, Who judgeth the secrets of all men, thought of His servant's action. Mr. Cochrane overlooks the fact that, as in the Bible, sin is never hidden, so Divine judgment upon it is always pronounced. To ask for a human evaluation is unnecessary, and could be called presumptuous.

In each of the above cases, judgment was tempered by mercy. So also with the "adventures" of the "four ladies" in Matthew I. If the whole of their stories are read in their proper connection, one can humbly say, that God acted towards each of them, as he does to us all according to His own matchless grace. As did the Lord Himself to the woman at the well (John 4). He put first His finger on her sin, thus revealing Himself (verses 16-18). So with the woman brought to the Lord in the temple (John 8), He said, "Let him that is without sin, first cast a stone." The grace of the Son of God stooped to the lowest of humanity, and also judged the accusers.

In question I., the second "lady" did not look out of a window "and lose her son". He was certainly killed, but not by her action. Read Judges 4 and 5.

Question 3(b) is also inaccurate. "A snake in a bonfire". It was a viper, "a venomous beast," which came out of the fire and fastened on Paul's hand. (Acts 28, 1-6). All snakes are not vipers.

Question 2(b): "Give wine to him". Is this a misquotation of Proverbs 31, VI.?

Question 5 (b). Murdering Saul's innocent grandchildren. Judgment fell on Saul's house because he himself had broken an oath between the people and the Lord. David did not "murder" them. He was obliged to hand them over to justice.

One could ask, why is it now that summary judgment does not fall upon those who take the Lord's name in vain, or who quibble at His words, or who put their own "slick" constructions upon Bible facts? Is it not because this is the day of Grace and long suffering (please read II. Peter 2:9) and because the salvation wrought upon the Cross by the Holy Son of God is still free to those who will humble themselves to accept it? Isa. 57:15.

If Mr. Cochrane cares to write to me, I shall be pleased to answer further questions.

Yours faithfully,
F. KATHLEEN LAWRENCE.

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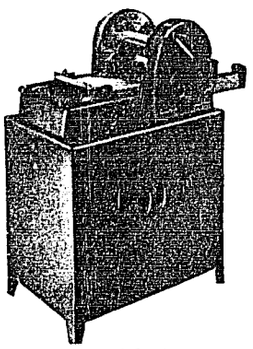

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