

the **BC** *teacher*

VOL. XXX, NO. 5

FEBRUARY, 1951



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Strangers and Afraid

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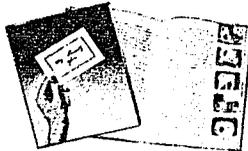
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FEBRUARY,
1951

VOL. XXX,
No. 5.

the BC teacher

Official Organ of the British Columbia Teachers' Federation

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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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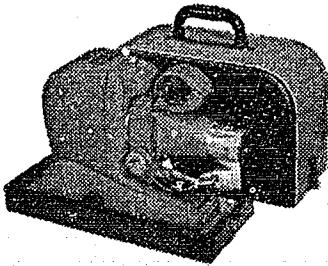
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INDIAN LIFE IN B.C. . . .

Pestle, Hammer and Chisel in Use

By A. F. FLUCKE, Provincial Archives

WHEN speaking about our aboriginal Americans, we frequently apply the term "stone-age culture". Yet it would not be correct to say that their culture was based solely on the use of stone implements. For fishing, hunting and associated activities such as the preparation of flesh and hides, many excellent tools and weapons were made from shell, bone and horn. On the other hand, it would be true to say that stone artifacts played a most important part in allowing the natives of this hemisphere to take fuller advantage of the resources of their environment.

Particularly on the North Pacific Coast, where the skill of woodworking was highly developed long before the advent of European traders, little could have been accomplished in this respect without the use of sturdy stone hammers, mauls, chisels and adzes. With such stone implements, the ancestors of our coastal people attacked the giant cedar trees in order to furnish themselves with a suitable woodworking material and from it made innumerable articles ranging from tiny grease dishes to great sea-going canoes, lofty house poles and immense houses. With the same tools they decorated their domestic equipment with relief carvings of animals, birds, fishes and fabulous supernatural creatures, and with similar designs carved in the round, they embellished the posts and beams of their houses and perpetuated their ancestral legends in tall memorial columns.

The types of tools differed somewhat from one group to another. Generally speaking, the northern coastal Indians

used hafted hammers and straight-handled adzes. On the other hand, the Salish people of the southern part of the province used unhafted, pestle-like hammers and adzes with short, D-shaped hand grips. The cover picture shows one of these hand hammers being used to strike a short chisel.

Almost any of the hard, coarse or fine grained rocks served as materials for the hammers. They were first pecked into rough shape with another hard striking stone and then rubbed smooth with some abrasive rock such as sandstone. At this stage they were considered useable. But that did not mean nothing more was done to them. A hammer of good stone that could withstand heavy blows without shattering was a valuable tool, to be treated with great care and handed down from generation to generation. Many leisure hours were spent rubbing the hammer with the bare hand or with a bit of fish skin until, over a period of years, the surface took on a fair polish.

Even greater value was placed on the chisels, mainly because their manufacture required many more hours of arduous toil. To begin with the right material had to be found, the best chisels being made from nephrite, a species of jade, tough and smooth grained. From a solid chunk of this stone a slender piece was taken by the tedious method of sawing part way through the material with a cutter of sandstone, the process being aided by the application of sand and water to the cut. When the cut was deep enough to insure that the stone

(Continued on page 232)

Strangers and Afraid

By SIR JOHN MAUD,
Permanent Secretary, British Ministry of
Education

THE significance of adult education is simply that it can free men and women from insignificance, from the sense of being powerless and lonely. The Director-General of UNESCO, Jaime Torres Bodet, has suggested that the spiritual loneliness of men and women is perhaps the most important fact about members of an adult education group that their teachers should bear in mind. I think I would place before that sense of loneliness the sense of being powerless. Most of us today suffer from these feelings, and it is the task of adult educators to try to alleviate this suffering.

The English poet, A. E. Housman, wrote some lines which are echoed by people today in many countries, especially those in an advanced stage of industrialization:

I, a stranger and afraid,
In a world I never made.

I believe there is an alternative to Mr. Housman's view, an alternative which is the common basis of the confidence of adult educators that we are significant, that we can help our fellow creatures be significant and cease to feel strangers and afraid.

Dangers of Mass Communication

It is especially important for us to undertake the urgent task of trying to meet this need of a world that is feeling powerless and lonely. There are factors in our modern world which tempt the lonely and

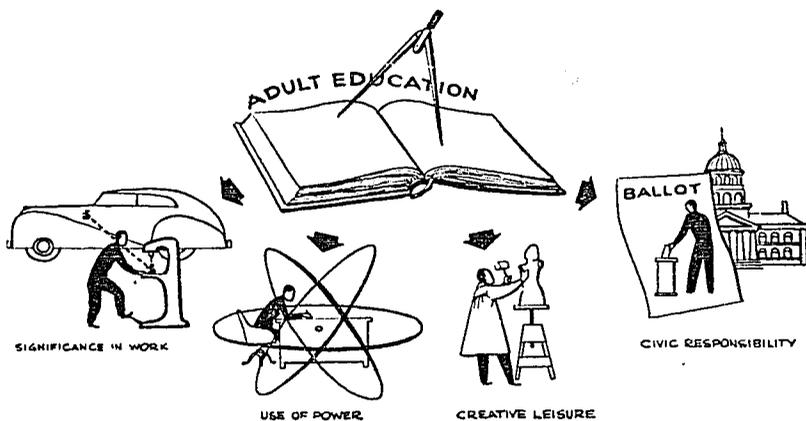
Adult education's task in today's world is to free men and women from the sense of being powerless and lonely.

powerless to find a false escape from their unhappiness, to surrender their manhood and lose their souls, either because the mass-communicators blunt their finer feelings or tempt them to be constantly on the move and consequently unable to find their own souls.

In King Henry V., Falstaff regrets that he cannot be left alone: "I were better to be eaten to death with rust than scoured to nothing with perpetual motion." Rust and perpetual motion—these are two great dangers for all of us and for our adult students.

The clearest example of the dangers which arise from communication is what happened in Nazi Germany, in Fascist Italy, and in Japan, but the danger of a dictator is not the only one against which we have to be on guard today. It is true that when men are lulled into apathy and powerlessness, a dictator encounters no great difficulties because the people have almost surrendered their power of detached judgment. They have almost lost their souls and can be easily swayed.

But even if no dictator arises, all of us are in danger of lapsing gradually into apathy, or, alternately, we find ourselves in



Adult education today must help the people learn how to use the power they have achieved.

perpetual motion. The pressure of the "next thing" that we have to do in some other place to which we must go quickly, deprives us of serenity, robs life of its proper tempo, and prevents us from being significant and creative people, fellows of one another.

Teach Use of Power

In the last fifty years the task of the adult educator has changed noticeably. Fifty years ago, at least in my country, the needs adult education was trying to meet could be summed up as the need for power—the need of the educationally underprivileged—the need for political and economic power, for security, for work, for leisure. All these things were unobtainable unless the underprivileged obtained power, and education was needed to give them that power.

Now, I think, it is true to say that these needs, to a large extent in my country at any rate, have been met. We have got all the responsibility we want; we have full employment; the quantity of leisure has immeasurably increased. From the point of view of fifty years ago, the achievements of today are astonishing.

But now we find ourselves having apparently achieved power but not knowing how

to use it. The need which adult education must meet today is to find significance in our work, to find creative possibilities in our leisure time, and to know how to discharge our political responsibilities as citizens of our countries and of the world. Now the adult educator seeks to help people learn how to use power—and how to prevent the abuse of power by those who control the methods of mass persuasion.

If that is our task, how must we go about our work? There are some obvious and simple principles which I wish to suggest as my answer to that question.

Man Can Be Creative

First and most important, each of us educators must have a philosophy of life adequate in the sense that we believe in man as capable of creative action, as capable of life in fellowship. Whatever the differences between our various philosophies, we in adult education should share this democratic faith that our fellow men and we ourselves are capable of determining affairs, of creating; that despite the general sense of powerlessness, we can learn to live in fellowship, that we do not need to be strangers and alone.

This loneliness from which we in industrialized societies suffer is, in fact, a crea-

tion of our own. The march of civilization has created a loneliness of which our friends in less developed countries are unaware. So the very things that Housman hated most are, in fact, not "a world I never made" but part of our own handwork.

My first principle is, then, that each of us should have his own philosophy of life. Mine is a Christian philosophy. I believe with Augustine that man can be divine, that he is capable of creative action and able to live in fellowship. I do not assume that the entire adult education movement shares this Christian basis for its faith. But each of us must contribute from his own personal faith and unite in believing that man has these capacities. Otherwise we had better pack up and cease to call ourselves educators.

Student is Sovereign

The second principle concerns the student. In adult education the student must be sovereign. In fact, the sovereignty of the student might be desirable in all forms of education. Some would say that in the school teachers and administrators should have the last word. But in adult education I think my fellow countrymen would say, "The customer is always right." Of course that is not the whole story. The customer may be always right, but he must have a shop with goods in it and a shop window. We cannot leave to the students the task of considering the content and method of adult education, simply because he is sovereign and can walk out on us. We must offer him the best that we can, but he is the judge of whether he wants it.

The third principle is that adult education is an end in itself. The search for a philosophy of life is an endless process; it is part of life and an end in itself. There are those who say, though I would not agree, that schooling for the child is only a preparation for life, a means to something later on. But adult education is not justified as a means to anything, but as a part of life itself.

Focus on Small Groups

My fourth principle is that the instrument through which this endless search

can best be pursued is the small group. It is in small groups of all kinds—political, religious, economic, local, women's organizations, trade unions, and the rest—that we learn to have a sense of power, that we learn the art of life in fellowship. That is the great truth on which the adult education movement has always been built.

Not only does this small group help in the process of adult education: adult education also contributes to the life of the group. Insofar as a group engages in some form of adult education, it almost inevitably becomes a better group for its own purpose. That is one of the ways the adult education movement helps to build the kind of democratic society we want in all countries, for democratic society depends on the virility and variety of these groups. Insofar as they are made a focus of adult education, adult education strengthens the community.

But though the small group is the beginning of this search for self-education, it is not the end. Fellowship is possible between

ABOUT THE AUTHOR

SIR JOHN Maud, a member of the UNESCO Executive Board since its formation in 1946, has recently completed a term as the Board's chairman. After graduation from Oxford University, Sir John was a Henry P. Davison Scholar at Harvard. From 1932 to 1939, he was a Fellow and Dean of University College, Oxford, and University Lecturer in Politics in 1938-39. From Oxford he went to London as Master of Birbeck College.

During the war, Sir John became Deputy Secretary and later Second Secretary in the Ministry of Food, transferring in 1944 to the Ministry of Reconstruction as Second Secretary. He is at present serving as Permanent Secretary of the Ministry of Education.

"Strangers and Afraid" is based on the address presented by Sir John at the UNESCO adult education conference at Elsinore, Denmark, in 1949.

groups as well as within them. This is my fifth principle.

The various groups, each developing a particular part of adult education, can cooperate with each other. It is that possibility which makes the end of adult education visible, for the end of adult education is surely the self-education of the whole man. Each of the various groups is helping to influence our education, but if we are to be genuinely educated, all those influences must be harmonized and the various groups must be brought into organic relation with each other.

Problems Are World-Wide

That brings me to my sixth principle. Not only within the national adult education movement must there be fellowship between the various groups; the same organic relationship must be built up between groups of different nations. The adult education movement must become a world movement.

Why do I say that? Because the problems which most baffle us, in face of which we feel most powerless and alone, are almost invariably world problems. They are problems which we cannot solve separately inside the watertight compartments of each nation.

Take food as an example. In the war we learned to treat all the food resources of the allied world as if they belonged to the whole allied world, and not to just the nation which produced them. In 1943, at the first United Nations conference on food and agriculture at Hot Springs, Virginia, all the delegations were unanimous in recommending to their governments that each nation should continue its wartime policy in respect to food after the fighting stopped—that we must go on treating the world as one for purposes of food. To some extent that advice was taken. If everybody had abandoned food control at once, Europe and the rest of the world would have suffered even more tragically than they did.

At the Hot Springs Conference we put on record that the problem of food was inseparable from all the main economic

problems of the world. We asserted that the greatest cause of malnutrition was poverty, and that the food problem could not be solved and people would not be properly fed until we had learned as a world to manage more reasonably those great problems of economics: our employment policy, our import and export policy, our currency policy, and so on. Though poverty may begin at home, it will end only when the world has learned economic and political common sense. That is my fundamental reason for suggesting that the adult education movement must become world-wide.

Some Things to Do

These, it seems to me, are some of the ways in which adult education might become a world-wide movement. First of all, in each national adult education movement we should concentrate on the national aspect of world problems. Our national adult education groups should work, for instance, on such problems as food, population, and employment. Thus we would build up in each nation an increasingly instructed and progressive opinion, so that in each country we shall come to insist on the government determining national policy with due regard for the needs of other nations. Until we bring public opinion to the point, which it has not yet reached in any country, where it will insist on national policy taking account of needs of other nations, even where it hurts, we are not going to solve any of these world-wide problems.

In Britain we have recently found that we could strengthen our own national movement by creating a single organization to supplement the work of the various adult educational institutions. For that reason, we have recently created a national institute of adult education to harmonize the work of the several groups, encourage experiment, and act as a clearinghouse. I do not know whether such an institution would be valuable in any other country, but I am sure it would be easier to link up our national movements into a world-wide movement if there were some institu-

tion in all countries able to speak for the adult educators generally. In other words, do not our national movements need improvement?

People, Not Nations

And I am sure that adult educators from all nations must meet each other more often. The sort of meeting UNESCO held at Elsinore in 1949 is essential if our national frontiers are to be transcended in practice. The more we meet, the more we think of each other as people, and not as nations. One of our present troubles is that we think of people of other nations "in the mass"—the French, the Belgians, the Chinese. The only cure is to meet people who are in fact men and women and incidentally, French, Belgian, Chinese.

And if we could do something about our desperate inadequacy as linguists, our meetings would be even more fruitful. As part of the world-wide adult education movement, I commend the more effective study of languages.

I am also sure that wider and easier enjoyment of the best work of other countries would do enormous service to world-wide adult education. If we could see more of the first-rate plays, films, and pictures produced in other countries, we would realize that not only are problems world-wide; civilization, too, is world-wide—and to be enjoyed.

Use Mass Communications

And what of the mass-communicators who have created the new conditions under



I, a stranger and afraid,
In a world I never made.

which we work? Can we not form a grand alliance with them, so that we can use them in the adult education movement? They are from one point of view the most important adult educators of us all. At present, films and broadcasting and the more popular newspapers do not improve international understanding. I think we must go out and bring in the mass-communicators so that films and radio and cheap publications can be used as tools in the work that lies ahead. The more traditional methods of adult education must be supplemented by more popular methods which touch a larger number of people and therefore have a more evident effect.

We must think of ways in which the UNESCO can be of service in making the adult education movement world-wide. UNESCO can and will do its part in carrying our movement a stage further; but however much it does, we in our own nations and in our own movements must accept the chief responsibility if real progress is to be made.

Adult Education Must Expand

Adult education is and always has been a minority movement. The tremendous achievements of the adult education movement in each nation are due to the work of the few who have had the vision and have inspired their fellows with it. What we must now do is to go forward as a world minority movement. Do not let us be too depressed at the thought that we probably shall remain a minority movement. Most of the best work of the world has been done by such movements.

But no movement that means business can be content with anything less than becoming a majority movement. We must plan for expansion, determined to touch a wider and wider public, until we bring into our movement all those millions who could benefit from it.

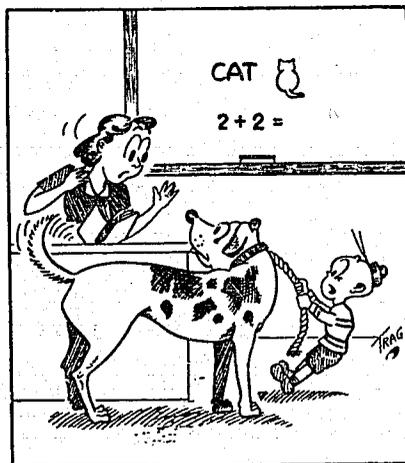
At the same time we must be realistic. The considerable increase in the birth rate in many of our countries means that the children's school program must be given high priority. The needs of economic re-

construction will mean an increasing diversion of resources into the development of technical education. In other words, adult education will have its day, but its day is quite some way ahead.

Prepare for Big Advance

And perhaps that is not a bad thing for adult education. We need time to prepare for the big advance. First of all, we must make the best of pretty bad conditions in terms of buildings, teacher shortage, equipment, and so on. We must pioneer and experiment. And we must consolidate the alliance within each nation and between our various nations and the adult education movements within them.

The one thing we must do above all others in this waiting period is to keep our powder dry—to renew and deepen our personal conviction that this movement has a tremendous task, which it can and will in due course carry out. For me that conviction rests ultimately on the faith that we need not be strangers and afraid, that the world is not a world we never made, and that each of us has significance—because we have the power to take creative action and to live in some degree of love and fellowship with our neighbors.



"Honestly he followed me . . . Can he stay in school? . . . Can he, please?"

What is the Government Going To do About Your Pension?

READ THIS TO FIND OUT

Brief Presented by the B. C. Teachers' Federation to the Provincial Cabinet regarding Pending Amendments to the Teachers' Pensions Act.

The Honourable Members of the Cabinet are aware that the executive members of the B. C. Teachers' Federation are entirely dissatisfied with the proposed amendments to the Teachers' Pensions Act. Specifically, we must oppose most vigorously two proposed steps:

1. Reduction of the employer contribution from 7% of pay-roll to 6%.
2. Transfer of the liability for pensions payable under Section 4 of the Act from the Consolidated Revenue Fund

to the Service Pensions Account of the Pensions Fund.

Our protest is based upon the following points:

1. When the Act was established in 1940, the teachers were definitely assured that the employer contribution would be 7% in perpetuity. This statement was made by the then Minister of Finance, the Hon. John Hart.
2. At the same time, the teachers were assured that the Government would assume responsibility for the Section 4 allowances for the lifetime of the affected teachers.
3. Pensions payable to retired teachers in British Columbia are at present entirely inadequate. They are, indeed, the lowest paid to teachers in Canada. There must

The January issue contained a report of the major recommendations of the Actuary and action taken by the Federation to that time.

On January 23rd a delegation comprised of J. A. Spragge, First Vice-President; H. D. Dee, Immediate Past President; R. R. Smith, Secretary-Treasurer; C. E. Milley, Chairman, Pensions Committee; C. D. Ovans, General Secretary; and Stan Evans, Assistant General Secretary, met the Provincial Executive Council. A reply has just been received (February 17) indicating that pensions granted prior to January 1, 1940, will continue to be paid from consolidated revenue and not charged to the Service Pensions Account as recommended

by the Actuary, but the Actuary's other recommendation of Plan 1 will be carried out.

A meeting of the local Table Officers has been called for February 19th to consider this reply. Local Associations will be advised by circular letter of further developments.

Here is the major submission of the Federation to the Executive Council. It contains the main brief, the Actuary's memorandum of October 26, 1940, and a portion of a letter by the then General Secretary to the teachers of the province. This brief was amply supported by statistics presented by Messrs. Spragge, Milley and Smith who were the principal spokesmen.

be no thought of reducing contributions to the Fund until it is able to pay adequate pensions.

4. The teachers have, since 1941, been making a voluntary contribution to the Service Pension Fund, to assist in the maintenance of what is traditionally the employer's contribution to the fund. The teachers are now exploring other methods of improving their own pensions by tightening various provisions of the Act. If these efforts by the teachers are now nullified by partial withdrawal of employer contributions, the confidence of the teachers in the scheme and in their government will be gravely undermined.

5. The report of the Actuary upon which the proposed amendments are based is in reality only half a report. The Actuary was asked to answer a number of questions posed by the teachers concerning possible methods of effecting economies in the operation of the fund. Any major change in the financial support of the fund which is made before the Actuary has answered these questions is premature and based on incomplete information.

6. The amount of the Government's present 7% contribution to the Fund is not excessive. It amounts to a smaller proportion of Provincial revenue today than it did when the Act was established. If the Cabinet in 1940 was willing to undertake a contribution that amounted to more than 1.3% of its total budget, it should not now be unwilling to make a contribution that amounts to only 1% of the budget. It has been suggested that military considerations necessitate Government economy. Yet we are now only in a state of threatened war, while in 1940 we were directly involved in open war.

7. The amount of the Government's contributions does not represent money actually paid out in present pensions. It is a contribution to a reserve fund. The very existence of this reserve fund is of benefit to the Government itself. The reserve is invested in British Columbia Government bonds, and this greatly facilitates the Government's own financing and bolsters the Province's credit position.

8. The Actuary, in his present report, suggests that rates of benefit must be amended from time to time in accordance with the depreciated value of the dollar. The amendments now proposed make only a feeble gesture in this direction.

9. The small increase in Service Pensions provided in the proposed amendments is partly offset by the proposed rise in annuity rates. Hence, the real benefit to the teachers is much less than it appears.

10. The teachers have received repeated assurances from the Government that amendment of the Pensions Act would always follow consultation between the parties concerned. Yet here we are faced with a unilateral decision based upon considerations of Government economy alone.

The Teachers' Federation therefore strongly urges that the Act be amended in terms of the Actuary's plan to which he refers as Balance Sheet C, rather than that to which he refers as Balance Sheet B.

Most emphatically we urge that Section 4 allowances remain a charge upon Consolidated Revenue. Any other course would be construed, and rightly so, as an outright breach of contract.

In making these recommendations we contend that we are only asking the Government to uphold commitments that were definitely made on the floor of the House by a responsible minister when the Act was first introduced.

Respectfully submitted on behalf of the
B. C. Teachers' Federation.

J. A. SPRAGGE,
First Vice-President.

C. D. OVANS,
General Secretary.

Re British Columbia Government's Obligation to Pay Pensions of Those on Pension On October 31, 1940

Victoria, B. C.,
October 26, 1940.

Memorandum containing the plan set out by the Honourable the Minister of

THE B. C. TEACHER

Finance, for placing the Teachers' Pensions Fund upon a sound financial basis.

On October 25th a conference was held with the Honourable the Minister of Finance, by S. H. Pipe, F.A.S., Actuary, and Mr. H. Charlesworth representing, unofficially, the teachers.

As a result of that conference a memorandum was drawn up by the actuary, after consultation with Mr. Charlesworth, containing the decisions arrived at by the Government as to the help which it would give towards placing the above fund upon a sound actuarial basis.

The memorandum, dated October 25th, was presented to the Honourable the Minister of Finance, on the morning of October 26th, and the Minister made certain changes in the memorandum of October 25th and requested the Actuary to furnish a clear copy of the amended memorandum. He agreed to do this immediately upon returning to Toronto. The amended memorandum is as follows:

"The Minister stated that the Government would assist the Fund to the following extent:

"(2) It would pay the pensions during the lifetimes of those on the roll on 31st October, 1940, for amounts agreed upon with the teachers' representatives."

"Respectfully submitted,
"S. H. PIPE,
"Actuary."

Re Teachers' Pensions

From Letter to Teachers of British Columbia by Mr. Harry Charlesworth, General Secretary of the B. C. Teachers' Federation, in the November, 1940, edition of THE B. C. TEACHER:

Vancouver, B. C.,
November 18, 1940.

To the Teachers of British Columbia:

Dear Sir (or Madam):

In his budget speech in the Provincial Legislature on Friday last, the Hon. John Hart, Minister of Finance, gave some particulars concerning the proposed amend-

ment of the Teachers' Pensions Act. These have received publicity through the press, but it is essential that all teachers should have accurate information as to the proposals that were outlined. As far as general policy and principles were concerned, they were specific and definite. They admit of no misunderstanding.

It should be remembered by all teachers that this proposed plan of dealing with the Teachers' Pensions Act has been arrived at only after a long series of conferences, and after prolonged negotiations with the Government and the Actuary. This plan is not the only one which has been considered. Many others have been worked out in detail, but have had to be discarded after investigation has proved them to be unacceptable by virtue of the obligations which would have had to be assumed by the various parties involved.

The proposed plan for dealing with the situation was announced by the Minister of Finance and is as follows:

1. The Government of the Province would pay the pensions during the lifetime of those on the present pension payroll, for such amounts as will be finally decided upon.

3. To make good the liability in connection with pensions to active teachers, and to provide for future costs in this connection, an amount equal to 8% of the teachers' payroll is to be paid into the fund, this percentage to be provided as follows:

(a) The employers—that is to say, the School Boards—will be required to pay into the fund a sum equal to seven per centum of the teachers' payrolls, in perpetuity.

(b) The teachers, in accordance with the action of the last Annual Meeting of the British Columbia Teachers' Federation, have volunteered to contribute one per centum of their salaries for a period not exceeding twenty years.

Yours truly,

HARRY CHARLESWORTH,

PENSIONS FOR ALL

By CHUCK BAYLEY

JUST a short year from now, our old folks from coast to coast in Canada, are going to get the financial lift they've needed and deserved for years.

At that time, the Canadian government will institute universal old age pensions for citizens 70 years and over. The provincial governments will start paying pensions to persons 65 to 69 years of age who qualify under the present means test. Right now Ottawa is awaiting approval of the provinces to amend the B.N.A. Act giving it constitutional authority to administer the scheme.

As this far-reaching social reform affects everyone, I have assembled for today's column, information from Arthur Laing, M.P., for Vancouver South, from the Department of National Health and Welfare and B.C.'s Old Age Pension Board.

Federal Government Ready

Currently, Canadians over 70 years of age receive a \$40 a month pension if they can qualify under the means test. Of this, the federal government pays 75 per cent and the provincial 25 per cent. Some provinces pay a cost of living bonus at their own expense. B.C. grants an extra \$10 a month, pays medical expenses and drugs for our senior citizens.

For years Ottawa has been under terrific pressure from all segments of Canadian society to grant pensions irrespective of needs and means. But because Ontario and Quebec have refused to concede a provincial right granted them back in 1867, the federal government has shied away from instituting universal pensions.

At the last regular session of Parliament, a 40-member joint committee, of which Mr. Laing was a member, examined the total problem of old age security. On its findings and on the recommendation of

his advisers, Prime Minister St. Laurent informed the recent conference of provincial premiers that his government is prepared to go ahead with the pension scheme.

Mr. St. Laurent asked the provinces to delegate the necessary authority through an amendment to the B.N.A. Act. While premiers approved, they wanted concurrence from their legislatures. Ontario's has been received and the others are expected soon.

Benefits and Costs

All Canadians, 70 years and over, and having 20 years' residence in Canada, will receive \$40 a month from Ottawa. This would be a 100 per cent federal proposition paid for and administered by Ottawa. If any province wishes to give supplementary aid, it can do so at its own expense.

All Canadians, 65 to 69 years of age and filling certain residence qualifications, and in need according to the present means test, will get \$40 a month from their provincial government. The cost will be split with Ottawa, but if a bonus is paid, the province pays the extra.

The parliamentary committee recommended a pay-as-you-go plan as the most easily started, collected and administered. By this, a fixed levy, probably two per cent of an employee's earnings with an equal contribution from the employer, would be made. In all likelihood, this levy would be made between certain limits, say \$500 to \$2000 annual earnings.

By all appearances this levy seems a tax for a specific purpose. While it may be called a contributory scheme, each person paying will not have a separate account. All collections will go into one fund.

You might be interested to note this. To get \$40 a month from an annuity starting at 70 years of age, a man would have

to invest \$4,690 and a woman \$5,500, while a couple would have to invest \$10,190.

Bonus a Problem to B.C.

Let's take a look at the situation in British Columbia.

About 32,000 are now receiving a pension even under the means test. Another 45,000 will be added under universal pensions. Another 20,000 will begin to get assistance when pensions are granted to the 65 to 69 age group.

The B.C. Government is doing a lot of thinking on the subject right now. Will they continue to pay the \$10 a month bonus, hospital insurance, and medical care to the whole group from 65 up, or just to those who qualify according to need, or to nobody? This is an \$11,000,000 question because that's what the bonus and extras alone will cost the first year and more the succeeding years.

Money doesn't grow on trees but neither do votes. With 32,000 people now getting the extra assistance and needing it, the government will probably sharpen many pencils either before dropping the bonus or giving it to all.

Alberta is going to pay the bonus but Alberta's in the oil.

Profound Influence

I hoped to indicate how universal pensions might affect the average local resident. The simple "Pay and Get" scheme will have profound effect on savings plans.

Pensions at 70 will influence your purchase of annuities and life insurance. They will bring into prominence a "period certain" from 60 or 65 to 70, for which you are likely to protect yourselves. They will probably slow down the spread of company superannuation plans. They will probably cause governments to look at their superannuation schemes for civil servants.

Over and above the economic aspects will be the psychological considerations. Security in old age, even at a modest standard but backed by a whole nation, is in keeping with human dignity and self-respect.

Fears of Applicants

The fears old folks have about applying

for an old age pension are generally founded on rumor and incorrect information. They need not worry about humiliating investigations, any demand to dispose of treasured possessions, or a levy against their property.

Actually the getting of an old age pension is a straightforward procedure. Applicants must provide proof of age and residence. They must also be in need because pensions as they are now, are a form of social assistance.

Today's story will interest those who have a foggy notion about old age pensions. You will remember, however, radical changes are promised. Next year, citizens over 70 will get the pension as a right, and those between 65 and 69 if they are in need.

Federal legislation started old age pensions in 1927. By the act, Ottawa shares basic pension costs with the provinces which handle the administration and provide supplementary assistance.

Regulations governing pensions result from federal and provincial agreement. They are clear-cut and definite. Thus the

ABOUT THE AUTHOR

Chuck Bayley is well known to many teachers in Vancouver where he is a staff member at Kitsilano Junior-Senior High School. His interest and ability in writing and his willingness to undertake "just one more job" has brought him to the limelight on several occasions.

Readers of "The B.C. Teacher" may recall the Convention News inserts. These were mainly Chuck's work. He prepares "Kitstaff", the staff weekly news sheet at Kits. Last year his work in community affairs in his home district of Kerrisdale brought him in contact with the editor of the Kerrisdale Courier. Yes, you guessed it. He now has a "for free" column in this community newspaper titled "Have You Heard?"

It's a long time since we have heard such a straight forward explanation of Old Age Pensions so we sought and obtained Chuck's permission to reprint his two columns devoted to this topic.

Old Age Pension Board must grant pensions to those who qualify and turn down those who don't. Actually, while the worry of being denied a pension bothers applicants, they need never have an unpleasant experience with a case worker who must check their application.

Age and Residence

Applicants must submit proof that they are 70 years of age. This is simple for some, difficult for others who came here years ago from some hamlet miles and miles away.

A birth certificate or a copy of an entry in county, parish, city, or state records is best proof. The Board, however, will accept a notation in the family bible or an entry giving age made in the records of a hospital, institution, or the immigration. They are not fussy about taking ages given on marriage certificates.

Applicants must also show they have 20 years continuous residence in Canada. While this clause is interpreted liberally, some people have been rovers and scarcely know where they have lived. Again, the Board will accept almost any kind of authentic evidence.

The Means Test

The means test is the trouble spot of our old age pension system. Pension authorities and governments have been damned in no uncertain terms because of it.

An applicant without means gets a \$40 a month basic pension, plus \$10 a month cost of living bonus, plus hospital insurance, plus medical aid and drugs.

But old folks with some means do not get the pension automatically. The Old Age Pension Board must apply a certain formula. This shows what income can be obtained from a bank account, bonds, and property. If the applicant's income is below a certain amount, he gets a full pension. If it is between certain amounts, he gets a part pension. If it is above the limit, he doesn't get any.

Income and Pension

A single person with an annual income of less than \$120 gets full pension. He gets a part pension if his income is between

\$120 and \$600. But if his income is over \$600, he doesn't get any.

A married person with only the husband or wife applying, is allowed \$600 a year. He gets a part pension between \$600 and \$1080, but none above that mark.

A married couple with both husband and wife applying for a pension, are only allowed \$120 income. They take a part pension up to \$1080 and none above that.

It is interesting to note that many people are anxious to receive even a part pension. Then they get the cost of living bonus and the extra assistance. The lowest pension being paid here is 46c.

Figuring Out Income

Here's how the Board works out assets in terms of income.

Money in the bank, in bonds, or in life insurance is treated this way. The first \$250 is not counted. The balance is considered as if it were invested in a government annuity. Take a man with \$1250 in bonds. The Board does not say sell them. It does say \$1000 could give the man say \$102.35 a year from an annuity. If that's his total possible income, he gets a full pension.

A house or other property is looked at this way. The Board takes five per cent of the assessed value as income. If an applicant has a \$6000 home, the Board does not order it sold. It says this equals \$300 a year income, and gives a part pension.

The total real and equivalent income determines whether an applicant gets full pension, part pension, or no pension. It is a matter of arithmetic.

Recovering Pension

Many people believe the government recovers pension grants from the estate of a pensioner. Here is what's done.

The first \$2000 of an estate plus other charges such as burial, medical expenses or the like, are exempt. The government is then permitted to recover the pension assistance given. However, the beneficiaries can ask the Board to waive its claim. And it generally does so, provided the claimants can show they have given "loving care" to the pensioner.

They Want To Be Healthy

Contributed by the Staff of South Okanagan Health Unit, Kelowna. Dr. H. L. B. Zeman, Director.

IN KELOWNA, one of the urban centres of the South Okanagan Health Unit, the Junior Red Cross organization of the Junior and Senior High Schools, during the school year 1949-50, have shown a keen interest in the public health services of their community. The enthusiasm displayed by these 'teen-agers, and the manner in which they handled their projects, were equal to any of the service clubs and other organizations of the city. Kelowna can well be proud of her future citizens

From the viewpoint of the public health staff, it is gratifying to have a community organization participating in such health projects. We are well aware of the need for more widespread knowledge of the public in the functions of the local health services and we feel that the Junior Red Cross organization of the high schools is an excellent example to other community groups.

Dental Education Program

The dental education program was perhaps the most outstanding project. The Inter-High Junior Red Cross Council, consisting of representatives from each of the high schools in the district met with Dr. Zeman, the Director of the Health Unit; Mrs. Beard, Consultant in Health Education from Victoria and Miss Oxley, the Public Health Nurse, for the purpose of obtaining the necessary information to begin. A lively discussion at this first meeting was indicative of the campaign to follow. The junior citizens set out on their program by distributing pamphlets and other information among the school population. Films were periodically previewed by the Council and then shown at the various schools throughout the district. During the school year much needed funds were raised by the sale of apples in the school instead of soft drinks and candy. The value of apples as an in-between snack which acts not only as a mechanical tooth

(Continued on page 219)



Secretary Hisako Matsuda reports to the Junior Red Cross Council of the Kelowna Senior High School on the Health Projects. Sitting in on the Council meeting are Principal J. Logie, Sponsor C. Bruce and Inspector A. S. Matheson.

'Listening In' In Rural Schools

By GORDON FREW, Principal, Sunningdale School, Trail, B. C.

THE following method employed in making use of school broadcasts was carried out in a school where the three intermediate grades are in one classroom. The school is new, and there are several advantages, such as space and electrical outlets, but no doubt the same procedure with modifications or changes could be used in other classrooms having three or more grades, or possibly, in rooms where a single grade is divided into groups. The purposes and procedure are suggestive only: each teacher's solutions to his own special problems will be just as worthwhile.

No attempt has been made to discuss the use of specific program content. This will vary according to occasion and the teacher's aims. The details have been drawn up in outline form in order to make the scheme more flexible.

Pupils' purposes and reasons for liking this method:

- (a) They discover new and different methods of working together.
- (b) They come to realize the necessity for planning in advance.
- (c) They find it an interesting method of gathering information which is related to their own lives and school work.
- (d) It gives them a feeling of responsibility.
- (e) Classroom work is varied.

Teacher's Purposes:

- (a) It helps train the child to pick out important facts and worthwhile information.
- (b) It varies the approach and teaching of the subjects concerned.
- (c) It gives opportunity for teacher-pupil planning:

- (i) Using the School Broadcasts Bulletin as a guide, the teacher and pupils discuss listening plans and listening activities;
- (ii) Eventually, the teacher accepts the plan or suggests revision of certain parts.

(d) It gives an opportunity to assign reports which are readily accepted by the pupils. These are justified by the fact that this will be of interest to others in the class who did not listen.

(e) Correlation (apart from actual broadcast content):

- (i) Language: reports; gathering information before the broadcast and writing up the program for presentation to the other classes;
- (ii) Reading: interpreting the material presented;
- (iii) Spelling and Vocabulary: making lists of new words;
- (iv) Arithmetic: making up charts and radio time-tables; working problems based on material heard;
- (v) Science: Elementary electricity associated with the radio or radio station;
- (vi) Music: songs of other lands, and other broadcast music;
- (vii) Social Studies: the group work on the listening activity will provide means of achieving many of the most important goals of the Social Studies program;
- (viii) Safety: having pupils realize the dangers in using electricity carelessly;
- (ix) Art and handwork: preparing radio announcements for the Bulletin Board, or preparing material to include in a report.

Procedure:

(a) Give the pupils an understanding of radio. Some programs may be simply for amusement, while a great many, though entertaining, are used as a means of gaining worthwhile information.

(b) Teach the pupils how the radio operates. The work should be suited to their level.

(c) Give the pupils the school broadcasts bulletin. Show them how to use the bulletin and plan according to their suggestions, but guide the first planning.

The pupils will not choose all the programs, but sometimes they will choose a program not listed for their grade level. Should this happen it is presumed that they are interested, and will probably gain more from this program than one in which their interests are not so great. Use the chosen program!

(d) Divide the class into groups. The pupils can select leaders within the class or within each grade. The groups are then held responsible for certain information and work on their program. The work may be done as follows:

- (i) One pupil writes asking for information and pamphlets pertaining to the program;
- (ii) Pupils collect pictures;
- (iii) Other information which may lead to a better understanding of the program is gathered;
- (iv) The group or class responsible for the program writes up a report to be presented to the class;
- (v) A short written story or summary is prepared for the radio diary.

With the different classes it may be necessary to have the listening group leave the room to hear the program. The above suggestions provide for this, as the broadcast will be covered thoroughly beforehand. In the event that all classes listen to the program, the teacher might summarize with the class to correlate gathering and writing up information. This method also saves time.

(e) Make a radio booklet in which stories and pictures will be kept as the programs continue.

(f) Have the pupils make a radio timetable so that they will know which program each group is to prepare and report on. This is made on the blackboard or a piece of paper. A piece of newsprint 24" x 36" is preferred because it can be moved about the room and is more easily seen than a small time-table. Rule off the space as for a calendar, placing the date in the upper left hand corner of each square and leaving the remainder of it for necessary remarks for the individual assignments.

(g) The teacher may wonder where such a program could be carried out. The classroom will be used as much as possible, but it may be necessary to use halls, basements, cloakrooms, offices or music rooms. Many of these rooms do not have outlets. The best thing to do is ask your School Board for extra outlets or have them supply rubber coated extension cords which will stand a lot of use.

(h) Related Activities:

(i) Collections

- pictures
- specimens
- sand-table projects
- models.

(ii) Charts

- time-table
- pictures depicting certain programs which are built around a central theme. The chart may be made of pictures or writing or both. The following chart uses both words and pictures:

| What they are | | |
|----------------------------|------------------------|---------------------------------|
| Where found | | Food they eat and how they live |
| How conserved | BEAVER | How caught |
| Value to man, floods, etc. | | Use of furs |
| | Revenue to the country | |

Governments Report Views On Equal Pay for Women

Eleven countries have informed the International Labor Office that they would support the adoption of an international convention designed to guarantee equal pay for women. (Austria, Belgium, Chile, Cuba, Czechoslovakia, France, Israel, Mexico, Phillipines, Poland and Turkey).

The question of equal remuneration for work of equal value is slated for a first discussion of the ILO's general conference this month at Geneva. Governments made known their position on the equal pay problem in response to an ILO questionnaire which was sent to the Organization's sixty member states.

Nine governments have gone on record in favor of the adoption of a less binding recommendation. (Argentina, Canada, India, Luxembourg, Netherlands, Pakistan, Sweden, Switzerland and Syria). Luxembourg favoured a recommendation and added that it would not oppose a general convention if the Benelux countries and parties to the Brussels Treaty agreed to one. The Netherlands noted that it wishes to await the outcome of the June discussion before deciding finally on the form the regulations should take, but expressed a preference for a recommendation.

Of the 26 replies received from governments, Finland stated that the question of equal pay seemed inappropriate for international regulation at present. Subject to this observation, it would agree to the adoption of a recommendation.

The United Kingdom expressed its support of the principle of equal remuneration for work of equal value but noted that circumstances made it impossible to apply it at present. It asked for a thorough discussion of the problem at the June conference before taking a position on the form and scope of the regulations.

The Union of South Africa also reserved

its position until the terms "equal remuneration for men and women workers for work of equal value" had been defined.

Bolivia, the Dominican Republic and Ecuador did not answer the questionnaire before the deadline for publication but provided general information on relevant legislation in their countries.

Fifteen governments replied in the affirmative to the query whether equal pay for equal work should be defined as "signifying that wage or salary rates should be established on the basis of job content" without regard to sex. (Argentina, Belgium, Canada, Chile, France, India, Israel, Mexico, the Netherlands, Pakistan, Phillipines, Poland, Syria, Switzerland and Turkey). India, the Netherlands and Switzerland accepted the definition with reservations.

Six other governments proposed various definitions for equal pay for equal work. Five of them agreed that remuneration should be fixed without regard to sex. (Austria, Cuba, Czechoslovakia, Finland Sweden).

Luxembourg stated that while it would not oppose the inclusion of the non-discriminatory principle in a recommendation as a guide to future progress, it would make formal reservations regarding its inclusion in a convention, should one be adopted.

The United Kingdom said that none of the three possible definitions studied by the ILO in its preliminary report was sufficiently precise for an international definition. It asked for a full examination of the point at the Conference.

The questionnaire also asked governments to state their position on the scope and methods of application of the principle, and measures to facilitate its application.

Reprinted from *The Trades and Labor Congress Journal*, July, 1950.

Our Dead Language

By DONALD COCHRANE,
Gibsons.

PART of this is a lesson for elementary grades studying Indian life and the fur trade; part of it should be carefully concealed from all students of grammar, and especially of French.

The Hudson Bay men who built Fort Vancouver (do you know where that is?) did not know a word of the language the Indians spoke, because every tribe had a different language. So they had to learn by signs some of the Indian words, and the Indians learned some English words. And so there grew up that mixture called the Chinook jargon, which spread all the way up the coast, and far into the interior. It became the language not only of trade, but of different tribes talking to each other.

You probably know some of the words: skookum, strong; tillicum, friend or people; cultus, nothing or no good; chuck, water; cumtux, understand; wawa, talk. Skookum chuck does not mean liquor, as you might think: it means a rapid. When English words were handier, they were mixed with the Indian words: skookum lope, good rope; salt chuck, the ocean.

Also French

There must have been a Frenchman, probably a missionary priest, because there are several French words in the language, each with its proper article attached. Thus "door" is lapote (la porte). The Indians knew nothing about articles, and simply used the word as they heard it; so two doors would be mox lapote. It must have been the same Frenchman, too, who called them sauvages, a word which they made into Siwash. That is why Indians do not like to be called Siwash; it means savage, and they are no more savage than you—maybe not so much.

What made Chinook so easy to learn is that it has no grammar. No number, gender, case, tense, mood or voice. And it is astonishing how little you miss them.

"Yesterday one man go, today two man go, three day all man go; one like go with, not me like stay one." I have simply translated the Chinook word for word, and the meaning is perfectly clear, if you remember that the word "alone" was originally "all-one."

The Indians were not ignorant of grammar; each tribe has its own complicated arrangements. In Haida, which I once tried to learn, you cannot tell the number of a thing without mentioning its shape—*oranges two round, bananas two long, plates two flat.* And even that is more sensible than the French habit of telling whether a thing is a lady or a gentleman every time you mention it.

But wherever two languages meet and unite, a lot of the useless grammar gets rubbed off. The Franks, when they settled in Gaul, discarded a lot of the Latin grammar, though they kept too much of it. But when the Normans took England the destruction of grammar in both French and Saxon would make a pedant's heart ache. And so, English became the world's easiest language to learn—except Chinook, and Chinook is dead.



"Our new principal is quite popular with the children."

Advice to the Classwork

Question: As a teacher of Junior High English, I find it an almost insupportable burden to correct the themes, exercises and spelling of several large classes, while also having to make adequate lesson preparation. Perhaps some of your readers have hit upon a workable and professionally honourable technique for lessening the correction burden.

OVERWORKED.

Answer: One of the difficulties in dealing with this problem is the sharp division among English teachers regarding the placing of the emphasis—should we mark for correct mechanics or for content? It appears that the majority mark for the mechanics, and so the emphasis is definitely for correct grammatical usage, punctuation, spelling and so on. This means a great deal of work for the teacher, work which is entirely wasted if the pupil does not do some sort of revision and re-writing of the corrected essay. Again, the re-reading and re-marking of the corrected essay adds up to more work. Few of the

teachers questioned were at all certain that the results justified the labor involved. All deplored the drudgery, and none had a solution.

Marking for content brings up so many thorny problems that it seems almost useless to discuss them. Which is worth more, the mechanically correct essay which says nothing and says it very well, or the misspelled, grammatically incorrect, awkwardly-phrased effort which shows that the writer has felt his subject deeply and is driven to expressing himself somehow, anyhow? By what standards are we to mark content? And so on.

The only specific suggestion received was that in some classes it is possible to allow the better pupils to mark the spelling and grammatical usage in a set of class essays, with only checking required of the teacher. This might be worth trying.

Question: I have a class of forty grade eight boys, who, as another of their teachers put it, "just won't shut up." As

THIS column is the result of a suggestion made by Mr. James MacAulay of the Nelson Junior High School staff.

As Jim explains it, there have been times during his twelve-year teaching career when he would have appreciated the advice of some of the more experienced teachers of the province on some problem that others had undoubtedly met. His success in various types of positions in the Okanagan, Howe Sound, Williams Lake and Alert Bay areas indicates that he has been able to find satisfactory solutions but he has wondered how others would have handled a particular situation. We agree with him that an exchange of ideas is valuable.

Through the co-operation of some staff

members of a fairly large school district we are encouraged to present this column. Whether or not it becomes a permanent feature of our journal will be determined by the interest shown by our readers. You have two possible roles. You may submit questions to be discussed here or you may indicate how you would have dealt with some situation under debate in this column. Those who have undertaken to give some answers to the questions submitted, know that there is usually more than one possible solution. They hope other readers will give the benefit of their experiences too.

Make this "Your Column." Any question arising out of a teaching situation is acceptable.

soon as I begin a lesson, numerous hands shoot up, eyes gleam, and mouths clamour to be heard. Usually they really have some contribution to make; but, if I let them all speak, they take up the whole period and the planned lesson is lost. Moreover, in their impatience to speak, they do not always wait until they "have the floor." Some confusion results unless I take a "strong position"—and then the enthusiasm disappears. I feel that I have a wonderful class here, which some other teacher could handle in some unorthodox way with fine results. But I haven't found the way yet. Can someone give me some suggestions as to how I can control this class's spirit without breaking it?
PUZZLED.

Answer: The only possible solution I see to this particular situation is to follow the example of the mother bear in training her cubs in the correct procedures for all well-brought-up bears, and that is, repeated firm drill in the desired routine until it has become habitual. I cured a class similar to the above of their noisy entry into the classroom by having them come back after school and drill in coming in and leaving a room. After some twenty or thirty repetitions of the procedure, the class simply oozed into the room and settled on the seats like a mist, and with as much noise. It worked permanently. It is definitely worth while to shelve the regular activity while a definite and firm drill is given to set the pattern wanted. This method may be unorthodox and even reactionary, but—it works.

Question: I have a low I.Q. grade seven class. This being my first year teaching, I find it rather difficult to "come to grips" with the class. Can anyone give me some advice on the proper approach to make to such a group?
BEGINNER.

Answer: One almost sure-fire approach to "coming to grips" with a low I.Q. group is to emphasize the emotional content of any given situation rather than the intellectual. These people haven't much in-

tellect, but nearly all are long on emotion, and a resourceful teacher will find as many ways as possible of using this emotion. Make very certain you are aware of each of them as an individual person, and not simply a member of a class. Find out what each is interested in (they are all interested in something, and some of the interests will surprise the daylights out of you) and make use of that somehow. Give each one a chance to do something for you, personally, in connection with the school work, and the activities around the classroom. And above all, praise lavishly any sign of sincere and earnest effort.

CONVENTION ACCOMMODATION

Any out-of-town delegate to the 1951 Convention who requires hotel accommodation and who wishes the Convention Committee to reserve such should write to Mr. Mel Henderson, Kitsilano Junior-Senior High School, Tenth Avenue and Trafalgar Street, Vancouver, indicating the type of room desired and for what dates.



"Hello, Elsie? . . . How about a soda at Peavey's drug store . . . Oh yes . . . and bring your homework along."

B. C. T. F. News

Executive Meets for Three Days

President Doug. Chamberlain convened a three-day Executive Meeting in the Hotel Vancouver on December 28th, 29th and 30th.

The business transacted:

1. Tentatively set Fall Convention dates as follows:

| | |
|----------------------|------------------------|
| O.V.T.A..... | October 12th and 13th |
| East Kootenay..... | October 12th and 13th |
| Central Mainland.... | October 19th and 20th |
| West Kootenay..... | October 19th and 20th |
| Fraser Valley..... | October 26th and 27th |
| Vancouver Island.... | November 2nd and 3rd |
| Peace River..... | November 2nd and 3rd |
| North Central..... | November 9th and 10th |
| Burnaby..... | November 16th and 17th |
| North Shore..... | November 16th and 17th |

2. Named First Vice-President Allan Sprage, in co-operation with the Public Relations Committee, to assume responsibility for conducting a continuous campaign on the rights of teachers in municipal office.

3. Instructed the Table Officers to discuss with the Department of Education the matter of certification of "over-age" teachers. (Female teachers commencing teaching in British Columbia over age forty and male over age forty-five).

4. Instructed the Table Officers to discuss with the Department of Education the granting of full credit, for Salary Grant purposes, for teaching experience in Indian schools.

5. Passed a motion giving due recognition to the valuable work of the B. C. Parent-Teacher Federation and expressing the appreciation of the B. C. T. F. for the co-operation of the B. C. Parent-Teacher Federation.

6. Considered the report of Mr. Ted Richardson re the number of vice-principalships and passed a motion to urge the Department of Education to amend the Schools Act making it mandatory that all schools with ten or more teachers have a vice-principal.

7. Approved the report of the Education Finance Committee which recommended that we reaffirm our support of the Cameron Report grant principles; that we reaffirm our support of the separation of the salary grant scale and the minimum salary scale and that we accept the principle of a wider range between minimum and maximum figures on the salary grant scale.

8. Adopted for reference to the Annual General Meeting the report of the Constitution and By-laws Committee, chaired by Mr. Roy Mountain, which contained a set of procedures to cover dilatory motions.

9. Empowered the Table Officers to discuss with the B. C. School Trustees' Association the statistics contained in Mr. Ian Boyd's report on Sick Leave.

10. Discussed at great length the report of the Pensions Committee submitted by Mr. Ches. Milley and decided action to be taken with regard to the recommendations contained in the Actuary's Report. (See January issue of *The B. C. Teacher*).

11. Approved plans for Education Week as prepared by the Education Week Committee chaired by Mr. Howard McAllister.

12. Laid plans for the 1951 B. C. T. F. Workshop to be held at Qualicum Beach from August 22nd to 28th.

13. Approved Mr. Norm. Sanford's Public Relations Committee report authorizing the General Secretary to engage "out-

side" help to assist in the matter of Public Relations and requesting the Annual General Meeting to consider an increase in the membership fees to make it possible to engage a Public Relations Officer by no later than September, 1952.

14. Received reports from Mr. Wes Black's Salary Committee; Mr. John Ewen's Finance Committee; Mr. Ab Poole's Labour Relations Committee and Mr. Joe Phillipson's Committee on Rural Living Conditions.

15. Struck a committee to study the feasibility of establishing a province-wide Credit Union.

16. Authorized the preparation of Student Membership Cards to be distributed to all teachers-in-training at the Normal Schools and University of British Columbia.

Choose Your Officers

The Executive of the British Columbia Teachers' Federation acting as a Nominating Committee submits the following slate of candidates for office in the Federation for the year 1951-52.

President: Mr. J. Allan Spragge

Mr. Spragge has served for four years on the B. C. T. F. Executive Committee, holding successively the offices of geographical representative for North Shore, secretary-treasurer, second vice-president, and first vice-president. He is on the staff of the North Vancouver High School and before that taught at Cranbrook.

First Vice-President:

1. Mr. Howard McAllister, who is on the staff of the Point Grey Junior High School in Vancouver. Mr. McAllister has held the following offices in local and Federation affairs: President of the Vancouver Elementary Teachers' Association, Chairman of the Easter Convention Committee, Chairman of the Benevolent Fund Committee and the Education Week Committee, Executive member of the Federation and Secretary-Treasurer.

2. Mr. L. John Prior who is a member of the staff of the Burnaby South High School. Mr. Prior has held the following offices in local and Federation affairs:— Chairman of the Burnaby Teachers' Council, member of the B.C.T.F. Executive, Secretary-Treasurer of the B.C.T.F., and its Second Vice-President. John has also been Chairman of the Federation's Public Relations Committee and is Chairman of the Workshop Committee.

Second Vice-President:

1. Mr. R. E. Mountain, who is Principal of the Langley Junior-Senior High School. Mr. Mountain is a past president of the Langley Teachers' Association and the present Chairman of its Salary Committee. He was co-opted as a member of the B. C. T. F. Executive in 1940. For the last three years he has been President of the Fraser Valley Teachers, member of the B. C. T. F. Executive and chairman of its Constitution and By-Laws Committee.

2. Mr. R. R. Smith, who is Principal of Hastings Elementary School, Vancouver. Mr. Smith has held the following offices in local and Federation affairs: President Point Grey Teachers' Association, President Vancouver School Principals' Association, President of the Vancouver Teachers' Council twice, Chairman of the Federation Finance Committee and co-Chairman of the Pension Committee. He is the present Secretary-Treasurer of the Federation, Chairman of the Building Committee and Chairman of the Building Management Committee.

Secretary-Treasurer:

1. Mr. Ian D. Boyd, who is Principal of Seymour School in Vancouver. Mr. Boyd has had executive experience in the following Federation bodies: Vancouver Elementary Association, Vancouver Secondary Association, Vancouver Teachers' Council. He is now a member of the B.C.T.F. Executive.

2. Mr. John S. Ewen, Vice-Principal of the Alpha Junior High School in Burnaby. Mr. Ewen is Chairman of the Finance Committee of the Federation. He is the

Chairman of the Burnaby District Teachers' Council and has held the office of President in the Burnaby Assistant Teachers' Association.

Further nominations for any of these offices may be made from the floor of the Annual General Meeting.

The Committee recommends that the names of defeated candidates be automatically added to the slate for the next office, provided that office of Secretary-Treasurer be chosen from candidates who are within easy reach of the Federation office in Vancouver.

The slate submitted above was selected from the names of Federation members who have held executive office either this year or last year. Full opportunity was given for the addition of names of other outstanding members in the Federation. Final choices for each office were made in a series of ballots in which first, second and third choices were indicated.

Respectfully submitted,
H. DRUMMOND DEE.
(Chairman).

All Join Hands and Circle to the Right

Now swing your honey but hold her tight.

SUCH calls might not usually be associated with B. C. T. F. conventions but they will be this year. A Convention sub-committee under the direction of Mel Henderson and Stan Kennett, working with Miss Mernie Summers and Brian Creer, has been busy of late planning for a Modern and Old-Time Dance to be held in the Alexandra Ballroom on Wednesday, March 28th.

Nothing has been forgotten. Mernie's experience as director of Square Dance Instruction at Stanley Park last summer and both her and Brian's experience as callers for the Gingham Swingems, Vancouver's most popular Old-Time Orchestra, assure us of a wonderful evening. "The Alex" is conveniently located at Hornby



and Robson Streets, just one short block from Hotel Vancouver, Convention headquarters. Its spacious spring floor, check room, lounge and concessions counter make it an ideal location for Convention delegates and friends to forget for one evening the more serious side of the Convention. The Gingham Swingem's Orchestra will provide the music. There'll be refreshments, too.

Make up your own party now and plan to attend. Or come alone if you wish; the "Mixers" will soon have you acquainted.

Here's the Programme:

1. Waltz (Modern).
2. Fox Trot.
3. Mixer (Rig-a-jig-jig).
4. Old-Time Waltz.
5. Square Dance.
6. Bingo Mixer (Fox Trot).
7. Spanish Circle.
8. Square Dance.
9. Pat-a-Cake Polka.
10. Supper Waltz.

Intermission Feature:

The Swingettes—A Junior High group under the direction of Brian Creer giving us a glimpse of old-time dancing as our grandparents knew it. (This group were stars at the Haney Square Dance Festival last spring).

Refreshments

11. French Minuet.
12. Oklahoma Mixer.
13. Old-Time Waltz.
14. Square Dance.
15. Fox Trot.
16. Home Waltz.

M.C.'s—Brian Greer of General Wolfe School and Mernie Summers of John Oliver High School.

Regular Features

The regular features of our Conventions will be there, too. The B. C. T. F. Medical Services Association Annual Meeting in the Hotel Vancouver Ballroom at 10:00 a.m., Monday, March 26th, will start things off.

At 12:30 on the opening day the Delegates' Luncheon, for free, will be held in the Hotel Banquet Room. Rev. M. W. Stevenson of Ryerson United Church in Vancouver promises to give us a short satisfying talk—not too serious and not too long, but an interesting comparison of schooling in Scotland and education here. During his short time in Vancouver Mr. Stevenson has established an enviable record as an outstanding orator and the Convention Committee is to be complimented on including him in the 1951 programme.

The first business session will open in the Ballroom at 3:00 p.m. on the 26th.

Public Meeting

The Convention Committee is satisfied that it has the answer to the "speaker problem" in connection with the Public Meeting. This part of the programme will take place in the Ballroom at 8:00 p.m. on the first day. Mr. B. C. Gillie, a past-president of the Federation and principal of the S. J. Willis Junior High School in Victoria will chair a panel of speakers who will discuss the topic, "Does the Product of British Columbia Schools Reflect the Objectives of Education". For this discussion the objectives are being limited to four: character, health, ability to earn a living to one's capacity, and provision for leisure activities.

Mrs. Tilly Rolston, M.L.A., Mr. C. E. Messinger, formerly principal of the Dawson Elementary School in Vancouver, and Mr. D. M. Sullivan, Registrar of the Alberta Department of Education, with a fourth yet to be chosen, will be the members of the panel. They won't have all the "say", however. This is where you come in. You are expected to submit your questions in writing and direct them to any member of the panel you wish. This timely reminder of "How We're Doing" should be both valuable and interesting.

The Charlesworth Memorial and Ferguson Memorial Awards will be made at this public meeting.

Professional Discussions:

On Tuesday, the 27th, we'll adjourn to the Kitsilano High School for professional discussions, morning and afternoon. Primary teachers, Intermediate Grade teachers, Supervisors, Principals, Superannuitants and teachers of every high school subject will have their own programmes with one or two of the meetings being held at U.B.C. or elsewhere. (We'll give you further details in the March issue). You'll be able to purchase your lunch at the Kitsilano Cafeteria, making things more convenient this year.

Tuesday night we'll be back in the Hotel Ballroom to deal with curriculum problems together.

Wednesday and Thursday mornings and afternoons will be occupied with business meetings, with the election of officers being scheduled for 10:00 a.m. Wednesday.

Thursday, 5:00 p.m., will write "finis" to what the 1951 Convention Committee feels they will be able to call "one of the best ever".



1951 Easter Convention Time Table

MONDAY, MARCH 26th

9:00 a.m. to 12:00 Noon
Registration and Pooling
(Salon D)

10:00 a.m. to 12:00 Noon
B.C.T.F. Medical Services Association Annual Meeting
(Ballroom)

12:30 p.m.
Delegates' Luncheon
(Banquet Room)

Address by Rev. M. W. Stevenson, Ryerson United Church, Vancouver.

2:00 p.m. to 4:00 p.m.
Registration and Pooling
(Salon D)

3:00 p.m. to 5:00 p.m.
*(1) Annual General Meeting—
First Session (Ballroom)

8:00 p.m.
Public Meeting (ballroom)
Panel Discussion
Fergusson Memorial Award
Charlesworth Memorial Award

TUESDAY, MARCH 27th

9:00 a.m. to 12:00 Noon
Registration and Pooling
(Kitsilano High School)

10:00 a.m. to 12:00 Noon
*(2) Sectional Meetings,
(Kitsilano High School)
(Some meetings may be held at other locations. Full details will be given in the March issue.)

12:00 Noon
Luncheon may be purchased at Kitsilano High School Cafeteria

* Numbers refer to official punch for pooling claims. Attendance punch for one hour after commencement of meeting. At least five of the numbered meetings must be attended and Pooling Card punched for share in Transportation Refund.

2:00 p.m. to 4:00 p.m.

*(3) Sectional meetings,
Kitsilano High School

7:30 p.m. to 10:00 p.m.

*(4) Annual General Meeting—
Second session (Ballroom)
Curriculum Revision Resolutions
and Discussion

WEDNESDAY, MARCH 28th

9:30 a.m. to 12:00 Noon

*(5) Annual General Meeting—
Third session (Ballroom)

10:00 a.m.
Election of Officers

2:00 p.m. to 5:00 p.m.

*(6) Annual General Meeting—
Fourth session (Ballroom)

5:00 p.m. to 6:00 p.m.
Payment of Transportation Re-
funds (Salon D)

9:00 p.m.
Convention Old Time and Mod-
ern Dance — Alexandra Ball-
room. Music by Gingham
Swingem's Orchestra.

THURSDAY, MARCH 29th

9:30 a.m. to 12:00 Noon

*(7) Annual General Meeting—
Fifth session (Ballroom)

12:00 Noon to 1:00 p.m.
Payment of Transportation Re-
funds (Salon D)

2:00 p.m. to 5:00 p.m.
*(8) Annual General Meeting—
Sixth session (Ballroom)

4:00 p.m. to 5:00 p.m.
Payment of Transportation Re-
funds (Salon D)

EDUCATION: Everybody's Business



**Canadian Education Week—
March 4th to 10th, 1951**

CANADIAN Education Week was started in 1936 to stimulate public interest in education. Until 1950 the project was an undertaking of the Canadian Teachers' Federation. Then the slogan, "*Education—Everybody's Business*," was translated into action through joint sponsorship by a number of national organizations.

No other project in Canada has brought into effective working partnership such diversified groups as are found in the sponsoring organizations listed below. These groups want more and better education for Canadians. They are united in this appeal to all citizens to turn the spotlight on education and its contribution to Canadian life.

Education is Everybody's Business. What are you doing in your community to strengthen education?

Canadian Education Week is jointly sponsored by:

Canadian Association for Adult Education;
Canadian Chamber of Commerce;
Canadian Congress of Labour;
Canadian Education Association;
Canadian Federation of Agriculture;
Canadian Home and School and Parent-Teacher Federation;
Canadian Legion of the British Empire Service League;
Canadian Manufacturers' Association;

Canadian School Trustees' Association;
Canadian Teachers' Federation;
National Council of Women;
Trades and Labor Congress of Canada.

Education Week is a period of special emphasis on matters that concern all of us in 52 weeks every year. It is the week when the public is encouraged to take stock of the assets and to examine the programmes in the important business of education—a business that is "Everybody's business."

Our schools play a great part in the development of responsible citizenship but those charged with the teaching of the youth of this country cannot alone carry the job through to completion. Every thoughtful citizen must realize his responsibility for the training of the next generation.

The home, the church, the school, the farm, industry and commerce, labor and management, all have responsibilities in education. This special week of March 4-10 is an appropriate time to assess these responsibilities and to lay plans to carry them out. This involves an understanding of the aims of education and the procedures for achieving those aims.

Has your school made its plans for Education Week?

The British Columbia Education Week Committee, chaired by Howard McAllister of Point Grey Junior High School, has been assisting your Local Association with suggestions. If you require help, contact the Secretary of your Local.

CONCILIATION NOW POSSIBLE IN TENURE DISPUTES

BY JOINT agreement between the B.C. School Trustees' Association and the B. C. Teachers' Federation tenure cases involving the transfer or dismissal of teachers may now be received by an impartial board of enquiry, representative of both organizations. As the tenure laws now stand, a teacher who has been transferred or dismissed for cause may appeal to the Council of Public Instruction which in practice refers the case to a Board of Reference to consider the appeal. If the Board of Reference upholds the appeal the teacher is reinstated. If the Board of Reference finds against the teacher then the transfer or dismissal becomes effective.

The Board of Reference thus may be likened to an Arbitration Board. Its proceedings are quite formal and it is bound by technicalities of law. Hearings are held in public and at times publicity results which is unfavorable to education and brings about community rifts that have jeopardized the smooth functioning of local school programmes.

The purpose of the new agreement is to interject an intermediary step between actual or projected transfer or dismissal and a formal appeal; with, it is hoped, a formal appeal to the Board of Reference being made unnecessary in most cases. The new procedure may be likened to conciliation, or an attempt to bring two parties in dispute amicably together, as opposed to arbitration, which too often has the effect of leaving one party embittered against the other.

The duties of the investigating or conciliating committee will be as follows:

1. "When so requested by both of the parties concerned the committee will investigate the tenure dispute at first hand, holding meetings in the district, privately and jointly, with both parties so as to become familiar with the facts of the dispute.

2. "The committee will act as conciliators in an attempt to bring both parties amicably together but not hesitating at the final analysis to bring in a recommendation unfavorable to one or the other of the parties in dispute, said recommendation not to be binding on either party unless both parties agree at the outset of the investigation to accept the findings of the committee.
3. "The committee will not bring in a recommendation unless they arrive at a unanimous decision. Failing such a unanimous decision, they will explain to both parties the nature of the disagreement within the committee.
4. "Any recommendation made by the committee will be confidential to the two parties concerned in the dispute and will not be made available to any Board of Reference which subsequently might be appointed pursuant to Sections 131 and 162 of the Public Schools Act.
5. "The committee may also be called upon by any School Board to act in a consultative capacity in any problem facing a School Board in relation to teacher tenure before the problem becomes a dispute."

The proposal for the joint committee has been discussed with the Honourable the Minister of Education, who has given it his blessing. The Minister has agreed that when a teacher has been dismissed or transferred and an appeal has been entered, he will suggest that both parties agree to the investigation of the joint committee before a Board of Reference is actually set up.

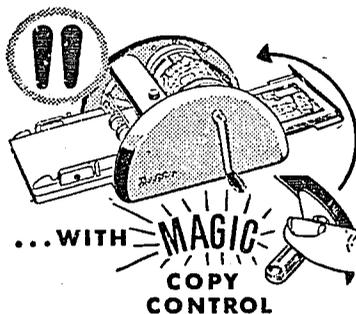
The B.C. School Trustees' Association has appointed Mr. Arthur D. Rundle of Chilliwack as their representative on the joint committee. The B.C. Teachers' Federation has similarly appointed Mr. Harry Dee of Victoria.

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SUMMMER SESSION

UNIVERSITY OF ALBERTA

EDMONTON, ALBERTA

July 3 — August 11

- Registrations are now being accepted for the 1951 Summer Session.
- The Announcement may be had on application to the Director, Summer Session.
- All courses, including those in Industrial Arts, will be offered in Edmonton.
- Deadline for registration: Saturday, April 14, 1951.

Address all correspondence to:

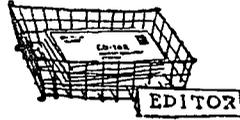
Director, Summer Session, University of Alberta, Edmonton, Alberta.

Correspondence

Our Slip Was Showing . . .

OR SINGULAR FOR PLURAL

Victoria, B.C.
January 30, 1951



Dear Mr. Editor:

Would you please send by return registered mail one thousand "Federation Dollars". On receipt of same I will be pleased to mail my cheque for \$1,000. You may, if more convenient, send "C.O.D."

Although you make no such claims, perhaps due to your natural modesty, I believe you have solved many of the difficulties connected with a fixed income and the high cost-of-living.

Many thanks, yours very truly,
P. G. BARR,
Dept. of Education.

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.

Page 174. Jan., 1951

ON ART

Junior High School,
Chilliwack.

February 1, 1951.

Editor, *The B. C. Teacher*:

Sir: May I congratulate "The Man on the Fence" for his "Thoughts at an Art Conference," and, in particular, for his suggestion that the practice of a full and detailed course of studies may not be the best instrument for a liberal education.

There is no doubt in my mind that a competent specialist in any subject, and particularly in Art, is likely to give more vigorous and vital instruction when he or

she is not bound by a detailed, unit-arranged programme. Art is, primarily, an "appreciation" subject, and although certain skills may be desirable, the precise content and order of the topics covered are of little or no value unless the teacher is enthusiastic not only in his subject but in the manner in which he teaches it.

As Man on the Fence suggests, a simple outline of topics, in very general terms, is sufficient for any Art specialist, who, because of his own interest and enthusiasm, would undoubtedly create his own scheme of work suited to the abilities of his classes and designed to fulfil the universally agreed objectives of the subject in the school curriculum.

It may be objected that the general subjects teacher who also teaches art will thereby be neglected, but does a detailed curriculum in any way contribute to really effective art teaching? I doubt it. I would suggest that, for the non-specialist teachers particularly, it would be much more helpful to publish a "Handbook of Suggestions," on the lines of that issued by the Ministry of Education of the U.K. This publication should be couched in general terms covering the essential aims and objects of the subject, suggested approaches and methods, suggested content suitable to the various grade levels, and, above all, criteria by which the work of students should be judged. In addition, a bibliography should be included, with a brief description of the field covered by each book rather than the usual bare list of books.

Occasional meetings or short courses within school districts by the local art

specialists could be helpful to the non-specialist teacher in his personal appreciation and basis for judgment of his pupils' work.

Also of help would be a provincial "Elementary School Art" magazine wherein teachers of art in the province could contribute ideas and projects which they had found successful, together with articles and suggestions by specialists with experience of art teaching at the various grade levels.

Before closing, may I invite all teachers of art to contribute their views on this subject while the proposed new curriculum is still under consideration.

Yours faithfully,
D. W. J. DARE.

Queens Summer School

No. 10, 2264 Cornwall Street,
Vancouver, B. C.
February 11, 1951.

Editor, *The B. C. Teacher*:

May I have a few lines to tell the readers of *The B. C. Teacher* that Queen's Summer School will shortly be accepting registrations for the 1951 session? Miss Kathleen Healey, Assistant Director of Extension, Queen's University, Kingston, Ontario, will be pleased to answer any inquiries about registrations.

Any interested persons should write immediately, as registrations usually close on or about April 10th.

A summer session at Queen's is a most enjoyable experience. There are many points of historical interest in or near Kingston. The most interesting of these is Fort Henry, built in 1832, and now restored. It is garrisoned by the Fort Henry Guard during the tourist season. The Guard is uniformed in the 1832 uniform and at stated times demonstrates the military manoeuvres of that time. Any visitor would find this a high point of a stay in Kingston.

Yours very truly,
BARBARA MACFARLANE,
District Representative for B. C.
Queen's Summer School Association.

FEBRUARY, 1951

KELOWNA

(Continued from page 203)

brush, but also keeps the carbohydrate level of the mouth at a minimum, cannot be overlooked. The project was climaxed in the spring by a dental display in the Senior High School. I am quite sure that the pupils are now more keenly aware of the importance of dental health.

The posters made by the Junior Red Cross for our Child Health Centres were indeed original and beautiful. Not only was the pupils' interest in health stimulated but our clinics were made more attractive with thought-provoking messages to our mothers.

The Child Health Centre received financial aid, as well, from our Junior citizens. In a community the Local Health Services have, as one of their services, infant and pre-school clinics, for which personnel and special equipment only is supplied by the Department of Health and Welfare. Accommodation is the responsibility of the community. The Junior Red Cross contributed sufficient funds to pay for halls for both clinics for a period of six months.

The school immunization clinics received their share of the interest too.

Hundreds of swabs were made for the use of the public health nurses and volunteers. The volunteers, by the way, were members of the Junior Red Cross.

How do we, as public health workers, evaluate the results of the aforementioned projects? To us, it is not the tangible contributions, as much as we appreciate them, that are important to our health services. Instead, it is the knowledge that a certain amount of health information has been acquired and in turn disseminated by our young people.

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Labour Launches Drive . . .

TO HALT RISE IN LIVING COSTS

CANADA'S four central labor bodies—the Trades and Labor Congress of Canada, Canadian Congress of Labor, Canadian and Catholic Confederation of Labor and the Dominion Joint Legislative Committee of the Railway Transportation Brotherhoods—are waging a concerted campaign for price and rent control. Only by such control, labor circles feel, can a reduction in the cost of living be secured.

The campaign affords in itself ample evidence that labor has not reaped a bonanza of high wages but has suffered from rapidly rising commodity prices. Proof of the worsening economic position of the majority of wage earners is given in statistical material released in support of the campaign. Here are some of the facts based on Dominion Bureau of Statistics and Bank of Canada figures.

1. Under wartime controls, the cost of living index rose five (5) points between December, 1941 and April, 1946. From the latter date (at which controls were removed) until November, 1950, a rise of fifty (50) points took place. (An increase of 41.3%).

2. Despite wage increases, almost one third of the million wage earners covered by the Dominion Bureau of Statistics' figures are today actually worse off than they were in April, 1946, taking dollar purchasing power into account. Only slightly more than one-fifth are better off by as much as from two to five dollars a week. Gains have often come only after bitter negotiations and sometimes strikes which are of course to the detriment primarily of the workers involved.

3. Wages are already controlled by

. . . . B.C.T.F. Labour Relations Committee

yearly negotiations, often tough and leading to arbitration and conciliation. Hence this campaign is combatting the notion that price control and wage freeze go hand in hand.

4. Prices can be and are increased at any time by the manufacturer without his consulting anyone. In 1946, total corporation profits after taxes were \$751,000,000. In 1949, they were \$1,241,000,000 an increase of 65%.

5. Comparison between the situation here and in the U.S.A. reveals:

(a) That Canadian workers receive less than their U.S. counterparts.

(b) That in Canada, price increases have been more rapid since the removal of controls than in the U.S.A.

It is worthy of note that the B.C.T.F. 1950 Easter Convention went on record as favouring the re-establishment of price controls. Labor's campaign furnishes, therefore, an instrument with which to match words with action. Among the "campaign hints" set forth are committees, meetings, press and radio statements, organization of support from other groups, distribution of literature on the campaign and representations by mail or in person to local M.P.s.

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Quotes and Comments

By THE MAN ON THE FENCE

Antidotes

THE habit of keeping a scrapbook, recommended to me over twenty years ago by a newspaperman I was hero-worshipping from my lowly position as a cub reporter and firmly carried out ever since, has been of great comfort to me in times of stress such as meeting deadlines for this page.

Into this great fat collection of clippings from papers and magazines, pieces copied from books or notes made at lectures or meetings, bits from letters, notices and all other forms of written material, it is possible to dip and at short notice come up with material to cover a variety of topics or to back either or both sides of almost any argument.

Readers of this page will have gathered by now that my scrapbook is a particularly fruitful source of material which I like to regard as an antidote to the flood of pedagogic double-talk currently swirling around about us.

The following bits I would like to share with you this month:

"Teachers have very little chance to become complacent, for if they notice children at all they realize with devastating clarity how much is taught that is not learned, and how much is learned that is not taught by those paid to teach. Webster's initial definition of a pedagogue as 'a slave who attended his master's sons to and from school' will always have a special point for the teacher who has faced his job squarely enough to notice the humor of his own position. He will realize that though he is frequently present while learning occurs he has often been more like an interested bystander than a chief agent."

I think the above came originally from *The Clearing House*. The following is an excerpt from an address by Albert Einstein,

and was reported in *School and Society*:

"Choice of subject is of secondary importance. I want to oppose the idea that the school has to teach directly that specialized knowledge and those accomplishments which one has to use later directly in life. The demands of life are much too manifold to let such specialized training in school appear possible. The school should always have as its aim that the pupil leave it as a harmonious personality, not as a specialist; should have mastered fundamentals; should have learned to think and work independently."

The source of the following is not known:

"The child in school is bewildered by an ill-assorted curriculum designed to give in his early years all the knowledge his elders think a mature person should know in this complex modern world. The notion that children can be prepared for life by giving them a superficial, censored and child-like view of a hundred mature interests while neglecting to give them a thorough grounding, when we have the opportunity, in the essentials and such reading habits as will later enable them to acquire mature knowledge is one of the infantilisms of modern education."

This one, as I remember, was from a letter to the editor of *The Clearing House*:

"It will be a profession when teachers have definite hours like medicals; contracts definitely state duties and courses to be taught; schools get back to the job of teaching and the home and community take back the job of rearing children; the latest educational opportunist will not be heard until he can submit proof of his claims; teachers will be respected by the layman as persons knowing their job; we establish a definite professional vocabulary and do not change it every year or two to coincide with the current offerings of the summer sessions."

Uncle John on

SEX EDUCATION



My Dear Niece:

No, I haven't seen the Sex Education films, but I have been told about them. It seems that we are approaching the subject with commendable caution. With the consent of the parents, small doses of information will be administered every four years or so: flowers at Grade IV, birds and bees at Grade VIII, and the human animal at Grade XII. That should get around the objection that "Sex education is the duty of the home." If the home has not taught them the facts of life before they get into high school, it is high time that someone did. On the other hand, if the home has taught them, there can be no harm in reviewing the subject in school.

If the school has even a moderately good library, the students will have dug out as much information as they want. I believe that all children should read a book called *Being Born*, by Grade VIII at least. If you have that book get some of the parents to read it: do them no end of good. But wherever Grade XII got their knowledge, I am afraid their reaction to the film will be "And so what?"

The human animal, I said: apparently the films deal mainly with physiology, in which we are not much different from dogs. How then will they teach conduct different

from that of dogs? Presumably the purpose is to improve adolescent morality; will physiology have that effect? It seems to me that what is needed is not the physiology of sex, but the philosophy of it. I do not mean *The Psychology of Sex* by Havelock Ellis (you might read those six volumes to advantage, perhaps) or the Kinsey Report. But what the children need is some idea as to what it is all about, and why—especially why.

And here I am not allowed to help you. I once wrote, for the education of my own children, a series of essays on "Morals: If and Why". It began with a discussion of sin and why we like it, and dealt with everything from Christmas kisses to subjects which may not even be mentioned here, but which are of the greatest social importance. But the mildest of those essays could not be printed in a respectable magazine like this one. I think that is one of the greatest faults of our culture, and may ultimately ruin it—the fact that there cannot be any frank and open discussion of any matter connected with sex.

Ever your loving

UNCLE JOHN.

THIS IS THE TIME TO WRITE
YOUR M.L.A.



Be sure to attend your next Local Association meeting.

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

Canadians All: Policeman, Postmen, Milkman, Fireman, by M. James, associated with J. Boyle and D. Brown; Dent; 50c each.

This attractive series of four booklets has been prepared by an acknowledged authority in the field of primary education. These books are designed for use in the primary social studies and are excellently illustrated with full page photographs. Simple stories in large clear type explain each illustration in language well suited to Grade 2 and 3 children.

This group of short unit texts is particularly adapted for use in the Grade 2 Social Studies while the balance of the series, to be ready shortly, will deal more with Grade 3 and the expanded community.—W. J. K.

* * *

Peach Tree Farm, by Brown et al; Ryerson; pp. 143; \$1.75.

This is a sturdy supplementary reader for use in the upper primary grades. It deals with the peach growing regions of Ontario in pleasant interesting stories of a farm family and their city relatives. Various excursions take them all to Niagara Falls, the Welland Canal, and the Toronto Exhibition.

The book contains a maximum of reading and a relatively small quantity of illustration. It would be interesting after so many years of primary readers that were more picture books than readers if we had a return to readers that are designed for reading not looking. At least one very young critic found this particular book enough of a novelty to thoroughly enjoy the large reading opportunity it presents.—L. H. G.

Secondary

Words Have Wings, by A. Meiklejohn; Ryerson; pp. 72; 65c.

Since this short text is intended to accompany the Ontario Grade XIII course in English Composition it would be valuable to the senior high school teacher generally.

The book is divided into three sections, one dealing with word meanings and sentence construction, one on the writing of a precis, and finally the writing of an appreciation of a good piece of prose.

The first is a short section and gives the standard types of exercise in word discrimination, meaning, etc., as well as sentence correction and improvement. The section on precis writing gives a clear account of the methods and work involved and contains some seventeen extracts for practice. The concluding section on appreciation is similar in form and content to that on the precis.

The expository sections are relatively short albeit meaty. Perhaps the chief value of the book lies in the author's choice, which is excellent, of selections for study.—M. M. C.

General

* * *

Clarion Atlas, by K. H. Huggins et al; Longman Green; pp. 64; \$1.25.

Fortunately for us, the U.K. is extending its export emphasis to school texts and as one result we have this special edition prepared for use in North America.

It is a fairly small atlas compared to the authorized one for school use but is jammed with pertinent and valuable information. Hardly a square inch of empty space is left but still there is no feeling of clutter or confusion.

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etc. The maps are not, as is the case with some atlases you might know, crammed with a terrifying number of place names in the eastern provinces but rather an intelligent selection of the more important ones. At that, considerably more than you or your pupils will ever remember or need.

In place of the usual method of indexing, the authors use actual latitude and longitude figures. This is a bit startling at first and likely to cause some bleating from classes who have never properly understood the use or reason for the lines that run across their maps.—W. J. K.

* * *

The Fraser, by Bruce Hutchison; Clarke Irwin; pp. 368; \$4.50.

Mr. Hutchison's literary gifts plus his personal knowledge of the region make him an almost inevitable choice as author of a book dealing with the Fraser. While he is a little prone to overuse the word "smear" and there are some uncomfortable lapses into purple prose, for the most part he tells an absorbing story of the history and geography of the Fraser River system.

The sections dealing with the early history of the colony are particularly interesting and rich in local color. Here are good yarns of Matthew Begbie, of steamboats, more reminiscent of the Mississippi than the Fraser, of camels in the Cariboo and how B. O. undid them, the gaudy days of the Gold Rush, and how Prince George got a new city hall.

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History accounts for almost half the book, the rest of which deals with the present day. An interesting short sketch of Vancouver begins this section which includes a scenic, impressionistic account of the Fraser Valley and a very interesting summary of the Fraser Valley fishing, power, and forest conservation problems.—W. J. K.

* * *

Family, Community and Mental Health, Ed. by B. Moore and R. Sutherland; Hogg Foundation, U. of Texas; 50c (no stamps).

This is "a report of a ten-year study of community organization methods related to family life." It stresses the popular American doctrine that leadership grows from democratic procedure and suggests methods by which community improvement can be effected. Since the majority of the booklet is abstract and general rather than specific and concrete much of the pamphlet has a rather baffling quality. This is rather unfortunate since attentive re-reading of the booklet reveals interesting data and methods that would be valuable to teachers, especially in the modern community where their leadership is especially necessary and desirable.—M. N. S.

* * *

How To Increase Reading Skills; Longmans, Green; free on request.

The above publishers have had this booklet prepared for the use of upper elementary grade teachers. It gives information on formulating a remedial reading program.

In addition to this booklet they are also offering a free trial kit of testing and drill material.—P. R. M.

* * *

The Great Adventure, by D. Dickie; Dent; pp. 469; \$1.95.

Dr. Dickie is once again in the van of a new movement; in this case the writing of interesting and understandable Canadian history texts. Fortunately for teacher as well as pupil, curriculum makers at last realize that it is impossible to teach adult social concepts to school children.

This book, then, places the emphasis on the story side of Canadian history, with the hope that interest thus roused in the young reader will lead in later years to a maturer reading and interpretation of our history. In line also with modern practice is the fact that the vocabulary has been checked for comprehensibility in Grades 6 and 7.

No small part of the book's success is due to Mr. Lloyd Scott's original illustrations and maps. These are scattered through the book in generous measure and the latter are particularly valuable.

As to the text itself, it bears the characteristic qualities of Dr. Dickie's prose. Those familiar with the author's previous work will realize that it does her little if no disservice to say that enthusiasm sometimes becomes prolixity. For class use the book would require some editing; such sections as those on prehistoric Canada and the first settlers while interesting and valuable add considerably to the book's length without having any great bearing on the fundamentals of Canadian history.

This criticism, of course, loses its validity if the book were used for independent reading or reference use. For this use it is admirable, a variety of new stories from Canada's past enliven the pages of our history with real people.—W. J. K.

* * *

By Map and Compass; Ed. by Major C. Mustard; Macmillan; pp. 64; 65c.

Since our Social Studies course calls for extended use of maps at all school levels, this pamphlet would be a valuable teaching aid. As much of the material deals with advanced map making and interpretation it probably would be more valuable to junior and senior high than elementary teachers.

A graded series of exercises carries the pupil from very simple map making and interpretation up to relatively difficult work involving the use of an orienting compass.—S. L. S.

* * *

The Picture Gallery of Canadian History Vol. 3, by C. W. Jefferys; Ryerson; \$2.75.

Those teachers who are familiar with the first volumes of this series will welcome

this book which rounds out the trilogy with a pictorial account of the years 1830-1900. Since it deals with a period more nearly within our own experience it does not have quite the same value or appeal as the previous volumes. This is a period of politicians, styles in railroad trains, architecture and clothes and as such is not so immediately interesting as forts, Indians and flintlocks.

A rather large proportion of material on the eastern provinces and a correspondingly small proportion of material on the western provinces makes the book less attractive to the western teacher. Despite the foregoing criticism, however, the book contains valuable material especially for the junior high grades and illustration and reproduction are up to the usual high standard.—M. C. W.

* * *

Secondary Education, by Thomas H. Briggs, J. Paul Leonard, and Joseph Justman; Macmillan; pp. 468; \$4.40.

"Education is an investment," says Dr. Briggs in the preface to this revision of his well-known book, and by so doing he makes clear that our secondary schools must be realistic and forward-looking if they are to fill up the measure of their usefulness. In an early chapter he says:

"It is obvious that no school can be static and continuously effective. Educational literature today is filled with terms like 'a changing social order' and 'an emerging civilization,' giving evidence of a realization of the need for curriculum adjustment to life as it is and as it may be. Sociologists and economists are concerned as never before with analyzing and presenting the characteristics of our current civilization, and educators are challenged not merely to know what these characteristics are but also to use them as the basis for significant reforms that will make the secondary schools the potent social agencies that they are generally, but mistakenly, supposed to be. Thus considered, educational reform is seen to be not the task of isolated groups of classroom teachers, skilled in professional techniques but relatively ignorant of the larger facts and the philosophy of society."

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This statement in itself should indicate a point of view fresh and immediate, and not at all suggestive of ideas warmed over. Indeed it is a tribute to the author that revisions have been of the order of adjustment to new social and economic conditions rather than amendment to an earlier opinion.

Dr. Briggs is obviously a realist in his philosophy, and the effect of his convictions is to make the whole book intensely practical. When it is so easy to become lost in mazes of pedagogical speculation, this is much to be commended. The structure of the book is to present first a set of principles, give them form as a problem to be solved, and then to answer the reader's inevitable "How?" by providing a set of workable suggested plans ready to be put to actual test.

In no sense a compendium of information on secondary education, the book deals chiefly with basic ideas, aims and problems. Typical of the content is a discussion of the dilemma of necessary retardation versus one hundred per cent promotion; the concept of types of intelligence and the need for sane curriculum adjustment thereto; the enormous importance of emotionalized attitudes, and the necessity of influencing them; *mores* and the education of youth.

Unlike the all-too-common type of educational writing, which marks its author as an education specialist with just enough knowledge of English to get by, this book is well and interestingly written, it shows by the abundance of its references a wide and comprehensive background of general reading, and it reveals a bounty of interests typical of the genuine leader in education. It advocates no breathtaking reform, it tilts no particular lance at any specific scholastic windmill, it probably will add little to your general knowledge of secondary education, particularly if that is your field. It is valuable, just the same, in pulling together great many wise observations on secondary education, and suggesting the place and the direction for the kind of reform that will encourage the liberal without scaring the conservative. —P. J. K.

THE B. C. TEACHER

Fiction

The Spanish Gardener, by A. J. Cronin; Little; pp. 263; \$3.00.

The American consul of a small Spanish port lavished all his pompous love in his semi-invalid son Nicholas. A charming young Spanish gardener wins the boy until the father's possessiveness reasserts itself, and tragedy follows. The characterization is sometimes wooden, but the plot moves swiftly to an exciting climax.

The Abandoned, by Paul W. Gallico; Knopf; pp. 307; \$2.75.

If you dislike cats and fantasy you won't like this because it concerns both. Peter, a lonely little English boy who longed for a cat as a pet, was knocked down by a lorry as he rushed out to rescue a stray kitten. In his delirium Peter finds himself changed into a cat, with a companion Jenny who teaches him the lore of the cat world. They have some lively experiences before Peter returns to consciousness and a repentant family.

The Twenty-Fifth Hour, trans. from the Romanian by Rita Eldon, by Constantin V. Gheorghiu; Knopf; pp. 404; \$2.50.

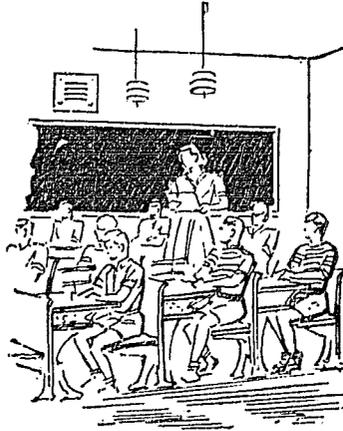
The writer believes we have turned to worship a god, mechanical efficiency, that will destroy the humanity in us and breed monsters. With ferocious irony he tells what happens to a peasant who is caught up in the war and is atrociously man-handled by both the East and West—not as a man but as a category. This vision of the collapse of western man is painted with power, indignation, and honesty, but lacking in optimism and hope.

The Disenchanted, by Budd Schulberg; Random House; pp. 388; \$3.50

A has-been literary genius is given one last chance by Hollywood. A trip East to pick up atmosphere serves merely to bring about his complete physical and spiritual disintegration. The hero is quickly recognized as F. Scott Fitzgerald—the essence of the "lost generation." The novel contrasts effectively, with both satire and compassion, the manners and ideology of that period with our own.

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News, Personal and Miscellaneous

ANDY HORSBOROUGH —Our Janitor

It is with deep regret that we report the sudden passing on December 12th last of Mr. Andrew Horsborough, the janitor of the J. M. Dent Building, in which the Federation has its offices.

"Andy" as he was known affectionately to all the staff, will be missed. Some of us knew Andy for only five or six years but he was a part of the Federation during the twenty-year period he served as janitor. The Federation moved into its present quarters from the Credit Foncier Building in January, 1931. Andy appeared on the scene soon after and immediately adopted the Federation as one of his charges.

We should not use the expression "janitor" when speaking of Andy. It really wasn't the J. M. Dent Building or the Federation Building. It was Andy's. The Federation staff was Andy's family. And he was ours.

A more kindly gentleman we have never known. Never did we see him annoyed or impatient. In spite of a leg injury, which bothered him from the First World War, he was always ready with a helping hand, no matter how busy he might otherwise have been. His jovial nature pervaded everything he did.

It was "good" to have been associated with Andy, if only for a limited time.

MAINTAINING FAMILY UNITY

THE annual meetings of the Pacific Northwest Conference on Family Relations will be held in the Empress Hotel, Victoria, B.C., on Friday, March 30th and

Saturday, March 31st. The theme of the conference will "Maintaining Family Unity." Dr. Harold Johns, Director of Educational and Vocational Guidance for the Department of Education, is the 1950-51 president.

The Pacific Northwest Conference on Family Relations is the parent body for a group of local councils on family relations on a provincial and state basis including Washington, Oregon, Montana, Idaho and British Columbia. The members of the councils are mostly professionals from such fields as Sociology, Psychology, Social Work, Psychiatry, Home Economics, Guidance, General Education as well as key people in the Parent Teacher Organization and religious groups.

Each of the areas of interest which are listed in the program (below) will have a chairman and resource consultant. Some of those from across the border who will be taking important parts in the discussions will include: Dr. Lester Kirkendall, Dr. Buena Maris Mockwood, Dr. Glen Baakum and Dr. W. Chambers.

Under the sub-heading "The Role of General Education" there will be a discussion of the new course in "Effective Living." American delegates have already expressed interest in this particular feature.

A more complete program and details including the names of the resource consultants will be issued shortly. All teachers are invited to take part in the conference. Those who are concerned with personnel will find the discussions especially interesting.

Further information may be obtained from:

Dr. Harold Johns, Bank of Montreal Building, Victoria, B.C.;

Mr. Donald Capon, 3950 West 33rd Avenue, Vancouver, B.C.;

Miss Amy Barker, 2533 Cambridge St., Vancouver, B.C.

Conference Theme:
Maintaining Family Unity
Program

Friday, March 30, 1951

- 9:00-10:00 a.m.—Registration.
10:00-10:30 a.m.—Coffee
10:30-12:00 noon—Regional meetings.
British Columbia—Mr. Donald Capon,
Chairman.
Idaho—Mrs. Julia Harrison, Chairman.
Montana — Mrs. Evelyn McCormick,
Chairman.
Oregon—Rev. William Genne, Chair-
man.
Washington (East)—Miss Lois Scantland,
Chairman.
Washington (West)—Mrs. Elba Crum,
Chairman.
12:10-2:00 p.m.—Joint Luncheon with Pro-
vincial P.T.A. delegates.
2:15-4:30 p.m.—Group discussion meet-
ings. Maintaining Family
Unity.
The Role of the Community.
The Role of the Public Agency.
The Role of Public Education.
The Role of the Church and Religious
Education.

The Role of Marriage Counselling.
8 p.m.—General Meeting, Round table
panel discussion. Topic: Main-
taining Family Unity—What is
the Role of Family Life Educa-
tion?

Saturday, March 31st

- 9:00-10:30 a.m.—Group meetings re-as-
semble to co-ordinate dis-
cussions and prepare re-
ports for general meeting.
10:45-12:30 noon—General meeting.
1.—Reports from Group meetings. Dis-
cussion.
2.—Annual business meeting.
3.—Adjournment.

FOOD, 1951

I WENT to the butcher's
To buy me some meat,
Teachers on pension
At times need to eat.
But steak was a dollar

And something a pound,
So I turned away sadly
And looked all around

For something less costly—
Perhaps just a sliver
Of bacon or ham,
Or a slice of calf liver.

One of these, I felt sure,
Would provide me a "break".
But I found they had soared
Even higher than steak.

There wasn't a thing
Within reach of my purse,
Which is now very thin—
Thinner still than my verse.

So again, still more sadly,
I turned me away
To the shelves where the canned goods
Were ranged on display,

And I dug my few pennies
From out of my jeans,
And squandered them all
On a can of baked beans.

—W.

Road Maps of Industry

THE weekly charts of the National In-
dustrial Conference Board known as
"Road Maps of Industry," long known in
the U.S.A., are now being offered free to
High School teachers in Canada.

Since they originate in the U.S.A., most
of the charts deal with phases of the
economy within that country. Some, how-
ever do include Canadian statistics. Since
the national economies of Canada and the
United States are becoming increasingly
interdependent, the charts will often be
relevant in Canada even where they are
based solely on American conditions.

Two of the sample charts sent to "The
B.C. Teacher" cover economic changes in
Canada and the U.S.A. in the periods 1939
to '45 and 1939 to '50; and consumers'
price index and purchasing power, U.S.A.
and other countries, 1939-1949. The charts
are exceptionally well prepared and ap-
pear to be entirely authoritative.

The National Industrial Conference

Board is an organization comprising the leading employer groups in the U.S.A. Its object is: "To study the various social and economic facts relating to and affecting industry, and to disseminate facts and conclusions based on careful and unbiased investigation." The conference dates from 1916 and since that time has built up for itself a reputation for impartiality and objectivity.

The charts should be particularly useful to teachers of the social sciences and related subjects, both in the classroom and as reference aids. They are sent free to teachers at the secondary level, but only upon request.

It is suggested that interested teachers write directly to: Division of Education, National Industrial Conference Board, 247 Park Avenue, New York 17, New York, and ask for a free sample of the weekly charts.

SORRY, SIR HENRY!

THERE'S a breathless hush in the hall today,
Ten to twelve—near time for lunch;
And everyone's busy, I'm pleased to say—
Not a thing amiss in the whole darn bunch!
Then out from a table behind my back
A dart flits by; it stops me cold.
I whirl, demanding, "D'you throw that,
Jack?"
"Who, me? Why, no Sir" . . . Souls to mould.

The floor of the lunch-room is sodden red,
Red with the mess of a tart that broke;
The desks are jammy, and someone said
That the peel-plugged stove begins to smoke.

There's a hubbub of chewing and grunts
and squeaks,
As over my head the thunder rolls.
But the voice of my conscience sternly
speaks:
"Young souls to mould! Go, mould those
souls!"

This is the word that, day by day,
The teacher will not, must not, can't
forget—
The word that he would fain obey,

Though high the cost in tears and sweat.
For the soul of a man is a sprite a-wing,
(Or so the poets have often told),
But the soul of his son is another thing—
A disconcerting mass to mould!

—R. W. BERRY.

INDIAN LIFE

(Continued from page 190)

would break evenly, the piece required was struck off.

This was only the beginning. Months of intermittent work was needed before the piece of nephrite began to take on the appearance of a chisel with carefully bevelled end and finely ground cutting edge. Let anyone take a piece of hard igneous rock and try making an impression on it with another piece of rough stone, and they will gain some inkling of the labour required to form, even roughly, one of these primitive stone tools. But the chisels, too, were rubbed hour after hour over a period of many months until they became smooth and glossy.

If the hammers were precious, the chisels were more so, and to prevent them from splitting or shattering under the blows of the hammer they were encased in special bone or horn sockets such as the one we see in the picture.

Although infinitely superior to bone and horn tools for woodworking purposes, those made from stone were nevertheless slow and clumsy to use. Yet the results achieved with them were little short of amazing. It is small wonder that the wood carvers of the Pacific Northwest, after serving such an exacting apprenticeship with stone tools, progressed so rapidly once European iron was available. In a very short time their rude skills had blossomed forth in artistic expressions scarcely equalled elsewhere in the primitive world.

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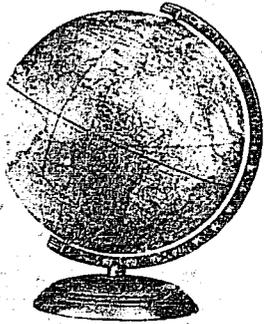
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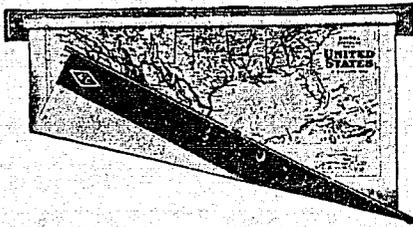
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