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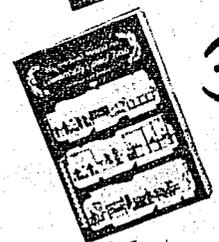
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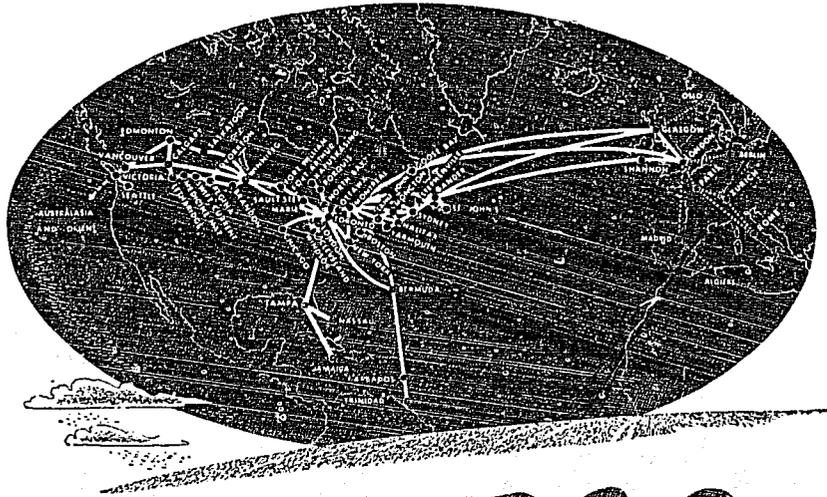
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# the BC teacher

Official Organ of the British Columbia Teachers' Federation

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## TABLE OF CONTENTS

FEATURES:	Page
Indian Life in British Columbia.....A. F. Flucke	283
The Place of the Junior High School.....Cecil F. Wilkinson	284
<b>DEPARTMENTS:</b>	
B. C. T. F. News—	
The President Reports to 1951 Annual General Meeting.....	293
The 32nd Planned for Progress.....	298
Lesson Aids .....	304
Advice to the Classwork.....	306
Quotes and Comments.....By <i>The Man on The Fence</i>	309
Uncle John on Specialists.....	312
Correspondence.....	314
New Books.....	318
News, Personal and Miscellaneous.....	323
<b>MISCELLANY:</b>	
Langley Students Visit Legislature.....J. S. Church	287
Common Sense and Co-operation.....Chuck Bayley	289
Educational Work of the Imperial Order	
Daughters of the Empire.....Ethel Stead	290
Memo to The Man on The Fence.....G. W. Stubbs	310

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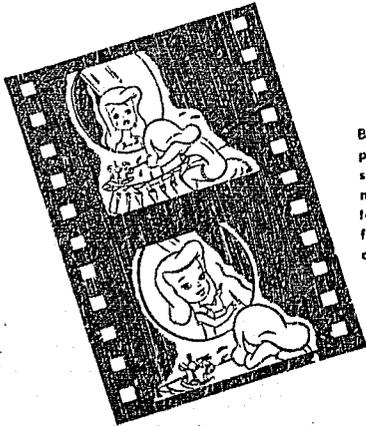
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# INDIAN LIFE IN B. C. . . .

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## *The Kwakiutl Indians Practiced Head Deformation*

By A. F. FLUCKE

Well-bred Chinese, at one time, deformed the feet of their daughters; Victorian ladies of fashion artificially deformed their waists; but persons of rank in many of the Northwest Coast Indian communities considered a deformed head a fashionable sign of superior social position.

This was particularly a characteristic of the Kwakiutl Indians, a linguistic group living on the north end of Vancouver Island and along the mainland coast from Knight Inlet to Douglas Channel. These people considered a flat forehead pretty, and a person having what we term a "sugarloaf" skull was said to have been "well cradled."

An exceptionally class conscious people, as were most of the northern coastal groups, the Kwakiutl began the process of head deformation immediately a child was born. In the cradle the infant's head was placed on a flat board padded with cedar bark. Across the forehead was bound a strip of hide. On top of this was placed a bunch of cedar bark, folded and knotted, with a second band of hide bound tightly over it. This second band was laced across the bottom of the cradle through holes made for the purpose, the head being thus squeezed against the cradle bottom.

Among some other groups a slightly different system was used. In these cases, two flat boards were hinged together at one end with hide thongs. The child's head was placed between them with pads of cedar bark or moss protecting it at the back and front. Lashings were then

wound around the two boards. The result was a wedge-shaped skull considered so desirable as a mark of beauty and distinction.

There is no evidence that the practice of compressing the head in this manner had any ill effects on the mentality or health. Paul Kane, the wandering artist of the nineteenth century, records that he noticed children, "the eyes seemingly starting out of the sockets from the great pressure," who made no sound of protest until the bindings were removed for some reason, at which time they began to cry and continued to do so until the pressure was once more applied. The tribe he was visiting at the time was not Kwakiutl, but Salish. However, they practiced the same custom in this respect, regarding people with natural heads as slaves and classing in this disrespectful category the whites of the Hudson's Bay Company.

The process of head flattening was continued up to the time the children left their cradles—a period of from eight to twelve months. By then a formation had been given to the skull sufficient to cause permanent disfigurement.

---

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Prof. Geoffrey Andrew, Assistant to the President, U. B. C., has kindly offered to supply speakers from the University, where desired, to the limit of the University's facilities.

# The Place of the Junior High School

## ... A COMPARATIVE SURVEY

By CECIL E. WILKINSON

**A**FTER many years of experimentation and survey it is an almost generally accepted principle that at the end of grade six when the average pupil is eleven plus, and entering early adolescence, there should be a break in the school programme: and that such children should enter a new type of school. Frequently this has been called a junior high school.

The three major arguments for the junior high school have been that:

1. It bridges the gap between the elementary and the senior school.
2. It effects an economy of time.
3. It fills the need for having adolescent children together in the same school.

Some educationists contend that no really sound reasoning was ever advanced by the proponents of these arguments; and that as pupils are not all adolescent at the same time it is not feasible to gather them together at that stage.

It would seem therefore that the true value of the junior high school is the gathering of larger groups of grade seven and eight pupils in a central school where a broader programme can be carried on, with more guidance and extra-curricular activity.

Accepting the principle that junior high schools are of value there remains the problem of whether the three or four years of junior high school should be spent under the same administration as an elementary school; under completely separate administration; or under the same administration as a senior high school.

As there are almost no proponents of the combined elementary—junior high

Cecil E. Wilkinson is teaching during the current school year at the Queen Elizabeth Junior-Senior High School in Surrey on exchange from Whitney Public School, Toronto, Ontario.

His comparative study on the place of the Junior High School is based on his year's teaching experience in B.C. and on visits to at least fourteen schools in the Lower Mainland area and interviews with the principals of these schools.

school—except as an economic necessity—I shall confine my discussion to the other two types of organization. I shall outline the arguments for each type of organization, express some opinions of my own, and give the conclusions of certain investigators.

I shall divide the reasoning into five sections, and present first, general arguments; second, arguments for the separate junior high school; and finally those for the combined junior-senior high school.

### Exploratory Work and Guidance

Until recently the junior high schools of British Columbia offered to grade eight pupils exploratory courses in several subjects. Now the programme for grades seven and eight is fairly rigidly fixed, although choice of courses is offered in grade nine. Some educators go so far as to say that this change has brought to an end the true values of the junior high school. Others argue that exploratory courses in grade eight were futile anyway,

and tended to develop on the part of the pupils a hit and miss attitude toward school, and toward life.

However, the fact is, that some exploratory work in grade eight is still permitted at the discretion of the principal; and half courses are offered in some schools in such subjects as French, typing, and shop work. Those pupils who wish to continue the studies thus begun complete these courses in grade nine.

Much more important is the opportunity which the junior high school offers for counselling. Indeed one of the greatest values of this type of school is that it gives a chance for exploration, not so much by the student, as of the student; with the result that there are fewer misfits in grade nine than when the grade eight pupils came directly from elementary schools where sometimes choice of courses was made from lists written on the blackboard.

It is argued that the separate junior high school offers better opportunities for counselling as there is a closer fellowship and a more intimate knowledge of each child. On the other hand the exponents of the combined junior-senior high school say that guidance is much more effective if carried on for the full six or seven years in one school as counselling may be given continuity, and teachers of senior grades can look up early records, and consult with junior high school teachers more readily.

Some teachers in combined junior-senior high schools who have had experience in senior high schools claim that when pupils come directly to a senior high school from a junior high school much time is lost while the teachers are becoming acquainted with the new pupils. Instead of facing this fact they tend to blame the junior high school staff, and say the pupils are not prepared.

## **SOCIAL ASPECTS**

### **(a) Leadership**

The chief social value of the junior high school, its exponents contend, is that it gives the pupils, especially in grade nine, an opportunity to reach positions of leadership which might be denied them in the

combined high school, especially if they leave school at the end of grade nine, or even ten. Furthermore, in the junior-senior high school some group is likely to be neglected, and it won't be the seniors.

Much of the fore-going is not denied by those who favor the junior-senior combination. They admit that the junior high school is better for developing leadership unless the junior and senior sections are completely separated socially, each with its own student council, and its own functions.

One principal contended that most junior high school pupils are not ready to be leaders. In any case the best students are usually chosen by their fellows, and such pupils would likely go on to senior high school to take leadership when more mature. It is better, he claims, not to be a leader in the junior section, as it is disheartening to be one there and a nobody in senior high.

### **(b) Range of Maturity**

Junior and senior pupils are far apart socially—ranging from immature grade seven children to grade twelve or thirteen adults. There is then grave danger of the junior pupils imitating actions of seniors which may be all right for the seniors, but for which the juniors are not sufficiently mature. Little grade seven boys smoke on the way home from school because they see the seniors doing it. And it has been noted that grade nine girls are attracted to grade ten and eleven boys; while the grade nine boys are not yet interested in the girls.

Furthermore, it is said, the senior pupils despise the younger ones. In one school the seniors go to near-by restaurants for lunch rather than eat with the juniors in the cafeteria.

Principals of combined schools deny that such schools cannot be socially successful. Any trouble there may be is when a junior section is added to an established senior high school. The seniors who grow up in the combined school have no such attitude. Indeed they develop a consciousness of their duties as leaders and their responsibilities to the juniors.

### (c) Teacher Relationship

In the combined school, especially the newly combined one, there is a further problem of senior high school teachers scorning the junior high school teachers.

Again this feeling is largely overcome in the established junior-senior high school. It is further overcome by overlapping the duties of the staff in the junior and senior grades.

In my opinion there is only one solution to this problem. That is to demand the same teaching qualifications from teachers in junior and senior high school, and to have both on exactly the same salary schedule.

## ORGANIZATION

### (a) Size of the Plant

Many American educators believe more efficiency is to be gained in schools with a large attendance. It is felt that it is not economically sound to provide the necessary facilities for a junior high school of less than five hundred pupils, and that from twelve to fifteen hundred is the ideal number. In areas with less than five hundred junior high school pupils the junior and senior high schools should be combined.

In England the tendency is to smaller schools of from three to four hundred pupils.

### (b) Departmentalization

A grave danger in the high school is over departmentalization. In this respect many senior high schools are open to much criticism. This criticism can be extended to junior high schools, and even to some elementary schools where the platoon system is overdone.

Each home room teacher, at least in the junior high school, should teach his class close to fifty per cent of the time—and a minimum of two subjects. He becomes better acquainted academically and socially, and can render even more personal assistance than the guidance teacher.

The administrator may argue that the great organization problem under this

plan is to keep the specialists busy. But can't this difficulty largely be overcome by selecting teachers each of whom has a specialty?

### (c) Rules

Exponents of the separate junior high school say that rules which are necessary for junior high school pupils are often quite unnecessary for senior high school pupils, and are resented by them. Yet some uniform rules must be enforced for the whole school.

Others answer that in family life children of different ages and maturity live together. There are some uniform family rules in most homes, but there is no need for all to abide by exactly the same rules. This, then, is just as true in a junior-senior high school.

### (d) Continuous Programme

It would seem probable that more success can be obtained in the six or seven years at a combined junior and senior high school in a given programme such as English where all the teachers of all the subjects work together for this purpose, than during the shorter periods of time at a junior high school, and later at a senior high school. The same may be said of a conduct or citizenship programme. The real object in the mind of every teacher should be the kind of youngster to emerge from the school at the end of his school life. Pupils should be made aware of what was and was not permitted. Thus with continued pressure it would be possible to mould the character of the young citizen.

### (e) Failures in Grade Nine

One of the biggest problems in the junior high school is that of the pupil who fails in one or more grade nine subjects. In the combined school subjects which were not passed could be repeated and some grade ten subjects taken.

## INVESTIGATION

### (a) Leaving School

One argument advanced for the combined junior-senior high school is that graduation from the junior high school

(Continued on page 288)



Pictured at "The Golden Gate", the entrance to the Legislative Chambers in the Parliament Buildings, is the group of Langley High School students who journeyed to Victoria as guests of the Langley School Board.

From left to right: Mr. Alex Hope, M.L.A. for Delta, Ann Heppner, Mavis Brown, Clara Horick, Walter Vogel, John Hamilton, Roy Giacomazzi, Tom Follett, Rosemarie Oelrich, and Mr. Roy Mountain, principal of Langley High School.

## Langley Students Visit Legislature

By J. S. CHURCH

**T**HIS year the Board of School Trustees of Langley (No. 35) sponsored, in conjunction with the Department of Education, a two-day trip to Victoria for eight students of Langley Junior-Senior High School. Four boys and four girls—one each from grades nine to twelve inclusive—made the trip to the B.C. capital to watch this province's legislators debate and enact laws. The purpose of the trip was to make the students of the high school understand how our country is governed and appreciate more fully the advantages of our democratic system of government.

How to make all the students more fully acquainted with the working of government and how to choose the eight students for the Victoria trip became the immediate problem of the high school's Social

Studies teachers. A unit on the three governments—the federal, the provincial and the municipal—their various duties, functions and powers, was prepared and taught to all Social Studies 10, 20, and 30 students.

To make this unit more meaningful and practical, the teachers decided to have the students of the school elect the eight delegates in a manner corresponding as closely as possible to a federal or a provincial election. Consequently, the "Right Honourable Principal" appointed from the students a chief returning officer and four returning officers—one for each grade. These five students with assistance from one of the Social Studies teachers drew up a Proclamation, setting forth the reason for an election, the date of the election, the eligibility of candidates, the date nominations close, etc.

A voters' list of all students by grade was drawn up and posted with the Proclamation. Nomination papers were prepared and each nominee had to secure a minimum of ten supporters. After nominations closed, time was given for campaign rallies in which candidates and sponsors appealed to the electorate for support at the polls. Banners, posters and all the other tricks of electioneering completed the various candidates' campaigning.

On election day, each student was excused from class for a few minutes to cast his vote. After entering the polling booth the voter gave his name to the returning officer who crossed his name off the voters' list, while scrutineers did likewise. Handed his ballot, the voter went behind the curtain to mark his cross beside the boy and also the girl candidate of his choice.

By the time the polling booth closed for ballot counting, there was throughout the school the same keen excitement and speculation of any election evening. Final returns were announced to the student-electors at the close of school on election day.

It is interesting to note that of five hundred ballots cast amongst nineteen candidates, only four were "spoilt" and that there was well over 90 per cent turnout of the electorate. The teachers who carried out this experiment in democratic living sincerely hope that in the years to come these students—our future citizens—will be as conscientious and display the same high citizenship. We believe that this "mock election" is a step in this direction.

## Junior High

(Continued from page 286)

makes it seem natural to leave school at the end of grade nine. It is difficult to prove the correctness or falseness of this as the type of district in which each school compared is located has much bearing on the problem. However, it would seem to those who have studied statistics concerning this that there is no good reason for believing that the pupils of grade nine in

the separate junior high school are more likely to leave school than those of the same grade in the combined school.

### (b) Research

Bulletin, 1932, No. 17, Monograph No. 5 of the United States Department of the Interior, Office of Education deals with comparisons of schools organized as separate junior high and senior high; and combined junior and senior high schools. Some interesting conclusions are drawn:

1. That it is probable the combination of junior and senior units in one organization serves to stimulate both units.

2. That putting the two units together obviously allows provisions for articulation seldom found in separate junior and senior high schools. Combining the staff of two schools may permit both units to obtain services which neither would get if they were separately organized. And combining the staffs may allow more effective use of teachers' varied interests and abilities in the development of the extra-curricular.

3. That among the larger schools the general superiority of the junior-senior high schools to separate schools of equivalent size grows markedly with each major increase in enrolment.

### CONCLUSIONS

I conclude that when the junior and senior high schools are combined there should be an all-over administrator, but the two units should be separated as much as possible. Each should have a vice-principal responsible for the efficiency of his unit and each section of the school should have its own student council and activities. Nevertheless consideration might be given to the values of having staff members teach in both the junior and senior divisions.

My investigations have shown that there are good arguments for each type of school. It has become apparent to me that the success of a school depends not so much on the type of school as upon how firmly the principal believes in its potentialities; how thoroughly he devotes his energies to realizing its possibilities; and upon the respect in which he is held by his staff, and also the type of support he gets from them.

# Common Sense and Co-operation

By CHUCK BAYLEY

**C**OOL, carefully formulated plans to prepare you and your family for effective action in case of enemy air attack will be announced by civil defence authorities relatively soon. And while the information will come from technical experts, you will find it solidly anchored to two simple principles—common sense and co-operation.

Directions will be as easily followed as those on a cake-mix box. They will state the correct behaviour in what can be a nasty situation. And you should find they fit into your daily pattern of life just as easily as health and safety rules do right now.

Generally I feel a surge in body temperature when I come suddenly face to face with any kind of complex scheme, but Air Vice-Marshal F. V. Heakes, Vancouver's civil defence co-ordinator, sort of picked me up and set me down gently in the middle of the whole shibang, and I saw the general pattern right away.

## Self-Help Essential

"Technical details concerning communications, power, water, and the like are for experts," he said. "Intricate details of organization and co-ordination are also for experts. The average citizen living on Larch or Laburnum, on 33rd or 66th, will only need to fit into a self-help group in his own block. The basic idea in civil defence at the family level is to help yourself and help your neighbour.

"True, you and your wife will learn some new things but we're all doing that every day. You're going to be asked to clean out your attic and basement, but we generally do that once a week anyway. You're going to be asked to link up with your neighbours for self-help, but we've been helping neighbours over the back fence for generations."

## Voluntary Action

With civil defence a necessity of a

Undoubtedly, the schools will be asked to play a significant role in the plans for civil defence.

Our readers as teachers should find interest in this brief non-technical exploration of what might be involved.

straining heaving world, I asked A.V.M. Heakes if participation will be voluntary or mandatory.

"People will participate by their own free will," he stated. "I'm positive, however, we'll have their confidence and co-operation because our plans are simple and practical, and we're not going to do any throat-jamming with a high-pressure, distorted, fear-creating campaign. We know what atomic and other bombs can and can't do and that's what we're going to tell people along with ways to look after themselves."

A.V.M. Heakes went on to indicate the possibilities of enemy action.

1. No bombing might occur at all because war is far from being a certainty. Even if it does come, the enemy has thousands of targets in hundreds of places he would likely go after before Vancouver.

2. We might be subjected to light sporadic raids in which only a few incendiary bombs would be used along with an occasional high explosive.

3. The enemy might use heavy incendiary, high explosive, or even an atom bomb if in his estimation, we are a "worthy" target.

Our Co-ordinator of Civil Defence emphasized the unpredictability of enemy strategy and behaviour, and for that reason we cannot be caught short. A little interest

(Continued on page 291)

# *Educational Work of the Imperial Order Daughters of the Empire*

## What Is the I.O.D.E.?

It is the Imperial Order Daughters of the Empire, founded in 1900. It is a voluntary, patriotic, non-sectarian, non-political and philanthropic organization.

It has 32,000 members in 923 chapters in Canada and is organized as well in Bermuda, Bahamas and India. It is associated with the Victoria League in England and the Daughters of the British Empire in the United States.

It stimulates Patriotism. It fosters unity in the Empire. It assists the Youth of Canada in furthering their education.

In Peace and War it gives aid to the Service and Ex-Service personnel and their dependents.

It promotes a higher citizenship among all citizens, British and foreign-born.

How is all this accomplished? Through its various departments, the foremost of which is the Educational Department.

## Educational Work

The regular educational work is undertaken in co-operation with the Departments of Education in the various provinces with a view to building up a sound Canadian citizenship by instilling into the minds of the young people of Canada an intelligent patriotism. This is done by means of placing libraries and visual education aids in schools and awarding bursaries and scholarships. Assistance is provided to students in special cases.

Over one hundred rural schools in British Columbia have been "adopted" by chapters in this province and it is the hope of our members that the day will come when no teacher in a lonely, isolated school will be without the friendly assistance of one of our chapters.

This is how the plan works. The provincial office of the Order gets from the

Department of Education in Victoria, each year a list of the inspectors. To these a letter is sent asking for recommendations of schools where it is thought a contact with one of our chapters would be helpful. When these lists come in we tell our chapters of the need and when they signify an interest we write to the teacher explaining our work and asking if the school would like to be "adopted". If he or she replies favorably, the letter is turned over to the chapter and from then on they are on their own.

## Library

According to our national policy the first gift must be at least a \$10.00 library. Now that seems very little, but the books which are sent are inexpensively bound and cost only from 30c to \$1.90, so quite a number can go into that first library, and these can be added to from time to time.

The Order has a catalogue of these books and also of prize books (which do not go into libraries) and the teacher has the privilege of choosing the books he or she wants. These books cover English, Health, Social Studies, Atlases, Music and Art, for all grades. Pictures are also presented to schools, particularly those of the King and Queen and many reproductions of the works of famous artists.

Chapters fill the teacher's requests as their funds permit and the variety of their gifts is very wide. Magazines are sent and games and sports equipment, material for scrap books, etc. At Christmas and other special occasions gifts are sent to the pupils. One such gift was electric tree lights. Sometimes a used gramophone and records find their way to an isolated school and bring much pleasure to the children.

There is just one obligation on the part of the teacher. He or she should drop a line to the chapter upon receipt of gifts

and letters. The lack of response can cool the ardor of the most enthusiastic chapter. Also these letters from the teacher can interpret the needs of the school and a chapter which is kept in touch with the school will be more than willing to continue its interest.

Another way the teacher can help is if he or she is leaving the school and would leave the address of the person in the I.O.D.E. with whom there has been a contact, in some prominent place, it would avoid a break in the association and would be greatly appreciated by the Order.

The Order does this work because its members believe in the system of government under which we live and wish to ensure its continuance and because they are anxious to extend kindness and friendliness to their neighbours in isolated parts of the province.

#### Bursaries

In addition to this work among schools the I.O.D.E. has paid out in bursaries and scholarships from the first War Memorial, over \$500,000.00. In addition a sum of more than \$400,000.00 is invested to maintain the Overseas Scholarships of this War Memorial in perpetuity.

The second War Memorial of \$583,000 has been raised by I.O.D.E. members to carry out a similar educational plan to that of the first War Memorial.

Because it has been felt that many of our British Columbia teachers do not know about the I.O.D.E. and the work it is trying to do, the Order welcomed this opportunity to reach every teacher in the province through the Teachers' Federation magazine, to the end that more and more schools will be "adopted" and receive help and friendship from the I.O.D.E.

ETHEL STEAD.

MRS. FRANK STEAD,

Provincial Educational Secretary for B.C.  
517 Ford Building, 193 E. Hastings St.,  
Vancouver, B.C.

**Editor's Note:** Any teacher interested in having his or her school "adopted" should write to Mrs. Frank Stead.

## Sense

(Continued from page 289)

and effort from everybody can avoid disaster in a crisis.

#### Sensible Approach

A.V.M. Heakes loaned me for one day only, a little pamphlet about atomic bombs, the most super-described missile of all times. And I'll quote several extracts to prime you for the type of information coming your way shortly. Here they are:

You don't require a Geiger counter, special clothing, or fancy training to survive an atom bomb raid. Ordinary intelligence and ability to do the right thing at the right time, rank first.

Destructive powers of the atomic bomb, while they are great, are definitely limited in strength and area. Further, an A-bomb is too heavy to be carried around by saboteurs and too costly to be sprinkled like confetti.

Danger of damage and injury from the blast, heat, and radio-activity depends largely on whether it explodes at 2,000 feet up, right on the surface, or under water. But a person can get a lot of protection by lying, face down with face tucked into his arms, close to a good solid wall for about 12 seconds after the blast.

Radio-activity, the unique feature of "A" and "H" bombs is not something new. Scientists know more about it than they do about common colds. The initial "explosive" radio-activity is potent and a person caught flat-footed out in the open has had "it". Induced radio-activity, however, is quite easily guarded against and if a person does get dusted, he can scrub away most of the effects with an old-fashioned soap and water bath.

And so the information goes—simple, straight-forward, instructive, and certainly not fear-inspiring. My wife read the booklet through in five minutes and I think her life-expectancy went up at least five years. For that value alone and never, as we all hope, for any other use, participation in civil defence programme is low cost insurance in a topsy-turvy world.

# "More Bridges Please"

A Reprint of John Fisher's Education Week Talk on  
the "Canadian Westinghouse Presents" Programme

**T**HE old man slipped out of his front door and patted the two trees on his front lawn. He patted the two trees at once for they were joined in a simple knot. The trees stood about six feet apart in the ground, but, were joined and knotted about five feet in the air, from the knot each tree grew independently. The old man told me how he had planted those trees when he was a boy. He personally had tied them together and watched them grow together all these fifty years. Now, in the twilight of life he had to sell his house. He didn't mind that, but, if anyone—if his successor should dare touch those trees, he'd come down personally with an axe and attack the purchaser. Those knotted trees growing like twins were a symbol to him.

Why, I asked this old man in British Columbia this winter — why are you so proud of those two trees growing in a knot? He answered without hesitation. Because, he said, "These trees are living proof of the power of education". I didn't catch his point and asked him to explain what a tree had to do with education. My informer started to recite poetry. He quoted from Pope's moral essays: "Tis education forms the common mind; just as the twig is bent the tree's inclined."

## As the Twig is Bent

I kept repeating that sentence—"Just as the twig is bent the tree's inclined". Yes, catch a tree early enough and you can shape it to your will. Take the young impressionable sapling of a human mind—catch it early in life and you can engrave upon it the finest and most dreadful of human aspirations. It can be twisted and knotted for evil or made broad and clear and open for all the vehicles of reason.

Hitler strode to power on abusing the word education. He inflamed the young. His counterpart in the Kremlin does the same thing today. In this tragic hour when the arrows of hate are flying high and far, the front line of defence is the schoolhouse. We are already fighting a war of ideology—a war for the control of men's minds. The guns of war can blast their own highways of ruin, but, never will we be enslaved as long as the schoolhouse is the symbol of freedom. For did not a great English lord once say: "Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave."

## The Classroom Tree

If the chips are ever down, the one thing that will save us will be the schoolhouse. The schoolhouse—whether it be The Little Red One, the big Collegiate, or the bus-fed district School is now the very hope of our way of life. Our teachers, free and funny, serious and sociable, are the living symbols of this freedom.

Into the classroom rich in the oxygen of growth we have planted the tiny saplings of the mind. And, as the sapling is bent so will the tree grow. But, trees must have more than one ingredient to make them rise . . . This classroom tree of the mind needs also the warm nourishment of the soil of home. Home and school are inseparable. Much of the teacher's handiwork can be undone at home—or enhanced. Education is not the sole province of the school. It is a round, whole thing called life. When we make of our schools an island, then we deny our citizens of

(Continued on page 316)

# B. C. T. T. News

## THE PRESIDENT REPORTS TO THE 1951 ANNUAL GENERAL MEETING

**I**N making this report on the state of the teaching profession in British Columbia, I find some difficulty in pointing to facts or new ideas that have had deep effect upon us as teachers. I do find, however, a steady progress in our affairs that is gratifying to me and which must be encouraging to all.

### Our New Building

The prospect of entering our own building in the very near future is very stimulating. No doubt the increased facilities that will be available and the office reorganization that will take place at the time of removal will result in even greater service to local associations and to teachers. We have been fortunate in the past years in having our present premises which have served well. Now that our membership has increased to 6,094, the office space has become too small and the need for new accommodation has become pressing. The proposed plans of the Building Committee will come before this Annual Meeting and I am sure they will appeal to you.

### A Tribute to the Teachers

My observations of teachers in British Columbia in recent years have led me to the inescapable conclusion that as a group they are most conscientious and hard working; that they are imbued with a missionary spirit that carries them through the many vexations and annoyances of their daily routine with a cheerfulness that is inspiring; that they are concerned primarily with the progress of the children



President D. G. Chamberlain

in their charge; that they are a powerful force in their communities with a tremendous potentiality for leadership; and that, in nearly every case, they are held in respect by the mass of people in the community.

### Financing Education

I regret that in some places it has become a sort of "petty political" sport to blame many of the ills of the community on the teachers—particularly those of a financial nature. This is most unfortunate because as is so well known, teachers have little or nothing to do with the set-up of the financing of Education. We have let

it be known, as a Federation, that we do not like the present methods of financing Education in British Columbia and have urged, wherever possible, that the Government return to a realistic method of making its grants. We believe that this will remove a large part of the carping and rather bitter criticism that is to be found in some areas and, by reflection, improve the working conditions of teachers. I believe this to be a most important point and one that should not be lost to sight in the rush of covering more routine business.

#### Presidential Travelling

During the year I have found, as did my predecessors in office, that there is a tremendous amount of travelling to be done. There is so much of this that it becomes both burdensome and boring which is unfortunate. It calls for far too much time away from one's regular employment and creates a hardship on those left behind to do the work as well as being very unfair to the children in the classes. I have been most fortunate in that our Vice-Presidents, Mr. Spragge and Mr. Prior, together with the Secretary-Treasurer, have been willing to do many things that have often relieved me of the necessity of travelling. However, the problem is not small and before very long must be met in some way. No doubt a greater sharing of the responsibilities of the presidential office by the Table Officers will help to do much but it will not entirely suffice. As the Federation continues to grow this problem will become increasingly pressing and will no doubt be solved by having the President take leave-of-absence for part of his term.

#### Pensions

The greatest problem of the year has been Pensions. The unilateral decision of the Cabinet taken last December, to reduce its contribution to our Service Pension Fund came as a complete surprise to us. Because our pensions are the lowest in Canada, whereas we have the highest average salaries, we assumed that no such reduction would be made at this time. We believed that the Government would con-

tinue to contribute according to our agreement at least until our pensions became equitable. In response to the expressed wishes of many teachers we began a campaign to see if we could not persuade the Government to change its mind. This problem reaches very deeply into our pension plans. For years we have accepted low pensions because we were told that our scheme was actuarially sound and therefore would give good pensions, if not the best in Canada, once the scheme had time to get working properly. That presupposes that definite sums will be paid in over definite periods of time. Now we find that the conditions can be altered, without prior consultation with us, and thereby change the benefits obtainable. In my opinion this factor alone destroys the actuarial basis of our pension plan and renders it unacceptable to us. I now feel that we must either persuade the Government that the present scheme must be continued on its original basis or we must seek a new scheme entirely. Perhaps a plan as used in some of the other provinces whereby pensions are granted as a percentage of salary on retirement would be the best for us. Certainly it would meet conditions of inflation and deflation in a better way than our present scheme and probably provide better pensions at the same time.

In our campaign in this matter we took a firm stand which I believe is the only kind we could take. In doing so we said, as I believe we had to say, some things that might have been a bit harsh to take. However, I want to make it very clear that at no time did we make a direct attack on any individual in the Government nor did we say anything that was intended to be personal. We disagreed strongly with a decision of the Government—it was nothing more than an honest disagreement on principles.

We have found the Provincial Secretary, the Honourable Mr. W. T. Straith, to be courteous and sympathetic. He has co-operated well with us and always been ready to meet our representatives. I believe that our best hope is to continue this close co-operation.

# FEDERATION EXECUTIVE ASSISTANT WANTED

The B. C. Teachers' Federation invites applications for the position of an executive assistant in the General Secretary's department, exact title to be determined later.

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Duties to commence September 1st, 1951, will include:

- (a) Assistance in salary negotiations, arbitrations, tenure, etc.
- (b) Surveys and research.
- (c) Direction of public relations activities.

Salary depending on qualifications and experience, an improvement over the successful applicant's present salary level is guaranteed. The intention is to get the best person possible within the teaching profession for the job.

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Candidates should state age and give details of qualifications and experience. Applications must be forwarded to the

**GENERAL SECRETARY  
B. C. TEACHERS' FEDERATION  
1300 Robson Street, Vancouver, B. C.**

and received not later than June 1st, 1951.

The actual appointment will be made at the executive meeting of July 7th.

# Charlesworth Memorial Scholarship

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

## Conditions of the Scholarship are:

1. The award is an annual scholarship of \$100.
2. The scholarship is open to the son or daughter of any, present, retired, or deceased member of the British Columbia Teachers' Federation.
3. The award is made upon the basis of demonstrated ability and with some consideration of need.
4. The scholarship is available to students proceeding to Normal School, to the University, or to any other institution of higher education.
5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1300 Robson Street, Vancouver, B. C., on or before August 15th, 1951.
6. Application forms are available from the Federation Office.

### Top Level Salaries

Press reports have shown that the Government has made substantial salary increases to those Deputy Ministers who might be classified as professional. I have noted that the Deputy Minister of Education was not included on this list. The reason may have been that he is on leave-of-absence in Burma while serving with Unesco and I certainly trust that there is nothing deeper than this. I would hate to have to interpret this as another slap at the teaching profession.

If teaching is ever to be recognized fully as a profession, salaries at the top level must become comparable to those in other professions. Certainly the salaries of the School Inspectors and Directors of this province are far too low. These poor salaries have a very definite effect in depressing all salaries in our profession. School Boards cannot help but be influenced in the setting of principals' salaries by the fact that salaries paid to Inspectors are lower than those paid school administrators in many cases. In turn this is certain to depress other salaries throughout the province.

We should support any move to remedy this situation and perhaps even to initiate measures to secure improvements. Opportunities for promotion in our profession are somewhat limited as it is and it would be very much to our advantage to work on this problem.

### The Office Staff

During the year I have had the fullest co-operation possible in all the things I had to do. Our office staff has worked steadily always with the interests of the Federation in the forefront. Mr. Ovans and Mr. Evans have continued to render fine service as they always have. I have been much impressed by the many tributes passed by Federation members concerning these men who serve us so loyally. These expressions of approbation come from all parts of the province and convey the same warm praise. The ladies in the office give the same willing and considerate service which I am sure you deeply appreciate as I do. We should note here the long years

of service given by Miss Charlotte Clayton who is always so willing to give of her best at all times. To her I extend a special word of thanks for her loyalty and hard work.

I have found too that our Federation is highly respected in quarters outside our own ranks. Certainly the B.C. School Trustees' Association is aware of the power and authority of our organization as are others. The public in general has a surprising appreciation of our position in education and accord your officers due recognition. I believe that this stems largely from the respect in which our General Secretaries are held.

I would be remiss if I did not at this point make a reference to the members of the staff of Rossland High School who have aided me during the year. Many times they have had to take on extra duties to make up for my absence and as a result their contribution has been quite large.

### Our Democratic Set-up

In conclusion I would like to point out two things. I firmly believe that the B.C. Teachers' Federation is the most democratic organization I have ever been connected with. The entire power lies in the membership and is exerted through the local associations. This is as it should be. Each local acts largely on its own behalf in most matters, especially those concerning salary, within a framework of policy that is established at the Annual Meetings. There is a possibility of weakness in this that a local may overlook the fact that its actions often have effects outside its own area and act in a way that is not in the best interest of other locals. While it is essential to maintain our democratic set-up we must not overlook this point and must not fail to co-operate with all groups in such cases.

### Opportunities for All

Secondly, I would like to point out the numerous opportunities that are constantly opening up as our Educational system demands. New schools are being organized weekly and others are expanding constantly. The ratio of large graded schools to ungraded schools is growing steadily.

Herein lies the chance for promotion and development both of the schools and of the individual teacher. There is no need for a teacher to say that opportunity is closed to him or to her because daily these chances are opening up. All that need be done is to look about and seize the opportunities as they become available. The small school of today will probably be the large one of tomorrow and it is possible to grow into a good position in a short few years. Now is the golden period—never were chances better. With staffs to be increased by more than 2,000 in the next five years there is room for all and more.

While this is true for professional advancement of the individual it is also true for education itself. Now is the time for us to build on the foundations previously laid and to work in conjunction with the Department of Education to produce an ever better school system founded on the premise of service to our communities and to our children.

In all this let us not overlook our own B.C.T.F. As we build educationally let us make sure that we develop professionally—within ourselves and within our Teachers' Federation.

D. C. CHAMBERLAIN.

## The 32nd Planned For Progress

**T**HE 32nd Annual General Meeting of the B. C. Teachers' Federation has gone but is not forgotten. To give you an idea of what transpired we will take you on a "Cook's Tour".

### Delegates' Luncheon

Our first stopping place is the Banquet Room of Hotel Vancouver at 12:30 p.m. on Monday, March 28th. Almost 400 delegates and guests were assembled at suitably arranged tables with appropriate head table decorations, courtesy Misses Lillian Coade and Gladys Owen.

President Doug Chamberlain had things well in hand and after introducing the guests and after fraternal greetings had been brought, turned the proceedings over to Ivor Parfitt, Music Instructor at Vancouver's Kitsilano High School. Ivor aided our digesting of a very satisfying meal, tastily served, by illustrating how some people "sing for fun". Trio Mavis Sparkes, Shirley Ross and Marion Robson; soloist Bob Henderson and quartette Ted Golf, Jim Oliver, Bill Stoner and Archie Shafonsky were his subjects. These students from Kits knew we liked their offerings by the amount of our applause.

We also liked some of the stories the fraternal delegates told. Carl Hauck of the Government Employees' Association excused the briefness of his remarks by saying he was like the gent who went to visit Cleopatra, "I didn't come to talk." Mrs. Sprott, representing the Vancouver City Council, emphasized the youth and beauty of the females present by recalling an observation she once heard: "This year, women's clothes are not necessarily designed to make them look slim but to make men look round."

We in Vancouver have heard much about Rev. M. W. Stevenson of Ryerson United Church since his recent arrival from Scotland. We now know why Barney Taylor, Chairman of the Convention Committee, strongly recommended him as a luncheon speaker. Rev. Stevenson told us what we know and what we like to hear, of course, that our work is most important. By personal illustration from his own school days, he emphasized that our students remember us for what we are and not for the subject matter we teach. We could use up a lot of words describing Rev. Stevenson's interesting address but instead prefer to follow the suggestion made by

# Greater Victoria School Board

Applications are now invited for the following positions, duties to commence September, 1951:

## ELEMENTARY SCHOOLS:

1. Primary teachers with some ability in music.
2. Young men for intermediate grades with ability in sports.

## HIGH AND JUNIOR HIGH SCHOOLS:

1. Boys' Physical Education.
2. Girls' Physical Education.
3. Instrumental Music, both Band and Orchestra.
4. Commercial.
5. Home Economics.
6. Industrial Arts and Vocational-Technical.

Applications should be addressed to:

The Senior Municipal Inspector of Schools, Box 700, Victoria, B.C.

Applicants should give details of experience and educational qualifications. Standard application forms may be obtained on request.

# ATTENTION TEACHERS

Make application direct to your own exclusively appointed Insurance Office for the special rates to which you are entitled on:

**FIRE INSURANCE**—dwellings and contents.

**AUTOMOBILE INSURANCE**—10% discount if you have had insurance in effect for the past twelve months, whether through this office or not, and have enjoyed an unblemished loss record during that time.

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several of those present and endeavour to have him present it as an article for "The B. C. Teacher", thus making it possible for our readers to share in this very pleasant experience.

#### Mr. Campbell's Address

The second stop of our tour is the Hotel Ballroom at 3 p.m. of the opening day. With President Doug Scrutineer, the business of naming the Scrutineers and the Steering Committee on Resolutions was soon dispensed with to make way for an address by Mr. H. L. Campbell, Assistant Superintendent of Education, on the topic "The Challenge of Today". The challenge is that of mass secondary education and how we as teachers may handle it. "Education is an enterprise in human enlightenment. Let us think of it as education for living—happily and effectively in whatever capacity our lot may fall", said Mr. Campbell.

This objective carries with it a host of minor challenges. It means we must aid our students in finding their place in the complex high school with its provision for individual differences and broad curriculum so that their interests and talents can be developed to the full. Ours is the challenge to develop competent, unselfish citizens, proud of their contribution no matter in what capacity they serve in a progressing society.

The Reports of the President and of the Executive Committee concluded the afternoon's business.

We returned from an early supper to spend some time in Salon A among the display of various teaching aids. Very interesting, too. Too bad more of the delegates hadn't come along.

#### The Open Meeting

Eight o'clock found us back in the Ballroom for the Open Meeting. First Vice-President Allan Spragge was in charge and made an excellent chairman. In a few well chosen words he welcomed us all and then called upon Miss Gwenneth L. Pearson, Chairman, Board of Trustees of the G. A. Fergusson Memorial Award. In as pretty a speech as we have heard for a long

time, Miss Pearson presented the 1951 Award posthumously to Farquhar John McRae. Her most appropriate remarks and her capable and pleasant manner impressed us all. Along with a corsage, Mrs. McRae received the scroll on behalf of her late husband.

Miss Pearson's remarks about Fred's efforts on behalf of education of this province and of education generally and her reminding us that Fred passed on October 9, 1950, started us thinking back to about 1942 when we both served on the Federation Executive Committee. That's a fairly long time but we have yet to hear anyone say anything derogatory about Fred.

#### Charlesworth Memorial

The next person Allan called upon was an old friend, Second Vice-President John Prior. As Chairman of the Board of Trustees of the Charlesworth Memorial Award, John outlined the achievements of our first General Secretary, Harry Charlesworth, then presented the scroll to Miss Isabel Helgesen of Victoria. He reminded us that the Scholarship is for \$100 and that a cheque for this amount was presented to Isabel last fall to assist her in meeting the necessary finances of First Year at Victoria College. (A nice effort all round, John).

So far the evening's programme had been most satisfying. Miss Yvonne O'Sullivan, a student at John Oliver High School and winner of the Senior Girls' Vocal Division of the recent McMillan Club Festival, delighted us with two numbers. Likewise did Miss Jean Bell, a first year teacher in Burnaby. (Roy Atkinson certainly can select first rate musical entertainment for our convention meetings).

Things had gone so well that when he turned the meeting over to Bernard Gillie and the members of the Panel, Chairman Spragge practically dared them to be as interesting as the first half of the programme. They succeeded.

Bernie, ably assisted by Mrs. Tilly Rolston, Mr. J. H. Hammett, Mr. C. R. Messinger and Mr. D. M. Sullivan, gave us much to think about on the topic, "Does the Product of Our Schools Reflect the

Objectives of Education". Mr. Hammett, as the representative of the business world, was called upon to answer most of the questions from the audience but the other speakers had their share.

#### Sectional Meetings

Tuesday morning and afternoon sectional meetings for teachers of all high school subjects, principals, primary and intermediate grade teachers were held. (An outline of these will appear in the next issue of "The B.C. Teacher" when all reports are in from the Chairmen).

We were back in the Hotel Ballroom on Tuesday evening for consideration of resolutions pertaining to the curriculum.

#### Elections

As usual the elections for the Officers of the Federation were held on Wednesday morning. J. Allan Spragge, First Vice-President and a staff member of the North

Vancouver High School, was elected President by acclamation. L. John Prior, a Burnaby South High School teacher, defeated Howard G. McAllister, Vancouver, to move up from Second Vice-President to First Vice-President.

In the elections for Second Vice-President, Robert R. Smith, Principal of Hastings Elementary School, Vancouver, defeated Roy E. Mountain of Langley, and Miss Hilda Cryderman from Vernon. John S. Ewen, Vice-Principal of Alpha Junior High School in Burnaby was elected Secretary-Treasurer, defeating Ian Boyd of Vancouver.

#### Pensions

As was expected, in view of the recent campaign re pensions, Wednesday morning saw one of the largest business meeting turn-outs. We were pleased to have Mr. R. A. Pennington, Superannuation Commissioner and his Deputy, Mr. W. H. For-



From left to right: John S. Ewen, L. John Prior, J. Allan Spragge, Robert R. Smith.

*Helping Children to Healthful Living . . .*

## The Health and Personal Development Program

It teaches health from the point of view of physical, mental, and social well-being.

It uses a method of discovery and discussion that brings the youngsters in as active learners.

It is based on the needs and characteristics of each age group.

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rest, present during the discussion on pensions.

The meeting voted unanimously to continue, by all possible means, the campaign to have the employer's 7 per cent contribution to the Service Pensions Account continue. (See last section of this report for other resolutions passed).

Business was the order of the day for Wednesday morning and Thursday morning and afternoon. Some of the principal items of business transacted were:

1. Authorizing the Executive to add another executive assistant to the office staff. (See advertisement elsewhere in this issue).

2. Establishing a flat Federation Membership Fee in all categories of \$25.

3. Empowering the Building Committee to proceed immediately with the renovation of the Federation property on Broadway to provide for our own offices.

4. Setting the elementary basic minimum salary scale from \$2150 to \$3850 and the secondary basic minimum scale from \$2800 to \$4750 with the maximum in both cases to be reached in 12 increments.

#### Convention Dance

We took time out, along with about 300 others, on Wednesday evening to attend the Convention Dance at the Alexandra Ballroom. Had a mighty fine time, too. The efforts of Stan Kennett, Mel Henderson, Mernie Summers, Brian Creer and Wendall McLaren really "paid off", both financially and by way of enjoyment. Already we have heard requests for a repeat performance for 1952.

#### Resolutions

Among the resolutions passed were those which achieved the following:

#### Curriculum

1. Recommended that curriculum revision be done during the summer months on the workshop basis with each member being paid for his services.

2. Requested provision of suitable texts for the General Agriculture and Economics 92 courses.

3. Requested that separate letter grades for English Literature and English Language be authorized for use on the Recommendation Lists put out by the Department of Education.

4. Urged that no mathematics beyond course Mathematics 30 be required for a Home Economics major.

5. Requested that the Division of Tests and Measurements of the Department of Education conduct investigations in conjunction with the teaching profession to establish some testing media.

6. Urged that primary classes be not larger than 25 pupils and mixed grades for shop courses be not larger than the number the shop has been equipped to handle.

#### Pensions

1. Established twenty years as the qualifying period necessary for present and future teachers to be eligible for a disability pension or dependent relatives allowance. (Present period 10 years).

2. Established twenty years as the qualifying period necessary for teachers who become contributors to the Teachers' Pensions Scheme on or after July 1, 1951, to be eligible for an allowance at retirement age. (The present period of 10 years will continue to apply for present contributors).

3. Requested that Section 14(5) of the Pensions Act be deleted or, failing this, that it be amended to make it possible for a single annuitant to earn as a teacher in the public schools together with service pension an amount of \$200 (\$250 if married) before any portion of the service pension is suspended. (Present figures are \$100 and \$150, respectively).

4. Instructed the B. C. T. F. Pensions Committee to consider the pros and cons of continuing the present type of pension scheme, which provides for a fixed service pension of a certain amount for each year of service, and the pros and cons of changing to a scheme which would grant a pension as a certain percentage of salary and that such materials be presented to the teachers of the province at the earliest

opportunity for consideration, approval and action.

5. Approved the principle of compulsory retirement for both sexes at age 65 with provision for optional retirement for both sexes between the ages of 60 and 65. (Note: The earliest that such a regulation could become part of our Pensions Act would be at the next session of the Legislature—February, 1952).

(The first three of the above resolutions are among those which this session of the Legislature is considering. A full report will appear in the next issue of the journal as to what action was taken).

#### Miscellaneous

1. Expressed agreement with paying an increased Canadian Teachers' Federation fee of up to \$1.00.

2. In connection with teacher training, urged the Department of Education to take the following steps:

- (a) Enforce, as from September, 1952, the requirement of senior matriculation for entrance to Normal School.
- (b) Conduct an experiment in internship during the year 1952-53 with a limited number of graduates from the Normal School class of 1952.
- (c) Institute a programme of pre-selection for teacher-training candidates.
- (d) Publish annual statistics on teacher certification which indicate the extent of teacher shortage with respect to permanent certification.

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## Advice To The Classwork

**Question:** For some time it has been apparent that the prescribed texts are not suitable for all types of classes. I have found, for instance, that while the prescribed texts in English for Grade 9 will do very well for a class of average or high I.Q., they are not of much use for a low I.Q. group. Then, too, the list is somewhat scanty for any kind of extensive reading. Have you any suggestions for this situation?

**IMPATIENT.**

**Answer:** This problem is not a new one. Many teachers have encountered it, and there are several solutions. Some teachers disregard the prescribed list altogether and persuade the school administration to purchase, out of school funds, sets of more suitable material. One high school maintains at its own expense a separate library for the English department covering a much wider range in content and interest than the Department lists. One teacher has built up over a period of several years a fine library in his own classroom of works which are read most intensively by his classes. The only difficulty here is the matter of examinations, but the teachers' ingenuity should be able to take care of that matter. It is obvious, of course, that this taking of liberty with prescribed texts, applies almost entirely to high school graduation classes, and cannot be recommended for university entrance.

The matter has just been most successfully dealt with by one of the teachers of English in our school. A grade 10 class of girls from the commercial group were to be confronted with Shakespeare in the form of *Richard II*. The prospect was not at all relished by this teacher, who knew the play, and knew the girls too.

So he persuaded them to buy copies of *Romeo and Juliet* instead, and he gave them the works, which is the only possible

way to describe the ensuing lessons. It was handled in a perfectly straight-forward manner, with no glossing over of the rougher spots and no soft-peddling. Just straight Shakespeare. The class enjoyed it, enjoyed being treated as more or less reasonable individuals able to take the play with a maturity of approach which surprised me, and for possibly the first time in their school career, actively enjoyed Elizabethan drama. At least one girl in the class was activated to the point of reading more Shakespeare on her own, for her own enjoyment, which is not the usual result of the classes in dissection which so often take the place of the lively kind of activity described above.

I would be greatly interested in hearing how other teachers have handled this problem, and similar situations in other subject fields.

### Reply to "Overworked" in the February Issue

Let us assume that Overworked teaches seven lessons per day. (If she doesn't, she's not overworked). If an average of ten minutes preparation for each lesson is not sufficient, then I would say that Overworked has not sufficient grasp of the subject matter or the methodology of the subject to be teaching it.

We shall further assume that the total enrolment of these seven classes is 250 pupils. If she devotes one minute per day per pupil on marking, she would be marking 4 hours and 10 minutes each day outside of teaching and preparation time. We all know that a teacher cannot mark and criticize a paragraph constructively in one minute; better to take five minutes. That means she could only mark one exercise per week per pupil. To cut down the

4 hours and 10 minutes, the spelling and any formal exercises given will have to be marked by the class in class time. (Change books and mark). The time required for the making-up, the typing, multigraphing and marking of unit tests in any phases of the courses being taught should be deducted from the time she allots to herself for marking exercises. This will possibly result in marking one composition exercise per pupil every two weeks. To attempt any more is slavery.

I venture that much of the burden is caused by the present promotional policy of the department which necessitates carrying pupils in a class that cannot handle the work.

If the teacher who answered this question had read Merrilees: Teaching Composition and Literature, he would know that there is NO sharp division between marking for mechanics and marking for the struggle for expression. Give two distinct ratings: mechanics, in black,—10—No. of mistakes; effort, etc., in green (red is hard on the eyes) with a letter grade. A pupil who makes 6 mistakes in capitalization, punctuation, spelling, grammar, etc., gets 4. He may have had material, and he may have shown sufficient struggle for expression to be worth a B; so, he gets 4B. Similarly, the mechanically inclined pupil might score 9C—. This system of marking compositions gives praise where praise is due and condemns only where condemnation is needed.

FREED SLAVE.

## “Puzzled” in the February Issue

PUZZLED—Aren't we all? And the answer doesn't help any in a school, where thirty of these boys have to go home in a bus. Any process that requires twenty repetitions is wrong. As all instruments of discipline have gradually been taken from us, any solution of any disciplinary problem may be considered unorthodox. This writer has found that occasionally it pays to walk out on a class. Wait out in the hall until a class member invites

the teacher back in to teach them and return on condition that they are ready to be taught. If the “strong position” causes the enthusiasm to wane, don't worry; it will return later, but in a better dressed form, if the class is really as good as Puzzled thinks it is.

STUBBORN.

## Monotone's Question

Now it's my turn to ask a question.

Most of us have heard about the boy who went to college and took no notes because he had his dad's notes on the same course, given by the same prof., in the same way, twenty-five years previously. The old prof. had had one year's experience twenty-five times.

Twenty five years ago this month, I had an inspector walk into my room and give a discourse on the character of Bolingbroke. This month I might have had an inspector walk into my room while I was discussing the character of Bolingbroke. Personally I don't care whether Bolingbroke had a character or not. The questions I want to raise are these:

Whose fault is it if a teacher has to teach the same course every year for twenty-five years? When are the teachers of B.C. going to rid themselves of this hum-drum? and demand the right to make their own courses? and have some say in the selection of texts used? OR should the person who likes variety or who prefers teaching a fresh lesson leave the classroom?

MONOTONE.

## Resignations

Remember, if you are not going to teach next year, you must resign from your present position by May 31st.

## Notice -- Vancouver Teachers

The Vancouver School Teachers' Medical Services Association will pay your medical and surgical accounts up to \$500.00 for one person or \$1,000.00 for a family, and this for a yearly fee of only \$20.00 for a single member, \$37.50 for a couple, \$45.00 for three, or \$52.50 for a family of four or more.

If desired, fees may be paid in ten monthly payments by use of post-dated cheques.

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# Quotes and Comments

By THE MAN ON THE FENCE

It seemed to me that Donald Cochrane's piece in the December issue of the magazine (like many of his pieces) was a thoughtful and carefully considered approach to a real problem in our schools—Bible reading. When I consider the untidy state of this particular topic, and how woefully it is being handled, it is obvious that some such reasonable approach to straightening the matter be undertaken.

The answer to Mr. Cochrane, in the January issue, first annoyed me, and then perturbed me. I was annoyed because it was, on the surface, the usual pat collection of rebuttals encountered in discussions of this kind—a mass of indirection, evasions of the points brought up by Mr. Cochrane, and the type of argument I find most infuriating, the kind which attempts to meet criticisms of this Book, or any other, by voluminous quotations from the same book. A statement from the Bible, taken out of context, does not necessarily mean that it can be adduced as valid proof of any idea concerning the Bible held by its defender. At least, it does not mean so to me. I have my own ideas and beliefs concerning the Bible and Christianity in general, which are my private affair. I am content to let others have their own, and keep them private as well. Therefore, I find it annoying to meet so often the type of mind exemplified in the letter under discussion—that belonging to individuals who not only are not willing to keep their beliefs as private, but who insist on attempts to convince others of their essential rightness. I personally resent the smugness of this approach, the of-course-I-am-right attitude and the somewhat saintly flavor of the remarks which accompany it.

I was later perturbed when it occurred to me that this small matter was in fact

but one facet of a much larger and much more important problem, a problem dealt with very fully indeed in the January 20 issue of *School & Society*. An article, "The Danger of Authoritarian Attitudes in Teaching Today", I would sincerely recommend to all my readers, and especially to the writer of that letter re Mr. Cochrane.

The article is too weighty and exhaustive to allow of more than one or two quotations—it should be read in full—but a sample will do to keep us going:

"There is a third source of danger to the relative autonomy of the schools which comes from very sincere individuals who are dedicated to the democratic way of life. I refer to those who maintain that this way of life is logically dependent upon certain religious truths which, if denied, leave democratic values hanging in the air. Consequently in order to avoid inconsistency, they believe that the curriculum . . . must at some point give instruction in religion . . . The argument has many variations and the proposals to implement it take many forms.

"I think it demonstrable that neither the meaning nor the validity of moral ideas rests upon supernatural foundations. But suppose for a moment they did—how would they be studied? Like assertions made in secular disciplines for which evidence is asked and critically assessed? But a critical evaluation of dogma is the last thing wanted by those who believe religion has a place in schools. It is not hard to imagine the reaction of those who accept one religious dogma or another to a critical negative judgment. No, religious dogmas can be imparted only by those who have faith to others of the same faith. Whatever place they have in human experience, they have no place in the public schools."

# Memo To Man

By G. W. STUBBS,

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LAST year, you produced a column on the folly of teaching *Lady of the Lake* to Grade Eight pupils. At the time I disagreed violently with you but I wanted to let a class of such pupils answer you. We have now completed the study of the poem and I then read your article to them and asked for comment.

They have written their ideas. Not a single pupil in two classes backs you up.

I studied many things in Literature in my time—Milton, Browning, etc. Since leaving college I have not read much of them. But I am very glad that I did study them and I am sure that contact with these "difficult" masters has done something for me.

The criterion of popularity or the standard that "nobody reads—any more" is a very soft and careless one for teachers. I believe that the very fact that the children will never again read a long poem like *The Lady of the Lake* is an excellent reason for giving it in school. Especially when they LIKE it if it is properly presented.

The oldtimers who put it in the school in the past, did not do so to collect royalty by foisting a book on the schools. It was placed there because it had a high standard and for no other reason. I wonder if you can say the same for a number of books now approved by various education departments in Canada.

#### Class Comments

"*The Lady of the Lake* was a very interesting book although there were many hard parts to understand."

"*The Lady of the Lake* is a most interesting book and well put together. It is different from any other book I have read because it is all put together in poetry and it has something in it that makes you want to like it. At first I thought it would be a dull type book but it soon changed into an action-filled book. I would recommend it to anybody who loves adventure."

THE B. C. TEACHER

# On The Fence

Principal, Courtenay Elementary School.

"I like *The Lady of the Lake* because it is not made up in some wonderland, in fact, you would see the places on a map today. It is very much like around here and you can use your imagination to make it seem like it was happening here. Scott must have been a great man to put together all this story."

"I enjoyed *The Lady of the Lake* for many reasons. I liked its contrasts, the beauty of its scenery, the blood-curdling killing of the goat, the excitement of the wars, the surprise at the palace. In my opinion the style of Scott's writing gives the story an added boost. Almost as much as the drama of the story, I enjoyed the setting and the characters."

"As we were doing the story I thought it was full of interesting points. The only thing I didn't like about it was the way a few things were expressed which were not very understandable."

"I liked the story of *The Lady of the Lake* for it had different kinds of adventure and I like a *storie* with adventure. I like lots of fighting but I don't think it showed enough fighting."

"I think that it was a very good story although I could not understand it in places at first. It has plenty of adventure and danger which I like."

"*The Lady of the Lake* is many books combined. It has adventure, music, war, and bravery put all in one. I think it is quite a good book."

"*The Lady of the Lake* is a very interesting poem and exciting. It is very bloody and goey in places. It is also beautiful at times and sad. I have never read any of Scott's writing but I enjoyed this very much. He must have been very intelligent and had a wonderful imagination to write this poem."

"Personally I enjoyed it immensely and would advise all who enjoy good writing and adventure to read it. Scott put it together so that surprises would come all

(Continued on page 320)



## Living Today

By NORMA C. TAYLOR

Here, at last, is a completely new, interesting and readable book on Economics. It is planned for use in commercial classes of high schools and covers every phase of Economics which is included in present Canadian courses. It also embodies the best features of new American books in this field. A noteworthy feature of the book is the particularly large number of questions and problems for discussion and research.

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## Uncle John on . . . "SPECIALISTS"

My Dear Niece:

Be a specialist. More fun. More money. Easier work. No unemployment.

I know it means study and expense, and giving up most of your summer holidays. But it's worthwhile, even if you expect to get married next year. It is the best kind of insurance against unexpected misfortune.

But specialists don't know everything. Consider the scientists who are now in prison for betraying atomic secrets; they are not scoundrels, but well-meaning men who were misled by the arguments of Communism. They knew their physics, but were ignorant of economics. Then there was the expert surgeon who did a beautiful job on my interior decorations, but almost killed me by his ignorance of dietetics. The Americans also know about Ulysses Grant, whom many consider to have been their best general, and their worst president. I have a master's degree in my subject, but if I did not know anything else I would be hardly fit to live among human beings. So I made a habit, in summer school, of always taking one course not connected with my "major" or "minor". I still read books on various subjects, so as to avoid being one of those people I was reading about, who "know more and more about less and less".

Some times this narrow specialization is very dangerous. For instance, your Aunt used to have serious trouble with one eye, generally in early spring. The eye had become quite useless, and gave so much pain that the eye specialist wanted to take it out. The lung specialist forbade this, because she also had pneumonia at the time. So she got more or less well and came home. Then I considered the facts known to both specialists, and decided that the trouble might be shortage of vitamins. Now she takes her vitamin pills; the eye gives no more pain, and improves steadily.

Another danger is that when you have got a specialist's certificate you may think



you know your subject. I made that mistake myself, when I got a master's degree. But I soon found that all I knew was how to study it. Some people never learn that. For instance, there was the young specialist who examined my heart. He had a shiny machine and a pretty nurse, but he only found out what I knew already, and prescribed the medicine which I was intending to take, and which turned out to be quite useless. So then I went to an old man, the best in Canada, who found the trouble, and gave me advice and a prescription that enables me to stay alive.

So be a specialist, a good one. But be a human being too.

Ever your loving,

UNCLE JOHN.

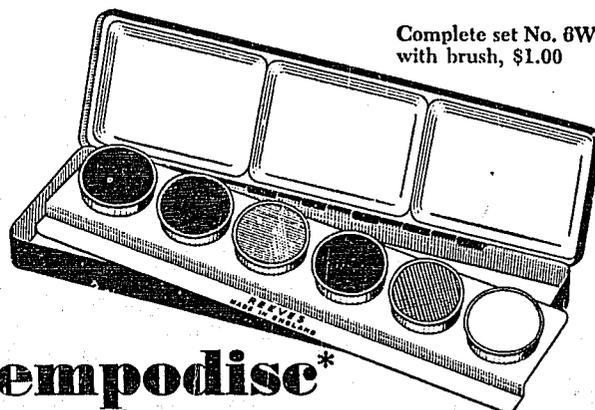
### Intending to Teach in Quebec?

Teachers interested in positions with Protestant School Boards in the Province of Quebec, outside Montreal, are urged to contact the undersigned before accepting offers below the salary scale approved by the teachers' professional organization in Protestant Quebec.

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# Correspondence

## Welcome News

Natal, B.C.  
March 15, 1951.

Editor, *The B. C. Teacher*,

Dear Sir: Must I congratulate you on your adoption of Jim MacAulay's suggestion!

As there isn't much social life in these mining camps for some of us old pots that are losing our glaze, I hope you won't mind us spending an evening with you discussing some of the weightier matters that seem to be bothering not only the younger ones who have been duped into this business, but also us oldsters who haven't found the way out.

Yours fraternally,

WILF C. MURRAY.

### EDITOR'S REPLY:

*Pleased to hear from you again, Wilf.*

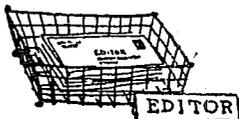
*We not only don't mind your "spending an evening with us in discussion" but we practically go on bended knee asking you to send along your reactions to ideas expressed in "Advice to the Classworn", or in any other section of the journal for that matter.*

*The journal should be used by our readers as a medium of exchange of ideas. This is the principle purpose of the "Advice" column.*

*We hope many more readers will follow your suggestion and the example of Stan Meadows and Bill Stubbs and let us have their ideas from time to time.*

Sincerely,

STAN.



## On Advice to the Classworn

Simon Fraser School,  
Vancouver, B.C.  
March 25, 1951.

Editor, *The B. C. Teacher*,

Dear Sir: The idea behind "Advice to the Classworn" is an excellent one, but great care should be taken to insure that answers to presented problems are soundly and professionally based. I hasten to add that this seems to be generally so.

However, the answer given to the Principal of the seven-room school, when he asked just who should administer the corporal punishment, teacher or principal, completely, in my opinion, missed the opportunity of a lifetime to properly and professionally present the best in the spirit of co-operation between teacher and principal.

Discipline is a team-work proposition, which definitely does not mean that both teacher and principal should gang-up on the youngster, but rather that he should be made to appreciate the interest and the responsibility of both in his regard. There are times when such team-work will eliminate the need for punishment altogether, and there are times when the situation will indicate how, when and by whom.

The final paragraph of the answer in *The B. C. Teacher* has some meat in it, even if it is a bit stringy. The second paragraph, "If the principal feels that discipline must be maintained at all costs, the only thing left for him to do is to administer the punishments, even against his will", is the type of thinking and ex-

pression which give grounds to the ultra-progressives' arguments for no corporal punishment at all.

Very truly yours,  
STANLEY D. MEADOWS.

## Correcting Themes

Elementary School,  
Courtenay, B. C.  
March 21, 1951.

Editor, *The B. C. Teacher*,

Dear Sir: Memo to the "Advice to the Classworn Teacher" Editor on February issue problem in regard to correcting themes, etc.

What about this? After the pupils have written the essay, they are exchanged, making sure that a good pupil gets the essay of a good pupil and vice versa. Then they are corrected by the pupils. This picks up simple errors in grammar, spelling, etc. Frequently the class as a whole knows the difference between "there" and "their" but in the stress of creative writing, the mistake is still made. In some cases they write "Vague" or "Can't understand what you mean" or "who are you talking about" when the structure is so faulty that the meaning is obscure.

Exercises are returned and the original writer makes necessary corrections and the essay is then handed to the teacher.

I recommend that the correctors also read the essay over, sentence by sentence, starting at the end of the exercise. This seems to point mechanical errors in construction and eliminates "content." The sentences which do not "read right" are underlined so that the author can rewrite or justify his work.

If this procedure is followed, the teacher gets more pleasure from reading themes as he is not constantly using the blue pencil to check trifling blunders resulting more from carelessness than from ignorance. His main efforts can be devoted to improving content which is, after all, far more interesting.

G. W. STUBBS.

## Teachers as Professionals

Central School,  
Nelson, B.C.  
March 28, 1951

Editor, *The B. C. Teacher*,

Dear Sir: In the Summerland Review of February 15, Mr. S. Evans in presenting the Summerland Teachers' case to the arbitration board is quoted as saying that he did not believe elementary teachers could be classed in the professional class. The staff of this school would like to know if this represents the views of the Federation as a whole or is it merely Mr. Evans' personal opinion.

For my part, providing I receive the due reward for my labors, it is immaterial whether I am ranked as a professional or not; but I would like to point out that secondary school teachers are too often inclined to confuse their academic training with teaching ability. Four years at University should increase a teacher's knowledge and equip him to deal with advanced subjects: but they do not necessarily increase his ability to teach. True, he should have some monetary reward for his successful labors but not to the extent of making the difference between the S.A. and E.B. scales too extreme. Nor, and this is most important, creating a gulf between two classes of teachers.

I am of the opinion that it is time we took a more dignified attitude towards the subject of teachers professionalism. Instead of making comparisons with doctors, lawyers and dentists, let us be content that we are *teachers* and press our claims to good salaries on our value to the community and let us also avoid invidious distinctions between elementary and other teachers.

*The School Executive*, an American publication, carries the following in its January issue:

"Roper Poll Reveals Teachers' Rate Highest. School teachers won the highest accolade as useful citizens of the community, according to a nation-wide survey conducted by Elmo Roper."

The figures showed that only 10% voted

for lawyers as the most important people in a community; 13% for the merchant. The mayor or some other top public official was in third place with a 20% rating. The clergy ranked above public officials with 27%, and the School topped them all with a vote of 31%.

Yours very truly,  
F. B. PEARCE,  
Principal.

#### Editor's Reply:

I quote from the teachers' brief:

"The E.B. (basic elementary) is the standard classification for elementary teachers. Requirements are senior matriculation followed by one year at Normal School. On completion of this training the candidate is granted an interim certificate, and after that is required to carry on two years of successful experience and also two summer sessions before being granted permanent elementary certification.

"If the S.B. standing is accepted as being at the level of a profession, then what of E.B. which has three years less of preparatory training but the same two years of semi-internship? It can hardly be accorded the same status, yet certainly it ranks differently from vocations entered through a paid apprenticeship. The E.B. teacher accepts personal responsibility for organizing and directing work as well as for the care of other human beings and these features are professional in nature. Elementary teachers, even on the basis of present training requirements, must, therefore, be regarded at least as semi-professional."

It is quite possible in emphasizing a certain section of the brief or in reply to a question by the School Board's solicitor I may have expanded this idea of teachers as professionals along the following line. By at least two criteria — the length and nature of training and the type of work undertaken—S.B. teachers should definitely be classed among the professionals. One can not apply the same reasoning to E.B. teachers so far as the length of training is concerned but the nature of their work is every bit as much "professional" as is that of the secondary teachers, the lawyers, the

dentists, the engineers, or any other professional.

The Federation has no formal policy covering all the aspects of elementary teachers as professionals but in setting salary policy, the teaching of the elementary grades has always been considered equal to that of the secondary grades. It has been assumed that the difference in the Federation stated salary schedules for the elementary and secondary teachers has been justified in view of the difference in the length of the training periods.

STAN EVANS.

## Bridges

(Continued from page 292)

tomorrow the full heritage of development.

When we extinguish the lights of the school at supper time, we darken the doorstep of freedom. The school should be the heart of a community. Education Week means putting bridges between the school and home and the world outside.

In times of stress the school is in the front line. In days of peace—a growing country like Canada—a country crying for development and new ideas will only be as strong as its schools. We can easily find money for hockey teams and public buildings . . . what about our schools?

It is democracy's greatest investment. Education Week is the symbol of our progress. It will stand for something when we cease making islands out of our schools.  
**MORE BRIDGES PLEASE!**



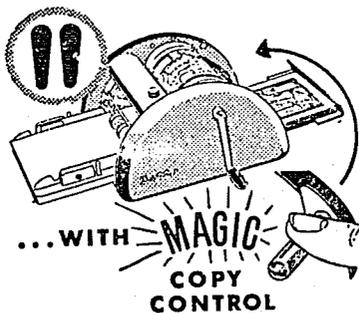
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### FROM OUR CORRESPONDENCE . . .

Victoria, B. C., January 5, 1951.

B. C. T. F. Medical Services Association,  
1300 Robson Street, Vancouver, B. C.

Dear Sir:

At this time I would like to express my appreciation to the Medical Services Association for the prompt service they have given to the payment of my doctors' bills during this past year. It has certainly meant a very great deal to my peace of mind to know that these bills have been taken care of so promptly and courteously.

Yours sincerely,

(Signed) MURIEL M. ANDERSON.

New Westminster, B. C., January 2, 1951.

B. C. T. F. Medical Services Association,  
1300 Robson Street, Vancouver, B. C.

Dear Sir:

May I express my sincere thanks to your organization for the prompt payment of my doctors' bills incurred by my recent illness. I can assure you it was a great relief to know that I was a member of the B. C. T. F. Medical Services Association.

Yours truly,

(Signed) SHIRLEY SPRINGATE.

**ARE YOU A MEMBER? IF NOT, JOIN NOW.** Write for full information to  
B. C. T. F. MEDICAL SERVICES ASSOCIATION, 1300 Robson St., Vancouver, B. C.  
or telephone MARine 8831.

# 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.

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## Elementary

*Pinky in Art Land*, by E. G. Ozard and E. F. Miller; Dent: pp. 125; \$1.75.

Mr. Miller's work at the Department of Education Summer School in Victoria and Mr. Ozard's work at the Vancouver Normal School are too well known to require enlarging on here. Suffice it to say that they have produced in a most happy collaboration one of the best practical work books on school art yet published. Both have had extensive experience in the classroom and it is not surprising that they have produced a very usable class book.

Grade Three and Four pupils will enjoy the story of Pinky the paint brush and his friends Fred and Jane. More important they will be eager to repeat their adventures in the world of design, color, and illustration.

Since the material and presentation are so excellent it seems unfortunate that a criticism must be made. The book is obviously designed as a work book but the price will tend to make it out of reach of the average pupil if used on that basis.

Very strongly recommended with a strong plea for the early publication of a companion volume for the upper grades. —H. L. P.

## Secondary

*The World, a General Geography*, by Stamp and Kimble; Longmans, Green: pp. 711; \$2.50.

This is a standard secondary school geography text. It contains sections on general physical and world geography, and the regional geography of the world. Much

of the first part is the customary material on size, shape, and movements of the earth—however, some of the sections on navigation, map projection, and map-making are new and interesting. Some parts of the section on the lithosphere, especially as regards vulcanism and crustal movements are over simplified. However, that is probably a good fault for the level of the student using the text.

The book is very well illustrated with a variety of sketch maps, and considering the quantity of factual knowledge therein, interestingly written.—W. J. K.

*Basic Principles of American Business*, by Kahm and Wagner; Prentice-Hall Inc.

This textbook written at the Grade Ten level is intended to give students an insight into a competitive world in which many will ultimately find their places.

The subject matter of the book is similar to that covered by the course in Junior Business in B. C. Schools but several topics such as Advertising, Business Machine, Major Problem of Management, and Starting and Operating a Small Factory, while dealt with in an elementary way, seem to be out of place in a junior book on business.

At the end of each chapter are review questions, topics for discussion, projects, and vocabulary lists and at the end of the book, a glossary of business terms.

This book would be excellent for reference purposes but its frequent reference to the American scene makes it undesirable as a text in a Canadian classroom.—W. T. A.

## General

*A Teacher Looks at the Curriculum*, by J. Diamant; Ryerson: pp. 60; \$1.00.

It is probably true that hands that have held the plow are never quite at home with the pen. This does not mean of course that

the ploughman does not understand ploughing but rather that he is less able to put his thoughts into polished prose. Mr. Diamant is such a one. His book is provocative and worth reading but his foreign language background and, one would imagine, lack of practice in writing, does make this pamphlet uneven and sometimes irritating in style.

In effect the substance of the book is the varied conclusions that a mature teacher has reached particularly on secondary education. Since his own particular field is, using the word in the narrow sense, non-academic it is not surprising that he considers concrete experience more valuable than abstract knowledge. If you are familiar with Newman's *Idea of a University*, you would find it interesting to compare the two points of view. Mr. Diamant considers that education is primarily for a practical purpose and that the study of non-practical subjects represents a lag between present needs and what was once important in the making of a living and now has become of lesser importance e. g. the study of dead languages.

One interesting conclusion he reaches is that all secondary pupils should be required to do real work, not the unreal work of contrived class projects. In this way they would get concrete experience while still young enough to profit from it and still young enough to continue their education along lines where they see a real purpose.—W. J. K.

*Self Understanding*, by W. C. Menninger; Science Research Associates; pp. 48; 40c.

Dr. Menninger is well known as an outstanding authority in psychiatry. He has as well, the happy knack of putting his ideas into simple, understandable language. This booklet, which is primarily for teachers and parents, discusses the effect of the feelings and behaviour of adults on the children in their care.

While the booklet is primarily for the person with little or no knowledge in the field it could serve very well as a quick review of the theories of what might be

broadly termed the Freudian school of psychology—W. J. K.

*Everyman's United Nations*; U.N. Publications; Ryerson: pp. 313; \$1.25.

This is a "ready reference guide to the structure, functions and work of the United Nations and its related agencies". It is therefore essentially a collection of facts pertaining to the U.N. for the use of those wishing a quick and concise statement of organization, problems, etc., of that body. It would be most useful in a school library although it suffers, as do many of the U.N. Publications, from the dry rot of official prose.—M. M. C.

*How to Write Better*, by R. Flesch; Science Research Associates; pp. 48; 40c.

The ability to write clearly, concisely, and interestingly is not alone the care of the professional author. Most of our information, even if it be so small a matter as the grocery list, is written. This booklet gives a series of short ways to improve your ability to write clearly and simply. It includes sections on planning and preparation, the avoidance of the big word, and how to make your writing interesting and clear.

Not a guide to the writing of the classics nor a short course in journalism, this booklet does sum up the main considerations in the writing of workaday prose.—W. J. K.

## Fiction

*Angel of Gaiety*, by Joseph Hitrec; Harper: pp. 246; \$3.00.

The problems of loneliness and divided loyalties of a half-Irish, half-Indian woman of Bombay, illustrated by the conflict between her desire for acceptance and equality among the English, and the racial pull of her own people. On the whole the style and characterization are marked and vivid, bringing to light an interesting situation not often mentioned in connection with India.

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*Les Plouffe* or *The Plouffe Family*, by Roger Lemelin, trans. by Mary Finch; McLelland and Stewart: \$3.50.

Though this novel suffers in translation it should be read by every Canadian. Through the medium of a Lower Town Quebec family of three adult unmarried sons and a spinster daughter, the author vividly portrays the tensions in French-Canadian life that existed—and do exist—in Quebec during the war years. Tension between youth and age, "national" values and American values, admiration of and hatred for the English. Satire, understanding and artistic integrity are admirably combined to give us a deeper insight of our own Canadian racial problem.

*The Pencil of God*, by Pierre Marcelin and Phillipe Marcelin-Thoby; Houghton Mifflin: pp. 202; \$2.50.

A Haitian tale of black magic, voodoo and Christianity told with power and an almost grotesque beauty. The hero, a Haitian mulatto, is caught in the forces of an illicit love and a fate over which he has no control. The story of desire and guilt is a familiar one, but this one, set against native tropical beauty and which swiftly enfolds with the naked reality of a less sophisticated society than our own, is a rather unique novel reading experience.

*Age Without Pity*, by John Prebble; Holt: pp. 250; \$2.75.

Short, swift-moving story about a rather sentimental English journalist who marries a German war-widow and brings her thirteen-year-old son to England. The boy has learned hatred too well and his nastiness and pitilessness finally bring about the ruin of the marriage and the break-down of the journalist. The novel is not a great one, but it is a moving plea for the hardened children of defeated nations.

### Memo

(Continued from page 311)

through the story. The meaning is a little hard to understand in places but on the whole it is very good."

"I never really read poetry before and

I never thought it could be so interesting."

These are not selected quotes but I have taken a paragraph from each exercise as I come to them in the pile.

Now, are you answered, yet?

If you need more, I have a whole class file of their comments on the book. Let us assume that I have a markedly superior group, and let us assume that there are only one or two pupils in each school in B.C. who are their equal. Then should we not give these superior pupils something to chew on? Must we feed them comic books or stories from the *Ladies' Home Journal*? Or *Donalda Dickie*? I maintain that we should not lower our standards solely because something is hard—and my classes seem to support me. It's the teachers who are letting the kids down.

**Editor's Note:**

The Column referred to by Mr. Stubbs appeared in the March, 1950 issue of the journal and is reprinted here for your convenience.

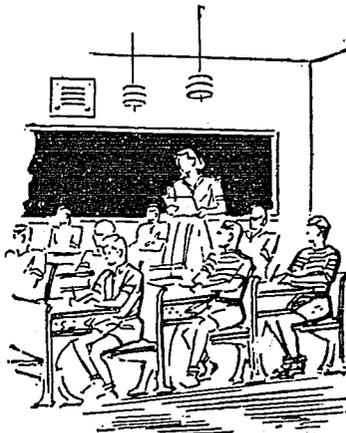
**LOCH KATRINE REVISITED**

Nearly thirty years ago, as a weary pupil in Grade VIII, we closed the pages of "*The Lady of the Lake*," thankful that we were finished with it. For six months we had dissected the thing line by line, word by word; had drawn maps and pictures; had written essays on an assortment of dull topics connected with what seemed not only an unfamiliar but uninteresting set of characters and incidents. The whole thing bored us silly.

Last week we opened our copy again for the first time since our Grade VIII days. This time we were due to "teach it," as the saying is, to a very bright Grade VIII class we have been enjoying this year. After a sincere effort by all parties concerned to deal honestly with it, we regret to report that "*The Lady of the Lake*" is still a thoroughly boring enterprise. It is definitely not for our bright young people of today. It is stilted and artificial in expression; wordy to the point of exasperation; unconvincing as to characterization

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and generally too archaic in conception to be of the slightest value to the average bright kid of today.

It has been a perpetual source of wonder to us that these hoary exhibits should have maintained their place as prescribed texts for so many years in the face of the vast quantities of good contemporary literature available. It shouldn't be necessary to use a museum piece to develop a taste for literature when there is so much that is closer to the pupils in expression and concept. What has happened to the idea of starting with what is close or familiar to the pupil and if necessary working back from that point?

**ROOMS FOR SUMMER SCHOOL**—30 single rooms available for University Summer School—men only. Ideal location on Campus. Room and board for full period (seven weeks) \$90.00. Make reservations early to **Rev. A. J. Taylor, Anglican Theological College, Vancouver.**

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## News, Personal and Miscellaneous

### He's a Lemac Now

Mr. A. Fraser Reid, a member of the staff of Vancouver Technical School for 19 years, had a stroke of good fortune during a recent visit to Hollywood. Visiting the C.B.S. studios one evening, he was selected as one of the contestants on the Bob Hawk Show, sponsored by the makers of Camel cigarettes.

Mr. Reid, who taught printing at Tech, answered all questions correctly and thus won \$25.00 and five cartons of cigarettes. (He doesn't smoke the pesky things!) This made him eligible for competition for the major award—a tempting prize of \$750.00.

With four other contestants, Mr. Reid took a seat in the "Lemac" box; they were allowed 1½ minutes to fill in the card bearing the letters named. Each word had to end with the letters "inc." Mr. Reid was the only contestant to complete his card in the time allotted. He was acclaimed the "Lemac" of the week, winning the grand prize in addition to the previous \$25.00—very nice remuneration for about ten minutes' endeavor!

### Canadian Cancer Society 1951 Campaign

The problem of cancer is admittedly a serious one, but full knowledge of all aspects of the problem show it to be somewhat less serious than many people may think. People, for example, who believe that all cancer is incurable; that the disease can be acquired by contact with a cancer patient; that it is hereditary, can be assured that these beliefs are mistaken.

The Canadian Cancer Society, which is holding its annual campaign throughout the month of April, points out that many of the cases of the commoner forms of cancer, are likely to respond to treatment—if diagnosis is made and treatment com-

menced early enough. One of the objectives of the Society is lay education in the basic symptoms of cancer. If every Canadian knew, and acted upon, the danger signals of cancer, we could expect a real increase in the number of patients cured of the disease. These signals are:

1. Any sore that does not heal.
2. A lump or thickening in the breast or elsewhere.
3. Unusual bleeding or discharge from a body opening.
4. Any change in normal elimination habits.

Presence of any of these symptoms does not necessarily indicate cancer, but they do justify a visit to the family doctor to make sure. And, discovered early, many cases of cancer can be cured.

Regarding the possibility that cancer may be a hereditary disease, it has sometimes been pointed out that Napoleon was the third generation of his family to die of cancer of the stomach. Medical authorities point out, however, that cancer, the second most frequent cause of death (diseases of the heart are first), is sufficiently common to reappear in three or more generations of one family merely in accordance with the laws of chance.

The question of inheritance of cancer has also been raised by the development of laboratory animals which show such tendencies. It is true that in the past 30 years geneticists have been able to breed strains which are 90 per cent resistant to cancer.

But the inheritance of cancer susceptibility by mice cannot be shown to apply to human beings. These highly susceptible or resistant mice are the result of controlled inbreeding for many generations. To obtain the same genetic pattern in human beings, as one writer has graphically put it, "would require the breeding of brother and sister back to the time of Abraham". The universal cross-breeding

of human beings decreases any possibility of hereditary cancer.

The possibility of cancer being contagious or infectious, that is, caused by bacteria or a virus, has also been of some concern to laymen.

Following Pasteur's epoch-making discoveries of the role of bacteria in causing many diseases, scientists took great interest in the possibility that cancer might be caused by an infectious agent. But years of intensive research have failed to prove that bacteria are a cause of cancer. It is now accepted that cancer, rather than being an infectious process, is a degenerative disease, affecting chiefly older persons.

## United Nations Essay Contest

**Who Is Eligible?**—Men and women between the ages of 20 and 35 who are members of any national organization which co-operates with the United Nations Association or which is affiliated with an international non-governmental organization which is in active connection with the United Nations.

(This includes a considerable number of Canadian voluntary organizations. In case of doubt, write to the National Secretary, United Nations Association in Canada, 163 Laurier Avenue West, Ottawa.)

**Title of Essay**—"The United Nations and the Evolution of the Concept of International Solidarity."

**Length of Essay**—Approximately 2,000 words.

**Supplementary Requirements**—Contestants must also complete a questionnaire available from the Ottawa office of the U.N. Association in Canada.

**Deadline**—Essays accompanied by completed questionnaires must reach the United Nations Association in Canada, 163 Laurier Avenue West, Ottawa, by May 10, 1951.

**Judging**—The Canadian essays will be judged by a national committee made up of experts in writing and in international affairs. Two or more of the best submis-

sions will then be sent to New York for consideration by the International Jury. This body will include officials of the Department of Public Information, a representative of UNESCO, a representative of the World Federation of United Nations Associations and individuals chosen as experts in the field of international exchanges of personnel or international education. This International Committee will decide the final awards.

**Prizes**—The United Nations will offer the ten international winners (of whom only one will come from any one country) transportation from their cities of residence to New York and back with a per diem allowance for both journeys. An allowance of \$10.00 a day for 30 days in the New York area will also be paid.

The fellowship must be utilized during one of the two periods: (1) between August 13th and September 10th, or (2) between September 3rd and October 1st, 1951.

## Progressive School Days

The following poetic "trifle" signed J. E. P. (who, by the way, is an Ontario public school teacher) appeared in a recent issue of "Saturday Night", the well-known Toronto weekly. Though poetry is usually supposed to be fanciful, we suggest that the subject of this poem is no mere figment of the imagination:

School days, school days,  
Dear progressive school days!  
No one taught 'riting or 'rithmetic,  
Never a sign of the hick'ry stick.  
Mornings, you'd play and loaf and chat,  
Afternoons, tours to this and that,  
Or tests to find what you're gifted at—  
They never found nothing for me.

School days, school days,  
Mad progressive school days!  
Rhythmics, Map Reading, untidy Art  
Taught to the tune of a Guidance Chart.  
I was a boy with low I. Q.  
You were a bit subnormal, too;  
Though none of us worked, we all got  
through—  
Though how is a myst'ry to me.

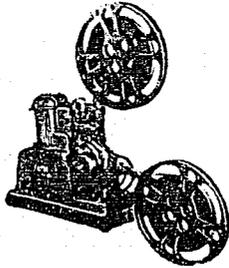
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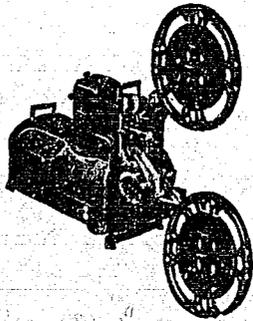
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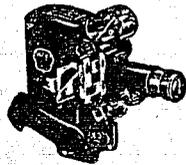


A new, really lightweight, streamlined 16-mm. sound projector that combines famous Ampro professional quality performance, amazing compactness and popular low price. Designed for both small and larger audiences, it operates at both sound and silent speeds. Outstanding features include: standard tested and proven Ampro projector mechanism and sound head; fast automatic rewind; 750-1000 watt lamp; new slide-out gate for easy cleaning; a jack for microphone or phonograph operation; triple claw movement; coated 2-inch F1.6 lens and many others.



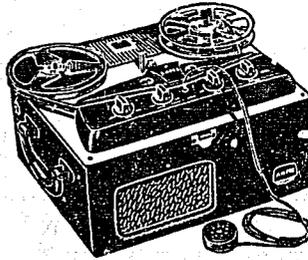
**AMPROSOUND  
Premier 20**

With swing-out gate for ease of cleaning. Equipped for both silent and sound film speeds and reverse operation. For educational purposes it provides an outstanding medium for auditorium and classroom work. It assures professional quality sound projection with unusual ease of operation.



**AMPROSLIDE Model 30-D**

For 2-inch x 2-inch slide and film strip. Fits extremely well into any program of Visual Education, permitting the projection of still pictures to large sizes for careful study. It projects either 2-inch x 2-inch still pictures in individual mounts or a series of still pictures on film strip. An inexpensive visual aid with varied applications. Unlimited teaching material is available.



**AMPRO Tape Recorder**

Two full hours of recording on one 7-inch reel of tape. This revolutionary new Ampro Tape Recorder and Playback Unit is years ahead in important basic advantages.

- Simplest to operate
- Lowest first cost
- Greatest operating economy
- Lightest weight

All the features that make for simplified and economical tape recording.

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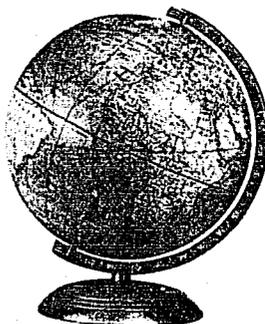
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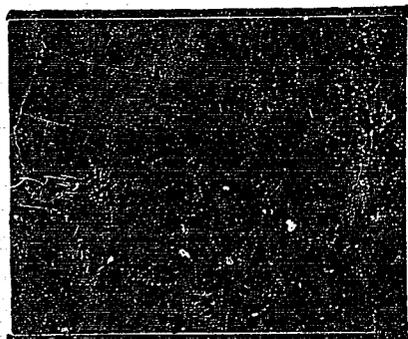
## Mechanically Constructed GLOBES

Add new interest to your Current Event and Social Studies lessons with an accurate, coloured globe. They are up-to-date and show all the latest boundary changes. Mounted on sturdy bases with a graduated semi-meridian. From 8" to 16½" in height.



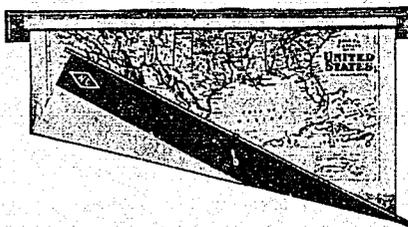
## Blackboard Outline MAPS

Make the chalk talk for you in geography with one of these handy, easy to clean Blackboard Outline Maps. They are made from slated cloth and are guaranteed not to crack. Accurate and up-to-date. Outlines of eight countries are available.



## MAP MOUNTINGS

Protect your maps this easy, economical way. Mounted on cotton with wood moulding at the top and bottom. Models with hand or spring rollers. Fitted with dust-proof protectors.



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