the BC teacher

VOL. XXX, NO. 8 MAY-JUNE, 1951

INDIAN BASKET MAKING (See Page 332)

In This Issue

Should We Change Our Pensions Act?
Do You Want a B. C. T. F. Credit Union?
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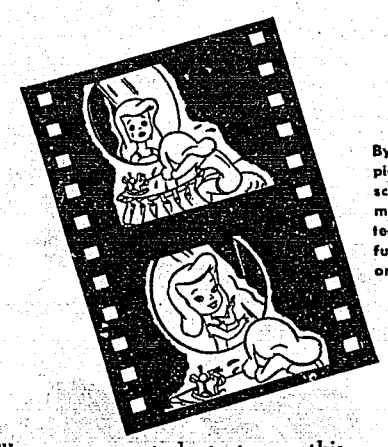

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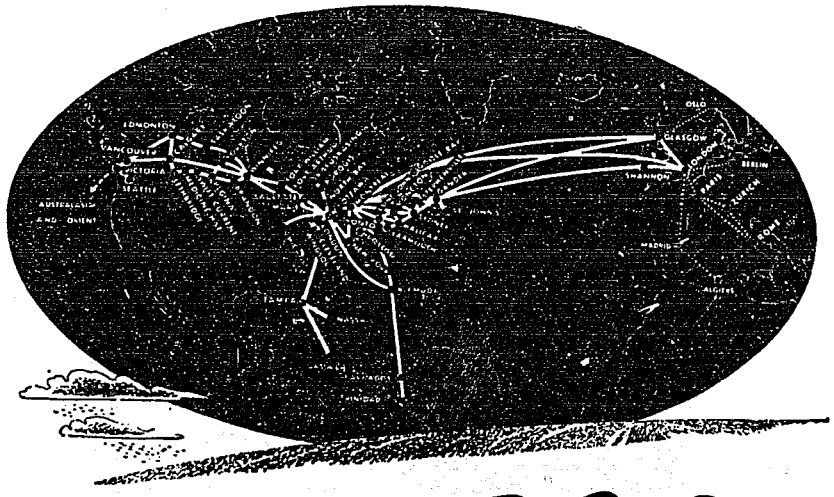

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the BC teacher

Official Organ of the British Columbia Teachers' Federation

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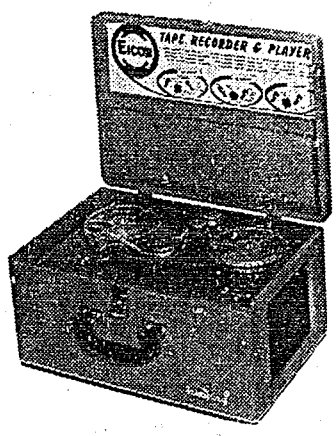

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Hints To Job-Seekers

. . . A Review of School Law

Those sections of the Public Schools Act which have a bearing on teachers seeking new positions are summarized as follows:

Resignations

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

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

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

Dismissals

1. A School Board may terminate a probationary appointment within thirty days of the notice in writing. If such notice is not given, the teacher automatically is re-employed on a continuing engagement.

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

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

Appointments

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

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

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

Leave of Absence for Marriage

The B. C. School Trustees' Association has brought to our attention the fact that in a number of cases Boards have had this year requests for leave of absence from teachers desiring to get married during a teaching term.

Very reasonably, the Trustees ask that teachers plan their marriage to take place during one of the regular holiday periods. It is not always easy to get substitutes and even when a substitute is available there is bound to be some loss to a class through the change-over.

The Executive of the B. C. T. F. has endorsed the Trustees' request in this matter and urge all teachers concerned to take note.

On a related matter, one teacher is now before the Executive on a charge that she left her teaching position to be married without first obtaining in writing a release from her engagement with the School Board. This practice is both illegal under terms of the Public Schools Act and unethical under the B. C. T. F. Code of Ethics. The Executive serves notice that any such cases brought to its attention will be severely dealt with.

Indian Life in British Columbia

Salish Basket Making

By A. F. FLUCKE

The white man's interest in Indian baskets led to the development of the basket-making industry where formerly it had functioned strictly for home use.

THE rather imperious-looking Indian princess in the cover picture belongs to a group of Salish people living in the State of Washington, just north of the Columbia River. The picture was taken about 1915 by Edward S. Curtis, during the preparation of his voluminous photographic history, "The North American Indian".

Seated on the edge of a dugout canoe and surrounded by some of the artistic products of her people, this girl is a typical daughter of the upper class. Around her shoulders she wears a robe made from many rabbit skins; from her ears hang pendants of abalone shell. Her home, at the moment, is a summer fishing shelter, formed by the usual method of draping a few large mats over a framework of poles. (The ranking members of our native groups were not in any way a leisure class, and even chiefs and their families took part in the various seasonal occupations). At the left of the picture we see a loosely woven bark mat and next to it some of the material from which it is made. This kind of mat was woven on a hanging loom from coarse shreds of inner cedar bark.

When we turn to the baskets, we find some of the finest examples of the weaving art. Particularly among those tribes less skilled in woodworking, the basket was an indispensable domestic item, being used for cooking by the hot stone method, as well as for the gathering and storing of food and other possessions. When the white man began to show an interest in and a desire to purchase such containers, the basket-making industry, where formerly it had functioned strictly for home use, became more of a commercial enterprise. Accordingly, the Indians began to make their baskets more ornate in both form and decoration. Instead of the usual two handles, the principle was carried further to embellish the rim with a whole series of decorative loops. Likewise, the designs on the bodies of the baskets were expanded and made more colorful.

Although the Indians made many baskets in simple open weaves for such purposes as gathering roots and shell-fish, the best were those designed for cooking purposes or for the storage of precious possessions. These were made by the coiled-sewn method—a process which produced baskets of pleasing appearance and extreme durability. Some of them are known to have been in use for more than half a century. The foundation material was either spruce root or cedar root and was used in two forms: either in broad bands a half inch or more wide, or in slender splints bundled together. All watertight baskets were made from the latter. The sewing threads were also split from pliable roots of spruce or cedar.

The material was gathered in the spring and placed in damp earth until needed. When the basket-maker was ready to begin, she took a length of root, holding one end in her mouth, inserted a sharp pointed knife in the middle and thrust away from her, splitting the root into two lengths. She repeated this operation with each half until she had several lengths of the desired thickness. The long evenly split pieces were used as thread, while the short bits went to make up the foundation bundles. The pieces were then twisted into several knots and placed in water until the woman was ready to begin weaving.

The bottom of the basket was made first, the foundation bundle being sewn either in a spiral form, working outward to the correct dimensions for the base, or in parallel rows by doubling the bundle back and forth. The first process produced a round bottom, the second an oblong. From the bottom the walls of the basket were built up in a continuous spiral, each turn lying on top of the previous one and the two being sewn together inch by inch as the formation progressed. Holding two sections firmly between her fingers, the basket-maker sewed the turns of the bundle together with an overcast stitch, looping the root thread over the upper section and drawing it through a hole pierced in the lower. The thread was pulled tight with the teeth, binding the two sections together.

The same type of stitch was used where the foundation bundles were replaced by foundation bands. In such cases, however, the walls were not always formed in spiral fashion, but instead from separate hoops laid one on top of the other.

One of the most interesting points of Salish basketry is the method of applying the designs. It is done by what is known as imbrication, a term meaning to overlap. The decorative material is usually cherry bark or dyed grasses, and the pattern is formed as the basket is being sewn together. At each stitch, the strip of bark or grass is folded back on itself and the fold caught under the stitching thread. It is then brought forward again so that it overlaps and hides the stitch and again folded back to be caught under the next one, and so on. This method of applying decoration to basketry is unique in that it is found only in a comparatively small area of the Pacific slope, from the Columbia River northward to the middle reaches of the Fraser River.

The basket at the bottom of the picture has a design called "migrating geese", while the large basket lying beside the girl shows what is probably a "lightning" design with figures of mountain lions added.

Important Notice re Salaries

Salaries in Kelowna, New Westminster, Surrey, Revelstoke, Summerland, Penticton, Keremeos and Salmon Arm School Districts were fixed by arbitration awards expiring on December 31, 1951.

The B. C. T. F. will consider it unethical for any teacher to accept a salary in any of the above districts lower than that called for in the arbitration award as shown in the Summary of Salary Schedules published in this issue of the magazine. In case of doubt consult the B. C. T. F. office before accepting a position.

Probationary teachers were excluded from the benefits of revised salary scales for the period January to June, 1951, in Kelowna, New Westminster, Surrey and Armstrong School Districts. Teachers wishing to protect themselves against this sort of discrimination in future should include in their letter of acceptance of a position some such proviso as follows: "The salary offered is accepted on the understanding that any revision of the general scale of salaries brought about through either negotiation or arbitration or in any other manner during the school year 1951-52 shall apply to my salary also."

Our April Cover Picture

The picture used on the cover of the April issue was from the B. W. Leeson collection.

As a young man, Mr. Leeson went with his parents in 1892 to live at Winter Harbour on Quatsino Sound. This member of the first family of white settlers of the area stayed to spend most of his life at Quatsino where he became a true friend of the natives.

His interest in photography and his knowledge of Indian customs established Mr. Leeson as an authority in this subject. His picture collection is one of the most valued in the Provincial Archives.

And So We Have a New School

By A. W. A. PHAIR

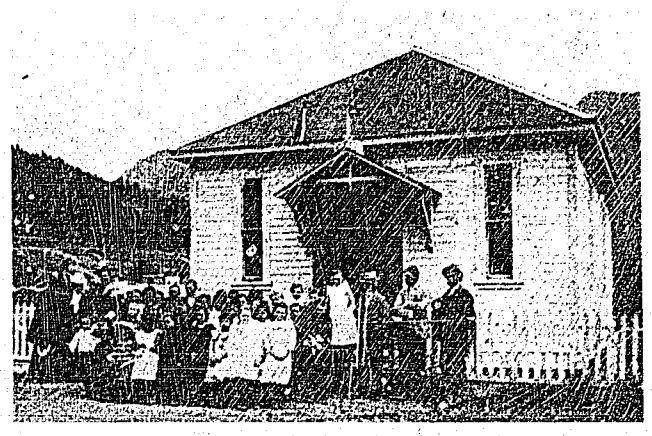
I STARTED school here over sixty years ago, nd when I look back to those days, and compare them with what you have today I marvel and I wonder. I often find it hard to adjust myself to present day trends.

Our School house was an old adobe building which is still standing. It was small with tiny windows, so on a dull day we could hardly see to work. We were all optimistic and thought Lillooet would grow, but no one could visualize that some day we would have this wonderful building, and seven teachers.

I was born here in 1880, and the only white boy in this part of the country for several years. My mother was the only white woman in town, having come from Ireland to be married here. The Cariboo Gold boom was over, so the town was almost a Ghost Town. We had no doctor, no modern conveniences, no telegraph, mail once a week, supposedly, but sometimes only once in three weeks.

There was no Vancouver and no C.P.R. Yale was the head of navigation. The young people today with their radio, movies, cars, aeroplanes, electric light, hospitals, frigidaires, telephones, etc., cannot realize that only a few years ago these things did not exist.

Many of the Cariboo miners of 1861 had settled here and married Indian women, so when the school opened, pupils ranged in ages from six to over twenty and many were bearded men. Teaching methods were vastly diffe[illegible]rom those of today. Subjects were fe[illegible]e were thoroughly grounded in the fundamentals.



One of Lillooet's early schools. It is still used as a primary classroom.

This story of education in Lillooet of yesteryear is adapted from an address given by Mr. A. W. A. Phair at the opening of Lillooet's new school. Mr. Phair was the first white person to be born in Lillooet and has spent practically all his life there. Mr. Phair's son, Harold, teaches at Lord Byng High School in Vancouver.

Work and Play

Queen Victoria's rule of eight hours work, eight hours play and eight hours rest was recommended. It was a simple life—no distractions. We were taught such simple truths as honesty is the best policy, that we render a full day's work, and cultivate a useful hobby for our spare moments. That's if we had any spare moments. After school meant cutting wood and hauling

water. Getting in the cow milking and doing home work.

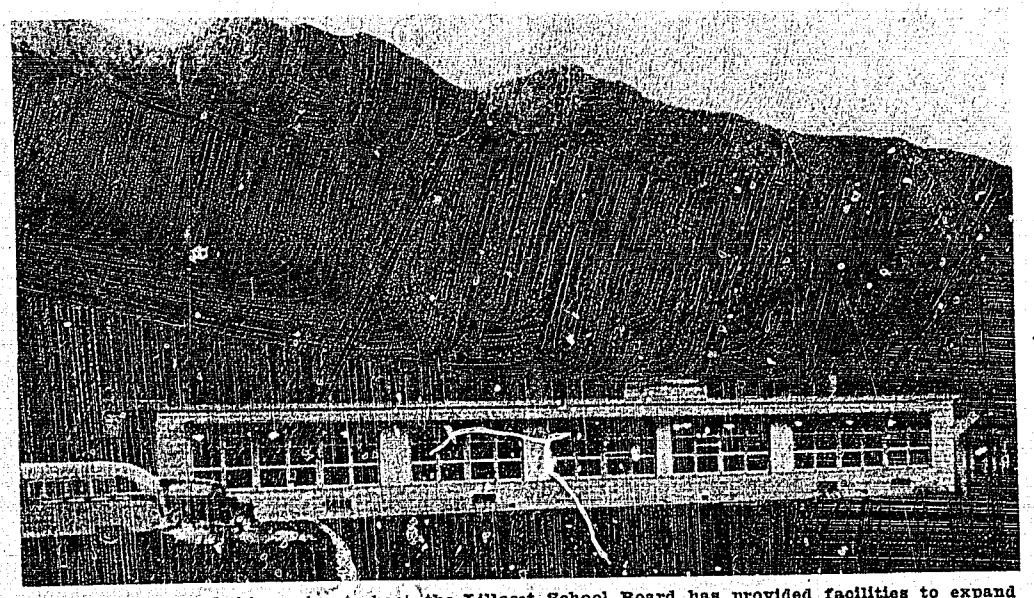
Our games were Saanders, a kind of baseball, in which we socked the runner with the ball to get him out. The other was shinny, a kind of land hockey, played on the street. We all went in for running and jumping and every little town had its champion athlete. There was great rivalry between the towns. Sports were held on the First of July. There were horse races and Indians would run their horses all day for a dollar. There were also bucking horses. But the most exciting event was a tug-of-war between the Indians and the Whites, generally won by the Indians.

Most winters those days were cold enough to give us good skating and we used old wooden skates with steel runners. Boys from ten years up all had guns and game of all kinds was plentiful. We did a lot of fishing also. The streams teemed with trout and salmon were so plentiful that they ran up the Fraser in countless millions, and also filled all the side streams.

Home life was completed by playing games such as chess and checkers. When we were small, we learned our catechism, nursery rhymes and the old songs. Music and parties were popular.

School Was Exciting

The church bell summoned us to school. Teachers came armed. It was the ambition of every big boy to lick the teacher. A big strapping man was always sent here as teacher. In my day the closest we got to licking our teacher was putting a ten-ounce tack on his chair, of course point upward. The teacher's weapon was a stout stick about three feet long, perhaps an old billiard cue. He called it a pointer and it was supposed to be used to point out places on the huge maps that decorated the walls, but it was more often used on our backs or heads. Light punishment was administered with a cane on the hands or another delicate part of the body. We'd hold out our hands and get so many whacks. If blood was drawn we felt like heroes. If a teacher had a cranky spell, he would thrash the whole school on general principle. If a boy acted especially dull, he would be stood on his head and have it bumped on the floor several times.



With the building of this modern school, the Lillooet School Board has provided facilities to expand the curriculum to Commercial and other specialist subjects. A similar school has been built at Bralorne, while Pavilion has a modern one-room school with teacherage attached.

"That ought to drive a few brains into your stupid head", would be the closing comment.

After my day, one particular teacher was sent here. He didn't believe in corporal punishment, but he didn't last long. He soon lost all control. One day the students locked him in the loft. Another day they filled the school with smoke and as he was returning from lunch, yelled fire. They had locked the gate and door, but pretended to be helping him, but were really hindering him. That just about finished him.

The next teacher was the sister of the Hon. E. C. Carson. She brought a strap made out of an old harness tug. This she hung on the wall. The children laughed. It was a noisy crowd not like a school. She let things go on for a while. Presently a boy got up, opened the window and sat up on the window ledge. "This is cooler", he said, and another boy tried the same stunt on the other side of the room. Miss Carson got up, grabbed the first boy by the scruff of the neck, and threw him down. He came at her but she landed a straight left and down he went again. By this time the other boy had taken his seat. "Too late", she said and proceeded to give him the thrashing of his life. The boys cried for a long time and did not feel like sitting down for a much longer time. Next day their mothers came and they were told that this was nothing to what was to come. There was no trouble after that.

Outstanding Teachers

Many of B. C.'s outstanding teachers began their careers in Lillooet. There was Mr. E. B. Paul, later of Victoria; Mr. Quotham, who moved to Vancouver; Mr. Hunter, who became principal of Nanaimo Schools; Mr. J. C. Morrison, Mrs. A. J. Colbeck, Mr. R. G. Gordon, and Messrs. McGarrigal, Donaugh and Lallamand.

I have always been closely associated with Education. My father was one of the first teachers here. He came from Castlerae, Ireland by way of Kansas and Chilliwack. His salary was $50 a month. Today my son teaches High School in Vancouver and probably gets nearer $4,000 a year. My brother Bertie, who died many years ago from effects of the First War, taught at Pascelqua.

I also would have liked to have been a teacher but was not so academically inclined. The closest I got to a school was being a Truste

I always considered a good school an asset to the town, and we convinced the taxpayers they should buy the present grounds which cost about $25 a lot, and build the predecessor of this school which is still being used. It cost some $6,000. The taxpayers said we were going to break them, but they survived and now seem to enjoy going in for some real spending. I am still in favor of good schools and well-paid teachers. Teachers are one class who deserve good pay so as to free them from financial worries. They have spent many years in preparing themselves and must be leaders.

The Challenge

It is now up to the young people who are students at this and other similar schools. The old people have worked and sacrificed to give them all this. We will soon pass. There is opportunity for all who will strive and not be led away from the hard truths that face us. We hear of people blaming the system, but who suggest nothing in its place that will work. Other systems have been tried. It is the survival of the fittest. There is place for us all here, each in his place but we all cannot go to the top.

Is it that prosperity has drawn the world away from the great truths of the Bible, from God and his teachings? Will we go down, as did Rome and other civilizations?

If the world could follow the example of Lillooet, I am sure world problems would be solved overnight. Here race, creed or nationality does not matter. May this school continue to perpetuate the highest of ideals.

Credit Unions—Co-op. Banks

By ERNEST SIMPSON
Secretary-Treasurer,
Vancouver School Teachers' Credit Union

THE 103-year-old credit union movement which at present, is rapidly expanding throughout the Province, is arousing the interest of many B.C. teachers. This interest in these "co-op banks" or "joint savings accounts" has become so great, that the teachers of Chilliwack, New Westminster, and Vancouver have already formed their own credit unions. The Vancouver credit union also includes the teachers of Richmond and Burnaby. Moreover, a B.C.T.F. committee is, at present, studying the possibility of inaugurating a province-wide credit union. In view of this growing interest, this article will attempt to explain what a credit union is, how it is operated and supervised, and also the benefits enjoyed by its members.

Savings and Loans

A credit union is a co-operative savings and loan association owned by a group of people who are linked by a common bond. In the case of the proposed B.C. Teachers' Credit Union the common bond would be membership in the B.C.T.F. This group pool their savings, and from this common fund make "provident and productive" loans to members. The revenue derived from loan interest is used to insure savings and loans, and also for general overhead. The surplus remaining is returned to the members in the form of an annual dividend.

In. B.C., credit unions are supervised by an official of the Attorney-General's Department, the Inspector of Credit Unions, who, with his staff examines the books of all credit unions in B.C. at least once a year. The B.C. Credit Union League looks after supplies, and will also give advice and help when needed. The B.C. Central Credit Union operates like a central bank, and makes loans to member credit unions when extra funds are needed.

Each credit union is administered by a Board of Directors, who are elected at the annual meeting of members. From this Board of Directors, a President and Vice-president are chosen. A supervisory or audit committee checks the books once a month, and makes a quarterly return to the Inspector of Credit Unions. The credit committee reviews the loan applications, and, after approval, passes them on to the treasurer. The actual administration is done by a bonded treasurer, who does the bookkeeping, and handles the funds.

Benefits

Now let us look at the benefits derived from membership in a credit union. First, this institution offers unique advantages as an attractive way to save; a credit union is above all a SAVINGS ORGANIZATION. An annual dividend on savings is declared out of profits. Also, by a protective contract with the credit-union-owned-and-operated Cuna Mutual Insurance Society, every dollar deposited, is matched with a dollar of free life insurance. This free insurance, paid for by the credit union, is subject to age limitations, and has a $1,000 limit. To illustrate: a $1,000 deposit in a credit union would earn an annual dividend, and in case of the member's death, his estate would receive $2,000, (the $1,000 deposit plus $1,000 free insurance). Deposits may be received for any amount, at any time, and may be withdrawn without notice.

The second advantage enjoyed by the member, is that the credit union is a convenient, dignified source of credit for any "provident or productive" purpose. The rates of interest are favorable, and through

a separate contract with Cuna Mutual, all loans are insured against the death or permanent disability of the borrower. The creed of Cuna Mutual in this respect is: "All debts die with the debtor." All details regarding borrowing are held in the strictest confidence by the credit committee, and it is a very rare occurence when an application is refused. That this reservoir of funds for loans is needed by teachers, is shown by the fact that in the Vancouver School Teachers' Credit Union, the total loans since incorporation (in 1942) now stand at $443,170. That this huge total of nearly a half million dollars has been loaned, with no bad debts or delinquent accounts is a very favorable comment on the honesty and financial responsibility of this teaching group.

Insurance

Another credit union feature, which is used by many members, is the right to purchase low-cost renewable term and ordinary life insurance from our credit-union-owned Cuna Mutual Insurance Society. This is a direct transaction between member and company, completed entirely by mail. The company pays no fees or commissions and passes the savings on to the policy-holders. After two years in force, dividends are payable on individual life policies. This company also writes "Home Protection" insurance which covers mortgages on real estate.

The $2,000 self-endowment plan, whereby a $2,000 estate can be created immediately, is also proving very popular in many credit unions. This plan operates through the credit union like an ordinary endowment policy, and costs $8 per month over a ten-year term. This ingenious plan is made possible by the insurance provided by Cuna on deposits and loans, and provides a definite savings plan for a ten-year period.

Teachers of the Lower Mainland have yet another inducement to become credit union members. By virtue of their credit union membership, they are eligible to become members of a buying co-operative in Vancouver called the A.B.C. Co-operative Society. This organization has agreements with a selected list of stores, by which substantial discounts on a large number of articles are given to members. The co-operative helps to provide home appliances and personal requirements as economically as possible, and constantly helps the credit union member to "Be Wise—Buy Wise."

Some readers might wonder what happens to the revenue derived from interest on loans. During the year, part of this revenue is used to insure the loans and deposits with Cuna Mutual. At the end of the fiscal period, by government regulation, 20% of the net earnings are put aside in the Reserve for Bad Debts Account. Then, at the annual meeting of members, a dividend is paid to the depositors, while the balance goes to the borrowers as an interest rebate. Thus in this truly democratic co-operative institution, everyone shares in the profits, in proportion to their participation during the year.

Enviable Record

It is both interesting and instructive to examine the achievements of the credit union movement in B.C. during the past eleven years of operation. During that time, thirty million dollars has been loaned to members for varied purposes ranging from small personal loans to cover incidental provident purposes, to large loans covering the purchase of such items as automobiles and homes. At present there are approximately 50,000 members in B.C. who have accumulated assets of over eleven million dollars.

In closing, I feel that the following quotation from the article, "Three Million Amateur Bankers" in the May, 1942 issue of the *The Rotarian* aptly sums up the ideas and ideals behind credit unions. "The credit union movement has shown how to reach down to the man in the lowest economic pit, to help with the strong arm of co-operative credit. It has demonstrated that idealism and sentiment can go along with good business, and eradicated the foolish notion that it is humiliating to borrow money." Truly, the credit union creed should be of interest to every teacher in B.C.: "Not for profit, not for charity—but for service."

Do You Want a B.C.T.F. Credit Union?

From time to time resolutions have come to the B.C.T.F. asking for the establishment of a province-wide teachers' credit union. The executive appointed a committe to investigate the feasibility of the proposal and to report to the October meeting of the executive.

The committee has met and has unanimously agreed that a province-wide teachers' credit union is feasible and desirable and that administrative problems can be so solved as to provide good credit union services to every teacher in the province.

Possible plans are to be considered at the July meeting of the committee. To arrive at a reasonable plan of action the committee and its advisers from the B.C. Credit Union League is asking for an indication of possible support.

There are at present three teacher credit unions operating in B.C. These are at Vancouver, New Westminster, and at Chilliwack. Letters have gone out to these asking them to indicate whether they would prefer to become part of the larger organization.

But, we do need information from the individual teachers as well and have therefore attached a questionnaire. Note that your name does not appear on the questionnaire and we would like you to be quite frank in answering the questions asked. May we have your reply mailed to the B.C.T.F. Offices, Vancouver, as early as possible and not later than June 21st. Thank you!

Please, complete and mail as early as possible to

B.C.T.F. Credit Union Committee, 1300 Robson Street, Vancouver

1. Are you now a credit union member? - - - - - .....
2. If not, is there one in your locality that you could join? - .....
3. Would like to see a province-wide teachers' credit union established? - - - - - - - - - - - .....
4. Would you be prepared to become a member and use it by making in it small monthly savings? - - - - - .....
5. Do you expect that you might at times wish to borrow? .....
6. Are you a member of an urban school or are you able to reach meetings of teachers in your Local sufficiently often so that most services of a credit union could be made available to you without your having to contact a provincial office at the end of each month? - - - .....
7. Do you now owe money to any, or each, of the following:

   mortgage company ..... finance company .....

   bank ..... credit union .....

   monthly payment purchases .....

   agreements of sale on real estate .....

   personal notes, etc. .....

STOP! LOOK!

Two of the pupils collect the advertising left at the Airport.

"IN the Fall we decided to have a school newspaper. We thought we could provide a service for the 125 people on the airport as well as make money to donate to the Red Cross.

"We named our paper 'The Airport Flight' and planned four issues per year. We solicited advertising at 1½c a word and sold subscriptions. We sold fifty 15-page copies at 10 cents each. They included a "Who's Who" section. This tells about new pupils. We have an Airport News section, an Art section, pages for poetry and stories, an editorial page, and a section on classroom boners. These latter have included such unconscious gems as: The Schumann Plan —a pension plan for aged shoe repair men. A landscape—something like a fire escape.

A board fool (I forgot to cross the "t")—a man who buys lumber foolishly.

Our editorial is written by a different child each time, so that we elect a new editor for each issue.

A sports page is keenly read, for there is high competition between teams. We have a P.T.A. news section, and I usually include a note to parents.

The paper is done laboriously on a hectograph pad. Most of it is printed. We have a cover contest and a coloring page each issue. The coloring page is especially for younger brothers and sisters.

There are 33 children in the school, from Grades 1 to 6, and each child contributes something of time and effort. All work is done by the children except final proof reading.

(Continued on page 344)

Last Fall on my way to the Peace River Convention the plane came down at Prince George. There I met J. R. Pollock and Don Lyttle of the Visual Education Branch of the Department of Education who were quite enthused about a notice near the door of the waiting room. After seeing it, I was equally enthused.

It started out—

"STOP! LOOK!

"Have you lost anything?
"Have you found anything?
"Is there anything you want to buy or sell?"

It went on to appeal for news items or classified ads for the school paper of the Airport School.

Our interest led to Don's taking a picture and my writing to Miss Diane Levinson, the teacher at the Airport School, for an explanation of the project. This is what Miss Levinson has to say.—Ed.

Co-operative Housing

By JOHN H. WILDE
Chairman, B. C. T. F. Housing Accommodation Committee

At the Annual General Convention, a motion empowering the Executive to sponsor the formation of a Co-operative Housing Society was passed unanimously. Numerous enquiries as to the aims of such a Society, how and when it would be functioning, have prompted this article.

WHILE considerable background work has been done, several meetings will have to be held to discuss incorporation, aims and objects, rules, methods of financing, and types of construction feasible. A number of specialists in the field of co-operatives, law, building and financing, must be invited to assist in laying a foundation.

The extent to which this Society can be of service depends to a large degree upon the assistance of its members, financial and otherwise. Space does not permit going into any of the details here. A few imaginary cases, however, may serve to indicate what is being done in other countries and what is quite possible here.

First, let us start with Mr. A. Fortunately he has managed to scrape enough together for the down payment on a basic home, but would like to add several improvements. Among them is a cement sidewalk. He contacts the Co-op with the problem. Here he gets some advice in planning, and since of necessity he must do the work himself or not at all; he gets some technical information on how to go about it. He borrows a Co-op cement mixer for a small fee and orders his cement and gravel. By dealing through the Co-op Society he is able to get it at a better price and can pay cash because his local Credit Union has enabled him to finance the deal. One or two of his friends pitch in and help him and the job is done on a Saturday morning.

Build a House

Mr. B. hasn't got a home of his own. He has only managed to save $700.00. With a baby in the offing, he and his wife are forced to move to an area where there is better or larger accommodation available. Having finished all his Summer School, he is willing to put in his time working on a house of his own. Much assistance can be given him. In the first place, his plans are checked and professional and technical advice offered. Depending on his credit rating, etc., materials are provided to build either a pre-cut ordinary frame or cement block construction. Instruction and supervision is provided all the way along the line, and with the help of skilled workmen for the wiring, plumbing, etc., his house is ready when school opens. His wife has written to the Home Planning Department in the meantime, and suggestions and ideas have helped her with the interior decorating and furnishing. Dealing again through the Co-op, substantial savings were made in the purchase of the materials for building as well as the furnishings.

Miss C. has accepted a position in Gopher Gulch but finds to her dismay that the choice of accommodation provided was poor even for the rats that were putting up with it. She frantically writes to the Co-op for help. Within two weeks she moves into a warm, comfortable and attractively designed Teacherage, similar to the one she saw put up in six hours at the last Convention. For this she is quite prepared to

pay the $30 rent asked, knowing that if this more than covers cost she will receive a portion of it back as a patronage refund. She is willing to buy a share or two a month knowing that this will be returnable with interest at the end of the year, providing the Teacherage has been reasonably well kept. Many of the furnishings were designed by her fellow teachers. She is quite pleased with the ample closets with sliding doors designed by the woodworking teacher in Prince George; quite taken with the idea suggested by a teacher in Powell River, of bookshelves made from a few bricks and three boards. The wrought iron bedlamps, most fitting against the knotty cedar walls, were the idea of an art metal class at Trail. She remembers the pleased expression of the pupil whose design for the pattern for the hand-blocked drapes had been chosen from the contest in her area.

Co-operative Apartment Block

Miss D. while being more fortunate in living in the city, pays a much higher rent for a small flat miles from where she teaches. She can hardly wait till the modern Co-operative Apartment Block is finished. Here the beautifully designed three-room flat, with all its modern conveniences, will be only half the rent she is paying now. With half of what she saves on rent she intends to purchase investment shares in the Co-op. Not only will she receive more than she would get from her bank, but she knows the money is providing much needed accommodation for others.

Mr. E., rapidly reaching retiring age, is more concerned in looking for sound investments. His daughter, a Public Health Nurse in Kamloops, shares a three-room co-operative unit with a primary teacher. How the Co-op can pay the interest it does on investment shares and still charge such low rent beats him. However, he is not interested in renting, improving or buying. Of course, he wouldn't mind putting in a summer or two fishing at White Rock if he can put an application in for that Teacherage vacant in the summer, before those teachers in the Peace River hear about it.

While these cases are purely imaginary, it is hoped that the Society will be underway this summer, and before long will be providing much needed accommodation for its members.

In the meantime I would appreciate hearing from anyone interested, and would be pleased to receive any suggestions, ideas, or criticisms.

STOP! LOOK!

(Continued from page 342)

We feel that this is a definite aid to better understanding in a community. It gives a child incentive to do his best in creative writing. All grades and ages have work included in the paper. I definitely think a paper to which each child contributes is an aid to good teaching, and I would urge any teacher to try it.

This is my first year teaching, so you see a project of this type can be carried out, even by a beginning teacher. I think rural teachers might find this suggestion particularly beneficial."

"Honest, Miss Brown, we didn't know it was yours!"

Should We Change Our Pensions Act?

By C. E. MILLEY

IN accordance with instructions from the Annual General Meeting of the Federation this year the Pensions Committee has begun to plan a new Pension Act. We have been assured by the Government that every assistance will be given the Federation in this undertaking.

It will be the task of the Federation Executive and the Pensions Committee to decide, within the next month or so, the type of pension plan which they think will be most acceptable to the teachers of the province. An actuary will then have to be employed to draw up the details of the plan. This, we have been told, would take several months. To revise a pension plan is an immense task. Of course, any plan decided upon must be approved by the teachers as a whole.

Three Possibilities

There are three possibilities to consider in the revision of our present Act. These are as follows: (a) **Keep the present Act** and improve it by amendments as the need and possibility arise. The scheme will, I believe, eventually pay fairly good benefits if present contributions are maintained. However, from last spring's experience, it appears as if these are going to be difficult to retain.

There is one grave defect in the plan which is that the major portion of the pension, the Service Pension, is a flat amount depending on years of service only. This does not meet the changing economic conditions of the times and the decreasing purchasing value of the dollar that occurs during one's lifetime. The plan is, however, actuarially sound so that one can be confident that there will always be funds on hand to pay the benefits as provided for under the Act.

(a) **The Cash Purchase Plan.**—By this plan the employee contributes a certain percentage of his salary to the pension fund which is usually matched by equal contributions from the employer. Then, on reaching retirement age, the employee is paid an allowance based on the total contributions on his behalf and the annuity tables then in force.

A criticism of this plan is that, to keep it on an actuarially sound basis, the annuity tables must be constantly revised to keep pace with the changing interest rate and improving longevity. If the annuity tables are not kept up-to-date, a deficiency in the fund is bound to appear sooner or later which must be underwritten by either the employer or the employees. A contributor does not know definitely what his pension will be because tables in force on retirement may be entirely different from those in effect when he first entered the scheme.

(c) **A Percentage of Final Salary Plan.**—By this plan the employee and employer contribute to a common fund. On retirement the employee is paid an allowance based on a certain percentage of his average salary for the past five, ten or fifteen years multiplied by his years of service.

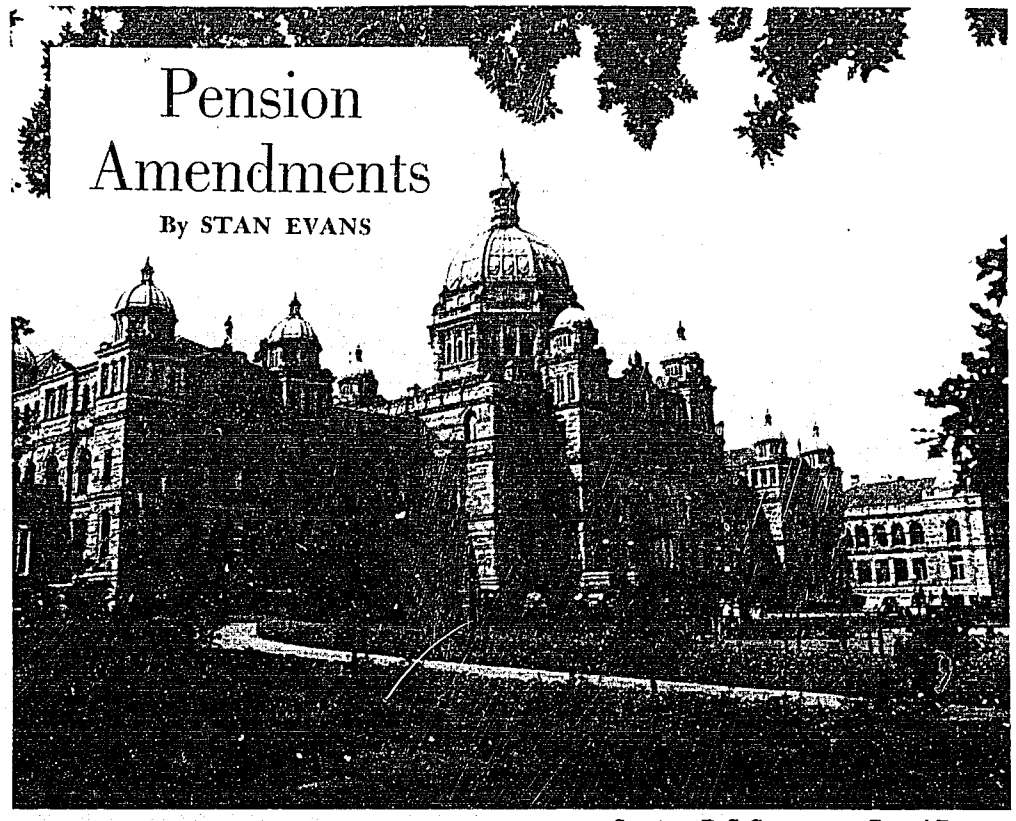
Usually in this type of plan a limit is imposed on the number of years of service one can use or a maximum is placed on the pension granted. Perhaps both restrictions may be incorporated in the Act as is the case in Ontario.

Illustration: The Ontario plan allows 2 per cent of the average salary for the ten years previous to retirement multiplied by years of service not over 35. If a

(Continued on page 360)

Pension Amendments

By STAN EVANS



—Courtesy B. C. Government Travel Bureau

IT IS no longer news that the Government has decided to continue for the current year at least its contribution to the Service Pensions Account at the 7 per cent of salary rate. However, we should publically acknowledge our indebtedness to those who worked in our interest.

This is definitely a case where "praise begins at home". Each one of us can take satisfaction in knowing that our own action, no matter how small individually it may have appeared, constituted a vital force in the final outcome. Just as the mighty Niagara Falls is merely a collection of almost insignificant rain drops so was our effective Pensions campaign an accumulation of individual actions which alone may have not been too effectual. Those of us who were a little more closely associated with the whole business realize this only too well.

As a Federation we should recognize that there is strength in unity. These past few months surely have convincingly satisfied us of this. Yet our case must have been "just" because our legislators are such that they base their actions on more than appeals.

And many sincere friends we have in the Legislature too, both in the Government and in the Opposition. Frankly, it was a most pleasant experience meeting them and talking things over. There are many names we could mention but that would be dangerous, dangerous to the extent that we might unintentionally omit someone. We must, however, mention the Hon. W. T. Straith, Provincial Secretary and Minister of Education. He showed us numerous courtesies during our several visits to Victoria and his office door was always open to us even though he was faced with an extremely busy schedule. It should be gratifying to all members to

know that Mr. Straith holds the opinion that the Teachers' Pensions Act is for the benefit of the teachers and should follow the lines most acceptable to them. Should the membership decide that a percentage of salary plan would provide pensions on a more equitable basis, this would meet with Mr. Straith's approval and if we elect to continue our pension on the present basis, that also will receive his support.

We must not forget our teachers who did a wonderful job. We are thinking of those who as individuals, as staffs and as local association members contacted their M.L.A.'s. The Table Officers, headed by First Vice-President Allan Spragge, who because of his closeness to the office substituted for the President, the Pension Committee members, the Public Relations Committee and Miss Hilda Cryderman of Vernon deserve special mention.

The Result

The outcome of our campaign to have the Government continue its contribution to the Service Pensions Account at the 7 per cent of salary rate can be summarized as follows. The 7 per cent contribution will be continued for the current fiscal year at least (to March 31, 1952). Whether or not it continues beyond this date will be dependent upon the need we can show for it. The Federation Pensions Committee is holding frequent meetings to study all aspects of pensions with a view to having pensions determined on a more equitable basis.

You may recall that in his triennial report the Actuary gave two proposals anent the employer's contribution and possible increased benefits. One was for the employer's contribution to be reduced from 7 per cent to 6 per cent of salary; pensions granted under the former Act (prior to January 1, 1941) be increased by 15 per cent and the total to be paid from the Service Pensions Account (approximately $100,000 for the current year); and pensions granted since January 1, 1941, to be recalculated on the basis of a service pension of $1.75 per month for each year of service. (Previous basis was $1.50 per month for each year of service to 20 years and $1 per month for each year over 20). The other was for the employer's contribution to continue at the 7 per cent of salary rate; pensions granted prior to January 1, 1941, to be increased by 30 per cent with this increase only to be paid from the Service Pensions Account (about $26,000); and pensions granted since January 1, 1941, to be recalculated on the basis of a service pension of $2 per month for each year of service.

The Government's contribution will continue at the 7 per cent rate at least until March 31, 1951.

Pensions granted prior to 1941 were increased by 15 per cent or by the amount they were reduced in 1941, when the present Act became effective, whichever was the larger. The increase only is to be paid out of the Service Pensions Account.

Pensions granted since January 1, 1941, were recalculated on the basis of a service pension of $1.75 per month.

Pension increases became effective on April 1, 1951.

The increases applied to disability and dependent relative allowances as well as to retirement pensions.

Other Amendments

Other amendments, either requested by the Federation or which had the Federation's support, were before the Legislature. With the exception of one deletion and one change these were submitted and approved as we expected.

The deletion was that pertaining to a guaranteed interest earnings. By the terms of the Act, the funds of the Teachers' Pensions Scheme can be invested only in

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Commencing September 1st a minimum of 6 per cent of your salary will be deducted for your pension. You now must complete twenty years of service instead of the previous ten to qualify for a disability pension.

Read this summary to learn of other amendments made to the Teachers' Pensions Act at the recent session of the Legislature.

securities guaranteed by either the British Columbia or Federal Governments. This provides the desired security but tends to limit the interest earnings. The Federation had proposed an amendment by which 25 per cent of the assets could be invested in other securities whose interest earnings would be greater but which were recognized by the Provincial Department of Finance as satisfactory risks. This suggestion did not meet with the approval of the investment authorities in Victoria who in turn suggested that the Provincial Government guarantee a 3 per cent interest earning on investments of the Pension funds. This was deleted when it was decided to continue the employer's contribution to the Service Pensions Account at the 7 per cent rate.

The change was in respect to the Federation's proposal of a "paid-up policy" after twenty years of service. We requested that if a teacher had completed twenty years of service and wished to cease teaching, he could leave his contributions in the scheme and at the retirement age specified in the Act (65 male, 60 female), draw a pension based upon the amount of his contributions and his period of service. Unknown to the Federation, the final draft of the Bill specified that teachers would have to continue in service to age 60 male and 55 female, regardless of their length of service. We were unaware of this change until the Bill had passed its first reading. However, in discussing the question with Mr. Straith, we obtained his assurance that the matter of the ages could be considered during our present study of the whole pension set-up, and be subject to possible amendment.

Increased Annuity Contributions

The minimum employee contribution to the Annuity Account has been increased from approximately 4 per cent of salary to approximately 5 per cent. The increased rate will become effective on September 1st, next.

Voluntary Contributions

As in the past, voluntary increases in contributions to the Annuity Account must date from the anniversary month of one's birthday. The "evidence of insurability" has been eliminated and from now on in the case of a disability or dependent relatives allowance being granted, the voluntary contributions will not affect the amount of such allowances unless they have been paid for a period of five years.

In case of disability or death prior to the five-year period, the allowance will be determined on the basis of the minimum contribution and the total of all voluntary contributions will be returned to the individual or in the case of death, to his estate.

(The Federation endeavoured unsuccessfully to have the period set at three years instead of five).

Qualifying Period

To make the qualifying period of service for benefits under our Act approximate the qualifying periods of other Canadian Teachers' Pensions Acts, amendments have made twenty years the qualifying period for disability and dependent relatives allowances for both present and future teachers. (The period formerly was ten years).

For present teachers the qualifying period for an allowance at retirement age is still ten years but for all teachers who **begin teaching in British Columbia after July 1st** of this year, the qualifying period will be twenty years.

Plans of Payment

When one is about to receive his pension he must specify the plan of payment on which he wishes to receive it. These have included the **Single Life Plan,** the **Single Life Guaranteed Plan,** the **Joint Life and Last Survivor Plan** or the **Modified Plan** (some combination of the above).

Now two further plans have been added —**Temporary Single Life Annuity to Age 70** and **Temporary Joint Life and Last Survivor to Age 70.**

Temporary single life annuity to age 70 means that a person may elect to take a portion of his pension on the basis of the $30 per month being paid until he reaches age 70 at which time the $30 would cease and he would then continue to receive only the remainder of his pension.

On the **Single Life** plan the scheme guarantees to pay the specified amount until death but on the **Temporary Single Life** plan it has to guarantee to pay the amount only until age 70. Thus to provide $30 per month to age 70, a sum of less than $30 out of the Single Life pension would be required.

Example: (The figures are not necessarily correct but are used only for illustration).

Single Life pension—$70 per month.

To purchase $30 per month temporary single life to age 70 might require $20 out of the original $70 leaving a balance of $50.

Thus to age 70 a total pension of $80 per month would be paid—$30 Temporary Life plus $50 Single Life.

At age 70 the $30 would cease leaving a balance of $50 which would continue to be paid until death.

Should death occur before age 70, both amounts would cease at the time of death.

Temporary Joint Life and Last Survivor is a plan by which it is possible to purchase up to $30 a month on the basis that this amount would be paid until the younger of the two persons involved reaches age 70 or until the death of the last survivor if such is before age 70.

It is possible to have your plan of payment include both of the Temporary Annuity Plans.

The value of these plans is that one can receive an increased Teachers' Pension to age 70 when a portion of it would cease but be replaced by the Old Age Pension. (All indications are that the Old Age Pension of $40 per month without a means test will be inaugurated on January 1, 1952).

To take advantage of the Temporary Annuity Plans, one must select this plan of payment five years before retirement age. Just as we are now notified by the Superannuation Office, or our approaching retirement and asked to select the plan of payment, we will similarly be notified five years prior to our retirement so that we might elect the Temporary Annuity Plan. Once we have elected this plan we will be unable to alter it unless we can do so five years prior to retirement or unless there has ben a change in our marital status.

Those at present on pension may have their pensions recalculated on one or both of the Temporary Annuity Plans provided they have not attained their 68th birthday by December 31, 1951.

For those of us who will attain retirement age on or before June 30, 1957, we must apply to the Superannuation Commissioner for these plans by June 30, 1952.

Contributions While On Leave of Absence

Where a teacher is absent from the teaching profession for any reason, with the approval of the Teachers' Pensions Board, he may continue his contributions to the Annuity Account. He may also make the employer's contribution to the Service Pensions Account and have his period of absence counted as teaching service for the calculation of his service pension.

Estreatments

The regulations have been such that if a teacher were to leave the profession and be out longer than two years, or be out less than two years but take a refund of his contributions, he would have his first year's contribution to the Annuity Account estreated. This estreatment would apply to him each time if he were to leave the profession more than once.

An amendment has now limited such an estreatment to a maximum of ten months throughout a career of teaching regardless of the number of times an individual may interrupt his teaching experience.

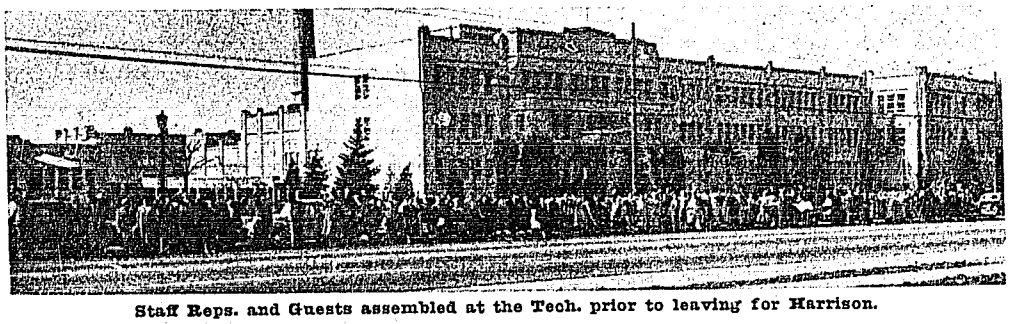
Earnings While on Pension

Another amendment to the Act increased the amount of earnings an annuitant may have as a teacher before his service pension is suspended in whole or in part.

If you are single, the total of your service pension and your salary as a teacher must now exceed $200 per month before any portion of your service pension is suspended. The total is now $250 if you are married. (The previous figures were $100 and $150 respectively).

In the case of a widow in receipt of a dependent relative's allowance who has children under the age of 18 years and who

(Continued on page 351)



Staff Reps. and Guests assembled at the Tech. prior to leaving for Harrison.

VESTA WORKSHOP

PASSING motorists stared boldly in wonder on Saturday, April 21, as they noticed 75 men and women assembled in front of the Vancouver Technical School, laughing and talking at 8:15 in the morning!

And undoubtedly, more quizzical remarks were passed as these staff representatives of the Vancouver Elementary School Teachers' Association formed a caravan of approximately 20 cars and wound their way through the Fraser Valley to Harrison Hot Springs.

While the outing had all the earmarks in hilarity of a kid's picnic, it was actually the V.E.S.T.A. staff representatives' workshop. Replacing the staff reps' annual dinner, the "day at Harrison" idea was an experiment planned with three objectives in mind: first, to give staff representatives an enjoyable outing in appreciation of their services throughout the year; second, to give them essential information; and finally, to assist them with problems they encountered during their term of office.

The experiment was a success! It more than accomplished the three objectives and if the 75 representatives have their way, this new workshop idea will become an annual affair!

Preceding the luncheon, B. C. Gillie, principal of S. J. Willis Junior High School in Victoria and a past president of the Federation, spoke on "The Role of the Staff Representative in the B. C. T. F." Mr. Gillie emphasized the vital importance of the representatives and explained why they are among the key individuals within the Federation.

Group Discussions

Taking advantage of the sunshine, the afternoon workshop sessions were held outside on the lawns. The representatives were divided into four groups and consultants rotated from group to group, speaking and holding discussions for approximately 45 minutes.

Consultants and discussion topics were: L. C. Curtis, secretary-treasurer, V.E.S.T.A., and Miss Charlotte Clayton, office secretary-treasurer, B.C.T.F., "Staff Representative as a Business Manager"; B. C. Gillie, "Role of the Staff Representative in Advancing the Status of the Profession"; Stan Evans, assistant general secretary, B.C.T.F., "Staff Representative as Professional Adviser"; and C. D. Ovans, general secretary, B.C.T.F., "Staff Representative in B.C.T.F. Campaigns".

Proof of the interest and enthusiasm shown during the workshop sessions were the loud cries of "Time!" called every 45 minutes. At that, it was only after the third call that discussions stopped and representatives turned their questions on the next consultant!

The hour break between afternoon sessions and dinner was "free time" with every representative making the most of it. There was a rush for swimming at the Harrison pool, numerous groups meeting for tea and others strolling over the grounds to admire the lovely gardens.

After such exercise, it was no wonder representatives greeted the turkey dinner with enthusiasm.

In appreciation of their co-operation and work in the V.E.S.T.A., presentations were made by Jean Fraser, president, to Mrs. L. C. Curtis, Norval Brown and C. D. Ovans.

Much of the success of the day was due to the splendid organization carried out by members of the V.E.S.T.A. executive. A special thank you was expressed to Jean Fraser, who was chairman during the luncheon and dinner and accomplished a volume of work in organization, to Cynthia Tilson and Louise McAlister who together were responsible for transportation and the individual identification tags, and to Barbara Macfarlane who handled hotel arrangements.

The workshop stressed the importance of the staff representative and the day at Harrison proved that business and pleasure can be combined.

As the 75 representatives prepared for the journey home, one overheard remark proved the success of the V.E.S.T.A. experiment:

"What a wonderful day! Who wouldn't want to be staff rep!"

PENSION AMENDMENTS

(Continued from page 349)

returns to teaching, there is no reduction in the service pension regardless of the amount of her salary as a teacher until the youngest child reaches age 18.

Disability Payment

A disability allowance will normally be paid on the single life plan but in the case of a married man, he may elect to receive it on the joint life and last survivor plan with his wife as joint annuitant. Where the married teacher pre-deceases his wife and she remarries, the allowance will cease and she will then be paid the amount, if any, by which the amount at his credit in the Annuity Account at the time of his retirement exceeds the total of all payments made either to him or to his widow.

In the case of the death of a single teacher in receipt of a disability allowance, his nominee, or if there is no nominee, his estate shall receive the amount, if any, by which the amount at his credit in the Annuity Account at the time of his retirement exceeds the total of all payments made to him.

This amendment eliminates the choice of plan for disability allowances but provides for the protection of the wife of a married teacher and guarantees that the individual or his widow or in the case of a single teacher, male or female, the individual, his nominee or his estate receives at least the amount of money that has been contributed to the Annuity Account.

Optional Retirement Age

The 1951 Annual General Meeting of the Federation approved the principle of women continuing in service to age 65. Please note that it was only approved in principle. The earliest that such an idea could become part of our Teachers' Pensions Act would be at the next session of the Legislature—possibly February of next year.

The Lord's Prayer

By WINIFRED M. NEW,
Galiano, B. C.

A LITTLE group of teachers had gathered around the open fireplace talking of this and that. It was Saturday evening, but nevertheless the conversation soon turned to "shop" — and why indeed shouldn't it?

"I suppose you all open school with the Lord's Prayer?" asked Eddie Inquirer.

"Surely," answered Connie Conservative.

"We have to, don't we?" asked Normal Graduate, "Isn't it in the School Law?"

"Yes," answed Nick Knowitall, "it's compulsory now, though it used to be optional."

"I like it," continued Connie Conservative, "I've been used to opening that way so long, it would seem queer not to."

"That's just it," said Eddie Inquirer. "We do it without thinking, and it doesn't mean a thing to us or the children, it doesn't to me, anyway. That's why I asked. It should mean something."

"I think it does," said Normal Graduate, thoughtfully. "It quietens the children and puts them in a good mood—it sort of brings us all together."

"That's all very well," persisted Eddie Inquirer, "moods and atmosphere are all right as far as they go, but, as someone has said about patriotism, they are not enough. When I say words, I like to be meaning something."

"You can't put meaning into the same words every day," said Cathy Critical, "they grow stale on you, so to speak."

"I don't see why," said Nick Knowitall. "You say thank you to me every day when I drive you to school in my car, and still mean it—at least I hope you do."

Cathy laughed. "That's different," she said. "But I think Eddie has something. The sentences in the Lord's Prayer do really have some meaning to me, but I would feel much better in using them if I could see some relationship between the different petitions. They seem to me like wonderful requests strung together without any central purpose to bind them. If there was one, and I understood it, I could say the prayer so much more meaningfully that the children would get more out of it, even without any explanation. "Say it more meaningfully!" declared Penny Practical, "to me it's say it period. Believe it or not, I don't remember it half the time unless I have it written out in front of me. If I could see a central thought running through, I think I might."

"There must be a central thought," contributed Normal Graduate. "It's the Lord's Prayer, and surely He would make it that way."

"I have a suggestion," said Penny Practical. "There must be plenty of others who think as we do. Why not let's form ourselves into a committee to look into the question. Let's study this prayer thoughtfully each by himself, or herself, during the week, and of course read what we can on the subject too, if we wish, and next weekend let's meet again and pool our findings. If we have anything appreciable to report we can pass it on to others."

And so it was agreed. And this is the result: (Cont. on page 357)

Summary of British Columbia Salary Schedules (1951)

District No.	Name	ELEMENTARY Category	Min.	Max.	Inc.	SECONDARY Category	Min.	Max.	Inc.	REMARKS
1.	Fernie	E.C.	$1862	$2926	$133	S.C.	$2128	$3591	$133	Includes basic scale plus 33 per cent cost of living adjustment.
		E.B.	1862	3192	133	S.B.	2394	3990	133	
		E.A.	1995	3325	133	S.A.	2527	4123	133	
2.	Cranbrook	E.C.	1800	2700	150	S.C.	2100	3000	150	
		E.B.	1900	3550	150	S.B.	2200	4150	150	
		E.A.	2000	3650	150	S.A.	2300	4250	150	
3.	Kimberley	E.C.	1950	2450	2 at $150	S.C.	2300	3100	2 at $150,	Includes basic scale plus cost of living
		E.B.	2000	3100	then $100	S.B.	2400	4000	then $100.	bonus.
		E.A.	2050	3250		S.A.	2500	4200		
4.	Windermere	E.C.	1800	2280	120	S.C.	2200	3400	120	
		E.B.	1900	2860	120	S.B.	2300	3740	120	
		E.A.	2000	3200	120	S.A.	2400	3840	120	
5.	Creston	E.C.	1600	2200	150	S.C.	2150	3650	150	
		E.B.	1950	3150	150	S.B.	2300	3950	150	
		E.A.	2050	3400	150	S.A.	2400	4200	150	
6.	Kootenay Lake	E.C.	1850	2850		S.C.	2250	3400		Annual increments of $100 for experience prior to September 1, 1949, and $150 for experience after Sept. 1, 1949.
		E.B.	1950	3050		S.B.	2350	3900		
		E.A.	2050	3150		S.A.	2450	4000		
7.	Nelson	E.C.	1700	2950	125	S.C.	2100	3600	125	
		E.B.	1825	3200	125	S.B.	2250	4000	125	
		E.A.	2075	3450	125	S.A.	2500	4250	125	
8.	Slocan	E.C.	1700	2450	150	S.C.	2150	3050	150	
		E.B.	1850	3050	150	S.B.	2300	3800	150	
		E.A.	2000	3200	150	S.A.	2450	3950	150	
9.	Castlegar	E.C.	1985	2685	100	S.C.	2285	3485	100	
		E.B.	1985	3185	100	S.B.	2385	3785	100	
		E.A.	2085	3385	100	S.A.	2485	4085	100	
10.	Arrow Lakes	E.C.	1800	2550	150	S.C.	2400	3150	150	
		E.B.	1800	3300	150	S.B.	2400	3900	150	
		E.A.	1900	3400	150	S.A.	2500	4000	150	
11.	Trail	E.C. (Women)	1800	2500		S.C. (Women)	2200	3400		Annual increments of $100 for experience prior to Sept. 1, 1950, and $150 for experience after Sept. 1, 1950.
		E.B. (Women)	1900	3000		S.B. (Women)	2400	3900		
		E.A. (Women)	2000	3100		S.A. (Women)	2500	4000		
		E.C. (Men)	1800	2500		S.C. (Men)	2200	3700		
		E.B. (Men)	1900	3300		S.B. (Men)	2400	4300		
		E.A. (Men)	2000	3400		S.A. (Men)	2500	4400		
12.	Grand Forks	E.C.	1800	2500		S.C.	2000	3200		Increment $100 at present but larger increment being negotiated.
		E.B.	1800	2900		S.B.	2100	3700		
		E.A.	1900	3100		S.A.	2200	3900		
13.	Kettle Valley	E.C.	1750	2200	150	S.C.	2200	3100	150	Bonus of $150 to teachers with specialists' certificates provided they are teaching in specialist field.
		E.B.	1750	3100	150	S.B.	2300	3800	150	
14.	South Okanagan		1725	3100	112.50	S.B.	2100	3900	112.50	
						S.A.	2200	4000	112.50	
15.	Penticton	E.C.	1584	2772	132	S.C.	1980	3564	132	Salaries for 1951 fixed by arbitration as shown. Actually no schedule exists.
		E.B.	1716	3168	132	S.B.	2112	3960	132	
		E.A.	1848	3300	132	S.A.	2244	4092	132	
16.	Keremeos	Same as Penticton except S.C. maximum is $3168.								Arbitration award.
17.	Princeton	E.C.	1675	2825		S.C.	2050	3550		Increments for E.C. and E.B. are 3 at $150 then $100 and for S.C., S.B. and S.A. 4 at $150 then $100.
		E.B.	1775	2925		S.B.	2150	3650		
						S.A.	2250	3750		
18.	Golden	E.C.	1700	2700	125	S.C.	1850	2850	125	
		E.B.	1750	3000	125	S.B.	2100	3850	125	
19.	Revelstoke	E.C.	1800	2880	135	S.C.	2125	3745	135	Salaries for 1951 fixed by arbitration.
		E.B.	1800	3285	135	S.B.	2125	4015	135	
		E.A.	1935	3420	135	S.A.	2260	4150	135	

District No.	Name	Category	ELEMENTARY Min.	Max.	Inc.	Category	SECONDARY Min.	Max.	Inc.	REMARKS
20.	Salmon Arm	E.C.	1665	2745	135	S.C.	2015	3500	135	Salaries for 1951 fixed by arbitration.
		E.B.	1800	3285	135	S.B.	2150	4040	135	
		E.A.	1935	3420	135	S.A.	2285	4175	135	
21.	Armstrong	Same as Kelowna.								
22.	Vernon	E.C.	1560	2990	130	S.C.	1950	3770	130	
		E.B.	1690	3120	130	S.B.	2080	3900	130	
		E.A.	1820	3250	130	S.A.	2210	4030	130	
23.	Kelowna	E.C.	1584	2772	132	S.C.	1980	3564	132	Salaries for 1951 fixed by arbitration.
		E.B.	1716	3168	132	S.B.	2112	3960	132	
		E.A.	1848	3300	132	S.A.	2244	4092	132	
24.	Kamloops	E.C.	1630	2980	135	S.C.	2065	3820	135	Schedule fixed by arbitration.
		E.B.	1765	3250	135	S.B.	2200	4090	135	
		E.A.	1900	3520	135	S.A.	2335	4360	135	
25.	Barriere	E.C.	1850	2250	100	S.C.	2150	2950	100	Includes $450 bonus based on Cost of Living Index of 170. Bonus to be adjusted on basis of index at Aug. 1, $50 for 5 points.
		E.B.	1850	2850	100	S.B.	2150	3450	100	
26.	Birch Island	E.C.	1850	2150	100	S.C.	2150	2850	100	Includes $450 bonus based on Cost of Living Index of 170. Bonus may be adjusted on basis of index at Aug 1. $50 for 5 points.
		E.B.	1850	2850	100	S.B.	2150	3450	100	
27.	Williams Lake	E.C.	1600	2770	130	S.C.	2200	3370	130	
		E.B.	1700	3300	130	S.B.	2300	3800	130	
		E.A.	1800	3700	130	S.A.	2400	4200	130	
28.	Quesnel	E.C.	1700	2400	100	S.C.	2000	3200	100	
		E.B.	1800	3000	100	S.B.	2100	4000	100	
		E.A.	1900	3200	100	S.A.	2200	4200	100	
29.	Lillooet	E.C.	1800	2880	120	S.C.	2000	3440	120	
		E.B.	1800	3000	120	S.B.	2200	3760	120	
		E.A.	1900	3220	120	S.A.	2300	3980	120	
30.	Ashcroft	E.B.	1700	3000	125	S.B.	2100	3800	125	
		E.A.	1800	3100	125	S.A.	2300	4000	125	
31.	Merritt	E.C.	1584	3036	132	S.C.	1980	3828	132	
		E.B.	1716	3168	132	S.B.	2112	3960	132	
		E.A.	1848	3300	132	S.A.	2244	4096	132	
32.	Fraser Canyon	E.C.	1542	2956	128.50	S.C.	1928	3727	128.50	
		E.B.	1671	3084	128.50	S.B.	2056	3855	128.50	
		E.A.	1799	3213	128.50	S.A.	2185	3984	128.50	
33.	Chilliwack	E.C.	1530	2932.50	127.50	S.C.	1912.50	3570	127.50	
		E.B.	1657.50	3060	127.50	S.B.	2040	3825	127.50	
		E.A.	1785	3187.50	127.50	S.A.	2167.50	3952.50	127.50	
34.	Abbotsford	E.C.	1600	2140	135	S.C.	1935	3420	135	
		E.B.	1665	3150	135	S.B.	2070	3960	135	
		E.A.	1800	3420	135	S.A.	2205	4365	135	
35.	Langley	E.C.	1500	2550		S.C.	1950	3200		Annual increments of $100 for experience to Sept. 1, 1950, and of $150 for experience after Sept. 1, 1950.
		E.B.	1650	3000		S.B.	2100	4000		
		E.A.	1800	3100		S.A.	2250	4100		
36.	Surrey	E.C.	1548.75	2598.85	131.25	S.C.	1916.25	3360	131.25	Salaries for 1951 fixed by arbitration.
		E.B.	1680	3045	131.25	S.B.	2047.50	3753.75	131.25	
		E.A.	1811.25	3255	131.25	S.A.	2178.75	3885	131.25	
37.	Delta	E.C.	1620	2862	4 at $108	S.C.	2025	3753	4 at $108,	
		E.B.	1755	3159	remainder	S.B.	2160	4050	remainder	
		E.A.	1755	3375	at $162.	S.A.	2160	4320	at $162.	
38.	Richmond	E.C.	1625	2625	125	S.C.	1950	3575	125	
		E.B.	1750	3125	125	S.B.	2100	3975	125	
		E.A.	1875	3250	125	S.A.	2225	4100	125	
39.	Vancouver	E.B. or E.C.	2000(M) 3600(M) 1700(W) 3400(W)			Junior High E.B. or E.C.	2000(M) 3800(M) 1700(W) 3600(W)			Annual increments of $100 for experience to Sept. 1, 1949, and of $150 for experience after Sept. 1, 1949.
		E.A. or S.C.	2100(M) 3700(M) 1800(W) 3500(W)			E.A. or S.C.	2100(M) 4000(M) 1800(W) 3700(W)			
		S.B.	2400(M) 3800(M) 2100(W) 3600(W)			S.B.	2400(M) 4300(M) 2100(W) 4000(W)			
		S.A.	2500(M) 3900(M)			S.A.	2500(M) 4400(M)			

					Senior High				
					E.A. or S.C.	2100(M) 4300(M)			
						1800(W) 4100(W)			
					S.B.	2400(M) 4800(M)			
						2100(W) 4500(W)			
					S.A.	2500(M) 4900(M)			
						2200(W) 4600(W)			
40. New Westminster	E.C.	1700	2800	100	**Junior High**				
	E.B.	1800	3200	100	S.C.	2200	3900	100	Salaries for 1951 fixed by arbitration.
	E.A.	2000	3300	100	S.B.	2300	4100	100	
	S.C.	2100	3300	100	S.A.	2400	4200	100	
	S.B.	2200	3400	100	**Senior High**				
					S.C. (Women)	2300	4000		
					S.C. (Men)	2360	4200	100	
					S.B. (Women)	2400	4200		
					S.B. (Men)	2400	4500	100	
					S.A. (Women)	2500	4300		
					S.A. (Men)	2500	4600	100	
41. Burnaby	E.C.	1600	2600	5 at $100	E.A.	1800	3400	5 at $100,	
	E.B.	1700	3075	then $125.	S.C.	1900	3600	then $125.	
	E.A.	1800	3300		S.B.	2100	4200		
	S.C.	1900	3400		S.A.	2200	4400		
	S.B.	2100	3600						
42. Maple Ridge	E.C.	1470	2510	130	S.C.	1870	3170	130	
	E.B.	1600	2900	130	S.B.	2000	3690	130	
	E.A.	1730	3160	130	S.A.	2130	3820	130	
43. Coquitlam	E.C.	1603	2791	4 at $125,	S.C.	2035	3925	4 at $125,	
	E.B.	1728	2916	then $150.	S.B.	2160	4050	then $150.	
	E.A.	1853	3041		S.A.	2285	4175		
44. North Vancouver	E.C.	1610	3010	140	**Junior High**				
	E.B.	1750	3150	140	S.C. (Women)	1960	3710		
	E.A.	1890	3290	140	S.C. (Men)	1960	3910	140	
					S.B. (Women)	2100	3850		
					S.B. (Men)	2100	4050	140	
					S.A. (Women)	2240	3990		
					S.A. (Men)	2240	4190	140	
					Senior High				
					S.C. (Women)	1960	3910		
					S.C. (Men)	1960	4110	140	
					S.B. (Women)	2100	4050		
					S.B. (Men)	2100	4250	140	
					S.A. (Women)	2240	4190		
					S.A. (Men)	2240	4390	140	
45. West Vancouver	E.C.	1600	2200		S.C.	2100	3200		Annual increments of $100 for experience to Sept. 1, 1949, and $150 for experience after Sept. 1, 1949.
	E.B.	1750	3200		S.B.	2250	4300		
	E.A.	1900	3450		S.A.	2400	4550		
46. Sechelt	E.C.	1700	2540	140	S.C.	2150	3550	140	
	E.B.	1806	2920	140	S.B.	2300	3980	140	
	E.A.	1900	3020	140	S.A.	2450	4130	140	
47. Powell River	E.C.	1800	2675	125	S.C.	2100	3475	125	
	E.B.	1900	3150	125	S.B.	2300	4175	125	
	E.A.	2000	3250	125	S.A.	2400	4275	125	
48. Howe Sound	E.C.	2600	2600	150					
	E.B.	2100	3300	150	S.C. and S.B.	2600	4000	150	
	E.A.	2200	3400	150	S.A.	2700	4100	150	
49. Ocean Falls	E.C.	1950	3150	100	S.C.	2375	3875	100	Additional allowance up to $280 for certification in excess of E.B. or S.B. Additional allowance for Summer School attendance.
	E.B.	2050	3250	100	S.B.	2475	3975	100	
50. Queen Charlotte	E.C.	1900	3340	120					
	E.B.	2000	3440	120					
51. Portland Canal	E.B.	2000	3500	100	S.B.	2400	4200	100	
52. Prince Rupert	E.C.	1590	3020	130	S.C.	1980	3800	130	
	E.B.	1720	3150	130	S.B.	2110	3930	130	
	E.A.	1850	3280	130	S.A.	2240	4060	130	
53. Terrace		2060	3500	100		2480	4200	100	No increments allowed for first 3 years experience.

District No.	Name	Category	ELEMENTARY Min.	Max.	Inc.	Category	SECONDARY Min.	Max.	Inc.	REMARKS
54.	Smithers	Same as Terrace.								
55.	Burns Lake	Same as Terrace.								
56.	Vanderhoof	Same as Terrace.								
57.	Prince George	Same as Terrace.								
58.	McBride		2160	3600	100		2580	4300	100	Includes isolation bonus of $100 to all teachers.
59.	Peace River South	E.C.	2000	2600	150					
		E.B.	2100	3900	150	S.C. and S.B.	2500	4300	150	
		E.A.	2200	4000	150	S.A.	2600	4400	150	
60.	Peace River North	Same as Peace River South								
61.	Greater Victoria	E.C.	1700	2610	130	S.C.	2070	3630	130	
		E.B.	1700	3000	130	S.B.	2200	4150	130	
		E.A.	1830	3520	130	S.A.	2330	4670	130	
		S.B.	1830	3780						
62.	Sooke	E.C.	1550	2900	150	S.C.	1800	3150	150	
		E.B.	1650	3000	150	S.B.	2000	3800	150	
		E.A.	1750	3100	150	S.A.	2100	3900	150	
63.	Saanich	E.C.	1560	3000	120	S.C.	2040	3840	120	
		E.B.	1680	3120	120	S.B.	2160	3960	120	
		E.A.	1800	3240	120	S.A.	2280	4080	120	
64.	Saltspring	E.C.	1560	2400	120	S.C.	2040	3120	120	
		E.B.	1680	3120	120	S.B.	2160	3960	120	
		E.A.	1800	3240	120	S.A.	2280	4080	120	
65.	Cowichan	E.C.	1543.50	2635.50	136.50	S.C.	1963.50	3465	136.50	Plue three conditional increments of $136.50 each.
		E.B.	1680	3045	136.50	S.B.	2100	3874.50	136.50	
66.	Lake Cowichan	E.C.	1800	2700	150	S.C.	2150	3350	150	
		E.B.	1800	3150	150	S.B.	2150	4000	150	
		E.A.	1950	3300	150	S.A.	2300	4150	150	
67.	Ladysmith	E.C.	1750	2790	130	S.C.	2100	3640	130	
		E.B.	1750	3050	130	S.B.	2100	3900	130	
		E.A.	1900	3200	130	S.A.	2250	4050	130	
68.	Nanaimo	E.C.	1700	2680	140	S.C.	2140	3680	140	
		E.B.	1700	3100	140	S.B.	2140	4100	140	
		E.A.	1700	3100	140	S.A.	2140	4100	140	
69.	Qualicum		1730	3130	130		2130	3930	130	Plus two conditional increments of $100 each.
70.	Alberni	E.C.	1650	2040	130	S.C.	2000	2390	130	
		E.B.	1650	3000	130	S.B.	2000	3800	130	
		E.A.	1850	3200	130	S.A.	2200	4000	130	
71.	Courtenay	E.C.	1595	2635	130	S.C.	1995	3685	130	Plus three conditional increments of $130 each.
		E.B.	1725	3025	130	S.B.	2125	3815	130	
72.	Campbell River	E.C.	1750	2800	150	S.C.	2150	3650	150	
		E.B.	1900	3350	150	S.B.	2300	3950	150	
		E.A.	2050	3500	150	S.A.	2450	4100	150	
73.	Alert Bay		2000	3000			2500	3600		Increments are 2 at $150, remainder at $200.
74.	Quatsino		2100	3100			2600	3600		Increments are 2 at $150, then 4 at $200.
75.	Mission	E.C.	1500	2850	135	S.C.	1950	3500	135	
		E.B.	1650	3100	135	S.B.	2100	3900	135	
		E.A.	1800	3250	135	S.A.	2250	4100	135	
76.	Agassiz	E.C.	1590	2910	120	S.C.	1950	3630	120	
		E.B.	1710	3030	120	S.B.	2070	3750	120	
		E.A.	1830	3150	120	S.A.	2190	3870	120	
77.	Summerland	E.C.	1600	2850	125	S.C.	1975	3600	125	Salaries for 1951 fixed by arbitration.
		E.B.	1725	3100	125	S.B.	2100	3850	125	
		E.A.	1850	3225	125	S.A.	2225	3975	125	

The Lord's Prayer

(Cont. from page 352)

Our Father

O Thou, who art the Source and Maker of us all,

Which Art in Heaven,

Whose heart of love is in that which is highest and best for all Thy children,

Hallowed Be Thy Name

We yield ourselves to Thy desire and purpose for us.

Thy Kingdom Come.

May all the good that is in Thy mind for this Thy world, soon become a reality.

Thy Will be Done on Earth,
As It is in Heaven.

Help us so to live that Thy heaven may be established among us on earth.

Give Us This Day Our Daily Bread

As we labour, we pray Thou wilt satisfy our daily temporal needs.

And Forgive Us Our Trespasses

Forgive us that we have so often fallen short and defeated Thy plans for us.

As We Forgive Them
That Trespass Against us.

We cannot blame others when we see our own faults.

And Lead Us Not Into Temptation,

Keep us from going further astray.

But Deliver Us From Evil

And free us from all that is at enmity with Thy will.

For Thine is the Kingdom

For the goal of our highest good is with Thee,

And the Power

Only with Thy help can we hope to reach it,

And the Glory,

And for this we will praise Thee,

For Ever and Ever.

Through eternal ages.

Two Years After School

A Report of the Canadian Research Committee on Practical Education

LAST year the Canadian Research Committee on Practical Education released a report entitled "Your Child Leaves School".

The Committee has now issued a second report based on a follow up study of the same boys and girls considered in the previous survey. In it the progress of these boys and girls has been traced to determine how well they are getting along and to assess how adequately they were prepared to earn a living and to enjoy living.

The report carries no recommendations but it does include findings of definite interest to teachers.

Schooling Pays

Most significantly the report presents striking evidence that schooling pays not just in terms of money but in all ways. Findings of the committee in this regard are as follows: "Schooling pays in making a living. A higher percentage of those with more schooling received promotions or raises. Also they received promotions or raises more often. Moreover, the supervisors say that those with more schooling are more likely to advance along the lines of promotion."

"Wages increase with schooling. Graduates average about $5.00 per week more than early drop-outs. Furthermore, the

differential becomes larger as time goes on. Generally there is less job turnover among those with more schooling. Also there is less unemployment. Finally, those with more schooling are better satisfied with their jobs."

"Schooling pays also in the enjoyment of living. Those with more schooling have more recreations and hobbies. They also participate to a greater extent in club or group activities."

"Those with more education are making better use of their opportunities to secure further education and training."

"Schooling has an influence on employment opportunities. Graduates, and late drop-outs to a lesser extent, engage in a wide range of jobs but early drop-outs are more restricted in the variety of positions open to them. Only a few of the latter are in jobs where education and training is necessary for continued success. Early drop-outs leave jobs more often because a job is temporary or seasonal, because of dissatisfaction with pay or hours, or because they have been discharged. On the other hand, graduates leave jobs more often because of the chance for a better job, because they see no future in their present job, or because they wish to take further training."

Why Pupils Leave School

The report shows that retardation and general ability or school marks are the most important factors in determining drop-outs from school. Since retardation is such an important factor contributing to dropping out, the committee suggests that "it is highly important for teachers to recognize promptly any sign that a pupil is failing to make normal progress in any of his subjects, to discover the reason for such weakness, and to take steps to remedy it." Prompt remedial action by specially trained teachers is recommended.

The report also shows that teachers are right only about one-half the time in knowing why pupils leave school. The implication is that the school should have a better knowledge and understanding of the reasons why pupils drop out. To accomplish this the committee suggests "teachers and counsellors need a more intimate knowledge of the economic and family backgrounds of the pupils."

Improving School Training

Job supervisors were asked to consider how school training could be improved. They suggested a stronger emphasis on thorough teaching so that the pupils will master the fundamentals of core subjects, greater stress on accuracy in all work, and training in the ability "to think independently, analyze problems, and express thoughts clearly." They list unwillingness to assume responsibility as a common character defect and suggest character training as one way the school could improve its programme.

Throughout, the committee raises implications with the hope of being provocative, of eliciting thought, and finally of initiating discussion among all those interested but particularly among educators and employers. They hope that both the findings and the implications will lead to a closer understanding of problems common to education and employment.

The report, complete with tables and questionnaire samples, runs to 150 pages. Copies may be secured from the Canadian Education Association, 206 Huron Street, Toronto, Ontario. Price 75c.

—C. D. OVANS.

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Numerology In Education

DONALD COCHRANE, Gibsons

Somebody said that democracy is the worship of numbers, especially 51 and 21. If 51% of the people, including all the fools, loafers and criminals, have one idea, they are divinely right; the other faction, even if it includes all the sensible and law-abiding workers, is diabolically wrong. Similarly the citizen reaching the magic age of 21 suddenly ceases to be an ignoramus and is endowed with the wisdom of the ages.

We naturally apply the same principle to education. Here we find such magic numbers as six, twelve, fifteen and finally sixty-five. Six is the age when a child must go to school. Twelve years he must spend in getting primary and secondary education, whatever those things are. Fifteen is the earliest age at which he can escape from the treadmill. Convicts get time off for good conduct, but not students.

And sixty-five is the age at which all teachers, many of them at the height of their powers, must be thrown out to starve.

None of these numbers can be justified by anything resembling reasoning. They are all on a par with the superstition of "coming of age" at twenty-one. This seems to derive from the old custom of counting on one's fingers and toes; when the primitive man had more years than he could so count, he was accounted one of the old men, and allowed to speak in the council.

Sixty-five has not even the justification of hoary tradition. It is simply a number that somebody dreamed of. Everyone except the Superannuation Commission knows that the world is largely owned and operated by business men and politicians over sixty-five. Sixty-five is probably a good age for day-labourers to retire at, though they get no pensions until they are seventy; but for head-workers, including teachers, it is completely absurd.

We do wear out—some at forty, some at ninety. But there are tests to measure that: tests of sight, hearing and intelligence. I wonder how the members of the Superannuation Commission would score on those. Such omniscience as they claim could only be justified by descent from King Solomon, probably through some of his three hundred Gentile concubines.

Pension Plans

(Cont. from page 345)

teacher has 35 years of service, is 62 years of age and his average salary for the past 10 years is $3200, his pension would be $3200×.02×35=$2240 per annum. The maximum pension allowed is $3000 per annum.

In Alberta, the pension formula is based on 1½ per cent of the average salary for the best five years times years of service not over 35 years.

This is the type of pension formula which is used in all the other provinces of Canada except Saskatchewan and Manitoba which have plans similar to our own. Industrial plans are usually of a similar type.

The great advantage that this plan has over the others is that it provides for an allowance more in keeping with the economic conditions at the time of retirement, not as they were 35 or 40 years ago when one first became a contributor.

Your Pensions Committee is making an exhaustive study of these various plans. The aim is to try to develop a pension plan which is not only actuarially sound but also humanly sound; a plan which pays a competence for service rendered; one which permits a teacher to spend the evening of his life in dignity and security.

B. C. T. F. News

Federation Doings

Federation Buildin:.. The Annual General Meeting gave the go-ahead signal to add a second story to our building at 1642 West Broadway to provide Federation office space. Tenders were called and the contract let to Amundson Construction Co. Ltd., the lowest of four. Work has begun and should be completed by August 9th.

Workshop: Plans have been completed for the holding of the second annual Federation Workshop at Qualicum College from August 21st to 28th inclusive. Topics to be considered include: Local Association Programming, Pensions, Public Relations and Salaries. Gordon Hannaford, Vice-Principal of West Seattle High School and an authority on Group Dynamics, will again be present to assist the groups in functioning in the most effective manner.

Consultants will be: Pensions—C. E. Milley; Association Programming—J. C. Curtis (and assistant yet to be named); Public Relations—L. J. Prior; Salaries—Stan Evans. Eric Woodman, aided by Wes Janzen, will be in charge of entertainment while C. D. Ovans will handle general arrangements.

With practically every Local represented this second Workshop should be just as successful and enjoyable as last year's.

Pensions: The Federation Pensions Committee, under the chairmanship of Ches. Milley, has had a full existence since Easter. To May 22nd, seven meetings have been held, two with representatives and actuaries of two firms of pension consultants. A study has been made of the various types of pensions plans as a background for the preparation of material which will be placed before the membership. The problem: "How can we get adequate pensions for British Columbia teachers—by continuing, with possible modification, the present type of pension plan or by changing to a percentage of salary plan?"

Meeting with B. C. S. T. A. Executive: President Doug. Chamberlain will head a delegation comprising Allan Spragge, John Prior, Bob Smith, Ernie Kershaw and Stan Evans who will meet with the Executive of the B. C. School Trustees' Association on May 19th to discuss problems of common concern. Among these are:

1. Relationships between the Education Department, the Inspectors, the School Boards and the Teachers.
2. Teachers' salaries in general.
3. Composition of arbitration boards.
4. Possible extension of sick-leave benefits.
5. A policy with regard to teachers who may be called upon to enlist in the armed services.

To Meet the Minister:

A Federation delegation will meet the Hon. W. T. Straith, Minister of Education, about June 20th to discuss with him matters arising out of the 1951 Annual General Meeting. It is expected that by that time Dr. F. T. Fairey, Deputy Minister and Superintendent of Education, will have returned from his six months' UNESCO mission to Burma.

Salary Indemnity:

From September 1, 1950, to March 15th of this year the Federation paid to members $10,129 in Salary Indemnity benefits. With three and one-half months remaining in the current year, benefits may approximate the $23,000 paid in the 1949-50 school year.

A glance at some of the letters received from members unfortunate enough to have

to use this Federation benefit convinces one of its desirability.

Salary Statistics:

(Based on January, 1951, payrolls)

Median salary, Vancouver..... $3275
Median salary, excluding Vancouver $2622
Median salary, all teachers..... $2777

14 per cent of all teachers make $2000 or less per year; 59 per cent make $3000 or less; only 2 per cent make over $5000.

Federation Office Hours

During the months of July and August the Federation Office, 1300 Robson Street, Vancouver, will be open from 9 a.m. to 4 p.m. Monday to Friday inclusive, but will be closed all day Saturday. The office telephone number is MArine 3523.

Teachers having any problem with which the Federation might be able to help are invited to visit the office or to telephone.

Hospital Insurance Premiums

It has been announced that payroll deductions for Hospital Insurance in respect of teachers will be made on the basis that three-twelfths of the annual premium will be deducted from the September cheque and one-twelfth from the cheques for October through to June.

The Federation pointed out to the Hospital Insurance authorities that September is the worst possible month to make the major deduction, coming as it does after a three months' period during which no salaries were paid. It asked that deductions be made on a ten annual instalment basis and when this was said to be impossible it then urged that some month other than the September be chosen for the major deduction.

The reply of the Hospital Insurance Service to this latter plea is as follows: "Compulsory payroll deductions under the B.C. Hospital Insurance Act must be made six months in advance and this is the basis for our requirement that a deduction of three-twelfths of the annual premium must be made in September, to catch up the deductions for July and August which have been missed. This is not a purely technical matter since you will appreciate that we are unable to request extra deductions in January or June which would then raise the required six months prepayment to eight months for school teachers. However, I understand that certain School Boards have made arrangements with their teaching staff to make the additional deductions in May and June, to overcome the disadvantage of the increased September deduction and we have no objection to this practice." —C. D. O.

Surrey Teachers Establish Scholarship Fund

A fund, known as the Surrey Teachers' Association Scholarship Fund, has been established by the Surrey Teachers' Association for the purpose of providing scholarships at the end of the current school year.

The amount of the entire fund is to be divided evenly into five scholarships, each with a minimum value of $50, to be allotted to the five High Schools in District No. 36. The Principal and staff of each school will be responsible for selecting the successful candidates.

The conditions of the scholarships are:

1. Candidates must be enrolled in Grade 12 or Grade 13.

2. Successful candidates to be selected on the basis of educational achievement and school citizenship.

3. Candidates must further their education during the school year 1951-52 as students in any form of educational course: University, Senior Matriculation, Normal School, Vocational, Nursing, Correspondence.

To raise the necessary funds each teacher in the district was levied a sum of 75c and a series of concerts—one at each school—was put on by the Association. The staffs of the various schools combined to put on an all-teacher programme of choral singing and plays with Mr. and Mrs. John Hemingway of Langley High School adding an interpretive dance number.

A commendable project indeed!

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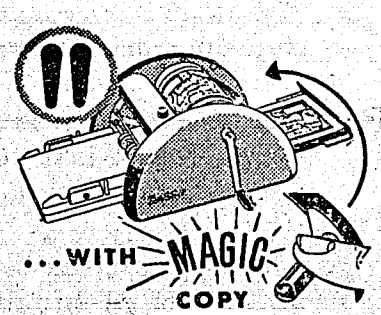

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Charlesworth Memorial Scholarship

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.

Advice To The Classworn

Question: This is my first year of teaching and, as I believe is quite common, my chief worries are about matters of discipline. When I see a clear-cut case of breach of discipline, I know what to do about it; but sometimes in a particular case I am unable to decide whether disciplinary action is required, or even justified. For instance, I have a big, over-age, dull-witted Grade IX boy in one of my classes.

He always manages to keep within the line, so to speak, so that I can never say to him, "What you have just done (or said) is something we cannot tolerate, and therefore," etc. I should like some experienced teacher to tell me how he would deal with such a case.

—ANNOYED.

Answer: Your problem was submitted for discussion to a group in the staffroom, to several teachers individually and, (most enlightening and interesting of all) to a very bright Grade IX class during an Effective Living period of discussion on school organization. The two solutions most frequently proposed were these: (1) if the pupil concerned is as slow-witted as you suggest, it should be possible to trick him into going a step too far on some occasion, and then "let him have it." (2) You might let him know, quite openly and as unemotionally as possible that you are aware of his antics and his obvious efforts to get your goat. Do this in front of the rest of the class, point out where he is failing in his efforts, and in general, make a public exhibition of his attempts to annoy you. This might have the effect of shaming him into giving up, or provoke him into going too far, and then you have him again. This problem seems to be quite common, and I would be interested in hearing how others have solved it.

Question: Has any consideration ever been given to the problem of attempting to fix the amount of time which a teacher can reasonably be expected to devote to supervisory and co-curricular activities out of school hours? Our school has five teachers; and, as many pupils stay for lunch, each teacher must spend an hour a week on lunch-hour supervision alone. There is considerable community pressure for the institution of organized after-school sports, such as larger schools sometimes provide. I wonder to what extent other schools of this size find it possible and feasible to provide this.

—PRINCIPAL.

Answer: It is almost impossible to fix any definite times or outline of duties in connection with extra-curricular activities. So much depends on the size of the school, the amount of interest taken by members of the community and the help they offer, the nature and extent of these other activities. Some activities, such as dramatics, naturally need the supervision of teachers perhaps more than athletics. I sometimes feel that too much supervision is expected of teachers in some communities in connection with sports. Certainly some things should be left to the initiative of the pupils, and after-school sports might well be one of them.

Marking Compositions

I should like to add a few ideas to the discussion begun in your column, in the February magazine, regarding the marking of English exercises and compositions.

In spelling, many exercises in grammar, usage, and in fact in any exercise where it is practical to supply a key to the right answers to the pupils after they have completed the exercise, much teacher time can be saved by having them correct their own exercises. I mean their **own** exercises, not their neighbour's across the aisle. And I mean correct; i.e., cross out any wrong

(Continued on page 368)

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Quotes and Comments

By THE MAN ON THE FENCE

"The Lady" in Rebuttal

If I wore a hat, it would be off to Bill Stubbs of Courtenay for what seems to have been a masterly presentation of my pet hate, "The Lady of the Lake", if the enthusiastic response of his two Grade 8 classes is anything to go by. (See "Memo to The Man on the Fence" in the April issue of the magazine).

However, my answer to his query, "Now, are you answered, yet?" is still No. As I see it, this experiment proves nothing beyond the fact that one teacher who is apparently enthusiastic about a certain piece of literature has put over his enthusiasm to two classes of pupils. The classes liked the poem. Period. It proves nothing regarding the fitness of the poem as a part of the course. With what does this group compare the item under discussion? I can imagine that an enthusiastic teacher could make quite an interesting and exciting series of lessons out of it with a class of limited reading background, where a class of wide and varied reading habits might find it merely silly, as mine did. Then too, I have known a class to register approval of certain art projects (which they did not understand very well) simply because they like the teacher as a person so much that they were willing to accept his enthusiasms, and like what he liked. I imagine this could happen in a literature class as well.

First-Rate Literature

But this is really beside the point. What really matters is that brother Stubbs has missed my point completely. What I was trying to put over was the notion that we are *not* asking our pupils, whatever their I.Q., to deal with what is first-rate in literature. By and large, the examples chosen for the prescribed lists are not first-rate. They are pale carbon copies of what is best and most exciting in English literature, and so is "The Lady of the Lake". They are safe, and innocuous. No one is suggesting that we need easier stuff for the kids to read they get too much wishy-washy stuff now, and the trend seems to be toward more and more watered-down texts in all subjects instead of those which will make our pupils work to their limits to understand and appreciate.

When I suggested that it might be better to use good contemporary literature I did not have the comics, or *The Ladies' Home Journal* or Donalda Dickie in mind. Reference to these silly items is merely evading the issue by indirection, an old trick. I meant the solid kind of contemporary writing, which, like so much in contemporary art and music, most teachers are ignorant of, or suspicious of, which is much worse.

Other teachers are becoming dissatisfied with this business of unsuitable prescribed material. I was glad to read the last paragraph in a letter signed "Monotone" in the Advice to the Classworn section last month. It is a healthy state of mind to find, and it should be encouraged, as are the activities of teachers like the one mentioned in the answer to the letter signed "Impatient". I want to see more of this kind of ferment, and hope to encourage it.

This morning in my Effective Living Period, I read my original criticism and Mr. Stubbs' answer to my Grade 9 class. This happens to be the same class I had for English last year, and is a superior group in every way. The I.Q.'s range from 109 to 158, with the majority above 120. They come from good homes, have a wide variety of interests such as music, dancing,

drama, etc. Their reading habits are excellent, and extremely varied. As a result of a lively discussion of the whole business, including the matter of prescribed lists, we decided that we still feel that our original reaction to Scott's third-rate piece of romanticism was justified.

Mr. Stubbs Again

Come, now, Mr. Man-on-the-Fence, if a teacher puts over his enthusiasm to two classes of pupils (and, incidentally, I fear that thirty-two would be nearer the mark) are not the objectives of a literature course being satisfied. Must I apologize for enthusiasm? If the classes liked the poem and have carried away a memory to cherish through the years, I contend that it completely proves the fitness of the poem. Period. And I would not wish to substitute some class struggle propaganda or some stream of conscious vaporings which cannot be called "safe or innocuous". In fact, I cannot see any particular reason why literature in Grade 8 should not be "safe and innocuous." Would you have it "dangerous or harmful"!

I realize that you use the patter of the modern litterateur to whom words have no longer a precise meaning. It is a part of the armory of the left-wing intelligentsia and politician and is not to be taken any more seriously than the Pravda mouthings. I use it to suggest to you, Mr. Man-on-the-Fence, that in such sentences you indicate your limitations as a judge of "third-rate" literature or "good contemporary literature." Name what you consider to be suitable material for this grade and we can battle on even terms. I stand with Scott—and I hope I am "safe and innocuous". If that be a fault, make the most of it. You stand with the "solid type of contemporary writing"—and what that may mean is anybody's guess.

My remarks in regard to the high ability of my classes were intended to be taken lightly—a joke, you understand. I cannot compete with you. My classes vary from I.Q. 85 to I.Q. 128. Few will, I am sure, ever again read a long narrative poem. I have given them one to remember and enjoy. Always they will know that in the library somewhere is a wealth of imagery, vivid description, lively action, all safe and innocuous—the stuff that romantic dreams are made of—and I am well satisfied. Maybe when they are weary of a world that is far from safe and innocuous, when they seek a respite from the dust of the crusade, they will return to the "Lady of the Lake" or "third-rate Scott". I hope one or two will. Now tell me that Romantic poetry is the opiate of the people and I am floored.

G. W. STUBBS.

Advice

(Continued from page 365)

answers they may have and write in the right ones. This technique puts the responsibility on the pupil himself to make right whatever he has done wrong. When the papers are collected, the teacher merely has to check through to see that the corrections have actually been made. If in any paper the corrections are not made, or are carelessly made, there is no doubt with whom the fault lies. After the teacher has noted items which require further teaching, the papers may be discarded.

In marking compositions of junior high school pupils it is probably best to mark only the errors which pertain to the unit in which instruction is being given. For instance, if the teacher has been teaching the use of quotation marks and has required a "conversation" theme to be passed in, she should accept as satisfactory those themes in which quotation marks have been properly used, regardless of other errors. The pupils whose "conversations" are unsatisfactory, should, of course, receive further instruction, and be required to pass in repeat themes until they do demonstrate their mastery of quotation marks. It is evident that the compositions will be marked in a much shorter time if the teacher is watching for only one type of error. Also, the follow-up lessons are likely to be much more to the point.

It is likely that many teachers of English will disagree with one or both of these suggestions. If so, I hope they will write to this column and really give me the blast.

—ATOMIST.

UNCLE JOHN

on

"Percentage"

My dear Niece:

Percentage has some uses, but it gets altogether too much attention—in arithmetic books, in school marks, and in business too (I know because I once kept a store). We can't do anything about the textbooks, but we can try to keep ourselves from being contaminated by the virus.

I bought some lumber the other day. (Being adjudged too senile to teach, I took up house-building as a hobby). Ninety per cent of the surface is clear, solid and straight-grained. Did I pay ninety per cent of the price of clear lumber? No, I paid a good deal less. I had to buy a new suit a while ago. The old one was ninety per cent perfect—just frayed along the edges in a few places, and worn through in a couple of spots—but impossible for "respectable" wear. And yet I met a class who thought they "passed" in spelling and arithmetic if they got fifty per cent of their words and examples right.

The fact is that there is NO passing mark. When I went to McGill half a century ago the passing mark was 34 per cent. Later, at U.B.C., it was 50, but 67 for graduates. At Washington University it was 70, but graduates were expected to get 90, if I remember rightly (whatever it was, I got it). University students in the nineteenth century were an extra-select group, much superior to the average of modern classes, but they had to work as hard to get 34 per cent as modern students to get 67. All those marks, if they meant anything (which is sometimes doubtful) meant that the student knew enough about the subject to have a chance of being able to do the next year's work. And if he is finishing the subject (what the course of study calls "terminal courses") what does a passing mark mean? I haven't the slightest idea. Unless it means that he has mastered all the essential principles set forth in the course, and can apply them in the ways he has been taught. If most of your students don't come up to this standard, there is something wrong with the students, the teacher, or the course. It is probably the fault of the course-makers, but who gets the blame? You.

So in making your examinations, try to ask questions testing the attention they have paid, their interest in the subject, and perhaps their ability to reason along the lines you have been following. But don't expect much; if they show even a glimmer of knowledge, interest or intelligence, pass them.

Ever your loving,

UNCLE JOHN.

P.S.: Did you notice Mr. Stubbs' remarks on teaching "The Lady of the Lake"? He is a wonderful teacher, but there are not many like him. Certainly I am not. I have sometimes had to teach literature, but it was terrible, for both me and the students. —U. J.

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Correspondence

Pupils' Reports

Victoria, B. C.,
April 11, 1951.

V. A. Wiedrick, Esq.,
Principals' Section B. C. T. F.

Dear Mr. Wiedrick:

Re Elementary Schools Pupils' Reports

This will acknowledge receipt of your letter of April 5th.

At its last meeting the Central Curriculum Committee advanced a recommendation to this Department to the effect that the letter grade ratings for the elementary grades should be as follows:

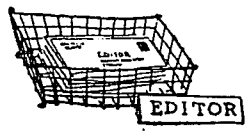
Grades 1, 2, 3 (three point scale)
G—Very Good
S—Satisfactory
U—Unsatisfactory;

Grades 4, 5, 6 (four point scale)
O—Outstanding work
G—Very good work
S—Satisfactory work
U—Unsatisfactory work which requires improvement.

The five point scale A, B, C, D, E, will be used in Grades 7 to 9 and the seven point scale, A, B, C+, C, C—, D, E, will be used in Grades 10 to 13.

The pupils' report cards and the pink direction form are being revised for the next school year in accordance with the above.

I am hopeful that sometime a report form may be devised which will meet with general approval. I might add that both the Central Curriculum Committee and the Department of Education are at all times happy to receive and act upon the suggestions in respect of report cards advanced to them if there is any hope that these suggestions will meet the general acceptance



and be used by all schools in the province. I am informed that there are still schools in the province which issue ranks and percentages.

Yours very truly,

HAROLD L. CAMPBELL,
Deputy Superintendent of Education.

This letter is printed with the kind permission of Mr. Campbell.—ED.

Teaching Positions

Normal School Building,
Elgin Street, Ottawa, Ont.
April 19, 1951

To Secretaries of Provincial Teachers' Organizations:

The Department of External Affairs has supplied our office with information prepared by UNESCO relative to vacant teaching posts in different parts of the world. The vacancies in this first list are as follows:

Director—Building Research and Allied Subjects; Central Building Research Institute, Roorkee, India.

Associate Professor—Parasitology and Bacteriology; American University of Beirut, Lebanon.

University Professors, readers and senior lecturers (20 vacancies in different subjects), University of Punjab, Lahore, Pakistan.

University Professors and readers (10 vacancies), University of Dacca, Pakistan.

In all instances, the language of instruction is English. Contracts offered vary from one to three years.

Information relative to qualifications, salary offered and general conditions ap-

plicable in each case may be obtained from our office by any of your members who are seriously interested.

Yours sincerely,
GEORGE G. CROSKERY,
Secretary-Treasurer, C.T.F.

Pensions

King Edward High School,
Vancouver, May 5, 1951

Editor, *The B. C. Teacher*:

I would like to commend the efforts of the Pensions Committee, and to congratulate the committee on the gains already made. It is encouraging to note that the Federation has at last made "pensions" a major policy and issue. It would be a tragedy if the momentum already gained were allowed to die down. The time has definitely come for a "new deal"; there must be some relationship between pensions and salaries in view of the rapidly declining value of the dollar. I sincerely hope that the Federation Executive and the Pensions Committee will not hesitate to seek expert skilled assistance in framing a pension scheme to meet the changing conditions which confront us, regardless of the cost involved. I am sure that most members would gladly pay a special levy for such a purpose if the cost cannot be met out of current revenue.

Above all, we must not be lulled into a sense of false security because some progress has been made already. We must see that the job is completed.

Yours faithfully,
W. M. ARMSTRONG.

Pension Increases

4390 Locarno Crescent,
Vancouver, April 20, 1951

Editor, *The B. C. Teacher*:

As instructed by the Executive of the B. C. T. F. Retired Teachers' Association, I have made an analysis of available facts relative to monthly payments to retired teachers, with special reference to those who retired prior to 1941, and on monthly allowances that are manifestly inadequate. The results offered below cannot be vouched in every detail accurate until checked by adequate recount but are nearly enough correct for our present purposes.

The official annual reports of the Superannuation Commissioner make any exact comparisons impossible. The superannuitant's service pension and his annuity paid for by his own savings (sometimes on the basis of 2 per cent of salary, sometimes 8 per cent) are lumped together. Additional complexity arises from the fact that some payments are based on single straight life contracts; others represent joint life and last survivor contracts; with varying degrees of disparity of age as between the persons concerned; and still other contracts provide for payments guaranteed for differing numbers of years. The most important fact, however, is that in very many cases the total monthly payment is manifestly too little to live on.

Until 1941 a printed report was issued giving at least some relevant details, but no report of that sort has been made available for the last decade. However, the Federation has been supplied with a typewritten list of the names and addresses of the present approximately 648 pensioners. Comparison of this list with that published ten years ago shows that some 128 names listed in 1941 have disappeared—slightly more than 43 per cent.

Of the 178 survivors, 3 are on monthly allowances of less than $10; 10 get from $10 to $19.99; 24 get from $20 to $29.99; 42 get from $30 to $39.99; 27 get from $40 to $49.99; 28 get from $50 to 59.99 and the remaining 44 get 60 or more monthly.

The average monthly payment ten years ago was officially estimated at $44.44 and it may be assumed that this estimate is still valid in the case of pensioners already retired a decade ago.

The recent 15 per cent increase in pension allowances for this group will be appreciatively welcomed by all concerned, but it is plain that even as thus augmented the monthly cheques payable to many retired teachers will still be disturbingly insufficient.

Some of those in receipt of conspicuously low payments under the Teachers' Pensions Act will be former teachers who entered

the service of the Education Department; but retired teachers who are also in receipt of civil service pensions, or other such allowances, are not distinguishable in the report. Certainly they cannot be numerous enough to account for all the preposterously low monthly payments authorized under the Teachers' Pensions Act.

Fraternally yours,

NORMAN F. BLACK.

In Defense of "The Lady"

Cowichan High School,
Duncan, B. C., April 9, 1951

Editor, *The B. C. Teacher*:

In the March, 1950, issue of *The B. C. Teacher* I read with much interest a diatribe against Scott's "Lady of the Lake" written by the Man on the Fence. He stated that he had suffered through the "dull topics" and the "unfamiliar and uninteresting set of characters and incidents" nearly thirty years ago, and that he and a bright Grade 8 class of the present, found, "after a sincere effort by all parties concerned", that the "Lady of the Lake" was a "thoroughly boring enterprise".

He *found* it "archaic in conception", "unconvincing as to characterization" and "of not the slightest value to the average bright kid of today". It was a "hoary exhibit", "a museum piece".

In the March, 1951, issue of *The B. C. Teacher* I read a question dealing with testing attitudes in students (you see I read at least one issue per year), and the unknown answer-man pointed out the difficulty in doing this, in view of the "terrific difference in the attitude of the teachers".

Which is exactly my point, Dr. Watson, and the place where the Man on the Fence and myself "go to the mat".

I too, studied the "Lady of the Lake" in Grade 8 nearly fifteen years ago, and I found it at that time (and still do) a very entertaining and enjoyable enterprise.

This year, I too, taught it to a bright Grade 8 class, and when we had completed it I had all thirty-three of them hand in unsigned questionnaires regarding their opinions of it.

In summary, here they are:

Nine students said it was an excellent story; fourteen thought it was very good; three said it was good; seven thought it fair, and no one thought it either poor or terrible.

One student found it boring, fifteen thought it was, sometimes, and seventeen found it interesting throughout.

The characters seemed like real people all of the time to twenty-four students; some of the time to nine, and to no student did they seem wholly artificial.

To the question, Is the "Lady of the Lake" too old-fashioned for present-day pupils?—three students answered yes, while thirty said no.

Four students would like it taken off the course of study while twenty-nine would like it to remain.

The biggest victory scored by Scott, in my opinion, was when twelve students declared it was more interesting than the comic books they read, and nine said it was just about the same. Twelve students felt that the "Lady of the Lake" was less interesting than comic books.

Some of the pupils' comments follow: "Ellen should have married Fitz-James rather than Malcolm" (3); "A very interesting poem" (6); " a poor plot" (1); "wish we had more books like 'Lady of the Lake' (1); "kept you in suspense" (1); " a lot of action" (2); "hard to understand" (1); "enjoyed it all the way through" (1); "good description" (2); "never read a more interesting poem" (1); "explains Highlanders and their way of life" (1).

It would seem to me that these findings validate the opinion that teachers' attitudes certainly influence the people they teach. I would venture to say that my class, on the whole, enjoyed the "Lady of the Lake", because it was taught by one who obviously enjoyed it. Conversely "The Man on the Fence's" class, because of his distaste for the poem, have joined their teacher in disliking the "Lady of the Lake".

The purpose of this report is not to show that T.M.O.T.F. is wrong in his judgment of the "Lady of the Lake" (although of course, I think he is) but rather to remind all of us of the great responsibility we have in influencing our pupils for good or ill. —N. J. MACPHERSON.

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1213 Dominion Bank Bldg.,

Vancouver, B.C.

"The Lady" Again

Pritchard, B. C.,
May 8, 1951

Editor, *The B. C. Teacher*:

I have just read the second criticism of that delightful story, "Lady of the Lake". I am so "riled" that I must write at once to show you the other side of the question.

Take the "Lady" off the curriculum? Most certainly *not*. Many people do not read poetry today just because there are no interesting poems to read. Such as "Lady of the Lake". If we had more books like it instead of less, people could learn to enjoy poetry. And, if there are (actually) any people who do not appreciate this story, then, it seems to me, they must be lacking in word-meaning knowledge or in imagination. Why deprive the many of the thrilling excitement of good poetry for the sake of the odd one?

The book is full of interest and information. Practically every feeling or emotion of human life is portrayed in beautiful language.

In my humble opinion, "The Lady of the Lake" has much informative material, scenic language, clear character portrayal and emotional interest of many kinds.

Sincerely,

(Mrs.) Una G. Robertson.

Two Letters in One

Gibsons, B. C.,
May 10, 1951

Editor, *The B. C. Teacher*:

Thanks both to you and to the Man on the Fence for defending my remarks about Bible reading in school. It is true that I chose frivolous examples to illustrate my point. I could have chosen very serious ones, but they would have been out of place in a school system where "No religious creed or dogma must be taught". There was one serious question mixed with the frivolous ones, but none of my critics, either public or private, has dared to try to answer it. Here is another verse they might like to look up: "Unto every man a damsel or two".

To change the subject: Monotone com-

plains that he should be allowed to make his own course, and he is perfectly right. But to how many would he extend that right? To past masters, yes; but to apprentices? I think they should stick to their instructions. Perhaps he would agree that teachers with specialists' certificates or masters' degrees are fitted to improve on the course. I have on occasion done so, in my own subject, with brilliant results; but when teaching anything else, I believe in staying with the book, however mouldy it be.

Yours for intelligent education.

—DONALD COCHRANE.

Elan Summer Centre

847 Portland Avenue,
St. Paul 5, Minn., U. S. A.,
May 10, 1951

Editor *The B. C. Teacher*:

Le Camp Français, Elan Summer Centre, is moving this year from Shawnigan Lake to Cowichan Bay.

Our new location at Cowichan Bay is a former private estate and has over seventy acres so we should be able to develop all our various activities there successfully.

We shall continue having the summer study sessions in July and August and will be open the year round for various conferences and short courses. We shall be glad to entertain visiting groups for meetings and conferences during the year and, of course, visitors and friends are welcome even during the study session if we know in time and can arrange accommodations.

We are planning a special week-end celebration for July 13-14 this year, at which time we will have a formal opening. Actually we shall be open to visitors after June 1st.

Participants learn to live in French, to think in French at Le Camp Française. French is the official language of the Camp because it is a common language understood by the people of many nationalities who attend. A stay at the Camp is an "Education for Living Among Nations," which is what ELAN stands for.

May I mention just two other features

(Continued on page 380)

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Applications are invited from fully qualified teachers for the following positions commencing September 1, 1951.

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(MISS) RUTH BROWN,
Secretary-Treasurer,
School District No. 68 (Nanaimo)

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.

General

Citizenship Training, by C. R. MacLeod; Dent; pp. 265; $2.75.

Well sub-titled "a handbook for Canadian Schools", this is a guide and a resource manual to all to whom the teaching of democracy is more than just a comfortable phrase. The author well sums up the characteristics a school citizenship programme must have. As a conclusion to Part I of the book, "Philosophies and Principles of Citizenship Training", one of the summary points states that "citizenship must permeate the entire school programme". The only debatable point is whether the author has not been too conservative in this statement—whether he should not have said "citizenship should be reflected by the entire school programme".

Part II, the major section of the book, provides a most complete set of practical methods and techniques for the realization of citizenship aims. These cover the whole school programme, and suggest materials which include poems, songs, plays, clubs, research activities, arts and crafts and others too numerous to mention. Some of the correlations are necessarily a little bit out of line since the book was intended primarily for Ontario schools, but this is a minor criticism since in their broad aspects, the suggestions are equally applicable in British Columbia.

Any teacher sufficiently convinced that, in the words of a well-known service club slogan, "Freedom is not free", and that democracy must be continually earned, will find in this book all the know-how necessary for a complete, effective and stimulating citizenship programme.—I. C.

And Madly Teach, by Mortimer Smith; The Book Society of Canada; pp. 107; $2.50.

Even at today's prices the cost of this book may seem excessive per page, but the contents are well worth it and merit a much more complete review than this.

Mr. Smith is one of the many laymen who are worried by John Dewey (whether they've heard of him or not), but he is also a man who knows enough to come up with a good argument or two. His insight is well worth the occasional lack of detailed professional knowledge which may give the practising teacher a twinge.

Briefly, Mr. Smith is an idealist rather than an instrumentalist in his educational philosophy. Those, who, like this reviewer, are inclined to agree with him, would do well to note where his logic is faulty (and it sometimes is); those who disagree could do worse than face the accusation and be sure they can prepare a good case; those who don't know will find a fairly clear statement of one of the most important controversies in modern education.

The herding of the sheep and the goats on an issue like this can easily amuse the cynic and give the eclectic (which means most of us) a tremor. It is well that the issue be sometimes drawn however, no matter how artificial the line of distinction, if only to help us with the uncomfortable and difficult business of thinking an issue through to an ultimate conclusion.

The book is readable. Here is a scattering of controversial quotes—to scramble over:

The movement (progressivism) has had a tendency to erect methods into dogmas, with the unfortunate result that the process of learning overshadows the content to be learned.

The old-fashioned school man thought of education as an end in itself . . . it was

directed towards being and becoming, rather than doing and getting.

Schoolmen have reached the conclusion "that people are doers rather than thinkers."

. . . An educated person in any of our state departments would be hard put to it to find a kindred soul with whom he could communicate on a common intellectual and spiritual level.

It is somewhat unfair . . . to hold up Dewey . . . as the unmitigated villain of American education.

Your modern educator is anti-intellectual and anti-cultural, practical and narrowly scientific . . . (The educators) are interested in the mechanics of running a machine and can wax eloquent about bus transportation, schedules, janitorial equipment, lighting, inkspot removers and paper towels.

The young person can slough off his teacher's opinions as he grows older, but the teacher's outlook is apt to remain with him.

. . . the . . . teacher . . . must go beyond what is and venture into the realm of what ought to be.

. . . while men have been steadily turning away from religion and moral absolutes, they have been caught up even tighter in the grip of another absolutism —that of the social group and the state.

. . . the "on-going process of experience" is more important than "special results."

—P. J. K.

Making Committees Effective, by E. F. Sheffield; Ryerson; pp. 46; 75c.

Probably most people have already heard or read all that is contained in this book. The value of the book lies in the fact that all that miscellaneous information is here, in one place, and in a handy inexpensive form.

The booklet includes information on types, organization, planning, methods of attack, and written records of committees. Much of the matter is something one would expect everyone to know, e.g., it is necessary to notify committee members of meetings. Since, however, this is the era of bigger, newer, and sometimes better organizations, there is an increasing number of people who need to be reminded or informed of this and similar elementary matters.—M. O. H.

Better Living and Life Adjustment Booklets; Science Research Associates; pp. 48; 40c each.

Emotional Problems of Growing Up, by English and Finch. The common emotional problems of children up to and including teen age told in the readable manner that characterizes all the S.R.A. pamphlets. The pamphlet deals with the matter from the teen ager's point of view and could be used to advantage as a pupil reference for the Effective Living Course.

Mental Abilities of Children, by Thurston and Byrne. A summary of modern theories on intelligence and its testing, complete with sample tests and general suggestions for the interpretation of test results. Intended primarily for parents but it would be a good booklet for beginning teachers and others who feel their knowledge of such matters is getting a little rusty.

Your Heredity, by B. L. Neugarten. Very complete and graphic account of heredity, both its biology and its significance in human beings. The positive attitude is stressed throughout, i.e. if you have a good heredity you can develop it, if you have a poor one there are many things that can be done to overcome it. The section on the mechanics of cell division and the general biology of heredity would be useful in biology classes.

You and Unions, by Dale Yoder. An objective account of unions, their origins, aims, tactics, and organization, prepared for the teen ager who is getting ready to leave school and start to work.—W. J. K.

Children and Their Pictures, by C. D. Gaitskell; Ryerson; pp. 16; 40c.

Dr. Gaitskell is a leading exponent of free expression in children's art. Logically, then, if you see the matter that way you will enjoy and profit from this pamphlet. If you disagree, as did this reviewer, you

will find yourself frequently arguing with the author and therefore enjoying and profiting also.

The matter in the booklet is based on a script prepared for two films on children's art and includes a philosophy of school art, the teacher's place therein and the types of art characteristic of certain age groups. Suggestions for equipment and arrangement are complete and sensible. The rest of the booklet is somewhat marred by flat assertions, not particularly well supported, and not necessarily true, e.g. ". . . art cannot be graded since no accurate measuring scale exists . . ." "No child can be said to be educated unless he enjoys a vigorous programme of picture-making."

The material dealing with children's interests in art and types of pictures appropriate to their age is interesting and informative but I have the feeling that obvious errors in perspective, etc., are something for the teacher to correct without waiting for the child to ask for help. It is no doubt true that the "rules" of picture-making are arbitrarily adopted conventions but it is also true that one of the school's tasks is to make sure that children are conversant with, and reasonably conformable to, the conventions of their own culture.

—W. J. K.

Fire Upon the Earth, The Story of the Christian Church, by Norman F. Langford; Ryerson; pp. 207; $2.25.

Here is a strangely unsettling book, especially if your interest is strong and your faith weak. It is material attractively put together, nicely illustrated and presented with a good sense of the dramatic. It is arguable that the account is over-simplified, and sometimes pushed off centre by the author's fondness for the element of surprise; but these are forgivable in a book of this type, intended to interest young people in the most complex component of modern civilization.

The author is a Protestant and quite naturally finds it difficult to walk the narrow chalkline between partisanship on one side or the other. However, although the anti-Papist note is occasionally heard, the book might be criticized more justly be-

cause it does not take sides. Most of us love a partisan (with the usual provision, of course).

No strong thread of narrative runs through the book, each chapter being almost complete in itself. At the same time, beginning as it does with the death of Augustus and following the clue past Constantine, the Barbarians, the Reformation, the new world, modern criticism and on to the final chapter, the Midnight Hour, the book provides an interesting and valuable complement to the history of the Christian era.

Oh, and that note of disquiet at the start? Well, the story of man's mismanagement of the things of God can never make wholly pleasant reading, unless, of course, one keeps at the back of one's thoughts the idea that the love of God is greater than the measure of man's mind.—P. J. K.

Leathercrafts, by Jessie F. B. Parkes and S. B. Judge; Longmans, Green and Co.; pp. 131; $3.75.

This book is a comprehensive study of leather crafts for student and teacher alike, written in a detailed manner to include leather uses from the earliest known days to modern times. This book is a text for intensive study, not a hobby or handicraft book for light reading. As stated in the introduction it is prepared primarily for the art specialist in school or college, or the craft instructor. The leathercraft beginner will find it includes background material about his hobby in addition to practical suggestions for the execution of his work.

—E. F. B. N.

Fiction

Quorum; by Phyllis Bentley; Macmillan; 309 p.; $3.00.

When eight people attend a committee meeting in Ashworth, Yorkshire, the stage is set for a description of personalities, their influence for good or ill on one another, and incidentally a description of the affect of the Labor Government on various classes in an English industrial town. Skillfully and methodically Miss Bentley weaves the pattern. Her people are alive and real,

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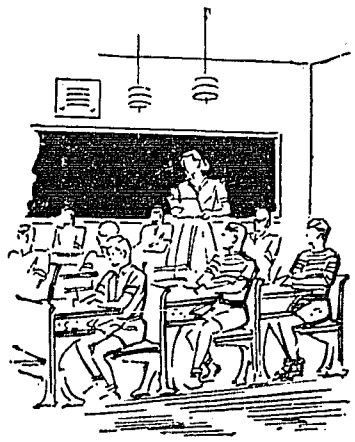

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acting in accordance with understandable, though not always commendable, human motives. An unsentimental tale, told by a "born story-teller".

Come Home at Even, by LeGrand Cannon; Hold; 283 p.; $3.00.

By the author of *Look to the Mountain* is this quiet, forceful story of the struggle in a man's soul. Robert Cargill comes to Salem in 1630 with a dearly-loved, but ailing wife to start life anew. The Devil, Predestination and an obdurate God are very real influences in Puritan New England, and the conflict comes when Robert must choose to save his wife's body by returning to England or lose his own soul by fleeing from the place God has appointed for him. Although there are some strong scenes the novel is written with a reserve and a wry humor that makes it worthwhile and convincing.

Age of Longing, by Arthur Koestler; Macmillan: 262 p.; $3.50.

It is happening here in Paris in the late 1950's as it is to happen in London in "Nineteen eighty-four" and in Europe generally at the "Twenty-fifth hour". The theme of this novel is the paralyzing influence of fear. Fear of the unknown, fear of the mechanistic philosophy and the conditioned reflex which are substituted for the will to believe and act as human beings. The intellectuals of Paris, mentally barren and ineffectual, and the monstrous affair of Hydie, an unbalanced and emotional American girl and a cultural ambassador from Moscow (whose belief in Communism is the only dynamic force in the book) carry the thought-provoking timely theme—or is it, warning.

The City of Frozen Fire, by Vaughn Wilkins; Macmillan; 250 p.; $3.00.

For those who revelled in *Treasure Island* here is another tale concocted from the same brew. A dark stranger mumbling of "shouting and swords and blood and frozen fire" faints on the threshold of Kit Standish's home. From there the reader is taken with Kit to the sea, to pirates, to deeds of derring-do and a tribe of long-lost Welshmen mining for rubies on a Utopian island. An improbable story certainly, but one written with such charm and vigor it becomes first-rate adventure.

Elan

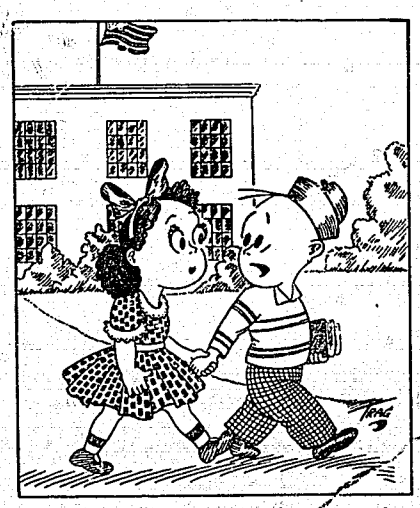
(Continued from page 375)

of the Camp. First the meals—French cooking predominates and we try to make every meal an adventure, with some new flavor or combination to delight the palate. Second, the music—music is everywhere, morning, afternoon and evening, lending an atmosphere of fun and gaiety.

If those of your readers who are interested will write to me at Cowichan Bay, after June 1st, I shall be pleased to give more complete information.

Yours sincerely,

DOROTHY M. PUNDERSON.



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FOR RENT

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.**

IN WHITE ROCK during July and August, well-furnished room in modern apartment one-half block from beach. Everything provided for housekeeping privileges. Also furnished suite in same apartment house. Write **P.O. Box 202, White Rock, B.C.**

FOR JULY AND AUGUST, fully furnished self-contained apartment in West End, Vancouver. Accommodate 2 or 3 adults. Garage if required. Apply **Miss Wilson, Suite 23, 1206 Haro Street, Vancouver. TAtlow 3079.**

PART OF SIX ROOM FURNISHED HOUSE in Kerrisdale for July and August. Reasonable rent. Apply **Miss L. R. Conrad, 2188 West 44th Avenue, Vancouver.**

SEVEN ROOM FURNISHED HOUSE, electric refrigerator and range, automatic gas hot water heater. Suitable for two couples. Available July 1st. $100 per month. Apply **Owner, 1141 West 33rd Avenue, Vancouver. CHerry 7581.**

MODERN FURNISHED 2-BEDROOM HOUSE, Dunbar district, July and August. Apply **Owner, 3933 West King Edward Avenue, Vancouver. ALma 2386L.**

FOR RENT OR EXCHANGE during Summer Session, three bedroom house on sea front, reasonable rent. Apply **E. V. Davies, 1650 Hollywood Crescent, Victoria, B.C.**

FURNISHED FIVE ROOM HOUSE with automatic gas, July and August. Apply **H. Dew, 3271 West 29th Avenue, Vancouver. BA. 2863.**

WILL EXCHANGE house in Penticton for one in Victoria for two or three weeks in July or August. Apply **J. Scott, 1099 Forest Brook Drive, Penticton.**

FOR JULY AND AUGUST, five room furnished all-electric apartment in Kelowna. $80 per month. Apply **Miss E. V. Walker, 729 Elliott Avenue, Kelowna.**

WILL EXCHANGE three bedroom house in West Vancouver for one in Victoria with at least two bedrooms, for period of Summer Session or longer. Apply **Mrs. C. E. Boldrick, 2575 Bellevue Avenue, West Vancouver... West 554M.**

FOR JULY AND AUGUST, six room bungalow, three bedrooms, all electric. Garage. Apply **Mrs. Urquhart, 174 West 23rd Avenue, Vancouver. FAirmont 3986R.**

FOR JULY AND AUGUST, in Victoria, modern self-contained furnished bachelor suite in attractive apartment block. Within walking distance of city centre. $60 per month. Apply **Miss F. G. McConnell, Suite 13, 855 Vancouver Street, Victoria... Beacon 6476.**

SIX ROOM MODERN FURNISHED HOUSE near University. $115 per month. Available June 1st for three months. Apply **Simpson McPherson Ltd., 2549 Alma Road, Vancouver, B.C. ALma 1137.**

FOR JULY AND AUGUST, three room, self-contained, fully furnished suite in South Granville. Suitable for two. Apply **Miss E. M. Owens, 1514 West 13th Avenue, Vancouver, B.C. CEdar 5983.**

FOR JULY AND AUGUST, self-contained, fully-furnished, three room bachelor suite in Cambie district, close to transportation. Apply **Miss A. Reston, Suite 1, 455 West 18th Avenue, Vancouver, B.C.**

FOR JULY AND AUGUST, fully furnished modern five room house and garage. Near transportation, beach and University. $80 per month. Apply **Mrs. I. M. McPhee, 3520 West 11th Avenue, Vancouver, B.C. CEdar 3406.**

FOR JUNE, JULY AND AUGUST. Three rooms self-contained suite. Fully furnished including refrigerator and phone. (Handy to U.B.C.) Suitable for couple. $65 per month, minimum two months. Apply **P. A. Tindle, 4408 West 6th Avenue, Vancouver, B.C. ALma 2874R.**

FOR JULY, modern six room house, close to transportation and shopping. Kerrisdale district. Apply **B. W. Taylor, 3450 West 42nd Avenue, Vancouver, B.C. KErrisdale 1634R.**

FOR RENT—Country home on Gabriola Island where living is economical, on bus line. New four-room house with bathroom and open fireplace. Free fuel for the cutting. Good soil for garden, plenty of fruit. Some part time employment if desired. Rent $25. Write to **"Edgecliff," P. O. Box 3, Gabriola Island, B.C.**

FOR JULY AND AUGUST, all-electric home in Penticton. Large planted garden and fruit-trees. Reasonable rent to suitable tenants. Apply to **W. G. Gay, 1105 Forestbrook Drive, Penticton.**

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News, Personal and Miscellaneous

School of Education

Education at U.B.C. has advanced from "Department" to "School" status. Thus an important step forward has been taken toward the formation of a Faculty of Education called for in the B. C. T. F. program for Teacher Training and Certification.

To administer the School of Education, of which Dr. M. A. Cameron is Director, a Council has been formed on which the General Secretary, C. D. Ovans, sits as a representative of the Federation.

The two most important matters now before the Council for consideration are selection of student candidates for the school and practice teaching.

U.B.C. Graduates 165 Teachers

The profession will welcome next September 165 new secondary teachers graduating this year from the School of Education at U.B.C.

There were 30 failures in the class of 195. Ten additional students are required to write supplementals.

The following graduated with first class honours: Hubert D. Dendy, James J. Denholm, Arthur J. Dieno, John D. Farr, Thomas A. Meikle, Stanley D. McLarty, Harriet E. V. Reid, Gordon R. Selman and James S. Stone.

Primary Class Demonstrations

The Summer School of Education has announced that Miss Mary E. Abercrombie, Primary Instructor, Dawson School, Vancouver, will be in charge of the Primary Demonstration Class at the coming session of the school. Miss Abercrombie was recently appointed to the Summer School staff, and will be associated with Miss Sheila O'Connell in the Primary department of the school.

Equal Pay Law in Ontario

The Female Employees' Fair Remuneration Bill, which will go into effect in Ontario on January 1, 1952, forbids an employer to discriminate between male and female employees by paying a lower rate to a woman than to a man employed by him for the same work in the same establishment. A difference in the rate of pay between men and women employees based on any factor other than sex is not to be considered a breach of the Act.

—Labor Gazette

Toronto Salary Schedule

Reorganized Schedule Grants Large Increases

The new salary schedule adopted by this Board on February 15 not only grants substantial increases but also establishes a single schedule for elementary and secondary teachers, based upon qualifications, experience, and responsibility.

Five categories of qualification are recognized, measured in terms of the number of years of preparatory training for teaching. For Category I (teachers holding second-class certificates, received after attending normal school for one year) the minimum annual salary is $2000 and maximum $3200. The range in Category II (permanent first-class certificate, primary specialist, etc., representing two years of training) is $2,200 to $4,400. Category III includes teachers with three years of training, i.e. holders of supervisor's certificates or special certificates additional to Category II; the range in this category is $2,400 to $4,800. Teachers with a pass B.A. and one year of teacher training (Category IV, four years' training) receive a minimum of $2,600 and a maximum of $5,400. The B.A. honours degree, with one year of teacher training, places a teacher in the fifth category, with

a minimum of $2,800 and a maximum of $5,800. A sixth year of preparation is recognized by the additional payment of $200 to teachers in Category IV or V who hold a post graduate degree.

Maxima are reached in all categories by annual increments of $200. For the current year, adjustments up to $700 will be made to bring a teacher to the salary to which the new scale entitles him, and accelerated increments of $300 will be given in succeeding years until such salary is reached. An allowance of $200 is made for each year of experience, to a maximum of 13 years for experience in Toronto, and six years for experience outside Toronto and/or military service. Previously, public school teachers started at $1,800 and received a maximum of $4,000; secondary school teachers started at $2,000 and worked up to a maximum of $4,500.

An allowance of $200 is paid to teachers in charge of special classes, and the following allowances are given for posts of responsibility: vice-principals, $400; principals' assistants in public schools, $400; consultant teachers, $300; heads of departments, $200; kindergarten directresses, $200. The minima and maxima for supervisory staff are as follows:

	Minima	Maxima
Inspectors of Public Schools (In Ontario, first 8 grades)	$6,400	$7,400
Principals of Secondary Schools	6,200	7,400
Principals of Public Schools—Gr. A	5,600	6,600
Principals of Public Schools—Gr. B	5,600	6,200
Directors of Special Subjects	6,200	7,000
Assistant to Director of Music	5,600	6,600
Supervisors	5,600	6,400
Assistant Supervisors	4,200	5,800
Senior Teacher of Speech Correction	4,200	5,800
Instructor of Instrumental Music	4,200	5,800

—Reprinted from The C.E.A. News Letter, March, 1951.

Teachers' School Trips Too

A new slant in in-service training is given in an article published in the April, 1951 issue of the California Teachers' Association Journal under the title of "Sugar-coat Your Institute."

The article describes the School Trip project of the San Bernardino City Schools, designed to give to teachers new viewpoints and fresh information to enlarge the horizons of their classrooms.

Late afternoon or evening trips are arranged to nearby points of interest or as conducted tours through industrial plants. Longer trips are scheduled for Saturdays or holidays.

The highlight of the annual "School Trip" programme is an early fall overnight trip to the Sierra Mountains. Forest Rangers give talks around the evening campfire on problems of conservation and fire protection. The more hardy souls sleep out in trailers or tents or on sleeping bags spread on the bare ground and their number is augmented the next day

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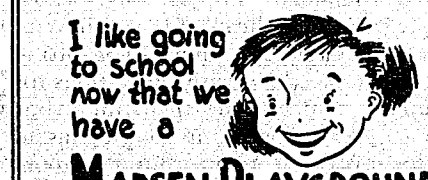

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by other less adventuresome teachers who drive out to take part in various mountain hikes under experienced guides. A geologist is usually present to explain rocks and mountain formations so the outing is educational as well as pleasurable.

Holiday week-end trips take teachers still further afield. One such trip last year took them to San Diego on a three-day outing for a total transportation cost per individual of $15. The School Board permits the use of its buses at a nominal cost.

The project sounds ambitious but should, nevertheless, be perfectly possible for many of our B.C. local associations. It would be in truth a sugar-coated change from the usual round of formal meetings, workshops or forums.

Many teachers arrange School Trips for their students. This article suggests that School Trips for teachers can be enjoyable and profitable too.—C. D. O.

School Broadcast News

June is a "bitty" month for most of us, a time when we consolidate the loose ends, deal with the assorted year-end chores and finally come to grips with the odds and ends that we've been putting to one side for later action.

Here are a few further odds and ends that you may like to consider for your list.

Have you filled out and returned the annual School Broadcast Report form which you received recently? This annual survey is the only way we have of finding out the use made of the broadcasts and is a source of valuable statistical information. Even though you are unable to use the broadcasts, the forms should be returned.

During the year you have perhaps accumulated comments on various school broadcasts you have heard. If you haven't let us know about these, how about jotting them down now, along with suggestions for programmes, and sending them in. Your comments are important in helping us to plan the broadcasts to fit your classroom needs.

We should also like to hear about programmes which you found of outstanding value, or about ones which led to interesting class activities or special projects.

Did you find during past months that you had listening problems, either in regard to equipment or to use of broadcasts? Then put them down in your "odds and ends" lists. We'll be pleased to hear from you—either by letter, or better still, why not drop into the office during the summer? Difficulties can be cleared up so much more effectively by actually talking them over.

Next year's broadcasts. Yes, even though we're clearing up this year's business, it's not too early to think of next year, especially if you're responsible for the time table. Be sure to include the broadcasts in your planning. As usual they'll be heard from 2 to 2:30 p.m. each day, from the beginning of October to the end of May.

Still got a little more room on that "odds and ends" list of yours? Here's a reminder about the school radio. Is it in A1 condition—and remember that when you listen daily to a radio, you often aren't aware of its deterioration. If the set isn't in top condition, arrange to have it checked over during the summer. Listening on a faulty receiver can be hard on the nerves and can actually defeat the purpose of class-room participation in school broadcasts.

Does your set need an outside aerial? If reception is not of the best, then the answer is probably "yes". They are fairly inexpensive, and in most cases, can be easily installed. Although "built in" aerials are satisfactory where the school is near the radio station, the outside aerial often makes the difference between perfect reception and just average listening.

Have you made plans for storing the radio in a safe place during the holidays? Radios are becoming increasingly expensive, so you should be sure to put yours where it will be out of the way of any harm. With battery sets, the batteries should be disconnected.

Is your pencil worn out from jotting down these "odds and ends"? Maybe there's just enough lead left to make a note of the address of the School Broadcasts Office. It's 701 Hornby Street, Vancouver. For those of you planning to visit us, we're on the first mezzanine floor of the Hotel Vancouver.

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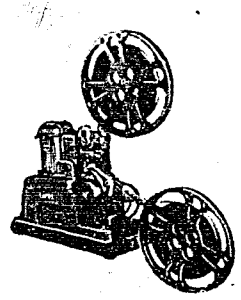

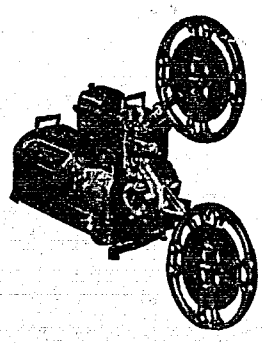

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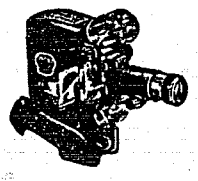

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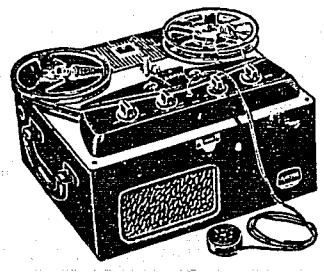

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