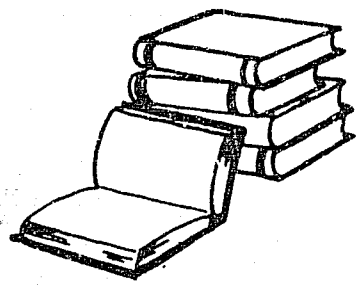
THE B·C·TEACHER



OFFICIAL·ORGAN OF·THE·B·C· TEACHERS' FEDERATION

VOL. XXIII., No. 1. SEPTEMBER-OCTOBER, 1943 VANCOUVER, B. C.

	Page
EDITORIALS:	
Teachers' Salaries	3
Congratulations, U. B. C.	4
A PROPOSAL REGARDING SUPERANNUATION ..... Paidagogus	5
B. C. T. F. AND KINDRED ASSOCIATIONS:	
Educational Reconstruction in England	7
Canadian Teachers' Federation Convention	8
The Salary Situation	9
Report of the Labor Affiliation Committee	10
The B. C. T. F. M. S. A.	10
Vancouver School Teachers' Credit Union	11
PRESIDENT'S MESSAGE	12
THE SAANICH CASE	14
Summary of Action Taken in Regard to the Saanich Case	17
EDUCATION AND SOCIAL RECONSTRUCTION—Part I of Dr. H. C. Newland's Address to the 1943 Convention	18
A LIBERAL EDUCATION....Frank Wilson	20
ON THE ORDER FREEZING TEACHERS TO THEIR JOBS— ....Verse by Prof. O. J. Todd	22
THE WORKSHOP CONFERENCE— ..... Miss K. Collins	23
FREE MATERIAL FOR TEACHERS OF FRENCH	26
LESSON-AIDS COMMITTEE	28
OUR MAGAZINE TABLE.....Arthur Buck	30
WHAT WE ARE READING	33
Ways of Living: reviewed by C.—Primary Methods: reviewed by B. S.—First Aid Through Photographs: W. M. N.—Primary Song Book: E. H.	
LETTERS TO A COUNTRY TEACHER ..... Uncle John	35
CORRESPONDENCE	36
Oral French: Barbara Lang—Letter Writing Contest (page 34): Nancy F. Genet—For Educational Philosophers: J. Paul Leonard—Workers' Educational Association: Claude Donald—National Humane Key Award Contest.	
NEWS, PERSONAL AND MISCELLANEOUS	39
Transition—This and That—Veteran Sidney Teachers Honored—Honoring Miss A. E. Bilton—War Savings On the Air—Camp Elphinstone.	
STRIKE REFERENDUM RESULTS	17

INSERTS IN THIS ISSUE

SEPT.-OCT., 1943 VANCOUVER, B. C.

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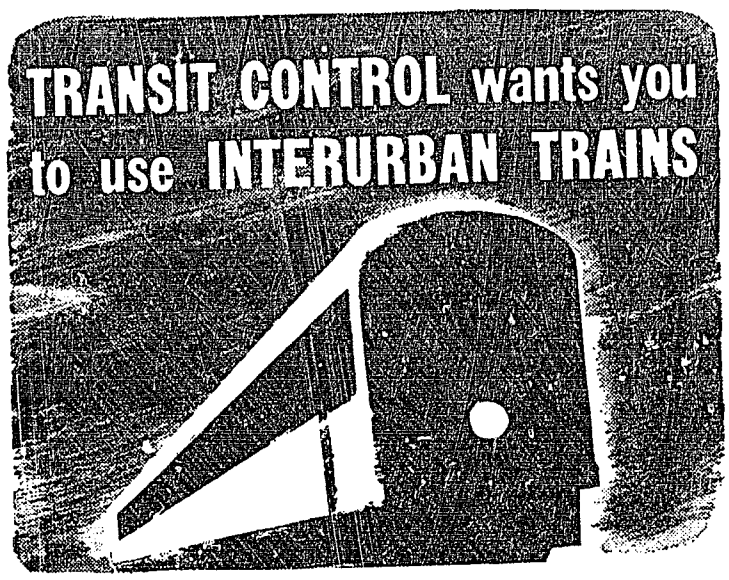

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THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

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VOL. XXIII., No. 1. SEPTEMBER-OCTOBER, 1943. VANCOUVER, B. C.

TEACHERS' SALARIES

MORE schools than ever across Canada have failed to open their doors this summer. More schools than ever will be closed next year unless governments and school boards realistically get at the root of the problem by materially raising the salaries offered to teachers.

In the face of such back-door methods of arriving at a solution to the teacher shortage as the recent "freezing" order, it is encouraging to note that some newspaper editors at least are aware of what needs to be done and are helping to educate the general public into doing it.

The Vancouver *News-Herald* of August 9 outlines the situation very clearly in an editorial pungently captioned "Sabotaging Our Schools". We reprint it below:

"A 'very considerable number' of small schools in Canada have had to remain closed or be put in charge of teachers without certificates because the increase in teachers' earnings has not been sufficient to offset the comparative attractiveness of other employment. So says the Dominion Bureau of Statistics reporting on a survey which covered all provinces with the exception of Quebec.

"In some provinces half the teachers in small schools receive no more than $40 monthly. In the Maritimes they average $500 or less a year; in Manitoba somewhat over $600; in Saskatchewan $700; in Alberta, British Columbia and Ontario between $800 and $850.

"Under wartime conditions the teachers of the small schools are staying, on the average, less than two years in their jobs before moving to another school or another kind of work.

"Canadians should be ashamed of these conditions. We should be ashamed not just because of our wretched treatment of the school teacher, but because, by underpaying these members of an essential profession, we are impairing the training of our children and sabotaging the next generation.

"Like all other activities education must take second place to winning the war. But most of us are agreed that winning the war means very little unless democracy also wins the peace. The young people in our schools are the men and women who will have most to do with winning the peace. Whether we shall enjoy security or face World War III will depend very largely upon the intelligence of the next generation. The proper training of our childrn should therefore be considered an essential industry. But, as far as a great many of the teachers in our small schools are concerned, Canada is rating education just about the bottom of the scale."

The *News-Herald* poses the problem; in the *Vancouver Daily Province*, Mr. H. H. Stevens offers the cure. "Each community ought," he writes, "without delay, to scrutinize its educational problem and place it first among matters for consideration ahead of sewers, roads, streets, bridges, or the mayor's, or the reeve's salary. . . . . There ought to be no delay or hesitancy in a general raising of the salaries of our school teachers, together with a kindling of new interest in the care and education of the young."

At about the same time as the above statements were being written, press stories released from other quarters were telling us that in British Columbia low salaries were not a cause of the teacher shortage. Marriages and enlistments, yes; salaries, no. Cited as proof of this assertion was the fact that salaries in rural areas have increased this year.

Admittedly salaries have increased but are they yet nearly high enough? Is $1000 per year a sufficient salary to encourage a teacher to go to the little isolated one-room schools of this province? When a construction company wants a laborer to work on the Alaska Highway it offers him from 75c to 95c per hour. When a school district along the same road wants a teacher it offers him $900 or $1000 per year. A lumber mill operator in the northern parts of the province knows full well that if he wants to recruit workmen from the Vancouver area he has to offer him higher than the prevailing rate for similar work in the city. The same principle should work in regard to teachers.

Let rural school districts offer teachers higher than the prevailing city salaries. Let them couple with this the provision of attractive teacherages and well-equipped schools. If teachers are still lacking, then and only then will it be said with no possibility of argument that low wages are not a cause of schools being closed in those areas.

CONGRATULATIONS, U. B. C.!

FRIENDS of education in this province must be highly gratified at the rapid strides forward taken by our University during the past few years.

Latest progressive move is the establishment this year of the Course in Home Economics, and the announcement that work in the first two years of this subject will be offered for the session 1943-44. In charge of the new department will be Miss Dorothy Lefebvre, B.H.Sc. (Sask.), M.S. (Iowa State College); and assisting her, Miss Stella Bell, B.S., M.S. (Kansas State College). Thus in yet another subject matter field students will not have to go outside the province in order to get instruction.

Another new course to be offered is a Beginning Course in Spanish. Charles Vyner Brooke, B.A. (Queen's), A.M., Ph.D. (Harvard), has been appointed Assistant Professor of Spanish in the Department of Modern Languages.

Of particular interest to teachers is the long and varied list of Directed Reading Courses offered this session. A few years ago only one course was given in this way. Later students had their choice of two but now this number has been increased to over twenty, embracing nine subject matter fields. Those teachers who have obtained their degrees by the long hard route will appreciate how much more easily courses may now be planned.

The University authorities are to be congratulated on the foresight they have shown. May the U. B. C. continue to expand with the years and may the time be not too far distant when Dr. Weir will see realized his wish for a faculty of medicine on its campus!

Ramblings of Paidagogos

A PROPOSAL REGARDING SUPERANNUATION

THIS is a time of year when the matter of retirement is brought rather sadly to our attention, when men and women we have known intimately for many years lay down their professional lives and seek dubious satisfaction in lesser pursuits. For my part, I cannot think of them without a touch of melancholy. So much wisdom, so much kindly leadership, so much mellowed experience—and it is all swept away with the dust.

I know there are many people who for one reason or another look eagerly forward to their retirement. There are those who are beset with increasing infirmity, those who have never found happiness in teaching, those who are fortunate enough to have acquired a little competency. The list is probably a long one. But on the other hand, there are many people who are not ready to retire, people who love teaching and who feel they have something worthwhile—perhaps even their best work—to contribute still. It is of these people I would speak.

Now in the interests of fairness, and to assure you I am not here pleading my own case, I must make it plain I am nowhere near retirement myself. Despite the fact that these Ramblings are now in their eighteenth year and certain of my readers doubtless believe I am getting well along in my dotage, superannuation for me is reasonably remote. The point is a small one, but I think it has to be made. Otherwise this proposal of mine might receive scant courtesy.

It is the very soul of our democracy that everyone shall be permitted and encouraged to do his full share in achieving our common ends. The first principle of democracy is that there shall be no discrimination against any individual, whether on grounds of birth, religion, politics, or age.

Again, it has been clearly and completely demonstrated that human beings vary in every respect. No psychologist and no physician would have the temerity to affirm that the capacity for work is the same in any two people, that some men at seventy do not possess a far greater capacity for work than other men at fifty. The placing of all men of sixty-five in one category of exhaustion cannot be supported by any mental or physical argument whatever.

Now putting these two facts together, we can only arrive at the conclusion that present methods of superannuation are discriminatory, wasteful, undemocratic and unscientific. I do not make a special point of the treatment of women, because I can find no reason to treat them differently from men where retirement is concerned.

Here then is the proposal. For the sake of conciseness I state it as a set of suggested regulations, and for simplicity I use masculine terms.

PROPOSED REGULATIONS GOVERNING RETIREMENT

(1) Every man employed in the teaching profession shall in the month of July subsequent to his sixtieth birthday present himself for examination. (A more exact statement is necessary here.)
(2) The examination shall be conducted by a Retirement Board which shall be composed of a psychologist, a physician, and at least one of the examinee's professional superiors.
(3) The examination shall consist of three divisions, and shall assess the examinee in three respects: his physical fitness, his mental alertness, and his professional ability.
(4) Scientific norms shall be established in these three divisions, and a critical standard of efficiency set up. (The average sixty-three year old level is indicated.)
(5) If the examinee fails to reach this critical standard, he shall automatically be superannuated.
(6) If, however, he reaches or surpasses this critical standard, he shall have the right to continue his work for two years more, should he wish to do so.
(7) Every two years this procedure shall be repeated, until the individual either fails to reach the critical standard or voluntarily applies for superannuation. There shall be no age-limit whatever.

* * *

The proposal as stated needs very little comment. It completely avoids the criticisms leveled at the present scheme, since it is neither discriminatory, wasteful, undemocratic, nor unscientific. It can be applied with minor adjustments to any occupational group.

Let me in closing say one word about the suggested fields of examination. Research might show that their selection is subject to modification and refinement, but on an ordinary analysis they seem to fit the case very well. A man in sound physical condition, reasonably quick and accurate in his mental reactions, and efficient in his professional practice is surely a proper person to carry on his work. And this holds good whether he be sixty or eighty. Indeed, I could without much effort name a hundred men, including Mr. Churchill and Professor John Dewey, whom the world would be mad to set aside on the score of age.

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B. C. T. F. and Kindred Associations

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EDUCATIONAL RECONSTRUCTION IN ENGLAND

THE official organ of the National Union of Teachers, *The Schoolmaster and Woman Teacher's Chronicle*, has devoted a great deal of space recently to an exposition and critical examination of widespread educational reforms which the British Government is planning to institute following the cessation of hostilities.

The principal reforms proposed may be summarized as follows:

The provision of nursery schools for children below the age of five wherever needed.

The raising of the school leaving age to 15 without exemptions, and later to 16.

A progressive decrease in the size of classes in primary schools.

Abolition of high school entrance examinations.

Entrance to secondary schools to depend on individual aptitudes determined by records and, if necessary, intelligence tests.

Parity of status and amenities in all types of secondary schools.

Compulsory part-time education in working hours up to the age of 18.

Extension of health services, and extended provision of milk, meals, clothing and boots.

Every primary and secondary school to begin the day with a corporate act of worship. Religious instruction compulsory (subject to conscience clause) and, in "county" schools, to be subject to inspection by the Board.

Voluntary (church) schools to have two alternatives:

(*a*) If the Managers cannot meet half the cost of necessary improvements, the Local Authority will become responsible for appointing teachers, though they must consult the Managers in the case of the Head Teacher. Religious instruction in accordance with an agreed syllabus, though denominational religious instruction may be given by "reserved" teachers.

(*b*) If the Managers meet half the cost of improvements the remaining half will be met from the Exchequer. The Managers will retain power of appointing teachers and giving denominational religious instruction.

Local educational authorities may establish boarding schools.

For recruitment of teachers reliance not to be placed solely on a limited section of society. Widely expanded training facilities. Large numbers of teachers required with varied qualifications and experience not always confined to school and college.

Provision of adequate and co-ordinated facilities for technical and adult education.

Inspection and registration of all independent schools.

Remodelling of curriculum of secondary schools.

Expansion of Youth Service.

Improvement of facilities for enabling poor students to proceed to the universities.

Burnham Salary Scales to be obligatory upon Local Educational Authorities.

The ultimate additional cost of these reforms will be £67 million.

Following a special meeting, the N.U.T. Executive issued an official statement welcoming to the publication of the White Paper on Educational Reconstruction, the official Government document outlining the proposed reforms. Particularly approved were the proposals to lengthen the compulsory school attendance, to reduce the size of classes and to abolish competitive examinations preceding entrance to secondary education.

The Executive, however, was not nearly so happy about the Government's plans for the non-provided schools and religious instruction. In this connection the Executive statement reads: "They (the Executive) regret that the Government deem it necessary to acquiesce in the continuance of private control by church interests over the appointment and dismissal of a proportion of the teachers in schools which will be completely maintained out of public funds, and over all the teachers in certain other schools almost completely so maintained. A conference of the Union has declared that the only satisfactory solution would be the complete abolition of the dual system, but that should this prove impossible of immediate attainment, any compromise solution should conform to certain stated principles. Any concession to further demands by the churches would prejudice the whole attitude of the Executive to the reconstruction proposals."

The Executive further decided to urge the Government to consider the possibility of proceeding with certain of the essential preliminary stages of the plan before the end of the war in order that the benefits of the proposed reform might be enjoyed by the children of the nation with the minimum of delay.

CANADIAN TEACHERS' FEDERATION CONVENTION

ST. John, N. B., provided a maritime setting this summer for the twenty-second annual convention of the Canadian Teachers' Federation. Three official delegates from each province and a representative from the Catholic Teachers of Quebec were present.

Following the reports of the president and the secretary-treasurer, the original order of the agenda was changed to facilitate immediate discussion and consideration of the Order in Council, P. C. 4862, which regulates that no person "who was wholly or mainly employed or occupied for a period of not less than one week during the month of April, 1943, as a teacher in a school, college, or university, which, in the opinion of the Minister, is not carried on for gain" may accept any employment other than teaching.

Correspondence was read to the effect that "a group of educators" had requested the Federal Government to make some such move. The delegates felt that the C. T. F. and the provincial associations should have been consulted. Although the Order in Council was dated June 15th, it was not until late in July that the general public and the teachers were made aware of it.

After some discussion the following resolutions were passed:

(1) Whereas the Canadian Teachers' Federation recognizes the effort of our Federal Government to maintain teaching staffs, and the need that prompted that effort;

But whereas the C. T. F., representative of teachers in all provinces in our Dominion (100 per cent representative in the majority of provinces) was not consulted as to the action taken in passing Order in Council P. C. 4862; and

Whereas there is a pronounced, wide-

spread and growing resentment of the discrimination against our profession in that the freezing of teachers to their positions has, under existing conditions, frozen them to a low economic standard of wages with no provision for adjustment, resulting in a grave injustice to Canada's teachers;

Therefore be it resolved that this Canadian Teachers' Federation in convention assembled at St. John, N. B., with emphatic unanimity requests our Federal Government to amend the Order in Council P. C. 4862 so as to remove existing resultant conditions within the teaching profession, or to repeal the Order in Council.

(2) That a delegation consisting of Messrs. R. E. Shaul, W. Lloyd and Clare Fallis meet the Honorable Humphrey Mitchell, Minister of Labour, regarding "freezing" order P. C. 4862.

Accordingly a telegram was sent to the Minister of Labour, who agreed in his reply to meet the delegation. One outcome of the meeting was that the Minister asked that a standing committee of the C. T. F. be appointed which he could in future consult on educational matters within the jurisdiction of his department. It was pointed out to Mr. Mitchell that the teachers of Canada are not opposed to being "frozen" to their jobs but that they feel that the order should have made some provision for alleviating the low economic standard of living forced upon so many of them. In this connection it was explained that the Report of the Survey Committee of the Canada and Newfoundland Educational Association (March, 1943) reveals that "74.9 per cent of teachers receive less than $1223 per annum" and that "the median salary in Canadian schools is $782 per annum".

The argument was advanced, of course, that education is a provincial responsibility. Nothing, however, stands in the way of the Federal Government's following the lead of the United States government in granting $300,000,000 (of which $200,000,000 is for salaries) to the states for education.

Regarding education and post-war reconstruction so much has been said and written about the great part that education plays in the life of a nation and so much attention has been given to the high place that education must hold in the post-war world that it was fitting that a great deal of time was spent by the delegates in discussing the Report of the C. T. F. Reconstruction Committee. This committee, headed by Dr. Floyd Willoughby of Manitoba, deserves much credit for a fine job well done.

Many delegates were of the opinion that, if the C. T. F. is to be worth-while and a really active organization, a permanent office should be established. To effect this several budgets were discussed but the matter was finally referred to the provincial associations because of the expense involved.

Space does not permit a detailed account of the reports from each provincial association but in every case they stressed the conditions in the rural areas —poor library facilities, unsanitary methods of cleaning, the lack of adequately trained personnel, and the deplorably low salaries. Arrears of salary still exist in all but three provinces. Every province reported decreasing attendance at Normal schools in spite of the reduction in requirements and standards.

An optimistic note, however, was sounded in that so many organizations are at present being formed to raise the standard of Canadian education. Wing Commander Lowe spoke of the work being done in the armed services, Mr. T. A. McMaster outlined the work of the Canadian Legion Educational Services, and Professor Avison of McDonald College described the aims of the Canadian Association for Adult Education. Briefs, reports, etc., gave some indication of the work of the Canadian Council for Citizenship and of the Canada and Newfoundland Educational Association. If and when all organizations join forces in a common endeavor, much more than publicity can be accomplished in Canadian education.

The three British Columbia delegates to the Convention, Messrs. A. T. Aisbury, L. B. Stibbs and F. J. McRae, found similar difficulties and problems to those existing here but above all the same sincere desire to improve educational conditions and to provide the fullest opportunities for each and everyone to enjoy a richer, fuller life in this land of ours.

—F. J. McRae.

THE SALARY SITUATION

ALL indications point to a considerable improvement in salaries being paid in rural districts this year. In the great majority of cases beginning teachers are receiving $1000 per year or better. School Boards have been on the whole

extremely generous in their distribution of the supplementary aid grant given to them by the Government. A large number have gone so far as to add the total extra grant to the teacher's salary. Some of them have awarded an increase of their own over and above the extra grant.

High school teachers have fared comparatively better than their elementary colleagues. The shortage of teachers was noticeably acute in the secondary field this summer with the result that starting salaries offered were considerably higher than those pertaining last year. The rub is going to come next September, however, when in many districts (the Government's supplementary aid grant being added in toto to present salaries) there will be no money available for further increases.

A lowering of standards in secondary education is seen in that quite a few Boards have had to employ teachers without academic certificates to fill vacancies.

In municipal and city school districts salary improvements have been achieved in the following centres:

Ladysmith: A salary schedule was effected in this city last June by agreement between the Board and the teaching staff. Elementary salaries now begin at $950 and seven increments are provided up to a maximum of $1510. Junior high salaries range from $1100 to $1660, and Senior high from $1270 to $1830. In each case the increment is $80. The schedule provides for 50 per cent credit for previous experience and permits the Board at its discretion to pay additional increments after the maximum has been reached.

Nanaimo: Teachers in Nanaimo will now receive the same cost-of-living bonus as other civic employees, according to a newspaper report of August 14th.

Agassiz: Negotiations between the School Board of the Municipality of Kent and the Agassiz teachers, harmonious and friendly throughout, resulted in the adoption of a salary scale applicable to all teachers in the district. Along with the scale went adjustments ranging from $100 to $325 per year to individual teachers. Elementary salaries will range from $900 to $1380 and high school salaries from $1300 to $1900. In addition the Board has reserved the right to give special annual increases to any member of the staff by reason of special duties or training or ability. Fifty per cent credit is offered for previous experience. Annual increments are $60 (elementary) and $65 (high school).

REPORT OF THE LABOUR AFFILIATION COMMITTEE

ALTHOUGH the B. C. T. F. Executive has been directed to proceed with affiliation with some labour organization, the Committee believes that some opposition to affiliation still exists which is harmful in that it is based on misunderstanding. This opposition is grounded manly in the fear that the B. C. T. F., once allied with labour, may face coercion, particularly with regard to strikes and the levying of funds for such. The following will show these misgivings groundless:

At present the B. C. T. F. is organized under the Societies Act and is autonomous. It is by no means contemplating disbanding as a society to become a chartered member of some labour body; but rather to become affiliated with labour as a self-governing society. Communications from Mr. McAuslane of the C. C. L. and from Mr. Bengough of the T. L. C. are quite specific that this is a recognized procedure and not unique. Our relationship will be one of mutual co-operation, not coercion.

If these facts are still unimpressive, or may prove false, one need but recall that, should affiliation ever prove obnoxious, withdrawal is easily achieved through non-payment of fees. This is an affiliation not necessary for eternity.

To sum up, the B. C. T. F., as an affiliate of labour, can be under no compulsion to strike at the behest of any group except its own membership. Nor can it be required to levy fees for this purpose. Nor can it be compelled to do any other thing foreign to its own desires.

C. J. OATES, Chairman.

THE B. C. T. F. M. S. A.

THE Board of the B. C. T. F. M. S. A. is pleased to announce the following change in rates.

1. *Medical Benefits only*:
   - A group $15.00 per year or $1.50 per teaching month.
   - B group $22.50 per year or $2.25 per teaching month.
   - C group $25.00 per year or $2.50 per teaching month.

A group: members only; B group: members with one dependent; C group: members with more than one dependent.

2. *Medical and Hospital Benefits*:
   - A group $20.00 per year or $2.00 per teaching month.

B group $30.00 per year or $3.00 per teaching month.

C group $32.50 per year or $3.25 per teaching month.

Coverage is for 12 months, anywhere in British Columbia, any time.

To date the Provincial Association has 272 members and has paid out $3435.90 in medical and hospital benefits, the largest claim being $240. Those wishing to join should fill out the application form now and mail it to the Federation Office. Application forms, together with a covering letter, have been mailed to all staff representatives of the province.

W. E. Whatmough,
Secretary-Treasurer.

VANCOUVER SCHOOL TEACHERS' CREDIT UNION

A GOOD time for teachers to take financial stock of themselves is at the beginning of a new teaching year.

Isn't it a fact that just before our first pay day we teachers can roughly be divided into two groups? Group I is composed of those of us who are comparatively well-fixed financially from having worked all summer. Group II is made up of those of us who decided, instead of working, to take a well-earned rest and who now are consequently somewhat "in the red".

The Vancouver School Teachers' Credit Union welcomes new members from both groups. Teachers from Group I, by joining us, can lend a helping hand to less opulent fellow teachers and receive a reasonable return for so doing. Pedagogues from Group II, by joining, will be in a happy position to borrow needed money from their own co-operative. For small loans no endorsers are necessary. In the case of any loan, big or small, no embarrassing enquiries are made of your employer. Registration fee is 50c. Deposits are made on stated dates at the Fairview High School of Commerce, Granville and Broadway.

To join: Phone V. A. Wiedrick, treasurer, ALma 0769-L.

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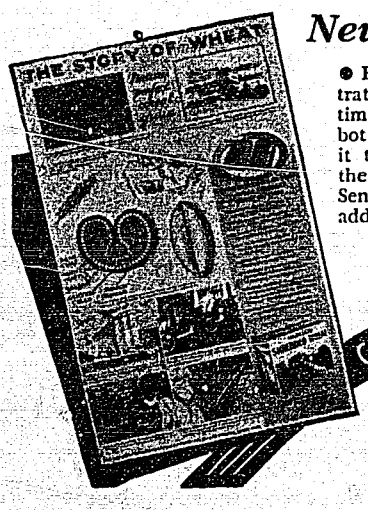

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Please send me FREE "The Story of Wheat" Chart and supplementary material for classroom use. (Print plainly).

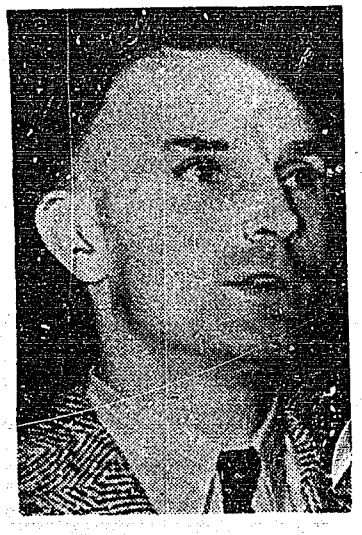
Teacher's Name.....

Street and No.....*City*.....

Province.....*Class or Grade*.....*No. of Pupils*.....

President's Message

I WOULD first like to express my appreciation of the honour conferred on me and the Okanagan Valley Teachers' Association at the Easter Convention. I realize that the President's job is no easy one and especially so when the chief officer is somewhat removed, in a geographical sense, from the central office. However, I face my responsibilities knowing that back of me and the Executive will be the wisdom and experience of the General Secretary and the capable office staff. I feel confident, too, that the help and advice of past Presidents and of others who have devoted much time to Federation work will be freely given.



L. B. Stibbs, Kelowna

I am looking forward to the first Executive meeting when I shall meet your representatives. Their task this year will not be easy for many problems must be faced. Our first duty will be to carry out the instructions of the Annual General Meeting, and then to make new policies in the light of present conditions that will enable us to advance towards our objectives. It will be essential for us as teachers to build on solid ground so that, regardless of changes that might come, our status will not be adversely affected. In this connection, we must assay the gains that have been made up to the present time, and where we mean to go next, before we can best judge what policies to make and how to carry them out. In the carrying out of any policy it is important that the Federation work as a unit. It is as true now as at any time that "A house divided against itself cannot stand." Naturally, a teacher's first duty is towards the school, but by being a loyal and active member of the Federation a teacher will in the end be instrumental in bringing to fruition two worthwhile objectives; namely, equal educational opportunities for all and the recognition of the usefulness of school teachers in our society.

I believe that education is not something that concerns teachers alone, but must of necessity be one of the major interests of the Government, the trustees, Parent-Teacher Associations, and each and every citizen as well. It follows that the Federation cannot achieve objectives that are desirable, just, and permanent without the active support of these groups.

I would like here to express a personal opinion,—I believe that in certain matters of an educational nature that affect these various bodies it would be a good thing to get together and discuss the desired objectives as they arise, so that solutions could be reached that would have stability and that would be desirable.

This year teachers, especially teachers in the rural areas, will derive direct bentfit from the recent action taken by the Government in giving aid towards the bettermen of teachers' salaries. The Federation thought the Government should have gone further. Nevertheless, we do appreciate the step that has been taken, and I believe that if the plan were extended both within itself and also to those areas other than rural, where the need is just as great, it would be a further step towards the establishment of a provincial schedule which is the only solution to the salary problem.

The number of teachers now serving in the various branches of the Armed Forces is considerable. The Federation is proud of the part these men and women are playing in the fight for freedom and wish these a safe and speedy return. But we must be equally cognizant of the importance of the work teachers not in uniform are doing. Education is the life-stuff of our democratic society and perhaps the greatest contribution teachers can make to the post-war world

is to see that the boys and girls who come under their care are taught the basic principles of citizenship. Nevertheless, teachers should take an active part in post-war planning, especially in educational matters. In this connection it is interesting to note that one of the keynotes of the C. T. F. convention was the adoption of a Rehabilitation Report by Dr. Willoughby of Winnipeg, a report I would commend to you for study. I don't wish to pursue this discussion further, but in any post-war education plans it is very necessary that Federal aid be freely given so that every boy and girl in Canada will receive an adequate standard of schooling regardless of his place of residence or financial status.

All teachers are vitally interested in the recent Federal Order-in-Council, P.C. 4862, which concerns the retention of teachers in the profession. I believe that you will agree with me when I say that we have no quarrel with the principle as laid down by the Order, because everything must be done to keep intact our educational system. However, it would have been much better to consult with those most concerned before final action was taken. It is not right that teachers should be frozen to salaries that are so much out of line with the cost of living. It must be one of our objectives to see that the salaries of teachers are made more comparable to those received in other lines of work. This is most important if teaching is to attract the right type of young man or young women, for I believe that the kind of society we will have after the war will depend on the ideas now being formulated in the minds of boys and girls attending school.

This year I shall look forward to visiting as many District Councils and local Associations as possible. To those who will be taking office in these organizations I offer my congratulations and wish you a happy and useful year. The local organizations should make it a point to keep in touch with every teacher in the area, and further to see that the teacher is made aware of the aims and objectives of the Federation. It is well to remember that the strength of the Federation depends on the strength of the local associations.

To all teachers I extend best wishes for the coming year, and especially to those just starting out. I feel sure, although you will find that teaching demands a great deal of your time, an immense amount of work, and infinite patience, the rewards that come from it can be equalled in no other form of labour.

VANCOUVER

NIGHT SCHOOLS

RE-OPEN OCTOBER 4th, 1943

ACADEMIC, ART, BUSINESS, MUSIC, and TECHNICAL COURSES

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Opening Class, Monday Evening, October 4, 7:30 p.m.

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The Saanich Case

(Excerpts from Summary of Evidence, by Judge Wilson)

THE PRINCIPAL

1. I have already outlined Dr. Thomas' qualifications for his position. He testified at the inquiry at considerable length. He is an intelligent, sincere and conscientious man. He explained the general system of administration and discipline. He introduced into evidence the New Programme of Studies issued by the Department of Education, which gives one who attended High School in a simpler age a new conception of the work involved in keeping a High School up to modern standards. He quoted from a survey of the schools in the Greater Victoria area, published in 1938, page 48, the following:

"Mount View High School: This is the largest high school in Saanich, comprising ten divisions with approximately 312 students. The school thus has a large enough enrolment and a staff large enough to provide a great number of options. In a school of this size the principal should not have such a heavy teaching load (70 per cent of his time), but should spend a considerable part of his time in supervising instruction."

I heartily agree with this observation.

2. He pointed out many important defects in the equipment of the school, some of which are referred to in the School Survey above quoted.

Generally speaking, I cannot find that past School Boards have been without fault in regard to complying with reasonable requests for equipment. For instance, they refused to install a telephone; and the cost of this was borne by the Parent-Teachers' Association.

3. It will be noted that the great majority of the teachers who gave evidence were loyal to Dr. Thomas. It must also be noted that he and his staff had the support of a large and effective Parent-Teachers' Association, which has contributed many valuable items of needed equipment to the school.

4. The programme of extra curricular activities outlined by Dr. Thomas and other teachers and pupils is impressive, and I can see no ground for criticism under this heading.

5. Dr. Thomas makes the point that the problem of maintaining order and neatness was complicated by the introduction into the school, in September, 1942, of two classes of Grade VIII students, which caused a condition of overcrowding.

6. He also points out that in October, 1940, he asked that Mr. Jones be appointed as Vice-Principal, and that the School Board refused his request.

7. He shows that few high schools in British Columbia have higher records of success in examinations than Mount View. The average of students passing is 95 per cent. This is an enviable record.

8. In regard to the accusation that student morale is low, he gives an impressive record of student co-operation in school enterprises.

FINDINGS AND RECOMMENDATIONS

General Administration

1. The evidence of Mr. Lohr, the maintenance man, clearly disposes of the charge that pupils were allowed to be unduly destructive.

2. I can find no evidence of low morale among the students. The bulk of the student witnesses greatly admired their

principal. All the youthful witnesses, pro and con, seemed to me to be of a fine type, and not the sort who would be the product of a badly run school. Even the recalcitrant boys of Grade IX-B showed no signs of viciousness and were frank and manly in their bearing.

3. I find the evidence shows a good standard of extra curricular activity.

4. The main function of a school is, after all, education. The unchallenged evidence shows that the school has been eminently successful in this, its primary duty. This very important fact must never be lost sight of.

5. Dr. Thomas commanded the loyalty of most staff witnesses called. He was guilty perhaps of some slight errors of tactics in dealing with Miss Higham, Miss Knipe and Miss Milne, but they were the sort of errors that might be made by any hard-worked executive.

6. I think the system of teacher supervision as to untidiness was deficient, but there were mitigating factors, such as the shortage of locker space, shelves and coathooks, and the congestion caused by the addition of the two 8th Grade classes. The janitor must share some of the blame for the bad condition found on March 1.

7. Lastly and most important, I think that the most important cause contributing to Dr. Thomas' failure to exercise proper supervision, and to any other minor faults, is that he is overworked. I have during this hearing gained a new insight into the complexity of the organization of a modern high school, carrying out the New Programme of Studies provided by the Department. This programme makes the high school a miniature university. It provides numerous courses and classes so as to give each pupil his option of selecting what studies he prefers. It involves the preparation of elaborate timetables. It requires close supervision by the principal of all teaching work, and a knowledge of a great variety of subjects. In my opinion, no person administering a unit the size of Mount View should be expected to teach for more than a very small portion of his working hours, if at all. The principal of one of these modern schools must, if he is conscientious, do a great deal of reading to keep abreast of his work. He should be free to devote most if not all of his time to study administration and supervision.

8. From the foregoing it follows that the only count, under the heading of "General Administration" on which I can find against Dr. Thomas is that of teacher supervision, or patrolling of rooms and halls for the purpose of maintaining order, tidiness and cleanliness. As to this, I find so many mitigating factors that I would, if I had been on the School Board, and General School Administration had been the only matter to be considered, have taken the view taken by the majority of the trustees and voted to give the principal another chance.

9. I know nothing of the financial affairs of the Saanich School Board. It may be that their past failure to supply needed equipment to the schools is the result of inability to pay. If so, they cannot be blamed. If, however, this is not the case, I feel that their conduct has, on occasion, been frugal to the point of parsimony. And I do not feel that in their disputes with Dr. Thomas the faults, of matter or of manner, have been altogether on one side.

The Punishment Incident

1. I approach this subject in all gravity, and with a sincere respect for the integrity, ability and scholarship of the principal. My high regard for the underappreciated and generally underpaid profession of teaching makes me particularly anxious that an incident such as the chastisement of four unruly boys shall not be allowed to mar the record of an able educator.

2. In view of the evidence and particularly of Mr. Gough's statement, I do not think that exception can be taken to Dr. Thomas' general disciplinary system. In the case under review I think he would have been better advised to apply a lesser degree of corporal punishment earlier.

3. The provision of the British Columbia School Law as to discipline and corporal punishment is as follows:

Rules and Regulations

Article 7 (Discipline):

"Every teacher shall practice such discipline as may be exercised by a kind, firm and judicious parent in his family, avoiding corporal punishment, except when it shall appear to him to be imperatively necessary, and then a record of the offence and the punishment shall be made in a register used for the purpose, which records shall be open to inspection by the Superintendent of Education, the Inspectors and the Trustees."

There can be no doubt that in the case being considered, corporal punishment was "imperatively necessary" within the meaning of this rule.

4. It will be noted that, while the section defines the discipline to be exercised as that of "a kind, firm and judicious

parent in his family" it gives no particular rules as to the manner or degree of corporal punishment.

5. It must be remembered that a principal has, in addition to the means of punishment available to a parent, the right to dismiss a pupil and recommend to the School Board his suspension or expulsion. (See Article 8, Rules and Regulations). This remedy is not open to a parent, who cannot cast his minor children forth into the world. It is, admittedly, an extreme measure to be applied only when all others fail because it can result in depriving the child of the balance of his education.

6. Eden and Michaud each received 40 blows. They were, I think, hard blows, harder in the case of Eden than in the case of Michaud; but I am satisfied that Dr. Thomas, a powerful man, did not put all his strength into them. I think that his removal of his coat was due perhaps more to emotional than physical exhaustion. However, no witness questioned by me had ever heard of a case in which 40 strokes had been administered.

Dr. Thomas, represented by able Counsel, did not prove or attempt to prove that there was any precedent for a punishment of this severity. These boys had been persistent trouble-makers and deserved severe punishment. However, it is easy to imagine school pupils being guilty of much graver misdemeanors. In that case, would the principal be justified in giving 60 or even 100 blows? I think not. I think there must be a limit and that when the offence is of real gravity, the remedy must be dismissal, rather than excessive whipping.

7. The conduct of Mottershead and Jones was unruly, discourteous, defiant and provocative. They flatly refused to accept punishment. I cannot help but feel that this refusal was due to the very severe punishment given Eden and that they would have accepted reasonable punishment. However, a problem was posed for the principal. The pupils had disobeyed him, defied his authority. He could do one of three things: He could remit the punishment (an inconceivable action); he could dismiss the pupil; or he could act as Dr. Thomas did, impose the punishment forcibly. These were not babies, but 15-year-old boys. If it is proper for a principal to do what was done here, it would logically be proper for him, if the pupil put up a determined resistance, to have him held or tied while he was whipped. I cannot think that this could be tolerated.

8. Strapping on the hands is, by custom if not by regulation, the only method used in our schools. The refusal to accept punishment by this method is the direct disobedience of an order, and merits instant dismissal. Dr. Thomas had his remedy to his hand. He did not invoke it, but chose instead to strap Mottershead and later Jones on the body.

9. I do not think that Dr. Thomas is normally capable of such an injudicious action. Discounting all that the boys say as to his anger, I feel that the record of his actions shows he was emotionally or, as he says, spiritually disturbed. I cite:

(a) His sitting down after the punishment of Eden and saying, "I don't see why I should have to do this."
(b) His leaving the room at about this time. He cannot recollect or explain why he did so.
(c) His removal of his coat and vest.
(d) His, to me, inconsistent failure to punish Jones to the extent he did Mottershead.
(e) His later statement to the School Board that he found corporal punishment too exhausting and did not propose to administer it in the future.
(f) His own statement to me that he was spiritually disturbed.

10. I admit extreme provocation. A school-master is exposed to a lifelong series of provocations. One of his first duties is to learn how to deal temperately and wisely with them.

11. We have in this Province, a system of compulsory school attendance under which all children between 7 and 15 must attend school. It follows that a child may be at school against his will and against the wish of his parents. The parent has not voluntarily delegated to the teacher, as he does in sending his child to a private school, disciplinary rights over his child. It follows that such disciplinary rights must be exercised with the utmost scrupulosity. Any other system would lead to a loss of public confidence in compulsory education.

12. With very great regret, I find that the corporal punishment administered was excessive and would recommend that Dr. Thomas be relieved of his position as principal at Mount View High School.

13. I feel that the lack of judgment shown by Dr. Thomas on this occasion was largely due to the fact that he was, as I have already mentioned, under a heavy strain, and overworked. To this extent he is the victim of a bad system.

14. I have no doubt, and it is my

earnest hope that further use will be found in the educational sphere in Saanich or elsewhere, for his very great abilities.

15. I also recommend:
(a) Greatly increased locker accommodation, shelving, coathooks and storage space.
(b) Proper drainage for the playing field.
(c) Fencing for the school grounds.
(d) That an attempt be made to eliminate the use of the laboratory as a registered classroom.
(e) That the principal hereafter be free to devote most or all of his time to duties other than teaching.

Dated at Ashcroft this 4th day of September, 1943.

J. O. WILSON,
Commissioner.

SUMMARY OF ACTION TAKEN IN REGARD TO THE SAANICH CASE

1. Judge Wilson's report recommending dismissal of Dr. Thomas was released on September 8th. (Mr. Charlesworth attended all hearings of the inquiry as adviser to Dr. Thomas' counsel).

2. A meeting of 350 parents and students of Mount View High School and other Saanich citizens unanimously adopted a resolution protesting the recommendation of the Wilson report that Dr. Thomas be relieved of his position as principal of the school. This meeting, held on September 9th, also set up a Citizens' Committee to defend Dr. Thomas.

3. On September 10th a delegation of Saanich ratepayers elected at the meeting of the previous night protested to the Minister of Education the dismissal recommendation of Judge Wilson. Mr. Perry stated that "the report is in the hands of the school board and it is my desire that they consider it and take appropriate action".

4. A meeting of Saanich teachers on September 10th passed a resolution protesting the carrying out of Judge Wilson's recommendation. Later in the evening the executive of the Greater Victoria Association endorsed the same resolution and sent a letter to the Federation executive asking it to do likewise.

5. Mimeographed copies of excerpts from the Wilson report were mailed by the Federation to all Executive members, to officers of local associations, and to secretaries of provincial associations. Out of town executive members were asked to wire in their views in regard to endorsing the G. V. T. A. resolution.

6. On September 15th, a meeting of local B. C. T. F. Executive members, supported by telegrams from out of town representatives, passed the following two resolutions which were subsequently sent to the Saanich School Board, the Minister of Education and released to the press. (See attached resolutions).

7. Many other public bodies and individuals also protested to the Saanich Board and/or the Minister of Education against the carrying out of the dismissal recommendation. Among these were many local teachers' associations. the Rural Teachers' Association, the Saanich Credit Union, the staff and student body of the Mount View High School, and the Victoria and District Trades and Labor Council. The Trades and Labor Council also named two representatives to act on the Citizens' Committee.

8. Federation officials in interviews with the Minister of Education made known to him the fact that the Federation was supporting Dr. Thomas.

9. October 2nd will decide what further action the Federation will take in the matter and an announcement of this will be made later.

STRIKE REFERENDUM RESULTS

THE B. C. T. F. executive announced following a meeting on October 2nd that 57 per cent of the 3000 teachers favored a strike as the only means of bringing to the attention of the people of British Columbia the government's inadequate steps to remedy the deplorable conditions of salaries in country districts.

By resolution of the annual convention of the Federation held last Easter a majority of two-thirds was required to call the strike by executive action.

The B. C. T. F. executive interpreted the first strike vote in its history as indicative of the growing determination of the teachers to seek better conditions in rural districts. The executive remained in session all day Saturday determining future policy in the light of this matter.

A full report of the October 2nd executive meeting will be made in the November issue of *The B. C. Teacher*.

Education and Social Reconstruction

"I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."—Thomas Jefferson, 1776.

By Dr. H. C. Newland, *Superintendent of Schools, Alberta*

Part I.

FOR the purpose of this discussion, I assume that the need for social reconstruction is undoubted, is immediate and is urgent. As evidence, I may cite the Atlantic Charter, the pronouncements of Prime Minister Churchill, President Roosevelt, Joseph Stalin, Madame Chiang Kai-Shek, Anthony Eden and Vice-President Wallace, together with the Beveridge Report, the Marsh Report, the Report of the National Resources Planning Board of the United States, and the Report of the C. N. E. A., recently reelased by Dr. Cyril James. Our own Prime Minister, in his Mansion House Address, assured us that if we desired a new world after the war, we must begin to build it now. My proper concern is, therefore, with the role that education must play in social reconstruction.

As never before in the history of the world, the present war has brought home to the human family the interdependence of world peoples. As communications flash across land and ocean with the speed of sunlight, and air cargoes rush from continent to continent in a few hours, we know at long last that the world is really one. We devoutly hope that this war will end war, because war is an affront to man's intelligence: it doesn't make sense; it is insanity. It is a crazy interlude in the evolution of human culture. It now becomes clear that the end to which by an inner compulsion that culture must advance is the complete integration of the human race: a world of many peoples, free, equal and interdependent.

This integrating quality of man's culture is of the very essence of human intelligence. Intelligence will not accept chaos and disorder as a permanent and final state. Human progress has, in the main, been the joint product of two factors: intelligence and social co-operation. "Throughout the whole history of life on the earth," writes the Cambridge professor, Dr. C. H. Waddington, in his little book entitled *The Scientific Attitude*, "science observes an increase in the accuracy with which animals can perceive their surroundings, and a progressive development of the brain structures which enable them to reach a practical understanding of it. This general trend defines the direction, which is forward. It does more: it makes clear the method by which advance can be brought about—by action based on sensitive examination of the facts and rational inference from them. The mastery of this method is the ideal of scientific culture."

A human being is, in all his characteristics that are distinctively human, a culture product—the product of social culture and social inheritance. It is probably not true that man's anatomy, morphology, physiological dispositions and central nervous system have changed significantly during his history; but it certainly is true that his culture has changed. The quality of human civilization depends less on the physical characteristics of man than on the complex structure of his ideas, beliefs and attitudes. Individualism as a social theory has never squared with the facts of social anthropology, philology, history or psychology. Rational thought, the acme of man's achievement on this planet, is the result of interaction between individuals in a social environment through the medium of communication and language. Even thinking is a social or group achievement, which came with the development of language.

In a long view over the centuries, man's intelligence has prevailed in his task of making his world hospitable by reducing it to order and setting it under control. The historic role of man's intelligence is therefore *unification* or *integration;* and history teaches us, as Nehru has said in his *Glimpses of World History*, "of growth and progress and of the possibility of an infinite advance for man."

But in the short view, man's progress towards the security of intelligent control has been fitful and a times reversionary. Inequalities of the physical environment, the transfusion of cultures, and the interfusion of cultures having unequal rates of social change produced social tensions, and violent disturbances over areas of low culture-pressure. Groups and classes were cut off from the main advance. In areas of slow change, the inertia of habit

resisted change itself; in areas of rapid change, where change was uncomfortable or even dangerous, there was regression and defeatism. Defeatism is essentially the abdication and flight of intelligence from reality. It may seek to maintain the status quo by rationalizing it into permanence in a philosophy of absolutes, or to repudiate reason, and deny reality in a regression neurosis.

Fascism is the philosophy of defeatism. It is basically reactionary, regressive, and divisive. It sets up permanent social classes: the elite and the herdenvolk, the thinkers and the non-thinkers; the governors and the governed; the doers of good and those done good to. It does not give free play to intelligence over the whole range of social living, but shackles it to the service of absolutes. It seeks to develop in every individual a divided personality. In its extreme form, it becomes a mass psychosis, a people's schizophrenia, under the leadership of the greatest paranoic of all time. Since the close of the Middle Ages, when science began to accelerate the tempo of social change, there has always been in our western culture an undertow of frustration and defeat towards fascism.

Since the outbreak of the Second Thirty Years' War in 1914, it has become increasingly apparent that the fundamental dynamic of this world turmoil has been, and now more clearly than ever is, fear of social change and repulsion and recoil from the forces that are set ineluctably in the direction of such change. The spirit of feudalism is still alive in central Europe, and throughout the greater part of Europe, even those lands under the iron heel of Schickelgruber, the holders of wealth and economic power and the beneficiaries of class and caste privileges haven't the slightest intention of building a new Europe for the "common man" at the cost of their emoluments. All over the world, says a recent writer from London, reaction has clung to the appeasement of fascism, because of its fear that the defeat of fascism would spell the defeat of reaction everywhere.

So slight has been the control of the common people over the government of great democracies like the United States that President Roosevelt and Vice-President Wallace have both defined post-war reconstruction in terms of the welfare of the "common man." In a remarkable book recently published by the Oxford Press entitled *Business in a System of Power*, a Columbia University professor has made it quite clear that even in democratic countries the hold of Gargantuan industrial organizations on state-power is so strong as to leave only a small field in which the political electorate can work its will; and that despite the propaganda which paints them as trustees of public welfare, the attempt on the part of the people to carry through even a modest measure of social reform will uncover enemies of our democracy at home almost as redoubtable as any of its foreign foes.

Let us remember also that the revolution of 1688 that threw down the absolutism of princes and prelates of Britain was not a social revolution. It was a victory of Whig bankers, merchants and traders over the Tory nobility and aristocracy—a breach of the peace that has long since been mended by the intermarriage of the two factions. The victory won by the business class with the help of the working class brought about a great expansion of industry and nourished those social and political doctrines to which the name "liberalism" has been given. After the extension of the franchise, the working class won many concessions from the industrialists: recognition of trade unions, workmen's compensation, shorter hours of labor, protective regulations for safety and sanitation in mines and factories, social insurance, and even a national system of education. In the heyday of economic expansion and imperialism during the nineteenth century there were few to doubt the virtues of capitalism as an equalitarian social order, and for those whom doubts assailed there was the magical development of the United States and the "American dream": "that dream," as James Truslow Adams described it, "of a land in which life should be better and richer and fuller for every man, than in the Old World, with opportunity for each according to his ability or achievement." As their dreams of equality were shattered at home, wave after wave of immigrants from Britain and Europe came to America and to Canada. Here the frontier made their dreams come true: the frontier made the North American continent a democracy.

But just before the outbreak of World War I, the magic began to wane; for the expanding economic universe had ceased to expand, and the frontier had vanished. As the recession deepened, the strident and raucous tones of reaction were heard. The holders of economic privilege were

not willing to give up some of that privilege in order to maintain a decent standard of security, education and social services for the common man. During the thirties, the "economic royalists," as President Roosevelt aptly names them, showed clear signs of pro-fascist tendencies. The liberties of democracy they regarded as a threat to law and order, and democracy itself as the cult of inefficiency and ignorant mediocrity. Civilized society, they averred, could not again prosper until labor was put in its proper place. The efforts of President Roosevelt to bring the power of property under social control brought down on his head a volume of hatred unequalled in intensity since the Civil War.

Gone, then, are the palmy days of laissez-faire, when health, education and the social services could be comfortably financed by prosperity. Gone, likewise, are the days when imperialist exploitation and the struggle for foreign markets can offer anything to hope for but the incessant carnage, chaos and ruin of war upon war. Yet never before in the world's history has the will of the common people been more firmly set towards peace and security. Shall they again win naught but frustration from the hands of their governments and again lose the peace? Or at this long last, will the fates be propitious, and grant them democracy?—And not only one, but rather, as Henry Wallace named them, the *four democracies*: political democracy, economic democracy, ethnic democracy, and democracy in education.

(Continued in next issue)

A Liberal Education

By FRANK WILSON, *Chilliwack, B. C.*

IN my last article I suggested that there was a world of difference between the educated man and the educational expert. Further, I suggested that it was of greater importance that our teachers should be educated men than that they should be educational experts (with the possible exception of the teachers in the very early grades).

It has been my experience, and I think that my readers will agree, that sound sense, a firm and balanced personality, intelligence and enthusiasm are the prime essentials of a good teacher. The correlation between good teaching and knowledge of advanced pedagogics is low.

I am not suggesting that there should not be professional training for teachers, but I do maintain that a quite moderate dose is all that is required by the intelligent and the enthusiastic. A sound and capable person with something vital to impart will soon find the appropriate method. The selection and the educational background of the teacher are the two prime essentials. I maintain further that the chief duty of the teacher, so far as his personal growth is concerned, is to become a broadly educated cultured man with a firm grasp of our civilized tradition. His teaching methods will tend to be enlightened and flexible if he keeps his mind alive, growing and in touch with the vigorous thought of the past and present. On the other hand, I know a number of men with doctorates in education to whom I would not care to entrust my own children.

The foundation of good teaching is a teacher who has a glowing faith in what he is trying to do and who has a mind rich and balanced so that he really has something vital to impart. Such men are not developed by the study of the desolating humbug found in most textbooks of pedagogy. They are nurtured by contact with the grand figures who have pioneered our civilization and shaped its thought. In short, the foundation of good teaching is a Liberal Education for the teacher.

Just what does that mean? A Liberal Education aims at the development of certain qualities of mind which are very necessary if men are to live together in a civilized manner. The first is a steadiness and wisdom which come from breadth of vision and perspective. These are man's defence against cynicism on the one hand and harsh fanaticism on the other. The second is a standard of values in which the important aspects of human well-being are placed first and in which all subsidiary and instrumental "goods" are kept in their places. The third is sense of quality; the ability to recognize excellence in human beings and their works and to distinguish it from the pretentious and the sham. Such a feeling for quality is the foundation of a

NINE REASONS WHY YOU CANNOT AFFORD TO STAY OUTSIDE THE B. C. TEACHERS' FEDERATION . . .

●

1. British Columbia Teachers' Federation members are entitled to basic sickness and accident benefits of $1.50 to $3.00 per school day IN ACCORDANCE WITH THE REGULATIONS. (See "Salary Indemnity Fund Regulations" for full information regarding these privileges and restrictions governing the payment of benefits).

2. British Columbia Teachers' Federation members who desire additional accident and sickness protection, for a low annual contribution, may receive additional daily benefits up to $7.00 per school day.

3. All British Columbia Teachers' Federation members are entitled to join the Medical Services Association which gives protection against such heavy expenses as doctor's bills, specialist's fees, hospitalization and operation costs. The annual cost is low. ($20.00 per year for members without dependents; $32.50 per year for members with more than one dependent).

4. Legal assistance in regard to professional problems is provided free to Federation members.

5. Members have the opportunity to contribute voluntarily to the Benevolent Fund and thereby provide funds to help those teachers who find themselves in financial difficulties through no fault of their own.

6. The service of our General Secretary and office staff in any problem is always available.

7. Through organization teachers share in the task of promoting the cause of education and the improvements in the status and the conditions under which we work.

8. Through membership in the British Columbia Teachers' Federation each one is affiliated with the Canadian Teachers' Federation and the World Federation of Education Associations.

9. The Federation provides you with the opportunity to work for and serve others in a democratic way and thereby practise the very things we teach.

●

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British Columbia Teachers' Federation

ALDINE HOUSE, 1300 ROBSON STREET, VANCOUVER, B. C.

ENROLMENT FORM

1. Name.....
(*Surname first*)

2. School District ..... School.....

3. Present P. O. Address.....

4. Certificate..... Permanent ( ) Interim ( ) Temporary ( )
(*Indicate by X*)

5. I wish to be enrolled as a "New Member" of the Federation for the year ending June, 1944 . . . . . ( )

(NOTE: All last year's members are "Continuing Members" unless they have resigned from the teaching profession. Accordingly, they need not fill out this form).

I understand that I am not eligible to receive sick benefits for a health condition or disability existing prior to the date on which I am accepted as a member, or for a chronic or recurring illness.

I agree to accept, obey and abide by the regulations governing the Salary Indemnity Fund.

6. Signature..... Date..... 1943.

IMPORTANT: If this form, properly completed and signed, is received at the Federation Office, 1300 Robson Street, Vancouver, on or before October 30, 1943, you will be entitled to the **Basic Salary Indemnity Benefit** of $3.00 per teaching day, as outlined in the following regulations. Fees may be paid on or before December 31, 1943.

NOTE: MEMBERS ARE URGED TO STUDY CAREFULLY THE REGULATIONS OF THE SALARY INDEMNITY FUND AND BECOME FAMILIAR WITH THE CONDITIONS AND RESTRICTIONS GOVERNING THE PAYMENT OF BENEFITS. THE COMMITTEE CANNOT ACCEPT RESPONSIBILITY IF MEMBERS FAIL TO ACQUAINT THEMSELVES WITH THE REGULATIONS.

Important Notice Re Salary Indemnity Fund

Owing to an alarming increase in the number and amount of claims paid last year, and to a serious decrease in membership in the Optional Fund, it has become necessary to curtail benefits somewhat this year in order to safeguard our reserves and maintain the Fund in a solvent position.

The past year has been somewhat abnormal in regard to excessive illness. Nevertheless the Committee is of the opinion that it is preferable to exercise the utmost caution now so as to ensure that there will be no further depletion of our reserves.

The following facts indicate clearly the need for the changes which are being put into effect for this year:

(1) Claims paid last year were more than double any previous year and exceeded $5300.

(2) Approximately 50 per cent of the Optional members allowed their membership to lapse. Optional membership dropped from approximately 550 to 275, with a corresponding decrease in revenue.

Should this serious drop in Optional Membership continue, we may find ourselves forced to discontinue this part of our plan at some future date. Our members will have to join in larger numbers if they value the excellent protection against sickness and accident which the Optional Fund provides.

The Basic Fund, of course, can be maintained so long as the portion of British Columbia Teachers' Federation fees earmarked for this purpose is sufficient to pay claims.

WARNING

Members must note carefully the following conditions and restrictions regarding the payment of benefits:

(1) Waiting Period for which no benefits are payable.
(2) Half Benefits ($1.50) 11th to 30th day.
(3) No benefits payable for
  (a) Illness or Disability existing prior to date member joins the Fund.
  (b) Benefits not payable for chronic condition or recurring illness.

RESPONSIBILITY OF MEMBERS:

Members must accept responsibility for acquainting themselves with the details of the Fund, so as to avoid disappointment at the time claims are submitted.

REGULATIONS OF THE SALARY INDEMNITY FUND:

BENEFITS:

(a) No benefits are paid to new members for any illness which commences during the first thirty days of membership.

(b) The following waiting periods, during which no benefits are paid, apply in the case of the first absences in any school year:

"A" MEMBERS:

Teachers employed by school boards which allow:

(a) The statutory 10 days' sick pay only; or

(b) The statutory 10 days' sick pay plus an accumulation up to a further 10 days, a possible total of 20 days.

BENEFITS:

(a) No benefits shall be payable for the first 10 school days of absence.

(b) Benefits shall be payable at half rates from the 11th school day of absence, commencing the day after sick pay ceases, provided the total absence exceeds 15 days.

(c) Benefits at full rates shall be payable commencing on the 21st school day of absence.

"B" MEMBERS:

Teachers employed by school boards which allow the statutory 10 days' sick pay plus an accumulation of 20 days, a possible total of 30 days.

BENEFITS:

(a) No benefits shall be payable for the first 10 school days of absence.

(b) Benefits shall be payable at half-rates for 10 days commencing the day after sick pay ceases but not earlier than the 11th or later than the 21st school day of absence. (From the 11th day provided the total absence exceeds 15 days).

(c) Benefits shall commence at full rates the day after the 10 days benefits at half-rates have been payable but not later than the 31st school day of absence.

(NOTE: No benefits are paid for holidays, or other than actual school days. The plan does not cover medical and hospital bills).

Should you require additional information, write The Salary Indemnity Fund Committee, care Federation Office, 1300 Robson Street, Vancouver, B. C.

HOW TO DETERMINE YOUR TOTAL B. C. T. F. FEE

1. **Annual Salary (including cost-of-living bonus)** . . . $_____

2. **B. C. T. F. Fee (1/200 of "1" above)** . . . . . $_____

*Payment of B. C. T. F. fee entitles members to basic salary and indemnity benefits of $3.00 per day for sickness, accident.

3. **Optional Salary Indemnity fee (1/400 of "1" above)** . $_____

4. **Total B. C. T. F. fee payable** . . . . . $_____

5. **Local Association fee (if any)** . . . . . $_____

Fees should be made payable to your local association treasurer and given to your staff representative, who will issue you a temporary receipt. The treasurer will forward your fee to the BRITISH COLUMBIA TEACHERS' FEDERATION, 1300 Robson Street, Vancouver, B. C., and an official receipt (B. C. T. F. membership card) will be mailed to you. In isolated districts where no local association is functioning, the teacher should mail fees direct to the Federation office. Cheques post-dated to December 31st, 1943, are acceptable.

(STAFF REPRESENTATIVES PLEASE CLIP THIS NOTICE, SIGN IT AND POST IT ON THE TEACHERS' BULLETIN BOARD).

Staff Representative: _____

*See "Salary Indemnity Fund Regulations" and the details published in "The B. C. Teacher" and note carefully the following conditions:

(1) Waiting Period for which no benefits are payable.

(2) Half Benefits ($1.50) 11th to 20th day.

(3) No benefits payable for:

(a) Illness or disability existing prior to date member joins the Fund.

(b) Benefits not payable for chronic condition or recurring illness.

just sense of beauty and the guarantee that the individual will admire and pursue the truly admirable. The fourth is a respect for intellectual integrity and for all who single-mindedly pursue the truth. This attitude should carry with it a recognition that all intellectual formulations regarding human matters are imperfect and incomplete; that they are all helpful to the discriminating mind and all dangerous to the dogmatic.

This sounds like a large order and so it is. But some such attempt must be made. Technical experts will not help in this regard. All that they can do for the fool is to get him to perdition a little faster.

How then shall we establish a Liberal Education and what will be its ingredients?

The foundation of a Liberal Education is the story of our civilization; history in its broadest sense. Such a study should trace not only the wars and political struggles of our ancestors but also their economical and social arrangements and above all their ideals, beliefs and theories.

As our forefathers struggled with circumstances certain thinkers stood back and tried to discover a pattern and a meaning in them. They tried to establish certain principles of conduct upon which men and communities could depend. Many of their works are still alive in the world today influencing conduct and colouring beliefs. Such works stand out like landmarks in the story of our civilization and are an essential part of the "history" to which I am referring.

Some of the works of Plato and Aristotle have never ceased to influence Western thought and are as vital today as they ever were. The works of St. Augustine and Thomas Aquinas provide the foundation for the greater part of modern Catholic thought and it is surely an obligation upon all of us to try to understand the Catholic half of our civilization. The political thought of today represents merely the latest offshoots of a tree whose roots were nourished by Plato and Aristotle, and whose more recent growths have been trained and directed by Hobbes, Locke, Jefferson, Adam Smith, Bentham and Mill and Karl Marx. The works of Bacon established the principles of experimental and applied science, and Galileo and Newton started modern Physics on its highly successful path. Lamarck, Darwin, Mendel and Weissmann were amongst those who shaped the potent science of biology .

The study of such classic writers has two virtues. It shows us the origin of certain concepts which still influence modern thought and it puts us into touch with the most vigorous and constructive minds of our era. Both of these things are important. A knowledge of the history of thought gives the mind steadiness and depth, protecting it from faddism and fashion-chasing. Contact with the greatest minds in history establishes sense of quality and a scale of values. A man cannot have a just appreciation of "excellence" if he has been nourished only on the second rate.

A Liberal Education then must be founded at all times upon the study of the best. Every work studied must be selected for its clarity, integrity and for the importance of its contribution to our way of life and to the beliefs which sustains us.

I would not have students study of the past for its own sake, but that they might view the present in perspective, as the living found of a great tide of human endeavour.

Within such a Liberal Education there would be ample room for the consideration of individual differences. The core of the programme should, I believe, be the general study of History and the study of Ethical and Political thought. After all the problems of living together harmoniously are the fundamental ones. This core programme should be for all. Certain students would then be particularly interested in the History of Science, some in Religious thought, some in Literature, some in Mathematics, and others in Economics. Scope could well be given for such special interests within the framework of an integrated and balanced programme. But the historical approach should, I think, be maintained in every field, and the acquaintance made of the great figures who have shaped the subject. At this stage we are aiming at perspective and depth. We are concerned primarily with improving the mind of the student and not immediately with giving sharp tools. That can come later.

Clear thinking is inextricably connected with the precise and flexible use of language. (The scientist or mathematician may be verbally inarticulate but his symbols provide him with a language which he can use with accurate facility).

No man really knows his own language who knows it alone. Knowledge of other languages is therefore necessary if we are to look at our own language objectively.

A Liberal Education then would include the study of one or more foreign langauges and, I would suggest, a very careful study of the origin and growth of our own. When a person is faced with the problem of expressing an exact shade of meaning, (and until it is expressed it is not really clear even to himself) a knowledge of other languages and of the origin of one's own are both immensely helpful.

The confusion and futility of much of modern education has been due to the divorce which has occurred between the study of the three great streams of influence from Greece, Rome and Christianity and the fourth stream of Scientific research. The kind of education which I am advocating would bring about reconciliation. It would bring science and the scientists back into the great civilized tradition and would bring the scholars "out of their ivory towers!" So long as science was concerned with purely physical matters the shallow minded technician was endurable. But now that science purports to deal with human affairs the inadequately educated specialist has become a serious menace. Much of the silliness which has infected the fields of sociology, psychology and education originates exactly from this source.

There is no substitute for a broad and generous stage of education designed to give the student a grasp of our civilization as a whole and by enabling him to meet the greatest of all our thinkers, builders and creators, to acquire an abiding faith in the potentialities of mankind. Such a stage of education lasting possibly for three or four years should be a necessary prelude to specialized training in all the learned professions and should be the basis of teacher training, certainly for all teachers above Grade VI.

But how is such a stage of education to be arranged in a scheme already apparently overcrowded? This is too short an article to permit of dealing with the difficulties in detail. The following is a simple suggestion. The last four years in a 6-4-4 scheme, or even the last three years in a 6-4-3 scheme would be quite practical. In any case, if we decide that something of this kind is what we want we can always work out ways and means.

It would be neither fair nor gracious to conclude this article without acknowledgment and tribute to Mr. R. M. Hutchins, President of the University of Chicago, who is doing so much to establish the kind of Liberal Education to which I refer. His efforts over the past ten years represent the most wholesome and vigorous attempt of which I know to restore higher education in America to the civilized tradition. If these articles of mine have interested you I would recommend that you read for yourselves the works of Hutchins on the subject. He deserves your careful consideration and, I think, your support.

ON THE ORDER FREEZING TEACHERS TO THEIR JOBS WITHOUT ADJUSTING SALARIES TO MEET THE INCREASED COST OF LIVING

By Professor O. J. Todd

QUI miseros operi sauxisti lege magistros
Quodam adfigendos frigore, non pretis,
Num efficere edictis hiemali tempore temptas
Ut vero emacies conficiasque gelee?

Quodam . . . frigore, "a sort of frost," what one might call freezing.

VERSION

IN freezing the poor teachers to their post,
Not using pay as bait, but stern decree,
You surely do not aim in time of frost
To make them shrink and literally freeze?

The Work-Shop Conference

By Miss K. Collins

A WORK-SHOP conference for the school inspectors of British Columbia opened for a two weeks' session on Monday, July 26th. Miss Schatzmann from Chicago, Illinois, was the director and guide. This is the first session of its kind to be held throughout the Dominion and its favorable acceptance proves that it has been of major value to all in attendance. Miss Schatzmann, a skilled leader, organized these veterans of education into groups to deal with problems confronting the rural areas of this province.

The conference was divided into lectures, discussions, educational films, committee work, reading and various field trips to aid in visualizing special matters of educational significance. Four major committees worked on reports covering the problems facing immediate need of attention. These committees and their personnel were:

1. Committee to Study Improvements in Rural Schools: Messrs. Gamble, Caple, Jewett, Plenderleith, Stafford, Turnbull.

2. Committee to Study School-Community Relationships: Messrs. Matthews, Daniels, Manning, Thorsteinsson, Major Bullock-Webster, Miss K. Collins.

3. Committee to Study In-Service Education of Rural Teachers: Messrs. C. G. Brown, A. S. Towell, J. E. Brown, F. G. Calvert, J. Gough.

4. Committee to Study the Development of a Master-Plan for Rural Educational Reform: Messrs. Matheson, McArthur, J. F. English, Fredrickson, MacKenzie, Robson.

The above committees worked each afternoon in study and discussion covering material suitable to be included in a report that was to be given at the end of the session. All reports thus given were to be part of the Master-Plan.

The morning lectures given by Miss Schatzmann dealt with specific cases of rural school improvement throughout the United States, England, Italy, Switzerland, Denmark, and Sweden. First hand experience made these lectures of vitalizing influence in co-ordinating similar problems for reform study. The field included not only classroom procedure but also all possible school and community problems. Examples of co-operation to improve education, health economics and good citizenship were given in detail.

The most vivid examples of school reform were given through motion and sound films shown every morning. Examples from England, Kentucky, Nova Scotia and other centres were proof that schools and communities can improve their conditions through co-operative effort. Some especially beautiful color films were shown of the rural schools of British Columbia by Mr. Turnbull.

General discussions covered all phases of school and community relationships. Methods and types of community surveys for the purpose of analysis of educational improvement were dealt with at length. Elementary school problems were given vital discussion. Illustration of what reading material in the Junior grades can do towards family living improvements were shown in film and lecture through surveys made by research groups in various parts of the United States, e.g., Kentucky, Georgia, Tennessee. Materials from the Julius Rosenwald Fund showed the steps taken by the schools in Carroll County, Georgia. Here, children did not study just the peoples of other countries, they studied their own problems of poor crops, poor markets, undernourishment, health deficiencies, clothing, etc., and under sympathetic and practical guidance they began to improve their own conditions. The problems studied reached the homes through the schools. Farmers who believed that they were doomed to live lives of poverty learned that they could better their economic status and began at once to prove it. Results in these areas have been so satisfactory that they have been extended to other areas facing similar economic, social and educational problems.

Changes in high school curriculum resulted in the study of "village colleges". Institutions of this kind have been working satisfactorily for many decades in Switzerland and Denmark. England has applied it in several areas and now Canada is studying it with the view to applying it in rural centres which stand in need of vocational training for its youth. The system is somewhat similar to that of a composite school where students are not just prepared for academic fields but are given the means of learning the fundamentals to be applied in the fields of agriculture and various industries, as well as a practical training

in economic life. Children going to such schools face problems that they must work out for themselves under guidance, then, at the end of their secondary school training, they are ready to fill positions with competence and skill. Village Colleges cover fields under the combined jurisdiction of the Department of Education, Health, Agriculture, and Trades and Industries. This type of school seems admirably suited to the needs of rural areas found in so many parts of Canada.

Pre-service and In-service education of teachers thoroughly covered the problems of the rural areas of British Columbia. It was interesting to note that the majority of teachers in this province come from urban centres. Adaptation to rural life and the reorientation of living problems in terms of rural life face these teachers. There is need of guidance and extra supervision so that such teachers can be kept interested in the rural fields to such an extent as to carry on rural problems into co-operative effort for improvement. In all probability, this problem was one of the greatest that faced the conference and one which will require extended effort to meet the conditions every inspector faces in his own area. One fact stands out clearly—in-service education would meet needs of the rural areas by the appointment of rural assistants. These could be itinerant helpers giving practical assistance in the school room, in the community, and to the inspector in charge of the area. Such helpers carry on research problems similar to those conducted through the Rosenwald Foundation. They assist in working out the problems of obtaining the supplementary tools in school programmes—radios, phonographs, phonograph records, circulating libraries, art galleries, exhibits of handicrafts; implement the teaching of arts, music, physical education home economics; obtain the use of resource persons such as the experienced nurse, gardener, forest ranger, director of dramatics, etc.

The value of adult education was vividly illustrated through a film entitled "The Lord Helps Those" given by Mr. Kenneth Caple. This film shows in detail how the fishermen of Nova Scotia under the guidance of Dr. Coady have completely reorganized their lives to higher standards of living through co-operative effort. The results have been so spectacular that people from every part of the world have come to study the system. It has proved that adult education can be the best way toward improving economic, social and political reform.

Special Speakers

Special speakers covering some of the topics under discussion were introduced at the conference. Mr. Orchard from the Forestry Department gave a most valuable account of the forest conservation programme carried on in British Columbia. Schools and communities are urged to co-operate with the Forestry Department by planting groves of trees with the assistance of the department. Reforestration and fire prevention were the main themes stressed by Mr. Orchard.

Miss Mary Baldwin gave a very practical account of the outline planned for rural areas in the field of nutrition. Suggestions were given for the organization and preparation of hot lunches in the schools. Home Economics as given in the schools can co-ordinate with community problems to an advantageous improvement.

Major Bullock-Webster spoke of the work of the department in the field of Dramatics. Much headway has been made and maintained in outlying areas along this line. Amateur dramatics is a healthy intellectual pursuit to be encouraged and supported. Every assistance is given under Major Bullock-Webster's guidance. It is encouraging to see such headway being made in this often neglected field where possibilities for community relationships are so great.

Mr. Kenneth Caple from the school broadcasting headquarters gave an interesting account of the broadcasts being given and received in the British Columbia schools. Radio has made great progress in the last few years and rural areas appreciate the help and guidance given by the programmes. Mrs. Harris, the script writer, gave a vivid description of the work she does. There is little doubt that the school radio is fortunate in having two such capable people in its department. The radio programmes are arranged so as to meet the needs of children in school or in outlying areas. The schedule includes network broadcasts from the C.B.C. Programmes originating in British Columbia are also relayed over the network. Transcriptions are sent to outlying radio stations that cover areas which cannot make contact with the Vancouver stations. Thus the whole province is given every opportunity to hear programmes of the highest order for use in the classroom or in the home.

The problem of rural administration brought out the discussion of the larger units now operating in Alberta. Miss Kathleen Collins, an Alberta teacher and a guest at the conference, gave detailed account of the organization and operation of these larger units. The system, as administered in Alberta, is successful, although there are many problems to be met with still in some of the areas. However, there has been the greatest improvement of schools in the way of buildings, libraries, community organizations, programmes of study and in teacher distribution. The problems of unified taxation, of one-board administration of from 35 to 90 schools, of maintenance and provision of buildings and equipment and of forming rural high schools with the additional school dormitories have taken several years to solve. The system today is proving that it is a step in the right direction. Another goal seems to be leading toward the idea of "village colleges". The organization and successful operation of such schools would solve the educational, social and economic problems facing the youth of today.

Dr. King is to be congratulated upon the organization of this type of workshop. Its value towards improvement of educational and economic problems in rural areas is limitless. It has given the men in the field an opportunity to discuss together their singular problems. It has shown many the ways of solution.

Those attending have asked that another conference, not of two weeks' duration, but of six, be arranged next year. All problems encountered in the year are to be held in readiness for discussion and solution. The next session will likely include school principals and teachers in areas who are willing to organize and work out problems for the improvement of schools and communities.

The results of the conference in Victoria will be many. Miss Schatzmann's untiring interest and the visions of success with which she inspired all her listeners will be the guidance for immediate improvement of many rural problems. She also has given valuable suggestions for later developments in the rural life of the people.

It is hoped that Miss Schatzmann, with her wealth of experience, may be available for this type of inspirational guidance next year when the conference hopes to meet again.

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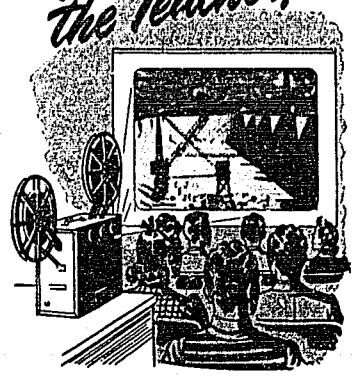

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The following can be had on request. This is offered as a service of the National Information Bureau of the A. A. T. F. Its members and any interested persons are urged to use it. All items are free except where indicated (Nos. 7, 8, 9, 19, 25, 27, 32, 33, 34, 36, 38). However, the Bureau would appreciate a small remittance to cover postage. Please send stamps for amounts of less than $1. Out of town cheques should include additional 5 cents to cover bank exchange charges. (Other lists of aids for teachers of French may be obtained by writing to D. P. Girard, Service Bureau French Teachers, Teachers' College, Columbia University, N. Y. C.)

1. Back copies of all Bureau Bulletins.
2. L'Ecole Libre des Hautes Etudes; (Intr. in French, A. Johnson, Dr. New Sch. S. R.)
3. Modern Foreign Languages and the Emergency. Professor Hendrix, Ohio State University.
4. Be Fair to France. John Erskine. *Collier's*, December 13, 1941.
5. Suggestions for a French Language Week.
6. Value of French. Pres. MacCracken, Vassar. Letter to *N. Y. Times*, 8-10-41.
7. Enduring Value in the Study of French. (Harvitt-Freeman). Four pages, 2 cents each first 10 copies, one cent thereafter.
8. French Textbook List. Fr. Rev. Supplement, May '41. 3c per. 65 pp.
9. Recordings of French Broadcasts (WBNX).
10. The Undying Spirit of France. André Maurois. *N. Y. Times*, March 1, '42.
11. Borrowed War Words. Frank Colby. *N. Y. Times*, February 8, 1942.
12. Foreign Languages Today. H. G. Doyle. Extracts. (Key Reporter, Winter, 1941).
13. The Study of Foreign Languages in Present Crisis. I. L. Kandel, Fr. Rev., Brodin, Ext. Bull. Soc. des Prof. '41-'42.
14. La Défense du Français. Pierre Brodin, Ext. Bul. Soc. des Pro. '41-'42.
15. For France. Dorothy Thompson, *Washington Evening Star*, March 18, 1942.
16. Le Professeur de Français. Paul Hazard. Rep. Fr. Rev., Feb. '41.
17. Foreign Language Uses—A Chart, Guidance Dept. Champaign H. S., Illinois.
18. Charles Morgan, Address on France. Fr. Relief Soc., 451 Madison Ave., N. Y. C.
19. La Crise de Structure de la Société Française. André Mayer, Collège de France. Reprint, Fr. Rev., Oct.-Dec. 1942. 24 pp. 5c each. A clear, sensible interpretation of France (1919-1939).
20. The Foreign Language Teacher in the Present Crisis. L. B. Johnson, Reprint April, 1942, *Wisconsin Journal of Education*.
21. France Cannot Die. Editorial, *N. Y. Times*, April 17, 1942.
22. What's He Saying? A 30-Minute play for assemblies showing need of foreign languages in modern world. From Dr. C. D. Frank, Chairman, French Dept., DeWitt Clinton H. S., 100 W. Mosholu Parkway, S., N. Y. C., or at Bureau.
23. How About Classes in French? Louis Foley, Professor of English, W. Michigan College of Education. Reprint, *Journal of Education* (Boston), Sept., 1942.
24. French as a War Language. Prof. Mario Pei, Columbia Univ. Fr. Rev. October, 1942.
25. French Commemorative Stamps Enlargements (Black and white prints, 11-in. by 16½-in.) Choice of 50 prints. Excellent display material. Ten cents per. List free on request.
26. Price list. Service Bureau French Teachers, Teachers' College, Columbia, N. Y. C.
27. France, 1940-42, a Collection of Documents and Bilbliography, compiled by Howard C. Rice, Harvard University. 224 pp. $1 at the Bureau or direct from Harvard Co-operative Society, Cambridge, Mass.
28. Language Sanity. Louis Foley, *Michigan Educational Journal*, Sept., '42.
29. This War and the Teacher. 8 p. booklet (Commission on Teacher Education). At Bureau or direct from Commission, 744 Jackson Place, Washington, D. C.
30. Catalogue French Records (Popular, Educational, Dramatic and Folk Music), 20 pp. and Supplement. At Bureau or direct from Goldsmith's, 401 W. 42nd St., N. Y. C.
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35. Language Courses for the Army. Mario Pei. Letter to *N. Y. Times* (Nov. 11, 1942).

36. American Sources of Realia for French Classes (6 pp.) New edition com- College, Emporia, Kansas. Direct from piled by Dr. Minnie Miller, Teachers' Dr. Miller c/ from A.A.T.F. Bureau. 5c for postage if ordering from Dr. Miller.

37. The Function of Languages in Global War. Mario Pei. Address to N. Y. C. foreign language teachers, January 16, 1943. 6 pp., concrete examples, forceful arguments.

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39. Language Teaching and the High Schools. Margaret Anderson in "Common Ground" (Winter, '43). Extracts. 2 pp.

40. The French Language. A. Lugan in Am. Soc. Leg. of Honor Mgze. Sp. '42. Extracts. 1 p.

41. Government Uses of Foreign Languages. Dr. E. Ruth Bishop, United States Civil Service Commission, Washington, D. C. 4 pp.

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ANOTHER YEAR BEGINS

ANOTHER school year has arrived. Once again we have to marshal our forces, and look around at the alarming prospect ahead. How shall I do this? When shall I do that? What is the best way of attacking this? How can I solve so-and-so difficulty? Shall I have this or that problem to deal with this year? Shall I cover what I want to cover? What will my inspector think of my work? What will be the attitude of my trustees? And so on, and so on, and so on.

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These two departments are real teaching aids, and in a way are closely linked. Teachers sending for Lesson-Aids units frequently ask for help in their organization difficulties. The Lesson-Aids Committee will pass on all questions of this kind to the Question Box, so that teachers may rest assured that all help possible will be given. Only, don't expect the impossible. Mr. Miller and Mr. Boltwood are both extremely busy people. Their time and resources are limited.

PRESSURE

As regards Lesson-Aids, we wish we could comply with all the requests for new units. This is physically and financially impossible, but we do our best each year to publish what we think are most needed. The first issue of the new units published at Easter was very quickly sold out, as is the case with most of the second issue. We are constantly reprinting, and before this number of the magazine is read we shall again have a full stock, so that we shall be able to fill orders with the least possible delay. We again urge teachers to *order well ahead of the time when the Units are required.* We have to take all orders in rotation, and can only deal with a certain number each day.

APOLOGIES

We sincerely apologize to those teachers who (by chance) did not read the June Lesson-Aids notes, and in consequence had to wait some weeks for their orders to be filled. All units ordered during the past two months have now been despatched, and we hope the delay has not given too much inconvenience.

HELP NEEDED

We have been asked if a good unit on Russia could be prepared, which could be used specially in those districts of British Columbia in which the population is largely Mennonites. We think such a unit would also be of general interest, and should like to hear of some teacher who is able and prepared to write such a unit for us. All work of this kind is voluntary, by the way.

We should also be glad if similar work could be done regarding the Burma Road. Some time ago there were some articles on this subject in one of the Canadian monthly magazines, but we cannot locate them. Who will come forward with this unit

APPRECIATION

We should like to close these first notes of the new school year with an expression of our appreciation of the kind notices we have received concerning Lesson-Aids, and especially of the most recent units. We hope more and more teachers will be added to our list of friends. Send for a copy of our Price List and Order Form.

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Our Magazine Table

By ARTHUR BUCK, *3780 Eton Street, Vancouver, B. C.*

GREETINGS, dear teachers! How does it feel to be back at work, and "frozen"? We trust all had a pleasant summer either at Summer School, shipyards, taxi-stands, farms, summer resorts or just "around home". For some we feel it will be a rest to get back at school. Just what the 1943-44 term has in store for us we cannot tell, but we do know that the young generation is expecting to be taught the Three R's and all the trimmings which make for a balanced life. "Frozen" or "unfrozen" we have a job to fulfil—good luck to us all.

To the many teachers who are entering the profession for the first time we extend our congratulations and best wishes for a happy and successful year. To the many married ladies returning to the "chalk and bell" to help out after having been away for some time we wish every success.

Any of our readers who wish advice concerning magazines suitable for their particular needs should not hesitate to write. That is the purpose of "Our Magazine Table."

Now away with the Course of Study for a moment; stop gazing at your complicated timetable and gather around "Our Magazine Table".

* * *

BRITAIN (published at 30 Rockefeller Plaza, New York, N.Y.; 10c a copy; $1.00 per year). This little magazine is published with the view of creating a greater knowledge and better understanding of America's allies—the people of Britain. It is about the size of the *Reader's Digest*. It contains interesting accounts of war-time life in Britain. Such topics as "Making the Most of Rations," "Prayers at 0:40—Guns at 11:00", "Cap and Gown Go to War" are typical subjects.

* * *

THE Canadian Forum (Canadian Forum Ltd., 28 Wellington St. West, Toronto, Can.; $2.00 per year; 25c per copy). This little publication contains useful items for the senior Social Study teacher. The most valuable parts of this magazine are the column "Books of the Month", and the literary section. Of particular interest to many teachers, also, will be its special section, "Planning Post-War Canada."

WORLD Affairs (World Affairs Publishing Co., 224 Bloor St. W., Toronto; $1.00 per year; special club rates on application). This magazine is one primarily intended for students of current events. We can highly recommend this publication to any teacher of Social Studies from Grade VII up. It has the news of the month condensed in a very readable form with good accompanying diagrams and maps. For the teacher of the ungraded school, *World Affairs* will prove very valuable. The price is so reasonable also. One item in the April issue of great interest is the list of the Provincial Cabinet Ministers, and statements of beliefs and policies held by the various parties now represented in the Federal House of Commons at Ottawa. Similar items constantly appearing in each issue are great aids to the busy teacher. (And who isn't one?) We would suggest to the "new" teachers who are interested that they send to the publishers for a sample copy. Mention *The B. C. Teacher* and we are sure they will comply with your request.

* * *

YOUR Health, the official organ of the B. C. Tuberculosis Society, is a good publication for your Junior Red Cross Society to receive as one of its subscriptions. It is sent from 555 Howe Street, Vancouver; $2.00 per year. This magazine is sent free to all tuberculosis and ex-tuberculosis patients. Therefore all who pay for subscriptions help this worthy cause. Interesting articles appear which would be suitable topics for talks or discussions at Junior Red Cross programmes.

* * *

CANADIAN Heroes (Educational Projects Inc., 1396 St. Catherines St. West, Montreal; 10c per copy; $1.00 per year). This magazine is published for young Canadians in the form of a comic book. It is profusely illustrated on newsprint with black and white drawings. The topics are closely related with the Course of Study: Hudson's Bay Company; Argentina; Convoys to North Africa; Story of Canada; The Great Orator; D'Arcy McGee, etc. One great use I would suggest is to have the pupils get suggestions from or make copies of the simple illustrations for Canadian

History murals or note books. (Seatwork, ungraded teachers!) This book will prove popular on the School Library table. It is taking advantage of the child's love of comic books, yet giving him something worthwhile.

* * *

ARE you worried about that Art programme for the year? Turn to *School Arts* (Wm. Dawson Subscription Service Ltd., 70 King St. E., Toronto 2, Ontario; $4.00 per year). This magazine covers material suitable from Grade I to High School. Correlation of various subjects with Art is a feature of *School Arts*. Transportation, The Farm, Latin America, Cut-out Letters are some of the typical features.

* * *

THE Instructor (Dansville, N.Y.; $3.00 per year, U.S. currency) is an old favorite of many teachers. For all teachers who are just beginning we would suggest you add this publication to your list. You have probably become acquainted with the *Instructor* at Normal School, but we would suggest you subscribe to it for the first year at least. It is essentially American but can readily be adapted to our British Columbia schools.

* * *

FOR valuable seatwork for all grades the overworked country school teacher will find *The Modern Instructor* (School Aids and Textbook Publishing Co., 1935 Albert St., Regina, Sask.; price $2.00 per year) a real blessing. In every issue there is a hectograph section all ready to be run off on the jelly-pad or duplicator. Teachers seeking inspiration for worthwhile enterprises will find it in units worked out for them in the September issue entitled "We Live Here", a study of the community, and "Waterways of Canada". You'll really thank us for recommending this magazine to you.

* * *

WE have other magazines on "Our Magazine Table" but must leave them for next time. In the meantime if you come across a magazine or article which you have found interesting and useful, please drop us a line so others can benefit by your letter.

Good luck!

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What We Are Reading

Books for review and correspondence bearing upon book reviews should be addressed to MR. P. J. KITLEY, *Box 585, Kelowna, B. C.*

WAYS of Living; Fanny Maude Davis, B.A.; Ryerson Press; 75c; pp. 149.

Miss Davis, who teaches in the Gordon Bell High School of Winnipeg, presents in *Ways of Living* some interesting material for Grades III and IV Social Studies. The information is presented in story form under such headings as: "Our Food", "Our Clothing", "Our Shelter", "Our Ways of Travelling", "Our Ways of Sending Messages", in the first part of the book, and "Living in the Rain Forest", "Rockbound and Icebound" and "Land of Fruit and Flowers" in the second part.

Topics for discussion and exploration by the teacher and pupils are suggested at the end of each chapter, and the short lists of "Book Friends" that follow these are helpful.

The black and white line drawings that illustrate *Ways of Living* are particularly clear and apposite. Some are the work of E. W. Jefferys, noted for his drawings illustrating Canadian history, some by E. V. Collins, others are unsigned, but all are good.

The book is well bound, the print large and clear; the language is simple, the thought content well adapted to the use of junior grades. —C.

PRIMARY Methods (Rev. ed., 1942) by Jessie C. Parker, Supervisor Primary Methods, Regina Public Schools; School Aids and Text Book Publishing Co. Ltd., Regina and Toronto; $1; paper cover; 153 pp.

In the small compass of this book Miss Parker has included everything a teacher of Grade I or II needs to help her. Games, riddles, number activities, stories for many purposes—original stories written by teachers in the Regina Normal School,—outlines and suggestions for projects, lists of stories to tell with information as to where they may be found, patterns for paper folding, many practical suggestions for seatwork, at the end of the book perforated sheets of drawings and patterns, full size, suitable for many purposes.

The book is a gold mine of ideas for Primary Teachers, and an indispensable aid for rural teachers, who will have cause to bless Miss Parker's fertile imagination, her great gift for organizing material, and her painstaking care in arranging it. —B. S.

FIRST AID THROUGH PHOTOGRAPHS

FIRST Aid Through Photographs by L. S. Michaelis, M.D.; Longman's, Green & Co., Toronto, London and New York; published in England, 1941; First Canadian Edition, 1943; pp. 64; price 60c.

This most helpful and suggestive little book contains 79 large, clear photographs and drawings with full descriptions accompanying each illustration. The First Aid treatment of all common injuries is shown, and included are helpful suggestions on such subjects as gas injuries, burns and scalds, unconsciousness and shock.

The chief aim of the writer seems to have been to show young students how to administer First Aid. The wording is very simple and easily understood. No technical names of bones or arteries are used. On the photograph a cross or other mark clearly shows the site of the injury. The boys and girls illustrated are of High School age.

Both the Junior Red Cross Society and the Department of Education in Ontario have recommended this book. It has already been purchased for distribution to rural schools by an eastern province. It will be found useful for those in Grades VII and up, and those who are taking the St. John's Ambulance Course will find it an excellent supplement to their manual. —W. M. N.

BEST BOOKS OF 1942

LIBRARIANS, counsellors, deans, teachers, and school administrators will be interested in "Best Books of 1942 on Occupational Information and Guidance," a new selection by Robert Hoppock and Samuel Spiegler, just released by Occupational Index, Inc., at New York University. Single copies are 25c, cash with order.

The 45 titles are arranged in suggested order of purchase, with 16 free and inexpensive pamphlets listed first.

PRIMARY SONG BOOK

LITTLE Songs For Little People, compiled by Burton L. Kurth, Supervisor of Music in the Schools of Vancouver, and Mildred McManus, Provincial Normal School, Vancouver; Clarke, Irwin & Co. Ltd., Toronto; 1943; price, $2.

In preparing this new collection of songs for primary children, the aim of the editors has been two-fold—first, to provide the type of songs required by new curricula and methods of teaching, and, second, to provide enough songs of the right kind.

For beginning teachers, therefore, this volume should be completely adequate, making unnecessary the search for suitable material which takes up so much time, and supplying just the kind of songs required, for instance, for the integration between music and health, nature study, social studies and literature courses in the early grades. Experienced teachers will be attracted not only by the fine arrangements of the traditional songs (drawn from Oxford University Press publications, by special arrangement), but by the abundance of delightful new material (48 songs in the Songs of Everyday Life section alone), and the convenience of having so many of the songs they need under one cover.

There are Nursery Rhymes, Songs of Imagination, Action Songs, Songs of Everyday Life, and a section on Percussion Band. There are songs about birds, animals, and flowers (23 songs), characters (19), and evening (7), our family (6), other people and other places (7), the seasons and special days (18), work and play (25).—E. H.

LETTER WRITING CONTEST

New York, July 7, 1943.

Editor, *The B. C. Teacher*:

At the suggestion of Mr. C. N. Crutchfield of the Canadian Teachers' Federation, I am writing to inquire if you would be willing to help us with our plan to promote inter-Allied friendship in the schools.

Junior Scholastic is a weekly news and story magazine for boys and girls between the ages of 10 and 15 in the United States. It is used extensively in classrooms for studies in current events and literature.

Each week *Junior Scholastic* has devoted one column to a letter from a boy or girl in Latin America. We have found this column to be so popular and instructive that we plan to publish letters from children in Canada and in some of the United Nations overseas, as well as in Latin America.

Could you help us by giving us the names and addresses of some teachers in British Columbia to whom we might write for letters from their pupils? Or, if you conduct classes yourself, perhaps some of your students would like to contribute to our column.

We give a $5 prize to the child for any letter published in our column. We hope that the children will write about their daily lives: school, favorite hobby, an interesting vacation trip, some distinctive feature of the locality, war shortages, defense work in the school, etc. A small picture of the child is welcome. We are particularly interested in letters from boys and girls between the ages of 10 and 15.

Any assistance you can give us will be greatly appreciated.

Sincerely yours,

NANCY F. GENET,
News Editor, *Junior Scholastic*.

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Letters To a Country Teacher

September, 1943.

My Dear Niece:

Yes, I spent a very pleasant summer working in a mill, wearing dirty overalls and earning 64 cents an hour and cost-of-living bonus—and if half of it goes in taxes and the rest in Victory Bonds, why not? Someone has to pay my boys for shooting Japs and Germans.

But so many thousands of teachers all over Canada were doing the same, that the Ottawa government took fright. Suppose the teachers, finding the work easier and pleasanter, and often better paid than teaching, refused to go back to school? It would never do to pay an ordinary teacher as much as a common laborer, so the government did the only other possible thing, and froze us to our jobs. The freezing order is unjust and stupid, of course, but after all plenty of unpleasant things happen in a war. Even some people get killed who didn't want to be.

I am to congratulate you on obtaining the most uncomfortable kind of job in the whole profession—a small principalship. You are responsible for everything and you can't do anything about it. Your assistant (you fortunately only have one there) probably resents your being placed over her, and intends to follow her own ideas, especially where they differ from yours. If you should happen to get any co-operation from her, let it come as a pleasant surprise—don't expect it. You can't even supervise her teaching or discipline, because you are very busy with your own class all the time; but every time a parent objects to what she does, you hear all about it, with the enquiry why you allow such goings on in the school. The situation calls for tact, and if you haven't any more of that than I have, just stick to this rule: always defend the teacher to the parent, and set forth the justice of the parent's complaint to the teacher.

One of the afflictions that teachers in the outlying districts suffer from periodically is the new inspector. He comes into the district full of ideas from the last university he attended, or the last school he taught, or the last book he read, and he wants you to take up those ideas right away, and he judges your school by the extent to which it conforms to his ideas. He isn't interested in what you think about it, because he has the whole truth and is 100 per cent right. Any remarks you could make would either agree with him, and so be unnecessary, or disagree and be wrong.

I can remember one inspector on his first trip who roundly condemned my school and my "high school entrance" class of four. The teacher in the next village, he said, had an entrance class of ten, all working much harder than mine. So he got me fired. But when the results came out, it appeared that all my four had passed well, and all ten in the other school had failed. That was a long time ago.

Another new inspector, in reply to some criticism of mine, assured me that the Course of Study was perfect, the textbooks were perfect, and the Superintendent was perfect—but just a few years later, that course, those textbooks and even that Superintendent were all discarded.

A very expert teacher, now principal of a good sized high school, said of a certain inspector, "The first time he came he gave me undeserved blame, the second time equally undeserved praise."

But all these men, and many others that I could name, became in a few years thoroughly competent inspectors, who went about their districts giving real help to the teachers, and sometimes even listening to what they had to say.

Nomine mutato (I hope you studied Latin, instead of that fantastically useless French) *de te fabula narratur*—which means that all I have said about inspectors applies even more to you as a principal. You have a lot of good ideas—don't try to put them into force right away. In fact, don't use your authority at all. If your assistant doesn't like your ideas, put them down in the cellar for a while—perhaps they will ripen along with the winter pears, and be quite acceptable next year. Always remember that a teacher can accomplish more by a poor method that she believes in and is used to, than by a good one that she does not like. Let her try her own way: maybe it will work.

Some very successful principals that I have known always began their work at a new school by reclassifying the school—examining all the children and putting them in the grades where they belonged. I have never done it, but often I wished afterwards that I had. But you had better not; it isn't the fashion at present. Let any changing you do be in the direction of pushing the bright ones forward,

not holding the stupid ones back—and be very cautious about that.

In general, I would say, let your assistant manage her own teaching and discipline as much as possible. You may be called the principal, but actually you're just one teacher in a two-room school.

Ever your loving,
UNCLE JOHN.

Correspondence

ORAL FRENCH

Banff, Alta.,
August 22nd, 1943.

Editor, *The B. C. Teacher*:

In the hope that you have not yet made up the September issue of the magazine I enclose for publication some lists of material available and useful for teachers of French in our province.

These lists have been given to me by Professor Cru, who, with Madame Poirier, both of Teachers' College, Columbia University, is giving a very fine course in Oral French under the auspices of the Banff School of Fine Arts.

The school has also an excellent display of materials, including a great variety from Service de l'Information, La France Combattante, 448 rue Daly, Ottawa; a booklet of army terms, "French for Soldiers" obtainable from the Canadian Legion War Services, Vancouver; "Paroles Aeriennes" from the Minister of Information, London, Eng.; "Jacques, Soldat de France," Macmillan's, Toronto.

Although this is the fourth year for the French School, very few British Columbia teachers seem to have availed themselves of the opportunities offered here. It is the nearest approach to the special course in "Civilisation" usually given in the universities of France to be found anywhere in the west. A housing scheme grouping students together in chalets under the supervision of a French hostess adds greatly to the value of the course.

Only up-to-date material in the hands of up-to-date teachers can make French the vital study it should be in our schools. French is a language not merely a subject, but few students are given a chance to find it out.

Here, Mr. Editor, is your opportunity to help teachers to help themselves by publishing these lists at the earliest possible moment.

Very truly yours,
BARBARA LANG,
Nelson High School.

FOR EDUCATIONAL PHILOSOPHERS

Here is a letter that would have been more timely last September. It was given to the Editor then but there was too much demand on the space of the correspondence section at that time from more pressing sources. It is published now for three reasons: the subject matter will prove interesting to many teachers even if they have not read the original articles referred to by Dr. Leonard; the author of the second article commented upon was Frank Wilson, who the Editor hopes will feel called upon to offer something in return; and finally there is no other item of correspondence at hand to fill up this department. Dr. Leonard will be remembered as the Progressive educationist who spoke to the Convention of 1942.

August 22, 1942.

Mr. F. A. Armstrong,
2044 Quilchena Place,
Vancouver, Canada.

Dear Mr. Armstrong:

I am ashamed of the fact that I have not replied earlier to your invitation to express my opinion regarding two articles which you printed in the February and April, 1942, issues of *The B. C. Teacher*. Shortly after I received your letter I was called to Washington to work for the Office of Price Administration. Between trying to run a summer school workshop on the Western coast and flying back and forth to Washington I have really had no time to read even the articles. Before I return to Washington again this week I do want to take a minute to comment on them.

Let me turn first to the one entitled "History in a Changing World" by Professor Robert Schuyler. Each of us, I am sure, can be accused of overemphasizing the importance of his field of interest and acquiring from his chosen field methods and habits of thought. There is no doubt that Professor Schuyler believes in the importance of history, as he should do. It is also true that from history he has acquired the long-term concept of slow, evolutionary change. However, this change in social institutions which historians have spent most of their time recording is not comparable to the change in physical sciences which have probably been paid too little attention by the conventional historian. I spent last evening with an Army officer who has just returned from Australia. His flying time was 36 hours. No one

can minimize the fact that the world of the last 50 years has shrunk in size so much that if a dot on a piece of paper represented present size it would take a large square to depict the size a half century ago. This has changed so rapidly that historians have not been able to record it and educators must take account of this change if democracy is to continue to exist.

I was quite interested and, on the whole, well pleased with the general areas of information which Professor Schuyler feels should be the part of an educated man. I would not quarrel with him in his statement that physical and biological sciences, one's mother tongue, and the social sciences should become a working part of the life of an educated man. Probably without meaning to do so, however, Professor Schuyler leaves the impression that this body of content is knowledge to be acquired under subject field organizations, even though they may be broad fields. He further implies that logical thought itself belongs in this category of a field. Students of recent psychology would not agree with this nor would they be hospitable to the idea that mathematics is necessary for the cultivation of a logical faculty. Considerable stress is laid upon knowledge, and "Knowledge, like fish, don't keep long."

One would certainly agree with Professor Schuyler that present civilization cannot derive from the study of the past the educational values for today, and with his emphasis that the study of the past in proper relationships has importance. He raises in an interesting fashion the questions of whether history should be taught for the understanding of the present, for the understanding of the past, or for establishing a method of work. There doubtless is a place for all of these, but not to a very general extent is this true for all individuals. Methods of work differ for one's fields of interest. We cannot be all equally schooled in the historical method, the philosophical method, and the observational method of the scientists. At some times we need to understand a particular condition in history in relation to all the forces that produced it. Secondary youth, for instance, need to know how life was lived when hand tools were the only machinery available. Again, for some conditions which exist today youth need to have developed a sequence of causes and events. And doubtless in other situations some youth need to use history as a method of work. However, to defend the historical method as a requirement for all is a rather extreme position. Clearly Professor Schuyler is talking about liberal education for the collegiate man. He is not talking about education and social living for secondary school youth.

Youth today are facing problems, more than the school can ever find time to deal with. Youth need to learn how to solve problems and need to learn the methods appropriate to different problems. Organizing the curriculum program on the basis of these problems—not just the problems in which youth have an immediate interest, but the problems which youth are actually facing as they grow up in a society—to understand these problems—all fields of knowledge and all methods of work need to be considered and those appropriate to the problems should have first consideration. If this is done, our high school program will be crowded. For some there will be time left to study history intensively enough to become "historically minded". The problem for the secondary school is to face the fact that 80 per cent of our youth are not in this category and that the total response they make to life about them demands first consideration.

There is no doubt that Dr. Hutchins' ideas, supported by the program at St. John's College, caused a tremendous amount of discussion in the United States. There is little evidence, on the other hand, however, to support the contention that the idea is spreading in practice. It is really Plato in the twentieth century. It has two major difficulties: the first is that it assumes that knowledge about civilization of the past produces wisdom to solve contemporary problems. This major contention still remains within the realm of argument. No evidence yet has been produced to support it. On the other hand, evidence is being drawn to indicate that such a type of education is not the only way to become a liberally trained man. In the second place, it is totally unrealistic to propose that youth today, surrounded by the fascination of the uncertainty of modern life, can be harnessed to a library of the classics for a four-year period; it is to dream into a lege a student body that doesn't exist. I fear life has moved beyond this kind of an educational program. After all, it is not what Dr. Hutchins wants which determines what the educational program of the future shall be; it is what youth want. In such a program there appears at times a despair of the democratic process; yet none of us would want to renounce

democracy—and democracy means, certainly, the raising of the level of the mass of men rather than the production of a group of intellectual superiors. This does not mean, however, that there should be no superior education. For democratic leadership such a type of education is just as essential as mass education. There is a place for both. But the same pattern does not fill both needs. We have yet to work out in the Americas, yes, even in the world, a scheme of education where men can be taught to work collectively on the problems they face and yet depend for competent judgment upon those experts schooled and trained in special fields. In developing this kind of a program we must look at the total pattern of needs which a college or university should meet. Any single type of education will not be satisfactory. The educational program must be as diversified as the needs of youth and the opportunities the culture provides them.

Very truly yours,
J. PAUL LEONARD,
Associate Professor.

WORKERS' EDUCATIONAL ASSOCIATION

Capilano P. O., B. C.,
September 3, 1943.

Editor, *The B. C. Teacher*:

Some of the teachers' organizations within easy travelling distance from Vancouver might be interested in devoting the programme part of one of their meetings this fall or winter to a showing of a Workers' Education Association film.

The Workers' Educational Association was formed in 1903, in England, by a group of trade unionists who were aware that if workers were to share in the future they must have an understanding of their problems, and be articulate.

Today the W. E. A. is a voluntary association of working men and women together with competent instructors and teachers who are chosen for their interest in and sympathy for the workers.

It is not just another night school. W. E. A. classes are groups of men and women who meet with a tutor, who is both a friend and adviser, to discuss with him the things in which they are most interested, and to learn new things.

For rural or isolated groups there are a number of specifically designed courses, using a new and effective technique. An important phase of this is Visual Education, using small projectors and filmstrips, and the sound motion picture. The filmstrips are on labour problems, union organization and management, co-ops and credit unions, health, housing, and economics. They are accompanied by a script which is read beforehand by a member of the group, who then comments on the film at the showing. There are some excellent films on organization, labour and union subjects, as well as general educational films which are shown in co-operation with the A. F. of L., the C. I. O., the C. C. of L., and the National Film Board. There is no charge for the latter to unions.

The W. E. A. is controlled by its members and affiliates across Canada. There are no examinations, the requirements being the ability to read and the desire to study and understand. Believing that the future belongs to those who prepare for it, the W. E. A. aims to develop leadership from the ranks of the workers themselves by providing social, economic, and union education, especially adapted to the needs of working people. The unique value of workers' education lies in its insistence upon the practical application of education to workers' everyday problems.

Now is the time for education in workers' organization and social control—not after the war when things may be uncertain or even chaotic. Affiliation is $15 for unions up to 300 in membership. For information or the free film service, please contact the local representative, C. Donald, Capilano, B. C., or write to the National Secretary, Drummond Wren, 106 St. George Street, Toronto.

NATIONAL HUMANE KEY AWARD CONTEST

THE American Humane Education Society announces its new annual contest for the most outstanding contribution to Humane Education. Open to all educators, the society will award each year a 14-karat gold key (to be known as the National Humane Key), inscribed on one side with name and date of the winner, and in addition $200 in War Bonds or cash.

Entries may include projects on a humane theme, humane plays or stories, original methods of teaching Humane Education, theses on Humane Education.

This year's contest closes April 30, 1944. All those wishing to enter the contest are urged to write at once to the National Humane Key Committee, 180 Longwood Avenue, Boston 15, Mass., for entrance blank and rules of the contest.

News, Personal and Miscellaneous

TRANSITION

LEAVE of Absence to the Armed Forces: Paul N. Whitley, Principal of Point Grey Junior High School, and R. P. Steeves, Principal, General Gordon School, to become educational officers in the Army; D. M. Ladd of Richmond High School to join the Navy;; Muriel A. Cunliffe of Kelowna High School now with the W.R.C.N.S.; and Gwendolyn Avery of Michel-Natal to the R.C.A.F. (W.D.)

(Incidentally this department would welcome hearing about or from members of the Federation now in the Armed Forces. Extracts from letters of general interest to teachers would be especially acceptable.)

Beating the "freezing" order via the matrimonial route: Mrs. Larry Peters, nee Nancy Bailey of Chilliwack; Mrs. Murray Sanford, he, principal of Semiahmoo High School in White Rock; she, formerly Mary Gurney of the Queen Elizabeth High School staff in Surrey; and Violet Mableson of South Swan Lake, now Mrs. Sketchley. (We were only fooling about the freezing order; these ladies, we understand, intend to continue teaching.)

Congratulations: To Ken McKenzie of John Norquay on reaching the end of the long Summer Session trail; to Henry Dee and Esther Frances Tervo, both of Victoria, on attaining their Masters of Arts degrees; to Bill Lucas of Princeton, now supervising principal of the Cranbrook schools; to F. A. McLennan, Ocean Falls, now Inspector of Schools in the Peace River district; to George Greenwell on his appointment to the Extension Department of the U.B.C.; to John Goodlad who won the scholarship of the Summer Session Association, and to President L. B. Stibbs on being elected to the Executive of the Canadian Teachers' Federation.

Interlude: Continuing their studies at U.B.C. are Robert Gale of the South Park School, Victoria, Bob Robinson of Pender Harbour, and Dick Cleland of Abbotsford.

THIS AND THAT

Schools Closed

OLDTIMERS of Victoria will regret the closing of the Spring Ridge School, one of the city's first schools. Spring Ridge pupils are to be transferred to George Jay.

The Chilliwack School Board has announced the closing of Strathcona and Camp Slough schools. Pupils from Strathcona are to go to Fairfield Island and those from Camp Slough to Cheam.

High School Area

A new high school area has been created at Cobble Hill. It will comprise the five school districts of Bench, Cobble Hill, Mill Bay, Shawnigan Lake and Sylvania. The high school area Board will consist of five members, one from each school district.

Bursaries

Last year the sum of $10,000, shared 50-50 by the Dominion and Provincial Governments, was distributed among students of good standing who needed financial assistance to attend Normal School. These bursary winners, 74 in number, gave an undertaking last September that they would teach as soon as they were ready. A similar sum will be available to help students through Normal next year, the Department of Education has announced.

Sea Cadets

The Council of Public Instruction has authorized the establishment of Sea Cadet corps in the high schools of the province. Volunteers will be taken in Grades XI, XII and XIII.

Union Educational Committee

Les Buckley, former President of the R.T.A., is taking time out from his industrial sabbatical leave to do a little educational work. Les has been elected secretary of the educational committee of the Boilermakers' Union. This committee plans to hold open forums, symposiums and panel discussions during the winter months for the benefit of the union membership.

Publicity

"I must congratulate you and your Federation on your activities throughout the year," wrote Mr. C. N. Crutchfield, Secretary-Treasurer of the Canadian Teachers' Federation, to Mr. Charlesworth this summer: "I have subscribed to the Canadian Press Clipping Service and I think that we got more news from British Columbia than from any other three provinces put together."

A credit union is a *credit* union.

VETERAN SIDNEY TEACHER HONORED

THIS June, Mr. James Ramsay, principal of the Sidney School for the past 22 years, retired. To honor him for his long period of educational service the Sidney Teachers' Association celebrated with a delightful surprise party the last Thursday evening of school at the home of Mr. and Mrs. Norman West in Sidney. After games and refreshments Mr. Ramsay was presented with a handsome smoking jacket.

Following the presentation Mr. Ramsay was called upon to make a few remarks during which he gave the highlights of some 45 years of teaching experience. Before coming to Canada Mr. Ramsay had taught almost twenty years in Ireland. That experience, he declared, convinced him of the need for the teachers of British Columbia to stand solidly together for a Provincial Salary Scale paid by the Provincial Government.

During his services Mr. Ramsay sponsored many extra-curricular activities for his pupils such as seed growing in collaboration with the Victoria Rotary Club and more recently poultry and pig clubs. Mr. Ramsay was the founder of the Sidney Teachers' Association and has been many years its president.

To the school-paper reporter who asked him what he intended to do now that he was leaving, he said: "Now I intend to work in my garden and fish!" A well-earned recompense for a veteran teacher and maker of good citizens! Best wishes go to him from a host of Federation friends.

HONORING MISS A. E. BILTON

A MOST enjoyable event took place on Wednesday, June 23, 1943, in the Elks Hall, Langley Prairie, when the teachers of Murrayville Elementary School sponsored an informal banquet in honor of Mrs. M. A. E. Bilton, retiring principal of Murrayville School.

Miss D. Peacock, as toast mistress, set the tempo for the evening at a refreshingly merry pace. This was sustained by the programme which followed.

An hilarious pantomime entitled "Lochinvar" was presented by Miss D. Peacock as reader, Mrs. N. Frisby, Miss M. Payne, Miss H. Jude, Mrs. L. Lamming, and Miss M. Chittenden. Other items were: flute solos by Miss P. Findlay, and vocal solos by Miss H. Harding. Speakers for the evening were: Reeve A. C. Hope, Mrs. G. F. Clark, Miss M. Brown and Miss A. Winchester, president of the L. T. A.

After good wishes were extended to the honoree by those present, and conveyed from those unable to attend, Mr. F. G. Calvert, Official Trustee for Langley School District, assisted by Miss M. Payne, presented the guest of honor with a beautiful chenille bedspread, the gift of Langley teachers.

Mr. Calvert expressed his appreciation for the untiring and loyal efforts of Mrs. Bilton during her twenty-three years as teacher in Langley Municipality, six of which were spent as principal of County Line School, and seventeen as principal of Murrayville School.

Mrs. Bilton, in replying to these kind expressions of good wishes, entertained us with reminiscences of her pupil teaching days in England.

The pleasant evening was brought to a close with the singing of "Auld Lang Syne."

WAR SAVINGS ON THE AIR

THREE Vancouver high school boys are originators and directors of the "High Schools on the March" program heard every Monday over radio station CKWX. The trio, Peter Mainwaring (North Vancouver High School and Lloyd Bulmur and Phil Ashton of King Edward, bring in students from different high schools in and around the city to be interviewed in regard to what their schools are doing for the war.

Varying their usual procedure somewhat, Peter and Lloyd invited as guests on their programme for one Monday this summer three local teachers and C. D. Ovans, assistant general secretary of the B. C. Teachers' Federation, who told of what the schools of the province were doing to promote the war effort.

The three teachers participating in that program were Madge Portsmouth of Magee High School, Alice Rowe of Livingstone School, and Jimmy Mitchell, principal of West Vancouver High School.

CAMP ELPHINSTONE

AMONG the teachers attending the Public Affairs Institute at Y.M.C.A. Camp Elphinstone this summer were Muriel Davis, Beatrice Healey, Suzanne Jackson, Marion Langridge, Carolyn Marsh, Fronia Snyder, Marjorie Vick, Walter Hardwick, Murray Miller, Vic Osterhout, and Alex. Hendricksen.

Our old friend, Dr. N. F. Black, was also there in the role of a guest speaker, as was Dr. G. M. Weir, former Minister of Education.

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