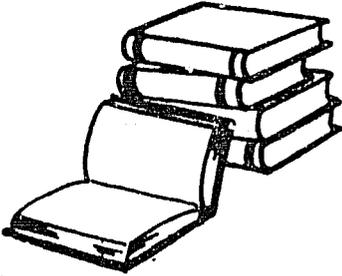


# THE B. C. TEACHER



## OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

VOL. XXIII., No. 2.

NOVEMBER, 1943

VANCOUVER, B. C.

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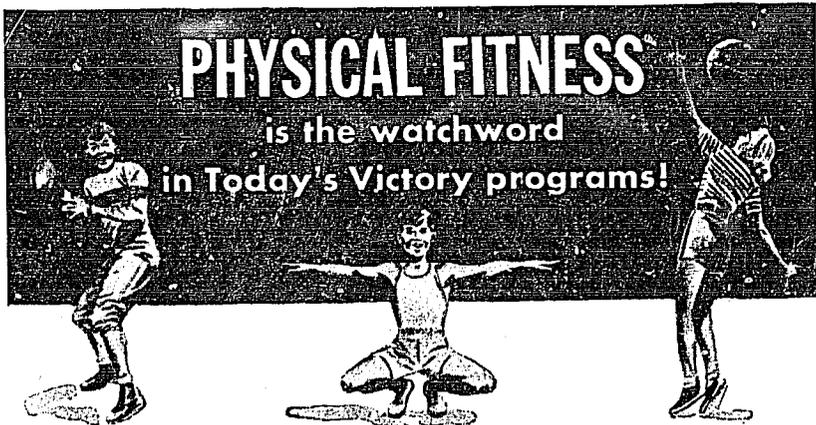
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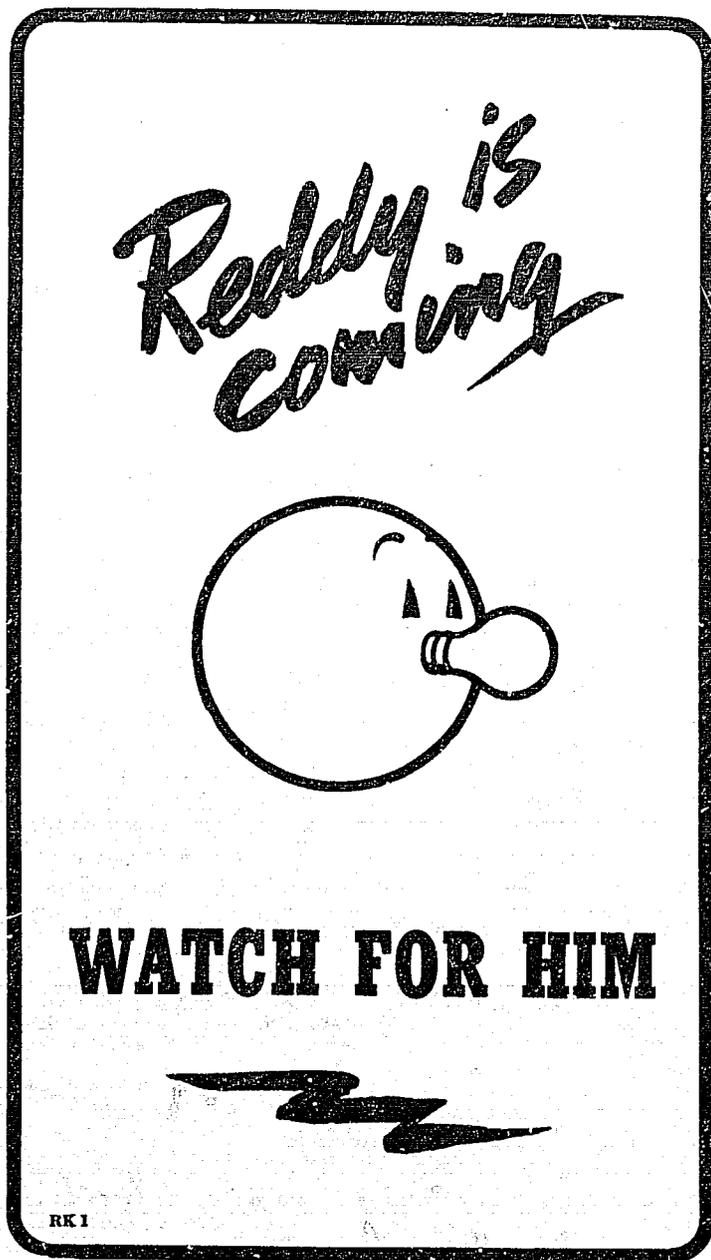
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(Where you teach)

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Subject Taught.....Number of Classes I teach.....

Grade.....Number of students enrolled in one class: Girls.....Boys.....



# THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

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NOVEMBER, 1943

VANCOUVER, B. C.

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## DID YOU WORK DURING THE SUMMER HOLIDAYS?

VERY many teachers gave up all or most of their summer holidays this year to work in industry or on the farms. By so doing they assisted very materially in solving, at least temporarily, an acute labor shortage.

But how many teachers exactly did go to work during July and August? What precisely was the nature of the employment they undertook? If these facts were available all across Canada the true value of this service to the nation would be revealed.

The manpower and womanpower of 50,000 Canadian teachers if properly utilized for two months every year would tremendously increase the total national production. Here is a large reservoir of productive potentiality that has hitherto scarcely been tapped. There were a good many women teachers, for example, who were anxious to work this summer but whom Selective Service could not place. Plans should be laid now that will enable this reserve to be used to full capacity next July and August.

We are pleased to note that the Unemployment Insurance Commission has already indicated that it intends to begin that planning. A letter received at the Federation office asks that we endeavour to ascertain how many teachers worked this summer, what the exact nature of their employment was and for what length of time they were employed. Such a survey would reveal what sort of position can readily be filled by teachers during their two months' vacation period and how many teachers could be expected to fill them.

Last June *The B. C. Teacher* published a request of the National Selective Service that teachers take summer jobs. A considerable number, accordingly, came to Vancouver with the expectation that jobs would be ready for them. An unsatisfactory situation then arose in that some were financially unable to stay unemployed, their meagre savings having been expended in travelling to the Coast.

Next summer it is to be hoped that Selective Service will be in a position to say to teachers ahead of time "these specific jobs are available in these centres; will you take them?" We are certain there would be a ready response.

To prove that this co-operation will be forthcoming, though, and to establish that teachers' contribution last summer was really effective it will be necessary for teachers to give the Unemployment Insurance Commission the information it needs. *The B. C. Teacher* suggests, therefore, that every teacher concerned answer the following questionnaire, cut it out and mail it to Unemployment Insurance Commission, Ottawa, Attention, H. C. Hudson. If the envelope is marked O.H.M.S. no postage will be required. Staff representatives could collect all the forms from the staff and mail them in the one envelope.

QUESTIONNAIRE RE SUMMER EMPLOYMENT OF TEACHERS

- 1. Employer .....
- 2. Nature of work undertaken.....
- 3. Place of employment.....
- 4. Period of employment.....weeks.
- 5. Signature .....

Address.....

Rambles of Paidagogos

SATTERWAITE REVIEWS THE NEWS

MY friend Satterwaite is out of all patience with the high command. His opinion of grand strategy—whether on the part of the United Nations or on that of the Axis—is of the most unflattering sort. The conduct of the war, according to Satterwaite, is hopelessly amateurish and unintelligible, and for five cents he would wash his hands of the whole thing.

It seems he conceived the idea some months ago of turning his bi-weekly current events period into a news commentary. His class—a grade seven, bright enough in its way, but singularly lacking in a sense of world values—made use of the current events period to discuss such banal matters as bank robberies and zoot-suits; and Satterwaite became increasingly distressed. He felt his pupils must be brought to realize the portentous nature of events. He looked at them sadly, and deplored the frivolous state of their minds—minds for whose condition he, Satterwaite, held himself personally answerable. So he decided to illuminate them twice a week with a commentary on the progress of the war.

Satterwaite is nothing if not thorough. To illustrate the point, I may say he has just completed an M.A. thesis running to eight hundred and fifty pages, which up to the moment has not been examined by the university authorities. The history professor, whose business it is to evaluate the document, pleads pressure of other work—but I suspect he is praying for strength. Be this as it may, no reasonable man would ask

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further proof of Satterwaite's prodigious industry. He is the type of person who explores every avenue of information and leaves absolutely no stone unturned when he addresses himself to an important task. If his assimilative and deductive processes are scarcely equal to his powers of exhaustive research, I need only observe he makes no claim to out-and-out gains.

The whole of Satterwaite's summer holiday was devoted to preparation. He purchased the finest available maps and turned his attic into a map-room. He provided himself with a bushel or so of multicolored pins with which to mark the military situation on all fronts, and devised a complicated system of symbols to take care of every concentration of men, materials, ships and airplanes. He subscribed to a dozen news-bulletins and made a choice selection of books, magazines and newspapers. Short of sending his own private correspondents to the various arenas of the war, I submit he did everything a human being could do.

I should add that Satterwaite is exceptionally fortunate in his wife. Not only is she a woman of fine appearance, she is also quite above the average in earnestness and cultivation. Need I say more? Satterwaite's wife gave him her complete support, and took over the radio field as her peculiar care. Listening tirelessly to all the commentators, she summarized every talk, and filed a vast series of typewritten cards under their appropriate headings.

I hope the reader will forgive me for giving so many details. I only do so because I want Satterwaite and his labors to be appreciated. This was not a news-commentary entered upon in the casual spirit in which so many teachers approach activities of the kind. It was meticulously planned and painstakingly executed. If Satterwaite could not command success, he at least took all conceivable measures to deserve it.

But there is always an unpredictable factor, a fly in the amber of human achievement. Delve unweariedly as Satterwaite might—put his hard-won facts together as he would—he was balked and humiliated at every turn. The high command simply would not collaborate with Satterwaite. No sooner did he make a pronouncement, based on the most careful study, than they rushed into a course of action wholly unwarranted by any intelligible considerations. Campaigns were successfully launched in direct opposition to Satterwaite's considered judgment, and pauses occurred in the very places where he prophesied a vigorous and overwhelming advance.

The only thing that saved Satterwaite during the first weeks of September was the fact he had a new class. The pupils still regarded him with a little awe, and realized his teaching of curricular subjects was thoroughly efficient. But the canker was working in their minds for all that. The news commentary steadily undermined his prestige, and by the beginning of October his situation was becoming serious. No sensible man, the pupils argued, could be so utterly and uniformly wrong. Alas for the fickleness of public esteem! How could his pupils know that Satterwaite was the victim of sardonic circumstances?

Let me be a trifle more specific. It is the barest justice to my poor friend to indicate the logic of his mistakes. Indeed, there are those who might hold—as his wife did and does—that if his ideas had been implemented, we should now be much farther along with the prosecution of the war.

There is no better illustration than that of Italy. When the capitulation occurred, Satterwaite consulted his maps, bulletins and card-indexes, and assured his class that the clearing of the peninsula was only a matter of days. He foretold a series of landings on the west coast, a seizure of Rome, and a precipitate retreat of the Germans through the Brenner pass. He went on with prescience laboriously acquired to say the German position in the Balkans had become untenable, Turkey would immediately throw in her lot with the United Nations, and a junction with Russia through the Black Sea was to be expected within the month.

Now what finer strategy could have been devised? But in the very teeth of Satterwaite's prognostications what did the high command proceed to do? The subject is a little painful and I shall not pursue it at length. Suffice it to say that Satterwaite received co-operation neither from Eisenhower nor from Hitler. Other counsels prevailed, other plans were followed, Satterwaite was pushed aside.

As things now stand, the continuance of the news commentary is problematical. Not that Satterwaite is bitter—not at all. He is merely concerned, as any proper person ought to be, about his diminishing reputation. He still regards Churchill and Roosevelt as very great men. The only fault he finds is that they arrive at military decisions so startlingly unlike his own. He feels he can expect even less from MacArthur and Mountbatten. What then? He says he will carry on for one more week, and confine himself exclusively to the enterprises of Montgomery. If Montgomery lets him down—and Satterwaite is by no means hopeful of the outcome—he is going straight back to arithmetic and grammar.

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## B. C. T. F. and Kindred Associations

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MR. HARRY CHARLESWORTH, General Secretary,  
1300 Robson Street, Vancouver

### President's Message

ONE hears much these days about the new world order that is to follow the end of the war. Recently I attended the convention of the School Trustees' Association in Victoria and also represented the Federation at the Central Mainland Teachers' Convention in Kamloops. At both



of these gatherings post-war world discussions were much in evidence. This is significant. There has been a great deal of writing, a great deal of thought and some planning concerned with the important place education must hold in the future.

There are two definite aspects of the question of post-war education which must be faced. First, the internal effectiveness of any school depends upon the teacher almost entirely. Thus the teacher-training institutes, the economic status of the profession, and the teacher personnel are the factors which will govern the efficiency of this phase of the educational system. Secondly, the external effectiveness depends upon the extension of the principle of equal opportunity for all pupils,

regardless of place of residence or of the economic status of the parents. This entails finer and better-equipped buildings, the extension of the larger administrative unit plan, and provision for transportation facilities.

A sound system of educational finance also inevitably enters the picture. Equality of educational opportunity across Canada cannot exist without Federal aid, which should be given without any infringement on provincial autonomy. At the same time, here in British Columbia, our educational taxation system needs studying with a view to establishing a uniform provincial assessment and school tax rate system. It is the responsibility of the Provincial Government to do this.

The Executive meeting of October 2nd formulated certain policies which fit into both the internal and the external aspects of education. I believe that it is important that plans be carefully laid now and put into effect as soon as practicable. The following summarizes some of the policies adopted:

1. That we continue to negotiate with the Provincial Government for the minimum provincial salary scale adopted by the Annual General Meeting last Easter.

2. That we negotiate with the Government with a view to increasing the supplementary aid grant to rural districts and also to extending the grant to municipal districts which are in need of financial assistance.

3. That we seek a joint meeting with the Executive of the British Columbia Trustees' Association to discuss important matters covering the whole field of education.

4. That we continue to press for the payment to all teachers of the full cost-of-living bonus at the current rate.

5. That we summarize the gains made last year through negotiation and arbitration and make these known to the membership, and further that we urge teachers to adopt the same procedure to better their positions where necessary.

6. That we deplore the lowering of teacher qualifications and reaffirm our opposition to the granting of permits to unqualified persons and that we ask the Department of Education to restore previous standards of Normal Entrance.

7. That we carry on a vigorous publicity campaign.

8. That we reaffirm our stand with reference to the principle of educational opportunity and continue to press for educational taxation reform.

9. That we endorse the principle of the larger administrative unit and that discussion on this be given priority at the Christmas Executive meeting.

10. That the Code of Ethics report, endorsed by the last Annual General Meeting, be given prominence in local association and district council meetings.

L. B. STIBBS, President.

## Report of the Committee on Larger Administrative Areas

### Preamble

THIS Committee very definitely feels that it is neither necessary nor its function to defend the desirability of the Larger Administrative Unit for the following reasons:

1. There is a very definite trend toward the Larger Administrative Unit not only in every Province of Canada but also in Britain, the U.S.A. and in other countries with a marked degree of educational progress.

2. Modern methods of transportation have made it possible to eliminate the small district and the one-room school which was previously circumscribed by the distance which the small child was able to walk. We would point out, however, that the Larger Administrative Unit is not the same thing as Consolidation of Schools, although it is very probable that Consolidation would follow as a

natural corollary to the establishment of the Larger Unit.

3. The British Columbia Teachers' Federation has already approved the plan in principle.

We have, therefore, considered it our duty to examine the plan from the angle of the practical experience that we have already had from such Areas as already exist. Values arising from this experience could be incorporated in those Areas which may be formed in the future.

### Recommendations

1. We feel that this problem should not be tied directly to the question of educational finance. It has been admitted by all political parties, and by all public and semi-public bodies, that the present burden of educational taxation on land is inequitable, unjust and medieval. We concur in this opinion, but we also feel that the insti-

tution of the Larger Area must not wait upon the long-overdue adjustment of educational finance.

2. We feel that it would be a serious mistake to "sell" the idea of the Larger Unit to the public on any basis that the taxpayer would thereby save money. Rather, we would suggest that the emphasis be laid on the idea that vastly improved educational services can be provided for the same money. Such a policy will favour all, including the teacher. If the teachers are to be properly paid, it must cost more money whatever administrative policy is adopted.

3. We believe that everyone should be educated to the value of the Larger Unit before it is introduced. "A free people will not consent to be benefited without concurrence of a vast majority of its members". It is also true that the public will defeat such a measure no matter how wisely and accurately framed, unless they are so educated. It should be the policy of the British Columbia Teachers' Federation to provide accurate leadership in this campaign.

4. We foresee a grave danger in this type of Administrative Area in that it might be possible to instal many advantages to the pupils and taxpayers at the expense of the teacher. No credit is due to any plan which gives dental, medical and other services to the children and pays for it in part by reducing teachers' salaries. It is significant that the lowest salary in the Peace River District in 1929 was \$1,320.00, and that the average salary in the same area in 1941 was \$875.00. We recommend that this factor be watched very closely.

5. We recommend that the Board controlling the Larger Unit should retain approximately the powers that the present Boards have, with such reservations as are included in recommendation 7. We do not favour the purely advisory Board, as we feel that it tends to become moribund, and very shortly loses all interest. We believe that local interest in educational matters must be maintained by election to positions of responsibility.

6. We heartily endorse the recommendations of the previous Committee that the election of such Boards should be based on the principle of the Universal Franchise, such as in Provincial Voting, and that the Board be elected at large, and not on any Ward

System based on the included small districts.

7. We recommend that there be a Director of Education in charge of each Area, who would be appointed by the Board, the appointment to be approved by the Department of Education, and that he should not be dismissed except by the desire of both parties. Naturally, the qualifications would be set by the Department of Education. This Director should be considered as a "Head Teacher" or Supervising Principal. He should be in full charge of educational matters in the District, and would make recommendations to the Board in regard to appointments and expenditures. The Board would decide both of these matters but would be limited by Departmental Regulations in their power of refusing the Directors' recommendations. Obviously, the Directors' powers and duties would include many of those now carried on by the Departmental Inspectors. This would place the Director somewhat in the position of the present-day Superintendent of Schools in a large city.

8. We recommend that the present system, whereby one man can hold the three positions of Director of Education, Official Trustee, and Inspector be abolished, and the scheme suggested in Number 7 be adopted. The dangers of this system are patently obvious, in that they put far too much authority in the hands of one person.

9. In line with Number 7 above, we would recommend that the present system of Inspectors be abolished, and that along with our recommendation above that the Department of Education establish a small group of Supervisors whose duties would be to tour certain Areas of the Province visiting the various Directors, Boards, and Schools, and bringing in new ideas from other parts that they had visited, and taking new ideas away with them. They would also be available for consultation in case of disputes involving any decisions of the Director or the Board with the teachers of the Area. Probably five or six such Supervisors would suffice. We feel also that the name Supervisor is far more compatible with their functions than the term Inspector.

10. We would recommend that the present Appeal Board in regard to teacher dismissal be retained.

11. The Director of Education in

these Areas shall have authority to make all promotions within the Area.

12. Each area as established shall have a schedule of salaries with annual increments for satisfactory service.

Larger Administrative Areas Committee:

E. K. G. Richardson,  
Chairman, Comox.  
G. W. Stubbs, Courtenay.  
J. B. Litch, Nanaimo.  
G. T. Rendle, Tsolum.

#### EDUCATION AND DEMOCRACY STUDY GROUPS

**D**ID you or your last year's local association secretary receive the letter and literature sent out by the Education and Democracy Committee? Have you taken action on it yet? The Committee at its monthly meeting, September 25th, decided to get in touch with you through your representative because we know that every teacher feels the time is ripe for active planning for an education that will meet the needs of a changing world. We are urging everyone to join a study group because it is the most democratic method of arriving at decisions that concern all. We submitted to you an outline used by us as a basis for discussion. We hope you will work with us on the topics indicated. Let us know what you would like done about education.

Materials such as: the outline; how to organize and conduct study groups; list of study group courses; list of pamphlets available, and reports or briefs on post war reconstruction by political, educational and economic groups, may be had on request. An arrangement can be made with us to buy those pamphlets which are for sale, such as the adult education booklets on "The Democratic Way", and the Public Affairs Institute report on their findings last summer at Camp Elphinstone, or you may borrow others. We suggest that your study group send us a corresponding membership fee of \$1.00 to help pay the cost of pamphlets we shall send from time to time.

We especially recommend the three C. T. F. pamphlets advertised in this issue.

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#### SOUTH OKANAGAN TEACHERS' ASSOCIATION

**T**HE South Okanagan Teachers' Association held its regular monthly meeting on October 7. The following officers for 1943-44 were elected: President: Mr. Gordon Clark, Penticton; Vice-president: Miss C. Jervis, Summerland; Secretary-treasurer, Miss E. C. Stott, Penticton; Chairman of Membership Committee: Miss C. A. Moodie, Penticton.

Mr. A. K. MacLeod, in a full and interesting report of the recent Okanagan Valley Teachers' Association executive meeting in Kelowna, dealt with many matters of Federation interest as reported by Mr. L. B. Stibbs, President of the British Columbia Teachers' Federation.

Of local interest were plans for the Okanagan Valley Teachers' Association convention set for November 5 and 6 in Kelowna.

It was decided that a regular contribution to the Benevolent Fund be made by the South Okanagan Teachers' Association by means of a collection taken at each meeting.

#### THE BRITISH COLUMBIA TEACHERS' FEDERATION SCHOLARSHIP

**A** SCHOLARSHIP of \$50 given by the British Columbia Teachers' Federation is awarded at the close of the Summer Session to the student who having been an active member of the Federation for the three years previous to the granting of the scholarship, completes, in that session, the Third Year of his University work with the highest standing in that year. To be eligible a student must have taken his entire Third Year in the University of British Columbia Summer Session, Extra-sessional classes or Reading courses, and must continue in his Fourth Year at the University of British Columbia.

This scholarship was not awarded at the close of the last summer session, 1942-43, as the person otherwise eligible had not been a member of the Federation for the previous three years and as the Federation was informed by the University that the standing of the next highest person being so much below that of the first it would not be advisable to make an award.

## Brief to Provincial Cabinet and Council of Public Instruction re the Saanich Enquiry and Dr. J. M. Thomas

### Introduction:

IN order to get a proper background and understanding for a fair consideration of this brief, re the Saanich School enquiry, it is necessary to remember that the Commissioner's powers and instructions were to investigate and report upon "The Administration of Mount View High School, Saanich, and in particular into the methods of discipline and alleged excessive corporal punishment".

Under the heading of "General Administration" a wide variety of matters were under review for several days as a result of the various charges made by those who appeared before the Commission. These matters included: (a) General Administration, (b) discipline, (c) morale, (d) co-operation of students and teachers, (e) extra-curricular activities, (f) sponsorship of school clubs, (g) school sports, (h) damage to school property, (i) cleanliness and tidiness of school premises, (j) co-operation of principal and staff, (k) supervision of school premises and of students' behaviour.

In his findings and recommendations (General Administration Nos. 1 to 7), the Commissioner reports on these matters. These recommendations should be carefully studied in detail, but summarized we find: (1) "Charge of unduly destructive pupils . . . clearly disposed of", (2) "No evidence of low morale among the students", "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", (3) "A good standard of extra-curricular activity", (4) "the unchallenged evidence shows that the school has been eminently successful in its primary duty and main function, i.e., education", (5) "Dr. Thomas commanded the loyalty of most staff witnesses called. Errors in dealing with some were the sort of errors that might be made by any hard-worked executive", (6) "System of teacher supervision as to untidiness was deficient but there were mitigating factors such as shortage of locker-space, shelves, coat-hooks, and congestion due to the addition of two Grade VIII classes", (7) "The most important cause contributing to Dr. Thomas' failure to exercise proper

supervision and to any other minor faults is that he is overworked" . . . "A principal of such a school should not be expected to teach more than a few periods, if at all."

Then in Section 8, the Commissioner sums up his findings as follows:

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 of 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.

Thus, on this important part of the enquiry which directly concerns Dr. Thomas' efficiency and management, he was vindicated by the Commissioner. There was only one count (supervision) against him and by reason of mitigating circumstances he was absolved from this.

Thus on the points which formed the major portion of the original complaints and charges of the retiring trustees, and upon which they largely based their requests for his removal from the principalship, the Commissioner himself found against them and in favor of Dr. Thomas.

Accordingly, we find the situation that Dr. Thomas, after being cleared of a large number of charges and being complimented in many ways for the progress of the school, finds himself the victim of a recommendation which would remove him from his position as principal of Mount View High School—a drastic and a maximum penalty for his one reputed offence, under one only of the charges, i.e., excessive corporal punishment.

Keeping in mind the above facts:

**I. The British Columbia Teachers' Federation wishes to register its emphatic protest against:**

1. The recommendation of the Commissioner of the Public Enquiry, Judge J. O. Wilson, "that Dr. Thomas be

relieved of his position as principal of Mount View High School" and against

2. Any action which has been, or might be, taken by the Council of Public Instruction, the Department of Education, or the Saanich School Board to accept such recommendation and to put the same into effect.

II. The Federation bases its protest on the following submissions:

1. The recommendation of the Commissioner for the removal of Dr. Thomas from his position as principal of Mount View High School is not in accordance with the facts and findings and summary of evidence of the Commissioner himself, as outlined by him in his official report.

2. Even if the Commissioner were just and right in his finding "that the corporal punishment administered was excessive" his own recommendation constitutes a penalty or punishment which is obviously also similarly excessive for it would, in effect, mean not only the loss of his present position but the loss of any reasonable chance to secure a similar (or higher) position in his professional field.

3. A study of Law Court cases dealing with Corporal Punishment will definitely show that there is much difference of legal and judicial opinion as to what constitutes "excessive punishment".

4. Such study will also show that in few, if any, cases has even a just Court conviction regarding corporal punishment led to a removal from office as teacher or principal.

5. It is amazing that such a recommendation should have been made in view of the following facts given in evidence:

- (a) Dr. Thomas did not believe in corporal punishment as a method of discipline. His whole philosophy was based on student self-discipline.
- (b) It was the first occasion on which he had resorted to corporal punishment.
- (c) He had given ample and repeated notice that he would have to forsake his beliefs and principles if the conduct of the pupils concerned did not improve.
- (d) The pupils themselves, and all others concerned, including the Commissioner himself, agreed that in the cases in question corporal punishment was necessary and deserved.

(e) The error or offence, if any, was one of "judgment" and of "degree"—not a basic violation of the principal's rights and privileges under the School Law.

(f) There was no permanent injury and no temporary damage other than bruises to any of the students and there was no suggestion of malice in connection with the punishment.

(g) The matter had already been fully dealt with by the School Board upon complaint of one of the parents at a special meeting at which the Board, the Principal and the parents were present.

After explanations, during which Dr. Thomas indicated that he had decided he will in future adhere to his former policy of not using corporal punishment, the issue was satisfactorily settled, and by resolution of the Board (and by letter) Dr. Thomas was notified that the matter was "closed".

(It should be noted also that only one parent registered any complaint, and appeared either before the Board or at the Enquiry, although four boys were involved).

(h) It is also difficult to see how such a drastic recommendation could have been made by the Commissioner, who himself includes amongst his other written recommendations the following:

**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. 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 matter or degree of corporal punishment.

\* \* \* \* \*

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 over-worked. 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 ability.

11. In view of the foregoing, the removal of Dr. Thomas from his position as principal of Mount View High School under the circumstances involved would constitute a grave injustice to Dr. Thomas personally and individually.

IV. In addition, however, such removal under the circumstances would constitute a vital precedent of fundamental importance to every present and future teacher not only of British Columbia but of Canada generally.

It would mean that any teacher administering corporal punishment, no matter how well such punishment might be deserved, and no matter how long or how successful his teaching career might have been, would be risking his whole professional future on an interpretation by an outside authority of the difficult and nebulous question as to what constitutes "excessive punishment"—a question upon which our Courts of Appeal have not been able to agree.

V. The Federation also wishes to place on record the fact that many other disturbing procedures have been followed in connection with the Mount View High School case, and to request respectfully that they be not repeated nor regarded in any way as precedents. Amongst these may be listed:

1. The investigation of an educational issue involving school administration, organization, discipline, teaching efficiency, and corporal punishment by means of a public enquiry under the Public Enquiries Act.

Strong objection can legitimately be taken to this particularly on such grounds as:

- (a) Harmful publicity adversely affecting the education of the pupils, and the professional reputations of the teachers (e.g. damaging statements are published before they can be challenged, answered, or proved to be false).
- (b) The time taken to conduct such investigation and the great public expense involved.
- (c) The unfairness of placing any teacher under the necessity of defending himself against a wide variety of charges, in the Public Enquiry, before a Judge (or Commissioner) assisted by Legal Counsel (appointed and paid by the Province from Public Funds), thus making it imperative for the teacher as a protection to secure legal counsel for his adequate defence at a personal cost largely dependent upon the length of the enquiry and thus beyond the teacher's control.

It will be readily realized that many teachers could not afford such defence.

2. The direct entry of the Municipal Council into the proceedings dealing with school matters without reference to, or conference with, the school board officially. Their request for an enquiry was made without any consultation with the three members of the school board who constituted the official board. The only consultation apparently was with the members who had resigned.

The Council could have arranged for bye-elections to fill the vacancies, and thus have placed the issue before the ratepayers and the public concerned. The problem could then have been dealt with by a full Board of five members.

3. The preference and priority given by the Department of Education and the Municipal Council in this case to the opinions of the minority of the duly elected Board as against those of the majority—a reversal of generally recognized procedure.

4. The failure of the Government to submit the issue to the Board of Reference under the School Act, a legal and logical body specially provided for to deal with such matters and particularly with school administration and the efficiency or otherwise of teachers

—and with long and varied practical experience in such matters. Furthermore, such Board with its three representatives would have given a composite viewpoint of trustees and teachers as well as law.

5. The failure to provide for a full investigation by a group of competent Departmental Officials (as was done in a somewhat similar case at Duncan a year or so ago), even though this was, we believe, requested by the School Board.

6. The failure of the Municipal Inspector of Schools for Saanich, who later made an official report at the request of the Department of Education, to include any recommendations in such report.

VI. Finally, the Federation wishes to protest vigorously against the dismissal of Dr. Thomas because of the fact that by the course of events he has been deprived of any and every right of appeal against the decisions made — a right which is surely one of the corner-stones of justice in every democratic country.

It should be noted that:

1. He could not appeal against the recommendation of the Commissioner (relieving him of his position) because it was merely a recommendation and had no force or authority until it was adopted.

2. As long as the School Board did not accept or carry out the recommendation he had no reason for appeal against them.

3. The action of the Council of Public Instruction in requesting the dismissal of Dr. Thomas by the School Board under Section 135 (d) of the Public Schools Act — although it goes farther than the Commissioner's recommendation in two regards—still leaves Dr. Thomas in the position of having no practical appeal even against this drastic action.

It is true that he would have a technical appeal, but the absurdity of such appeal can be readily seen when it is truly stated as follows:

If the Saanich School Board carries out the request of the Council of Public Instruction to dismiss Dr. Thomas (and it is their legal duty to carry out such request), then Dr. Thomas can appeal to this same Council of Public Instruction against the action of the Saanich School Board in dismissing him (a real "Gilbertian" situation).

If the Saanich Board refuses to carry

out the request then they can be removed from office and an official Trustee can be appointed who will comply.

Surely the action recommended by the Commissioner and the Council of Public Instruction constitutes a grave injustice to Dr. Thomas and a dangerous precedent for all teachers.

VII. For these reasons here outlined the Federation as an urgent matter of principle feels compelled to take every possible measure to oppose the removal of Dr. Thomas from his present position and to ask that reconsideration of the matter be given, to the end that Saanich School affairs generally, and the future of Mount View High School particularly, may be placed on a permanently satisfactory basis.

VIII. For this reason, and to this end, the Federation had no alternative but to adopt the following resolution in the interests of justice and as a necessary professional protection to all teachers of the Province and Dominion:

"Resolved that in view of the gross injustice which would accrue to Dr. Thomas particularly, and to the teaching profession generally, by virtue of the precedent established if he were relieved of his position as principal of Mount View High School under the circumstances now existing, the Federation Executive records its opinion that any teacher applying for or accepting the position of Principal of Mount View High School until such time as the Federation Executive is satisfied that the present issue has been justly dealt with will be committing a breach of professional ethics."

**This resolution has secured the unanimous vote of the Executive and has been approved by local Associations all over the Province.**

The Federation is definitely obligated to use all its resources and energy to the end that all teachers of Canada may fully understand the fundamental professional issues at stake, and may act as a united body to prevent disastrous precedents being established.

The Federation is concerned only with the fundamental principles involved. It is not in any way concerned with personalities, with factions, or with politics of any stripe. It has regarded the introduction of any such side issues as entirely irrelevant, no matter whence their source, and its

conclusion as herein-expressed has been entirely uninfluenced by them.

Respectfully submitted on behalf of the Federation Executive.

(Signed) L. B. STIBBS,  
President.

(Signed) HARRY CHARLESWORTH,  
General Secretary.  
British Columbia Teachers' Federation.

EXCERPTS FROM THE REPORT  
OF LABOUR AFFIL. COMMITTEE  
TO THE EXECUTIVE COMMITTEE MEETING,  
OCTOBER 2ND

*Re Recommendation of the Labour  
Affiliation Committee*

THE Committee has unanimously recommended affiliation with the Trades and Labor Congress of Canada for the following reasons:

- (1) Greater similarity of objects.
- (2) Composed of organizations more akin to ours.
- (3) The organization chosen by American Federation of Teachers, which is affiliated with the A. F. of L.
- (4) An older and more solidly established organization.
- (5) The larger of the two organizations.
- (6) Mr. Percy Bengough, present president of Trades and Labour Congress, has long been deeply interested in educational work and a member of the Board of Govern-

nors of the B. C. for a number of years.

On the other hand:

The recent development whereby the Canadian Congress of Labor at its recent convention passed a resolution favouring affiliation with a political party, has further confirmed the opinion of the Committee.

*Re British Columbia Joint Council of  
Public Employees*

We have gathered the following information:

This body, although anxious to embrace the teachers, exacts a membership fee of 10c per member per month, a total of \$1.20 per year. This is a prohibitive cost which on the basis of a 3000 membership would entail \$3600, but also insofar as such an affiliation would mean the delegation of powers given this society under the Societies Act, it means the solving of a working agreement with the British Columbia Joint Council will have to await action by that body, to not only make such an affiliation financially possible, but also evolve what would have to be a very far-reaching working agreement.

We, however, feel that at all times we should be ready to carry on further negotiations with this body for an agreement which would be compatible with our status under the Societies Act. The type of relationship this Committee envisages is affiliation of the teachers as a Federation as opposed to affiliation of locals.

### Vita Vino Vigescit\*

By PROFESSOR O. J. TODD, *Department of Classics,  
University of British Columbia*

MULA quidem et sonipes summum perduriter annos,  
ter denos vivunt, vina nec ulla bibunt;  
quattuor at tantum durant caprae atque bidentes  
lustra, Caledonio quae caruere mero;  
per duodeviginti annos, nilo amplius, imbre  
sufficere immenso vix potuere boves;  
latrans atque canis, Bacchei muneris expers,  
amplius laud potuit lustra videre tria;  
nil nisi lac feles sorbens fontesque peribit  
cum addiderit denis annua saecula duo;  
sicca autem gallina, ova edeus lacte bibenda,  
emoritur cum annos vixit adulta decem.  
Denique quod peperit viviem natura, parumper  
innocuum vixit continuoque perit.  
Solutus enim in terra malus eta vinosus homullus  
sexaginta annos vixerit atque decem.

\*For translation please turn to page 80.

## Education and Social Reconstruction

By DR. H. C. NEWLAND, Superintendent of Schools, Alberta

### PART II.

A DEMOCRACY is an integrated society of interdependent individuals, each achieving his own welfare through activities which achieve at the same time the welfare of the group. Democracy is both end and means. Lincoln's definition of political democracy expresses both these aspects: government of the people for the people by the people. The common formula, government by consent of the governed, freely given, emphasizes the means. If political democracy is government of the majority through consent, freely given, then any agencies that block or nullify the expression of consent are anti-democratic. The expression of consent cannot be free unless education—including adult education—is free to all and bears directly on the realities and problems of present-day living. Factual information must be accessible to all; the agencies of communication through schools, universities, pulpits, press and radio must be free from the domination of special or vested interests.

Certain it is that our democracy in practice has developed some fascist overtones. Do we hold our elections when they will do the people most good, or the party? Do we respect the intelligence of our people during election campaigns, or do we regard them as Mortimer Snerds, and mislead and seduce them by propaganda?

Since economic pressure can blight the process of free consent, and prevent the effectuation of measures to which consent has been given, it follows that political democracy, to be real and genuine, must carry the power to control economic policy. Under economic democracy, that state is a public service corporation, determining the objectives of economic activities, and planning the production of goods and services in such a manner that there shall be an abundance of food, clothing, shelter, health, education and social services for all the people without exception.

"Ethnic democracy," said Vice-President Henry A. Wallace in his historic speech on the 'Century of the Common Man,' "is a vital to the democracy of the common man." Can we Anglo-Saxons, who have heard the magnificent tones of

Paul Robeson, or the cultured accents of Madame Chiang Kai-Shek, or who have read the delightful prose of Jawaharlal Nehru's *Glimpses of World History*, refuse to accept them and their people as equals? Since Pearl Harbor, we should be losing the notion that we Anglo-Saxons are a superior people as we daily bomb ideas of racial superiority from the minds of the Herrenvolk. Democracy can no longer tolerate racial discrimination in Asia, or in America, or in Canada.

With these considerations as a frame of reference, let us survey realistically our education for democracy. Obviously, our first and most important question is whether our educational system is informed with the spirit that creates and maintains democracy. The fact appears to be that our older schools, and especially our schools in the cities and larger towns, are still basically authoritarian in character because most of our supervisors, superintendents and older teachers were trained in the authoritarian tradition. And our teachers and administrators are not alone to blame. Just see how the parents react when you try to introduce a new form of pupil's report that neither glorifies the bright pupil nor discourages the dull one. Our major concern in the classroom is still with apparatus assignments, tests, examinations and arbitrary gradings. We ticket and tag the bright and the dull. To quote Dr. Mary Shattuck Fisher, Director of Child Study at Vassar, in a recent issue of *Progressive Education*:

"We have reward and approval for docile, apt pupils; punishments and disapproval for rebels and deviates. We use fear and failure as motivation for learning, and put the emphasis on conformity, on being first, on getting ahead of other people. . . ."

"The children who early learned in our schools that they cannot 'pass' or keep up with other children grow up to be anxious, aggressive or passive individuals. They give up early in life and become defeated or resentful personalities. Those who are neither at the top nor at the bottom resign themselves to being just average, but usually not without envy or accumulating resentment. To 'get by' with as little effort as possible becomes their goal. . . ."

"Even children who lead the academic procession are often little better off emotionally or intellectually than their less gifted fellows. To be first, to keep first, to get approval, to be able to feel superior become psychological necessities. Security even for the most gifted . . . may rest precariously on the outward symbols of successful competition. Thus our leaders—the children who reach the top—need to dominate in order to protect their own positions.

"In brief, the resentments, anxieties and fears which burden so many children and adults today as the result of our highly competitive and authoritarian society and education are not inevitable, nor inherent in human nature. The need to seek destructive outlets in war, in discrimination, or in the domination of the weak can be kept at a minimum through developing a psychologically sound, genuinely democratic educational system."

In Dr. Fisher's view, *the first ten years* of the child's life must be seen as an integral educational unit: no stigma of failure and inferiority must be permitted to touch any child during his earliest years. Teachers, likewise, must be freed from the compulsion of synthetic grading standards, and from the fear of not competing successfully. Otherwise we can never have a truly democratic education. New programmes of the "activity" type, designed from new facts and insights regarding child growth and development, are indispensable tools for the winning of democracy on the home front. We are not winning the war in Europe or Africa with planes of the 1917 model. New designs are as urgent in education as in aviation.

So much by way of psychological justification for a change in education. But the problem is more deep-seated still, for authoritarianism has been endemic in our society for ages; our philosophers have carried the infection for centuries. Some day, perhaps, when we know more of the psychopathology of philosophy-making, we shall understand why many of our great philosophers have sought to "externalize their own autobiographies," as someone has said. Their primary aim was, no doubt, to find security for their souls in a world that didn't yield readily to intelligent control. But too often they succeeded either in rationalizing the *status quo* into permanence, or in locating reality outside of the workaday world; the world of things as they are, in a supersensuous realm of ideas and values,

an academic Shangri-La. And this philosophers' flight or escape from reality, with its transcendentalism, its dualism of mind and matter, and its hocus-pocus of absolutes, has bedevilled political, social and educational thought since the day of Plato. Philosophy has produced ideologies, but too often they have been first cousins to a psychoneurosis.

But science, the modern Hercules, has been putting philosophy to the pragmatic test: What difference does the philosophy make to man's intelligent control of his environment, and to the quality of life, not only of philosophers but of common humanity? Briefly, the finding is that absolutist and authoritarian philosophies lead to a class society; and that no truly democratic society can be founded on any philosophy that seeks authority outside of man's expanding use of his intelligence on the problems of everyday life. The world of today differs from the world of man's infancy mainly in the volume and scope of meanings that man has found and tested in his experience, and the same will be the difference a thousand years from today. The universe, by the second law of thermodynamics, may be running down, but man's intelligence is running up. Thinking at all times involves the constant reconstruction of experience in the light of new meanings, and in the direction of new goals.

But what of these goals? Or shall we call them ideals or values or patterns of action? We may as well take account of the fact that our culture is drifting slowly away from individualism. We now recognize that the self is not an entity with which we are born, but a pattern or scheme of values, as Dr. Bode has defined it, that has been built up through social experience, and not derived from any authoritarian principles claiming a cosmic origin and sanction. Selfishness does not consist in an opposition between an abstract individual and the social order, but in an opposition between different kinds of social living. This view, says Bode, involves the tremendous task of reinterpreting, perhaps remaking, our civilizations; for it brings into focus the basic conflict between authoritarianism and the functional use of intelligence: between the conception that values are timeless, fixed and immutable, and the conception that they are experimental and subject to change.

One detects already a change of emphasis in our churches, where there is more thought about the abundant life here and now with less about the here-

after. "Christianity," as the Archbishop of Canterbury has told us, "is the most materialistic of all religions." One can judge, by the way, how popular amongst the die-hards is the Archbishop's programme of social reform from the following letter in the *Daily Telegraph*: "When I read those wonderful passages from the Bible in the Lessons each Sunday, I never come across instructions from Christ about such things as obsess the Archbishop, like the need for social control over land and water, and the nationalization of the banks."

But the basic trend of our social thinking is economic. In the words of Professor Waddington: "The civilization of the last few centuries is disintegrating. It suffered a stroke in 1914 and has been moribund ever since. The type of economic system that will replace it is already clear in outline: it will be centralized, in the sense that all aspects of the economic development of large regions are consciously planned as an integrated whole. What is not clear is the character of the social ideals and values that will determine the purposes for which the system will be used. . . . The rational economic system, at whose birth-pangs we are already assisting, can only be utilized if it is infused by a culture whose method of approach is also rational, intelligent and empirical. Prim Science has so far neglected to confess to the world that he has begotten such an offspring on the harlot Humanities; but the infant culture is beginning to peep already. In its vigor lies the only hope for an heir worthy of the civilizations of the past."

How then shall we describe the ideals and values of a democratic social order and the objectives of a democratic education? The democratic ideal is co-operation for group welfare and common purposes. The pattern of co-operation cannot be pre-determined. While it must operate within the limitations of man's physical, psychological and social needs, it will not be founded on any dogma or doctrine of the absolute rights of the individual or of the state. It may turn out to be a creation or invention of man's scientific intelligence, or even a new "emergent" in human culture. But whatever be its form, it will not be static; it must undoubtedly be the product of shared experience and group thinking, always subject to reevaluation and reconstruction in the light of its consequences. Nothing short of such a pattern can be acceptable in a society that commits its salvation to the intelligence of its common people.

But, you ask, how can society get all of its people to pull together, and keep pulling together? How can it overcome the divisive barriers of class, creed and vocation? How can there be social action for common purposes in a society divided by a class struggle? How can a society make any progress towards the realization of common purposes when, in fact, there are no interests or purposes in common. Must there not be some glorious quest or romantic adventure in which all are willing to serve? Some lofty ideal or overtowering value, which every man automatically recognizes to be greater than himself, on which he fixes his loyalty and devotion?

Here we reach the very heart of the problem of democracy. Obviously, if we first divide our society, we cannot thereafter get common action until we put it together. If we build a society that overfeeds some people and starves others, that gives to some too much of everything, and to others not enough of anything, that glorifies some and degrades others, that regards environmental inequalities as acts of God, or inclemencies of the cosmic weather, about which nothing much can be done, we ourselves create the problem of social control; with the result that must impose the control by a *tour de force*.

But suppose we were to reverse engines, and sought to build, not a divided, but an integrated co-operative society; and attacked the problem at both ends, removing some of the factors that create social tensions and differences in educational, social and economic stature, and minimizing the effect of others, while at the same time giving our people the opportunity to work out creatively their own pattern of control, what would be our chance of success? Well, that is the chance on which the survival of democracy depends, provided we begin now. Next year may be too late. The procedure indicated is the use of experimental thinking and creative intelligence—in short, education. We must realize now that in a democracy education is government.

This problem of control is vital, and urgent; because control there is going to be, whether we like it or not. Even before the war there was an obvious and inevitable trend towards the large-scale organization of productive and business enterprises. A committee set up by President Roosevelt in 1937 reported that "A return to small-scale production methods in industry and agriculture

cannot help but curtail technological progress at this period of history. Scientific research upon which modern technological invention is based has too many ramifications and is too costly to be undertaken and financed by small producers. Inevitably, existing technology, which is the primary contribution of the western world to civilization, could not be maintained; its continuance has already met strenuous opposition wherever the theory or practice of small-scale production is current."

Our war production has merely amplified the scope of this technological trend. The huge resources of capital required, the use of modern technology and science, and the planned extension of mass production for war purposes will combine to make impossible a return to small-unit, decentralized production after the war.

If the new social order is to be based on a planned and controlled economy, we are left with only two questions to ask: Who will do the planning and controlling, and for what purposes will the control be exercised? On our answers to these questions hangs the very subsistence of democracy.

During the period of capitalist expansion since the middle of the sixteenth century, the mainspring of society has been its economic activity, as it still continues to be. But despite all that was said by the political theorists of the eighteenth and nineteenth centuries, this activity has not produced an equalitarian society. Instead we find a huge concentration of economic power in the hands of a few, over whom the many have been able to exercise but little control. The orthodox theory of political democracy has set great store by the power of the people to change their governors and governments periodically. But though they changed their governments, they did not succeed in changing their governors. The first Roosevelt tried trust-busting as a popular remedy but with indifferent success. The idea seemed to be that if the big elephants of the G.O.P. could be cut up into little elephants, things would improve. Those who would decentralize large-scale industry overlook the difficulty that such industry is *organic*: it is not like a pile of stones, but like a living body of interdependent parts. What affects one part affects the whole organism, as is shown by the phenomenon of "bottle-necks". Moreover, the development of large-scale production is a social trend in line with the evolution of

scientific technology. The thing for democracy to do is not to buck the trend by atomizing itself, but to control the industry for democratic uses. This control is a matter for insight, understanding and education.

There are those, and plenty of them, too, who confess a belief that the "common man" or the "working class" hasn't the I.Q. that it takes to understand the complexities of present-day society, and that for persons of that calibre not much can be done by education. Years ago Praed penned his snobbish contempt for the common people of England in the lines:

"But let them not babble of Greek to the rabble,

And teach the mechanics their letters;

The labouring classes were born to be asses,

And not to be aping their betters."

A democracy that has come of age can no longer find use for the primeval idea that education confers status and privilege. The British-American concept of education as culture may have produced the "cultured gentleman," but it has also served as an instrument of class division. The greatest need of democracy today is a kind of education that performs the exactly opposite function: education that does not divide but integrates persons and peoples.

Even today, not a few of our very best people cherish the unavowed belief that the farmer or working man can do no better than entrust his interests to a political intelligentsia, and submit to government by the business, professional, aristocratic and intellectual elite. They are prepared to admit that elections are more or less of a farce, and that it probably does not harm to give the people an emotional jamboree every few years (provided it is not expedient for the government to postpone the election), and to let them enjoy the symbols rather than the substance of political power.

Waving aside the obvious parafascism in this kind of managed democracy, and the Hitlerian technique of debauching the intelligence of the masses with social myths and emotional baubles, one may answer that we really do not know how much political intelligence we could develop in our people; for we have never seriously tried. For the purpose of political literacy we are probably not making full use of our human resources.

(Continued on page 61)

## Salary Indemnity Fund (Basic and Optional) Regulations

### 1. MEMBERSHIP:

- (a) Membership in the Fund is open to British Columbia Teachers' Federation members in good standing.

#### ELIGIBILITY:

- (b) Any member of the Federation, in good standing, may become a member of the Salary Indemnity Fund, without medical examination, upon making application and upon paying fees therefor, subject to the following exemptions:
- (1) Any member who knows, or has been advised, that a surgical operation or absence from teaching duties is necessary, shall not be eligible to join the Salary Indemnity Fund.
  - (2) Any member who is absent from teaching duties through illness or accident, at the time of making application for membership, shall not be eligible to join during such absence.

#### AGE LIMIT:

- (c) No person shall be admitted to membership in the Optional Salary Indemnity Fund who is over the age of 45 years, nor shall any member who has allowed his membership to lapse be permitted to rejoin and become entitled to benefits if he is over the age of 45 years. This will come into effect on October 15, 1943.

### 2. "BASIC" AND "OPTIONAL" SECTIONS OF THE FUND:

There are two sections to the Salary Indemnity Fund:

#### (a) "BASIC" SECTION:

All Federation members are covered for the basic daily benefit of \$3 per school day upon payment of their Federation fee (1/200th of their gross salary), provided they can qualify in accordance with the regulations and enroll by October 15 and pay fees by November 15.

#### (b) "OPTIONAL" SECTION:

Members who desire additional protection have the privilege of paying an extra contribution of 1/400th of their gross salary and receive an additional daily benefit of 1/400th of their gross salary.  
*Note:* Maximum additional benefits and contributions allowed, \$7.

### 3. BENEFITS:

- (a) Benefits are paid according to the scale of contributions and benefits.
- (b) No benefits are paid to new members for any illness which commences during the first thirty days of membership.
- (c) The following waiting periods, during which no benefits are paid, apply in the case of the first absence 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).

**4. PRE-EXISTING DISABILITY OR CHRONIC OR RECURRING ILLNESS:**

- (a) No benefits are payable for a disability, or chronic or recurring illness which existed prior to the date on which the member was admitted to the Salary Indemnity Fund.

**CHRONIC CONDITION WHICH DEVELOPS AFTER JOINING:**

- (b) The Salary Indemnity Fund Committee shall have the right to require any member who has been paid a benefit claim from the fund to submit to a medical examination by a physician selected by the Salary Indemnity Fund Committee, and shall also have the right to:

- (1) Cancel the member's right to draw benefits for a recurrence of the same illness or for any illness directly attributable to the illness for which the claim was paid; or
- (2) Cancel the membership of such member.

**5. MAXIMUM BENEFIT PERIOD:**

The maximum period for which members may draw benefits in any one school year is 60 teaching days.

**6. WAITING PERIOD:**

The waiting period for which no benefits are paid does not necessarily consist of a single continuous absence. Several absences of one, two or more days may be counted until the required waiting period is built up.

**7. SECOND ILLNESS:**

In the event of a second illness in the same school year, there is no waiting period for the second illness and benefits commence from the first teaching day of absence.

**8. HOW TO APPLY FOR BENEFITS:**

Notify the committee as soon as you return to teaching duty or after the 20th school day of absence, whichever is the earlier.

*(Please turn to next yellow page)*

## FAMOUS TWINS OF HISTORY AND LITERATURE

Cain and Abel, Castor and Pollux, Mutt and Jeff, David and Jonathan, Barnum and Bailey, Churchill and Roosevelt, Hans and Fritz — and of course you will recall those two famous infants which at birth were placed in separate homes, one a rich man's darling, and the other, even as you and I.

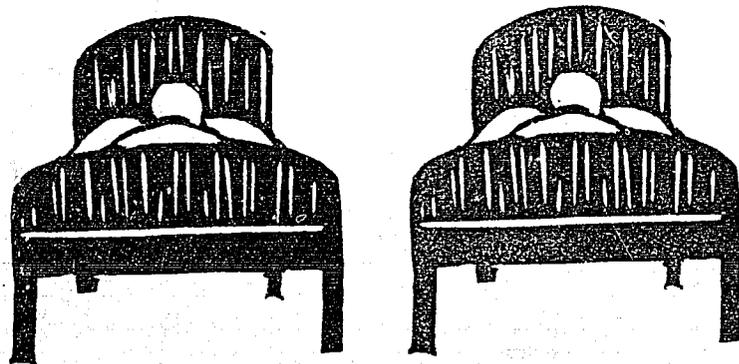
But here is another less famous, but typical, pair. They were both graduated from the University at the same time. They both took salary cuts during bad times, and had to fight like wildcats to get any of the cuts restored.

Both drew the same salary . . . and their paths continued in parallel . . . with a difference.

One tripped over a logger at Comox and broke her femur; the other accomplished the same thing less romantically . . . on a broken sidewalk in North Vancouver.

Side by side they lay in the "General". The same doctor, the same nurses . . . similar visitors with bags of grapes.

Came the dawn. (That's sheer dramatic effect). Both went home and in a few weeks were back at the old grind.

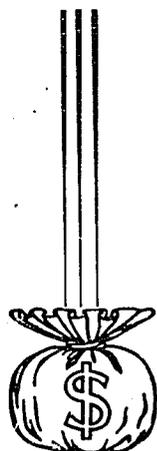


Both teachers bought fur coats; one of them wore hers, and the other was worn by the Doctor's wife. Both of them paid for delightful vacations; one enjoyed hers, the other vacation was enjoyed by the cashier of the hospital. And the ridiculous part of it is that both gals made these arrangements long before the accidents. One decided to join the insurance scheme; the other just didn't do anything about it at all—which is the same as parking your life's savings on the curb and hoping that nothing will happen to it.

(Any resemblance to people now living is mighty embarrassing)

---

# AN OPERATION PAYS CASH DIVIDENDS !



A good operation, a sense of humour, a facile pen, a co-operative publisher, an eager audience, and the name, Irvin S. Cobb, would earn you thousands.

The trouble is, that if you don't have this combination, (which did pretty well for the American humourist), an operation at your own expense is just as likely to throw you into a financial tail-spin, which is far from funny. However, if you're shrewd, crafty, prudent and wise, you can protect yourself against any such eventuality by joining your fellow-



teachers in their co-operative, mutual, democratic health and accident insurance plan. The details are probably on file in your school—get yourself enrolled TODAY.

Then, the next time someone does a funny fall on the icy street, you can join in the general laughter—even if you are the star performer.

# Take Your Piggy-Bank to the Hospital

Says Local Joker.

Can you imagine it; the look on the face of the hospital cashier; the convalescent father after the maternity hospital interlude; or the up-country school ma'am finally hobbling out on crutches, in front of the PAY window (and I DO MEAN PAY) shaking the nickles, quarters and dimes out of the porcelain porker.



Believe me, brother, after you have been frisked for your appendix, or shorn of your tonsils, it isn't petty cash you have to dish out—it's folding money. Yet the basic idea isn't so screwy! The prudent teacher who is able to look the doctor, the nurse and the hospital cashier in the eye, slap down the current medium of exchange and demand a receipt in full has actually achieved that position of independence through the "piggy-bank" procedure of "a few cents a day insurance" against that very possibility.

There's nothing like sickness or an accident to give a staggering blow to your financial standing—and you do not NEED to run this risk! Sign an application to include yourself with your fellow-teachers in our own health and accident insurance scheme.

Have you any GUARANTEE that even tomorrow won't be too late; set your mind at ease NOW.

## **Enroll In Your Own Medical Service NOW!**

**DO NOT GAMBLE ANOTHER DAY.** if your school has run out of Application Forms or rate detail, demand copies.

ONE OF THESE IS YOURS

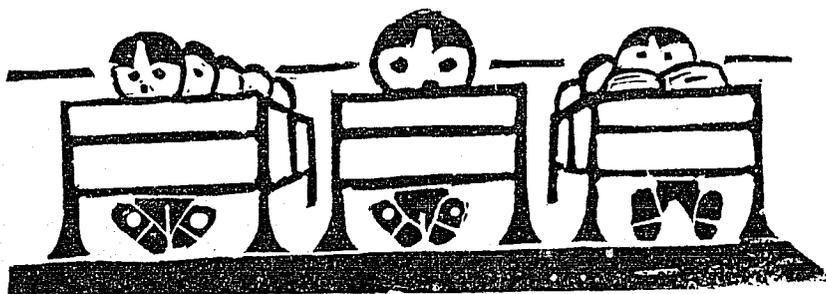
**VANCOUVER SCHOOL TEACHERS' MEDICAL SERVICES ASSOC.  
B. C. T. F. MEDICAL SERVICES ASSOCIATION  
1300 ROBSON STREET, VANCOUVER**

# PRIMARY CLASS LESSON ON SELLING PRUNES

(The teacher will use her own words and try to "bring the facts home to the little . . . rascals")

The orchardists grow the plums, dry them into prunes, pack them in boxes which are SOLD (on commission) to the wholesaler, who adds 10 per cent and SELLS them to the retailer, who adds 25 per cent and SELLS them to the public—who are SOLD as well as the prunes.

How much of what the consumer pays is SELLING EXPENSE?



The same is true of HEALTH AND ACCIDENT INSURANCE, dear children. Head Office must rake off enough for a sky-scraper, mahogany furniture, and Hollywood salaries; Branch managers want their DIG; and the salesman gets 25 per cent plus for wear on shoe-leather and larynx.

But we teachers have organized our own insurance and we can all buy wholesale; no sky-scraper, no mahogany furniture, no managerial salaries, no salesmen—just NET PROTECTION.

What's that, Ferdinand? Am I a member? Oh dear, yes . . . teacher must be among the very first to know a good thing.

**YOU, TOO, CAN BUY "WHOLESALE"**

HUNDREDS OF TEACHERS NOW ENJOYING THIS PROTECTION  
INVITE YOU TO JOIN.

**SIGN and MAIL an Application NOW!**

9. **WARNING:**

All claims for benefits must be submitted for consideration within 30 days from the date the member resumes teaching.

10. Members who allow their Optional Salary Indemnity Membership to lapse, or who fail to join when eligible, shall receive the daily benefit of 1/400th of the gross salary less 50 cents per benefit day for each year of non-membership, and upon re-joining shall be entitled to annual increase of 50 cents in the daily benefit until the maximum benefit of 1/400th of the gross salary has been regained. The maximum penalty for lapse of membership shall not exceed \$2 per day, or a four-year period.

That no person be admitted to membership in the salary indemnity fund who is over the age of 45 years, nor shall any member who has allowed his membership to lapse be permitted to rejoin and become entitled to benefits if he is over the age of 45 years. This is to come into effect on the 15th day of October, 1943.

11. **CONTRIBUTIONS:**

Contributions are paid annually, not later than November 15th.

12. **HOW TO JOIN:**

Sign and fill in application for membership and forward to the Federation Office accompanied by the annual contribution.

**NOTE:**

- (1) Should you require additional information, write The Salary Indemnity Fund Committee, care Federation Office, 1300 Robson Street, Vancouver, B. C.
- (2) Member are requested to keep these Regulations on file for future reference.

## Some Facts About Your Salary Indemnity Fund

By A. T. ALSBURY, Chairman, Salary Indemnity Fund Committee

FROM time to time the writer receives telephone calls from indignant staff representatives and letters from local association officers stating that a certain B. C. T. F. member's claim for benefits has been rejected by the Salary Indemnity Committee and asking for an immediate explanation.

**Dame Rumour Gets Us Down**

We are always pleased to receive such inquiries as it gives us an opportunity to state all the facts in connection with the case in question. On the other hand, we are at a decided disadvantage when we hear that a rumour is abroad that claims are not honored and that the Committee arbitrarily refuses to pay benefits. The fact that the claim in question was rejected because Miss A's claim arises out of a condition which has existed since early childhood, or that Mr. B had neglected to join the fund until after his illness commenced is not taken into consideration by our critics.

It is strange that we can pay dozens of claims and not a word is said. Occasionally, it is true, we do receive a letter

from a grateful recipient of benefits. But let us question or reject just *one* claim. Immediately every teacher in that neighborhood, and even some in remote parts of the province, seems to hear about it. Our correspondence grows overnight. Harassed local association officers inform us that teachers are threatening to refuse to join the Federation because of our action. And yet we are only doing our duty, which is to see that benefits are paid to members entitled to them. It is no less our duty to see that benefits are not paid to persons who have failed to qualify under the regulations. In fact, to do so would make the Committee personally liable for any sums so disbursed.

In future, in the interests of the B. C. T. F. and of the Salary Indemnity Fund, it may be necessary to publish in *The B. C. Teacher* all the facts about the rejection of any claim which becomes the subject of a one-sided rumour.

**Prompt Payment the Rule —  
Over \$5400 Paid**

Let us examine the facts in connection with these rumours about alleged non-payment of claims.

Actually, last year over sixty claims

were paid which totalled more than \$5400. These claims were paid promptly. In very few cases does the Committee find it necessary to make any further investigation. In still fewer cases are claims rejected.

#### **The Members Formulate the Regulations**

The Committee must administer the Fund in accordance with the regulations which have been approved by the members in Annual General Meeting. The member is always given the benefit of any doubt. We are much more lenient than insurance companies. Unless, however, some elementary business principles were followed, the Fund would soon become bankrupt.

The present regulations debar from benefits teachers suffering a disability, or a chronic or recurring illness existing prior to the time the member joined the fund. This applies to basic, as well as optional benefits. Some members think that because the former is covered by their B. C. T. F. fee, benefits should be paid in such cases. No insurance plan, including our co-operative fund, could operate very long on this basis.

If, in serious cases, a member is excluded from benefits for an illness arising out of a pre-existing condition, he or she is always covered for other illnesses and for accidents. In the event of a member being totally excluded, which is extremely unlikely, the Committee makes provision to refund the portion of the B. C. T. F. fee ear-marked for the Salary Indemnity Fund, \$1.00 last year and \$1.05 this year.

#### **Low-Cost Protection**

B. C. T. F. members should bear in mind that the Salary Indemnity Fund was established to serve them. This it has done over a period of more than four years. Thousands of dollars have been paid out in benefits.

To date this service has been given at cost as the work of the Committee has been done voluntarily. All funds over and above benefit payments have gone into the reserve fund. As this reserve grows, it can be used either to reduce contributions or to improve benefits, as the members may direct.

#### **More Optional Members Needed**

Your Committee feels that the membership should appreciate this service and show its appreciation by joining in larger number. Our optional membership has dropped to a mere 275. If a majority of the 3000 members of the Federation would join, the cost of this service could be reduced appreciably and the Fund would grow and render improved service to teachers.

Now Available . . .

## **3 PAMPHLETS** on **CITIZENSHIP**

*Number 1:*

**The Air We Breathe**

*Number 2:*

**My Share and Yours**

*Number 3:*

**I'm Free to Choose**

Prepared by a committee of the Canadian Teachers' Federation to help teachers train young Canadians for citizenship.

Ideal material for study group or class-room discussions. Senior students may use the information for oral reports, essays and debates.

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**The BRITISH COLUMBIA  
TEACHERS'  
FEDERATION**

1300 Robson Street, Vancouver

### EDUCATION AND SOCIAL RECONSTRUCTION

(Continued from page 60)

A recent study of English education, for example, showed that 10 per cent of the abler pupils came from upper-class families, 40 per cent from middle-class families, and 50 per cent from the working class. (Gray and Moshinsky in *Political Arithmetic* by Hogben, 1938). We should be on our guard against the anti-democratic propaganda that stems from the overworked I.Q. In the first place, one should keep in mind the fact that a low I.Q. may reflect an impoverished social environment as well as an inferior stock, and in the second place, that differences in intelligence are very similar to differences in stature. There are a few very short people, and a few very tall ones, but the great majority are not so far above or below the average as to cause much public inconvenience. In our school population, approximately 40 per cent of the pupils have an I.Q. between 95 and 105, the normal or average being 100. Also 60 per cent have an I.Q. between 90 and 110, and 75 per cent between 85 and 115. Two-thirds are of average or near-average intelligence. This group of two-thirds is the group on which the subsistence of democracy depends. If the schools can raise the level of their understanding of social realities, and imbue them with co-operative attitudes towards social welfare, the dilemma of democracy can be resolved.

We have heard much talk about the need for rearing an intellectual elite to serve as leaders, but not nearly enough about the needs of the 66 per cent on whose shoulders the future of democracy rests, and which are, therefore, in a democracy, the most important concern of our schools. We must not fail to provide this group with a *sound general education*; for it cannot exercise its power of democratic control without knowing the important facts and features of present-day society. For this group Social Studies is obviously the most important subject of the school programme. Our schools must therefore provide, to a greater extent than ever before possible, for school libraries, reference books and reading material, of a kind that supplies accurate, up-to-date, unbiassed information about present-day affairs, trends and social problems.

Undoubtedly, our adolescent boys and girls need more training and experience than they are now getting of a kind that may be described as "general education."

I note with a great deal of satisfaction that the James Report from the survey committee of the C. N. E. A. has recommended that the school-leaving age for full-time attendance should be placed at 16 years, and part-time attendance should be required of pupils until the age of 18. And further, that 150 junior colleges or advanced secondary schools should be set up to care for students in centres where universities and other facilities for higher education are unavailable. The association of education with part-time employment is sound, not only because the age of school leaving will be raised, but because a high school programme today must function in the students' everyday experience. In a democracy, all education is vocational, because it must contribute towards the effectuation of social purpose. The defect in the academic tradition in education is its dualism of mind and things, and its assumption that education is result or status instead of function or process. For these days, when history is exploding in our faces, education must be dynamic.

Part of the job of social reconstruction will be the reconstruction of our high school curriculum to give it meaning and use-value in the students' experience. A sad feature of some of our rural high schools is their tendency to be city high schools set down in the country, offering instruction in the orthodox matriculation subjects, and in General Shop and Home Economics, that has little regard for the students' experience in the community, and no more concern with local problems of the community than with those of Patagonia. Just as vocational education must be part of a planned programme for full employment after the war, so "higher education," so-called, must be geared to functional use.

(Continued next issue)

## LEATHERCRAFT

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## Religion in Education

By DR. HARDING PRIEST, *Calgary*

(Reprinted from the *A. T. A. Magazine* at the request of the  
Committee on Bible Study)

ONE of the significant by-products of war conditions is the growing interest all over the Anglo-Saxon world in the place and function of religion and the essential values of Christianity in our educational system. Evidence of this interest comes from many quarters, the British House of Commons, American publicists, and statesmen, South African teachers, every province of Canada, with a crowning example of such concern the words of Winston Churchill in his great broadcast of March 21st, "This fundamental element of religious education must never be taken from our schools and I rejoice to learn of enormous progress being made among all religious bodies in freeing themselves from sectarian jealousies and feuds, while preserving fervently the tenets of their own faith."

Nor are the reasons for such concern far to seek. Is our democratic way of life safe without religion? Can respect for human personality and faith in man, which is the ultimate basis of democracy, survive apart from faith in God? If the children of today and of tomorrow are not better taught than we were, so that they understand, as we have never understood, the Christian position and its implications in terms of social, political, industrial and international life, what is the use of winning the war if we again go on to lose the peace? Is not the fundamental weakness in the foundations as well as in the superstructure of modern civilization the presupposition that God and the things of religion do not count as major factors, either in a theoretical understanding of the world or of the practical life of man? Is not the omission of religion from the public schools bound to convey to children a negative suggestion that religion is negligible or unimportant or irrelevant to the real business of life?

The danger involved in such a negative policy is greater today than ever before just because the schools are greater today than ever before. For the old-time school to omit religion

might have been a matter of little consequence, for it omitted a great many things. But "the public schools of today have the dimensions of life itself. They undertake to afford to children a social environment simpler, purer, wider, better balanced and more rightly proportioned" (to repeat some phrases of John Dewey) "than the big, confused and too often sordid world without their bounds." They provide for the education of children in practically every sound human interest—except religion. The omission and ignoring of religion by such schools conveys a powerful condemnatory suggestion.

What, then, is meant by Religious Education? There are four elements or phases of it, each of which has some place in our present prairie educational systems, and each of distinct importance, if fully appreciated and adequately used.

1. Religious Exercises, that is a simple act of worship, which may include one or more of:—the reading, usually without comment, of a carefully selected Bible passage, the Lord's Prayer, another topical prayer, and a hymn. Such exercises may be perfunctory, they may be of great value in helping to create an atmosphere which will permeate the whole day's work. Reverence begets reverence. One former high school principal, well known in the west, now a leading official of the C.B.C., has stated that in all the years of his teaching no factor was of such value in establishing and maintaining esprit de corps in his large school as the religious exercises of the morning assembly. Many of his former pupils have declared that the most abiding memory of their high school years is these exercises conducted by this principal. It is significant that the "Agreed" syllabuses prepared by co-operative committees of teachers and ministers for use in the various counties of England and the Scottish Syllabus all give a place of importance to religious exercises in the school. As one phase of religion in education,

such exercises are well worth developing. They are an act of reverence, an acknowledgement of the Supreme Being from whom all life proceeds, and a recognition of the rightful place of religion in human affairs.

2. Religious Instruction, that is a presentation of the truths of the Christian and Jewish religion as contained in the Bible, presented according to the age, interests and needs of the child. Forty-six American states now have some measure of such weekday instruction on "the released time" plan. Quebec public and high schools (Protestant) have regular courses. 608 Ontario cities and towns have one or two periods a week in public schools, the courses proving so acceptable that they are now being extended to collegiate. In the prairie provinces some 70 places are implementing the section of Act permitting Religious Instruction, most of them having taken this step within the past two years. The communities range from the cities of Calgary, Edmonton, Lethbridge, where it is done in certain schools, to one room schools. Lloydminster and Humboldt have had it for fifteen years. Selkirk began it in 1941. In Calgary, where the plan was put into effect April, 1942, in two schools, and where none of the anticipated difficulties have arisen, it is now being extended to five other schools. The teachers, who entirely on their own volition, as should always be the case, are doing the teaching, are loud in their praises of the scheme. In many communities the local ministers are teaching. The "conscience clause", which is a part of all English laws on the subject, whereby parents may withdraw their children from such religious instruction, is a safeguard to be scrupulously observed.

The advance recorded above would not have been possible without the steadily increasing goodwill and co-operation and fairplay existing among the larger Christian communions of eastern Canada, which is evidenced in the strong inter-church committees in every province on Religion in Education and in the large measure of agreement as to the content of such Religious Instruction in the communities where this is now being carried out in the schools. In the series of English text-books, "Teachers' Guides to Religious Education" prepared by

an inter-church committee of teachers and clergy, and based mainly on the masterly "Cambridgeshire Syllabus", there is available a wealth of material which is meeting the need from all angles, religious, ethical, educational. Here is no divisive, sectarian attitude such as would mean the propagation of a sectarian creed and start unhappy fires of religious intolerance, but rather a unifying factor of great potential value, and in the judgment of the Superintendent of Calgary Schools in keeping with the democratic spirit that pervades the New Education, openly objective with an opportunity for free enquiry, and supplying energy for the great task of building a society that meets the needs of the common man. Here are set forth the eternal principles of human duty and conduct as given in the Ten Commandments, in the teaching of the Hebrew prophets, in the law of God and man as revealed in the life and teaching of Jesus Christ, and as discernible in nature about us and in conscience within. Such Religious Instruction is a workable scheme in which men and women of goodwill can cooperate.

3. A third element of Religious Education, one already present in varying measures in the programs of study and curricula, is material which can definitely be classed as religious. While the examples are drawn from the Saskatchewan curriculum, this is true of Manitoba and Alberta also. In the readers and supplementary readers are several of the better known Bible passages. In language study the dramatization of Bible stories is suggested. In music the use of many hymns and carols is recommended. Special seasons such as Christmas and Easter may provide the motivation of art work and the interpretation of certain religious pictures such as The Light of the World, Sir Galahad, The Sistine Madonna and The Last Supper is encouraged. In Social Studies in High School the inhuman treatment of Jews in Europe today may lead to a discussion of the ethical teaching of Christianity as to race discrimination and a sympathetic understanding of the principle of the brotherhood of man, which is one of the basic Christian values.

All such materials will be used in varying ways and amounts by the teachers, depending on their own re-

ligious background, though one wonders what the group of teachers who record that "the reading of the Bible and religious instruction is decidedly detrimental to the character development of the child and a hindrance to the pupils' development" would make of it. To date no prairie province has followed the lead of Ontario in making a course in Religious Knowledge part of Normal School training. Such a course could be of aid in the use of the materials in the present programs of study. However the presence in the curriculum of one province of the following statement of aim is a clear recognition of how they should be employed: "The curriculum, while it does not prescribe a course in morals nor include religion as a separate subject, should be pervaded by the spirit of religion. How this spirit may best be developed must be left to the judgment of the individual teacher, whose unconscious influence is perhaps his strongest ally. The teacher will inculcate in the minds of his pupils a deep sense of their responsibility towards their God and their fellows, so that they will accept as a life principle the ideal expressed in the words, 'I am my brother's keeper'."

4. Fourth, Religious Education may mean an education permeated through and through with religion, such as the superintendent of public schools in a large city had in mind, when in his annual message, not to an outside audience but to his teachers, he said, in part, "There is religion in the schools, week-day religion. It is there from the first day a child enters kindergarten to learn how to live with others in mutual consideration and respect. It is there in all the co-operative enterprises which the school fosters, in all the spirit of sharing which these involve . . . People learn to be good in life situations. The person who can grow up to our school codes of honor has grown a

long way. It is not a matter solely of precept but a pattern of living. That pattern is founded on concepts which go beyond good citizenship and racial mores. It seems to me to take hold on the Power not Ourselves which makes for Righteousness. It reaches toward the highest code of mankind endowed as we believe with divine sanctions—a belief in the personal dignity and worth of the individual and in the obligation to contribute to each other's welfare. Our task is more than secular. Our ministry is to the soul as well as to the mind, the body, the emotions. Such service is not to be described as mere morality. There is nothing 'mere' about morality. Back of it lies the conviction that there are eternal principles implicit in the universe, that it is good to be good, and wrong not to be good. As we are consecrated to the good life, so our influence may have its mighty share in bringing the fulness of life to the sons and daughters of men and of God."

There is much of this essentially religious spirit in the life and work of our prairie schools.

Are these four elements in Religious Education mutually exclusive? By no means. Rather they should be interlocking and interpenetrating. The fourth, it is true, in a certain sense, gathers up all the rest, but each has its place and its value, and given goodwill and fairness and, not least, a recognition of the dependance of morals and ethics on religion on the part of citizens and teachers, each one is possible and workable in an educational system. Nor will such a program of Religion in Education absolve the home and the church from their fundamental responsibility as character building agencies. All are needed. Let all go forward in happy cooperation to the intent that the boys and girls of the west may grow in wisdom and stature and in favor with God and man.

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**ANDERSON'S, 534 W. PENDER STREET, VANCOUVER, B. C.**

## Senate of The University of British Columbia

### ELECTION OF THE BRITISH COLUMBIA TEACHERS' FEDERATION REPRESENTATIVE

Aldine House, 1300 Robson Street, Vancouver, B. C.  
October 30, 1943.

To Members of the British Columbia Teachers' Federation:

I am instructed by Mr. L. B. Stibbs, President of the British Columbia Teachers' Federation, to notify you that the election of the British Columbia Teachers' Federation representative on the Senate of the University of British Columbia will be held on Monday, December 20, 1943.

Nominations for this office must be in my hands not later than Monday, November 29, 1943.

Your special attention is called to the sub-joined sections of the University Act:

- "68. No person shall be elected . . . as a member of the Senate unless he has been nominated as hereinafter mentioned, and every vote cast for any person not so nominated shall be void.
- "69. (1) For the election . . . of members of the Senate the nomination shall be in writing by a nomination paper, which shall be signed . . . in the case of the Senate by at least three persons entitled to vote.  
(2) The Registrar (General Secretary of the British Columbia Teachers' Federation, in this case) shall forthwith send a written notice of his nomination to each person duly nominated.
- "70. The nomination papers shall be delivered at the office of the Registrar (Federation Office in this case), or, if sent by mail, shall be received by him not later than three weeks prior to the date of election, and if not so delivered and received shall be invalid and not acted upon.  
Any person who is nominated . . . as a member of the Senate may refuse to become a candidate for the office for which he shall have been nominated, and he shall be deemed not to have been nominated, and his name shall not be included in the list of candidate, if he notifies the Registrar (General Secretary in this case) in writing of his refusal, within four days after the day upon which the time for nominations shall have expired.
- "72. In the event of only one candidate being nominated, such candidate shall be deemed to have been elected and in such case no voting papers shall be required to be sent out".

Yours very truly,

HARRY CHARLESWORTH,  
*General Secretary.*

- NOTE: (1) No printed nomination form is required. Nominations may be made by letter, duly signed by three members of the Federation.
- (2) Mail or deliver all nominations to the General Secretary, Federation Office, 1300 Robson Street, Vancouver, B. C.
- (3) Any Federation member in good standing is eligible for nomination.



Here are educational officers from the military districts who conferred in Ottawa with the Director of Army Education, Col. George Kibb-trick, D.S.O., and other well-known Canadian educationists charged with direction of the Canadian army's education programme. (Front, left to right), Major I. B. Rouse, M.C., M.D. 6; Major H. Bastien, N.D.H.Q.; Major O. B. Rexford, N.D.H.Q.; Lieut.-Col. O. E. Auld, Assistant Director; Col. G. D. Kibb-trick, D.S.O., Director of Army Education; Major R. Wytoczek, D.S.O., M.C., N.D.H.Q.; Major S. F. Maine, M.D. 1; Lieut. I. Mason, C/M.A.C. (Back row, left to

right) Lieut.-Col. F. L. West, Canadian Legion Educational Services; Major H. E. Panbaker, M.M., M.D. 13; Major P. Whitley, Pacific Command; Capt. C. B. Charron, Major Briset des Nos, both of M.D. 5; Major Z. S. Phinister, M.D. 2; Major J. Page, M.D. 4; Major J. F. MacMillan, M.D. 6; Major R. J. Mathers, M.D. 12; Major F. H. Brooks, M.D. 10; Major J. F. Tents, M.D. 3; Lieut. R. J. L. Grenier attached to the 7th Division; Lieut. J. Y. Harcourt, stationed at the Officers Selection and Appraisal Centre, Three Rivers, was absent when the picture was taken. (CANADIAN ARMY PHOTO)

## Stress Education For Canadian Soldiers

*New Army Education Programme Designed to Prepare Troops For Battle and Post-War Rehabilitation*

By PTE. JAMES E. BOWES, *Canadian Army Writer*

**D**OG-EARED science and math textbooks are being dug out of musty attic hiding places across the country these days as Canadian soldiers keep pace with the Army's stepped-up educational programme.

Newest development in the education-for-the-troops plan is appointment of educational officers to military district headquarters. It will be their task to coordinate efforts of various organizations and interpret educational needs of the troops.

This new conception in military schooling is already bearing fruit. Long evenings of "swotting" have produced promotions for hundreds of education-hungry Canucks while others are now educationally equipped to attend officer training centres.

The army-wide programme is the responsibility of the recently created Directorate of Army Education. Its staff is studded with top-flight Canadian educationists. Col. George Kilpatrick, D.S.O. heads the organization while Lieut.-Col. O. E. Ault is Assistant Director.

### UNIQUE IN CANADIAN ARMY

Inauguration of this sweeping new educational programme—unique in Canadian military history—stems back to a cry from the troops for an opportunity to study even as they prepared for battle. Canadians wanted to know not only how the guns fired, but why they fired.

The Canadian Legion—made up of veterans who knew the value of education in battle or peace—was the first to launch an educational programme among the troops. The Legion's pioneer effort whetted the "educational appetite" of Canadian soldiers and blazed a path for the wider Army programme.

Under supervision of Legion educational officers, correspondence courses, covering the high school curriculum and leading to university standing, were made available to soldiers at home and abroad. Arrangements were also completed for instructional periods after training hours.

While the yeoman service of the Legion was recognized, it became increasingly apparent to the Legion, Army

Examiners, and all concerned with the educational standard of the Army that a broader programme must be mapped out. Thus was born the Directorate of Army Education.

### OFFICERS IN EACH M.D.

The directorate works closely with the Legion but, besides acting as a coordinating agency, it undertakes educational projects relating to training on its own initiative. In line with this policy, classes have been started at the Officer Selection and Appraisal Centre, Three Rivers, Que., N.C.O. schools, and Assistant Instructor Schools for the upgrading of potential officers.

The Army's educational programme has taken a long stride forward with the appointment of district educational officers. These appointees, all outstanding in Canadian education circles and men of military experience, will be charged with the direction and administration of the programme in their districts.

Here are the men who will direct the programme in the military districts: M.D. 1—Major S. F. Maine, Director of Extension Courses, University of Western Ontario; M.D. 2—Major Z. S. Phimister, Inspector of Public Schools; M.D. 3—Major J. F. Twiss; M.D. 4—Major J. A. S. Page; M.D. 5—Major Brisset des Nos and Captain C. B. Charron; M.D. 6—Major S. F. MacMillan, author of mathematics textbook used by Canadian Legion Educational Services; M.D. 7—Major I. B. Rouse, principal, Fredericton Normal School; and Lieut. J. E. Picot; M.D. 10—Major F. H. Brooks, president M. C. C. Schools Ltd.; Pacific Command—Major P. N. Whitley, principal, Point Grey Junior High School, Vancouver; and Capt. Norman Sangster; M.D. 12—Major R. J. Mathers, an Army Examiner; M.D. 13—Major H. E. Panabaker, principal, Junior High School, Calgary.

**T**HE schoolboy has a keen sense of humour. Heroes he learns to understand and to admire in books; but he is not forward to recognize the heroic under the traits of any contemporary.—R. L. S.

## Teach Them To Think!

By DONALD COCHRANE, *Ocean Falls*

IT'S impossible. All intelligence testers know that you can no more teach them to think than you can teach them to have red hair, or than you can teach me to play the piano. If they haven't the internal arrangements, there is nothing you can do about it.

It's undesirable. Thinking is universally agreed to be a bad habit, which should never be encouraged. Thinkers have always been frowned upon by the best society, have generally been completely neglected when alive, and have often been executed. The happy man is the one who has given up trying to think, and has pinned his faith to some political or religious formula, which he follows with his emotions instead of his brains. He casts his burden on the Lord, or Hitler, and stops worrying. I do it, too; we all do. No one can stand the strain of thinking all the time. But the perfectly happy person is the idiot, who does not think at all.

We can't help it. We know that the average quality of our output has been steadily declining for many years, and we know why. Under orders from our bosses, the public, we have given up trying to select the best minds and train them (we did it very badly, but at least we tried). Now our orders are to educate everybody, so we have let down the bars, made the courses easy enough for anyone but a complete moron, and scaled the marks so that almost everybody passes. The child with an active intellect passes all examinations without any effort, sees no reason for hard work, and becomes lazy or frivolous. Thus we spoil our best material, and our reward is that the very public that compelled us to do it turns on us with the complaint that we don't teach them to think.

Immediately the mathematicians bob up: "We teach them how to think! We train them in strict logical processes, make them take their data and work along to the exact and inevitable answer." Yes, my brethren, that is just what is wrong with you. Legal, theological, and political arguments follow your formula, and bring us to where we are. The law is most famous for its glorious uncertainty; religion for its two-and seventy jarring sects, and politics for its complete confusion. And whenever things go wrong, they throw the blame on science,

which keeps on going ahead while they stand still.

Science goes ahead because scientists have a wholesome distrust of logic, and make mathematics their servant, not their master. A very great physicist exemplified this point of view when he said that he considered light to be made of vibrations from Monday to Wednesday, and of corpuscles from Thursday to Saturday; Sundays he went to church. The scientific attitude is, that there is no complete and exact answer to any problem, but only more or less practical approximations; that data are very seldom quite reliable, and that theories are only to be trusted as far as they have been proved by experiment. If we can give the children this viewpoint, and get them to carry it over into their political and religious thinking (the carry-over is by no means automatic), we shall have prepared the new generation to make proper use of the wealth which science provides. This is, in fact, our only excuse for teaching science.

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## The Question Box

*Have you a question regarding a teaching problem you would like answered?  
Send it to Mr. E. F. MILLER, 130 W. 22nd St., North Vancouver*

THE sponsor of this section of the magazine would, as usual, be very much obliged to any teachers or groups who would like to send in material for this department.

We have always suspected that some of the questions asked of such columnists as Dorothy Dix were not exactly inspired. Indeed, to be blunt about it, we might even say they were "manufactured" just so that a particular point could be got across to the readers. We are about to suggest, then, that some of our readers might like to "think up" a question that they themselves could "answer". Let's put it this way: There may have been some problem which was bothering you for quite a long time. In some way or another you hit upon an answer—as a result of a personal experience or from some of your chance reading. You may perhaps feel that other teachers, too, could benefit from this answer but the problem involved was not large enough to form the basis of an article or you didn't want to take the time to prepare an article on it. All right, then, suppose you sit down and write out the question that you had been asking yourself for such a long time and then give the answer to it that you yourself had chanced on. Will you do this for us? There are surely enough of such questions and answers lying idle in many teachers' minds. We need them and should like to have them.

And now for this month's questions—only one to be exact. Mrs. W. T. McL. writes:

*"I am one of those many teachers who have returned to the profession after a good many years' absence to help out in the emergency. Naturally, I am not very familiar with modern methods. I have heard a great deal about the enterprise method of teaching but have found no one who could give me a very exact idea of what is meant by it? Could you help me out?"*

ANSWER: Yes, Mrs. McL., we can. Thanks to *The Educational Courier* we have a very good answer right at hand. It is to the *Courier* and to Harold L. Matthews, principal of the Essex Street School, Toronto, that we are indebted for it.

The Enterprise Method is an attempt to adapt an activity routine to educational ends. To be successful, it is necessary for the teacher to have a sound understanding of the philosophy on which the method is based, and a general knowledge of its technique. It requires, in the teacher, a wide capacity for leadership, planning, industry and inspiration—a pretty tall order, you'll agree.

The method proceeds on the assumption that the normal interests and play instincts of children can be made use of to gain real educational experiences without sacrificing standards. It is to be noted that the aims of the pupil and the teacher are different. The pupil's aim is always immediate and objective. He wishes to construct a pioneer settlement, or to present a play. Beyond this concrete objective he has no purpose. The teacher's aim is much more extensive. She plans to provide the pupils with opportunities to make worthwhile selections, to use available sources of information, to develop certain skills, and to develop the power of constructive criticism, self-direction and initiative.

An Enterprise must, of necessity, involve the exercise of more or less freedom which on occasions has afforded ground for certain criticism of the method. But "a little more paste and a little less order—a little more activity and a little less achievement" is not inseparable from the Enterprise, properly managed. The teacher must bear in mind that freedom does not lie in the removal of restraints, but rather upon the growth of the power to act independently—having in mind, at all times, the rights of others.

The procedure may be developed in five stages:

(a) The first and most important is the thorough planning by the teacher of the whole activity from its inception to its culmination. She must determine beforehand her general aims, and the means to be employed that these may be achieved. It is essential that a detailed outline of the plan be set down on paper showing:

1. What she hopes to achieve by the project—a list of those skills, items of

information and factual knowledge she plans as an outcome on the project.

2. A list of problems for discussion and investigation by means of which to introduce the project and to direct the activities of the pupils.

3. A list of various activities and concrete illustrations to be undertaken.

4. A list of definite available sources of information.

(b) The second stage is the introduction of the project to the pupils. The pupils are led to plan their activities and to select groups and leaders.

(c) The third stage is the work stage when the pupils seek information, make reports, pool their accumulated knowledge and make the constructions previously decided on. This stage will require the longest time. To keep the work moving, it is important

to devote an interval at the end of each period to evaluate results attained in that period.

(d) The fourth stage is the culmination when the completed Enterprise is presented to the class, or to the school, or to some interested audience.

(e) The last stage—the final evaluation stage—concerns the teacher probably more than the pupils. For she must determine whether her aims have been realized, and her pupils have achieved those standards in knowledge and skills for which she had planned at the outset.

In the last analysis the success or failure of the Enterprise will depend, as in all teaching techniques, on the personality of the teacher and on her ingenuity and industry. There still is no Royal Road to learning.

## Lesson Aids Committee

ALL correspondence connected with Lesson-Aids should be addressed to Mr. Harry G. Boltwood, Hon. Secretary-Treasurer, Lesson-Aids Committee, 3486 West Second Avenue, Vancouver, B. C. We particularly ask teachers to be specially careful when mailing orders containing money. Small amounts may be sent by ordinary postage stamps, of which we use considerable quantities; larger amounts should be remitted by Postal Note stamps, which are cashable, or by cheque or money order. We might add that postal orders should not be *received* by the sender.

\* \* \*

### CHRISTMAS

AS the next issue of the magazine will not be issued until close on Christmas, we suggest that teachers requiring them should order Christmas units right away.

\* \* \*

### ANOTHER NEW UNIT

WE are delighted to give notice of the almost immediate issue of a new unit dealing with the history and geography of the Peace River District. This has been written by a well-known teacher of that far-distant Northland, and was sent to us by one of the best supporters of our work—Mr. J. F. K. English, until recently Director of Education at Pouce Coupe. The unit is in the nature of an enterprise unit, and we are sure will meet with a hearty welcome

from teachers both inside and outside the Peace country. Even before it is issued we have been asked to supply a local M.L.A. with a copy, and other requests are on file. We are trying to speed up the publication, but everyone is so busy just now that we cannot promise any definite date. Equally, we cannot yet fix the price, but this will probably be around 15c. If teachers wishing for a copy will order in the usual way, we will send at the earliest possible moment. It will be listed as No. 144, The Peace River District. More definite information in the Christmas issue of the magazine.

In connection with the issue of this unit, we have asked the writer, Mrs. E. S. Mudiman, if she would object to our including in this month's notes the fine poem with which she concludes the unit. We hope our readers will enjoy it.

#### *Ode To Our North Road*

O winding road, for ever Northward leading,  
O thou, upon whose bosom ever speeding,  
On dangerous missions, dread procession;  
Guns, planes, supplies, and ammunition,  
For U. S. boys, on isles Aleutian,  
Rush down thee now, to Japs' confusion.  
O path of war, thy duties grim and stern  
Thou must perform, ere this sad world  
shall learn  
The lessons He did teach, Who gladly  
died,  
That men might live as brothers, side by  
side.  
Though war-like echoes wake thy lonely  
bowers,

By forest, stream, and lofty mountain  
towers;  
Anon, for thee, must come some happier  
times,  
When thou, in peace, shall link  
The lands of many climes.

When the Western lands of the setting  
sun  
Shall meet the glowing East to be as one,  
And the Northlands shall their riches  
unfold,  
That all mankind may their treasures  
behold;  
O may all men meet then, as brothers  
shout,  
May rich and poor share alike what is  
good.

Yet, ere our task be done, O Alcan Way,  
Stern duty warns us, even as thou, this  
day;  
We cannot link the chain never-ending,  
Of highways a-top the world Eastward  
wending,  
While sorrow and strife this world are  
enslaving.  
Sweep on!  
Sweet Freedom's cause we're never for-  
saking.

*(Written after reading Vice-President  
Wallace's prophecy about the Alaska  
Highway).*

MRS. EVA S. MUDIMAN,  
Sunset Prairie School,  
Peace River District.

\* \* \*  
HUMOUR

WE find a great deal of humour when  
dealing with our correspondence.  
One teacher sends us 2c, in return for  
which we are asked to send information  
which would take several hours to pre-  
pare, and would cost us 4c to send. We  
know our charges are small considering  
the value of our units, but that is quite  
beyond us.

Another teacher sent us an order con-  
taining an unsigned postal order, with no  
name or address on the order form, and  
to crown all, the envelope was addressed  
to The Hon. Sec.-Treas., Vancouver. We  
compliment the postal authorities for  
delivering it to us without any delay  
whatever. And, we've cashed the postal  
order, but cannot send the units to this  
anonymous teacher. Some day we'll hear  
from her.

The biggest joke of all comes from the  
teacher who thinks the secretary is a  
pensioned teacher, who does the Lesson-  
Aids work as a means of supplementing  
his pension, and therefore has lots of  
spare time in which to attend to des-  
patching orders. We may be getting on  
in years, but we are not yet at the  
jumping-off spot. Ask "Uncle John".

#### A TRUE STORY

A CERTAIN principal, on his daily  
rounds, was attracted by the very  
well-arranged lesson being given by one  
of his newest young teachers. She was  
doing better work than he, by his own  
measurement, had ever done. Right up  
went his opinion of the modern methods  
of training teachers. At the lunch inter-  
val he visited the room to compliment the  
teacher concerned, who disclaimed all  
responsibility for the success of the  
lesson. She had based her lesson upon  
our Unit No. 44. The net result of this  
was an order from the principal for a  
large number of Lesson-Aids units.

#### TRANSPORTATION PAMPHLETS

THE Canadian National Railways  
Publicity Department has provided  
the Federation offices with 500 copies of  
a free booklet entitled "New Power for  
Canadian National Trains" for distribu-  
tion to schools outside of Vancouver.

Profusely illustrated, the booklet is  
ideal material for classes engaged in  
studying transportation as an enterprise  
unit.

Order the booklets from the British  
Columbia Teachers' Federation, 1300  
Robson Street, Vancouver, stating how  
many you would like for your class.

#### Two Gardens

IN your heart's garden  
But one flower grows,  
A fragrant crimson  
Perpetual rose.

But in my garden  
Flowers bloom and die,  
Fade as the breath  
Of the wind blows by.

Weeds and rank grasses,  
Defiling the air,  
Grow in confusion  
Triumphantly there.

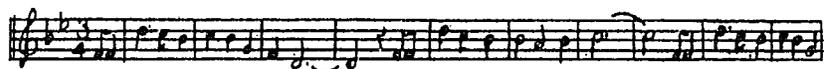
—S. R.

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# Membership Blues

Wistfully.



Chorus:

If you can't tell one note from another;	Fee-ees, fee-ees,
If you never could flute like the birds;	Oh, send in your fee-ees today, today,
May we ask of you only one favour?	Come on, mail in
Dear teacher, at least read the words,	Your membership fee-ees today.

Now the B. C. T. F. has a problem,  
And the person to solve it is you.  
They work pretty hard for your welfare;  
Don't you think you should give them their due(s)?

Chorus:

So, don't put it off any longer.  
You'll feel so light-hearted and gay,  
That you'll sing like a thrush in the springtime  
If you just send your fees in today.

Chorus:



While you are still vibrating in harmony with this, won't you please fill in the following, make the appropriate addition and send it to:  
**BRITISH COLUMBIA TEACHERS' FEDERATION,**  
1300 ROBSON STREET, VANCOUVER, B. C.

NAME.....  
SCHOOL.....  
FEE ENCLOSED.....

## 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.

THREE practical and well written texts in mathematics will be welcomed by hard-working teachers who are constantly on the lookout for supplementary problems with an interesting and fresh approach.

*Plane Trigonometry and Statics*, by Norman Miller and Robert E. K. Rourke; published by The Macmillan Co. of Canada Ltd.; pp. 427; price, \$1.65.

This is written mainly for students in technical schools and others who require trigonometry for engineering purposes. Parts A and B give a thorough practical course in the applied and analytic aspects. Part C treats a number of elementary problems in statics pertaining to conditions of equilibrium of co-planar forces, friction and machines. A set of four place logarithmic tables is provided at the end of the book.

In the section on applied trigonometry sufficient theory is developed so that many simple but interesting problems can be solved. Much attention is given in all problem work to questions on surveying and engineering involving triangular measure. The significance of approximate computation to engineering problems is made quite clear. Great care has been given to explain the meaning and application of logarithms to simplify calculations. Much unnecessary explanation has been eliminated by the use of good graphic descriptions.

Teachers of mathematics should find this book a useful reservoir for extra problems in trigonometry and the application of its principles.—R. E. F.

\* \* \*

**A** *FIRST Course in Trigonometry* by W. J. Oliver, P. F. Winters and B. A. Campbell; published by School Aids and Text Book Publishing Co. Ltd., Regina and Toronto; pp. 269.

This new text gives a very practical approach to the study of trigonometry. The general tendency throughout is to set the stage showing the need for trigonometry in various everyday problems and then to develop sufficient theory to solve them.

The book is divided into the following three parts: numerical trigonometry, analytic trigonometry and seventy pages of complete five-place tables. Many interesting and clear diagrams are provided to illustrate the problems discussed.

There is an abundance of graded exercises both practical and theoretical. A very complete treatment is given to the solution of the triangle. The theory and applications of logarithms have been given careful attention.

With its simple clear-cut English and application to meaningful scientific problems, this should prove to be a very useful book to students studying trigonometry.

\* \* \*

**A** *FIRST Course in Analytic Geometry* by W. J. Oliver, P. F. Winters and B. F. Campbell; authorized by the Department of Education for use in the schools of Saskatchewan; published by School Aids and Text Book Publishing Co. Ltd., Regina and Toronto; pp. 248; price \$1.00.

Here is an excellent introduction to analytic geometry, both for the student who wishes to grasp the fundamentals for the use in further study in mathematics, and also for the student who desires only a taste of the subject. The exercises are graded in three sections to provide for individual differences and the degree of mastery required. The book is written for the student and not the teacher. Much attention has been given to stressing self activity of the student.

A careful introductory treatment is given of loci, the straight line, the conic sections, and all necessary associated theory which is usually covered in a first course in analytic geometry. Much of the more complicated theory is made easier by illustrating clearly with a particular case before introducing a rigorous formal proof. A section is devoted to covering the principles of trigonometry necessary. At the end of each chapter a clear and concise summary is given, stressing the main principles. Short tests are added to each chapter so that the student can check his own mastery of the subject.

Although this book is written primarily as a student's text it would also be useful to teachers who find difficulty in presenting this subject in a simplified form.

—R. E. F.

\* \* \*

**A** *RT For the Classroom*; Elsie Dorsey; School Aids and Text Book Publishing Co. Ltd., Regina and Toronto; pp. 47; \$1.10.

This book makes an attempt to interpret the new viewpoint in a practical manner. The material is offered as an aid for the ordinary teacher working in the average rural or urban school with its limited space and equipment. Definite instructions are given regarding some of the newer and more popular art activities, to mention only a few—Linoleum Block Printing, Blueprinting, Spatter Work, Potato Printing, Mural Making, Lettering, and Ideas for Special Day Art.

Correlation of art work, social studies, nature science, and other subjects is discussed and illustrated.

This brief yet concise and well illustrated book should prove to be a great help to the teacher who desires something different, and is told how to do it in a simple straightforward manner.

—E. B. W.

\* \* \*  
**INDIANS of Canada and Prairie Pioneers**; C. A. Scarrow and Jean Gibson; Revised edition, 1943; School Aids and Text Book Publishing Co. Ltd., Regina and Toronto; price 40c; 165 pp; cloth back.

This little book contains an excellent treatment of the Indian tribes of Canada

from coast to coast, divided in the usual way as to location. Among the numerous and well-chosen illustrations are several that are new to the writer; *e.g.*, The Great Fraser Midden near Vancouver, the Iroquois "Magna Charta" in wampum, the Household Box, and many others. Some Indian legends are included; and a special account of the structure and symbolism of the totem pole, based on the researches of Rev. G. H. Raley, now custodian of the museum of Indian relics in the City Hall, Vancouver, is a very valuable feature.

The book is written on the Grade VI level, and is well suited to our course of study in that grade. The chapter on the Indians of Eastern Canada will be of service in teaching Unit 2, that on the prairie tribes in Unit 8 and that on the coast Indians in Unit 6.

Furthermore, the treatment of the impact of the white man, from Kelsey to the R. C. M. P. on the plains, will be valuable in presenting Unit 4, and a further chapter titled "Real Pioneers" deals with much of the substance of Unit 8.

Most of the chapters conclude with a list of from 20 to 40 "Things To Do" including helpful suggestions for activity and language work.—F. T. M.

#### NEW SOCIAL STUDIES BOOKS . . .

### The Story of England and the Empire

By JOHN MACKENZIE WOOD and AILEEN GARLAND

This matchless story by Mr. Wood has been revised and enlarged by Miss Garland to fit exactly the Course "B" Social Studies for Grades VII and VIII. You will be delighted with it. List price .85.

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A new series of unit readers written by Western teachers on the pattern of the Basic Social Education Unit texts. Suitable for Grades V-VIII.

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WE LIVE TOGETHER—James Warren Chafe.

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## Letters To a Country Teacher

November.

My dear Niece:

You were quite right to vote against the strike. A strike is at best a form of private warfare, and I do not think there can be any excuse for it when there is a public war going on. The boys in the Forces are getting very tired of the people who use the War as a means of improving their own position, and why get them down on us? And anyway, why should I go to war with my generous school board, just because your board is stingy?

I am not blaming the leaders of the Rural Teachers' Association. They have really succeeded in getting some attention paid to the country teacher's troubles, and perhaps the strike vote was the most effective way of doing that.

But after all our wages are largely determined by supply and demand, and the way to improve them is to increase the demand for really good teaching, and decrease the supply of teachers like your assistant.

(You are quite right to complain to me about her; but don't mention her failings to anyone else: not to parents, trustees or inspector, and, of course, especially not to the children. "A poor workman always quarrels with his tools". Leave it to the others to say "She must be a wonder to get along with that girl"; they will).

As you describe her, she is one of those girls who choose teaching merely as a convenient means of escaping from the restraints of home "until she catches a man". She has no interest in her work, does not keep order in the classroom, and spends all her evenings in social pursuits (whom is she pursuing this month?) instead of preparing her lessons. She has brought from Normal School a mouthful of high-sounding phrases about education, which she spills around the neighborhood, as if trying to let people know that you have missed the finer points of pedagogy. She believes in teaching them thoughtfully to observe the world of nature and be guided by facts in drawing conclusions, but they don't know how many legs an ant has, or whether a spider has the same number. She certifies that they "can organize and apply information, and are developing desirable attitudes towards others", though you cannot find that they have any information at all, and they seem to

spend all recess squabbling. There is talk, too, of "initiative" and "co-operation", with no observable results, and her room is in continual confusion with an "enterprise" which does not get anywhere, because only two or three of the children work at it, and the rest merely potter about and get in the way.

Well, those are all good ideas in their place, but their place is in action, not in conversation. They are too often used, as you imply that your assistant uses them, to cover poor training, loose thinking and/or just plain laziness. I have done it myself—perhaps we all have to, sometimes—and perhaps she is nearly as bad a teacher as I was when I started out. If she is wise, she will seek advice, perhaps from you. If she is not? You know what Ben Franklin said: "Experience keepeth a dear school, but fools will learn in no other".

And that last remark carries my only complaint about such enterprises as I have seen, or have done myself. I read of enterprises that have the most wonderful results for the whole class, but those I see seem to be mainly for the benefit of those who can only learn by experience, and you know what B. F. thought about them. However, they are the fashion now, as Greek was when I went to school, and it is better to be out of the school than out of the fashion, so by all means have enterprises, within reason.

And as to her only being in the teaching profession to fill up the time until she gets married—why are you in it? Did you become a teacher because of your overpowering love for children, and your desire to lead them through a happy childhood while preparing them for life in the brave new world which is still just around the corner? Perhaps; but I suspect that the school appealed to you mainly as a nice respectable and not too laborious occupation, with short hours and plenty of holidays. I don't think it was the love of authority, though that brings many men into the profession. They are often rated as very successful teachers, and often become principals of large schools, or even inspectors. Me? I belong to a vanishing class: I had a B.A. parchment which was of no use at all except to get me a job in a school; and I was not strong enough to dig ditches, which would have paid better.

So there is really only one complaint

against your fellow-teacher—which reminds me of the soldier who sustained sixteen wounds, only one of which was fatal. She doesn't prepare her lessons, and there is no substitute for preparation. She will get bad reports, and get worse schools instead of better, unless she reforms (or is related to someone who has a pull with the school board in her home city).

Ever your loving,

UNCLE JOHN.

(Uncle John is always delighted to hear from any of his nieces; if you want anything discussed, or if you would like some private advice, address him care of *The B. C. Teacher*, 1300 Robson Street, Vancouver).

## Correspondence

**T**HE following delightful letter was written to Miss Clayton, Assistant Secretary of the Federation, by a friend who formerly operated a kindergarten in the 1300 block, Robson Street. Miss Clayton was certain Miss Denham would not mind having her letter published in "The B. C. Teacher" so we have taken the liberty of including it in this issue.

Perhaps there are other rural teachers who would like to write to us concerning their new schools. Such letters, we feel, would be of decided interest to all teachers and especially to those in cities who have nostalgic memories of little country school-houses where they once taught. In many districts, of course, conditions are not nearly so favourable as those in Pinchi Creek. We have in mind a very different letter received in the Federation Office which, with the consent of the sender, we hope to print in another issue.

No matter what the tone of your letter might be, let's have it! We'll be glad to publish it.—THE EDITOR.

Pinchi Lake, B. C.,

October 18th

Dear Miss Clayton,

Do you remember my "Talented Tiny Tots"? Well I have found lots of talent here! I would like to be able to enter my singers in the Festival. I have, including some of the senior boys, twelve boys with beautiful voices, sweet and clear. I came here at the beginning of February and just love it, all the people are so nice, I have a host of friends and we could



Pinchi Lake School

not have nicer youngsters, I have thirty-eight, Grades 1, 2, 2A, 3 and there are about thirty-six in the other room. Twice a week after school between twenty-five and thirty seniors come to me for singing and Band. I have a piano in my room—I started a \$1 Fund during the summer holidays and collected, house-to-house, \$100, and the P. L. M. Club gave us \$50, and Mr. Switzer, of Granville Street, sent a very good piano, Lees Transfer brought it by road, free, then at the end of July I gave a variety concert. We had about forty children altogether then, and a tiny wooden schoolhouse, but we had the use of the piano at the Community Hall twice a week. At the first Concert we raised for our School Sports Fund \$52 by silver collection and as so many people could not even get near the doorways, we had to repeat it and raised another \$26 so that will show you how generous the people are here, they liked the concert even the mothers said they never expected anything like what it was, the Band wore the satin caps and capes, I have two Bands now of about forty in each and we are getting thirty dollars worth of instruments from the Waterloo Co. as I have not nearly enough of mine, all my former Band youngsters (the

Concert Party presented me with a gold wrist watch on the opening day of school, I do think it was sweet of them. We are not having a concert at Christmas but I am going to take about forty-five youngsters, juniors and Seniors (all the best voices) Carol singing all over Pinchi and we will collect for the Red Cross, it will take us two or three evenings, the snow will of course be thick on the ground and the lake frozen — real Christmas weather! Pinchi is a beautiful place, from my window here and also from my classroom I can see the lake, in the summer there is bathing and boating, also good fishing, trout. We have a library in the Community Hall, lounge, poolroom, dance and Badminton hall, also a lunch counter, there is a skating rink (later) and a bowling alley is just ready. I live in a steam-heated modern staff house, office girls, and we each have a nicely furnished bed-sitting room, then there is a large Common-room and the dining-room. I hope you have had a nice summer.

With kind regards to you specially all whom I know, I am, yours sincerely,

AHELINE M. DENHAM.

\* \* \* \*

IN REPLY TO DR. LEONARD

Box 747, Chilliwack, B.C.,

October 20, 1943

Editor, *The B. C. Teacher*:

I was very interested to read Dr. Leonard's comments upon my "Hutchins" article in the last issue of *The B. C. Teacher*. Dr. Leonard typifies a certain point of view very clearly and it is therefore with great pleasure that I accept your suggestion to "offer something in return".

Dr. Leonard holds that there is no evidence to support the proposition that, "knowledge regarding civilization of the past produces wisdom to solve contemporary problems," and suggests that on the contrary, evidence has been drawn to indicate that there are other ways to become a "liberally trained man".

The very use of the expression "liberally trained" indicates a basic misconception. The word "training" connotes specific habits and mastery of definite techniques. Without in any way belittling the need of such training it should be emphasized that a

liberal "Education" is concerned with something more subtle but equally vital. Liberal Education is concerned with perspective and the ability to view immediate affairs in a broad field of relationships in time and space.

Further, when we are dealing with complete human beings, any narrow technical use of the term "evidence" is out of place. What is the evidence that Brahms' fourth Symphony is a grand and mighty work? What is the evidence that Abraham Lincoln was a splendid human being? These are qualitative judgments. They are concerned with vital dynamic wholes and not with the abstractions of the scientist and the intellectual.

To the man of ordinary discrimination the appalling shallowness of many technical specialists is so obvious that no formal evidence is needed. On the other hand most men of ordinary discrimination have been charmed and delighted by the fullness, graciousness and understanding of men whose technical training has followed a generous humane education. To illustrate this point I suggest a comparison between the psychological writings of William James and those of almost any eminent American psychologist of today.

Involved in this whole matter is what might be called, "a sense of quality". It is quite possible today for a man to obtain a doctorate in the field of education without ever having read the works of any truly first rate mind. (He might have some difficulty in dodging the works of John Dewey, but I think it could be done.) One of the most cogent arguments in favor of a stage of liberal education is that it is necessary to introduce young people to the works and thoughts of really first rate minds. Just as no man is competent to express an opinion regarding music until he has learned to appreciate and love the works of the great figures of the past who have made music what it is, so no man is competent to evaluate human matters until he has really learned the heights to which the human spirit can soar. He has no basis of comparison otherwise.

Dr. Leonard doubts whether a student body could be found which would be willing to accept the kind of program outlined by President Hutchins. He goes on to say "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". Here is a progressive educator admitting his fundamental bankruptcy. It is not what the man of experience judges to be necessary, it is not what those who have learned to appreciate the best would offer that determines the nature of education. It is what the youth "surrounded by the fascination of modern life", want. This is surely the ultimate fallacy and the source of that deep seated decadence which paralyzes the educational world today.

Our civilization has roots. It has been shaped by grand figures. There has been dignity, courage, integrity, and splendid insight behind the building of our world. If we are to be fit to take hold and carry on the work from here we must have learned something of that splendid heritage. Furthermore it is untrue that such education is necessarily distasteful to young people. I have never hesitated to admit that not all young people are capable of appreciating such an education but I do insist most emphatically that every young man or woman who has the intellectual capacity to enter one of the professions has the intellectual capacity to be fascinated and delighted by the story of our civilization and by the vital works of real genius. And I further insist that to allow young people to enter any of the professions without having put them into the possession of our civilized heritage is obviously dangerous to the very existence of that civilization.

Yours truly,  
FRANK WILSON.

**"FREEZING" ORDERS CLARIFIED**

Ottawa, October 25, 1943.

Dr. C. N. Crutchfield,  
Secretary-Treasurer,  
Canadian Teachers' Federation,  
109 Cascade Avenue,  
Shawinigan Falls, P. Q.

Dear Mr. Crutchfield:

I have your letter of the 22nd stating that the British Columbia Teachers' Federation has advised you that there has been a recent extension of P.C. 4862 having the effect of "freezing" male teachers to the particular positions they now hold. This is not correct.

As you are no doubt aware, there has been a recent amendment to National

Selective Service Regulations having the effect of "freezing" all male employees in industries with "A" or "B" labour priorities. Under this amendment, the man is "frozen" to his particular job. This Order, however, does not supersede P.C. 4862 which applies to school teachers, both male and female.

Employees of school boards other than teachers have in many instances been assigned a labour priority rating sufficiently high to permit their inclusion in the designated class in which male employees are now "frozen" to the job. It may be that one of our local offices in British Columbia has advised one of the school boards regarding this freezing of male employees and the school board has taken this notice as being applicable to teachers. I mention this as my guess as to what occurred.

I am taking this up with our Regional Office in Vancouver to find out exactly what has caused the misunderstanding which apparently exists.

Yours very truly,  
FH/VA (Signed) A. MacNAMARA.

**WATER-TIGHT**

ERIC, aged 12, after an absence of two days, arrived back at school. "Didn't your mother write a note?" asked his teacher.

"Yes, Miss," replied Eric, "but I forgot to bring it."

"Well," went on the teacher, "why were you away?"

"Please, Miss, I don't know. I didn't read the note," was the unassailable reply.

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## News, Personal and Miscellaneous

SIR MICHAEL SADLER

"Sir Michael Sadler, 82, international authority on secondary education, died today. Sir Michael held honorary degrees from many colleges and universities both at home and abroad, including the University of Toronto."—from *The Vancouver Sun*, Oct. 14.

Sir Michael visited Vancouver away back in 1922 while on a Canadian tour sponsored by the National Council of Education. While in the city he wrote for Mr. Charlesworth the following definition of a liberal education:

### What is a Liberal Education?

A liberal education should be given under conditions favourable to health, both at home and at school. The body should be developed and trained by systematic and vigorous exercise. The eyes should be trained to see, the ears to hear, with quick and sure discrimination. The sense of beauty should be awakened, and the pupils should be taught to express it by music and by movement, by line and colour and by fine modulation of the voice. Their hands should be trained to skilful use. Their will should be kindled by an ideal, and hardened by a discipline enjoining self-control. They should learn to express themselves accurately and simply in their mother-tongue and, if possible, in at least one other language. Through mathematics they should learn the relations of forms and of numbers. Through history and literature they should learn something of the records of the past, what has been achieved by the human race (and not least by their own fellow-countrymen); and how the great poets and sages have interpreted the experience of life. A liberal education should also demand from us some experience of nature, and should set us in the way of realizing both the amount and the quality of evidence which a valid induction requires. Besides this, it should (in Lord Acton's words) 'open new windows in the mind', so that we may see wide perspectives of history and of human thought. But it should also by the enforcement of accuracy and of steady work teach us by what toil and patience men have to make their way along the road to truth. Above all, education should endeavour to give us, by such methods and influence as it is free to use, a sure hold

upon the principles of right and wrong, and should teach us to apply those principles in our conduct. And through the activities of corporate life it should give us experience in braving responsibility, in organization, and in working with others for public ends, whether in leadership or in submission to the common will.

—Sir Michael Sadler.

We have published this in tribute to the memory of a grand old man in education.

MISS LEILA M. MARETT, B.A.

WE regret to have to record the death of our friend and colleague, Miss Leila M. Marett, B.A., librarian-teacher at Lord Nelson School, Vancouver. Miss Marett spent the whole of her teaching life at this school to which she was appointed in September, 1924. During her long service she proved herself to be an efficient and enthusiastic educationist, and an untiring worker in the interests of the children and the school. She was a strong supporter of the B. C. T. F. and served as a staff representative. Her devotion to duty, her pleasant personality, her high ideals, and her courage during an extended and painful illness will be remembered with affection and admiration by the many teachers and children with whom she came in contact.—S. J. B.

MISS ELIZABETH MacKENZIE

THE sudden passing of Miss Elizabeth MacKenzie on September 6th was deeply regretted by her many friends in Vancouver and Burnaby.

Miss MacKenzie began her career in British Columbia, at Queen Mary School, Vancouver, and later on taught at Shaughnessy and Edith Cavell schools.

During 1924 and 1925 Miss MacKenzie was an exchange to London, where she gained valuable experience under the L. C. C. On her return to British Columbia, Miss MacKenzie was appointed to the Edmonds Street School, Burnaby, which position she held until 1942.

Miss MacKenzie was an active member of Canadian Memorial Church, the Dickens' Fellowship, the Shakespeare Society, the Women's Canadian Club, and a past matron of the Alexandra Chapter, Order of the Eastern Star; and in these many organizations her loss will be keenly felt by her fellow members.

## CANADA, 1943

THE publication is announced by the Dominion Bureau of Statistics of the 1943 edition of the Official Handbook "Canada".

Canada 1943 covers the present situation in the Dominion from Atlantic to Pacific, the weight of emphasis being placed on those aspects that are currently of most importance. So far as space permits, all phases of the country's economic organization are dealt with and statistics are brought up to the latest possible date. The text is accompanied by a wealth of illustrative matter that adds to the interest of the subjects treated.

The Introduction reviews Canada's war program, covering the development of her Armed Forces, the financial steps that have been taken, and the governmental organizations that have been created with their principal activities. It also reviews Canada's economic condition at the close of 1942. This introduction is followed by special articles dealing with "Canada's Industrial War Front, 1942" and "Power in Relation to Canadian War Production." The former article treats of the extensive industrial organization that has been developed under the control of the Department of Munitions and Supply for the rapid production of all forms of war munitions.

The chapter material reviews in detail economic conditions under the various headings listed on the following pages. All sections of the Handbook are well illustrated by up-to-date halftone reproductions.

The price of the publication is 25 cents per copy, which charge covers merely the cost of paper and actual press work. The special price concession granted, in the past, to teachers, bona fide students and ministers of religion has been discontinued in view of the necessity for diverting as large a proportion as possible of Dominion funds to the War, and to the fact that, as far as possible, the sales policy of Government publications should be self-sustaining as regards printing materials used.

Application for copies should be made to the King's Printer, Ottawa, and not to the Dominion Statistician.

Postage stamps are not acceptable, and applications must be accompanied by a postal note or by a coin enclosed between two squares of thin cardboard gummed together at the edges.

## Vita Vino Vigescit

(LIQUOR LENGTHENS LIFE)

THE horse and mule live thirty years  
And nothing know of wines and  
beers;  
The goat and sheep at twenty die  
And never taste of Scotch and rye;  
The cows drink water by the ton  
And at eighteen are mostly done;  
The dog at fifteen cashes in  
Without the aid of rum and gin;  
The cat in milk and water soaks  
And then in twelve short years it croaks;  
The modest, sober, bone-dry hen  
Lays eggs for nogs, then dies at ten.  
All animals are strictly dry;  
They sinless live and swiftly die.  
But sinful, ginful, rum-soaked men  
Survive for three score years and ten.

## NAVY WEEK, NOVEMBER 20-27

AT the request of Hon. Angus Mac-Donald, Minister of National Defence (Naval Services) the Navy League of Canada is again sponsoring Navy Week in Canada.

It is planned that throughout the Dominion, special events will be organized which will bring to the attention of the public the part our Canadian Navy and our Merchant Marine are playing in the successful prosecution of the war. Also to show the work the Navy League is doing for the welfare of all men of the sea and in the training of Sea Cadets.

This year every school student in British Columbia will be given the opportunity of becoming a Junior Member of the Navy League by contributing any amount to the work of this national organization.

The Superintendent of Education has endorsed the plan and all teachers are asked to co-operate by spending a few minutes each day during Navy Week in presenting the contents of a very fine booklet, "Ships Mean Freedom", to the students. Coin envelopes, Junior Membership Cards and booklets will be sent to each teacher in the province.

Last year the school children of British Columbia contributed over \$9000, which was used in providing hundreds of our sailors and Merchant Seamen with comforts, books, and all those things which mean so much to those who "keep watch" on the sea.

WHEN love and skill work together  
expect a masterpiece.—John Ruskin.

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