

December 1943  
BC. Teachers Volume XXIII Number 3

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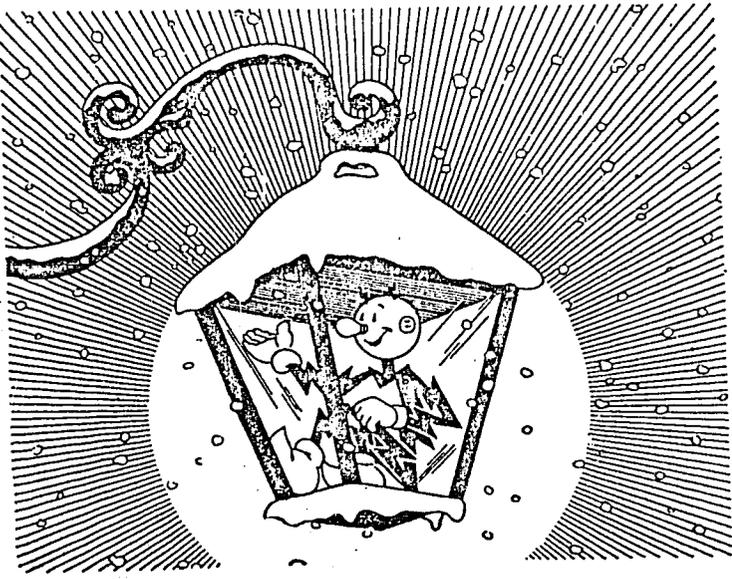
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## MERRY CHRISTMAS

 Merry Christmas, folks! And I say it with all my heart in every one of the myriad of bright lights that are burning at this season.

I and my pals at the power plants will be on the job Christmas Day and every day . . . as usual . . . to make sure that cheery lights burn brightly for you.

May your Christmas be a happy one . . . that's your electric servant's wish for you.

**REDDY KILOWATT**  
Your B. C. Electric Servant

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# THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

Published in the first week of each month except July and August. Copy intended for publication in the current issue must be in the hands of the Editor before the fifteenth day of the preceding month.

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VOLUME XXIII, No. 3.

DECEMBER, 1943.

VANCOUVER, B. C.

## THE CANADIAN TEACHERS' FEDERATION

IT is gratifying to note from circulars and reports sent out by the secretary-treasurer, Dr. C. N. Crutchfield, that the Canadian Teachers' Federation, as time goes by, is functioning more and more as a truly national Canadian teachers' organization.

In British Columbia we are so concerned over the problem of achieving some sort of provincial salary scale to remove salary inequalities among rural and urban districts that we are prone to overlook the fact that even greater inequities exist among provinces. It takes some such action as the recent "freezing" order to remind us very forcibly that our colleagues right across the Dominion have problems, too. If the "freezing" order is a hardship on us how much more so is it on the poor New Brunswick teachers whose minimum salary objective this year is only \$600.

Perhaps we have not yet developed a truly national outlook. Perhaps if our vision was not quite so provincial we should pay more attention to the Canadian Teachers' Federation and not take it so much for granted. At any rate we should be prepared to compliment the C. T. F. on the manner in which it has tackled the "freezing" problem. It has maintained stoutly ever since that order was passed last July that teachers should be consulted in regard to any measure that the Dominion Government contemplates taking to meet the war-induced educational crisis. The result has been that the Minister of Labour has ordered that a Committee be set up, with the Director of National Selective Service as Chairman and with C. T. F. representatives as members, to advise him upon request in respect to any matter involving the employment of teachers in war-time. Even now material is being collected that will enable this Committee to place before the Minister a picture of the exact situation confronting education in the Dominion.

Nationally the plight into which education has fallen cannot be remedied without Federal Aid, a national measure. Federal Aid will not

be forthcoming until the teachers campaign for it right across Canada. No campaign can be launched effectively except through a national teachers' organization.

The "freezing" order has provided us with an excellent publicity lever with which we should be able to pry money from Federal coffers. No longer can the Dominion Government say that education is purely a provincial matter. If education is so important that the Dominion Government has to step in and "freeze" teachers to the profession in order to keep schools open surely it follows that it also has the power and the obligation to follow up this negative measure with a positive one providing funds to raise teachers' salaries to a level that will attract desirable personnel into the profession. In all other cases where workers in essential categories are "frozen" it is mandatory that they be paid a cost-of-living bonus. Why should not teachers be accorded the same treatment?

The C. T. F. is doing what it can in this respect. At a recent Dominion-Provincial labour conference held in Ottawa, the C. T. F. made representations for a cost-of-living bonus for the teachers of Canada. It is endeavouring to make members of Parliament of all political parties aware of Canada's educational needs. A copy of the Canada and Newfoundland Educational Association's report has been sent to every M. L. A. and M. P. in Canada. Through its Reconstruction Committee the C. T. F. is also telling the general public that plans for post-war public security programs must be built upon the foundation of a sound educational system.

Unfortunately, the C. T. F. is working under disadvantages. Through lack of funds it maintains no permanent office and employs no full-time general secretary. Its Executive meets only once a year—at the summer convention—and between times plans and policies must be formulated through correspondence. The provinces must somehow or other provide more money to enable it to function properly. We venture to predict that if the C. T. F. keeps up the good work it has been doing lately that it won't be very long before the teachers of Canada see to it that the necessary funds are forthcoming.

#### OUR NEW COVER

**H**OW do you like our new cover? The cut we had used for so many years finally wore out and, as a new one had to be made anyway, it was decided to have something different for a change. The new set-up will enable us to vary the colour of the cover every month, thus keeping each issue distinctive.

Creator of the new design was Mr. E. I. Lane of West Vancouver.

#### R. T. A. STATEMENT

**T**HE R. T. A. submitted a statement for publication in this issue of the magazine. Considering, however, that it contained a number of mis-statements and erroneous implications, the Consultative Committee at its meeting of November 27th decided that it should be returned for revision and has requested that it be resubmitted in time for the December Executive meeting to approve of its publication in the January issue.

## Ramblings of Paidagogos

O TEMPORA, O MORES.

THIS is not a nicely balanced and philosophically tempered essay, but a wild cry of distress. It is the sort of emotional outburst a person should give way to in private. Moreover, it is probably the sign of an aging outlook that is quite incompatible with many aspects of the modern mind. Indeed yes—almost certainly yes—but I must cry out or perish.

I once read, and marvelled at, the story of a man who was haled before the magistrate for a curious offense. It seems he had, without warning and without noticeable provocation, struck another man violently on the nose. When asked what made him do such a thing, he only replied, "I didn't like his face."

I felt at the time there was no excuse for such behavior, that the action was moronic and barbarous in the extreme. If I had been magistrate, I should have punished the rascal to the utmost extent of the law. I was strongly of the view—thinking perhaps of my own hard-bitten physiognomy—that the dislike for faces must not be so freely and vehemently expressed.

I know better now. It is a little late to offer apologies, but if the perpetrator of the assault chances to read these pages, I subscribe myself his very humble servant. Only want of courage prevented me the other night from doing the same thing.

To go back to a very much earlier experience, when I was a vain-glorious youth my father assured me with great earnestness that in his considered opinion all young men should be buried alive from the age of eighteen to the age of twenty-one. I took it personally, of course, and resented the implication, but I have come to see he was merely stating what to him was a sound and temperate social principle. He had no deep-rooted objection to young men as such—he just thought they should be taken out of circulation for three years in the general interest of society. Perhaps his statement of the principle was a little loose and rather too specifically derived from his own experience. Probably he should have excepted a few young men from the burying process. But he had a pretty good idea. He knew in his bones that young men resemble the fruits of the potato-plant and must ripen before they are palatable, and his choice fell upon the earth as a proper medium in which the ripening might occur.

All of which is a preamble to telling of something that happened three evenings ago. On the evening in question I ventured, by dreadful mischance and at a latish hour, into one of those decorative coffee-shops that brighten the modern scene and afford lounging-quarters for modern youth. The place was full of young men and maidens who dallied interminably over small drinks of coca-cola and gave themselves up to the pleasures of conversation. A juke-box, standing in the corner, provided an esthetic accompaniment of up-to-the-minute selections. The waitresses, who were on terms of intimacy with many of the customers, entered into the spirit of things, joined freely in the conversations, and paid only the most casual attention to their professional duties. All perfectly well and good. In due course I received my cup of coffee and proceeded gratefully to consume it.

Now it so chanced that the only vacant stool had brought me cheek-in-

jowl with a startling phenomenon—a young man of the most exotic and arabesque variety. I have never seen anything quite like him. His hair was long and oily, and was gathered in a curious mound on the nape of his neck. His eyebrows had been plucked in the true Mephistophelian pattern, and his moustache was a thin black line perched precariously on the very edge of his upper lip. He wore a spreading flame-colored tie, a brown coat of inordinate length, and green trousers. His shirt was black, his shoes yellow, and his socks variegated. What I could see of his neck was in serious need of a wash. Furthermore, he went heavily in for perfume, and showed some eight inches of purple handkerchief.

I admit all this gave me a nasty shtock—I was so much farther behind the times than I had imagined. I looked at the young man with awe and unbelief. I told myself he must be seeking refreshment between the acts of a burlesque, and in a few minutes more would be retreading the boards. But I was mistaken. He was a veritable fact of private life.

As I watched him, I began to realize he regarded himself as a figure of grandeur and romance. His poses were impressive and his gestures regal. Instead of crawling back into the woodwork, as by my outmoded standards he should have done, he curled his lip in cynical superiority and flicked the ash with arrogant assurance from his perfumed cigarette. Not only this, he was being fawned upon and deferred to by a retinue of lesser but aspiring souls. The girls gazed into his eyes and the young men reflected his detachment. He bore himself like an oriental potentate whose lightest word can ennoble or blast forever.

Perhaps there was a hint of envy in my reaction to this youthful paragon. I have never been able by any means whatsoever to enjoy such self-confidence or to evoke such admiration. No one has ever gazed into my eyes with the slightest indication of swooning. The young man's poise, his air of weary wisdom, his patent superiority—these were a rebuke to my own diffidence and unsophistication. But in justice to myself, any envy I may have harbored was only a minor source of irritation. The plain fact is I eschewed the young man and all his clothes.

This was not the end, however. Just as I was finishing my coffee and preparing to leave, my lord beckoned one of the waitresses to attend his wants. She was a modest little thing, evidently new to the place and very nervous. When she approached, the young man glanced swiftly round his audience, and proceeded to make her the butt of his exalted humor. He was overbearing, sarcastic, and rude to the point of brutality. He dilated on her awkwardness, sneered at her halting speech, and gave his ridiculous order with a wealth of detail as to its preparation and service.

Let me be honest about this. For some contemptible reason I did not punch this creature's nose. Instead, I seized my hat in a cold fury and walked out of the place. I may have jolted him with my shoulder as I went by, but more than that I did not do. Alas and alas. Some day I may manage to forgive myself, but just at present I am no better than an over-civilized poltroon. I gloomily recall the forthright spirit of the man who was haled before the magistrate, and reflect upon the pleasant principle enunciated by my father: But for myself, I am neither man enough to emulate the courage of the first, nor rash enough to endorse the wisdom of the second.

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

News for this department of "The B. C. Teacher" should be sent to  
MR. HARRY CHARLESWORTH, General Secretary,  
1300 Robson Street, Vancouver

## IMPORTANT

### ELECTION OF THE BRITISH COLUMBIA TEACHERS' FEDERATION REPRESENTATIVE ON THE SENATE OF THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver, B. C., December 1st, 1943.

Dear Sir (or Madam) :

I beg to notify you that the teachers whose names appear on the ballot below were duly nominated as candidates for election to the Senate of the University of British Columbia to represent the British Columbia Teachers' Federation.

Would you, therefore, mark and return the attached ballot paper, observing the following regulations:

1. Vote for one candidate only by marking with X opposite the name.
2. Sign your name on the ballot paper.
3. All ballots must be in my hands on or before Monday, December 20th, 1943.
4. Ballots should be forwarded in envelope marked "Ballot" to General Secretary, British Columbia Teachers' Federation, Aldine House, 1300 Robson Street, Vancouver, B. C.

Yours very truly,  
HARRY CHARLESWORTH,  
General Secretary.

British Columbia Teachers' Federation,  
Aldine House, 1300 Robson Street,  
Vancouver, B. C.

## BALLOT

**HARDWICK, WALTER H. W., M.A.**   
Henry Hudson School, Vancouver

**MULLOY, FLORENCE STUART, B.A.**   
Point Grey Junior High School, Vancouver

## THE SAANICH CASE

**S** AANICH School Board in a letter dated November 18th, confirmed Dr. J. M. Thomas in his present position as principal of the Mount View High School and declared that as far as it is concerned the matter dealing with the Mount View High School inquiry is hereby closed.

## LABOR DEPARTMENT

RECOGNIZES C. T. F.  
EDUCATION COMMITTEE

**F**OLLOWING the announcement of the recent Order in Council "freezing" teachers to the profession the Canadian Teachers' Federation sent a delegation to interview the Minister of Labor, Hon. Humphrey Mitchell, protesting the implementation of this Order without the teachers having been first consulted in respect to it.

At that time the Minister intimated that he would consider setting up a permanent C. T. F. committee with which he could confer in regard to educational matters concerning his department that might arise in the future.

The Minister of Labour has now ordered that there be set up a standing committee which shall advise the Minister of Labour upon request with reference to the utilization of teachers during the state of war now existing.

The committee shall consist of the Director of National Selective Service as chairman and the following members:

Mr. R. E. Shaul, Edmonton, Alberta; Mr. C. V. B. Miller, Fredericton, B. C.; Mr. Frank Patten, Ottawa, Ontario; Dr. C. N. Crutchfield, Shawinigan Falls, P. Q., and Miss Eryl Truax, Montreal, P. Q.

Dr. C. N. Crutchfield, Secretary-Treasurer of the C. T. F., has already taken steps to secure from provincial teachers' associations information that will be of value to this committee in presenting the teachers' case to the Department of Labour.

ILLNESS OF THE GENERAL  
SECRETARY

**M**R. Harry Charlesworth, General Secretary of the Federation, was taken seriously ill recently and had to be taken to the hospital.

Mr. Charlesworth was convalescing at his home when a heart attack seized him, the second he has suffered since the beginning of the school term. On the first occasion he was attending a meeting with

the Richmond School Board on behalf of the Richmond Teachers' Association when he collapsed.

We are pleased to report that Mr. Charlesworth is now home again improving rapidly and trust that he will soon be back with us at 1300 Robson Street.

## SURREY ARBITRATION

**A**N arbitration is at the present time proceeding between the Surrey School Board and the Surrey Teachers' Association over salaries for the year 1944.

The Surrey School Board has named as its representative Mr. Arthur Laing, Richmond School Trustee. Mr. C. D. Ovans will act for the teachers.

MISS CLARA E. JOHNSEN NAMED  
B. C. T. F. REPRESENTATIVE ON  
EXECUTIVE OF PUBLIC AFFAIRS  
INSTITUTE

**M**ISS Clara E. Johnsen, of Ridgeway Junior High School, North Vancouver, Secretary of the Democracy and Education Committee of the Federation was named representative of the B. C. T. F. on the Public Affairs Institute Executive.

The Public Affairs Institute is a Y. M. C. A. project designed to encourage discussion and consideration of current problems. Every summer a two weeks session of the Institute is held at Camp Elphinstone on Howe Sound where interested individuals gather to listen to distinguished speakers and to participate in informal conferences on timely topics. A report of the 1943 summer camp proceedings has been sent to Democracy and Education study groups throughout the province.

The Public Affairs Institute also sponsors a current events club which meets during the winter months in the Y. M. C. A. building in Vancouver.

NORTH VANCOUVER PRINCIPAL  
IN UNUSUAL ACCIDENT

**M**R. E. R. Chamberlain, principal of the Ridgeway Junior High School, North Vancouver, had the misfortune recently to fall and break both bones of the lower part of his right leg in three places.

Mr. Chamberlain, who functions in the evenings as commander of the R. C. S. C. C. "Lonsdale" was attending a Sea Cadet officers' training course at H. M. C. S. Discovery when he slipped and fell on the highly waxed surface of a lecture

room floor. Present reports are that it will be March before his leg is out of the cast.

The moral of this story is that what started out to be a minor mishap can have very serious consequences for almost anybody. Mr. Chamberlain has been "intending" for a long time to join the Navy; fortunately for him the Navy will B. C. T. F. Medical Services Association after his expenses in this instance. Knowing that Mr. Chamberlain would not object, we cite his case as a reminder to those teachers who have always been going to join the Medical Services to send for an application form immediately.

#### PUBLIC RELATION COMMITTEE MEETING REGULARLY

THE Public Relations Committee of the Federation has been meeting regularly almost every week.

Three circulars have been mailed to date to local associations and advising them of plans for this year and urging them to set up local committees as instructed by the last Annual General Meeting, to implement its programme.

A table has been prepared comparing male teachers' salaries with those paid to other white collar workers across Canada. Except for shipping clerks and salespersons in stores, teachers are at the bottom of the list, following right behind ministers and priests who, on the average, do a little better. 42.19 per cent of all Canadian male teachers receive less than \$950 per year.

A statement was issued to Vancouver and Victoria daily papers setting forth the teachers' views on the freezing order. A copy of this release was also sent to all local associations with the request that local committees endeavour to get publicity for it.

In the process of preparation are a number of pamphlets that will be distributed to local committees as the basis for talks to interested public groups by Federation speakers.

At this point we regret having to report that very few local associations have as yet set up public relations committees, or at least if they have, they have not sent in to the Federation office the name of the chairman.

#### FEDERATION FEES

FEDERATION fees are unchanged this year, being 1-200 of the gross annual salary. In the September-October

issue of the magazine there appeared a statement entitled, "How to Determine Your B. C. T. F. Fees." Omitted from it was a note to the effect that the annual fee is 1-200 of the gross annual salary, taken to the nearest \$100. An even \$50 is counted as the next \$100.

#### ELECTION OF THE SECONDARY SCHOOL TEACHERS' REPRESENTATIVE ON THE SENATE OF THE UNIVERSITY OF BRITISH COLUMBIA

*Aldine House, 1300 Robson Street  
Vancouver, B.C.*

December 3rd, 1943.

ALL secondary teachers are hereby informed that the election of the High School Teachers' representative on the Senate of the University of British Columbia will be held on Saturday, January 22nd, 1944. Nominations for this office must be in my hands not later than Saturday, December 18th, 1943.

The special attention of all Secondary Teachers 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 (Secretary of the B. C. Secondary School Teachers' Association, Miss Olive C. Heritage, care of Federation Office, in this case) shall forthwith send a written notice of his nomination to each person duly nominated.

"70. The nomination paper 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 candidates, if he notifies the Registrar (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,

OLIVE G. HERITAGE,  
Secretary-Treasurer,  
B. C. Secondary School  
Teachers' Association

NOTE—1. No printed nomination form is required. Nominations may be made by letter, duly signed as required by above regulations.

2. Mail or deliver all nominations to Miss Olive G. Heritage, Secretary, B. C. Secondary School Teachers' Association, c/o Federation Office, 1300 Robson Street, Vancouver, B.C.

3. The representative whose term of office is now ending is Mr. Arnold Webster, Fairview High School of Commerce, Vancouver, B.C.

#### EAST KOOTENAY FALL CONVENTION

**C**ONGRATULATIONS are very much in order for the way in which the East Kootenay Fall convention was arranged and attended. Federation business was conducted in such a way that a great deal of work was done and in a minimum of time; sectional meetings were interesting and were a source of inspiration to those who attended.

In the morning of the first day the District Council, under the chairmanship of Mr. S. J. Graham, met to arrange the agenda for the general business to follow. Members of the council prepared carefully worded resolutions on all the important matters. When the general meeting was called to order at 2 o'clock each topic was introduced by means of a resolution which had been prepared by the Council. This was a highly efficient way of opening discussion and the response of the membership showed the approval of all concerned. The general meeting was attended by practically 100 per cent of the teachers of the East Kootenay.

Dr. J. M. Ewing of the Provincial Normal School staff spoke to an enthusiastic and interested audience in the evening to whom he outlined many phases of "Education and the Post-War World."

Friday, Nov. 5th, was devoted to discussions centering around the theme: "The School and the Community." Mr.

C. J. Frederickson, Inspector of Schools, occupied the chair in conducting a panel discussion. The community was represented on the panel by representatives from industrial, professional and social groups as well as teachers from all parts of the district. It was evident that the school must play a greater part in the community and that the school must be the centre of community activity and education. Following the panel discussion the members re-assembled in the afternoon and after dividing into three groups continued to discuss the topic in more detail, under the heading, "School and Community Leisure," "School and Community Industry," and "School and Community Citizenship." Each section discussed its particular topic in more detail and summarized its findings in a detailed report. To complete this programme the convention re-assembled as a whole to hear the reports of separate groups.

During the noon interval Dr. M. A. Cameron of the University of British Columbia, spoke at a luncheon meeting of principals on the place of the principal in the community.

The finals was a banquet which "105 per cent attended" and which was outstanding success from all points of view, from the delicious cuisine of the ladies of Cranbrook to the short concise speeches under the able chairmanship of Mr. W. E. Lucas.

Much credit is due to the efficient manner in which Mr. S. J. Graham contacted all teachers, interested them in the business of the Federation and conducted a successful business meeting. Mr. Lucas, members of the Convention committee, and the teachers of Cranbrook arranged the programme in such a way that left nothing to be desired in making the convention an outstanding success.—F.J.M.

#### MISS EDITH UNSWORTH IS FEDERATION REPRESENTATIVE AT NORTH-CENTRAL B. C. DISTRICT COUNCIL MEETINGS

**I**NSTEAD of one large fall convention, the North-Central British Columbia District Council arranged this year a series of teachers' meetings in the four most central towns of the area.

Miss Edith Unsworth, secretary-treasurer, was elected by the Federation Executive to represent it at these meetings, held in Williams Lake, Quesnel, Prince George and Wells.

Miss Unsworth returned to Vancouver

full of enthusiasm for the fine work teachers are doing in this district. Particularly was she pleased at the manner in which married women who have returned to the profession to help out in these times of teacher shortage are taking an interest in Federation activities.

In her report to the Consultative Committee meeting of November 27th, Miss Unsworth stated that she considered such visits a very worthwhile part of Federation work. She reported that she had gained a new insight into the problems of rural teachers as a result of her trip and wished that more Vancouver teachers could have a similar experience.

#### SALARY INDEMNITY REGULATIONS CLARIFIED

By A. T. ALSHURY, Chairman, Salary Indemnity Committee

THE questions which have arisen in connection with the Salary Indemnity Fund Regulations published in the November issue of *The B.C. Teacher* may be classified as follows:

Re age limit of 45 years for admission to the Salary Indemnity Fund.

This regulation applies only to new members and to members who have allowed their membership to lapse. Members in good standing are in no way affected and are eligible for protection until they retire from teaching, at the age of 60 or 65, or until they leave the profession.

Re date of (a) Enrolment of new B. C. T. F. members (October 15th); (b) payment of Optional Salary Indemnity contributions.

The date of enrolment (a) applies only to new B. C. T. F. members. All others are continuing members and are not required to re-enrol annually.

The date of payment of Optional Salary Indemnity Fund contributions was not intended to apply to basic benefits. The Federation policy is to accept fees due in September as late as December 31st. Members will be eligible for basic benefits if their fees are paid by this date.

Optional Salary Indemnity contributions, however, must be paid not later than November 15th. Formerly, the Committee allowed members to pay their contributions as late as December 31st. Members were thus given protection for four months—from September to December—on the strength of a promise to pay. It was found, however, that after receiving protection for this period, in a number of instances, members decided

to withdraw from the Optional Salary Indemnity Fund. The earlier date was set in order to avoid a repetition of having to carry such risks for which no payment is received.

#### SOCIAL GATHERING AT OLIVER

THE Southern Okanagan United (Oliver and District) Local, has had two pleasant social gatherings within wartime restrictions this fall.

On October 29 the teachers gave a Halloween party for the school board members and their wives, and the wives (or husbands) of the married teachers. A lot of hidden talent among the teachers themselves was unearthed, resulting in a very enjoyable musical programme. Refreshments (somewhat sketchy, 'tis true) were enjoyed, and the teachers and the trustees took this opportunity to make a presentation to Miss Crafter, the school nurse, who is leaving to be married.

On November 12 the teachers were the guests of the School Board, who provided a large leg of venison, which was cooked (with trimmings) by the Grade IX Home Economics class, under the supervision of Miss Brown. Following the dinner (when the guests were again able to breathe normally) a sing-song was enjoyed, led by Rev. S. V. Redman at the piano.

MISS J. CARLYLE.

#### RIGHTS OF TEACHERS IN PUBLIC OFFICE

MR. E. I. Lane of 1824 Inglewood Avenue, West Vancouver, is Chairman of a Federation Committee studying the matter of the rights of teachers in public office.

Mr. Lane invites teachers interested in this problem to write to him expressing their views.

Following are a number of questions which this Committee will attempt to answer and about which it would like to have opinions from teachers.

Should a teacher holding office have the right to retain full membership in the Federation? Should he retain benefits of the Pensions Act and for how long? Should he hold seniority in the profession? Has he the right to expect leave of absence to campaign for public office? Should he get time off without loss of pay to attend to such duties as his public office demands?

# B. C. T. F. Statements of Account, June 30, 1943

Vancouver, B. C., October 26th, 1943.

British Columbia Teachers' Federation, Vancouver, B. C.

We present herewith your annual Statements of Accounts for the year ending June 30th, 1943.

The Special Fund known as a Fund "In Aid to Children in the Devastated Areas and Refugee Teachers" is reported on as follows:

Balance as reported June 30, 1942.....	\$566.14
Plus Interest Earned .....	4.26

Balance on Hand, June 30, 1943..... \$570.40

Inasmuch as this amount of \$570.40 is a Special Fund it has not been included in your Balance Sheet and is being covered by this Report.

The annexed Balance Sheet is, in our opinion, a full and fair Balance Sheet, and is properly drawn up to exhibit a true and correct view of the Federation's affairs, according to the best of our information, the explanations given to us, and as shown by the books.

All our requirements as Auditors have been complied with.  
SEEDS, MARTIN & Co., Chartered Accountants.

## BALANCE SHEET AS AT JUNE 30, 1943

### ASSETS

<b>CURRENT:</b>		
Cash on Hand and in Bank.....	\$4,756.16	
Accounts Receivable:		
Magazine .....	\$334.70	
Benevolent Fund Advances .....	380.00	
Medical Services .....	300.00	
Convention Advertising .....	172.90	
Canadian Teachers' Federation .....	25.85	
Sundry .....	184.06	
	1,397.51	
		\$ 6,153.67
<b>INVESTMENTS—At Cost .....</b>		<b>10,215.00</b>
<b>DEPOSIT:</b>		
Post Office .....	\$ 20.00	
Travelling Fund—General Secretary .....	100.00	
		120.00
<b>FIXED:</b>		
Office Furniture .....	\$ 3,389.03	
Less—Depreciation Reserve .....	2,287.83	
		1,101.20
<b>DEFERRED:</b>		
Stationery .....		450.00
		<b>\$18,039.87</b>

### LIABILITIES

<b>CURRENT:</b>		
Fernie and District Teachers' Association.....		\$ 36.00
<b>RESERVES:</b>		
Salary Indemnity—Optional .....	\$ 3,007.04	
—Basic .....	1,153.97	
Benevolent .....	572.27	
Emergency .....	15.77	
Office Pensions.....	800.00	
C. T. F. Travelling .....	900.00	
		6,449.05
<b>SURPLUS:</b>		
Balance—June 30, 1942 .....	\$10,041.94	
Net Surplus for Year to June 30, 1943.....	1,512.88	
		11,554.82
		<b>\$18,039.87</b>

Subject to our Report of October 26th, 1943.

SEEDS, MARTIN & Co., Chartered Accountants.

REVENUE ACCOUNT FOR YEAR TO JUNE 30, 1943.

REVENUE:

Fees: .....	\$21,715.05	
Less—C. T. F. Fees.....	\$ 900.00	
—Salary Indemnity .....	3,512.00	
	<u>4,412.00</u>	\$17,303.05
Magazine—Subscriptions .....	\$ 2,954.00	
—Advertising .....	1,287.78	
		<u>4,241.78</u>
Interest .....		376.29
Convention .....		213.15
		<u>\$22,134.27</u>

EXPENSES:

Salaries:		
Secretary, Assistant and Office.....	\$ 8,425.70	
Pensions .....	500.49	
Unemployment Insurance .....	53.02	
	<u>\$ 8,979.21</u>	
Travelling:		
General Secretary .....	\$ 990.32	
President .....	530.88	
Assistant General Secretary.....	141.63	
Executive .....	1,851.70	
Consultative .....	75.25	
District Council .....	733.21	
Fall Conventions .....	15.65	
Provincial Salary .....	223.73	
Sundry .....	215.90	
		<u>4,778.27</u>
Departments and Committees:		
Elementary .....	\$ 50.00	
Secondary .....	50.00	
Rural .....	150.00	
Finance .....	28.25	
Membership .....	16.20	
Office Management .....	7.70	
Public Relations .....	322.46	
Sundry .....	34.47	
		<u>659.08</u>
Magazine:		
Printing .....	\$ 2,693.62	
Postage and Cartage .....	212.98	
Sundry .....	46.62	
		<u>2,953.22</u>
General:		
Rent .....	\$ 540.00	
Bond .....	10.00	
Audit .....	100.00	
Telephone and Telegraph .....	537.55	
Postage, Excise .....	328.10	
Printing .....	465.67	
Stationery, Supplies .....	352.52	
Subscriptions, Advertising .....	158.84	
Gratuities .....	15.00	
Legal .....	62.80	
Summer Session Scholarship .....	50.00	
Group Insurance .....	83.65	
Office Pensions—Reserve.....	100.00	
Depreciation Reserve—Office Equipment.....	168.26	
Sundry .....	279.22	
	<u>3,251.61</u>	
		<u>20,621.39</u>

NET SURPLUS OF REVENUE OVER EXPENSES..... \$ 1,512.88

MONTHLY REPORT OF THE  
EDUCATION AND DEMOCRACY  
COMMITTEE

ON October 30th, the Education and Democracy Committee held another all-day session. We are happy to report that keen interest is being shown by teachers from various parts of British Columbia in educational problems of this rapidly changing world. Study groups are being formed all over this province, in fact all over Canada, to help solve our difficulties in a democratic way. Dr. Shrum advises us that the C. B. C. program for the winter includes Citizens' Radio Forums which will have "Listening Groups" for discussion of topics closely related to those we are studying. We hope every district will have teacher members among the groups. Dr. Shrum, the Director of University Extension, told us that their facilities are always at our disposal, and offered his department's assistance.

Mr. McDougall gave a condensed version of the report on the Canadian Teachers' Federation Reconstruction Committee Brief which will be discussed at greater length next meeting. The work of our committee is being well received by the C. T. F. In their report we read that "while endorsing the section of the Survey Committee of the Canada-Newfoundland Education Association dealing with offerings for returned men and women, your committee feels that the program outlined in the brief of the British Columbia Teachers' Federation to the British Columbia Post-War Rehabilitation Council gives a broader and more specific basis for dealing with this problem and we include it in this report and recommend its endorsement."

An account of the C. F. T. report will appear in this magazine. We hope that not only study groups but individuals will write to criticise it, constructively or otherwise. Anyone who does not write to criticise will be thought to endorse the report.

The C. T. F. has a representative, Mr. K. F. Argue, of the University of Alberta, on the Dominion Government Reconstruction Committee, which is headed by Mr. Cyril James. Mr. Argue is guided by Federation reports.

Our committee's chairman, Mr. Hugh Creelman, of Victoria, is preparing a pamphlet elaborating the theme that education is the basis for any scheme of reconstruction and social security after the war. Is it true that we "muffed"

the peace after the last war because we did not give primary place to education?

A sub-committee in Victoria will study the question of rehabilitation of teachers.

During November a delegation will interview the Minister of Education with regard to certain proposals concerning Democracy in the schools.

The teacher shortage has reached alarming proportions in Canada. Lowered standards will mean a less enlightened and a less democratic people.

Mr. Sutherland, our Public Relations Committee representative, is exploring the possibility of producing films on Democracy in action.

Mr. Johnson urged that we build up a strong public opinion to enable us to carry through the objects in our brief. Various means were considered.

Miss Johnsen and Mr. Armstrong were appointed representatives to the Public Affairs Institute.

In future Miss Dickinson will have articles in the magazine on subjects under discussion at our meetings.

CLARA E. JOHNSON,  
Secretary.

### Christmas Gifts with a Future



BIRKS DIAMONDS

CHALLENGER  
WATCHES

BIRKS STERLING SILVER

# BIRKS

Jewellers  
Silversmiths

Diamond  
Merchants

VANCOUVER, B. C.

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*introduces*

# THE NEWS SHEET

A monthly bulletin of news of interest to teachers.

"PAMPHLET COLLECTION: *Maybe somebody does, but we don't—know how many pamphlets are published each month . . .*"

"PHONOGRAPH RECORD LOAN SERVICE: *We really hate to mention this one . . .*"

"CONTEMPORARY BOOK REVIEW SERIES: *Have you ever thought of starting a book club . . .*"

"'OF THINGS TO COME': *This is a combined radio and study group programme for all Canadians—a 'Citizens' Forum' . . .*"

These are just some of the items mentioned in the November issue of the News Sheet. If you would like to receive the News Sheet regularly send your name and address to the Department of University Extension.

## THE DEPARTMENT OFFERS

Evening Classes	Extension Lectures
Pamphlet Loan Service	Visual Instruction Services
Phonograph Record Loan Service	Co-operative Education Services
Library Facilities	Theatre Services

## Study Group Courses:

Music Appreciation	An Introduction to the Co-operative Movement
Art Appreciation	Credit Unions
Canada's Wartime Economic Policy	The Co-operative Buying Club
Canada and the Post-War World	Acting—For Juniors and Seniors
Public Speaking	Modern Literature
Community Clinic—An Introduction to Sociology	British Columbia History
Child Psychology for Parents	

## Our Magazine Table

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

WE very conscientiously teach that the Introduction should (a) contain the topic of the essay, (b) arrest and create interest. That is all very well but what if one cannot think of anything bright to say and the topic is "magazines and more magazines". They are all interesting, all would provide a pleasant and profitable evening's reading. Now the problem is to jot down comments on these magazines. These comments are not commercial advertisements, but just remarks made by one teacher to another about good magazines.

Because of the shortage of labour many employees are doing extra duties in their positions. The same is true of teachers. Many are called upon to carry an extra teaching load, including subjects which they have not recently taught. Some teachers have returned to the classrooms after several years' absence. It is during times such as these that professional magazines prove very helpful.

**THE Grade Teacher** (Educational Publishing Corporation, Darien, Conn.; \$3.00 per year) is an old favorite with many. It contains special feature articles, units and outlines of work, posters, designs, songs, plays, etc. Some of the units and articles are essentially American but can be readily "Canadianized". We all find that however complete a unit is prepared it must be adapted by the teacher to local conditions. *The Grade Teacher* units provide a minimum of adaptation. The posters and designs are always very seasonal and can be adapted for any grade. Do you ever get tired teaching the same old Health Rules? A good motivation is suggested in the October issue of *The Grade Teacher* in the article "If You Were the Doctor". Questions for consultation are written on cards, pupils take turns being the inquiring mother or the doctor.

FOR lovers of animals the publication, *Our Dumb Animals* (Massachusetts Society for the Prevention of Cruelty to Animals, 46 Central St., Norwood, Mass.; \$1.00 per year). This publication is published by the M. S. P. C. A. to inculcate love and care for our dumb

animals. The photographs of birds and animals are particularly good. The cover illustration is always excellent—very good for a classroom picture. Try one some time for an oral composition theme. Episodes of animals in the war are interesting at the present. Children would enjoy this magazine.

**A FACT A Day About Canada**, published by the Dominion Bureau of Statistics, Ottawa, 25c per annum (our lowest priced article, dear friends) contains much useful and varied information. One suggestion about this pamphlet is cut-out articles which seem to be most useful and paste on cardboard for the school library files (two copies would prove best for this arrangement).

**THE Journal of Geography** (A. J. Nystrom & Co., 3333 Elston Ave., Chicago); \$2.75 per year). This magazine contains articles written by prominent educators. Each article is listed in the Educational Index. (For the benefit of U. B. C. students!) One article which particularly interested me was "Some Objectives in Teaching the Geography of Latin America", and an objective test for high school grades on erosion.

OTHER magazines on the table are (1) *Design*, (2) *School Arts*, (3) *Canadian Air Cadet*, (4) *The Modern Instructor*, (5) *Pennsylvania School Journal*, (6) *The Instructor*. Many magazines from other teachers' organizations are sent to us. If at any time any of our readers would like to look at a copy of any magazine mentioned in "Our Magazine Table" just send along a note and we'll try to fill your request. Good-bye for now. A pleasant holiday season to all.

**N. T. Nemetz**

BARRISTER and SOLICITOR

678 Howe St. (at Georgia)

Mar. 8636 Vancouver, B.C.

## 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

WITH the Fall term rapidly drawing to a close the Question Box makes a final effort before the Christmas holidays. Following are several brief answers to questions which may be of use to teachers in many schools.

A teacher writes to ask how one might deal with the way different peoples live, as suggested in the Grade IV Social Studies course, and yet keep the subject related to life in our own country.

There are at least two ways that this might be done. The customs of people in other countries might be discussed in relation to corresponding customs in Canada and the reason for the differences discussed, e.g., climate, tradition and geographical factors. The subject might also be attacked by discussing the habits and customs of people of other countries who have become Canadians. The Indians, Hindus, Chinese, Esquimaux, Japanese, Mennonites, Doukhobors, Icelanders and many others are established in Canada but still carry on many of their old customs. These provide actual at-home examples of the customs of other national groups and in many cases pupils in the class can make first-hand reports either of their own homes or of friends.

\* \* \*

A question that has been worrying the Question Box itself a good deal lately was in a letter in the last issue of *The B. C. Teacher*. "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?"

The Question Box in innocent naivete supposes that these are intended as rhetorical questions, but there are so many assumptions in the first question that it is hard to know what is intended to be the answer. One can hardly disagree with the boys in the Forces in getting tired of people who use the war as a means of improving their own position, but one might do some thinking before he is quite decided who these people are. It seems to be fairly evident that moves to improve the strength and economic position of wage earners will not be reasonably opposed by members of the Forces, as most of them will be returning to

positions as wage earners and will be glad to know that such basic Democratic rights as that of collective bargaining and the right to earn a fair living have not been lost while they were absent. A war in the defence of Democracy could be won in the field and lost at home.

The second question is one that is difficult to answer in detail directly, but the answer to it is the whole teaching of social ethics. Why should I try to make any improvement that involves difficulty for myself or does not make for my own immediate advantage? Put thus, "why should I go to war with my generous school board?" the question is full of prejudicial suggestions. The whole question is coloured with words that have emotional connotations. If it were worded, "Why should I not persuade my school board to co-operate with me to obtain a better method of financing education by closing the school until something is done about it?", the question would contain the general plan that was intended by the sponsors of the strike referendum. If the school board had refused, then they would have placed themselves in the camp to be opposed. Would our friends in the Forces be too annoyed if they came back to their positions to find that we had improved the educational financial situation in their absence?

Ho, hum . . . until after Christmas. By the way, my dear nephew, have a good time during the holidays. Be sure not to vote for or against anything. Remember "that there is no complete and exact answer to any problems, but only more or less practical approximations". So for goodness sake don't make any decisions while under the influence of science.

Your ever affectionate,  
AUNT SALLY.

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## Education and Social Reconstruction

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

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

### PART III.—Conclusion.

In their task of building democratic morale, our schools must not only develop insight and vitalize understanding; they must also develop a sense of social responsibility that will carry them into action outside the classroom when school-days are past. It is far easier to talk about social responsibility than to produce it. Certainly, school and Sunday school "lessons" on the "subject" won't have much effect in a society whose genius is competitive individualism. Here again the activity programme comes to the rescue. Pupils can learn the ways of democracy through actual practice in those ways at school, at home and in the community. The practical activities can carry social responsibilities. Not long ago, in a small town in Alberta, the proprietor of the local newspaper enlisted for war service. Thereupon the high school pupils took over his plant and began to produce, not merely a town newspaper, but a monthly magazine for the community. Their school work in Language, Social Studies, Music, Dramatics and other subjects was called into play; but their training went far beyond the requirements of classroom instruction, because they had a real and important function to perform for the community, and they had to produce results.

Discipline for social responsibility must resist all tendencies to shoddy work and "lying down on the job." It is a serious mistake to suppose that activity programmes are less exacting than the traditional programme. Pupils who cheat or skimp their work soon find that they "don't belong." But whatever the programme may be, the schools must redirect, or if necessary, directly suppress, anti-social tendencies; just as the society outside the classroom may have to resort to compulsion in order to protect the welfare of the group.

This discipline must inculcate the scientific attitude: the attitude of open-minded enquiry, experimental investigation and respect for facts. The teaching of science is not of itself enough. The scientific attitude must suffuse every activity of the school. In the Social

Studies classes, for example, pupils must not merely talk, but they must know what they are talking about. They must be able to recognize the technique of misrepresentation, as well as validity and relevance of facts. The great difficulty, of course, is to find in a form convenient for school use the necessary factual information that is required for the new courses in Social Studies and Science. Our textbooks are still to a large extent geared to the old style of school programme.

Democracy is committed to an expression of faith in the intelligence and goodwill of *all* the people. It must be total, involving the active participation of all the people throughout the whole range of social activity. Anything less is a democracy that breeds demagogues and fuhrers. In a "managed" democracy, the watchword is "Papa knows best." The people are treated as children, to be cajoled or pampered. They are left in ignorance and confusion regarding social aims and issues, when they are not deliberately misled by catchwords and stereotypes and emotional appeals, and all the arts of propaganda. Political platforms are couched in terms that conceal conflicts but do not resolve them. One of the main reasons why the present generation of adults has had so much difficulty in finding its way through the maze of confusion and misunderstanding during the past twenty-five years has been simply that it did not have the facts of the situation at its command. It had plenty of propaganda, but not enough relevant and enlightening facts. It was not trained to recognize the process of change in our society. Although its old familiar formulas were no longer potent or relevant, it was afraid to try new and more scientific modes of thought. Our "cultural lag" became a "cultural sag," because our thinking was not only slow but flabby.

How, then, can we meet this situation? By integral, total education. Total education must *polarize the thinking* of the mass of our people. The matrix of our culture has been competitive individualism; and now in the confusion and frus-

DECEMBER, 1943

tration brought about by internal changes in our economy, our people tend to think at cross purposes. Action is cancelled out, and only the tendency to drift remains. A mass of small men drifting is potential fascism. The thinking of these small men must be polarized through education for democratic action.

Total democracy then needs total education, freely available to all the people, children and adults, from the crèche to the university; from the cradle to the grave. "It isn't greater facilities for a few hundred thousand of our most promising children that will have to be provided," writes Sir Charles Trevelyan, President of the British Board of Education in 1924 and 1929-31. "As I used to say when Minister of Education, we are ready now for something much better than an educational ladder for clever children: we need a broad highway for all children. That is to say, there is likely to be an irrepressible demand for the absolute right to free education from start to finish."

And the time to begin is now. Across Canada from coast to coast we should now begin a campaign of adult education to prepare for social reconstruction. A Gallup poll would show, I believe, that a majority of our Canadian people has joined the "Never Again Club." They refuse to believe that after we have produced the wealth to win the war we can't produce the wealth to win the peace. Never again will they believe that we can't have health, education and social security because we can't find the money. Never again. Many now believe that as it was possible and necessary to control our economy in order to maximize our war effort, so will it be equally possible and necessary to control our peace economy in order to maximize our effort for social welfare. But like the Tuscans assaulting Rome, "those behind cry forward, and those before cry back." Amidst the din about private enterprise and inflation, we are solemnly adjured to return to the way of our forefathers—to go back to Adam Smith, or, on the other hand, to rush forward into the land of planned abundance.

Will the people give their consent to social reconstruction? Dr. Harold Rugg believes that they will, but only after a campaign of battle, the Battle for Consent—the Battle of America. So he has called upon John W. Studebaker, the United States Commissioner of Education, to organize a nation-wide campaign of public education on plans and prob-

lems of social reconstruction, including the Report of the National Resources Planning Board—to which Congress recently gave a decent burial—with the help of the opinion industries—press and radio, of the film industry, of churches, universities, colleges, public libraries and secondary schools, of labor, farmer and business organizations, service clubs and other similar organizations over the whole nation.

In the March issue of *Frontiers of Democracy*, Mr. Studebaker gave his official endorsement of Dr. Rugg's proposal in an exceedingly valuable article, adding the words: "We are working full speed ahead in Washington on plans to make adequate preparation for an understanding of how to solve the problems of peace." Mr. Studebaker submits that since democracy connotes a *shared community of interests* and requires understanding of common problems and management of joint affairs, it is the duty of the press, the radio and the films to bring their powerful aid to the educational task of increasing the area of awareness of common interests. Of possibilities in these fields, only the surface has been scratched. It is his view also that the democratic process as carried on through the political party and the political campaign is essentially educational. But the educational process is not effective enough because it has to compete for attention with other stimuli; it is never sufficiently concerted, organized and continuous to enable the voter to surround the issue and come to grips with it. The question of unemployment, for example, should be debated openly, thoroughly and continuously in so widespread a fashion as to break through the indifference and ignorance of the mass of the people with regard to it. Robert Lynd (in his *Knowledge for What?*) warns that our culture is accumulating disabilities and developing strains faster than social legislation, education and all the agencies of reform are managing to harness our new knowledge to reduce them. We are becoming culturally illiterate because the area of new things we don't know is constantly expanding. If, therefore, we desire to solve the problem of unemployment by democratic means (and undoubtedly many do not), we must win the battle of consent before it is too late.

To me it seems that in each province in Canada the Department of Education should try to organize a Council for Education that would mobilize every organization and agency in the province

for an all-out campaign of study and discussion of democracy's final problem: the social control of industry and personal freedom. What we need is not heat but light: clean-cut, clear straight thinking and facts. Perhaps we should then see clearly what our political leaders really propose to do, and know definitely what we want them to do.

Then, in the second place, I should like to see our high school courses in Social Studies reorganized and expanded for the year 1943-44 and throughout the duration of the war, in order that our students might concentrate their studies on the problems of world peace and social reconstruction, with a moratorium for the early Egyptians and Babylonians. Something like this has been done this year in Pasadena, California, for 7000 students of the Junior College, where there is also a weekly forum of 2000 adults. Many other city superintendents have reported in favor of such a plan. Should our high schools offer courses in Politics? We already have Psychology, Sociology and Economics in Alberta. Objections on the score of *propaganda* and *difficulty* are not really valid. There has always been propaganda in our schools. The current problems of politics are not more difficult for the average high school boy than for the average man-on-the-street. The boy who is being graduated from the high school to the army, navy or air force ought surely to have the chance, before he goes, of finding out everything that he can about the meaning and value of the cause for which he may give his life. Respect for his personality will brook nothing less.

One important sector of the Battle for Consent must be a campaign of adult education about education for our Canadian people. There are still too many, perhaps a majority, who do not accept the fact that education today is not and cannot be what it was fifty years ago. The problem now is not how to "teach Greek to the masses," but how to get them to use Canada-approved bread: how to make them intelligent about the world of today. Offering scholarships to bright boys and girls so that more of them may acquire the traditional education for white-collar uses doesn't solve the problem of education in a democracy. The real problem is to get people to see that the traditional education does not foster the democratic spirit; and that since education is the only possible instrument for constructive social change, education must be adapted swiftly to the

needs of a democracy fighting for survival.

But the new education has one drawback: it costs more than the old. It requires roomier and better-equipped classrooms, with reading rooms, laboratories, workshops, kitchens, cafeterias, auditoriums and even dormitories. It can also use creches and nurseries and nursery schools. It likewise costs more because its techniques of instruction are more expensive. Latin is cheap in rural schools. History is often preferred to Social Studies because it can be taught to larger classes, and accordingly with a lower per-pupil cost. At this moment, there is a decline in the enrolment in our high schools. Do our city school boards welcome this situation as a heaven-sent opportunity to give the new education a fair trial by reducing the size of the classes in order to improve the quality of the instruction? They don't, I betcha. The old teacher-pupil ratio of 1 to 35 or 40 must stand.

Then consider in this context the question of teacher status. The new education needs teachers of outstanding competence. They should be persons of high natural endowment who have had at least three years of intensive professional training at the university level. There is a service to be performed by teachers of this professional quality, even in rural schools, that is easily the equal in value of that performed by the average medical practitioner, and it should be worth, let us say, \$2000 a year. In Alberta, the statutory minimum salary for teachers was raised recently to \$900 a year; but even at that figure we shall find it very difficult to attract even our pre-war quota of candidates to the Normal Schools. We surely cannot expect to get \$2000 people into our teacher-training institutions by offering them \$900 jobs.

Here, then, is a challenge worthy of the mettle of the Parent-Teacher and Home-and-School Associations. The new education is a much more vital and dynamic education than the old. Naturally, it costs more, and it is worth the extra cost. If we want our children to produce a better society than ours, we must give them that better education, no matter what it costs. The new education will be much cheaper than the third world war.

Education for the victory of democracy is the victory of education. It will make whole the mind divided against itself, the people divided against itself, the world divided against itself. In the

world of tomorrow, the world of the common and common humanity, the mind of man will at last take the reward of a victor's courage after its valiant struggle through eons of time; it will set free. And may its prayer of victory be the words of Tagore:

"Where the mind is without fear and the head is held high;  
Where knowledge is free;  
Where the world has not been broken up into fragments by narrow domestic walls;  
Where words come out from the depth of truth;  
Where tireless striving stretches its arms towards perfection;  
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;  
Where the mind is led forward by thee into ever-widening thought and action—  
Into that heaven of freedom, my Father, let my country awake."

## Lesson-Aids Committee

All correspondence regarding Lesson-Aids should be addressed to the Hon. Secretary-Treasurer, MR. HARRY G. BOLTWOOD, 3486 West Second Avenue, Vancouver, B. C.

### THE PEACE RIVER DISTRICT

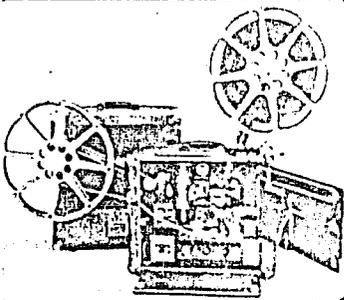
As noted in the October magazine, we are issuing a new unit, No. 144, entitled "The Peace River District", suitable for grades from V up. The price of the new unit is 12c, and we feel sure there will be a ready sale for it. Last month we included in our notes the poem written by Mrs. Mudiman as the closing item in the unit. The unit itself is very informative and up to date, the Alaska Highway being specially well treated.

\* \* \*

### A REQUEST

WE wish to repeat a request we made some time ago. Is there a primary teacher who has the material for writing a unit for Grades I and II on the Post Office or on the Circus? We have requests for such units, and hope that some teacher will be able to help us with the necessary copy.

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## The Production Front

By ALLEN MAY

(Reprint of a broadcast through the courtesy of the C.B.C. Press Information Service)

TONIGHT I am going to talk about a shipyard that has no labor troubles. And if that isn't news, the very best news a reporter could wish to find, then my ten years in newspaper work were wasted.

There's going to be another unusual feature about this broadcast. Labor, that is, organized labor of the sort I have been talking about for the last four weeks, is going to appear in a secondary role. The real hero of the good labor relations I found in this shipyard is the management.

All around this particular shipyard other shipyards are having trouble. Only last month there was a strike here which tied up all the yards but this one for two weeks. More trouble is brewing.

For the week that I have been observing the situation here I have had the feeling that I was watching a mass experiment of the kind they do in research laboratories with guinea pigs. You know what they are like—all the pigs are infected with a disease germ. A certain number are given an antidote. In the others, the disease is allowed to run its natural course. The object of the experiment is to see whether the specimens treated get better. If they do, a cure for the disease has been found and humanity benefits.

I suppose, if you have the proper scientific attitude such experiments can be very interesting. But when the specimens are human beings and such a vital thing as Canada's shipbuilding program is threatened, curiosity is not your only reaction.

Because the cure already has been tested here, it could be applied in the other yards and prevent strikes in them, too.

But before I tell you about the remedy, let me tell you briefly some of the symptoms of the disease. In the first place, a tremendous job had to be undertaken by the Quebec shipyards when the Canadian government began its vast new program of shipbuilding. An official of the government agency which now administers these yards, put it this way, "It was like trying to raise turkeys in a hummingbird's nest," he said.

Companies that in normal times employed only a few hundred men were required to expand their payrolls until, in many cases, they were employing ten times the number of men they formerly employed. The new men came from everywhere, off the farms, from trades they had scarcely learned—many of them had never worked before. But one thing they all learned very quickly was that in Montreal men doing the same work were receiving a higher rate of pay. The men here, naturally, clamoured for equal rates. They flocked into unions, pressed their demands—even went on strike. They won contracts with their respective companies and then they made joint applications to the war labor board for increased pay. They also asked for the full cost of living bonus. At present they receive \$2.10 as cost of living bonus. They want \$4.25.

Their appeal to Ottawa has been hanging fire for too long. The men grow angrier with every day that passes. They are angry—not at the companies for which they work, mind you—but at the department of government which they blame for the delay. They are like a swarm of bees—so nervous and irritable that they are ready to sting anybody. In this mood the most minor grievance is liable to touch off a strike.

The union leaders, I honestly believe, are doing their best to keep the men in their organizations under control, but they cannot do the impossible.

This is what the union leaders told me: "Let Ottawa hurry up and equalize our rates of pay and there won't be any trouble here. If we get that settled we can go ahead and really boost production in these yards."

Rightly or wrongly, that is the way these men look at this thing. They can't understand why there should be delays. The longer the delay persists, the more unruly they become. And their nervousness is aggravated by the fact that management, in most of the yards, has not the experience in handling labor relations which is needed to give the men the help they need.

But in one yard—the one which did not go out on strike in June—the reverse is

true. Here the men have the same basic grievance, that is, the differential in pay between these yards and those in Montreal. But—and this is the clue to their stability—they have no other problems to vex them. Their relations with management are as good as they can be made. They are consulted on every decision the company makes which affects their welfare. They participate directly through a really effective joint labor-management production committee in the formulation of plans and improvements for the yard. They know from experience that grievances get quick attention. They have schools at which to learn new trades. They have softball teams, a cafeteria, good safety machinery and a committee on almost everything.

You would hardly believe there could be such a difference in morale in two plants which I visited in one day. At one I was greeted with suspicion. Officials of the company grew enthusiastic telling me about the way their labor-management committee works. The young manager of the yard, Bill Soles, was worried over a lot of problems. (There still are a lot of bugs in shipbuilding) but they were all worries about production, not about labor. That problem has been taken care of.

The head of the yard's biggest union is also president of the joint labor committee. His name is Fred Dupont. I asked him to tell me about the time the other yards went on strike.

"Well, first of all," he said, "you've got to understand that our relations with the management here are wonderful. That's what we told the other unions when they struck. We told them we wanted to work. They agreed it would be alright."

Now the way these yards are laid out, it meant that the men going to work had to go through the picket lines to get to their jobs. "The strike committee agreed to let us post guards at the gates to point out our men," Mr. Dupont explained. "We had our guards on the gates all the time of the strike and there was never a bad word between any of our men and the strikers during the whole time." Mr. Dupont seemed very proud of that.

I asked Mr. Dupont what he thought of the chances of holding the men together if another strike developed. He shrugged his shoulders and pulled a letter out of his pocket. It was from the War Labor Board acknowledging receipt of an application by the union and the company for an increase in wage rates. Mr. Dupont pointed out that the date of the

acknowledgment was July 21. The application had been made on July 10.

"That's what is causing it," Mr. Dupont said. "It's hard to explain to the men about delays like these. We're educating them about unionism but it's hard to tell them why a war labor board can't give them the same kind of action we get from our own management on grievances."

The firm that operates this yard has not been in shipbuilding very long. It only went into the business because the government asked it to help out. But it has been dealing directly with unions in its own plants for 16 years and in those 16 years they have never had a strike.

When they went into shipbuilding the entire labor-relations machinery of the parent company went into the shipyard with the first group of skilled men. With it, too, went J. L. Latter, the man who, more than any other, is responsible for the good record this company has made in labor dealings.

"It's not hard to have good labor relations," says Mr. Latter. "All you have to do is work at it."

He works at it all the time. The unions have to be on their toes to get ahead of Mr. Latter. Because he is on the job full-time he often discovers what the men want before their own officers do.

I spoke to the president of this company. "Other companies," he said, "asked me why we spend so much time and money on our labor relations. I tell them it saves money."

Now you may call that a pretty hard-headed approach. Or you may call it common sense. Call it what you will, working people think it's wonderful—and it does prevent strikes. After all, union men are pretty hard-headed themselves.

"You know," the manager of the yard said to me, "we think every man has the right to know why such and such a thing is being done. You can't just say—do this or that—and expect obedience. That doesn't work any more."

As I said before, this firm is a newcomer in the shipbuilding field. It accepts the problems of shipbuilding as a challenge. It has set itself a schedule—so many hours for the first ship—so many less for the next—and so on down until the minimum of man-hours per ship is achieved. This schedule has been explained to the men in the joint production committee. The foremen are familiar with it. The challenge is made to every

man in the yard from slingers and riveters back on up to the manager himself.

When something goes wrong and the work is slowed down by factors over which the management has no control, every effort within the limits of naval security is made to inform the men of the reason. For example, on a ship I saw, it had been necessary to take down the Carley raft stanchions four times due to changes in the specifications made by the navy. I watched the men doing it the fourth time and they were still cheerful. That is not so in other yards. In other yards it seems to be the belief that the less the men know about what is going on the better. Consequently, when they have to make changes three and four times they throw up their hands in disgust and say, "Why doesn't somebody make up his mind!"

In this yard a determined effort has been made to make the men realize that the navy really does know what it is doing. If you have to try a thing three or four different ways, well, perhaps it will save the lives of a bunch of men some day.

"I know all about that," one member of the production committee, Lucien Gagnon, told me. "I was in the navy

myself until last August. And I was in hospital 45 days when I hurt my back jumping from a deck."

Lucien Gagnon is in a hurry to get ships built and he imparts his sense of urgency to the other men. He also brings this sense of urgency to the management when they discuss their problems around the conference table every two weeks.

Other shipyards, like other industries, are worried about absenteeism and labor turnover. This yard has got its rate of absenteeism down to three per cent. In the last six months only 147 men have left or have been dismissed from this company.

You see the system does pay! It pays in good relations with the men who really do the work and it pays in the good production they achieve.

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## The Village School

By PEARL PIERCE, in *Britain*, May, 1943

OUR village is a small one. Everyone knows everyone else and, of course, knows everyone else's business and a surprising number of us seem to be related to one another. We get on with each other very well.

It is true that our village dressmaker and our village plumber are not on speaking terms. Nor have they been for over twenty years. No one knows what the original quarrel was about. It is unlikely that even the participants themselves can remember. But the feud has become a habit and we English like to take our habits seriously.

The war has brought many changes to the agreeably easy tempo of our village life. Our young men are all on active service. Our old men are all Home Guards. Strange female postmen deliver our mail in repeatedly used envelopes.

A sports field has been turned into a vegetable plot (on the schoolmaster's plea), and sturdy cabbages rise over its once velvet lawns. The railings round our front gardens are gone to make munitions, and our young women have gone with them to make them into munitions.

Only one landmark in our village seems unchanged—only one face—the village schoolhouse and the village schoolmaster, a kind thoughtful man with a gentle thoughtful voice. Joan Rogers (Mrs. Rogers' youngest child, who is twelve and in the top class) says he is "ever so nice." No teacher could wish for a higher compliment.

He is as much liked by the parents as he is respected by the children he teaches. And the curious thing is that he isn't a native of our village either. Far from it. He was for years a teacher in one of our big industrial cities.

Technically speaking, his present job is less important. But he chose it himself because he loves the country. He would like to see every child brought up within reach of good green fields and wholesome fresh air. It used to depress him terribly living in a grimy city. His pupils would go for miles beyond the smoky town to gather bluebells for the classroom, and rush to school next day with hot faded bunches.

The schoolmaster would like to see green belts round every city, great

stretches of open country kept free from buildings. He wants village children to have all the educational advantages of city children and city children to have all the rural advantages of village children. Certainly he sees to it that the children in our village are taught on most up-to-date lines.

Every schoolmaster dreams of wonderful pupils. Our schoolmaster has good ordinary material to teach, for his pupils are the children of farm hands from the neighboring farms and also the children of railroad workers.

He has had one wonderful pupil, a markedly gifted lad, son of a locomotive driver, whose scholastic achievements rapidly lifted him by way of scholarships into secondary school and finally to Oxford University where he was well on the way to becoming a lecturer at the outbreak of war. Now he is a pilot in the R. A. F.

Joan Rogers is getting toward the scholarship age, always a delicate moment in working-class families. Joan being the youngest will be better able to take advantage of any grant or free place she may win. But her mother is a widow so that higher education for Joan is still a bit of a luxury.

The schoolmaster knows better than anyone what sacrifices parents will make to give their children a better chance in life than they themselves had. And he has great hopes in the new educational scheme now being drafted, for he knows better than most that as a nation we can't afford not to make use of all the potential brains in this and future generations if we are to reap the fruits of our coming allied victory.

Here is Joan Rogers running back to school after her dinner, with her school satchel flapping on her back. She is dressed as English schoolgirls dress, in a sober gymnasium tunic of dark blue under which she wears a bright woolen jersey that her mother has knitted. She wears long woolen stockings, low shoes, a beret and a tweed topcoat.

At the entrance to the playground a Co-operative Stores' van is standing (horse-drawn to save gasoline). Two boys are unloading a crate of bottles of fresh milk for the children. All children

get milk daily at school, irrespective of their parents' income. They pay a cent a day for it, but if necessary it is given free.

The school itself is quaint and old-fashioned. It was built forty years ago in the days when schoolteachers were paid entirely on examination results and depended for their bread on the number of pupils they contrived to squeeze through the annual tests.

But inside the out-of-date classrooms you will see bright children eagerly learning lessons taught in the most up-to-date manner. The infants' class (from five to six years old) are listening to a children's story; the next class are painting leaves which they gathered in a nature ramble yesterday. The third class are writing a composition on "What I want to be," and the fourth class are listening to a geography broadcast to schools.

It is collection day. The children contribute regularly to the Red Cross and War Savings funds and among them they subscribe one dollar every month to send parcels of chocolate, cigarettes and

books to a British prisoner of war in occupied Poland.

Far from bomb-damaged towns, our village children fortunately have no direct experience of bombing, though they can identify most aircraft and they follow the war campaigns with the schoolmaster on the big wall map. And of course they help to salvage metal and rubber and paper.

When the war is over, our schoolmaster wants to see lots of international traveling. He would like to take his school visiting all over Europe and beyond. And he would like his pupils to help entertain foreign children here. Then instead of his old schoolhouse he dreams of a fine modern building, centrally heated, with glass walls to let in the sun and air. He would like an art room and a good science laboratory, cinematograph and talkie apparatus, and a large recreation ground with special plots for the children to learn gardening.

All of these and more he wants, and he is trying to train his pupils to grow into the sort of adults who will see that every village school has just these things as a natural right.

## Merry Christmas

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# 342 teachers should stand in the corner!

658 should have their homework cancelled because they did take the trouble to send in their share of the 1000 stamped-addressed report cards we sent out last June.

We appreciate that you have to "stay in after school" to make up these reports but they are important if we are to give a true picture of School Savings.

Over three million War Savings Stamps have been purchased by the boys and girls in British Columbia-Yukon, according to the reports received since September, 1940.

We are sending you another report card this month. Please indicate sales in your school since September, 1943, and return it.

*Sincere thanks for your interest and co-operation, and best wishes for a Happy Christmas and a victorious New Year.*

**SCHOOL SAVINGS SECTION,  
National War Finance Committee  
British Columbia-Yukon**

1227 Vancouver Block

Vancouver, B. C.

## Pertinent Points on Perplexing Pensions Problems

By F. J. McRAE, Chairman, Pensions Committee

IN view of the fact that many new teachers have entered the teaching profession since 1941 there has been a request that questions be answered in each issue of the magazine. For the convenience of those who have lost their tables of contributions and for the information of the new teachers, below are printed the tables in part. Complete tables can be obtained from the Superannuation Commission, Victoria.

### EMPLOYEES' RETIREMENT ANNUITIES—MONTHLY CONTRIBUTION ON BASIS OF TEN PAYMENTS PER ANNUM; COST OF ANNUITY OF \$10 PER MONTH

Age Nearest Birthday When Contribution Commenced	MALES—RETIRING AGE 65		FEMALES—RETIRING AGE 60	
	Lump Sum Payment	Monthly Payment	Lump Sum Payment	Monthly Payment
20	\$416	\$1.82	\$483	\$2.21
21	425	1.88	494	2.29
22	433	1.94	506	2.38
23	442	2.00	518	2.47
24	451	2.06	530	2.57
25	460	2.13	543	2.67
26	469	2.20	556	2.78
27	479	2.28	570	2.90
28	489	2.36	584	3.03
29	499	2.45	598	3.16
30	510	2.55	613	3.30
31	521	2.65	629	3.46
32	533	2.76	645	3.62
33	545	2.87	662	3.81
34	557	2.99	680	4.01
35	569	3.12	698	4.22
36	582	3.27	716	4.45
37	595	3.42	736	4.71
38	608	3.58	756	4.98
39	622	3.75	777	5.29
40	636	3.94	799	5.63
41	651	4.15	822	6.01
42	666	4.37	846	6.43
43	681	4.62	870	6.90
44	697	4.89	896	7.45
45	714	5.19	923	8.05
50	804	7.27	1075	13.03
55	911	11.40	1270	28.20
59	1016	19.62	1473	150.67

Can I leave teaching and leave my money in the Pension Fund? Yes, but not for more than two years because absence from teaching for two years constitutes withdrawal.

If I withdraw my contributions and later decide to return within the two years what is my position?

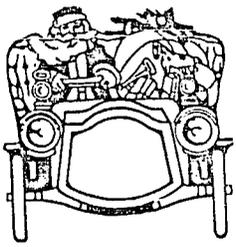
You are considered as a new member and any previous service does not count. You have to start all over again and, of course, contributions, will be made on the basis of your age when you re-entered.

If I join the Armed Forces and the School Board does not grant me leave of absence can I continue as a member of the Pensions Fund? Yes, if you do not withdraw the amount at your credit.

Do I have to keep up my payments while I am in the Armed Forces? No, it is not compulsory, but you can if you wish or the School Board can if they wish do so.

More questions next month, if you send them in. If you want a personal answer, address your questions directly to F. J. McRae, 3191 W. 35th Avenue, Vancouver, B. C.

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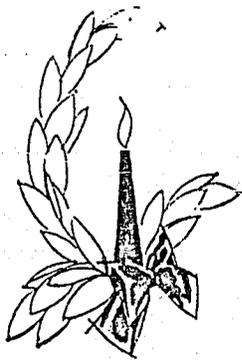
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## A Soldier Looks at Education

By L. R. PETERSON

I HAVE seen five years service as a teacher, and scarcely as many months to date as a member of the armed forces. As many others unquestionably hope, I hope before long to be able to relinquish the latter task for the former vocation. From thought of this future, and from a preponderance of the civil over the military training, it is natural that I should occasionally give consideration to education and its problems.

We know that teachers are underpaid. If common logic obtains, we may infer that their low salaries are the result of our government's consideration that their value to the state is proportionately low. By the same logic it also follows that the government of our country must consider the necessity for the education of its people to be of the same low order.

Canada has during her brief span of life as a nation made great strides in education. But glories and achievements of the past are but for memory, it is of the glories and achievements of the future that we must think today. For education, as the principle manifestation of civilization, must go either forwards or back, it cannot stand still. Growth and advance are necessary for its equilibrium denotes impending decadence. As with Egypt and Rome, with the victors of this war will lie the right to decide the advance or retreat of civilization. We must be the victors, to us will fall the lot of decisions. We, as did Rome and Egypt, can choose defeat or we can better by their instruction and choose success.

We? "We" are those people who shall survive this cataclysm, who shall live to guide our country through the next cycle of its life. Mr. Lord greeted the classes of my year at Normal School with the provocative statement that he should not be in the position he holds. Our country's most brilliant men, whose birthright it should be to govern and educate its citizens, lie, he stated, in the graves of Flanders Fields and France. Is it not a pity that this should be; that it may be again another twenty years from now? Is it not a shame that the highest intellects of one generation can find no better way of passing their time than in devising ways and means to eradicate the best brains of the next?

I know, as a sometime civilian, that the folks at home hope that the boys in

the services will make the world a safe place to live in, and pray for peace. I know, as a soldier, that the boys in the services dream of peace and wonder whether the folks back home are making the world a fit one in which to live.

### "I'VE FORGOTTEN, I'VE FORGOTTEN"

I'VE forgotten, I've forgotten,  
The lessons I was taught,  
The history and the English  
With such labors fraught;  
The names, the places, and the dates,  
Such things they wouldn't stick,  
Couldn't even half remember,  
Those facts were full of tricks.

I've forgotten, I've forgotten,  
The school and how it looks,  
The class rooms, corridors, the hall  
And the colors of the books;  
And how it felt when in disgrace,  
For impudence or worse,  
To have some weary teacher scold  
And chase about the place!

I've forgotten, I've forgotten,  
Many a pleasantry,  
But one dear soul will ever be  
My fondest memory;  
She was a teacher quite supreme  
So patient and so kind,  
She'd mention all the good I'd do  
And to my faults was blind.

LEONARD CURADO,  
—Boston Teachers' Newsletter.

### VANCOUVER TEACHERS' CREDIT UNION

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EDITORIALS      BOOK REVIEW      ILLUSTRATIONS      HEALTH POSTERS  
GOOD SUGGESTIONS PAGE

The articles appearing in "The Modern Instructor" are written by a group of teachers who are actively teaching the subjects for which they are responsible, and are qualified by experience and a record of successful teaching, to know what material will be most helpful.

We reproduce herewith a review of "The Modern Instructor" which appeared in "The B. C. Teacher", September-October number, 1943:

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

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## What We Are Reading

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### WAR FARE

**E**VEN before the war the pamphlet type of publication was becoming increasingly common, and the war seems to have accelerated this tendency. Cheap, timely, covering a number of widely different topics, these undoubtedly fill a real need. At the present time, Donald Davidson's *Insurance for All and Everything* (Longmans, Green & Co., Toronto; 35c; pp. 32) should prove of interest. Subtitled, "A Plain Account of the Beveridge Plan", the booklet outlines the plan, discusses graphically how it would work in the cases of John Smith and Jennie Brown, and then takes up some of the larger issues contingent upon it. Generally sympathetic to the plan, the author is by no means inclined to swallow it uncritically, and raises a number of issues that will give food for thought to those who are intelligent enough to say, "All very well, but how—?" Practical questions of administration, which the report itself merely mentions, are dealt with, and possible solutions suggested.

Postwar planning must be world wide; not only must ideas be worked out for solution of our own problems, but they must include the larger whole with still more urgent problems to be faced. *The Key Problem of the Peace* by Alan George Kirby (Ryerson, Toronto; 50c; pp. 45) attempts to set forth a possible groundwork for a United States of Europe. To the unbeliever, the booklet may appear to be somewhat categorical in its "musts" but even to him it will suggest possible new angles to the problem. The approach is almost purely geographical, and though it is hard to see that these difficulties loom as large as they are shown, in an era of air travel such as we are entering on there is certainly every reason to take Europe's geography seriously into account. The author sees federal union as the only means of granting liberty to minority groups as well as safeguarding their economic existence. "Only in a federal union can ethnic groups be preserved and protected, but at the same time allowed and encouraged to co-operate on reciprocally advantageous terms with other ethnic groups." The Provisional Governments at present in London are seen as a good point of departure for the plan. If

after you have read this difficulties still seem mountain high, you will at least have become better acquainted with an interesting proposal and have made an excellent rapid review of your geography of Europe! (Incidentally, this is one in a series of "Live and Learn Books". Others are *Parents and Democracy, Come on Canada, Making Better Statesmen, The Postwar Woman, Marked for Tragedy, We Discuss Canada, Canada: The War and After.*)

The Canadian Institute of International Affairs (230 Bloor St., Toronto) should be a familiar name to most teachers. Besides the publishing of numerous pamphlets, the institute maintains a free library and Information Service which teachers and others may make use of. An interesting series of Institute pamphlets is entitled "Behind the Headlines". These are 10c per copy or 60c for a year's subscription (10 pamphlets). Number four in the current series, *Canada's Last Frontier*, deals with Canada's northland in the light of the new "great circle" geography which, for instance, makes Soviet Russia our neighbour across the Pole. There is nothing sensational about this pamphlet, and no startling predictions are made, but there is, summed up in a concise and readable manner, a good deal of real live Canadian geography, and not a little history also. The author is Trevor Lloyd, Department of Geography, Dartmouth College.

Number five is in a sense a symposium—*Homes orhovels?*—summarizing a series of views on the housing problem in Canada. The author, Anthony Adamson, lecturer at the University of Toronto, has reported on a conference conducted by the Ontario Association of Architects early this year, and has included a summary of an address given at a later date to the same group by Catherine Bauer, one of the foremost authorities on housing in North America. He concludes with ten common questions and answers on housing problems. In this as in other booklets of the series are to be found questions for discussion and a short bibliography.

*Canada—An Introduction to a Nation* (10c; pp. 20) published by the same group, is written for those who are not familiar with Canada's customs, attitudes

and policies—and does that let you out, dear teacher? It does not! A clear cut picture of Canada, the nation, is given together with an analysis of her relationship with other nations of the world. Here is an excellent classroom pamphlet and refresher course in a nutshell for the teacher.

Study groups and students of present day affairs will want to have the very complete bibliography on *Post-War Problems* also prepared by the Institute (pp. 61; 25c). Compiler is R. Flenley.

**PHYSICAL Ability Test (Males)**, G. M. Gloss, New York University Bookstore, 18 Washington Place, New York; package of ten tests, \$1.00—less for quantity. Created to "measure speed, skill in handling objects, control of one's body, strength and 'power explosiveness'", this battery of tests should prove interesting as an attempt to standardize achievement in one of the less easily tested school subjects. To a non-specialist, the list of events seems somewhat scant, but no doubt these are all that are needed to measure the result. An interesting feature is that all scores are convertible to "T" scores.—P. J. K.

**FAR Away People**; Marion J. McVeety (School Aids and Text Book Publishing Co., Ltd., Regina, Sask; 35c; paper cover).

Each chapter in *Far Away People*, a Social Studies book for Grades III and IV, gives, in story form, a complete picture of life in another country.

In these chapters Miss McVeety has succeeded in creating for teacher and children the atmosphere of the country she is telling of.

The opening chapters are devoted to many fine suggestions for the teacher in correlating this work with other subjects; also suggestions for the class.

An important feature of the book is the "Things To Do" listed at the end of each chapter. Here are to be found excellent ideas in planning a sand table. There are also quiz tests on the country studied as well as a variety of other tests.

The book is well illustrated by photographs. It is unfortunate that the binding does not seem to be adapted to more than gentle usage.—M. I. R.

**VITALIZED English**; G. N. Griffin (School Aids and Text Book Publishing Co. Ltd., Regina, Sask; pp. 416). Here is an excellent supplementary text

for the teacher of English in Grades Seven and Eight. By combining Composition, Grammar and some Literature in one book, the author has simplified the correlation of these subjects. Use of *Vitalized English* will encourage independent work on the part of the student, not only because of the clear, self-explanatory instructions, but also because of the extremely useful device of a "Guide to Self-Correction" by which the student can measure and improve his use of English. The teacher, in marking such vague subjects as Oral and Written Composition, has, in this same set of standards, a workable basis for allotting marks. Class activities suggested throughout are entirely practical and should indeed make English, both written and spoken, more vital.—H. M. N.

**SOCIAL Studies Maps, Set VI**; School Aids and Text Book Publishing Co., Regina; portfolio of 34 maps; 50c. For the rural school without benefit of duplicator, these simple outline maps would seem to be most useful. The six sets are not arranged to coincide with the British Columbia Social Studies course, but since individual maps can be ordered in any quantities at 1c each, and since the world is thoroughly covered in the six sets, this should not present any difficulty. An added advantage is that the paper used will take water color. But when, oh when, will they learn to put a map of British Columbia on a page without wasting half the paper?—P. J. K.

**TEACHER WANTED**—Subjects, High and Junior High Art, Applied Arts in Grade IX and XI, Home Economics, Grade VII English; or male teacher for physical and Grade IX English. Apply, giving qualifications and recommendations, to Fred L. Irwin, secretary, Nelson Board of School Trustees.

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## Letters To a Country Teacher

My Dear Niece:

So you are tired of boarding, and want to "batch" instead? I agree with you completely. It is not only much cheaper, but far pleasanter. You are removed from all the petty jealousies as to who should board you, and from all the petty suspicions that you hear too much of one side of all the neighborhood squabbles. You eat when and what you please, rest undisturbed by children, and keep what company you like—there's the rub. A man can do that without anyone finding fault, but a young and, if I may say so, very attractive girl, has to consider the opinions of Mrs. Grundy, who lives everywhere. For ages only women of one sort have lived alone, and the association of ideas is too strong in the vulgar mind. You can't have any fun at all without people starting stories about you.

I knew one girl who batched happily. She was teaching in a Japanese settlement, and lived alone in a small house practically under the eye of the only white family in the district. But that doesn't happen often. I have known various girls who tried it in ordinary country districts, and I think they all wished they hadn't.

Two girls together are quite all right, but try to find a girl that you can get along with. An all-wise Providence seems to have arranged that no two women can live in the same house, unless one of them is definitely the mistress of the house. I think the best plan is to find a female relative—either an older one, who will run the house, or a younger one who will go to school, wash the dishes, and keep you supplied with propriety. I knew one girl who took her mother with her as housekeeper and chaperon, and she had a whale of a time.

There is another thing about girls batching. I know a bunkhouse where most of the men have electric hot-plates and do their own cooking; and of their rooms that I have been in were always neat and clean. But in the women's dormitory all housekeeping had to be forbidden, because the women made such a mess of the place. They plugged the toilets by throwing garbage down; they used the blankets for ironing and burned holes in them; they left their pots too long on the hot-plate and filled the building with the smell of burning food. Even the few who had experience in housekeeping at home made a mess of

things, because they didn't realize the difference between housekeeping, which is a job, and batching, which is a mode of life. You can't both keep house properly and work fixed hours at something else. You must trim your cooking and washing to match your time. A person of your ability, facing the problem sensibly, can solve it, but the mill girls couldn't.

Ever your loving,  
UNCLE JOHN.

## Correspondence

Nov. 8, 1943.

Editor, *The B. C. Teacher*:

I am sending you under separate cover a copy of our latest revision of Catalogue of Books comprising the Teachers' Professional Library, which we should be pleased to have you draw to the attention of your readers.

Under regulations now in force these books are available without charge to teachers throughout the province, and postal arrangements make it possible for them to obtain these books on loan without even the cost of postage.

Formerly use of this collection was restricted to teachers outside the metropolitan districts of Victoria and Vancouver, but the library is now thrown open to all, on the understanding that teachers resident in the latter area should first of all apply to their own libraries for professional books there available.

Yours sincerely,

C. K. MORRISON,  
Secretary.

**I**F we lick enough War Savings Stamps, we'll lick Hitler.

**L**ET your War Savings Stamps be Hitler's seal of doom.

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## TO UNCLE JOHN

Editor, *The B. C. Teacher*:

In the November issue of *The B. C. Teacher*, "Uncle John" opened his piece on what, to 55 per cent of the interested members of the B. C. T. F. was a very sour note. It may be that he poor fellow, suffering from social myopia, cannot read the notes correctly. Certain it is that he is very much out of tune with the times.

"Uncle John" approves of his poor dumb "niece" when she votes against a strike, a strike which was to aid the poorly paid niece to get a fairer compensation for the deprivations of teaching in rural schools. He approves when she votes against her own best interests.

"Uncle John" claims that the boys in the forces are getting tired of people who use the War as a means of improving their own position. Obviously, the poor fellow is in some comfortable position in the backwash of events in British Columbia. He does not even seem to realize that the shortage of teachers in British Columbia is produced, not only through patriotism but also through lack of pay in the rural schools. He apparently does not know any of the teachers who have left British Columbia schools to join the services, or to seek better paid employment. If he knew the situation he would realize that these teachers in the services are, almost without exception, thoroughly pleased to see, at last, some action on the part of the B. C. T. F. These men in the services are thankful to us for trying to raise the level of teaching in British Columbia so that they won't have to come back to a post-war position at depression wages.

In the last sentence of the first paragraph he gives the true reason for his niece: "And anyway why should I go to war with my generous school board, just because your board is stingy?" There is the key to his attitude! There is the reason that teachers are progressing so slowly in British Columbia.

"Uncle John" does not blame the Rural Teachers' Association for demanding the strike, because "they have really succeeded in getting some attention paid to the country teacher's troubles." If this is true, and it is to the tune of a paltry \$180,000 handout, how much more attention would have been paid to a full scale strike supported by the nieces and nephews as well as the old Uncles and Aunts?

Sincerely,  
A DISGUSTED NEPHEW.

## STOUT SCHOOL

**S**TOUT School is a half-breed school—no white children, two Indian boys—in an isolated spot on the C. N. R. across the Fraser River, about midway between Yale and Spuzzum.

The section foreman—only white man here—is official trustee, and controls his workmen who are section-hands or patrol the right-of-way. Five shacks comprise the settlement, with two in the bush, a bunkhouse, and a box-car for a teacher-age, which is about 20 feet from the railway tracks, and the noise and vibration is terrific, when coupled with the C. P. R. on the opposite bank of the Fraser. There is no companionship, and one may get out only by handcar to the next section. Sunlight, 10:15 a.m. to 1:20 p.m. All supplies must be shipped in from Vancouver or Chilliwack. Formerly, teachers have roomed (only separate room) with an Indian woman, and cooked their own food.

There are no roads but the tracks and to get on the highway one would need to cross the Fraser River.

The children are backward, slow, lazy and stupid, comprising principally the three R's; eight pupils attend.

EXPERIENCED TEACHER.

## RESOLUTIONS—IMPORTANT

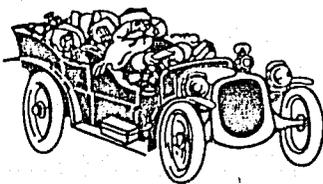
**Y**OUR attention is drawn to the following recommendations of the 1943 Resolutions Committee:

"That resolutions affecting general policy must be received before the deadline."

"That the deadline for resolutions be set early enough to allow for publication of resolutions in 'The B. C. Teacher' prior to the Convention."

The deadline date for resolutions has been tentatively set as February 15th.

**Get your resolutions in early!** Send them to W. Lorne Ginther Chairman, Resolutions Committee, B. C. Teachers' Federation, 1300 Robson Street.



Compliments of the Season!

## Teaching in Peace River Area

By MILDRED LaFORGE, *Baldonnel Superior School*

TEACHING in the Peace River Area of B. C. in the 1940's is an opportunity, a privilege — one might even say an obligation. If you have a good education, reasonably good health, and are not otherwise employed, and if you possess that thing called a conscience, you must teach.

Many high school students of grade eleven or twelve standing are taking over the responsibilities of the profession in the smaller schools. Some of these same students are in charge of schools with as many as twenty-six pupils and are filling the positions remarkably well. These girls must have been born to be teachers or else they have been endowed with a super amount of courage and determination!

Other teachers of two or three years' experience, like myself, are now in Superior Schools taking the place of our better-qualified fellow-teachers who are now away serving in the forces. To us it is an opportunity and we appreciate it, although I, for one, had a few qualms before accepting such a position. Teaching high school means reviewing all of our secondary school work — it's surprising how much one forgets in so short a time — and no end of studying; but that is really what makes it so interesting. The question no longer is, "Can I do it?" We are doing it and thoroughly enjoying it.

The rushing activity of our north country has its influence on teaching too. In schools along the Alaska Highway where jeeps, patrol cars, oil tankers, and huge army vehicles go

rumbling past and planes zoom down overhead, the outdoors is much more exciting than school work. The teacher almost has to tie the pupils to their desks in order to have school at all.

Former "Block" teachers will be interested in the changed transportation facilities of the Peace River District. Gone are the days when teachers north of the Peace waited for hours, sometimes days, to get across on the ferry and were lucky to get out to Dawson Creek for Christmas and Easter. The building of the bridge across the Peace has changed all that. Now we use the patriotic gesture — thumbs up. As the truckers say, "She's a dusty old road and a long one but she gets you there." Of course if your school happens to be off the highway you may still have to fall back on the pre-war modes of travelling, such as horseback, wagon, mail-bus or hog-truck.

No teacher accepting a position in this area will regret having done so. Life here is still a little on the primitive side, but there is an atmosphere of pioneering that is really refreshing. Then, too, probably no where else in the province can one see better the impact of the twentieth century machine age on a quiet rural civilization. The resultant transformation in regard to both the physical landscape and the daily lives of the people is most interesting to observe. History is truly in the making here and it is a source of tremendous satisfaction to be able to feel that one is sharing in it even in a small way.

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## NEW PLAYS

THE alert teacher is ever on the lookout for new material for classroom and school drama. Unfortunately, the supply of really good material is not large. *Three Humorous Plays* by Mrs. A. Lefebvre (School Aids and Text Book Publishing Co., Regina; pp. 11) have the merit of being brief, uncomplicated and easy to put on. The skits—"Schooldays", "Adventures of a Book Agent", and "Hold Up", are of the type so often published for the rural school "concert" and as such will no doubt make an amusing addition to the programme. They are not, however, recommended for the dramatic critic.

Two historical plays by Jean Cunningham from the same publisher (16 and 18 pp.; 25c each) are titled *The Cabots* and *The Coming of the United Empire Loyalists*. Both are frankly in the modern idiom and are therefore rendered suitable for younger pupils, but in the former particularly the color of the period seems often needlessly sacrificed. Would John Cabot say, "I'm not going to quit"? And surely in a history play one should be careful not to introduce a cup of tea before 1500 when tea was not introduced into England till after 1700! These, however, are faults that can be remedied, and the play is still of value as a source of interest in the Cabots.

A much surer note is struck with the Loyalist play. One feels that the author is on home ground, and has well succeeded in creating the illusion of reality.

Both plays are prefaced by a historical sketch and both contain simple illustrations which will be of great help in costuming and staging.—P. J. K.

PATRONIZE OUR ADVERTISERS!

## TWO IDEAS FOR WAR SAVINGS

TEACHERS and pupils are enthusiastic about the new War Savings objective posters and from schools all over the province letters are pouring into the School Savings Section, telling how pupils are saving to "dress" by cut-outs, the sailor, soldier and airman on the posters.

Silver Creek School Savers, near Salmon Arm, have made the posters more personal by naming them after boys from their own community who are in the armed forces.

## TREASURE HUNT

A GRAND idea for the New Year is to start the boys and girls off on a "treasure hunt". In British Columbia, at the present time, there are War Savings Stamps to the value of \$433,172.00, or 1,732,688 War Savings Stamps, which have been purchased and presumably stuck on War Savings folders but not yet used for exchange into War Savings Certificates.

School Savers, of course, complete their folders gradually but many adults just leave their stamps lying around between book leaves, or in their pockets, or bureau drawers. Every home, no doubt, has a War Savings Stamp or more forgotten or lost somewhere. Boys and girls might start the New Year out by talking their parents into a "Finders Keepers" campaign and apply the lost treasure in stamps to their own folders.

TEACHERS! Don't miss the weekly broadcasts called "Citizens Forum", C.B.C., Tuesday evenings, 8:00-8:30 P. D. T.

## START THE YEAR RIGHT!

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## News, Personal and Miscellaneous

MR. MORLEY W. MITCHELL,  
A.B. (Stanford), M.A. (Columbia),  
B. Paed. (Toronto)

THE sudden passing of Mr. Mitchell on November 22nd, 1943, has left a gap in our educational ranks which few of us are capable of filling. Although



well known to many of the Vancouver schools, and particularly to King Edward High School, in which his office was situated, Mr. Mitchell, through his innate modesty, concealed from all but his intimate friends the extensive nature of his studies and research in education. His particular field was in Vocational Guidance, Psychology, and Psychological Tests. A simple perusal of the list of courses taken by Mr. Mitchell during the past twenty years reveals his indefatigable application and vast mental capacity; and back of these there was an intense love of young people, and a desire to do his best for them which will never be forgotten by those with whom he made contact. He was a man:

"Whose life was work; whose language rife

"With maxims drawn from human life;  
"Who never spake against a foe."

Our deepest sympathies go out to Mrs. Mitchell in her sudden bereavement.

W. Y. McLEISH,  
King Edward High School.

### WORKERS' EDUCATION AND AFFILIATION WITH LABOUR ADVOCATED

MR. Drummond Wren, general secretary of the Workers' Education Association, addressed a meeting held in the Y. M. C. A. on Saturday, November

27th, under the joint auspices of the Librarians' Association, the Canadian Association of Social Service Workers and the B. C. T. F.

Mr. A. T. Alsbury, past president of the Federation, acted as chairman of the meeting.

Mr. Wren outlined the scope and work of his organization in Canada and announced that courses would be offered in Vancouver on economics and allied subjects of interest and value to wage earners.

The speaker emphasized the need of education in the ranks of working people, including white collar workers such as librarians, teachers and social service workers. Such white collar workers could be of value in giving leadership toward sane action to organized workers.

The W. E. A. hopes eventually to establish a labour college in British Columbia similar to one now operating in Ontario, Mr. Wren stated.

Claude Donald of North Vancouver is the local representative of the W. E. A.

### MR. THEO VERNON CLARKE

MR. Theo Vernon Clarke, formerly principal of Mount Pleasant School in Vancouver, passed away at his home on Friday, November 24, 1943.

Born in Bristol, Mr. Clarke became a student teacher at the age of fifteen. Upon graduation he taught several years in his native city before coming to Canada in 1913, where he accepted the principalship of a school in Chilliwack, B.C. In 1921 he moved to Vancouver to become vice-principal of Renfrew School for a number of years.

Always interested in inter-school athletics, Mr. Clarke wholeheartedly supported both the school team and the teacher-coach in their efforts to win yet another championship. "Play to win, but play fairly" was his code.

Mount Pleasant School feels the loss not only of an excellent teacher but also of a sincere friend.

In addition to his many teacher and pupil friends, mourning his loss are his wife, a son, Sidney V.; a daughter, Mrs. J. M. Pearson, Ainsworth, B.C.; seven sisters and three brothers.—J.A.G.

P.O. GORDON McRAE

**T**HE B. C. Teacher announces with regret the death of P.O. John Gordon McRae, killed when the aircraft in



which he was a passenger crashed at an air station in Alaska recently.

P.O. McRae was on leave of absence from the Agassiz Elementary School at which he had charge of the senior grades. During his 31 years of residence in Agassiz he won a host of friends and his funeral was one of the largest ever held in the community.

How actively he engaged in community work and how highly he was respected is revealed by the many offices he held in local organizations. He was a past president of the Junior Board of Trade, vice-president of the Red Cross Society and member of Cheam Lodge, No. 28, I.O.O.F., and the Rod and Gun Club.

Besides his parents and his wife and four children, P.O. McRae is survived by two brothers, Duncan in Montreal and Kenneth in Agassiz; and by four sisters, Mrs. Margaret Roberts, Langley Prairie; Mrs. J. B. Broughall, Agassiz; Mrs. O.D. Thompson, Retallak, and Miss Joyce McRae, Victoria. All four sisters are school teachers.

On behalf of the many friends of P.O. McRae in the profession *The B.C. Teacher* extends deepest sympathies to Mrs. McRae and family.

#### MYTH OF RACE SUPERIORITY EXPLODED BY SCIENCE

**S**CIENCE'S answers to the widely-held beliefs in racial superiority are summarized succinctly by two leading anthropologists, Professor Ruth Benedict and Dr. Gene Weltfish of Columbia University, in *The Races of Mankind*, a 32-page illustrated pamphlet issued by the

Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City, price 10c.

"In any great issue that concerns this war we turn to science," the authors point out. "When we need new fuels, substitutes for rubber, lighter metals or new plastics, we ask scientists to tell us what is possible and what is impossible. We need the scientists just as much on the race front. Historians . . . sociologists . . . biologists . . . anthropologists . . . psychologists . . . have studied race. They can tell us 'this is so,' 'that is not so,' 'this occurs under certain conditions,' or 'this occurs under opposite conditions'."

*The Races of Mankind* does not contain all that science has learned about race, but it states, clearly and simply, the most important facts that have been learned and verified.

Professor Benedict and Dr. Weltfish declare that "Freedom from fear is the way to cure race prejudice . . . For conflict grows fat on fear. And the slogans against 'inferior races' lead us to pick on them as scapegoats. We pin on them the reason for all our fears."

The pamphlet summarizes some of the things which are being done in this country to eliminate race prejudice and encourage interracial cooperation. And it points to the significance of these efforts as part of the war effort. For their success means that America, with its great tradition of democracy, can "put its hand to the building of the United Nations, sure of support from all the yellow and the black races where the war is being fought, sure that victory in this war will be in the name, not of one race or of another, but of the universal human race."

**W**HOM, then, do I call educated? First, those who control circumstances instead of being mastered by them, those who meet all occasions manfully and act in accordance with intelligent thinking; those who are honourable in all dealings, who treat good naturedly persons and things that are disagreeable, and furthermore, those who hold their pleasures under control and are not overcome by misfortune; finally, those who are not spoiled by success.—*Isocrates*.

**S**ANTA Claus has delivery problems, too. Lighten his job by giving more War Savings Stamps and Certificates than ever before.

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