

OFFICIAL ORGAN OF THE BRITISH
COLUMBIA TEACHERS' FEDERATION

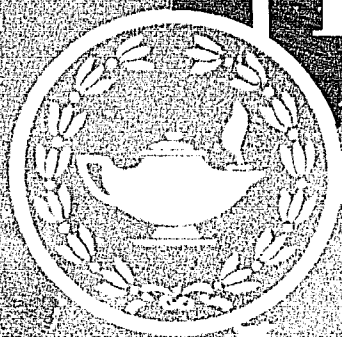
THE

VOLUME XXIII

NUMBER 5

B. C. TEACHER

FEBRUARY, 1944



CREAM OF THE CROP

Our schools will never satisfy me until they have the cream of the crop doing the teaching. They should be the highest paid, most carefully chosen people working in every city or town, but now industry has the people who should be in schools. The school boards are afraid to spend the money it would take to give the people the kind of schools they want.

—W. D. ARCHIE in *Midland Schools*

VANCOUVER, BRITISH COLUMBIA

Teachers of English in Grades VII, VIII and IX can make their Lessons more Stimulating and Effective by equipping their Classes with our new

Work Books in English Usage and Composition

By T. W. WOODHEAD

The aim of these skillfully organized books is to develop clear expression of thought through practice. To this end the widely varying exercises are classified under the following headings—

SENTENCE STRUCTURE
PUNCTUATION AND CAPITALIZATION
VOCABULARY AND WORD STUDY
GOOD USAGE
THE PARAGRAPH

The exercises in sentence structure deal largely with the different methods of combining ideas. Those on punctuation follow the demands of the development of sentence structure while, under good usage, are introduced many of the grammatical functions which must be understood if the student is to possess the power of self-criticism. Those on the paragraph have in mind the application of basic principles to the larger theme.

Every Exercise has been Tested in the Classroom and both Grading and Suitability determined on these tests.

PRICE—

Grade VII—Single copies, 45c; Class lots, 36c per copy.
Grade VIII—Single copies, 50c; Class lots, 40c per copy.
Grade IX—Single copies, 45c; Class lots, 36c per copy.

Postage extra in the case of all orders.

J. M. DENT & SONS (Canada) LTD.

224 Bloor St. W.,
Toronto, Ontario

Publishers

1300 Robson St.
Vancouver, B. C.

British Columbia Teachers' Federation

PRESIDENT:
MR. L. B. STIBBS
Kelowna

VICE-PRESIDENT:
MR. F. J. McRAE
Vancouver

SECRETARY-TREASURER:
MISS EDITH UNSWORTH
Vancouver

GENERAL SECRETARY:
MR. HARRY CHARLESWORTH

ASSISTANT GENERAL SECRETARY:
MR. CHARLES D. OVANS

ASSISTANT SECRETARY:
MISS CHARLOTTE CLAYTON

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

EXECUTIVE COMMITTEE

This Committee consists of the President, the Vice-President, the Junior Past President, Mr. A. T. Alsbury, and the following Geographical Representatives:

GEOGRAPHICAL REPRESENTATIVES

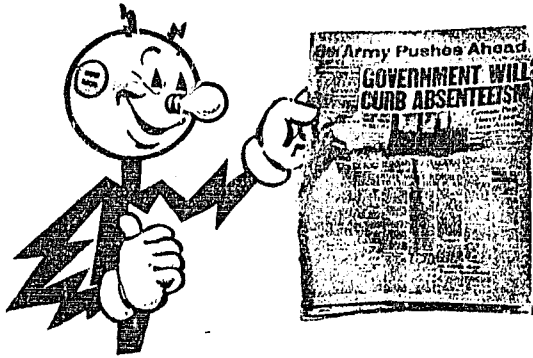
Central Mainland.....	Mr. H. D. Gibb.....	265 St. Paul Street West, Kamloops
Fraser Valley.....	Dr. F. M. Thorne.....	Ladner
Kootenay East.....	Mr. S. J. Graham.....	Box 163, Creston
Kootenay North.....	Mr. C. R. Tate.....	Revelstoke
Kootenay West.....	Miss Barbara Lang.....	415 Falls Street, Nelson
New Westminster-Burnaby.....	Mr. J. Stuart Burton.....	3882 Yale Street, Vancouver
North Central British Columbia.....	Mr. J. P. Phillipson.....	Williams Lake
Northern British Columbia.....	Mr. W. W. C. O'Neill.....	Prince Rupert
North Shore.....	Mr. E. I. Lane.....	1824 Inglewood Avenue, Hollyburn
Okanagan Valley.....	Mr. A. K. Macleod.....	Box 50, West Summerland
Vancouver Island—Central.....	Mr. Stanley Evans.....	191 Selby Street, Nanaimo
Vancouver Island—Northern.....	Mr. E. R. G. Richardson.....	Comox
Vancouver Island—Southern.....	Mr. A. T. Hunkin.....	1340 Coventry Street, Victoria
Vancouver.....	(1) Mr. D. N. Van Nes.....	1075 West 47th Avenue, Vancouver
Vancouver.....	(2) Mr. C. J. Oates.....	2531 Cornwall Street, Vancouver
Vancouver.....	(3) Mr. F. P. Lightbody.....	3657 West 36th Avenue, Vancouver

CHAIRMEN OF FEDERATION COMMITTEES

Benevolent Fund.....	Mr. R. H. Munzer
British Columbia Teachers' Federation Medical Association.....	Mr. C. J. Merrick
Code of Ethics.....	Mr. B. C. Gillie
Constitution and By-laws.....	Mr. Stanley Evans
Convention.....	Mr. Roth G. Gordon
Curriculum Revision.....	Mr. Everett T. Hurt
Education and Democracy.....	Mr. H. W. Creelman
Finance.....	Mr. F. P. Lightbody
Labour Relations.....	Mr. C. J. Oates
Larger Administrative Areas.....	Mr. E. R. G. Richardson
Membership.....	Mr. A. K. Macleod
Office Management.....	Mr. A. T. Alsbury
Pensions.....	Mr. F. J. McRae
Public Relations.....	Mr. J. H. Sutherland
Salaries.....	Mr. S. J. Graham
Salary Indemnity.....	Mr. A. T. Alsbury

PRESIDENTS OF PROVINCIAL ASSOCIATIONS

British Columbia Secondary School Teachers' Association.....	Mr. Charles McIntyre, 264 West Twenty-fifth, North Vancouver.
Provincial Home Economics Teachers' Association.....	Miss Margaret Campion, 3036 St. George's Avenue, North Vancouver.
Rural Teachers' Association.....	Mr. Arthur E. Vogee, R. M. D., Sidney, B. C.



I'm always on the Job!

**...for war work
or home work**

I've heard a lot about absenteeism hindering the war production program . . . but nothing can be said about any shortage of Electric Service.

Yes, I've been keeping all these war industries around Vancouver and New Westminster running full time without a break. I can't say much about what they make but it's plenty. I'm proud of the way Electric Service has helped and I can say I'm fit and ready for any emergency.

Yours confidently,

Reddy Kilowatt

Your Electrical Servant.

BRITISH COLUMBIA ELECTRIC RAILWAY CO.

2-44

THE B. C. TEACHER

VOLUME XXIII, No. 5.

FEBRUARY, 1944.

VANCOUVER, B. C.

OH FOR THE LIFE OF A TEACHER!

IN the November-December issue of *The Manitoba Teacher* there appeared a very illuminating article on school discipline. It was written by Mr. D. C. Fraser, Inspector of Schools for Pictou County, Nova Scotia. On the whole the article is a very good statement of modern theory and practice in regard to discipline and offers the beginning teacher many practical suggestions as to how to meet this vexatious educational problem.

One paragraph, however, leaves the reader with a definite feeling of annoyance, not so much because of what is said as because of what is revealed behind the scenes. We quote:

"The wise teacher will make herself able and fit to discipline children by strictly disciplining herself. Professional success involves rigid self-control. A reasonable personal timetable might be as follows: During each school-day, reserve the evening hours of five to seven for sports, reading, rest, music, and anything that is healthful and a change from school work. Spend seven to ten in quiet thought, study, and planning. Use the time remaining before retiring for a walk, a game, reading the news, the radio, or chatting with the household. Invitations for nights out from Monday to Thursday, inclusive, should be declined, unless the good of the school appears best served by acceptance of an occasional invitation. For example, the teacher does right to go to meetings of a Home and School Association; but she should positively and invariably refuse to attend games, sports, and dances during the nights just named. Once her public is convinced that she is not free on certain nights, she will no longer be troubled with invitations. This self-discipline prepares a teacher for her task. Friday night should be the one free night of the week, except, of course, Sunday, which is free throughout. Saturday night should be spent in the usual study and preparation, unless the work was done during the day."

Can anyone read the above passage without a flush of anger? Shades of mediaeval monks! And to think that in this day and age teachers are expected to be leaders in their communities! On Friday evenings and all day Sunday, perhaps!

The tragedy of the whole situation is that Mr. Fraser offers very sound advice. The average teacher, especially where the enrolment is large, the grades numerous and equipment virtually non-existent must, out of sheer necessity, adopt some such personal time-table as is suggested. No wonder many pupils regard their teachers as being a little bit odd! They lead such different lives that they must perforce be a little unusual.

Seriously though, existing conditions offer little hope for the future of the teaching profession. Under the circumstances we cannot persuade our best students to enter our ranks. We have much to fight for besides salaries and we should be grateful to Mr. Fraser for reminding us of that fact. No educational system should make any teacher a slave of her textbooks.

C.B.C. Citizens' Forum

*A Summary, prepared by the Department of University Extension, of
Listening Group submissions concerning the broadcast
"The School Comes First"*

Good evening:

I hope our educational authorities make a point of examining the Citizens' Forum Findings on the topic, "The School Comes First". Judging by the flood of suggestions which have come in for revising our educational system, there is plenty of room for improvement.

In the first place, forum after forum stresses the need for providing a more equal opportunity to all who can benefit by education. A Vancouver group puts the matter specifically. They say we should have "free compulsory education for children from the age of six years to eighteen years, with free nursery school or kindergarten for younger children, and higher education for those with ability and desire". Free textbooks, scholarships and even living expenses were recommended by other groups.

Of course, the first difficulty that stands in the way of such a free, universal educational programme is money! There is general agreement that the present methods of financing education by local land tax levies are completely inadequate and unsatisfactory. As several forums point out, the results are inequalities between the various provinces, and between rural and urban areas. A group at Westholme expresses the remedy suggested by many forums—"Eliminate in all provinces the property taxes for school revenues, substitute provincial income tax and Dominion grants according to need, retaining Provincial control of administration". And a Robson group adds that the Federal Government should set certain minimum standards across the Dominion.

To get down to more specific problems: The school curriculum is the subject of many suggestions. Some groups feel that a standardized, national curriculum would be valuable, but others point out that vocational training should make up a good part of school work and that this training should be closely related to the industries and interests of the particular community. Education for democratic citizenship is also emphasized by many forums—a Vancouver group sums it up this way: "Education should create a greater social consciousness and understanding in the individual".

Other points mentioned were improved equipment and teaching facilities, national and international exchange of students and professors, and improved correspondence courses. Better training for teachers was emphasized, and there is certainly no question on what the forums think about teachers earning higher salaries. The answer is emphatically "Yes!" Many forums objected to the present situation in which young and inexperienced teachers have to take full charge of ungraded rural schools. Incidentally, all groups are keenly interested in the composite high school idea, especially for rural areas. Several forums report that they have a sort of composite high school already, but they would like to see more vocational work in the curriculum. Many forums also recommended larger administrative units for rural areas.

Some of the forums point out that all these changes they recommend may require amending the B. N. A. Act, but they say "We feel that public opinion should demand that this be done, if it is necessary". That's a most important point—we all want equal educational opportunity; we know why we haven't got it, then why don't we do something about it? Of course, registering our opinions in this radio series is a first step, but what's the next?

PROMINENT SPEAKER COMING

MRS. SIDONIE M. GRUENBERG, eminent authority on Child Psychology and President of the Child Study Association of America with headquarters in New York City, has accepted an invitation from the British Columbia Parent-Teacher Federation to speak in Vancouver on March 14th. This is Mrs. Gruenberg's first speaking engagement in Canada. She is the author of several books in the field of child psychology and parent education and her forthcoming visit has created considerable public interest.

Watch the press for announcements as to topics of Mrs. Gruenberg's lecture, location and sale of tickets. The general public are invited.

Developing HEALTH-on-the-HOME-FRONT is a War Job for all of us!



Help make the answer "Yes" to question, "Am I Physically Fit?" Send for free material on Health and Good Grooming.

Those on the Home Front have a vital job to do, too. And its successful outcome depends greatly on physical fitness. For bodies as well as minds must be trained to guard Canada's morale and well-being.

Thanks to the thousands of teachers who realize this important fact, the growing generation from primary grades to college years, is benefiting by modern educational work in health and hygiene.

If you teach any of the groups listed, right, you will find our free material on dental health and personal grooming a big help in your work. So send today for these carefully planned aids to well rounded programs. They include colored wall charts, teaching pamphlets, and student material.

DENTAL HEALTH for
ELEMENTARY GRADES
HIGH SCHOOL HEALTH
and PHYSICAL EDUCATION CLASSES
SCHOOL NURSES AND
DENTAL HYGIENISTS

PERSONAL HYGIENE—
GOOD GROOMING for
HIGH SCHOOL AND
COLLEGE CLASSES in
Health and Physical
Education
Home Economics
Hygiene
Commercial Subjects
Vocational Guidance

Use the Coupon below to request these Programs now. They will be sent to you FREE!

Bristol-Myers Co. of Canada Limited,
Dept. VT4, 3035 St. Antoine Street, Montreal.

Please send me free the following aids for my dental care programme.

- ☐ Wall Chart ☐ Pupil's Dental Certificate ☐ Teacher's Folder
☐ No, I have it ☐ Class Hygiene Records

Check here for ☐ Personal Hygiene & Good Grooming Aids

Name..... Name of School.....

School Street Address..... Grade Taught.....

City..... Province.....

Class Enrollment..... Boys ☐ Girls ☐

Ramblings of Paidagogos

PLEASANT SOUNDS

I HAVE just been reading E. F. Benson's "As We Were", and have enjoyed many things in that Victorian mélange. Here and there I have disagreed with him, as for example in his laudation of eating and drinking. "There is no reason," says he, "to suppose that taste is in any way a lower sense than the other four; a fine palate is as much a gift as an eye that discerns beauty, or an ear that appreciates and enjoys subtle harmonies of sound." I think his values in this instance are pretty badly mixed, but everyone will not concur with me. I can see all the gourmets and gourmands rising indignantly in his defence.

There is a good deal more to be done with the ear than with the palate—at least, so I submit—and this is true even when music and poetry are left out of consideration. Pleasant sounds have great advantages over pleasant tastes. Not only are they delightful in themselves, but they arouse happy associations—and to the best of my belief, they are never fattening.

Recall to yourself a long, leisurely evening when rain beat on the roof and logs crackled on the hearth. What manner of food could have compared with that? Here were home, comfort, security, and the dearest voice in all the world. Recall, too, the murmur of the sea, and the sigh of the wind among the firs. For these are the tones in which felicity speaks to the heart.

But all pleasant sounds are not of so exalted a nature. I remember I enjoyed in my childhood many sounds of a very different and even questionable kind. The word "Amen" was of this sort. Scottish ministers in those days were highly gifted with eloquence, and edified their congregations with interminable sermons and long extempore prayers. But eventually there came the goodly word "Amen" to put an end to their discourses and petitions. A pleasant sound! Indeed I believe my want of enthusiasm for the Anglican form of worship is due to the fact that among Anglicans "amen" is not terminal but intercalary, each "Amen" leading gently on to the next.

Again, there was the shrill peal of a policeman's whistle—an exciting and thoroughly satisfactory sound. Almost anything might come of it: a thief caught redhanded, an embattled virago, a knock-down fight. Many a sharp run did I take through the streets of Glasgow in response to this signal, and many strange things I saw. I suppose policemen whistle still—I suppose they still send forth the clarion call to adventure—but for me, alas, the glory is departed.

Then there was the magnificent sound of old Mr. Elginbrod blowing his nose. Mr. Elginbrod was an elder of the church, and his nose seemed to my childish mind to be an ecclesiastical organ. There was a triumphant quality in his trumpeting that somehow partook of the nature of the Doxology, and I felt it must be acceptable in Heaven. No doubt it was. Be this as it may, for me the world was a little poorer when he was called to his reward, and I consoled myself with the belief that Gabriel had need of him.

One more sound of my childhood is worth mention—the discordant

squeakings of Mr. Punch as he embarked on his wicked drama. The appearance of a Punch and Judy show was a marvellous event in my financially-crippled life. I could go through the whole gamut of lively emotions—and no penny to pay. When the collection was taken up, as it frequently was, no one expected a small boy to contribute anything. It was enough that he should be appreciative, which I unquestionably was. I have followed Mr. Punch for half a day and through half-a-dozen performances. All this with unabated enthusiasm. And I have returned home to my thrashing as philosophically as a boy might.

But enough of such far-off experiences. Let me support my thesis of ear against palate with modern instances. For pleasant sounds are as numerous now as they ever were, and just as compelling. Indeed there are so many, I scarcely know which to choose or where to begin.

What pleasanter sound exists than the approaching footstep of a friend? There is one I am thinking of now—a quick, staccato sort of footstep that promises me an interlude of incisive talk and flashing wit. I know it and love it well. Then there is a much slower footstep, one that speaks eloquently of stiff joints and advancing age. But it speaks of far more than that, for with it come understanding, kindness, ripe wisdom and balanced judgment. What if it halts a little in the physical sense? There is another sense in which it never halts, but marches straightway into my mind and heart.

On a different plane altogether, but wholly satisfying in its own way, is the sound of a smoothly-running engine. This alas, is not so common an experience as it was—the debasing of gasoline has made it a rarity. It lives however, in recollection; and some day we may haply come up with it again.

This morning I asked an acquaintance of mine—a steady sort of man without a trace of poetical imagination—what was the pleasantest sound he had ever heard in his life. The question shook him a little, but he finally reduced the choice to two alternatives: the sound of ham frying cheerily on a Sunday morning; or the “Admitte te” of the Chancellor who conferred upon him his Baccalaureus Artium. This reference to food annoyed me, because it blurred the clean-cut comparison between ear and palate. So I wished him a rather curt Good Day.

I think the pleasantest sounds of all—better even than the music and poetry I have so generously laid aside—are human voices. Do you wish to contest this? Have there not been times when you would gladly have exchanged all the savory dishes in the world for the sound of a familiar and well-loved voice? Sympathy, kindliness, love—all these speak in human tones and fall sweetly on human ears. None but a clod would barter them for a mess of pottage.

I should prefer to close on this note, but it is borne in upon me willy-nilly that clods exist. “The way to a man’s heart,” says the cynical old saw, “is through his stomach”—and in the case of some men, such is the lamentable truth. I can only say that the pleasures of the table are fleshly and brief, that in nine cases out of ten they are better in prospect than in realization. Two excellent philosophical points! At some other time I shall be happy to elaborate them for your improvement. But not now. I have just heard the enchanting tintinnabulation of the dinner-bell—and must be off.

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

KELOWNA STUDENTS WINNERS IN SCHOOL BROADCASTS CONTEST

STUDENTS at East Kelowna School were announced recently as winners of the C.B.C. School Broadcasts essay competition for British Columbia. Mrs. H. L. Bailey is in charge of the prize-winning school.

Lawren Harris, prominent Canadian artist, presented the awards in a broadcast over station C.B.R.

The competition was arranged by Kenneth Caple, school broadcasts chief for the province. Boys and girls in classrooms throughout British Columbia took part.

Entries were essays telling of class projects in connection with the popular Monday serial, "Working Together in Tukwilla Valley." These compositions stressed the Hot Lunch programme which was a highlight of the very successful autumn series of the Tukwilla broadcasts.

Paintings.—Prizes were three silk screen reproductions of National Gallery paintings—the kind recently considered for purchase by Vancouver School Board.

In second place were three Okanagan Mission School students: Marguerite McMartin, Phyllis Creuzot and Ruth Kikuchi. Their principal is Mrs. Anne McClymont.

Other Awards.—In third place were students of Glen School, Port Coquitlam. Teacher in charge is Miss Wilma Sones.

Honourable mention went to Norma Turner, a Grade V student at Ladysmith School.

The prizes were awarded for reports on class activities connected with the C.B.C. School Broadcasts.

LANGLEY TEACHERS AWARDED SALARY SCALE

AS a result of an arbitration award made on February 2nd, the teachers of Langley Municipality were granted a salary scale and increases for 1944 totaling approximately \$7000.

The schedule adopted for elementary teachers starts at \$900 and increases to \$1620 in twelve annual increments of \$60 each. For high school teachers the schedule goes from \$1200 to \$2040 in twelve annual increments of \$70.

In the case of the elementary teachers the Arbitration Board awarded the schedule asked for by the Association. The high school scale adopted is three increments lower than that asked for by the teachers.

Over and above the scheduled rate for teachers, Principals get an extra \$100 per annum for the first teacher supervised, \$50 per annum for each of the next eight teachers and \$25 per annum for each additional teacher on the staff of the school.

Teachers of ungraded one-room schools of five grades or more and with an enrolment of at least 30 pupils receive a bonus of one increment.

Having regard to the ability of the Municipality to pay, the Arbitration Board fixed the maximum adjustment to be paid to any one teacher for 1944 at \$300. Eleven teachers received this maximum increase.

Spokesmen for the teachers during the proceedings were Mr. Roy E. Mountain and Mr. R. R. Brunt. Mr. F. G. Calvert, Official Trustee, presented the brief of the School District and Mr. E. A. Fountain and Mr. Eric Flowerdew appeared on behalf of the Municipal Council to testify as to the financial status of the Municipality.

The Arbitrators were of the unanimous opinion that the Provincial Government should provide more assistance to Langley in meeting its educational costs and so recommended in the award that Langley be given increased grants.

Chairman of the Arbitration Board was His Honour Judge Boyd of Vancouver, B.C. Mr. David B. Brankin, Chairman of the Surrey School Board, represented the Official Trustee, and Mr. C. D. Ovans acted on behalf of the teachers.

PLAN NOW to attend the Twenty-fifth Annual Convention—April 10th to 13th.

**25th
Annual
Convention**

**Headquarters:
Vancouver
Hotel**



**27th
Annual
General
Meeting**

**April 10th,
11th, 12th, 13th
1944**

NOW PRE-REGISTER!

THROUGH your delegates at your Christmas executive meeting you asked your Convention Committee, in no uncertain terms, that, if at all possible this year, hotel accommodation be secured for convention purposes. You said that you wanted to get away from that "busman's holiday" feeling attendant upon spending four days of your Easter vacation within the confines of a schoolroom, no matter how large or how modern. You said you wanted to be down-town near the shopping district between lulls in the convention programme. You said you wanted the best there is in convenient lunch-time service. You said you wanted a comfortable place in which to sit down amid restful surroundings and talk to your friends far from the maddening intellectual solitude of a small country school.

In return for all this you said you would make every effort to pre-register 100 per cent to swell the pooling fund for transportation rebates (provided, of course, the pre-registration fee is kept at \$1.00—a request which has been granted). If at all possible you would also attend in person at the convention and so enjoy in the flesh the comforts and conveniences you so readily visualized in your mind.

Well, your Convention Committee takes great pleasure in announcing that the 1944 convention headquarters will be the Hotel Vancouver. We regret we cannot promise you unlimited hotel space, but the large ballroom and a salon have been obtained for the entire four days of April 10th, 11th, 12th and 13th. With reference to personal room accommodation, do not expect to be able to obtain a room for yourself on short notice. Hotels are all very busy at present. The usual public facilities of the hotel, however, will be otherwise at your disposal. All large meetings will be held in the hotel ballroom but it will be necessary for certain sectional meetings and demonstration lessons to be held at some nearby schools, probably Dawson.

Even limited hotel accommodation costs money in war-time. Add to this the travelling expenses of a top-flight speaker. Your Committee is doing everything in its power for you and asks only that you co-operate to the extent of pre-registering without delay when asked to do so by your Local Association. Your dollar fee will be a vote saying you think that teaching is really a profession and deserves the very best in annual convention facilities.

CONVENTION PROGRAMME

At present we can allow you only a little peek behind the programme curtains of the coming Convention. Monday will be given over mostly to getting under way in the matter of Convention business. Tuesday, according to our present plan, will be featured by a panel discussion on "Post-War Education", the theme of our 1944 Convention. This discussion is being sponsored by the Education and Democracy Committee. Following the panel, delegates from various subject sections will convene in their respective meetings and apply the Convention theme of educational planning to the potential problems of their own particular departments. In the evening sectional meetings will reconvene in a plenary session for a conference on ultimate findings. On Wednesday evening we plan on a public meeting in collaboration with the Parent-Teachers' Association. In the past we have always filled school auditoriums to overflowing. This time let's fill the hotel ballroom, seating 1200, to overflowing. As part of the evening programme we expect to be able to show a most outstanding film on post-war planning. The film in question will be supplied us by the National Film Board. Thursday will be devoted to the completion of Federation business. On Thursday night present arrangements call for a Convention Dance, location not yet decided.

ATTENTION, TEACHERS

Re G. A. Fergusson Memorial Fund.

1. Nominations are kindly requested for the Twelfth Annual G. A. Fergusson Memorial Award.
2. Nomination of candidates for the award may be made by any Federation member or by any Local Association of the Federation.
3. Nominations must be received by the undersigned at the Federation Office, 1300 Robson Street, Vancouver, B. C., not later than Saturday, March 25, 1944.
4. Each nomination should be accompanied by a description and supporting evidence of the work for which the award is claimed. Meritorious work on behalf of the Federation, or any Association, may rightly be included.
5. The conditions provide that the award shall be made annually to the Federation member (or ex-member who is no longer eligible for membership), or to a Member-Association, who (or

which) has made, in the judgment of the Trustees, an outstanding contribution to education.

6. The Trustees particularly desire to have for such an outstanding honour, a good list of nominations, truly representative of all teachers of the province, and they therefore urge that all Associations and members give this matter their early and serious consideration.

On behalf of the Trustees,
(Signed) HARRY CHARLESWORTH,
Honorary Secretary.

1944 B. C. T. F. CONVENTION COMMITTEE

CHAIRMAN, Mr. R. G. Gordon;
Past Chairman, Mr. G. H. F. Johnson.
Secretary, Mr. J. K. McLeod.
Accommodation, Miss L. Coade.
Credentials, Mr. A. Clark.
Resolutions, Mr. W. L. Ginther.
Advertising, Mr. C. D. Ovens.
Registration, Mr. Waddington.
Registrar, Mr. A. S. Croll.
Pooling, Mr. H. Robson.
Programme, Mr. E. Matheson.
Courtesy, Mr. E. W. Bowering.
Information, Mr. A. Henrichsen.
Publicity, Mr. W. Webster.
Finance, Mr. F. Lightbody.



BRITISH COLUMBIA SECONDARY TEACHERS' SCIENCE SECTION

SINCE the last Easter Convention your executive has attended three meetings and have held discussions with various science teachers. The following is a summary of the situation.

We were asked to rewrite some of the resolutions in the interest of clarity and briefness. We felt that the meeting had made the resolutions quite clear and there was little more that we could do.

Next, your executive was informed by Mr. Ovans that the British Columbia Principals' Association objected to some of your resolutions. A meeting was arranged with Mr. Ovans as chairman, Mr. C. McGuire (Principals' Representative) and your executive. After much discussion, Mr. McGuire was willing to compromise if we would do the compromising. We could arrive at no agreement. We left the meeting with the impression that the B. C. P. A. was not against the principles of your resolutions but was against *any* resolution that would further complicate the making of school time-tables. If that is the attitude of a responsible group of men then, obviously, the whole curriculum situation needs an overhaul.

During the Christmas week your executive attended a meeting of all the subject sections. The meeting was made up of the secretary of the B. C. S. T. A. and your secretary. On reading one or two reports of other sections, it would seem that they are in much the same spot as we are.

Those of you who attended the Science section of the 1943 Easter Convention will realize that the situation is bad. Your executive have done some scouting around for opinions and a general summing up follows:

1. "The only benefit of attending such a meeting is to hear some outside speaker." (Note: The attendance last year was so poor that we feel we cannot ask a busy scientist to give his time and energy to address a dozen teachers).

2. "Why not? Much time is spent in discussing resolutions for improvements in science courses and what happens? Nothing!" (We have received, so far, no reply regarding our 1943 resolutions).

3. "Why work on a committee appointed at the Easter Convention? It means a lot of extra work for which you may receive a thank you and then have your suggestions thrown out without having a chance to defend them."

We have stated the situation as we see it at the present time and we are now asking the science teachers of the province to send in suggestions for the 1944 Convention. We would like you to recommend or reconstruct the resolution which follows:

Although we feel that the British Columbia educational system is one of the best, we know that it must continue to improve. We know that our educational system should be a little closer to modern life, that it should be trying to anticipate the future so that the students might be more adequately prepared for their entrance into after-school life. To achieve this end there must be constant, consistent, scientific reviewing and changing of our school curriculum and textbooks.

Be it resolved, therefore, that the Department of Education be asked to set up a permanent committee of educationists who will be charged with the definite responsibility of constantly reviewing and improving our curriculum and textbooks. The said committee to be selected and to function as follows:

A. Functions of the Committee:

1. The committee will operate with the idea of bringing in, where necessary, a new course of study every five years.

2. When a suitable text cannot be found, the committee will gather the material to publish an inexpensive textbook (e.g., Colleges Notes Series, Air Cadet Instruction Book, or the U. B. C. Chemistry Lab. Book).

3. The committee will follow this or some similar plan of activity:

First Year—Gather in and weigh the merits of constructive criticisms of teachers in the field. Continue study of world trends.

Second Year—Continue as in the first year and lay the foundation for the new course of study and textbook.

Third Year—Continue work of second year.

Fourth Year—Complete course of study and text.

Fifth Year—Check and publish material.

B. The Committee:

1. There will be one committee for each subject.

2. The committee will be composed of active teachers and will be responsible to the Department of Education.

3. Each member of the committee will serve for five years with a certain number dropping out each year.

4. The members of the committee will be elected by subject sections in convention or by any satisfactory method.

5. The committee will be active throughout the year, getting material and information.

6. The Department of Education will pay the members of the committee a salary commensurate with the service being done.

The executive would appreciate your comments on this report. Please mail them to Mr. Pillsbury or Mr. Templeton, care Magee High School, Vancouver.

(Signed) R. W. PILLSBURY, President.
F. J. TEMPLETON, Secretary.

B. C. PRINCIPALS' ASSOCIATION REPLIES TO B. C. SECONDARY TEACHERS' SCIENCE SECTION

CERTAIN statements in a report of the B. C. Secondary Teachers' Science Section contained in this issue call for some clarification. The statement is made that "After much discussion Mr. McGuire was willing to compromise if we would do the compromising". It should be clearly understood that, at the meeting to which the report refers, the representative of the B. C. Principals' Association was in attendance to clarify the policy of the Association and that he had no power to enter into any compromise. Therefore, he tried to present the viewpoint of the Principals' Association for the guidance of the executive of the Science Section who were free to proceed as they desired after considering the points submitted.

The following statements summarize some of the points submitted and indicate the policy of the B. C. Principals' Association as it is now constituted:

1. The secondary school is an educational agency, not a selective agency. It is responsible to the individual youth who attend it and to the community it serves. Within the limitations of its greater educational responsibilities, it will do its best to prepare and aid in the selection of students with the necessary general education and maturity for work at the University level. The university has a right to expect certain basic preparation of the students who attend it. It is our experience that the required courses and suggested additional courses determine what every high school must offer, no matter what its size. The effect of this in the smaller high schools is to prevent them from offering the cultural, pre-vocational, and vocational courses

that are so important for the average individual and to the community.

2. Records show that not more than 11 per cent of any age group continue on to Senior Matriculation or First Year University, that a smaller percentage continues on to University, and that a much smaller percentage continues on to the study of either chemistry or physics. It follows that the first specific courses in these subjects should be at the Grade XIII or First Year University level. Given the maturity and selection that should characterize university students, there is no reason why those who succeed in Chemistry 1 and Physics 1 cannot proceed to Chemistry 2 and 3 and/or Physics 4 in their second year and the specialized courses in the third and fourth years or into Applied Science. Experience with the good student bears this out.

3. It is extremely important that the great majority of youth have an understanding of certain fundamentals of the fields of biology, chemistry, geology, physics, and astronomy which have reference to living, application to the everyday things of life, and develop scientific methods of thought. With intelligent selection of subject matter and materials General Science V (which may need revision) answers this need. For those schools which are large and well-equipped enough to offer them as very desirable options to the more mature Grade XII and to the Grade XIII student who does not desire to specialize in the Sciences, Biological Science or Biology 1 describes and interprets the machinery of the organic world and the major concepts of Biology and Physical Sciences permits the teacher to utilize basic phenomena to build up an understanding of the major principles in the various physical sciences as a background for specialization. Either or both courses form a desirable part of the liberal education of the intelligent citizen who is capable of handling them. Certainly they can be improved. It should be a function of the Science Section to contribute to their revision both as to content and materials.

As the report of the Science Section intimates, there are a number of complicating factors in the scheduling of classes, particularly in the smaller high schools, which lead the principals to oppose the suggested breakdown of the General Science courses. These are organizational factors, difficult to explain in the space allotted, and secondary to the more important considerations stated.

Statement of Federation Policy with Reference To Rural School Education

(Brief presented to the Provincial Cabinet on January 14th, 1944)

THE POLICY

1. The Teachers' Federation, while well aware of the many educational problems that face British Columbia today, believes that the most immediate and urgent problems have to do with Rural Education.

2. It is fundamental to a true democracy that each child, whether born in a rich or poor area, should have the right to enjoy a good education. This privilege when freely accorded will pay rich dividends both to the individual and the nation. In the period of rehabilitation the importance of this cannot be over-emphasized.

3. For many years the education of Rural School children in this province has been hampered by a variety of circumstances, chief of which are:

- (1) the immaturity and the lack of experience of the teachers;
- (2) the fact that the rural teachers as a whole are dissatisfied and cramped because of the inadequacy of their salaries so out of proportion with the important, exacting and difficult service they are called upon to render;
- (3) the consequent rapid turnover of teachers which prevents the teacher from making and carrying out plans for the betterment of the community and the solving of community problems which have special reference to the youth of the district;
- (4) the lack of male teachers;
- (5) the unsatisfactory and physically and mentally unwholesome character of many of the school buildings, coupled with an almost entire

The writer has had the privilege of teaching the sciences at both the secondary and university levels as well as his experience as an administrator. It is his belief that the policies of the B. C. Principals' Association are well-advised when all factors are taken into consideration.

CARSON MCGUIRE,

Past President,
B. C. Principals' Association.

lack of equipment essential to effective instruction and learning.

THE PRESENT SITUATION

(Rural Teachers' Salaries an
Immediate Problem)

1. Of all the machinery set up to further the education of our children, the teacher is the vital factor. Good buildings and good equipment will fail of their purpose unless placed in the hands of well-trained, enthusiastic and satisfied teachers.

2. The Government has shown that it is aware of the inadequacy of rural teachers' salaries and that it is interested in improving them. The Supplementary Aids Grant of last year and the establishment of the schedule principle for rural teachers' salaries are evidence of this awareness and interest. The situation now is:

- (1) a starting salary of \$840;
- (2) a salary at beginning of second year of \$900;
- (3) a salary at beginning of third year of \$960.

3. The teachers appreciate this forward step that has resulted in considerable improvement in the lot of those who serve in rural districts.

4. The Federation strongly urges that the application be extended this year and urgently requests that further provision be made by establishing the following minimum scales (viz., the proposed Elementary scale starts at \$900 with ten annual increments of 60).

(1) RURAL ELEMENTARY SCHOOLS:

Year	Salary	Year	Salary
Beginning	\$ 900		
1	\$ 960	6	\$1260
2	\$1020	7	\$1320
3	\$1080	8	\$1380
4	\$1140	9	\$1440
5	\$1200	10	\$1500

(2) Similarly, provision should be made to establish minimum scales in the Junior and Senior High Schools of the unorganized rural districts.

N.B.: Increments are not to be regarded as automatic but will be given only when the teachers' work is adjudged

efficient by those whose duty it is to evaluate.

This schedule will not do more than place the teacher in a position as favourable as the average worker in other fields whose mental and moral endowment and training are equivalent.

The advantages to be derived from these scales may be summarized as follows:

(1) A schedule based on ten increments given for satisfactory service will eliminate the gross discriminations which exist between the beginning teacher and teachers of varying degrees of experience. At the present time the starting salary is too often the maximum.

(2) Better teachers will be attracted to rural communities.

(3) Efficient teachers assured of annual recognition will stay longer in the community with results highly beneficial to the children and the community.

(4) With a fair and reasonable scale of salaries it would be possible for principals and teachers to enlist the interest of the superior boys and girls in teaching and to direct them into the teacher-training institutions. This would help to remedy the existing situation in regard to teacher shortage and the necessity to accept as teachers those who have neither the ability nor the training properly to discharge the duties of a teacher.

(5) It is essential that more men be attracted to the rural schools. An adequate salary scale should have the effect of attracting suitable young men now pupils in the schools to prepare themselves for rural school teaching as their life work.

Such young men would become home-makers in the community and their influence there, as has been demonstrated in some countries, would be of great benefit to these communities.

SUMMARY

The adoption of an adequate minimum salary scale will not in itself produce all

the improvements noted above. However, without such a scale these improvements cannot be achieved. In other words, the provision of a reasonably adequate salary schedule constitutes the first major step toward the attainment of these improvements.

While the discussion of the other needed steps does not fall within the scope of this brief, they are well known to the Honourable H. G. Perry, Minister of Education.

In presenting this brief we wish to emphasize its importance and the need for early action. Under present conditions thousands of our rural children are being discriminated against, unintentionally, of course, but none the less surely. These children with potentialities equal to those of city children have the door of opportunity closed to them, and are being condemned to a way of life far below that for which they are fitted by natural endowment.

And not only do the individuals suffer, but the nation is being deprived of the contributions these young people would make to it if they were given adequate educational opportunities.

We, therefore, strongly urge that the whole situation be reviewed and that provision be made to institute an equitable salary scale for rural teachers to be put into effect with the opening of the school term of September, 1944.

Respectfully submitted on behalf of the British Columbia Teachers' Federation.

L. B. STIBBS, President.

Of course, I intend to go to the Convention.

"If you set out to have the child happy, discipline will come of its own accord."—EDWARD R. JOHNSTONE.

We specialize in
service to
individuals
and
small firms

G. Florence & Associates

"Accounting and Income Tax Service"

603 HOLDEN BUILDING,
(16 E. HASTINGS ST.)
VANCOUVER, B. C.

Phone:
MARINE 8629

The Teaching of Guidance in the High School

By DR. S. R. LAYCOCK, Professor of Educational Psychology,
College of Education, University of Saskatchewan

THE problems of the teaching of guidance in the high school can be considered under four main divisions:

(1) What is guidance and is it the legitimate job for the high school? (2) What kinds of guidance are there and which should the high school foster? (3) What kind of services must a school provide in order to carry out a programme of guidance? (4) How may a programme of guidance be administered in the high school? These four topics will be discussed in turn.

(1) WHAT IS GUIDANCE AND IS IT THE LEGITIMATE JOB FOR THE HIGH SCHOOL?

Guidance may be defined as the process whereby the abilities of the pupils along physical, social, emotional, occupational and intellectual lines are discovered and developed. Obviously, on the basis of the above definition, the aims of guidance very closely resemble the aims of modern education as a whole. The Education Policies Commission of the National Educational Association of the United States in a report entitled "The Purpose of Education in American Democracy" says: "Four aspects of educational purpose have been identified. The first calls for a description of the educated *person*; the second for a description of the educated *member of the family and community*; the third, of the educated *producer and consumer*; the fourth, of the educated *citizen*. The four great groups of objectives thus defined are: (1) the objectives of *self realization*; (2) the objectives of *human relationships*; (3) the objectives of *economic efficiency*; and (4) the objectives of *civic responsibility*. Each of these is, of course, related to the others. Education in the field of self realization or personal development is coming to be more and more a duty of the schools, although much of this responsibility necessarily inheres in the home and the church. The field of human relationships is shared by the school, the home and the rest of the environment. Under modern conditions preparation for economic efficiency is largely a function of the school. The role of the school is particularly definite in preparing for civic responsibility. These are the objectives of education—

qualities of conduct to be encouraged by all educational agencies for all citizens."

If the realization of the above four major objectives is basically the job of the school, then "Guidance" has arisen because the traditional high school has not been doing its job in adequate fashion. The school is an arm of society established to do a certain job. If it is not successful in doing that job then society establishes another agency to meet its needs. Even before the war there were evidences that the traditional secondary school was not meeting the needs of all pupils of secondary school age. The development of Dominion-Provincial Youth Training Programmes was an evidence of this. The development of "Guidance" programmes is another evidence that the needs of pupils for self realization, the development of happy human relationships, economic efficiency and civic responsibility were not being adequately taken care of by the high school. Guidance programmes have arisen, therefore, to supplement the work of the ordinary school along the above four lines.

(2) WHAT KINDS OF GUIDANCE ARE THERE?

There are several kinds of guidance:

(a) Health Guidance—where the individual's potentialities for developing a strong, healthy body are encouraged. Obviously the schools have not been doing a good job in health guidance if one looks at the statistics of the health of Canadian young men called up for military service. If the health programme in schools is focussed on the establishing of sound health habits and a health conscience rather than on the imparting of information, it is carrying out health guidance.

(b) Educational or Curricular Guidance—where pupils are guided to realize their higher potentialities through the ordinary curriculum and through the choice of options or courses. In the schools that want to discover and develop the abilities of all pupils by means of curriculum this aspect of guidance is carried on by every good teacher. From Grade VII on pupils will need guidance in the selection of the type of course they wish to pursue and the options they wish to choose.

(c) **Recreational Guidance**—where pupils are guided to participate in those recreational activities which will make for physical, social, emotional and intellectual development and which will develop rich interests leading to continuous development and enjoyment in adult life. If a school is doing a good job with its extra-curricular activities it should be doing this very thing. However, only a limited number of schools adequately discover and develop the abilities of pupils through athletics, dramatics, school papers, music and art clubs, committees and so forth. This is because many teachers are not aware that the so-called extra-curricular activities should yield skills, attitudes, appreciations and information. For instance, athletics should yield more than physical skills: they should also result in the development of very definite social, emotional and intellectual skills. Likewise, there are very definite social and emotional attitudes which should be developed. They should also result in very rich interests and appreciations which will be a joy to the individual during the rest of his life. The same is true of dramatics and the other activities. Many child guidance clinics have a play-yard where trained observers watch problem children play. That is, they use play as a means of diagnosis of children's difficulties and also as a form of therapy in dealing with them. Every school has this means of understanding and helping pupils at its disposal if it would use it.

(d) **Personal Guidance**—where the individual is helped to understand himself, his assets and liabilities and, therefore, to learn to live happily with himself. The advice of Socrates, "Know thyself", is very sound. Helping pupils to get a sane view of themselves is part of the business of guiding them toward a sound emotional life.

(e) **Social Guidance**—where the individual learns to live happily and to co-operate with others in the home, the school, the shop and the community. Obviously this is a function of every school. That schools have not been too successful in this matter is evidenced by the fact that most adults find their greatest trials in life to be the persons with whom they live.

(f) **Vocational Guidance**. This has been mentioned last, not because it is unimportant, but rather the reverse. Vocational guidance certainly constitutes the major interest of the public in guidance. It is a function which the

traditional school has not assumed, certainly not in adequate fashion. Because of the public's interest in vocational guidance it may be best for the school to start with an advance in the development of that aspect of guidance. Only the school must have a much broader conception of vocational guidance than the public has. The public often thinks of vocational guidance as mere placing. They think a guidance officer has a bag of tricks and by giving a child a few tests square pegs can immediately be put into square holes. In other words, they think of guidance as taking place at a given time, perhaps during an hour's interview with a counsellor. That is not an adequate idea of vocational guidance. To be worthy of the name vocational guidance involves not mere placing but adjustment and development. Just because a child happens to be shy in Grade VII or has not learned how to make friends is no reason for excluding him from all jobs which involve human contacts. Is it the school's job to develop the pupil's weak sides so that he will have as many avenues of vocational choice as possible.

Let us be sure, too, that vocational guidance involves the presence of a guide and the ultimate choice by the pupil himself. A guide points out the way but doesn't make the decision as to which way to go. The task of the school is to see that each child is furnished with all the necessary data with which to make a choice and has developed the necessary experience and skill in evaluating data. The latter is important. Merely presenting the data to a pupil with a take-it-or-leave-it attitude is not enough. He has to have developed in him the skill to evaluate the data—and that comes as a product of teaching and group discussion.

If vocational guidance is conceived in the broad fashion that has just been suggested it is obvious that it includes most of the other forms of guidance, certainly personal, social and curricular, at least. Vocational guidance which does not include these forms is not worthy of a school whose aim is to produce the growth and development of pupils.

(3) WHAT IS NECESSARY FOR GUIDANCE?

(a) A service of self-analysis. Obviously no pupil can make a wise choice of occupation unless he comes to know himself and to assess his own assets and liabilities. To guide him wisely toward that self knowledge the guidance teacher must have an intimate knowledge of the pupil's abilities, strengths and weaknesses.

How is this to be gained? Certainly there are tests which can be of real help.

- (i) Tests of general intelligence. These tell the general class of occupation (professional, clerical, semi-skilled, or unskilled) at which a student may succeed, other things being equal.

- (ii) Aptitude tests. While these have not been developed to anything approaching perfection and while the problem of special abilities is intricately tied up with the definite problem of the nature of human abilities in general, yet the present tests can be of some value if carefully used. The Vocational Guidance Centre, St. George Street, Toronto, lists in its catalogue mechanical aptitude, clerical aptitude, art aptitude, and music aptitude tests. Others are available. The teacher who has not had post-graduate work in the nature of human abilities should use tests of this kind cautiously.

- (iii) Interest and attitude inventories. These are meant to indicate interests and to analyse tendencies which are significant in various vocations. A number of these are available. The ordinary teacher will have to use the simpler ones. The Thurstone Interest Inventory, the Kuder Preference Record, Cleeton's Vocational Interest Inventory, and the Brainard-Stewart Specific Interest Inventories are a few which come to mind.

- (iv) Personality tests. These aim to measure aspects of personal and social adjustment. While these tests are not always reliable as measuring devices they can be of real value in teaching in group guidance. The different items can form the basis, through class discussion, for helping pupils to evaluate desirable and undesirable personality traits. Incidentally, they help pupils to assist their own traits without too much introspection. The California Tests of Personality, the Bernreuter Personality Inventory, and the Bell Adjustment Inventory are samples of this kind of test.

- (v) Standard tests in reading, vocabulary, arithmetic and other school subjects. These will reveal the student's strengths and weaknesses. In addition to tests there is the wealth of information about a pupil which is

peculiarly the school's own: data concerning his school history, his work habits, his appearance, his physique, his character traits, his personality traits and his social habits. Data of this kind should be available on cumulative record cards, should follow the child from the public to the high school and be available for his guidance at each stage of his development.

(b) Schools must provide an informational and discussion service. This will result in the understanding of the requirements of occupations and other requirements of successful living. What does a student need to know about an occupation? Several outline studies of occupations are available. The following is taken from *Douglass' Outline Study of a Vocation*:

- A. General Statement concerning the vocation: 1. Value of the vocation as a social service; 2. Duties of one engaged in it; 3. Number engaged in it locally; 4. Relative number engaged in it in general, with its probable future development; 5. Relative capital invested in it.
- B. Personal qualities demanded: 1. Qualities of manner, temperament, character; 2. Mental ability; 3. Physical demands.
- C. Preparation required: 1. General education; 2. Special or vocational education; 3. Apprenticeship conditions; 4. Experience required;
- D. Wages earned by workers; 1. Range of wages made (table showing distribution of all cases); 2. Average wage per week; 3. Relation of wage to length of experience and preparation.
- E. Length of working season, working week, working day, etc.
- F. Health of workers: 1. Healthful or unhealthful conditions; 2. Dangers, accidents, or risks.
- G. Opportunities for employment: 1. local community; 2. In general.
- H. Organizations of industry, including the relation of the worker to his fellow workers, his employers and community.
- I. Status of the workers: 1. Opportunities for advancement; 2. Time for recreation and enjoyment; 3. Adequate income for recreation and the comforts of life; 4. Any other items of peculiar interest in this connection.
- J. Biographies of leaders in the vocation.

Pupils must be guided to use books, pamphlets, magazine and newspaper articles and interviews in discovering the requirements and possibilities of different vocations. There are an increasing number of good books in this field. Under this heading, too, pupils must, through reading and discussion, come to understand how to get on with others in shop, home, school and community. Books like Goodrich's *Living with Others* (W. J. Gage), Crawford, Cooley and Trillingham's *Living Your Life* (Copp-Clark), and Burnham, Jones and Redford's *Boys Will Be Men* (Longman's, Green) are samples of books in this field.

(c) In order to accomplish the above a group guidance service is necessary. In group guidance opinions and attitudes are hammered out on the anvil of group discussion.

(d) To supplement group guidance there must be individual counselling service. This should not be for the so-called problem pupils, but for all pupils who have problems they wish to solve—which includes practically all pupils. This counselling service must be on a friendly basis and must not remotely resemble "being sent to the principal's office".

(e) There should be a follow-up service to help pupils make a transition to the work-a-day world. We have already learned that individuals leaving training schools for delinquents or for the feeble-minded need a follow-up service. Society can probably save a lot of waste by having a follow-up service for all pupils when they leave school.

(f) There should be a research service where the usefulness of different techniques and tests is evaluated.

(4) SUGGESTIONS FOR THE ADMINISTRATION OF GUIDANCE.

(a) There should be close liaison between the elementary and secondary schools. Probably there should be a joint committee on guidance with representatives from each type of school. It is also important that somewhat similar provision for guidance be made for Grades VII and VIII as in the upper grades if these grades are not within the high school organization.

(b) It is important that the elementary school make sure that it passes on to the secondary school a cumulative record card for each pupil which is of real value.

(c) Personal and social guidance, commonly classed under mental health, should be listed in the curriculum under

guidance rather than under health. Many physical education teachers who teach health have not the background of training to handle the above kinds of guidance.

(d) Not every teacher is suited for guidance work, although all must know a good deal about it, be sympathetic to it and give the guidance teachers and counsellors every co-operation.

(e) In each school there should be picked out those individual teachers who by temperament and training are fitted for guidance and counselling. There should be at least one man and one woman counsellor in each high school and perhaps four or five teachers who assist in group guidance. Choice of such teachers must not be on the basis of seniority but on the basis of fitness for the task. Many very worthy people who do good work in the classroom do not make good counsellors. The guidance teachers and counsellors may give only part time to this work.

(f) In every large city there should be a director of guidance, and in the smaller cities there should be a senior guidance officer who will have responsibility for heading up the work and be the liaison officer between the various schools. This director of guidance or senior guidance officer will have the responsibility of developing the guidance staff.

(g) Definite attempts should be made by the senior guidance officer and his staff to take the messages of guidance in general and vocational guidance in particular to the public and the parents. This can be done through addressing service clubs, home and school associations, and various women's organizations. It is important that the parents see the factors involved in vocational choice and the necessity of the pupil, after all possible wise guidance, making his own choice. If the parents are not enlightened on this matter much of the work of the guidance teachers will come to naught. The child who is a dull normal, for example, will still be forced to attempt an academic course with the intention of entering medicine or engineering.

(h) A general guidance committee should be set up in each community with representatives of teachers, school board members, service clubs, women's organizations, industry, labor, welfare organizations and of citizens generally. The purpose of this committee would be to ensure the effectiveness of a guidance programme in schools and in the com-

munity. There is an increasing awareness that most of our problems are community problems and can be solved adequately only through community co-operation.

(i) All provincial Departments of Education should include in their courses of study a course in guidance covering vocational guidance in its broad sense of including personal and social guidance.

(j) The staff of each school should undertake a serious study of vocational and other aspects of guidance and the school board should supply them with a library of suitable books for study.

(k) Any adequate programme of guidance means that pupils have access to a considerable number of books on personal, social and vocational guidance. These should be a part of each school library.

(l) School boards should encourage their teachers to take refresher courses which would enable them to do a better job in carrying out the guidance programme.

The success of guidance in any school will depend primarily on the temperament, attitude and training of those who are selected to be counsellors and guid-

ance teachers, on the enlightened and sympathetic co-operation of the principal and the rest of the teaching staff, and on the wise and backing of the members of the school board concerned. Vocational choosing and the wider problem of planning one's life is a long-time process, not an event which occurs at one time. There is no special year, school class, or counselling situation which alone can bring the world of work and everyday living to young people, yet on every level something more can be done than is done in the ordinary work of the school to bring students toward greater self realization, happier human relationships, a better understanding of and preparation for the world of work and for the civic responsibilities which they must bear as citizens. This supplement to the ordinary work of the school is what is currently meant by guidance.

THERE is no more justification for an emergency teaching certificate being issued to a high school junior than there would be for an emergency physician's certificate being granted to the same ambitious adolescent.

—Mrs. H. L. STEVENS.

Wrigley Printing Co.

LIMITED

Specializing in the Manufacture and
Rebinding of School Text Books

COMPLETE BOOK MANUFACTURERS

Seymour at Dunsmuir

Vancouver, B. C.

The Turnley Reading System

By FRANCIS R. TURNLEY, Vancouver, B. C.

VANCOUVER newspapers carried recently the picture and story of my daughter Fern, who was six on January 16 of this year.

Fern is a normal child with the usual interest in pets, cut-outs, dolls and other children. Except for home instruction she has had no experience in either kindergarten or school. Ballet dancing she has been learning at a dancing school for about a year and a half, but that is all. Since the publicity in the papers she has had an I.Q. test at the Vancouver School Board offices and this showed her to have a rating of 120; but in view of the fact that she has been reading extensively for the last three months this cannot be considered exceptional. She is a very little child, and has always been a vegetarian. She has never eaten meat, fish or fowl and could not be persuaded to do so. These points I mention in case anyone should see meaning in them; for my part, I do not think either her I.Q., as now recorded; her liveliness; her dancing training or her diet are in any way responsible for her reading, spelling or pronouncing ability.

The system I have devised differs greatly from the methods used in present public schools, and in view of the fact that I am assured that the British Columbia Department of Education keeps well abreast of the latest and best in teaching methods, it would seem safe to say that my system is an improvement and a very great one on anything hitherto devised.

Special advantages are:

1. It can be started, and should be started at 5 or earlier.
2. It requires little effort on part of pupil (or teacher).
3. Fifteen minutes to half an hour a day are ample, at least for the first four months.
4. After this preparatory period, the child reads with rapidly increasing speed and accuracy.
5. The words in the language, large or small, which the child cannot sound when heard spelt,—or spell out and pronounce for herself—are almost negligible.

When it is realized that only about 18 per cent of a child's time is spent under his school teachers, and that this means that less than two solid years of the ten years (from 6 to 16) are all that most children spend in formal instruction, it is obvious that a system such as mine, if applied on a general scale to all children, will give them a much better opportunity to benefit by the information that can be imparted in that short space.

Children of six would enter school ready immediately for Grade III instruction. From five to six they would have been at kindergarten, or, the system could easily be taught by the average parent at home from an instruction book simple to go by. By cutting two years off the ten years of average schooling in the public school, the youngest will be learning what the 8-year-olds now study and so on up the ladder. All those at 16 will have acquired knowledge now accessible to those two years older. The mechanics of the subject are beyond estimation, because the earlier understanding of reading is likely to have effects on the entire later educational progress that may well prove astounding, judged by present standards.

As to my "demonstrator," Fern. This little girl has actually been reading sentences since October 15 of last year—a little more than three months. Prior to that time she had six months of "the system"—that is, from April 15, 1943. In less than nine months, then, from the time of starting, she has arrived at the stage where she can read well from any of the first three "Highroads to Reading" school-books. She also reads from a wide variety of other children's book, and can spell accurately many hundreds of words. A vast number of other words she spells in a manner phonetically correct and is quick to correct her faults when pointed out. She can carry on a lengthy conversation made up entirely of words and sentences spelled out letter by letter, interpreting answers quickly, and all at a speed somewhat baffling to those hearing it for the first time. In addition, there is the ability to pronounce virtually any word that she hears spelt out. Naturally, with this grounding in the language, the use of a typewriter comes

A Prospective for Teachers

By A. B. CUSHING*

THE writer has had occasion to read the curriculum of Social Studies prescribed for Junior and Senior High Schools in British Columbia. It is gratifying to observe that our education department has come to accept as the aim of the school, the development of healthy social attitudes in the youth as well as a good repertoire of skills. That teachers will put the necessary stress on these special studies is much to be desired as it is a real national necessity that our people be better educated socially. The diagnosis of the world's discontent and the cure lies predominately in the hands of the nation's school teachers. Education and the social situation are interwoven inextricably.

Questions like the following arise for the teachers to find the right answers: What changes in theory and practice are required? What about textbooks and assignments? Are they thought producing or are they thoughtless acceptance of the status quo? What of prizes and marks? Do they produce selfish rivalry? If so, the practice is not well, it does not induce co-operation which is the task throughout in education, not only for experts but everyone in the profession, namely, co-operation for the common good.

A second leading question is: How can the public mind be educated to co-operate with the profession in this educating process? Teachers are the logical people to inaugurate an epoch making system of adult education. Truly conceived education is life itself creatively facing life's problems. The goal is that the whole people have intelligent view of the social situation, economic and moral, aesthetic and religious. Another question: How to improve the orderly production and distribution of goods to prevent extremes

easily, and she now composes letters to relatives and others, and types them well with very little supervision.

It is not my desire to commercialize my system. It is my hope that it may be made public knowledge the world over. I say "world" purposely, as the method I have devised bears ready application to other languages, or at least to those in which the alphabet and syllabic construction resemble our own.

of wealth and poverty? extreme variation in cost of living? evils of unemployment? This involves the question of money and its circulation, which is indeed a very important social study.

One might continue to suggest a series of questions that are calling for the right answers, e.g.: What really constitutes a rich and happy living for the individual? How may we use art, music and religion to make life better? How to banish exploitation of others for personal gain? What are other nations doing that we might well adopt for our people? What about city housing problems and farm problems, insurance schemes, etc.? What are the defects of the laissez faire system? Generally speaking a new and better educational practice is calling, one that will harmonize the school studies with what is going on or should go on in the outside world; also more critical consideration in the school of life's problems as the young are facing them. The dignity of labor needs emphasis, especially that kind where a white collar is not desideratum. Teachers' guidance is necessary in choosing vocation wherein a youth will best serve not only himself but the community.

In conclusion, the aims should be that the whole population, young and old, become students criticizing and amending society, and always for progress and the common good; all aspects to be under survey, economic, ethical, moral, aesthetic and artistic.

Finally, and this is of first importance, since the teachers have the most important work of all works and since special qualification is needed for it, the taxpayers must be educated to the point of paying the teachers a salary that will command the best talent in the land for this job, than which there is no other so necessary for the social well being.

*Mr. Cushing is a Vancouver business man whose former career as a teacher has kept him interested in education to the extent that he occasionally submits articles for publication in *The B. C. Teacher*.

WHETHER or not you will be able to attend in person, your \$1.00 pre-registration fee will be very acceptable as your contribution toward a successful Convention.

Post-War Re-establishment of Teachers

By A. J. H. POWELL, M.A.

Member of the Northern Alberta District Rehabilitation Board
since its inception, November, 1941

ON October 1st, 1941, the Post-discharge Re-establishment Order (the now famous P.C. 7633) came into effect in Canada. Less than a month later there were set up, in the major cities of the Dominion, District Rehabilitation Boards whose duty was to administer grants from Dominion funds to be paid to discharged men as an aid to their re-establishment in civil life.

Immediately, the District Boards began to receive applications and to make payments as follows:

- (1) To men with vocational experience who were delayed for a week or two in getting jobs.
- (2) To men who were returning to farms or other enterprises and needed support until their business began to give them a living.
- (3) To men suffering from temporary illness or disability so that they might take needed rest before going back on the labor market.
- (4) To men wishing to undergo trade training.
- (5) To men planning to resume interrupted education.

Within the past year the scope of the Order has been enlarged to include women. However, to save circumlocution, the writer will continue to refer simply to "men".

For two years following the setting-up of Re-establishment machinery it was felt that the job should be done without a lot of fanfare, since the road ahead was long and obscure and it was no time to put emphasis upon the return of men who had as yet hardly smelled the battle.

Now, however, the lid is off and everyone is invited to be thinking soberly and constructively about the problems of post-war reconstruction especially as they concern the welfare of our boys in the services. And it seems desirable that someone who has become intimate with the plan and yet retains freedom of utterance should talk out plainly for the teachers now in uniform. Hence this article.

The writer intends to do some plain speaking first, and then to propose certain

things for which the Canadian Teachers' Federation and the Provincial Associations ought to put up a stiff, untiring fight.

* * *

Education has always got "the neck of the chicken" from the Dominion authorities. The B.N.A. Act has made it so. And the same act has served and will serve to ward off from the Dominion Treasury any claims that may be made for schools or for teachers in competition with claims for railways, airlines, industrial research, land settlement and the like. From two years' close observation the writer is glad to give the Department of Pensions and National Health (which is charged with looking after Post-discharge Re-establishment) quite unstinted credit for a sincere desire to do well by the boys who come home. But, with a jealous Treasury and a long tradition holding it in check, that Department will be almost bound to balk and bridle whenever a teacher asks for a break.

For the returning man-teacher, a job in a rural school is not—IS NOT—re-establishment. The Rehabilitation Board can say with superficial logic: "You have a skill already, and there are schools available. We have nothing for you."

Let us hammer on these facts:

- (a) Rural teaching is a beggarly job for men in most parts of Canada. For example, in Prince Edward Island they averaged about \$550 salary in 1940. Other provinces: Nova Scotia, \$600; New Brunswick, \$680; Ontario, \$980; Manitoba, \$750; Saskatchewan, \$620; Alberta, \$860; British Columbia, \$1100. (The figures are rough but essentially true).
- (b) The man who goes into rural teaching on such salary terms as those must hoist himself up by self-improvement and added professional training into village and town principalships if he is to enjoy the good life and establish a home. Those who succeed in this do so by investing their tireless youth and by deferring marriage until they have made good.

The returning teacher will in many instances have invested his tireless youth in the pursuits of war, and will quite rightly have got married, too, while his income gave him a chance to do so. That man—if you send him back to a rural school—will have two strikes against him from the start.

- (c) The returning man-teacher who wants to make a fair living after the war will have to compete with the products of the colleges and faculties of education in the universities. The village, town and city principalships (and in large measure the assistant posts, too) will become more and more the preserve of university graduates.
- (d) There is going to be, in our time, a great increase in the administrative and supervisory service of education across Canada. We have seen it more than doubled in Alberta in the past ten years. The returning man-teacher has a right to say "I want a chance to go into educational administration"; and if he needs a university training towards that goal, and can make the required academic showing as he goes along, he should have as much right to such training as the man who wants to be a lawyer (not a lawyer's clerk) or the man who wants to be a surgeon (not a ward orderly). If he can make good on those terms, he will be admirably fitted by his wide travel and varied experience for the higher responsibilities of education.

A colossal amount of money is going to be spent in Re-establishment, and quite rightly so. Lieut.-Colonel Bovey estimates that the costs of vocational training for ex-service personnel will be at least \$149,450,000 in the first post-war year. Under the Veterans Land Act it will be possible for the individual to get as much as \$6000, of which \$2320 may become a gift to him from Canada if he makes good. Under P. C. 7633 a man who goes back to his own farm may receive hundreds of dollars in grant (not loan, but given money) while waiting for his sows to farrow and his wheat to grow. Under the same order a lad who went straight from Grade XII to the war may receive a full university training in medicine, law, dentistry or what have you, comprising payment of all his fees

and \$44 a month for his keep—much more than that if he is married.

This is not to say that money is going to be thrown around recklessly. The writer sees evidences already of safeguards and reservations well calculated to keep the Department of Pensions and National Health from becoming Santa Claus to every returned man and his dependents. But there is going to be an awful lot of money spent in substantial individual grants for the purpose of putting men, one by one, on their feet economically. It is the duty of every teacher-organization to see that would-be teachers shall get as generous a share of re-establishment benefits as would-be doctors, lawyers, engineers, accountants and farmers.

* * *

So much for plain speaking. Now for the proposals, which shall be made in the form of typical cases, all fictitious.

CASE No. 1. Bill Andrews completed his Grade XII in 1941 and then joined the Air Force. He comes home without disabilities and wants to be trained for teaching. Should he be given benefits as a vocational trainee for as many months as are needed to go through Normal, or should he be received as a candidate for professional training in the college or faculty of education? The writer declares with deliberation that it is time now for all teacher-organizations to begin fighting for Bill Andrews' right to get the university training. Otherwise he will not get it—on the plea that education and teachers are a provincial responsibility, and that Dominion money cannot be spent on teacher-training (or anyway only a little bit—enough to put him through Normal, perhaps).

CASE No. 2. Thomas Briggs had taught three years and had taken regular summer school courses before enlisting in 1940. He has an E. and I. Certificate. He married while on service. His application is before the District Rehabilitation Board; he has saved some money and now sees his chance of going to university and becoming that lucky creature—a teacher with a degree. In a perfectly legitimate sense he wants to "resume interrupted education"—but unless we get busy about it the Department of Pensions and National Health will almost certainly say that his education is *not* interrupted within the meaning of the Order P. C. 7633, and that he is not in need of further vocational training.

CASE No. 3. Harry Coppick went through Normal School, taught six years in the country and five years in a village, and worked so diligently by the midnight oil that he took his B.A. degree before enlisting in 1942. He comes back home and puts in his application for "interrupted education" so that he may take courses in administration and supervision. Ottawa says "But bless my soul, this man is a graduate already. There's no interrupted education here". That is exactly where they are wrong. If Coppick hadn't gone to the war, he would have been building up his professional equipment by post-graduate courses and would have been in line for a Superintendency by now. His career has been damaged, his education *has* been interrupted, and he is as much entitled to benefits as a medical student who went to the war in his third or fourth varsity year.

So as not to become tedious, we may leave it at that. The full weight of the Canadian Teachers' Federation and all provincial organizations should be exerted very soon, to ensure that our returning man-teacher is not shoved into rural teaching under conditions which make it very difficult for him to better himself; to ensure that every recruit to the teaching profession shall have in full the university training to which his academic preparation and his war service may entitle him; to make good the right of ambitious self-improving teachers like Case No. 2 to resume interrupted education with the same benefits as part-trained lawyers, doctors and others; and to safeguard the claim of the teacher with a non-professional degree to continue university studies towards a degree in education.

Some Thoughts On Education As a Science

By FRANK WILSON, *Chilliwack*

THE dear hope of a large group of progressive educators for quite a number of years has been that education should become a full-fledged science. This very laudable ambition has not been as helpful to the general welfare of education as it might have been, due, I think, to a failure on the part of the scientific educators to differentiate between "pure" and "applied" science and to recognize the true nature of science.

Pure science, in order to arrive at dependable and firmly established propositions, invariably uses some method for eliminating or neutralizing the manifold complexities of ordinary experience. In the laboratory it isolates the particular phenomenon which it desires to study and tries to eliminate all variables which might affect it. Then by making controlled changes in a single variable, while all other factors are kept constant, it attempts to arrive at dependable conclusions.

If laboratory methods are unsuitable or are not available, statistical methods are often used to eliminate variable factors. By considering the central tendency of a numerically large sampling it is possible to eliminate the effect of individual variations since they tend to cancel each other out. Thus the statistical method may be considered as another device for getting rid of the disturbing influence of

all unwanted complexities and by means of the correlation techniques showing how changes in one field are accompanied by changes in another. In short, the methods of pure science depend for their strength upon the isolation of the problem, the elimination of the rich disturbing complexities of ordinary experience and the simplification of the factors so that the consequences of changing a single variable may be simply observed.

As a result pure science arrives at elements of truth with a high measure of certitude. But these truths are not necessarily the whole truth. Pure science directs a very penetrating beam into many an obscure corner but we are never certain that it has illuminated the whole field. This is particularly the case when it deals with biology and human matters. The magnificent generalizations of the physical sciences have succeeded in illuminating large areas but in the vital sciences the pockets of illumination are still surrounded by great areas of darkness of unknown extent. The scientist sometimes forgets these areas of darkness in his fascinated contemplation of the brightly lighted parts. He knows, in short, what he knows but he does not know the extent of his ignorance.

Let me illustrate. Some fifty years ago, when Liebig was a leading figure in the field of dietetics, scientists discovered

the nutritional functions of carbohydrates, fats and proteins. Everything that they discovered has stood the test of time and was true as far as it went. But these same scientists proceeded to draw certain thoroughly false conclusions from the "truths" which they had discovered because they forgot the sea of ignorance with which these little islands of truth were surrounded. They unconsciously assumed that their truths represented the whole truth. They discovered, for example, that such foods as lettuce and apples contained very little carbohydrates, protein or fat. They therefore declared that these substances were entirely non-essential as foods and should be considered as being of the nature of garnishings and appetizers only. Today we have pushed the frontiers of dietetic truth much further, but we have no measure of our residual ignorance.

The present controversy in the city of Vancouver regarding chlorination of drinking water provides a similar illustration. There is no doubt that the scientists are right when they state that the addition of chlorine to drinking water kills pathogenic bacteria. Such a statement is within the field of pure science. The same scientists appear to assume that they can therefore state with equal dogmatism that Vancouver's water ought to be chlorinated. This is in the field of applied science and the issues are much more complex. Long term physiological effects, the possible reactions upon the digestive tracts of the drinkers and possible allergic reactions upon the part of certain individuals need to be considered. Here, I believe I am right in saying, we still suffer from considerable ignorance. Dogmatism in this matter is therefore out of place.

Since the conclusions of the pure scientists are necessarily of a somewhat abstract nature there is always a difficult gap to be bridged when scientific conclusions are brought back to bear upon the rich complexity of everyday experience. Ever since the days of the ancient Greek philosophers, thinkers have been impressed by the intractable and all too unpredictable nature of what they call "the world of sense".

They found that it was quite possible to be logically conclusive and absolutely certain so long as they dealt with abstractions but as soon as they left the field of abstractions and returned to the world of daily experience the all-pervading infection of the unique made certitude impossible.

The successful applied sciences are those which have learned how to eliminate or neutralize these disturbing manifestations of "uniqueness". Applied physics, in other words, engineering, has been marvellously successful insofar as it has been able to standardize the materials with which it works. The applied scientist is unable to design any device and predict its performance unless the materials with which he works are themselves standardized and have properties which are not permitted to vary beyond certain rigidly controlled limits. It is possible for an engineer to design a bridge and predict its performance because he can obtain from the steel manufacturers girders of which the dimensions will be accurate and of which the properties are predetermined. It is possible for the radio engineer to design equipment which will perform in a predicted manner only if every element which he uses is itself of determined properties.

The application of biological science to practical problems is a much more difficult matter. In dealing with living things it is infinitely more difficult to eliminate the unique, but even here great steps have been made. A particular variety of wheat has a fairly uniform ripening period, and has other properties which are relatively uniform. The same holds true to some extent of the characteristics of pure bred animals. The experienced man knows pretty well what to expect of certain breeds and from certain strains within these breeds. The properties of the things with which he deals have thus been standardized to an appreciable extent and to that extent results have become reasonably predictable. But within any of these fields a large measure of experience, judgment and insight are still needed to enable scientific principles to be effectively applied. There is quite a gap between the brilliant physiologist and the successful stock-breeder or nurseryman. The stock-breeder or nurseryman benefits immensely from all scientific knowledge which he can obtain but there remains a large measure of extrascientific judgment and "know how" in his competency which perhaps defies analysis. The same thing is true in the field of medicine. Two doctors of equal scientific attainment vary immensely in their capacity as diagnosticians. Again judgment, experience, and a subtle something which might be called "insight" are involved.

In education we are dealing with children and each child is unique. Not only

so but, being human, he thinks. I mean by this that, when faced with a puzzling and uncertain situation, he inhibits action and commences the process which has been well called "ideational experimentation". Alternative solutions of difficulty are entertained and tested purely in imagination. Finally that solution is accepted which appears to be the best calculated to lead to a successful outcome. We are thus in a field which is to the very highest degree unpredictable.

Education is essentially an individual process. No one quite like Johnny Jones has ever existed before or will ever exist again. Each teacher is a unique phenomena. Each class is a unique experience. The standardization of material which makes the engineer so successful and which makes biological applied science relatively successful is almost entirely lacking.

Aldous Huxley, in *Brave New World*, suggests that we can expect a true applied science of human behaviour only if we learn to encourage the successive division of the fertilized ovum to the point that we can gestate in bottles thousands of identical children, bred to known specifications. With such standardized material it might then be possible to obtain predictable results.

Of all fields therefore in which the attempt is made to apply the conclusions of science, education is thus the most difficult. And above all, this is the field in which experience, judgment and sympathetic insight are most important; and these factors are extrascientific. The teacher benefits by all the information that he can obtain regarding human biology and human psychology since his pupils share in a common humanity at the same time as they manifest marked individuality. But of all fields of applied science this is the one in which there is least room for dogmatism. It is the field in which it is still possible for a person of insight and intelligence to be markedly successful with very little scientific information and it is equally the field in which a very learned scientist may make a very great mess. To claim, at this stage of development, that education has attained the status of an applied science is simply not true. The most that can be claimed is that the experienced and intelligent teacher should benefit by making use of all assistance that science can give.

The proponents of education as a

science make very great play with the statistical method. Imitating the methods of the physical sciences, they aim to base all their conclusions upon measurement and mathematics. There is a deep-seated fallacy here. The educative process is an experience affecting vital, unique human beings as complete entities. The whole function of statistics is to absorb and dissolve individuality in order that large scale trends may be observed. As such, it is a valid instrument in the equipment of the pure scientist. It is of very little importance to the practical teacher. The teacher's task is to help each individual to the maximum possible growth. His job is with individuals rather than with masses. What is of significance to the individual is sound development and healthy integration of the personality, things which are hardly susceptible of measurement.

The insistence that examinations be accurate measuring devices has led to the introduction of "objective" tests for practically all purposes, with the result that there is no longer any urgent incentive upon the pupil to learn effectively to express himself. Objective tests possibly measure certain attainments with a high statistical reliability but the practical consequence that their constant use removes the necessity from pupils to learn clearly to express themselves is of far greater importance. The evaluation of pupils' attainments by means of the A, B, C, D, E. classification, in spite of the fact that it is based upon statistical principles, also has serious practical drawbacks since it does not take pupils long to learn that if they all "take it easy" there will still be as many "A's" as before and there will not be any more "E's". On sound trade union principles they quickly learn not to set too fast a pace and thus "spoil the job" for the others. Here again the practical classroom drawbacks should carry more weight than the statistical argument.

The conclusions towards which I am leading are these: At the present stage of our development and probably for many years yet, the experienced and successful teacher should be supreme in his own classroom and should not receive orders from the so-called expert in educational science. By all means let investigation continue and by all means let teachers learn a great deal about the physiology and psychology of human beings. But let the scientist preserve a due humility in the face of the infinite complexity of children. The scope of

Teachers In Politics

From Toronto Globe and Mail

POLITICAL activity among the school teachers is causing a deal of concern. It is a worry for which this newspaper can find little sympathy, for it is utterly impossible to reconcile the banning of politics to teachers with the democratic processes. It is the duty of every citizen to take an intelligent part in the management of his own affairs, to formulate opinions about government and to choose sides. Doing so does not necessarily require the individual to wed himself to one particular party until death do them part.

Why should teachers be considered outcasts from this fundamental part of our social system? They have a vote, and, having a vote, what harm is there in giving voice to their views, as others are free to do? Coming down to the essentials of the teachers' functions in the community as guardian, guide, tutor and confidant of the younger generations, who should have a greater interest in the evolution of sound democratic principles than school teachers?

If, as seems to be the basis of the new concern, teachers are turning to socialism for an outlet, there is a reason. This, we submit, is a symptom of a condition. It will help nothing to condemn the teachers for their choice. The thing to do is search out and treat the cause. Frankly we do not believe that the teachers generally in this province or in the nation are Socialist or totalitarian minded. We do not believe they are more critical of the system than other groups of citizens. They are critical of the mismanagement and the abuses which have occurred in the operation of the system, and with good cause.

Our teachers, grade school or university professors, are perhaps the most essential economic or professional entity in the nation. Yet in relation to their importance they are about the most poorly paid group. Just reflect on what

is expected of the teachers. They are responsible for the development of our children through the most formative years of their lives. In far too many cases their responsibility is even greater than that assumed by the parents.

The teachers are expected to transcend all human limitations and exhibit all the virtues and none of the vices. They are expected not only to teach and instruct the children in all they must know, but to correct in the child all the wrong habits of the home and an environment beyond their control. They are supposed to understand the child in a manner some parents make no effort to do, to uncover all the little quirks of character and temperament, and overcome the bad and develop the good.

Adding this, we have consistently refused or failed to face up to an honest evaluation of its worth. The teacher, it is reasoned most illogically, works only six hours a day, five days a week for nine months of the year. No consideration is given to the time worked after school hours or beyond the classroom, for the time devoted to training to become a teacher, and the continuous process of "keeping abreast of the job". In the rural areas, even more than in the urban centres, the teacher is at the beck and call of the community. In most of those he or she draws a salary but slightly, if any, better than that of a qualified domestic.

Relatively the university professor is no better off. He has spent 12 to 15 years in special study training himself and developing his mind for a specialized undertaking. In the process he develops talents quite the equal of the specialists in business, industry and the professions. Is the professor paid on the basis of these equal qualifications? Is he awarded fees in accordance with the service he renders? We think not.

When teachers see governments spending lavishly and extravagantly for all manner of vote-catching projects; when they see our legislators continuously by-passing educational reforms and improvements in favor of political expedients, what are they to think? No group of workers does more collectively

our ignorance is still immensely greater than that of our information.

In the field of education, when a man becomes dogmatic he is wrong. That is the extent of the dogmatism which I permit myself.

to improve the service they are giving, with less help. How long are they to tolerate indifference to their problems and the conditions which apathy and ignorance have allowed to accumulate? If it is right for other economic groups to organize and lobby for reform, to seek political expression for their point of view, why not our teachers?

* * *

There have been many factors in our constitutional and educational organization which have worked against the teacher. We have discussed these many times in the past. Teachers' salaries in many districts have been simply the reflection of depressed conditions in those areas. In too many others they reflect a narrow, outmoded outlook. But make the best case that can be made out of all such "handicaps" and they do not excuse the conditions of which teachers can complain.

There is nothing about any of these factors which is insoluble if our leaders seriously give attention to them, and if the public, whose responsibility it is, demands reform. If we are to improve our educational system, as we should; if we are to guarantee equality of opportunity in our schools regardless of geography, as we should, the place to begin is with the profession on the basis of merit, assuring continuance in it of the type of teacher we demand.

* * *

We repeat, we do not believe that our teachers are socialistic or any more radical in their appraisal of the faults of the system than other wide-awake citizens who appreciate the need for reform. Treated as it ought to be treated, the

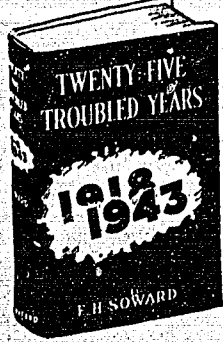
teachers' problem, like the whole broad subject of educational reform, is not a political affair in the partisan sense. It is a matter of intelligent revaluation of a fundamental service. If school teachers, seeking reform, are turning to the radicals to make themselves heard, then the blame is on the old parties.

TEXTBOOK MAGIC

THERE is magic in the modern textbook. A new understanding of the immature and growing mind has been developed among textbook writers. They have learned to meet youthful experience where it is, with words and sentences that transmit thoughts more surely.

They have learned to advance by easier and more sensible steps. They interlace material already given with fresh material in such fashion that one supports and strengthens the other. A further touch of the conjurer's wand has caused the printed page to blossom forth with charts and pictures and has added touches of beauty to covers, to typography and to illustrations. The whole resulting product is vibrant with the currents of good teaching. It invites to adventures of the mind; conquests that are sometimes challenging, always possible.—*The Journal of Education.*

"THE thing that makes a teacher's life so nerve-racking is the fact that what she's everlastingly expecting to happen in the classroom rarely does; and what does happen is always something she didn't for a moment suspect would."
—Miss SALLY SCRUM in *The Educational Courier.*



Twenty-five Troubled Years 1918-1943

By F. H. SOWARD, B.A., B.Litt.
University of British Columbia

The dramatic story of the way of the world during the past quarter-century. Professor Soward deals with the Versailles Treaty, the Search for Security, and the course of events in the various nations in turn. Exceptionally readable. 448 pp.; 10 maps.

\$3.00

Clarke, Irwin & Company Ltd.
480 University Avenue Toronto 2

Your Pensions Questions

By F. J. McRAE, 3191 West Thirty-fifth Ave., Vancouver, B. C.

QUESTION: Are annuity payments to the Pension Fund being continued on behalf of members absent on active service?

ANSWER: The School Board is not compelled to do so, but some of them are keeping up payments in order to attract their teachers to their old positions.

Q.: What will be the position of a member when he returns; does he have to pay a higher rate because of increased age?

A.: A teacher on leave for war service has the choice of three plans, namely:

1. To continue his contributions;
2. To make up for the payments over a period of time equivalent to the time on leave of absence. That is, if he is absent four years he has four years to make up the back payments;
3. To take a reduced pension.

If the school board pays his annuity contributions, he must return to the employment of that board for a period of at least ten (10) teaching months. If he does not return to that employment the amount will be transferred to the Service Account Fund.

Q.: How much does the School Board contribute toward the service pensions?

A.: The School Board contributes 7 per cent of the total payroll for the month. This includes all teachers except substitutes employed for less than the full month.

Q.: If the teacher withdraws his amount, is the School Board permitted to withdraw its contributions?

A.: No, not under any conditions. The payments go directly into the "Service Account Fund."

Q.: What interest is being granted on our portion of the contribution?

A.: There is no statement or clause in the Act governing interest as such. Interest is included in calculating the tables of rates. Clause 36(2) states:

"All valuations of the liabilities under subsection (3) shall be made on an interest assumption not greater than 3 per centum per annum, combined with prescribed tables of mortality."

This matter has been referred to the actuary for clarification and his opinion will be announced as soon as it is received by your committee. At the present time refunds are being made according to the tables of rates. For example, if a lump sum \$416 is made at age 20 (male) it has a valuation of \$510 at age 30; \$804 at age 50, and so on. The same is true regarding monthly contributions. Combining interest assumption with liability and tables of mortality makes explanation and calculation somewhat difficult. For example, liability changes after ten (10) years' service because then a member is eligible for pension under the disability clause; or the widow or dependent is eligible under the death clause.

Q.: When must I choose the plan of pension I wish?

A.: In the case of a man who has a wife, he does not have to choose until he is superannuated. In the case of a teacher who has a dependent other than wife he or she should file the necessary form with the Commissioner of Pensions, Victoria, B. C.

Q.: What plans are available?

A.: The following plans are available:

1. Single life, payable for the life of the employee;
2. Single life guaranteed, payable for the life of the employee or for a period of years certain, but not less than five years;
3. Joint life and last survivor;
4. Such combination as is approved by the Commissioner.

Q.: Suppose I do not choose a plan, what then?

A.: The plan shall be on the guaranteed plan for a term of ten (10) years certain.

DONATIONS TO THE B. C. T. F. PUBLICITY FUND

Vancouver Secondary Teachers' Association	\$50.00
Greater Victoria Teachers' Association	\$10.00
Burnaby Assistant Teachers' Association	\$5.00
Slocan-Upper Arrow Lakes Teachers' Association	\$1.00
Can your Association donate a few dollars from its treasury to be used for public relations work?	

Our Magazine Table

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

WE were pleased to receive requests for sample copies of magazines reviewed in this column. Our number of copies is very limited but we are always glad to send copies for your inspection. If you do not care to keep the copy it would help others if you could mail it back when you are finished.

Let us just glance at the variety of magazines before us on "Our Magazine Table". The titles may arouse curiosity and interest.

(1) *Our Dumb Animals*; Massachusetts Society for Prevention of Cruelty to Animals, 46 Central St., Norwood, Mass.; subscription, \$1.00 per year.

(2) *World Affairs*; World Affairs Press, Ltd., 224 Bloor St. West, Toronto 5; \$1.00 per year.

(3) *L'Enseignement Secondaire au Canada*; 890 St. Maurice St., Three Rivers, Que.; \$2.00 per year.

(4) *Music Educators' Journal*; 64 E. Jackson Blvd., Chicago, Ill.; \$1.50 year.

(5) *The Classical Journal*; N. J. De Witt, Washington University, St. Louis, Mo.; \$2.50 per year.

(6) *Canadian Nature*; 177 Jarvis St., Toronto; \$1.25 per year.

(7) *Canadian Heroes*; 1396 St. Catherine St. West, Montreal; 10c per copy.

(8) *The Business Education World*; Canadian Office: 30 Bloor St. W., Toronto; \$2.00 per year.

(9) *The Balance Sheet*; 201 W. 4th Street, Cincinnati.

(10) *Understanding the Child*; 111 St. George St., Toronto; 50c per year.

(11) *School Science and Mathematics*; 450 Ahnaip St., Menasha, Wis.; \$3.00 per year.

(12) *The Modern Instructor*; School Aids and Text Book Publishing Co., 1935 Albert St., Regina, Sask.; \$2.00 per year.

(13) *School Arts*; Wm. Dawson Subscription Service Ltd., 70 King St., Toronto 2; \$4.00 per year.

(14) *The Instructor*; F. A. Owen Publishing Co., Dansville, N. Y.; \$3.00 per year.

(15) *The Grade Teacher*; The Grade Teacher, Darien, Conn.; \$3.00 per year.

(16) *Design*; 243 N. High St., Columbus, Ohio; \$4.00 per year.

(17) *Journal of Geography*; A. J. Nystrom & Co., 3333 Elston Ave., Chicago, Ill.; \$2.75 per year.

(18) *New Advance*; No. 33, 2 Gould St., Toronto 2; \$1.50 per year.

(19) *Your Health*; 555 Howe St., Vancouver, B. C.; \$2.00 per year.

Many of these magazines have been reviewed from time to time in *The B. C. Teacher*.

The Journal of Geography contains valuable information for the Social Studies teacher. In a recent issue the article on "Map Reading", how to use the scale, is very clearly stated. The clearness and conciseness of the articles of this magazine is a noted feature.

The New Advance is a new magazine published for the benefit of Canadian youth. Canadian youth are playing a vital role in our war effort, and will play an important part in post-war Canada. This magazine attempts to reflect the thinking, the interests, and activities of Canadian young people.

Understanding the Child (and who does?), published by the National Committee for Mental Hygiene, is a valuable little publication for all teachers and parents. The much discussed topic, "Parents and Teachers in Relation to Modern Education", is dealt with in an article, "Parents and Teachers in the Modern School", also "Health Needs of Children and Youth Stressed in Canada's First Nation-wide Educational Survey".

Music Educators' Journal is an interesting magazine even for the layman or "unmusical teacher" to read and appreciate, but is particularly good for our music teachers. Such topics as "Music in Wartime", "Music Activities in Mexico", "Music for Today and Tomorrow", all show the up-to-date trend of the magazine.

Those who teach Social Studies and do not know or use *World Affairs* are missing a lot. It is a boon to the busy teacher who may have many other things to teach—every recent event of importance is beautifully condensed—diagrams, maps, questions, all ready for the blackboard. Put into the hands of senior

(Continued on page 199)

Lesson-Aids Committee

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

PLEASE take particular note: All correspondence connected with the Lesson-Aids Committee should be addressed to the Hon. Secretary-Treasurer, Mr. Harry G. Boltwood, 3486 West Second Avenue, Vancouver, B. C., and not to the Federation Office. Some delay and extra postage expense are caused when this rule is broken.

A QUERY ANSWERED

Our correspondence shows us that there are still teachers who have but a vague knowledge concerning the work of the Lesson-Aids Committee, this being particularly the case with the large number of former teachers who are returning to the schools. Several of the Inspectors are advising these teachers regarding our units, but we think we should give some information in our notes this month.

Lesson-Aids are Units of Work, or prepared lessons, dealing with many of the units in the Programme of Studies. They have been prepared by teachers in Vancouver and in various parts of the province, and are made available for use at what is practically cost price. Some units are but single sheets; others contain as many as 15 sheets. Many of them are illustrated. They contain information for teachers, hints on presentation, suggestions regarding further study, seatwork, bibliographies, tests, etc. They are real working units, and are invaluable to the working teacher. Many of them are for pupils' use, of especial value in the small school. Some give a very full treatment of the matter in hand.

The Lesson-Aids Committee is a branch of the Provincial Elementary Teachers' Association. It is not now a standing committee, but functions (a war-time necessity) through the chairman and secretary who call upon teachers of ability whenever they are needed, for the purpose of editing copy sent in or of compiling new units. All distribution is in the hands of the secretary, and all typing and multigraphing is done by professional stenographers.

Each year, at Easter, new units are issued, the number being dependent

upon the amount of money in hand, this being received from the sale of units. The main expenditures of the committee are for materials, remuneration of stenographers, postages, and other costs of distribution. All the work of preparation is done voluntarily. Careful control of costs enables us to supply the units at their present low price.

A new Price List is issued at Easter each year. Price Lists and Order Forms may be had on request from the secretary (address above).

VICTORIA SUMMER SCHOOL

Through the kindness of Mr. C. B. Conway, the Director of the Victoria Summer School of Education, we have been enabled to place two complete sets of Lesson-Aids Units in the library of the Summer School. These will be available for reference and use by the students of the Summer School, who will also be able to fill in Order Forms there if desired. We feel quite sure that this service will be much appreciated by the students who are, for the most part, young teachers.

Sets of the units are also kept at the Federation Office, the Vancouver School Board Community Room, and the Vancouver Normal School. Recently we were asked to send a set to the Education Department at Ottawa. So, as the Victoria Education Department already has a set, our units are receiving a fairly wide publicity. Moreover, the Education Department of the University of Chicago sent for particulars not long ago. This should show teachers that they are really missing something if they have not made themselves acquainted with Lesson-Aids.

MATTERS MULTIGRAPHIC

We wish to apologize to all those teachers who have had to wait awhile for some of the units they ordered, in particular the new unit on the Peace River District. Only those who are at the core of things, as we are, know how difficult it is now to secure the services of trained stenographers to work in their

spare time. We have a special difficulty to contend with, in that our units have been cut on two different makes of stencils, and it is sometimes difficult to get the use of the particular multigraphing machine we need just when we need it. We cannot afford to pay for the hire of machines often, and have to depend largely on the kindness of various people who allow us the use of their machines at times when they themselves are not using them. Unfortunately, these times do not always agree with the times when our stenographers are free to use them.

We wish to assure teachers that we do all in our power to get the units in the mail at the earliest possible moment after the orders are received, but we must repeat what we have said many times—units should be ordered well in advance of the time at which they are required.

EASTER

We are already thinking in terms of the Easter Convention. We have several new units in preparation for issue then, and would like at this time to make special mention of an excellent new unit entitled "Our Flag", an enterprise unit, adaptable to most grades, and of course specially suitable for use in the

weeks preceding Empire Day. More of this next month.

CHEQUES—EXCHANGE

Teachers ordering Lesson-Aids may pay for them in coin, stamps, postal note stamps, postal notes, money orders, or cheques, but we do most respectfully ask those teachers who send cheques to allow for exchange due. We could not carry on at all if every teacher, as in a recent case, ordered units costing 20c, paying for them with a cheque for 20c, with no allowance for exchange or return postage. In that case, as the exchange came to 25c, it cost us 28c to send away the packet of units. Net result, minus 8c. We wonder whether that teacher has reckoned just how much it cost to send that cheque. Stamps would have been much cheaper.

YOU cannot run away from a weakness; you must some time fight it out or perish; and if that be so, why not now, and where you stand?

—ROBERT LOUIS STEVENSON.

VANCOUVER TEACHER needs small camp, Gulf Islands; safe beach; August. Enquire "The B. C. Teacher".



Queen's University

KINGSTON

ONTARIO

Incorporated by Royal Charter, 1841

Situated in the oldest city in Ontario; 34 buildings; normal registration about 4500.

DEGREE COURSES in Arts, Commerce, Applied Science, and Medicine.

SUMMER COURSES, July 3 to August 17, 1944.

- A. Courses to meet residence requirements for the B.A. or B. Com. degree. *Ask for Summer School Calendar.*
- B. Courses in the Fine Arts: Choral Verse-speaking; Play Production and Play-writing; a course for Artists with outdoor sketching; Instrumental and Choral Music. *Ask for Calendar of the School of the Fine Arts.*

EXTRAMURAL WORK in Arts and Commerce up to 4 courses yearly. A pass degree in Arts or three years of an Honours Course may be taken through extramural and Summer School study.

Ask for a copy of Queen's in Pictures

Slidefilm Teaching Aids

By LYNE S. METCALFE, *New York, U. S. A.*

TECHNOLOGICAL trends in education, a result of the war effort, both in Canada and the United States, have brought the use of reading or discussion slidefilms to an ever higher level of effectiveness. As a supplementary teaching aid, this medium has proved its ability to save as much as 40 per cent of the time ordinarily required to finish many courses, and when rightly used, lift many of the present day heavy burdens from the shoulders of the over-worked teacher.

Recently, three new series have been made available to schools in British Columbia, each of which is adapted to supplement instruction in skills and vocations directly connected with current teaching trends. One series comprising 24 slidefilm subjects, "Light On Mathematics", provides a total of 1087 individual pictures—special photographs, charts, drawings, diagrams and pictorial exhibits, amplified with letterings, legends, labels and notations superimposed on the film.

Arrangement of the series is as follows:

KIT I ARITHMETIC: 1. Five Keys to Maths.; 2. Addition and Subtraction; 3. Multiplication and Division; 4. Fractions; 5. Decimals, and Percentage; 6. Addition and Subtraction of Fractions; 7. Multiplication and Division of Fractions; 8. Square Root and Cube Root; 9. Order of Operations.

KIT II: 1. Addition and Subtraction in Geometry; 2. Multiplication and Division in Geometry; 3. Angular Measurement; 4. Constructions; 5. Scales and Models; 6. Vectors; 7. Trigonometry.

KIT III: 1. Positive and Negative Numbers; 2. Ratio and Proportion; 3. Exponents and Logarithms; 4. Arithmetic of Algebra; 5. Equations and Formulas; 6. Problem Analysis.

KIT IV: 1. Graph Uses; 2. Plotting Graphs; 3. Analytic Geometry.

This material has been planned that it may be used as introductory, as a refresher or for review.

The new series of Air-Age Physics (Mechanical) totals 15 slidefilm subjects, and 846 individual pictures, as follows:

1. Matter; 2. Units of Measurement; 3. Force; 4. Force and Velocity as Vectors; 5. Uniform Motion; 6. Uniformly Accelerated Motion; 7. Newton's Laws of Motion; 8. Gravitation; 9. Rotary Motion; 10. Centrifugal Force; 11. Work; 12. Energy; 13. Power; 14. Friction; 15. Simple Machines.

The purpose of this series is primarily to establish a visual and mathematical relationship between fundamental principles and their practical application.

Perhaps never has the need for trained mechanical draftsmen been greater than at present, and in order to speed up and facilitate their training, a series of slidefilms on this subject is now available to help the work of the instructor.

There are eighteen films in this series, totalling 1112 individual pictures.

The selection of the discussion type of film for these supplementary aids was prompted by the advantages which they offer in getting class participation, and their flexibility in meeting the particular methods and teaching techniques of the individual teacher. The material has been so contrived that the films may be integrated with other forms of teaching and study in any way desired.

Teachers' Christian Fellowship (T.C.F.)

Now an active organization,
Canada-wide.

If you are interested send your
name and address to your
Local Branch.

Have you seen our magazine,
"Credo"? Write for a
sample copy.

ISLAND HEADQUARTERS
420 St. Charles Street
Victoria, B. C.

MAINLAND HEADQUARTERS
924 West Seventeenth Avenue
Vancouver, B. C.

What We Are Reading

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

THE *Treatment of Post-War Germany*; edited by R. Flenly; published under the auspices of The Canadian Institute of International Affairs; the Ryerson Press, Toronto; price 50c; 67 pp.; paper back.

In this book three aspects of the problem of a settlement with Germany are discussed by different men.

"Verax" attacks the economic problem with which the United Nations will be faced, while R. A. MacKay of Dalhousie University views the problem of the political settlement of Europe as well as Germany, and C. Lewis of Trinity College, University of Toronto, is concerned with the re-education of Germany.

Each of these men realizes the tremendous task which faces statesmen as they attempt to draw up a treaty which will bring a lasting peace to the world. Germany must be assisted rather than penalized. The German economy must be put upon a sound basis with the freedom of international trade, Europe must be organized as a federation in a much broader sense than we usually imply, and the German people must be educated away from their fanatically nationalistic outlook.

The reader is made keenly aware of the fact that Utopia will not follow in the wake of the Peace, but that almost insurmountable difficulties must be met and faced before we can be assured even of peace.—E. McH.

THE *Unarmed Forces — Canadian Labor in Wartime* ("Behind the Headline Series"); D. M. Young; The Canadian Institute of International Affairs, Toronto, Ont.; pp. 33; 10c.

In an atmosphere of unusual restraint and cool-headedness, the rather explosive subject of wartime labor troubles is discussed in this readable booklet.

The author, who is now attached to the Toronto office of the United Automobile Workers—C. I. O.—as a publicity officer, considers such pregnant questions as the interacting effects of the war and labor unions, labor-management production committees, wartime strikes, current labor legislation, freezing of wages, and needed improvements in the Government's labor policy.

Incidentally, a good deal of valuable information in regard to labor unions is

provided, making this a good pamphlet for the Social Studies V library table.—P. J. K.

WHY *Does An Airplane Fly* (Ryerson Technical Series); James Savage; The Ryerson Press, Toronto; pp. 34; 65c.

Mathematics and Science teachers have not been slow to realize the virtue of aerodynamics as a motivating force in their teaching; lecturers on the theory of flight have discovered, sometimes painfully, how necessary it is that they lay an adequate foundation for their subject through the knowledge of scientific principles. To both groups this book with its simple explanations and many clear diagrams will be a welcome find.

The first three chapters are given to a lucid analysis of the forces creating "lift", and the effect of these on the designing of airfoils. Under the heading, "Power Traction and Resistance," Chapter IV discusses generally the efficiency of engines and propeller, and the effect of streamlining. Chapter V takes up, with a minimum of distracting detail, principles of stability and control. The book concludes with a surprisingly complete glossary of terms.

Altogether a valuable little book, but as a footnote for teachers of English, why "airfoil" together with "acroplane"? Either spelling may be defensible, but surely not both!—P. J. K.

RECONSTRUCTION — *The First Steps*; prepared by Eugene Forsey, Ph.D., Director of Research, Canadian Congress of Labor, Ottawa; pp. 20; 10c.

As signs of the approaching peace multiply, the battle is joined between rival reformers who all look forward to a better post-war world. Propaganda is on the increase, some of it frank, some of it subtle, some straightforward, and some a little more circuitous. Teachers should not be afraid of propaganda, neither should they shun the word. Since a considerable part of any Social Studies course should be the fair and logical examination of propaganda, material such as this small booklet can be of use, provided the teacher has studied himself thoroughly enough to be able to rely on his own impartiality of presentation.

One might guess the plea of the author—a plea for a continuation, adjustment and extension of war-time planning, provided that war-time controls are “thoroughly democratized by the admission to the controlling bodies of representatives of organized labour, farmers and consumers.” In detail, planning is discussed in relation to finance and investment, transportation, food, housing, fuel and rural standards of living, and some thought provoking statistics are produced.

(Provided that the reviewer receives letters from both sides accusing him of partisanship, he will rest satisfied that he has achieved the correct degree of impartiality noted above.)—P. J. K.

* * *
CAPTAIN Peggy of the Mamie L., by Helen Dickson; Nelson, New York; \$2.50 (Canadian price).

In this, her latest book for children, Helen Dickson paints an unforgettable picture of a little-known phase of life in British Columbia. Peggy Norquist lives in a charming, modern house on a raft, for her Swedish father is chief “push” of a lumber company operating on the Pacific Coast where forest-clad cliffs drop sheer to the sea.

Peggy might have lived all her life on the raft, receiving her education by correspondence, had it not been for her intense admiration for the nurse on the Mission Boat. To be sure a high school education is necessary, and Peggy made up her mind to acquire it, even though the nearest high school was at Blackfish Bay, miles away. Her Irish mother, once convinced her tempestuous daughter has set her heart on it, manages to persuade the girl's good-natured Swedish father to consent. So Peggy and her friend, Inez, travel to Blackfish Bay in the stalwart “Mamie L”, spending only week-ends at home.

School has a place in the story, but it is overshadowed by the exciting adventures of Peggy and the “Mamie L”. Together they went to a lighthouse, and to the oyster beds, through the foaming narrows, and the “Mamie L” played its part in curing Peggy's landlubber cousin of her fear of the sea. Nels, Peggy's younger brother, whose ambition is to be a tree-topper, has his place in the story too, and his adventures.

The story lacks plot, but the vivid characterization and breezy style combine to produce a story which will be thoroughly enjoyed by boys and girls in

Grades VI to VIII, and valued by teachers and librarians for its lively and authentic background.—M. E. C.

* * *
OUR Empire; Lewis and Tooms; School Aids and Text Book Publishing Co. Ltd., Regina and Toronto; pp. 367; 75c.

While *Our Empire* is designed to fit a course in Saskatchewan, it contains much material that is of use to all teachers of Social Studies. It is very well illustrated, having 15 maps and nearly 150 excellent illustrations. At the end of each chapter is a list of “Things to Think About” and “Things To Do”, and each one is well thought out.

The first section of the book deals with geography in general, then leads up to the discussion of the Empire as a community. In this it deals with “Diversity Within the Empire”, “Bonds of Empire”, “Our Flag” and other topics relating to the British Commonwealth. At this point one wonders why the authors used the title “Empire” as they stress the fact that we are a community of many nations and that “this unique organization, this Commonwealth of Nations will serve as a practical example, a beacon light, to guide all nations along the broad highway of peace and happiness.”

The British Isles are very fully dealt with both geographically and historically in an interesting manner. Each part of the Commonwealth is treated in a similar way. For teachers having difficulties in planning studies of Australia and New Zealand the sections on these areas will be very useful as the reader is taken on a visit to “Miss Rogers' class” while it is studying these areas.

The book is well written, type is good, and it is well indexed. It would be excellent for a reference book for Grades VII, VIII and IX, but should have a better type of cover. With use the linen cover would soon become dilapidated.—C. C.

Pooling Claims are paid out of pre-registration fees. Everyone is expected to send in his dollar!

TO be what we are, and to become what we are capable of becoming, is the only end of life.

—ROBERT LOUIS STEVENSON.

Letters To a Country Teacher

February.

My dear Niece:

Didn't they tell you at Normal that a dirty child is one of the most delicate problems you will ever meet? I remember old Bill Burns, principal of the Normal forty years ago, warning us that we must never, never let it be thought that the parents were even aware that the child was coming to school dirty, much less responsible for his condition. I have only had really dirty children in my schools twice that I can remember, and I must confess that both times I dodged the issue, and let public opinion work on them—it did.

There are degrees of cleanliness and dirt, all the way from the immaculate Japanese girls in your first school down to the school I once visited in a Montreal slum, where the children were sewn into their clothes for the winter and then fed on garlic. I could not breathe in the room (the windows were shut tight) but the teacher did not seem to notice anything wrong. Every community has its own standards, and the most you can do is to encourage the dirtiest to emulate the reasonably clean ones.

But you tried to get a boy to wash by sending notes home, and his father took offence and kept him out of school, and what are you going to do now? Better write your inspector. In fact, you should have written to him at the first sign of trouble, instead of waiting until things got serious and then asking me. Always remember that the inspector is your father and mother; he will take your part, even if you have not been perfectly wise, and he has behind him the whole power and authority of the Government of British Columbia. He can hale the father into court and have him fined five (or is it ten?) dollars for every day the boy is out of school. But instead, he will probably talk it over with the man (who is probably feeling a little foolish by this time) and get him to see that in keeping the boy from getting an education he is injuring no one but the boy himself. That is what you should have done in the first place.

Ever your loving

UNCLE JOHN.

Correspondence

Editor, *The B. C. Teacher*:

Enclosed you will find a copy of a letter which I received from the Transport Controller in reply to a request from the Provincial Teachers' Organizations asking that holiday rates be restored for teachers.

Yours sincerely,

CANADIAN TEACHERS' FEDERATION,
C. N. CRUTCHFIELD,
Secretary-Treasurer.

Department of Transport,
Montreal, Que.

January 25, 1944.

Dr. C. N. Crutchfield, Sec.-Treas.,
Canadian Teachers' Federation,
109 Cascade Avenue,
Shawinigan Falls, Que.

Dear Sir:

I have yours of January 17th, and note that you have had several requests from Provincial Teachers' Organizations asking you to urge upon me the necessity of restoring the lower transportation charges to teachers going home for holidays at Easter and in June.

I fear that there is a misunderstanding on behalf of some of these teachers' associations regarding the cancellation of excursion rates; we did cancel all excursion rates to the public and everyone, except the Armed Forces, for Christmas and New Year's and other public holidays, but the railroads did not cancel the special reduced fares for teachers to summer schools, neither did they cancel the reduced rate when teachers go to their schools in the fall and return in the summer. As a matter of fact, a teacher can still go to his school between August 4th and October 25th, and return home from April 15th to June 30th, and pay a fare and a third.

As far as the other holidays are concerned—Christmas and Easter—it would not be fair to restore these excursion rates unless we did so for workers in munitions plants and others on purely Government and war business, and if we did so, I am very much afraid we would not have sufficient trains and cars to accommodate them. I am afraid this is one of the sacrifices we all have to make for the good of the whole country.

Yours truly,

(Signed) T. Lockwood,
Transport Controller.

WHO IS NOT "FROZEN"?

Shawinigan Falls, P. Q.,
November 27, 1943.

Editor, *The B. C. Teacher*:

British Columbia teachers might be interested in the following questions that have been presented to Mr. MacNamara and the official answers received:

1. Does P. E. 4862 immediately apply to people who have entered a professional training school such as a Normal School or Faculty of Education?

Answer: During the one-week period of April, 1943, referred to in the definition of "person employed as a teacher" in Order-in-Council P. C. 4862, a number of teachers in training were enrolled in normal schools or faculties of education. These persons are not covered by the Order-in-Council.

2. Does it affect graduates of such training schools who have not yet accepted positions in the public educational system?

Answer: The Order-in-Council does not affect a graduate of a teachers' training school who has not yet accepted a teaching position, unless such person was employed as a teacher for a period of not less than one week during the month of April, 1943.

3. Does it affect persons who have teaching certificates but who prior to the passing of Order-in-Council P. C. 4862 were not engaged in teaching?

Answer: The Order-in-Council does not affect persons who have teaching certificates but who do not come within the definition of "person employed as a teacher" in the Order-in-Council above mentioned.

With reference to persons referred to in paragraphs above number 1, 2 and 3, if they are technically qualified and apply for a permit, they will be referred to teaching. Moreover, the Selective Service Officer may by order-in-writing direct any person, if the person is unemployed or not gainfully occupied, to apply for specified employment when it is offered to him; or, if for more than two consecutive weeks the person has not been gainfully occupied during normal full time, to apply, within seven days from the time the direction is given, for specified full time employment, and every person to whom such direction is given shall comply with the direction. Therefore, the Selective Service Officer may issue such an order-in-writing to a per-

son who has teaching qualifications but who technically does not come within the definition of "person employed as a teacher".

4. Some Boards of Education have an automatic retiring age for their teacher employees. Does the Order affect a teacher who at the age of 62 or 65 years has been dropped by a Board because of its age rule?

Answer: It is not the intention of Order-in-Council 4862 to interfere with provincial legislation concerning education; therefore, if there is, by provincial law, a retiring age for persons employed as teachers, such legislation will not be interfered with under ordinary circumstances by the National Selective Service Civilian Regulations, but in such a case, however, should the province or a particular district in the province be in great need of teachers, and if the province suspends the automatic retirement rule, the National Selective Service Civilian Regulations may then be brought into play.

5. A teacher with a Saskatchewan Teachers' certificate, which is not recognized in Ontario, becomes domiciled in the latter province. Does the Order affect this person, i.e., forcing him to return to teaching and therefore to return to Saskatchewan where his certificate is recognized?

Answer: A teacher with a Saskatchewan teachers' certificate who becomes domiciled in Ontario is affected by the Order-in-Council and may be required to return to Saskatchewan to teach. However, Selective Service officers are given a wide discretion in dealing with such cases and if returning such person to Saskatchewan would entail great hardship or if it is shown not to be absolutely necessary, in all probability the teacher would not be obliged to return to teaching in Saskatchewan.

6. If a teacher is dismissed or resigns from a position, and makes honest efforts to secure another position, how long must the period of unemployment be before his case is "thawed" and he is permitted to seek some other type of work?

Answer: If a teacher is dismissed or resigns from a teaching position and applies to a Selective Service Office for a permit to seek employment, he shall be referred to some other school. If no teaching vacancies are found, he may be given a temporary permit to enter employment outside of teaching, but such

permit shall be issued on the understanding that should his teaching services be required at any time, he may be directed back to teaching.

7. Some teachers are unable, for reasons of health, advancing age or family responsibilities, to take positions in isolated communities or in schools situated a long distance from their home. If they are unable to obtain a teaching position within the area to which they feel they must confine themselves, are they permitted to seek some other type of work?

Answer: Where a teacher desires to leave the teaching profession for reasons of health, provision is made for medical examination of such person in order to ascertain his health condition. Should the results of such examination indicate that the person should for reasons of health be permitted to leave teaching, the Selective Service Officer has authority to grant such person a permit to seek other employment. Where the question involved is advancing age, it would also really come under medical unfitness for teaching. Moreover, if it is shown to the satisfaction of the medical authorities that for reasons of health it would not be proper to compel a teacher to take a teaching position in an isolated community or in a school situated a long distance from his home, and if it is also shown that there are no teaching vacancies existing in the district where such teacher lives, the Selective Service Officer might feel justified in issuing to such teacher a permit to seek employment outside teaching.

Yours respectfully,

C. N. CRUTCHFIELD,
Secretary-Treasurer,
Canadian Teachers' Federation.

LEATHERCRAFT

SCHOOL SUPPLIES A SPECIALTY
TOOLING LEATHERS,
TOOLS, ETC.

Write for a price list
and particulars.

Also glove leathers, billfold
and bag leathers.

Bedford Fine Leathers

Phone MARine 4934
1013 Dominion Bank Building
207 W. Hastings St., Vancouver, B. C.

PAGING WOMEN TEACHERS

Grand Forks, B. C.,

February 3, 1944.

Editor, *The B. C. Teacher*:

First, may I congratulate you on the new cover of *The B. C. Teacher*. It adds freshness and life to the magazine.

Second, I am impressed by the imposing list of names of our officers and editorial board, as set forth in the January issue. And most impressed of all, Mr. Editor—in fact, dismayingly so—by the fact that in that long list there were only three women's names!

Curiosity led me to dig out the latest annual report (1940-41) and I find that there were 2784 women and 1440 men teachers in the province at that time, almost twice as many women as men. And yet our list of officers shows 45 men and three women taking the responsibility of our welfare as a group.

The question comes to mind immediately, "What's the matter with our women that they aren't 'pulling their weight'?" In trying to find an answer several questions present themselves:

1. Are our women teachers not intelligent enough to take their full share of responsibility in making their profession a worth-while and respected one?
2. Are they so immersed in and submerged by one narrow phase of the work that they haven't the imagination to see the job as a whole?
3. Are they still mentally in the Victorian Age and so backward, shy and diffident that they are bogged down and over-awed by the male of the species?
4. Or are they so indifferent to and disinterested in the advancement of education and the welfare of their group that they are content to "let George do it?"

Ranking in Normal Schools and Education classes forces me to discard question No. 1. But I am not so sure of any of the others. Perhaps, Mr. Editor, some of the other 2780 women teachers in the province would take it unto themselves to enlighten me!

In closing, may I say that the Federation magazine is becoming increasingly interesting and although probably not many of us get around to telling you so, we appreciate the improvement.

Yours very sincerely,

BELLE MCG. CUSACK.

News, Personal and Miscellaneous

SUMMER SESSION INSTRUCTORS

THE Board of Governors at the meeting on December 20th, approved of the appointment of the following instructors for the Summer Session 1944:

Department of Biology and Botany: Dr. Frank Dickson.

Department of Chemistry: Dr. J. Gilbert Hooley.

Department of Economics, Political Science and Sociology: Dr. A. W. Currie, Dr. C. W. Topping.

Department of Education: Dr. M. A. Cameron; S. R. Laycock, B.A. (Tor.), M.A. (Alta.), M.Ed. (Alta.), Ph.D. (London), Professor of Educational Psychology, University of Saskatchewan; D. H. Russell, B.Sc. (Sask.), M.Ed. (Sask.), Ph.D. (Columbia), Associate Professor of Education, University of California.

Department of English: G. B. Harrison, M.A. (Cambridge), Ph.D. (London), Professor and Chairman of the Department of English, Queen's University.

Department of History: Dr. Sylvia Thrupp.

Department of Philosophy and Psychology: Professor J. A. Irving; Dr. A. P. Maslow; Ralph H. Gundlach, M.A. (Wash.), Ph.D. (Illinois), Associate Professor of Psychology, University of Washington.

NEW SCHOLARSHIPS

THE following new scholarships and prize were approved by the Senate at the meeting on December 15th and by the Board of Governors at the meeting on December 20th, 1943.

The R. Randolph Bruce Scholarship. Out of the proceeds of a fund bequeathed to the University of British Columbia by the late Honourable R. Randolph Bruce in memory of his term as Official Visitor, a scholarship of \$200 will be offered annually to the undergraduate student standing highest in the Metallurgical Engineering Course of the Fourth Year in Applied Science and proceeding to the Fifth Year.

The Powell River Company Limited Scholarship. For research in Wood Chemistry, the Powell River Company Limited offers annually a scholarship of

\$700, open to Honours Graduates in Chemistry in the Faculty of Arts and Science, or Graduates in Chemical Engineering in the Faculty of Applied Science. A portion of the scholarship, not to exceed \$100, may be used for special equipment for the research problem. The topic of research shall be chosen after consultation with the Department of Chemistry of the University and the Powell River Company. Recipients must be qualified to undertake graduate and research work in respect of scholarship, research ability, personality and health.

Furthermore, if special aptitude is shown in carrying out this work, an equal amount may be offered for further graduate study and research in Wood Chemistry, in this or any other approved University.

The William and Dorothy Dorbils Prize in Zoology. A cash prize of \$50 offered by William and Dorothy Dorbils will be awarded to the student in the graduating year of the Faculty of Arts and Science whose academic work and promise of research ability in the Honours Course in Zoology have been outstanding. The award will be made on the recommendation of the Head of the Department of Zoology.

If no Honours student presents work sufficiently outstanding, the sum of \$50 will be used to purchase for the library special research literature in Zoology, the selection to be made by the Head of the Department of Zoology.

OUR MAGAZINE TABLE

(Continued from page 190)

students this magazine is a valuable source of current events material. It is published monthly.

Our old friend, *School Arts*, proves very popular. Several have sent in requests for a copy. Posters made from cut paper are attractive and easy to make (especially in rural schools). See January issue.

Well, we trust the list of books does not prove too statistical looking. Each magazine is worth our attention. Those which sound interesting, send for, and we'll try to comply with your requests. Address letters to Arthur A. Buck, 3780 Eton Street, Vancouver, B. C.

TEACHERS! We are not only up against a paper shortage but also a bottle shortage. This has made things difficult. Fortunately, our customers understand and we appreciate their patience.

However, here's a bit of good news. We still have a small quantity of school book covers left. Whether we can get enough paper to continue is doubtful so act now if you need any.

State how many required and address:

LOVE-THE FLAVOR MAN 62-68 Lombard St.
Toronto 1, Ontario

PERTINENT PARAGRAPHS

LAST month we told you that by easily obtainable figures it can be shown that the Vancouver Teachers' Credit Union



can actually lend money to teachers at half the usual rates of local finance corporations. Furthermore, the V. T. C. U. can also afford to pay higher interest to depositors than that offered on savings accounts by banks. Both these financial phenonema are the direct result of a few really altruistic teachers giving freely of their time to handle administrative matters. Don't wait until you are in dire need of some money in a hurry before joining. The V. T. C. U. needs the moral support of your name on its list of members right now as a direct endorsement of the good work it feels it is doing. How about it, Mr. Vancouver Teacher? Registration fee is only 50c. A fully paid-up share of \$5 makes you eligible to borrow up to \$100 without the slightest delay or embarrassment. Phone E. J. Simpson, secretary-treasurer (Bayview 0901-M) for further particulars.

COMING EVENTS

MR. A. R. Lord will be Chairman and Messrs. J. H. Sutherland, R. H. Neelands and Roy Hunter will be the speakers at a Public Affairs Institute "Open Forum" on Sunday, March 19th, at 2:15 p.m.

Discussion topic will be "What We Expect of the Educational System".

The place? Oh, yes, Y. M. C. A., 955 Burrard Street.

* * *
AN open meeting of the Grads. of the Student Christian Movement will be held on February 26th at 8 p.m. at the Y. M. C. A.

Dr. Norman F. Black will speak on "Anti-Semitism."

Feetion members and their friends are cordially invited to attend.

PRE-REGISTER!

Your dollar will help make a successful Convention.

HIGH SCHOOL PRINCIPAL AND ASSISTANT required for two-room school. Salaries to commence \$1700 to \$2100 according to qualifications and experience. State subjects best qualified to teach. Apply Secretary, Smithers School Board.

Pacific 5235

Res., P.A. 4335

John E. Mecredy

GENERAL INSURANCE

ALL RISKS — NON-BOARD

556 Howe Street

Vancouver

**D. GESTETNER
(CANADA) LTD.**

Manufacturers of
World's Premier Duplicator
660 Seymour Street, Vancouver
Phone: Marine 9644

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.

EDITORIAL OFFICE: 1300 ROBSON STREET, VANCOUVER, B. C.

Correspondence relative to subscriptions and to change of address should be addressed to Miss Clayton, 1300 Robson Street, Vancouver.

Annual Subscription: \$1.50; Federation Members, \$1.00.
Printed by Wrigley Printing Company Ltd.

EDITORIAL BOARD:

C. D. OVANS, Editor and Business Manager, 1300 Robson Street, Vancouver.	WILLIAM SKINNER, 1879 West Thirty-fifth Ave., Vancouver.
HARRY CHARLESWORTH, 1300 Robson Street, Vancouver.	ARTHUR BUCK, 3780 Eton Street, Vancouver, B. C.
E. F. MILLER, 130 W. 22nd Street, North Vancouver.	L. B. STIBBS, Kelowna, B. C.
P. J. KITLEY Kelowna, B. C.	

VOL. XXIII, No. 5. FEBRUARY, 1944. VANCOUVER, B. C.

TABLE OF CONTENTS

	<i>Page</i>
EDITORIAL.....	163
C.B.C. "CITIZENS' FORUM".....	164
PLEASANT SOUNDS.....	Paidagogus 166
B. C. T. F. AND KINDRED ASSOCIATIONS:	
Kelowna Students Winners in Broadcast Contest.....	168
Langley Teachers Awarded Salary Scale.....	168
Twenty-fifth Annual Convention.....	169
Convention Programme.....	170
Attention, Teachers—Re Fergusson Memorial Award.....	170
Convention Committee.....	170
Science Section.....	171
Principals' Association Reply to Science Section.....	172
Statement of Federation Policy with Reference to Rural School Education.....	173
THE TEACHING OF GUIDANCE IN THE HIGH SCHOOL— Dr. S. R. Laycock	175
THE TURNLEY READING SYSTEM.....	Francis R. Turnley 180
A PROSPECTIVE FOR TEACHERS.....	A. B. Cushing 181
POST-WAR RE-ESTABLISHMENT OF TEACHERS.....	A. J. H. Powell 182
SOME THOUGHTS ON EDUCATION AS A SCIENCE.....	Frank Wilson 184
TEACHERS IN POLITICS.....	187
YOUR PENSION QUESTIONS.....	F. J. McRae 189
OUR MAGAZINE TABLE.....	190
LESSON-AIDS COMMITTEE.....	191
SLIDEFILM TEACHING AIDS.....	Lyne S. Metcalfe 193
WHAT WE ARE READING.....	194
LETTERS TO A COUNTRY TEACHER.....	Uncle John 196
CORRESPONDENCE.....	196
NEWS, PERSONAL AND MISCELLANEOUS.....	199

SCHOOL SUPPLIES

THE LATEST IN
EQUIPMENT — STATIONERY
and
VISUAL EDUCATION

★

MIMEOGRAPH — DITTOGRAPH
MACHINES and SUPPLIES

★

LABORATORY APPARATUS

★

KINDERGARTEN and PRIMARY
MATERIAL

 **The Clarke & Stuart Co.**
LIMITED

SCHOOL SUPPLY HOUSE
Stationers, Printers and Bookbinders

550 SEYMOUR STREET

VANCOUVER, B. C.

PHONE: PACIFIC 7311