

OFFICIAL ORGAN OF THE BRITISH
COLUMBIA TEACHERS' FEDERATION

THE VOLUME XXIII.

NUMBER 47

B. C. TEACHER

APRIL, 1944

"LABOR'S whole emphasis in the democratic process has been on the education of the individual so that he may understand the governmental process, upon protection of the individual so that he will not be exploited by his neighbor, and upon the happiness of the individual so that he may live more abundantly."

—IRVIN R. KUENZLI.

VANCOUVER, BRITISH COLUMBIA

Teachers of the Social Studies

IN OUR HIGH SCHOOLS will find the
FOLLOWING BOOKS OF SPECIAL
VALUE IN THEIR CLASS ROOMS

•

THE EXPANDING COMMUNITY by JOHN MACDONALD, M.A., D.LITT., University of Alberta. What are the defects of democracy as we have known it? How are they to be remedied? What are the features that are the source of its strength and enduring value? How are they to be preserved? These are some of the questions this book attempts to answer, in clear and simple terms, under the following chapter headings: The Sense of Community; Economic Power; Essentials of a Sound Economy; Private vs. Public Ownership; Planning (Totalitarian); Planning (Democratic); National Sovereignty; Essential Features of Democracy; Democracy and Self-Interest Groups, Democracy and Administrative Government; Democracy and War; The Fundamental Decencies of Living. Price, \$2.25.

•

THE COMMUNITY—*First Steps in Sociology*, by JOHN MACDONALD, M.A., D.LITT. This little book, which has been in wide use in our schools, traces the origin and development of the community into the modern nation, with special chapters on the true functions of a democracy in the light of present conditions. Chapter headings include: An Industrial Society; The Modern Nation; The Democratic State; Crime and Punishment; Association and Classes; Poverty; Social Thinking; The Mob Mind; Propaganda; Statistics, the Tool of Social Thinking; Barbaric Survivals. Price, 80 cents.

•

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.
PHONE: MARINE 3523

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. McLeod.....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
.....(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. Manzer
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 E. 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,
3086 St. George's Avenue, North Vancouver.

British Columbia Principals' Association..... Eric J. Dunn, Port Alberni, B. C.

PLAN OF YOUR HOME of TOMORROW

Contributed by . . .
BRITISH COLUMBIA ELECTRIC RLY. CO.

THE B. C. TEACHER

VOLUME XXIII, No. 7.

APRIL, 1944.

VANCOUVER, B. C.

THE PUBLIC RELATIONS COMMITTEE IS RIGHT

THE report of the Public Relations Committee to the recent annual general meeting contained this thought: "Our experience leads us to believe that the general public at the present time is very receptive to the idea of lending support to a program of educational reform."

The committee is right; the public is ready for educational reform. This statement was proved on two very important occasions last month.

In the first place the National Board of Directors of the Canadian Chamber of Commerce, meeting in Montreal, passed the following resolution on salaries in the teaching profession:

"Whereas it is essential to the well being of any community that the standard of the teaching profession should be high;

And whereas it is felt that the very frequently inadequate scale of remuneration in the profession in Canada, particularly in country districts, prevents the profession from having the status in the community which the outstanding importance of its work warrants, and makes it difficult, if not impossible, to retain the high standards of personnel which is necessary for this important work;

Now therefore, the National Board of Directors of the Canadian Chamber of Commerce urges on the citizens of Canada and particularly on all educational authorities, the importance of adequate salaries in the teaching profession."

This resolution attracted nation-wide publicity and well it might. When an influential organization such as the Canadian Chamber of Commerce makes such a forthright pronouncement, educational authorities right across the Dominion might well sit up and pay particular attention to it. The Canadian Chamber of Commerce is not addicted to urging increased expenditures on such public services. The fact that it has taken such action now is indicative of the seriousness of the situation, of the great need of such expenditures. Hard headed business men expect dividends from monies invested. Additional sums invested in education will bring large dividends.

The second occasion of great significance was the action of the British House of Commons in rejecting by one vote a bill designed to increase the pay of women teachers by making their salary scales equal to those provided for men. This action of the House constituted the first defeat of the Churchill Government, a defeat from which it recovered a few days later, only when the doughty premier insisted on the passing of the bill as a vote of confidence. Rightly so, supporters of this measure of educational reform gave ground when Mr. Churchill insisted that the measure was not merely a domestic matter but one which reflected on the Government's entire conduct of the war. Viewed in this light, the bill simply had to be passed, but at the same time as they voted for it, supporters of educational reform must have thought that the premier was taking an unfair advantage.

**"Am I Physically Fit?"
is a question
of real interest to
young people today!**



Make It Possible For Them To Answer Affirmatively!

Whether the object be pre-enlistment training—or general Health-on-the-Home-Front, developing physical fitness is of prime importance right now. For bodies as well as minds must be trained to guard Canada's morale and well-being.

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

Our free educational material on physical fitness will help you plan and present your program with greater interest and effectiveness. 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 FREE PROGRAMMES

Bristol-Myers Co. of Canada Limited,
 Dept. VT5 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 Enrolment (Boys) — (Girls).....

The past record of Mr. Churchill leads one to suppose that he will be politically astute enough to realize the trend of the times. It is to be hoped that from this one vote defeat he will realize that when the British people make post-war plans in education or in anything else they mean to have them implemented.

So, too, must our governments in Canada realize the extent of public sentiment. Inevitably educational reform must come. Political capital can be made by any government in power which makes a start in this direction now. The first, most immediate reform in education that can be made is the provision of adequate salaries for teachers. An educational system is as good only as the teaching personnel that is entrusted with the task of putting it into effect. Greatly improved salaries are required to get that personnel.

THE COMMUNITY CENTRED SCHOOL

LAST September a conference was organized in Vancouver mainly for the purpose of preparing plans for the meeting of the pressing community problem of providing adequate recreational and educational facilities for our youth now in employment, for young people who normally would still be in school. Inadequate recreational leadership, it was felt, accompanied by overcrowded homes, which practically forced children onto the streets, was mainly responsible for the increase in juvenile delinquency that was apparent at the time and which is still with us. One of the main solutions of the problem offered was the creation in every district of community centres of a type that would cater to the interests of all sections of the populace. The difficulty was to get funds to provide such centres and even if money were available it was realized that building restrictions were such that it would be difficult to construct them.

The attention of the conference was then centred on the schools. Why should schools, it was argued, be used for education only five or six hours a day and 200 or so days a year? Here was a public institution, erected and maintained at great expense, which was not being utilized when it could be providing a very useful function. Mr. David Hall of the Vancouver School Board was in particular enthused with this idea and is doing his best to interest his fellow trustees not only here in Vancouver but also throughout the province.

It was evident, though, that existing schools had not been designed to serve the dual purpose of a regular educational institution during the day and a centre of cultural and recreational activities during the evening and holiday periods. Gymnasias and auditoria especially were too often lacking. The stiff, formal fixed desk arrangement of present-day classrooms, too, were not such as to provide comfortable small group meeting places.

An idea publicized at this Conference is now about to be tested in British Columbia. In Prince George a contract has been let for a school which is to both high school and community centre. At the present time in this province such a building is unique. In coming years it should be quite commonplace.

Any community that has a school performing this dual function cannot help but become education conscious. The value of education, not only of

schooling, will become concretely evident. Along with a wider interest in education will go greater support for education. In small towns especially, teachers will truly be in a position to exercise that community leadership which should be their role.

We shall all be watching Prince George to see how their experiment works out in practice.

UNSIGNED CONTRIBUTIONS

THE *B. C. Teacher* received during March an article entitled "Quadruple Speed in Education". The Editor will gladly consider publishing it if the author will send along his name which was, probably inadvertently, omitted from the manuscript.

Should any author wish to be anonymous his article may, of course, appear in print under a pseudonym.

Ramblings of Paidagogos

ENHANCEMENT OF THE EGO

OF all the joys that gladden the heart of man, enhancement of his ego is without question the greatest. It is by far the most inclusive of human motives and certainly the most powerful. Social prestige, popularity and influence are wrapped up in it; ambition and self-respect are scarcely possible without it.

So there is no need to be surprised at the fact that every man, woman and child is a confirmed ego-hancer. By methods subtle or crude, in season and out of season, and in all situations, we put forward our claims to admiration and approval. The less substantial these claims are, the more urgently we trumpet them in the public ear; the more genuine they are, the less we need to make them known.

Consider Jerry Bartram, who has just returned from a deplorable round of golf. What does he tell you? That he had a simply marvelous drive at the seventeenth tee—that he took no fewer than eleven shots to get out of a certain bunker—that he lost three balls at the water-hazard—that he was introduced to a Chinese diplomat in the clubhouse after the match. By hook or by crook he gains your attention and respect.

Or take the case of Charlie Blodger. Charlie has a small position in the bookkeeping department of a well-known firm; but to hear him talk, you would be forced to the conclusion that the respectability and success of the firm rest entirely on his shoulders. Not only does he nip a large number of shady practices in the bud, he is also depended upon by the partners for advice in everything connected with banking, exchange and general finance. Without Charlie Blodger, you say to yourself, the firm would go into bankruptcy tomorrow. And you regard Charlie with a respectful eye.

Very many are the modes of ego-enhancement. There are people who are never done proclaiming the greatness of their family. Rather pathetic people these, for the most part. Being insignificant themselves, they bask in the reflected glory of a great-great-grandfather who assisted at the coronation of Queen Victoria, or of an even more remote ancestor who

was with Harold at Hastings. Poor souls, their family stock (to quote an old friend of mine) is like the potato-plant—the best part is underground.

There are other people who seems to have met everyone of consequence. "I was standing," one of them assured me a couple of days ago, "as near to Churchill as I am to you at this minute". Now if Churchill had only dropped a little cigar-ash on this man's sleeve, he would have exalted him forever. The ash would certainly have been placed in a fitting receptacle, to be shown with proper ceremonies to all and sundry.

Nothing is too trifling or too commonplace for ego-enhancement—an aquiline nose, retreating hair, severe headaches, fallen arches, a taste for shell-fish, or a green tie. Mary Smithers, otherwise charming, has mastered the art of cracking her knuckles; Peter Addison has the stiffest beard in British Columbia; Tim Cullinger plumes himself on possessing a remarkable sense of smell; Daisy Meredith goes—with different escorts—to three movies a week.

I am bound to mention McCombe. Of all ego-enhancers I have ever met, McCombe is the greatest. Here is the gist of a conversation I had with him last week.

I remarked on the fineness of the day, and McCombe told me about similar days he had experienced in Scotland, Africa and Trinidad. I then offered a small observation to the effect that lighter clothing was in order. This was a godsend to McCombe, who gave me a detailed account of his last four suits, their price, style and durability. I finally interrupted him to say he must excuse me if my attention seemed to wander, but I was suffering from a touch of migraine. It was an idiotic move. McCombe was reminded of several serious illnesses he had sustained, and I was worse off than ever. In desperation I got in a word about pressure of work. I said I was frightfully busy and would have to push along. Nothing could have delighted McCombe more. He went back over his life and found many evidences of the fact that ever since childhood he had been a tremendous worker. As I edged away, he raised his voice and informed me he always rose at six o'clock and attributed his working capacity, among other things, to that remarkable fact.

You see why I was bound to mention the man. No matter where the conversation starts or what direction it takes, he turns it with practiced facility to the enhancement of his ego. All roads lead to McCombe.

Now I should not like to be misunderstood. You doubtless enhance your ego and I doubtless enhance mine. But may we be saved from blatancy! The man who sees himself through one end of a telescope is usually seen by his associates through the other.

OUR JOB AS TEACHERS

OUR job as teachers is to show our pupils how to take the raw material of ordinary, everyday living and shape it into a thing of beauty—a work of art. To do this, we must make available to them for study samples of great art in every field—works of art in home decorating, cooking, sewing, craftwork, art, music, literature. Only thus will they become conscious of the working of the

fundamental principles underlying beauty. We must next give them opportunities to practise these principles and apply them to their own work and life. And finally we must possess and impart to our pupils the "saving sense of humour"—"saving" because it is our sense of humour that saves our inevitable mistakes and failures from being tragedies.

—Carter B. Storr in

The Educational Courier.

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

COMOX DISTRICT TEACHERS' ASSOCIATION

ON Thursday evening, February 24th, the members of the Comox District Teachers' Association welcomed representatives of the city councils, the school boards, and the farmers of the district to a panel discussion on taxation for educational purposes. Mayor Stevens of Courtenay, in opening the discussion, dealt briefly with the origin of the tax on farm land for educational purposes in Upper Canada, a rural community, mentioned the efforts of the Union of British Columbia Municipalities to have this tax lifted, and concluded by recommending that the necessary money should come from the income tax. Mr. Rees Rogers, chairman of the Courtenay School Board, stressed the rising cost of education, using as an example the increase in Courtenay in recent years of from \$71 to \$92 per capita. He emphasized the need for and value of increased technical education, and for higher salaries for teachers. Speaking for the farmers, Mr. Albury, secretary of the Comox Agricultural Association, noted that whereas the tax on land was generally agreed to be unjust and inequitable, nothing was done about it. He recommended that the money for education should come out of the consolidated revenues of the province. Mr. Hurford, in speaking to his brief, read by Mr. Albury, suggested income tax as a source of revenue but believed that the land should stand a fair and just share of the load. In concluding the discussion from the platform, Mr. E. R. G. Richardson, principal of the Comox schools, noted that the total cost of education in British Columbia was 11 million dollars last year, of which six million came from the land. However, he added, the burden on the business man must not be overlooked, nor should the fact that only those who own land have any say in the education of their district. As a solution he advocated equalization of the mill rate and of assessments outlining ex-Premier Pattullo's scheme of placing a 7 mill rate on all land; and since the chief sources of revenue are federal, federal aid for educational purposes. He wished to see

an equalization of opportunity for education, some form of education for those who leave the regular schools, and an equalization of school facilities. In conclusion, Mr. Richardson emphasized the need of good teachers to produce good citizens. First class teachers, he said, demand and should receive first class salaries. Outstanding among those who spoke from the floor was Mr. W. E. Mantle who brought up the problem of collecting the special school tax. A vote of thanks to the speakers proposed by Mr. G. W. Stubbs and suggesting a future meeting at which the curriculum could be discussed was heartily endorsed by all present. As a result of the discussion a committee of the following: Mayor Stevens, Mr. Rogers, Mr. Hurford, Mr. Richardson, Mr. Gatz, and Mr. Glover—has been formed to study the question further. Miss Dorothy Robinson, president of the C. D. T. F., then adjourned the meeting after which refreshments were served.

MEMBERSHIP HIGHLIGHTS

THE number of schools with 100 per cent membership is increasing daily. According to records in the Federation office 74 schools of three or more rooms have won for themselves this proud distinction.

Membership laurels this year go to the Matsqui-Sumas-Abbotsford Local Association. Every one of the 51 teachers in a dozen schools that make up this association is a Federation member. Congratulations M.S.A.!

New Westminster is living up to its proud boast of being one of the best organized districts of the province. Only about four of the approximately 115 teachers of this city are still "holding out." Sir Richard McBride, Queen Elizabeth, Herbert Spencer and Lord Tweedsmuir School have 100 per cent status.

Vancouver, too, is doing well as usual. In this city Alexandra, Begbie, Charles Dickens, James Douglas, Franklin, Simon Fraser, General Gordon, Hastings, Kerrisdale, Kitchener, Livingstone, David Lloyd George, Sir Richard McBride,

MacDonald, Quilchena, Renfrew, Cecil Rhodes, Laura Secord, Sexsmith, Seymour, Tennyson, Fairview High School of Commerce, Grandview High School of Commerce, Magee, and Prince of Wales are all 100 per cent schools. Supervisors in the School Board office are all Federation members too.

Burnaby has four 100 per cent schools: (Burnaby North High, Douglas Road, Kingsway West and Edmonds Street); Greater Victoria has six: (Beacon Hill, Mount View High, Oaklands, Prospect Lake, Quadra and Royal Oak); Surrey has four: (Simon Cunningham, Grosvenor Road, Newton, and Port Kells).

The efficiently organized Okanagan Valley Teachers' Association points with justifiable pride to the fact that it has ten 100 per cent schools. They are: Armstrong Elementary, East Kelowna, Kelowna Junior High, Lumby High, Mission Creek, Oliver High and Elementary, Osoyoos, Rutland, Vernon Elementary, Vernon Junior-Senior High.

Other schools with 100 per cent membership are: Alberni Elementary, Yarrow, Chilliwack Central, Chase Superior, Courtenay High, Comox Elementary, Cranbrook High, Howe Sound United High, Fernie High, Lantzville Superior Middle Ward, Hume, Capilano, Lonsdale, Salmon Arm Consolidated High, Powell River Elementary, Stillwater United Elementary, East Trail, Woodfibre, West Vancouver Junior-Senior High, Hollyburn, Williams Lake Superior.

The present membership total stands at 2,914, a little higher than for the corresponding period last year, but still more than 100 teachers fewer than were paid-up for the entire Federation year 1942-43. You can help the membership committee achieve an all-time record by urging your non-member friends and acquaintances to join the Federation. Your assistance will be sincerely appreciated.

LOOK for a complete summary of existing salary schedules in the May-June issue.

ST. GEORGE'S SCHOOL of Montreal—

Private, progressive day school, co-educational, requires teachers for Kindergarten and Grades I to end Grade VI, commencing September. Knowledge of child psychology and the enterprise method essential. Attractive salary. Train fare advanced if necessary. Send applications, with references and photograph, air mail, to Principal, St. George's School, 3106 Westmount Boulevard, Montreal, P. Q.

M.S.A. TEACHERS IMPROVE SALARY POSITION

COMMENCING April 1st, the present salaries of all Matsqui-Sumas-Abbotsford teachers were increased by \$100 per annum as a result of negotiations conducted by the local association and the Official Trustee, Mr. A. S. Towell.

Further, starting September 1st, maximum salaries on the schedule for all categories will be increased by two increments. The new top salaries will be as follows:

- (a) For elementary teachers, \$1600 per annum.
- (b) For superior school teachers, \$1860 per annum.
- (c) For high school teachers, \$1960 per annum.

After attaining the maximum, a married man with dependents will be entitled to two additional increments of \$60 each.

POST-WAR REHABILITATION CONFERENCE OUTLINES AMBITIOUS PROGRAM

ORGANIZED by a committee of the shipyard unions a conference on post-war rehabilitation held during March brought together representatives of fraternal, political, civic, labour, religious, farmer, trade union and minority groups to discuss and plan the future development of British Columbia.

The conference, opened by Mayor J. W. Cornett, was the broadest cross-section of citizens ever called together in the City of Vancouver. To the labour unions which inspired it much credit is due for a splendid organizational job.

Mr. J. H. Sutherland, and Mr. J. Allan Spragge attended as representatives of the Federation, sent by the public relations committee. Delegates from the Vancouver Secondary Teachers' Association were also present.

The conference elected five panel discussion groups from the 300 delegates present who represented 153 organizations and 115,000 people. The panels were listed under the following headings:

Housing; rehabilitation of armed forces; social legislation and education; industrial development and perspectives; agricultural expansion.

Mr. Sutherland acted as chairman of the social legislation and education panel.

The delegates were in complete unanimity that British Columbia must be developed under conditions that will give

the people a higher standard of life and that the unity of all in the war effort will be carried over into the peace.

To ensure an industrial future for B.C. the conference urged the maintenance of the three drydocks and the modern shipbuilding plants in this province; government development of hydro-electric power; retention of the aircraft industry to provide employment for most of the 12,600 at present in B.C. plants; and the establishment of a steel mill through the collaboration of provincial and Dominion authorities.

In the field of social legislation and education, extension of T.B. and V.D. curative facilities; pre-natal and pre-health plan; university courses to all high school students with scholastic ability; medicine, music, art and law faculties at the university and higher pay for teachers were recommended.

Similarly other resolutions emanating from the various panels put forward suggestions in regard to the specific problems arising from discussions of their topics.

To carry out the program established, the conference elected a continuations committee of 50 (ten from each panel) which in turn elected an executive of 12.

The committee will henceforth be known as the Industrial Reconstruction and Social Development Council.

LESSON-AIDS

THESE notes are being written two weeks before the convention, so we can only express the hope that you did examine our units during your stay in Vancouver. We also hope that you took back with you copies of the Price List and Order Form for distribution to other teachers in your neighborhood.

We feel particularly pleased with the new units prepared this year, being satisfied that they will meet with your approval.

Take Special Note:

Just as the new Price Lists were being rolled off, we received copy for two excellent new units, too late to have them ready in time for the convention. They will be ready, we hope, by May 1st, but we cannot as yet say what the price will be. The price mentioned below is merely tentative, and we shall refund any overpayment, as usual.

No. 45. *Historical Mural*, dealing with *The Hundred Years' War*. This is very carefully presented, so that teachers may show children how to make the mural, with pictures and descriptive matter. It consists, in part, of a full sketch plan of the build-up of the mural, which is over 20 feet long. There is an excellent list of reference books and exact particulars are given as to where the necessary illustrations may be found. All teachers dealing with this period will certainly find this unit an invaluable one. The pictures used in this mural, as worked out in the school where the unit originated, are drawn on paper 12" by 18". Unfortunately the size of our sheets will not allow us to reproduce these as they stand, but we shall endeavour to print some of them in two halves, to show teachers what was done in that particular school. Don't fail to order a copy *after* May 1st. Tentative price: 15c.

No. 36. This unit is prepared to help those teachers who have difficulty in getting children, from Grade 3 up, to construct their arithmetic problems properly. Stress is laid upon reasoning processes. This unit may do away with the "nightmare" of problem construction. Its title will probably be: *Instruction in Two-Statement Problem Construction*. Tentative price: 5c.

Don't forget to send for a copy of the new 1944 (Buff Colour) Price List, if you have not already had one.

HEADQUARTERS FOR
VANCOUVER PRINCIPALS'
ASSOCIATION



"HOSPITALITY AT ITS BEST"

**DUFF'S DINING
ROOMS**

619 West Pender Street

"What About Teachers' Salaries?"

Asked *The Financial Post*, and here are some of the Answers . . .

A. R. Lord, principal, Provincial Normal School, Vancouver.

There are two distinct groups of teachers in every province—those, chiefly women, who are teaching as a stop-gap, and those who have chosen it as a career. In my general salary scheme this fact must have recognition. As in any other profession financial rewards should arrive only after several years of successful practice and should then continue to increase for a considerable time. This suggests a comparatively low initial salary—possibly \$900—adjusted to fit the cost of living, followed by small increments for five or six years. Those who remain will probably teach permanently and should receive considerably larger annual increases for a further eight or 10 years. Obviously present salaries are in most cases inadequate.

* * *

Marjorie Bell, Visiting Homemakers Association, Toronto.

As the teaching profession has a greater opportunity than any other to influence the development of Canadians, the salary should be such that it will attract the most able men and women. The average salary in Canada is too low to assure a sufficient number of teachers of the type we need. Salaries should be raised as at present they do not indicate that a value is placed on the profession by the community. The carefully considered recommendations of the Canadian Association of Teachers should be adopted.

* * *

Helen Gregory MacGill, Judge, Juvenile Court, Vancouver.

Teachers' salaries are totally inadequate to the importance of their work. The future of a nation is shaped by the education of its youth. Yet today many rural districts offer their teachers less than is paid much unskilled labour. Poor municipalities will undoubtedly need government-granted assistance. We should be enabled to offer the teaching profession sufficient reward to attract persons of ability, capable of educational leadership, to an honorable career, undistracted by small financial worries. The \$1,200 annual minimum suggested should be accompanied by cost-of-living bonus. Whatever scale be fixed should not be

based on sex, but on work required, and should be applicable both as to salaries and advancement opportunities equally to men and women teachers.

* * *

George W. Robertson, Secretary of Saskatchewan Wheat Pool, Regina, Sask.

Present salaries paid to teachers are quite inadequate. The present teacher scarcity is probably the aftermath of a recent period when teachers, supervisors and instructors at teacher training institutions were underpaid, and in many cases when teachers went unpaid. In education, as in most other things, we get what we pay for. A reasonable salary schedule with a minimum of \$1,100 to \$1,200 per annum, and providing regular increases for experienced and advanced academic and professional standing is necessary to attract the right type of student to adopt the teaching profession as a life work. Conscientious service in the instruction and leadership of Canadian youth is entitled to adequate remuneration.

* * *

Dr. W. P. Percival, Deputy Minister of Protestant Schools, Quebec, Que.

The present shortage of several thousand qualified teachers throughout the Dominion proves that strong measures are necessary to attract people to the teaching profession. The supply of men teachers is particularly inadequate. These are not only wartime conditions for the demands have exceeded the supply for several decades. Sound scholarship, good character, personal magnetism, leadership qualities, sympathetic understanding of youth and high professional skill are required to show that teaching is a highly selective calling. Yet average wages of relatively unselected persons in industrial occupations are nearly \$300 higher than teachers. Salaries must be raised considerably if the right type of person is to be induced into the teaching service. Minima should be named, but these will vary in the provinces and according to the grade of diploma held.

* * *

Doris B. Saunders, Assistant Professor of English, University of Manitoba.

Teachers' salaries are most inadequate. Few of those best qualified choose

teaching. Other professions offer more attractive salaries. Enrollment in one faculty of education has dropped from 50 to 10. Of course the war is a contributing factor, but present salary schedules do not attract the keen, intellectual students. There should be some monetary compensation for the hardships endured ever willingly in some rural districts. Material encouragement should be given to young teachers so that their professional standing would suggest a minimum of \$1,200.

* * *
Dr. M. A. Cameron, Department of Education, University of British Columbia, Vancouver, B.C.

Teachers' salaries in most Canadian communities are insufficient to attract and retain an able and well-trained personnel. I consider a minimum salary of around \$900 per year sufficient for an inexperienced normal school graduate without a university education, especially

if normal school fees are small and bursaries are available. The minimum is not as important as a salary schedule with regular increments based on training and experience which would assure prospective teachers of a reasonable standard of living and good opportunity for their children in rural areas. Improved administrative units are necessary for satisfying professional work.

* * *

L. J. Robichaud, Chamber of Commerce, St. Johns, P.Q.

I believe Quebec teachers to be distinctly underpaid, particularly outside Montreal. An upward revision of about 25 per cent would attract better talent and turn out better students. It is impossible to mention a minimum as so much depends on location and qualifications. In rural districts I believe that \$50 per month should be the absolute minimum.

Working Together in Tukwilla Valley

By KENNETH CAPLE, *Director of School Broadcasts*

SOME schools are built with logs and shakes; some are built with two-by-fours, shiplap, and shingles; but the school in Tukwilla Valley was built with ideas. But first, where is this Tukwilla Valley? Tukwilla Valley is anywhere in British Columbia where the teacher is working with the children to have a modern happy school. The story of the school at Tukwilla Valley goes on the air Mondays at 2:00 p.m., when the School Broadcast is heard on the Pacific Network of the C.B.C.

The idea of the Tukwilla broadcast series was developed last summer in Victoria, at the Work Conference on Rural Education. The Department of Education invited to meet with Miss Iman Schatzmann, Executive Secretary of the Committee on Rural Education, University of Chicago, the School Inspectors from the rural areas, together with some of the departmental officials who were particularly interested in the rural school problem. For two weeks, this Work Conference group discussed the problems of the rural schools; and decided which problems could be attacked at once, and which should be part of a long-term plan. Two of the members of the Work Conference were the Director of School Broadcasts and Mrs. Christie Harris,

script writer. These two saw that the happy friendly community school which was growing in the minds of the Work Conference members could be dramatized for the teachers and pupils in the rural schools. It was not going to take years to build the modern school in British Columbia, but it could be built on the airways each week, and while it would be a very ephemeral school; yet the spirit of the new school would spread to every corner of the province with the speed of light, and of that spirit, something would remain in each classroom at the end of every half-hour broadcast.

And so the Tukwilla Valley Schoolhouse was built of ideas. First of all, Miss Josselyn was created, a friendly, happy teacher, who was excited about her work. And because the most important people in any schoolhouse are the children, Ted and Gertrude, Rex and Mary, Sam and Gloria, and all the others were also created in the mind of the script writer. Because the boys and girls of this school were regular boys and girls, problems continually arose, and because the pupils and their teacher were wide awake, and aware of their problems, they were ready to attack them, one by one. Some of the problems they faced through the autumn term, were

the problems of making the classroom a pleasant place in which to live,—the Hallowe'en party, and the "Christmas Tree". As the days grew colder, they faced the problem of a hot noon lunch. But very soon, they had worked out a way, by means of which all the pupils could have some hot nutritious food each noon, prepared on the school stove. And throughout the autumn and winter, the youngsters at Tukwilla carried on.

The spirit of Tukwilla was an infectious spirit, and soon reports were coming in from all parts of the province, of boys and girls and their teachers, who were carrying out projects of their own, and even outdoing their Tukwilla friends. Such a report is this one:

OUR HOT LUNCHES

"What's cookin'?" is commonly heard around East Kelowna School these days. Out of the fifty-four pupils in our school, approximately, thirty of them have their lunches at school. Early in November the idea of having a hot dish at noon was brought up. A few days after the ladies of our district were to meet at the school to make plans for the annual Christmas Party. This seemed the ideal time to contact the mothers for suggestions and support to the project which is so important. One of the ladies offered to lend us a three-burner oil stove. This is a great help, as each of the two rooms in our school has only a Waterloo furnace. Our teacher approached the school board, and a grant of five dollars per month was made for the purchase of such supplies as milk, soup bones, etc. Our district is supplied by a daily milk route, and as none of the residents have cows we have to buy any milk used in cocoa and soup. One idea which we intend to carry out is that each family contribute some vegetables. If the five dollars worth plus the extra vegetables is not enough a small sum will be charged each pupil. Each child brought a cup and a spoon and a few other dishes were purchased. The girls will bring dish towels and see that they are kept clean.

"Sometimes the soup is prepared the night before at the home of our teacher. At recess it is put on our school stove and by noon it is heated through. Once or twice an appointed girl stirs the soup during the hour before lunch. At noon it is served by the teacher or one of the girls. The dishes are washed with hot soapy water just cool enough for the hands to stand. Then they are rinsed in almost boiling water, taken out with a

spoon, dried, and put away in a clean cupboard set aside for this purpose.

"The dishwashing, bookkeeping, and housekeeping has been divided so all will take part. The bigger boys and girls are divided into dishwashing groups, a new one each day. We have tried having only one bookkeeper. The Junior room has been organized as the housekeepers and are responsible for cleaning off the desks carefully and sweeping down the aisles.

"In practical arts period we made some necessities, as pot-holders and rack to hang them on, towel bar, and a board like a breadboard to put the hot soup kettle on. Some of the pot-holders are very bright and attractive. At first we hung our tea towels on coat-pegs, but they got rust on them, so one of our boys made an excellent towel bar out of a wooden rod, and some thin boards shaped with a fret-saw, to which the bar was attached.

"We still have quite a bit of planning to do and equipment to get, but we feel we have at least made a good start, and so far nearly everyone is quite enthusiastic about it.

"We think this arrangement is a very good one and it helps a great deal with our lunches. We like your broadcasts, too, and enjoy listening every Monday, as the problems met by the Tukwilla pupils are very much our own."

The Tukwilla spirit was so infectious that the National Film Board at Ottawa became interested in the project, and sent out a producer, Mr. Dallas Jones, to make a film about a school like the Tukwilla School. The locale chosen for this film was the area north of Nanaimo, and the school, the Lantzville School. The finished film will be like the story told in the Tukwilla broadcasts, in that it describes not any one school, but shows good ideas from many schools. It is planned to have this film available for showing by the first of May.

Teachers who want to catch the modern spirit in education should listen with their classes to "Working Together in Tukwilla Valley".

D. GESTETNER (CANADA) LTD.

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

Farm Labour Emergency

*Dominion-Provincial Emergency Farm Labour Service,
844 West Hastings Street, Vancouver, B. C.*

LAST year, because of the severe shortage of manpower, hundreds of boys and girls from towns and cities in British Columbia were employed on farms throughout the province. Most of them worked for short periods during the peak harvest seasons but it was the universal experience that the volunteers were of real aid in our effort to save the crops. Last year was a poor year for small fruits and tree fruits, and with the prospects of very large crops this year, there will be quite a serious need for more help.

The Dominion-Provincial Emergency Farm Labour Service was instituted a year ago by the Dominion and Provincial Governments to recruit farm help for the production of food needed by ourselves and our Allies. There are two important branches of operations; namely, the supplying of labour to dairy and stock farms, and the supplying of labour for harvesting. In 1943 approximately 11,000 people, men, women, boys and girls, were employed through this service on Vancouver Island, in the Fraser Valley, in the Okanagan, and other points in the province.

The students of high school and university ages, and the school teachers represent a potential labour source of great significance, and we are appealing to them to help us out.

Those who do farm service not only render a very valuable service but gain a better understanding of rural life, they develop an interest in the community, and have the satisfaction of doing a worth-while job.

The age limit is:

Students, who will live away from home, 16 years and up.

Students, living at home and going out by the day, about 12 years and up, depending on locality.

Adults.

There are four methods of placement, and recruits can state their preference:

- (1) Y.W.C.A. supervised camps in the Fraser Valley.
- (2) Private camps, inspected and approved by the Government, and which we hope to have supervised where necessary.

(3) Farm homes, inspected and approved by the Government.

(4) In some districts arrangements have been made to transport workers to and from the city daily, thus allowing them to live at home.

There are two branches of Farm Service work, which need help:

- (1) (a) Farm work, consisting mainly of hoeing, weeding and fruit and vegetable picking.
(b) General farm work, for strong boys and men teachers.
- (2) Camp work in the Y.W.C.A. supervised camps in the Fraser Valley.

The Y.W.C.A. supervised camps are fairly new in British Columbia, having been instituted only last Summer, but this is their fourth year of operation in Ontario, and we are fortunate in having the benefit of four years' experience. Each camp is staffed by a camp director, assistant director in charge of recreation, a cook, three camp assistants, and the service employ a labour secretary. The menus are all under the supervision of a dietitian; the health of the girls is very closely watched, one staff member being responsible for first aid and nursing, and the services of the public health nurses are available; the recreation, in charge of the assistant director, is planned in conjunction with the Camp Council, which is set up by the girls.

We need only read the daily papers to realize our increasing responsibility for food; our civilian population is steadily increasing, our armed forces are all over the world, and we read of the millions of under-nourished people in war-torn countries, whom soon we shall be helping to feed. It would be a pity if we in British Columbia allowed food to spoil at a time when the need is so desperate.

In our war effort, food is more powerful than money, and our success in supplying adequate farm labour for the fruit harvest will depend largely on the co-operation of the students and the school teachers; we sincerely hope that they will give our appeal their serious consideration.

Highlights of the 28th Annual General Meeting

FEDERATION Officers elected for the year 1944-45:

- President, F. J. McRae, Vancouver.
- First Vice-President, B. C. Gillie, Oak Bay.
- Second Vice-President, Edith Unsworth, Vancouver.
- Secretary-Treasurer, E. I. Lane, West Vancouver.

The office of second vice-president is a new one, created by an amendment to the Constitution.

Amendments to the Constitution Pertaining to the Salary Indemnity Fund:

1. No member shall be entitled to benefits for a condition, disability, or recurring illness which existed prior to the time that he or she was admitted to the privileges of the Salary Indemnity Fund.
2. No member shall be entitled to benefits for an injury provided for under the Workmen's Compensation Act.
3. No benefits shall be paid for any claim which is not submitted within 30 days from the date on which the member returns to teaching duty or within four months of the commencement of the illness or accident for which benefits are claimed.

Policy Recommendations Appended to the Executive's Report and approved by the Annual General Meeting:

1. We favour the retention of some form of locally elected school authority and therefore are opposed to the Provincial Government's assuming complete control of education in this province.
2. Provincial enactment of voluntary and compulsory arbitration on salaries and salary schedules is essential to the maintenance of standards of the teaching profession.
3. Salary Schedules should not be altered without at least three months' notice by either party.
4. Salary Schedules should not contain more than 20 annual increments.
5. The Provincial Government should contribute a much greater percentage

of the cost of education in all areas than is the present practice.

7. Financing of education should be based on more modern and equitable methods of taxation.

8. We agree in principle that the compulsory attendance age should be raised to age 16, or completion of Junior High School. Part time attendance should be compulsory to age 18.

9. Financial assistance up to and including university graduation or its equivalent should be provided, where necessary, for those of ability in order to provide equal opportunity for all.

10. We express our desire and willingness to co-operate with the British Columbia Trustees' Association, the British Columbia Parent-Teacher Federation and the Department of Education in the interests of education in this province.

11. We give our whole-hearted support to the Canadian Teachers' Federation in that efforts be continued to secure Federal Aid for education.

12. We approve the principle of co-operating with any or all groups genuinely interested in furthering education in Canada.

Compulsory Membership:

The Annual General Meeting approved compulsory membership in the form indicated by the following resolution:

"That no teacher be appointed or retained unless he holds a Certificate of Qualification issued by the Department of Education and is granted membership by the British Columbia Teachers' Federation".

Salary Policy:

(1) The following minimum salary schedule was adopted as a basis for negotiation with the Provincial Government:

Year	Elementary	Secondary
1	\$1200	\$1500
2	1260	1560
3	1320	1620
4	1380	1680
5	1440	1740
6	1500	1800
7	1560	1860
8	1620	1920
9	1680	1980
10	1740	2040

(2) The following minimum salary schedule was adopted as a basis for negotiation with School Boards:

Year	Third Class Certificates Permits	Second Class Certificates	First Class Certificates	Academic Certificates
1	\$1200	\$1200	\$1200	\$1500
2	1300	1300	1300	1600
3		1400	1400	1700
4		1500	1500	1800
5		1600	1600	1900
6		1660	1660	1960
7		1720	1720	2020
8			1780	2080
9			1840	2140
10			1900	2200
11	Elementary		1950	2250
12	Specialist		2000	2300
13			2050	2350
14			2100	2400
15				2450
16				2500

(3) The course of action to be followed in implementing Federation policy on salaries was prescribed in the following resolution:

"That the following be suggested to the Executive as tactical procedure for the coming year, but shall not tie the hands of the Executive should they consider that circumstances demand other action:

- Present our demands on the Provincial Minimum Salary Scale to the Government asking for a definite answer from the Government.
- Negotiate if there seems any likelihood of obtaining reasonably satisfactory results thereby; during such negotiations do not allow concern for our friendly relations with the Government to weaken our stand.
- Redouble the efforts of the Public Relations Committee; publicity measures to be designed and timed as a pressure campaign.
- Failing to obtain a satisfactory assurance from the Government before the next session of the Legislature, take a strike vote which empowers the Executive to call the teachers out during the session if the Government does not introduce satisfactory legislation.
- Responsibility for deciding whether or not the strike vote is

necessary must lie with the Executive; if they do decide to take the vote they shall give positive leadership in favour of a "Yes" vote.

- Should such strike vote fail to carry, the Executive will have no alternative but to accept whatever action the Government has taken, but shall continue to use the Public Relations Committee to express the Federation's disappointment with the Government's attitude.

Federation Fees:

By action of the Annual General Meeting, Federation fees will be increased by 50c next year to take care of Convention expenses. This will mean an actual saving to most teachers as the pre-registration fee of \$1.00 will no longer be charged.

Life Memberships:

Life memberships for long and valued service in the Federation were awarded to Mr. Vernon Crockett of Smithers, to Mr. Robert Smillie of Greenwood, and to Miss Emily Kor-dahl of Malcolm Island.

RELIGIOUS INSTRUCTION IN ENGLISH SCHOOLS

THE following excerpts from official publications of organizations of English teachers should prove of interest to our readers inasmuch as they reveal professional majority opinion in regard to a question that there, as here in British Columbia, is of a current controversial nature.—EDITOR.

Mass Observation (i.e., Gallup Poll) and Religious Teaching:

Majority opinion is generalized as follows:

- That religious instruction should form a part of the curriculum of every school.
- That there should be agreed syllabuses which could be covered objectively and which would allow individual teachers suitable scope in adapting them to their own capacity and that of their pupils.
- Provision should be made for instruction in the main elements of the great faiths of the world.
- Denominational religious instruction should be regarded as a function of the churches and should not be given in State-aided schools.

APRIL, 1944

(5) The dual system should be abolished.

(6) Inspection (if any) of religious instruction should be entrusted to the Board of Education.

Resolution on Religious Instruction as contained in the Minutes of the Annual General Meeting of the Association of Assistant Masters in Secondary Schools:

(1) That the I. A. A. M. reaffirms its policy that the Dual System should be abolished.

(2) That, in view of the present practice in schools, the daily act of worship is unnecessary and undesirable, since such a provision will imply a religious test for teachers.

(3) That the I. A. A. M. opposes the imposition of an Agreed Syllabus, but would welcome the substitution of a historical outline given in a detached and empirical manner of the main beliefs of the great world religions.

(4) That the I. A. A. M. considers that there is opportunity for receiving denominational instruction in out-of-school hours and therefore opposes the suggested statutory right for children to be withdrawn from maintained schools in order to receive such instruction elsewhere.

(5) That the I. A. A. M. also opposes the suggested requirement that authorities should provide facilities for such instruction to be given on school premises during school hours.

Extract from a Speech made in the British House of Commons by Mr. W. G. Cove (Labour, Aberavon):

"I, therefore, say, let religious teaching in the schools be free from State compulsion. Let the State, as a State, keep out of it. Let religion flourish on the basis of the voluntary attitude toward it. Let religion, in other words, win its own way, by the power of religion. . . . We believe that religious teaching in the schools should be voluntary. Give it every facility certainly, and let the State provide facilities for the development of religious knowledge, emotion and feeling; but do not bring the State in, to establish compulsion for any act of religious worship in the schools of this country".

THE WOGS is a new organization of former women teachers who have returned to teaching. Letters stand for We Old Gals Survive.

—Michigan Education Journal.

The New Play-Work Books

- A Complete Reading Programme.
- By GATES, HUDER and PEARSON, outstanding authorities in the field.
- Recommended in New Brunswick and in six other Canadian Provinces.

Primer

JIM AND JUDY.....	\$.90
4 Unit Readers each.....	.25
Workbook to JIM AND JUDY.....	.40
Teacher's Manual.....	.45

Grade I

DOWN OUR STREET.....	1.00
6 Unit Readers, each.....	.25
Workbook to DOWN OUR STREET.....	.40
Teacher's Manual.....	.45

Grade II

WE GROW UP.....	1.10
6 Unit Readers, each.....	.25
Workbook to WE GROW UP.....	.40
Teacher's Manual.....	.45

Grade III

WIDE WINGS.....	1.20
7 Unit Readers, each.....	.25
Workbook to WIDE WINGS.....	.40
Teacher's Manual.....	.45

Grade IV

LET'S LOOK AROUND.....	1.30
Workbook.....	.40
Teacher's Manual.....	.70

Grade V

LET'S TRAVEL ON.....	1.50
Workbook.....	.40
Teacher's Manual.....	.70

Grade VI

LET'S GO AHEAD.....	1.50
Workbook.....	.40
Teacher's Manual.....	.70

Write for full information in our
NEW YORK PLAY circular

**The Macmillan Company
of Canada Limited**

70 Bond Street Toronto 2, Ont.

INTRODUCING MISS SALLY SCRUM

THE Editor would like to present to you Miss Sally Scrum, principal of the Hog Wallow School, whom he had the pleasure of meeting through the medium of "The Educational Courier", official organ of the Ontario Teachers' Federation.

Miss Scrum's bright sayings interspersed frequently among other reading matter have helped a great deal in making the "Courier" perhaps the most entertaining and readable of all the Canadian teachers' magazines.

Here are some samples of her biting wit:

"Once there was a teacher who was sarcastic to members of her class and, incredible as it may seem, they sent her flowers—after she was dead."

"Considering the enormous difficulty most teachers experience in getting satisfactory notes after the absence of certain pupils, one would think that the parents were being asked to issue a warrant of execution rather than to write a simple explanation."

"To expect the schools to cope with the present epidemic of juvenile delinquency is very much like asking an engineer to stand at the foot of Niagara Falls and dam the flow of water with a box of matches."

"If the teacher's work is as vital and important as it is painted, then—judging by the size of her salary—about all she is actually paid for is marking the register and seeing that the youngsters' hands and faces are kept clean."



"Before I open this meeting, will someone please tell me which one of you gentlemen is the vice-president of this company?"

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
 (Please note our new address)
 325 Howe Street, Vancouver, B. C.



ANNOUNCING immediate publication of
Turnley Reading System

This copyrighted book, designed for the use of teachers and parents, gives in clear style full instructions covering the method by which

**Five-year-olds with One Year of Instruction
Can Read Grade VI Literature**

Thoroughly tested on Fern Turnley, only daughter of the author, this system has equipped her with the ability to:

1. Read rapidly and with full comprehension.
2. Spell out and pronounce any unfamiliar words that she encounters in her reading.
3. Compose sentences of her own composition which she spells out (or prints) quickly.
4. Pronounce thousands of words of many syllables when she hears them spelt out.
5. Tell the number of syllables in a word after hearing it spoken.

Is It Hard to Teach? . . . NO!

The teacher has a very easy time as the preliminary stages of the system depend more on the ear than the eye, and after about six months, the child, without having done any actual reading, is ready to read with rapidly increasing speed.

Is It Easy to Learn? . . . YES!

At no stage in the system is there any strain on the pupil, and the child experiences great delight from his ability.

This book represents one of the greatest advances in the field of education. . . . Place your order now to ensure delivery from limited first edition.

ONE DOLLAR. Postpaid.

FRANCIS R. TURNLEY

923 West Twenty-sixth Avenue

Vancouver, B. C.

THE AUTHOR, FRANCIS R. TURNLEY, is author of *Alphabet of Wisdom*, a work of philosophy introducing Planetarianism, published in 1926; *Turnley Plan to Insure Prime Rights*, an economic plan for world-wide adoption, published 1941; *Forests For the Future*, a treatise on British Columbia's timber resources, and numerous other pamphlets, including *A Short Essay on Money*, and he has edited a wide variety of trade magazines.

Try An Inflation Fair

By GRANT M. PATERSON, B.A.,
Central Junior High School, Victoria, B. C.

TIREED of the usual run-of-the-mill carnivals or bazaars as money-raisers for your school activities? You are? Then, try an "Inflation Fair" the next time you plan to raise funds for some worthy objectives. Be careful though, or you will find yourself, as we did, teaching Social Studies!

When the idea of an "Inflation Fair" was first suggested to the staff advisory committee to the Junior Red Cross at Central Junior High School, Victoria, it was visualized as a variation of a "Klondyke Night" complete with the usual phoney money. But as we proceeded with our plans, our idea grew into an interpretation of current social trends.

Puzzled faces greeted the preliminary announcement by the Red Cross Committee that an "Inflation Fair" had been planned. It was then that we realized our pupils had only the vaguest ideas of inflation and its possible effect on a community. Our interpretation of the meaning behind the title of our money-raising project kept pace with our plans for the occasion and when the day of the fair arrived, the pupils had an appreciation of an inflated currency.

Although it was fun clutching a handful of money amounting to \$2500, spending \$1000 to buy a hot dog or tossing bean-bags at \$100 a throw—a penny bought \$100 of our inflated money—

there was a serious note behind each minute of our fair. Each pupil had signed a written pledge to fight against the danger of a similarly inflated coinage. Each pledge was worn as a badge, the signature proudly proclaiming the wearer as willing to save by buying War Savings Stamps, to salvage useful materials, to make do with what they had, and to refuse to patronize "the black market".

Yes, our "Inflation Fair" turned out to be a living Social Studies lesson and, incidentally, a \$155.88 bonus to our Red Cross funds!

THE PLEDGE TAKEN BY THE C. J. H. S. PUPILS

Pledge to fight against Inflation.

If Inflation comes your money will not be worth as much as it is now!

We can fight Inflation in these seven ways:

1. By buying more and more War Savings Stamps.
2. By buying War Bonds and holding on to them.
3. By not hoarding scarce or "short" goods.
4. By refusing to buy in the "Black Markets".
5. By buying only goods absolutely necessary.
6. By salvaging as much as possible.
7. By "making do" with what we have.

"DON'T DO AS I SAY—DO AS I DO"

Those boys and girls you taught still need your help. You taught them to love this way of life—the right to differ—the right to live according to their feelings and good conscience. They are out there fighting for those rights, and here at home your leadership has encouraged pupils to purchase over a million dollars in War Savings Stamps. What about your share? Are you buying VICTORY BONDS to supply those ex-students of yours with fighting equipment? Are you dedicated "all the way" to "put Victory first"?

The Parable of the Grade Teacher

By GERTRUDE C. WARNER, in *The Akron Journal of Education*

IT came to pass in those days, in the days of the Great War upon the Hitlerites, that the school-teacher said unto herself, "Behold, this is Tuesday, which being interpreted is War Stamp Day."

And she took her seat at her desk and laid thereon her War Stamp Record Book which was provided by the principal and then she saith unto her students which were of tender years, "Lo, it is War Stamp Day, and those students who per-adventure have brought no money for War Stamps may go to their seats forthwith. Neither will I take any milk money nor any lunch money nor any picture money. Nay, I will not take any Junior Red Cross money, nor any cans of peas for the hospital, until all the War Stamp money be counted and delivered unto the principal."

Therefore did she set out the ice cream box with the slit in the top to hold the moneys, and the students did crowd about her with many pennies and nickels which they set about steadfastly to drop under the desk, and the teacher set down duly in her book what each student had brought.

But it happened that some of the students who had no war stamp money, but had milk money, did not go straight-way to their desks, but lingered to see the counting of the war stamps. And suddenly the teacher did find upon her desk a penny, and when she found that she did not make balance with the rest, she inquired in a loud voice, "Whose penny is this?" And a student saith in a small voice, "It is my milk money."

Then the teacher lifted up her voice and cried, "Did I not tell the milk children to take their seats? Or did I? Verily you will get me all mixed up in my figures!" And by reason of her violence the milk children departed to their seats there to take up arguments about a long green pencil, and a short yellow one without any eraser and the teacher cried out after them, "Hush, hush. Of what value is a pencil on War Stamp Day? It is meet that we attend to war staraps only."

Then the door did open and the hot lunch messenger from above did enter. So therefore the teacher had to rescind her order and call in a humble voice the

children who wanted lunch tickets. And lo, some of the war stamp children joined with them and also bought hot lunches. But they were too young to know for a surety whether their penny should go to the messenger, or to the lady in the cafeteria, or indeed to their teacher. And there was much argument among them.

Now when the hot lunches had departed, the teacher finished with the war stamps and did call to the children to gather about her with milk pennies. And each child put down a penny. And lo, a certain child said he had already paid for his milk, but the teacher believed him not, because she had set a zero against his name, and likewise because he first said he gave her a penny and then a nickel, and last that he gave a dime. And she still believed him not because last year she had his brother, who likewise did make false witness about money.

But nevertheless the teacher, being weak, did pay for his milk because he was thin-faced and the door opened and a big brother did come with 95 cents for a picture child (for they all had their pictures taken in that school). But not precisely 95 cents was in the envelope, because it was a two-dollar bill, and the wise mother had written thereon, "The change for this is for milk." Moreover the big brother wished 95 cents back again for his own picture, neither did he want a dollar bill, because he wished a nickel for his own upper-grade milk.

Then the teacher did verily spill the beans, for she took out her own pocket-book and made change, and then she was utterly lost, because the war stamp money came out a dollar too much, notwithstanding the picture money was all under the blotter, and the war stamp money had not moved out of the box. And the teacher marvelled and said, "Behold, maybe I am Kellar and know it not."

Then the children who paid a penny for milk departed to their seats; as they departed the teacher counted them, and lo, the sum of them was the same as the milk money! And the teacher lifted up her eyes unto heaven and was glad, and was about to render thanks when a boy came in and said, "Hath anyone lost a mitten?"

And the teacher cried unto him, "Get thee out of here, for thou knowest that thou shouldst take mittens to the office, neither tap on doors which are busy with war stamps." (For she knew him and all his works, and what manner of boy he was). And therefore she proceeded further to chastise him, "Thou dost not desire in thy heart to restore mittens to their rightful owners, but only to take a pleasant trip around this our school, and get out of doing thy Number Work and thy Spelling Words."

And the boy responded not a word, but as he departed with the mittens he met boys coming in with 27 bottles of milk. Verily I say unto you, they met in the doorway, the one coming and the one going. And at the other door appeareth a big girl with nine cents for the Junior Red Cross. So therefore the teacher took out her Junior Red Cross book, and set down the nine cents therein, and then lifted off her desk a great many cans of corn for the hospital and a bag of potatoes and summer squash, so that she could see through the midst of them. And she did smile through the aperture she had thus made, and did say, "Lo, the moneys are now counted and we will say our morning prayer."

Therefore did they all join lustily with the teacher and said the prayers, even unto the Minute Prayer for the Armed Forces as set forth by the governor, and then it was time to pass out the milk, for indeed the hour was late, and there were children who liked milk set on the radiator to warm.

And behold as the children drank, a boy said, "You have not heard my reading class read!" And he spake the truth, for the teacher had not heard any classes at all. And another said (albeit she first held up her hand), "Behold, I have lost my lunch ticket." But to the child she said (and she did not even look in that direction at all), "Verily thou shalt find thy ticket under thy desk," for that was the place it always was at the hour. And

she did not say a word about the old saying of the prophets, "Verily, if your head were not screwed on tight you would lose that." For the child was not to blame for the War.

"And lo, as the reading class of busy bees did assemble, the bell rang for recess, and the teacher was glad and she cried with a loud voice, "Do not run. Neither push, nor strike any of our little friends, but get you forthwith into your ski-pants, even unto the zippers down the legs, and get into line. And moreover do not get into any trouble on the playground, for verily I am going to lie down in the teachers' room, for next week we shall have also Santa Claus buttons to prevent tuberculosis among you, and also Christmas Seals, for which you shall bring other moneys. And harken again unto me, ye children, after thy teacher has finished typing at the Ration Board after school, she is thinking of going to work for Pratt and Whitney, for it is said that there is an hireling there to sell milk and war stamps and hot lunches and count all the moneys, who doeth no teaching at all, of any kind in his spare time."



Houses

To Rent or Exchange

TEACHERS desiring to RENT or EXCHANGE HOMES' over the summer holidays are invited to submit advertisements to the Editor. As a special service to our members the charge for such advertisements will be only 50c.

SPECIALIZING IN SERVICE TO INDIVIDUALS AND SMALL FIRMS

G. FLORENCE & ASSOCIATES

"Accounting and Income Tax Service"

603 Holden Bldg., 16 E. Hastings St. VANCOUVER, B. C. MARine 8629

BOOKKEEPING SYSTEMS • • • AUDITING • • • INCOME TAX RETURNS

Your Pensions Questions

By F. J. McRAE, Chairman, Pensions Committee,
3191 West Thirty-fifth Avenue, Vancouver

QUESTION: What is the "guaranteed plan" and how does it apply?

ANSWER: There are several guaranteed plans, e.g., 5-year, 10-year, 15-year, etc. If it is a 10-year guaranteed plan, it means that, regardless of death, the pension will be paid at the same rate as long as you live. If you die after receiving a pension for, say, three years, the pension will be paid for the remainder of the time to your estate.

QUESTION: What is the chief advantage of a guaranteed plan?

ANSWER: In the case where there is no dependent (i.e., wife, in the case of a married man) and there are children who are still in school, a man or woman could make sure that an income would be assured to them for a definite period.

Q.: If my pension on the single life plan is \$100 monthly what would it be on the 10-year guaranteed plan?

A.: The amount would be approximately \$87 monthly.

Q.: If my pension is \$100 monthly on the single life plan what would it be if I select a joint life and last survivor plan?

A.: This depends on the relative age of husband and wife. Of course, the man retires at age 65; if his wife is age 65, his pension would be \$76.40; if his wife is much younger, say, 55 years, his pension would be \$63.40.

Q.: Can a woman teacher select the guaranteed plan?

A.: Yes, certainly.

Q.: Are payments into the Pension Fund exempt from Income Tax?

A.: Net income that is taxable is gross income less payments into the pension fund up to a maximum of \$300 a year.

Q.: If I resign and withdraw my contributions, are they subject to Income Tax?

A.: Yes, to a certain extent. In view of the fact that payments are deductible each year from gross income then, if they are withdrawn 33½ per cent of total contributions is taxable as income in the year in which it is withdrawn.

Q.: How is my pension estimated if I am permanently and totally disabled?

A.: An example may suffice to show how you can work it out for yourself. Suppose a man started teaching at age

23 in 1941 and was disabled at age 47 and was purchasing three units, i.e., \$30 a month, then his pension would be as follows:

Service Pension	
20 years	\$360 per annum
4 years	\$48 per annum
	<u>\$408 per annum</u>
Annuity Pension	
Half amount being purchased	\$180.00
Uniform annual increase	
for 24 years	102.86
	<u>\$282.86</u>

By adding \$408 and \$282.86, the pension will be \$690.86 or \$57.57 per month.

Q.: How is the sum of \$102.86 arrived at in the above calculation?

A.: Section 15 (1) (b) in part is as follows:

"... together with a uniform annual increase for each year of service commencing with the first day of January, 1941, in the case of employees in service on that date, and with the date of the commencement of service in the case of employees who entered service after that date, of an amount equal to one-half of the retirement annuity divided by the difference between the employee's retirement age . . . and his age at the time he commenced the contributions . . ."

Q.: How long do I have to teach to be eligible for disability pension?

A.: Ten years service under the former Act or the present Act makes an employee eligible.

Q.: What happens to my contributions if I am disabled and have not ten years service?

A.: In this case you would receive your contributions as a refund.

Q.: Can my service and contributions be transferred to any other pension fund in case I accept a position with the Civil Service?

A.: There is no provision for transfer to any other scheme. However, if you accept a position under the Department of Education you will continue to make your payments to the "Teachers' Pension Act".

Don't Go Near the Water

By DONALD COCHPANE, *Ocean Falls*

Mother, may I learn General Science?

Oh, yes, if you've the notion—

Learn about zinc and copper ions,

Llamas, guanacos and lions,

And why there were five little Diomes,

But don't learn about the Ocean.

BRITISH Columbia being on the whole the least agricultural and most maritime province, and having over three-quarters of its population within easy walking distance of tidewater, one would think that the science taught in our schools would take some account of the Pacific Ocean. But our course, though without doubt the best in the world, pays no more attention to the poor ocean than if it were made in Alberta (the course, that is—not the ocean). We teach a great deal about farming, a reasonable amount on mining and smelting, a little on logging and even something about fish. But all the student needs to know about a ship is why it floats.

Every descendent of Noah inherits an interest in boating. Sailing ships may have vanished from the sea, but the Buena Vista still decorates our ten-cent pieces, and the theory of sailing is an entertaining application of the parallelogram of forces. Even the nice girls whose benefit our course is made as easy as possible must sometimes wonder how a boat can travel toward the place the wind is coming from. I do not suggest that the students should learn to tie a ringtail-snoozer, or what to do when there is the devil to pay and no pitch hot, but it would do no harm to let them work with ruler and protractor a problem in plane (not plain) sailing, and to understand the Great Circle which puts Kiska on the shortest line from Panama to Tokyo.

Navigation sounds difficult, but it isn't. The students could at least check the latitude of the school by a meridian altitude at a solstice or equinox (measure a shadow, draw to scale on paper, and measure the angle with a protractor). To find longitude by observing the time when a shadow points northward requires the use of that 8-shaped figure on the school globe; how many teachers understand its origin or use? But as long as

astronomy is relegated to Grade VIII, there is no hope of matriculation students having any understanding "the way of a ship upon the sea".

The same applies to weather. There is something about it in Grade VIII, which is perhaps all they can take at that stage of their development, but has as little reference as possible to British Columbia conditions. There is no mention at all of the great Polar Anticyclone, whose struggle with the westerly winds along the line from Kiska to Vancouver produces all our weather. Nothing either about the "warm fronts" and "cold fronts" on which modern meteorologists base their predictions. The children find their weather knowledge of so little use that they soon forget it.

The ocean has tides, too—also discussed in Grade VII in a single page which does not refer to British Columbia tides at all. On this coast we have every day one big tide and one small one. At Victoria the difference between the two tides is so great that sometimes the low high tide is lower than the high low tide! Then there are the tide rips through the Seymour Narrows and a hundred other places along the coast; also the extra large tides about Christmas and Dominion Day. All these things have interesting explanations, perhaps too difficult for Grade VIII, but quite worth introducing later on.

I am not suggesting a unit on the Ocean. There are too many so-called units already that have no real unity. But I do think that some of this information might be more interesting, and perhaps of more practical value, than the name of a starfish's breathing apparatus, or even the intimate details of an earthworm's love-life.

N. T. Nemetz

BARRISTER and SOLICITOR

678 Howe St. (at Georgia)

Mar. 8636 Vancouver, B.C.

**TEACHERS! EMPLOY
SUMMER HOLIDAYS
PROFITABLY!**

OUR FARMERS NEED YOUR HELP

Again this year British Columbia's farmers will need all available help to completely harvest their crops in this critical year of the war. School teachers, both men and women, are urged to take up farm work during summer vacation months. Thus they will:

1—Save Needed Crops

2—Enjoy Healthful Activity

Teachers are also asked to explain to their older pupils this urgent need for farm help.



PLAN NOW — APPLY AT ONCE



Full particulars are obtainable from
W. MacGillivray, Director

**Dominion-Provincial Emergency
Farm Labour Service**

844 West Hastings Street

Vancouver, B. C.

Citizenship For Babes

By EUGRETTA HAWORTH, Director, Ocean Falls Kindergartens

NO, it's not another fad by another theorist. It is plain common sense. Citizenship can be taught to infants of two years and under.

While this is being written, a group of nurseryites, two-year-olds—next generation's citizens—are, without being reminded more than once, clearing the schoolroom of toys and equipment to leave the place ready for the "afternoon people", the next group of youngsters a year older. They in their turn will tidy up for the five-year-olds who will come later.

In a few minutes, when these two-year-olds are called, one by one, out to the dressing room to don their outdoor clothes, they will come at once, at the first call, because they are already aware that it is bad citizenship to keep "other people" waiting.

All playful screeching and shrieking was eliminated many months ago. Why? Because they were told that workers in nearby bunkhouses were in bed asleep after working all night, and it is bad citizenship to disturb "other people".

Yes, these children are being taught social consciousness and are learning fast. They know that they can be as individual as they wish providing that they do not express their individuality at the expense of, or to the discomfort of the group when they are in a group. As they progress in their learning, they perceive that group life is in the home as well as in the school, and in the crowds in the stores, and on the streets or in the show; anywhere where "other people", young or old, are present.

Apparently, however, we still have a lot of very foolish opposition to our pre-school training: opposition from people who should know better, too. They make sweeping statements that children are not ready to learn before they are seven years of age, and that they should be out in the sunshine before that, building up their health.

That would be a splendid idea if, during those last five years before orthodox school begins, they have not been learning a lot of street-lore and bad habits which in some cases are never un-learned. (Splendid, too, if that much-famed life-giving sunshine were always available.

It isn't in Ocean Falls, and many other places, too).

Out in the sunshine. Out playing. Where? With whom? What are they doing? Are they in a safe, clean place? Aren't they with others just their own age and equally unwatched (and maybe unwashed)? Are they learning anything worthwhile? How can they know it is bad citizenship to litter the streets with paper and junk, and dangerous to leave toys in the middle of the pavement, unless they are taught systematically, and the consequences of their poor behaviour illustrated in play-acting and story form?

Even when the tiny ones are not left to their own devices but are carefully guarded and guided by anxious parents, the results of these pre-school years may be just as disastrous. Parents are sometimes too kind, or too lazy or too ignorant to make the necessary corrections. One parent told me the other day that she did not like correcting her child's faults because she didn't want to hurt her darling's feelings! (Meanwhile, her "darling" was hurting the feelings of everyone within a mile of her, more or less!)

And then we had the child who said "My Mamma says I don't have to do anything I don't want to". Needless to say, I went right to the root of the trouble there, and sure enough the parents thought they were going to give their little one a "happy childhood". Their co-operation was really amazing as soon as I explained things to them.

In almost kindergarten language I told them of a day in Vancouver last summer; of a busy intersection when the traffic lights were out of order; of a young friend who had always hated regimentation and discipline, private and public; of our indecision: at the kerb, and the danger of our trip across the street in the temporary chaos; of the noise and the nervous strain. And then I told of her remark that she hadn't realized how helpful the lights were until they were out of order, and there was nothing to guide her and others through the crowd.

And so she saw, there and then, that there were other traffic lights which blinked on and off right through our lives—the "may's" and the "may not's" which make life so easy when we conform.

(Concluded overleaf)

Post-war Re-establishment of Teachers

A letter written by the SUPERINTENDENT OF EDUCATIONAL TRAINING in reply to Mr. A. J. H. Powell's article published in the March issue of *The B. C. Teacher*

Department of Pensions and
National Health
Ottawa, January 28, 1944.

A. J. H. Powell, Esq., M.A.,
Chairman, Edmonton Citizens'
Rehabilitation Council,
11120 Sixty-third Street,
Edmonton, Alta.

Dear Mr. Powell:

Your article, "Post-war Re-establishment of Teachers", has recently come to my attention.

It seems to me that you infer that teachers may be subjected to discriminatory treatment under the Training Provisions of the Post-discharge Re-establishment Order. You may be assured that such is not the intention. All three of the fictitious cases set up by you would be considered eligible for training, where it was indicated that such training would lead to successful rehabilitation.

The fact that the administration of Education is a Provincial responsibility has nothing to do with an ex-service man's application for training under the Post-discharge Re-establishment Order. It is realized that the teaching profession could absorb large numbers of suitable ex-service personnel and it is hoped that conditions in the profession may attract suitable candidates in considerable numbers.

I note that your article does not develop the point that the period of assistance in university training is governed by the length of service of the applicant in the armed forces.

I am enclosing a statement on "Eligibility" which is taken from a manual which will soon be made available to

Experts talk and write about "readiness to learn to read". But surely reading is not the only subject to be mastered in the early years? Consideration for "other people", co-operation with "other people", concentration, perseverance, good sportsmanship, self-control; these are but a few of the branches of Good Citizenship which can be, and are being taught in Nursery Schools and Kindergartens.

Rehabilitation Boards. I am also enclosing copies of recent addresses by Mr. Woods.

I trust that this information will serve to reassure you on the points listed in your article.

Yours sincerely,
(Signed) H. W. JAMIESON,
Supt. of Educational Training.
ELIGIBILITY

Any discharged person who, at the time of his discharge, is qualified to resume or commence full-time undergraduate training in a Canadian university, for the purpose of proceeding to a degree or diploma, in a course leading to his establishment, or a discharged man who can qualify for such admission within fifteen months of his discharge, is eligible for assistance, maintenance grants and fees, for exactly as many months as he served.

His academic fitness is determined by the university. His physical and mental fitness for the proposed occupation is assessed by the Medical Officers of the Department of Pensions and National Health.

The prima facie criterion is his ability to meet the University admission requirements. Training grants may be continued for exactly as many months as he served provided that he makes satisfactory progress in his course. If he has demonstrated high scholarship or attainments in his course within the period of his entitlement, he may on the recommendation of the University Committee on Scholarships, apply for an extension of benefits to permit him to continue his course beyond the period of entitlement. This extension of benefits will not apply to candidates—other than those discharged with pensionable disability—whose period of service was less than the time required to complete a full academic year, approximately eight months. Scholarship and attainment is determined by final examinations held at the end of the academic year.

Most applicants for University training will be young men and women whose education was interrupted by enlistment.

However, the opportunity is not restricted to such persons, but is available to all whose qualifications are acceptable to the University and whose establishment in civil life can be effected through such training. In other words, the applicant is not required to establish that his formal education was interrupted by enlistment.

Mr. Powell contributes this footnote:

The above letter is the most important (one might almost say the only important) contribution to teacher welfare that has come out of Ottawa since Confederation. As it is based upon more than two years' administration of the Post-discharge Re-establishment Order, it can be regarded as a firm statement of policy.

In the light of it, provincial teacher-organizations should begin at once to recast all current ideas of post-discharge treatment of teachers and would-be teachers. We have been inclined to think loosely in terms of a few score men—not perhaps the brightest or most ambitious—who will be eased along indulgently through Normal and then laid away to rot in rural teacherages. This concept should be discarded forthwith; as has already been shown, rural teaching is not a career for a boy who has deserved well of his country—there is neither money, marriage nor home-life in it.

Demobilization, when it comes, ought to find us ready with an organization in each province to do the following things:

(1) Maintain an Advice Bureau at

each major city for informing and guiding service men and women who wish to resume or to start teaching as a career. This bureau should establish cordial relations with the Veterans' Welfare Officer and should seek close collaboration with the educational member of the District Rehabilitation Board.

(2) Help every returning teacher to get re-training or higher training at University level to the very limit of his entitlement.

(3) Encourage—even urge—every untrained prospective teacher to cash in on his University entitlement rather than content himself with a Normal course; impress upon him that this opportunity is in fact a Scholarship far exceeding in value anything previously available to teachers-in-training. (A course based upon two years' service entitlement, if fully exploited over three Varsity terms, would amount to at least \$1500 to a single man or woman, and more to a married man).

(4) Publicize the whole plan of University aid in every way possible, and keep on doing it. The lad who is scrambling round the hills of Italy is not going to read this magazine. We must see to it that the facts of the Re-establishment Plan are told again and again until that lad's parents, his girl-friend and all who are interested in him are in a position to give him the best of advice when he comes home.

ABERRATION

CAN the sun of tomorrow shine down with the light of today,
Or reflect all the sorrows and joys that the evening has seen?
Can the moon and the stars from their shadowy balconies say
"There below is a sight I recall; there a place I have been"?

Can a promise at sunset survive and in action be born,
Or a whisper of hope live to echo from hills of the dawn?
Can the hush of the twilight emerge as the quiet of morn,
Or a vision endure in the light and the mood it was drawn?

Can the call of the lark reawaken the nightingale's theme,
Or an ember of ecstasy linger to kindle the breast?
Can a smile thread unchanged the excursions and doubts of a dream,
To entice into wakefulness lips that it kissed into rest?

—L. R. PETERSON.

English Industrial Plant Has Educational Plan*

By L. C. L. MURRAY, former General Manager, de Havilland Aircraft Co. Ltd., Hatfield, England

THE de Havilland organization originated in the building of civil and commercial aircraft by a small group of men under the leadership of Capt. de Havilland. From a very modest beginning in 1920, it has grown to a world-wide organization requiring highly trained personnel in order to ensure its continued success. As a surprisingly large number of the key positions in the company have been filled by men trained in the company's school, it is not surprising that the importance of educational activities has now been recognized by the appointment of an educational board. This board consists of twelve senior executives of the aircraft, engine and propeller divisions of the company and is responsible for directing all educational activities of the company.

THE PLAN OUTLINED

The chief executive officer of this board is the principal of the technical school. He has as his assistants the educational officer, who arranges all lectures and academic work, and the chief workshop instructor, who arranges all the necessary training in the school workshop and the company's production workshops.

The school deals with three main classes of trainees:

1. Student apprentices.
2. Trade apprentices.
3. Shop boys.

Student apprentices are enrolled from public schools (in the English sense of the word) and secondary schools during their 17th or 18th year. They must have attained a reasonably high standard of general education and, except in individuals having some particular aptitude evidenced by practical work, the London matriculation examination or its equivalent is required. The fees payable for student courses vary from 75 to 100 pounds per annum, but it is possible for a student to recover a large proportion of this through his pay during those periods when he is working in the company's workshops.

Student courses are arranged to cover as wide a range as possible and a high degree of specialization is not encouraged

until the final year's work. By this time, the student is able to decide whether he prefers design (engine or aircraft), production (engine or aircraft), maintenance and repairs, or commercial activities. In the final stage of his course he spends his whole time in the particular department in which he hopes to obtain employment. This gives the departmental manager an opportunity of assisting the student capabilities, and the student gets very valuable experience under the same conditions as he will face later.

On completion of his course, a design student should be able to pass the examinations for Association Fellowship of the Royal Aeronautical Society; the production student those for a Graduateship of the Institute of Production Engineers; and a maintenance and repair student those for the Air Ministry Ground Engineer's Licenses.

APPRENTICES CHOOSE TRADE

Trade apprentices are enrolled very largely from boys already in the employ of the company, when they are approximately 16 years of age. They have usually completed a course of training at a junior technical school or elementary school before entering the company's employ, and they are in most cases intending to become artisans. On becoming apprentices, they are indentured in the trade chosen and the course of training is to a large degree specialized in this trade. In addition, however, an effort is made to afford them general education through the medium of evening classes held on the company's premises under the control of County Education Committee. Fees are not payable by grade apprentices, and while they are at work they receive pay varying according to their age.

The company awards scholarships to a limited number of trade apprentices so they can become student apprentices for the final three years of their training. This scheme has proved highly successful and it is intended to increase the number of scholarship students substantially. At the present time there are nine company scholarships among the 79 students in training, and as there are now 208 trade apprentices, it will be

disappointing if quite a large proportion of the students cannot be drawn from this source in future.

RESIDENTIAL SCHOOL CONTEMPLATED

From the foregoing it will be seen that it is possible for a boy to enter the employment of the company at school-leaving age, and, through effort and ability and at no cost to himself, eventually qualify professionally in the industry of his choice. In the doing of it he will rub shoulders with other boys of widely differing home background and education, and so learn that tolerance so essential for industrial teamwork.

To foster this rubbing together, the company has taken over some accommodation with the intention of forming a residential college. Although only 24 students can be accommodated at present, the experiment is proving very successful and no difficulty will be experienced in filling further rooms when conditions allow these to be provided.

Culture has been defined as "sympathy with intelligence" and any industrialist should recognize the value of such a quality among his executive and supervisory personnel. Teamwork and initia-

tive can only be obtained when minds are open to suggestion from the outside, and if reasonable cultural background can be given to our industrial education, it will pay worthwhile dividends in money and in human happiness. It is hoped to develop this side of the de Havilland training still more when peace removes the need for 100 per cent concentration on material production.

(From the Committee on Teaching Democratic Citizenship, Ontario Secondary Teachers' Federation, Toronto).

*NOTE by the Ontario Secondary School Teachers' Federation: This article was kindly contributed by Mr. Lee Murray, who is now in Canada as Adviser on Overseas Production.

It deals with an experiment in combining industrial training with broader academic studies for youths in their post-school years, and includes the idea of a residential college as a means of social and intellectual development, an idea carried out in the famous Volk-Schule of Denmark with superb results.

It is another evidence of the widespread concern in England as to education and of the combination of hard-headed common-sense and idealism of its people. Perhaps some of our great industries, too, may find here a pattern, or at least some suggestion for the much-neglected work in this field that they are in a position to do.

Wrigley Printing Co.

LIMITED

COMPLETE BOOK MANUFACTURERS

Seymour at Dunsmuir

Vancouver, B. C.

The Project Method and Verbal Symbolism

By L. H. GARSTIN, Box 313, Kimberley, B. C.

THE project method, or the enterprise system as it sometimes is called, has after much controversy established itself in many school systems here and in the United States. Many points have been made in its favour as a teaching device. It is said to be a superior means of pupil-motivation in that it provides for a wide variety of activities in comparison with the formal lecture method of past years. In the manual phases of its activities it is claimed that it not only provides for a release of the physical restlessness of youth with its superabundance of energy ready to explode from the narrow confines of a desk but also that it proves a better means of retaining material on the part of the pupil because of a motivating power greater than in the formal memorizing of facts and figures. Finally, it is said, experiments on the relative effectiveness of this new teaching technique and the older technique appear to show that the new method is the equal if not the better of the two.

Such claims are probably well founded—but one question should be raised that undoubtedly has not been raised in the past, the question of the ability of the project method to inculcate adequately the meaning of abstract verbal symbols and the skill to manipulate and use such symbols in real-life situations—in a society in which activity is largely symbolic in character.

A contrast with primitive society will make clear what I mean. Modern civilized life is far more preoccupied with the use of verbal symbols than is primitive society. Whether we wish to get salt at the breakfast table or vote for a political party we make use of verbal symbols to procure our ends. To get the salt we utter certain vocalizations and someone passes it to us. To vote for a political party we listen to a host of verbal symbols uttered by political leaders, read more verbal symbols in the newspaper and mark a ballot with written symbols indicating our choice. There is a minimum of manual activity in all this. We do not construct miniature political societies as envisioned by the politicians, experience their effects on us and then go to vote. Rather, the whole process is mental—the relating of verbal symbols to thought activities. And

it is the same with large sectors of our everyday life. Our activities in connection with the radio, movie, newspaper and magazine consists in the manipulation of verbal symbols and not in manual activity.

In primitive society, on the other hand, it is the opposite. Primitive peoples have none of the tools needed for the manipulation of verbal symbols—no newspapers, no books, no radios and only a very limited form of language. Consequently, they make for more use of manual activity to carry on their existence. As a result, their "teaching" consists largely of the principle of "learning by doing"—our modern project method. They learn to sow crops by sowing crops—not by reading from a text on agriculture. They learn to hunt by hunting, not by memorizing the names and uses of weapons from a manual.

At once one can see the advantages and disadvantages of the primitive method. It has all the advantages of the project method as mentioned earlier. But does it not narrow agriculture skill to the particular situation in which it is learned? Does not the textbook with its verbal symbolism broaden the field of learning to include all situations in which a crop might be sown—by calling attention to various types of soils and the conditions for sowing in each?

Similarly might we not raise the question: Does not the project method, because of its preoccupation with manual activities, limit the scope of learning activities? Are we not, in the first place, limiting the pupil's experience to specific situations—and situations at that which are often far from duplicating situations that will be met with in later life? And are we not, in the second place, seriously handicapping the pupil in his ability to handle and control adequately the vast ocean of verbal symbolism that constitutes the modern means of turning the wheels of society?

In order to answer these questions let us look at a typical project—a project involving the study of the Industrial Revolution. Let us assume that the objectives of such a project are an understanding of the meaning of Industrial Revolution, an understanding of its

causes, familiarity with its historical progress and a realization of its impact on the habits and beliefs of men in our own time.

We might develop the enterprise in a number of different ways. We might teach the causes of industrial progress by raising the problem: Why do men invent tools and machines? This might lead to a search of the history of inventions—a search, be it noted, that would involve reading from various sources—i.e., the manipulation of symbols. We might, knowing the value of manual activity as a motivating force, lead the pupils to make drawings, murals and models of various inventions and to write brief stories of the nature of the inventions and the reason for their appearance at a given period in history, thereby integrating social studies with Art, English and Practical Arts. This, in its turn, if properly directed, might lead at least to an elementary knowledge of the impact of inventions on the social structure of a society. But one might wish to delve into the problem in more detail. In that case, the thing to do would be to send the pupil out to investigate the impact of industrialism in his own life and to report on the results of his investigation. The problem is thereby solved in terms of his own experience in which he is interested. Verbal symbolism would be used in such reports. And motivation might be increased by building models of the community and writing stories to explain its industrial structure and the inter-relation of its various parts.

A number of points seem to me to be indicated in this very brief outline of an enterprise:

1. Manipulation of verbal symbols is employed throughout the project.
2. Manual activities are employed
 - (a) to provide a means of motivation,
 - (b) to provide experience in skills that will result in some degree of manual dexterity,
 - (c) to train the pupil to be co-operative in a co-operative enterprise.
3. In a satisfactory project all kinds of skills—reasoning, reading, writing and creating—are provided for and practised.

The criticism that the project method is limited in scope and lacking in reasoning and disciplinary experiences must be caused, then, by something other than the actual facts of the situation. What are the reasons? I suggest that there are at least four reasons for the criticism.

1. Teachers, carried away by their own enthusiasm and the novelty of the new method, stress manual activities to the exclusion of all else, with the result that the criticism of the man in the street that the new methods of teaching are lacking in the disciplines of reasoning and self-control are indeed true. No project can be entirely manual in its emphasis and hope to be successful.

2. Concomitantly with the above, the entirely erroneous view on the part of teachers and laymen alike, that the project method is, in fact, solely a manual project.

3. The failure of the Progressives to defend themselves in the face of attack. Far too many Progressives, when faced with an opponent, centre all their arguments around the value of manual activity whereas they ought to take the line that a true enterprise embraces all fields of activity and attempts an integration and a synthesis of subject-matter areas.

4. The adverse publicity concerning Progressive methods indulged in by the progressives themselves. Again the Progressives are prone to publicize the manual activities of their project method to the exclusion of other equally important aspects. And it is this that becomes fixed in the popular mind.

But even if these reasons for criticism of the enterprise system were removed, it must be realized that there is a great deal to be done in this field yet. Different subjects and different aspects of the same subject require different treatment. The extent of manual activity to which an enterprise in one subject lends itself is not the same as that to which an enterprise in another subject would lend itself. And the same holds true of the various aspects of the same subject. Certain aspects of a subject will lend itself more readily to manual activity than other aspects. We need more studies of controlled and uncontrolled groups to determine the maximum of manual activity that can be maintained without narrowing the knowledge and understanding of a topic under discussion or limiting the pupil's ability to handle the verbal symbols that form the larger part of contemporary human activity. Further a great deal has yet to be done in determining the limits of manual activities feasible in learning to handle the more abstract verbal symbols such as international trade, inflation, justice, law, democracy. To date there are very few reports, that I am aware of, in these fields.

What's For Lunch Today?

By THE TEACHERS OF OKANAGAN MISSION SCHOOL

(MRS.) ANNIE I. McCLYMONT, *Principal*; (MRS.) ALICE M. EVANS

IT is twelve o'clock at Okanagan Mission School. A delicious tantalizing odor of cooking pervades the building, supplanting the traditional smell of chalk, paper and books. The pupils sniff the air expectantly. As the dismissal bell rings, and the human avalanche moves towards the exits, one question is on every lip: "What's for lunch today?"

Yes, Okanagan Mission School has become "lunch-conscious". We have an ideal situation for a successful lunch plan. We have a well-equipped, two-room school, with an enrolment of 78 pupils, 60 of whom carry lunches. We have a well-lighted lunchroom, equipped with three tables of different heights, benches, and screened cupboards divided into cubicles. We have a sympathetic school board, and interested, co-operative parents.

The school lunch programme came into being early in November. The children wrote and delivered invitations to the parents, asking them to attend a meeting in the school lunchroom. Tea and refreshments were served by the Senior girls. In this mellow atmosphere we unfolded our plan and asked for suggestions. The idea of cooking food at the school was found impracticable, as our lunchroom heater is too small, and as too much school time would have to be devoted to the task. The parents agreed that the food should be prepared at home, and delivered to the school.

These suggestions were later embodied in a questionnaire, typed, and taken home by the children. The parents were asked to check one of three items: first, if they would be willing to provide, at least once during the winter months, fourteen quarts of soup, baked beans, stew, spaghetti, cocoa, or any other hot dish, this meal to be delivered at the school by the parents; secondly, if lack of utensils, or distance from the school made this impossible, if they would provide instead, all the prepared ingredients for the meal, and pay Mrs. Graves, a lady who lives near the school, 50 cents for preparing them; thirdly, if they were not interested, or unable to participate in the plan.

The parents responded magnificently.

We have operated the plan every school day from the middle of November to January without asking any parent to contribute twice. The mothers have done their utmost to provide varied and appetizing dishes for the children. Besides the dishes mentioned above we have had hot-dogs, and home-made doughnuts, from the oven, served with hot chocolate. There is always ample for two or sometimes more servings.

Housekeeping committees of six pupils, chosen from the senior class, act for a period of one week. Two of these pupils act as servers, fetching the steaming soup kettle from Mrs. Graves when necessary, and actually serving the meal. The other four take turns washing dishes, returning the cups to the family's cubicle, and sweeping the luncheon floor.

The two teachers are on duty alternately for the period of one week, to supervise the lunches. Our job is to see that each pupil takes his cup, fork, spoon and lunch from his cubicle and joins the line-up that stretches the length of the lunchroom. Once served, the pupil takes his place at one of the tables, laying his lunch out before him. No restriction is placed on talking, but each pupil is expected to be mannerly, to remain seated until he has finished eating, and to put his lunch papers away before leaving.

The school lunch is paying dividends in our school. Lunches are no longer thrown away half eaten. Meals are eaten slowly and cheerfully, instead of being gulped down, on the run, on the playground. Parents do not hesitate to send their children to school in bad weather, for they know something hot and nourishing will be served at noon in a warm building.

The parents are enthusiastic; they think their one-day contribution a very economical way of insuring hot lunches all winter for their children. The children are enthusiastic. You should see the important air of the child whose mother is hostess for the day! You should see the children crowd around the schedule on the wall, shouting "What's for lunch today?"

Our Magazine Table

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

COME, weary teachers, gather round and daddy will tell you a story.

The Three Little Teachers

Once upon a time there were three little teachers in a Normal School. Mamma teacher said, "Now you must go into the world alone, my dears, and remember all the wise things that I have told you. "Yes, mamma," they all answered in chorus.

The first little teacher came to a school with 20 pupils, all with I.Q.'s below 100. These little darlings took no interest whatsoever in social studies. All they did was read comic books. Now this wise little teacher made up her mind to gently push social studies into the heads of these said pupils, so she subscribed to *Canadian Heroes*. She found that D'Arcy McGee" (April issue) instead of being a mere name in the text book came to life when illustrated in *Canadian Heroes*. This little teacher noticed that her school walls were very uninteresting, so by referring to the *Grade Teacher* she received bright ideas for murals to be done by her pupils. This improved her class room 100 per cent. Although the I.Q.'s of these pupils did not increase their A.L.Q.'s (Appreciation of Life Quotient) did.

The next little teacher found herself 10 miles from the railroad in a cosy little log school with eight grades. "What shall I do? What shall I do?" moaned this poor little creature. Her problems were solved when she received *The Modern Instructor*. In this magazine she found suitable arithmetic tests for Grades VII and VIII (her worst bug-bear) a health lesson on "Foods and Digestion" as well as many other tests and outlines. Being an ingenious wee thing she easily adapted the material to her particular needs. Finding her pupils were nature lovers, the *Nature Magazine* proved most useful. Even little Billy who couldn't tell a skunk cabbage from a jussy willow was to be found poring through this book at noon hour. For her own professional reading this little teacher read *Understanding the Child*. The articles widened her outlook. The following year this little teacher wanted to go back to her delightful school, but was tempted by a recommendation from her inspector and a higher salary to go to a larger school.

The third little teacher found herself in the junior division of a two-room school. She attended the local convention and the Easter convention faithfully as delegate. She glanced at all the new books, borrowed back numbers of many magazines reviewed in "Our Magazine Table in *The B.C. Teacher*, especially *The Instructor* and *The Music Educator's Journal*. Her career was so successful that the principal found himself with a new primary teacher. Our heroine had become his "Assistant for Life."

So the Big Bad Wolf didn't eat any of the three little teachers. They fortified themselves with good magazines.

Canadian Heroes; Educational Projects, Inc., 1396 St. Catherine's St., West, Montreal; \$1 per year.

The Grade Teacher; Darien, Conn.; \$3 per year.

School Arts; William Dawson Subscription Service, 70 King St., Toronto 2; \$4 per year.

The Modern Instructor; School Aids and Text Book Publishing Co. Ltd., 1935 Albert St., Regina, Sask.; \$2 per year.

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

The Instructor; Dansville, N.Y., \$3.

The Music Educators Journal; 64 E. Jackson Blvd., Chicago, Ill.; \$1.50 per year.

PERTINENT PARAGRAPHS

TUNE: "London Bridge is Falling Down."

Can you pay your income tax?



Income tax, Income tax?

Can you pay your income tax.

My fair Reader, oh!

If you can't then why not join,

If you can't then why not join,

The Vancouver Teachers Credit Union?

To join, 'phone Mr. E. J. Simpson, secretary-treasurer, BAY. 0901M.

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.

CANADA and the World Tomorrow, by W. L. Morton; published by the Canadian Institute of International Affairs; pp. 55; price \$0.65.

Obviously, much of the post-war problem is a post-war problem and cannot be settled now. This pamphlet, a report of the proceedings of the Ninth Annual Study Conference of the C. I. I. A., wisely does not attempt a blueprint for the post-war world but rather suggests problems of that time and possible solutions for them.

The main topics dealt with are:

(1) The transition from war to peace, which deals with the various types of military occupation necessary to the different countries conquered or liberated, relief for countries needing it and most important of all, the absolute need of a common policy for all the United Nations to follow in this war.

(2) Political conditions of a durable peace, which envisions some form of regional organization under the control of a central international body. Canada's role in the post-war world seems to be, to put it briefly, either retain and expand its present importance by following the policies of Great Britain and the United States or go its own way into oblivion. What is chiefly needed is, of course, an international group to which Canada might belong without any need for other special allies.

(3) Economic conditions of a durable peace. The suggestion put forward here of having a world credit organization to which countries might apply for loans seems to be one of the best ideas in the whole pamphlet.

(4) Military power in the organization of peace. In its barest essentials this boils down to the fact that it is up to the three great powers to keep the peace. If they will not, the whole scheme breaks down unless some sort of world police is formed to deal with any unfriendly act that could not be controlled by sanctions, etc.

The foregoing, of course, merely sketches the ideas put forward in the pamphlet. Whether one agrees or disagrees with the ideas or conclusions reached, the pamphlet is valuable in that it presents in an orderly fashion most of the main problems to be faced in the post-war world.—W. J. K.

JACK and Jaques, A Scientific Approach to the Study of French and Non-French Thought in Canada; Wilfrid Sanders; Ryerson, Toronto; pp. 46; 50c.

Latest member of the Live and Learn Series. Mr. Sanders is editorial director of the recent findings of the Call-up Poll in Canada.

The title is somewhat misleading, although Poll results are in each case segregated according to the reactions of Jack and Jaques. The many who follow with interest press releases of the Poll will find here a much more coherent picture of its work, and it's our guess that they will find some surprises, too, about how Canadian opinion is tending.

The introductory section, "The Poll and how it works", will answer many often repeated questions. Here is source material "steaming hot" for presentation to your Social Studies classes.—P. J. K.

TWENTIETH Century India; Kate Mitchell and Kumar Goshal; project of the American Council, Institute of Pacific Relations; Longmans, Green Co.; Toronto; pp. 94; 60c.

The trouble with this well-written, informative and attractive little book is that the problems it discusses are so tremendously complex that nothing short of a thorough discussion can give an adequate picture of them.

Supported by clear maps and excellent photographs, the authors survey the land and the people of India, village life, wealth and poverty, and then go on to tell of how India is governed, the growth of Indian nationalism and India's war effort.

This is not the place for a discussion of India's problems, but it must be said that although the authors are moderate in their criticism of Britain's part in the problem, moderate compared to some American criticism, there is an implied conviction of blundering, if not downright guilt, which will stimulate a good deal of thought. Incidentally, each section is provided with discussion problems.

To give one instance, the authors believe that Moslem separatism has been played up too much. It is a fact, nevertheless, that since the concessions granted to the India Congress Party, the Moslem League has come out wholeheartedly for a separate India—Pakistan—and that

this disagreement among the people of India constitutes the major problem at the moment.

The book is of a reading level suitable for Junior High School students and it is the guess of this reviewer that students will enjoy reading it.—P. J. K.

* * *

VISUAL Self Helps for Teaching Writing Position; Dixon L. MacQuiddy, Director of Visual Education in Santa Barbara City Schools; The Zaner-Bloser Co., Columbus, Ohio; set of 35 cards, 8-inch by 10-inch; \$1.50; 3 or more sets, \$1.25 per set.

These photographs point out correct and incorrect methods of holding chalk or pencil, posture, etc. Each card has a number of questions and a note to the teacher on the back.—P. J. K.

* * *

ROBERT Jenkins Starts a Business, by G. P. Hillmer; Ryerson Press; paper cover; 35c.

This very excellent text satisfies a long-felt want in our Bookkeeping course.

Its logical approach to the subject is especially attractive, beginning as it does with the use of a general journal and ledger when the business is first opened. Gradually, as business increases, special journals are opened and the various entries involving bank-loans, notes, taxes, adjusting entries, etc., are well explained.

Such a text as this would be of greatest use to a Grade XI or Grade XII class taking Bookkeeping as an option for one year only. It would be very practical also for night classes. It would probably be somewhat advanced for use in Grade IX or X as these grades need constant drill and review on each step as they come to it.

A set of practice forms is suggested for use with this text and this would increase its practicability.—A. R. K.

* * *

VENERAL Diseases, by Percy E. Ryberg, M.D.; The Anchor Press, Toronto; pp. 34.

This pamphlet, a reprint of Chapter VIII of *Health, Sex and Birth Control*, gives in a succinct and straightforward form all that the layman needs to know about this subject. The author faces the moral issue without offence or sentimental pawing. Diagrams are effective.

The timeliness of material such as this does not need to be stressed. In the hands of discriminating leaders it has undoubted value.—P. J. K.

THE United Nations, Today and Tomorrow, by Violet Anderson; The Canadian Institute of Public Affairs; The Ryerson Press, Toronto; pp. 166; \$1.25; paper cover.

The contents of this interesting book with the rather inadequate title are too varied to be covered in the space at our disposal. A collection of addresses given at the Canadian Institute of Public Affairs, August 21 to 28, 1943, it deals generally with problems facing the United Nations, with specific reference to the post-war years.

Part I contains three discussions of "Long Range Plans of the United Nations", Part II considers specifically the Far East, India, the Near East, and France, and Part III in four articles deal with "International Relations in the Post-war World".

The authors are specialists in widely different fields—from the first, Dr. Alvin H. Hansen, Professor of Economics at Harvard University and Advisor to the Board of Governors, Federal Reserve System, Washington—to the last, B. K. Sandwell, Editor, *Saturday Night*.

So many and varied are the opinions expressed that there is abundant material here to provoke discussion, and equally abundant authoritative opinion. Much of the contents are directly applicable to the Social Studies V course, and in general to any Social Studies class from which a discussion of current events is not barred.—P. J. K.

PROJECTS Through Crafts (Senior), by W. L. Stricker, Instructor of Crafts in the Normal School of Hamilton, Peterborough and Toronto; Ryerson, Toronto; pp. 103; 60c; paper cover.

As the title shows this is a book of projects and far more than are contained in many books of much higher price. While primarily of value for Industrial Arts, especially woodwork, it has also short chapters showing leatherwork, book repairing, ropework, lino prints and drawing.

Particularly of interest for Grades VII, VIII and IX, the projects have each a bill of materials and a procedure sheet that is easy to follow.

Though the book well supplements the School Industrial Arts Course, it would also be a wise addition to the library of anyone who has or plans to have a small home workshop.—F. H.

Correspondence

Letters To a Country Teacher

My dear Niece:

April, 1944.

So a married man is in love with you. Well, that happens to a good many teachers, and it won't do you much harm, if you understand what is really going on. Some woman has advised you that "There is only one thing a man wants"—she is the sort of woman who has only one thing to offer. It is true that a man has one supreme need, to which he will sacrifice everything, even life itself; and that is the need to feel important and successful. We live, not by bread alone, but by feeling like God: powerful, successful, or at least compelling attention.

This is not the whole of psychology, but it is one of the most important parts of it. It explains most of the unreasonable things that people do, a great deal of history and politics, and nearly all your troubles with classroom discipline. Doubtless they told you all this in Normal School.

The trouble with your married admirer is that he does not feel successful in his home. Why? I wouldn't know. We cannot all succeed in business, but almost any wife can keep her husband attached to her, if she wants to take the trouble. In general, a man does not get tired of his wife unless she makes him tired. For instance, there is the woman who does not trust her own judgment, and takes everything at her neighbors' valuation; if they don't think much of her husband, she doesn't either. But if some other woman smiles at him, the wife decides that he must be worth having, and happy reconciliation may follow. Then there is the wonderful housekeeper, whose husband feels that he rates somewhat above the Persian cat, but below the piano. More than once I have heard it said of a woman whose husband had left her, ". . . and she always kept his house so clean". Wrong: it was not his house she kept, but hers, and he never felt at home in it. The only one of them that I was really sorry for was the woman whose husband left her because she had a better mind than his, and a stronger body, and a bigger pay cheque.

So there might be half a dozen reasons for his discontent with home, but you are not one of them. Neither flatter nor blame yourself for what is happening. This is not your quarrel—you are just the innocent bystander that gets hit by a stray bullet. Of course, the women are ready to denounce you as a home-wrecker, but I never saw one of those animals. I never knew either man or woman who could break up a home unless it was first destroyed from inside.

What to do? Be nice to his wife. Talk to her, help her, flatter her (probably her husband has not been doing enough of those things); make her feel important and happy. Then she will probably make him happy, and he will not need the sunshine of your smile, for he would much rather have hers. In this way you may succeed in doing a good deed, and at least you will save yourself from slanderous tongues.

Ever your loving

UNCLE JOHN.

SCIENCE CURRICULUM

Editor, *The B. C. Teacher*:

In the February issue of your magazine there appeared an article in which the members of the Science section of the British Columbia Secondary Teachers' Association object to the attitude of the British Columbia Principals' Association and of its representative, Mr. Carson McGuire, in refusing to "compromise" on a proposal of theirs, which, if implemented, would have the effect of excluding Industrial Arts, Home Economics, and other valuable subjects, as optional subjects for University Entrance. Speaking personally, I object very strongly to their statement that if Mr. McGuire's "attitude is the attitude of a responsible group of men, the whole curriculum situation is in need of overhaul".

I do not know what special training, or what special courses, or what other general background the members of this section have in curriculum construction to warrant such a statement, but I should like to set a few facts before your readers.

Our secondary schools are not mere training grounds for research workers in the natural sciences. At present, not

more than 1 per cent of the enrolment in Grade IX, and other high school grades, graduate from any university in sciences. The other 99 per cent have some rights—and of those going on to university, the vast majority have a right to courses more beneficial to them. The aim of our curriculum in general, and of science courses in particular, should be to benefit the vast majority of those taking them, not just the microscopic handful intending to graduate in pure and applied sciences.

The executive of the British Columbia Principals' Association feel that any change in curriculum which will compel students to drop practical and useful options for the sake of any additional required courses is inherently bad, and Mr. McGuire was no more empowered to discuss a compromise on such an issue than he would have been to compromise on the introduction of a course in, say, Applied Cannibalism.

Speaking personally, I feel that if any curriculum revision, by cutting down allotments in any required subject, makes possible the addition of a fourth year in any subject, there are other places where this may be done with much better effect than in science. A fourth year in Social Studies, for example, would benefit all students in our schools, and not just 1 per cent of them.

There is another aspect to this question which the Science teachers do not seem to have considered. There is no argument for the elimination of any option in favour of an extra course or courses in science, which would not apply to the entire elimination of science as a subject in senior high school in favour of a fourth year in French, Latin, Social Studies, Home Economics, and the Industrial Arts, a change which would be absurd.

Once permit any section of our teachers to add extra courses for the sake of doing more of the University's teaching for it, and there is no telling where the process is apt to end.

Yours very truly,

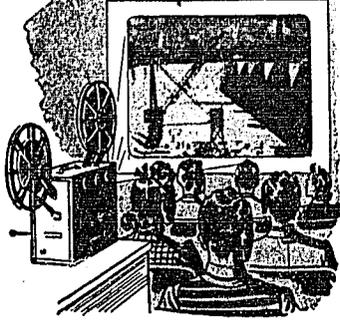
ERIC J. DUNN,

President, B. C. Principals' Assoc.

TO EXCHANGE or RENT—Modern home in West Point Grey, during July and August, or part, for interior home near lake. Suitable for small children. V. Osterhout, 4838 West Eighth Avenue; ALma 1353-L.

FILMOSOUND

Aids the Teacher!



Text books come alive as films and other visual aids step up teaching efficiency. The Filmosound method invariably produces rapt attention and higher marks.

War demands have cut off the supply of Filmosound classroom projectors but new developments will make FILMO teaching aids more essential than ever in years to come.

Write for the new Short Subject Catalogue—over 700 rental films. 25 cents refunded on first rental of any of its films.

ASSOCIATED SCREEN NEWS LIMITED

1330 SHERBROOKE
ST. W.
MONTREAL, QUE.

100 ADELAIDE
ST. W.
TORONTO, ONT.

News, Personal and Miscellaneous

MISS EVA B. MURPHY

THE passing of Miss Eva B. Murphy has been felt as a keen loss by all who knew her.

Born in St. David, New Brunswick, and educated and trained in that province, she nevertheless spent practically all of her professional life of over thirty years in Vancouver. Here her years of devoted service were mainly given to Cecil Rhodes School, though it was to Kitsilano she was first appointed. Her closing years were spent at the Kitchener School, to which the staff of the Cecil Rhodes School very reluctantly relinquished her, knowing full well that in parting with her they were losing a teacher whose conscientious work could not be excelled.

To her parents we wish to express our sincere sympathy in their great loss.

LANGUAGE SCHOLARSHIP

THE Carnegie Corporation has allocated the sum of \$2500 for each of the years 1943, 1944 and 1945, to be used for the support of language scholarships in the University of Western Ontario Summer School for French and English conducted at Trois-Pistoles, Quebec. Under this plan, two scholarships of \$185 will be granted to The University of British Columbia. Although the majority of scholarships across Canada will probably be awarded to undergraduates, the privilege of going to Trois-Pistoles is open to younger teachers in high schools and to junior instructors in universities. The Committee for the selection of those who are to receive awards is appointed by the University, therefore any teachers interested in this project should apply to the Registrar, The University of British Columbia.

BETWEEN THE BOOKENDS

DO you like the new heading of our book review section?

For the title we are indebted to Mr. Philip Kitley, the book review editor.

For the drawing from which the cut was made our thanks go to Miss Philippina Weintz, a Grade X pupil of the Kelowna High School.

"THE SEARCH FOR PLENDERLEITH"

THE entire front page of a brochure published by The National Film Board, Ottawa, is devoted to an article entitled, "The Search for Plenderleith," describing the attempts of the author, Dallas E. Jones, to find a district which would supply the ideological surroundings necessary for the production of a film showing what schools are doing to mould good citizenship.

Mr. Jones found what he was looking for in the Nanaimo-Ladysmith consolidated area, which is under the direction of Dr. William Plenderleith, Inspector of Schools. His article from which we quote liberally below is a glowing tribute both to Dr. Plenderleith and the teachers in his inspectorate.

"The search headed west. Through Ontario where people with ideas—bright young school teachers giving a progressive interpretation to the curriculum with an eye to a city appointment. But you can't photograph an ideological concept unless people take time to build its permanent symbols. Manitoba was better. There were community projects of which the school was an important part; but the initiative came from the community to the school instead of outward from the children. Saskatchewan and Alberta were the same. So was the B. C. Mainland; and I despaired of finding any place in Canada where people had understood the challenge of a two-room school-house, and done something photogenic about it.

"Then I went to Nanaimo. I met a red-headed, red-blooded dynamo called Plenderleith, and my search was over. He is school inspector of the Nanaimo-Ladysmith area. To him a school is a place where children live. There are no desks of individualism. Instead he has tables where the children work together and progress according to the group level. They decorate their own classrooms according to their own tastes, and built their own libraries, science corners, furniture, recreation rooms, work shops and playing fields. Thus they live fully together, satisfying their communal wants by their collective effort. Their studies are in terms of community things, and after hours the school is a centre of community life. Their development is more than intellectual. It's

social, too. By working together they understand each other, and actually, there is no problem of discipline. Their teachers are working instructors. Though it all moves Plenderleith, inspiring and guiding.

"Without doubt, then, this was our location. And to me it proved one thing. Progressive and new though an idea may seem to us in Ottawa, if it is worthwhile, somewhere in Canada someone has tried it and is making it work. Documentary with all its inspirational value of reportage and actuality, is seldom impossible in Canada."

EXCURSION RATES

A TEACHER or a student can go to his school between August 4th and October 25th, and return home from April 15th to June 30th, and pay a fare and one-third. For the benefit of those who have not taken advantage of this special rate the following quotation from a letter received from Mr. J. A. Brass, Chairman, Canadian Passenger Association, Eastern Lines, will be of interest:

"In the case of a teacher or a student having purchased a one-way ticket when travelling to school at the time of the Fall opening, and wishing subsequently to obtain the benefit of the special round trip fare, it would be necessary for him to take up the matter with the railway which he has patronized, and the question of relief would rest within the company's discretion. The passenger would, in any case, be required to submit definite evidence of the purchase of the one-way ticket, preferably by producing a receipt from the selling agent."

ANNIE L. BUTTIMER

THE profession has lost one of its most esteemed members in the death recently of Miss Annie L. Buttimer. One of the first teachers at Central School, Miss Buttimer came to this city from New Brunswick in 1890. Surviving her are a brother, George A. Buttimer, and a sister, Mrs. G. W. Dawson, both of this city.

FO. W. D. GILBERT

FO. W. D. Gilbert, son of Mr. and Mrs. W. J. Gilbert, North Vancouver, former principal of Sechelt Consolidated School, has recently been reported killed in action. We extend our sincere sympathy to Mr. and Mrs. Gilbert in their bereavement.

DAVID S. JACKMAN

DAVID S. Jackman, M.A., B. Paed., formerly of the Technical School staff, recently passed away. He was born in Ontario and came to Vancouver 25 years ago. He joined the staff of Britannia High School in 1918, then transferring to King Edward High School and then to the staff of the Technical School where he taught until his retirement in 1939. Surviving are his wife, two brothers, John of Chatsworth, Ont., and Prof. W. T. Jackman, Toronto; one sister, Mrs. W. Shaw of Toronto.

PERTINENT PARAGRAPHS

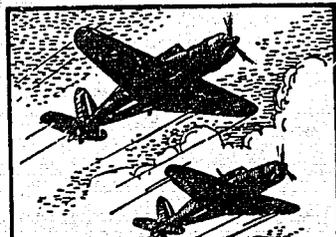
ARE you one of the lucky people fortunate enough to be paying a large income tax this year? Have you forgotten it has to be paid before the next tax is due? Have you noticed how Easter bonnets and bunnies leave very little



in the individual treasury for such minor details as the government of our fair land? Then, prithee friend, thou wilt rejoice greatly that the Vancouver Teachers' Credit Union wilt smilt gently upon thine application for a loan to tide thee over Easter tide.

But first thou must fork over four bits to join, and buy a five dollar share to participate in borrowing privileges. Having fulfilled these simple conditions, the money thou needest will be thine pronto, and even the fair sharer of thy destiny need not know about thine unfortunate predicament.

To join: 'phone BAy. 0901M and ask for Ernie.



KEEP THEM FLYING!
BUY VICTORY BONDS TODAY!

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

VOLUME XXIII, No. 7. APRIL, 1941. VANCOUVER, B. C.

TABLE OF CONTENTS

	Page
EDITORIALS:	
The Public Relations Committee is Right.....	251
The Community Centred School.....	253
Unsigned Contributions.....	254
ENHANCEMENT OF THE EGO.....	Paidagogos 254
B. C. T. F. AND KINDRED ASSOCIATIONS:	
Comox District Teachers' Association.....	256
Membership Highlights.....	256
M. S. A. Teachers Improve Salary Position.....	257
Post-War Rehabilitation Conference.....	257
LESSON-AIDS.....	258
WHAT ABOUT TEACHERS' SALARIES.....	259
WORKING TOGETHER IN TUKWILLA VALLEY.....	Kenneth Caple 260
FARM LABOUR EMERGENCY.....	262
HIGHLIGHTS OF THE 28TH ANNUAL GENERAL MEETING.....	263
RELIGIOUS INSTRUCTION IN ENGLISH SCHOOLS.....	264
INTRODUCING MISS SALLY SCRUM.....	266
TRY AN INFLATION FAIR.....	268
THE PARABLE OF THE GRADE TEACHER.....	Gertrude C. Warner 269
YOUR PENSIONS QUESTIONS.....	F. J. McRae 271
DON'T GO NEAR THE WATER.....	Donald Cochrane 272
CITIZENSHIP FOR BABES.....	Eugretta Haworth 274
POST-WAR RE-ESTABLISHMENT OF TEACHERS.....	275
ABERRATION.....	I. R. Peterson 276
ENGLISH INDUSTRIAL PLANT HAS EDUCATIONAL PLAN—	
L. C. L. Murray.....	277
THE PROJECT METHOD AND VERBAL SYMBOLISM.....	L. H. Garstin 279
WHAT'S FOR LUNCH TODAY?.....	Anne I. McClymont 281
OUR MAGAZINE TABLE.....	Arthur Buck 282
BETWEEN THE BOOK-ENDS.....	P. J. Kitley 283
CORRESPONDENCE.....	285
LETTERS TO A COUNTRY TEACHER.....	Uncle John 285
NEWS, PERSONAL AND MISCELLANEOUS.....	287

1894

to

1944

FOR FIFTY YEARS WE HAVE BEEN SUPPLYING
**STATIONERY AND
EQUIPMENT**
TO THE SCHOOLS OF BRITISH COLUMBIA

It is our proud boast that we are always in the lead
with the latest and most up-to-date ideas in

EDUCATIONAL STATIONERY

 **The Clarke & Stuart Co.**
LIMITED

SCHOOL SUPPLY HOUSE
Stationers, Printers and Bookbinders

550 SEYMOUR STREET

VANCOUVER, B. C.

PHONE: PACIFIC 7311