

OFFICIAL ORGAN OF THE BRITISH
COLUMBIA TEACHERS' FEDERATION

THE

VOLUME XXIII.

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B.C. TEACHER

MAY, 1944

EDUCATION COSTS NOTHING

"It is probable that public schools with all their limitations really cost nothing; that is, they ultimately contribute more values and contribute more to the ability to produce goods and services than the value of the goods or services that the operation of schools entails."

—DR. ARVID J. BURKE in
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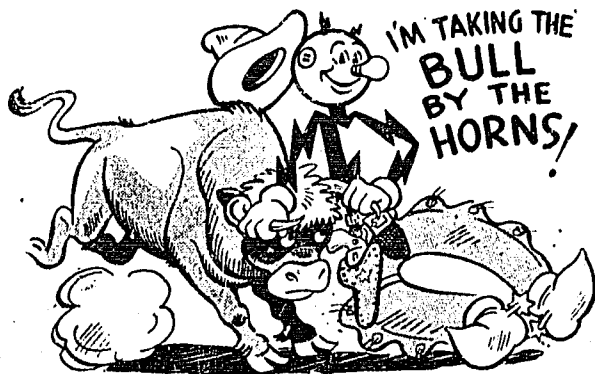
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I've got to ask a favor of you good people.
I need your co-operation.

The weatherman sort of let me down this year. He gave us about thirty per cent less rain and snow than the 40-year normal.

In spite of this I must keep our important war industries rolling at peak production.

So I'm asking you to help me out by using less power until the emergency is over. Then I'll be at your beck and call again to help with the chores.

Conserve electricity for our war industries.
Thanks, folks.

Reddy Kilowatt

Your Electrical Servant.

BRITISH COLUMBIA ELECTRIC RAILWAY CO.

20-44

THE B. C. TEACHER

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MAY, 1944.

VANCOUVER, B. C.

EXTRANEOUS DUTIES OF TEACHERS

THE subject of extraneous duties of teachers, humorously dealt with in Gertrude C. Warner's article "The Parable of the Grade Teacher" in the April issue of *The B. C. Teacher*, is apparently causing much concern also to the members of The Educational Institute of Scotland.

The policy of that organization toward this problem is stated as follows in the March 10th issue of its official journal:

(1) If the work can be done satisfactorily by outside agencies without a recurring invasion of the classroom it should be so done.

(2) If the services of teachers are considered to be essential for the proper performance of the work, Education Committees (School Boards) should be asked to provide timely opportunities for the representatives appointed by the Local Associations of the Institute to confer with them on an equal footing with regard to that question and the extent to which the work should be allowed to integrate with the normal school routine. The Scottish Education Department, in Memorandum No. 242 issued to Educational Authorities, said: "In considering arrangements for securing the assistance of teachers in connection with duties which are extraneous to those for which they have been appointed, authorities will no doubt keep in mind the need for prior consultation with the teachers' representatives".

(3) If such opportunities are not provided, members of the Institute are expected to withhold their co-operation, except under conditions previously approved by the Local Association in consultation with headquarters.

(4) Representatives appointed by the Institute should always try to reduce as far as possible the amount of clerical work required from teachers on account of "extraneous duties".

The Institute has also issued a directive explaining how this policy is to be applied to particular cases.

Concerning school lunches, war savings, harvesting and salvage collections the report has this to say:

SERVICE OF MILK AND MEALS IN SCHOOLS

There is little doubt that this has come to stay and that the consumption of milk by pupils during school hours and of a meal during the midday break has had a beneficial effect on their physical condition. The co-operation of teachers is essential for this service, and the only question that arises is to what extent co-operation should go. Teachers should not for instance distribute milk to classrooms, measure out milk provided in bulk or take charge of the cleansing of cups. They should not cook meals, take charge of serving meals or wash dishes. Their main function should be to ensure that milk and meals are served decently in proper conditions and in order and that the pupils take their food in mannerly fashion. Care should be taken to see that those teachers who are willing to be present during meal time are not deprived of a reasonable midday break.

(Table of Contents on Back Inside Cover).

Difficulty has occurred with regard to the proper supervision of pupils between the end of the meal and the resumption of normal school work, especially on wet days. No solution of this difficulty should be considered satisfactory which makes much greater demands on the time of a few teachers than on that of the majority of the staff.

SCHOOL SAVINGS ASSOCIATIONS

At the present time it is not unknown for the work of the Savings Association in a large school to require the individual attention of a teacher for the better part of one day each week, as well as some part of the time of every other teacher on that day. This sacrifice of teaching power should be resisted. All the clerical work that can be done outside the classroom, and to a limited extent inside it, should be done by a school clerkess whose services ought to be available to a single large school or a group of smaller schools. Failing the services of a school clerkess, the local Savings Committee should be asked to send a voluntary worker to do it. This plan is already working satisfactorily in one area. Present conditions are abnormal, but in normal times the duty of calling at the school on bank day should be undertaken by a neighbouring Savings Bank staff member.

HARVESTING OPERATIONS

In the present emergency any activity of teachers associated with harvesting operations undertaken by pupils should be entirely voluntary and taken up only during school vacations and solely to safeguard the interest and welfare of the pupils. Where the school is in session while some pupils are exempted for harvesting work, teachers who can be spared from their teaching duty may properly volunteer to give some attention to the pupils in the fields.

THE COLLECTION OF SALVAGE

Where the town or district cleansing department is properly organized it should be unnecessary to use schools as dumps for waste paper, bones, etc., collected by the children. Teachers may properly encourage their pupils to engage in as many salvage drives as they can find time for, but the collected material should be dumped elsewhere than in the school. The keeping of records for competitive purposes, the counting of old books and the weighing of bags of miscellaneous material is no part of a teacher's duty, and if it is performed in school time it entails a waste of public money.

Understandably the demands upon our colleagues overseas have been far greater than those made upon us in British Columbia. Even here, however, there is a growing feeling that teachers are being imposed upon. In assessing the importance of this attitude two facts must be borne in mind: (1) Teachers have demonstrated admirably that at all times, in all matters, they have the welfare of their pupils at heart; (2) Extra duties that have arisen because of war conditions have to date been performed voluntarily and cheerfully.

Some of the extra duties that have been imposed upon the school do have a rightful place in the educational programme. Others, however, are purely extraneous and have no place in the school at all.

Those who are in the habit of looking to the school to do for them what they cannot or will not do for themselves should keep these facts in mind before the teaching profession, here as in Britain, becomes resentful and the good work that teachers are now doing suffers in consequence.

Ramblings of Paidagogos

TRUTH IN EDUCATION

THERE is one principle, and one alone, on which the development of man as a social being ultimately and inexorably rests, and that is the honest dissemination of truth. Ignorance and distortion of truth have been the twin curses of mankind; they have fortified tyranny, justified cruelty, excused indifference, and fomented prejudice. The devil has well been called the father of lies!

The crying need today is no longer that our children shall be taught, but that they shall be taught the truth. Anyone who casts his eyes about the world in this allegedly enlightened age will perceive the justice of the statement. There is more education now than ever in the past—but who can say there is more wisdom or more integrity?

Let me therefore, very briefly and a little formally, set down ten fundamentals for your consideration. Such value as they may have for your educational philosophy will depend altogether on the thinking processes they touch off in your own mind.

1. A child is born with no ideas whatever; he believes no lies; he cherishes no hatreds; he harbours no prejudices; he possesses no vices. His mind progressively acquires and reflects the ideas presented to it by his society. He is at the mercy of his education, and can be directed with equal ease toward falsity or truth; toward criminality or citizenship.

2. The world is an orderly place, wherein certain events follow certain others with unfailing regularity. If it were not so, there could be no science. When A (dropping a stone into a quiet pool) occurs, it is without exception followed by B (a splash and circling ripples). When X (a severed artery) occurs, it is inevitably followed in the living subject by Y (hemorrhage). These two sequences are illustrative of countless others that constitute our scientific knowledge.

3. Truth, so far as it is known to us, is the sum-total of the verified sequences in our possession. It is the aggregate of those sequences that in all human experience have never failed to occur. Complete truth is the sum-total of all sequences, both verified and verifiable; and the progress of science—endless though that must of necessity be—consists in transferring sequences from the verifiable to the verified category.

4. The individual mind is a composite of the ideas to which it has been exposed. Ideas are neither more nor less than sequences, and have to do with events presented together or in succession. By the ordinary process of conditioning, the individual, to whom the sequence P-Q-R has been presented frequently and without exception, comes to EXPECT P to be followed by Q, and Q by R.

5. It is an unfortunate fact that many ideas acquired in this fashion are not true, but represent sequences that do not occur in the actual world. Conditioning is far from being a critical and discriminating process. It can result from faulty observation, from exposure to ignorant minds, or from evil training. Here by way of evidence are a few quite common sequences of the false variety:

- A (tea-cup reading).....B (insight into the future)
 A (some untried theory).....B (brave, new world)
 A (boasting).....B (prestige)
 A (any other race).....B (inferiority)
 A (vaccination).....B (contamination)

6. The rationality or otherwise of any man's mind depends wholly on the sequences he has acquired. Where these sequences are true, he is a man of sound judgment; where they are false, he is little better than a fool. In the former case, he is armed against the stupidities of the ignorant, the delusions of the fanatical, and the duplicities of the knavish; in the latter, he is without defence.

7. Intelligence alone makes no man rational. It may be defined as the power to acquire sequences, and at its higher levels, as the power to acquire many and varied sequences—but in itself intelligence is no guarantee against the acquisition of sequences that are false. If you doubt this, consider the character of the mediaeval mind, with its strange complex of beliefs. Almost everything depends on the truth of those sequences that form the early pattern of the mind, for they are the basis of later thought and judgment. Note well the educational inference.

8. A limited intelligence does not necessarily produce an irrational mind. The sequences that can be acquired in such a case are few and simple, but they need not on that account be false. Within the range of his intelligence and the scope of his experience, every man above the level of moronity can be rational.

9. Since the sole business of science is the discovery and application of truth, it is obvious that rational minds are the product of scientific education. In saying this, I do not use the word "scientific" in the narrow sense, but broadly, to describe an education that presents verified sequences, AND NO OTHERS. Verified sequences are available in every field of human life—in art, morals, religion, politics and industry, as well as in the natural sciences. They must be presented everywhere they are found.

There is no longer any need to argue for the inclusion of natural science in the curriculum of the schools. That particular battle is won. But what about psychology and sociology? Are not the verified sequences in human behaviour at least as important as those that relate to machines and chemicals? The great trouble with our society is that knowledge of man has not kept pace with knowledge of physical nature, that we are relying on a Seventeenth Century wisdom to interpret a Twentieth Century world. In the human sphere we are still groping about by candle-light. Thus for fifty men who can repair an electric iron or cultivate a garden, scarcely one can analyse an economic theory or assess a political platform.

10. The successful operation of democracy—depending as it does on the sound judgment and upright character OF EVERY CITIZEN—is impossible apart from universal rationality. In order to make all people rational, they must be taught the truth and nothing but the truth. They must acquire the verified sequences that are available in every field of life, social as well as technological. Their mental content—great or small as their intelligence permits—must lead them to expect such sequences of events as actually occur in the world, and no others.

Let us, therefore, cease from bemoaning the fact that all men cannot

be made intelligent. Let us rather rejoice that it is well within the power of education to make all men rational. And let us note that rationality, when developed in relation to social as well as physical science, includes—and of necessity includes—morality.

G. A. Fergusson Memorial Award

Presentation Address by MISS EMELYN DICKINSON, Chairman, Board of Trustees, Delivered to Public Meeting, 25th Annual Convention.

IN being privileged to make the announcement of the Fergusson Memorial Award, I feel happy indeed.

Yesterday we were told by speakers from this platform, and we have been told before, that our profession must be raised to its rightful position of supreme importance and honour, that salaries must be raised so that our profession may attract the best people to its ranks. But you know and I know that our best teachers are those who teach because teaching is to them a way of life.

We have had, and we have now, many such throughout the province of British Columbia, in remote areas as in the cities. Being a good school teacher is a full-time occupation, but some teachers there are who have been driven—I think driven is the right word—from within to that additional exertion by means of which conditions of teaching have been bettered, the qualifications of teachers raised and the standards of our education improved. Such was the man whose memory we honour tonight.

Mr. Fergusson came to British Columbia, an honours graduate in Classics, from the University of Toronto, in 1913, and was appointed to the staff of Britannia High School. In 1919, shortly after his return from service overseas, he succeeded Dr. S. J. Willis as principal of King Edward High School.

From its inception, Mr. Fergusson was a member of the Executive of the B. C. T. F. serving as your President in the year 1923-24. In 1925, he was elected to the Senate of the University of British Columbia and, in 1926, a life membership in our Federation was conferred upon him.

During his many years on the Executive, he served on a number of committees, chief of which was the Education Committee that made such a fine contribution to the Education Survey of this province.

But our personal gratitude goes out to

Mr. Fergusson as one of the leaders in the movement to bring about an extension of University courses to enable teachers to obtain degrees without attending Winter Sessions.

It was a difficult task.

Progress was slow.

Success came but a week before his death.

Mr. Fergusson's death in 1928 was an irreparable loss to the teaching profession of British Columbia. He was a man of high ideals who believed in service to others as his guiding principle. It has been said that his contribution to education was the most outstanding of any man of his generation. He was one of nature's gentlemen.

It was felt that something more than any formal expression of appreciation should be arranged for. And so each year the Federation confers this Award in memory of Mr. Fergusson.

The terms of the Award state that it shall be made annually in recognition of outstanding work or ability along educational lines by a Federation member (or ex-member who is no longer eligible for membership).

Nominations are sent in to the Trustees by Local Associations or individual members. From these nominations the recipient of the Award is chosen.

Your Fergusson Memorial Award Committee has made its choice. He is one who has been with the British Columbia Teachers' Federation since its inception in 1916, leading its advance with vision; guiding with sound judgment its steps when the way seemed unsure, marching with breast forward when the road seemed clear.

In 1919, he was President of the B. C. T. F. and in 1920 President of the Canadian Teachers' Federation.

I refer, of course, to Mr. Harry Charlesworth.

In those days Mr. Charlesworth was principal of George Jay School in Victoria. He relinquished this position in 1920, when the Federation office was established, to become our General Secretary.

The story of his activities on our behalf is the history of our Federation. There is not time tonight to recount that story; but there is time to avow that, in large part, because of the leadership of Mr. Charlesworth, the teachers of British Columbia work under conditions that are the envy of our fellow teachers throughout Canada.

I regret exceedingly that Mr. Charlesworth, because of his illness, cannot be with us this evening. I will ask Mr. Ovens, his assistant, to accept the Award on his behalf.

(See Mr. Charlesworth's letter of appreciation, page 323.—Ed.)

TEACHER WANTED: Ask Rural School. Salary \$1200. \$10 per month extra if teacher does janitor work. Apply, stating particulars, to **FREDY E. SKINNER, Secretary, Uxk, B. C.**

SURVEY COMMITTEE REPORT

A THIRD printing of the Report of the Survey Committee of the Canada and Newfoundland Education Association is now off the press and can be obtained by writing to the Secretary-Treasurer of the C.N.E.A., 371 Bloor St., Toronto, Ont. Single copies, 25 cents; 10 or more copies, 20 cents; 100 or more copies, 15 cents.

SUMMER SESSION SUPPS AND READING COURSE EXAMS

IN view of the decision to advance the opening date of the Summer Session to June 26th, it has been decided to hold supplemental and Directed Reading Course Examinations on Friday, June 30th.

AT a recent conference, the National Council on School Broadcasting decided that next year's broadcasts should consist of three dramatic series hear once a week from coast to coast. The series will consist of Conservation, Literature and Art.



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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

THE SALARY SITUATION

THE attention of all teachers is once more drawn to the following minimum salary schedule adopted by the Annual General Meeting as a basis of negotiation between teachers and school boards.

The teachers, through their delegates, voted for this salary schedule. It is up to the teachers, then, to do all in their power to put it into effect.

Beginning teachers can, and have been advised to, request the starting salaries indicated on the scale.

Teachers changing positions can, and have been advised to, request salaries as indicated on the scale according to their experience.

Local associations can, and have been advised to, open negotiations with their school boards for increased salaries and if necessary arbitrate in order to get them.

The Federation can, and will, continue to negotiate with the Provincial Government for increased grants for education.

In these four ways, by means of concerted action, the salary situation can be improved greatly for next year.

Following the minimum salary schedule adopted by the Annual Meeting is a summary of salary schedules presently existing in the province. Teachers desiring further information about any of the districts listed or not listed are invited to contact the Federation office, 1300 Robson Street, Vancouver.

MINIMUM SALARY SCHEDULE AS A BASIS OF NEGOTIATION BETWEEN LOCAL TEACHERS' ASSOCIATIONS AND SCHOOL BOARDS

Year	3rd Class Certificates Permits	2nd Class Certificates	1st 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

HIGH SCHOOL.

<i>School District</i> *Women; † Men	<i>Min.</i>	<i>Max.</i>	<i>Inc.</i>	<i>No. of Years</i>	<i>Special Provisions</i>
Alberni	\$1400	\$2400	\$75	14	
Armstrong	\$1200	\$1900	\$70	12	Higher maximum for married men teachers.
Burnaby	\$1300* \$1500†	\$2700* \$2900†	\$100	15	
Chilliwack	\$1200	\$2000	\$75	12	increments and maximum vary in special cases.
Creston	\$1300	\$2200	\$100-\$70	11	
Courtenay	\$1200	\$1500	\$50	6	
Cranbrook	\$1400* \$1500†	\$2300* \$2400†	\$100-\$40	14	
Delta	\$1200	\$1740	\$60	9	
Duncan	\$1200	\$1700*	\$75	8	
Fernie	1400	\$2400	\$65	15	Lower increments and maximum for teachers without dependents.
Grand Forks	\$1400	\$2000	\$60	10	
Kamloops	\$1500	\$2250	\$50	15	
Kelowna	\$1200	\$1900	\$70	12	Higher maximum for married men teachers.
Kent (Agassiz)	\$1300	\$1900	\$65	9	
Langley	\$1200	\$2040	\$70	12	
Maple Ridge	\$1200	\$1600	\$50	8	
Matsqui-Sumas- Abbotsford	\$1200	\$2020	\$60	14	Two additional increments for teachers with dependents. (Salaries of teachers with dependents are \$75 above scale).
Mission	\$1250	\$1900	\$75	9	
Nanaimo	\$1400	\$2000	\$100	6	
Nelson	\$1700* \$1900†	\$2300* \$2500†	\$50	12	
New Westminster	\$1300* \$1600†	\$2800* \$3100†	\$100	15	
North Vancouver	\$1200* \$1400†	\$2400* \$2600†	\$90	14	
Oak Bay	\$1295* \$1620†	\$2275* \$2600†	\$140	8	Special provision for teachers of special subjects.
Oliver	\$1200	\$1900	\$70	10	Higher maximum for married men.
Penticton	\$1200	\$1900	\$70	10	Higher maximum for married men.
Powell River	\$1200* \$1400†	\$2400* \$2600†	\$80	15	
Prince George	\$1260	\$1900	\$60	11	Two additional increments for teachers with dependents.
Prince Rupert	\$1400	\$2600	\$60	20	
Revelstoke	\$1250* \$1350†	\$1750* \$1850†	\$50	10	
Richmond	\$1200	\$2100	\$75	12	
Rosland	\$1450* \$1500†	\$2300* \$2400†	\$100	9	
Saanich	\$1400	\$2300	\$100	9	
Salmon Arm	\$1200	\$1900	\$75	10	Higher maximum for married men.

Summerland	\$1200	\$1900	\$70	10	Higher maximum for married men teachers.
Trail-Tadanac	\$1500* \$1600†	\$2300* \$2400†	\$100	8	
Vernon	\$1200	\$1900	\$70	12	Higher maximum for married men teachers.
Victoria	\$1200* \$1500†	\$2250* \$2550†	\$50-\$90	15	Additional credit for extra qualifications.
Vancouver	\$1500* \$1800†	\$2900* \$3200†	\$100	14	
West Vancouver	\$1500	\$2580	\$90	12	Maximum of \$2940 for teachers continuing professional training.

JUNIOR HIGH SCHOOL.

School District *Women; †Men	Min.	Max.	Inc.	No. of Years	Special Provisions
Armstrong	\$1000	\$1800	\$70	10	
Burnaby	\$1200* \$1300-	\$2300 \$2400	\$100	12	\$100 higher maximum for Academic Certificate.
Chilliwack	\$1100	\$1800	\$75	9	
Delta	\$1100	\$1640	\$75	9	
Duncan	\$1100	\$1600	\$75	7	
Fernie	(Same as High School scale)				
Kamloops	\$1200	\$1800	\$50	12	
Kelowna	\$1100	\$1800	\$70	10	More rapid advancement in special cases.
Maple Ridge	\$1100	\$1500	\$50	8	
Mission	\$1150	\$1850	\$65	9	
Nanaimo	1160	\$1760	\$100	6	
Nelson	\$1600* \$1700†	\$2200* \$2300†	\$50	12	Lower scale for teachers without degree.
New Westminster	\$1100* \$1300†	\$2200* \$2500†	\$100	12	
North Vancouver	\$1100* \$1200†	\$2150* \$2250†	\$75	14	
Oliver					
Powell River	\$1100* \$1200†	\$2150* \$2250†	\$70	15	Lower scale for teachers without Academic Certificates.
Prince Rupert	\$1300	\$2250	\$60	16	
Richmond	\$1100	\$2000	\$75	12	
Rossland	\$1450	\$2200* \$2300†	\$100	8	Lower scale for teachers without degree.
Salmon Arm	\$1100	\$1800	\$70	10	
Trail-Tadanac	\$1300 \$1400†	\$1900 \$2000†	\$60	9	
Vernon	\$1100	\$1800	\$70	10	
Vancouver	\$1300* \$1600†	\$2400* \$2700†	\$100	11	Lower scale for teachers without Academic Certificates.
Victoria	\$1100* \$1300†	\$2150* \$2350†	\$50-70	14	Credit for extra qualifications.
West Vancouver	\$1300	\$2000	\$90	8	Maximum of \$2360 for teachers continuing professional advancement.

ELEMENTARY

<i>School District</i> <i>*Women; †Men</i>	<i>Min.</i>	<i>Max.</i>	<i>Inc.</i>	<i>No. of Years</i>	<i>Special Provisions</i>
Alberni	\$1100	\$1550	\$75	6	
Armstrong	\$900	\$1500	\$60	10	
Burnaby	\$950*	\$1850*	\$100	12	\$100 extra for Academic Certificate.
Chilliwack Central	\$1050†	\$1950†			
Chilliwack Township	\$900	\$1600	\$75-\$60	11	
	\$900	\$1300	\$50	8	\$1500 maximum for married teachers.
Cranbrook	\$1100*	\$1800*	\$75	17	
	\$1200†	\$1900†			
Creston	\$1000	\$1800	\$100-\$50	11	
Courtenay	\$900	\$1400	\$50	10	
Delta	\$900	\$1320	\$60	7	
Duncan	\$900	\$1500	\$75	7	
Fernie	\$900	\$1600	\$50	14	\$1400 maximum for teachers without dependents.
Kamloops	\$1000	\$1600	\$50	12	Higher scale for teachers of Grades I, VII and VIII.
Grand Forks	\$1000	\$1500	\$50	10	
Kent (Agassiz)	\$900	\$1380	\$60	7	
Kelowna	\$900	\$1500	\$60	10	More rapid advancement in special cases.
Langley	\$900	\$1620	\$60	12	
Maple Ridge	\$850	\$1200	\$50	7	
Matsqui-Sumas- Abbotsford	\$900	\$1600	\$60	12	Two extra increments for teachers with dependents.
Mission	\$1000	\$1500	\$60	9	\$100 extra for teacher with dependents.
Nanaimo	\$920	\$1520	\$100	6	
Nanaimo-Ladysmith Consolidated District	\$900	\$1500	\$75	8	Lower scale for teachers of Grades II, III and IV.
Nelson	\$1150	\$1450	\$50	6	Lower increment for women.
New Westminster	\$920.60*	\$1800*	\$100	10	
	\$1000†	\$2000†			
North Vancouver	\$950	\$1650	\$60	12	\$100 higher for teachers of Grade VII and VIII.
Oak Bay	\$800*	\$1650*	\$100-\$50	10	
	\$1000†	\$1850†			
Oliver	\$900	\$1500	\$60	10	
Penticton	\$900	\$1500	\$60	10	
Port Alberni	\$1100	\$1550	\$75	6	
Powell River	\$1000	\$1600	\$60	10	
Prince George	\$960	\$1600	\$60	11	
Prince Rupert	\$1100	\$1800	\$60	12	
Revelstoke	\$950*	\$1450*	\$50	10	
	\$1000†	\$1500†			
Richmond	\$960	\$1560	\$60	10	Scale \$50 lower for teachers of Grades I, III and IV.
Rossland	\$1000	\$1400	\$50	8	
Saanich	\$1000	\$1600	\$100	6	
Salmon Arm	\$900	\$1500	\$60	10	
Summerland	\$900	\$1500	\$60	10	
Trail-Tadanac	\$950*	\$1500*	\$60	8	
	\$1050†	\$1600†			
Vernon	\$900	\$1500	\$60	10	Higher minima for extra qualifications.
Vancouver	\$950*	\$1800*	\$50-\$100	11	
	\$1150†	\$2000†			
Victoria	\$900*	\$1950*	\$50-\$70	14	Additional increments for extra qualifications.
	\$1100†	\$2150†			
West Vancouver	\$1000	\$1600	\$60	10	Maximum of \$1840 for teachers continuing professional advancement.

Ontario Teaching Profession Act, 1944

Summary by HARRY CHARLESWORTH

1. The Legislative Assembly of Ontario has recently passed "An Act to provide for the Establishment of the Ontario Teachers' Federation" or by short title "The Teaching Profession Act, 1944".

2. Such an Act has been sought by the teachers of Ontario for some years and recently their request and proposal for such Provincial legislation was endorsed by ballot vote in the ratio of at least ten to one.

3. A statement issued by the President of the Ontario Secondary Teachers' Federation said in part:

"This Act will not be a cure-all for every ill, but we regard it as the fundamental first step to give the teaching profession some of the stability which it has lacked too long. We emphasize that the proposed Act includes three main features. First, it proposes to give teaching the official status of a profession. Secondly, it provides for automatic membership in the appropriate unit of a teacher's professional organization. Careful provision is made to respect the wishes of those now teaching who might prefer to remain outside a professional organization. Thirdly, it provides for disciplinary measures to be taken against unethical members of the professional organization".

4. A letter recently received from the Secretary of the Ontario Teachers' Council stated that while the Act, as passed, is not exactly what was drafted by the teachers, it will cover practically all the essential points.

5. The Act as passed is brief and concise, containing only 13 sections which may be summarized as follows, (the important main features being given in full and marked with an asterisk):

SECTION 1:

The usual interpretative section, and defines Board of Governors, Department, Executive, Federation, Member, Minister, Regulations, Teacher, and Board of Trustees.

SECTION 2:

Establishes and names the Federation as a "body corporate".

*SECTION 3:

Sets out the objects as follows:

- (a) to promote and advance the cause of education;

- (b) to raise the status of the teaching profession;

- (c) to promote and advance the interests of teachers and to secure conditions which will make possible the best professional service;

- (d) to arouse and increase public interest in educational affairs, and

- (e) to co-operate with other teachers' organizations throughout the world having the same or like objects.

*SECTION 4:

Provides for automatic membership, as follows:

"Every teacher shall be a member of the Federation, provided that a person who is a teacher at the time of the coming into force of this Act may withdraw from membership by notifying the Minister and the secretary of the Board of Governors of his withdrawal by registered letter posted not later than six months after the coming into force of this Act".

*SECTION 5:

The Board of Governors shall consist of not more than forty members.

*SECTION 6:

(1) There shall be an executive consisting of the immediate past president, a president, first vice-president, second vice-president, secretary and treasurer.

(2) The president, first vice-president, and second vice-president shall be elected annually by the Board of Governors from amongst themselves.

(3) The secretary and treasurer may be elected by the Board of Governors from amongst themselves or may be appointed by the Board of Governors from amongst themselves or otherwise and shall receive such remuneration out of the funds of the Federation as may be determined by the Board of Governors.

SECTION 7:

Provides:

- (a) for acquisition, holding, alienation, mortgage, lease, or disposal of real and personal property in the name of the Federation;

- (b) for investment of Federation funds in securities as governed by the "Trustees Act";

- (c) for making grants to organizations with same or like objects as the Federation.

SECTION 8:

Provides that the Board of Governors shall meet annually and confer with the Minister and senior officials of the Department of Education concerning educational and Federation matters, and at this meeting and at any other time, make representations and recommendations on such matters.

*SECTION 9:

Collection of Fees: The prescribed membership fee shall be deducted by the Board of Trustees from the salary of each teacher for the month of November or for the first month thereafter in which the teacher begins a term of employment and shall be forwarded to the treasurer of the Federation.

SECTION 10:

Subject to the approval of the Lieutenant-Governor-in-Council, the Board of Governors may make regulations for:

- (a) prescribing a code of ethics for teachers;
- (b) prescribing the fees to be paid by members of the Federation;
- (c) providing for the suspension and expulsion of members from the Federation and other disciplinary measures;
- (d) prescribing the manner in which the members of the Board of Governors shall be selected;
- (e) holding of meetings of Board of Governors and Executive;
- (f) procedure of meetings;
- (g) payment of expenses of members of the Board of Governors, and Executive;
- (h) extending or restricting powers and duties of Board of Governors and Executive;
- (i) the appointment of standing and special committees;
- (j) providing for the establishment of branches of the Federation or of the recognition by the Federation

of local bodies, groups or associations of teachers which shall be affiliated with the Federation.

SECTION 11:

(1) Sets up the first Board of Governors by naming 16 members (evidently members who have taken prominent positions in Ontario professional Teachers' Associations in the past).

(2) Provides for meetings of the first Board of Governors.

SECTION 12:

Provides that the Act shall come into force on a day to be named by the Lieutenant-Governor by his Proclamation.

SECTION 13:

Names short title as already given.

As an interesting sidelight on this matter, it may be fitting to note that the idea of "automatic professional membership" originated in British Columbia being first brought forward at the East Kootenay Convention held in Kimberley several years ago.

It was then considered by the Federation and a referendum vote later taken which gave a majority in favour of the principle. Then a draft bill was formulated and after consideration by a special general meeting of the B. C. T. F., it also was submitted to a referendum vote. While the majority voted in favour (68 per cent) such majority fell short of the 75 per cent which had been agreed upon as being necessary.

While we in British Columbia have had much consideration and many doubts, and various periodical changes of opinion on the subject, Alberta, Saskatchewan, Manitoba and now Ontario have adopted the idea and carried it to a successful conclusion, and other provinces are now in course of doing so.

This year's Annual General Meeting in British Columbia again decided to press for automatic membership by means of an amendment to the Public Schools Act.

FREE PAMPHLETS ON VOCATIONAL GUIDANCE

LIBRARIANS, counselors and others interested in vocational guidance will find useful material in the new 1944 list of "26 Free Pamphlets on 16 Occupations", including the names and addresses of the publishers from whom the pamphlets may be obtained. To get this list send 25c to Occupational Index, Inc., New York University, New York 3, New York.

Non-Members

YOU owe it to yourself and to the cause of Education to support the FEDERATION. It is not too late to

Join Now!

Democracy and Education Panel

YOU will be pleased to know that there was a "repeat performance" of our convention panel discussion on "Planning for Education in Our Democracy". The Ministerial Association at one of their meetings had the speakers our committee had been fortunate in securing: Dr. Sedgewick for chairman; Dr. Dobson, representing the church; Mr. Elmore Philpott from the Press; Mr. Lord, the Normal School; Mr. Eric Martin of the armed forces; and Mr. Neelands of the Trades and Labour Council.

On another panel the B. C. T. F. was represented by Mr. J. Sutherland. Their discussion, "What We Want in Education", was sponsored by the Public Affairs Institute at the Y. M. C. A. Mr. Lord, Mr. Neelands and Mr. Hunter also took part.

The need in the area of education for action now and after the war and therefore the need for planning and group discussion continues to be urgent, so every time we hear of another organization or community that "joins the good fight" we rejoice and chalk up another score for democracy.

At our Easter Convention it was impossible, due to limited time, to deal with all the recommendations and questions sent in to the panel members, so here are some of them.

The Library Section of the British Columbia Secondary School Teachers' Association submitted the following:

1. "Much of the cultural heritage of the past and present is embodied in the books of the world, and if young people, heirs of this culture, are to come into their inheritance, school libraries must be strengthened with better housing and equipment, more good books and pictures, and more and better trained librarians".

2. "If the young people of today are to take their rightful places in a democracy, to shoulder their personal responsibility for that democracy, the emphasis in the teaching of the Social Sciences must be shifted from the picturesque to the realistic, from the worship of military heroes to the understanding of the life of the common people, and of those heroes who have aided in the progress of science, the arts, and human welfare".

3. "Inasmuch as adult education is necessary for democracy we feel that every effort should be made to increase library facilities and emphasize the

training of pupils and adults in the use of libraries".

The Mathematics Section sent in these recommendations:

1. "Whereas the age limit for entrance into the Naval College is lower than our matriculation age of 18 years thus placing our matriculants at a disadvantage and requiring them to do four years work in three in order to qualify, we recommend that the department be asked to have the entrance age altered".

2. "Inasmuch as mathematics is a subject that requires personal coaching and is often found necessary for advancement in an occupation, we recommend that in the post-war world further provision be made for adult education in this field.

3. "That the senior high school mathematics course in British Columbia is designed for the benefit of the few students who intend to proceed to university work; and that the course would be more suitable for a state which believes in universal and democratic education if it contained less of such abstract material as synthetic geometry and more practical mathematics with the needs of the university people perhaps cared for in a special mathematics course at the Grade XII level".

4. "That we recommend an extensive system of scholarships and bursaries be instituted in order that all students of ability be given the opportunity of acquiring university training if they so desire".

5. "That equal educational opportunities be provided for all British Columbia children of school age regardless of economic and geographic conditions".

Among other interesting submissions were the following:

"Is there not a great need for more social research, and training for social engineers or scientists, in view of the disruption of human relationships caused by the march of science?"

The labour management principle was urged as between governor and governed in education.

A co-ordinating committee representing education, industry or vocations and the pupil backed by a universal and national survey of the needs of man for the fields of training was another suggestion.

Do you agree with these? What do you recommend? Please write us about it.

CLARA E. JOHNSEN, Secretary,
Education and Democracy Committee.

A Time For Decision

By J. C. McGUIRE, *Supervising Principal, Chilliwack Schools*

(This material may be adapted for use in any school which may find it of value)

AT this time of the year every student must prepare to make a decision. The choice made by every boy or girl, young man or young woman, in the school will be a determining factor in his or her future. That means it must be made wisely and well with the counsel of parents and teachers.

A number of students now attending school will be graduates. For some the choice is already made. They will go into the armed forces. But this is only a postponement of the final decision. In the years after the war they will have to choose some civilian occupation or profession and prepare themselves to follow it. A few have definite plans to attend university, to go to normal school, to enrol in schools of nursing, to enter a civilian occupation. They are not certain where the process of selection will finally lead them. Many of these will make a new choice or follow a special aspect of their chosen field. Others have no definite plan. They believe that, with the background gained in the school and their own ability, they can find a place in adult life in the earning-a-living world. In future years, if not the immediate future, most of the graduates will learn that their school and what they did there stands behind them and that its staff will give guidance and assistance in time of need.

Every year, a percentage of those going to school decide that formal education can no longer help them. They feel that they want a job in which they can earn money to live their own life. From past experience we know that too many of these find out that they have had insufficient education. Some come back to school after a year or more out of school. Many, who would benefit by further education after a year or two of work experience, are afraid to come back with a younger age group. In the post-war period, when more and more education will be required to obtain and hold a job, we will have to provide educational opportunities for these people. Some boys and girls leave school because they have failed to do well in some courses. They do not realize that life is a series of successes and failures. Sometime in the future they will have to learn that the

person who does not succeed at first has got to keep at his or her work and profit by past experiences. There is no shame in repeating one or more courses, especially in a school which allows one to go ahead in the subjects in which he has made progress by providing individual timetables for each student after Grade VIII.

Some boys and girls feel that they must get a job to bring in money for the family or that they have to work at home because hired help is scarce. There is a real need in many cases. This must be balanced against the value of an education for the future welfare of the boy or girl concerned and for eventual returns to the family that wants the boy or girl to leave school for present needs. In many schools there have been many students who have held one or two part-time jobs during the school year, who have done a great deal of the farm work before and after school and on school holidays, just to get that education which they value. The decision to leave school is a serious one, one that a person should not make without consultation of parents, teachers, and the principal of the school.

When youth leave school before graduation they should realize what they are giving up. A boy or girl who goes through school and graduates with an age-group has friends and acquaintances from one end of the community to the other, friendships that will be established and which will last through the years. Those who leave school also leave the group and tend to be forgotten by those who go on. In addition, they have not developed the art of communication, the understanding of the biological and technological world and of the economic and social organization of our nation, or the accomplishments which give a meaning to living beyond earning a living. We desperately need contributing citizens and balanced individuals capable of participating in the life and government of our community and of Canada. Few people have the drive and the will to develop themselves without help. The main job of the school is one of human development.

The great majority of those now in school will be returning next year. They

have the problem of choosing courses in addition to those required for the general education of all students. These choices should be in line with the interests of the student. By interest, we do not mean that it is "easy" or "entertaining". "Interest" denotes that the individual has a feeling of need, a drive to do something about it, and a willingness to set the mind going while working at it. If a student has some present or future objective in view, there are certain aspects of school and of school courses which he or she will find uninteresting or which we find difficulty in doing. Yet, if we are to attain our ends, we must do them. In many cases a student would be wise not to choose a certain course or work toward a specific occupation either because his or her abilities do not appear to lie in that direction or because the background of the pupil would indicate a need of greater mastery before going on. Because these factors must be taken into consideration and because the choice of each student is progressively more important toward the senior years of school, the guidance of older people is necessary. Parents should be consulted for they are vitally concerned. Teachers and counsellors and the head of the school should

be consulted because they have experience with these problems and because the school has a store of information about each student which is used as a basis of advice given to students.

Many students do not realize the importance of the required courses in developing habits and skills, appreciations and understandings, attitudes and ideals that are common to all people who will be living together in communities as a nation. In English, Art, and Music we study the means of communicating our thoughts and feelings from one to the other through speech, writing, song, and the expressive arts. Mathematics is a means of communicating number concepts and a tool for concise expression of scientific thought and technical data necessary for our daily life. The study of Science gives us an understanding of the biological world of which we are a part and of the physical world and the technical developments of the modern day which enter into every aspect of our life. Health and Physical Education are special aspects of biological science and development necessary for the sound mind in the healthy body. Since most girls look forward to establishing a home of their own, Home Economics forms a

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part of their common education and certain aspects of home-making should be studied by boys before they leave school. The school shops and school and home gardens with related classroom work provide the basic skills and understandings for the home mechanic, the basement craftsman, and the amateur gardener, for those who do not specialize in these fields with a view toward a future occupation. The learnings described in this paragraph together with the Social Studies form a part of education known as general education. Through the Social Studies and English the school transmits the cultural heritage, the economic, political and social understanding of our nation and the world, and the thoughts of men and women of the past and the present. Through study and discussion the student has an opportunity to grasp the understandings and the ideas necessary for tolerance and judgment and the development, in mature years, of wisdom. These are the attributes of good citizenship and fine character.

There comes a time when youth must prepare to enter into the adult world and earn a living for himself so that he may become a citizen. Most persons would be well advised to follow the courses described as being components of general education as long as possible. They are the basis of vocational education for any occupation or profession. Strictly vocational courses which give training for certain fields of work should be left until the end of a person's school years when the skills and knowledge attained may be applied to the job upon leaving school. The school does not train for a special job or trade because comparatively few from any one age-group enter any one of them, because of the need for broad competence in a changing world, and because many are best learned on the job by persons who have broad skills and understandings obtainable by those who work for them in school. The youth who plans to go on to technical or professional training after graduation should always keep in mind that higher education is a selective process for there are fewer opportunities. This does not mean that able youth should not go on to college or university unless he or she expects to go into the so-called "higher" occupations. The opportunities for general education in the higher institutions of education or in adult education are important to the individual who can profit by them. It does mean though that every youth should take the opportunity,

while in high school, to study and learn the skills involved in one of the fields of agriculture, business, home economics, or technical education. If they are not used as a secondary choice for an occupation they will be used beyond the mere earning-a-living job.

The life of this community and this nation rests upon agricultural production. It is a field of work which offers many opportunities to the man and woman who develop a diversified and scientific type of farming. Through the home projects the student has the opportunity to develop a personal undertaking which will give a money return while in school and which will permit him to have a private interest in the home farm when school days are over. The best way to become established is to work in partnership with a parent with a view toward taking over the farm or acquiring a place for oneself. The practices used in an individual project, if they are good, tend to be adopted on the whole farm and the youth who contributes to the improvement of a place will tend to have a say in its operation. Farmers suffer in hard times but so do most other people. At least they have a home and the basic necessities of life. Many of the farmers of agricultural districts are among the most well-to-do people. Youth should not overlook the possibilities of agriculture as a life-time occupation if they are prepared to enter into it in an intensified and scientific way.

The opportunities in business life are many. Only a small proportion of those employed in business are stenographers and bookkeepers. An understanding of business and its procedures and of the elements of economics is essential. That is why senior students are advised to study General Business in addition to any other business courses they may take. The modern comprehensive school does not offer courses in Typing and Bookkeeping until Grade X, nor in Shorthand or Business Practice until Grade XI, because experience has shown that the more mature student learns more quickly and has a better basis of general education. Students in the University Entrance curriculum who contemplate the possibility of a life in a business occupation should elect business options in consultation with the staff of the school. They can then take a short period of training after graduation, either in school or at another institution, before taking a job. They will have a broader basis of general education which will lead to promotion if they are apt and willing to work.

For a few, the fine arts offer a life occupation. Many persons who wish to study music or art fail to realize the importance of talent and the need for years of hard work before professional accomplishment is achieved. The basis of commercial art may be laid in the Art classes of the school through individual specialization in the senior years but the person who obtains an opportunity will learn a great deal more on the job. Most people who study Art or Music in school do so for the cultural values as a means of human expression and participation and for the appreciation of these means of communication. Both boys and girls, young men and young women, would do well to consider these courses and the values they have for living beyond earning-a-living.

The more mature youth look forward to earning a living and to the establishment of a home. For girls, the experiences in the foods and clothing laboratories, the study of child care and home problems, and the other aspects of the Home Economics courses lead to skills and understandings that are of present value and which will be needed in their later life. The senior year course in Home Relations gives an opportunity for the study and discussion of family relationships and home and personal problems that most girls cannot afford to miss. It is unfortunate that boys do not have an opportunity to study in this field beyond the optional course in Home Economics for senior boys.

A broad basic training in the technical fields is very nearly a necessity for most boys and young men. Following the Industrial Arts course of the junior high school, the General Shop courses offer experiences in the wood and metal shops, in electricity and draughting, which provides the foundation skills and understandings of many trades and occupations. The Farm Mechanics course permits senior boys to gain experience in the repair of implements, machinery, internal combustion and electric motors, and skill with tools and machines in the use of many different types of materials. Each year, more senior girls elect the course in Industrial Arts, either for personal reasons or for the development of skills with tools and materials with a view toward working in the war industries.

Through individual timetables the school attempts to work out a satisfactory programme for every student. The required courses are essential for every

student. Each person should carry on with the courses described as belonging to general education as long as possible and at the same time elect some of the optional courses in the special fields of Agriculture, Business, Fine Arts, Home Economics, or Technical Education. Later, a student may specialize in one or more of these fields and an individual programme or curriculum can be worked out. Suggested curricula are described in the guidance bulletins of the schools to assist the student in making choices. Perhaps the most desirable type of programme for a student who has the ability and who is willing to work is a combination of the University Entrance curriculum with one of the special fields described above. This type of programme allows the student the greatest freedom of choice in the senior years and upon graduation from high school.

The making of a choice involves a responsibility. The individual concerned is shaping his future life. Every family wants its young people to make wise choices for the years to come. The community, the province, and the nation are each interested in the welfare of the young citizen. They are our greatest resources. Those who work in the school are the agents of our people and of our governments. They are concerned with the choices and the decisions made by young people. They have the experience and the information to be of great assistance. Young people should seek and abide by their considered advice in making the important decisions which will determine future living and making a living.

The Cormac Treasure

BY OLIVE E. J. COUSINS

At the request of several teachers. Mrs. Hamer-Jackson has obtained for sale at the reduced price of \$2.00 the few remaining copies of the first edition of this British Columbia novel.

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Manual Activity and Verbal Symbolism

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

IN a previous article entitled "The Project Method and Verbal Symbolism" I was concerned with the criticism that the project method emphasized manual activities to the exclusion of all else and that, as a consequence, the pupil's ability to handle the written and spoken word was being seriously handicapped. It was my endeavour to show the falsity of this argument by pointing out the fact that a true project, far from being limited to manual activities, attempted to integrate all subject matter fields and make use of verbal symbols—written and spoken. I also tried to point out some of the causes of the objections to the project system, among which was the fact that the Progressives, in attempting to defend their theories centered all their arguments in upholding the place of manual activities in the project. And I suggested that they should not lay such emphasis on the manual aspects.

In this article, however, I propose to show that manual activities do in fact have a large part to play in the development of written and spoken verbal symbolism even if it is not quite so large a part as the Progressives would maintain.

In order to indicate just how manual activities effect ability to handle verbal concepts, it will be necessary to review briefly the development of language in the individual and the principles of association in the psychology of learning.

The beginning of language is, as Katz and Schanck point out in their *Social Psychology*, random vocalization on the part of an infant. From these vocalizations certain ones are picked out and fixated in the child's speech pattern on the basis of imitation and the social approval of parents and friends. For instance, the baby will pick out and fixate the vocalization "Daddy" in response to the praise of parents who commend the child every time it says the word. And eventually it will come to use that vocalization in association with the grown male member of the family also as a result of parental praise and stimulation. In this way a knowledge of the verbal symbol "Daddy" is established. In other words, "Daddy" comes to have meaning for the child.

In the same way a knowledge of other

verbal symbols connected with the self—such as "I", "Me" and "Mummy"—are established. Later verbal symbols less directly concerned with the self are established as meaningful concepts. Toys and all manner of objects come to have names. Still later verbs such as "run", "jump" and "walk" come to have meaning as others older than the child use the words in his presence in association with certain actions.

In school the process is continued. In the elementary grades what might be called the "picture-word-association" method is used to teach the child new words. For example, to teach the meaning of "dog", pictures of dogs are presented to the child at the same time as the vocal sound of dog and the written symbol "dog". In this way the verbal symbol "dog" comes to be associated with those distinguishing characteristics that mark off a dog from all other objects in the child's external world. And not only that. The psychological principle of the circular-reflex is in operation. The vocalization "dog" once uttered acts itself as a further stimulus to more vocal representations of "dog" while the characteristics of the dog are aroused through continuous association with the pictures that have been presented.

As the child passes from the elementary to the intermediate grades, the range of vocalizations that have meaning for it increases. It progresses from the meaning of concrete words of Grade I to the more abstract words that, as anyone who has taught Grade I such examples as "the", "this", "a" and "and" knows, are extremely hard for the very young to grasp. Further, it tends to learn the meaning of abstract words not by association with concrete objects but by association with other verbal symbols previously learned. It learns the meaning of Democracy, for example, by association with words such as "government", "vote", "equality" and "freedom" which in their turn are meaningful because of an associational link with other symbolic responses called up by them.

But what, it may well be asked, has all this got to do with manual activity as carried on in the project method? The answer seems to me to be quite simple. The manual activities of the project

method serve as a means of teaching the meaning of abstract verbal symbols not by association entirely with previously learned abstractions but by association with concrete visual and manual experiences just as the Grade I child learns the meaning of "dog" by association with visual stimuli.

In order to make my meaning clear let me illustrate again from the outline of the project on the industrial revolution. In that project I suggested that as a motivating device in the study models of the various inventions be constructed by the pupils to illustrate the history of inventions and that models of his community be constructed to illustrate the impact of industrialism on beliefs and habits. At the same time I suggested that the written and spoken word would be used extensively in searching books and magazines to find the answers to problems concerning the topic under scrutiny. Now my contention is simply this: that manual activities are interesting to the pupil because the young find them a release for surplus physical energy accumulated through sitting still

at a desk and because the young also remember the visual and kinesthetic better than the purely symbolic—that is manual activities are psychologically vivid and at the same time an indirect means of teaching the meaning of verbal symbols. An extension of the circular reflex takes place and a chain reflex results. The stimulus symbols "industrial revolution" through association recalls to mind the various manual experiences and these manual experiences through the same means recall all the other activities in connection with books and research work. The visual, the kinesthetic and the symbolic are united in helping to form an overall conception of the meaning of industrial revolution.

Is not all this a simple follow-up of the primary method of learning to handle verbal symbols? The primary grade child learns the meaning of "dog" by association with both a visual concrete stimulus and an abstract written stimulus. The Junior High School pupil learns the

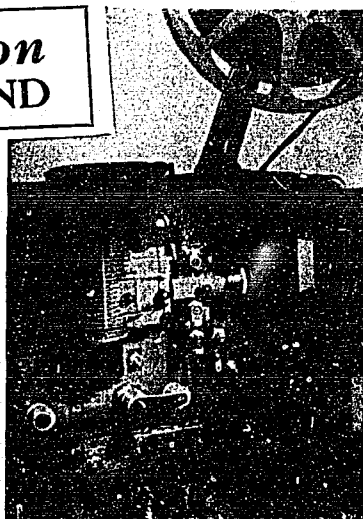
(Continued on page 313; see Verbal Symbolism)

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Now It Can Be Told

By MILDRED BROAD

(Reprinted from *The Bulletin*, Official Organ of the Saskatchewan Teachers' Federation)

IT came in the mail this morning. A cheque for one hundred dollars! "Back salary in full". As I prepare to write acknowledging the receipt of it, I feel that I am severing the last connection that I have with the people of that district. But I can visit there more freely now. There is a saying that when a teacher returns to visit in a district where she taught, she is looking either for a man or for some money.

But how I would have loved to have had some of this money in the spring of '39! Excitement caused by the Royal Visit of Their Majesties circulated to every school.

In Weyburn, my sister Enid and I were walking disdainfully past bright windows displaying goods that we could not afford to buy.

We were discussing the possibility of going to Regina.

"I think Mr. Muller could answer our questions. Let's go and talk to him."

Superintendent Muller is very genial and we spent a pleasant half hour at his home. He was bubbling over with plans, train schedules, information and anticipation. Can you wonder that we eagerly looked forward to that day!

As we were putting on our rubbers in the entry, Mr. Muller noticed a copper on the floor.

"Here is a cent. Did one of you lose it?"

Enid, loved for her wit, spoke first: "Just a minute. I'll look in my purse." She looked.

"No, my money is all here. Keep it—to pay the education tax."

They both laughed. I couldn't laugh. When we were out on the sidewalk she seemed to have forgotten the incident.

"Enid, why did you say such a thing? 'I'll look in my purse!' What will he think of you?" I asked in scorn, "How much money have you?"

"I have eleven cents and I'd know if I lost any of it. Why? How much have you?"

"I haven't any."

On the twenty-fifth of May, Enid, the chairman and the pupils went to Regina. Railway fares were paid by the school district and Enid still had her ten cents. I did not go. That holiday to me

seemed interminable. Long before the summer dawn, I was awakened by the passing cars and trucks. The highway, about fifty feet from my window, was like a magnet from which I could not for five minutes withdraw my attention. As it grew later, the cars went faster.

From the radio behind me came the voice of the announcer describing the glories of the city in festival. But when he described the Queen his voice took on a new quality. She quite took his breath away and in that silence you could feel awe, admiration, ecstasy—je ne sais quoi!

Late that night the telephone rang. It was Enid. Yes, she had had a wonderful time. For awhile she had thought that her little tribe was lost but it was really she who had wandered away and had been mixed up. She hadn't spent any money. She said this in an offhand, matter-of-fact way in case anyone were listening in.

A hundred dollars! Well, I had better write that letter.

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Song Festival

By NANCY HODGES, in the *Victoria Times*

CHILDREN AND SONG

BECAUSE this is an age of "canned" music in which the tendency is to turn on the radio and listen to performers—sometimes superb and sometimes mediocre—I found it a refreshing and inspiring experience to attend Victoria schools' "Song Festival" Wednesday afternoon.

There, at the Victoria High School, I listened to hundreds of school children of all ages, from Grade I to High School, singing with an enthusiasm and evident enjoyment which did one's heart good.

Each choir represented one grade and included about 150 youngsters. As one lot filed off, after having sung their "piece," the next filed on at the other end.

To me, half the fascination of the performance lay in watching the kiddies, especially the small tots in Grades I and 2.

BUDDING PRIMA DONNAS

Most of the little girls were in their Sunday dresses, hair primmed up to the nth degree with fancy ribbon bows. Some were apparently self-conscious, but others simply revelled in the limelight.

Two young persons who stood together sang with such a comical earnestness and such an abundance of expression that they suggested budding opera stars. And the alacrity with which they took the applause to themselves at the end of the selection confirmed the impression!

BOYS SELF-CONSCIOUS

I don't know why it is, but there is something pathetically lovable about some small boys around the age of six, the ones who stand and squirm, shyly twisting their hands, and not quite sure what it's all about.

In strong contrast is the sturdy, self-possessed and sometimes rambunctious youngster, who plants both feet wide apart and immediately looks around to see if he can spot "Mum"—and having done so, waves delightedly.

And I love the naivete of the small boy who told his mother that "only the good singers" were chosen out of each school!

But all of these small singers obviously enjoyed themselves and piped up with gusto about the adventures of "Curly Locks" and her "strawberries, sugar and cream," to say nothing of "The Little Nut Tree."

REVIVES MEMORIES

My mind leaped back to my own child-

hood, when I heard the old folk-song, "Pierrot." I recognized it as an old friend, which I had learned in its French version, "Au Clair de La Lune, Mon Ami Pierrot."

After the tiny tots, the High School singers seemed very sophisticated, but their fresh, sweet young voices were a joy.

I noticed that the girls sang with far more poise and assurance than the boys, so much so that, at times, they threatened to overwhelm the boys, vocally!

But lads of 16 and 17 are just at the callow, self-conscious age, and it isn't easy to induce them to relax and "give out" a little more.

So it reflects great credit on their teacher that so many boys had been recruited to the glee club and choir.

And it was positive genius which inspired the choice of such rollicking numbers as the famous "Donkey Serenade," with its whistling prelude, and the rousing "Riff Song," for their first group.

TWINS PLAY DRUMS

The same earnestness of purpose as inspired the singers seemed to animate the lads in the Victoria Schools' Band, which opened the concert.

This was particularly notable in the clever young solo cornettist and in the twins at the drums.

The success of this first "Song Festival" suggests that it is destined to become an annual event in the Victoria schools.

If so, it is all to the good. The ubiquitous radio—yes, and the juke-box—tends to develop a generation of listeners, not always discriminating ones, rather than of performers.

CULTIVATING TASTE

By encouraging children to sing and play good but tuneful music, the schools are inculcating not only an appreciation of the best, but providing them with an endless source of self-made entertainment.

Watching the keen, eager faces of the youngsters Wednesday, I reflected how far we had come from the days when school was synonymous with dull, hard grind and the pupil's reluctance as epitomized in Shakespeare's lines:

"... And the whining schoolboy, with his satchel
And shining morning face, creeping,
like snail,
Unwillingly to school."

WE KNOW

"LET me but live the life I choose,"
said he.
"Let me but take the bleak skies with
the blue.
I cannot live if people trample me,
And tell me how to think, and what
to do."

"Let me have peace and happiness," he
cried;
"I cannot live where weeds of sadness
grow."
He took the rifle that lay at his side,
And turned with hard, worn face to
meet the foe.

"I do not want to maim and kill"—his lip
Trembled till haltingly the words came
through.
The trigger answered to his finger tip,
And yet his target was a mist, he knew.

"I cannot die a hero's death," he sighed;
"I cannot leave the way I want to go.
I feel so little way down deep inside..."
And all the past's great dead made
voice—"We know."

—L. R. PETERSON.

ON THE HOME FRONT

I AM the teacher in a world at war;
No uniform have I,—no wings, no
bars;
No medals do I wear for valor shown,
No service stripes, no clusters, and no
stars.

You will not see me in the serried line
That marches on to war's grim recom-
pense,
And yet I march—although no bugle note
Has summoned me in stern melliflence.

I keep my vigil in the country school;
I send our flag aloft, I lead a pledge
Of faithful fond devotion to that flag,—
The symbol of a noble heritage.

In village small or city's wide domain
I serve my country in un-numbered ways;
To safeguard children and to bulwark
homes
I "gladly teach"; my duty done, my
praise.

For those who go to scan the face of
Death
I have a charge to keep,—and no release
By day or night; and 'til their safe return
My obligations hourly increase.

For thus I help to hold the home line
firm;
I shall not shirk that task, nor seek
reprieve
So long as boys and men hold firm their
lines
Because of what I teach, and they believe.

—IVAN GREEN, St. Cloud State Teachers'
College, St. Cloud, Minnesota;
(From the NEA Journal)

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Cut this out and mount it on a foolscap sheet. Hang it in your classroom and have students show their intention to carry on War Savings during vacation by signing below the pledge. . . . In September they could fill in the amount saved opposite their names. This will be a handy way of obtaining information for your September reports.

VERBAL SYMBOLISM

(Continued from page 309)

meaning of "industrial revolution" by association with both a visual concrete stimulus (manual activities) and abstract verbal and written stimuli (the solution of problems through book reading). In short, the value of manual activities is that they extend to more advanced grades and different fields of study the new methods of procedure used in teaching beginners meaningful reading. And as such manual activities have some value in teaching by the project method. Of course, as I have mentioned previously,

if manual representations do not follow closely real-life situations much of their value is lost.

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School Savings



SHOOTING SCHOOL SCENES

★

Behind his 16 mm. camera Roth Gordon, M.A., views War Savers of John Norquay School, who are showing Corporal Archie Kerr how they save to "Buy His Outfit", in one of the scenes from "No Quarter For the Squanderbug".

Lower left—Marionette Piggy Bank, hero of the film, stands up to Squanderbug, the evil insect who bites greedily into coins and greenbacks and pilfers pockets and pocketbooks.

B. C. Puppet Film Sets Style in Canada

WAR SAVINGS EFFORTS OF PUPILS AND TEACHERS FEATURED

(By ELIZABETH WALLER, Director, School Savings Section,
National War Finance Committee)

FIRST of its kind in Canada, the 16 mm. colour film, "No Quarter For the Squander Bug" which was made by a Vancouver teacher recently, is setting a style in Puppet films. The National Film Board, Ottawa, is now studying the original print with the view to using marionette technique in other shorts for educational purposes.

"No Quarter For the Squander Bug" was designed for British Columbia schools and produced under direction of the School Savings Section, by Roth Gordon, M.A., teacher at Templeton Junior High School, who is recognized for his excellent colour photography. The marionettes, Squander Bug and Piggy Bank, were created by Beatrice Lennie, well-known Vancouver sculptor. These works of art took long hours of painstaking effort—the imaginative brain of their creator worked out their expressions, their movements and their wardrobes. They provide the theme for the picture—becoming alternately thin or fat according to the thrift activities of the youngsters. Squander Bug can't digest War Savings Stamps. Piggy Bank thrives on them.

BEWARE THE SQUANDER BUG

The Squander Bug's an Axis Pest;
He gulps your money down with zest,

He chuckles over wasted cash
And loves the lass whose spending's rash.

He grins each time you waste your pence
And spend your money without sense.
The Squander Bug will eat your dough
But War Stamps make your money grow.

Backstage with Squander Bug you find that he is made of a basketball bladder—to allow for inflation and deflation—and his slithery green, greasy skin is fastened by a long zipper from one of Miss Lennie's gowns. His eyebrows are small black springs.

Piggy Bank is the children's favourite. When everyone is saving he's fat and happy with bright blue overalls and a bow tie. But when money is being spent foolishly he puts on his sad head and his raggedy trousers and draws tears.

Scenes showing the promotion of School Savings, children buying stamps and outfitting sailors, soldiers and airmen give realistic glimpses of how teachers and students have made possible their \$1,000,000 invested in War Savings Stamps. Boys and girls can be seen working at all sorts of jobs to help relieve labour shortages and earn money to buy stamps.

Teachers wishing to show this film to their pupils should make application to the Visual Education Department of the Vancouver School Board.

The Sonsil Theory

By FRANCIS R. TURNLEY

AN investigator with no particular training for a subject often makes the most unexpected discoveries. The reason for this is fairly obvious: there is no inherent allegiance to existing doctrines; no unswerving trust in already recognized authorities.

Since I took on the task of training my little daughter in the basic arts of reading and writing, and other subjects I have followed an uncharted path which has led to the most astounding results. As already mentioned in this magazine her actual training started on April 15, 1943, when she was 5½ years of age. This morning, May 19, 1944, she has

done the following things for her day's work—requiring not quite one hour altogether:

From Book 2 of "Highroads to Reading" she has read "Mrs. Tabby Grey".

From Book 3, "Hiawatha's Childhood" and "What the Thrush Says".

From Book 4, "Mistress Spring in a Hurry".

From Book 6, "Weeje the Pet Dog".

These selections she read quite fast, with good expression, and almost faultlessly.

For her writing exercises, she has on two small blackboards, the following sentences of her own composition:

OUT AT LAST! . . .

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Is it possible that a mistake in teaching-methods has been current through centuries of effort on the part of teachers? . . . Not only possible, but a fact. Reading up to the present has been taught in a manner wrong and confusing,—enormously hard on the teacher and a thorough misery for the pupil. My book, I hope, has come to end this long-practised error.

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FRANCIS R. TURNLEY

923 West Twenty-sixth Avenue, Vancouver, B. C.

"My name is Fern Turnley" done in capital letters.

"There is a pretty pattern on the wall" done in lower case.

"Daddy has a very bad cut on his forehead" done in cursive or grown-up handwriting.

The writing is good, indeed, better than many grown-ups would do it.

For arithmetic she has given oral answers to a few simple questions of multiplication: twice two, twice four, twice five, five times twenty. She is just starting arithmetic and I am not pressing the subject for more than a minute or two a day.

Is She Exceptional?

This question has been raised, and rightly, by a great many people. My answer, and I should know I think, is No. She is a very bright child, but from observation of other children I see plenty of youngsters every bit as bright and lively.

The explanation does not lie in pre-co-

sciousness or in some special affinity for the printed word. It is due to the original manner in which she has received her daily instruction. Until October 15 of last year she had done no reading except the Sonsil Tables of my own arrangement. These Sonsil Tables are so important to the subject of reading that it would seem that the method will, before long, completely revolutionize the teaching methods used in the schools not only of this province but of the whole world.

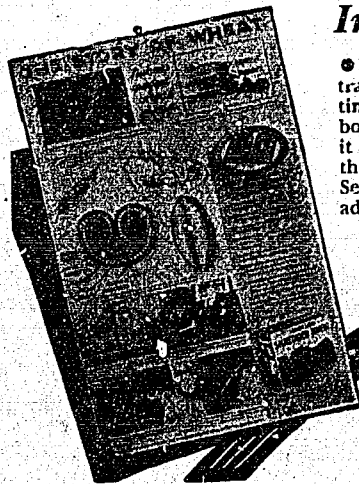
Language is not built up of so many consonants and so many vowels as hitherto thought. It is built up of *so many basic sounds*. It has been my privilege to exhume these slumbering giants and breathe life into them by means of parading them in a certain arrangement of words in which they have been always present though apparently undetected.

The word for these all-important basic sounds I have had to manufacture. Sonsils I have christened them, and I do not think they will ever go back to sleep again.

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"THE U.S.-CANADIAN NORTHWEST"

A DEMONSTRATION Area for Post-War Planning and Development; by Benjamin H. Kizer; the Ryerson Press, Toronto; price, \$1.35.

"The U.S.-Canadian Northwest" is a guide-book to the future of a vast region awaiting development after the war. It is also a study of the past, present, and future of international co-operation in that region. The book is full of great value to government officials, business men, engineers, industrialists, and all those who may be interested in post-war development in transportation, communication, industry, agriculture, and other fields. To those whose homes are in the Northwest, the possibilities outlined by Mr. Kizer are of particular interest.

The author does not raise our hopes for early action too high, nor does he paint a picture of a land of great promise. Rather, in a realistic manner, he seeks to tell briefly just what is and what is not possible in the way of post-war development in that area now opened by construction of the Alaska Highway. A great task lies ahead and wishful thinkers may be disappointed when they read of many problems yet to be overcome. Those who have a particular interest in the future of the Pacific Northwest will welcome the terse and revealing account of what may reasonably be expected in this land whose frontier has been opened as a result of the war.

The book is well illustrated with maps, type is good, and it is well indexed. The student of post-war planning will be well repaid for the reading of Mr. Kizer's book. As a source of laboratory material for your brighter social studies pupils this should be a great success.—H. D. P.

LANGUAGE WORKBOOK

LANGUAGE Exercises, Grade II; L. K. A. Yelland; School Aids and Text Book Publishing Co. Ltd., Regina and Toronto; pp. 143; 45c.

Although the exercises contained in this book seem to go beyond the capabilities of the average Grade II class, there is a vast fund of exercises which

would be most expedient in providing work for those Grade II pupils who require a broadened curriculum.

This work book is made up of two hundred exercises, divided into weekly units on Organization (dealing with classification of various groups of words, phrases, and sentences), Capitalization, Silent Reading, Grammatical Forms, and Reproduction. Many exercises are correlated with Science, Character Building, Health and Art. There are Silent Reading Exercises which are useful for festive days and seasons. Exercises on Reproduction are largely correlated with Art. Record Charts are provided on both inside covers whereby pupils can observe their progress.

The book has good, clear type, essential for children of this grade level.—F. B. L.

SAFETY SAM

GROWING Up With Safety Sam, Book III; C. M. Bartrug; Longmans, Green & Co., Toronto; pp. 90; 40c.

Growing Up With Safety Sam—a series of workbooks for use in Grades I to VI inclusive, is quite suitable for every teacher in any locality.

In view of the very large number of people who are killed or injured through avoidable accidents it is essential that the need for greater safety habits be instilled in the minds of children until they have become safety conscious. In this series safety concepts are presented in a pleasing, instructive manner with appropriate illustrations.

The book is divided into five units, each dealing with one phase of safety education. These are re-divided into several safety lessons, each comprising a story, reading exercises for the child, and practical suggestions for putting the safety measure into practice.

The vocabulary is well graded and has been selected from standardized vocabulary lists with a list of new words presented at the end of each lesson.

The material in this workbook may be well correlated with every subject in the curriculum and at the same time help the child to acquire the skills, attitudes and habits needed to make this world a safer place in which to live.—M. C.

FOR YOUR SCHOOL LIBRARY

BERING'S *Potlatch*; L. S. McDonald; Clark, Irwin, Toronto; pp. 232; \$2.00.

If you have been looking for a library book for upper elementary or junior high grades dealing with something unusual in the field of discovery of North America, this book, dealing with the first Russian exploration of the North West coast of North America, should serve your purpose admirably.

The story centers around Andreas, a boy who accompanied one of the doctors who went with Vitus Bering on his ill-fated voyage from Siberia to find the mythical Gama land, thought to exist in the mid-Pacific and to chart and explore the North Western coast of North America.

The expedition was ill-equipped from the start and the time wasted looking for Gama land further exhausted low supplies of food and water. Misfortune aggravated by the ignorance of Bering's lieutenants led to scurvy and death among the men, Andreas being saved by the knowledge and forethought of the doctor he accompanied.

The expedition, by the time it had explored part of the coast of Alaska, came under the control of Bering's subordinates since he was too ill to command and, going against his wishes, they decided to winter where they were, rather than attempt the return trip. The ship was partly wrecked on a small island in the Commander group where they had decided to winter but the majority of the crew were saved and recuperated with the fresh food they were able to obtain. Bering, however, failed to rally and died on the island.

With the coming of the spring they were ready to rebuild the ship and return to Siberia where they found that they had been given up for lost.—W. J. K.

HISTORICAL NOVEL

BY *Paddle and Saddle*, by Olive Knox; Macmillan, Toronto; pp. 270; \$1.75.

Sometimes, alas, it seems necessary to convince pupils that history is interesting. As a convincing argument, school libraries might well provide this book for pupils of Grades VI to X.

Andrew McIntyre, 16, accompanies Sir George Simpson on a Hudson's Bay Company mission across Canada from Lachine to Sitka. His trip is a real social studies course, and "real" will be the word the young critic uses, for it well

describes the tone of the story. From the race against a closing ice pack to the feud between rum-corrupted Indians, there is not a dull page between these covers. Though to more adult minds Andrew may seem too conveniently successful in his many exploits, his story, in the opinion of this reviewer, provides a thoroughly palatable means whereby the teen-ager may learn of canoe building, Red River carts, buffalo hunts and many other things including the fur companies and the Indians in general.—S. O.

ON LATIN-AMERICA

OUR *Latin-American Neighbors*, by Harriet McCune Brown, Helen Miller and Clarence H. Haring; Houghton Mifflin Co., 500 Howard St., San Francisco, Calif.; pp. 471.

Although Pan-America is generally thought of as a baby of the United States, and although it is sometimes accused of exhibiting the disagreeable traits of the offspring of an over-indulgent parent, there can be no question that intentions have been of the best and results are of signal importance to Canadians. This book, attractively bound and profusely illustrated with map and photograph, is written frankly from the point of view suggested by its title. Hence although the approach is American, for the quality of its material—much that is not always easily accessible in school libraries—and for the value of its viewpoint, this book will provide a stimulating supplement to junior and senior high school social studies courses.

A valuable feature is the way in which history and geography are naturalistically blended. Using the theme, "The geography of Latin America is the key to its history", the authors take us on a preliminary non-stop flight over the twenty southern neighbors. Following this is an account of the three great Indian civilizations which once flourished in Latin America, an absorbing and astonishing story. Then "The Spaniards come to the New World to stay"; and interesting accounts of explorers and colonists are given, emphasis being carefully given to the residual influences in Spanish America today. The account of the winning of independence comes next, and from this the authors go on to discuss each nation individually, its subsequent history, its geography and present-day life.

Fairness and objectivity characterize the pages, no palliating of past blunders

in policy being given, while the need for present day constructive attitudes is stressed. The final chapters deal with the position of the United States and with the contributions made by the Latin Americans to American culture. Ruben Dario's poem to Theodore Roosevelt is quoted:

Beware, for Spanish American lives!
The Spanish lion has a thousand cubs.
'Twere needful, Roosevelt, to be . . .
The terrible rifleman and the hunter
strong,

Ever to keep us in your iron grasp.

Each chapter ends with attractive objective tests of general knowledge: blank filling, matching, and multiple choice. There are also "thought" questions and hints for further study, with bibliographies. An interesting point is that the authors do not take for granted the young student's ability to find information, and in an early part of the book devote a close packed page to directions on "How to find material for 'Interesting Things to Do'."

With this book in their hands your pupils will need no further encouragement to learn about our Latin American neighbours.—P. J. K.

As far as is known, the Canadian agent is H. M. Renouf Publishing Co., 1433 McGill College Ave., Montreal, Quebec.

* * *

ELEMENTARY Geology for Canada; E. S. Moore, M.A., Ph.D., F.R.S.C. (University of Toronto); J. M. Dent & Sons Ltd., Toronto; pp. 425; price, \$3.85.

Here is a demonstration of the "new idea" in science books. That is, the aim to steer clear of dry, factual data in favor of an interesting story of the science as applied to the student himself.

A novice could read this text with a great deal of enjoyment as it is well illustrated by examples and pictures of geological structure from nearly every part of Canada. It is a book of Canada, by Canadians and all examples given are in terms of somebody's "old stamping ground". In the hands of an experienced geologist this book would serve as a most valuable text for a Geology course both in high school and elsewhere.

It is divided into two parts: first, physical geology is very adequately dealt with and all the structures and varied phenomena well illustrated; next, the author deals with historical geology and the developments of each era from the Pre-Cambrian time to the Cenozoic.

—A. R. K.

"WHEN THE BOYS COME HOME"

WHEN the Boys Come Home, by C. N. Senior; Collins, Toronto; pp. 190; 25c.

Here, in attractive make-up and handy, readable form, is all you want to know about the practical machinery of post-war rehabilitation already set up, and possible future measures. A comprehensive index completes the booklet's usefulness. Telling what we may expect for men and women on active service when we decide to "turn our jeeps into tractors and our bombers into airbuses", the book deals with post discharge re-establishment orders, Veterans' Land Act, pensions, and hospital and medical care. As teachers we shall be interested in plans for vocational training and the educational grant—both fully outlined. In addition we should be interested as citizens of Canada. To quote Mr. Senior's "last word", "we can't leave it to George". All these statutes and orders-in-council and plans and policies . . . are just a skeleton for rehabilitation and construction. The flesh and blood spirit must be provided by us—the ordinary people. If we want a better world after the war we shall have to make it ourselves, and not slip back into dreaming about the 'peace and tranquillity' that we long for but can never attain in this world".

—P. J. K.

* * *

OTHER BOOKS RECEIVED

CANADA and the Building of Peace, Grant Dexter; The Canadian Institute of International Affairs; Toronto; \$1.00.

Using the Wealth of the World, Robert I. Adriance; Macmillan; \$2.20.

Science For the Elementary School Teacher, Gerald S. Craig; Ginn & Co.; price not stated.

Free-Hand Paper Cutting, Cornelia Carter; Moyer School Supplies; Toronto; \$1.10.

The Modern Secondary School, Alexander B. Currie; The Ryerson Press; price not stated.

New Practical Chemistry (revised), Black and Conant; Macmillan; \$2.20.

More Acids and Bases, five papers reprinted from the *Journal of Chemical Education*; Houghton-Mifflin; San Francisco.

The ABC's of Scapegoating, G. W. Allport and H. A. Murray; Central Y.M.C.A. College; Chicago; 25c.

These will be reviewed in the September issue.

NATIONAL SELECTIVE SERVICE

NATIONAL Selective Service
appeals to all school teachers to engage
at essential work during the long
summer vacation in 1944.

•

Teachers not requiring to take further
courses incidental to their profession
should take farm employment if
experienced and capable.

•

Teachers will be assisted into essential
vacation employment by application
at the nearest Employment and
Selective Service Office.

•

DEPARTMENT OF LABOUR

HUMPHREY MITCHELL
Minister of Labour

A. MacNAMARA
Director, National Selective Service

Correspondence

Letters To a Country Teacher

MY dear Niece:

If the school board wants you to resign, you had better go. You could appeal and get reinstated, but I don't believe that is ever worth while in a country district. It has a tendency to turn the people against you, or at least some of them, and make bad feeling in the community. Besides, a board that has been forced to reinstate you can always think of some mean way of making things unpleasant for you.

I have been fired from, or asked to leave, various jobs, for different reasons. Whatever the reason or excuse was, I never argued the point. I just went hunting for a new school, and in each case I got a better one than I had left. The last time, I could have appealed and would certainly have been reinstated, as the only trouble was that the secretary's stupid daughter had failed in my subject; but I left without a word, and soon got my present job—it's almost what you might call a position—at a higher salary, with much nicer working conditions. The next year they fired my friend Tommy, but he was paying for a house and a new baby and couldn't afford to move, so he appealed. So they cut his pay down to the lowest depression level, and the last time I saw him he was getting about a third less than I was.

So I am sure that if you leave you will get a better place without any trouble, while your district will find it quite difficult to replace you.

No, I did not go to the Convention. The high point of last year's meeting was an address urging the teachers to make their schools into centres of economic propaganda, and I am not in favor of that. I was afraid that if I went this year, I might start asking some of the comrades for proof of their statements, and get myself liquidated, and I am not in favor of that, either.

Ever your loving

UNCLE JOHN.

LIBRARY SERVICES

Victory, B. C., May 3, 1944.

Editor, *The B. C. Teacher*:

At a meeting of the Public Library Commission held in Vancouver, our attention was drawn to the January issue of *The B. C. Teacher* in which the opinion of members is sought as to the advisability of establishing a Federation library for members, particularly those in remote parts of the province. As the Public Library Commission already offers a free service especially designed for that purpose, and as it is your declared intention not to duplicate existing library facilities, I was directed to advise you of our various services in order to prevent any unnecessary overlapping and expense, and in order to embrace this timely opportunity further to extend our usefulness to the members of your profession.

Library service from the Public Library Commission may be briefly summarized as follows:

(1) OPEN SHELF DIVISION. Full range of adult non-fiction of about 40,000 volumes, kept thoroughly up-to-date by liberal purchase of the best new books. Loans up to six books at a time for a period of six weeks, renewable for another four weeks. No charge for postage: franked labels enclosed permitting return post free. Catalogs and reading lists. Available to any person in British Columbia who does not have local public library service. It would be impossible to improve on a free service like this except at very great cost. Those who have access to a good local public library will doubtless want to make use of it and foster its usefulness in the local community. Books from the Open Shelf, however, are available on inter-library loan through any other library. Open Shelf books are available also, direct to readers, in communities where there are only Public Library Associations, such as Kamloops, Field, Duncan and 16 other centres.

(2) TEACHERS' PROFESSIONAL LIBRARY. This is one of the most complete libraries of teachers' professional literature in British Columbia, consisting now of some 2000 volumes. Books are available to any teacher anywhere in the province and are loaned for the same period as other books.

in the Open Shelf Division. Recommendations will be welcomed for the purchase of any book not included in the collection at any time, but special arrangements are made to keep it thoroughly up-to-date, and funds are provided specially for the purpose. A complete printed catalogue of the collection, revised annually, is available to any teacher.

(3) TRAVELLING LIBRARY DIVISION. From this Division, besides the travelling libraries sent to one-room schools, *community* travelling libraries consisting of adult fiction and non-fiction and juvenile books are supplied to small communities that do not have even a Public Library Association. Teachers may obtain fiction from these libraries, but the Open Shelf is by far the best service. The teacher in the small community has a good opportunity—in fact, an obligation—to promote the use of good books and improve reading tastes through encouragement of the Open Shelf, even where a small travelling library is in use.

(4) MISCELLANEOUS SERVICES. There are other services available, such as books for the Elementary Correspondence School, pictures, etc., which will not be described here, as the present purpose is only to supply information about library facilities for the teacher's own use. It should be stated, however, that school libraries are available, from the Travelling Library Division, for the use of one-room schools anywhere in the province. The Commission supplied 261 of these in 1943.

Full particulars about any of the above services may be obtained simply by writing to the Public Library Commission, Victoria. Teachers in the North-Central District should apply to the Public Library Commission Depot at Prince George.

You will note there is no service at present in the matter of periodicals. I wonder if you realize what would be involved in attempting to provide a mail service in this respect.

I trust your Executive and members will realize that the above suggestions are made entirely with an eye to co-operating with the teachers of the province and to advising them of good library services already available—especially the Open Shelf and the Teachers' Professional Library—so that they may devote available funds, time and energy to useful ends that will not needlessly duplicate service which is already available to them free. The Teachers' Professional Library is not used to nearly the extent that it

might be, and it is a practically unlimited source of the kind of books that your members would wish for in this field.

Suggestions from the B. C. T. F. Executive, or from individual teachers, as to how we may extend the usefulness of our services—in reading lists, reviews, publicity, etc.—will be most welcome at any time.

I am sending under separate cover a small selection of circulars and catalogs describing Commission services. May I suggest that it might be worth while to print in the next issue of *The B. C. Teacher* a selection of titles from, say, the 60 books on reading as listed on pages 48-50 of the Catalogue of Books in the Teachers' Professional Library?

Yours sincerely,

C. K. MORRISON,
Superintendent,
Public Library Commission.

IN APPRECIATION

3726 West 35th Avenue,
Vancouver, B. C.

Editor, *The B. C. Teacher*:

As I was unfortunately unable to be present at the recent Convention to express my high appreciation of the great honour bestowed upon me by the presentation of the G. A. Fergusson Memorial Award, I shall be glad of the opportunity of so doing through the columns of the magazine. The traditional procedure of keeping the name of the recipient a well-guarded secret until the moment of public presentation is a guarantee that the person selected each year will receive a very great surprise. In my case, however, "surprise" is hardly an adequate word, for in addition to complete absence of knowledge or suspicion that my name had even been suggested, the unexpected news reached my home some time after I had retired to bed feeling somewhat dejected at my enforced absence from the Annual Meeting (for the second time in twenty-seven years) and my only thought in connection with the Award had been of concern for arrangements for the signing of the Diploma, and of the anticipated pleasure of writing a congratulatory letter to the recipient.

I would therefore like to thank the Trustees for their very kind action and to express my sincere appreciation of the warm approval which, I have frequently been informed, was given to the announcement by those present. I also wish to thank especially those who were kind

enough to send me written or telephoned messages of congratulations.

Finally, I feel particularly grateful to Miss A. E. Dickinson for the generous tribute expressed in her eloquent and gracious presentation address, and for the much appreciated visit which she and the other Trustees, Miss E. Unsworth, Dr. F. M. Thorne, and Mr. F. A. Armstrong, paid to my home to present the Award to me in person. I also thank Mr. C. D. Ovens, Assistant General Secretary, for his acceptance and thanks at the public meeting on my behalf.

It is obviously impossible to put into words any adequate expression of the deep inner feelings which the Award of such an honour arouses and I will not attempt it. However, two things I would like to say. First, I regard the G. A. Fergusson Memorial Award as the highest professional honour and distinction which can be bestowed upon any teacher in British Columbia because the absolute power of its bestowal is in the hands of one's fellow teachers alone, and the goodwill and esteem of one's colleagues is a prize beyond value; and, secondly, I feel that the permanent association of one's name with that of G. A. Fergusson is in itself a great honour and privilege for he was the embodiment of all the best traditions and ideals of the teaching profession; in short, a teacher's teacher. It was my special pleasure to be closely associated with him in Federation work and to enjoy his friendship for many years. Hence the Award has to me an added significance which all who knew Mr. Fergusson will understand.

Yours sincerely,

HARRY CHARLESWORTH.

May 17, 1944.

A MESSAGE FROM OVERSEAS

Canadian Army Overseas,

March 24, 1944.

Editor, *The B. C. Teacher*:

As I write this letter in my little "cubicle" which serves as my quarters and as my personal office, I have before me the December and the January numbers of *The B. C. Teacher*. I am very much impressed with the December cover of your magazine. That cover with its quotation from China's Teacher Extraordinary is so valuable that I think you should make more of it. Could that cover not be made into a poster, suitable for framing, that might be placed in every classroom in the province? It is a

great message for World Peace; and it carries with it, by implication, an appreciation of the dignity of the teacher's function that might well be used to inspire teachers and pupils throughout the province.

My work here as Education Corporal is very interesting. Col. John Grace, Arts '26, U. B. C., is head of our Educational Services. When I saw him recently he said: "You have the best job in the Canadian Army"; and in many ways he is right.

Tonight I am one of a "Brains Trust" group. "Brains Trust" is a popular B.B.C. programme. We are staging a little local "Brains Trust" for our discussion group tonight. The camp kitchens are very co-operative; and we will have light refreshments to serve. Probably rich coffee and buns.

One night a week we have music appreciation. Classical music with a good gramophone that we borrow for the occasion from the Divisional Educational Officer.

One night it is the Mill Pond Club in — at the American Red Cross or at a British Centre. The name has been chosen because we work on the notion that the North Atlantic is just a Mill Pond today, and that the Canadians, English and Americans can all talk things over around it. I take a lorry of men in to it for discussions of "The Press," "The Theatre", etc.

One night at the Mill Pond we had a British Army Colonel talking on England. He spoke of the English love of things that were antique; and said that it did not much matter to the English if the things were genuine antiques or not. The Ann Hathaway Cottage was cited as an example. Later, another British officer arose to say, "I happen to be the secretary of the Shakespeare Memorial Association. I have the deeds of the Ann Hathaway Cottage running back over 350 years. I should be delighted to show these deeds to anyone interested". Just goes to show that you may run into the wrong kind of an expert any time in this country.

I am glad to see that Mr. F. A. Armstrong of Vancouver has discovered the greatest expert on Post-War for *The B. C. Teacher*. I refer to his article in the January issue on Professor E. H. Carr. I have met Carr and hope to study with him for a year after the war; if he is not too busy advising the Peace Conference to carry on his work at the

University of Wales. When I went to their home, Mrs. Carr greeted me with, "Well, are you one of the victims". Must confess that I am. I have quite fallen under the spell of E. H. Carr.

I think that the editorial footnote to Mr. Armstrong's article gives a wrong impression. If there is one thing that Carr's books emphasize more than another it is that the world must turn its back on the "liberal democracy" of the 19th century.

I can use magazines for distribution. Very few Canadian magazines seem to find their way into the Canadian Army Overseas.

Many of our men have taken the University Short Courses. I have been to Cambridge and to Manchester. I sent four privates to Oxford on a recent leave and they had a marvellous time as the guests of that great university. Hull, Aberdeen, and St. Andrews have also taken good care of our men.

In addition to the Educational Clubs that we arrange in the evenings, I also give Educational Hours in parade time for the unit. All of our divisional educational people have been talking on Russia recently. The routine is to have all the educational people called in for a Sunday morning session for the division. There we hear from some authority on a topic and get a few books. Then we go back and give talks and lead discussions.

I would be glad to get letters from British Columbia teachers. If there be too many of them I shall be compelled to answer through my letters to your magazine.

Sincerely,

CPL. KEENAN, T. J., (K38552),
1 Canadian Parachute Battalion,
Canadian Army Overseas.

JUNIOR FIRST AID AND HOME NURSING

Editor, *The B. C. Teacher*:

Due to the rapid increase in the methods of transportation and the speeding up of human activities generally, the number of serious accidents per capita has multiplied tremendously and to counteract this unfortunate condition it is desirable that as many persons as possible be capable of administering First Aid in an emergency.

The British Columbia Branch, St. John Ambulance Association, is anxious and willing to assist in the training of all

school pupils between the ages of 12 and 17 years of age in Preliminary First Aid and Home Nursing.

The Association's records show that holders of Preliminary certificates have done much in past years to relieve suffering in cases of accident or sudden illness, and lives have been saved by prompt, efficient treatment given by school children.

Teachers may arrange for courses for their pupils by following the undernoted:

Age of Students.—Classes should be confined to students in Grade VII or higher, up to and including 17 years of age.

Fees.—No fees shall be charged pupils who can qualify as above.

Textbooks and Bandages.—A textbook for the desired course and one triangular bandage or one 2-inch roller bandage will be handed to each student enrolling, free of charge.

Instructors.—Courses in First Aid and Home Nursing for juniors may be given by any one of the following: Medical doctors, graduate nurses, school teachers, holders of the Association's Instructor's Certificate or those holding the relative senior First Aid or Home Nursing Certificates issued by the St. John Ambulance Association may be appointed instructors of Junior First Aid and Home Nursing classes.

Examiners.—Medical doctors may be appointed examiners of junior classes, and graduate nurses may be appointed examiners of junior Home Nursing classes. The holder of an Instructor's Certificate in First Aid or Home Nursing issued by the Association may examine in the subjects for which the Instructor's Certificate is held.

Examiner's report forms to be completed in triplicate, will be supplied by the Association.

Classes.—The local centre of St. John Ambulance in your community will gladly obtain the necessary textbooks and bandages, and Examiner's report forms, and furnish you with any information required.

If the Association is not represented in your area, please address your inquiry to the Secretary, St. John Ambulance Association, 101-2 Union Building, 612 View Street, Victoria, B. C.

Yours very truly,

G. G. EDWARDSON,
Provincial Secretary.

"Re Vacancies"

EVERY year finds an increasing number of teachers visiting the Federation office for information about existing school vacancies.

If you are resigning your position this year you can help us perform this very necessary service by sending to us the information requested in the questionnaire form printed below:

SCHOOL VACANCY

Name of School.....

School District

Salary paid 1943-44.....

Experience in years.....; Grade taught.....; No. of pupils.....

Name of teacher.....

If you are looking for a new position we shall be only too willing to give you every assistance possible. We have information about nearly every school district in the province.

It will pay you to contact your Federation before accepting a position anywhere.

When you have accepted another position, kindly fill out the following form and mail to the Secretary, British Columbia Teachers' Federation, 1300 Robson Street, Vancouver. In this way we shall be able to keep our list of vacancies up to date.

CHANGE OF SCHOOL

Position accepted in.....School

Grade(s).....; School District.....

Salary for 1944-45.....

Name of teacher.....

New address.....

News, Personal and Miscellaneous

SAMUEL J. NORTHROP

A PIONEER and stalwart supporter of the Federation, in the person of Mr. Samuel J. Northrop, passed to his rest on April 14th, after a life of long and unusually valuable service in the field of education in this province.

He was appointed to the Manual Training staff of Vancouver City Schools in August, 1903. In January, 1910, he was assigned to the staff of King Edward High School and in August, 1912, he was appointed Supervisor of Manual Training for Vancouver City Schools, a position he held with great distinction until his well-earned retirement from teaching service on December 31, 1931.

Mr. Northrop received his professional training in England and in addition to many special certificates and diplomas from the highest recognized institutions in all phases of Manual Training; including woodwork, metalwork, cardboard work, clay modelling, wood-turning, metal forging, and tinsmithing, he was the possessor of an English First Class Teacher's Certificate and many diplomas both in Art and Science from the South Kensington Science and Art Department.

This wide training and experience enabled him to make many outstanding contributions to the development of manual work and vocational training in the schools of British Columbia and his exceptional services in this connection were acknowledged and utilized by his appointments as Instructor of Woodwork in the University of British Columbia, as the Department of Education nominee on the Examining Board for Manual Training Teachers, and as Chairman of the Departmental Committee appointed to draw up courses in Industrial Arts for Junior High School.

In addition to his fine record of achievements in his chosen special field of endeavour, however, Mr. Northrop always took a keen interest in the general problems of education and particularly in all matters affecting teachers' welfare. Hence it was not surprising that he should have been actively associated with the formation of the British Columbia Teachers' Federation and should have served for so many years as a diligent member of the Executive. He was also Secretary-Treasurer of the organization from January, 1918, to July, 1920.

His contributions to any discussion were always marked by frankness, sincerity and a refreshing directness. He was always eager for action and progress but he had little tolerance for mere theoretical idealists whose vision and enthusiasm, unbalanced by adequate experience, so often led them to produce and expound plans which could only be designated as within the realm of absolute impracticability. His genial personality, his keen sense of humour, and his intense loyalty to his profession, and to the Federation, were outstanding attributes which endeared him to the hearts of his fellow-teachers. Although retired from active duties for the last twelve years, he retained a lively interest in and contact with all Federation and educational events and he was constantly remembered by his many friends and colleagues by whom he will now be greatly missed.

His name will always occupy an honoured place in the history and development of vocational training in British Columbia.

We extend our sincere sympathy to his widow, and to his son, Harold, who is also a well-known member of the Vancouver Teaching Staff. —H. C.

VOICE OF BRITAIN

A SNAPPY little pamphlet *Voice of Britain* of some sixteen pages presents the story of the work of the B.B.C. in its Nation to Nation and Home Service features. There are more pictures than text in the brochure that has a splendid world map projection folded inside the back cover. Geography teachers may wish to obtain copies from the B.B.C., 55 York St., Toronto, Ont.

A NNOUNCED in the latest Report of the Canadian Institute of International Affairs is the formation of a Study Seminar on "The British Commonwealth and International Affairs" for Secondary Teachers of Toronto who will prepare topics for the C.I.A. reading lists.

F OR those wishing to keep abreast of the educational trends in Britain, the British Information Services have issued a nine-page resume of the recent Educational Bill introduced into the House.

Important Notice

TEACHERS contemplating seeking employment in another province are advised, for their own protection, to get in touch with the Teachers' Federation of that province before finally accepting a position.

The best source of reliable information about any vacancy is the provincial Teachers' Federation which in all cases will gladly supply all the information requested. It would be a very short-sighted policy for any teacher concerned not to avail himself of this service.

A little foresight of this sort will perhaps prevent much subsequent regret.

For the information of any teacher who might be interested we print below the addresses of all provincial associations and the names of their respective General Secretaries.

Alberta Teachers' Association, Imperial Bank Building, Edmonton; J. W. Barnett, General Secretary.

Manitoba Teachers' Federation, 618 McIntyre Block, Winnipeg; Mr. E. K. Marshall, General Secretary.

Saskatchewan Teachers' Federation, 201 Bank of Montreal Chambers, Saskatoon; Mr. Jas. Cumming, General Secretary.

Federation of Women Teachers' Associations of Ontario, Room 406, 28 Bloor Street West, Toronto 5; Miss H. E. Carr.

Ontario Public School Men Teachers' Federation, 16 St. Clair Gardens, Toronto; Mr. J. L. Robertson, General Secretary.

Ontario Secondary School Teachers' Federation, 38 Bloor Street W., Toronto 5; Mr. S. H. Henry, General Secretary.

Provincial Association of Protestant Teachers of Quebec, 352 Lansdowne Ave., Westmount, P.Q.; Mr. W. E. Black, General Secretary.

New Brunswick Teachers' Association, Riverside, Albert County, N.B.; Mr. A. R. Stiles, General Secretary.

Nova Scotia Teachers' Union, Lawrencetown, N.S.; Mr. B. E. Finigan, General Secretary.

Prince Edward Island Teachers' Federation, Donaldston, P.E.I.; Mr. J. Reginald MacDonald, General Secretary.

ACCOMMODATIONS

WANTED—In Victoria, for whole or part of summer, furnished flat, house-keeping rooms, or small house. Two adults. References exchanged. Write **4833 West Eighth Avenue, Vancouver.**

FOR RENT—July and August, 5-room bungalow; every convenience; West Kerrisdale district; \$50 per month. Write to **OWEN, 2548 West Thirty-seventh Avenue, Vancouver, B. C.**

TO EXCHANGE or RENT—Modern home close to University gates, during July and August, or part, for rural home near water. North Saanich is preferred, but will appreciate hearing from others. **BOX "X", THE B. C. TEACHER.**

ROOM AND BOARD—For summer months; occupancy from June 22nd on. Large room, well furnished; beautiful view; suit two people. **1075 Harwood St., Vancouver; PACIFIC 8855.**

WILL RENT furnished 7-room house for five weeks beginning July 1st, or will exchange with Victoria teacher. Apply to **J. S. DONALDSON, 2955 West 42nd Avenue, Vancouver, B. C.**

WANTED TO RENT—Furnished suite for 2 months commencing June 25th. Write **KATHLEEN M. THOMPSON, 832 Linkless Avenue, Victoria, B. C.**

FOR RENT—3-room furnished suite, 2 adults, for July and August. Apply to **SUITE 2, 4374 West Tenth Avenue, Vancouver, B. C.**

THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

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