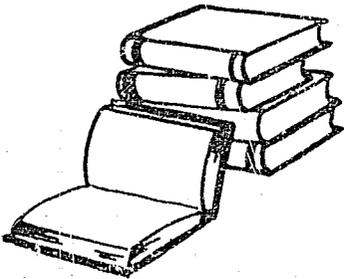


THE

B. C. TEACHER



OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

VOL. XXII, No. 1

SEPTEMBER, 1942

VANCOUVER, B. C.

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LET'S NOT BE TOO EASILY SATISFIED

We've made some gains this year—gains that will surprise even the most optimistic of us when all your directory forms have returned to this office and an analysis of 1942-43 salaries can be made.

If there is any teacher receiving less than \$900 per annum this term it will be because he didn't heed Federation advice to hold out for at least that sum.

If there is any teacher who didn't receive a substantial increase this year over and above what he got last year he is certainly an exception to the general rule and should be asking himself what can be done about it.

If any school district that still offers unattractive salaries is in a position to pay more to its teachers, arbitration should, and probably will, be instituted as soon as possible.

And yet we should not be too easily satisfied. Why? Because that salary of \$1500 that perhaps looks so big to you in comparison with what you got last year is actually worth only \$1300 in pre-war money (unless, of course, you are receiving a cost-of-living bonus). And that \$900 which you held out for and got should be \$1035 to be equivalent to the same amount of a few years ago. The rise in salaries has only begun to keep pace with the rise in the cost of living. In a great many school districts salaries are nowhere near where they were in 1929, which has been set by the Dominion Government as a fair level for industrial wages. That increase you got in many cases entailed moving to another district—perhaps a move you would rather not have made if you could have got the same money where you were.

Moreover, along with the rise in salaries that has taken place there is going on a lowering of the standards of education that will drive wages to a new rock bottom after this war is over if we don't watch out.

Leaving the profession to get more money in industry solves no

OVER THE MIKE

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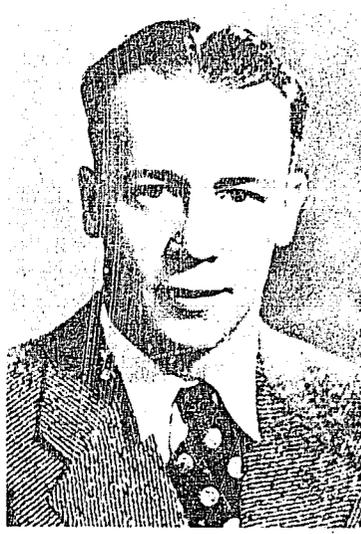


13-42

The advertisement is enclosed in a hand-drawn rectangular border. At the top, the words 'OVER THE MIKE' are written in a curved, bold font. Below this, a large microphone is depicted on the left side, with the call letters 'H S N' written vertically on its handle. To the right of the microphone, the words 'HOME SERVICE NEWS' are written in large, bold, block letters. A central paragraph of text describes the program's content: '—15 minutes of helpful hints, kitchen kinks and transit tips — and your favorite music — with the compliments of the B. C. Electric.' Below the text, a family of four is illustrated: a man in a suit, a woman in a dress, a young boy, and a young girl. A speech bubble above the family says '8.15 every morning!'. On the left side, the broadcast schedule is listed: 'MONDAY WEDNESDAY FRIDAY CJOR' and 'TUESDAY THURSDAY SATURDAY CKWX'. In the bottom right corner of the illustration, the number '13-42' is printed.



DR. N. F. BLACK
RETIRING EDITOR



C. D. OVANS
MANAGING EDITOR

problems—you may want to come back to teaching some day. Obtaining a position in a centre that does pay high salaries benefits only you—the situation with which you were dissatisfied remains eventually to worry the one who got your job. That new schedule that has just been awarded to your district is on pretty shaky foundations—what's going to happen to it when this false war prosperity ends, thus reducing the ability of your school district to pay, unless we succeed now in getting education refinanced on a sounder basis?

No, we should not feel satisfied—there are too many problems confronting us.

THE B.C.T.F.—A SERVICE ORGANIZATION TO TEACHERS

WITH our minds on the ever pressing matter of salaries and our impatience at not making gains fast enough nor permanent enough to give us everything we want, we are apt to overlook many of the services—little ones most of all which may mean something only to the individual concerned—that the Federation gives to its members.

This is the thought that struck your Editor on the first day of his new duties. This morning for example, and Miss Clayton informs him it is no exception, the Federation has performed the following little services to teachers who have called in at the office:

1. Told a teacher from up country where he could get some second hand High School text books that he could take with him to his new position.

2. Through another Federation member helped a second teacher to locate a place to live in the new community to which he was going.
3. Over the telephone gave some information to a teacher regarding the school district from which she had received her first appointment.
4. Discussed with a naturally worried individual ways and means of getting out of a job from which his school board had refused to release him.
5. Phoned Mr. Charlesworth twice about little matters respecting people who had come in, although he is theoretically on his holidays, and in respect to one case at least had to dig into his vacation period to make a special trip on behalf of the one person alone.

Which all makes us wonder. How else may the Federation be of service to you? Miss Clayton suggests that in view of the many changes of position that teachers are making it might be a good idea to institute some sort of book exchange by which those teachers with books to buy and those with books to sell could get together to their mutual advantage. If you would like to follow up her suggestion please let us know. If there is enough demand for this type of service surely some satisfactory arrangement can be made. In the meantime, Miss Clayton asks that you be told, please feel free to use the Federation facilities to have answered any enquiry, however small, you wish to make—other people do.

THANK YOU, DR. BLACK, AND THE FORMER MAGAZINE COMMITTEE

IT is seven years since Dr. Black took over the editorial duties of *The B. C. Teacher*. During that time the magazine expanded steadily in size, in special features, in literary quality. Probably no other person could have raised *The B. C. Teacher* to the high level of esteem which it now enjoys in publishing circles all across Canada. Certain it is that few others would have put in the hours of work and worry on something that netted them no other satisfaction than the personal delight of doing a difficult job well.

For there is no doubt about it that the editing of the magazine grew into a hobby with Dr. Black. Something that he took on in the beginning a little doubtfully perhaps, because of the extra burden of work it would mean, became in the end a drive that consumed not only all of the time he might very well have been putting into a remunerative living, but also much of his leisure too.

It is very doubtful whether any of us realize fully our debt of gratitude to him. Those people who are fortunate enough to be numbered among his intimate friends know how great his contribution has been. One has only to go into his home to see the special provision he has made at his own expense the more adequately to handle his editorial duties to realize how much he put into his job. And now he is turning over his duties to someone else. Let us hope the high standard he set will not be too greatly impaired.

A special word of thanks, too, is due to those whose work on the Magazine Committee helped Dr. Black a great deal. A magazine doesn't run along on its own. There is a lot of work that goes on behind the

scenes that few people ever hear about. Contributors have to be rounded up, galley proofs read, books handled for review and page proofs gone over most carefully. With the work of Miss Lillian Cope, in charge of book reviews; of Roth Gordon, who handles the Magazine Table; of E. F. Miller and his Question Box, you are all familiar. With that of Mr. J. R. Pollock and Mr. William Skinner, you know very little, which fact is a compliment in itself, for these two men did most of the proof reading. To these people, then, and to all others who last year helped to make the magazine a success, we extend our heartfelt thanks. To those of them who have offered to carry on for this term an added word of blessing! We shall need their help!

THIS MATTER OF RESIGNATION

WITH the present shortage of teachers becoming ever more acute we can hardly blame school boards for wanting to hang on to a good teacher when they have one. Accordingly it behooves any person wishing a change to investigate thoroughly the legal aspects of the situation before sending in his resignation.

You may resign up until August 1st, to be sure, but did you know that if you leave it until that late date you must have accepted another position if the board is legally bound to release you. Look up Section 156 of the School Law if this is a new point to you. In this, as in any other point affecting the legal position of teachers, individuals would do well to consult the Federation before doing anything drastic rather than afterwards when it is too late.

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

ATTENTION, ALL TEACHERS

IN this issue of the magazine (which is being sent to every teacher in British Columbia) will be found a special page containing a Teachers' Register Form and an Enrolment Form.

We would seek the co-operation of every teacher by asking each to fill in these forms carefully, and return them to the Federation, either individually, or collectively by schools, through the Staff Representative or the Principal.

These forms have been specially designed to give us information we need immediately in order to carry out our plans and procedures for the present Federation Year. They have been designed in order to give economy of time, energy, and money in Federation and office administration, and in order to leave more time available for the main activities of the Federation.

The chief activity, of course, is still the question of Provincial Salaries.

On this matter, the Federation is following a definite and logical plan. The steps taken during the vacation have produced concrete interesting results, many teachers having received increases, some of considerable size. It would appear that the great majority of beginning teachers also have followed the Federation's advice and have in consequence asked for and received a salary of not less than \$900 per annum.

Two very successful arbitrations have also been held (both in "Rural District" Schools) and the results have affected, and will affect teachers in many other areas. In one of these, the Arbitration Board (by agreement of both parties) established as part of its award a Schedule of Salaries binding on both Board and Teachers. The actual increases awarded to the individual teachers ranged from \$60 to \$260, the average for the 42 teachers involved being \$126, or a total increase of \$5315. Full details concerning this schedule will be given in the next issue of the magazine.

An important "consolidation" has taken place in the Nanaimo and District area of Vancouver Island in which many "Rural District" Schools have been included. A full account of this development will be given also in the October magazine. Here also, a Schedule of Sal-

aries has been adopted, with a minimum salary of \$900 for Elementary Schools, with eight annual increments of \$75 to a maximum of \$1500.

These are a few of the actual happenings of which the Federation has direct and accurate knowledge, by reason of reports made to and by the Office, and as a result of a special visit made by the General Secretary during the first week of this term to the Schools of Northern Vancouver Island in order to obtain first hand information of the changes of staff, and of salaries, etc. Amongst schools visited were those of Comox District, Courtenay, Cumberland, Royston, Union Bay, Bowser, Qualicum Beach, Parksville, Lantzville, Brechin, Harewood, Nanaimo, Wellington—the latter five being part of the Consolidation referred to above. Contact was also made with teachers of Tsolum and of Duncan and of Ladysmith whose schools were closed for the day at the time of his visit.

Perhaps it would be interesting to state that of all teachers in the above group of representative schools, only one teacher is receiving a salary less than \$900 this year, and this single exception is receiving a salary of \$885.

It is obviously impossible, however, to visit all schools immediately to obtain this vital information, and yet such information is needed immediately if we are to keep up at full intensity the drive which has started so well. We must know how every school district has been affected for we must have definite improvements in every district. We cannot, and do not expect teachers in any area to be satisfied and content because some of their colleagues in other areas have obtained improvements in salary. They rightly desire and deserve similar improvements for themselves.

If all teachers fill in the forms provided, the Federation will be able to know the areas upon which activities should be particularly concentrated and will be able to consult with the teachers of each area on what steps should be taken.

Furthermore, the actual facts concerning gains in one area will be of direct value in negotiations and arbitrations in other areas.

Instructions are now being prepared for

all Local Associations and these will be forwarded within a few days.

The immediate necessity is for the return of every form. This little service on your part even if it does not aid yourself will most certainly aid some less fortunate teacher.

When the forms have been completed they should be handed to the Principal or Staff representative of your school who is being provided with a stamped addressed envelope for their return, or if you so desire, you may return your form directly to the Federation Office.

"Will you do *your* part in order to help us do *our* part?" It has become abundantly clear that the Federation must rely on its own legal powers and rights and upon its undoubted organized strength to accomplish its legitimate and overdue objectives. Government failure to act on Provincial Salary Scales does not end the matter. It merely serves to increase our determination to act for ourselves. We have striven hard and long for co-operation from the Government on the issue of Provincial Salaries and the interlocking issue of educational finance. We have been more than reasonable and patient. We in common with municipalities, school boards and other public bodies have been told for years that the Government was going to introduce legislation providing for changes. Numerous Government commissions and committees have recommended specific changes, and we have been led to believe that these recommendations would be adopted. All political parties represented in the Legislature have adopted platforms or resolutions approving of a redistribution of educational finance. Yet, year after year, we find the Government refusing or postponing this vital action and substituting mere promises of careful and sympathetic consideration. The time has now definitely arrived, however, when such postponements can not be accepted as adequate reasons for delaying actions on Provincial Salaries. It is the Government's obvious duty and business to so arrange its educational financial policy as to make possible the payment of adequate and reasonable salaries to every teacher in B. C. no matter where such teacher happens to be engaged. If the Government fails in this duty, it has no right to expect teachers in any part of the province to make good its delinquency by accepting the inadequate and unreasonable salaries which School Boards offer so frequently on the grounds that the Government's financial assistance makes it impossible for them to offer anything better.

The Federation has adopted an "all out" policy for action, and it knows full well what plans are necessary to bring action. By the adoption of professional ethics and standards, by negotiation, by arbitration, by complete unity of purpose and by the loyal practical co-operation of every member in the policies, plans, procedures of the Federation as evolved by its Executive, Officers and Official Committees, the Federation can reach its goal and can assure a long delayed measure of justice to underpaid teachers wherever they may be. This much has been abundantly proved already. In carrying out these plans, and in improving the salaries of low paid teachers, the Federation will also be fighting the battle of the Councils, the School Boards, and the overburdened taxpayers, in a most effective fashion.

As long as teachers were available for schools at low salaries, the questions of educational finance and redistribution of educational taxation have not been treated as immediate urgent issues. If teachers, however, can not be found for schools unless they can secure an adequate salary, then the question will become an immediate urgent issue, and if the present system of educational finance makes it absolutely impossible for any school district to pay the salary necessary to secure a properly qualified and efficient teacher, then public opinion will surely demand and force Government action to remove such a condition. British Columbia has always, in the past, justly prided itself on the fact that it did not allow schools to be closed and children to remain uneducated by reason of lack of local school finances. It has always met such a situation by means of "special grants."

In the present emergency, however, limited "special grants" will not suffice. Additional grants are essential in large numbers of districts and nothing short of a complete revision of educational finance will meet the situation.

The following actual example illustrates a condition which surely can not be allowed to continue or to become in any way general.

A rural School Board in a very poor district asked the Federation to obtain a teacher for them at a salary of \$780. The Assistant General Secretary notified them that it would be impossible for us to recommend a teacher at this salary in view of the Federation's request that all teachers should require a minimum of at least \$900. The following reply of the Secretary of the Board will well repay

study and analysis by all who are concerned with this vital problem.

"I received your letter of September 2nd this morning and I thank you very much for the information you have given me.

"We have hired ——— as teacher of our school and take note of what you have to say in regard to the teacher's salary. However, we made the appointment at your recommended price of \$900 per annum.

"So this leaves us in a very tight spot as the Education Department only allows us \$680 towards the salary and that makes us pay the other \$220.

"However, I went around to the parents and they were willing to make up the difference in voluntary contribution as our annual meeting has passed and the government did not allow us any extra money for teachers' salaries although they recommended a flat rate of \$840.

"In closing I would ask you to stress this point to the Education Department that as the price of living, clothing and all commodities of life have increased they should take their share of the burden as they have not raised their share of the teachers' pay in the last six years to my knowledge as I have served on the School Board. But they have made it harder on the taxpayers especially in the poor rural districts.

"However, if this situation cannot be rectified in the very near future, it will force us to discontinue the education of our children as it is getting harder and harder to keep abreast of the tax man."

We, of course, appreciate and welcome the co-operation of this Board. We salute the parents who are making up the salary by voluntary contributions and we earnestly hope the Government (in view of the financial standing of the district) will do something to make this sacrifice unnecessary. No one can surely wish teaching remuneration to be associated with a "passing of the hat." We agree with the plea for the plight of the taxpayer, and we agree that the education of B. C. children is in serious danger until the Government actually does something about it.

Surely such a challenge will unite completely all associations and all members of the Federation, no matter how they may have differed on questions and issues of the past. Here is an issue worthy of our best and highest endeavours. Let us stand shoulder to shoulder until victory is assured.

HARRY CHARLESWORTH,
General Secretary.

PRELIMINARY REPORT OF THE
COMMITTEE ON LABOUR
AFFILIATION

PREAMBLE

IN the opinion of your committee a teachers' organization should be able to guarantee the following points to its members:

1. A satisfactory economic status;
2. Protection against discrimination for freely expressing a point of view which you believe to be just.
3. Membership in an organization that in matters moment to its members can, by virtue of its own strength and the sympathies to which it can appeal, take decisive action.

The fundamental question then becomes: Is labour affiliation necessary to help us achieve these objectives??

If you believe our present organization has already achieved these objectives or may in the near future achieve them without changing its structure in any way then you are not interested in labour affiliation.

If you believe there are alternative proposals that offer a better guarantee of these objectives, then you, too, are not interested in labour affiliation. But you should be prepared to come forward and publicize these alternatives.

On the other hand, if you believe that our present organization has failed to achieve these aims in the past, then you are interested in labour affiliation as a means of so strengthening our organization as to make their attainment possible in the near future.

THE COMMITTEE AND ITS WORK

It was because of the sentiment expressed in the final clause of the above preamble that two local associations—North Vancouver and Prince Rupert—introduced resolutions calling for affiliation with labour. A vote of the delegates taken at the last Annual General Meeting of the British Columbia Teachers' Federation defeated the resolution by a narrow margin. A substitute motion was then moved and passed that:

A committee be set up to prepare and present the cases for and against affiliation with labour and that a referendum be taken before the end of 1942.

Accordingly, this committee was set up to carry out these instructions.

Three meetings were held before the summer holidays and one again on September 5th, to draw up this preliminary report. In addition, interviews were arranged with officials of the Trades and



MAPS OF A CHANGING WORLD

... For Teachers and Students



The war goes on. Week by week we hear of action on a new front . . . rumors of action on several fronts. "Strategic" moves are talked of and a country seldom heard of is featured in news headings. Where is this new front? Why is it important? Why is it vulnerable? . . . To follow the progress of the war . . . the most important subject for study today . . . new maps are needed . . . maps that show details. The Star Weekly prints them . . . in colours . . . regularly. Maps that are easy to read. Here are a few that have been published . . . Scandinavia, Central Europe, Suez, Gibraltar, India, Canada. And you get these fine maps as part of a weekly of Six Big Sections that covers world happenings in news and pictures. The Star Weekly is world-wide in scope, thoroughly Canadian in viewpoint.

The STAR WEEKLY



NO INCREASE IN PRICE

Labour Congress and the Canadian Congress of Labour in Vancouver; and correspondence was begun with various other educational offices to get their views on affiliation. Moreover, one member of the committee, Miss Owen, undertook to do research work on the problem during the summer at the University Library.

ARGUMENTS AGAINST AFFILIATION

Arising out of the discussions and readings of the committee were evolved the following arguments against affiliation:

1. Since education is a public service and since teachers are public employees they should not ally themselves with any particular social or economic group.

2. All the objectives that may be gained through affiliation with labour may be accomplished equally well by developing our own professional organization and by doing so we shall contribute more effectively to the development of teaching.

3. Teachers are professional persons and as such are expected to concern themselves with the ultimate social good at the sacrifice of their self-interest. This is a philosophy that is foreign to the trade unionist.

4. Although there is no fear of entanglements due to extremist policies within the ranks of the Trades and Labour Congress of Canada, nonetheless the evident political drive within that body and other labour groups might well make us weigh the possibilities of cleavage within our own organization.

5. Voluntary co-operation with labour in pursuit of our mutual interests will accomplish everything that affiliation can bring about and will save us the cost involved.

ARGUMENTS FOR AFFILIATION

For the other side of the case these arguments were brought forward:

1. Teaching as the most important part of education should be free from strains imposed by financial difficulties and unnecessary administrative problems created by such factors as overlarge classes. In the past teachers have not been able to solve these problems on their own. They will have a greater chance of solving them if they enlist the support of organized labour who are, after all, through their children, directly concerned.

2. The interests of teachers, both as regards economic considerations, and also as regards professional standards, are closely bound up with the interests of the workers, whose children form the great majority of our school population.

Teachers are producers, in the sense that they add to the mental and material wealth of the community.

3. "The layman concedes in the world of force the necessity that teachers shall have an agency to which they may call for the protection of their interests and for the improvement of their schools." (Thos. W. Gosling, National Director of the Junior Red Cross). Labour affiliation will help strengthen our existing organization.

4. Trades unions always and everywhere have stood for and fought for higher and more modernized standards of equipment and teaching in the public schools. They have constantly supported the reduction in the size of classes; revision upwards of teachers' schedules; increase of school revenues; sound pension laws; labour representation on school boards; free textbooks.

5. Trades unions and teachers' organizations have long been the bulwark of the struggle for democracy as has been proved by the savage attacks on the organized labour and teacher movements in those occupied countries such as Norway and France which had the misfortune to fall under the Nazi heel. Affiliation between teacher and labour organizations in Canada could be used as a means of strengthening democracy and of furthering the war effort by bringing about closer co-operation between the two groups.

6. It cannot be too strongly emphasized that the Trades and Labour Congress of Canada:

- (a) Does not advocate the Strike as a weapon in any labour dispute.
- (b) Exercises no coercive power over any of its affiliates with a view to strike action.
- (c) Levies no funds for such purposes from its affiliates.

7. There is nothing irrevocable about the act of affiliating. The question can be approached in the nature of an experiment to be abandoned at a later date by vote of the membership if it doesn't work.

WITH WHICH BODY SHOULD WE AFFILIATE?

The committee is unanimous in the belief that if the teachers do vote to affiliate with labour it should be the Trades and Labour Congress to which they affiliate themselves. This recommendation is made because the Trades and Labour Congress has within its structure more unions that are already somewhat closely related to teachers'

organizations; for example, Civic Employee Unions, School Janitor Associations, Civil Service groups, etc. Then, too, the Trades and Labour Congress is a much older and therefore more stable body than its younger and more virile counterpart.

WHAT DOES AFFILIATION ENTAIL?

Affiliation entails, first of all, the recognition that teachers and labour have something in common; that there are educational problems in which labour is interested and therefore willing to give their help in arriving at a solution to them.

Affiliation does not mean that the teachers are to form a union rather than a professional organization. Rather it suggests that teachers recognize that their own organization doesn't go far enough in protecting their interests and that added strength is needed to get action in this respect. Teachers could still think of themselves not as members of the Trades and Labour Congress but as members of the British Columbia Teachers' Federation. The difference would be that they would be connected with labour in much the same way as they are connected with the Canadian Teachers' Federation.

At the present time labour is willing to help, and has helped, the teachers in different ways. But this help has been given only sporadically because teachers, feeling that they were asking a favour and giving nothing in return, were loath to make as much use of the facilities and power of labour as they could expect as their right if they were actually affiliated with and contributing to labour.

Some of the concrete things labour could and would do for teachers are:

(1) Give publicity to teachers' problems not only in their own periodicals but also in the labour columns of leading newspapers.

(2) Send resolutions to officials concerned supporting the demands teachers were making in respect to salary negotiations.

(3) Send their own delegates along with the teachers' delegates to approach the Provincial or Municipal Governments on the teachers' behalf.

(4) Support the candidature of educationally progressive people to the Board of School Trustees in opposition to those who seek election mainly to keep taxes on property as low as possible.

COST OF AFFILIATION

Lastly, affiliation would entail the payment of fees to the labour organization. (Concluded on page 31)

LESSON-AIDS COMMITTEE

Once again the great body of teachers is down to work, and this year it includes many who have been out of actual teaching for some years. There are, too, the Normal Graduates, who are making their first essay at filling the tremendous responsibility of active school work. It is to these that we are addressing this month's notes. We have already had many applications for assistance from such teachers, and have sent out many copies of our Price List and Order Form. We respectfully ask that teachers of old standing, who know the value of Lesson-Aids, shall bring them to the notice of any new teachers who may not know about them. Some of them may not yet have access to *The B. C. Teacher*, and we should like them to become acquainted with Lesson-Aids, which will introduce them to at least one of the benefits of belonging to the Federation.

For the sake of any to whom Lesson-Aids are new, we mention that the Committee issues copies of (at present) 120 ready-prepared, comprehensive, "lesson units", tests, diagrams, suggestions, etc. They are issued at a small charge, which is so fixed as to just cover the actual expense of preparation, and are the work of some of the best practical teachers in the province, who know what is needed, and who are willing to pass on their work to others.

A SPECIAL NOTE

We shall be working under unusual difficulties this year, and have to announce that there is almost certain to be a few days' delay in despatching orders. Teachers are therefore asked to send in their orders well in advance of the time when they will be required. This particularly refers to "seasonal units" such as Christmas and Easter items. Please do not wait until the units are needed; send for them beforehand. Sometimes we receive orders asking for units to be sent off by a certain boat, and the boat in question has left harbour before we have had the opportunity of opening our correspondence. Owing to the increased cost of materials we shall not keep large stocks of units on hand, which constitutes another reason for early ordering.

AS TO THE FUTURE

In next month's notes we hope to give some information about further new units. Some are in preparation now, but the members of the committee are too busy during September to attend to much outside their immediate school work, so that it is almost impossible to arrange group meetings.

Our readers may rest assured that, as in the past, we shall endeavour to keep up the high standard of Lesson-Aids; we have every reason to foresee another very successful year.

RECOGNITION

Just a final word of thanks to Dr. Norman Black for his very kindly reference to our work in the June Magazine. It is much appreciated.

H. G. BOLTWOOD.

THE PRESENT PROVINCIAL SALARY SITUATION—SUMMARY

DURING the past year the Federation has sent several delegations to Victoria to ask the Provincial Government to grant salary adjustments and to pay a cost-of-living bonus on the same basis as that granted to Provincial Civil Servants. These delegations went well armed with facts. Their case was well-prepared and could not help but convince each and every member of the Government that what the teachers asked was only fair and reasonable. But—the Government, despite intimations to the delegation that something would be done for the teachers, took no action other than that of *advising* school boards to pay a minimum of \$840 and of promising to help boards finance the extra \$60 when inability to pay could be shown. In respect to the cost-of-living bonus, the Government made their position clear that the School Boards were the responsible parties to deal with the matter. In other words the Government maintain that in respect to the payment of salaries they are not the employers of the teachers. Quoting, then, directly from Mr. Charlesworth's report: "The blame for the failure (of the negotiations) must be assumed by the Provincial Government itself and they must accept fully the responsibilities and consequences of such failure."

Clearly it has been shown that it is of no use sending a teachers' delegation back to the Government on the salary issue again. In light of this fact what does the Federation propose to do about the salary situation?

Let us quote again from the report:

"The Government has told us both in delegations and in official correspondence, that the question of salaries is a matter for negotiation and settlement between Boards and teachers. Let us, then, *make* salaries a matter of negotiation and settlement between the teachers and the Boards, but let us use

every legal and professional power we have (and we have plenty) to make such negotiation 100% effective.

"If this should be done, it is very certain that the Provincial Government will be very soon directly involved in the problem and the calls on the Government for practical assistance and co-operation will come not only from teachers but from trustees, taxpayers and the general public alike. The Government may be able to postpone and delay action requested by the teachers' delegations. They will probably be much more ready to comply with the representations of the delegations which the alternative procedures will doubtless bring about."

Proposed Federation procedure from this point of view might be outlined under the following steps, not necessarily consecutive but more often concurrent:

1. Arbitrations in selected representative areas to establish fair salary payments and wherever possible schedules.
2. The award having been granted, working with the trustees, the local tax-payers and other interested bodies to bring pressure on the Government to help pay for the increases granted.
3. A widespread publicity campaign to win public support for a revision of educational finance that will make possible a more equitable system of paying salaries throughout the province.
4. Working with the Canadian Teachers' Federation to seek Federal aid for education and a Dominion order compelling the employers of teachers all over the Dominion to pay a cost-of-living bonus on a scale comparable with that paid to Dominion (or Provincial) Civil Servants.

This, then, is what the Federation plans to do this year. Lack of space prevents a more comprehensive treatment of the report itself. However, a full copy has been sent to every local association. It is to be hoped that every association president will see to it that at least one meeting be given over to a discussion of it and that all over the province teachers will work together to implement it in the most effective way possible. And then if, after following out this procedure we find that the Government isn't going to do something for us, we shall have to do it for ourselves. Quoting Mr. Charlesworth directly again:

"If all other plans fail, then I am of the opinion that the Federation should be prepared to adopt and carry into full effect, plans which would call for drastic action by all associations and all members of the Federation.

"These plans would all be based on the fundamental procedure of using the combined, unified, and collective strength of the Federation, and bringing it to bear on any and every portion of the province where satisfactory solutions of salary difficulties can not be obtained. A dispute in any centre should be made the vital concern of every centre. Teachers in cities should be called upon to back teachers in rural centres for I definitely believe they are willing and anxious to do so. The Federation has taken this action before with eminent success, even in times when we had far fewer members than is now the case.

This in summary form is the programme the Federation proposes to follow in 1942-43. Study it carefully, will you please? Suggest changes if you wish, but by all means do your part in attaining the objectives it sets forth.

C. D. OVANS,
Assistant General Secretary.

VANCOUVER SCHOOL TEACHERS' MEDICAL SERVICES ASSOC.

1300 Robson St., Vancouver

OUR new scale of fees comes into effect September 30th. Please make your cheques out for the new amounts.

Class A—Member only, \$2.00 per teaching month or \$20 per year.

Class B—Member and one dependent, \$3.00 per teaching month or \$30 per year.

Class C—Member and dependents, \$3.25 per teaching month or \$32.50 per year.

The Association would appreciate ten post-dated cheques for the coming year. Date them for the first of each month from October 1st, 1942, to July 1st, 1943, inclusive. Please remember the July cheque.

In our two and one-half years of operation, the Association has grown steadily until it now gives benefits to one-half of all Vancouver teachers and their dependents.

We cover 1200 persons, and have paid more than \$26,000 to doctors and hospitals. As a result of your co-operative effort, the Medical Services Association has been successful. Support it and it will support you.

New members may join now or the first of any teaching month.

FINANCIAL STATEMENT FOR PAST YEAR

Fees paid to year ending April 30th, 1942 \$12,823.96
Cash and cheques on hand, April 30th, 1941..... 33.55

\$12,857.51

Allocation of income—
To Bank Deposits \$12,857.51

Bank Account Statement

Bank Balance, April 30, 1941.... \$ 6,664.63
Deposits to April 30, 1942..... 12,857.51

\$19,522.14

Less cheques issued..... 15,931.85

Net cash in bank..... 3,590.29

Plus cheques uncashed to 309.95

April 30, 1942..... 14.75

Bank balance on hand April 30, 1942 \$ 3,914.99

Cheques Issued and Outstanding

Office \$ 805.80

Petty cash 130.00

Hospital 2,950.25

Doctors 7,505.24

Miscellaneous (Bonds, \$4,000) 4,538.56

Returned cheques 2.00

\$15,931.85

Net expense for year..... 15,931.85

Less Bonds 4,000.00

\$11,931.85

Presented for inspection of auditor

May 26, 1942.

C. M. HOCKRIDGE,

Secretary-Treasurer.

THE B. C. T. F. MEDICAL SERVICES ASSOCIATION

THE B. C. T. F. Medical Services Association, which was formed early this year, has completed its first six months of successful operation. This organization grew out of the continuous demands on the part of the teaching body of the province. Through its non-profit co-operative efforts the burden of illness has been made easier for a considerable number of the members. From some of the letters received the Association has proved a boon to those who have had medical or hospital bills to pay.

To date the membership in the B. C. T. F. M. S. A. is 162, together with the dependents making a total of 309 persons who are receiving direct medical and

hospital aid. To date claims in the amount of \$350 have been paid. Ask the fellow who is a member!

It is easy to become a member—no medical examination is necessary, just fill out an application form. The entrance fee is \$5.00, which is paid only once upon joining. Membership falls into three classifications—members without dependents about six cents per day, members with one dependent about nine and a fraction cents per day, members with more than one dependent ten and a fraction cents per day. For this small sum medical and hospital care are provided with a free choice of doctor.

This plan has been carefully worked out and operates along the same lines as the Vancouver School Teachers' Medical Services Association. The College of Physicians and Surgeons of British Columbia has approved of it, and also had a hand in its formation.

Join now! First payments may be made early in October. Write to the British Columbia Teachers' Federation Medical Services Association, 1300 Robson Street, Vancouver, or phone MArine 3523 for further information.

A note to those who are members. If you have changed your teaching address kindly notify the office of same. Remember, please add bank exchange to your cheque. Also kindly advise us if there has been any change in the number of dependents; without such notification they would not be included.

This, together with the 514 Vancouver teachers who are operating their own association, shows that one-quarter of the teaching body of the province actively believe in co-operative medical services.

W. E. WHATMOUGH,
Secretary-Treasurer

VICTORIA SUMMER SCHOOL

THE war's impact on teaching was evident to even the casual observer at the 29th session of the Summer School in Victoria this summer. Of course, classes went on as usual (with the traditional scurry to make the eight o'clock lecture), the great artists came to sing and play for the students, the wise came to lecture, and social life was as dynamic as ever. But there was a difference.

For one thing there were the "shelter" signs reminding us that Fascist bombs had already reduced thousands of schools to charred ruins. And if we felt almost sure of immunity in Victoria, it was only

because millions were fighting and dying elsewhere for our peace, our freedom, our security. Whether our British Columbia schools were to teach people to live the full and free life was being decided on the Don River.

The war has taken young men from teaching to the armed forces and war industry. Almost all of those left are ineligible for active service. Young women, too, are leaving their schools. Many of them were at Summer School for the last time. They are going where they can make more money than in teaching, or where they feel they can render more effective service.

Dr. C. B. Conway, Summer School Director, in his opening address, asked teachers to think twice before leaving their jobs. He told the student body that if they wanted to picture what would happen if our educational system were to go to pieces under the impact of war, they had only to visualize what our country would be like if they and all others of their generation had missed five or six consecutive years of schooling. Army tests reveal many people to be illiterate because their schools and homeland were ravaged by the war of 1914-18 and its aftermath.

A new development for Victoria students was the formation of a Summer School Association to better summer school and teaching conditions. An unsuccessful attempt was made to prevail upon the Department to have school open on the 8th instead of on the 1st of September, owing to the large number of teachers and students engaged in summer war work. Association officers appealed to teachers not to criticize futilely from the outside but rather to work shoulder to shoulder to make the British Columbia Teachers' Federation a powerful organization controlled by the rank and file and strong enough to realize their aspirations. Dr. J. M. Thomas, president of the Rural Teachers' Association in a speech to the Summer School Association, pleaded for a genuinely democratic educational system in British Columbia. He decried talk of splitting the Federation—"one teachers' organization is still better than two."

Harry Charlesworth, British Columbia Teachers' Federation general secretary, was present on several occasions to meet and advise teachers, and give an interesting address on changes in teaching during the last generation.

BRUCE MICKLEBURGH,
President, V. S. S. A.

The President's Message

ONE of the first duties I am called upon to perform as your President is a most pleasant one. It gives me a great deal of pleasure, on behalf of the British Columbia Teachers' Federation, to extend greetings and best wishes for a successful year to all the teachers of the province. May I at the same time express the hope that we shall have the privilege of welcoming into our membership, not only those who are entering the profession but also many experienced teachers who have not previously been associated with us. Membership in the Federation brings you into fraternal relationship with a great body of professionally-minded people.

We stand on the threshold of another Federation year. We do so at a critical phase of the great conflict which is now entering its fourth year. It is in the midst of a world locked in mortal combat that we take up the tasks and the problems of the year which lies ahead. These problems which confront us as teachers, and as a Federation, are inseparably linked with the larger national issues arising out of the war.

The national problem which overshadows all else is the successful prosecution of the war. Uppermost in your minds today is the question of how you can most effectively assist the war effort. Individually you have done, and will continue to do, a great deal in the way of voluntary contributions of time, effort and money. As an organized body we must also shoulder our responsibilities. Never was there a greater need to close our ranks and strengthen our organization than in the present period of national crisis. We must, as a patriotic duty, seek with every means at our disposal to give substance and reality to our convention resolution pledging our support and co-operation in an all-out war effort.

My plea at this time is for unity within our ranks. The major problem which has carried over from year to year, the improvement of salaries, remains unsolved. Our hopes of last year have not been realized. Protracted negotiations have failed to bring about the attainment of our reasonable and just demands. Nevertheless, we cannot, and will not, adopt a defeatist attitude. This problem *must* be solved in the near future. We are faced not with failure, but with a challenge—a challenge to rely upon our own united strength. The time has come for firm policies and courageous action. It will be the duty of your executive to formulate and implement such policies. It will be the duty of each member of the Federation to pledge anew complete loyalty and active support in order that success may crown our efforts to secure

for teachers the remuneration to which the importance and quality of their service entitles them.

Is an all-out effort to improve teachers' salaries inconsistent with our avowed intention of contributing toward an all-out effort? Can there be any room for doubt or misgivings on this score? The role of education in relation to national welfare, in times of war as in times of peace, is unquestioned and universally acknowledged. It is imperative, on the one hand, that educational and teaching standards be maintained. There can be no doubt, on the other, that unless there is an early improvement in salaries teaching ranks will continue to be depleted and the deterioration of education continue unabated. The improvement of teaching conditions is not unrelated to the larger problem of the war effort.

It may not be unprofitable to pause for a moment in retrospect in order that we may gain from the past guidance and confidence for the future. For more than a quarter of a century the British Columbia Teachers' Federation has maintained a consistent record of achievement in all that pertains to the advancement of education and to the welfare of teachers. We have not attained perfection. All problems have not been solved. Much has been accomplished but much remains to be done. The lesson to be learned is that our Federation record demonstrates in no uncertain manner the value of organization and co-operative effort.

It may not be out of place, too, to remind you that the British Columbia Teachers' Federation is *your* federation. It exists primarily to achieve "the greatest good for the greatest number." If at times it fails to measure up to expectations or to achieve desired aims, it is well to remember that a chain is no stronger than its weakest link. It is well to remember, too, that in a democratic organization such as ours, the remedy lies

in the hands of the individual member. Use your Federation. Seek to make your voice and influence felt through the many avenues available to you so that the efforts of your organization may be effectively directed towards goals which you approve.

The report of the office reorganization committee, foreshadowed at the Easter Convention, has since been received and adopted. Its recommendations have made possible a step which has long been considered and desired by the Federation, the appointment of an assistant general secretary. It is a pleasure to welcome to the Federation Staff our new appointee, Mr. Charles Ovans. Mr. Ovans is eminently fitted in every way to undertake the duties of his new position. We are confident that he will prove a valuable acquisition and that further extension and expansion of Federation service will now be possible.

Our pleasure in welcoming our new assistant is tinged with the regret we feel in losing our esteemed editor, Dr. Black. Under Dr. Black's able editorship our magazine has developed to what it is today, one of the leading publications of its kind in Canada. Elsewhere in these

columns appears a fitting tribute to Dr. Black's long record of faithful and unselfish service. It is a record second to none. It has earned him the undying gratitude of the Federation. It is our hope that, relieved of the onerous duties and many details incident to managing the magazine, Dr. Black may now find it possible to devote himself exclusively to writing and long remain a contributor to the columns of *The B. C. Teacher* so that in the future as in the past we shall continue to enjoy the benefit of his outstanding literary talents.

It has been said repeatedly that the older order is gone and will not return. It is almost trite to refer to the seriousness of the post-war problems which will confront a war-torn world when peace comes. Our prime minister has said that unless the foundations of the new order are laid before the war is over, we may look for it in vain. Be that as it may, there is much to be done and teachers must play their part in leading the way. Let us determine that, both now and in the post-war years, we shall place our intelligence, our abilities, and our collective strength at the service of our country.

—A. T. ALSBURY.

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Ramblings of Paidagogos

ON GETTING AHEAD

DESPITE some remarkable instances of precocity, it takes at least half a century to make a philosopher. Even the ablest man requires fifty years to become fully acquainted with his limitations and wholly resigned to his level of achievement. For the rest of mankind—very conservatively estimated at 99.44%—there is no escape from the treadmill of ambition. Disturbed though they may be by occasional flashes of insight, they apply themselves pretty diligently to the business of getting ahead. To them therefore, and not to the philosophers, I dedicate this essay.

The ambitious man will first of all note—and here I am frank to the point of bluntness—that great advantages attach to place and date of birth. The matter deserves a moment's consideration.

There was a time when being born north of the Tweed was sound practice, especially if the event were contrived to occur in a manse. The fashion, however, has changed. Somehow or other the bubble of Scottish superiority has been pricked. More's the pity! And minister's sons have fallen from grace. But there are still some excellent places in which to be born. Further than this it would be an impertinence for me to go; so I leave it to the reader to decide for East or West, for farm or city. I suggest he pick out the most successful man of his acquaintance—and then reproach himself for not having had the prudence to be born in the same place.

Coming now to the date of birth, it seems obvious to say that vintage years should be avoided. There is no point in aggravating the evil of competition. Many a short-sighted baby has lived to regret his careless selection of a year for his arrival. He has found himself on the wrong wave-length—just too young, or just too old for the good of his career. And once born, he has no recourse; for alas, being born again is strictly a theological phenomenon.

However, there is a good deal more to getting ahead than the choice of initial place and time. Important though these be, they are only two of several factors contributing to success. Let me try to indicate some of the others.

To start off with a very profound though by no means original remark, everything depends on one's sense of values. Success is directly connected with such values as one places at the top of the scale. If, for example, a man yearns chiefly for money, he will scarcely thank the fate that makes him a brilliant though impecunious painter; and if he longs for fame, he will look with contempt upon his position as a well-to-do business executive. I fancy most failures are due to lack of agreement between what we want and what we have, between what we might be and what we are. And many a disappointed man is regarded as a great success by everyone except himself—as witness a distinguished clergyman of my acquaintance who has a consuming need to be a golfer.

The point of all this is that in order to get ahead, a man must focus his life exclusively upon the highest item in his scale of values. If that item be money, then he must forsake all else and follow money: he must

sacrifice love and beauty and personal comfort to the supreme purpose of pinching pennies and assembling dimes. Doing so, he will succeed.

Having cleared up this vital matter, I now proceed in much more dogmatic fashion to lay down two qualities essential to competitive success. From long and careful observation of the men who get ahead, I have come to the conclusion that these two qualities are: first, lack of sympathy; and second, lack of humor.

Does anyone doubt that sympathy is a serious brake upon the wheels of personal progress? To my mind the sympathetic man is beaten before he begins. Try as he may, he cannot be ruthless enough or callous enough for his own material good. To get ahead, a man must be side-tracked by no such nonsense as this! He must be insensitive and realistic, ready to march forward on the upturned faces of his friends or to smite his brother below the fifth rib. In a word, his fibre must be tough. He must forego the luxury of a better nature to which weaklings and idealistic drivellers may appeal.

In the second place, the ambitious man must avoid all traffic with humor or he will be undone. An obvious thing surely, since the essence of humor is to see oneself—one's limitations and gyrations—in true perspective. And nothing is more inherently absurd than the spectacle of a man straining to get ahead, for nothing is more comic than the importance he attaches to his own microscopic concerns. Thus the ambitious man is very sober and literal, and quite resolutely obtuse. He takes the gravest view of himself and his affairs. When he looks beyond the end of his nose at all, it is only that he may the more clearly see his own interest.

It will be noted that these qualities, lack of sympathy and lack of humor, cover social exchanges rather completely. By virtue of the first, our advancing hero is armed against the rest of mankind; and by virtue of the second, he is armed against himself. Nothing much remains to retard his progress.

At this point I can imagine the reader smiling ruefully and shaking his head. On every count there is little or no hope for him. He was born in quite the wrong place and very inopportune. The highest item in his scale of values is friendship. He is warmhearted and sadly infected with humor. Alas, getting ahead is not for the likes of him!—he will have to content himself with the sorry prospect of becoming a philosopher.

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Federal Union

By ARTHUR V. McNEILL

NOW that "a dispassionate study of the proposals known as Federal Union" is part of the Social Studies V course in B.C., the following extracts from "The Causes of the War", by Professor Berriedale Keith seem to merit special attention. This claim to wider publicity is due not only to the eminence of the author in the field of constitutional law, but also to the fact that while books and pamphlets on Federal Union by men whose antecedents are almost unknown in any field, are widely advertised and made easily available to all, the copy of Berriedale Keith's book from which I took these extracts is more than likely still the only copy in Vancouver available to the general public. When I inquired for it at the Vancouver Free Library some months ago, the librarian, Mr. Robinson, said that he had made a bad slip in not having acquired a copy, and, a few days later, expressed his astonishment at discovering that the Provincial Library at Victoria had also made the same mistake. However, he acted so quickly in procuring one that, so far from having any ground of complaint against him, I feel myself rather in his debt.

Readers of the Scotsman, the Spectator (London), and the London Times are familiar with some of Professor Keith's work, but those who have not heard of him before will find more than a column in "Who's Who" devoted to his distinctions.

Particular interest attaches to the sixth selection in view of the subjoined statement of the aims of the Royal Institute of International Affairs as interpreted by Professor Arnold Toynbee, the Director of Studies of that organization, and in view of the fact that that body and the Canadian Institute of International Affairs are now publicly warmly espousing the F. U. Proposals:

"It is just because we are really attacking the principle of local sovereignty that we keep on protesting our loyalty to it so loudly. The harder we press our attacks upon the idol, the more pains we take to keep its priests and devotees in a fool's paradise . . ."

"... I will not prophesy. I will merely repeat that we are at present working, discreetly but with all our might, to wrest this mysterious political force called sovereignty out of the clutches of

the local national states of the world. And all the time we are denying with our lips what we are doing with our hands . . ."

These statements which anticipate so accurately by nine years Quisling's success in Norway are taken from "The Journal of the Royal Institute of International Affairs" for November, 1931. This Journal is not in the Carnegie Library at Vancouver, nor, as far as I know, is it for sale in the book shops. But the quotations may be verified at the Reference Department of the Provincial Library, Victoria.

Some comments by Professor Arthur Berriedale Keith, D.C.L., Oxford D. Litt. Edin. Hon. L.L.D. Leeds Lecturer on the Constitution of the British Empire at the University of Edinburgh; formerly Assistant Secretary to the Imperial Conference. The comments are taken from his latest book "The Causes of the War", published by Thomas Nelson & Sons Ltd.

(1) "Several eloquent pleas for, and plans of, forms of Federal Union appeared only after this work had been printed, but they have not weakened in the least my conviction that it would be a major disaster for this country to entertain any of them, and must involve the dissolution of the British Commonwealth". (From the preface.)

(2) From Sec. 4, Chap. 1 on "The Theory of Federal Union as a Preventive of the Anarchy of National Sovereignty".

"There is no scintilla of proof that the interests of the world would not far better be served by the independent development by national states of their own distinctive contribution to the welfare of mankind". P. 42.

(3) On the whole, it may well be that the most effective method for the ruin of British ideals would prove to be the following of "ignis fatuus" of federation". P. 45.

(4) How much more dangerous would be the annulment of a British act based on important needs of the people by a federal court, whose judges for the major part would be without British connection and sympathy with British ideals. Nor need we doubt that France or Germany might feel equal annoyance at a judicial decision contrary to their ideals". P. 44.

(5) "Further, the instinct of a federation to add to its authority at the expense of the units is undeniable. It has led in Switzerland to the steady increase by the process of constitutional amendment of the federal powers. In the United States the power of the President with the support of Congress to affect the number and composition of the Supreme Court has resulted in the ultimate acceptance by that body as valid, legislation which vitally affects the economic structure of the states. In the Commonwealth the federation has by the deliberate use of the power of the purse invaded state spheres, while the judiciary has since 1920 been ready to increase federal powers by an interpretation of the constitution which certainly does not err in point of generosity of respect for state rights. Yet, as a series of failure by referendum to alter the division of federal and state powers shows, the people of Australia have definitely negatived the suggestion. It can hardly be supposed that matters would be better under the regime of a federal judiciary, so appointed as to be free from executive control". P. 44.

(6) "The ideal of seeking any form of Federal Union has not been adopted by the Ministry; it is very improbable that it will be adopted by any government which is not blind to the essential disaster which any real, as proposed to an imagined, federation would bring upon the British people, whose eyes must now be open to the extent to which German ideals have penetrated not merely the Scandinavian, but also the Low Countries, where traitors have patently been only too abundant and hampered the sound instinct of the peoples to maintain liberty". P. 499.

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Teachers' Credit Union

By C. F. HILLARY, John Oliver High School, Vancouver

ON February 6th the Vancouver teachers met and formed the Vancouver School Teachers' Credit Union. Since that time legal incorporation has been completed, and the following officers have been elected:

President: Mr. R. P. Steeves.

Directors: Dr. R. J. Sanderson, Mr. R. P. Steeves, Miss E. Unsworth, Mr. W. Auld, Mr. G. Bruce, Mr. J. E. Irwin.

Supervisory Committee: Mr. W. T. Abercrombie, Mr. C. E. Milley, Mr. D. N. Van Nes.

Credit Committee: Mr. W. H. Hardwick, Mr. H. S. Johnston, Mrs. M. J. Parsons.

Publicity and Education: Miss G. W. Owen, Mr. C. J. Gates, Mr. C. F. Hillary.
Secretary-Treasurer: Mr. V. A. Wiedrick.

Head Office: Fairview High School of Commerce, Vancouver, B. C.

At the turn of the present century the first Credit Union in North America came into being. At the present time there are 9,500, with a membership of 2,700,000, and whose capital amounts to \$265,000,000.

In 1939 the first Union was incorporated in British Columbia. Now there are sixteen, with a membership of over 1,400.

Credit Unions are Government authorized and their transactions regulated by the Credit Unions Act, which sets forth their organization, general construction, powers, and limitations. The affairs of a Union are administered by a Board of Directors (6 members), a Credit Committee (3 members), a Supervisory Committee (3 members).

From their number the Directors choose a President, a Vice President, a Secretary-Treasurer.

An individual becomes a member on payment of an initiation fee of 50c, and the purchase of at least one share (\$5.00) either outright, or on the instalment plan, with minimum payments of 50c per month.

Membership entitles one to:

- (a) Use of the Credit Union as a depository for savings;
- (b) The privilege of applying for loans;

- (c) Interest up to 6 per cent on all up shares;
- (d) Participation in profits;
- (e) Participation in collective and co-operative buying;
- (f) The right to withdraw at any time and to receive payment for all shares surrendered, plus the accumulated interest.

The ideas that led to the creation of Credit Unions are extremely simple. Anyone of us may, at some time or other, find it necessary to borrow money. But, where a group of people are concerned, it is unlikely that each member would find himself faced with the necessity of making a loan simultaneously. Therefore, were these individuals to pool their resources, there would exist a fund upon which any member might draw during adverse times or whenever it might be to his advantage to do so.

Be assured that there are times when the borrowing of money is a profitable procedure and not an ill-advised transaction. All of us have had the experience of paying medical, dental or legal fees. Many have purchased in the past, or will do so in the future, such articles as automobiles, radios, fuel, washing machines and a myriad of other commodities that make up some of the amenities and necessities of life. The purveyors of these commodities and services are quite willing to accept payment over a period of time, but the purchaser is penalized for this privilege. By settling for cash, rebates as high as 40 per cent may be secured, because business and professional men know that, by making these concessions, they increase the fluidity of their assets. If, then, the purchaser has access to a fund upon which he may draw at a reasonable rate of interest he is putting himself in a position to take advantage of a cash transaction. Ideally, the situation is one in which every individual has a ready sum of cash large enough to meet his every need. Unfortunately, this is not the case and, furthermore, there are many young people who have not had time to build up such a reserve or who have not the "money" experience or opportunity to realize the advantages of a long-term planned system of saving.

Some there are who will here make the claim that our insurance policies, in which teachers are relatively heavy investors, answer this very purpose; namely, that the policy holder may borrow up to the limit of his cash reserve at 6 per cent. But bear in mind that money borrowed from this source is the cash of the policy holder and that he is paying interest on his own money. Furthermore, in the event of death during the time that this loan is in force, the beneficiary receives the face of the policy, less the amount of the loan, which is, as has been already shown, the cash saving of the policy holder. Thus, his cash reserve, which he borrowed, has become a double liability to his estate.

All are agreed that saving, adhered to rigidly, is commendable—a plan easy to conceive of, yet difficult to carry out. Few have the fortitude to deposit regularly a portion of their earnings and to leave this fund intact, simply because they do not realize the accumulative effect of compound interest. As an example—Assume that an investor makes regular deposits of \$120 per year over a period of 20 years and that this accumulates at 6 per cent. In 20 years his savings will amount to \$4,678.80. In 30 years, \$10,176.

Let us now consider the Credit Union from the point of view of the prospective borrower. Applications for loans are received by the Secretary and approved by the Credit Committee. The business of this committee is in strictest confidence. Having received approval, the applicant submits his pass book, which he received when he became a member, for notation. The general rule is to grant loans up to \$100 without security or endorsement, provided that the committee is satisfied with the purpose for which the loan is intended. All loans are repayable monthly on the instalment basis, over a reasonable period of time, at 1 per cent per month on the unpaid balance. Payments are made to the Secretary at the Registered Office during business hours; namely, the Fairview High School of Commerce, on the Tuesday and Wednesday after pay day.

Most Unions are so successful that, from profits, the Directors regularly declare a refund on interest paid and thus reduce the cost of the loan still further.

It has also been suggested that, on the granting of a loan, the borrower submit to the Secretary a series of post-dated

cheques in number and amount sufficient to cover the loan and interest. In recognition of this, a sizeable reduction in interest could be made, as such a practice would cut bookkeeping costs to a minimum.

Loans made by Credit Unions are entirely covered by insurance, so that, in the event of the death of the borrower during the time that the loan is in force, the unpaid balance of the loan is not charged against the estate.

In the case of the person who uses the Credit Union as a means of investment, the procedure is similar. Payment in part, or full, for shares is made to the Secretary at the stipulated time and place, either personally or by mail. If the mail is used, a self-addressed and stamped envelope must accompany the payment and pass book to cover their return.

The following table shows how a loan of \$120 at 1 per cent per month on the unpaid balance, repayable at \$10 per month, would be repaid.

Month	Principal	Interest	Total
1	\$10	\$1.20	\$11.20
2	10	1.10	11.10
3	10	1.00	11.00
4	10	.90	10.90
5	10	.80	10.80
6	10	.70	10.70
7	10	.60	10.60
8	10	.50	10.50
9	10	.40	10.40
10	10	.30	10.30
11	10	.20	10.20
12	10	.10	10.10
	\$120	\$7.80	\$127.80

It would be a mistake to expect too much from a Credit Union; that is, to consider it as a panacea for the financial ills of all concerned. Any such organization that exists for the mutual benefit of its members depends upon their ability to co-operate in every way with the Officers, to offer criticism and suggestions, to adhere strictly to the rules and regulations and, above all, to realize clearly that the organization is a business one and will be conducted as such.

Naturally, members fall into two groups—borrowers and investors. The role of the latter is not to exploit the former but to help him become financially established as economically as possible and, at the same time, to receive a fair return on the money invested. The borrower must realize this and bend every

Spanish In Our Schools

By R. B. WESTMACOTT, *Lord Byng High School*

TO those of us who have for years past advocated the study of Spanish in our High Schools and Universities there is satisfaction in the fact that this issue has once more come to the front and has found among those in responsible positions doughty and ardent champions. It appears at the moment even more than possible that "deus juvantibus" we may find Spanish lined up at the side of its more traditionally popular comrades French, German and Latin in the forefront of the linguistic battleline.

One wonders sometimes why our educationists have more than once approached the brink only to draw back. The jump was never very formidable and might well have been taken years ago.

Relative accessibility has done much to popularize the Spanish-American countries. In normal times the great Pan-American Highway, the ubiquitous airlines, would have carried us well within the confines of an Eldorado rich in historical, literary and archaeological treasures. Three or four days by road and rail are enough to take us into the heart of the country of the Conquistadores, the missions of California, Texas, New Mexico and Arizona, and then the murky Rio Grande rolling its winding way to the sea dividing the two great Republics, the New from the Old, the Anglo-Saxon from the Latin. Beyond Mexico whose legendary wealth attracted the cupidity of its Spanish conquerors, and beyond that again vistas unending—no mere chimera indeed—but vast coffee growing tracts, millions of acres of rich pasture, fat wheat lands, sugar haciendas, lush jungles of tropical fruits, immense plantations of rubber trees, hundreds of thousands of acres of rich oil land, fabulously valuable deposits of silver, gold, copper, iron, mica, manganese, nitrates and tin, great factories and canning plants, beautiful cities with teeming populations—Buenos Aires, Mexico City, Montevideo, Santiago de Chile, Lima and Valparaiso. These cities have magnificent universities with their roots in the Middle Ages, handsome modern schools, well-equipped medical and technical institutions, educational systems as progressive and up-to-date as our own.

Then what of their language—that soft southern tongue rich in tradition and etymology, the mother tongue of nearly 100,000,000 people, sixty-five million of

them on our own continent of North and South America, a language commonly spoken in three out of five continents?

I have taught Spanish in this province privately and in our schools off and on for the last sixteen years. Some of my pupils have visited various Spanish-American countries and have returned. Others have remained there to work, others again have used their knowledge of the language as a stepping-stone to academic status or distinction in Canada or the United States; none has ever expressed regret at the time and effort spent in learning it, nor denied the profit and enjoyment derived from its mastery.

To us here in the West, Spanish should be very much worth while. True, we are supposed to be bi-lingual, but out here few of us would make any pretence of being so. We might even argue with some justification that our geographical and historical connection with French-Canada has but little significance to us in a practical everyday world to the detriment of a connection that is nearer and more abundant in golden opportunities. Not that I would for a moment decry the study of French. Without it a very great treasure house of literature would be closed to us, a prolific and polished vocabulary denied to us and much of the significance of life in the older parts of our great American continent lost to us.

Yet after all the proper approach to all language study cannot be too broad or comprehensive. French, German, Spanish or Italian, as isolated and self-contained language units, give all too little scope for teacher or pupil. There must be integration, a correlation of language groups, ethnologically and historically, before we can claim to realize, far less to appreciate, the interest and importance of any one of them. The modern language grammars that press hard upon each other's heels, their arrangement varying only to fit in with the pedagogical views and interpretations of their particular authors have done much to desiccate a vital subject. The grammar of a language is in the language itself and its principles and application go far back into the history of the people who first spoke and wrote it.

Our Modern Language Departments in High Schools and Universities have suffered too much in the past from overspecialization and a kind of haughty segregation. Rival linguistic fish—French,

German, Latin and Greek—regard each other with curiosity, admiration, suspicion or distaste, as the case may be, through the thick glass of their respective tanks. Seldom are they permitted to swim together lest perchance the larger should devour the smaller, or the whale be contaminated by contact with the herring. I would have every teacher of Spanish thoroughly conversant with Latin and an efficient teacher of French. I would add a nodding acquaintance with Italian, if I dared. All are needed to some extent or other in examining the synthesis and structure of the Spanish language as well as the tradition and experience that lie behind it. Take for example our word "time". We have the Latin "tempus", the Italian "tempo", the French "temps" and the Spanish "tiempo". The verbs too show a similar integration and most are derived from the Latin. The verb "to love" for instance. The Latin gives us "amo, amas, amat, amamus, amatis, amant", the French "aime, aimes, aime, aimons, aimez, aiment," and the Spanish "amo, amas, ama, amamos, amáis, aman". There is much of interest to be learned from such similarities.

Above all a knowledge of the national psychology and customs is imperative. Why does a Spaniard shrug his shoulders and say "Quien sabe?" when he does not want to tell you what you very much want to know? What precisely does he infer when he addresses you as "simpático amigo"? Does the term imply affection or admiration, both or neither? Why does your waiter when summoned say "Ahorita voy" not "ahora vengo". There is a soul behind every language. That is why we must no longer offer Spanish in the schools as an easy way out for those intent on dodging the alleged pitfalls of French or Latin. It must not be a mere "pis aller" for the indolent or the incompetent. Rather let our school "intelligentsia" study the language and study it thoroughly. In this way shall we get results that are worthy of our best teaching efforts, and guide our pupils towards not only aesthetic enjoyment but a material value that is well within their grasp.

Educators in the United States who are nothing if not practical have long evaluated the business significance of broad Spanish courses in their schools and universities. They shoot their arrows into the air not without a pretty shrewd estimate as to where some of them at least will find their mark. They have, for instance, not been oblivious to the steady German penetration into the markets of Mexico, Central and South America these

last few years. Young German salesmen, all of them excellent linguists, display advertising matter in unimpeachable Spanish printed in Germany, give their customers exactly what they ask for, and where other methods fail, and a particularly influential customer is obdurate, even contrive to marry his daughter and settle down as his son-in-law and heir in happy trading relationship with the Fatherland.

American manufacturers are now fully awake to the urgency of the situation. Hence President F. D. Roosevelt's "Good Neighbour" Policy, the Pan-American Conference at Lima, and the establishment of the new division of cultural relations in the State Department two years ago. There seems little doubt that after this war with European markets crippled, and Oriental trade wholly disrupted, or non-existent, the trade of Latin America will be a more coveted plum than ever before.

What then is to be the share of Canada? In some parts of that immense area she already has a fair foothold. We have efficient hard-working Trade Commissioners. In the collection and dissemination of statistical data, the compilation and distribution of trade information, and their functioning as official media between exporter and foreign importer they would act as very valuable nuclei in any post-war trade drive. Canada in the past has had considerable investments in Mexico alone. When I lived in the capital the powerful Mexican Light and Power Company was Canadian financed with a Canadian Board of Directors and executives, while branches of Canadian banks were operating in most of the principal cities. Surely we might very well give our boys and girls a chance to enter reasonably qualified that potentially fertile field of endeavour. One can foresee an era when "Good Neighbour" policy between the Anglo-Saxon and Latin races on this continent will mean a closer economic liaison between North and South than between East and West. There are at present solid indications that this may well be so. Bilingualism of the right kind will then be a very potent business asset. Young Mexicans have long realized this. Fifteen years ago English was studied enthusiastically in all schools and business colleges in Mexico City. Business courses in Spanish and English were taken with the object of obtaining preferred positions not only in Mexican business houses but in leading firms across the border in El Paso, San Antonio, Phoenix, San Diego and San Francisco where the two languages were

sometimes insisted upon for office employees.

If we take our Spanish seriously and administer it intelligently it should pay excellent educational dividends.

There will be some spade work to be done. The right text books and particularly the right graduated readers, phrase books and illustrative material leading to conversation with a continuation course in commercial Spanish are essential features to which consideration should be given. Fortunately we have much suitable material within reach. Adept selection to meet the needs of our students is all that is needed.

Altogether one hopes that the signs and portents indicate a move forward in this direction. It remains to be seen whether our educational bodies will respond to the growing need, and whether our university will grant the right sort of continuation facilities for those students who complete their two or three years' Spanish in our schools. If, as is surely the case, the particular aim of education today is a properly balanced development leading to mastery of the practical as well as of the aesthetic essentials for sound progressive living there is little doubt that Spanish in our curriculum will come into its own.

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Teamwork Wins

By ELIZABETH WALLER, Director, School Savings Service,
National War Finance Committee, Vancouver

TODAY every teacher holds a key position in the United Nations' War Effort.

Each has the all-important job of helping to mould the minds of our future citizens.

One way of achieving this objective is the teaching of thrift, which calls for self-discipline.

What thrift today can mean to the individual and country is realized by British Columbia school children, as exemplified by the many ways in which they have found to earn, deny themselves and save for War Savings.

As the result of teachers' efforts to instil the principles of thrift, British Columbia students have already invested over \$500,000 in War Savings Stamps and Certificates.

This impressive contribution to Canada's War Effort represents the pennies, nickles and dimes that thousands of children have saved through many original and ingenious methods of earning money.

Self reliance has been developed through this ability to earn. Character has been formed through the self denial of many pleasures. They can now appreciate the value of money in its relation to labour.

Another lesson demonstrated by this concerted effort in the thrift programme is the potentiality of teamwork.

Teamwork of the School Savings Service has thus produced enough money to buy two PBY Patrol Bombers—largest flying ships built in Canada.

To stimulate War Savings in the schools and to demonstrate effectively how these savings can be used, the School Savings Service Section of the National War Finance Committee has arranged for a student representative of War Savers in British Columbia schools to christen a Patrol Bomber symbolizing their teamwork in saving.

New posters, stamp folders, teachers' ledgers and bulletins will be distributed to teachers before the end of the month. This year, too, a new merit award certificate will be available. It is based on the *percentage of savers* in each class and in this way does not discriminate against those who are not able to save large amounts.

Although School Savings has long been an integral part of the educational

programme in Britain and many parts of the United States, it is only slightly over two years old in Canada.

In Britain there are over 30,000 Savings Groups in all types of schools. The total school population is 4½ millions with 3 million members of the School Savings Group.

There, as here, it is recognized that the success, or otherwise, of the School Savings ultimately rests on the teachers of the country. Their assistance is absolutely voluntary and no kind of pressure is brought to bear upon them. Boys and girls of England and Wales have lent over \$117,000,000 in War Savings since war started—some of this, however, represents the savings of friends and parents who invest through the school groups.

In the United States, the "Sharing America" programme for the schools sets forth that: "The teacher's active share in National Savings consists mainly in helping students learn what money that is lent to the Government means to the Nation, both in today's crisis and tomorrow's reconstruction—what savings may mean to the individual. The conception of these things must be both wide and deep if education is to be served."

Leadership and enthusiasm of the teacher will decide the success of war savings in schools. The School Savings section at provincial headquarters can only guide and provide material to maintain interest. To do this effectively it is absolutely essential that teachers report sales and activities in their schools.

Last May, a simple postcard with return address and stamp was sent to the principals of schools which had no regular monthly reporting system. Reports from 525 schools representing 89,169 students were received. They showed \$215,000 invested in War Savings Stamps during the nine months term 1941-1942. Failing to return cards were 575 schools with a student population of 30,831. The majority of these were small schools in remote areas. However, many of the one-room schools in the province have set up an enviable record in War Savings.

Some teachers may be inclined to think that, because their school's savings total is small there is no need to report, but it is just such small amounts which have made up the impressive total of \$500,000 invested by the students in War Savings during the past two years.

Nickels and Dimes For Victory

By BRUCE MICKLEBURGH, *Prince Rupert, B. C.*



"Setting" Japan's "Rising" Sun
with WAR SAVINGS STAMPS

THE red arrow on the thermometer works in conjunction with the sun. As more students participate in the campaign by buying War Savings Stamps, the arrow goes up and the red sun goes down.

MILLIONS of little hands are at work throughout the United Nations for the defeat of Fascism. When Moscow's darkest hour struck, her children were found in the icy streets digging trenches and stuffing sandbags. The shrill voices of China's pupils carry the message of liberation from village to village with their plays and songs. New York youngsters scour their city for scrap metals and rubber to the tune of "A-tisket, a-tasket, Hitler's in his casket!" And British Columbia's young war savers have bought enough War Savings certificates to purchase two giant PBY bombers.

But many more bombers must be built, and more War Savings Stamps than ever must be bought. Teachers must not be squeamish about telling the pupils the money is to kill Nazis, or why Nazis must be killed. As they grow up, these, our pupils, will be aided in building and safeguarding the brave new world if from childhood they have shared in the struggle against the enemies of the people.

Above all we cannot ignore in our teaching the salient, all-determining factor in the world about us, the factor of anti-Fascist struggle. Has our teaching been academic, divorced from reality? Has it tended to produce people aware of dangers but conditioned to do little about them? We must condition the children to act as well as to think. It is of small use, even from a strictly pedagogical

point of view, to tell the children about the war if they are not led to do something tangible as a result. Buying war stamps is one very tangible service the children can perform, and in doing so they not only buy PBY bombers but train themselves that is the kind of action that is our guarantee and hope for the future.

Yes, each teacher must get down to business. The current events discussion which comes first thing each morning must stimulate the sale of war stamps. The reaction of one class to the fall of Singapore was to treble their savings for that week. In social studies, teach the children how their future is at stake, what is being done about it, what they can do about it. Correlate all teaching to the war effort. And let the purchase of War Savings Stamps be one practical outcome that gives it significance.

How about you teachers that have been lax so far? For the sake of more bombers now and a healthier democracy tomorrow, each of you must enrol at least half your class as regular savers this year.

Of course there were those in the past who said: "There's lots of money being wasted, and lots of places to get it before we start taking it off kids." But even if Canada's war effort has been slow in assuming the characteristics of total war in the past, who can now doubt that with the Second Front pending, everything must be poured in? For the sake of the future citizenship of the children, it would be wrong to deny them any reasonable opportunity of joining in the defeat of Fascism.

Another objection has been that parents have enough money to find for taxes and Victory Bonds without having to give children money for War Savings Stamps. This is perfectly true. The children are not to coax more money for the war out of their parents, but earn it themselves in the thousand and one ways best known to them. This, by the way, releases adults for additional tasks. Give your class a few ideas and lots of interest. Watch them go to work.

A few suggestions follow:

1. Most children will only buy stamps if the campaign is regularly and constantly sustained. Spasmodic campaigning is as useless financially as it is educationally.

2. Be scrupulously careful not to force buying of stamps. This actually lowers sales, and completely fails to develop that conscious popular initiative which is the mainspring of the war of life we are fighting for. Instead, stimulate a desire, arising out of an elementary understanding of the world scene, to buy stamps voluntarily.

3. Keep regular war savings accounts to let the students know how much they have saved each month and also to enable you to report every two months to the provincial office on forms supplied for that purpose.

4. Make the awarding and wearing of S.S.S. (School Savings Service) buttons important and stress the need of increasing the number of regular savers, no matter how small the amount.

5. Let the children keep a neat "honour roll" of savers on the board.

6. Promote inter-class (not individual) competition.

7. The children must clearly understand why they are buying the stamps.

8. Miss Elizabeth A. Waller, Director of the School Savings Service, Vancouver Block, Vancouver, B. C., is anxious to hear from teachers who have suggestions or who have encountered difficulties. A bulletin is published giving news of the campaign and lots of excellent suggestions. Any staff members who have not seen this bulletin should be sure to ask their principals to pass it around when it comes.

British Columbia schools can double their war savings for victory if all teachers play their part.

The Question Box

BACK to school again after a long summer vacation. Ho-hum — that first week in September in the classroom. But here we are anyway, perhaps not frozen in our jobs yet (although some of us in the remote places may feel a slight chill before the year is over), but getting to know a whole new set of pupils and filled with plans for the year. Some of us may have questions to ask and others may know the answers to the questions. The Question Box depends on both groups. Last year we had a number of questions which stumped the experts that we found time to approach. Other questions were held in abeyance until a good answer turned up. Here is one from the April issue of the magazine which brought a belated answer from Mr. L. Bullock-Webster, Director of School and Community Drama, who apparently looked through the files of *The B. C. Teacher* during the summer.

Miss Anne F. Adamson asked if there was any simple and inexpensive way of obtaining information on problems concerning School Drama, and the answer given was: "Yes, a brief letter or post-card to the School and Community Branch of the Education Department, 406 Penuberton Building, Victoria, B. C., will bring you advice and material with very little delay."

The following are a number of devices found useful in the Elementary School which may be of use to many teachers. Our thanks for this contribution goes to Miss Sally Burns of Kimberley.

SPELLING

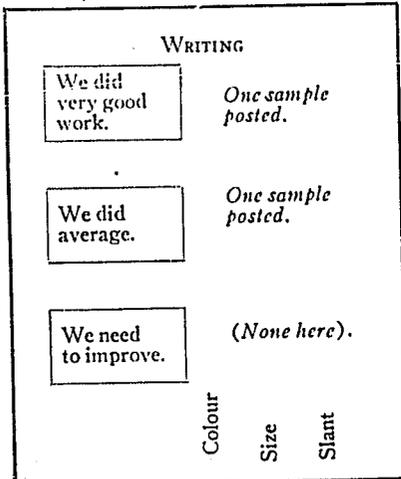
To list children's individual errors in spelling lessons or from other subjects we made a wall poster 2 ft. by 3 ft. On it were coloured pockets 3 in. by 4 in. made by the children in handwork class. Each contained the owner's name. As the errors were tested during review lessons, the children crossed off the learned words. This simple device proved a more accurate way of learning individual errors and showed the child the responsibility of his own errors to be learned.

WRITING

Each child received a cardboard sheet (9 in. by 12 in.) In September a sample copy was pasted at the top. Each month a similar test was made to show the child and his teacher what improvement was made. I marked each test carefully in red ink and in the next day's writing lesson we practised common errors and did some individual work. (Time: 10 minutes a day). Cards went home once a month.

Our wall poster for writing shows our class work divided into three groups with large pockets for each three classifications. The test for this is given in the middle of the month, the above test the first of the month. Below are three small pockets where tiny writing samples are filled by all children as they get the writing up to our standard in (a) colour or touch, (b) uniformity and size, (c) slant. I check these and have the best four or five writers in the room assist.

Poster looks like this. I marked this test also, in red ink, in detail.



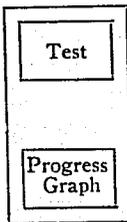
Three large pockets holding whole class' work.

DECORATION

A large book of samples of wallpaper (obtainable free at most stores selling papers) is very useful and economical. I use it for pockets for spelling charts, candy baskets and plates for our annual class party. Pictures cut from it may be used for decorating flower pots, wall posters, etc., and pretty doilies for the reading table and window ledges may be cut from its more colourful pages.

ARITHMETIC

Weekly drill sheets (I make these with the hectograph about two weeks in advance using our daily arithmetic work as a guide for necessary drill) can be filed similar to the writing progress sheets with the test at the top and the graph below. (An individual sheet for each chart). By these the child can see for himself his progress.



manila tag.
9 in. by 12 in.

READING FOR FUN

To increase interest in outside reading we have a wall poster 2½ ft. by 3½ ft. with each child's name and the book he has read since coming to this grade. Beside the poster is a file of mimeographed book reports, filled in by each child before the book is listed on the

wall chart. Class librarian for the month keeps the chart to date. This ever growing list helps to familiarize the child with books and authors. The poster is hung over the reading table which has our personal books standing ready for the bi-weekly (reading) library period.

If space permits cut flowers may be arranged on the table as in a library. Rubber mats may be obtained to put under a vase to keep it from falling over. In a school library, if each class is responsible for flowers or plants for the tables for one week it helps to beautify the library, brings the children in closer touch with the library and adds to the child's responsibility for school attractiveness. A placard could tell what class or individual donors are responsible each week and also serve as a reminder for the following week.

In a library, especially for smaller children, if the tables are made slanted, they act as a place for the child's book and so prevent so much bending and poor reading posture.

LABOUR AFFILIATION
(Continued from page 12)

Cost of Membership

Charter of association, \$10.00.
Fees: 18c per member per year.

Will affiliation increase our British Columbia Teachers' Federation fees? The answer will have to come from the Finance Committee and the Executive. We shall have this information for you in time for the final report.

CONCLUSION

Although your committee has not been unanimous in respect to whether or not the British Columbia Teachers' Federation should affiliate with labour they are unanimous that now is the time to put the salary situation on a fair and equitable basis. Indeed, the committee did not consider it necessary that there should be complete unanimity as to whether or not teachers should affiliate with labour and have accordingly limited themselves to a presentation of the facts in such a way that you could judge for yourselves as to what was the best course to pursue. At the same time it was recognized that some interpretation of the facts was necessary and this has been supplied wherever it was thought advisable. (The interpretation as to what affiliation would entail has been checked by officials of the Trades and Labour Congress).

C. J. OATES,
Chairman.

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Letters To a Country Teacher

My Dear Niece:

You went there to teach school, but you find that the people expect you to take on a large number of extra jobs, not only without pay but often also without thanks. They want you to play the organ in church, teach in Sunday School, act as secretary-treasurer for all the local societies, pack up Bundles for Britain, organize the Girl Guides, and do any other odd jobs they can think of. I have done most of them at one time or another. In one place where there were a good many organizations I was secretary of everything except the School Board and the Ladies' Aid.

If you try to do everything you make yourself a slave. If you don't do anything for the community you become unpopular. I think the best rule is the one you follow in school: don't do anything for them that they can do themselves; because the development of character by doing things is generally more important than the actual work done, just as it is in school. And if they don't think they can do it, teach someone how to do it, and efface yourself as soon and as thoroughly as possible.

Always remember that the local prestige attached to these jobs means something real to these people, but practically

nothing to you. Even where you are really doing the work it is a good plan to have some local person hold the position, with you as the "power behind the throne." You can suggest to the secretary how to word her letters. If the church organist is as conscious of her defects as some of them ought to be, you could play over the hymns with her privately during the week. If the Red Cross get redder and crosser than usual, you can help with suggestions and perhaps even some real work.

The only case where it is really necessary to take a position is where there is a local feud and each side has its own favorite. In that case you can accept. But never let yourself be elected by vote. If there is any other candidate, make her or him take the job, promising your support and assistance.

As a general rule, I think you should join everything except political associations, and you should certainly attend political meetings of every stripe. In this way you get acquainted with many interesting and important people, and acquire popularity which may be very important to you in some crisis.

Ever your loving,

UNCLE JOHN.

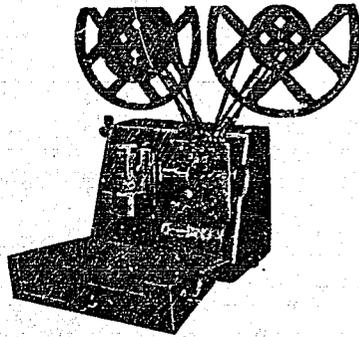
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What We Are Reading

Books for review and correspondence bearing upon book reviews should be addressed to MISS LILLIAN COPE, 3590 West 22nd Ave., Vancouver

GAMES IN ENGLISH

ENGLISH *Through Games*, by T. Grashie Rising, M.A., Head of the English Department at Archbishop Tenison's Grammar School. Published by George Harrap & Co. Ltd., Toronto, London, 1941; pp. 231; price 90c.

English Through Games is a year's course in English for lower and middle forms in secondary and senior schools, conveyed entirely by games. This particular course is intended to provide a thorough and systematic training in the groundwork of English without shirking any of the difficulties.

The author feels that presenting the subject-matter in the form of games and competitions is the best and most natural method of teaching at this stage. The games bring some of the gaiety and the competitions some of the keenness that children naturally enjoy.

Experience has shown that the best results are obtained when the children understand the purpose of what they are doing—when they are, in fact, collaborators in their own education. Consequently, in this course, the purpose of each game is carefully explained. The children are asked to collaborate also in marking their work. The games allow them to criticize, correct, and assess the value of what they do when it is done, and to apply immediately the lessons they learn. This develops a critical sense in the children.

Another unusual aspect of the course arises from the assumption that the teaching of English is not an end in itself, but is only part of the general process of producing intelligent and happy citizens.

The course covers:

Composition. There is a wide variety of oral and written work, falling roughly into four sections, planned to train children to write and speak pleasantly, effectively, accurately, and memorably. There are special exercises for all these divisions. The exercises include sentence work, stories, descriptions, accurate explanation, letter-writing, verse-competition, dramatic composition, summarizing, paraphrasing, debate, discussion, diary-writing, and news-reporting.

Literature. Over forty stories, plays or poems are referred to and recommended,

for most of the work arises from, or leads to reading.

Grammar. Kinds of sentences; all parts of sentences; all parts of speech; further study of noun, verb, pronoun, adjective, and adverb; clause and phrase.

Spelling. All basic rules are given.

Punctuation. The basic rules are given. There is continuous practice in applying them.

Vocabulary-work. Use of dictionary. Prefixes and suffixes and common roots are studied.

Prosody and Figures of Speech. Some study of scansion, simile and metaphor, alliteration, onomatopoeia, and the qualities of consonants and vowels.—L. C.

SCIENCE

ACIDS and Bases. A Collection of Papers. Number 1 in the Series of Contributions to Chemical Education. Published by the Journal of Chemical Education, Easton, Pennsylvania, 1941. Pp. 103. Cloth bound. Price \$1.00.

Those who have contributed to this book are: Norris F. Hall, H. T. Briscoe, Louis P. Hammett, Warren C. Johnson, Thomas H. Hazlehurst and W. F. Luden.

Acids and Bases consists of ten papers arranged in the nature of a symposium in which the recent data on acids and bases is discussed with great clarity. In the preface, the editor speaks of the "compromise which one is willing to make between simplicity and accuracy", and how complete accuracy may make the theory no longer teachable. It is largely for the purpose of showing that this undesirable outcome is not inevitable, but rather that the teaching of general chemistry can be kept abreast of the times, that this collection of papers is offered. In carrying out this desire two excellent papers are inserted:—*Teaching the New Concepts and Advantages of the Older Methods*—in which the grade or time-placing of the new concepts are discussed.

A bright Science V student could read *Acids and Bases* to advantage. However, Physical Science or Senior Matriculation students would benefit more.

A very high standard has been attained in each of these contributions.

H. BARCKLY.

FOR MUSIC TEACHERS

THE *Singing Hour* by Collier W. Benson and Edmund Hardy; The Ryerson Press, Toronto; 1941; (no price given).

Sympathetic use of *The Singing Hour* by teachers and mothers should fulfil the desire of its editor "that it will bring greater joy into the school and the home". This welcome addition to the Ryerson Music Series is made up of eighty-one songs suitable for children in the primary grades. Mr. Collier's affiliation with the Duke of York School in Toronto makes him a competent authority on the choice of songs for such work.

In this well-chosen collection songs both old and new may be found. There are national songs, nursery rhymes, hymns, art songs, folk tunes, traditional airs, and songs written especially for *The Singing Hour*.

Among the book's many attractions are its use of large type both for the music and for the lyrics and its colorful and intriguing cover design. A distinct advantage is the great number of songs suitable for seasonal and festive celebrations. The chief disadvantage is its lack of a sufficient number of action songs. However, this gap may be filled by using in conjunction with the book another volume in the Ryerson Music Series, *The Rhythm Hour*.

Parents and teachers of young children should find *The Singing Hour* a great aid in engendering a love for both the solo and ensemble performance of better music. Its piano parts will prove delightfully charming and yet simple enough for one with a limited facility in piano playing.—VERA RADCLIFFE.

DRAMA

ONE Act Plays from *Canadian History* by Hilda Mary Hooke. Published by Longmans, Green & Co., Toronto, 1942. Price 60c; pp. 157.

This little book of eight short plays makes interesting reading for junior and senior high school students. Since most of the plays are dramatizations of love stories, they would, however, despite the historical background, present difficulties in mixed or all-boys' classes.

One, the most effective, and the only play with a great deal of action, is laid in the State of New York. The rest of the plays are set in Upper Canada, and are mainly concerned with the Talbot Settlement between Lake Erie and Lake Huron.

"Helene of New France" is a vivid and moving picture of Champlain and his

young wife, with the opening scene in France and the next in Old Quebec.

It is a refreshing change to find in this volume that the themes of the play emphasize the lives of the ordinary settlers, rather than those of the governors and grandees.

On the whole this little book should be a valuable addition to a school library.

S. J.

CANADIAN HISTORY

THE *Picture Gallery of Canadian History* by C. W. Jefferys assisted by T. W. McLean; Vol. I, Discovery to 1763; Toronto, The Ryerson Press; 1942; pp. 268; illustrated. Known to every teacher in Canada as an artist whose illustrations enliven many textbooks and historical novels, C. W. Jefferys has here collected many of his illustrations and added to their usefulness by literally dozens of detail sketches of costume, implements, weapons and utensils of the people of the period.

The plan of the book is excellent, it being divided into four sections: The Indians, The Period of Exploration, The French and The English. The first of these is a mine of information regarding the native tribes of Canada and will be of great use to the teacher in the intermediate grades who is interested in having the class make models of Indian artifacts. Perhaps the fact that the Indians of the Pacific Coast are so near makes one wish that a little more information were given about them. However, the greater historical importance of the eastern Indians gives them a right to more room in the book.

The section on the period of exploration covers with maps, illustrations of costumes, ships and dramatic events the chief explorers from the Norsemen to the time of the missionaries to the Indians. In this section also the details will be of great help to the class which is working at an enterprise. Such details as the corner of a log house or the various types of ships used at different periods of exploration will be greatly appreciated by the young model maker.

The French and English periods are covered with equal care and detail and make the book a very complete document for the study of the people and the customs of that romantic period of Canada's growth. Each section of the book concludes with a very complete set of notes in explanation of the pictures, and the whole book concludes with an adequate bibliography.—E. F. M.

Correspondence

LABOUR AFFILIATION

2531 Cornwall Street,
Vancouver, B. C.,
September 5, 1942.

Editor, *The B. C. Teacher*:

The Committee on affiliation of the British Columbia Teachers' Federation with Labour, only too aware of the urgency of having its findings before the membership for consideration well in advance of the referendum, has prepared a preliminary report for publication in the forthcoming issue of *The B. C. Teacher*.

If in the report the emphasis seems to have been given to one side of the question, the committee has no apologies to offer. Rather, the committee hopes that the divergent views of the membership find expression in letters to the magazine and urges that, as far as possible, all such letters be published prior to the referendum.

Yours sincerely,
C. J. OATES,
Chairman.

LABOUR AFFILIATION AGAIN

760 E. 13th St.,
North Vancouver, B. C.
August 30th, 1942.

Editor, *The B. C. Teacher*:

There seems to be confusion in the minds of many teachers as to the responsibilities which we would assume as an association if we affiliated with one of the bodies of organized labour. The belief is common among the teachers that "affiliation" would mean that the teachers would be called out on "sympathy strikes" at the whim of some distant or unknown labour leader.

The implications of affiliation seem to be misunderstood. The B.C.T.F. is affiliated with the Canadian Teachers' Federation, but this does not mean, necessarily, that the B.C.T.F. agrees with all the policies of the C.T.F. Within that organization the B.C.T.F. has complete autonomy. Similarly, affiliation with labour would not necessarily mean that we would follow blindly the policies of the labour group. In the same way that we send delegates to the C.T.F., who help formulate the policy of that organization even though the B.C.T.F. does not necessarily follow the policy so formulated, so would we be allowed to send delegates to

represent us with the labour group. Regardless of the decisions made by the group, we are not bound in any way to obey; though as an autonomous organization we may decide to follow the policy.

Hoping that somewhere in your columns you will clear up this point, I am,
Yours truly,
S. E. WOODMAN.

PENSIONS

3467 Quadra Street,
Victoria, B. C.,
August 30, 1942.

Editor, *The B. C. Teacher*:

The undersigned were asked by the Executive Committee of the British Columbia Teachers' Federation to interview the proper authorities for the purpose of seeing a statement regarding the actuarial soundness of the present Teachers' Superannuation Scheme.

With the approval of the Pensions' Commissioner we submit herewith a verbatim copy of the statement.

"This is to certify that with a minimum annual payroll for teachers under the new Teachers' Pensions Act of \$6,000,000 the contributions above set out will, according to the past experience of the Fund, prove sufficient to pay the benefits above enumerated for present active and for future teachers and to provide some surplus to be applied towards the cessation of the teachers' one per cent contribution before the expiration of twenty years and ultimately towards a reduction in the employers' seven per cent contribution. The term "experience" used above means the rate of mortality, disability, and withdrawal experienced by teachers in the past."

(Signed) S. H. PIPE,
Actuary.

Will you kindly publish this letter in
The B. C. Teacher?

(Signed) B. C. GILLIE,
J. M. THOMAS.

PIPPA'S CORNER

1876 West 45th,
Vancouver, B. C.,
August 23rd, 1942.

Editor, *The B. C. Teacher*:

No intelligent man can fail to realize by now that every editor in a "democratic country," whatever his opinion about individual rights may be, is frequently in

the position of having to do and of doing exactly as Hitler does, i.e., disfranchising some of his fellow-citizens by suppressing their contributions. The physical effects of pressure of space can be and are as inexorable as Hitler's ban. The difference between the editor and Hitler is probably this, that the former does not object to other people knowing that he acts or has to act as a tyrant—he detests what he has to do and will fight for the rights of others to know the details of his tyranny—while Hitler tries to have even the fact of suppression suppressed.

On the other hand an editor, although he may hate the exercise of his power of suppression, cannot fairly expect that all his contributors show *précis* as effectively as Pippa, and say all they have to say in one article once a year.

As a victim of "our democratic way of life" to the extent of having had about two-thirds of the articles which I have submitted to various publications rejected over a period of several years, feeling that my experience in this respect may be typical of many, and believing that in a completely totalitarian country all would have been refused publication, I make the following suggestion which I hope will be acceptable to other teachers, and in the interest of fellow victims. Let every contributor, with every article he sends in, submit a *précis* of 150-300 words. When you must reject an article, I suggest you should publish instead (a) the *précis*, (b) the contributor's name, (c) the title he gives the article, (d) the number of words. This procedure might help to relieve your mind of a load. The space where such *précis* are published might fitly be called "Pippa's Corner."

Yours sincerely,

ARTHUR V. MCNEILL.

WOULD SOMEONE LIKE TO REPLY TO THIS?

Senior High School,
Reading, Pennsylvania,
September 2, 1942.

Editor, *The B. C. Teacher*:

Ever since my trip on the "Rotterdam" to South America in 1939 I have been an advocate of the Good Neighbour idea, both for the North and South.

This coming school year I hope to develop a unit of study on Canada both in American and in World History. Can you suggest reference and textbooks on the History of Canada? These must be of Secondary School level.

Second, I am eager to have my pupils

correspond with boys and girls from other sections of the world. Would you be able to contact some teacher of High School level who would be willing to submit the names of some thirty or forty pupils of sixteen or seventeen years of age who would be willing to correspond with Reading boys and girls?

I might say that we have an enrolment of about 2400. I am head of the Department of Social Studies.

I shall appreciate any suggestions you may make.

Very truly yours,
CLARA M. DECK.

RURAL TEACHERS' ASSOCIATION

3366 Glasgow Avenue,
Victoria, B. C.,
August 28, 1942.

Editor, *The B. C. Teacher*:

On behalf of the Rural Teachers' Association of the B.C.T.F. I submit this letter as a message to all teachers in the province at the beginning of a new school year.

The R.T.A. programme is based on a belief in a democratic system of education. We believe that in education is the final bulwark and hope of democracy in Canada. In the educational system the teacher in the classroom is the vital factor. We believe that there should be equality of educational opportunity for all the children of the province and an equitable distribution of the burden of cost of education which means provincial financing. We believe that all teachers of the province should be treated equitably as to status and remuneration. We are definitely opposed to special privilege in the ranks of the teaching profession. In practice this means that the status of all teachers should be the same and that a provincial scale of salaries would be in operation with increments paid by the province and with equal pay for equal work.

The above paragraph very briefly outlines in a general way the programme which those of the R. T. A. support. The R. T. A. is not limited in its membership to teachers of rural schools in unorganized territory. Its membership is open to any teacher in the province who endorses a stand by the provincial organization for democracy in education. Strong and consistent efforts have been made to misrepresent the R. T. A. and its officials. More and more teachers are coming to rate these efforts at misrepresentation at their true value.

At this time the R. T. A. appeals to all teachers in the province to join the B. C. T. F. and support the programme for equity and justice to public and teachers in the educational system. The B. C. T. F. must function as an organization for all the teachers of the province. The record of the past year in connection with the salary problem and the bonus question is a pitiful story of incompetency. The B. C. T. F. cannot continue to claim support of all teachers on the statement of certain alleged achievements of many years ago. If the B. C. T. F. cannot function democratically and effectively under the present constitution then that constitution must be changed. No constitution or official can be allowed to stand in the way of progress.

In conclusion I refer readers to the Open Letter in the May issue of *The B. C. Teacher* by the retiring president of the R. T. A.

J. M. THOMAS,
President R.T.A.

PRESIDENT'S STATEMENT

FROM some statements in the above letter (and from circulars which have been sent out in the past by the Rural Teachers' Association) the inference might well be drawn by many teachers that the British Columbia Teachers' Teachers Federation is entirely unsympathetic with the aims and objectives of the Rural Teachers' Association and that it has made no attempt to assist or to co-operate with them in their various endeavours. The facts do not in any sense bear out such an inference. There has been, and still is, little difference of opinion on the objectives of the R.T.A. and the B. C. T. F. On the vital issue of salaries, there has been no difference of opinion on general policies: there have been occasional valid differences of opinion concerning the method of attaining objectives. In spite of this, however, the two bodies throughout the past year have reached by conference unanimous agreement on the procedure which should be taken and policies which should be followed in connection with Provincial Salary Schedules, and the R. T. A. has been officially represented on all delegations which have appeared before the Provincial Cabinet or before the Minister of Education. At these conferences their representatives have been given (and have availed themselves of) full opportunity to present the views of their

organization. All of these facts can be verified from the official Minutes of the Federation.

In view of this, it is strange to read that "The record of the past year in connection with the salary problem and the bonus question is a pitiful story of incompetency." Since we were both agreed on our plans, and since we carried them out jointly, why should the Federation alone be criticized for incompetency. As explained elsewhere in this issue, the Federation feels that criticism for failure should be directed to the Provincial Government and not either to the Federation or the R. T. A.

It would also be well to remove an obvious discrepancy in the statement concerning eligibility for membership in the R. T. A. If the membership is "open to any teacher in the province who endorses a stand for the provincial organization for democracy in education" it is surely open to every teacher in British Columbia, for there would be few, if any, who would not subscribe to such a stand. The actual situation, however, is that the Federation Executive, at its meeting of May 31st, 1941, unanimously adopted the following regulation concerning R. T. A. membership. "That members in the Rural Teachers' Association shall consist of those teachers whose teaching conditions and problems are predominantly rural."

During the past year the Federation has refrained from answering many criticisms, in the interests of harmony and in the hope that the course of time and events would show such criticisms to be unwarranted. It is now felt, however, that full efforts must be made to prevent a continuation of such conditions during the present year. The Federation in its own interests cannot continue to remain silent under constant attack without replying in its own defence. Accordingly, at the next Executive Meeting, consideration will be given to this question of relationship between the B. C. T. F. and the R. T. A. Some practical method must be found which will remove and prevent misunderstandings and enable the R. T. A. to make its own peculiar contribution to the welfare of the teachers of the province, as an integral part of the Federation working in full co-operation and understanding with the parent body.

DON'T forget to fill out the enrolment form.

News, Personal and Miscellaneous

MISS KATE SCANLON

MANY teachers of British Columbia may have noticed the name of Miss Kate Scanlon in the obituary columns of the Vancouver newspapers on August 21st. How many of you recognized her for what she was, one of the most eminent teachers who ever taught in a British Columbia school?

Miss Kate Scanlon was appointed principal of the Model School, Victoria, in August, 1915. For the ensuing twenty-two years she created and maintained a typical rural two-roomed model-practice-demonstration school. Her classroom door was open to all who wished to visit her room and see her pupils at work. And visitors were many as word of her accomplishments spread throughout the province. Miss Scanlon had taught for a number of years in Nelson and came direct from that city to Victoria.

This teacher was a pioneer in developing the technique of socialized recitation, unit procedure or enterprise programme. She visited California schools and returned with new ideas and inspiration. And these she passed along to others. We, who still carry on, will never forget any one of her afternoon plays written by her pupils, costumes designed by them, and scenery improvised from odds and ends. There King John signed Magna Carta and King James fought Roderick Dhu; Cartier addressed the Indians at Hochelaga or Simon Fraser reported on his trip down the river to the sea. No normal student or staff member missed one of these occasions.

Her pupils worked willingly and with enthusiasm. Miss Scanlon had that essential ability of all great teachers, to inspire her charges from the deep well of her own emotion. Nothing was ever too much bother. Trips to the Archives, picnics on the beach, football games with other schools—she was there in person, helping, guiding and enjoying. Each June her graduates returned to open house and "fixings." There was ice cream for all, which she insisted on contributing.

During the depression years (1930-36) Miss Scanlon organized her school of 84 pupils into a service league. Ten small, poor, outlying one-roomed schools were adopted. To these went packages of clothing, books, pictures, games, etc., anything that would make life happier or brighter or more comfortable for children

whose parents were, in so many cases, on relief. This organization, this quality of sharing with and helping others, was a sound education for the Model School children under her care.

As the years rolled on Miss Scanlon was invited to take part in many teacher institute meetings and at the Easter Convention. And there her confident, positive personality, her sane and valued advice were always welcome and appreciated. Very few in this province have influenced so many. After her retirement in 1937, she lived with her sister in Vancouver and almost to the last helped in carrying the torch of learning for little children. Her work and influence live on.

V. L. D.

MORE TEACHERS ON ACTIVE SERVICE

THE Editor would like to publish the names of all teachers who leave the profession to go on Active Service but unfortunately he is not always informed of changes made in this respect. If he has failed to mention a friend of yours, will you kindly let him know so that in a later issue he may make up for the omission?

Mr. Allan MacSween has left his post at the Lynn Valley School and is now Pilot Officer MacSween undergoing training with the R. C. A. F. as a Physical Educationist. Some of you may have seen him in the newsreels winning the 100 yards dash for officers at a recent Air Force meet.

Friends of Jack Monk will be interested to know that he has been promoted to the rank of lieutenant.

Other teachers who have "joined up" in some capacity or other include Mr. Don Tysoe of North Vancouver, Mr. Don McIvor, Mr. J. T. Moore, Mr. Tom Elliot and (lest the Editor be accused of forgetting that women, too, are playing a part in this war) Miss Evelyn Hanes, who is now a sergeant in the R. C. A. F. W. D., and Miss Yvonne Love who has gone into the field of dietetics with the R. C. A. F.

HELP WANTED!

OUR Magazine Table" has had to be omitted from this issue for want of a sponsor. Will someone volunteer to handle this department?

THE LEAGUE OF EMPIRE

SOME of us stopped thinking about the children in Britain's devastated areas when we contributed to the special fund sponsored by the Federation about a year ago. Not so the Vancouver teachers who have been on exchange to the Mother Country.

These teachers formed themselves into a branch of the League of Empire and set up a War Service Committee. And according to the report that has reached the Editor's office from its secretary, Miss Gertrude A. Langridge, they have, under the convener'ship of Miss Irene Bunyan, raised the sum of \$708.01 for the benefit of children in bombed areas.

It is work like this, so often unheralded, that will go far toward bringing about the victory that we all desire.

REPORT OF THE MEMBERSHIP COMMITTEE

TEACHERS of British Columbia are now back at work. In a very large percentage of the cases they are not in the places where they were last year. This fact creates a somewhat difficult problem for the Federation to solve. It is difficult to build up an enthusiastic membership when executives of local associations and district councils are broken up and teachers come into new districts unacquainted and unattached.

It would seem only logical that the remaining members of executives should quickly take steps to complete their ranks. It is important that they also contact the new teachers in their district and invite them to join their local association. Especially should newcomers to the profession be sought out and made to feel welcome by actions that reflect the best spirit of co-operation and friendship within the British Columbia Teachers' Federation.

Let us make 1942-43 a banner year in our Membership Drive. Every teacher should immediately renew his own membership and then consider himself as an active assistant to the Membership Committee in achieving our aim. It is your Federation; make it strong that it may better serve you.

A. W. MOONEY,
Chairman, Membership Committee.

My idea of man's chief end was to enrich the world with things of beauty, and have a fairly good time myself while doing so.—R. L. S.

MRS. J. E. JOHNSON

THE death occurred suddenly at Revelstoke, B. C., on June 5, 1942, of Mrs. J. E. Johnson, the former Katharine Marguerite Lehrman. Mrs. Johnson was for some time on the staff of the Revelstoke High School as Commercial Specialist, and for a part of that time served as secretary of the North Kootenay Teachers' Association. After her marriage she took an active part in the Revelstoke Branch of the Red Cross Society, and in the Women's Canadian Club. At the annual meeting of the latter, a few days before her death, Mrs. Johnson was elected to the office of president. All who knew her esteemed her highly, and she will be greatly missed by her friends, and in the life of the city.

TEACHERS FORSAKE THEIR HOLIDAYS

AT the Easter Convention of the Federation a resolution was passed urging teachers wherever possible to help out the war effort by going to work in some capacity or other during the summer holidays.

Such was the response to the call that many members are back at work nursing all kinds of minor afflictions from dirt under the finger nails to sore feet from pounding pavements. At the same time they are feeling in many cases much healthier for their self-imposed toil. (Quote Dan Dempsey: "I gained twelve pounds and never felt better in my life.")

Those sweltering August days found Gordon Eennett tossing huge timbers in real Paul Bunyan style around the North Vancouver Creosote works, Cyril Shoemaker smearing a dirty hand across his fevered brow in one of the local shipyards, Eric Woodman mopping up the floor of a fire hall, several hundred teachers under the able direction of Jim Goldie busy scratching pens in the Marine Building for the Sugar Ration Board, a few more taking A.R.P. courses at the University, and, last but not least, Doug Dewar doing his best to keep cool by carrying huge blocks of ice on his back wherever he went.

And if we didn't mention your particular magnificent effort it was purely through ignorance—we just didn't get to hear about it.

Would the lads and lassies do it again? Just watch them swaggering down Granville Street during the last week in September still able to jingle a few coins in their pockets!

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