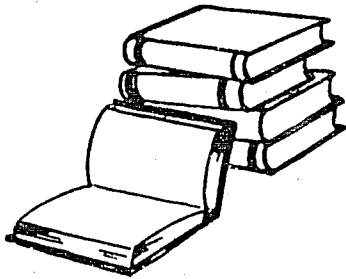


THE

B. C. TEACHER



OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

VOL. XXII., No. 3.

NOVEMBER-DECEMBER, 1942

VANCOUVER, B. C.

	Page		Page
EDITORIALS:		MONITORS.....L. R. Peterson	111
Our Sector on the Battlefront of		LESSON-AIDS COMMITTEE	113
Humanity	83	FINAL REPORT OF LABOUR	
In This Issue.....	84	AFFILIATION COMMITTEE	114
B. C. T. F. AND KINDRED ASSO-		WHAT WE ARE READING.....	120
CIATIONS:		Magic of Language; reviewed by	
Membership Committee Report.....	86	E. S.—A Camping Trip; a pamph-	
Provincial Salary Committee		let reader suitable for Grade III	
Report	86	pupils, reviewed by F. A. P.—War	
Publicity Committee Report.....	87	Poems; An Anthology edited by	
Prince George Convention.....	88	Sir Charles G. D. Roberts, reviewed	
B. C. Shop Teachers' Association.....	88	by C. A. Carr—Modern French; a	
Prince George Teachers Negotiate		review of a French textbook by	
New Salary Scale	90	E. R. D.—Vocations; a textbook	
Rural Teachers' Association	92	for group guidance classes, re-	
B. C. T. F. Statement	95	viewed by S. J.—Rhythmic Arith-	
THE PRESIDENT'S PAGE.....	96	metic; reviewed by D. L.	
THE CASE AGAINST PACIFISM		OUR MAGAZINE TABLE—	
—Paidagogus	98	Arthur Buck	122
CHRISTMAS—		LETTERS TO A COUNTRY	
Mary Elizabeth Colman	99	TEACHER	Uncle John 123
AN ODD PROPOSAL—		CORRESPONDENCE	123
"Daily Colonist" Editorial.....	100	Westbrook Pegler; K. M. Ports-	
BY ALL MEANS TEACH THE		mouth—Interesting; Mark Hill—	
SUBJECT	102	For Spanish Teachers; R. B. West-	
THE QUESTION BOX.....	104	macott—A Complaint; J. Stewart	
IS CONSOLIDATION A SOLUTION		Reld—Re A Mistake; Anna L.	
TO RURAL SCHOOL PROB-		Krogsgaeth—A Woman's View;	
LEMS	J. B. Litch 105	Brita Vesterback.	
TEACHER SHORTAGE—		NEWS, PERSONAL AND MISCEL-	
—Donald Cochrane	108	LANEOUS.....Lester R. Peterson	127
		U.B.C. Awards—With the Services	
		—Curtain Call—Gleanings from	
		Here and There—"Royal Rhodes"	
		Naval College—The Draft—The	
		Blackout—New Novel.	

NOV.-DEC., 1942

VANCOUVER, B. C.

GEOMETRY is a **MUST** subject in Army,
Navy and Air Force, and also in many war
industries. . . .

HOTCHKISS' GEOMETRY EXERCISES AND WORK BOOK
will supply sound foundational work for Grade Nine. . . .
Price 40c. Liberal discount for orders of 12 or more copies.

WRIGLEY PRINTING COMPANY LIMITED

576 Seymour Street

Vancouver, B. C.

Christmas Shopping

MADE EASY

YOUR FRIENDS WILL APPRECIATE SELECTING THEIR OWN
GIFT ON OUR CHRISTMAS GIFT CERTIFICATE. ARRANGE-
MENTS CAN BE MADE FOR ANY AMOUNT DESIRED.

We Specialize in:

CLASSICAL MUSIC AND TEACHING MATERIAL
GRAMOPHONE RECORDS, STANDARD AND POPULAR
RECORD PLAYERS AND ACCESSORIES
MUSICAL INSTRUMENTS AND ACCESSORIES

WESTERN MUSIC COMPANY LTD.

(Music Exclusively)

570 Seymour Street

'Phone PAcific 9548

Vancouver, B. C.



Winning Efforts Start With Programs For Health

These programs on Dental Health and Good Grooming carry an important message for your students

INSTRUCTORS today know that all-out aid to health and self-confidence belongs on every winning program. And it is inspiring to see how many have adopted visual programs on dental health and personal hygiene habits.

From primary grades to college years, our free educational material proves again and again its value in presenting these subjects with interest and conviction.

Do you teach any of the groups listed at the right? Then send for our visual aids which include colored wall charts, teaching pamphlets and student material. Each piece has been carefully planned and tested—and successfully used in thousands of classes. We feel sure that you will find them of great help in rounding out an effective program.

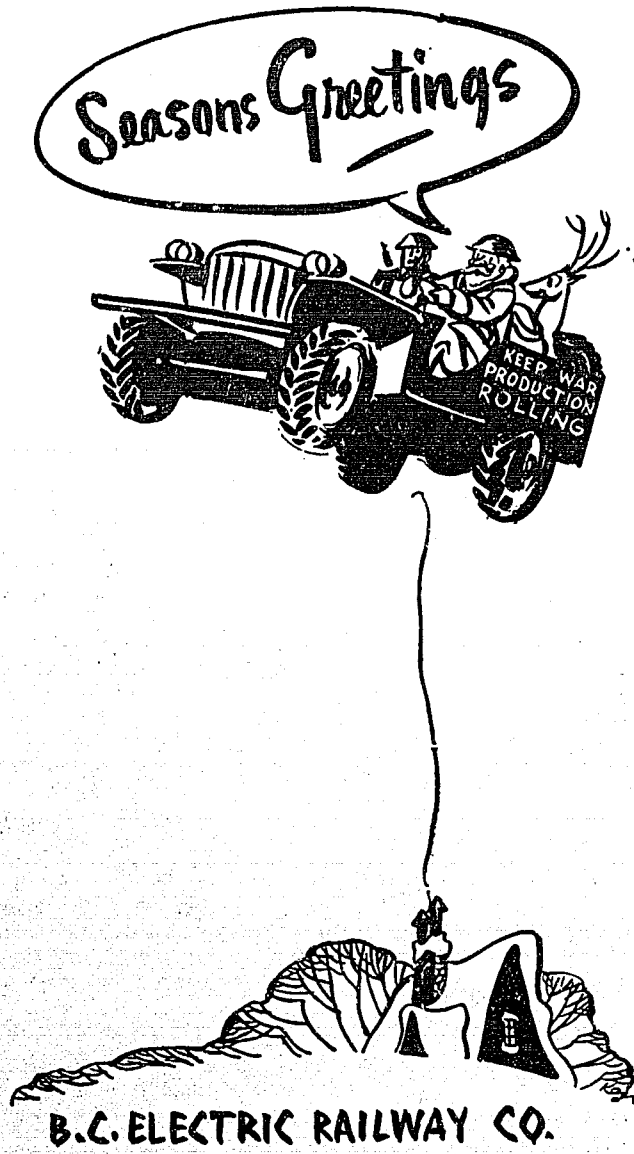
DENTAL HEALTH for
ELEMENTARY GRADES
HIGH SCHOOL HEALTH and
PHYSICAL EDUCATIONAL
CLASSES
SCHOOL NURSES AND
DENTAL HYGIENISTS

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

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

Bristol-Myers Co. of Canada Limited, 3035 St. Antoine Street, Montreal
Please send me the following free visual material: (Check items wanted)

DENTAL HYGIENE (For any grade)	PERSONAL GROOMING
"Why Do Teeth Ache?" wall chart.....	(For High School or College)
Class Hygiene Checkup Record and Certificate of Award for Dental Care	"Perspiring is Healthful, but" wall chart.....
(Grades One Through Six)	Student leaflets and Good Grooming Guides
	Grooming for the Job wall charts.....
	(for vocational classes)
Name.....	Name of school or college.....
	(Where you teach)
School Street Address.....	City.....Province.....
(Check): Elementary?.....	Jr. High?..... College?..... Other?.....
Subject Taught.....	Number of Classes I teach.....
Grade.....	Number of students enrolled in one class: Girls..... Boys.....



THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

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

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

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

Annual Subscription: \$1.50; Federation Members, \$1.00.

Printed by Wrigley Printing Company Ltd.

EDITORIAL BOARD:

C. D. OVANS, Editor and Business Manager, 1300 Robson Street, Vancouver.

HARRY CHARLESWORTH,
1300 Robson Street, Vancouver.

E. F. MILLER,
130 W. 22nd Street, North Vancouver.

LESTER R. PETERSON,
Matsqui, B. C.

MISS LILLIAN COPE,
3590 West Twenty-second Ave., Vancouver.

WILLIAM SKINNER,
3165 West Eleventh Avenue, Vancouver.

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

A. T. ALSBURY,
6975 Cypress Street, Vancouver, B. C.

VOL. XXII., No. 3. NOVEMBER-DECEMBER, 1942 VANCOUVER, B. C.

OUR SECTOR ON THE BATTLEFRONT OF HUMANITY

THE United Nations have taken the first steps for the liberation of Europe. We hover on the brink of the final struggle to strike down Hitlerism for all time. Canada faces sacrifice and change.

At such a time of trial, teachers must understand one thing very clearly. We must understand that we are in the classroom for the business of war. We have positions to storm in the battle for human dignity.

Brave words? Our business is to make them living facts. British Columbia schools have already made many valuable contributions to victory. Yet the plain truth is that we British Columbia teachers in general have not nearly matched the heroism of our fellow-teachers in Britain, the Soviet Union, China, and occupied Europe. This heroism is shown in matchless classroom achievements. It is brought about by a cool self-sacrifice, a devotion which arises from a burning realization that a new, more splendid type of teaching can arm the people to triumph over fearful odds.

We are willing enough. We want to be told what to do. And certainly clear direction is needed. But if we only do what we are told to do we will never outstrip the Nazi teachers, who do quite well what they are told to do for the totalitarian war effort, and are told rather more explicitly and emphatically than is the fashion in the United Nations. Any totalitarian can do as he is told. Freedom-loving teachers can do more.

If we are hazy as to our role in this war, isn't it time we did some soul searching?

If our classrooms are not living laboratories of victory, turning out young men and women able to live together in peace, freedom and security, isn't it time we checked carefully the world outside the classroom to see what is demanded of us?

If our teaching doesn't count for much, and our life out of school is no help to the people who need our peculiar talents, isn't it time we found out this helps Hitler?

A British Columbia Teachers' Federation committee has been appointed to study the teacher's place in an all-out war effort. If this committee leads the teachers to understand their role in the people's war, it will have struck a hard blow for freedom. It must not rest content with words, but rather should stimulate the kind of action that will be felt in Berlin.

British Columbia can produce its own classroom heroes.

IN THIS ISSUE

THE outstanding feature of this issue is the report of the Affiliation with Labour Committee in carrying out the instructions of the Annual General Meeting of 1942 "to prepare and present the cases for and against affiliation with labour".

Originally it had been decided by the Committee to distribute the ballots for the referendum by means of inserts in this issue of the magazine. However, as this would have meant that the Christmas holidays would intervene between the receipt of the ballots and the due date for their return, it was thought best to delay the referendum until January. The ballots then will be sent to the staff representative or to the teacher in charge of each school who will be asked to distribute them at a staff meeting called for the express purpose of having the teachers cast their ballots. In this way it is hoped to get more complete returns than would otherwise be the case. Only Federation members will be permitted to vote.

Also in this issue in an editorial, "An Odd Proposal", reprinted from the *Victoria Daily Colonist* at the request of the Education and Democracy Committee. There is a challenge implied herein which the Editor hopes will not pass unnoticed. He hopes that many teachers will take time to draft a reply to it.

In the October number it was mentioned that invitations would be extended to teachers (named by the Consultative Committee) to write some of the editorials for *The B. C. Teacher*. The first of these has been received and is given the "lead" in this issue.

Finally there appear Yuletide greetings from the Editor, immediately following this sentence to be exact. To one and all a merry Christmas and an exceedingly prosperous New Year!

Over \$33,000 Paid to Federation Members

In settlements of Claims under

**BRITISH COLUMBIA TEACHERS' FEDERATION
GROUP HEALTH AND ACCIDENT POLICY**

Weekly Indemnity, Principal Sum and Expense Items.

Apply to

or

CROSSLEY INSURANCE LIMITED
Standard Bank Building
Vancouver, B. C.

FEDERATION OFFICE
1300 Robson Street
Vancouver, B. C.

Orchids to the Teachers



School Savings in British Columbia has been acknowledged by Ottawa as outstanding in Canada. Orchids for this record go to the teachers who have realized the value of War Savings, not only as a war effort, but as a means of instilling in students the democratic spirit of teamwork.

This year more students are saving than ever before. It would be appreciated if teachers would send in reports at the back of the "Teacher's Ledger" for the British Columbia School Savings Bulletin which is under preparation for January.



*Please accept our thanks for your co-operation
and best wishes for a Happy Christmas and a
victorious New Year.*



**SCHOOL SAVINGS SECTION
National War Finance Committee**

BRITISH COLUMBIA-YUKON

1227 Vancouver Block

Vancouver, B. C.

B. C. T. F. and Kindred Associations

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

MEMBERSHIP COMMITTEE

THIS is the time when the speaker adjusts his tie, brings out a little apologetic cough, rubs his hands soothingly together, and, adopting what he dares to hope is a disarming smile, steps forward to give—yes, it's a Pep Talk

Reader, since you have come so far, we put it to you that it will be worth while for you to go on and learn an encouraging fact or two about B. C. T. F. membership this year, what your committee hopes to do, and—well, we can count on your co-operation we know! All set? Right.

Here's something to congratulate yourself on, Paid-Up Member: you number at this time more than 897 as compared with 601 last year at this time. Good work! and since you have that load off your mind what about diverting a little energy towards the fellow who teaches next door, or for that matter the one in the next township? (Good guys and all that, but they sometimes need a memory jogger)..

Just to give a little assistance in this, the Membership Committee has this year undertaken to organize sub-committees throughout the province. It goes like this: In contact with the central committee will be regional membership chairmen (most likely the presidents of the district councils). Under these, chairmen of locals will, it is hoped, act similarly for their immediate neighbourhood. No accusations of bureaucracy, please—we honestly think that you and you, etc., can do more to bring up membership in the Federation in your locality than can the members of a remote committee, even if they are as energetic as we are! Give it a try, anyway, and don't forget to back up your local chairman by telling him you want to sit in. In the meantime, let us have criticisms and suggestions.

Note that we say nothing about the advantages of joining the B. C. T. F. That, sir or madam, is a compliment to you. We feel that members of the profession are after all capable of recognizing a good thing when they see one.

However, if you do want to sit down and count your membership blessings, we suggest you watch subsequent issues of the magazine. Don't forget, though, that a member before Christmas is worth two afterwards—well, perhaps not quite that, but it does give the people in the head office a bit of a break.

Everyone may not know that these little ripples come from Lake Okanagan, where, in the lakeside town of Kelowna, your Membership Committee is located this year. Don't tell any of the Vancouver or Victoria brethren this, but we are out to show 'em that an "interior" committee can pull its share of the load, too, and then some! Are you for us?

Committee:

MISS NORMA SCHROEDER,
 MR. JACK WILSON,
 MR. FRED MARRIAGE,
 MR. L. B. STIBBS, Chairman.

Corresponding Member:

MR. ALEX. ROBINSON.

PROVINCIAL SALARY COMMITTEE REPORT

THE Provincial Salary Committee has held its first meeting this term.

At this meeting it was recognized by the Committee that there is an immediate need for these things:

1. Amendment of Section 136 of the School Law to make it obligatory for school boards to negotiate or arbitrate with their teachers for a salary schedule. At the present time some districts are avoiding arbitration for fear of jeopardizing already existing schedules. North Vancouver is a case in point where the teachers had to take a strike vote in order to get the Commissioner to agree to voluntary arbitration on a schedule. Even then the agreement drawn up, according to the Federation solicitor, could not legally permit the teachers to submit or refer to the arbitrators a schedule.
2. Provision by the Provincial Government of grants large enough to maintain a basic provincial salary schedule with guaranteed increments for service.

3. A study of ways and means of redistributing educational costs in a manner that will remove much of the present burden from the land.

If these things are to be accomplished it was further recognized that there will have to be:

1. Close co-operation among various Federation committees, especially those dealing with Educational Finance, Federal Aid, Publicity and Salaries.

2. Co-ordinated activity on common problems with the Trustees' Association, the Parent Teachers' Associations, the Canadian and Newfoundland Educational Association and the Canadian Teachers' Federation.

3. A realization on the part of teachers that the salary question presents a problem that can and must be solved this year, but that the working co-operation of everyone is absolutely essential.

The Committee hopes that every local association and every individual teacher will study and discuss Federation policy in regard to salaries as outlined in the pages of *The B.C. Teacher*. Your suggestions as to methods of getting strong support for our campaign will be welcomed.

We have the opportunity to take effective action this year; let us make the most of it, even to the extent of making a united stand if it proves necessary.

T. BULLMAN, Chairman.

PUBLICITY COMMITTEE REPORT

LOCAL Associations are beginning to reply to the Publicity Committee's request that they set up their own local committees and send us the name of the person chosen to keep in touch with us. The Vancouver and District Home Economics Association, the West Kootenay District Teachers' Association, the Courtenay and District Teachers' Association, and the North Vancouver Teachers' Association have done this to date.

Some interesting letters have been received as a result of press notices of the Publicity article published in the October *B.C. Teacher*. "We agree with the statement contained in the article that the rich resources of this province should justify ample provision for the highest type of education for our future citizens", wrote the secretary of the Henry George Club of Victoria.

"I may say that our Farmers' Institutes have been hammering away at it

(the redistribution of educational costs) for years, without any headway, and I was glad to note the Federation had 'taken up the torch'" said Dr. D. E. McKenzie, honorary secretary of District "E" Farmers' Institutes.

The C. C. F., through Mr. E. E. Winch and Mr. Arthur J. Turner, have assured us of the support of that party. "Our organization has always advocated the highest possible standards of education being made available to all children", the latter stated. Mr. Bernard Webber, C. C. F. M. L. A. for the Similkameen area, "will need no prodding; his platform contained a plank of need for assistance to rural education, rural teachers and a removal of land taxed education", according to our corresponding member, Mr. Byron Straight.

The committee is now engaged in the writing of a brief to be presented to the caucus of each political party in the near future. This, along with the banquet or dinner meeting that some locals have promised to sponsor with the M. L. A. present as the guest of the evening, should put our legislators in a very agreeable state of mind along about the time parliament next goes into session.

Also under way is a pamphlet that will record the views of teachers, trustees, parents and business men as to what each group expects of the educational system.

A joint meeting of the Publicity Committee and two of the P. T. A. officers was held Tuesday, November 17th. We were assured of the whole-hearted co-operation of those groups and ask that teachers in all areas work closely with them on this common problem.

* * *

Other organizations which have been approached by the committee for support in this campaign are: labour unions, service clubs, Boards of Trade, Local Council of Women, University Women's Club, Housewives' League, Junior Boards of Trade, and Farmers' Institutes.

The President of the Federation, during his visits to local associations throughout the province, brought forcibly to the attention of the teachers the necessity of activity in this campaign on the part of local associations themselves. In this connection the committee would like to state that failure of many associations to give it the co-operation it asked for is holding up its work. The last Annual General Meeting unanimously voted that this campaign be started; it is up to everyone to support it now that it

is underway. Local members of parliament must be convinced of the need of the educational reforms we advocate before the Legislature meets early in January.

A long siege of ill-health forced the Chairman of the committee, Mr. Walter Hardwick, to resign. The committee wishes to pay tribute at this time to the earnestness with which Mr. Hardwick invariably tackled his work and to assure him that it will do its best to bring to a successful fulfilment the many endeavours which he originated. For the past month Mr. J. H. Sutherland has been very ably carrying on in his place.

COMMITTEE:

Miss Florence Mulloy.
Mr. W. R. McDougall.
Mr. Arnold Webster.
Mr. Allan Spragge.
Mr. J. H. Sutherland, Chairman.
Mr. C. D. Ovans, Secretary.
Mr. A. T. Alsbury (*ex-officio*).

Corresponding Members:

Mr. L. B. Stibbs, Kelowna.
Mr. B. Straight, Copper Mountain.
Mr. S. J. Graham, Creston.

PRINCE GEORGE CONVENTION

THE November meeting of the Prince George District T. A. was held in the form of a convention on Friday, November 13th, in the Elks' Hall. Registration took place from 9 to 9:30 and showed 38 teachers to be in attendance (this is 86 per cent of the membership). The president, Mr. Flick, called the meeting to order at 9:30. After the singing of "O Canada", the address of welcome was given by Mrs. L. Kenney, president of the Prince George P. T. A. In the morning the teachers heard talks by Miss Sargent of the Public Library Commission, and Mr. Alsbury, president of the B. C. T. F. The morning session ended with a discussion of teacher problems.

The first half hour after lunch was taken up by an excellent Book Display. Then talks were heard by Brigadier Martin of the 16th Canadian Infantry Brigade, Miss Snowden, who is the new Public Health Nurse, Inspector Stafford and Mr. Charlesworth.

The day was concluded by an enjoyable supper and dance.

F. W. FLICK,
President, Prince George D. T. A.

B. C. SHOP TEACHERS' ASSOCIATION

A MEETING of this association was held in the Vancouver School Board Offices on October 27th. Some discussion took place on the advisability of requesting the Department of Education to recommence Saturday training classes. A circular had been sent to all shop teachers who have not completed their training asking them if they were in favor of and would attend Saturday classes, and what courses they would desire. Seventeen answers were received; nine different courses were requested and the largest single group was five. Under these circumstances, and especially in time of war, it was felt no request should be made to the department at this time.

The main topic at this meeting was draughting in the Elementary, Junior and Senior high schools.

Mr. G. Hind, Simon Fraser Elementary School, gave a very interesting talk on how he used the draughting course as a tool in rounding out the development of the boy. First one must realize the needs of the boy—not just the boy's own felt needs but also his needs in the eyes of his instructor. In many cases draughting must be sold to the student and he should clearly see the need of it to carry on his Grade 7, 8 and further shop courses. Then again, apart from its narrow academic value, the student should realize drawing is a universal language and its value to him in a broad vocational sense is invaluable. Mr. Hinds finds it a great help to dramatize the geometry in some simple way to show its superiority over mathematics or rule of thumb methods. It is a general practice in his shop that when a boy is planning his own project, that he sketch or lay it out full size. This is a great help to the student in visualizing the object he is drawing and also gives him a better sense of balance in any designing he may attempt.

Mr. H. Bell, Templeton Junior High, talked on the manner in which he dealt with the problems as he saw them. He had on hand his material which he uses in presenting the prescribed course to the boys, and he dealt with each problem in every unit. The highlights of his procedure follow: With Grade 7 boys he uses the blackboard extensively, while in Grades 8 and 9 there is a swing away from the blackboard. Each new problem is dealt with in a lesson. The boys get short clear notes, and with ample sketches and samples of the objects being drawn.

they proceed more or less on their own. The instructor in the meantime circulates among the boys checking and assisting as the drawing proceeds. For some drawings the boys work from prepared work sheets. By this means the boys are trained to be more independent and to do more of their own thinking. With many classes coming in daily, blackboard space is at a premium and any attempt to keep drawings of various problems on the blackboard is quite difficult. Mr. Bell has for his own and also the boys' benefit done the following: On heavy cardboard, approximately 3 feet by 4 feet, painted black, he has carefully drawn with white lumberman's crayon numerous problems. The drawing is not necessarily complete as to all details. Usually the new feature or problem arising in that particular drawing has been left to the student to complete after receiving his instructions and notes. This method seems quite satisfactory when dealing with any design problem, sectional drawings, etc.

When first introducing oblique and isometric drawing to Grade 8 he found it more satisfactory to do only one at a time, preferably isometric, and come back to the oblique at a later time, thus saving much confusion in the mind of the boy.

In Grade 9 design the students generally design only part of a project; i.e., they decide on a stand or small table and their own individual problem is the design of the leg shape. Mr. Bell pointed out that when possible the draughting course and project planning were closely allied. This is quite difficult in most cases due to the manner of splitting up classes to go to the various shops. In some cases a student may get drawing in the first 10 weeks of his Grade 7 year and the last 10 weeks of his Grade 8 year.

Mr. Hazelwood, Vancouver Technical School, followed immediately after Mr. Bell, and gave us quite a different slant on the picture of draughting in the schools. He brought out the moral value of draughting and its alliance to life situations. In a few years the student will be out of school and in some form of employment where his main requirement is to do the job. Draughting is a marvelous training in this respect. Give him a job, explain carefully what he is expected to do, then let him go ahead. Mr. Hazelwood feels that for Grade 9 students it is not so important what you teach as how you teach it. A thorough training in the simple fundamentals of Orthographic Projection, first and third angle, neatness, accuracy, cleanliness, and

(Concluded on page 109)

WORKERS IN THE INDUSTRIAL WORLD Technical Books



Here's an excellent opportunity for you to extend your knowledge. Come in and see our complete and varied collection of technical books. We know these books will attract the favorable attention of you people in the industrial world.

Ask for our special catalogue of over 100 different titles.

Book Department
Main Floor

**DAVID SPENCER
LIMITED**

PRINCE GEORGE TEACHERS NEGOTIATE NEW SALARY SCHEDULE

A NOVEL manner of settling a salary dispute was originated last week in Prince George when the efforts of the Federation's General Secretary, Mr. Harry Charlesworth, on behalf of the teachers in that city, resulted in the signing of the following agreement.

1. That a committee consisting of two members appointed by the Prince George School Board, two members appointed by the Prince George Teachers' Association, with Mr. McKelvie, news editor of the *Prince George Citizen* as chairman, shall be set up to decide upon:

- (a) A Salary Schedule for the teachers of Prince George.
- (b) The salaries to be paid on such schedule to the Prince George teachers for the calendar year 1943 (January to December).
- (c) Regulations and recommendations for the more efficient operation of the Prince George schools, and for the establishment of the fullest co-operation between the School Board and teachers to this end.

2. That Mr. Harry Charlesworth, General Secretary of the British Columbia Teachers' Association, act with this committee in an advisory capacity, to assist in obtaining mutually satisfactory solutions, but without power to vote.

3. That the findings of this committee shall be fixed and shall be binding on the Prince George School Board and upon the Prince George Teachers' Association, and all teachers who are, or shall be, engaged in service in the Prince George schools.

4. That the Prince George School Board shall adopt by resolution of the Board, the schedule of salaries decided upon by this committee, and that the Prince George Teachers' Association, by resolution of the Association, shall accept such schedule of salaries.

5. That the Prince George School Board shall pay to its teachers for the year 1943 the respective salaries decided upon by this committee, and that the Prince George teachers shall accept such salaries for the year 1943.

6. That in subsequent years the Prince George School Board shall pay and the Prince George school teachers shall accept such salaries as are called for by the terms of the Salary Schedule decided upon by this committee, or by the terms

of any amended Salary Schedule agreed upon by a joint conference of representatives of the School Board and the teachers, provision for which conference shall be provided in the schedule decided upon by this committee.

7. That, without otherwise limiting its powers, the committee set up by this agreement shall be deemed to be constituted and shall be recognized as an Arbitration Board by agreement under the first part of Section 136 of the Public Schools Act and shall include within its powers those of the Arbitration Boards as provided for in said section of the Public Schools Act.

8. That, if for any reason this committee fails to bring in its findings within a reasonable time, either the School Board or the Teachers' Association may demand a reference of the issues to an Arbitration Board as provided for in the second part of Section 136 of the Public Schools Act.

9. That the procedures of this committee shall follow the accepted procedures of an Arbitration Board and shall require the production of any necessary and pertinent documents or information.

10. That acceptable evidence shall be confined to such as would be commonly admitted in our recognized courts of law.

11. That statements or evidence which adversely affects any teacher or member of the School Board shall not be made or given without the person concerned being given the privilege of being present to hear and answer the same.

The School Board representatives were Mrs. D. Boyle and Mrs. W. R. Munro, and the teachers' representatives were Mr. H. Pennington and Miss F. Geiger.

Following the signing of this agreement, the Special Committee representing Board and teachers met to discuss and draw up a salary schedule. As a result of their deliberations a salary schedule was adopted which gave the teachers a scale which they had asked for in the beginning plus larger increments and higher maxima and minima than they had originally expected to get. The schedule agreed to is published below, together with those regulations which are of general interest and application. In addition, each teacher was placed on the scale at a place determined by length of service in Prince George, together with a recognized credit for experience outside of Prince George, with mutually acceptable compromises in a few cases where

the increase was out of proportion with the general award.

PRINCE GEORGE SALARY SCHEDULE

As adopted by the School Board and Teachers' Association following agreement reached by Special Committee representing Board and teachers:

	Elementary Sch. Teachers	High Sch. Teachers
Year 1	\$ 960	\$1260
" 2	1020	1320
" 3	1080	1380
" 4	1140	1440
" 5	1200	1500
" 6	1260	1560
" 7	1320	1620
" 8	1380	1680
" 9	1440	1740
" 10	1500	1800
" 11	1560	1860
" 12	1600	1900

NOTES:

- The salary of an Elementary School teacher without experience may be set at \$900 for the probationary year.
- The salary of a High School teacher without experience may be set at \$1200 for the probationary year.

PRINCIPALS—	Element. Sch.	High Sch.
Maximum	\$2500	\$2600

The commencing salary of a Principal shall be fixed by agreement between the Board and the person concerned, but in succeeding years the salary shall be increased by regular increments of \$60 per year until the maximum salary has been reached.

Table showing allowance for previous experience:

\$60 for 1 and 2 years experience, beginning on second years of scale.
 \$120 for 3 and 4 years experience, beginning on third year of scale.
 \$180 for 5 and 6 years experience, beginning on fourth year of scale.
 \$240 for 7 and 8 years experience, beginning on fifth year of scale.

1. Any teacher with "proved dependent(s)" shall be entitled to receive two additional annual increments after the regular maximum has been reached, and may, at the discretion of the Board, receive these additional annual increments at any previous period of service.

2. To meet emergent circumstances and by "special resolution" of the Board duly recorded the salary of any teacher

may be fixed at a sum not indicated in the Salary Schedule.

3. Teachers who assume special duties may be granted additional increments on the schedule at the discretion of the Board.

4. Teachers in the Elementary School with specialist certificates or with University degrees shall receive an additional increment over the regular scale.

5. Teachers in the High School with extra degrees or specialist training above what is necessary for the holding of their respective positions, shall receive an additional increment over the regular scale.

6. New teachers appointed in September of any year shall not receive an increment in the following January, but shall in the next succeeding January thereafter receive a single lump sum bonus of \$24 together with the regular increment of \$60 per annum.

Not content with settling the salary disagreement only, the committee then worked on until there had been drawn up a series of proposals tending toward a more efficient operation of the Prince George school system. Some indication of the scope of the discussions undertaken by the committee is revealed by publication of the following most pertinent recommendations:

Recommendations of the Special Committee

1. That the Principals of the High and Elementary Schools be required to attend the first School Board meeting in each month for the purpose of reporting on the progress and activities of the month and to discuss with the Board any problems of common concern.

2. That the Principals be regarded as managers of their schools, and be held responsible for the effective running of their institutions as a whole, and that to this end they be given the necessary powers and authority.

3. That, in view of the fact that the Principals are held responsible for the work of the teachers on their staffs, they should, if at all possible, be consulted by the Board before appointments to the staff are made.

4. That the Inspector be asked to include in his written report a general summary of his evaluation of the teacher's work and professional growth in terms which can be easily understood by all those to whom reports are submitted
 (Continued on page 97)

Rural Teachers' Association

By THE R. T. A. EXECUTIVE

IN its October statement the R.T.A. expressed its appreciation of recent assurances that the B.C.T.F. now intends to come to grips with the basic problems in education in this province. That is what the R.T.A. has been fighting for during the past two years. It is, however, necessary to observe that the movement for progressive democratic education must not be lulled into a state of quiescent insecurity by statements of promised action. "Complacency can lose not only a star, but also a worthy cause."

TO THE EDITOR

The R.T.A. wishes to extend its congratulations to the Editor on the editorial "The Provincial Salary Scale" in the October issue of *The B.C. Teacher*. Too much emphasis cannot be laid on the assertion "Respectable salaries . . . are dependent upon its adoption . . . increments must be paid for . . . by the provincial government."

THE PUBLICITY COMMITTEE

Since our report in the October issue about the "committee that wasn't there" something appears to have taken place. We are as much in the dark as are most other teachers as to what has gone on in the inner circles but now we have a new chairman of the committee. Once again we have to express a hope that a strong convention resolution of last Easter, calling for immediate vigorous action, will be acted upon. We expect that the present Publicity Committee will show to all concerned that it has courage as well as convictions and will do what it can at this late date to compensate for the previous tragic waste of time.

No least iota of blame for this wastage of time can be laid to the door of the R.T.A., as the president of the B.C.T.F. attempted to do in the October *B.C. Teacher*. It is a matter of record that the choice of the R.T.A. was not accepted by the Consultative Committee when the original Publicity Committee was set up.

A PROVINCIAL SALARY SCALE

The R.T.A. is happy to find in the statement by the Publicity Committee that the B.C.T.F. now endorses the proposition long advocated by the R.T.A. that rural teachers should be on the same salary schedule as an urban centre, for example, the city of Vancouver. However, the expressed approval of this progressive opinion will not in itself add one

dollar to the miserable allowance now paid to most rural teachers. What does the Publicity Committee, or the B.C.T.F. for whom it speaks, intend to do about making this vision of equity and justice a reality in the lives of the submerged half? Perhaps the president of the B.C.T.F. would attempt an answer to this question.

Never in the history of the province have conditions been more favourable for a drive for a provincial salary scale. Surely this is the time when powerful delegations should be contacting the government and members of the Legislature to force the issue. No doubt the General Secretary of the B.C.T.F. has done his best in this matter following traditional methods, but results to date total up to just nothing. "There is a tide in the affairs of men . . ."

The strongest possible representations should have been made to the Provincial Trustees' Association, the Provincial Parent Teachers' Association, Trades and Labour organizations, and other bodies to drive on behalf of democratic education, which includes a square deal to rural school children and to rural teachers. Yet perhaps there is still time if a vigorous will to action directs Federation procedure during the next very few weeks. In this connection it is interesting to read now the *unpublicized* report under date of June 1, 1942, of the then chairman of the Salary Committee, Mr. H. L. Buckley. Time vindicates his stand.

AND THE BONUS

Except for those teachers in a very few of the larger centres the members of the teaching profession in British Columbia are in the unique position of being the only wage earners who are not in receipt of a cost-of-living bonus. A special feature of the case is that the teacher on the high salary schedule of Vancouver receives the bonus, but the teacher in the rural school with heavier responsibilities and receiving fifteen to twenty dollars a week (less 5 per cent. deduction) does not get the bonus. And the B.C.T.F. advises the rural teacher to arbitrate! (See President Alsbury's statement in October *B.C. Teacher*.) There, rural teachers, is the solution offered for this situation. Those who are really acquainted with conditions in rural districts and in most district municipalities and smaller cities will realize the

absurdity of the proposal as a general solution to the problem. Of course such a programme of arbitration would keep the General Secretary very busy. Again we ask the president of the B.C.T.F. to publish a simple factual statement, with dates, of those specific things the B.C.T.F. has done since last Easter to secure a bonus for the low-paid teachers.

IS ARBITRATION THE WAY OUT?

Arbitration has been used in a relatively few instances in the province. Generally, where it has been used, it has resulted in some measure of immediate gain. This immediate gain in a small locality is apt to cause unwarranted confidence in arbitration as a method, or indeed, as the method of dealing with the provincial salary problem.

The Okanagan Valley Teachers' Association has had some experience in negotiation with a group of school boards. It would be encouraging to learn that the efforts of the O.V.T.A. had resulted in a good schedule applicable to all teachers in the valley under which rural teachers would receive the same salaries on the schedule as do teachers in the larger centres.

Whatever form of negotiation or arbitration is used there are serious weaknesses in the method. In voluntary or compulsory arbitration certain fundamental weaknesses are: (a) The problem is still being attacked as a local problem rather than as a provincial one. (b) Local resources are the basis of the award. (c) The gains, if any, are very insecure. (d) It is a cumbersome and, at times, a too costly method. (e) It does sometimes and may, in any arbitration, lead to a carry-over of ill feeling resulting in one or a few teachers being sacrificed for the general cause. (f) As a practical method for general use it would take a small army of officials to carry on the business.

With all due respect to the arbitration provisions and to the advocates of this method the R.T.A. would like to see a real drive for a *provincial salary schedule with increments paid by the government*. We recognize that arbitration has been of some benefit in isolated instances. *The provincial salary schedule is the only fair solution and the only real solution.* The more that attention is diverted from this main issue to superficial palliatives the longer will inequity and injustice prevail.

AFFILIATION WITH ORGANIZED LABOR

The annual meeting of the R.T.A. last Easter endorsed a resolution in favour

of affiliation. At the annual meeting of the B.C.T.F. the resolution for affiliation was declared endorsed on a delegate vote. After some discussion regarding the accuracy of the count a revote was ordered and the resolution defeated. It was then agreed that a vote of all members would be taken before the end of December. Before the vote is taken teachers are supposed to receive full information pro and con from the B.C.T.F.

The R.T.A. has not the space at its disposal to present the case for affiliation but the R.T.A. executive, at this time, in accordance with instructions of the annual meeting and in light of the situation confronting education and teachers in this province **URGES UPON EVERY TEACHER TO VOTE FOR AFFILIATION.** This is our opportunity and a special appeal is made to all teachers, wherever they may be located, to endorse this progressive proposal. This vote is a challenge to action.

The R.T.A. is pleased to note that the Provincial Elementary Executive of the B.C.T.F. has endorsed affiliation and is taking a strong stand to win general support in recorded "yes" votes.

(Continued on the next page)

Choose a "CHALLENGER"

*The Watch that
can "take it"*

Smartly styled models
for men and women
priced from \$25.00

*Jewellers
Silversmiths*

BIRKS

*Diamond
Merchants*

Vancouver

SECURITY OF TENURE

Teachers in B.C. have a greater degree of security of tenure than have teachers in other provinces. But we are learning that we are not so secure as we have believed; e.g. the Richmond case. Serious weaknesses are becoming apparent. At the last annual meeting of the B.C.T.F. a resolution was passed recommending to the Department of Education that the interests of teachers be safeguarded in schools from which pupils are evacuated.

We ask the president of the B.C.T.F. what action has been taken by the B.C.T.F. to follow up this resolution?

RE OUR OCTOBER STATEMENT

On Wednesday evening, October 7th, the president of the R.T.A. received a letter from the B.C.T.F. informing him that three pages of *The B.C. Teacher* had been set aside for the use of the R.T.A.

Copy was to be in the hands of the Editor on Saturday, October 10th, the deadline for the October issue of *The B.C. Teacher*. On such notice the R.T.A. statement was prepared and submitted by mail on the evening of Friday, October 9th. BUT *The B.C. Teacher* for October was not in the hands of teachers on Vancouver Island until nearly three weeks later. We would like to know why the magazine was so long delayed when the R.T.A. was so definitely told that Oct. 10 was the deadline. Did the Editor make a mistake in the deadline date or was the magazine held up to give President Alsbury time to compose himself and his "answer"?

One thing is certain—the president of the B.C.T.F. used up a good deal of time and space in the magazine in what is called an "answer." That the president's time and the magazine's space could have been used to much better advantage is a very commonly held opinion among readers. In all kindness and for the general welfare we suggest to the B.C.T.F. president that he might withdraw quite honourably his avowed intention to answer "every statement which criticizes the Federation, its policies or its officials." Aside from the hopelessness of trying to keep up with such a self-imposed task there will be few so bold as to offer themselves for the office of president if the policy is to be continued beyond the term of the present incumbent. However, perhaps his successors in office may not be imbued with such an overwhelming determination to "get tough with the R.T.A." as the major duty of the president.

We would suggest also to President Alsbury that his wearily long "answer" would be improved by a closer adherence to fact. For example, at the Nanaimo meeting referred to, the president positively did NOT state that the president and Editor only would be the censors of R.T.A. copy. A strong effort was made to get him to be specific but his repeated replies were very vague on this point.

Again, the first reference to a possible split in the B.C.T.F. organization was not made by the R.T.A. The first reference was made by the general secretary of the B.C.T.F. (at a meeting at Nanaimo) who stated that if membership in the R.T.A. were allowed to extend to teachers other than those in rural schools as defined by the School Act there would be a split in the Federation over the salary question. (We could submit a more detailed statement on this point.)

There are numerous other points in the "answer" where the president betrays some lack of factual knowledge or where his memory has somewhat failed him. However, we omit reference to these and come to our last comment. The president introduces in his "answer" the issue of "loyalty." We of the R.T.A. know full well what the word "loyalty" means and what the act involves. We know that there are levels of loyalty. We reaffirm our loyalty to the cause of a democratic system of education in this province. We hold ourselves loyal to a cause that is greater than any individual's welfare or any particular type of organization. This is not to be confused with that type of loyalty that is the customary device of the social or political climber or of the office-holder or job-hunter. We remind the president of his many professions of loyalty to certain standards in the past. We remind him that the noble quality and practice of loyalty to an ideal and to a great cause may be degraded to baser uses. We remind him that to cast aspersions upon the loyalty of the R.T.A. to himself as president, or to the general secretary, or to the present set-up of the teachers' organization in this province, may make it quite clear to his readers that the R.T.A. has a courageous loyalty to something much more important than any one of these. We are not primarily loyal to that group centering around the person of the general secretary—a group "in the nature of an oligarchy"—whether or not the president is proud to rate himself a member of it. We prefer to

(Concluded on page 103)

B. C. T. F. Statement

By A. T. ALSBURY, President

LAST month a detailed reply was made to the many charges contained in the R. T. A. column. This month no answer is necessary. The R. T. A. statement, in tone and content, speaks for itself.

My view that there was no misstatement of fact in my reply of last month is shared by the other two members of the Federation Committee, Mr. MacDougall and Mr. Ovans.

It was my opinion then that the time of the President should not be taken up in this way, and I am in complete agreement with the following sentence of the R. T. A. statement:

"That the President's time and the magazine's space could have been used to much better advantage".

The circumstance which gave rise to the necessity for a B. C. T. F. reply was not of my choosing, and I am pleased that the R. T. A. Executive now shares my opinion that the President should be left free to devote his time wholly to constructive work.

This also gives rise to the question of the propriety of publishing the type of

material submitted by the R. T. A. Executive. B. C. T. F. members should be in a position to make a decision regarding future publication, as they have now had an opportunity to read the October and November R. T. A. items. In order to avoid a repetition of the charge of arbitrary censorship on the part of the Executive, all local associations will be asked for their opinions and instructions regarding the advisability of continuing the R. T. A. column. Letters containing the views of individual members will also be welcome.

Leathercraft Supplies

GLOVING LEATHERS.
TOOLING CALF, MOROCCO, ETC.

FOR CHRISTMAS GIFTS

Glove Cut-outs, Ready to Sew

Bedford Fine Leathers

Phone MARine 4934
1013 DOMINION BANK BLDG., VANCOUVER, B. C.

Merry Christmas

TEACHERS

WHEN DOWNTOWN DURING THE CHRISTMAS
HOLIDAYS, DROP IN AT THE

PALL MALL CAFE

FOR LUNCH or DINNER

Excellent Food Attractive Surroundings

366 West Hastings Street, Vancouver, B. C.

Phone: PACific 2633

The President's Page

On the Prince Rupert Train,
Thursday, Nov. 19, 1942.

THE past month has been devoted to visits to fall conventions and local associations in accordance with our decision to cover the province and bring all members in close touch with Federation activities. Policies and aims of the B. C. T. F. have been carefully explained and have been enthusiastically received. I addressed meetings in Trail, Nelson, Creston and Penticton. Mr. Charlesworth joined me at the O. V. T. A. convention at Penticton after a motor trip with Inspector Towell which enabled him to call at every school on both legs of his journey and hold meetings at Kamloops and elsewhere.

On our second trip, we flew to Prince George. After addressing a successful convention there, Mr. Charlesworth remained to assist in the local salary negotiations, while I travelled south to speak to the teachers at Quesnel, Wells, and Williams Lake. After a series of successful meetings, I returned to Prince George to discover that Mr. Charlesworth had skilfully converted a serious disagreement between the Board and teachers and an apparent deadlock, into amicable negotiations. At the time I left negotiations were proceeding satisfactorily and an agreement conceding the immediate increases asked for by the teachers and a satisfactory salary scale seemed assured.

Unfortunately, owing to weather conditions, plans to accompany Inspector Robson to visit such places as Vanderhoof, Burns Lake, and one-room schools all along the northern route had to be abandoned. Yesterday I stopped off for an afternoon meeting in Smithers. Apart from leaving my shaving kit on the train and my ticket in the possession of the porter, all is well.

In the evening, Mr. Jones of Smithers drove me twelve miles to Telkwa for a meeting with the teachers there.

I boarded the train for Prince Rupert late this afternoon and expect to meet the teachers there tomorrow (Saturday, November 21). Later, I hope to arrange meetings in Ocean Falls and Powell River on the return trip by boat to Vancouver.

Meetings varying in size from more than 150 to 5 or 6 persons have been held during a most interesting tour. My

latest meeting was held not more than an hour ago when the train stopped for twenty minutes at Pacific. On questioning a school boy, I discovered that the teacher lived a short distance away. I met her returning home and, standing in the gathering darkness as the snow fell around us, I talked about the British Columbia Teachers' Federation.

Most important has been the first-hand knowledge which I have gained of the conditions under which our teachers work in rural areas and an insight into what they are thinking. Very definitely they are determined to have action now. Without exception, they endorse the present Federation policies, which they are prepared to support actively.

Steps to implement policies are well under way. We are exerting increasing pressure both in the provincial field and with the local authorities. A report of our publicity campaign appears elsewhere. Reorganization of educational finance and federal aid are primary objectives to secure equality of educational opportunity and salary justice for teachers.

The British Columbia Teachers' Federation believes that education is our first line of national defence. We must begin now to make our defences strong. Reconstruction must begin now, if it is to begin at all. As J. B. Priestley has said, "The future is constantly growing out of the present and becomes what the present makes it."

A. T. ALSBURY, President.

RECEIVED LATE

Box 405, Prince Rupert, B. C.,
November 17, 1942.

Editor, *The B. C. Teacher*:

In fairness to some elementary teachers it seems necessary to point out that the circular letter, "Dear Teacher", represents the views of the executive of the Provincial Elementary Teachers' Association.

In view of the fact our general meeting occurs once a year only, and we received no instructions from the last meeting at Easter, we do not pretend to speak for all the elementary teachers, but merely to lay before them the viewpoint of the executive.

Sincerely yours,

B. MICKLEBURGH.

PRINCE GEORGE AWARD

(Continued from page 91)

and that the Department of Education be asked to approve of this procedure.

The conclusion of the negotiations was signalized by a luncheon held at the Shasta Cafe at which the School Board, the Chairman of the Joint Committee, Mr. B. McKelvie, the Provincial School Inspector for the Prince George district, Mr. H. Stafford, and the General Secretary were the guests of the Prince George Teachers' Association. At this meeting the official record of the meeting and the agreements reached were handed to the Chairman of the Board and the President of the Teachers' Association. Both speakers indicated the utmost mutual satisfaction.

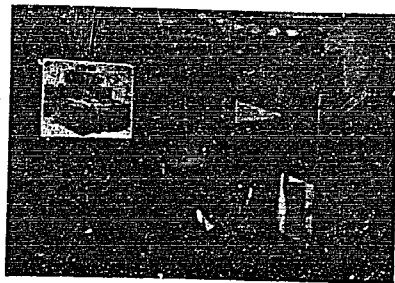
These Prince George negotiations show what can be done when both parties to a disagreement are genuinely desirous of arriving at a settlement. Representatives of the School Board met in friendly discussion with representatives of the teachers with a respected citizen of the community sitting in to act as final arbitrator whenever an issue could not be settled between the Board members and the teachers themselves. The fact that only once did he have to cast his deciding vote (on the issue as to whether the annual increments should be \$50 or \$60) shows how amicably the proceedings were conducted.

Mr. Charlesworth deserves a great deal of credit for his part in the proceedings. Taking over at a time when negotiations between the teachers and the Board had broken down and compulsory arbitration seemed inevitable, he smoothly guided the deliberations toward a speedy settlement. Instead of the bitterness that so often results from compulsory arbitration, largely as a result of his efforts, there exists now in Prince George a very fine feeling of friendly co-operation between the Board and the teachers.

A CREDIT Union is not composed of two groups—a group of thrifty earners and a group of thriftless borrowers; it is composed of one group, all of whom are members and systematic savers and some of whom borrow from time to time for legitimate purposes.

MORALE is a hardy plant that flourishes best with a minimum of artificial cultivation.—William Henry Chamberlin in *Harper's Magazine*.

Put Your Filmosound on "Active" Service



Share it with your local protective unit.

The same sound equipment that is used in hundreds of schools and colleges throughout Canada is now being used by the Armed Forces to teach the fundamental principles of modern battle training. Why not give your local protective organizations—C.P.C., Auxiliary Fire Service, Red Cross first aid classes—the same advantage by making your "Filmo" equipment available for their use? Your co-operation in this way will add materially to the effective war work of your community.

Take care of your "Filmosound" equipment. Clean it and oil it carefully and see that it is properly adjusted. This will insure its long and useful life. No new "Filmo" equipment is available for civilian use and your present equipment must be made to last for the duration.



A.S.N. Film Library
Over 700 16-mm. educational sound and silent films are listed in this Directory—price 25c, refundable on first rental.

Associated Screen News Limited

MONTREAL 1330 Sherbrooke St. W. TORONTO 100 Adelaide St. W.

Ramblings of Paidagogos

THE CASE AGAINST PACIFISM

SINCE I intend to present an argument—and a necessary argument—I shall begin by laying down three basic propositions so that we may have solid ground under our feet. First this: Society is a combination of human beings for the pursuit of their common ends. Second this: The rights of the individual derive without exception from his membership of some society. Third this: No society can endure, let alone operate, that does not protect the life and property of its members.

Concerning the first, it is sufficient to say that from the simplest social group (the family) to the most complex group (the modern state), society has always had the same fundamental purpose. Everywhere and in every age it has existed to serve the needs of the individuals who compose it. Food and shelter; significance, companionship, and security—these have always been and must always be the great objects of social organization. These are the essentials of life in the human sense. Lacking any one of them, an individual knows no true happiness. Failing to provide any one of them, a society is on the road to disaster.

Concerning the second, it is clear that apart from his membership of some society no man has any rights whatever. It is because society is organized for definite purposes that rights exist. A man's rights are simply the satisfactions of his reasonable needs as guaranteed by society. Without this practical guarantee on the part of society, without law and its enforcement, the word "rights" would be a meaningless abstraction. My right to live, for example, depends solely upon the fact that the Dominion of Canada has undertaken to protect my life. The moment I venture beyond the range of social protection, I must take care of myself and defend my life as best I may.

Concerning the third, it is axiomatic that the most primary object of a society must be the provision of security, since apart from security no other satisfaction can be enjoyed. Of what value to a man are his possessions or his friendships when he is in constant danger of losing them? Of what value is life itself if he walks in continual dread? Unless a society enjoys and provides security it cannot guarantee rights, and unless it guarantees rights it is a useless thing.

With this brief analysis behind us, let us now turn to the examination of pacifism. A pacifist, as I understand the term, is a man who refuses under any and all circumstances to take up arms in defence of his country. The reasons for his attitude may be either philosophical or religious—usually the latter. Hedging himself about with high-sounding and humanitarian phrases, adopting a view of society and a code of ethics quite irrelevant to anything on this earth, he stands before us in all the nobility of his superior insight. There is no arguing with him because he refuses to be influenced by reality. His whole position depends upon the existence of an ideal world in which all men are brothers. The fact that there is no such world is contemptuously ignored. He convinces himself that there is, and proceeds to act accordingly.

What is his true position? I propose to make it clear and definite by virtue of the three propositions I have stated.

The pacifist is a member of society. His needs are satisfied through the agency of society. His rights exist by grace of society. It is by society he is nourished, fostered and protected. Yet he refuses to uphold the cherisher of his existence and the fountain of his rights. He takes all, but gives nothing in return. Despite the benevolence of his language and the pretensions of his idealism he is no better than a parasite—a dead weight on the shoulders of less selfish and more responsible men.

Futile and untenable though the position of the pacifist is in relation to a normal society, it is ten times worse in relation to a democracy. Here surely is pacifism at its worst; because the very freedom of thought and speech accorded by a democracy to its members is turned like a dagger against its own breast. Enjoying all the liberties and rights that have been so dearly won and so bravely defended by the people of his race, the pacifist uses them to weaken and in the long run to destroy the social fabric through which they are maintained.

The essence of the matter is this. Everything the pacifist has—every right, every liberty, every security—is the gift of the society in which he lives. It is guaranteed to him only because his fellows are prepared to defend it in his behalf as well as in their own. If he lives in a democratic society, not only are his life and property protected, but his religious, political and economic views are treated with courteous consideration. Only by grace of this protection and this consideration is it possible for him to be a pacifist at all. Away from the sheltering arms of society, his espousal of pacifism would produce nothing more certain than his own destruction.

More than this: the pacifist in wartime creates a point of weakness in the body politic. Not only is he a nuisance in himself, but his distorted arguments and stubborn attitude have an influence on the minds of many people. For he readily assumes the role of martyr for the sake of his illogical principles, and induces others to follow his foolish example.

One word in closing. You will note I have contented myself with attacking the pacifist on logical grounds, and have cast no doubts upon his courage. I think I have exercised remarkable restraint.

Christmas

By MARY ELIZABETH COLMAN



COME now apart; this day shall be
A token and a sign;
A benison of peace, and we
With sweet communion blest
Return refreshed, with strength new found
To "common task and daily round".

An Odd Proposal

An editorial reprinted from the *Victoria Colonist* of October 9, 1942

THERE is a tradition among teachers that with their pupils in the school-room they ought to exercise a good deal of caution in dealing with questions of an historical nature relating to religious or political doctrines and especially to keep their opinions upon political affairs strictly to themselves. Teachers, of course, like other citizens, are entitled to hold their own opinions and to express them freely at the proper time and place, but the rule has been that the classroom is not the place for party politics.

Canada is a freedom-loving country and rejoices in the benefits conferred upon her people by a sound constitution. The system of education prevailing in a free country is properly regarded as one of the greatest of such blessings, and every effort has been made to keep our schools free from the infection of political doctrine or propaganda of any kind, a danger which is very real in some countries. One of the most important safeguards against this danger has been the high moral standard to which our teachers generally measure up. They form a vitally important part of the civil service and one of their best and soundest traditions is the one just mentioned.

A few years ago at a meeting of the American National Council of Education a distinguished authority expressed the opinion that it is the duty of the school to "light the path to social change". This oracular utterance attracted a good deal of attention and has been frequently repeated. How is it to be interpreted? In making progress along the path referred to, the human race has had to overcome many obstacles. Progress has often been slow and arduous. Everyone will agree that the study of past experience may prove helpful in solving present and future problems. It was said long ago that he who is unacquainted with what has transpired in former times is destined to remain forever a child. The teaching of history in schools is intended to throw light upon the path behind us. If this is the true interpretation of the metaphor about "lighting the path to social change", it amounts to no more than a suggestion that history should be taught chiefly as a record of social progress.

Another interpretation is that the path referred to is the one that lies ahead of us, and that it is the duty of the school-

master to direct a searchlight upon it, so that we may see clearly the general direction in which to move, as well as our detail of travel, and the precise arrangements which we must make in order to insure a prosperous journey and a happy issue out of our social perplexities. If the cryptic admonition is to bear the latter interpretation, if the school is expected to undertake the task of making plans and specifications for building the economic and social structures of the post-war world, it will be admitted that the schoolmasters have had a sizeable task wished upon them.

What would be the response of the men and women of the teaching force if this proposal were brought to their attention? In point of fact, the matter was brought to the attention of the Canadian Teachers' Federation at its recent convention in Toronto, and that body had its answer ready. The convention adopted a resolution instructing the federation executive to set up a special committee to study ways and means by which the federation, and, through it, the provincial organizations, may give vital "leadership" in "visualizing" the type of democratic society needed after the war and the necessary adjustment of our educational systems that will have to be made in order to prepare our youth for effective participation in such a system. Briefly, they are to plan for a "truly democratic" post-war world, and for an educational system to serve as a foundation for the same. Assuredly, the Canadian Teachers' Federation is not wanting in courage.

What would be the most likely response of any or all of the nine Provincial Legislatures in Canada to the proposal that the task of "lighting the path to social change" should be handed over to our schoolmasters and schoolmistresses. The legislators would be almost sure to point out that teachers are public servants employed by the community to carry on the work of public instruction according to rules and regulations which include among other things programmes of study and approved methods of discipline. It is also likely that the legislators would refuse to hand over to the teachers the job of "leadership" in the manufacture of blueprints for a social and political planned economy

or for a new educational system framed in accordance therewith. Our teachers are doing a good job under present arrangements. It would be a mistake for them to aspire to the role of social prophets, political prognosticators and inventors of new Utopias.

In short, if the proposal that the school should "light the path to social change" is to be understood in the sense indicated, it cannot be too strongly condemned. It would be an act of folly to add to the school courses a series of lessons about a purely conjectural world that exists only in the imaginations of social reformers, to convert our schools into juvenile political seminaries, to remove our teachers from the rank of public servants and confer upon them a new status with bureaucratic authority to form the political opinions of the young and rising generation. Such cultural activities are only too prevalent under other auspices, and have no place whatever in the educational arrangements of a free people.

The best preparation that any school can offer to young people in regard to the duties awaiting them in the workaday world of the future is to incorporate in all their school lessons, and in all their play, an equipment that will most effectively prepare them for intelligent participation in the activities of social, political, and vocational life.

THE Credit Union is a financial organization:

Not for charity;
Not for profit;
But for service.

ONLY a trace of the broadening background of a liberal arts college curriculum can survive in these grim days.
—James B. Conant, *president, Harvard University.*

PAY CHEQUES CASHED

You are under no obligation to buy when you cash a pay cheque at our stores.

ARMY & NAVY

DEPARTMENT STORES

Vancouver - New Westminster



THE PICTURE GALLERY OF CANADIAN HISTORY

By C. W. JEFFERYS. "One of the most valuable books that has ever appeared on Canadian history. . . . The result of a lifetime of intense study, by an artist singularly well equipped, who is at the same time a first-class historian."—C. T. Curdell, Director, Royal Ontario Museum of Archaeology, in *Saturday Night*. \$2.00.

FLYING COLOURS

Edited by SIR CHARLES G. D. ROBERTS. Just off the press. A representative selection of the best patriotic verse which has appeared in the English-speaking world. Among poets whose work is included are: Bridges, Brooke, Drinkwater, Kipling, Milne, Newbolt, Noyes, Carman, Clarke, Pratt, Millay, Miller, Hovey, Fowler. 60 cents.

LIVING POETRY

Edited by J. M. PATON. A new anthology of modern poetry prepared with the needs of the Grade XI course, in Ontario, particularly in mind. One valuable feature is the long selections, at least twelve averaging over 100 lines each. 60 cents.

THE RYERSON PRESS
TORONTO

By All Means Teach the Subject

By FRANK WILSON, *Chilliwack*

THE new editor of *The B.C. Teacher* appears to be a man of imagination and good sense. He has issued to possible contributors a statement of certain topics which he would like to have discussed in the magazine during the coming year and about which he would welcome articles. One of his topics intrigues me. It is "Some Aspect of Child Psychology and the teaching of children as opposed to the teaching of subject matter".

It must be twenty-five years ago now since John Adams coined his epigram about teaching "John" rather than teaching "Latin". It was a grand little epigram in its day and it performed a very useful service. A protest was needed against the prevalent mechanical cramming of the time, and John Adams provided it. His slogan was easy to remember, easy to quote and very convincing. Today his more ponderous followers speak of the paido-centric school and are inclined to look upon all who do not believe in such as low fellows and benighted reactionaries.

As one of these low fellows I take comfort in the fact that about ninety-eight percent of the profession now believes in the paido-centric doctrine. As soon as ninety-eight per cent of the profession is agreed on any matter you may be sure that it is wrong because all the lazy-minded ones are in favor of it. What ninety-eight percent believe in is bound to be a platitude and the breath of life must long have left it.

I recently heard a number of principals of Junior and Junior-Senior high schools discussing grade seven Mathematics. The question was: should they attempt to apply diagnostic and remedial techniques to strengthen the weaknesses of the incoming pupils or should they simply assume that these pupils knew no Arithmetic at all and start in to teach them from "scratch". The general feeling appeared to be that the second method would be the more satisfactory and would save time. Could it be, I wonder, that the elementary school teachers had been so busy teaching "John" that they had forgotten to teach "Arithmetic"?

Perhaps if we broke down the supposed opposition between teaching John and teaching Arithmetic and considered the problem of teaching Johnny Arithmetic we might get ahead a little faster.

Here is my confession of faith. I believe that we need in the schools, teachers of intelligence who are masters of subject matter, who respect subject matter and who are determined to teach subject matter. Such teachers will find psychology of great assistance. There is no need for subject matter to be taught unintelligently.

This may seem very obvious—but if it is not the paido-centric attitude. The "paidocent" (may I coin a word?) is interested in teaching children *as opposed to* teaching subjects. He has been given his head for the last ten years and the results by and large have been disastrous.

The paidocent has largely ignored a very important aspect of the psychological development of children, which is this: Young people, reaching out towards maturity love to measure themselves against objective criteria. They know that they have to deal with the world and as they mature, step by step, they rejoice in the external obstacles which they can surmount and the skills which they can acquire. One of the reasons that the Commercial sections of our high schools run so satisfactorily is that purely external goals can be set; eighty words a minute for shorthand and sixty words a minute for typewriting, for example. Here there is no question of teaching John as opposed to teaching shorthand. An external goal is set and the pupil measures himself against it.

That is the way life is. On the farm it is necessary to be able to plough. The objective requirements are set; the horses must be controlled, the furrow must be even and straight and no land must be wasted. Can you plough? If not, you learn and as you master the knack you rejoice. What is being taught, John or ploughing? In the office, books must be kept. They must be correct, they must be clear and they must balance. The requirements are objective and external. But what pride is greater than that of the skilled bookkeeper who has really mastered his job? He has measured up to an objective task and has proven himself adequate.

As citizens we are custodians and trustees on behalf of future generations of our heritage of civilization. Do you know and understand the principles and values upon which civilization has been

built? Do you know of the struggles to win our fundamental rights and what these rights involve? Do you know how, out of the matrix of history, the present situation emerged? If not, you are not a competent trustee of the future; you are not yet fit to be a citizen.

This is a requirement, objective and external which the community must lay upon all its future citizens. We need teachers who respect History as the story of civilization and who can teach it vigorously and intelligently. And John must adjust himself to the requirements.

I used to love to teach Physics to a group of boys. I used to say in effect: "Here is the science which is at the bottom of all engineering, all building and all locomotion. At all its levels it is based upon the quantitative approach, upon measurement and upon calculation. It may be tough at first but every engineer and every aviator and plane designer has mastered it. It is clear and precise and logical. It has no soft spots and no fuzzy edges. Let's grapple with it and master it". The fifteen-year-old with a good brain loved it. It extended his powers, showed him what precision of thought could be taught him, how to use the mind as an exact instrument.

The "paidocents" have pushed all that out of the high school now. In Grade XII they allow a little Physical Science—four months Physics with all the rigor removed and a book with a lot of pretty pictures and practically no numerical examples.

One year later boys who wish to become science men meet University Physics I and then the casualties begin. The Engineering faculty is not interested in teaching "John". It wants to know whether "John" can get the right answers to certain difficult problems. The bridge does not adjust itself to John's peculiarities. John has to forget his peculiarities and design a bridge which meets the situation.

Human beings are resilient. Moreover, they reach for what they want. The maximum development of John is brought about less by worrying about his psychological quirks than by allowing him to extend himself upon a continuous series of *objective* tasks and to measure himself against even renewed *external* challenges. Some of these tasks and challenges we call subjects and, by heaven, we need teachers who respect these subjects and will teach them. By all means let them use all the aid which psychology

Pacific 5235 Ex., PA. 4335

John E. Mecredy

GENERAL INSURANCE

ALL RISKS — NON-BOARD

556 Howe Street

Vancouver

provides, but let them teach their Subjects.

To disintegrate a subject, to soften it and to dilute it in the interests of a supposed Psychological approach is the ultimate pedagogical sin. Our young people need to be nourished on strong and wholesome fare as and when they are capable of assimilating it, and a little roughage will do them no harm. Pap is for invalids and pap is what our high schools are dispensing in too large quantities today.

R. T. A. STATEMENT

(Continued from page 94)

hear no more rantings about loyalty from the present president of the B.C.T.F.

THANKS A LOT

The executive of the R.T.A. extends its sincere thanks to those local associations and individuals whose letters and actions of endorsement are so much appreciated. The fact that so many teachers are endorsing the stand of the R.T.A. indicates that it is meeting a real need in the organizational activities of our profession. The R.T.A. executive wants to know and needs to know the views of teachers from all parts of the province. Correspondence may be addressed either to the President, Dr. J. M. Thomas, 3366 Glasgow Avenue, Victoria, B. C., or to the Secretary, Miss C. McNab, 954 Southgate Street, Victoria, B. C.

ONLY the ignoble, the shameful, and the base can be suppressed—never the heroic truth.—Office of War Information, "The Unconquered People".

SUBLET FOR CHRISTMAS VACATION

Nicely furnished room in lovely West End boarding house; morning and evening meals. Suit one or two. Reply to Box X, "The B. C. Teacher", 1300 Robson Street, Vancouver, or phone PA. 6935.

The Question Box

Have you a question regarding a teaching problem you would like answered?

Send it to MR. E. F. MILLER, 130 W. 22nd St., North Vancouver

INSTEAD of looking about for someone to ask a question and then groping about for someone else to answer it, the Question Box takes an interrogative stand himself and with raised eyebrows asks an assortment of questions in the hope that one of these someones may rise to the bait and send in some answers . . . Here are a few general ones to start with.

Has the memorizing of poetry any value in developing an appreciation for literature? Is corporal punishment justified and under what circumstances? What is the best set of all-round reference books for a small school that can afford only one set? Can such subjects as music and art be taught by the non-specialist without doing more harm than good? In schools where teachers change frequently is the loss of continuity compensated for by the fact that the pupils are influenced by a number of different personalities? Of how much use is formal physical education to pupils who play games or work after school? What value is there in the study of history except as a guide to conduct in the future? Is it not a teacher's duty to take an active part in the social, cultural and political life of his community?

Can any English teacher explain why legal English does not seem to follow the rules of ordinary English usage? In the following sentence, for example: "If the arbitrators shall formulate or devise a salary schedule for teachers, it is specifically understood and agreed by and between the parties hereto that such matter is not submitted or referred to the arbitrators and that any salary schedule so devised and formulated is not binding on the parties hereto." What colouring does the word "shall" have on the meaning of a sentence? Is it usual to use "shall" in the third person in a subordinate clause? Would any expert on business English like to try to put the meaning of the quoted sentence in simple terms explaining exactly what its implications are?

How many teachers who organize clubs and Junior Red Cross branches in their classrooms really know anything about the proper procedure for public meetings? How many are aware that American

procedures as given by Roberts' Rules of Order are different in many important respects from the standards for Canada as stated by Bourinot? How many teachers when in the chair at a teachers' meeting know the correct method of dealing with an amendment to the amendment? How many have heard of the previous question? How many know that when an amendment is defeated another amendment may be made to take its place before the motion itself is put? or may it? It should be noted at this point that the correct procedure for public meetings is the basic machinery of democracy. If pupils, or teachers, do not know these things they are unable to take an active, intelligent part in public affairs. Have any teachers worked out any devices for teaching these facts and putting them to work in the classroom?

In this issue of the magazine a vote is being taken on affiliation with labour. Have you made a careful study of both sides of this problem? Have you read the various reports and discussions on the subject in *The B. C. Teacher*? Have you talked to members of Trade Unions about this matter? Have you noticed that members of Trade Unions generally receive better salaries than school teachers in relation to training and experience? Do you think that this might be because Trade Unions are more aggressive in their demands? Have you noticed that organized labour always supports resolutions for better education and better teacher salaries? Have you ever noticed professional groups doing this? Organized labour is particularly interested in the problem of the low paid rural teacher as they know that any low-salary group is a potential menace to the security of the salaries of all. Do you think that they might not give more support to education if teachers were their affiliates? Do you think that anyone can guess what your intentions are if you fail to fill in your ballot? Do you realize that this vote is an actual application of the privileges that you gain because we are a democracy and these privileges can only be lost by being neglected?

Do you think that after writing a column like this the Question Box may be invited to try his talents at something else? Do you care?

Is Consolidation a Solution to Rural School Problems?

By J. B. LITCH, *Supervising Principal, Nanaimo City Schools*

RURAL School problems have at last received the publicity and attention their importance in a democracy demands. It is being recognized that no democracy can function efficiently which permits extremes of wealth and poverty in the opportunities it provides for its people to develop their capacities for service. The existing poverty of educational opportunity for the rural school child and the lack of professional opportunity and economic security for the rural school teacher does not require any further demonstration. The provision of education for intelligent citizenship remains in its primary stage, until the isolated, ill-equipped country school, with its low-salaried staff, high personnel turnover and often discouraging trusteeship is removed forever from the educational scene.

Much study and research has been made on the problem of educational finance, which of course is the root of all evil. Like other social problems there exists no easy or single solution. Many are convinced that the question of educational finance is only a small part of a larger problem which requires a thorough going revision of our society for its ultimate solution. In the meantime, experimental evidence exists which proves that the adoption of some larger unit of administration and financing provides at least a partial solution and one available now.

THE DEVELOPMENT OF THE LARGER UNIT IN B. C.

Larger units are being successfully administered in many parts of the British Isles, the United States and Canada. In British Columbia there are now three areas in which the larger unit of administration is being successfully operated, the Peace River Experimental Area, the Abbotsford Demonstration District and the Nanaimo-Ladysmith United Rural School Area.

Canada's first large scale administrative area—the Peace River Consolidated Unit—was initiated in 1933. By June, 1935, this area had developed to such an extent that it embraced sixty-three school districts covering an area of 6150 square miles.

After three years of experimentation, according to the Annual Report of the Department of Education:

(1) Both the gross cost and the per capita costs of education in the area had been reduced.

(2) Educational opportunities for both pupils and adults had been vastly improved.

(3) The level of teachers' salaries had been raised from "low" to "average" for rural districts.

(4) Health services including dental and preventative had been supplied to all those children in the area who required treatment.

After the success of the Peace River Experiment in a typical rural area, the Department inaugurated the Matsqui, Sumas, Abbotsford plan for a larger unit that consolidated both rural and municipal areas. The advantages predicted for this co-operative effort again were demonstrated.

During the present year, the Minister of Education approved a plan for the Superintendent to consolidate nineteen rural districts in the Nanaimo-Ladysmith Area. This plan is now in operation and promises even more extensive advantages than either of the other two experiments.

The Nanaimo-Ladysmith plan is a good technical example of a properly organized larger unit of administration.

(1) The High and Junior High Schools of Nanaimo and Ladysmith serve all the students in both the city and the surrounding rural areas which composed the nineteen school districts.

(2) Fully graded elementary schools with proper equipment have been established at five pivotal points throughout the district and in these five schools all elementary pupils (formerly housed in ungraded one and two room schools), are given the benefits of a modern education.

(3) The Nanaimo-Ladysmith United Rural School District has been utilized as a promotional area and all permanent teachers have been placed on a salary schedule that starts at \$900 and reaches a maximum of \$1500 in eight years.

A SUMMARY OF THE ADVANTAGES OF THE LARGER UNIT

1. From the standpoint of the pupil the larger school unit tends to produce better results.

(a) It makes it possible for the central school to increase the range of its own options, thus enriching the curriculum for its own students and offer subjects available to rural children for the first time.

(b) Better gradation results.

(c) Socialization rather than isolation marks the education of the child.

(d) The larger unit offers opportunities for specialized instruction where needed, for better articulation among the units of the School System, for medical care and attention, and a better system of physical education and military training.

(e) The holding power of the school is increased.

2. From the standpoint of the teacher the larger unit proves better.

(a) It breaks down the professional isolation, loneliness and stagnation in which the one room teacher too often finds herself.

(b) It tends to provide more adequate salaries and a systematic salary schedule.

(c) It better provides the young teacher an opportunity to learn by working with those who are experienced.

(d) It provides an opportunity for promotion or transfer.

(e) It tends to professionalize educational work. Opportunities for leadership in the class room and in the administrative field are created which formerly existed only in the largest urban centres.

3. From the standpoint of general administration and supervision the larger school unit is better than the small district system.

(a) The number of small weak school units is reduced.

(b) Capital costs for new buildings can be planned economically and the needless duplication of school houses and general school equipment can be prevented.

(c) It permits the planning of long term educational policies because of the more comprehensive scope of the school system and the longer tenure of the teaching staff.

(d) It is possible to distribute the assessment of railroads, factories and industrial establishments in a more equitable and advantageous manner. In like manner it is possible to reduce the hardships brought in from certain small districts through tax exempt property utilized for government purposes.

(e) The larger unit is more economical to operate, simply because a large business can be run more efficiently than a group of small business establishments.

The operation of a large unit of administration creates many special problems that schools have not had to face before. But nothing in the operation of any organized consolidated unit has brought into question the principle underlying the larger unit. It might be asked, if the larger unit is so successful why has it not solved the rural school problem long ago?

There are many answers to this question. Today, perhaps the most interesting one lies in the fact that people generally are not yet very co-operative minded, and the creation of a larger unit demands a considerable degree of co-operative effort. Those that have had experience in making a larger unit have learned how unprepared are people for real co-operative living. If we are to build a world co-operative order in order to win the peace, a good place to begin is in our own local area.

The experiments have been made, the facts are available, the machinery exists to legalize any acceptable unit. It is now up to us. Why cry for an amendment to the B.N.A. Act or other such difficult and necessary reform when a partial solution at least lies right at hand?

LETTER TO MR. CHARLESWORTH

Dear Mr. Charlesworth.

On behalf of the teaching staff of the Copper Mountain School, I would like to extend our sincere thanks for your co-operation and effort with regard to our cost-of-living campaign. You will no doubt be pleased to hear that we are enjoying the following bonuses: teachers whose salary is over \$100 receive the Granby Company bonus of 71c an hour or \$18.42 per month, while those teachers who have a salary of \$100 or less receive 17 per cent of their total salary. In the latter case, which applies to Miss Shier, Miss Chilcott and Miss Cuthbert, the bonus amounts to 17 dollars.

We all feel that your visit did a great deal towards attaining this cost-of-living schedule. Should you be able to use this information in other campaigns, please do so.

Yours sincerely,
CHAS. G. GREENWOOD,
Principal, Copper Mountain School.



Teachers are cordially invited with their pupils to visit the modern bakery premises of 4X in Vancouver. Please telephone Mr. B. M. Colwell at FAir. 0044 stating number in party, and time and date of tour will be arranged.

CANADIAN BAKERIES LTD.
VANCOUVER, CANADA

Season's Greetings

from

THE BAY

Your Merry, Merry Christmas City



Hudson's Bay Company.

INCORPORATED 27 MAY 1870

Teacher Shortage

By DONALD COCHRANE, *Ocean Falls*

THERE have been teacher shortages before. Back in 1905, when any girl with two years of high school could get a certificate, there were not enough even of them to keep the schools going. So the Education Department issued temporary certificates to all sorts of people, with curious results. I knew of one school where there were two applicants—a B.A. with academic certificate, and the Secretary's daughter, who had passed the High School Entrance examination. You know which got the job.

And yet at the same time there were in British Columbia enough teachers with Academic and First Class certificates to have taught all the schools in the province. That kept me wondering, until I read the list of their names. Premier Richard MacBride was there, and several members of the Legislature; a large proportion of the doctors and lawyers, and more preachers than you could count. Dozens of nurses were there, too, and secretaries and wives of prosperous men. And most of the teaching was being done by young girls with two years of high school, with or without three months of Normal. There were school principals in Vancouver with Second Class certificates, and high school principals in many places who had never been inside a normal school.

The first remedy was an increase in pay, indirect but very effective. The Government paid, as a minimum, \$480 a year, an amount that at that time put the teacher financially on a level with a farm-hand; but besides this, the Government went dollar for dollar with the district, up to another \$100. So districts that believed in education paid their teachers \$600 or so a year, and had the better grade of teachers. Those municipalities that did not care much about book-learnin' were content with such teachers as they could get for \$480. The result was a great increase of trained teachers, which made it possible to raise the standards of both education and training. A teacher could hope to make as much by sticking to the school as by spending three years in hospital to become a nurse, and the few male teachers found that they could do better as principals of schools than by going into the ministry. (This was a great gain to the ministry; only those who feel that they have a real

vocation now enter it). So then there were plenty of teachers.

Pretty soon there was a surplus of teachers, and steps were taken to reduce the surplus—steps which led inevitably to the present scarcity. The increase in academic requirements is all to the good; it merely keeps pace with the advance in general education. But I am not so sure about Normal School requirements. A year in college is an advance in the direction of a large number of things, including (we hope) a little culture, supposing we knew what that might be. But a year in Normal only leads to a certificate, and we all know what all teachers think of ninety per cent of Normal teaching.

It was partly done on purpose, to discourage people who wanted to make the teaching profession a stepping stone to something else. In those days the teacher's job was the usual way for the poor student to make a little money for college expenses on his way to a real profession, or for the high school girl to spend two or three years before she was old enough to enter the hospital, or just until she found the man she wanted to marry. So there was a constant stream of people passing through the profession, only a few of whom stayed in it for more than five years. It was felt that the profession would be much more professional if all these "birds of passage" were kept out, and only predestinated pure-bred teachers who were willing to serve a life sentence were admitted. Hence, the whole year of Normal, with two summer courses added, and the threat of another year to be added.

To the extent that this has been successful, it has doubtless been a great gain to those who think more of their professional dignity than of getting the children taught; but it has caused the schools to lose the services of a great many people who would have given good service for a few years on their way to wherever they were going. It has deprived the teaching profession of hundreds of friends in high places; in old times a very large proportion of the influential and prosperous people were ex-teachers, or married to ex-teachers, but when they are dead there will not be any more if the professionalists can help it.

I admit that I am prejudiced. I got into the profession by reading a book and

passing an examination, for which I got an Academic certificate. If any more preparation had been necessary, I would have stayed out. I know several people who consider that the Normal School fully justifies its existence by keeping people like me out of the profession.

P.S.: I hope someone is interested enough to contradict me. I have another drum of ammunition all ready to shoot at him.

B. C. SHOP TEACHERS' ASSOCIATION

(Continued from page 89)

a proper use of the draughting instruments gives a wonderful moral boost to the student, plus a future economic value.

Students forget and will need careful tuition and reminding of these fundamentals. Great care should be taken in teaching the proper technique in the use of the T-square, set-squares, compasses, and continual checking on the proper

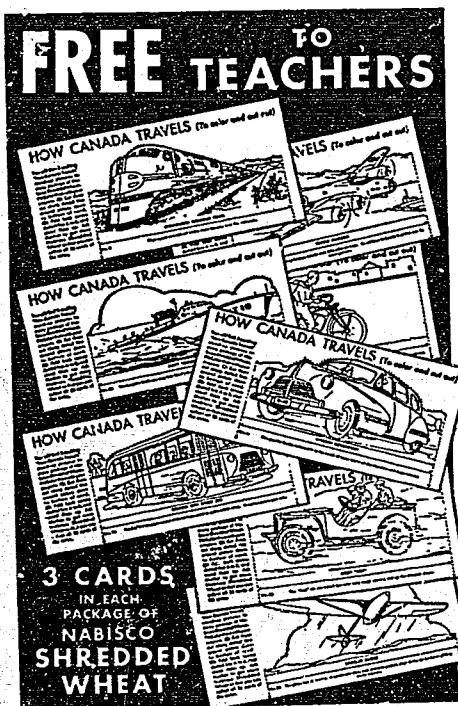
care of the pencil. The use of the rule in drawing a line should be banned on all occasions as a faulty practice. The use of the T-square for horizontal lines only and the T-square and set-squares for drawing vertical and oblique lines should be strictly adhered to on all occasions. These are some of the fundamentals of a neat accurate drawing. As the drawing is, so is the boy; and soon he will be a man.

—M. HARRIS.

REMEMBER the Nazi technique: "Pit race against race, religion against religion, prejudice against prejudice. Divide and conquer". We must not let that happen here. We must remember what we are defending: liberty, decency, justice.—Franklin D. Roosevelt.

THE real job of a credit union is to prove in a modest measure the practicability of the brotherhood of man.

FREE TO TEACHERS



3 CARDS IN EACH PACKAGE OF NABISCO SHREDDED WHEAT

NEW SET OF 36 CARDS

TO AID YOU IN TEACHING COLOUR EXPRESSION

• This is a new set entitled "How Canada Travels". Each card contains an outline picture of a single mode of transportation, to be coloured by the children, in flat tones, with crayons or water colours. A real help to you in the classroom. With one card, as a starter, children eagerly begin collecting a complete set, by saving other cards from Nabisco Shredded Wheat packages at home. Fill in, cut out, and mail us the coupon today. Enclose it in an envelope or paste it on a postal card.



The Canadian Shredded Wheat Company Ltd.
Educational Dept. G11, 202 King St. E., Toronto,
Canada.

Please send **FREE** the complete new set of 36 picture cards entitled "How Canada Travels".
(Print plainly.)

Teacher's Name

Street and No. City

Province Class or No. of
Grade Pupils

CENCO SCIENCETEACHERS

Central Scientific Company have been designing and manufacturing dependable laboratory apparatus for over forty years. It is easy to order your laboratory supplies if you have a copy of the recently published forty-page Cenco Buying Guide. The Cenco Buying Guide illustrates and describes apparatus and chemicals for the teaching of Physics, Chemistry and Biology.

If you are a Science Teacher write for your copy of the Cenco Buying Guide today, sending your name and school address. Copy will reach you by return mail.

CENTRAL SCIENTIFIC COMPANY OF CANADA LIMITED

SCIENTIFIC
INSTRUMENTS



LABORATORY
APPARATUS

129 ADELAIDE ST. W.

TORONTO

ONTARIO

Gifts



- Everything you could wish for in Ladies' Apparel and Christmas Gifts.
- Charge or Budget.

Famous
623
HASTINGS STREET. W.

Monitors

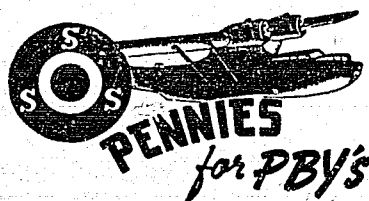
By L. R. PETERSON, Matsqui, B. C.

THE Monitor System is no recent innovation to the teaching profession, but it may be new to some teachers and can be made a useful phase of any school's administration.

Here is the Student Monitor System as adopted by the staff and pupils of the Matsqui School: The entire Monitor System is directed by and responsible to the Students' Council Organization. The Council is responsible for drafting the school laws, the disposition of the monitors, and the trials of transgressors. Instructions to students are made by bulletins posted in hallways and classrooms and printed in the school newspaper; to monitors through a Head Prefect, who sits at all Council meetings. Monitors, stationed in corridors, classrooms, basements, driveways, and the adjacent village, are provided with small "ticket" books, in which a carbon copy of charge again a law-breaker is retained. The student charged with a certain infringement on a law is summonsed to appear before the next Council Court, which is held once a month. Here he is tried and his fine or punishment determined by the

Council body. If found guilty, his name is retained by the Head Prefect permanently. Each month those pupils who have received no charge are presented with a Citizenship Button, and a star placed after their names on a Citizenship Roll on the Bulletin Board. The button is held for but one month at a time, and is revoked if any infraction of the Monitor Code has been committed during that time. At the end of the term we hope to be able to give all those students who have held the award all year some permanent tribute to their good citizenship.

While punishment of violators is, of course, necessary to the maintenance of an organized code of laws, the Council and staff of this school felt that this was not enough. It was felt that the meting of discipline to offenders was a dissipation of administrative energies to a minority of the student body, with a neglect to the larger number who abide by the laws. We have found that the test to which it has so far been submitted has found it quite satisfactory, and pass it on to the other teachers of the Federation as an answer to a very big administrative problem.



WAR SAVINGS COMMITTEE

REPORTS being received at School Savings Headquarters, 1227 Vancouver Block, show greatly increased War Savings this year. Teachers and students are "all out" to get as many saving as possible, whether the amount be a penny or a dime and total results are grand. Here are a few instances:

North and West Vancouver Schools have broken all their previous records with \$1008.66 invested in War Savings during October. Last year the total for the same month was \$749.12.

Trail High School reached an all-time high one week with 100 per cent War

Savings sales in 20 of 21 classrooms, which meant practically every student invested in a stamp.

Yale school with 19 students reports everyone saving and the savers working hard for their money. They saved \$21.36 last month.

The Teacher's Ledger is proving so popular at Victoria West school that the pupils have saved as much this current school year as was saved during the whole of last year.

Vancouver schools, too, are increasing their sales every month, with \$12,716.24 saved during October and better results expected for November.

THE war has so far taught the cynics of journalism one dangerous fact—that optimistic news, no matter how unjustified, sells better on the newsstands than the truth, if the truth is pessimistic. —Eric Hodgins, of *Time, Inc.*, to the Boston Conference on Distribution.

Important Notice!

Re \$3.00 Daily Basic Salary Indemnity

●

The regulations of the Salary Indemnity Fund state that members cannot be covered for a previously existing or chronic condition.

●

In order to avoid difficulty later, the Salary Indemnity Committee asks all British Columbia Teachers' Federation members who have a disability or a chronic condition to send full details so that each case may be considered. No member will be excluded from full benefits unless it is absolutely necessary. In some cases members are covered for all sickness except the special condition. Only in extreme cases are members debarred from benefits for all illnesses. All members are eligible for accident benefits. Members of the Federation who at one time may be totally excluded from benefits will receive a refund of a portion of their Federation fee.

Lesson-Aids Committee

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

DISTRESS SIGNAL.

WHO can put the Secretary in touch with Mrs. A. H. Plows, St. Margaret's School, *Somewhere*? We regret Post Office is unable to locate her with the incomplete address! A parcel of Lesson-Aids, ordered some weeks ago, awaits her.

APPRECIATION.

WE have received this month an unusually large number of letters voicing appreciation of the help given by Lesson Aids. To all of the writers of these letters we express our gratitude. Such letters make us feel that whatever difficulties our work entails it is all worth while.

SURPRISING.

IT is almost unbelievable that there are teachers, even in Vancouver, who have recently made acquaintance with Lesson-Aids for the first time. Repeat orders received from such teachers show that knowing us once means the beginning of a steady correspondence.

MISS AND MRS.

WE used to send packets of Lesson-Aids to this or that *Miss So-and-So*. Many of these ladies, owing to the exigencies of the times, have returned to active teaching, as *Mrs. Such-and-Such*. We are glad to note that one of the first things they do is to send for our latest Price List. We hope the flow of requests for copies will never fail.

NEW UNITS.

OWING to conditions which we are powerless to remedy we shall not be able to have any of the new units ready until after Christmas. Due notice will be published in the magazine.

A FEW FACTS.

1. Our Price List gives details of 129 separate units of work.
2. Recently 57 packets of units were sent out in one week.
3. Eighty-seven of our units have had to be reprinted since September, owing to the heavy demand, which temporarily exhausted our stocks. *Please order well ahead of the time when you wish to use the units.*
4. Only twice during the past four years has any Lesson-Aids Unit been returned as not being up to the requirements of the teacher ordering it. Lesson-Aids are definitely helpful.
5. Our multigraphing department deserves a special word of praise for the excellence of the work done, often under rush conditions.
6. The Peace River District leads all districts for the number of orders.
7. Lesson-Aids will be sent on approval if desired.
8. Lesson-Aids are priced at cost, the committee aiming to make the project self-supporting, and no more. Continuance of sales at the present rate will lead to further price reductions next Easter. Send for Our Price List.

THE BEST IN FOOTWEAR!

ONYX

Shoes

for women

\$9.90

AMBASSADOR

Shoes

for men; from

\$8.90

EVANS-SHEPPARD LTD.

417 West Hastings, Vancouver, B. C.

Final Report of Labor Affiliation Committee

THE final complete report of your Labor Affiliation Committee follows:
The Committee has faithfully carried out your instructions and is unanimous in the belief that:

1. This is a vital question.
2. Your duty is to cast an intelligent and informed vote just as much as it was the duty of your Committee faithfully to carry out your instructions.

DO YOUR PART: READ — CONSIDER — VOTE!

PRO

If this report seems short in facts and long in "considered opinions," the very nature of the problem gives rise to this tendency. Neither precedence nor example attended by identical local considerations have been found to exist elsewhere. The proponents of affiliation present the following case for affiliation. This final report, taken in conjunction with what has already been said in the September issue of *The B.C. Teacher*, completes the brief.

The opinions held by them are:

1. Affiliation will not commit the teachers to a strike policy or even to a sympathetic strike. Labour neither advocates this weapon in any labour dispute nor does it levy funds on affiliates for this purpose. Even in the twenty-six years of the American Federation of Teachers' affiliation with labour this body categorically states: "No local has ever conducted a strike. Because of its autonomy no local can be called out on strike by any other organization." As a similar autonomy will be vested in the hands of the B.C.T.F., should it affiliate, is there good reason to believe our organization will be more militant than an organization that took this step more than twenty-five years ago?

2. Affiliation will not because of the inherent autonomy of the B.C.T.F. destroy its freedom of action.

3. Affiliation will not be an irrevocable step. A vote of the membership could immediately bring disaffiliation. If affiliation fails to solve the problem of the present social and economic position of the teaching body, then the solution cherished by a large body of the membership will have been found wanting. The Federation with a membership now, and only now, convinced that the past policy of the Federation was the better, can return to it and make a united attempt

CON

The Committee on Labour Affiliation has agreed upon certain fundamental objectives and functions of a teachers' organization such as the British Columbia Teachers' Federation and upon the necessity of finding some solution to the economic and social problems facing the great majority of the teaching profession in the best interests of an effective educational programme for our people. Certain members of the committee believe that affiliation with labour is a natural forward step for a teachers' organization and that direct affiliation will lead to the solution of our problems. Other members of the committee are directly opposed to affiliation with labour for the reasons summarized below and explained in the following report:

1. The policy of the B.C.T.F. has been and should continue to be the achievement of a self-governing profession. This policy can be best achieved if the Federation, which consists of members of all parties and varied group affiliations, is not definitely affiliated with any labour or political group or party.

2. The Federation will not be able to obtain provisions for Automatic Membership if it affiliates with the Trades and Labour Congress for the government would then be establishing a precedent for the various crafts to demand automatic membership requirements.

3. While it is not evident at the present time, we definitely believe that a movement is under way to fuse the Co-operative Commonwealth Federation and one or more of the Labour groups for political purposes in the Dominion. There is the danger that, through affiliation with labour and the activities of a certain portion of its membership, that the Federation will become a political tool.

4. Teachers are not civil servants but they are engaged in the public service

PRO—(Continued)

to obtain its objectives by remaining aloof and developing its own professional organization.

4. Affiliation will not commit the teaching body to support any political party. The avowed policy of labour is to act independently of any political body.

5. Affiliation will not necessitate a reorganization of the B.C.T.F.

6. Affiliation will not be expensive. (See the October issue of *The B.C. Teacher*.)

7. Affiliation will not, judging by the aims and experience of the American Federation of Teachers, conflict with the conception of teachers that teaching is a profession. The American Federation of Teachers states its "chief objective" to be "to professionalize teaching through the organization of teachers in such strength that they may be in a position to determine their own status, questions of professional conduct in terms of contract, and exercise fully their rights as citizens as well as teachers, thereby attaining the place of leadership to which they are entitled in order that the best and strongest may be attracted to the teaching calling and as free men and women may be fit builders of the citizens of tomorrow . . ." The American Federation states further that the some "twelve hundred of the leading scientists of the country . . . have not lost their professional standing by belonging to labour unions." If undue emphasis, in view of the opening paragraph, should here seem to be given to the objectives and experience of the American Federation of Teachers rather than, for example, to the National Union of Teachers in England, provided such parallels are to be drawn at all, the apology is that this organization is not only geographically closer to us, but as in our case its members may affiliate without legal complications, without embracing a political party, without undue expense. In England the attending circumstances are entirely different. Quoting from a letter from Mr. Eric G. Floyd, solicitor for the National Union, for an example of such complications: "By the Trades Disputes and Trade Unions' Act of 1927, established civil servants were prohibited (with exceptions for preserving vested interests) from being members, delegates or representatives of any organization of which the primary object is to influence or effect the remuneration or conditions of employment of its members, unless such organiz-

CON—(Continued)

and in part are remunerated by the State. The Federation represents a profession that serves the farmer, the storekeeper, the business and professional men, just as much as the labourer and it has the standards of a profession to uphold.

5. The claim has been advanced that the active sympathy of Labour will assist teachers in obtaining arbitration of salaries. We have reason to believe that the direct contact of Federation officers with the government may make the most effective contribution to the settlement of disputes, where labour organizations do not exist outside the industrial areas of this province. The teaching profession requires the active sympathy and understanding of all groups and it can obtain this with effective leadership, united membership, and intelligent action.

6. The experience of the National Union of Teachers of England, the New Zealand Educational Institute, and the National Education Association of the United States as set forth in their communications to this Committee and in their publications recommend the continuance of complete independence. At the same time they recommend the use of political methods for the advancement of education and the proper interests of teachers by co-operation with Labour Unions and Councils, with the organizations of other professions, with civic groups and service clubs, and by acting in conjunction with the political parties, each and all.

7. The sole teachers' organization affiliated with Labour is the American Teachers' Federation consisting of local teachers' unions and affiliated with the American Federation of Labour, the American counterpart of the Trades and Labour Congress. The size of this organization has varied with economic conditions and locals are centred in large cities and industrial areas east of the Mississippi. The membership consists primarily of classroom teachers since administrative and supervisory officers are excluded. Its enrolment is approximately 15% of that of the N.E.A. The experience of this organization leads us to anticipate the danger of a split in the ranks of the B.C.T.F. It also points to the fact that there would be public understanding and sympathy for a B.C.T.F. affiliated with labour only in those few areas of B.C. where labour is organized.

8. Affiliation with labour will not solve the problem of educational finance which

PRO—(Continued)

ation has no political objects; is confined to persons employed by the crown and is not affiliated to any such organizations. Teachers in this country are not civil servants, but they are engaged in public service and are in part remunerated by the state.

"Naturally one result of these measures has been to restrict the liberties and hamper the activities of the public officers concerned in controlling or influencing conditions of service, pay, pensions, etc. The precedence would obviously require the most careful consideration if the subject of affiliation of the Union to any political group were again to become a live issue."

Similar legal obstacles that apparently do not confront us are also pointed out by the New Zealand Education Institute. Consequently, in the stating of the case for affiliation, the experience of the American Federation of Teachers seems the best to draw upon.

FROM THE POSITIVE POINT OF VIEW:

1. Affiliation will "help to bridge the gap between the abstract theory and the realities of social life." Teachers too often tend to advocate the desirability of entering into a closer relation with organizations within the community, but too often shrink from doing so. The question, too, might be raised what organizations, particularly employer organizations of commerce and trade in the more social Kiwanis, Gyros, etc., extend a hearty invitation to teachers? Even more to the point, when do they hold meetings when teachers can attend them? In short, what influential organized group of the citizenry other than labour has ever welcomed teachers except to put them to the plough?

2. Affiliation will give the teachers the right to bring themselves into closer contact with a large organized body of citizens that has never concurred in economy at the expense of a progressive democratic system of free compulsory education. In point, the American Federation of Teachers, affiliated with the American Federation of Labour since May 9, 1916, replies in part to the question "Why did the A.F. of T. affiliate with the A.F. of L.?" as follows: "Because we recognized that organized labour was a major instrumentality in establishing our system of free tax supported schools and has been their consistent protector, and defender, and has an

CON—(Continued)

is the basic cause of the present social and economic position of the teaching profession. The solution lies in Dominion Aid for Education and in provincial government provisions for relieving the land of much of its tax burden for educational purposes. The Federation must study the problem and propose acceptable solutions in co-operation with the Canada and Newfoundland Education, the Canadian Teachers' Association, the B. C. School Trustees' Association, and other interested organizations, at the same time using the political methods described above.

9. The best interests of teachers will be served by the development of a professional organization which would further the mastery of the field of knowledge and skills with which education deals and which would establish and maintain standards for admission and conduct which will best promote the public interest on a realistic basis. It is the service that we as teachers render to the public that will in the end determine our lot, especially if we make our contribution to the solution of problems of educational progress and finance.

10. Direct affiliation with labour will not solve the problems of unity within the teaching profession, of educational finance based upon land taxation, and of the social and economic status of the teacher. Affiliation will probably result in a loss of membership to the Federation, a change of status of teachers in relation to the public, especially in non-industrial areas, and eventually a change of the attitude of teachers toward their work from the professional to the purely vocational outlook. A united Federation, determined to undertake the necessary investigations and make the required contacts with other groups and interests for the betterment of educational services, can make definite contributions to the solution of the problems facing us today.

THE NATURE OF TEACHER'S ORGANIZATIONS

The ultimate objectives of practically all teachers' organizations may be said to be the advancement of the interests of the teaching profession and the promotion of the cause of education. The programme of these organizations usually includes professional improvement on the part of the teachers, supplying the public with correct educational information, showing the public the need for money to support education, securing desired educational legislation, as well as cam-

PRO—(Continued)

advanced educational programme second to none." That Canadian labour follows a similar policy is revealed in the September issue of the *Labour Gazette*, Department of Labour, Ottawa. There appears on page 1040 a report of the annual convention of the Trades and Labour Congress of Canada. Among other resolutions adopted is one "urging free university education to those now denied that privilege for financial reasons." As an indication of the status enjoyed by the above labour organization it may be of interest to note "the Lieutenant Governor of Manitoba—Premier Bracken—paid tribute to President Moore, president of the Trades and Labour Congress. The Hon. Humphrey Mitchell, Minister of Labour, brought the convention the best wishes of the Federal Government." This same report is worthy of careful study as reflecting the policy of this organization.

3. Affiliation will add to the voice of the teaching body when dealing with local boards, and particularly the Provincial Government, the infinitely louder voice of labour in demanding that the reasonable needs of teachers and education be heeded. In the light of the past it may be assumed with confidence that labour may be counted upon to support and fight for all sound proposals for the improvement of public education. The teachers will no longer have to stand alone, but although in the lead, will have the sense of security born of the knowledge that they are backed up by a large organized group in the community.

4. Affiliation will benefit us by destroying the impression in many labour organizations that teachers have a superior attitude and replace it by confidence born of a mutual understanding of their common problems.

5. Affiliation will put labour on trial and lay to rest this perennial problem. This must be done. Affiliation has been advocated for years. More than a decade ago only the refusal of the chairman to exercise, in view of the even division, his casting vote, prevented this step being taken. As late as 1938 a similar committee set up to study the question favoured affiliation in the "report of the majority." This year the question was again introduced and the proposal turned down on a re-vote, and a resolution set up this committee and had a referendum adopted. The recurrence of the question seems some indication, on the one hand, of the conviction of its supporters of the wisdom of taking this step, and, on the

CON—(Continued)

paigns for increased remuneration, tenure, pensions, improved working conditions, and higher social recognition. These organizations usually make provision for a full-time executive secretary and salaried staff, publish a monthly magazine which serves as a house organ and as a means of stimulation of professional growth, establish a research programme to assemble up-to-date information needed for the solution of problems facing the organization, and establish a public relations programme to interpret the work of the schools to the public. The B.C.T.F. has undertaken many of these functions and in many cases has had marked success over a period of time and there is no reason to believe that an extension of the present programme is not the best policy in these times.

THE QUESTION OF LABOUR AFFILIATION

From time to time the question arises as to whether teachers' organizations should affiliate with labour or whether they should continue the development of professional status. The arguments usually offered for affiliation stress the point of view that alliance with organized labour will strengthen the position of the teachers' organization and therefore will improve the social and economic welfare of teachers and lead to more adequate salaries and pensions, smaller teacher load, effective tenure regulations, sabbatical leave and academic freedom. Those who are opposed to teachers' affiliation with labour groups argue that education is a public service and since teachers carry on this service they should not ally themselves with any particular social or economic group; that they can accomplish their objectives equally well by developing their own professional organizations; and that by doing so they will contribute more effectively to the establishment of teaching as a real profession.

The British Columbia Teachers' Federation faces the question of labour affiliation versus progress toward professional status because of the social and economic problem facing its membership. Since the funds for educational purposes are derived from local taxation on land, supplemented by grants from the provincial government, the salaries of teachers are restricted by the availability of money from these sources and teachers are placed in a disadvantageous position in relation to the remainder of the public when the nature of the work performed

PRO—(Continued)

other, the failure of the B.C.T.F. standing alone to make progress satisfactory to a large part of the membership. Only by putting labour on trial can this question be satisfactorily settled. Only by finding labour wanting can a united membership turn to another solution of its pressing problems.

Where lies the basic opposition to affiliation? Outside the teaching body, would it be principally because trade unions have power and affiliation with an organized group prepared to make the teachers' cause their own add immeasurably to our strength? Within the teaching body, would it be because of a lack of understanding of the objectives of labour, a willingness to drift, a flickering hope teachers may obtain their objectives alone, a certain antipathy to having affiliations outside of the white collar, the influence of some educators in the executive field who fear an increase in the strength of teachers' organizations may bring changes originated with the teachers rather than with the administrative officials? In this field of opinion the discussion could be interminable. Why not end it in the eminent and no doubt familiar company of Professor John Dewey. Dr. Dewey on this occasion bridges the gap between theory and realities with decision and take an unequivocal position: "In my career as a teacher there is nothing I prize more than the fact that ever since there has been a teachers' union in New York City I have been a member of that union and entitled to carry my union card . . . if all teachers were within the teachers' unions and if they were not merely somewhat nominal members who try to keep their dues paid but active working members who came into contact with the labour unions, with the working men of the country and their problems, I am sure that more would be done to reform and improve our education, and to put into execution the ideas and ideals written about and talked about by progressive educators and reformers than by any other one cause whatsoever, if not more than by all other causes together."

The question on which teachers will be asked to vote "Yes" or "No" when the ballots are sent out is this: "Are you in favour of the affiliation of the B. C. T. F. with labour?"

This complete report was submitted by the Committee on Labour Affiliation: Mr. C. J. Oates, Miss Gladys Owen, Miss J. J. McKenzie, Mr. T. Bullman, Mr. A. Croll, Mr. C. McGuire, Mr. B. Fletcher. The "Con" side of the report is concluded on the following page.

CON—(Continued)

and the qualifications required are taken into consideration. Teachers must find some means of establishing a social and economic balance or increasing numbers will be forced to find a more adequate means of livelihood wherein they will not be performing the educational services required by the public who will eventually suffer from the loss of competent personnel in the schools.

Affiliation with labour has been proposed as a solution of the problem faced by the teaching profession. The proponents of affiliation believe that the forces of organized labour may be brought to bear on the public and on the government on behalf of the teachers. Organized labour represents only twenty per cent. of labour in Canada. It is split up into a number of competing organizations. Certain committees favour affiliation with the Trades and Labour Congress since the teaching profession does have some of the characteristics of a craft guild. Federation members know that, at the last convention, strong representation was made on behalf of affiliation with the Canadian Congress of Labour, indicating that there will be divergent opinion among the membership if a majority do vote for affiliation. The suggestion has been made that the teachers might give effective leadership to the labour movement but we all must realize that labour will accept the leadership of teachers only as long as it suits the purposes of their organization.

THE BASIC PROBLEM OF EDUCATIONAL FINANCE

It is very questionable whether affiliation with labour will solve the problem of educational finance which is the basic cause of the present social and economic position of the teaching profession. If the necessary additional funds are provided for education it is apparent that they must come from the Dominion Government or from other than the taxation of land in local school districts. The present war emergency has caused the Dominion to divert funds under the Dominion Provincial Youth Training Plan and the War Emergency Training Plan to the provinces to be administered by them. Section 63 of the Public Schools Act of the Province of British Columbia gives

CON—(Continued)

the municipalities power to impose taxes other than those on land for school purposes but this provision has not been used in B. C. The Federation should study the possibilities of expanding Dominion Aid and revising methods of school taxation and should give every assistance to the provincial authorities to enlarge the basis of educational finance before it considers allying itself with a minority pressure group.

THE EXPERIENCE OF ESTABLISHED
TEACHER ORGANIZATIONS

Communications from responsible officers of the National Union of Teachers of England and the New Zealand Education Institute, the teachers' organizations of two countries where organized labour exerts much greater power than in Canada, bear out our belief that it would be a serious mistake to directly affiliate with labour. Quotations from the statement sent to us in regard to the status and policy of the National Union of Teachers in relation to the problem of affiliation follow:

"The Union is a non-political body and such always has been its character as a national organization . . . The Union is not and has never sought status features of a trade union . . . The past policy of the Union has been, and its present policy is, to achieve a self-governing profession, and it has been considered by the Union as a whole that this policy can be best pursued if the Union, which consists of members of all parties, is not definitely pledged to any labour organization or political group or party . . . To summarize, the Union is not a party political organization, but it has used political methods for the advancement of education and the proper interests of the teachers; in short, it has co-operated with Trade Unions and Trade Councils, with the organizations of other professions, and with other associations of teachers; and by Parliamentary candidatures, Parliamentary correspondents, and in other ways it has acted in conjunction with the political parties, each and all. From Conservative, Liberal, and Labour Ministers, and from Party and Coalition Governments, the Union has been successful in obtaining pension and salary grants for the profession. The success of the Union in these respects has been widely recognized. The power of the Union has not depended on any one party rising, nor has it declined with any party's fall . . . In

the great economic crisis of 1931, when a National Government was formed and drastic economies proposed with most severe cuts in the salaries of teachers, the Union in its independent position fought its own battles for equality of sacrifice with results that may I think be fairly claimed to have justified the past and present policy of the union."

CONCLUSION

The members of the committee subscribing to this report believe that the problems of the British Columbia Teachers' Federation will not be solved by trying to form a pressure group with a minority of the public and sitting back to say that our salaries should be increased, our hours and duties restricted to conform with the standards of a labour organization, and that we should forget the aspirations of a true profession. We believe that we must serve the public, close our ranks, and solve our own social and economic problems in full co-operation with all the groups and organizations interested in the education of our people. There are examples in British Columbia where schools have tried to meet the needs of the public in its demand for a suitable education for its children and where, despite the inadequacy of funds, every attempt has been made to reward the progressive teachers who have made this type of education possible. A clear recognition of the facts should stimulate every teacher to work in every way possible to increase his or her efficiency and the status of the profession as a whole by their work in the school and the community and by their active participation in the Federation. At the same time the Federation must find a means, by automatic membership or other ways, to close its ranks and provide the unity and strength which will lead to the recognition of the services performed by the teaching profession and to the adoption of the considered solutions it proposes for the problems facing our educational system and the members of the Federation.



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

MAGIC OF LANGUAGE

THE Magic of Language in the Primary Grades, by Morag K. L. Harpley; School Aids and Text Book Publishing Co., Regina and Toronto; pp. 194. Price 50c.

This book has been organized to provide children of different levels of ability with work according to their respective talents. Each lesson has three different approaches suitable for Grades I, II, or III. In this way the book has a two-fold purpose; it may be used by teachers in either rural or graded schools.

Its chief aim is to provide lessons which not only teach and drill, but also serve as samples for ideas for similar activities which are based on the everyday life of the children.

Lessons are organized under the headings "Oral Expression", "Speech Training", and "Speaking Correctly". "Written Expression" lessons are also included. Each lesson is delightfully refreshing in its original way of approaching the topic. It finds an outlet for expression for each type of child. The written language examples are perhaps too few, but with the abundance of ideas at hand these could easily be supplemented.

The Magic of Language in Primary Grades reminds teachers that in helping children to cultivate their powers of expression they are assisting them in developing and enriching their personalities.—E. S.

A CAMPING TRIP

HOLIDAY Fun by E. Catherine Frost, School Aids and Text Book Publishing Company, Regina; 1942; pp. 62. Price 35c.

This pamphlet reader, suitable for Grade III pupils, tells of the camping trip in one of the national parks of two little girls and their parents.

The story is interesting, introducing as it does such topics as a marauding bear, the tame deer, the antics of a chipmunk, and the work of beaver. Each anecdote forms one short chapter. Such ideas as kindness to animals, and being a good camper are cleverly worked into the story.

The type is excellent; the pictures numerous and good.—F. A. P.

WAR POEMS

FLYING Colours; edited by Sir Charles G. D. Roberts; the Ryerson Press, Toronto; 1942; pp. 126. Price 60c.

In *Flying Colours* the English teacher (especially in English V, Unit III) has one topical medium by which he can stimulate the students' appreciation for poetry. This is a small anthology of contemporary patriotic poems, all of them styled simply and clearly as is the great tradition of English poetry. Sir Charles G. D. Roberts sets off side by side such well known writers of swiftly-moving verse as Sir Henry Newbolt and Alfred Noyes. Newbolt's popular "Drake's Drum", depicting the traditional warfare of the sailor lads coming to England's aid in time of strife, is effectively contrasted with Noyes' recent "To the R.A.F." picturing modern warfare and the modern "Drakes".

The editor has approximately borne out the title *Flying Colours* by dividing the book into sections on Canada, Great Britain, the Sister Dominions, and the United States. Having compiled this collection primarily for use by Canadian pupils with a view to arousing in them a realization of the existence of, and an appreciation for our growing Canadian literature, he has given a larger part of the space to Canadian craftsmen. His British section is more brief because he feels that Canadian readers are already familiar with the excellence of British poetry. His choice of American selections has been purposely made not from among poems strictly American in their themes, but rather from those which show an instinct on the part of American poets towards a spiritual unity of the English-speaking peoples.

The sons and daughters of Great War I veterans and the brothers and sisters of Great War II fighters should be interested in such poems as W. J. King's "1918-1942"; Laurence Binyon's "Airmen from Overseas"; Arthur S. Bourinot's "Sleeping Now in Coventry"; Sara Carsley's "The Little Boats of Britain"; E. J. Pratt's "Dunkirk"; Gene Fowler's "The 'Jervis Bay' Goes Down"; and Edna Jaques' "Inheritance".

"Although a generation's span
Divides these twain, they still are one,

The father in his lonely grave,
And this young man who is his son,
Pledging anew his father's oath,
Carrying the banner for them both".
—C. A. CARR.

MODERN FRENCH

LE *Francais Moderne* by Albert Cru and Aurla Guinnard; Macmillan Company; 1942; pp. 532. Price \$1.80.

What it purports to be—a textbook to give practice in modern French. It is not a book for the Reading Course, as it stresses the necessity of using the language accurately—comprehension, speaking, writing and reading being stressed equally.

The vocabulary is based on the first thousand root words of the Vander Beke list, with the addition of modern environmental idioms and some colloquialisms. It is presented in interesting reading material dealing with daily experiences of French young people, and charmingly illustrated by Barry Bart. As extensive reading material there are passages dealing with French customs, geography, history, songs and legends. The student will be glad to see an adequate vocabulary list in the appendix with English-to-French as well as French-to-English equivalents.

Grammar exercises are numerous and varied, and every sixth lesson is review.
—E. R. D.

VOCATIONS

CHOOSING *Your Course* by Charles M. Smith and Samuel Baron; Henry Holt and Co. Inc., New York; 1942; pp. 302. Price \$1.75.

Choosing Your Course is a textbook for use in group guidance classes in the Junior High School, and is suitable for either boys or girls. Teachers of group guidance should find this book a useful guide whether or not a sufficient number of copies is available for class use. In accordance with the general principles of the Junior High School, it provides opportunities for exploration. Guidance through exploration entails helping the student to discover his own abilities and to introduce him to the chief vocational fields and their educational requirements.

Wisely the authors of this book advise that pupils of Junior High School years should choose courses on the basis of broad vocational lines rather than on that of narrow job areas. The four chief divisions studied are the professions,

commerce, agriculture, and industry. Each type of work is accorded equal value and the student who chooses the industrial or commercial course is shown that his choice is neither easier nor lower than the academic course.

The text is amply illustrated with up-to-date photographs and a variety of graphic statistical material. At the end of each chapter questions to improve study methods are provided, and in addition a number of activities are suggested.

In language within the understanding of the younger adolescent, the problem of finding one's place in the changing world, the problem of unemployment, the importance of the wise use of leisure time, the duties of citizens in a democracy, and kindred problems, are ably presented. A point stressed in practically every chapter is the fact that the better educationally qualified person almost always has the better chance for a good job.

—S. J.

RHYTHMIC ARITHMETIC

RHYTHMIC *Arithmetic in the Primary School* by Harry Amoss, Director of Professional Training, Department of Education, Ontario. The Ryerson Press, Toronto; 1942; pp. 200. Price \$1.25.

This book is the first of a proposed series of three. It deals with the development of mathematical ways of thinking normal to children of mental ages four to eight.

The ideas set forth in this book are founded on the theses that "training in exact thinking is a necessary preparation for the democratic way of living; the study of mathematics is an essential means to this end; mental growth, like physical growth, proceeds in stages and is largely a matter of proper diet and exercise; modes of thinking are the outcome of early conditioning".

The work was primarily undertaken as a study in mathematical development in connection with the establishment of the Canadian Intelligence Test and is based on wide research. The findings have been set forth in terms of schoolroom practice so that primary teachers may readily avail themselves of the results of the investigation.

The material is presented in a comprehensive manner and the exercises and games are good. Primary teachers will find the book instructive and worthwhile.

—D. L.

Our Magazine Table

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

PUT those Spelling papers and Compositions away for a few moments, give your red pencil a rest, get an easy chair and gather around "Our Magazine Table". Has any teacher found a particular magazine exceptionally useful or interesting? Write and let us know so we can pass on the news through this column. No secrets in education, we all want help and would willingly help others!

A Fact a Day About Canada from the Dominion Bureau of Statistics, Ottawa; 25c per year. This little mimeographed pamphlet covers a varied scope of subjects. Technical articles are written in a form which is easy for the layman to read. This publication can be profitably used by pupils in preparation for "two-minute talks", interesting topics for assemblies or for other forms of oral reports. The price is within range of the smallest schools, 25c per annum! Glancing through the latest issue we note such topics as "The Mosquito", "Dehydrated Butter", "Meat Without Bones", "Lobsters", "Canadian Army", etc.

Everyone is interested in the activities of the R. C. A. F. Do you find some of your "big boys" uninterested in any outside reading? *The Canadian Air Cadet* (The Air Cadet League of Canada, 122 Wellington St., Ottawa), will appeal to such boys. It is very rarely one finds a youngster whose interest cannot be aroused by the activities of the Air Force and Air Cadets. "Cloud Over Dieppe" is a good article in the October number.

In the September issue of *Design* (Design Publishing Co., 243 N. High St., Columbus, Ohio; \$4), there is a good article entitled "Clay—What Can You Do With It?" There are many districts in British Columbia where clay can be obtained which is suitable for modelling. This type of art work is already proving popular in many schools. This magazine also deals with weaving, potato blocks, and other forms of art.

A well known and valued publication is *The Instructor* (F. A. Owen Publishing Co., Dansville, N. Y., U. S. A.; \$2.50 per year). This magazine is useful for all elementary teachers, but especially would I suggest that teachers who are new at the profession this year become acquainted with *The Instructor*. Reading exercises, articles on discipline and class

routine, units of work, stories to read and tell (the answer to that everlasting question, "Where can I get a good story?") handwork, and music are all given in a practical form. The book is essentially "American", but most of the material can be readily adapted to the Canadian curricula.

The Canadian Forum (The Canadian Forum Ltd., 28 Wellington St. W. Toronto, Ont.; \$2), contains articles of current interest such as "India—Politics as Usual", "The Steel Crisis", etc. As in many of these current events magazines, the page on Book Reports is valuable.

Other magazines sent to *The B. C. Teacher* to be placed on "Our Magazine Table" include *The Pennsylvania School Journal*, *The Pennsylvania Public Instruction*, *The Transvaal Educational News*, *The Education Gazette* (New South Wales), *The Manitoba Teacher*. It is interesting to read the various problems and remarks by teachers and school authorities in other parts of the world. We invite you to glance through these books at the next convention when visiting "Our Magazine Table".

A magazine which is too widely known to be reviewed is the *Reader's Digest*. I mention this magazine because I have found it to be very popular with pupils of Grades VII and VIII. In the ungraded school senior pupils delight to read the articles of interest—and report orally to the class.

How are magazines used in your school? Do the pupils have access to the popular publications? I would be very interested to hear from teachers who have used magazines to advantage in their classrooms.

It is a part of reference work which I think is sometimes neglected. Come on, teachers, send in your bright ideas so that the rest of us won't have to keep dusting off our magazines so much because of disuse. Send any questions or suggestions to Arthur Buck, 3780 Eton Street, Vancouver, B. C.

Au revoir until next month.

P.S.: Remember to write!

WE are desperately in need not of new truths but of passionate devotion to old truths.—Felix Frankfurter, Associate Justice, U. S. Supreme Court.

Correspondence

LETTERS TO A COUNTRY
TEACHER

November.

My Dear Niece:

Perhaps your mother will not approve of the advice in this letter. We were both brought up very strictly, but I have been in some very queer places, and perhaps I have become somewhat lax in my ideas, especially about drinking.

You find yourself associating with people who all take a drink or two on festive occasions, and think nothing of it. Should you stoutly uphold temperance principles, or when in Rome should you roam a little yourself? If you drink, it may start you on the downward path, injure your complexion, or make you ill; if you don't, you put a damper on the party, embarrass your friends, and don't get invited again—you make them feel bad, and they get even by teasing you to take a drink.

Now drinking is not of itself sinful. Nobody should take too much, and anyway the stuff tastes horrid, but one drink will not hurt any healthy person. The liver is equipped to deal with small quantities of almost any poison, and this includes alcohol. My favorite method is to accept one drink, and either sip it so slowly as to make it last the whole evening, or privily use it to irrigate some potted plant.

You should understand why people drink: they do it to escape from reality. You and I can escape quite thoroughly by reading a book, and we can be as foolish when cold sober as most people can when drunk. I think anyone who needs a drink to make him jolly has something wrong with him, and anyone who needs to get drunk is very sick, in body or soul. So don't condemn the drinkers, but be sorry for them: you are not more virtuous than they, only more fortunate.

I was once at a festive gathering of substantial citizens, and when the drinks were passed around I accepted one. My neighbor refused loudly, saying that he was a teetotaler. I said, "So am I, but at least I have the grace to keep it dark". The most important citizen present reached over and shook hands with me. His drink also was untouched.

Ever your loving,

UNCLE JOHN

P.S.: I wish Nieces Winnifred and Eleanor would write and tell me where

they are; also any other nieces who would like to ask advice, or disagree. I am always looking for a good argument. Write to Uncle John, care *B.C. Teacher*, 1300 Robson Street, Vancouver.

P. P. S.: I was glad that one of your cousins was interested enough to call me names because I said you shouldn't join a political association. He didn't know that I belong to a political association myself, have served on its executive, and may again. The reason why I think you shouldn't is that you are not a permanent resident there, and so can have more influence as an open-minded observer, for whose favor all parties may compete. When you settle down permanently (that is to say, staying more than two years in one place) I hope you will join some party, and I don't even care whether it's my party or some other.—U. J.

WESTBROOK PEGLER

1396 Eleventh Ave.,

Vancouver, October 26, 1942.

Editor, *The B.C. Teacher*:

In an article on Westbrook Pegler by George P. West in a recent issue of the *New Republic* I came across the following paragraph which should have some interest for us in view of the coming referendum vote on affiliation with labor. I quote it verbatim:

"If he (Westbrook Pegler) has got his journalistic education as a labor reporter instead of a sports writer, he would know that we owe our public school system to the labor movement and that we owe to it also—as the strongest single cohesive political group on the progressive side—practically all of our laws for the protection of the health and limb of our people, practically every such forward step as workmen's compensation, accident prevention, sanitary safeguards, public parks and playgrounds, and the extension of the public school system until high school education is almost universal in our most populous states and college training is no longer a special privilege for a few. A surprising proportion of these benefits now universally accepted were initiated by organized labor. And invariably when other groups initiated them they quickly learned to rely on organized labor as the only force that was both intelligent and human enough, and powerful enough to get them accepted and realized".

The above is a strong tribute to the

trade union movement but not a whit stronger than the facts warrant. Think of those countries where the trades unions have a real political force, viz., Britain, United States of America, the Soviet Union, New Zealand, Scandinavia; it is precisely in those countries where the greatest strides in education and social welfare have been made.

K. M. PORTSMOUTH.

INTERESTING

1040 Eighth Avenue East,
Prince Rupert, B. C.
October 20, 1942.

Editor, *The B. C. Teacher*:

To assist the B. C. T. F. in its campaign for a \$900 minimum salary, the Prince Rupert and District Teachers' Association set up a committee last spring:

1. To write the Minister, briefly outlining the teachers' position.
2. To circularize teachers' locals, enclosing copies of its letter to the Minister, along with covering letters asking support for its action.
3. To communicate with labor and other organizations, with enclosures as above, asking that they write the Minister, endorsing our stand.

Among the organizations thus approached were three labor unions and fourteen teachers' locals.

What were the results of our action?

Did the Minister reply, acknowledging our letter, promising earnest consideration of our proposals? No, his secretary replied: the Minister, she said, was out of town. Other than that reply, the committee has received no communication from the Minister's office.

Did the fourteen teachers' locals endorse the committee's action? The committee does not know. Only two of the locals acknowledged receipt of our letter.

The two locals which replied—did they endorse our stand? No. Before they would take action, they required assurance that we had B. C. T. F. Executive backing—and this, despite the Easter Convention's acceptance of East Kootenay's resolution, which called for "an all-out publicity campaign embracing newspapers, radio and all other means we can enlist".

Did the other organizations reply? *The only two organizations to reply were two labor unions.*

Did these two labor unions merely

acknowledge our letter; or did they promise support only when/if such support was countenanced by their central executive; or did they *do* something?

Both labor unions wrote the Minister.

Quoting from one: "After examining the Salary Scale of our teachers we are unanimous in our opinion that the low scale set for British Columbia is the main reason for the scarcity of qualified teachers and would urge that you as Minister of Education realize the serious after-effect this will have on the future generation, also the undue hardship on the loyal teachers who are staying on the job and putting duty to the children of British Columbia before their own personal gain".

Quoting from the other: "With the present cost of living increased 50 per cent over the cost during the depression years we feel that the requested increase from \$780 per annum to \$900 per annum, and an annual increment of \$60 per annum for the first three years in any class would barely constitute enough for the necessities of life".

What does all this tell us teachers, who soon will vote on the question of affiliation with labor?

1. That teachers' locals concern themselves so much with theory and technicalities of procedure that they cannot or will not *act*, even for their own good.

2. That the proposals teachers' locals make to the Minister do not even elicit appropriate reply.

3. That labor groups have freedom of action.

4. That labor groups recognize us as fellow-workers, and that they are interested in the welfare of teachers and pupils, to the effect that they will take action in our behalf.

5. That labor organizations—for what reason, except that they are organized?—receive Government hearing, even upon matters which do not strictly concern their union.

6. That teachers of this province should make the coming referendum one great clarion cry for affiliation with labor—in some such proportion as did our local last spring, when upon the proposal that the question of affiliation with labor be examined by the Easter Convention, it voted over 3 to 1 in favor.

Sincerely yours,

MARK HILL, Secretary,
Affiliation Committee, Prince Rupert
and District Teachers' Association.

FOR SPANISH TEACHERS

Vancouver, Oct. 17, 1942.

Editor, *The B. C. Teacher*:

Since my article entitled "Spanish In Our Schools" appeared in your last issue various enquiries I have received by word and letter have among other things mentioned the matter of suitable textbooks not only for school use but for private adult study. In my article I stressed the importance of judicious selection by inference rather than by particularization. Suitable books for Spanish study constitute a problem in Western Canada.

The prescribed textbook for Spanish I and II is, of course, Hills and Ford's *First Spanish Course*—only fairly satisfactory for elementary work and might well be bettered by the inclusion of words, phrases and forms of pronunciation common in Latin America. For adult students it is inadequate and in its place I would recommend Espinosa and Allen *Elementary Spanish Grammar*, published by American Book Co., New York and Chicago, or Alfred Coester's *A Spanish Grammar*, published by Ginn & Co. The former is most informative and interesting with good vocabularies, verb appendix and a short commercial section. The latter has also a good vocabulary and verb section and takes note of Spanish-American peculiarities.

In the matter of Readers I find the one prescribed, *Gil Blas de Santillana*, far too difficult for beginners while the same may be said for the Readers prescribed for Spanish II. Personally, I have recourse to an admirable little reader entitled *De Todo Un Poco* by Castillo and Sparkman, to be followed in Spanish II by its sequel, *Sigamos Leyendo*, by the same authors. Both are published by Heath and Co. and cost, when last I sent for them, approximately 25 cents each. They are complete with vocabulary, footnotes and exercises on the text. The material is bright and amusing and well within the reach of students during their first two years of Spanish study. Moreover, they are particularly well adapted to conversational or direct-method teaching.

I also sometimes use a little Mexican vocabulary and phrase book published by the American Book and Printing Co. for the "Escuela Inglesa" in Mexico City. I used these for years while teaching English to Mexican children in this same school and have found them equally serviceable up here. I recently wrote to

the publishers to find out if they are still in print and shall be happy to pass on their reply to anyone interested.

Finally, in the matter of dictionaries, I stand by Arturo Cuyas' *New Spanish English and English-Spanish Dictionary*, published by D. Appleton & Co. of New York. It is of handy size and contains many words which, though not pure Castilian, are in general use in Spanish America. I know of none better and a good many worse.

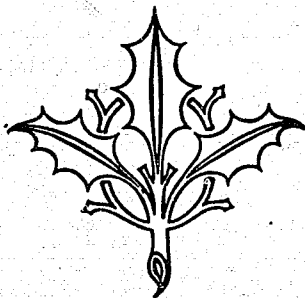
All in all, if our Spanish course is to be popularized and developed there would seem need of a sweeping textbook revision bringing it into line firstly with the pupils' needs and limitations, secondly, with the specific objectives of a Spanish course in this section of the continent. Some of these objectives I have already indicated. Possibly the greatest of all is the need for the tightening of the bonds of social and commercial intercourse between the two great sections of this vast continent. Translated into practical and immediate terms this means to us the study of business methods and commercial practice generally as employed in the Spanish-American countries on this continent. One would like to see some consideration given to this objective on a revised Spanish course.

Yours very truly,

R. B. WESTMACOTT.

Lord Byng High School.

Turn About Is Fair Play!



OUR ADVERTISERS support *The B. C. Teacher*. . . . Do your part by PATRONIZING THEM.

A COMPLAINT

513 Ninth St., New Westminster,
November 10, 1942.

Editor, *The B. C. Teacher*:

I believe I am voicing the sentiments of more than a few in pointing out certain deficiencies and inconsistencies in the preliminary report of the Committee on Labor Affiliation.

In the first place, the report lays down as a premise that if labor affiliation will not assist our present organization to secure economic advantages, to provide a greater degree of security, or to vitalize our body, then "we are not interested in affiliation". This seems to me to be a delightful "non sequitur". There are numerous considerations which are so casually ignored; if labor affiliation should make the individual teacher a more valuable member of his community, if it should make it possible for his organization to play a more important role in community, provincial or national affairs, if it should place his organization in a position to exert influence, however small, in the tremendous task of reorganization and reconstruction which will face us after the war—if labor affiliation will accomplish any of these things, then I for one am definitely interested. The fact that my salary may not be increased or my tenure more secure will have nothing to do with my attitude.

It is my considered opinion that the decision on labor affiliation is one of the most momentous decisions which we have ever been called upon to make. It would be a tragedy if the decision is in error simply because of lack of information or because of faulty or prejudiced information.

In my own opinion, affiliation with labor is a bold step forward; certainly it would bring added responsibilities and a host of new problems. But what forward step ever brought anything else?

Yours sincerely,

J. STEWART REID.

RE A MISTAKE

New Westminster, B. C.,
November 9, 1942.

Editor, *The B. C. Teacher*:

I have been instructed by the Executive of the N. W. T. A. to draw to your attention an item appearing in *The B. C. Teacher* for October—an item, which we feel, is an obvious mistake. The item appears on the first of the colored inserts

devoted to important announcements and is headed "Labor Affiliation Costs".

1. The impression is given that if the labor affiliation referendum passes, that the affiliation will then automatically be with the Trades and Labor Congress of Canada. Such an assumption is contrary, we feel, to the spirit of the resolution from the Annual Convention.

2. The impression is given that the referendum will deal with the issue of affiliation with the Trades and Labor Congress of Canada and that the ballot will offer B. C. T. F. members that choice only. We feel that the referendum deals only with the issue of affiliation with labor and that any other assumption will simply serve to muster against the referendum not only those who oppose labor affiliation, but also those who favor it in principle but oppose union with a specified body. The resultant picture might be quite misleading. We feel that we must reserve to ourselves, as members, the right to make *both* decisions and to make them *separately*.

3. We feel that the presentation of facts, or of reports by the Editor, or by the Committee on Labor Affiliation should be so phrased that either (1) the body with which affiliation may take place should not be specified at all, or (2) information regarding *all* such bodies should be given.

Yours sincerely,

ANNA L. KROGSTADT,
Secretary, New Westminster T. A.

A WOMAN'S VIEW

Aldergrove, B. C.,
November 16, 1942.

Editor, *The B. C. Teacher*:

As a woman teacher, speaking in particular to other women teachers, I wish to express my view of affiliation with labor.

Labor is linked more closely to the teaching profession than we sometimes realize. The members of trade unions are the parents of the children we teach. Should we not co-operate with them to ensure a proper education for their children—and our pupils?

Labor affiliation means parent-teacher co-operation.

Yours sincerely,

BRITA VISTERBACK,
Philip Sheffield High School.

News, Personal and Miscellaneous

News items for this department of "The B. C. Teacher" should be sent to
LESTER R. PETERSON, Matsqui, B. C.

U. B. C. AWARDS

CONGRATULATIONS are in order again this year to a number of B. C. teachers who have recently taken a step forward in their educational qualifications. The University of British Columbia has announced the following awards to teachers of our province: Master of Arts Degrees—Thomas Miller Chalmers, B.A., of Burnaby; Ronald Grantham, B.A., of Ladysmith, and Bessie Lamb, B.A., of Vancouver. Bachelor of Arts Degrees—Jack E. Beech and Ivan Wharton Findlay, both of Vancouver. Bachelor of Education Degrees—Douglas Bruce Harkness, B.A., of Chilliwack; Robert Norman Melville, B.A., of Rossland.

WITH THE SERVICES

NAPIER MOORE, Editor of MacLean's Magazine, brings back from a visit to Britain the fact that Flt.-Lieut. J. F. Hammett, formerly a Richmond school principal, is the only Canadian senior flying control officer in England. Keep 'em flying, Lieutenant Hammett!

The Western Air Command announces that Group Captain Earl McLeod has been promoted to the rank of Air Commodore, the third officer of air rank in this district. Air Commodore McLeod, a native of Chilliwack, taught school in British Columbia before and immediately following the last war, and has been with the R.C.A.F. since 1924.

CURTAIN CALL

WE welcome to the CBR schedule this winter the CBR Singers, a group of twenty voices trained by Mr. Burton Kurth, Supervisor of Music for the Vancouver public schools. American born, Mr. Kurth came to Canada early in life, becoming choirmaster and organist first in Winnipeg and later in Vancouver, where he added to his career in 1937 his present position as Supervisor. His CBR Singers will be heard in ten programmes this season.

GLEANNING FROM HERE AND THERE

MISS Anna Freud, daughter of the late Sigmund Freud, announces the release of her monthly reports on the

psychological reactions of children to war. Release of these reports is made through Foster Parents' Plan for War Children, Inc., 55 West 42nd Street, New York City. . . . The B. C. Electric Buzzer acknowledges receipt of this double barrelled phone call: "Why are not some of the school children put on staggered hours? And if they are not, should they not be taught the ordinary courtesy of offering their seats to adults, especially those war workers who have just come off shift? . . . Everything from "Abalone Pearl Fishing" to "Zoo's Who" is offered in the 1000 and One Blue Book of Non-Theatrical Films, offered at 75c by the Educational Screen Co., Chicago, Ill. . . . J. B. Priestly, who has lately diverted his talents largely to commenting some of our National Film Board productions, is again represented in literary circles with "Britain at War," available from booksellers or Harper & Brothers, 49 East 33rd Street, New York City, at 35c. . . . Columbia's "School of the Air," now on its thirteenth year, may be heard this season through CBS each weekday, 1:30 to 2:00 p.m. . . . Henry Wallace, in "Poland Fights," (55 West 42nd Street, New York City), for September 1, 1941, italicizes these words: . . . the century on which we are now entering—the century which will come of this war—can be and must be the century of the common man. Perhaps it will be America's opportunity to suggest the freedoms and duties by which the common man must live . . .

"ROYAL RHODES" NAVAL COLLEGE

CANDIDATES must write, early next May, a competitive examination in the following subjects of Junior Matriculation level: English, French, Physics, Chemistry, Algebra, Geometry, General Knowledge. The Headmaster will supply a detailed statement of entrance requirements. The age requirements are "Under 16 years, but not over 17 years 8 months, on July 1st". There is a regular two-year course and a special one-year course starting September, 1942. As only a limited number are chosen, a high scholastic ability is required.

Students wishing to enter next fall should obtain a copy of the school syl-

labus, and a copy of the detailed examination requirements.

Students intending to enter in future years should be informed particularly about the age requirement. As most boys in British Columbia complete Grade XII at an age which renders them ineligible, a three-year high school course is necessary.

THE DRAFT

THE 19-year-old boys are now being called up. Requests for deferment are considered by Appeal Boards. At present, postponements are not granted for the purpose of completing Junior Matriculation, as the Appeal Board takes the stand that facilities are provided in the Army for a boy to complete Junior Matriculation.

Some boys think that if they are successful in having their call deferred, then they will be precluded from enlistment in other branches than the Army. To date this has not been the case. Boys in their late teens are confused by the above issues and are in need of guidance.

THE "BLACKOUT"

WE could ill afford in this issue to fail to extend our list of congratulations to include Mr. D. Cochrane's Ocean Falls "Blackout." His October 2 and 9 single sheet mimeographed issues cite more laws, thrust more gibes at offenders, and dash off more quips than it would be thought possible to accomplish in such space. Two articles in the latter number leave their spicy and perhaps familiar flavour with the reader. One is a cryptic request: "Wardens—Grade Nine would appreciate it if you would refrain from dunking your cigarettes in their inkwells." The other is a complete scene entitled THE JAP INVASION. Scene 10. Mikado, Cherry Blossom, Sparko.

Mik.—Tell me, Sparko, have the barbarians any good generals besides MacArthur? We have him well out of the way in Australia, and a very small force will keep him there, while we prepare our push against Russia and India. But have they any others whom we need fear?

Sparko—Alas, Majesty, they have two very great generals, who may yet cause us to lose this war. Of course, I would not say this in public, or you would have to have my head cut off, but I don't think any of our generals have much chance in the long run against General

Motors and General Electric.

Cherry Blossom—You have been in Canada, Sparko. Have they any generals of importance?

Sparko—Some of them think that General Election would help them, but I don't think he would do them any good. And in the schools they have General Science, but he will never hurt us.

The generals who are fighting hardest against us are General Stupidity and General Laziness. (What shape are your blackout arrangements in?)

NEW NOVEL

DRIVIN' Woman by Elizabeth Pichett Chevalier. The Macmillan Co. of Canada, Toronto; 1942; pp. 652. Price \$3.

Drivin' Woman has as its setting the fifty years immediately following the Civil War. It is a colorful and dashing story of America Moncure, a Virginia belle, who grows to womanhood in the old south but is forced to flee to Kentucky to escape trial for murder after the carpet-baggers have destroyed her home.

America falls in love and marries a river-boat gambler, Fant Annable, whose personal magnetism blinds her to his real character. At the same time her sister, marrying, brings into the family one of wholly different character, Tugger Blake, a figure of growing importance in New York business, and typical of the ruthless but able industrial pioneer.

America shows how the post-war southern woman, who, with nothing left but brains, beauty, and willpower, can succeed in hewing out a successful career for herself. Through the bitter years of struggle her character grows in strength and dignity. *Drivin' Woman* also portrays the rise of the tobacco industry, the struggle between the farmers of the south and the powerful industrialists of the East.

This novel provides excellent entertainment and a real understanding of the fifty years on which our present day life is based.—L. C.

D. GESTETNER (CANADA) LTD.

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

New, attractive, singable songs for your school choir

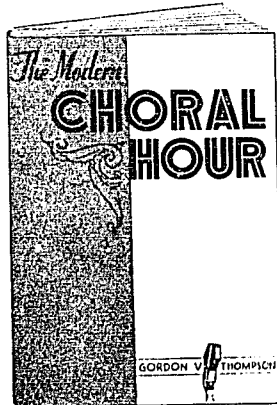
THE MODERN CHORAL HOUR

- This up-to-the-minute choral book contains fifty-six compositions that are musical, attractive, easy to sing. For unison, two-part, three-, and four-part singing.
- Most of the book consists of brand new compositions by foremost composers; the remaining numbers have been especially arranged by an eminent corps of editors and arrangers. These include: Leslie R. Bell, Ontario College of Education; Harry Robert Wilson, Teachers' College, Columbia University, and A. Van Christy, Santa Barbara State Teachers' College.
- The vocal arrangements are relatively simple, yet varied and effective. The parts are limited in range and easy to sing. There is good variety of voice combination, which makes this book excellent program material for your junior and senior high school groups.
- The piano accompaniments are simple, charming and colorful. They definitely enhance the voice parts. The Modern Choral Hour is just the book you need.

Price 50 cents. In quantities 10% discount.

ORDER FROM YOUR DEALER OR FROM

GORDON V. THOMPSON Limited 193 Yonge St., Toronto



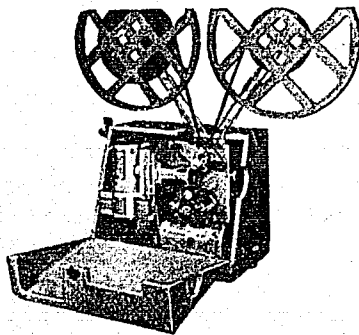
In This War Effort, EDUCATION is the FOUNDATION of Progress and Victory

And the VICTOR Animatophone 16mm. sound movie projector is the foundation of every modern instructional program.

EDUCATING — TRAINING —
INSTRUCTING — INFORMING

Total War training is speeded
with 16mm. sound motion pictures.

VICTOR ANIMATOPHONES are
doing "double time" service in
many fields.



Exclusive Canadian distributor

GENERAL FILMS LIMITED

570 DUNSMUIR STREET — PHONE: PACIFIC 2630

Regina, Sask. Vancouver, B. C. Toronto, Ont. Montreal, Que.

SCHOOL STATIONERY
AND
KINDERGARTEN
SUPPLIES



*The Clarke & Stuart Company Limited
take this opportunity to wish every reader
of "The B.C. Teacher" a Merry Christ-
mas and a Happy and Prosperous
New Year!*

The Clarke & Stuart Co.
LIMITED

SCHOOL SUPPLY HOUSE

Stationers, Printers and Bookbinders

550 Seymour Street

Vancouver, B. C.

Phone: PACific 7311