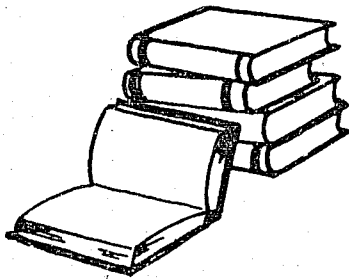


THE B. C. TEACHER



OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

VOL. XXII, No. 4.

JANUARY, 1943.

VANCOUVER, B. C.

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JAN., 1943

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JANUARY, 1943.

VANCOUVER, B. C.

WHAT PRICE EDUCATION?

EVERY once in awhile someone comes forth with the idea that the franchise should be much more limited than it now is on the grounds that the great mass of the population is far too uneducated to vote intelligently. Without adopting the corollary that the franchise should be taken away from many people until they go back to school for a few years, one has to admit that there is a good deal of truth in this assertion. Indeed, the Archbishop of Canterbury, whom everybody is quoting these days as a great advocate of social reform, goes so far as to say that of all possible types of government an uneducated democracy is the most dangerous. Be that as it may, it seems only logical that education and government for, by and of the people go hand in hand. It was no accident that the accession to power of the Nazi government in Germany was marked by the closing of universities and the burning of books; or, conversely, that the election of a truly democratic government in Spain was followed by the building of schools all over the country until they were bombed out of existence by Franco's legions. Education is as necessary to a democratic country as propaganda is to Hitler's regime. Without the one the other cannot survive.

Even before the war educationists in the United States of America were amusing themselves by attempting to prophesy educational trends. Most of them foresaw a very wide extension of educational opportunity with more emphasis both from the standpoint of the curriculum and of administration on preparation for democratic living. During the war, of course, there has arisen much talk of a higher type of post-war society with the loudly heralded freedoms of the Atlantic Charter guaranteed to all citizens of the Allied nations. There is to be an extension of the political democracy we now enjoy into other spheres of living, particularly economic.



EYES FIRST

For the job THEY do!

A nation at war demands *better light better sight* for everyone taking part. In the home, on the farm, in shops and barn, plenty of light, properly utilized, is essential to health and production.

With more work to do—and less help—adequate lighting means more jobs done, done promptly and efficiently. Eyesight is safeguarded, costly accidents prevented.

Fill every socket, renew old lamps with new, make sure each is the proper size. It means time and labor savings, greater production.



If these things are to be realized will not more and more education be necessary?

Yes, it will be generally agreed, but who is to pay for it? The old bogey of money costs is brought into the question again. Is it not time that this picture was held up to a different light? Should we not ask ourselves the cost of *not* extending education? The wealth (using the term in its broadest sense) of a country depends on the contributions of its individual citizens. Can we afford to lose the contributions that many citizens would otherwise be making if their talents were developed to the full? Your Federation maintains that this province, or any other province, cannot neglect education without impeding the full development of its children and therefore of its resources. We are spending billions on war in an effort to defend the democracy we now have. But democracy can be destroyed from within as well as from without; it can be destroyed if the people are not equipped educationally for effective participation. It is in this sense that we cannot afford NOT to spend money on education.

A necessary operation may cost a great deal of money; to put it off may cost a life. Our educational system in British Columbia stands in need of an operation today. The full educational development of the children of this province is dependent on it: being performed.

IS YOUR LOCAL ASSOCIATION MEETING REGULARLY?

THE proper functioning of a democratic organization such as your Federation demands that its members play an active part in the formulating and carrying out of policy. It demands that all members keep closely in touch with the central organization and know what is going on at all times. *The B.C. Teacher* has been used this year to keep you informed of Federation activities and in many areas personal visits from the President and the General Secretary have done much to make the membership keenly aware of the problems confronting us and of the steps that are being taken to bring them to a solution.

Unfortunately, however, not all teachers read *The B.C. Teacher* as critically as they should and it is not possible for Federation officials to contact every teacher personally. There remains much that can be done and has to be done in the local association itself. Younger teachers, and many older ones, are only too apt to regard their obligations to their profession very lightly. Having to rely on their own resources is a new experience to many newcomers and consequently struggles for better salaries and teaching conditions have not yet become bitter necessities. There are other teachers who become very much alarmed over matters that affect them directly but who see no reason to become involved in something which is of provincial rather than of local concern. The association meeting is by far the best place to give these teachers the perspective they lack. This is quite apart from such matters as negotiations with School Boards which most associations find they have to carry on.

Transportation difficulties are obstructing the efforts of many associations to function actively this year. For this reason more than ever before

it becomes necessary to provide meetings from which the teachers feel they derive real benefits. In this connection the Washington Educational Association offers the following suggestions as to how to improve the quality of and increase the amount of participation in association meetings:

1. Send out information on meetings ahead of time. (Circulars and bulletins such as several locals are now using are splendid for this purpose).
2. Dinner meetings are preferable. Afternoon meetings, if held, should be preceded by light refreshments.
3. Careful selection of a meeting place with an informal setting, keeping the size of the crowd in mind.
4. Initial meetings should emphasize getting acquainted.
5. Less work and more social activity at meetings often helps build association morale.
6. Notifying participants of their part on the programme as early as possible and mailing reminders a day or two before the meeting.
7. Rotating the meetings and host responsibilities among the several districts or schools.
8. A question or suggestion box in each building for the purpose of determining subjects to be presented at future meetings.
9. Try entertaining: the boys in service, some lay organizations, school authorities, etc.
10. Exchange programmes with other associations.
11. Give as many teachers as possible some responsibility: committee service, programme planning or special assignment.

It is not likely, of course, that any one association can use all of these suggestions for programme planning. Still, they should prove helpful to most groups and it is for this reason that they are given prominence in this issue of the magazine. Once again the Editor asks, "Is your local association meeting regularly?" If it is not won't you see what you can do about it?

CHANGE OF ADDRESS FORM

TEACHERS who have changed their address since September, and who have not already notified us of the change, are requested to fill out the following form and mail it to the Federation Offices, 1300 Robson Street, Vancouver:

Signature.....
 Present address.....
 Former address.....
 Present school.....
 Former school.....

Magazine mailing lists are now being revised and if you are to continue receiving your copy it is important that this form be filled in and mailed to us immediately.

B. C. T. F. and Kindred Associations

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

COMOX TEACHERS MEET THEIR M. L. A.

AS a substitute for a district convention this year the Comox District Teachers' Association have planned a number of Saturday meetings of a similar nature, the first of which was held Saturday, December 5th, in Courtenay. Following a brief business session the meeting broke up into sectional meetings. Mr. C. Rendle in the High School section led a discussion of Inter-High School events for the year. It was decided to sponsor a Drama Festival among the schools early in April. Miss T. Gallivan in the Junior High section led a discussion on Social Studies and associated subjects. Miss A. Hildebrand in the Intermediate section contributed a display and expression of opinion on handwork and clubs. The Junior section chairman, Mrs. M. VanStone, was concerned with problems of reading.

At the conclusion of these meetings the whole group adjourned for tea, following which President G. E. Apps called upon Mr. E. R. G. Richardson to present the case of the Salary Committee to our local member, Mr. Colin Cameron, who gave a most interesting and provocative reply.

The meeting was most successful and the members present felt that most of the objectives of the Fall Convention were achieved without the difficulty of transportation and accommodation which make a larger meeting impossible. The idea is recommended to other associations.

Mr. Colin Cameron, M.L.A., replied to a brief presented by Mr. E. R. G. Richardson, Comox, at a meeting of the C.D.T.A., Saturday, December 4th. Mr. Cameron expressed every sympathy with the aims of the B. C. T. F. in securing "an adequate and reasonable share of the National income" for the underpaid rural teachers. He gave assurance that he would do all in his power to raise the "standards of teachers' salaries—and also to raise the standards of teachers, even if the latter process seemed harsh to certain individuals".

The Member's remarks were well worthy of the consideration of the pro-

fession as expressing the outlook of a well-informed and clear-thinking public man. He stated that perhaps the "dignity of the profession" had held teachers back and that they felt thus debarred from "battling ferociously" for their rights as other organized groups felt able to do. He suggested that this attitude might be traced in part to the numbers of teachers who did not expect to spend a lifetime in the classroom and expressed the opinion that "marriage should not necessarily take women out of the profession". He believed that this stumbling block was being removed at present.

"As long as teachers get equal or better pay than the local taxpayers who provide the funds there will be a natural but not excusable reaction against advancing salaries", said the speaker, advising the profession to devote attention to methods of taxation. He suggested that British Columbia suffers from a contempt for intellectual attainments. Many people believe that education is a waste of time and to pay large salaries to those who assist in this process is foolish. Mr. Cameron urged the Federation to give attention to combatting this attitude.

"What is my child doing at school and why isn't he doing something that will earn him a living?" says the parent—and teachers' low salaries are, in part, the result of this attitude. We should set out to raise the prestige of education which should no longer be regarded as "a useful sort of frill".

The question of salaries depends on what reward society shall think is due those who sell education as a commodity—and this depends upon what value society places upon education. Besides boots, clothing, food and the like, the teacher is paid in security of tenure. Possibly teachers have over-emphasized the latter angle in the past. Great rewards will be paid for taking risk, but if, as in the civil service, teaching and other lines the employee is assured of his job, he will find himself working for less. Certain professions have assumed the responsibility of guaranteeing value and service from their members, such as doctors, lawyers, nurses, engineers. In the speaker's view, the Federation should

guarantee quality of entrants to the profession as some of these have been deplorably low. "Someone should at some time have had the authority to tell these young men and women that they lacked the educational, social, temperamental, or physical ability required, and they should have been directed to other fields". A teacher is not merely a purveyor of information, and qualities of personality and morality, in its broadest sense, are equally important with educational standing.

Mr. Cameron pointed out that a blanket demand for statutory increases was, in effect, support for inefficient teachers and the demand would not get far unless presented more attractively. He suggested that abolition of school boards was a retrograde one. He did not favour centralization in Victoria. "I've seen Victoria", he added. Interest in education could only be aroused through local boards democratically chosen and combining duties with responsibilities. We were between the Scylla of local short-sightedness and the Charybdis of bureaucracy. We should seek to spread the cost of education and also retain and develop local interest so that a teacher would not be divorced from the people he served.

The speaker was not enthusiastic about some of the larger consolidated units. He considered it a step away from democracy to gain the illusive benefits of "efficiency" in the Fascist way. There was always danger when control slipped from those who were best aware of local conditions. He inferred that his party had under consideration an alternative method of school control which would relieve districts of their financial worries but would not relieve them of responsibility and power. He felt that remote and difficult schools should be prevented by law from hiring inexperienced teachers. "These schools do not exist for the purpose of providing training for districts more favorably situated".

In closing, the speaker again pledged his support to the objectives of the Salary Committee but urged the Federation so to arrange its membership that "it was not filled with people for whom you cannot conscientiously fight".

G. W. STUBBS,
Courtenay, B. C.

It is significant that Great Britain has increased its total expenditure for education each year since the war began.

THE MEMBERSHIP COMMITTEE REPORTS PROGRESS

AS outlined last month, the committee has requested the Presidents of District Councils throughout the province to act as regional chairmen of membership for their districts, and also to see that membership representatives are appointed in each local association. Under these conditions, very few teachers will escape the attention of someone who has the interests of the Federation at heart.

Furthermore, local associations have also been asked to construct a sketch map showing the boundaries of the association concerned, the position of each school in the area, the number of teachers in each school, and whether or not each is a member of the Federation. Percentage of membership in each school and in the local is also to be indicated.

These data have been requested to be sent to the Federation Chairman of Membership, Mr. Roy B. Stibbs of Kelowna, by January 22nd, 1943. We are glad to be able to state that much interest has been shown by the local associations in this project, and replies have been received from most districts.

A large map of the province is under construction here in Kelowna, and when returns are complete the figures will be incorporated in it. Thus we shall have a clear picture of the standing of each district, and the strength, or weakness, in the matter of membership will be obvious.

The next step in our campaign will then be to concentrate on the weak spots.

So much for the progress of our activities. What about results to date? Following is a comparative statement of membership as at December 31st:

1941 1200 1942 1700

A word in conclusion, to members in graded schools in which the staff is not 100 per cent paid-up, and to rural members who have neighbours who are indifferent or hostile to us. How about "speaking the word in season"? Your non-member colleague needs the Federation. At any time he may need it badly.

Committee:

MISS N. SCHROEDER,
MR. P. KITLEY,
MR. FRED MARRIAGE,
MR. JACK WILSON,
MR. ROY STIBBS.

ASSAULT CASE

IN almost every school district there seems to be at least one parent whose chief mission in life is to make things miserable for the teacher. Usually, though, their disagreeableness is kept within the confines of the law. Last month, however, such a person overstepped the bounds of legality in what she no doubt interpreted as a defence of poor Johnny.

Johnny, it appears, was replaced by another pupil in the Christmas concert because of prolonged absence. On learning of this fact, the mother invaded the prevailing calm of the rural classroom and created a disturbance which culminated in a rather harsh assault upon the teacher. As a consequence, she found herself hauled into court on two charges.

Realizing that teachers have to be protected against such incidents, the Federation offered its assistance. Legal advice was secured and a Federation representative, who asked that the maximum penalty under the law be invoked against the parent, attended the hearing.

The parent was fined \$20 on each charge, or in lieu of payment will be required to serve two terms of 14 days.

VANCOUVER AND DISTRICT HOME ECONOMICS ASSOCIATION

ON the evening of Wednesday, December 2nd, the Vancouver and District Home Economics Association held a meeting in the Welfare Building, 1675 West Tenth Avenue, at which Mr. A. W. Cowley of the Wartime Prices and Trade Board was the speaker.

Mr. Cowley spoke of the inception of the Board which was established by Order-in-Council on the day war was declared and ascribed its comparative success in large measure to its early start. He mentioned the fact that it is non-political—its only doorway being through the civil service. Its aims are prevention of undue enhancement in price and provision for adequate supply and equitable distribution of the necessities of life. Of the three plans proposed to attain these objectives the one of ceiling programmes, alone, seemed to give promise of success.

Mr. Cowley paid warm tribute to the way in which business had co-operated with the Board—its earnest efforts seeming to offset the excess of questioning, criticism and complaint received from other quarters. He admitted pride in the

way in which rental control is working and let his audience know that the manufacturers of artificial silk are not any happier about the substitution than are the consumers; but the need of silk and nylon for powder bags and parachutes left no choice in the matter.—J. A. Weir.

PUBLICITY COMMITTEE REPORT

WE are pleased to report that twenty-three local associations have set up Publicity Committees and that most of them are functioning actively. There are still a number of districts, however, from which we have not heard, some of them quite large centres. What's the matter with West Vancouver and Burnaby, for example?

The East Kootenay District Council reports that every organization in that area has been approached by speakers sent out by the local publicity committees and that the M.L.A's. have been contacted. The North Okanagan Teachers' Association is also engaged in a very active campaign. We should like regular reports from other local committees.

Your central committee is now engaged in quite an extensive speaking campaign. The Vancouver Lions Club and the Gyros have been addressed as have the Provincial Parent-Teachers' Federation executive and the Loggers' Convention. Speakers will also be sent in the near future to ten or twelve other organizations. Sometimes we get requests for speakers from groups outside of Vancouver. In such circumstances we usually write to the Chairman of the local publicity committee asking him to see to it that a speaker is supplied. The Greater Victoria Association's committee has filled a number of these engagements for us.

The proposed brief to the party caucuses has been sent to local publicity key-men. It is now being revised slightly and will be printed before it is given wider distribution.

The next two months should be a period of intense publicity. Parliament goes into session on February 2nd, and we shall need to see to it that as many people as possible are in sympathy with our programme while we still have an opportunity of influencing the Legislature this year. We'll do our share of the work; will you do yours?

J. H. SUTHERLAND,
Chairman.

The President's Page

OUR efforts in recent months have been directed towards securing immediate improvements in education, particularly for rural schools and rural teachers' salaries. Our general plan, including our publicity campaign, has been designed to secure concrete results at the forthcoming session of the Legislature in January, and it will be developed to reach its peak while the House is in session. Between now and the beginning of the session, we must redouble our efforts to make the Cabinet and Members, as well as influential organizations and the public generally, acutely aware of the fact that there is a growing crisis in education, due in no small measure to the deplorable condition of rural teachers' salaries. The need for immediate improvements through a reorganization of educational taxation and increased grants from the Provincial Government cannot be emphasized too much or repeated too often if we are to succeed in convincing those in authority that long-overdue changes cannot be postponed for the duration. The Government must be made to realize that more than 3,000 teachers, as well as a large section of the electorate, are determined that progressive steps in education shall not be longer deferred.

This means that each member must accept his or her responsibilities in assisting our campaign. This is your job just as much as it is ours. It is not a task that can be comfortably shifted in its entirety to the Executive. If we are to be successful, we must have the continuous, active support of every member.

Not infrequently we encounter the member who stands aloof and expects "George" to do it. All too often the Federation and the Executive are subjected to criticism for an alleged lack of action. Let us remember that when we criticize the Federation we are criticizing ourselves, and that its accomplishments must of necessity bear a relationship to the contribution made by the individual member.

Members who write vaguely that the Federation should "do more" without offering concrete suggestions regarding the type of action they are prepared to support, are not being very helpful. Members who fail to inform themselves regarding Federation activities and who

do little to assist in their locality, are not very constructive when they simply make periodic complaints about the weakness and the shortcomings of the British Columbia Teachers' Federation.

What assistance can the local association and the individual member render? That is a fair question which you might well ask. In answer, it should be pointed out that our Publicity Committee has pleaded for co-operation and assistance. Each member should become thoroughly familiar with our publicity releases. Each member should become thoroughly familiar with the current problems in education and able to talk convincingly about proposed B.C.T.F. remedies to his neighbours, to ratepayers, to trustees, and to all those whom he meets from day to day.

There is the editor of your local paper. Perhaps you know him very well. It may be that you call him by his first name. Have you talked to him about plight of education? About inadequate salaries paid to rural teachers? Have you suggested, as requested by our Publicity Committee, that he should publish our releases since education is a matter of public interest and that, further, he should comment on them in his editorial column? Have you tried to use your influence with your local M.L.A. or offered to assist your local association officers in their efforts to enlist his active support for our demands? Is there a local P.T.A., service club, trade union, farmers' association, or other organization or group at which you could give a talk on the needs of education? And have you done so? If not, why not? These are some of the ways in which you can help. You will be able to think of others.

It was stated at one of my recent meetings that some members are willing to work and are only waiting to be asked. Do not wait to be asked. Your Executive is exceedingly busy and has not time to extend a special invitation to each of our 3,000 members to do some work. Take the initiative of finding out what you can do—and then do it!

Your Executive is to meet on the 28th of December. It will have to make important decisions regarding the course of action which must be followed during the next two months, particularly when the House is in session, and more par-

ticularly, if we discover early in the proceedings that the Government has not planned to effect improvements in education. I am confident that the Executive will be equal to its responsibilities and will be prepared to adopt a bold course of action. Aggressive policies and bold actions on paper are valueless unless the rank and file members are prepared to pledge their support to the limit. Unless there is a complete change from past experience and those in authority readily grant all our demands, in the last analysis the responsibility for bringing pressure to bear on the Government will come back to you, the individual member.

If we are once more confronted by a refusal on the part of the Government, some vigorous policy will have to be implemented. What actions the Executive will ask you to participate in is not yet known. The fact is, that in face of

a steadily rising cost of living, the already inadequate standard of living of many teachers will continue to be depressed until sharp increases are made in salaries in addition to cost of living bonuses. Let us remember that in 1931 the teachers of Great Britain by a firm, united stand, forestalled an attempt to reduce their standard of living. They were not afraid to place their case before the general public. They did not consider it beneath their dignity to parade in the streets and to hold mass meetings. The actions that your Executive must decide upon and which you must be prepared to support, will be determined largely by the circumstances which confront us during the next two months.

When these decisions are reached, it is above all important that we stand firm and united, with every member "on active service".

A. T. ALSBURY,
President.

YOU'LL BE GLAD IF YOU DO!

The following is an extract from a circular sent out by the Quesnel-Wells and District Teachers' Association, which your Committee feels states the case for our Salary Indemnity Fund far better than we could:

"There are many reasons why you should join (The British Columbia Teachers' Federation) which we are not going to mention here and now. . . . BUT, did you know ? ? ?

"BY JOINING THE FEDERATION THIS YEAR YOU AUTOMATICALLY CARRY SICKNESS AND ACCIDENT INSURANCE?"

If you are married, or if you are not; if you have dependents, or if you have no dependents; is it not worth something to be paid for sickness? If you get laid up this year and have not paid your dues to the Federation, "YOU'LL BE SORRY!"

YOUR attention is drawn to the following resolution passed at the December 28th Executive meeting:

"That only paid-up members of the Federation be permitted to vote on the question of Affiliation with Labour."

Not So Odd After All

A Reply to *The Daily Colonist* Editorial, reprinted in the December Issue,
by THE EDUCATION AND DEMOCRACY COMMITTEE.

IN the October 9th issue of the *Victoria Daily Colonist* there appeared a very interesting editorial under the caption "An Odd Proposal". It concerned a resolution of the Canadian Teachers' Federation passed at its last convention 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 adjustments in our educational systems that will have to be made in order to prepare our youth for effective participation in such a system.

"Assuredly," says the editor of *The Colonist*, "the Canadian Teachers' Federation is not wanting in courage". Very politely but none the less firmly the teachers are instructed "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" and to leave reconstruction to those best able to deal with it, the legislators.

Quite likely the Canadian Teachers' Federation will reply to this editorial in its own way, but it was the feeling of the Committee on Education and Democracy of the British Columbia Teachers' Federation that its work, too, was being questioned or at least wrongly interpreted and that it therefore should defend the course of action it intends to follow.

To begin with, a distinction should be made between the teacher in the classroom and the teacher as a private citizen. The editor of *The Colonist* makes that distinction when he says: "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". We have no quarrel with this statement—teachers as a group never have used the classroom as a place in which to air party politics.

But "As a citizen he (the teacher) cannot keep out of politics. He knows—we all know—that nothing worthy of the name of education can be given to those

who are suffering from hunger and cold, or a gnawing sense of insecurity and injustice. He cannot forbear to take his stand, therefore, against a system that results in and tolerates such things. As a citizen, too, he must oppose any form of discrimination in educational facilities on the ground of differences in economic status, or in birth, nationality, race, colour or faith. For he must recognize that education has no chance in a world where some peoples suffer from the domination or exploitation of others, whether within so-called national boundaries or across them".

If the editor of *The Colonist* will accept the above statement of the Rektor L. Zilliacus of Finland to the National Education Fellowship, 7th World Conference in Cheltenham, 1936, he will perhaps also agree that it is not a question of courage at all that is involved when teachers attempt to visualize the type of democratic society needed after the war. It is a question of obligation, or responsibility. Have we not an Atlantic Charter agreed to now as a basis of international relations after the war? Have we not many agencies investigating now ways and means of rehabilitating soldiers after the war? Have we not witnessed briefs being submitted now by labour unions, political parties, municipal governments, etc., to the Special Committee of the Dominion Government on Re-establishment and Reconstruction? Why should teachers as educators and citizens not submit a brief on education in the post-war world? It follows that if they are to do this they will have to study society as it is today and society as they hope it will be in the future. The social system is not one thing and education something else. The two are woven inextricably together. Education has to function within a social system. Who should know better than teachers what constitutes the best possible type of education? Surely teachers shall be allowed to go one step further and consider the type of society necessary to allow this improved education to function effectively. It is assumed from the beginning that this new social order will be democratic. We are waging a war now so that democracy may survive. Teachers in Norway went to concentration camps

rather than submit to a government that would force them to give up the democratic principles under which they had formerly functioned. Teachers in Canada are fighting in the armed services or contributing to the war effort as wholeheartedly as any other group of civilians so that democracy may survive.

Does the editor of *The Colonist* suggest that there is no improvement possible in the system under which we are living? He will find the great majority of Canada's citizenry opposed to him if he does. Is he being entirely fair when he suggests that teachers want to "Manufacture blueprints for a social and political planned economy or for a new educational system framed in accordance therewith?" Teachers have not the slightest wish in the world that there be conferred upon them a new status with bureaucratic authority to form the political opinions of the young and rising generation. It is regrettable indeed that the resolution was so worded as to permit

of this interpretation, when all the teachers intended to do was to arrive through study (of their own, not of their pupils) at a conception of the type of democratic society in which education might best flourish. There is not the faintest intention of bringing these ideas into the classroom unless and until they are approved democratically by the great body of Canadian public opinion and hence incorporated into the curricula.

In the meantime, as the editor of *The Colonist* wishes them to do, the teachers will continue to "educate their charges by incorporation in all their school lessons, and in all their play, the principles of honesty, fair play, loyalty, and good faith" (in democracy!).

COMMITTEE:

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Lock Step

By DONALD COCHRANE, *Ocean Falls*

NO book nor lecture seems to have anything good to say about a system that steadily becomes more prevalent in our schools—the "lock step" method of taking them all in at six years old, promoting them all every year, and turning out all the survivors twelve years later with a High School Graduation certificate, which may mean anything or nothing.

This system has several good points. It is easy—no worry about whom to promote and whom to fail. In fact, the child must never be allowed to fail, because it might do something to his psychosis or complexes or something. Any adult who tries to do anything worth while is continually conscious of failure, but according to present ideas a child must never know anything but success.

The system is popular, too. Making a child repeat a year always annoys the parents, and it is so much pleasanter to keep on good terms with them by passing all the morons.

Better still, it is Democratic. It treats all exactly alike, and fits the young people admirably for life in a Communist society, with promotion by seniority instead of by ability.

And so it spreads steadily. It is a Modern Trend; what use to fight against it? If you try to keep up a sort of standard, what good does it do you? "Willie only used to get 50 or 55 marks here, and when we sent him to the School in Vancouver he got 70 or 80 all the time; that's a fine school". We have a boy who was passed out of Grade VI in a large school in Vancouver, and came to us for Grade VII. He is now repeating Grade VI here, and still can't do the work. So what's the use?

The school system has been altered to fit the idea. Some of us can remember the time when it was quite practicable to get through elementary and high schools in eight years, and many did. The usual age for matriculation in those days was sixteen. In the McGill matriculation lists, students over 18 were put in a separate list, and it was not a long list.

In those days one had to have some brains and a good deal of willingness to work in order to get by, and so banks, hospitals and other employers got into the habit of requiring all applicants to have matriculation standing. It is important to remember that the reason for this requirement was not the junk that

we learned in high school, but the qualities of mind and character that made us able to learn it. That is why the High School Graduation diploma is not acceptable to those authorities; it may represent as much knowledge, but it is too easy to get. Even Junior Matriculation culls out only the very worst students now, so we may expect that (as soon as the present difficulties are over) the standard requirement will be Senior Matriculation.

All this imposes a most unfair load on the student who really wants to do something. No matter how fast he wants to go, he must wait for the loafers; and if the systematic waste of time involved produces a deterioration in his character, whose fault is it?

Yes, I know about broadening the course and all sorts of activities—all the methods of rationalizing an absurd system. But nobody answers this question: If the stuff we teach in school is worth learning, why not let them learn it as fast as they can? And if it isn't, why make them learn it at all?

Here is a crazy idea, devised for schools that are too small for ability grouping into fast, medium and slow classes. I think it would be worth trying

in any place where the staff and school board could be got to agree to it:

Every month, send the best student in each class to the class ahead. If he likes it, and can do the work and keep up to the average of the class, let him stay there. If he cannot keep the pace, or does not like it, let him return to his own class; the loss of a week, or even a month, is a very small item to the child at the head of the class. In any case, the privilege would be one that children would work hard to obtain, and would supply them with motivation all through the year, instead of only in June.

There are plenty of arguments against this plan, but only one real reason—the idea that anything that makes people do more than they feel like doing must be bad. This is a very popular idea, underlying a great deal that has been said, written and even believed during this century. But at present we are at war with various people who hold the opposite idea: that progress comes only through struggle; that power comes from hard work and self-denial, and that the way to get leaders is to advance the young and able as fast as possible. And up to date those people are winning the war.

Interrogation

By L. R. PETERSON

I HAVE the thoughts of a poem;
I have the words to a song,
But something exclaims, ere I write it,
"Are you sure that your theme isn't wrong?"

I hold the key to a puzzle;
I know the code to a dial,
But something persistent keeps whisp'ring
"Are you sure that these things are worth while?"

Over and over and over;
Ever again and again,
I notice an "if" in my logic,
And discover a "why" in my brain.

I have the rhymes to a lyric;
I have the notes of a lay,
But something disquiet keeps asking,
"Are you sure you have something to say?"

The Aims of Secondary School Mathematics

By F. T. TYLER, *The University of British Columbia*

"UNTIL something more substantial than has yet been exhibited, both practical and spiritual, is shown the non-mathematical public as a justification for its continued support of mathematics and mathematicians, both the subject and its cultivators will have only themselves to thank if our immediate successors exterminate both"—F. T. BELL (*The American Mathematical Monthly*, Nov., 1935, p. 558).

I. The Present Status of Mathematics in the Secondary School

As one studies the history of Secondary School Mathematics in American schools it is apparent that there is some justification for the concern shown by Bell in the above quotation. Ever since the days of the Latin Grammar School mathematics has occupied a place more or less important in the curriculum of the secondary school. The number and diversity of courses have varied with social, political, economic, industrial and commercial demands and needs. The content, organization and methods of instruction have been modified as a result of changing philosophies of education and increasing knowledge of the psychology of development and learning. The percentages of students in mathematics courses in American secondary schools have shown serious declines since 1890. At that time 45 per cent of the students in public high schools were enrolled in algebra courses, and 21 per cent in geometry courses.¹ In 1910, 57 per cent were enrolled in algebra and 31 per cent in geometry. By 1934 these percentages had dropped to 30 per cent and 17 per cent, respectively. Some of this decrease was balanced by an increased enrolment in "general mathematics", but even this subject showed an actual loss between 1928 and 1934. In many school systems there is no compulsory mathematics after Grade VIII, so that students may complete their senior high school without any mathematics beyond that level.

II. Criticisms of Secondary School Mathematics

In view of the role mathematics has played in the progress of civilization, and its importance in present-day economy, industry and commerce, it is difficult to understand why mathematics has not maintained an important place in the

curriculum of the secondary school. Several reasons have been advanced to account for its decline. Some writers claim that it has decreased in favor because of inadequate teaching methods, while others maintain that the content has been too abstract and unrelated to the needs and interests of students and their post-school activities. The following excerpt from a letter purported to have been written by a high school graduate indicates the opinion held by some students of the value of mathematics courses (and of others):

"The spring of 1934 found us on relief. I spent my time looking for a job but I did not know how to do anything required by those who had jobs to offer. There was no demand for factoring or geometrical demonstrations; . . .

"Frankly, I have never been able to figure what good algebra, geometry, Latin, ancient history, and the history of English literature did for me . . ."

Too often mathematics has been justified on the basis of disciplinary value, using an outdated theory of formal discipline and faculty psychology rather than a theory of transfer of training. Recently the national emergency has become an ally of secondary school mathematics. However, while this is a very important reason for including mathematics in our secondary schools, it is only a temporary justification. If mathematics is to occupy a prominent place in the education of the adolescent, then other aims and objectives must be sought.

III. Attempts to Remedy the Situation

Criticisms of secondary education, including high school mathematics, became very acute during the latter part of the last century. Since the report of the Committee of Ten on Secondary School Subjects in 1894 several other committees and commissions have studied the problem and made recommendations regarding secondary school mathematics, its organization and content. Early mathematics courses were organized around the different subject fields, arithmetic, algebra, plane geometry, trigonometry, and so on. In general, this organization has tended to persist.

¹C. H. Butler and F. L. Wren. *The Teaching of Secondary Mathematics*. New York, McGraw-Hill, 1941. Chapter 2.

²L. N. Morrisett, "The Curriculum and Life". *The Clearing House*, Sept., 1936, pp. 3-5.

The reports of two committees in the latter part of the nineteenth century suggested an arrangement of subject matter which would indicate the relationship between the different fields and would overcome the limitations of the barriers erected between the fields by a strict subject-matter organization. Various names have been assigned to such courses: correlated, unified, integrated, and more particularly general mathematics.

The major aims of such courses were: (1) to show how the various special branches of mathematics are related to each other; (2) to provide more effectively for individual differences and needs; (3) to provide more practical exercises in the early stages of the studies; and (4) to provide instruction in more functional material by giving mathematics which had more social utility for a larger majority of the students who would not be going on to an advanced study of mathematics.

Advocates of this method of organization believed that mathematics so taught would find greater favour among students and would prove to be more valuable in later life. General mathematics starts out with more concrete material and is less concerned with scientific rigour in the early part of the work, preferring a psychological to a strictly logical development of the subject matter. It also makes more use of descriptive and explanatory material.

Some attempts have been made to provide courses in general mathematics at the senior high school level, but these have not reached the stage of development found in many junior high school courses. The mathematics of the former school has tended to remain more specialized in nature and appears to be less adaptable to general courses. However, many schools provide mathematics courses in Grades X and XI which have been organized on the same principles found in junior high school mathematics, stressing psychological development and interest value, pointing out practical applications, and the values of mathematics and, including historical and biographical material.

IV. Aims of Secondary School Mathematics

Mathematics can be justified only in so far as it contributes to the general aims of secondary education. It would probably be generally agreed that the major aim of secondary education is concerned with the personal and social development of the individual. Lack of

agreement would arise over the methods and materials by which this general aim is to be attained. The recent yearbook of the National Council of Teachers of Mathematics³ sets forth a list of objectives of the secondary school and then goes on to discuss the role of mathematics in attaining these aims. The remainder of this article is devoted to a consideration of some of the objectives.

1. Ability to Think Clearly.

The teaching of mathematics as a *mode of thinking* has long been advocated,⁴ but until comparatively recently has been largely neglected. It would seem that mathematics could contribute a great deal to this aspect of pupil development. Whether or not it will depends upon what material is selected, how it is organized and how it is taught. Some of the activities associated with clear thinking are suggested in the yearbook just mentioned.

(a) Gathering and organizing data.

This is a very important preliminary step to the drawing of conclusions and making of inferences, and yet mathematical courses have paid little attention to it. Problems have usually been stated in terms of necessary and sufficient data. In order to solve the problem the student was required simply to juggle the data. However, this is not the usual condition facing us in our personal and social problems. Usually we must gather data and sift it so as to eliminate the irrelevant. And then frequently we discover that further data are required before a conclusion can be reached. The mathematics course should provide opportunities for gathering and organizing the data required to solve a variety of mathematical and non-mathematical problems.

(b) Representing the data. A problem is not solved by gathering data, because data cannot speak for themselves. Before they can be analyzed with ease and confidence the data must be presented in a satisfactory manner. Mathematics students should have opportunities for deciding upon the best method of representing a set of

³"The Place of Mathematics in Secondary Education. *Fifteenth Yearbook of the National Council of Teachers of Mathematics*. New York: Bureau of Publications, Teachers' College, 1940.

⁴J. W. A. Young, *The Teaching of Mathematics in the Elementary and the Secondary School*. Toronto: Longmans, Green, 1906; pp. 17-40.

data. For instance, they might discuss the relative merits of various pictograms, bar graphs, circle graphs or broken-line graphs, for presenting the material most accurately and vividly. Such discussions should lead the pupils to realize the value to clear thinking of suitable methods of representation.

- (c) Drawing conclusions. This is one of the most important and at the same time most difficult steps in problem solving. There are many pitfalls awaiting the unwary when he attempts to draw conclusions from a set of data. For instance, many persons draw conclusions of a cause and effect relationship when the data do not justify any such conclusion. The following statement is found in a recent issue of *The School*: "There is a high correlation between high school and university marks in such subjects as English, mathematics, French, and Latin, and it is evident that habits of study are acquired early, and not often or suddenly changed".⁵ Disregarding the question of the accuracy of the first part of this statement, it seems to the present writer that a cause and effect relationship is implied in the latter part of the statement; namely, that the high correlation is due to the carry-over to college of study habits acquired in high school. It would be possible to get a high correlation between these variables even though the students never did any studying either in high school or college. A correlation cannot be taken to indicate that changes in one variable cause changes in the other.⁶

Students should be aware of the limitations and possibilities of making interpolations and extrapolations in sets of data. Another source of difficulty is encountered in drawing conclusions about the total population when we know something about a sample. Generalizations regarding the total population, and based on the findings from a sample, are valid only if the sample is large and representative of the universe from which the sample was chosen. Mathematics should provide for development in this phase of pupil behaviour. However, actual experience in drawing conclusions

from data must not be overemphasized. Considerable attention should be paid to the evaluation of the validity of conclusions drawn by others, for after all few of us are required to make original conclusions, but most of us evaluate the conclusions of others.

- (d) Establishing and judging claims of proof. The mathematics student is familiar with the word "proof", but unfortunately as mathematics has been taught he is unaware of the meaning of the word. He does not know what it really means to "prove" something. Mathematics is an excellent field of study in which to develop a concept of the "nature of proof". The student should have experiences with both inductive and deductive types of reasoning. He should know the meaning of proof when applied to conclusions drawn from data by each method. He should learn of the relationship between conclusions and assumptions.

Similarly a student should learn about some of the limitations of data. He might, for instance, inquire into the "competence, bias and integrity of the person who presents the data; he might attempt to determine the adequacy and appropriateness of the methods of summarizing the data."⁷ By using mathematical and non-mathematical material, such as advertisements, editorials and so on, the teacher should aim to develop the ability of the pupils to judge of the validity of conclusions and claims of proof. Raleigh cigarette advertisements say: "Golden color is proof of quality". What is meant by proof?

2. Ability to use information, concepts and general principles.

Many, if not most, of us at some time or other make use of mathematical knowledge in solving personal problems: Shall we buy certain furniture on the instalment plan? Should we rent a home or own one? What kind or kinds of insurance should we have, and how

⁵G. J. Trueman, "How To Study", *The School* (Elem. Ed.), October, 1942; p. 95.

⁶E. F. Lindquist, *A First Course in Statistics*, New York: Houghton-Mifflin; 1942; p. 203.

⁷E. P. Smith and R. W. Tyler, *Appraising and Recording Student Progress*, New York: Harper; 1942; p. 40.

much? Of a somewhat different nature are the geometric facts useful in machine shops, for these are used by a somewhat limited number of citizens. And then there are the many complex formulae used in highly technical, scientific research and by pure mathematicians. Secondary mathematics must try to meet the widely-varying needs of all these persons.

There are also certain concepts which will be of significance to the individual in his social and individual problems. All of us should have a good understanding of the meaning of similarity and congruence and how these principles are applied in industry. The function concept, too, is one which has important implications for the average citizen. The concept of function or dependence has been regarded by some mathematicians as the unifying element for all mathematics. This concept is probably easiest developed by means of mathematical materials, but its importance in non-mathematical situations should be pointed out. An easy illustration that might be used and which would be understood by secondary school pupils would be a graph or table showing the relationship between the number of gallons of gasoline a motorist can buy if he has an "A" category ration book, and if a unit represents four gallons of gasoline. The idea of dependence can be extended by discussing the number of gallons persons with different categories can buy. Then the discussion should go on to note the relationship between the number of gallons a person can buy under different definitions of a unit. These situations show clearly the idea of relationship between variables, and should be very helpful in developing the concept of functionality or dependence.

3. The ability to use mathematical skills.

The secondary school must not neglect to develop certain "fundamental skills" to the point where they function quickly and accurately in problem-solving situations. It must provide for maintenance of skills developed at earlier stages in pupil development. This means that the secondary school mathematics program must include drills and reviews as an essential part of the curriculum. Mastery of these skills enables the pupil to give a greater part of his attention to the more difficult parts of problem-solving—analysis and generalization.

The fifteenth yearbook of the National Council of Teachers of Mathematics discusses also the role mathematics can

play in developing certain desirable attitudes, such as respect for knowledge, respect for good workmanship, respect for understanding and open-mindedness, and in the development of certain interests and appreciations. However, these aims cannot be discussed here and it is left to the teacher to think through these aims as they apply to the mathematics course.

In conclusion, it would appear that mathematics can be used to further the general aims of secondary education and that it has a specific contribution of its own to make to pupil development, provided suitable content, organization and teaching methods are selected. It is up to mathematicians to show that mathematics has demonstrable educational values.

WITHHELD FROM THE NOVEMBER ISSUE

Lumby, B. C., October 18, 1942.

Editor, *The B. C. Teacher*:

On a famous occasion some years ago the then Prince of Wales in replying to a question about the failure of Christianity, replied: "Christianity! It's never been tried yet!"

To the critics of labor affiliation and the apologists who say trades unions are good for workers but bad for us we should reply that the B. C. T. F. hasn't tried it yet either. I for one say let us try this plan and watch the results. For once at least let criticism of the B. C. T. F. be for being fearless and not timid (or "realistic", as some would say).

Yours truly,

L. JOHN PRIOR.

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Why Did You Do That?

By DR. S. R. LAYCOCK, *College of Education, University of Saskatchewan,
Western Vice-President, The Canadian Federation of
Home and School*

(Reprinted from *The Bulletin*)

ONE of the most frequent and also the most futile of questions which teachers ask pupils is: "Why did you do that?" Over and over again when Johnny sticks a pin in the child ahead of him or bullies a smaller child on the playground or when Jean sits and day-dreams or steals money from the teacher's desk, the teacher has recourse to the question: "Why did you do that?"

The question is a bad one from every angle. First of all, it is usually quite futile so far as throwing any light on the child's behaviour is concerned. The reason for this is that *the child doesn't know why he acted the way he did.* He isn't a psychologist and doesn't know anything about his basic needs which are responsible for his acting as he does. What usually happens is that the teacher merely trains the child in excuse-making—what the psychologist calls "rationalization". The child soon comes to know that he *must* give some sort of reasonable excuse for his behaviour and, after all the practice which his parents and teachers give him, he becomes more adept at excuse-making than he is at numberwork or reading. If his excuses are crude or manifestly out of harmony with the facts, they are dubbed "lies". If they are somewhat subtle and reasonable they are accepted—and the child becomes quite a social success later.

Teachers must learn to ask *themselves* such questions as: What basic needs are Johnny and Jean satisfying by their particular misbehaviour? Why do they choose these particular ways of satisfying their needs? How far is the failure of their schoolwork to satisfy these needs responsible for misbehaviour? How can schoolwork and school life give children abundant satisfaction for their basic needs?

What Are Children's Basic Needs?

First of all, the teacher must find out what is the best available knowledge regarding children's needs. The physiological needs of the child are fairly obvious—needs for food and drink, for fresh air, for rest and sleep, for a comfortable temperature, and for elimination. But while these needs are obvious, many

teachers and many schoolrooms fail to provide adequate satisfactions for them. The child who is hungry, thirsty, too cold, too hot, who wants to go to the toilet or who is tired and sleepy is not likely to enjoy number work or reading. His restless activity is likely to result in behaviour which is annoying to the teacher. It is, therefore, the responsibility of each teacher to study the individual needs of pupils so that their physical needs may be met in as adequate a manner as possible.

However, it is the failure to meet the child's psychological needs which is more likely to result in behaviour of which the teacher does not approve. What are these needs? What is the best knowledge available regarding them?

The latest book on educational psychology¹ lists five main psychological needs:

(a) *The need for affection*—to live in a relationship of reciprocal warm regard with one or more individuals.

(b) *The need for belonging*—to feel that one is an accepted valued member of a group.

(c) *The need for independence*—to be able to make one's own decisions and carry out one's own purposes.

(d) *The need for social approval*—to feel that one's personality and one's actions are respected and admired by others.

(e) *The need for maintaining self-esteem*—to feel that one's conduct comes up to certain inner standards and thus merits one's self-respect.

The above needs are not entirely distinct from one another nor from the organic needs. Very frequently a child's behaviour is the result of an attempt to satisfy two or more of his physiological needs.

What Factors Thwart the Normal Fulfilment of Needs? The two great forces which affect the fulfilment or thwarting of a child's needs are the home and the school. Out-of-school influences consist of such factors as poverty or chronic unemployment in the home; parental rejection or lack of love for the child; parental overprotection; tension and quarrelling on the part of the parents;

color, racial or religious prejudice towards the child and his family; isolation from companionship with playmates of the child's own age; unjust, inconsistent or excessive punishment; inadequate or incorrect sex education; intense experiences which cause fear or continued resentment in the child; humiliations and ridicule at home; stern discipline at home; rivalry with older brothers and sisters; favoritism in the family; lack of praise, respect and admiration; over-severe ideals with consequent feelings of guilt and sin; as well as a host of other factors. The teacher in trying to understand a child's behaviour must have as adequate a knowledge of the child's home life as she can possibly acquire. This means contact with the parents and often a visit to the home.

However, a major portion of the thwarting of a child's basic needs takes place in the school itself. Over-competition, unsuitable curricula, over-restriction of children's activity, and the teacher's own handling of the classroom situation are often prominent factors in such thwarting.

Many authorities believe that the whole system of grades, examinations and marks tends to place an undue emphasis on competition. Certainly this is true in a great many schools. What does over-competition do to pupils? First, it thwarts their needs for affection and belonging. Teachers are *in loco parentis*—substitute parents—and pupils need to feel secure in the regard of their teachers. They need, too, to have a sense of belonging to the class as a group rather than being a sort of outcast because of failure or low marks. They want to feel that they have the respect and admiration of their fellows (the need for social approval). Above all they need to feel that their work and conduct comes up to their own inner standards so as to merit their own self-respect. Over-competition is, therefore, almost certain to thwart the basic psychological needs of slow-learning and even of average children. These children are made to feel that their teacher is disappointed in them and that their fellow-pupils regard them as inferior or "dumb". As a result practically all their psychological needs are thwarted and they must turn to athletics or more likely to various defence-mechanisms through which they seek some sort of outlet for these needs.

A curriculum unsuited to the needs of the child yields much the same type of frustration as described above in over-

competition. Children do not find fulfilment for their needs for social approval or self-esteem or even for affection and belonging in attempting jobs which are beyond their capacity, which are beneath their capacity or which have no relationship to their daily life and its problems. A mother whose Grade XI boy had rebelled against continuing French appealed to the writer this summer. The boy had said that he didn't see what use French was going to be to him, that no high school graduate he knew could read, write or speak French or even understand the news in French over the radio. The mother wanted an answer. Unless one falls back on "regulations" there seemed none to give.

In contrast to the above were the words of a Saskatchewan teacher now teaching mathematics in the Air Force. He said, "This teaching is fun. The boys all see the bearing of the work on the job they want to do. They are eager to work. There is no problem of motivation and no problem of discipline". Increasingly we must ensure, especially in high schools, that bright children, dull children and average children have curricula suited to their abilities, related to their own problems, and through which they can fulfill all their psychological needs.

Over-restriction of children's behaviour is also a source of frustration in many schools where "pin-drop" quiet is enforced. The recess periods and occasional "working at the board", are not sufficient either for the child's need for physical activity or for his need for independence—to plan and carry out activities for himself.

The teacher's handling of the class is an expression of her own personality—of how well her own psychological needs were met in her own home and school life. If she is insecure, if her own needs for affection and belonging have not and are not being met, if she has been repressed at home and school so that her needs for social approval and independence have not been met, and, above all, if she lacks self-esteem, her handling of the class will be faulty. In the way she deals with pupils she will be desperately trying to fulfill her own unfulfilled needs.

Children themselves know what kind of teachers they like. Hart² in an investigation of best-liked and least-liked teachers found that best-liked teachers were described as helpful in school work, cheerful, friendly, interested in an under-

standing of pupils, patient and fair. The least-liked were said to be grouchy, nagging, sarcastic, not helpful in school-work, unreasonable and unfair. Somewhat similar results were found in a study by Jersild and Holmes³. The best-liked teachers provided the situation where children could best satisfy their basic needs; the least-liked failed to do so.

What Teachers Can Do About Children's Needs. The following brief suggestions are offered to teachers:

(a) Stop asking the child, "Why did you do that?" and ask yourself, "Which of his basic needs was the child attempting to satisfy by his behaviour?"

(b) Study each child's home background in an attempt to understand the extent to which his basic physiological and psychological needs are met or thwarted at home.

(c) Study your own handling of the

classroom situation in order to find out how far over-restriction of children's activity, over-competition, poor class management, and unsuitable curricula are responsible for the child's behaviour.

(d) In so far as home influence, community attitudes and unsuitable curricula are beyond your immediate control, give leadership in parent education and in building a new viewpoint of education in your community and province. In a democracy we have the type of education which the people desire. However, it is our privilege to *persuade* the public and to influence public opinion.

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- ² F. W. Hart—*Teachers and Teaching*, The MacMillan Co., New York, 1934.
- ³ A. T. Jersild and F. B. Holmes, Characteristics of Teachers who are "Liked Best" and "Disliked Most"—*Journal of Experimental Education*, 1940, 9, 139-151.

Are Canadian Schools a Federal, Provincial, or Local Responsibility?*

By DR. J. W. PAJARI, *College of Education, University of Saskatchewan*

THERE are so many different agencies or organizations involved in the directing of educational programmes in the Dominion of Canada that it is difficult to get a clear picture of the most desirable division of educational responsibilities. It would be a tremendous task to count all the individual organizations working in the field of Canadian education today. It would be equally difficult to show well defined patterns of authority and responsibility simply by examining current practices of educational administration in Canada. One of the chief reasons for the complexity of the educational situation is that education is regarded as a primary concern of both private and public agencies extending in scope from the individual home and family to the national government—not to mention international organizations concerned about the problem.

It is practically impossible to hold any particular agency accountable for the calibre of each new generation because of the diffusion of educational responsibilities. Home, school, church, community, and so on—all combine in influencing the quality and character of the growing

and developing citizens of Canada. In other words a great amount of effort and money is being spent continuously in educational endeavors outside the scope of public education. Large expenditures are also being made by private groups in co-operation with the agencies more directly responsible for public education.

WHO IS RESPONSIBLE?

Even though it may not be possible to distinguish clearly between the respective influences of private and public agencies upon each new generation, it is important to recognize that public education is not the only factor which influences the development of Canada's young people. The history of education, however, indicates that public education has achieved a steadily growing importance in the development of all countries. Many of the educational functions formerly performed by private groups and the family have been delegated to the agencies responsible for public education. The vital importance of the public schools to the maintenance of democratic government requires thoughtful consideration of the problem of improving the quality of public education. There is good reason to believe that such improvement

*Reproduced from the *Saskatchewan Bulletin*, December, 1941.

will be forthcoming if people can give an impartial answer to the question: "Whose responsibility is public education?" Too much energy is being spent in arguments over the division of federal, provincial, and local responsibilities for public education. Too little energy is being spent in careful planning as a basis for improving the quality of public education so as to benefit children in all parts of the Dominion.

Much of the current confusion over educational responsibilities seems to come from the failure of people generally to appreciate ways in which the federal, provincial, and local governments can co-operate in providing the best possible educational advantages to all children in the Dominion of Canada. Surely no one would argue against the democratic ideal of equality of educational opportunity for all children in the Dominion. If this ideal is accepted as the *point of departure*, perhaps there can be an impartial consideration of the respective responsibilities of federal, provincial, and local governments. Far too many people plunge themselves into endless arguments on the question of the control of educational policies because they are not thinking first of all of the children in this democracy but only in terms of their immediate community problems. A democracy cannot afford to think of educational opportunities in any area which is less than the area of the nation as a whole. This fundamental point of view accounts for the fact that democratic countries are paying more and more attention to the problem of federal relations to education.

FEDERAL FUNCTIONS

In Canada the federal government has certain limitations with regard to the education process. No doubt a well-founded fear of over-centralization was responsible for education being left under The British North America Act exclusively to the discretion of the various provincial legislatures in the Dominion. Despite the fact that the control of education is not vested in the federal government in Canada, there are certain functions which the federal government alone can perform in promoting equality of educational opportunity throughout the nation. In brief, the federal government should carry on financial, informational, and research activities. Each one of these activities is extremely important, but the financial aspect needs special

emphasis. Federal aid for education serves a very worthwhile purpose when it is used to remove some of the financial inequalities which exist among the provinces. Only by giving such financial assistance to the less fortunate provinces can Canada hope to achieve equality of educational opportunity throughout the Dominion. Such aid can be given without the danger of too much federal control over educational policies in the respective provinces.

In view of the fact that the control of public education in Canada has not been vested in the Dominion Government, is it a provincial or local responsibility to guarantee at least minimum educational opportunities to Canadian children.

This question is at the bottom of most controversies regarding the responsibility for the educational function. Many of the local school districts in Saskatchewan—of which there are more than 5,000—have come to believe that once the local district is organized on the basis of provincial statute the educational destiny of that district rests almost entirely in the hands of the local trustees.

This position cannot be defended on a legal basis. From the legal standpoint the control of public education rests exclusively with the provincial legislatures. In each province it is the legislature which is responsible for seeing that satisfactory minimum educational advantages are available to all children. The educational programme of any province fails, especially in local districts which have poor leadership, when the provincial government does not take definite measures to guarantee minimum educational opportunities throughout the province as a whole.

PROVINCIAL RESPONSIBILITY

No provincial government is justified in leaving the fate of public education too completely in the hands of local authorities. There must necessarily be definite provincial leadership and financial support so as to guarantee appropriate school programmes everywhere in the province. No youngster should be penalized simply because his home happens to be in one community rather than another. Nor should any child suffer because particular individuals in his community choose to operate on the basis of out-moded educational policies.

The provincial government must provide leadership which is based on facts derived from careful and systematic

research—not on generalizations reached on an emotional or partisan basis. If research shows, for example, that larger local units of school administration are essential to minimum educational opportunities throughout the province, it is the democratic obligation of the provincial government to provide the necessary leadership in administrative reorganization. Furthermore, if more adequate provincial aid is necessary for a minimum programme in every corner of the province, the provincial government is obliged to arrange for such a financial programme. There are certain financial, administrative, supervisory, research, and leadership functions within each province which only the respective provincial governments can discharge effectively.

LOCAL CONTROL

Uncritical persons may already have arrived at the conclusion that federal and provincial responsibilities have been written so large that no room is left for local initiative. On the contrary, local responsibilities are among the most significant in the total educational picture. It is only by appropriate local control that the educational process can be adapted to community conditions and needs. It is only by appropriate local participation in the direction of educational policies that the democratic system can best be safeguarded.

On the basis of past practice and tradition, the various provincial legislatures in Canada have tended to delegate a good deal of the actual administration of public schools to rather small local school districts. This general pattern was originated and developed under frontier conditions. One can see immediately

the major advantage of the small school district type of organization. When roads were poor and communication was difficult, the education process was brought close to the people. Furthermore, the school programme was so meagre that it could easily be directed and supported by a few families living in the same general area, usually twenty square miles or less. Much can be said as to the appropriateness of such a system for the frontier areas of Canada fifty or more years ago. But is this the system that can best discharge local responsibilities for public education today?

A democracy is torn between the necessity of preserving local initiative and control, and the responsibility of providing appropriate educational advantages to its growing citizens.

Certainly there is some system of local school district organization which will preserve local initiative and still make possible the conduct of a modern educational programme. One is not justified in sacrificing either one of these considerations for the sake of the other. Local initiative must not be sacrificed in the name of inefficiency, but, on the other hand, inefficiency must not be defended in the name of local control. If the present system of school district organization cannot provide a modern educational programme which guarantees suitable high school opportunities to all children, consideration must be given to a system of local units which can. Research and enlightened educational practice have both demonstrated for a long time that the preservation of local initiative and the maintenance of a modern educational programme are not incompatible.

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Rural Teachers' Association

By THE R. T. A. EXECUTIVE

TO the teachers of British Columbia and to the cause of democratic education the R.T.A. expresses good wishes for a better New Year. Being realists rather than dealers in words or wishful thinkers the R.T.A. knows that any measure of fulfilment of such a hope will depend on the scope and vigour of the fight that reformers are prepared to make. There must be a unified purpose in determined action on the programme advocated by the R.T.A. With such unity and with the full potential strength of the B.C.T.F. thrown unreservedly into the struggle we may reasonably hope for some tangible evidence of progress to become manifest during 1943.

THE R.T.A. POSITION ON SALARIES

The R.T.A. stands strongly for a provincial salary schedule with increments paid by the province.

WHY A PROVINCIAL SALARY SCHEDULE

The present system is unfair because equally good teachers do not receive equal remuneration for services of equally great importance; viz., those of preparing youth for active participation in democratic living.

The mortality of teachers in the few large urban centres is too low to afford any hope to the majority of efficient and experienced rural teachers of securing positions in urban centres where salaries are high and increments paid plus a cost-of-living bonus. As long as promotion for the rural teacher implies a job in the urban areas so long will unfair conditions exist. Promotion and pay should depend on (1) the job; (2) qualifications; (3) experience; (4) responsibility. This is possible only with a provincial scale of salaries. No one should forget that many outstanding teachers prefer the country.

Under a provincial schedule when a teacher transfers from one district to another he will not lose his seniority rights but will retain his place on schedule.

Education, by the B.N.A. Act, is primarily NOT a LOCAL but a PROVINCIAL responsibility. The ability of any locality to support a programme of education is not something intrinsic in that locality but rather the result of such locality being within the province. To no

small extent do the teachers of Vancouver depend upon primary producing centres in remote parts of the province for their high salaries while in these same remote districts the teachers receive miserably low salaries without increments or bonus.

Not only does the rural low-paid teacher have to get along with less during his active years of teaching but also during his years of retirement. The annuity part of his pension is lower in proportion as his salary during teaching years is low. His city colleague with a high salary during active service and increments plus bonus retires on a much larger pension.

Local control of salaries affords far less security than would provincial control. Local decisions depend on too many fluctuating factors, e.g., local economic conditions and local politics. Teachers' salaries should be free from such vicissitudes. The teacher's life work is teaching. Yet his economic welfare is subject to a new authority each year with fluctuating determining factors. A provincial schedule would free the teacher from all these objectionable conditions and would also genuinely unite the teachers for the welfare of all would be bound up with the welfare of one.

From the standpoint of the public the fullest measure of democracy in education is beyond realization if there are to be two types of teaching personnel: one fairly treated and the other unfairly; or if the schools in rural areas are to be subordinated as training schools for inexperienced teachers to provide the schools of larger cities with successful entrants into the profession.

NOTE: The Province of British Columbia IS ABLE FINANCIALLY to pay a decent salary schedule and a bonus. That is a FACT. In per capita ability to pay, British Columbia ranks highest of all provinces. In per capita liability for education, British Columbia ranks lowest. In ratio of effort to liability, British Columbia ranks almost lowest in the Dominion.

IS ARBITRATION THE WAY OUT?

In the November-December issue of *The B.C. Teacher* we dealt with this question in some detail. The answer definitely is NO. Recently arbitration has been "enjoyed" by the M.S.A.

Area and by Prince George District. In the first case the maximum set for High School assistants at end of twelve years service is \$1700. In Prince George the maximum is \$1900. Saanich teachers by negotiation without arbitration secured a maximum of \$2200 for same period of service. Vancouver maximum is \$3200 for High School assistants.

WHAT ABOUT THE BONUS?

"Resolved that the B.C.T.F. urgently press for action by the Provincial Government on the bonus question?" Resolution passed by the B.C.T.F. Annual Meeting, Easter, 1942.

The R.T.A. has asked for a report on B.C.T.F. action on this resolution, but there has been no reply forthcoming.

The R.T.A. believes that all teachers should be getting a cost-of-living bonus as are other wage earners and some teachers on high salaries. Particularly should teachers on low salaries be getting the bonus. The R.T.A. would like to see this belief translated into action. We urge upon our official representatives the urgent need for action on this resolution.

When education is primarily a provincial responsibility is it unreasonable to expect that the province be the authority requested to pay the bonus? We remind those who question the government's ability to deal with this problem that the government earlier this year provided a cost-of-living bonus for civil servants. *Yet the civil servants did not have to go to the government to explain how a bonus could be paid. It was asked for and granted even though it had not been provided for in the estimates passed by the Legislature.*

DEMAND A SALARY SCHEDULE AND BONUS NOW

Since 1926 the teachers have been told that financial reforms must be introduced before there can be a solution to the salary problem. This is the perennial alibi and, unfortunately, some teachers are deceived by its application. It cost the Province over thirty thousand dollars for the Weir-Putnam Report—almost as much as the teachers asked for and were refused less than a year ago to begin the introduction of a provincial salary schedule. It also cost the Province some thousands of dollars for the King Report on Educational Finance, whose basic recommendations have not been acted upon. Hence for nearly twenty years the subject of changing the financial system has brought no gains to the teachers.

However, it has served on a number of occasions to postpone any action on teachers' salaries and it is hard to understand how any teacher can still be deluded by the cry that we, the teachers, must solve the government's financial problems before we make a serious drive for a provincial salary schedule.

The vital matter is the actual income, present and future, of all British Columbia teachers. According as the B.C.T.F. takes really aggressive action on this salary and bonus problem will confidence be restored and membership of teachers in the B.C.T.F. be obtained with something less of effort than is required at the present time.

RE EASTER CONVENTION

Teachers throughout the province are urged to prepare to send delegates to the Annual Meeting at Easter. Rural teachers are a scattered group and proportional representation of these teachers is exceedingly difficult to obtain. However, rural teachers should organize themselves so as to be represented. It may be accepted as a fact that attention to rural educational problems is in direct ratio to the driving force and pressure that is applied by rural teachers on their own behalf. Rural teachers should send as delegates progressively-minded people of courage and determination who can and will fight for justice and against special privilege. There may be cases where a local cannot send a delegate. In such a case the delegate's card should be obtained from the B.C.T.F. office and the local can then either proxy the card to another delegate in attendance or nominate as a delegate a teacher who can attend. It is imperative to muster the progressive vote at the Annual Meeting. If this plan were followed and widely used it would be possible to muster a substantial rural vote, which, combined with the progressive urban vote, would carry a determining weight at the Annual Meeting. The criticism is frequently made that rural teachers are largely to blame for their unfortunate condition in that they meekly accept and submit to their evil lot. There may be too much of truth in the criticism. The Annual Meeting is one occasion on which the "submerged half" can rally in the interests of democratic education and in their own interests.

RE EDUCATION FINANCE COMMITTEE

At this date of writing (December 20) there has been no meeting of the Education Finance Committee. We make no

other comment than to express a hope that, before this issue of *The B.C. Teacher* goes to press, a report from this committee will be available for publication. We heartily agree with President Alsbury's statement that reorganization of educational finance is a primary objective to secure equality of educational opportunity and salary justice for teachers. Hence we express the hope referred to above for it is now eight or nine months since the last Annual Meeting.

"DETERMINED TO HAVE ACTION NOW..."

In President Alsbury's interesting brief review of part of his recent tour of the province we are rejoiced to find the statement "Very definitely they are determined to have action now." The "they" refers to teachers in rural areas. This has been the constant drive of the R.T.A. for two years—"Action Now"—and it is encouraging to have the President's testimony supplementing the many evidences the R.T.A. has otherwise that teachers in rural areas are at long last really getting "action-conscious." In its records the B.C.T.F. is not lacking in quantity of resolutions endorsing desirable policies. The plaint of rural teachers as voiced individually or through the R.T.A., is *lack of aggressive action on these policies*. The heavy drive of the R.T.A. during the past two years has been a period of growing professions of activity. We might here answer a question recently received: "What does the R.T.A. want?" The answer can be summed up in one word, "ACTION".

WHAT DO WE MEAN BY A PROVINCIAL SALARY SCHEDULE?

The R.T.A. submits to the teachers of British Columbia the following specific proposals for their consideration and approval:

Rural Scheme of Schedules:

1. A basic salary schedule with increments from a stated minimum to a stated maximum for a stated period of years to be applicable to every teacher in the province regardless of location or office.
2. A supplementary superimposed schedule for office, e.g., for principals.
3. A supplementary superimposed schedule for professional training such as specialist or other required advanced training as now required by law for teaching in a secondary school.
4. A special bonus for a teacher in a one-room school, either elementary or secondary, having at least four grades enrolled.

General Plan for Payment of Salaries:

1. A basic grant towards salary by the district, the amount of such grant to be determined by a formula calculated to equalize the burden on each district.
2. The province will pay the balance of the minimum salary and all increments up to the scheduled maximum.
3. In the event of any district desiring to pay more than the salary called for by the provincial schedule that district could pay out of its own resources, in addition to basic grant, any such additional salary allowances.

Perhaps you are one of those teachers who think that a teacher at Lumby or Cobble Hill should not be paid at the same level as a teacher in Vancouver or Victoria. In such case the above proposals will not receive your support. At any rate think it over.

To conclude, we refer back to President Alsbury's statement quoted above: "They are determined..." The R.T.A. Executive appeals to all teachers whether rural or urban to take this position and to be strong in it. Rally to the cause in a strong united effort with a *fixity* and *singleness of purpose* that will be a safeguard against division and diversion. This is important. All sorts of issues are made to serve to divide the forces of reform. United determined action can force this issue of educational justice over all obstruction. If you want ALL teachers to have a square deal; ALL teachers to enjoy a decent standard of living; ALL teachers to know the meaning of some measure of economic security; if you honestly do want these conditions for ALL teachers—ACTION NOT WORDS.

"IN sober truth, it can be said without the slightest fear of successful contradiction, that in the matter of educational finance, British Columbia legislation has lagged far *behind* public opinion".—From the Federation brief to the party caucuses.

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B. C. T. F. Statement

By A. T. ALSBURY, President

THE R. T. A. Executive is to be congratulated on the constructive nature of its column this month. On reading their comments, we were pleased to notice that they echo the views expressed on "The President's Page." If in future the R. T. A. Executive will continue its efforts in this direction, it can make a very fine contribution to the work of the Federation in the interests of rural education and rural teachers. The officers of the B. C. T. F. subscribe whole-heartedly to the belief that "united, determined action—not words" is our most pressing need. If, however, all the policies advocated, and all the words that have been written both by the B. C. T. F. and the R. T. A. are to have meaning, every B. C. T. F. association and every member must be ready to participate actively in efforts to transform policies into tangible results.

With reference to the R. T. A. comments on the question of the cost-of-living bonus, it should be pointed out that Convention instructions have been and are being carried out. Further plans will be made at the Christmas Executive meeting. Reports on the steps taken in regard to this matter, as in all others, will be made to the members of the Federation through the usual channels.

In view of our plans to approach the Provincial Government shortly, the question of a Provincial Salary Scale will be thoroughly discussed at the December Executive meeting. The Creston Teachers' Association has drawn up figures for a proposed provincial scale and the R. T. A. Executive has submitted a statement of principles on which such a scale might be based. Both groups are to be commended for the work they have done. Their proposals will be placed before the Executive at Christmas, when this matter is under discussion.

The R. T. A. Executive has quite properly drawn attention to the fact that the Educational Finance Committee has not met. With two exceptions, all committees have been functioning. While we regret these exceptions, we point out that this is not due to negligence, but to the fact that it is very difficult to get teachers to act owing to the added burden of war activities in which all are engaged these days. A great deal of the time of your officers is taken up endeavoring to

have members accept responsibility for B. C. T. F. committee work. Suggestions from the R. T. A. or other groups which will enable us to induce teachers to become active will be greatly appreciated.

The work on educational finance required for our immediate purposes has been done by the committee which prepared the brief for presentation to the Cabinet and the party caucuses. This brief is now complete. The Educational Finance Committee is primarily a research committee on our long-term objectives. In view of this, while the criticism is well founded, the delay has not been as serious as it otherwise might have been.

In conclusion, it is a pleasure to join with the R. T. A. Executive in urging once more that all teachers, both rural and urban, participate actively in the efforts of their Federation to secure equality of educational opportunity and salary justice for teachers.

NORTH VANCOUVER ARBITRATION AWARD

THE North Vancouver arbitration award was handed down too late for detailed coverage in this issue; but, because of widespread interest in this case, we publish below a statistical report of the results.

Total increases asked.....	\$29,163.20
Total increases granted.....	\$16,520.00
Number of teachers affected.....	69
Average increase per teacher.....	\$280.00
Average percentage increase over previous salaries.....	16.9%
Percentage of requested increases awarded.....	56.6%
Range of increases (Junior and Senior High).....	to \$425.00
Range of increases (Elementary).....	to \$350.00

In addition to awarding these increases retroactive to September 1, 1942, the Arbitration Board recommended that the following salary schedule be adopted:

	Mini- mum	Maxi- mum	Incre- ment
Elementary.....	\$950	\$1650	\$60
Jr. High (women).....	\$1100	\$2150	\$75
Jr. High (men).....	\$1200	\$2250	\$75
Sr. High (women).....	\$1200	\$2400	\$90
Sr. High (men).....	\$1400	\$2600	\$90
Principals—Elementary:			
2 rooms.....	\$1500	\$1700	
3-7 rooms.....	\$1700	\$2220	
(On a sliding scale)			
Principals—			
Junior High.....	\$2325	\$2725	
Senior High.....	\$2600	\$3000	

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

NATURAL SCIENCE SERIES

ADVENTURES in Science, Book III by Marie H. Willers; pp. 132; revised editions; The School Aids and Text Book Publishing Co. Ltd.; 1942. Price 40c each.

There is a wealth of interesting material to be found in *Adventures in Science*, Book III. The illustrations are good and will be appreciated by the children. The units into which the book is divided are well arranged. They encourage the pupils to study nature and to observe more closely their surroundings, and the wonderful things which nature has to show them. Such topics as wild flowers, gardening, wild and domestic animals, birds, insects, soils, sky, and weather, are treated most adequately throughout the series. Following each unit are questions and things to do which the children will enjoy and the teacher will find valuable as seatwork for them. This book would make a good supplementary science reader for Grade III.

In Book V there are numerous delightful stories told to illustrate points about science which are a little difficult for pupils to understand. The unit activities are well chosen and will aid the child in developing desirable science interests.

These two books follow closely our course of study in British Columbia and would prove helpful in the teaching of science in the elementary grades.

—J. I. ACORN.

CANADA AND THE UNITED NATIONS

CANADA and the United Nations; The Ryerson Press; Contemporary Affairs Series; 1942; pp. 62. Price \$.50.

This pamphlet is a concise and well written report of two topics discussed in round table at the Fifth Annual Conference of the Canadian Institute of International Affairs and also includes the address given by the Honorable Walter Nash, the New Zealand Minister to the United States, at the conference dinner.

The first report, entitled "The United Nations in War, Victory and Peace", is edited by W. E. C. Harrison of Queen's

University. The thesis which is carried out in the three phases of the title may be said to be that united effort is necessary both to the effective conduct of the war and to the period of post-war reconstruction.

"Canada and the War", the second report, is edited by A. N. Reid of the University of Saskatchewan. It stresses the economic and political effects of the war on Canada and attempts an estimation of the problems which face Canada in these two spheres in the post-war period of readjustment.

The final report, the Honorable Walter Nash's address, is entitled "New Zealand In the World". He takes as his point of departure the position of New Zealand as a member of the Commonwealth, a position which has a realistic and firm economic basis. He states that unlike Canada, New Zealand "did not welcome as a progressive constitutional development the Balfour Declaration of 1926". This might be construed as a rebuke to Canada's nationalistic and pre-war isolation spirit. He concludes that the war has brought about an "increasing awareness of the United States and Canada" in New Zealand and he hopes that this awareness and understanding may be reciprocated.

This pamphlet may be recommended for the teachers of senior Social Studies classes.—R. J. B.

THE UNITED STATES

THE United States—A Brief History, by Allan Nevins. Oxford University Press; Clarke, Irwin & Co. Ltd., Toronto; 1942; pp. 144. Price \$1.10.

This short history of the United States was written by Dr. Allan Nevins at the request of John G. Winant, H.E., the American Ambassador, to be used as a textbook in the secondary schools in England. It is designed, not to set out the history of the United States in chronological precision, but to describe the growth of the United States in broad outline with special emphasis on social history and on the growth of American nationhood.

Although this book is as it says, a brief history, it is enlightening and full of essential material.—B. G.

THE AMERICAS

THE *Story of the Americas* by A. D. Thomson; published by Ryerson, Toronto; 1942; pp. 171; price 75c.

Another Canadian author has given us a guidebook for the Social Studies teacher of Grades V to VIII. In eleven chapters, A. D. Thomson develops the discovery, exploration and settlement of the "Americas". The larger part of the book deals with the North American countries.

A. D. Thomson has striven to combine the history and geography dealing with the conquest of America by the Spanish, British, French and Americans.

Many chapters are written as a discussion taking place between "Miss Clark" and her class. The pupils are assigned topics to look up. These reports are given, the class discusses them and adds further suggestions or criticisms as the case may require. Another excellent feature of the book is a "Things To Do" section at the end of each chapter. Many of these ideas are new, and would lend themselves well to project or activity work.

C. W. Jeffreys, noted Canadian artist, has contributed generously with many of his full-page drawings as well as with sketches and maps throughout the book.

As a guide or reference book, this publication is ideal for the Social Studies teachers of Grades VI, VII, and VIII.
—E. M. C.

THE ADVENTURE OF TRAVEL

LONGMANS, Green & Company have recently reprinted inexpensive Canadian editions of their "Heritage of Literature Series". One of the most interesting of these volumes is C. H. Lockitt's *The Adventure of Travel*, Toronto, 1942; pp. 190; price 55c.

Mr. Lockitt has given unity to his work by making use of a very simple device. He takes us on an imaginary trip through the medium of short travel stories. We start in England with J. B. Priestly's story of "A Visit To a Potter". Next we visit the continent with "Avalanches" by F. S. Smythe, and so on to Africa, the Near East, Russia, the Far East, the Archipelago Islands, India, Australia, South America, and Antarctica.

At every stage in our trip we have a well-known writer whose stories furnish our travelogue. Julian Huxley, for

example, takes us to Africa, and H. S. Ponting, the Scott Expedition photographer, shows us the Antarctica.

Each story is in itself a complete unit and is interesting for its own intrinsic value. The book is valuable as a supplementary reader in both English and geography classes. Difficult words and references are explained in brief notes given at the end of the volume. In keeping with the other volumes in the series, several of the story headings are made more attractive by small illustrations.

—R. J. B.

HANDWORK

PROJECTS *Through Crafts* (Junior) by W. L. Stricker, Instructor in Crafts, Normal School, Hamilton, Peterborough and Toronto. Published by the Ryerson Press, Toronto, 1942; pp. 80; price 55c.

This book contains various types of handwork suitable for use by pupils of junior grades. The projects outlined include ones in paper folding and cutting, cardboard work, stick and potato printing, weaving, modelling, and a number of interesting seasonal activities.

With the help of the teacher the instructions could be followed by the average child. Each project is illustrated and complete measurements given.

This handwork book, placed in the hands of the pupils, should teach them to follow written instructions, suggest new ideas to them and make them more independent. It should be especially valuable in a rural school.—C. M. C.

INSPIRATIONAL BOOK

LEAVES of *Healing* by Arthur Wallace. Harper Brothers, publishers, New York and London; 1942; pp. 168; price \$2.00.

This well-known Canadian author, whose inspirational books for boys went around the world and were translated into various foreign languages, now appears to be building an equal reputation in a slightly different field. *Leaves of Healing* is a presentation of devotional meditations each followed by a brief prayer. The numerous illustrations should prove helpful and stimulating and a rich field of material for speakers. Arthur Wallace writes with extraordinary insight and human sympathy.—L. C.

OUK LANGUAGE

USING *Our Language* by R. I. Davis and C. S. Scott; published in two volumes, Grade VII and Grade VIII; J. M. Dent & Sons, Toronto; 1942; Book 1, pp. 318; Book 2, pp. 361; price, \$1.25 each.

The material in each book is divided into twelve units, each of which discusses in a progressive order all the skills required to produce satisfactory oral and written compositions.

Composition and grammar are skilfully integrated. By the end of Grade VIII, both courses, in the main, have been covered. Grammar is treated in a functional manner. Exercises and activities embodying grammatical principles have been cleverly included in each unit.

A useful set of tests follows each group of three units. These tests are both objective and subjective. The "Class Activities" section at the end of each unit should prove very helpful.

The authors have used various means to impress important facts and definitions on the minds of the pupils. This lends to the interest of the lesson.

Although these books are intended to be texts, they should prove very valuable guides to lesson planning, sources of material, and suggestions in the hands of the teachers.—F. W. P.

THE *Trigonometry Note Book*, published by the School Aids and Text Book Publishing Co. Ltd., Regina, contains four-place logarithms of numbers and the trigonometric functions and the squares of numbers from 1 to 999. Logarithms of the cosines and the squares of numbers are placed at the end of the book. Single copies are 25c. This would be an excellent note book to put in the hands of students.

THE WESTERN HEMISPHERE

THE *Americas—History, Geography, and Citizenship Correlated*. By W. Lewis, B.A., B.Paed., and M. P. Toombs, M.A., M.Ed. School Aids and Text Book Publishing Co. Ltd., Regina and Toronto; 1942; pp. 262; price 75c.

The sub-title of this text gives an excellent idea of what the reader finds within its pages, for the influence of environment is kept before the pupil at all times. The authors include in their stories of exploration a comparison of

travel, and clearly illustrate how travel has brought the world closer together.

The author introduces a study of the globe, and links this up with air travel. In a section "Wings Over the Americas", the student is taken on an imaginary flight starting at Ottawa, and skirting the coasts of North and South America.

The description of the later middle ages and the coming of the Renaissance is particularly well done. Science, art and the Reformation are treated in a manner which students in the middle grades would understand, and the relationship with exploration is well sustained.

The inclusion of Spanish exploration in the western portion of both North and South America is a welcome addition to a study of this kind.

In discussing French activity in North America, the background from which explorers and settlers came is described, and considerable use is made of biography.

A section devoted to the United States of today includes accounts of the various states. Pan-American union is discussed and hurried glimpses are had at other countries of the Americas.

Biographical sketches scattered throughout the book lend colour to the story. Dramatizations are frequent. The illustrations are particularly good, and, in the majority of cases, maps and charts are very clear.

The book represents an ideal—library, motion picture projector and unhurried time table. It is difficult to know whether to envy or pity the teacher who attempts half of what it suggests.—H. R. B.

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Letters To a Country Teacher

My dear Niece:

Yes, the country seems rather dank and dismal after two weeks in the bright lights, but at least you have the satisfaction of having returned to your duty, as your airman returned to his.

The future prospects for entertainment don't look too bright. It seems quite probable that the Easter convention will be forbidden, in which case it would be in line with war-time economy to do away with the Easter holidays, so as to close the schools a week earlier in June and let the boys and girls get to work sooner.

But local conventions are different, and would probably be permitted. Why not get up one in your own region? My favorite time is in the middle of February, so as to break the dreary stretch between New Year and Easter.

I have done it, both in the Fraser Valley (long ago) and up north. I just wrote notes to all the neighboring teachers: "Are you in favor of holding a teacher's institute at — on February 17? What would you like to hear discussed? What would you talk about?" Then, when the favorable replies began to come in, I wrote to the Department, the Inspector and the Federation. The Department gave us a holiday, the Inspector gave us his blessing (though he could not be present) and the Federation promised us a speaker, who never arrived.

We got up a programme of good practical talks by the more successful teachers in the district, with plenty of open discussion where the beginning teachers told their difficulties and got good advice from the experienced ones. Several of the teachers told me afterward that they had got more real help from that one day than from any Easter convention.

I thought the best thing that day was my address on "How to Make History Interesting", but the others were more enthusiastic about your Uncle Frank's paper on "Scat Work". I have forgotten the other papers, but they all were practical and useful.

In the evening (baiting the hook of instruction with the worm of entertainment) we have a dance. Total cost per teacher, from the first postage stamps to the dance supper, was less than one dollar.

January.

No, I wasn't principal of the high school. I was running a one-room school out in the bush, just as you are.

Ever your loving

UNCLE JOHN.

SALVAGING

A LITTLE pamphlet, published by the Wawanesa Mutual Insurance Company, entitled "Farming Holds the Key", also has something to say concerning salvage. But the salvage it speaks of is a salvage of intangible things; a salvage of thought, of hope, and of destiny. It is a salvage that must be pursued with every bit as much tenacity as that of the materials that go to make up tanks and guns. Let us listen to the note on which the booklet ends its plea for co-operation among Canadians:

—If all Canadian keep in mind the fact that the destiny of a nation depends on the character of its people;

—If individuals admit that most of them get much more from society than they give in return;

—If people generally will agree that production for use is much more desirable than production for profit—that those who create wealth are more valuable than those who handle it;

—If the keys to doors that have been kept locked against the use of materials and inventions are taken from the few who held them to the detriment of many, so that those boons can be turned to public use instead of being held back for private gain;

—If out of the uncertainties and disappointments of the past decade comes a spirit of hope that overcomes fear;

Then perhaps in a few years or a few decades those who continue to enjoy the freedoms that predominate in democracies will agree that, after all, much good was salvaged out of the war.

TEACHERS' CREDIT UNIONS HELP YOU

- to save when you should;
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- to receive a reasonable dividend on your savings.

Correspondence

Gibson's Landing, B. C.,
December 16, 1942.

Editor, *The B. C. Teacher*:

The Elphinstone Teachers' Association thoroughly approves of giving space in the magazine to the R. T. A., and hopes that the B. C. T. F. will do more in the future than has been done in the past for the underpaid teachers of the province.

Yours truly,
(Miss) WINIFRED M. NEW,
Secretary, Elphinstone T. A.

London, Ontario.
December 10, 1942,

Editor, *The B. C. Teacher*:

Would you please bring the following information to the attention of your High School teachers?

At the present time there is a demand for Educational Officers who are capable of teaching High School Mathematics and Science.

These candidates should have University degrees, particularly in Science, or if the degree be in Arts, some honours work should have been done in Mathematics and Science. It is also very essential that the candidates should have had teaching experience in the above mentioned subjects.

Potential candidates should call at the nearest R.C.A.F. Recruiting Centre and bring with them proof of education and proof of birth.

Thanking you for your co-operation and assistance,

Yours very truly,
J. S. FALCONER, F.O.,
For (J. M. Roberts), Squadron Leader,
Commanding Officer,
No. 9, Recruiting Centre, R.C.A.F.,

Fernie, B. C., December 18, 1942.

Editor, *The B. C. Teacher*:

Permit me to express the opinion that the suggestion of refusing the R. T. A. publicity space in our magazine does not meet with favour amongst teachers locally. Personally I feel that such a move would be ill-advised.

Yours sincerely,
A. L. MCPHEE,
Principal.

Box 18, Lumby, B. C.,
December 15, 1942.

Editor, *The B. C. Teacher*:

I notice in the December issue of *The B. C. Teacher* that the President has asked for expressions of opinion concerning the question of retaining the R. T. A. material in future issues.

While I am not necessarily in agreement with all the material submitted, I do feel that the R. T. A. merits this consideration of having space in *The B. C. Teacher*. I do not approve of personalities but I should like to remind the officers that the position of the rural teacher (whatever number remains) is not easy to bear when some of the long-used explanations for what often appears to be inactivity are being brought forward.

This appearance of failure to achieve the concrete, or to "open up" on what we all know is the only real basis for a square deal in British Columbia Education is disquieting to many of us, especially when the bonus (cost of living) and the Provincial Salary Scale often appear to be kept in the background despite convention action.

I did not intend to be quite so wordy about this, but I cannot help feeling that whatever error there may be on the part of the R. T. A. may be matched in part by B. C. T. F. policy makers.

This is my sincere opinion of the matter, therefore I feel the place for this material is in the magazine.

Yours very truly,
JOHN PRIOR.

Box 381, Armstrong, B. C.,
December 16, 1942.

Editor, *The B. C. Teacher*:

Re the B. C. T. F. request for views concerning continuation of the R. T. A. column, I suggest that space be provided for its continuation.

Yours truly,
J. W. PLOMMER.

BUY

WAR SAVINGS STAMPS

REGULARLY

News, Personal and Miscellaneous

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

THE most striking duofold factors of this department are, first, the dearth of material contributed by the teachers, and, second, the fact that what few contributions are made by our group come from teachers who are already spending a great deal of their time in some other activity.

Remember that *The B. C. Teacher* is our newspaper as well as our official organ; it is in many cases the only channel through which many of us can keep in touch with and follow the activities of teachers we know but who are no longer near us. In order to keep this contact there must be news from all parts of the province; not merely from a few urban and organized areas, which are well known to start with, but also from the members of our smallest, most isolated districts. Help make *The B. C. Teacher* cover all the territory it represents. Send your news in now.

TRANSITION

MISS Mary McLeod, formerly of Gilmore Avenue Junior High School, has received a seven-year contract with M.G.M. Studios in Hollywood. We'll be seeing you, Mary.

Keen regret was expressed at the December meeting of the Prince Rupert and District Teachers' Association over the forthcoming departure of the president, Mr. T. L. Davies. Mr. Davies has headed his association several times, and given countless long evenings and weekends of hard work to the service of his fellow-teachers, who have deeply appreciated his ready wit, supreme tact, and the straightforward way in which he conducts Federation business. He is a principal factor in Prince Rupert's almost perfect Federation membership, and replacing him will be a difficult task.

WITH THE SERVICES

NO fewer than ten teachers of the Nelson schools have left their schools to join Canada's armed services. Of the ten, one is a woman. They are: Mr. G. Wallack, Mr. L. Latonnell, Mr. P. Richards, Mr. A. E. Cobus, Mr. B. Clark, Mr. J. Fleury, Mr. D. Tye, Mr. J. Lee, Mr. Fraser, and Miss A. Smillie.

THE VEGREVILLE FRONT

SIXTY schools in the Vegreville district of Alberta are still closed as a result of the strike arising out of a disagreement between the School Board and the teachers. Teachers, who left their schools November 10th when the Board refused their proposed salary minimum of \$925, have received no salary since their strike began, but have been given some financial aid by the Alberta Teachers' Federation.

BOUNDARY NEWS

THE Boundary Association Bulletin for November (R. B. Orser, president; Mrs. MacMillan, vice-president; Miss Vanderveen, secretary-treasurer, and R. K. Bradley, editor), has a jewel or two worthy of examination by our readers. While in the complimentary mood, the editor comments on the fine quality of *The B. C. Teacher*, particularly with respect to its articles on the Federation. In the department of brickbats, he (she) tells a very long story in a very few words. It concerns contributions to the "Bulletin":

To the Bulletin: Why not more Federation and Local Association news and fewer teaching articles?

To the Bulletin: Why not make the Bulletin a pooling place for teaching ideas?

To the Readers: Your Bulletin is what you make it.—Ed.

GETTING IN THE SCRAP

THE Consumers' Union Report for the month of October has some hints on the collection of scrap which might well be kept in mind by teachers for a future drive.

The report begins with the rather staggering statement that "The teacher is the greatest potential force in America's home front war effort. Through teachers and students 90 per cent of the population can be reached practically overnight".

It then lists a number of Organization Plans, a few of which are particularly useful:

1. Appoint captains, lieutenants, etc.,

among the children to supervise their home blocks and canvass regularly for all kinds of scrap needed,—silk, nylon, rubber, etc. Children should not go into strange houses—only into houses of people they know. They should go in pairs. They should be instructed against trying to carry heavy loads. They should encourage their parents to assist them in bringing materials to school. Materials brought to school should not be stored in school buildings, but in school yard out of harm's way.

2. Integrate the scrap effort so that everybody acts on one set day in the same way on the same set of instructions. Plan a week or more in advance. Obtain the assistance of art departments, the local radio station, newspapers, stores, etc., to obtain maximum publicity to the plan, and, upon conclusion, to the results.

3. It is good pedagogy to have one homework-free evening a week. For that evening assign a scrap hunt and give homework ratings for good citizenship.

4. Get the community, via Parent-Teacher associations, to rely more on the power of the school and school children to do a major job on the home front. The children need a sense of responsibility in the prosecution of the war; they need to feel in it and part of it.

BOARD OF GOVERNORS RELEASE

At their meeting held on October 26th, the Board of Governors of the U. B. C. approved a recommendation of the Senate that the Department of Home Economics be re-established, and appointed Dr. M. A. Cameron, Director of the Summer Session for the academic year 1942-43.

EDUCATION IN U. S. S. R.

WE are responsible to the *Scottish Educational Journal*, September 4, 1942, for the following revealing glance at the educational system in the Soviet Union: Mr. S. H. Forison, South Shields High School, on his visits there was "particularly impressed by the comradeship relationship between teachers and pupils. Corporal punishment was forbidden. Among the teachers there was a great deal of friendly self-criticism and mutual criticism, with a view to improving teaching methods and securing better results".

Friendly competition between the classes was encouraged, and class committees played a great part in maintaining the standard of discipline, study and

achievement of a social outlook. Parents were encouraged to visit the schools and help in every way, and they did so. Co-operation between teachers and parents solved most of the problems of discipline.

There was great out-of-school activity, all kinds of clubs, sports circles, and drama circles being organized. A doctor and a nurse were part of the staff of every school, and everything was done to promote the health of the children. The whole tendency of the schools was to promote a society of cultured people, well trained in social habits.

WAR STAMPS AND BONDS

THE October release of the Consumers' Union Class Plans contain some unique and practical methods for increasing investments in War Savings Stamps. With slight alterations in their proposals made necessary in Canada, this is how the scheme would work for child and adult:

1. My present purchase cost \$1.65; similar product could be purchased for \$1.00; saving, 65c. On (date) we are going to buy stamps with our savings.

2. Recent treasury reports indicate that copper coins are being kept out of circulation by minors on a fortune building rampage,—and by adults. Try this; it gets pennies and buys stamps.

Suggest that older children approach their parents with this idea. "You give me all your pennies every night, I'll buy stamps for them and give you the stamps. In this way we'll help Canada get pennies back into circulation and buy more stamps".

3. When the dancing season comes around, or when you have concerts, school plays, etc., make a War Stamp the price of admission.

HEALTH FILMS

FOR the first time since 1924 the health film resources of the United States have been comprehensively surveyed, and the results have been published in a pamphlet entitled "Health Films". It contains a descriptive list of 219 selected motion pictures, arranged under 38 subject classifications. Publisher is the American Film Center, a non-profit educational organization, supported by a grant of the Rockefeller Foundation.

"Health Films" is available at 25c a copy (lower rates for larger quantities) from Section on Health and Medical Films, American Film Center, 45 Rockefeller Plaza, New York.



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The makers of Ipana Tooth Paste have prepared a striking health chart in full colour, a certificate for dental care and other teaching aids which are being used in hundreds of schools across the country for class drills in gum massage.

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