

THE

B. C. TEACHER



OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

VOL. XXII., No. 5.

FEBRUARY, 1943

VANCOUVER, B. C.

WAR AND RECONSTRUCTION ISSUE

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FEB., 1943

VANCOUVER, B. C.

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FEBRUARY, 1943.

VANCOUVER, B. C.

THE B. C. TEACHER GOES TO WAR

FOR this issue we (the Editorial Board) thought we would do something different. We decided to attempt to show within the confines of forty pages what contributions education was making to the winning of the war and to the solution of post-war problems. Frankly, the result is not entirely up to our expectations. The time element and space limitations prevented as complete a coverage as we should have liked to have made.

The cover, for example, was to have been strikingly different. But this involved more work than our layman minds ever visualized and our artist friends were all busy. There was to have been an exposition of some of the more outstanding contributions made by individual teachers and groups of teachers in such endeavours as volunteer fire brigades, A.R.P., nursing services, and in actual field of combat. The details, however, proved too difficult to collect. At any rate, these are activities with which we are all very familiar and which have a very direct and obvious relationship to the war effort. What is more important is that we reveal the part that *education* in general can and should play in a nation's war effort. We hope that we have done this in some measure at least.

Teachers, no less than the general public, need to be assured that education has an important role to play in the winning of the war. Any person who has pondered over the question of whether or not there was a more important job he could be doing should read carefully the convention address of Mr. William Griffith, President of the National Union of Teachers, published in this issue. Here is an article that accomplishes our whole task within four pages.

Obviously, education could do more toward the winning of the war. With this thought in mind secondary teachers will be interested in the article, "Education and War Needs", in which will be found suggestions for desirable curricular modifications and adjustments.



It makes you mad, doesn't it—when a street car or bus with entrance jammed but with standing room at the far end—passes you by at a street corner.

So please, when you're a passenger yourself, have a heart! Think about the people waiting on corners farther along the line (you might be in their shoes tomorrow) and help make room for them.

Your courtesy in moving to the front or rear will help us with the all-important job of accommodating everyone who needs a ride. And you'll usually find a bit more elbow room yourself at the front or rear of the vehicle.

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AND WAR PRODUCTION INCREASING.

T1-43

Indeed, when we stop to consider how little our educational programme has changed to meet war needs we should be appalled. More than that, we should take immediate steps to see to it that this state of affairs is remedied as soon as possible. Basic changes in present methods of financing education and higher salaries for teachers are very necessary. From this point of view there is every justification for including in a "war issue" the highlights of the Federation brief dealing with the problem. Every teacher should familiarize himself with this and become a vocal advocate of these very necessary reforms.

Just as the main articles have a war or post-war theme so have most of the departments been given a special "colouring".

We hope that you will find this issue stimulating and will agree with us that our attempt has been worth while.

THE POST-WAR WORLD

"THE century of the common man", as United States Vice-President Henry Wallace has called this century, will never develop from abstract wishing. And it is idle to assume that the "new world order" will be free from the contradictions of poverty and plenty, of over-production and under-consumption, which plagued the old.

Evidence such as "l'affaire Darlan" and the almost universal acceptance of inevitable post-war unemployment reveal a deep confusion of objectives. It is well, perhaps, that while such confusions exist we should avoid deepening them by bitter and prolonged public discussion at a moment when national unity or a lack of it may mean success or failure in the war. However, the ordinary citizen cannot help seeing that a time will come when the problem must be faced openly. That time is not far off. There are many, who, Lotus Eater like, will rationalize themselves from facing the eventual issue, "There is confusion worse than death".

The time for concrete ideas is fast approaching. Nothing could be more disastrous than for teachers to pursue an "ostrich-like" policy and to refrain from rallying the cause of progress. To reject this proposition on the plea of being non-partisan will be to shirk a clear-cut duty.

In the confusion of ideas concerning the nature of our post-war world, teachers should and must be prepared to stand intelligently for just principles. But to stand for principles will not be enough. "By their deeds . . ."

Teachers as individuals and as a body have a duty to inform themselves, now, in order that they may help mould the as yet abstract "new order" with practical, workable suggestions.

IN a world which has tasted of freedom there is a communication that eludes the censor, radiates from the concentration camp, and hovers in the very air above the firing squad—FRANCIS BIDDLE, Attorney General of the United States.

THE purpose and justification of the war is not vengeance but the establishment of a just and free order for all the peoples of the world.—*From a statement issued by the National Catholic Welfare Conference.*

Ramblings of Paidagogos

HOW FAR INDIVIDUALISM?

NO philosophy of education has been more grievously misinterpreted and misapplied than that of John Dewey. In his name the most extravagant theories and the most outrageous practices have been propounded and carried into effect. I say this a little bitterly because I believe Dewey's principles to embody the purest educational truth so far attained, and it angers me to see them abused. I am weary of hearing them turned into high-sounding nonsense or bandied about in an unintelligible jargon—and I am ten times more weary of seeing them dragged bleeding and broken to the defence of every current educational evil.

Now it has been said by our highest military authorities—and I take it these men know what they are talking about—that the most serious defect among young Canadians enlisted in the armed forces is their lack of social responsibility. This criticism has, of course, been worded in many ways. Reference has been made to their dislike of regulation, to their casual treatment of leave, to their desire for special privilege. It is not suggested that these young men and women are inferior in mentality or physique to any others in the world. It is simply pointed out that they are victims of a misdirected education, of an education that has cultivated their individualism at the expense of their social consciousness and social duty.

Is this impeachment justified? For my part I believe it is. I believe the tendency toward self-importance and self-assurance has been evident in our schools for so these many years. The war has merely forced it on our attention.

But let us go back a little. In this matter as in almost all others, the outcome must be accredited to circumstances rather than to individuals. The present emphasis on the development of confidence is a reaction against the old emphasis on the development of conformity. Our Georgian schools are in the nature of an expostulation against Victorian and Edwardian schools. Because the latter were repressive and authoritarian, we have made the former expressive and libertarian. Where children were rather shy and backward we have assisted them to be rather bold and forward, and where they were a little tongue-tied we have encouraged them to be articulate.

To make a very flat statement, there is a definite limit to the personal importance of any human being. And for every man—except perhaps for one in a generation or one in a century—that limit is reached almost at once. Our importance, that is to say, is not personal but social. It rests, not upon our inherent and isolated worth, but upon our value to society.

Again, there is such a thing as over-expression. Expression does not begin and end with its author; it impinges upon the social group to which its author belongs. Its very nature and purpose is to go out from its source and affect other people. And this applies to every form of expression under the sun. It is consequently in the highest degree desirable that expression should convey something of genuine interest to the recipient; it should inform or inspire or entertain.

Would it be an exaggeration to say the world suffers from a superabundance of commonplace and even worthless expression already? Have

TEACHERS! MORE DESTRUCTION has been caused by the present war than any in recorded history.

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we not our full quota of bores? Are we not pretty well submerged under a "weak, washy, everlasting flood" of so-called oratory, literature and art? Is it necessary to cultivate in our children so powerful an urge to self-expression—irrespective of anything they may have to communicate—that these conditions are made fifty times worse? Believe me, if we carry this course to its logical issue we shall have a world in which everyone is showing off and no one attending, in which everyone is talking and no one listening, in which everyone is leading and no one following.

Then how far individualism? As far, I would say, as it is consonant with the vastly more imperative demands of social and national life, as far as it marches with social responsibility and with the discipline necessary to the execution of a common enterprise. Not only the war but all human experience bears witness to this. The essence of morality is a reasonable abnegation of self in the general interest—which is also the essence of patriotism and of industrial achievement and indeed of every successful social undertaking.

Let me be clearly understood. I wish for no return to the traditional school with its watchwords of silence, obedience, and immobility. On the other hand, I am sick to death of the progressivism that makes expression an end in itself, and exalts individual importance above social value. Neither John Dewey nor any other sensible philosopher has supported such one-sided theories—as anyone might know, since these theories are unable to survive a ten-minute analysis.

What then? This surely. Our schools have a two-fold aim: to develop individual potentialities truly, but in such a way that these will function in the social interest. The years before us—years of war and years of reconstruction—require the utmost efforts of a socially responsible people. Thus a pressing task of the schools is to reinforce the social attitudes: in place of self-assertion, modesty and reserve; and instead of blatant individualism, teamwork and recognition of authority.

WE need technology to win the war, but technology will not win it. And technology alone will not establish a just and lasting peace. What will win the war and establish a just and lasting peace are educated citizens.
—ROBERT M. HUTCHINS, *president, the University of Chicago.*

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*

REPORT OF CHAIRMAN, B. C. T. F. COMMITTEE ON TOTAL WAR

January 11, 1942.

THE 1942 annual meeting of the B. C. T. F. passed a resolution calling unanimously for total war against the Axis. In October, 1942, a committee was appointed to act on this resolution. Since a chairman could not be found in the south, on December 24, the undersigned was asked to act as chairman from Prince Rupert and steps are being taken to get the committee functioning. In the meanwhile the following is submitted for your consideration. Comment and suggestions from any teachers will be exceedingly welcome.

"Total war" is a phrase that is on everybody's lips. What does total war demand of us as teachers? Total war demands of us that we shall be an active part and continuation of the fighting forces of our country. Dieppe has shown that to be a high standard. Till we reach it we shall not have lived up to the resolution of our annual meeting.

How is this standard to be attained?

First, we must survey and evaluate the contribution British Columbia teachers are already making as a guide to further action. Our schools are producing and have produced men and women more or less possessing the attitudes, habits, and ideals befitting a democratic people, willing and able to defend their way of life and above all to improve it. This is the basic contribution. The extent to which we have been responsible as teachers for success or failure in this must be fearlessly and honestly examined.

Such direct aids to victory as selling war stamps, cadet work, salvage drives, and so on, will prove simpler to survey. It should be pointed out, however, that these results are principally of value where they show an understanding of the war on the part of the pupils. And large areas where, for example, war stamp sales are still negligible indicate this understanding is far from general.

Secondly, we must decide together what is needed to be done on our part. Searching discussions by British Colum-

bia teachers, through regular B. C. T. F. channels, would be of immense value here. In addition, we have a great deal to learn from the experience of our fellow-teachers in England, Russia, China, and other lands, and this information is being obtained. It is suggested that war conferences of teachers be held in as many districts as possible.

Apparently, one obstacle to all-out war in British Columbia schools is confusion and lack of understanding of the nature of this people's war on the part of hundreds of British Columbia teachers, a confusion which greatly handicaps the work of hundreds of other teachers who have a good understanding of the issues involved and have been living up to what is demanded of them. Such confusion retards the development of that fighting unity of British Columbia's 4000 teachers which will characterize total war.

It is not felt that unwillingness is the major obstacle. What is needed is an understanding of what is to be done and why. This committee should bend every effort towards developing that understanding.

The time must surely come soon when the B. C. T. F. and the Department of Education will confer to work out a concrete war programme for the schools. This programme would be contingent upon keeping the schools open and functioning at high efficiency, which, in turn, implies a decent provincial salary scale. If there is one thing that could undermine the ability of the teacher to understand and teach what we are fighting for it is the continuance of \$15 a week salaries and impossible teaching conditions.

There is a great deal of talk about social legislation and building better worlds. There may be a difference of opinion as to who shall own and control industry and commerce, and legislation on these lines might create disunity. But the education of the youth is the direct responsibility of this province, and Mr. Perry can make a contribution to war morale by bold and courageous legislation for the betterment of schools and teachers. It is not sufficient to visualize post-war educational programmes—the time for action is now.

Meanwhile, the teacher must stay on the job. If any teacher is disheartened by low salaries and difficult teaching conditions let him here join hands with her fellow-teachers in an organized struggle to improve both. Leaving teaching for a better-paid occupation offers an individual solution only, and perhaps a temporary one at that. It does not compel the government to make proper provisions for the children who suffer. For the sake of the people's war, teachers must stay in the profession and fight if necessary till the government is compelled to make proper provision for the developing of sound minds in sound bodies through the schools of this province.

Our fellow-teachers in Norway are perishing in Arctic slave-camps. The Axis persecutes with barbaric fury teachers and children throughout occupied Europe and Asia. Let Hitler and his fellow-guttersnipes know that the more they destroy, the more we will rebuild.

B. MICKLEBURGH (Chairman)

EDUCATION AND DEMOCRACY COMMITTEE

THE committee as a whole has had two meetings, one in October and one on January 16th, to map a program of activities for itself that will be of service to member associations of the B.C.T.F. In the meantime a sub-committee has been working on preparation of a brief to be presented to the British Columbia Government's Post-war Rehabilitation Council, of which Hon. Mr. Perry is chairman. The brief is not yet complete, but the sub-committee has made considerable progress.

It is the conception of the committee that what we are about is to study present trends of social progress and organization; to come to a considered agreement as to the type of society we want in the future; then to discover how well or how poorly our educational programme and philosophy is fitted to the creation of that type of society.

That programme means a lot of study and research and careful consideration. We are of the opinion that the various local associations could well set up study groups on the general subject of Education and Democracy. There is already one such group carrying out a fine programme among the women of the Vancouver Elementary Association. A report on the work of this committee is being prepared by Miss Dickenson for the

March issue of *The B.C. Teacher*. Mr. Hugh Creelman will also have an article in the same issue describing a group he has in Victoria. Miss Dickenson's report will include a list of suggested topics for study and a bibliography. Watch for these reports; they should be most helpful in the setting up of your own committee.

Since our work is concerned with British Columbia's philosophy of education, the committee is shortly to invite an official of the Department of Education to attend one of its meetings to give us a clear idea of what that philosophy now is.

It is our hope that many local associations will presently have groups engaged in a study of this kind, and that we can then act as a central learning house and organizational headquarters. It is important to bear in mind that a study group need not be large: some of the most valuable work may well be done by groups of as few as four or five teachers.

Committee:

W. R. McDougall,
Miss E. Dickenson,
A. Spragge,
F. A. Armstrong,
H. W. Creelman,
C. D. Ovens.

ATTENTION, TEACHERS

Re G. A. Fergusson Memorial Fund

1. Nominations are kindly requested for the Eleventh Annual G. A. Fergusson Memorial Award.
2. Nomination of candidates for the award may be made by any Federation member or by any Local Association of the Federation.
3. Nominations must be received by the undersigned at the Federation Office, 1300 Robson Street, Vancouver, B. C., not later than Saturday, March 27th, 1943.
4. Each nomination should be accompanied by a description and supporting evidence of the work for which the award is claimed. Meritorious work on behalf of the Federation, or any Association, may rightly be included.
5. The conditions provide that the award shall be made annually to the Federation member (or ex-member who is no longer eligible for membership), or to a Member-Association, who (or which) has made, in the judgment of the Trustees, an outstanding contribution to education.
6. The Trustees particularly desire to

have for such an outstanding honour, a good list of nominations, truly representative of all teachers of the province, and they therefore urge that all Associations and members give this matter

their early and serious consideration.

On behalf of the Trustees,

(Signed) HARRY CHARLES WORTH,
Honorary Secretary.

R. T. A. Statement

By THE R. T. A. EXECUTIVE

January 20, 1943.

THE Rural Teachers' Association Executive has before it a copy of the minutes of the B. C. T. F. Executive meeting of December 28-29, 1942. We find in the minutes a statement of *Objective and Programme of Action* on the Salary Problem as endorsed by the B. C. T. F. Executive for immediate action.

The R. T. A. is very happy to register its approval of this statement and to solicit once more the full support of all teachers in the province for the B. C. T. F. in a programme of action.

For the past two years, with increasing force, the R. T. A. has been consistently hammering for *action now*. It has been the task of the R. T. A. to put forward constructive proposals for action and at the same time to rouse a strong mass opinion among the teachers of the province that the B. C. T. F. must do more than enunciate policies—that our provincial organization, through its Executive and Consultative Committees, must take aggressive militant action.

The R. T. A. has fearlessly denounced what it considered to be prolonged and inexplicable delay in action. It has openly urged teachers to express their determination to get action. It has openly advised all local organizations to elect to the B. C. T. F. Executive representatives who would take action. Time and circumstances have vindicated the whole programme of the R. T. A. during the past two years.

The R. T. A. has broadcast throughout the province on many occasions a ringing challenge on behalf of democratic education in this province. It has persistently, as a lone voice crying in the wilderness, denounced the undemocratic nature of the prevailing system of education. It has placed the emphasis on education as the bulwark of democracy and on the teacher as the vital factor in that bulwark. Hence the R. T. A. has insisted upon a decent status in security and economic remuneration for *all* teachers

in the province. It has argued that, in war-time or peace-time, education is a vital *responsibility of the state* and that the provision of an adequate competent personnel in the teaching service has first demand upon state resources.

In doing this difficult organization and educational work during the past two years the R. T. A. has realized that it was doing a valuable work but a duty which should never have devolved upon a subordinate branch of a provincial teachers' organization. However, now that the B. C. T. F. Executive has endorsed a strongly progressive course of action with a clear-cut objective in line with what the R. T. A. has been advocating in connection with salaries, the R. T. A. is happy to commend the B. C. T. F. action and to urge full support for it by all teachers.

But the R. T. A. organization must continue to function. As yet we have but a series of resolutions—however commendable they may be. These resolutions must be followed up by prompt and *commensurate* action. The strong mass opinion which has been fostered and organized for action must be kept alive and ready to carry on if the need arises. Electing a B. C. T. F. Executive that would pass such a splendid programme of objective and action as was endorsed on December 29th is but the first step—the real fight for justice is only beginning. The President of the B. C. T. F. reported that "very definitely they are determined to have action now". The "they" referred to are the rural teachers. This manifest determination is the result of two years of hard work and activity by the R. T. A. This spirit of determination must be kept alive. There must continue to be an organization through which this spirit may find prompt and effective action. The R. T. A. Executive is realistic enough to understand that the real struggle lies ahead. Present gains are at best merely preparatory to the big drive. The R. T. A. Executive pledges its full support to the B. C. T. F. Executive in aggressive action

Educational Services, Canadian Legion War Services Inc.

By EB. CRUTE

THE average educational level of the men and women of the Armed Services of Canada is not above Grade VI.

"There are too many men in our Army Trades Training Classes who are badly handicapped by lack of the necessary knowledge of arithmetic".

"Illiteracy and near-illiteracy is a bigger problem than most people think".

The foregoing are statements expressed by some Educational Officers of the Armed Forces. Even if the first is slightly exaggerated there is no doubt that they describe existing conditions.

What is being done to remedy the situation? Are British Columbia teachers doing anything to help?

The Educational Services, Canadian Legion War Services Inc., recognizing the need, prepared a special course in Elementary English. This course consists of four work booklets entitled *Army Days*, *Army Times*, *A Soldier of Canada*, and *The Canadian Soldier*. The illiterate begins with *Army Days* and reaches the Grade VI level when he completes *The Canadian Soldier*. Two supplementary readers, *Red Joins Up* and *A Lively Leave*, accompany this course which includes reading, writing and spelling.

Instructors' Manuals accompany each booklet of this course thus making it possible for the man to be tutored by an educated man of his own unit. Wherever possible classes are organized under trained teachers not only in Elementary English but in Elementary Arithmetic, which is, also, a four booklet course. Classes are being held in schools in Vancouver, Victoria, New Westminster, Nanaimo, Prince Rupert, Vernon, Chilliwack and Prince George. These classes are being instructed by volunteer teachers of the teaching staffs of these cities. As one example of the results attained, a

teacher reports of one proud student who, for the first time in his life, had written a letter saying: "She must have been able to read it because I have just read her reply". Such training not only makes these men more efficient soldiers but opens up a new world to them.

The rapid expansion of the Armed Forces in British Columbia has increased the demand for unit office staffs. The result is that often men and women with little experience must do the clerical work. Hence classes have been organized where Typewriting, Shorthand and Bookkeeping are taught. Here again our teachers have willingly come to the aid of our "brothers in arms".

Classes for Active Service men and women are meeting twice a week in King Edward High School, Vancouver, and in the high schools in Chilliwack, Vernon, Prince Rupert, Prince George and Nanaimo. French, Russian, Spanish, German, Italian and Japanese are being taught in C.I.W.S. classes in Vancouver and Victoria. Two Schools of Commerce in Vancouver and one in New Westminster have classes in typewriting and shorthand for the Armed Services. One private school in Vancouver is giving tutorial assistance in Science, Mathematics and English on the Junior Matriculation level to more than twenty-five men and women of the Navy, Army and Air Force.

The largest part of the Canadian Legion Educational effort consists of correspondence courses in all the subjects of the Elementary and High School grades; namely, English, Mathematics, General Science, Social Studies, French, Latin, Physics, Chemistry, Biology and Music; Business Arithmetic, Shorthand, Bookkeeping; Practical Electricity, Mechanical Drawing, Principles of Radio, Automotive Engineering, Diesel Engineering, Marine Engineering, Pilotage and Navigation, Elementary Navigation, Advanced Navigation, and Sheet Metal Work. For the man who is looking to the future the following vocational courses are offered: The Business of Farming, Soils and Field Crops, Poultry Raising, Livestock and Dairy Farming, and Economics of Agriculture. Each of the foregoing courses is contained in four

to implement the programme of the December 29th meeting. We urge upon all teachers, but particularly appeal to the many hundreds of teachers who have supported the R. T. A. movement in the past, to throw their full support into the present B. C. T. F. proposed line of action.

booklets of five sets of papers with questions and exercises at the end of each paper. A written examination at the end of the second booklet, tenth paper, and another at the end of the fourth booklet, twentieth paper, determines the standing granted the student. All the above mentioned courses were donated and adapted to suit the particular needs of service men by the Departments of Education. Hence the Departments of Education throughout Canada and Newfoundland accept the standings granted by the C. L. E. S. instructors, many of whom are members of the Correspondence Branches of the Departments of Education.

To meet the urgent needs of Air Force ground crew men who wish to qualify as quickly as possible to become members of Air Crews Special Courses in Pre-Air Crew English, Pre-Air Crew Mathematics and Pre-Air Crew Science, have been published. Each of these is contained in one booklet of fifteen sets of papers. Practical Trigonometry is another special service course.

None of the courses mentioned goes beyond the Junior Matriculation level. Therefore, to meet the needs of the men who have reached that level before enlistment, the C. L. E. S., with the willing co-operation of nine of the universities of Canada, publish a bulletin which lists correspondence courses offered by these universities to Active Service men and women. These courses starting at the Senior Matriculation level lead to the B.A. degree. To men, certified by their commanding officers as being on "operational duties", these courses are free; the fees being paid by the C. L. E. S.

Libraries are furnished units on request. Over 75 unit libraries of carefully selected reference and supplementary reading have been provided by the C. L. E. S. Pacific Command Librarian, Mr. E. S. Robinson of Vancouver City Library. A magazine service was organized in the early part of 1942. Some British Columbia schools were invited to "adopt" an Active Service unit or station by providing one or more yearly subscriptions to selected educational type magazines; namely, *Canadian Geographical Journal*, *Canadian Aviation*, *Popular Mechanics*, *Science Digest*, etc. The response was more than generous; 16 Vancouver schools gave 75 magazine subscriptions to 27 units, while 12 Victoria schools gave 32 magazine subscriptions to 10 units. Many of the Naval and Air Force stations and Army camps in

the more or less isolated parts of our province have received very welcome reading of a type not otherwise provided. One officer writes, "We are glad to receive the three magazines. They are doubly acceptable at this station as reading is one of our few means of recreation. Please convey to the pupils of the school the sincere thanks of all ranks of this station for their kindness in subscribing to these three magazines".

Another service under the auspices of the C. L. E. S. by arrangement with the Visual Aid of the Extension Department of the U. B. C. is a Free Film Service of Educational Pictures. The films are forwarded on request to the Educational Officers or Auxiliary War Services supervisors wherever a 16-mm. machine is available. Here again the British Columbia teacher is "doing his bit" for a number of the Educational Officers and Auxiliary War Services supervisors are teachers "on leave of absence".

The Educational Services, Canadian Legion War Services, are offered free to the personnel of our Armed Forces. The correspondence courses are available to our prisoners of war in Germany. Complete sets of booklets have been forwarded to 105 prison camps in Germany and in enemy-occupied territory. We are advised that they are proving to be of inestimable value in helping our boys to sustain their morale and at the same time in assisting them to prepare for rehabilitation after the war.

If relatives of prisoners-of-war wish to have these services forwarded to their captured relatives this may be done by sending all particulars to Eb. Crute, Regional Secretary, Pacific Command, C. L. E. S., Vancouver Barracks, Vancouver, B. C.

TOO often the scholar has sought to impress rather than to enlighten.—
LYMAN BRYSON, *educational director for the Columbia Broadcasting System.*

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Correlating Teaching With the People's War: An Example of How It Works

By BRUCE MICKLEBURGH, *Prince Rupert*

IT was a language lesson, subject—the social letter. Now the class could easily have written a hypothetical letter to Uncle George, thanking him for the book which he had sent, or something equally useless and uninspiring. Instead, the children discussed to whom they should write. Enthusiasm was instantaneous when one boy suggested writing to Canadians on active service. Addresses were obtained from local women's auxiliaries to various units of the armed forces, and the class went to work. Any attempts at motivation would have been superfluous. Each pupil was determined to write a perfect letter. One of the replies will be found below. Note that the letter shows graphically the close relation between the school and the fighting fronts. The fighting sailor is the product of the school. He fights for the children in school today. They are impressed by his sacrifice and their own work improves as a result. The correspondence between the sailor and the little girl in his old school stimulates both.

Let no one think that war-conscious teaching means allowing outside demands on the schools to curtail their real function—the education of the children. The above example shows that the actual education itself, for which the schools exist, is simplified and made more effective by relating it directly to the war of the people.

Now, what about several classes each adopting an active service unit? The pupils could correspond regularly with the fighters, sending from time to time news clippings from home, photographs, greeting cards for Christmas and birthdays, and perhaps such useful items as razor blades and other welcome gifts.

Letter received by a Grade VI pupil in Prince Rupert from a Sailor on the Atlantic Convoy, in answer to a letter written during language period:

Wm. Bremner, L./Tel., V15098,
H.M.C.S. LaMalbaie,
c/o Fleet Mail Office,
Halifax, N. S., 29/10/42.

Dear Irene:

I received your very interesting letter yesterday. Although you didn't mention

so in your letter I assume that your class has organized something after the nature of a Pen Pal Club for Service Men. If you find an opportunity to write again I should be glad to know more about it. I shall be very pleased to answer your letters.

It is nice to hear from someone attending King Edward School. I also was a pupil there, but it was the high school at that time. I very often think of those days; we used to have rather interesting times. School days are really the best time in one's life, one has to study some although school is quite easy for the more brilliant of us. However, I think it is the other activities connected with school that goes toward making school days more pleasant and interesting. I should like very much to hear of your activities at school, Irene, if you find time to tell me of them. I think your class has done splendidly with regard to the purchase of war savings stamps; congratulations for realizing such a large amount. The purchase of war savings stamps goes a long way towards Canada's war effort. I might add that I purchased a bond in this, our third Victory Loan campaign, as did quite a number of my shipmates. Our objective is \$3250 and so far we have accumulated two thousand four hundred and fifty dollars. We expect to realize our objective very soon.

I am sorry to hear about your father's illness. I hope he will get well very soon. Please give him my best wishes for an early recovery.

I dare say the black-outs you have had created a good deal of excitement. However, we can be glad there have been no enemy aircraft pass over Rupert as yet. I like to think of the welfare of my family also, because after all my home is in Rupert, consequently, I keep hoping the enemy will never reach the shores of Western Canada; in fact, I feel sure they won't. On this coast we feel the effects of war a little more probably. However, this is so only at sea. That effect is due, of course, to the enemy submarine menace. They are known to sneak very close to the shores of Eastern

Canada and sink ships actually within close sight of land. That is where this navy and air forces comes in on the scene. It is our job to overcome that menace, and we will. In so doing we are glad to know that you people at home are thinking of us. Therefore it's thumbs up because it will be all over some day soon.

I would like to tell you of our activities in the navy, Irene, but as you undoubtedly are aware, we can't as we might be giving away military secrets,

so we can only write about things of a more or less general nature.

In closing, I will say the weather here keeps quite fine although indications of approaching winter are apparent, so we can prepare ourselves for rough days at sea for the coming few months.

I am enclosing a picture I have of myself so you can see what the fellow looks like that you are writing to. It was taken on the foc'sle of our ship.

Your scribbling sailor,

BILL.

"More Savers For Victory"—February School Slogan

By MISS ELIZABETH A. WALLER

ALL those in age groups from six to eighteen are being called to the colours during February in an effort to bring the School Savings Service in British Columbia up to fighting strength. Plans to increase the percentage of savers is already afoot and special efforts in this direction will be made in all schools throughout Canada. There is a place for every penny in Canada's War Effort, and each boy and girl saving a little will help swell the total of School War Savings.

TEACHERS SALES PROMOTION EXPERTS

The January issue of the *School Savings Bulletin*, which has been mailed this week to every school in the province, cites many effective methods used by teachers and pupils to keep alive the interest in regular savings. These should be studied carefully and the bulletin tacked up in a prominent place for all to read. Reasons of economy prevent it being sent to every teacher.

IDEAS FOR PLAYS OR PLAYLETS USED IN U. S. A.

With the objective of more pupils saving, ideas for School Savings programmes will be in demand. The following are some which have been successfully used in the United States schools:

MESSAGE FROM MARS

This could be of interest to Elementary or High School students: Build an over-size radio cabinet of cardboard, large enough so that players can emerge from

it and present their number. The story is that the owner has built his radio in the hope of hearing messages from Mars. He finds instead that he gets voices of people all over the world. He tunes in voices from (for example) France, the voices become louder, and finally players step from the cabinet and tell the audience how much Frenchmen would give for the opportunities Canadians still have to fight for freedom, and to invest in War Stamps. (Voices can also come from Germany, etc., including perhaps both Nazi voices and voices of Germans who hate Hitler).

"WILLIE WAR STAMP"

Junior grades could develop a character known as "Willie War Stamp". "Willie War Stamp" generally appears in the form of a child holding (or wearing sandwich fashion) a big drawing of a War Stamp. "I may be only a little 25c War Stamp", Willie is always saying, "but you ought to see what I can do". Suiting action to the word, Willie proceeds to show his admiring audience what he really can do. Willie does this assisted by a sheet, a light bright enough to cast a good shadow on his sheet, assorted war materials (which, Willie explains grandly, he can buy) and a few generals, admirals, soldiers, sailors, marines, war workers, nurses, and so forth, who make or use the things he buys.

In other words, Willie describes his exploits by standing beside a sheet while

(Continued on page 184)

The School Library in War Time

By MISS JEAN WOODROW, Librarian, King Edward High School

IF our School Library is going to be (as it should be) the mirror of the times in which we live, what then should the Librarian do about keeping in touch with the subject of the present war, the factor which looms largest in the life of everyone, with the possible exception of the smallest pupils?

Amid the flood of books on the war which is pouring from the presses these days, the Librarian with little to spend, and less time to make a judicious choice among all this wealth of material is going to find herself in a bit of a quandary unless something in the way of a guide-post can be found. It is with the idea of providing one or two signposts along the way that this short bibliography is given—with apologies for the stress on secondary school material! I have included a few titles for elementary schools and have starred those which would be of interest to both, but have not so far explored the field of such books for younger pupils only.

There are three main types of book which should have a place in our collections at this time.

- (a) General books on the Army, Navy, Air Force and Merchant Navy.
- (b) A few elementary books on the technical aspects of the war.
- (c) Books showing the effects of war on people (fiction or the best of the journalistic records).

In addition to these we should try to include some of the best poetry and plays inspired by the time. (Sherwood "There Shall Be No Night", Miller "The White Cliffs of Dover", Pratt "Dunkirk and Other Poems", to mention three outstanding examples). And more books on scientific and mechanical subjects, to satisfy the increased curiosity of those students who are already planning to join one of the services in a scientific capacity.

The following list does not claim to be complete in any way—it can only claim to be somewhat representative. A longer and more detailed bibliography is in preparation and should be completed by the beginning of the year. If any Librarian would care to have a copy, he or she may write to me at King Edward High School and I shall be glad to mail one. (Please enclose stamp).

BIBLIOGRAPHY

ARMY, NAVY, AND AIR FORCE

Gorman: *The Army of Today*; Blackie. The story of the Army, its organization, its work, and a description of the life and training of its personnel. Plentifully illustrated with photographs. Grade VIII and up.

Edwards: *The Navy of Today*; Blackie. A companion volume to the above. Describes the various classes of ship, weapons used, methods of defence, officers and men, and organization of the Navy. Grade VIII and up.

Admiralty: *Manual of Seamanship*; H. M. Stationery Office. A handbook of essential knowledge, invaluable to sea cadets and others interested in boats and their handling. Gives information on nautical terms, ensigns, navigation, the compass and its use, knots and splices, Morse code, rigging (to mention but a few of the topics covered). Grade IX and up.

Howe: *The Merchant Service Today*; Oxford. Types of ships, trade routes, administration, docks and harbours, marine insurance and the Merchant Service at War. Grade X and up.

Thursfield: *Action Stations!* Black. Sub-title, "The Royal Navy at War". The various kinds of ship used by the Navy and the specific work done by each, with illustrative anecdotes, e.g., the sinking of the Bismarck. Illustrated with some really fine photographs. High School. Lower grades with good reading ability will enjoy it, too.

Winston: *Aircraft Carrier*; Harper. Life and work aboard a carrier. Illustrated with 100 photographs.

Zim: *Submarines*; Harcourt. Traces the development of undersea craft from the earliest experiments, tells of their role in modern warfare. Illustrated with 69 photographs, also diagrams and drawings in black and white. There is a companion volume on "Parachutes" by the same author. Both suitable for Grade VII and up.

Ayling: *R. A. F.—The Story of a Fighter Pilot*; Holt. To my mind, this book gives the best picture of life in the R. A. F. of any recently published. Tells the actual adventures and experiences of an English Hurricane pilot. The author's

facts are accurate, as they have all been gleaned from actual letters of various flyers.

Clevenger: *Modern Flight*; Oxford. A beautifully-produced book with detailed explanation of the various steps in learning to fly. Generously and clearly illustrated with sketches and photographs. For older high school students.

Law: *Fighting Planes of the World*. One of Random House's beautifully-illustrated productions. However, it can, of necessity, only present a few of the leading types of planes. Illustrated in color.

Oldham: *How To Fly a Plane*; Waverly. A simply-written book, much of it in the form of dialogue between instructor and student, designed to prepare the prospective flyer for his new experiences at training school. Well-illustrated with drawings and diagrams in black and white. Grade XI and up.

Shepherd: *The Air Force of Today*; Blackie. The story of the R.A.F., its organization, its work, the life and training of its personnel. A companion volume to the above two on the Army and Navy. Grade VIII and up.

TECHNICAL BOOKS

Hessel, Martin & Hessel: *Chemistry in Warfare*; Hastings. The role of chemistry in feeding, clothing, sheltering and arming the soldier. The longest and most interesting chapter deals with poison gas, smokes and incendiaries. A chapter on machines describes the development of tanks, planes and battleships. Another deals with guns, bombs, shells, etc. This

book will be of greater value and interest to the student who has had at least a year or so of chemistry. Grade XI and up.

Ley: *Bombs and Bombing*; Modern Age. A fascinating book by the leading authority on the subject in the United States. Also better-suited to the senior student, it describes the development of bombs, the various types (high explosive, incendiary, gas) and finished with two chapters on the purposes and methods of bombing. Written in an interesting manner, not too technical to be understood by any student from Grade XI up.

THE WAR AND THE PEOPLE

Mann: *School for Barbarians*; Modern Age. Children and education under the Nazi regime in Germany. Of interest to secondary schools only.

Bottome: *Mansion House of Liberty*; Little. One of the best accounts of the people of Britain under fire. Includes many stories and anecdotes of courage and cheerfulness among the ordinary people. Excellent. Grade XI and up.

Strange: *Into the Blitz*; Macmillan. The story of the author's journey to England by freighter during one of the worst months of the submarine menace. He was also in London in one of the heaviest of the raids, and records his conversations with all sorts of people during that time. Grade X and up.

White: *Journey for Margaret*. The journey of a child from the slums of London to the freedom and peace of America. Pathetic and amusing are her first experiences of many of the amenities of civilized life in an American family.

CLASS ROOM DECORATIONS

HAVE you a drab room, too? Let us brighten it up a bit. First we'll get the children to ask their mothers or friends for house plants for our windows. It is usually easy to get slips of begonias, geraniums, foliage plants and creepers. They will probably come in tin cans but cover the can with wall-paper or colored paper, etc. Of course, if your school is as cold as mine you will have to take them home in winter.

Here is where the winter bouquets have a place. To make vases use nicely shaped bottles, put a spoonful of enamel paint inside, roll it around until the inside of the bottle is all covered and then let it dry. Decorate the outside with a brush and paint or paste on cut-outs.

If you can't get a bouquet of Japanese

lanterns and silver dollars how about pine and red berries or a sheaf of wheat which has each grain covered with tin-foil.—From the Nova Scotia Bulletin.

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Trade in the Post-War World

By FRANK WILSON, *Chilliwick*

WE are probably all optimistic enough to hope to live in the post-war world. We are therefore all concerned with the economic problems of that post-war world. We all recognize, too, I think it safe to say, that the world as it will emerge from the war will be very different from the world as it went in and that the economic problems which will face us will not be quite the old familiar ones. It is my intention to throw a little light upon one particular aspect of this change which is, I think, of supreme importance; and one which is being very largely overlooked.

I can state what I shall attempt to show somewhat bluntly in this way: By the end of the nineteenth century the Western world had built its economy upon international trade. International trade had become the very foundation of prosperity and the keystone of the economic system. Since that time there has been a steady and remorseless swing towards domestic self sufficiency which is still continuing and is being immensely speeded by this war. This swing to self sufficiency has little to do with the deliberate policy of statesmen, but is the result of forces beyond our control. The dislocation of the last twenty years may be largely explained as the result of this transition from one type of economy to another. Our institutions in the Western world were based on world trading and the decay of world trading has quite naturally caused painful dislocation.

What is important today is that we recognize the trend towards a new type of economy and make the necessary adjustments. There is a distinct danger in the fact that many influential people nourished in the great liberal tradition of the nineteenth century are looking for a rebirth of international trading as the solution of our economic troubles and as the foundation of post-war prosperity. If we allow nostalgic desire to return to the good old days of the nineteenth century to dominate our policy instead of examining the facts of the present world we shall have many more unhappy years until the facts drive us to a more realistic attitude.

It appears to be an unfortunate characteristic of diplomats and statesmen that they learn their lessons from the past while omitting to gain a clear-sighted

view of the present. The result has often been that peace treaties appear to be made for the war previous to the war which they are intended to settle. The statesmen of Europe after the Napoleonic wars completely ignored the vital forces of their own time; and the splendid national spirit which was invigorating most European peoples and the desire for free self-governing states in which men of enterprise might have some scope. They put back onto their ancient thrones the moth-eaten Royal Families which had been chased away during the war years, with the result that Europe spent most of the century in bitter struggle undoing the damage that had been done.

When the chance came to make a European peace in 1918 the diplomats had learned that lesson. They were determined not to make the mistake of 1815 again. And so they designed a peace based upon national aspirations and the self determination of peoples. The treaty of Versailles would have been grand for 1815. But the world had changed. In 1918 the world economy was still based upon foreign trade, and all these small new nations had boundaries which appeared to cut right across the lines of trade. And there were customs men at every boundary. Once more the result was disastrous.

What I am afraid of is that we have learned the lesson of 1918 so well that we will once again ignore the change which has taken place in the world situation, and in particular the pronounced swing away from an international trading economy which has taken place and which is continuing at an ever-increasing rate.

In order to understand what is happening it is necessary to see the picture in perspective. I will try to outline very briefly and very imperfectly how the world economic system has developed in the last hundred years.

About a hundred years ago there was only one important industrial area in the world with well developed factories and that was in the North West of Europe. Great Britain was unchallenged in the lead. This workshop for the world shipped manufactured goods to every corner of the world and accepted raw materials and agricultural products in return.

Since labour was very cheap, and

profits were very large the manufacturers found themselves with ever growing supplies of capital to invest. They therefore did the logical thing and invested in the development of the more backward parts of the world. They built harbours and railroads, they established plantations, they encouraged colonization so that their markets for manufactured goods expanded along with their supplies of raw materials.

This profitable business naturally bred competition. Other nations began to play a part. And as the profits of enterprise were reinvested in the development of new countries the world's frontiers rolled back. The industrial nations began to crowd each other, a competition for the right to develop new countries became intense and what is now known as Imperialism began to grow. Imperial rivalries led to international tension and to the growth of armaments, but at least economically the system continued to work fairly well. The new countries needed and had to have the manufactured goods, and the old nations needed and had to have the raw materials and agricultural products. There was a division of labour between the new countries and the old and each complemented the other. So long as capital could be invested in the development of new countries a market could be found for the goods produced and there was no need to consider the purchasing power of the worker at home. In fact, the less he was paid the better was the competitive position of the manufacturer in his battle for world trade.

About 1900, and this date must be taken as a very rough approximation, a new tendency began to be marked. The geographic expansion of the world slowed almost to a stop. The United States of America came to its last frontier. There were no new countries to open up. But the industrialists still had to find profitable investments. And so they began to export; not only goods, not only capital, but industries. Britain established cotton mills in India and sold textile machinery to Japan. Investments from the older countries began to be used to industrialize the new countries. What has happened to Canada in the last forty years illustrates the trend perfectly.

About 1900 Canada was an agricultural country with a few domestic industries. Today she is a highly industrialized nation able to provide for herself every kind of basic manufactured goods. Iron, steel, automobiles, locomotives, diesel

engines, textiles, farm machinery, rubber goods, electrical products, minerals and paper are all manufactured efficiently in Canada. The same thing in varying degrees has happened to India, Australia, China, Japan, Argentina, Chile and Brazil. No longer are there a few industrial nations acting as the workshops for the world and exchanging manufactured goods for raw materials. Every nation of any size today has its own industries and has no particular welcome for manufactured goods from elsewhere.

In the 1920's we had the dismal spectacle of nations trying to force their goods upon other nations which did not want them, by selling at less than cost, by dumping, and by the aid of government subsidies, while the other nations defended themselves by embargoes and tariffs. The nineteen twenties marked the last desperate effort of the nations to preserve the nineteenth century system of getting rich by selling to others. In 1930 the whole system collapsed until the nations began to repair their domestic economies and to consider the purchasing power of their own people. This was the situation until the hectic preparation for war drove back the shadow of depression for the time being.

As the new lands developed their industries the older exporting countries found their markets shrinking and so they were compelled to grow more of their own food and to get along with fewer imports. Thus self sufficiency grew on both sides. And the present war is speeding up the trend. Canada is enlarging its industries and Great Britain is producing more food.

You probably noticed an announcement in the papers recently that Britain is now producing two-thirds of the food which she requires whereas before the war she produced only one-quarter. There is solid reason to believe that this process will not be reversed when the war is over. Before the war the value of Britain's imports was greatly in excess of her exports and services to other nations. This excess was paid for by the interest on her foreign investments which had been accumulated in happier times. But nearly all of those foreign investments have been liquidated to pay for war supplies. Britain just won't have them after the war and she will be unable to afford imports on the old scale. The significance of this for Canada cannot be ignored.

There is another force at work which is increasing this swing towards self

sufficiency. I refer to the work of the scientists and in particular the synthetic chemists and metallurgists who are daily developing substitute materials which in many cases are superior to the products they displace.

Silk used to be produced in some half dozen well marked areas in the world and had to be imported from there by anyone else who wanted it. Twenty years ago the chemists gave us an inferior artificial silk which they have steadily improved until today we have Nylon, which is in many respects superior to silk itself. And Nylon can be made anywhere in the world from the simplest raw materials.

Rubber used to come from the East Indies and the Malay States. How long do you guess we shall have to wait for a synthetic rubber which will be just as good and just as cheap? Once we have it, it can be made almost anywhere, for the remarkable thing about these synthetics is the simplicity of their raw materials.

Cotton grows only in certain subtropical countries, but good rayon can be made anywhere that cellulose can be obtained and that means anywhere that plants grow.

Nitrates for fertilizers and explosives used to come from Chile. Today they can be made right from the air, and the air is everywhere.

Within the last twenty years a whole range of plastics has been developed. They are made from the commonest of materials, they can be molded into any shapes and their properties are almost infinitely variable and under the direct control of the chemist who builds the molecules. The plastic airplane chassis we have already, the plastic auto body is in the experimental stage. Transparent unbreakable plastics are already taking the place of glass. And this is only the beginning.

On the side of agriculture, the scientist is showing how the yield from land may be increased immensely and how poor land may be brought under cultivation. The horticulturist is developing new strains of plants which will flourish where they could not live before and all this reduces the need for one area to import from another.

Sugar used to come from the sugar cane which grew only in certain parts of the tropics. Today the sugar beet is growing in every part of the temperate zone and one more import has become superfluous.

The cheapest gasoline still comes from the petroleum wells, but excellent quality motor fuel is made from coal and from alcohol distilled from potatoes. And research still continues. Sometime soon we may expect the synthetic gasoline to be as cheap as the petroleum gasoline at a reasonable distance from the wells.

I don't wish to overstate my argument. My point is not that there will be no world trade after the war but simply that relative to the whole system the need for foreign trade is shrinking, and that to depend for future prosperity upon foreign trade is therefore to lean upon a broken reed. The post-war economy will be what might be described as a domestic economy enriched by foreign trade.

Northern nations will still want citrus fruits, tea, coffee, cocoa and spices. Special metals such as nickel, radium, tungsten and the like must still be shipped to where they may be needed. Luxury goods characteristic of certain localities; Havana tobacco leaf, French champagne, Camabert cheese will all be wanted in various parts of the world, and other special quality goods of world-wide reputation will appear in international trade. But the idea that a nation can get rich by keeping its own people poor and basing its prosperity on what it can sell abroad must die. International trade in the common goods of everyday life is on the way out.

I do not think that we need to regret the passing of the foreign trade era. It worked not too badly when the world was clearly divided into a few manufacturing nations and a large area of agricultural land. But even then it kept the workers in the depths of poverty and led to Imperialism and war. During the last twenty years the attempt to maintain a foreign trade economy has been disastrous. It has led, throughout the world, to exporters in practically every field offering goods at less than cost and impoverishing themselves and their nations to persuade other nations to accept goods which they do not really need. It has blinded our politicians and industrialists to the elementary fact that only a prosperous population of workers will keep the factories busy and has kept alive the myth that if only the workers are kept poor enough it may still be possible to make goods cheap enough to capture a world market. And worst of all, the attempt to maintain our economic system upon world trading has bred a bitter hopelessness. How can man grapple with

and reform an economic system when most of it is out of his own control, when it is dependent upon the actions and policies of people half way across the world.

If, out of this war, areas, groups or nations emerge which are large enough and sufficiently well balanced to be largely self supporting, they will be able to tackle their economic problems with intelligence. They will have to face up to the problem of keeping their own people prosperous in order to keep their industry and agriculture busy. And since their prosperity will not depend upon prying some other nation out of a foreign market, they may be well able to

stay on friendly terms with other nations. Once foreign trade sinks to the edge of the system instead of being its centre the causes of international bitterness and warfare will have been reduced immensely, and the chances of a solution of our economic problems will be correspondingly increased.

In any case, whether we like it or not, it is a hard fact that the trend is towards self sufficiency and we had better adjust ourselves to that fact. If we try after this war to found prosperity upon foreign trade once more we shall be headed for disaster. We cannot put back the clock.

The Nation's Schools: the Present and the Future

A Convention Address by MR. WILLIAM GRIFFITH, President of the National Union of Teachers of England

LADIES and Gentlemen,—Three years ago we met at Llandudno. We hoped, then, that the threatening clouds of war would be dispersed. During those three years the British people have undergone many trials and tribulations, endured many dark and anxious hours, seen many disasters, few bright days, and fewer victories. Never has the nation been put to so severe a test. Our cities have burned, schools have been demolished, homes destroyed, and families uprooted. But out of the welter of destruction, one thing has emerged, clear and plain for the world to see and wonder at—the sterling character of the ordinary man and woman of the British people.

We pay our tribute to the girls in the nursing and fighting services, to the boys of Dunkirk, and the army of the Nile, to the gallant heroes of the merchant service and of the Navy, and the boys who won the Battle of Britain. Who are these boys and girls? They were with us in our schools a few years ago—the overwhelming number are the products of our elementary and secondary schools. Local Education authorities and teachers are proud of them. I esteem it an honour to belong to the profession that has played a part in the upbringing of young people of such character.

SERVICE IN THE EMERGENCY

With the outbreak of war, we saw the exodus of our children from the evacuation to the reception areas, the uprooting of children from their families to new

homes, and however inadequate the preparation of the educational facilities may have been, we admire the interest, care and love shown by the foster parents in the new homes. Both children and teachers showed adaptability to settle down in their new homes and in their new educational environment. During this phase, there seemed to be a danger that the President of the Board might be pushed into the background by the more vigorous elbows of ministerial colleagues. Instructions to local authorities and to teachers emanating from other departments were all too frequent. It is with relief and gladness that we have noted the Board's re-assertion of its rightful authority over the control and direction of the welfare of the schools and the youth of the nation.

The schools have undertaken a complexity of tasks which, in peace time, might be considered outside their scope. The school was the institution through which many government departments thought they could carry out some of their functions most easily. Schools have been called upon to carry on with: Training of War Workers, War Savings Schemes, War Weapons Weeks, Salvage Campaigns, Distribution of Clothing, Coupons for Clothes Rationing, Food Production, Help for Farmers, Distribution of Milk, Feeding of School Children, Air Training Corps, and other activities.

The School in War-time has shown that it is a social institution of the first order. Its activities are as wide as the

needs of the national life. Never have its activities been more socially useful than during the stress of war. But there were signs that the demands on the schools were threatening to curtail the real function of the school—the education of the children. In addition, these tasks were not made easier by the introduction of a multiplicity of forms to be completed by the teacher. The task of the school is to aid and guide the child to form its mind and character—not form filling. The nation must be careful not to overload this important social institution. Education must remain its chief function. Nor must we as a nation neglect the education of the children now in the schools. Repair to material damage can wait. It is possible to repair, in the future, a building so that it is stronger and more beautiful. But neglect, or damage done now to the living child is a very different matter. That will be very difficult, if not impossible, to repair in the future.

EDUCATION AND THE NATION'S NEEDS

During the stress of war the nation has been examining its way of living. There is agreement that we shall not return to pre-war conditions—with distressed areas and two to three millions of our manhood unemployed. It is clear that a substantial part of our income from overseas investments has gone—and there will be no large importations of cheap foods. Our standard of living will depend on what we ourselves can produce, together with those things that we can afford to import. Our imports will depend on the quantity and quality of our exports. We have but few raw materials for export except coal. Therefore, our exports must consist of those things that a highly technically trained nation can produce. It follows that future national productivity in agriculture, as well as industry, will depend on a great improvement in our technical knowledge—and the growing up of a generation of trained workers who can apply that knowledge. This can only be done through our educational institutions. I do not mean that we must train a generation of technical robots. The cheap importations of pre-war days showed that a democratic nation cannot hope to compete in a world market as robots. Our technical skill must have a wider range. Not only the engineer but the artist will be required. Our contribution to world trade must be those products that only a highly skilled and intelligent nation can produce. This means a

variety in our education, the "Bevin Bias," as well as the creative, the imaginative, and the inventive. We must have the necessary skilled technicians, skilled planners, and skilled administrators—the Arts as well as the Sciences. It is significant that in Russia all college students—those of the Arts as well as Science—even in the midst of this titanic struggle, are asked to remain at college to complete their courses.

The future of the British people depends on the quality and sweep of the Education Service. There is only one service that can increase the mental stature of the individual. There is only one service that can increase the mental and material stature of the nation—the Education Service.

PLANNING AND THE PUBLIC SCHOOL

The post-war world must be a planned world. In such a world a plan for education must play a vital part. A unified system of education does not mean uniformity, regimentation or rigidity. Our Infants' Schools—to be found in every town and almost every village—have shown that State education does not mean uniformity or rigidity. I will be as bold as to say that there is no school—public or private—that has shown more adaptability, more experiment, or more educational progress, and less rigidity, than our Infants' Schools. Our Junior and Senior schools, too, are hives of initiative and industry. In my opinion, a unified system of education is necessary. I would like to ask the Board of Education whether it has a plan for the educational requirements of the nation or only for a part. I suggest that if in the classrooms of our future State schools we should see the son of the dustman sitting side by side with the son of the duke, so much the better for both.

One of the things that stand in the way of social and educational unity is the so-called Public School—and there is no school more private. It embodies and organizes within the nation a privileged class, not only in the sense of extended educational facilities, but also in economic and social advantages to those who pass through the Public School. It is of no use in these days when the democratic spirit is surging and awaiting expression to preserve privileges that in a true democracy would become obsolete. I need hardly remind you that the children of the well-to-do are pre-destined for the Public School almost before their mental eyes are opened.

Many fine leaders have come through

the Public Schools—leaders who have made great contributions to the British Commonwealth. Since 1922 there have been 12 Presidents of the Board of Education, all of whom, I believe, came through the Public Schools—at least none of them came through the State elementary schools. It is true that on occasion the Parliamentary Under-Secretaries are products of the State elementary and secondary schools. The product of the elementary schools is sometimes permitted to sit by the side of the driver, but not in the driver's seat.

But let us not fall into the error of thinking that State schools cannot provide leadership. I wonder what school Mr. Lloyd George, Mr. Bevin, Mr. Stalin, Mr. Chiang Kai-Shek went to? A democratic nation should not obtain its leaders from a narrow section. State schools should supply all the leaders that the nation requires, and there should be no other place to get them from. The State school is in direct organic relationship with the community and the institutions around it. In fact, it is an extension into another function of the whole community. The Public Boarding School is, generally, a school apart from the town or village community where it is situated. We shall not call it planning for equality of opportunity for the public schools to open their doors to a few selected pupils from our primary schools. I am not convinced that semi-monastic seclusion is the best atmosphere in which to train future leaders of a democratic people. It is not the major reform that we look for to revitalize this obsolete and decaying institution by a transfusion of blood from the more robust primary school.

RECONSTRUCTION OF THE SYSTEM

The post-war world will make great demands in rebuilding and planning. In order to fulfill the tasks it is imperative that there shall be a longer school life. With a diminishing birth-rate each individual child becomes more precious. We should begin to make real provision for the two-year-olds—nursery provision to the age of 5. The future calls for the raising of the school leaving age to 16 at the earliest possible opportunity after the end of the war. There is no employment better suited to the needs of the child or the needs of the nation than full-time employment at an educational institution up to the age of 16. If the nation makes up its mind, the school leaving age can be raised to 15 during the first year of peace, and to 16 within three years.

We welcome the suggestion that the education of children of 11 plus will be in schools where there will be similar standards of staffing, buildings, and general amenities. We trust that the provisions for primary schools will at least be equal to those in secondary schools. What reason is there for lower standards in buildings, staffing, and size of classes in our Infants' Schools? I hope the nation will be intolerant of the present distinctions and will sweep them away. A sound secondary system can only be built on the solid foundation of a sound primary system.

With the raising of the school leaving age and equality of conditions I ask for a complete overhaul of the examination system. Although the Secondary schools examination system may be a side line for university professors and lecturers, it dominates our present secondary schools like a dark cloud. It has an evil influence on the Primary school and even in the Infants' school it calls the child to hurry to the Junior school—to hasten to its shadow. The University should be a beacon for the whole education system.

EDUCATION NOT A BURDEN

How much is the nation prepared to spend on this service of education? Let it never be forgotten that such expenditure is real saving, in that it creates wealth. It builds up the effective capital of the nation; capital found in the well-being of our citizens and in our material equipment for effective production. To starve education is to cripple all those elements which make for economic and technical advance. There will be people—as after the last war—Geddes, May and Ray—who will say that we cannot afford to spend, and who will want to cry halt. I warn the nation that it was that mentality that had too much influence after the last war. It thought in terms of returning to the past; it believed that prosperity lay in creating scarcity, in closing mines, factories and shipyards, and it brought the nation to the verge of ruin. Our Geddes, Mays and Rays are not in the true line of national progress.

LEGISLATION NOW

Legislation for educational advancement is the kind of legislation that can profitably be undertaken now. Parliament, during war-time, has passed important legislation for the improvement of old-age pensions, which, we were told, we could not afford in times of peace. It is right and proper that those who have carried the burden of industry during

the last half-century should be provided for in the autumn of their lives. It is also right and proper that the legislature should make provision for the future welfare of the youth of the nation. I would say there is urgency in this. There may be a difference of opinion as to who shall own and control industry and commerce, and attempted legislation on these lines might create disunity. But the education of the youth of the nation has been, and is still, the nation's immediate and direct responsibility. I invite the President of the Board of Education to make a contribution to the maintenance of national morale, by bold and courageous legislation now. It is not sufficient to visualize in imagination our post-war educational programme—the time has arrived for action. The President of the Board can, I am sure, command the active goodwill and support of trade unions, the political parties, the churches, and indeed all those people and organizations who have the welfare of our country at heart, in securing a bold step forward.

This is our first public conference since war began. Britain has survived. She has survived through the devotion and heroism of her sons and daughters, the majority of whom were nurtured in the schools of the common people. Britain has survived—but youthful Britain persistently asks "What Britain?" Throughout the factories, throughout the Forces, this question is insistent. It must be answered. Our national morale in wartime depends upon the answer. There can be no new world without equality of opportunity. That equality must be found in the classrooms of the nation. We, as teachers, can and must play our part in securing this real democracy. Events will compel us to unite for safeguarding our professional interests. But we shall never safeguard these interests

unless we demand and secure the rights of the common child. This Union, large and powerful as it is, must become the voice of a completely united profession. It must also become the most powerful force for educational advance. We are teachers: we are also citizens. We must exercise both these experiences for leadership in a new world that must arise out of the ashes of the old. We must demand a real democracy where poverty is no more; where insecurity is banished; and where every child shall have the chance to grow to the full stature of his nature.

We must all sacrifice for victory, but to achieve that victory it is youth who will make the greatest sacrifice. There can be no recompense for the sacrifice of youth unless out of the travail a new world is born. In that new world the foundation stone must be "Equality of educational opportunity for every child in the land".

PPRIVATE control of the means of production, whatever might be said for it on other grounds, cannot be described as an essential liberty of the British people. Not more than a tiny fraction of them ever enjoyed that right.
—SIR WILLIAM BEVERIDGE, *British economist*.

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Education and War Needs

By J. H. SUTHERLAND

TODAY those interested in education must be prepared to arouse the public and governments to the vital role of the school in Canada's war effort. Otherwise, the only reply to the demand for overdue reforms in education will continue to be the statement that any change or expansion in education must wait till the war is ended.

The American Town Hall of the air, recognizing the fundamental character of education in any approach to the war program, organized a forum not long ago. The speakers were:

1. John W. Studebaker, United States Commissioner of Education.
2. Stringfellow Barr, President, St. John's College.
3. Mary B. Gilson, Consultant, War Manpower Commission.

The subject under discussion was "How Can Education Keep Pace with War Needs?"

The following extracts from their addresses merit serious reflection.

1. JOHN W. STUDEBAKER.

"Childhood education requires emphasis upon mental security, physical health and development, and the acquirement of the tools of learning. During this war, all American children must continue to receive their birthright of educational opportunity. It can be done. There is neither any wartime need for curtailment of elementary school terms, nor for any unusual change in the curriculum.

"Certain expansions of the services of elementary schools to young children are called for—nursery schools and kindergartens and before-and-after-school recreational programs—for children of working mothers in war production centers.

"For the secondary schools, however, war needs demand important curricular modifications and adjustments. All but a small percentage of the boys graduating from the high schools next year will go directly into the armed forces. Girls in increasing numbers will go from high school classrooms and shops into war production industries or into essential service occupations necessary to maintain the civilian and home front. As a result,

high schools face two major responsibilities: The first is to train young people for their part in meeting manpower needs, in winning this war for survival; the second is to continue the long-term task of general education by which the cultural heritage of American democracy is transmitted from one generation to the next. Both responsibilities can be discharged.

"Let me be more specific concerning needed high school curricular adjustments, the general pattern of which has been suggested to the high schools of the Nation in connection with the organization of students in the High School Victory Corps:

1. The high schools must provide intensive physical conditioning and health improvement programs. Strength, stamina, endurance, functional vigor, and the absence of physical disabilities and illness are demanded above all else in wartime.

"2. The high schools must adjust courses in physics, biology, and chemistry to wartime needs. Modern war is based on technology—and science is the foundation upon which technology is built. The high schools must see to it this year that larger numbers of pupils gain a more thorough mastery of the science subjects.

"3. The high schools must make certain that every youth is well grounded in the basic tool subjects: mathematics, reading, language, and study skills. Thorough-going mastery of fundamentals, the ability to read, to express one's self clearly and concisely, to perform basic mathematical operations—these are prerequisite to any specialized training for the armed forces.

"4. The high schools should provide specialized pre-induction training courses for the armed forces to the limit of the available facilities and personnel. Pre-flight aeronautics, fundamentals of electricity, of radio, automotive mechanics, and practical shop courses—one or more of these should be studied by every qualified boy in the junior and senior years of our high schools.

"5. The high schools must provide preparatory training for civilian occupations and services to whatever extent is practicable. Home nursing, child care, nutrition, conservation of foods and

clothing are important for many girls. So are vocational courses for both boys and girls in welding, sheet-metal work, lathe operation, agriculture, and other courses in preparation for work in war production industries or on the farms, typing and shorthand, and other subjects preparatory to work in stores and offices.

"6. The high schools must not, nor need they, neglect their continuing responsibility for the training of youth for citizenship in a democracy. General education need suffer no eclipse during the war. It must emphasize the origins, problems, and issues of the war. Through the arts, English, and the social studies, youth must be made to see the basic values which underlie a democratic civilization—values for which this Nation fights, for which it has given and is giving of its blood—values which are represented by free institutions, by the recognition of the dignity and worth of each human personality—values which we cherish not alone for ourselves but would make possible of achievement by all peoples everywhere."

2. STRINGFELLOW BARR.

"Education can best keep pace with war needs in the same way that it could have kept pace with peace needs; it can provide the basic disciplines of the human mind which our schools and colleges have increasingly failed to provide. The war is merely showing up a failure that had already become a graver and graver threat to the institutions of a free people. Our Army now reports that many college men cannot analyze or interpret a paragraph of plain English and know what is in it, and therefore make sorry officer material. Our Navy reports that 60 per cent of a total of 4,200 college freshmen who applied for officers' training failed the arithmetical reasoning test. The head of the bombardier instruction recently complained that the greatest single obstacle to training bombardiers was inability to handle common fractions. What is being recorded here is the breakdown of a system of liberal education.

"Four years ago, the President of Harvard University reported to his Board: 'From all sides, academic and non-academic, we hear complaints of the inability of the average Harvard graduate to write either correctly or fluently.' If there are Yale men present who are attempted to murmur, 'It can't happen in New Haven,' they had better make sure. The fact that this public confession emerged from Cambridge may be due,

not to the unusually low literacy rate of Harvard, but merely to its Latin motto: *Veritas*.

"An educational system which cannot teach the young to write their mother tongue fluently after fifteen to sixteen years of schooling, cannot keep pace with the needs of war, or with the needs of peace. Nor can it keep pace with the needs of the professions, nor of business, nor of industry, nor of a free press, nor of the suffrage.

"Faced with the present crisis, the colleges of liberal arts have quite simply abdicated the educational leadership of our country, which indeed, our Army and Navy had a right to demand that they should not abdicate. Observing the conversion of factories, our schools and colleges have patriotically decided to convert. Manufacturers who formerly turned out yo-yos, now turn out gunstocks. So colleges which formerly turned out courses that would be useful in business, whether or not the graduate could write a business letter either fluently or correctly, are now determined to turn out soldiers (whether or not they can write an army order). I spy confusion."

3. MARY B. GILSON.

"If more of our academicians had realized the unmistakable fact that the world is inextricably close-knit and that its interdependence made a global war unavoidable, we might have saved the youths now fighting for us an endless amount of confusion and our hospitals might not have had in them so many sad psychopathic cases.

"I do not believe that Pearl Harbor has cleared up the confusion. There is too much evidence to the contrary.

"Besides learning how to read and interpret inescapable facts, some experience out in the cold world might be good for the cellophane type of scholar, and by that I mean work with manual workers. Nature did not separate mankind into two categories—thinkers and doers. Human beings with even a modicum of physical and mental equipment can be trained, if caught early enough, both to think and to do. The present crisis demands both, and more and more persons must be capable of both. Educators as leaders of youth should show their capacity for both. Contacts with the so-called uneducated would open their eyes to many facts of life from which they have too often been shielded.

"In conclusion, let me reiterate that, although we have had a noble minority

of college presidents like Neilson of Smith and Conant of Harvard and my friend, Mr. Stringfellow Barr, and of professors we could mention who, with Guiseppe Borgese, have known that 'Truth and Goodness have never been won by silence,' we have also suffered from a distressingly large number of indifferent, cautious, and fearful members of the academic fraternity—persons who have remained quiescent and 'tolerant' in the onrush of brutality and tyranny. My proposal in this educational crisis, therefore, is to institute a system of adult education for re-educating the minds and emotions of the educators."

While the speakers differed in many ways in their approach they all agreed that there must be placed in the armed services and in war industries:

1. Men and women who understand the issues involved in the conflict. Such an understanding is essential for morale.
2. Men and women with a sound educational background which covers the years to the end of High School at least, men and women who can express themselves effectively and read effectively and who have been trained to think.
3. Men and women with a sound training in the technological skills and techniques essential for modern warfare.

Now the strange anomaly, which governments don't seem to appreciate, is that successful British and Canadian commanders agree with the three fundamental factors outlined.

In the successful British armies of today "discussion groups" play a fundamental part in the building of morale (a lesson learned from the Spanish Republicans, the Chinese, and the Soviets).

Where the educational background of the recruits is not high enough the armed services themselves try to make up the deficiency after enlistment.

In 1941 alone Canada had to train some 140,000 men and women to provide trained personnel for the war industries and armed services. The training period of many of these, in addition, was greatly lengthened because of the educational deficiencies to be overcome.

All these factors should be provided for before the boy or girl leaves school. Failure to do so is not only costly in time and money but it is also delaying the Nazi defeat. And more important

still it is going to prove more costly in human lives—the lives of our youth.

Do governments realize these facts? Does the public?

(Continued from page 172)

his aides-de-camp dramatize in pantomime his great deeds. Shadow plays are good because they are mysterious. Costumes need be no more elaborate than whatever will throw a good shadow. The same goes for props. A first-class tank can be cut out of a magazine ad or picture (use a profile picture) pasted on cardboard which is then trimmed down to the picture. What Willie shows off about is up to the class, which will not lack for ideas.

* * *

STARS ON THEIR CERTIFICATES

Templeton Junior High School has sent in samples of the grand stars the students have made in art class for their Merit Certificates. They are large and made of light cardboard covered with red, silver and gold paper—half the fun is making them and the other half in rousing the class to the 50 per cent, 75 per cent and 100 per cent participation in War Savings which will merit their use on the Certificate. Templeton has swelled the School Savings total by \$1100 since September.

* * *

Here are some reports for September-December term which did not arrive in time for the *Bulletin*: Argenta School, 100 per cent pupils saving, \$32. These children hoard their pennies for War Stamps and think of the boys and girls in Europe before spending money on themselves. Fort Steel, 99 per cent saving, \$21.90; Pouce Coupe Central, 100 per cent saving, \$24.25; Nicomen Island, 85 per cent saving, \$24; Atlin, 99 per cent saving, \$21.75; Duncan Junior-Senior High, 66 per cent saving, \$1180.50; Dawson Creek, \$227.75; Parksville, 100 per cent saving, \$94.

* * *

JOIN THE MARCH TO VICTORY

Every school can sign up recruits by concentrating during the next month on increasing the number of savers. If ideas or suggestions are needed—if a full length play on War Savings is required for elementary grades—just write to Miss E. A. Waller, Director, School Savings Service, National War Finance Committee, 1227 Vancouver Block, Vancouver.

Lesson-Aids Committee

All correspondence in connection with Lesson-Aids should be addressed to the Honorary Secretary-Treasurer, Mr. HARRY G. BOLTWOOD, 3486 West Second Avenue, Vancouver, B. C.

WIN THE WAR—AND THE PEACE

LESSON-AIDS notes this month have a more personal touch than is usual. I have been asked to indicate how Lesson-Aids can help in the special purpose of this issue. At first sight, Lesson-Aids seem to have very little to do with war or with reconstruction; and yet education along the right lines is perhaps the only way to achieve the double purpose of winning both the War and the Peace. Surely Lesson-Aids fit in here, for they are designed to help teachers to give the kind of education that should be given to our youth. I think this is all I need say to justify the inclusion of these notes on the Lesson-Aids page.

We know that throughout history winning a war has often meant no more than winning a succession of physical struggles, without much thought being given at the time to what was to follow. But, if we analyse any of the greater struggles we find that some sort of reconstruction did follow—whether for the betterment of the people or not remains debatable.

The great events of the Crusades led to a tremendous upsurge in the education of the people, mainly consisting of a better understanding of the peculiar characteristics of others; a knowledge that others had perhaps better ways of living than they had. So, all national calamities had their aftermath; but was there any real reconstruction?

Many years ago I had the opportunity to search through some long-forgotten chests in an ancient church "Priests' Hole", in one of which I came across an old sheepskin register that gave a fairly complete account of the changes brought about in that district as a result of the visitation of the Black Death. Depleted of population, money, homes, of almost all except the desire to make their condition better, this community set about their work of remaking their village. Disease at war with a people; a people attempting to conquer their terrible enemy. Was anything done to prevent a recurrence of the plague? Was any sort

of sanitation introduced? The register was silent on that point. The changes brought about merely *reinstated what* had been there before. Much of the reconstruction related to the past rather than to the future. Their energies were concentrated on rebuilding their homes, their church; not much reconstruction of the social life of the people was undertaken. Where improvement did take place, it followed naturally upon the improved conditions, without much conscious effort. I could take you to numerous villages in England where the church (rebuilt at that period) has a seating capacity of six to ten times the whole present population of the place. They rebuilt according to the needs of the people *before* the calamity, having no vision of what future trends might require. We must avoid any such mistakes when we set about winning the peace after the war.

I remember living for many days in an artillery observation post located in what was left of a churchyard vault in Guillemont, on the Somme, the only stones left standing in position in that devastated area. War—the living sleeping where the dead had slept; frantic instructions being transmitted from the grave back to the battery behind the lines. (And curiously enough, that vault was the property of the Waterlow family, famous English printers). After the war—reconstruction. In the course of a few short years the village of Guillemont was rebuilt, from funds raised by the schools and the people in the city in which I was teaching—a French village rebuilt by English people around the ruins of an English grave in a French churchyard. I almost hear someone say that it was a perfectly romantic situation. Maybe; but the new Guillemont was mainly just a replacement of the old. Newness of streets and building was almost the only improvement. The life of the people was as it had been; they even remade their ancient wooden ploughs, using oxen traction. Much of northern France was reconstructed in the same way. Shall we again make this mistake? In the reconstructed London it

will not be so, nor will the British social fabric be rebuilt without careful thought. It can never again be as it was. This applies equally to us.

In the course of my teaching career I have watched the children's reaction to war three times. I have noticed that in each case there was a very definite change—a change of ideas, and a change of ideals. The end of the Boer War saw an important alteration in the school syllabus, which tended to make the children more self-reliant, more amenable to discipline, better *thinkers*. After the First Great War the children began to think more about themselves and their future; self-government was the order of the day; they became better *planners*. Teachers had very much to do with this development. I sometimes wonder what will be the reaction after the present conflict.

After 1902—the desire to think and resolve;

After 1918—the desire to look ahead with vision;

After 194?—the desire to change vision into *reality*?

That is what I believe will happen. But, as I have already said, we shall have to see that the reconstruction after the war must be no mere replacement of what was there before.

It is our duty as teachers to guide the coming generations so carefully that they will wish to change their present dreams of what we *should like to be* into what *must be*, and what *shall be*. The lessons of 1902 and 1918 must not be lost. Teachers must learn to understand how children are thinking nowadays. They are so grown up, so soon. They think so much more deeply than we did at their age. We must not fail them. The teachers' part is to study the wonderful changes taking place in the outlook of our children, and to see that they are led in wisdom and understanding to *construct* (not so much to *reconstruct*) a new order of things, to make a new world, fit for the new generations to live in. That being so, the future will be free of those recriminations and regrets which are so often a part of our present-day thoughts.

*A new order, or an old order rebuilt?
Replacement, or reconstruction?*

Make a special point of reading our notes in the next issue, in view of the approach of Easter.

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Our Magazine Table

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

A GAIN we ask you to relax for a few minutes and gather around "Our Magazine Table". During these busy days of "All Out for Victory" there are many of us who get very little time to read any magazines, let alone professional ones. However, in a world of rapid changes we should keep abreast of the news and also abreast of professional changes.

A VERY interesting little magazine for all teachers of English (and who isn't one?) is *Correct English*; \$2.80; published at 838 Custer Ave., Evanston, Ill., U. S. A. The Question and Answer page is helpful. For example, which is correct: The Government is, or, the Government are? (Answer: both are correct—see magazine for explanation).

I HAVE reviewed the *Modern Instructor* before (School Aids and Text Book Publishing Co., Ltd., 1935 Albert St., Regina, Sask.; \$2.00 per year), but it is such a practical magazine that I mention it again. Such useful topics as "Life in Eastern Canada Before and After the Coming of British Rule", "How Man Prepares for Winter", "Stories About Indians and Cave Men", "The Canadian Army", and many others can be of great value to all teachers. There is a good formula for a Hectograph in the January issue. (Here's hoping you can get all the ingredients).

W E have on one pile of books on "Our Magazine Table" complimentary copies of various publications of teachers' associations. *The Bulletin* (published by the Nova Scotia Teachers' Union), contains an instructive article on Glass Picture Painting. The type in this magazine is very easy to read; (similar to the way we aim to publish *The B. C. Teacher* some day). *The Educational Courier*, official organ of the Men and Women Teachers' Federation of Ontario, contains, in addition to articles and problems of interest to teachers, bright sayings of "Sally Scrum". Here's one: "If I ever hear of a teacher about whom not a single parent has the smallest complaint to make, I'll know where to look for her—underneath a tombstone".

T HE *A. T. A. Magazine* (official organ of the Alberta Teachers' Association) is a good association magazine. An interesting feature of this publication is that more than half a dozen pages are devoted to news from the various local associations.

A PROFESSIONAL magazine from our friends in the South is the San Diego Teachers' Association Bulletin. This Bulletin has a very spicily written column, "What Your Friends Are Doing", which would be of even greater interest to members of the S. D. T. A. One cannot help but quote this humorous anecdote—and yet perhaps, dear teachers, it has its pathetic side: A small lad sobbed bitterly after completing his first day at school. The teacher asked him kindly what was the trouble.

"Mamma says I've got to stay in school 'til I'm 18".

"Well, cheer up, Sonny; I have to stay here 'til I'm 65". (Note: Write Superannuation Department for further details).

W ELL, by this time weary teachers, you will have fallen asleep with *The B. C. Teacher* on the floor, or else gone back to the more thrilling occupation of marking Composition and Grammar exercises. So au revoir. Pick up the old quill and write something about magazines. We even got a letter all the way from Nova Scotia; so come on, British Columbia!



JOIN THE
BIG PUSH

Highlights of the B. C. T. F. Brief on the Present Situation Regarding Education in British Columbia

1. Public education in Canada is, by the British North America Act, assigned to the jurisdiction of the Provincial Governments.

2. In common with other Provinces, British Columbia has delegated many of its powers regarding education administration to local School Boards.

3. Throughout the years, many methods of financing public education have been initiated, but except for the early years (1877 to 1888) when the Province met the whole cost, the general method has been one by which the local school authorities have been mainly responsible for such financing, with the assistance of Provincial Government grants.

4. From time to time these Provincial Government grants have varied considerably, and their relation to the total cost of education in the Province has shown similar fluctuations. In general, the percentage paid by the Province has steadily declined (from 100% to 32%).

5. A still more important and serious variation, however, lies in the fact that the School Districts of the Province differ greatly in their respective amounts of taxable wealth.

6. The prevailing urgent problems in education arise very largely from the present system of educational finance under which such conditions as the following exist:

- (a) Wide divergence in the incidence of local taxation to meet the portion of educational costs which must be borne locally.
- (b) Excessive taxation on land and property in poorer School Districts.
- (c) Strong opposition to progressive education in such districts not because of lack of desire for modern educational facilities, but due to inability to pay local costs involved.
- (d) Wide divergence in educational facilities and educational opportunities in the various districts.
- (e) Wide divergence in salaries paid to teachers with similar qualifications, similar experience, and doing similar work.
- (f) The inexperienced or least experienced teachers are generally called upon to teach in rural districts where teaching conditions and problems require the greatest knowledge and teaching skill and, in almost all cases, to do so for the lowest salaries.
- (g) Rural Districts are being used as training grounds for teachers to be employed later by municipalities and cities.

7. These conditions all arise from the fact that the Provincial Government has delegated its educational responsibilities in large measure to the School Boards of the various School Districts, without in any way guaran-

teeing that all such districts would be able to secure the necessary finances with which to meet the same standards of educational efficiency. Thus it prevails that a child's educational opportunities and his future depend very largely upon the place of residence of his parents during his school years.

8. Such a condition can in no way be justified. The jurisdiction for education is *Provincial*, therefore education should be on a Provincial, and not a district basis. The Province must surely have the same obligation for one child as for another. They are all children of British Columbia and British Columbia has assumed the responsibility for *all* of its children. The fact that it has delegated some of these responsibilities to School Boards and School Districts does not relieve the Government of its responsibility to all children, irrespective of school districts. Surely it follows constitutionally and legally that if any school district does not, or cannot, provide adequate educational facilities for the children of such district, it is the bounden duty of the Province itself to see to it that such facilities are provided, either through its delegated body, the School Board, or directly by the Government itself.

9. Commissions, surveys and reports for many years have clearly defined the problem, and have suggested various remedies. In every instance, there has been a definite recommendation for a fundamental change in our system of educational finance, so that the cost of education may be evenly distributed over the Province as a whole, and the local costs may be on a uniform basis in accordance with ability to pay.

10. Furthermore, there has been remarkable unanimity on all sides that there must be a large measure of relief on land and property as far as local educational taxation is concerned.

11. Public opinion, we believe, demands two definite things:

1. That this Province shall provide sufficient money to ensure that every child in British Columbia shall receive such educational opportunities as will enable him to develop his capacities and abilities to the utmost limit in order that as a future Canadian citizen he may make his maximum contribution to Canadian progress and society.
2. That this Province shall establish such a system of educational finance as will provide for an equitable distribution of educational costs on a just and uniform basis for all school districts.

12. Factors such as the following could be made effective:

1. The extension of Larger Administrative Units;
2. School Consolidations;
3. Grouping of adjacent school districts for financial and administrative purposes;
4. Dormitories in connection with central High Schools, etc.;
5. A uniform school mill rate as a basis of provincial finance.

13. All that has been said previously deals with the permanent and normal situation, and any solution of the difficulties should naturally be centred around the normal situation. However, the war has brought about new conditions which, because of their urgency, cannot be ignored.

It probably will be argued that because of the financial situation arising from the war, and because of the prime necessity of focussing all of our energies on the war effort, it is inopportune and inadvisable to interfere with any of the established methods of Government finance, including those for education.

This, of course, is a simple method of disposing of difficult and embarrassing problems, but it does not solve them. On the contrary, it only adds to the difficulty of providing an ultimate solution.

This method of postponement concerns itself only with one factor; namely, money. It ignores entirely the human, educational and national efficiency factors.

14. It should be realized that a progressive educational policy will fit into the needs of our war effort. Thereby, time, money and lives can be saved and victory, consequently, brought closer.

15. Such things as the following are required of our educational system right now:

- (a) Specialized training for armed services;
- (b) Specialized training for war industries;
- (c) Increased efficiency on the part of school graduates in almost every possible profession and vocation;
- (d) The services of many of the best teachers, particularly as instructors in active and auxiliary services and cadets;
- (e) The use of school facilities in many districts.

16. The war has produced the following additional handicaps for our educational system:

- (a) A shortage of efficient, fully qualified teachers.
- (b) A shortage of proper school equipment.
- (c) A shortage of adequate school buildings.
- (d) A shortage of proper health facilities.

17. The children and youth of today will have the difficult task of building, and living in, the world of tomorrow. As adults, we must have some realistic idea of the complications and complexities with which they will be faced. With the finest educational opportunities at their disposal, their task will be hard. Without such opportunities their task will be hopeless. We must and we can win the war without sacrificing our children's future.

18. A long-range policy of revision of educational finances must provide for immediate and drastic improvement in present teachers' salaries.

The present gross discrimination between teachers in different school districts must cease. There is great dissatisfaction among the many teachers of the province whose salaries are unfair, unreasonable and totally inadequate.

19. As a result of the deplorable salary situation, we are faced now with a steady stream of people leaving the profession for other jobs. We have too few recruits now in training. We cannot expect to attract into the teaching profession young people of the highest scholarship. There is an

acute shortage of qualified teachers. A number of rural schools have been closed for lack of teachers. Many larger schools are short-staffed. This situation is a logical result of past policy, and it will grow steadily worse.

20. There is one, and only one, way to meet and conquer the teacher problem in British Columbia. All teachers must be assured of a decent, adequate living. Teachers' remuneration must be commensurate with their training and experience.

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

22. The all-important issue is concerned with, and centred upon, the child. In these critical days it is imperative that those persons specially fitted to carry out the arduous and important duties involved be attracted to the teaching profession and retained permanently in our school system. Otherwise it is inevitable that the immediate future will see a further lowering of our standards of education, particularly in the rural areas where the standards have never been satisfactory. This means that thousands of our rural children with abilities equal to those of our cities, will be still further handicapped and will be prevented from attaining those positions in life to which they have a right to aspire, and from making their best individual contributions as Canadian citizens to Canada's progress.

23. Canada's future is insolubly linked with the development of its tremendous rural areas. Rural life must be made attractive. Rural conditions, both economic and social, must be given parity with those of the cities on a basis of rural needs and requirements. The rural school must function as the centre of the rural community. It must provide and produce leadership. Its teachers must be specially trained and personally adapted to give such leadership and direction to the pupils and to secure the sympathetic understanding and the effective co-operation of the parents in the development of a real rural programme.

24. Obviously, this is impossible, unless we have drastic changes. Such a programme can not be developed by under-paid, untrained, poorly qualified, inexperienced teachers, whose service in any area is so frequently limited to one year or even one term. Yet, it is apparent that many rural areas, even now, can obtain no other type of teacher; and the number of such is, and will be, constantly increasing.

25. This being so, it is apparent that British Columbia children in such areas are being deprived of their birthright, a birthright which the Province of British Columbia is constitutionally, legally and morally bound to restore and protect.

26. The members of the British Columbia Teachers' Federation with their first-hand knowledge of the situation, feel it incumbent upon them as a professional duty to bring home to the Legislature, to all public bodies and the public generally, the gravity of the present situation, and they have pledged themselves to work increasingly to the end that as far as is humanly possible there may be "Equality of educational opportunity for all children of the Province".

A. T. ALSBURY,
President.

HARRY CHARLESWORTH,
General Secretary.

The Question Box

AFTER an absence of one issue The Question Box comes back with some questions and some answers.

A letter from Miss New of Gibson's Landing reads in part as follows: "I was interested in many of your own questions in the December magazine. In some I have ideas of my own and in these and others I would like to hear the opinions of those with wider experience than myself.

"Poetry. Pieces I memorized in school (some years ago) that I had to, *e.g.*, as a punishment for being late, I have forgotten. Poems I have memorized by constant repetition and because I liked them I still remember. These are like Wordsworth's daffodils, a joy in otherwise empty moments, or a solace or inspiration in times of stress.

"Corporal punishment. If any teacher of lower grades has not met during one year at least one youngster that definitely needed a spanking, and was better for it, her experience has not been like mine, and I would like to hear about it.

"Specialists. I would much like to hear the question about Art and Music specialists discussed. I think small children with good voices often have their voices ruined by over-zealous non-expert teachers and over-proud parents. On the other hand, the number of Music and Art Specialists is so small, especially now, that if those of us who have some small appreciation and ability in these subjects don't do what we can with the children, they won't make any progress at all—except the few children of genius that nothing can keep back.

"Continuity. Another question I'd like to read about. I was talking to a retired teacher who had taught certain subjects in a large platoon school in several different classes of the same grade. She said she felt she had missed something in teaching as she never saw her pupils enough to get to know them. In teaching several grades, I have found that having the same children a second year or even a third, one gets to know them better, and the greater understanding makes for greater helpfulness. However, three years with the same teacher should be enough.

"Here is a question: Would someone write on the topic of how to handle a

primary room efficiently (three grades) without spending almost every waking hour in preparation?"

This letter should provide enough provocative subject matter to keep this column filled with useful material for several months if some of the specialists and teachers of experience in different types of schools will write in answers or opinions. One point in particular seems worthy of comment. Is it true that teachers actually use the memorizing of poetry as a punishment? This seems almost incredible. A teacher who would not do that would no doubt make the pupil paint a picture or sing for half an hour after school for making spelling mistakes. If there is any way better for killing an appreciation for poetry than using memorization as a punishment it can only be being a pupil in the class with a teacher that would do that.

From Miss Anderson of Hays School, Gundy, B. C., comes a letter asking about Phonics for Grade I and II, and whether in a school where there is only one pupil in each class it might be possible to combine them for this subject.

An experienced primary teacher gives it as her opinion that it would be unwise to try to combine children in Grades I and II in phonics. It would probably be better to combine older classes and assign seatwork to them so as to have time to deal with the beginners separately and to give them personal attention. "A Phonics Work Book" by Jessie Fisher would be of great help as the work from it can be put on the blackboard or, in the case in question, two copies would be all that would be required. Any book dealer would be able to get copies and forward them by mail.

It is quite important that children be given a good foundation in phonics whatever method of teaching reading is being used, as the ability to spell and to identify and pronounce new words depends on this groundwork.

Miss Anderson asks as a further question how to combine the Elementary Science in Grades I, II and III.

At the moment, it is not possible to contact any teacher who has had experience in combining grades in this subject but a plan that works well in the higher grades might be possible here, that

is to take the Grade I work with all three grades the first year, then the Grade II work with all three grades the second year, and so forth. This requires a little planning as the work should be presented so that the younger pupils are able to understand it and yet be sufficiently interesting to hold the interest of Grade II and III. Little assignments might be given graduated in difficulty for the different grades. It is important to remember that if you use this plan you should make a note of it at the end of the year so that if you should not come back to the school, the next teacher may be able to follow up the work correctly. Science in the lower grades should probably be made as concrete and as close to the material within the experience of the children as possible.

If teachers who have found plans for carrying out any of the subjects questioned would send a note to the Question Box explaining their ideas or containing lists of books, the editor and the writers of the questions would be greatly obliged.

By the way, if you have any questions, would you please send them in as soon as possible as it takes some time to contact people who have experience in some of the cases asked. Of course, if you could write a question that has troubled you at some time and then add the solution that you found, you would be doing a real service to teachers with less experience and to the British Columbia Teachers' Federation.

EASTER CONVENTION

THE Easter Convention this year will be held either in the Kitsilano or King Edward High Schools. Associations and Departments are asked to send in their meeting plans as early as possible so that the programme may be drawn up.

The deadline for resolutions this year will be March 15th. Any resolution to be considered after that date must be presented from the floor of the Convention.

G. H. F. JOHNSON,
Chairman, Convention Committee.

WE know now that it is futile to think of half the world as happy, content and prosperous and half the world as idle, angry and poor.—SIR LOUIS BEALE, head of the British Supply Council in North America.

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What We Are Reading

STUDY OUTLINES ON CANADIAN PROBLEMS

CANADA: THE WAR AND AFTER

ISSUED by the Young Men's Committee, National Council, Y. M. C. A. in Canada. The Preface, by Murray G. Ross, Secretary for Adult Programme, National Council of Y. M. C. A. of Canada, points out that the publication of *Canada: The War and After* marks both a response to a demand and an act of faith. The demand sprang directly out of the unexpectedly generous response accorded their part publication, *We Discuss Canada*. Addressed primarily to the needs of study groups in Y. M. C. A.'s, it was used, nevertheless, by groups in churches, labour and farm organizations, army camps and air force stations. This second venture is the outcome of expressions of opinion by individual readers and professional and non-professional leaders of groups. The act of faith consisted in their raising at this time certain basic issues for discussion. It is unlikely that morale can be engendered or maintained among free men if it is based on a spurious uniformity of opinion. Morale in a democracy springs directly out of a firm conviction that we are all fighting for clearly-defined and democratically-agreed-upon objectives. Such clarity of definition and widespread agreement can be reached only by a full, free and open discussion. To raise the questions is therefore an act of faith in the democratic process itself, an act of faith in the use of democratic means to democratic ends.

In a democracy the Government does not work far ahead of public opinion, and if those who represent Canada at the peace-table are to make use of the wisdom the inter-war years should have given them, they will need to have behind them an intelligent public opinion.

Joseph McCulley, Head Master, Pickering College, Newmarket, Ontario, has written an excellent introduction to *Canada: The War and After*. Mr. McCulley feels that in an all-out war effort, it is vitally important to maintain a sense

of true values. There is no doubt that we are fighting for our lives—"for the survival of those institutions, those practices and that way of life which we deem to be worthy of man's highest nature". While exerting every effort to bring the war to a successful conclusion we must not forget that there are other duties of equal importance. We must make certain that the fundamental values on which our civilization is based are maintained. It is also incumbent upon us to insist that when the war is over such a peace shall be formulated as will ensure the transmission of those values to future generations.

One of the purposes of this book is to suggest in detail what the values are that we believe to be of sufficient importance to justify the present struggle.

McCulley suggests that there are three closely associated tasks of equal and paramount importance before us now—To win the war, to maintain and strengthen the fundamental principles of our democratic way of life, and to ensure the transmission of those values to subsequent generations.

Canada: The War and After presents four articles by prominent educationalists. The aim of each is to provide factual information on a number of topics which are being discussed today. Each article is followed by a number of thought-provoking questions to be used as a basis for discussion. The Committee believes that the information brought together here is not readily available elsewhere and should prove valuable in widely divergent groups.

The introductory article, "The Issues at Stake", is divided into sections. The first, "The Situation We Face", by W. E. C. Harrison, Department of History, Kingston, suggest the nature of those things which the youth of Canada ought plainly to have set before them. Fascism and Nazism are discussed fully and we are made to realize how our democratic countries were perilously drifting toward disaster. Professor Harrison feels that each individual must play his part by endeavouring to understand the issues at stake and "see that those whom we elect to govern in our name shall be as determined as we are

that Canada shall not betray the generation for whom this war is not an end but a great beginning". In the second, "The World We Fight For", Neil M. Morrison, Toronto, explains that in addition to knowing clearly what we are fighting against, we must have a "burning faith" in something worth fighting for. Without such a faith, and lacking an understanding of the basic issues involved in the present struggle, we may be unable to create those conditions that are essential if the evils we fight against are to be destroyed. He endeavours to define exactly what it is we are fighting for and concludes with eight "Essential Conditions of Victory".

The second article, "Canada's War Effort", by R. G. Anglin, MacLean's Magazine, Toronto, discusses in detail such topics as the Canadian Army, the Royal Canadian Navy, the R.C.A.F., Munitions and Supplies, Canada's Industrial War Effort, Organizing and Financing Industry; Industry, Food, and Financing the War Effort in Canada. Mr. Anglin points out how a new Canada is arising from these great exertions.

The third article, "Problems in Post-War Canada", is written by J. F. Parkinson, assistant Professor of the Department of Political Economy, University of Toronto, Toronto. Professor Parkinson discusses Problems of the Post-War World, The Outlook for the Post-War Period, Post-War Reconstruction, Will There Be a Slump After the War?, and International Economic Problems.

The last article, "The Special Obligations of a Christian in a World at War" by Paul M. Limbert, Professor of Education, Springfield College, Springfield, Mass., was written because some disappointment was expressed at the omission from *We Discuss Canada* of any specific reference to the role of the Christian in a world at war. Dr. Limbert's article is intended both to meet this criticism, and to implement the Committee's feeling that many Christians need to re-think their convictions and obligations in the light of changed social conditions.

There is no doubt that *Canada: The War and After* will be welcomed with as much zeal as was *We Discuss Canada*.

—LILLIAN COPE.

IT is easier to be united in the face of a common disaster than to be united in the face of a common victory—DOROTHY THOMPSON.



STUDY OUTLINES

ON

CANADIAN TOPICS

CANADA, THE WAR AND AFTER

Prepared by the National Young Men's Committee, Y. M. C. A. Just off the press—a series of study outlines, planned as a sequel to those in *We Discuss Canada*, which quickly went into a second edition. Subjects discussed are: The situation we face; the world we fight for; Canada's war effort; problems in post-war Canada; the special obligations of a Christian in a world at war. 60 cents.

WE DISCUSS CANADA

Prepared by the National Young Men's Committee, Y. M. C. A. A challenging series of study outlines containing numerous statements of fact and opinion to form a background for discussion of the questions raised. The outlines deal with social services, labour, agriculture, civil liberties, political and economic problems and Canada's place in the post-war world. 75 cents.

THE RYERSON PRESS

TORONTO



THIS IS CANADA

T*his Is Canada*, by M. P. Toombs; School Aids and Text Book Publishing Company Ltd., Regina and Toronto; 1942; pp. 312; (no price given).

This Is Canada has been based on the elementary school curriculum of Saskatchewan for Grades V and VI and is a correlated history, geography and citizenship reader. In British Columbia schools it is a useful book, both for the teacher and the pupil, in Grade V geography and Grade VI history and citizenship.

The subject matter of the book is logically arranged from a general view of Canada today through a series of stories of the discoverers, explorers, settlers, administrators, politicians, traders and even troublemakers, to another view of Canada at work and at play.

This material is presented concisely yet interestingly with anecdotes, classroom discussions, stories written in the first person and short plays adapted to the reading abilities of Grade V and VI children. All of this is illustrated with well annotated, up-to-date pictures.

Throughout the book Mr. Toombs asks the children thoughtful questions. In addition, he constantly avails himself of every opportunity to challenge the pupils directly with their responsibility of citizenship in their Canada.—M. A. R.

FAR AWAY PEOPLE

F*ar Away People*, by Marion J. McVeety; School Aids and Publishing Co., Regina; 1942; pp. 224; (no price given).

The new Canadian publication, *Far Away People*, is a compact and very worthwhile text for use in Grades III and IV, Social Studies. It contains interesting material for a comprehensive study of life in desert, equatorial, and cold regions, in thickly populated Asiatic countries, and in the Netherlands, which are all but two of the suggested units for Grade III in the British Columbia Programme of Studies. For Grade IV also, there are valuable descriptions of the Sahara and Nile, the Congo district, and Life in Norway; as well as Canadian modes and routes of travel to the different regions and continents.

The ensuing description of each "visit" includes appearance of people, clothing, homes, foods, important occupations and transportation which are illustrated by authentic photographs. As well as providing a fine source of reference material

in a single volume, there are many practical related activities suggested, also thought-giving assignments and objective tests of factual knowledge which accompany each unit.

Since the reading level is suitable to Grade IV and advanced Grade III pupils, it would make an excellent workbook when a great deal of silent study is necessary in these subjects. It is particularly adaptable.

This new text creates a Canadian background for the children from which they can set out to gain an understanding of the world and its people.—D. E. B.

POETRY CHAP-BOOK

F*or This Freedom Too*, by Mary Elizabeth Colman; The Ryerson Press, Toronto; 1942; price \$60; pp. 16.

Miss Colman's work, whether in fiction or poetry, is marked throughout by an alert and broad sympathy, especially towards childhood and towards those "strangers within our gates". *For This Freedom Too* measures up to her usual standard.

The first two poems of the four are short narratives animated by the author's love of individual freedom, and her disgust at Hitler's brutal revival and enforcement of some of the cruder barbarities of the Mosaic laws. The stories are forcefully and convincingly told by a writer who possesses a distinct gift as a raconteur, and a wholesome contempt for those who not only preach the doctrine of a "chosen people" but enforce their superiority by suppression of speech and by torture.

The challenge to write of man's successive attempts under the goad of hunger, to control his environment is more than successfully met in "Hunger". The contrast between the tremendous achievements in the various fields of science, the precision and power of the scientists and his implements on the one hand, and the eternal frustration and disillusionment at the meagre results obtained by man's inability to distribute and enjoy the enormous wealth he has created, on the other, gives momentum to the author's writing.

Miss Colman has the gift of combining the skill of the story teller with the art of the painter. The range of her sympathies is wide.

It has been a pleasure to handle a book so beautifully produced—a real textual and pictorial achievement of the Ryerson Press—A. V. McNEILL.

Correspondence

Letters To a Country Teacher

February.

My dear Niece:

So you want to know how you can help to win the war? I thought that was what I had been writing to you about all this time. For this war, like the battle of Trafalgar, will be won by every man doing his duty—and this is a case where "every man" embraces "every woman".

But you are wondering if you shouldn't join the Army or maybe the Air Force, which would be glad to have you. I think the answer to that is that the Government knows where you are and what you are doing, and if it thinks that there is something more important for you to do, it is quite able to send for you. And the same applies to those war-time jobs, such as welding, which offer so much better pay than your meagre \$900. You cannot take one without deserting your post—for you know that if you leave, the school must close up.

So I must advise you to stay and do your duty where you are. It is not so glamorous as wearing a uniform, or so profitable as welding, but it is necessary, and there is no one else to do it. And there are compensations: the coming of peace will not make you one of the Unemployed, and if what happened after the last war is any criterion, teachers' salaries will stay at a reasonably high level, probably for as many years as you want to stay in the business. So stay at your post.

But the same advice does not apply to all your pupils. There are too many big boys who could be doing a man's work, stagnating in school because their parents want them to get an education. I think you could do some missionary work among the parents, encouraging them to take their children out of school at fifteen, unless the children themselves really want to learn. Even if the younger children are kept at home to help now and again, don't make a fuss over it as some teachers do. It breaks up your class work, but it helps the supply of food. Only make sure that they work hard, while they are at school.

Ever your loving,

UNCLE JOHN.

COWICHAN DISTRICT NEWS

Paldi P. O., V. I., B. C.,

January 12, 1943.

Editor, *The B. C. Teacher*:

At the December meeting of the Cowichan District Teachers' Association it was decided to act upon your suggestion and appoint a correspondent to send you reports of our meetings and any local items of general interest.

The December meeting was largely taken up with a discussion of the proposed plebiscite on the affiliation of the B. C. T. F. with the Trades and Labour Council. The sentiment of the meeting appeared to be largely in favour of affiliation.

Following this, Mr. Ozard gave a brief review of a circular on British Columbia's ability to pay the costs of education. It was suggested that the Editor of the local paper be approached with a view to publishing this circular either in whole or in part in the local paper. A letter was also to be written to the Publicity Committee embodying several further suggestions for advancing this very necessary work.

Congratulations were extended to Mr. J. Meredith and Miss H. Pottinger on their forthcoming marriages. Miss Pottinger, now Mrs. E. Tait, will make her new home at Powell River.

In closing I might add that this year our organization seems very enthusiastic and that we anticipate many more interesting meetings and a larger membership in the B. C. T. F.

Yours sincerely,

(MRS.) BARBARA CHRISTIAN.

Press Correspondent for C. D. T. A.

LANGUAGE SCHOLARSHIPS

The University of British Columbia
Office of the Registrar

January 14, 1943.

Editor, *The B. C. Teacher*:

The accompanying information was received from the University of Western Ontario and we thought it of sufficient interest to warrant insertion in *The B. C. Teacher*:

"The Carnegie Corporation has allocated the sum of \$2500 for each of the

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

Yours very truly,
CHARLES B. WOOD,
Registrar.

POST-WAR PROBLEM

2334 Balaclava St., Vancouver,
January 10, 1943.

Editor, *The B. C. Teacher*:

The education and general care of the children—many of them orphans—in Germany and the Axis dominated countries will be a major post-war problem.

Last time we won the war and lost the peace. If we are to win both this time, the educational systems of Continental Europe now in Axis hands must be taken over for at least a generation by the United Nations. And it must be done at once—as soon as the last gun ceases firing.

The logical people to plan and undertake this work are the teaching bodies of the United Nations, especially of the English speaking countries, and most especially of Canada and the United States since they have been spared the ravages of war.

To lead and epitomize the work there should be set up an International Committee of Educators who would have authority and prestige to approach the governments of the United Nations so that when an armistice is signed educational and social service field units can immediately take over and begin at once, in conjunction with the Red Cross and other welfare bodies, the work of teaching the children.

I hereby call on the Canadian Teachers' Federation to take the lead in this matter, and begin now to make the necessary

plans which include, besides the setting up of an International Committee, selection and training of personnel, the stressing in teacher and social service training of the necessary languages and psychology, and the efficient use of the knowledge, ideas and goodwill of the individual teachers now in service in the countries of the United Nations.

Yours sincerely,
MARY E. COLMAN.

B. C. TEACHER SPACE

360 Cairnsmore St.,
Duncan, B. C.,
January 18, 1943.

Editor, *The B. C. Teacher*:

At a recent meeting of Cowichan District Teachers' Association the following resolution was passed:

"Resolved that this meeting go on record as favoring the principle of allowing constructive criticism and opinions as expressed by any local or by the R. T. A. to appear in *The B. C. Teacher* on the grounds that such criticism is beneficial to the Federation. This meeting suggests that those offering and answering criticism be requested to eliminate any tendency towards recriminations".

Yours sincerely,
EVA VAN NORMAN,
Secretary, C. D. T. A.

TO tell people they can do as they please, to give them in democracy free speech, free press, free assembly, is not the solution of the problem. That is the problem.—REV. HARRY EMERSON FOSDICK, *Riverside Church, New York*.

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ARMY & NAVY DEPARTMENT STORES

Vancouver - New Westminster

News, Personal and Miscellaneous

FOREWORD

THIS department, in keeping with the decision of the Editorial Board, is in this issue primarily concerned with material which tends to deal with a relationship between education and the war. Education has had and is having its turn in affecting the outcome of the world fronts. Now and in the future the war must have its turn in affecting the trends of education. Just how widely it will make its exigencies felt, or how far into the future it will cast its shadow is a matter of conjecture, but changes must and will arise. We know already what forms some of these changes are taking, but again we can only hazard a guess as to what distance their gathering momentum will carry them even a year from now. If, however, we can be so optimistic as to assume that the world is too rational to repeat former errors, then we may also be so bold as to predict that the greater number of the transformations to come will be for the better.

The past has told us of the present, and the present murmurs of the years to come. Perhaps there is prediction in these words to us on educational trends from here and there:

EDUCATIONAL REFORM

A letter written to the *London Times* and quoted in the *Schoolmaster and Woman Teacher's Chronicle* states a sentiment closely parallel to our own demands for educational reform—"Education policy is a field in which public opinion has been expressed with an impressive measure of unanimity. The leading educational, political, and industrial bodies have demanded with one voice an extension and reorganization of the educational system which for the first time will establish, so far as education can, genuine equality of opportunity, will make possible the fullest development of all the varied types of ability in the nation, and will create the essential conditions for vigorous and enlightened democratic citizenship. To achieve these ends bold and statesmanlike action is necessary. No greater proof could be given either of "assurance of victory" or of determination to make victory fruitful in the highest sense than to begin without delay to make firm plans for the future. To make it evident that Britain is defi-

nately committed to a thorough democratization of its educational system would be a convincing refutation of those misgivings which are still often expressed, both at home and among our Allies, as to the strength of our democratic purpose."

MESSAGE TO SCHOOLS FROM SIR STAFFORD CRIPPS

In an Armistice Day message to schools Sir Stafford Cripps, K.C., M.P., said: "Hard work lies before you. You have two tasks, to help win the war and to make the world happier and better after the war. All that you do now towards victory will also help to build a finer world in which you can afterwards live out your lives. . . . You must learn to know and understand other peoples of the world. Our brave Allies in America, Russia, and China, our brothers in the great Dominions and Colonies and in India, our friends in the persecuted and suffering countries of Europe. With these people you will have to work and build after the war, as world citizens looking far beyond the narrow boundaries of your own locality, or even of your own country. This job of work that you are called on to do—this double job of winning the war and rebuilding our country and the world after the war—is the greatest adventure which ever faced the human race. It calls upon you to make the greatest effort—but it will bring you the joy and happiness of a great achievement if you persevere. Those whom we commemorate today, many of them your relations, died that we might live. It is our responsibility to see to it that their sacrifice was not made in vain".

FRENCH SCHOOLMASTERS AND THE NEW ORDER

Writing in the German-controlled *Oeuvre*, Marcel Deat complains that: "The secondary schoolmaster has to be won over from A to Z. In no other circle are ideas more false, or the obstinate refusal to understand the present situation in France and her European future more tenacious. . . . This quasi-unanimity in non-collaboration, in anglo-mania, in germanophobia, in admiration for America, is all the more remarkable in view of the fact that secondary schoolmasters are individualists and that, as a rule, they show themselves traditionally rebellious to any kind of ortho-

doxy"—an interesting admission that to be orthodox in present-day France means to be anti-German and pro-British. "National Socialist Germany", the Nazi scribe continues, "which is giving birth to . . . the civilization of tomorrow, has appeared to these erudite, sensitive, yet naive souls as the quintessence of vulgarity and barbarism".

In *L'Universite Libre*, the underground paper of university and school teachers, we read: "The University of France knows what this so-called 'collaboration' means in its own domain: our teaching, our publications, are submitted to the German censorship; the German authorities, through their Vichy government, have introduced into our universities a racial doctrine which revolts our reason and runs counter to our human traditions. They presume to preach to the youth of our country contempt for intelligence and worship of brute force. That is why the defeat of Germany will be the victory of the Mind."

"French teachers in school and university, united above parties, will work together with all other Frenchmen at the side of our Allies to hasten the day of resurrection of Free France".

MATHEMATICS AND THE WAR

"It is our opinion that the present situation, as well as general underlying trends independent of the emergency, creates a need for an increased supply of young men and women with training in mathematics through various levels beyond the junior high school grades. At all stages of secondary mathematics we recommend emphasis on applications." This statement from the War Preparations Committee of the American Mathematical Society and the Mathematical Association of America is reflected in the opinions of every educator, industrial leader, and military leader today. The regrettable aspect of the whole situation is not merely the small number of mathematically trained students that we have turned out but the dubious value of much of the mathematics that we have been teaching. That we have been caught in an embarrassing position is undeniable. Two considerations, however, seem to stand out. One is that we have got to get into our mathematics courses a body of vital and worthwhile "applications". The other is that we will be making a very disastrous mistake if we allow the present wartime popularity of our mathematics course to lull us into a false sense of satisfaction with our present curriculum. Mathematics for

defense is an emergent but a temporary objective, and there is a real danger that we may overlook that fact." The foregoing article is extracted from the *Teachers' Bulletin*. It is but one of the many cautions we must heed in our interpretations of the curriculum of the near and later future.

CANADA NEEDS SCIENTISTS

"According to information supplied from Government sources Canada needs 4000 scientists within the next year. There isn't much we can do to supply the immediate need, but as science teachers we should see to it that those who come under our influence are given a liking, an interest and a grounding in science that will provide a potential supply of scientists for future years. And don't forget that you can't make scientists without mathematics."

We should make it known that the government is ready to give financial assistance to those students in high schools and universities who are looking forward to or have enrolled in courses of science and engineering". We publish this matter of especial interest to science and mathematics teachers with acknowledgement to the *Teachers' Bulletin*.

CANADIAN AID TO RUSSIA FUND

One of the most important divisions of this enterprise, and the section in which teachers can be of the most service is in the collection of clothing. At present stores and warehouses are being employed as depots, but there is no reason why schools could not be added to this list. All useful clothing is acceptable, and should be sent to divisional headquarters, which, in British Columbia, are located in Vancouver.



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