

April 1943  
BC Teacher Volume xxii Number 7

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# THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

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APRIL, 1943.

VANCOUVER, B. C.

## TEACHERS AND FARMERS

LAST month the British Columbia Federation of Agriculture called a meeting in the Hotel Georgia to discuss the problem of school taxation. To it were invited representatives of the Union of B. C. Municipalities, the British Columbia Trustees' Association and your own Federation.

From the teachers' standpoint this was one of the most hopeful gatherings that has taken place for many years.

Our publicity campaign this year has stressed two things: a reorganization of educational costs with much of the present burden removed from the land and a Provincial Salary Scale for teachers. Without the one the other is impossible. In our efforts to attain the first we shall have the full co-operation of the farmers. This is the encouraging feature of the meeting with the British Columbia Federation of Agriculture.

But it is not the only encouraging feature. There have been meetings before with officials of organizations indirectly and directly interested in education. This gathering was unique in that the initiative for it came from the farmers themselves. This gathering was important because the farmers and the trustees and the municipalities and the teachers have at long last realized that they have a common problem. Finally there is deep significance in the fact that parties which have in the past pursued independent paths have at last come to the inevitable conclusion that joint action is necessary if a solution to the problem is to be found.

The crisis confronting education at the moment has changed the pattern of thinking of both the farmers and ourselves. In the past perhaps we have thought a little too much about salaries without concerning ourselves enough with necessary reforms in the method of raising the money with which we were to be paid. On the other hand, there have been farmers who have thought only of keeping their taxes down without worrying enough about keeping educational standards up.



"Every member of the Canadian Women's Army

Corps receives exactly the same daily fare as all other units of the Army," says SGT. CAMERON, C.W.A.C., cook at St. Mary's Priory Barracks, "a carefully planned diet providing all the vitamins and nourishment necessary for active service." We must eat right to feel right. To help you plan well-balanced meals, and to help you make the most of rationed foods, B. C. Electric Field Kitchen has issued a series of free booklets, Food Buying, Menu Planning, After-work Cooking, Soups, Money-Saving Meat Dishes, Sugar Savers, Casserole Cookery and Dinner Pail Meals, yours at any B. C. Electric store, or write to B. C. Electric, Room 303, Carrall Street.



F9-43

EAT RIGHT TO FEEL RIGHT

But it is only fair to state at this point that the farmers in working for a reduction in school taxation are motivated not solely through economic interest but also through a genuine desire to see education in this province rescued from the plight into which it has unhappily fallen. The British Columbia Federation of Agriculture draws its membership almost entirely from those districts which at the present time are having such a difficult task to retain in their schools a competent teaching personnel. Farmers know from first hand what the problems of rural education are and why an immediate remedy is urgently required. Likewise the teachers, especially those living in country districts, have come to realize that the farmers are faced with problems not unlike their own.

During the depression the farmers had to sell at prices which were below the cost of production. At the same time they had to buy in a much more controlled market at prices which had not been very greatly reduced. Teachers during the same period found their salaries slashed out of all proportion to the reduction in living costs.

With the advent of better times it was only natural that both teachers and farmers should expect to have their economic positions improved. But now, while the farmer is squeezed between an unyielding ceiling of fixed prices and the rising floor of labour costs, the teacher finds an outdated system of financing education preventing his wages from finding their proper level. Teachers and farmers alike are being forced into other lines of endeavour by ever-increasing living costs.

Yes, the farmers have much in common with us. At the moment they are learning a lesson that we learned over a quarter of a century ago; namely, the value of organization. The British Columbia Federation of Agriculture is comparatively a new movement. Many farmers for the moment remain outside of it. Anything we, as teachers, can do to bring the farmers with whom we come into contact into this group can have only good results in the long run.

Unquestionably the future of our country depends on the development of our rural areas. At the present time, farm areas are producing not only the surplus food but also the surplus population. More than ever our men of industry, our politicians and also our professionals will get their start in life in the country. What kind of educational beginning we give them will perhaps determine the whole course of our Canadian civilization. Let it be as broad and as full as possible so that Canada will continue to grow and prosper with the years.

To achieve this end the farmers and the teachers must work together. A beginning has been made in the meeting in the Hotel Georgia. Already plans have been laid to follow it through to a logical conclusion. Where we ourselves failed this year to achieve a reorganization of educational finance, perhaps next year, by working in direct co-operation with the farmers, the trustees, and the municipalities, and other interested groups, we shall succeed.

#### POSTSCRIPT

At a second conference of the organizations mentioned in the above editorial it was suggested that the sum of \$5000 be raised to finance a school taxation reform campaign.



## Help your pupils score 100 on this "Dental Quiz"



Thousands of school children can already answer these 3 questions. Help your pupils score 100—and you'll be helping them toward a future of HEALTHY GUMS and SOUND TEETH.



### Why are classroom drills in oral hygiene so important?

ANSWER: Simple classroom drills demonstrate the technique of gum massage. The index finger is placed on the outside of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. The teacher explains how massage quickens circulation in gum tissues, helps rouse lazy gums to healthy firmness.

### Do children face a brighter dental future than their parents?

ANSWER: Thanks to the splendid instruction of their teachers, thousands of children are far more alert than their parents to the importance of gum massage to healthy smiles. Fortunately, parents, too, are learning this modern dental health routine.

### Why do so many dentists suggest massage with Ipana for healthier gums and sounder teeth?

ANSWER: Ipana Tooth Paste is especially designed not only to clean the teeth but, with massage, to aid the health of the gums as well. Massaging the gums with Ipana quickens circulation in the gum tissues—awakens lazy gums—helps to make them firmer, stronger : : more resistant to trouble. Then, when gums are firm and healthy, teeth are bright and sparkling, smiles more attractive.



The makers of Ipana have prepared a striking health chart in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom, along with class hygiene check-up form and dental certificate awards. Send your name and address to Bristol-Myers Company of Canada, Ltd., 3035 St. Antoine Street, Montreal, P.Q.

Published in the Interest of Better Health by Bristol-Myers Company of Canada, Ltd., Montreal, Que.

## Ramblings of Paidagogos

### SELF-RESPECT AND SOCIAL RESPONSIBILITY

I ALWAYS feel a little diffident about embarking on a serious subject in these Ramblings, partly because nothing very valuable can be said on such a subject in the space of a short essay, and partly because the world is so serious a place already. Yet he must be blind indeed who does not see that our educational philosophy stands in need of drastic revision—which brings it within the scope of everyone to venture a comment, and even on occasion to offer an amendment.

Two months ago I raised the question, "How Far Individualism?"—and now that I return to the charge, I beg leave to recall two main points in the former discussion. First, this: It is a widely-held and well-supported opinion that our schools are failing to produce socially responsible people. And second, this: Such failure can chiefly be laid at the door of an Educational Progressivism (falsely fathered upon Dewey) that has placed an exaggerated emphasis on the individual and his self-expression.

What then? It may be inferred from these statements—providing they are accurate—that social responsibility arises only out of social experience and can be developed only through group activity. This I believe to be true—but not in the superficial sense in which it is usually understood. The travesty of group activity commonly found not only in the schools but in society itself, is worse than useless as an inculcator of social responsibility. The empty forms of co-operative effort are even more harmful—because more deadening—than the vanities and effronteries of the over-expanded ego.

I speak, mark you, of empty forms—of gestures and appearances. Co-operative effort, when vital and enlightened, is the very substance of democracy. What I am condemning is not co-operation but the demoralizing simulacrum of co-operation that so frequently does duty in its stead. To illustrate: Here are five presumably interested and competent persons who have been appointed a committee to draw up a program of action or to organize a tournament or to write a report. What happens in the vast majority of cases? Just this. One man assumes the whole task, and the other four drift pleasantly along until the moment arrives for taking one-fifth of the credit.

Now if this sort of thing is of everyday occurrence in society, it is even more common in the schools. With the exception of games and a very few scholastic undertakings, there is little in school life to evoke the whole-hearted teamwork of the child. How many children—nominally engaged in some compelling enterprise—have you seen standing listlessly by while someone else does the planning and carries out the work? Far too many. You are constrained in sorrow to admit. And despite all talk about group activity and social experience, these children are not advancing to a sense of social duty. On the contrary, they are declining into irresponsibility, laziness and evasion. They are fitting themselves with remarkable exactitude to take the places of the four committee men mentioned above.

Dewey has said with his usual shrewd insight that control is exercised by situations rather than by people—meaning, I take it, that enthusiasm

and industry are in proportion to the compulsive power these situations exert. Then surely something must be added here. If we had to depend on situations alone, we should be pretty thoroughly bereft of hope. For, alas, there is little doubt that school situations never did and in all probability never will exert a sufficiently compulsive power.

What then is the road to genuine co-operation, to honest pooling of effort in a common venture? Granted that no curriculum worth a moment's notice can appeal effectively throughout its length to every child—as is true also of life itself—how shall every child come prevailing to contribute his reasonable share? What, in brief, is the real sense in which social experience produces social responsibility?

To my mind the answer is to be found in the development of self-respect. An old fashioned idea no doubt!—but quite appropriate to such old-fashioned phenomena as human nature and human society. For self-respect, though a peculiarly individual thing, is social in origin and social in outcome.

Let us go into the matter a little more fully. First, it is asserted that self-respect is social in origin. What about this? Since we are not possessed of any standards at birth, it is obvious that all our standards are appropriated from those social groups with which we stand in close relationship. A man's concept of himself is a reflex of the general opinion in which he is held. Abnormality aside, his self-respect is fashioned out of the social esteem he has throughout his life been able to command. Where his society therefore has actively supported and ceaselessly inculcated the principles of stubborn persistence and vigorous co-operation, there will be no doubt as to his development of social responsibility. These two principles will supply the core of his self-respect, for he will proudly hold himself to be a man who can be depended upon to do his best in every sort of situation.

The question then is this: Have the schools, during the last couple of decades, actively supported and ceaselessly inculcated the principles of stubborn persistence and vigorous co-operation? I think not. I think they have in many cases been contented with second-best work, that they have tolerated even shirkers on the simple condition that the shirking be combined with social ease and masked by suitable gestures. It is becoming a rather general and influential opinion that the schools will have to revise their scale of values. The time is inevitably arriving when a much greater emphasis must be laid upon thoroughness and a much smaller emphasis upon *savoir faire*.

It has been said in the second place that self-respect is social in outcome, and on this point I close. The self-respecting man is of necessity the socialized man, since he has won the good opinion of his fellows. He has appropriated the standards of his society, and by virtue of these standards—which have evolved solely as a means to social survival and well-being—he sustains and invigorates the group life. In brief, the issue of a well-founded self-respect can be nothing but social responsibility.

**T**HE Publicity Committee would like to meet, at the Convention, teachers from rural school districts interested in making films for publicity purposes.

## 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

### ENGLISH SECTION

#### SECONDARY SCHOOL TEACHERS' ASSOC.

MANY comments have been made regarding English VI as prescribed in the Programme of Studies. After three years' experience with the course, the English Section of the British Columbia Secondary Teachers' Association feels that a fair criticism of the material as laid down would be in order. Accordingly, the agenda for this section will consist principally of a round table discussion of English VI. Doubtless you have some very definite opinion which you would like to express. This, then, will be your opportunity to do so. Meanwhile, you will definitely help the committee if you will answer the following questions and send the replies to the chairman of the section. By this means it is hoped that those in charge of the programme will have some clear cut facts and opinions to present to those who attend.

### QUESTIONS

- A. Are you satisfied with the English VI course? .....
- B. Do you think that more emphasis should be placed on (1) Grammar and composition? ..... or (2) Literature? .....
- C. Suggest any objections you have to the English VI poetry course.
- D. Mention any improvements you would like to see made.
- E. Suggest any objections you have to the English VI grammar and composition course.
- F. Mention any improvements you would like to see made.

MORRIS KAGNOFF,  
President, English Section.  
S. S. T. A., B. C. T. F.,  
3027 West 13th Avenue,  
Vancouver, B. C.

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Province..... Class or Grade..... No. of Pupils.....

## Lesson-Aids Committee

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

**E**VEN IF YOU SEE NOTHING ELSE AT THE CONVENTION BE SURE TO INSPECT OUR LESSON-AIDS UNITS. You will never regret the time spent in this way. Please remember that the Lesson-Aids Committee is *your own committee*—teachers working voluntarily to assist other teachers with few opportunities of formulating their own units. The Lesson-Aids project is absolutely *self-supporting*; and will continue to be so as long as teachers support it by purchasing the units.

We are just concluding another very successful year's work and, as in the past four years, have a small working balance with which to carry on for the next year. We have now 92 more units than we had four years ago, and each year sees further additions. This year's revised Price List will contain new units Nos. 129-143, and possibly more.

### NEW UNITS

Last month we listed the new units, Nos. 129-142. We should like to point out that this year we are endeavouring to meet an insistent demand for tests for the upper grades. We have therefore concentrated on this work, which, unfortunately, means that we have not been able to include more primary units. We have been very fortunate in having a large number of tests submitted to us, and have prepared as many as possible within the limits of our financial resources.

### ANOTHER NEW UNIT

In addition to the new units listed in the March magazine, we are able to announce the issue of an exceptionally good unit (No. 143) which consists of 250 Language Usage questions for Grades VII and VIII. These are excellent for review purposes, covering all points in usage.

### CONVENTION POINTERS

Visit the Lesson-Aids room. Ask for a Price List, and for an Order Form, and for a copy of the Annual Report. Make your selection; fill in your Order Form; hand it to the teacher in charge; pay the amount due, and be prepared to wait about two weeks for the units.

### LABOUR AFFILIATION BALLOTING

**T**HE final official tabulation of the labour affiliation balloting is as follows:

In favour of affiliation .....	1293
Opposed to affiliation .....	1021
Spoiled ballots .....	5

Total vote cast ..... 2319  
Paid up membership as at February 15th—2665.

### NOTICE OF MEETING

**N**OTICE of Annual General Meeting of the British Columbia Teachers' Federation Medical Services Association, Tuesday, April 27th, 1943, at 2 p.m., in West 103, Kitsilano Junior High School.

W. E. Whatmough,  
Secretary-Treasurer.

### HEADQUARTERS FOR VANCOUVER PRINCIPALS' ASSOCIATION



"HOSPITALITY AT ITS BEST"

**DUFF'S DINING  
ROOMS**

619 West Pender Street

## CONVENTION SECTION

MEETINGS OF THE B. C. S. S. T. A.

**L**IBRARY SECTION—11:00 a.m.

Library teachers, bring your book selection problems to the Convention. There will be someone there to help you individually.

Starred books from the basic booklist for school libraries will be specially featured.

Books on special subjects will also be displayed by persons qualified to discuss them.

The needs of rural teachers are receiving special consideration. Allow plenty of time to browse.

The annual business meeting will be held at 11:00 a.m.

LATIN SECTION—1:00 to 3:00 p.m.

Business meeting, followed by general discussion.

COMMERCIAL SECTION—9:45 a.m.

Business meeting; election of officers.

(a) Modern Course: Pitman Short-hand—Discussion led by N. Sangster and A. G. Smith.

(b) The Champions Write—A Gregg film showing the writers in action.

(c) Post-war Plandemonium—Address by Dr. J. A. Crumb, Department of Economics, U. B. C.

MATHEMATICS SECTION—1:00 to 3:00 p.m.

1. Business meeting.

2. The New Mathematics Course—Talks by Prof. Tyler of U. B. C. and Mr. Creelman of North Vancouver High School.

3. Teaching of Mathematics—Mr. L. Heaslip, Vancouver Technical School.

## SOCIAL STUDIES SECTION

Separate meetings of Senior and Junior High School Sections to hear reports of Curriculum Revision Committees in Social Studies III. and V., followed by discussion of these reports. Social Studies III. has been entirely revised, and Units VII. and VIII. of Social Studies V. have been revised and amalgamated.

Joint business meeting of the two sections.

## GEOGRAPHY SECTION

Joint meeting with Social Studies Section. Separate business meeting if attendance and interest warrant.

**Do YOU Need Help****In Diagnostic and Remedial Work in Reading?**

*Here are several titles which will give you valuable assistance*

**Teachers' References**

Gates: IMPROVEMENT OF READING \$3.00

Saucier: THEORY AND PRACTICE IN THE ELEMENTARY SCHOOL \$3.25

Strang: AN INTRODUCTION TO CHILD STUDY \$3.00

Bond and Bond: DEVELOPMENTAL READING IN HIGH SCHOOLS \$2.20

Gates: THE NEW WORK-PLAY BOOKS: Manuals and Preparatory Books .25 to .70

Contain Standardized Reading Readiness Tests.

**. PUPILS' BOOKS**

Gates: THE NEW WORK-PLAY BOOKS, Readers and Unit Readers .25 to \$1.50

Waddell: HELPERS \$1.50

Angell: WHEN TODAY BEGAN \$1.00

Patch: SURPRISES \$1.00

Traxler and Knight: DEVELOP YOUR READING \$1.55

*Examine these books at your Easter Convention.*

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## ENGLISH SECTION

1. Annual business meeting.
2. Panel discussion of the English VI. course as prescribed in the course of study. Discussion will be led by Miss Langridge and Mr. Donaldson of Magee High School, and Mr. Sparks of John Oliver High School.

## SCIENCE

1. Business meeting.
2. Guest speaker: Dr. Blythe Eagles, Department of Dairying, U. B. C. "Recent Advances in Our Knowledge of the Vitamins."

## MODERN LANGUAGE SECTION

1. Business meeting.
2. Discussion of French course, and projected new courses in Spanish and German.

## GUIDANCE SECTION—9:00 a.m.

1. Business meeting.
2. Guest Speaker: Mr. W. T. Straith, M.L.A.

## ANNUAL GENERAL MEETING OF THE B. C. SECONDARY SCHOOL TEACHERS' ASSOCIATION—3:00 p.m.

1. Business Meeting.
2. Possibly a short address by a guest speaker.

## CONVENTION PREVIEW

IT won't be long now before teachers from everywhere in British Columbia will be able once more to swap yarns and compare notes with each other at our annual get-together, Kitsilano High School, April 26 to 29, inclusive. On Monday, April 26, after teachers register and look over some of the displays many members of our profession will be all set for the Easter Party at the Palomar Monday evening where the famous Mills Brothers will provide first-class entertainment. Next day there will be meetings to attend, pleasantly interrupted at noon by luncheon in the cafeteria. Meanwhile some out-of-town teachers will seek Army and Air Cadet instruction, others will attend Visual Aid Demonstrations. Subject and sectional meetings will draw the remainder. On Wednesday in the evening Dr. Newland will address a crowded public meeting at which time the Ferguson Award will be made. Thursday morning will see the remainder of the Convention business satisfactorily completed. But now we are slightly ahead of our story for none of this can come true unless YOU attend. Is it a date?

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## What About Our Membership?

AS non-members do not receive this magazine, they cannot read this column. They are, however, receiving this month a further communication from the membership committee, consisting of a circular containing a statement of the past achievements and present aims of the B.C.T.F.; together with the results of the recent meeting of our representatives with the Provincial Cabinet. As you are probably aware, this meeting was productive of real help to rural teachers. Summer school fees were abolished (as far as Victoria Summer School is concerned) and a grant of \$180,000 authorized to be given school boards who respect a minimum salary of \$840 for first-year teachers, \$900 for teachers having one year experience, and \$960 for those with two. This works out at about \$150 per teacher involved, and the grants will commence in September, 1943.

Several graded schools now boast 100 per cent paid-up membership. They are as follows—see accompanying list. (Schools not mentioned please send name to Head Office or Membership Committee if 100 per cent paid up). But it cannot be too strongly emphasized that the strength and influence of our organization is proportionate to the percentage of teachers who are loyal to it. As long as a large number remain outside the ranks, the B.C.T.F. is merely an organization "within" the teaching profession, not "of" the teaching profession. The greatest weakness is in rural areas, and it is precisely these areas which need the Federation most.

Probably many non-members, on receiving the circular referred to above, will say: "Yes, I should join the Federation, but it's late in the year now; I'll certainly join next year". Others, observing that school boards are noticeably more amenable just now than formerly, may consider that they do not need the Federation. But now is the time to build a strong organization, in preparation for the difficult times that lie ahead.

Our percentage membership to date is only 72. The committee is doing its best, but it is an impersonal thing to teachers except in its own locality. It is the personal touch that gets results, and a word from a friend or a respected colleague might easily be worth a dozen circulars. At this time of the year, new members may be admitted for half fee.

In all its 27 years of activity, the Federation has never been busier than now. These activities cost money, and we must maintain our income at a level consistent with our budget. For instance, an executive meeting costs approximately \$450. There was a special meeting recently. It will take a good many fees to pay for it.

A word in conclusion to District Councils. It is absolutely imperative, in order that our folders may be complete—and at present they are far from it—that the membership committee receive without delay the following data: The names of the officers, viz., President, Vice-President, Secretary-Treasurer, Membership Chairman, and the Representatives of the Local Associations to the District Council. In addition, we need the number of teachers in the district, number of teachers enrolled, number not enrolled, number paid up, and the percentage membership.

### SCHOOLS WITH 100 PER CENT MEMBERSHIP

*Fraser Valley District Council:* Atchafitz Elementary, Robertson Elementary, Yarrow Elementary, Central Elementary, Maple Ridge Elementary, Webster's Corner, Whonnock Elementary, Ruskin Elementary, Philip Sheffield High School, Matsqui Superior School, Mount Lehman Superior School, Abbotsford Elementary, Aberdeen Elementary, Bradner Elementary, Huntingdon Elementary, Peardonville Elementary, North Poplar Elementary, Glen Elementary, Cloverdale, Surrey Centre, Tynehead, Ladner High, Sunbury.

*Central Vancouver Island D.C.:* Thomas Hodgson, Middle Ward, North Ward, South Ward, Port Alberni Elementary, Alberni Elementary, Alberni District High.

*Greater Victoria T.A.:* Bank Street School, Beacon Hill School, Quadra School, Sir James Douglas School, South Park School, Spring Ridge School, Gordon Head School, Royal Oak School.

*West Kootenay T.A.:* Kettle Valley Elementary.

*Okanagan Valley T.A.:* Kelowna Senior High, Kelowna Junior High, Kelowna Elementary, Mission Creek, Oliver Junior-Senior High, Oliver Elementary, Osoyoos, Princeton Elementary, Princeton Junior-Senior High.

*Central Mainland D.C.:* Fruitlands, Brocklehurst, Stuart Wood, Lloyd George.

## B. C. T. F. Convention Programme, 1943

### KITSILANO HIGH SCHOOL

#### MONDAY, APRIL 26th, 1943

9:30-12:00 a.m.—Rural Teachers' Association.....	Room Auditorium
12:30- 2:00 p.m.—B. C. T. F. Executive Meeting.....	Social Room (Second Floor)
2:00- 5:00 p.m.—Annual General Meeting—First Session.....	Auditorium
9:00- 1:00 p.m.—Easter Party .....	Palomar

#### TUESDAY, APRIL 27th, 1943

9:00-12:00 a.m.—British Columbia Secondary Sections—	
Social Studies and Geography .....	E 101
Science .....	E 105
Modern Languages .....	E 104
Latin .....	E 106
Guidance .....	E 108
9:00-12:00 a.m.—Army Cadets .....	W 103
9:00-12:00 a.m.—Provincial Home Economics Teachers' Association.....	W 102
9:00-12:00 a.m.—Provincial Elementary Visual Aid Display.....	W 202
9:00-12:00 a.m.—Provincial Principals' Association.....	E 107
10:00-11:00 a.m.—Provincial Elementary Visual Education Demonstration.....	W 204
10:00-12:00 a.m.—British Columbia Shop Teachers' Association.....	W 101
11:00-12:00 a.m.—Provincial Elementary Teachers' Association.....	W 105
1:30- 3:30 p.m.—British Columbia Secondary Sections—	
English .....	E 101
Mathematics .....	E 105
Library .....	E 108
Commercial .....	E 106
2:00- 3:00 p.m.—Provincial Home Economics Teachers' Association.....	E 104
2:00- 4:00 p.m.—British Columbia Shop Teachers' Association.....	W 101
2:00- 3:00 p.m.—British Columbia Teachers' Medical Association.....	E 103
2:00- 4:00 p.m.—Provincial Elementary Teachers' Association.....	W 105
2:00- 5:00 p.m.—Air Cadets .....	W 103
2:00- 5:00 p.m.—Provincial Principals' Association.....	E 107
3:30- 5:00 p.m.—British Columbia Secondary Teachers' Association.....	Auditorium
4:00 p.m. —Provincial Home Economics Tea.....	Hotel Vancouver
7:30-11:00 p.m.—Annual General Meeting (Second Session).....	Auditorium

#### WEDNESDAY, APRIL 28th, 1943

9:00-12:00 a.m.—Annual General Meeting (Third Session).....	Auditorium
2:00- 5:00 p.m.—Annual General Meeting (Fourth Session).....	Auditorium
7:30-11:30 p.m.—Public Meeting (Fergusson Memorial Award).....	Auditorium

#### THURSDAY, APRIL 28th, 1943

9:00-12:00 a.m.—Annual General Meeting (Fifth Session—if necessary) or other special meetings.	
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## Report of the Educational Finance Committee

**Y**OUR committee wishes to submit for your approval a number of recommendations. There is nothing new or startling in any of them, but we believe that, taken together, they should form a suitable basis for future policy. Right now the greatest single barrier to educational progress is lack of funds for educational purposes. Because we stress the importance of money at this time does not mean that we fail to recognize other factors that contribute towards or mitigate against the success of our school system. It merely means that we intend to rely on these principles in tackling what, at the present, is our chief problem.

1. No scheme of educational finance is adequate unless and until it provides all children of the province with an opportunity to share in the best training the state can provide. Although our concept of the "best" may change, so long as some parts of the province are better served than others it is expedient that the underprivileged be raised to the status of the best, and even if the province be uniformly served our efforts are inadequate if we know that the full possibilities of education are not being realized through lack of funds.

2. Educational expenditure should bear a reasonable relation to the total income and wealth of the province. It should not be limited by the shortcomings of any one tax, or the comparative poverty of some districts.

3. We do not believe that education should be supported by a tax that is labelled specifically as an "education" tax.

4. Although it is the duty of teachers to speak and work for an increase of

educational expenditure when such can render our schools more efficient, it does not follow that it is the duty of teachers to advise the government in a positive manner of the ways in which it might increase its revenue for educational purposes. If the people of the province have the money it is for taxation experts to say how they shall contribute it. It is not inconsistent with such a statement to reserve the right to criticize any taxation policy—regardless of the amount of money it may produce—that the B.C.T.F. may consider detrimental to educational progress. However, the B.C.T.F. does recognize its responsibility for helping to condition the public mind to the needs of modern educational system, and in training future citizens to assume willingly their fair share of the burden for public enterprise of a constructive nature.

5. Whether money is raised by the provincial government or by local districts, the provincial government should recognize its final responsibility for educational finance. The unwillingness or inability of a local area to raise the necessary funds should not be allowed to jeopardize the success of any reasonable programme.

6. We favor retention of a degree of local control, but "local" does not necessarily mean a district of the size now indicated by that term. Where consolidation will produce greater efficiency we are in favor of it.

### Committee:

Miss Hazel Stewart, Saanich.  
Miss Winifred Elliot, Victoria  
Arthur Vogee, Saanich.  
Norris Harwood, Victoria.  
Robert H. Heywood, Victoria.

## Report of Delegates of the C. T. F. Convention

**T**HE 1942 Canadian Teachers' Federation Convention was held in Toronto on August 10-14, at the King Edward Hotel. John H. Sutherland was President. British Columbia's delegates were A. T. Alsbury, L. B. Stibbs, W. R. McDougall.

At the conference there were two business sessions daily, one social occasion nightly, and numerous committee meetings a la carte.

The Conference committees were: Publicity, Courtesy, Programme, Con-

stitution and Policy, Resolutions, and Finances.

After introductions, registration, addresses of welcome, organization of committees, and reports of the year's work given by the table officers, the following topics were dealt with:

"Teacher Shortage", R. E. Shaul  
"Larger Administration Units", R. E. Shaul.

"Federal Aid for Education in Canada", J. A. Noseworthy, M.P.

"Aid for Rural Education".  
 "Cost-of-Living Bonus for Teachers".  
 "Central Bureau of Education".  
 "Public Health", Dr. G. Bates.  
 "Reconstruction and Democracy".  
 "Teacher's Right in the War Services".  
 "History of the C. T. F.", E. K. Marshall.  
 "Highlights from Provincial Reports".  
 "Education and the C. N. E. A.", Dr. W. P. Percival.  
 "Educational Standards", Dr. V. K. Greer.  
 "Education Week", J. H. Sutherland.  
 "Publicity Report", J. H. Powell.  
 "World Federation of Educational Associations", Miss J. M. Morris.  
 "Canadian Council on Education for Citizenship", Dr. F. Rivers.

British Columbia's resolutions on the "Cost-of-Living Bonus", on "Education and Democracy", on "Rights of Teachers in War Services", and on "Naval College and Junior Matriculation at the Age of 17½ Years" were endorsed.

There was a strong demand for a full-time Secretary-Treasurer, for payment of C. T. F. fees according to a formula, and for a more modern method of presenting financial statements. The first request was partly met by provision for a full-time assistant-secretary. These financial problems will not be satisfactorily solved until the Finance Committee is provided more time to discuss them fully, or until the whole Conference give adequate time for them on the main agenda.

A. T. Alsbury,  
 L. B. Stibbs,  
 W. R. McDougall

## Report of Code of Ethics Committee

THE Committee on a "Code of Ethics" is pleased to submit to the Executive the result of its labors for consideration and scrutiny.

If I may be allowed to speak in behalf of your committee, I should like to say that I cannot overpraise the energetic manner in which they tackled the job.

The fact that we were ploughing new ground, with little or no help from outside sources added to our difficulties but did not daunt us.

We trust that we have provided you with a core of ethical principles that may prove valuable.

N. Murray (Chairman)  
 Miss C. Maxwell,  
 Miss R. MacWilliam,  
 Miss M. Portsmouth,  
 Mr. L. Fisher,  
 Mr. E. T. Oliver,  
 Mr. D. Siddons.

### Code of Ethics for B. C. Teachers

This code is intended to serve as a guide to individual teachers and to organized groups of teachers to assist them in maintaining a high standard of professional behaviour. Nothing in the code is to be interpreted as denying to the teacher those rights and freedoms which properly belong to him as an individual.

### Teacher and Pupil

(1) The teacher should assume responsibility for the safety and welfare of his pupils, especially under conditions of emergency.

(2) The teacher should at all times avoid subjecting his pupils to physical or mental cruelty. He should be very judicious in his use of threats, sarcasm, derision, or belittlement.

(3) The teacher should avoid giving offence to the religious beliefs and moral scruples of his pupils or of their parents.

(4) The teacher should be as objective as possible in dealing with controversial matters arising out of the curriculum subjects, whether scientific or political, religious or racial.

### Teacher and Teacher

(5) It shall be unethical for a teacher, in the presence of pupils, teachers, principals, or other persons, to make derogatory remarks that might harm a fellow-teacher professionally.

(6) It shall be unethical for a teacher to accept the position of another teacher who has been unjustly dismissed, or to fill a vacancy arising out of an unsettled dispute between a teacher or teachers and local authorities.

**Teacher and Internal Administration**

(7) The teacher should observe a reasonable and proper loyalty to the internal administration of his school.

(8) The principal should deserve the respect and loyalty of his staff by fair and just dealing. It shall be unethical for him to make an unfavourable written or oral report on a teacher's efficiency without first discussing the matter with the teacher concerned.

**Teacher and External Administration**

(9) It shall be unethical for a teacher to disregard a contract with a school board.

(10) It shall be unethical for a teacher, as an individual, to have any negotiations or conversation with his school board or any member thereof which might be prejudicial to his fellow teachers.

**Teacher and Teacher Organizations**

(11) It shall be unethical for a member or members of a local association to take unauthorized individual action, whether with the Federation, the School Board, the Department, or the Government, in matters that should properly be dealt with by the Association.

(12) It shall be unethical for a teacher to make damaging charges

against a local, the Federation, or their officers by public utterance, or through such agencies as circulars, newspapers, and the radio.

(13) A local association, though free to make criticism within the Federation, should not take independent action on matters requiring the authorization of the parent body.

**Teacher and Profession**

(14) The teacher should regard it as a professional obligation:

(a) To maintain a critical interest in current trends in education, and especially in his own subjects.

(b) To participate actively in his professional organizations.

(15) The teacher should not follow any but the proper and recognized channels in seeking promotion or self-advancement.

**Teacher and Community**

The teacher plays an important role in the life of the community. Through him the true principles of democracy should be fostered. It is therefore incumbent upon him to make these principles real and vital to his pupils.

(16) In his private life, the teacher should so conduct himself that no dishonour may befall him, or through him his profession.

## Report of the Federal Aid Committee

THIS Committee is of such recent origin that any report must necessarily be one of plans rather than of achievements. These plans call for the Committee to place before the teachers of this province facts that will convince them that it is necessary for the Dominion Government to come to the financial aid of those provinces that are unable to offer at least a defensible minimum school system. When the facts become known to a sufficiently large number of educators and laymen alike, it is believed that there will arise an effective demand for desirable action on the part of the Federal Government.

The case for Federal Aid rests upon a number of axiomatic bases, such as the following:

1. The quality of education, as of most other commodities and services, depends to a large degree upon price. In the long run, a province which pays

a median teacher's salary of \$422.00 per year will attract and retain the services of teachers who are inferior to those in a province in which the median salary is \$1321 per year. (The figures quoted are for Prince Edward Island and British Columbia, respectively, for the year 1941.)

2. The ability of the Canadian provinces to finance education varies greatly. For example, in 1938, British Columbia's national income per census child (ages 5-19) was 2.67 times that of Saskatchewan.

3. There is a wide variation among the provinces in their efforts to finance education, and effort and achievement do not always go hand in hand. As a case in point, the 1937 statistics reveal that British Columbia required only 18.4 per cent of its revenue to finance its educational system, while Prince Edward Island used 27.7 per cent. In



spite of this difference, British Columbia's schools had the best financial support of any of the provinces; Prince Edward Island's had the least. It would have required 64.3 per cent of the total public revenue of Prince Edward Island to maintain its school system at the British Columbia level.

4. Canadian unity demands that the present wide divergencies of educational opportunities among the provinces be reduced. No matter in what province he may happen to live, a Canadian child should be considered to be first of all a future Canadian citizen, entitled to as good a preparation for Canadian citizenship as any other child who happens to reside in any other province of Canada.

5. A careful reading of Section 93 of the B. N. A. Act reveals that there is no legal hindrance to Federal Aid. In fact, Federal Aid is now given to a limited extent, as witness the Federal grants to technical education and the Dominion-Provincial Youth Training Plan.

Federal Aid would consist of educational grants to those provinces which lack the financial ability to main-

tain an average level of Canadian education. There seem to be two excellent reasons why the teachers of this province should concern themselves with this problem:

1. As citizens of Canada, the teachers of British Columbia have a professional duty to further the cause of education in other than their own limited geographical areas. Anything that they can do to improve educational conditions in all provinces will help to make Canada a better nation.

2. By striving to improve the lot of their colleagues in other parts of the Dominion, the teachers of British Columbia will thereby help to ensure that those teachers continue to render useful service in their present locations; that they are not induced to enter this province and disturb the existing balance between supply and demand of teaching personnel.

Respectfully submitted, Federal Aid Committee:

J. Chell,

A. Croll,

J. H. Sutherland,

F. M. Wallace (Chairman).

Corresponding Member:

W. J. Logie.

## Report of the Nominating Committee

THE Committee appointed to nominate candidates for the office of President, Vice-President and Secretary-Treasurer of the British Columbia Teachers' Federation begs to submit the following report:

For President: Mr. L. B. Stibbs, Vice-President, British Columbia Teachers' Federation.

For Vice-President: Mr. E. R. C. Richardson, Comox, Past President of

the Rural Teachers' Association. Mr. B. C. Gillie, Victoria, Past President, Greater Victoria Teachers' Association.

For Secretary-Treasurer: Miss Edith Unsworth, President, Vancouver Elementary Teachers' Association.

Respectfully submitted,

Ella G. Cameron,

Bruce Mickleburgh,

W. R. McDougall, Chairman.

## CONVENTION NOTE

THE Art Teachers' Section does not plan to have a regular sectional meeting during the Easter Convention. In place of this there will be a dinner or luncheon meeting in the Art School Cafeteria, at a time and date which will be announced during the first day of the Convention, to which all Art Teachers will be welcome. It is planned to have a programme which will be of general interest to all Art Teachers and, if time permits, there will be a display of pupil work.

## GUIDANCE ADDRESS

THE subject of Mr. Straith's address at the Guidance Section's convention meeting will be "The Part to be Played by Education, Particularly in the Field of Guidance, in Post War Rehabilitation According to the Perry Report." For time and place of this meeting please consult the programme on page 252.

Book displays at the convention will be better than ever this year. Be sure to see them.

## Resolutions—Annual General Meeting, 1943

THE following resolutions have been received (from the sources indicated) by the Resolutions Committee prior to March 15th, 1943. They have been considered by the Resolutions Committee, who will report on them at the Annual Meeting.

Any resolutions received from Local Associations after the above date can only be dealt with by special action of the Annual General Meeting.

If any late resolutions are received by the Resolutions Committee, they will be dealt with separately and presented to the Annual Meeting for decision as to whether or not they should be admitted.

### SALARIES

**1. Re Provincial Salary Scale**—Submitted by the Okanagan Valley Teachers' Association:

- (a) Resolved that the British Columbia Teachers' Federation sponsor a movement to have all British Columbia teachers refuse to accept appointments unless a \$900 minimum and three \$60 increments are guaranteed and that teachers with more experience be urged to insist on a salary in keeping with their experience.
- (b) Resolved that the British Columbia Teachers' Federation continue the fullest possible publicity steps for the purpose of securing public support and trustee support for:
  - (a) Provincial salary schedule;
  - (b) Improved school finance.

**2. Re Junior High School Teachers**—Submitted by the Okanagan Valley Teachers' Association:

Whereas teachers who enroll Junior High School classes are considered to be Junior High teachers; and

Whereas many of these teachers are conducting Senior High School classes; and

Whereas the salaries of such teachers are adversely affected, due to a difference in Government grants;

Be it resolved that the British Columbia Teachers' Federation be asked to make representations to the Department of Education with the view of having the Junior High grant raised to the level of the Senior High grant.

**3. Re British Columbia Teachers' Federation Salary Policy**—Submitted by the Cowichan District Teachers' Association:

Whereas recent action taken by the Provincial Executive seems not to be in harmony with the policy previously presented to and approved by a great number of teachers;

Be it resolved that the Cowichan District Teachers' Association go on record as approving the following programme:

1. That the refinancing of Education through the removal of the inequitable taxation on land be vigorously pressed.
2. That that Salary Schedule with increments as adopted at the December Executive meeting be consistently demanded.
3. That, failing the adoption by the Provincial Government of the above, such direct action as proposed at the December Executive meeting and approved by a majority of teachers be courageously carried out.

And be it further resolved that, since a compromise of its original programme by the Executive may result in serious defection from the British Columbia Teachers' Federation, the Cowichan District Teachers' Association urges the maintenance of a direct and unyielding policy in respect to education financing in British Columbia.

4. **Re Compulsory Membership**—Submitted by the Vancouver School Principals' Association:

Resolved that some form of compulsory membership in the British Columbia Teachers' Federation be adopted.

5. **Re Compulsory Membership**—Submitted by the Okanagan Valley Teachers' Association:

Be it resolved that the Okanagan Valley Teachers' Association urge the British Columbia Teachers' Federation to press for compulsory membership in the Federation.

### REHABILITATION

6. **Re Classes, Classrooms, and Equipment**—Submitted by the Elphinstone Teachers' Association:

(a) Whereas larger classrooms provide opportunity for both individual and co-operative activity work, displays, etc.;

(b) Whereas larger classrooms permit freer movement in games, dramatics, etc.;

(c) Whereas larger classrooms permit neater, more practical and more attractive arrangement of supplies, furniture and other equipment;

(d) Whereas larger classrooms are more healthful, due to better ventilation, lighting and "living space";

(f) Whereas larger classrooms give classes the opportunity to visit one another for "programmes" without overcrowding;

We of the British Columbia Teachers' Federation do hereby resolve that Post-War education progress must include a provision for larger and better classrooms.

7. **Re Classes, Classrooms, and Equipment**—Submitted by the Elphinstone Teachers' Association:

Whereas education for democracy is of vital importance, and regimentation of children is definitely in opposition to democratic aims;

Whereas the present curriculum with its high ideals of individual development calls for:

(1) a thorough understanding of each child by the teacher;

(2) opportunity for each child to participate regularly in classroom discussion and activity;

(3) ample room for each child to move and work;

(4) adequate time for the teacher to plan, study and meet the needs of individual children;

Whereas after the war there will be:

(1) many former teachers released from war services and well-fitted to return to their classrooms;

(2) many young people eager to serve in the field of education;

(3) many expert craftsmen available to build and produce equipment for the necessary classrooms, libraries, laboratories, etc.;

Whereas money for building up a country should be at least as readily available as money for destructive war;

Be it resolved that the size of classes in British Columbia schools be reduced to twenty (20) students per teacher.

8. **Re Industrial Arts Centres for Community Benefit**—Submitted by the Elphinstone Teachers' Association:

Whereas equipment for technical education will be available from war industries;

Whereas trained people will be available to train others in the use of this equipment;

Whereas much benefit could be derived from an Industrial Arts department open to the residents outside of school hours;

Whereas parents and students could attend Night Classes together and many education values would be obtained;

Therefore let it be resolved that Industrial Art centres be so equipped and staffed that work of practical value in the community can be carried on during school hours and afterwards.

**9. Re Post-War Adult Education—Submitted by the Elphinstone Teachers' Association:**

Whereas during the present conflict, the shortage of labour has resulted in many of the High School students leaving schools to participate in war industries; and

Whereas many of these students have left school without finishing High School or completing their training for a profession; and

Whereas after the war many of these same students may become unemployed and have difficulty finding employment because of their lack of education; and

Whereas one of the main essentials under the system of Democracy is the education of all people;

Therefore be it resolved that the British Columbia Teachers' Federation urge the establishment of schools which will aid these young men and women in completing their education and taking their places in the Post-War world.

**10. Re Post-War Medical Care for School Children—Submitted by the Elphinstone Teachers' Association:**

Whereas more medical and dental care would:

- (1) safeguard the future health of the child;
- (2) prove an adequate precaution to safeguard the health of the whole community;
- (4) provide knowledge for future preventative measures in the home and in the school;
- (5) prevent the spreading of diseases in as much as people would call in a doctor without financial anxiety in cases of limited incomes;
- (6) prevent loss of attendance in school;

Therefore let it be resolved that more medical and dental care be provided school children in the matter of prescriptions, medicines, surgery, and attendance of physician and hospitalization, the cost being covered by a government grant.

Flat rate for doctor.

Grant for travelling expenses.

**MISCELLANEOUS**

**11. Re Education Finance—Submitted by the Penticton Branch of the Parent-Teachers' Association:**

Resolved that this P.-T. A. Branch demand that the report of the Commission appointed by the Provincial Government in 1935 to study the Redistribution of Educational Costs in British Columbia be given proper consideration and implementation without delay, and that the whole question be reviewed in the light of the Provincial Government's responsibility for equal educational opportunity to all citizens.

**12. Re Travelling Dental Clinics—Submitted by the Nicola Valley Teachers' Association:**

Whereas there are communities in British Columbia which have at present no dental service; and

Whereas such a condition is detrimental to the well-being of the children of such communities;

Therefore be it resolved that the British Columbia Teachers' Federation urge upon the Provincial Department of Health the necessity of establishing travelling clinics to visit such districts at least twice a year.

13. **Re Membership in League of Nations Society**—Submitted by the Okanagan Valley Teachers' Association:

Resolved that the British Columbia Teachers' Federation become a corporate member of the League of Nations Society in Canada.

14. **Re Institution of State Medicine**—Submitted by the Okanagan Valley Teachers' Convention, 1943:

Resolved that this Annual General Meeting of the Okanagan Valley Teachers' Association go on record as favoring the institution of state medicine at the earliest opportunity.

15. **Re Fees Charged to Pupils from Outside Areas by Vancouver School Board**—Submitted by the Comox District Teachers' Association:

That we request the Federation to ask the Department of Education why fees in excess of \$50 a year are being charged to pupils from outside areas where there are no high schools by the Vancouver School Board, contrary to Section 135, (3) of the School Act.

16. **Re Mailing of "The B. C. Teacher" to Staff Representatives**—Submitted by Matsqui-Sumas-Abbotsford Teachers' Association:

Be it resolved that the system of sending "The B. C. Teacher" to staff representatives be continued.

17. **Re Endorsation of British Columbia Teachers' Federation Policies**—Submitted by Okanagan Valley Teachers' Association:

Resolved that the Okanagan Valley Teachers' Association endorse the policies of the British Columbia Teachers' Federation as adopted by the Executive at the October 3rd. meeting.

18. **Re Proposals to Provincial Legislature**—Submitted by the Okanagan Valley Teachers' Association:

Resolved that all proposals of the British Columbia Teachers' Federation which are to be submitted to the Provincial Government be submitted to the Cabinet and, where desirable, to all members of the Legislature.

#### CURRICULUM AND TEXTS

19. **Re Free Teaching Aids and Educational Material**—Submitted by the Elphinstone Teachers' Association:

Whereas the provision of workbooks as free texts (e.g., "Jolly Numbers" in Grades I and II) has demonstrated their usefulness in improving the efficiency of the teacher;

Whereas the illustrative detailed unit plans such as Social Studies V Unit have had similar effect in saving energy and time of many teachers;

Whereas modification of such plans and flexibility in the use of such workbooks has prevented stereotyped teaching;

Whereas pupils suffer because few teachers except perhaps specialists in large schools have time to prepare in proper detail plans for the most efficient teaching of units in various courses;

Whereas better teaching results from the greater freshness of teachers whose energies are not sapped by such unnecessary work;

Whereas the preparation and printing and distribution on a large scale of teaching aids and testing materials would help to provide employment for teachers, printers and other workers in the difficult period of post-war rehabilitation;

Be it resolved that the British Columbia Teachers' Federation urge the Rehabilitation Council and the Department of Education of British Columbia to prepare plans for making printed teaching aids, workbooks, detailed unit plans, tests and other such material available to the schools of this province in large quantities free or at nominal cost at the end of hostilities.

20. **Re Grade IX Science Course**—Submitted by the Matsqui-Sumas-Abbotsford Teachers' Association:

Be it resolved that the Science Course for Grade IX be revised so as to be less agricultural in its treatment, and more of a course of General Science.

21. **Re Geography Text for Grade V and VI**—Submitted by Matsqui-Sumas-Abbotsford Teachers' Association:

Be it resolved that the "Canadian Geography for Juniors" by George A. Cornish be replaced by a book which is more suited to the required Geography Course for Grades V and VI, as the present required text is much too archaic and inadequate for profitable use by pupils of these grades.

22. **Re Spreading the Work of 3-Year Courses**—Submitted by the West Kootenay District Council:

Whereas in small High Schools it is difficult to complete the work of the 3-year courses, e.g., Social Studies, General Science, French, Latin, Industrial Arts, etc., so that each unit or course may receive its due allotment of time, since time is wasted reviewing when there is a lapse of 14 months between courses;

Be it resolved that the Department of Education be urged to permit the spreading of the work of the middle year of any one or more of these 3-year courses over two school years so that the work of pupils in all courses may be continued to completion without interruption.

23. **Re Health Text Book for Elementary and Junior High Schools**—Submitted by Kaslo Teachers' Association:

That a health text be provided to put in the hands of pupils of Elementary and Junior High Schools that follows the courses outlined in the Programme of Studies, especially for rural schools and classes containing two or more grades.

24. **Re Science Options in Grades XI and XII**—Submitted by Kaslo Teachers' Association.

Resolved that the present course in General Science V be discontinued, and that courses in Biology, Chemistry, and Physics be offered as Science options in Grades XI and XII.

25. **Re Unit I Social Studies V**—Submitted by the Okanagan Valley Teachers' Association:

#### How to Investigate Social Problems

Whereas the concepts contained in Unit I of Social Studies V are of such fundamental importance to society as a whole; and

Whereas a thorough understanding of—and the ability—to apply the skills and ideas contained in this Unit are essential to an educated person today; and

Whereas there is little or no carry-over from this Unit to the rest of Social Studies V;

Therefore be it resolved that this convention go on record as favouring that application be made to the curriculum in Social Studies V and that it be expanded into a full course on Social Problems to be taken as a subject with Social Studies V as a pre-requisite.

26. **Re Time Allotment for English in Grades VII, VIII and IX**—Submitted by the Fraser Valley Secondary School Principals' Association:

Resolved that principals be permitted to increase the time allotted to English in Grades VII, VIII and IX to eight (8) periods per week.

27. **Re Length of Periods of Industrial Arts Courses**—Submitted by the Provincial Shop Teachers' Association:

Resolved that class sessions in all Industrial Arts Shops be of at least two (2) consecutive periods duration, except where the weekly total of



periods allotted to Industrial Arts be an odd number, i.e., 3, 5 or 7, then one session may be one (1) or three (3) periods in length.

**28. Re Omission of Units in Courses Other Than English—Submitted by Fraser Valley Secondary Principals' Association:**

That teachers be specifically directed to omit certain units in other courses to give time to reading ability, both oral and comprehension, and thus increase subject correlation.

**CERTIFICATION AND QUALIFICATION**

**29. Re Summer School—Submitted by the Matsqui-Sumas-Abbotsford Teachers' Association:**

Be it resolved that the Summer School now held annually in Victoria be held in Vancouver.

## Publicity Committee Report

IN making this report the Committee wishes at the outset to state very clearly the nature of the task assigned to it.

It was given the task of preparing, in co-operation with the table officers, a brief on the present situation in regard to education and also of informing the general public of the seriousness of the educational crisis. Just what should be publicized and just when it should receive publicity was, of course, dependent on B.C.T.F. policy and subject accordingly to instructions from the Executive to the Committee. The Executive, in this regard, showed appreciated consideration in inviting representatives of the Committee to sit in on its deliberations.

Publicity carried on by the Committee has to be of two kinds. The first may be termed "educational" and consists of making the general public and, no less, the membership of the Federation aware of the nature of the problems confronting education at this time. To carry on this type of work materials had first to be prepared, and this constituted a major part of the Committee's work this year. This work was of paramount importance in that it was necessary to provide a meaningful background to securing support for the Federation's programme of education reform.

The second type of publicity in which the Committee has to engage might be distinguished by the term "intensive". The purpose of this type of publicity is to gain action from the general public along desired lines. In regard to this type, the timing is very important. As a result of experience gained in the campaign this year, the Committee is of the opinion that in general when governmental action is desired, a programme of intensive publicity should be carried on prior to

negotiations with the government. Desired action this year consisted of getting interested organizations to send to the Government resolutions and telegrams of support of the B.C.T.F. requests.

Two things were very necessary in respect to both types of publicity. First of all, it had to be widespread. To this end local publicity committees were set up all over the province. In the second place, publicity had to be coordinated; that is, all the committees had to be publicizing the same material at the same time. To achieve this aim the Committee had to send regularly bulletins to local committees upon which they could base their campaign. In the third place, publicity had to be in line with Federation policy and accordingly there had to be close co-operation between the Publicity Committee and the Executive.

**Activities of the Publicity Committee**

The activities of the Publicity Committee this year may be summarized as follows:

1. Thirty local committees were set up.

2. All members of the Provincial Legislature were familiarized with educational problems.

3. Numerous public organizations were addressed. These included parent-teacher associations, labour unions, service clubs, farmers' organizations, boards of trade and political associations. (This statement refers to speakers sent out by the Central Committee only. Representatives of associations and Federation officers addressed many similar organizations in local areas).

4. 1143 column inches of newspaper space was secured. (This figure includes columnage collected by the central office and also clippings sent in by local groups. A considerable

amount of space was bound to be overlooked or not sent in to us for recording).

5. 2000 copies of an introductory statement "Toward a Sound Educational Policy for British Columbia", 1000 copies of a brief "The Present Situation in Regard to Education in British Columbia" and 3000 copies of "Highlights of the Federation Brief" were printed and distributed.

6. Eleven mimeographed circulars containing, amongst other things, significant facts and statistics were sent out to local publicity committees.

7. Our own membership was informed of the problem through talks given by officials of the Federation and local association officers. In addition, reports and bulletins were published regularly in "The B. C. Teacher".

8. Banquets were tendered to M. L. A.'s in many districts for the purpose of securing their active support at the 1943 session.

9. Many telegrams and resolutions of support were sent to the Government and to M. L. A.'s by public organizations which had been approached.

In connection with newspaper publicity it should be known that there are difficulties involved. The newspapers will not accept material that does not in their opinion have timely news value. Further, such is the demand on newspaper space in war time that any news must be sensational or at least have very wide public appeal if it is to be given much space. Accordingly, as much publicity as we should have liked could not be secured from the city dailies.

At one point it was decided to use paid advertisements. In this connection the firm of Stewart-Lovick was approached. They advised us, however, not to use advertisements and suggested that we could get much more for our money by employing them as press agents and public relations men. It was encouraging to note that the Committee was already undertaking practically all of the activities they recommended. The Committee has not been able to determine yet the efficacy of working through such an organization. It feels, however, that the possibilities merit further study.

It has been evident this year that the local committees must be an integral part of any provincial campaign and the Publicity Committee urges

that all associations consider this work as one of their major projects. The Committee wishes to pay tribute to the splendid co-operation shown by many local associations throughout the province in advancing its work.

#### Recommendations

Arising out of the experience gained this year by the Committee came the following recommendations:

1. That there be set up in British Columbia as soon as possible a Committee on Education sponsored by prominent citizens on which the B. C. T. F. would be represented along with as many public organizations as possible.

2. That the Publicity Committee be made a standing committee of the Federation with proper consideration given to continuity of personnel and to the introduction of new members.

3. That publicity committees be also standing committees of local associations.

4. That in matters requiring intensive publicity this publicity should precede negotiations with the government.

5. That until such time as we have secured our main objectives a special fund be established for Publicity purposes upon which the Publicity Committee can draw in order to further its activities.

#### Conclusion

As a result of its activities, the Committee feels that there has been brought about a far greater awareness among legislators, the general public and teachers of the needs of education. The Federation has made some gains this year with the help of these activities and, further, it is our definite opinion that the foundation has been laid for far greater gains in the years to come.

Respectfully submitted,

A. A. Webster,  
W. H. W. Hardwick,  
Florence Mulloy,  
B. C. Gillie,  
W. R. McDougall,  
J. Allan Spragge,  
A. T. Alsbury,  
Harry Charlesworth,  
C. D. Ovens,  
J. H. Sutherland, Chairman.

Corresponding Members:

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

## Report of the Provincial Salary Committee

**A**FTER a number of meetings a majority of the Salary Committee on December 5th, 1942, recommended a definite plan of action for the B.C.T.F. Unfortunately this plan did not reach the Executive at the Christmas meeting, nor was it used by the committee which prepared the brief submitted to the Government. A scale drawn up by the Kootenay teachers was used, but as this was not accepted by the Government the Salary Committee submits its ideas, which it feels have merit, for the consideration of the Annual General Meeting.

The following are the recommendations made at the December 5th meeting:

### I. Salary Schedules

(a) The Committee recommends that Section 136 of the Public Schools Act be amended to include the following provisions:

1. A Board of School Trustees shall be required to establish a salary schedule for teachers. (This establishes the principle of a salary schedule.)

2. A salary schedule established by a voluntary arbitration agreed upon by a Board of School Trustees and a teaching staff shall be legal and binding upon both parties. (This provides a means of agreement upon a satisfactory schedule when the salary schedule established by the Board of School Trustees is not satisfactory.)

3. The present provision of Section 136 referring to compulsory arbitration shall refer to "salary schedules" as well as "salaries." (This provides a compulsory means of establishing a satisfactory salary schedule. At the same time it permits an association, a group, or a teacher to arbitrate the position

on the schedule with regard to the current year's salary.)

(b) The Committee recommends the amendment of Section 62 (2) of the Public Schools Act to include the following provisions:

The funds required for payment of salaries under the findings of a voluntary or compulsory arbitration shall be paid from the ordinary revenue of the municipality or school district concerned. (This provides for funds to pay the salaries or salary schedules established by a Board of School Trustees, by a voluntary arbitration or compulsory arbitration.)

### II. Schedule of Standard Basic Salaries

(a) The Committee recommends the implementation of Section 18 of the Public Schools Act, which deals with schedules of standard basic salaries for all teachers, nurses, and dental surgeons, as a basis for the determination of grants from the Provincial Government in respect of teachers, nurses and dental surgeons and as a basic minimum to be paid to any teacher, nurse or dental surgeon who accepts a position with a Board of School Trustees, with the following provisions:

1. The schedule shall be based upon a minimum of \$900 for an Elementary School Teacher, \$1100 for a Junior-High Teacher, Principal, Nurse or Dental Surgeon, and \$1200 for a High School teacher as a basic figure for the 1936-1939 period.

2. The schedule shall be increased or decreased for the year by an amount equal to the cost-of-living index in Canada in force at the time of appropriations made by the Legislature.

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3. The schedule shall contain provisions for annual increments for experience (or for satisfactory service) of not less than \$60 for a period of five years. (The Executive and the Committee appointed to meet the Government officials may or may not discuss the question of zone differentials inferred by the reference "which schedules may vary for different districts.")

(b) The Committee recommends the interpretation of Section 19 of the Public Schools Act, which deals with the amount of grant to be paid the Government, as follows:

The amount of grant shall be as set forth in Section 19, being the difference between the schedule salary of the teacher in September (or October) of each year and the formulae for determining the amount of money to be raised by local taxation as set forth in Section 19 (2) (3) (4) (5). (In this way the amount of local taxation will not be affected.)

### III. Suggestions if Negotiations With Regard to I. and II. Are Not Successful

(a) The Committee recommends that the Executive request the Government to establish a panel, committee, or commission to study educational organization and finance in British Columbia, upon which the teachers are adequately represented.

(b) Failing the implementation of I. and II. and the establishment of a panel, committee, or commission satisfactory to the B.C.T.F., the Committee recommends a full report of all proceedings to the teachers with a request for a united stand for direct action upon the question of salaries and salary schedules by the teachers.

At a meeting on March 20th the Salary Committee drew up the following scale for the consideration of the Annual General Meeting. It will be noted that this scale is based on the general principles enunciated above. It should be clearly borne in mind that this scale is recommended only as the basis for the making of government grants and not as any evaluation of the worth of teachers. It represents the minimum defensible programme of education as far as teachers' salaries are concerned. It is intended that teachers' salaries should never drop below these figures just as at the present time they are not allowed to

fall below the present statutory minima.

Basic minimum scale for purpose of the government grant when cost of living index is 100 or lower. (Government grant = scale - 1 or 1¼ mills).

Elementary	Jr. High	Sr. High
\$ 900	\$1100	\$1200
1. 960	1160	1260
2. 1020	1220	1320
3. 1080	1280	1380
4. 1140	1340	1440
5. 1200	1400	1500

In addition to this basic scale it is intended that the Government pay a bonus towards teachers' salaries when the cost of living index is above 100. In terms of present day conditions the basic scale would be approximately as follows:

Basic minimum scale for purpose of the government grant under present conditions

Elementary	Jr. High	Sr. High
\$1100	\$1300	\$1400
1. 1160	1360	1460
2. 1220	1420	1520
3. 1280	1480	1580
4. 1340	1540	1640
5. 1400	1600	1700

### Regulations

1. The above schedule shall be the minimum acceptable basis of employment of teachers in any school district in British Columbia.

2. Minimum and maximum salaries and increments in excess of the minimum acceptable scale shall be determined by negotiation or arbitration with the school board in accordance with the nature of the community so as to provide an adequate standard of living for the teacher in the area concerned.

3. Additional provision in the schedule of salaries shall be made to provide for:

(a) Determination of the salaries of principals and vice-principals.

(b) Determination of the salaries of specialists in curricular, guidance or cocurricular activities who have been required to take courses in excess of the prescribed preparation for a first class or academic certificate.

(c) Determination of the salaries of teachers with additional qualifications such as teachers with academic qualifications with academic certificates teaching in elementary schools and teachers with post-graduate degrees teaching in the secondary schools.

### Suggested Principles for the Formulation of Teachers' Salary Schedules

1. Teachers' salary schedules and the formulation of salary policies should be undertaken jointly by the persons concerned—i. e. through collective bargaining.
2. The basic salary classification of teachers should be determined by professional and academic qualifications, regardless of the grade level taught.
3. Teachers of equivalent preparation, experience, and teaching load, should receive equal pay, regardless of sex, the exception being the plan of granting family allowances to both men and women teachers who have dependents.
4. The relationship of professional and academic qualifications to the location of teachers on the salary schedule should be clearly stated, and a consultative committee of the Board and teachers review the place of incoming teachers upon the scale.
5. Provision should be made in a salary schedule for definitely announced salary increases to be awarded regularly at fixed intervals of time until a given maximum salary is reached.
6. In order to insure teachers a professional standard of living reasonably early in their career, salaries, after a short probationary period, should be advanced rapidly to well above subsistence level and thereafter gradually to reduce the size of the increments as teachers approach the maximum.
7. Teachers' salaries should be based in part on the cost of maintaining an appropriate standard of living in relation to the community.
8. Salary schedules must be supported by Government grants in such

a way that taxation on land will be equitable and fair in all school districts.

### Educational Finance

The Salary Committee recommends that the B. C. T. F. work towards the establishment of the principle of payment of Government grants through a formula such as the following:

Government Grant = Cost of minimum defensible programme for the school district—the amount raised by a fixed rate of taxation upon an equalized assessment basis and that school districts finance their educational programme in excess of the cost of the minimum programme and through local taxation.

### General Recommendations

1. That machinery be set up for closer co-ordination between the Executive and the Salary Committee whereby recommendations of the Salary Committee be fully considered within the shortest possible period of time.
2. That a summary of existing salary schedules in this province be published in the June issue of "The B. C. Teacher" and that teachers be advised in making applications to take into consideration whether or not an adequate salary schedule is in operation.
3. That any work in regard to salaries be done only in consultation with the Salary Committee.
4. That incoming chairmen of committees upon taking office be given as clear a statement as possible of their duties and methods of procedure.

J. H. Stewart Reid,  
Eric Woodman,  
James R. Reid,  
Miss Elva Milley,  
J. Carson McGuire,  
T. Bullman (Chairman).

## Report of the Medical Services Committee

SINCE its incorporation on February 1st, 1942, the B. C. T. F. Medical Services Association has been operating successfully. To date the membership numbers 245. Hospital and medical claims expended amount to \$2004.64. Number of claims attended to 100.

The success (and by success I am not referring merely to the financial benefits received), with which the Medical Association has functioned, proves the wisdom of your Executive

in establishing such a plan. \$68.30 of the initial expense incurred for the Corporation and for the printing of the Constitution has been refunded. The balance, \$300 will be repaid at the rate of \$100 annually.

May I also take this opportunity of thanking the Executive, Mr. Alsbury, Mr. Charlesworth, Mr. Ovans, and the office staff of the B. C. T. F. for their kind assistance.

W. E. Whatmough, Chairman,  
Medical Services Committee.

## Membership Committee Report

THE job of any membership committee is to obtain as many members as possible. It was realized at the start that any membership campaign must have the active co-operation of District Councils and Local Association officers. In order that a concerted effort could be made from a Provincial standpoint the following action was taken:

(1) Chairman of District Councils were circularized asking them to appoint regional membership chairmen, and also arrange for similar chairmen in Local Associations.

(2) All Chairmen were then asked to keep in close touch with the membership trend in their areas, and to make it a lively topic at all their meetings.

(3) It was suggested, too, that membership chairmen should visit the non-member teacher and especially the one-room schools wherever possible, or failing this, to circularize teachers who were not contacted at definite intervals.

(4) The Committee has sent out four circulars to non-members, and the President wrote a letter to all Normal and University graduate teachers who have not joined the Federation.

(5) Three articles have been written for "The B. C. Teacher."

(6) A large map of British Columbia has been constructed which shows the boundaries of District Councils, with their percentage membership, etc., on information supplied by membership chairmen.

(7) Separate folders which contain the following facts, have been made for each local association from information supplied by them:

(I.) Names of teachers in the local (members and non-members).

(II.) Map of the Association showing boundaries and position of schools with percentage membership in each.

(III.) Names of Local officers. These folders can be filed under the District Council and are constructed in such a way that they can be used for several years.

(8) The membership chairman was given the opportunity of addressing teachers in the East Kootenay, O.V.T.A., Nelson and Boundary Teachers' Associations.

### Comments:

(1) The Committee sincerely appreciates the support of those District Councils and Local Associations who co-operated with them throughout. The Committee fully realized that serious obstacles such as teacher turnover, transportation, and the difficulty of organizing Fall Conventions made the work very difficult.

(2) However, only 50 per cent replies from the Local Associations have been received to date. Thus, many locals have failed to contact the Committee directly. Three District Councils failed to comply with our requests. No doubt, these areas are working under difficulties.

(3) The map and folders should prove useful not only to future membership committees but also to all Provincial Committees.

(4) It was not until January that a contact was made with the Peace River teachers, hence progress there has not been good. It is to be noted too, that according to information received, there are 17 young women teaching in this area who have not been to Normal School, and 35 married women teachers.

### Statistics:

(1) Table I. shows that the membership to date stands at 2911 or 72.2 per cent. Naturally the committee is disappointed that the figure isn't higher.

(2) Table II. A study of this table shows the need for organizing the Rural areas. It is self-explanatory.

(3) Tables 3 and 4, definitely show the "weak spots" in our organization from a membership standpoint. Attention should be focused on those areas low in membership. (Tables 3 and 4 will be attached to the mimeographed copy of the report that will be made available to the delegates at the Convention.)

### Recommendations:

In the light of the experience the committee has gained through its work, the following recommendations are offered for consideration:

(1) That the September issue of the magazine, as in 1942, be sent to all teachers in the Province, and that a



special membership bulletin be contained in it.

(2) That early in the school year, Provincial Inspectors be contacted with a view to obtaining a list of teachers, by schools. From such lists could be segregated the names of teachers by District Council and Local Association. This would prove invaluable to the Membership Committee.

(3) That the Federation Handbook, now being compiled, include definite suggestions as to the set-up of District Councils and Local Associations, in addition to information on standing committees. And that the publication be not delayed.

(4) That District Councils consider the advisability of appointing a Secretary Treasurer who would hold office for a period longer than one year and who might be paid an honorarium. One District Council has had the same person in office for about seven years, and his predecessor held office for a similar length of time. Each one has proved to be an invaluable force in holding the organization together. All fees would, of course, be paid through such an official.

(5) That District Councils and Local Associations consider the advisability of instructing the membership chairman to carry on actively until the first executive meeting in the Fall, thus preventing a lag in this important work and providing the needed continuity.

(6) That the above associations also investigate the possibility or arrange for the membership chairman to visit in the Fall as many teachers and schools as possible, and especially the new teachers.

(7) In the event that no Fall Conventions be held that the matter of delegates conventions be investigated by District Councils. If a Convention is held that the representatives from each Local come prepared with a list of the teachers of their district showing (1) Teachers paid up to date; (2) Teachers enrolled but not paid-up; (3) Teachers not enrolled. And that such information be forwarded to the Federation Office.

(8) That Teachers be asked to state that they are members of the B.C. Teachers' Federation, when applying for positions.

(9) That in the light of material supplied by this committee, the Execu-

tive of the Federation study the matter of its relationship with District Councils regarding to (1) Classification of boundaries of District Councils;

(2) The matter of relationship of the District Council and central executive.

In conclusion, the Committee would take this opportunity to thank all District Council and Local Association membership chairmen who, under great difficulties, did a good job. Thanks is also given to Miss E. Walker of the Kelowna Junior High School staff for the many hours spent on the District Council map of British Columbia and for stencilling of the last circular. At the same time the committee would express a word of appreciation to the Office Staff for their assistance and promptness in attending to all correspondence.

Respectfully submitted,

Mrs. Norma Cameron, Kelowna;  
P. J. Kitley, Kelowna;  
F. T. Marriage, Kelowna;  
J. Wilson, Kelowna;  
L. B. Stibbs (chairman), Kelowna;  
Alex Robinson (corresponding),  
Vancouver.

Table I.—Comparative Statement

Statistics	Total Teachers	Paid Up	Per Cent Memb's.
1938-39	4194	3101	73.9
1939-40	4200	3188	75.9
1940-41	4200	3132	74.5
1941-42	4250	2924	68.8
1942-43	4037	2911	72.2

Table II.—Membership by Districts

1. Cities	2129	1900	86.7
2. District municipal's	841	502	59.4
3. Unorganized rural dist.	1076	496	46.3
4. One-room schools	600 (app)	170	28.3

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## Report of the Committee on Labour Affiliation

**F**OLLOWING the report of the November-December issue of "The B.C. Teacher," the committee felt it had carried out the instructions of the convention. In accordance with the request of the Executive, the committee acted in counting and announcing the results of the referendum as published elsewhere in this issue.

At the February 16th meeting of the Executive, the committee was instructed that should a majority of membership favour affiliation, the committee should continue to study the problem with a view to guiding the discussion that might arise from the floor of the convention.

In pursuit of these new instructions, the committee, to this date, has met March 13th and April 3rd. In the said meetings the committee considered questions that might be raised on the floor of the convention requiring answers of a more technical nature. Many questions arose from these discussions and the delegate representing the committee again had interviews with the two major Labour bodies.

The questions and answers of those particularly pertinent are:

1. **Question:** Should teachers affiliate with the rival group, would this action prejudice their status in the eyes of the other organization?

**Answer:** (On authority of representatives interviewed.) A categorical no. Each organization hoped to be strengthened by the teachers' affiliation but each felt that teachers would be taking a step in the right direction and worthy of support as a labour organization.

2. **Question:** Will Labour welcome us should affiliation come as the result of less than a unanimous vote?

**Answer:** Yes, any vote exceeding a bare majority.

3. **Question:** Will affiliation require a closed shop policy?

**Answer:** No. As an autonomous body such a policy must be decided by the Teachers.

4. **Question:** Can we be assessed to support striking locals?

**Answer:** No. Neither organization recommends general strike policy nor

can it call out nor assess an affiliation body for such a purpose.

5. **Question:** Will affiliation affect our Federation fees?

**Answer:** Trades and Labour Congress affiliation with national body will cost 18c per member per year. The Canadian Congress of Labour, for lack of precedent, were unable to state the precise amount but thought it would be 5c or 10c per member per year.

6. **Question:** How will we be represented on Labour bodies?

**Answer:** Representation is on a Democratic basis of membership as defined in the respective constitutions. In urban areas where local Councils of Labour exist the teacher locals in such areas will have the privilege of representation according to membership for a small monthly per capita fee (5c per member per month) in case of the Vancouver and New Westminster Labour Council.

Questions arising from the constitutional point of view are now being studied and the committee is endeavouring to prepare the answers. The committee invites correspondence from the membership relative to the committee's objective of seeking to explore all aspects of affiliation with labour.

Further, the committee hopes to prepare recommendations as a guide to the discussion, and correspondence from members would be a most valuable guide to the committee in the drawing up of such a recommendation.

C. J. Oates (Chairman),  
T. Bullman,  
Bruce Fletcher,  
Miss J. J. McKenzie,  
J. Carson McGuire,  
Allan Croll,  
Miss Gladys Owen.

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## Report of the Automatic Membership Committee

THE 1942 Annual Convention recorded its opinion that the principle of automatic membership merited further study and instructed the Committee to continue its investigations of the possibilities of securing this step by means of amendments to the Schools Act.

The Committee has found it difficult to accomplish very much without a definite decision of the Convention to take action. It has not been possible to do more than make informal, unofficial inquiries.

As the Committee pointed out in its report last year there are two methods of securing automatic membership. These are:

1. The enactment of a professional bill similar to that prepared in 1937, which would be submitted to the Legislature to be passed as a special Act.
2. By the enactment of one or more amendments to the Schools Act.

At its final meeting held to draft this report the Committee reiterated its support of the principle of automatic membership and recommended:

1. That the Convention instruct the incoming Executive to take steps to secure at the next session of the Legislature the necessary amendments to the Schools Act. (Our legal adviser has been instructed to prepare such proposed amendments and these will be made available to the delegates for study.)

2. In the event that it proves impossible to secure automatic membership by this method, the Committee further recommends that authorization be given to have a draft professional bill prepared to be considered at the 1944 Annual Convention.

Respectfully submitted:

G. H. E. Green,  
R. E. Mountain,  
W. R. McDougall,  
A. T. Alsbury (Chairman).

## Pension Committee Report

DURING the year the work of the committee has been neither arduous nor controversial. There were no instructions or recommendations from the 1942 Annual Meeting or the Executive meetings; there were no amendments suggested by the Pensions Board to be considered; there were no amendments recommended by this committee.

The chairman has been called upon on a few occasions to explain details to staffs and associations. Few individual questions or difficulties have arisen.

Those who resign from teaching should be particularly conversant with Sections 9 and 18 regarding withdrawal of funds and should consider very carefully the implications in case re-entry into the fund is contemplated in the future.

Through the medium of the C.T.F. the Department of Finance was requested to make clear the ruling regarding taxation i.e. income tax) on reserves withdrawn under Section 18. Fifty per cent of such amounts are

classed as taxable income in the year in which the amount is withdrawn.

The committee wishes to present the following statements for consideration by associations and members.

1. Many members have expressed a desire to have, in addition to compulsory retirement, optional retirement at say, 60 for men and 55 for women. This scheme is provided in many pension plans. Saskatchewan has a plan where retirement is based on service as well as age.

2. Clause 16 makes provision for a pension for a dependent relative if an employee dies in service. The pension is one-half the pension that the employee would have received had he or she reached retirement age. This is an excellent insurance feature in the case where an employee dies at an early age, with say, 12 or 15 years' service but it seems rather inequitable in the case where death occurs at 63 or 64 years of age.

Clause 16 makes no provision for the protection of young children in the case of death of the employee, when

there is no dependent relative. (Clause 16, sub. 3 defines dependent as father, mother, sister, brother or husband.) There are definite reserves built up and these could provide certain amounts payable for a specified time. If the employee dies, and the dependent dies soon after and young children survive there is no provision whatever for them.

The death and disability clauses are excellent insurance features but, of course, they are determining factors in rate fixing. Any additional protection would doubtless necessitate an increase in the rates. It is extremely difficult, in fact impossible, to meet every individual need. Some employees are interested in securing a reasonably high pension at a reasonably early age; others are mainly interested in the insurance features.

Following are a few excerpts from the First Annual Report:

1. Contributions amounting to \$297,852.51 were made by 4198 teachers.

2. Superannuation allowances were granted to 56 teachers under Section 15.

3. Refunds amounting to \$470.70 were made in the case of five teachers who died while still in service. Section 16 (4) (5).

4. Refunds amounting to \$91,871.69 were made to 297 teachers who left the service of their employer.

5. At December 31st, 1941, 340 teachers were receiving pensions in the sum of \$158,452.93 per annum.

" . . . Whether it is possible to greatly reduce the incidence of disability among teachers . . . ?"

This quotation from the annual report provides food for thought and study. It should engage the attention of every teacher and every association because it is a pertinent issue in the educational systems of every country. Training of teachers, in and before service, school ventilation, adequate health services for pupils and teachers, distribution of teaching load, extra-curricular activities, sabbatical leave, all these and many more are issues with which every teacher should concern himself, rather than concern himself with higher death and disability allowances.

## Report of Committee on Constitution and By-laws

**D**UE to the complete revision of the Constitution at the Easter Convention in 1941, the committee on Constitution and By-Laws found its duties very light this year. A change in clause 4 (b) (1) of the constitution of the Central Mainland District Council was approved. It is recommended that all associations should submit their by-laws to the Federation and that a complete file should be kept in the Federation office.

The following amendments to the constitution of the British Columbia Teachers' Federation are submitted for consideration of the 1943 annual general meeting.

(1) Section 20.

To insert after the words "geographical representative elected or appointed for the district" the words, "such election to take place prior to the first executive meeting."

(2) Repeal Clause 10 of section 45 and substitute the following:

(10) A member shall be entitled to draw such benefits from the fund as shall have been approved and fixed pursuant to Clause (8) hereof and are in force at the time that his claim shall arise, provided however, that no member shall be entitled to receive

benefits for (a) more than sixty teaching days in any one school year whether arising from one or more illnesses nor for (b) more than sixty teaching days for any one illness whether or not the period of such illness is completed within any one school year.

(3) Associate Membership—Section (3) add subsection (E).

Any B.C. School Inspector may become an Associate Member of the Federation on application to the Executive Committee and on payment of a fee according to the scale of fees then in force.

(4) That the following section be added:

No person shall be admitted to membership in the salary indemnity fund who is over the age of 45 years, nor shall any member who has allowed his membership to lapse be permitted to rejoin and become entitled to benefits if he is over the age of 45 years. This will come into effect on the 15th day of October 1943.

Constitution and By-laws Committee.

Ella G. Cameron (Chairman)  
B. C. Gillie,  
A. T. Hunkin.

## Report of B. C. T. F. Committee on Total War

**Y**OUR committee has considered the position of British Columbia's teachers in the present people's war. It recommends that the teachers translate into a working program the unanimous call for total war issued by last year's annual general meeting.

Mr. Churchill's timely warning not to let our eye get off the ball even for a moment applies to all of us. Teachers would be ill-advised to dissipate time and energy blue-printing for the future. Our part in the post-war world will be determined by our actions as classroom soldiers now. The war has made teachers more than ever essential. Our classrooms must become living laboratories of victory. If we are able to meet this challenge we shall undoubtedly be in a position to share effectively in molding the peace.

Chief responsibility for mobilizing the teachers of this province for total war rests with the B. C. T. F. Through the B. C. T. F. the teachers can freely shape a war program in an organized manner. There is a very real need for a joint B. C. T. F.-Departmental committee to discuss and plan the war contribution of our schools. In addition there should be teacher representation on special selective service committees dealing with pupil teacher employment and enlistment.

Hampering a total war effort on the part of the teachers is the lack of a master plan for integrating the entire life of the nation in a supreme effort, along with our Allies, to strike down Axis military power. Such a plan could be administered by a central war planning board which would supervise and co-ordinate the work of all other government agencies. With such a plan in effect it could be determined with precision where the schools fitted in to the needs of the moment. We would know what special training to give pupils. We would know how to fit ourselves as teachers for our part.

The experience of the National Union of Teachers in Great Britain warns us that the role of the school in wartime does not consist in assuming a swarm of extraneous duties, which would cause the real purpose of education to suffer.

This should not be interpreted to mean that we must carry on "educa-

tion as usual." Education of a new, distinctly higher type is needed to produce stalwart, able, thinking and acting democrats.

Basic to the achievement of these tasks is the teacher's understanding of the war. The deeper this understanding, the better we shall be able to direct our blows. So that we shall not beat the air with misguided energy, the Federation must energetically stimulate among members and non-members discussion and study of the war and its problems.

The committee believes, in the words of a message of greeting to overseas teachers from England's National Union of Teachers, that "in a very special sense, the teachers are involved in this great conflict, for they in themselves carry the light of learning and the torch of freedom—which Nazism and Fascism seek to extinguish it—for if these tyrannies succeed, education ceases and propaganda takes its place.

"Between these two conceptions lies the world of difference between democracy and dictatorship. There can be no meeting place or compromise between them."

The following recommendations are submitted:

1. That the Federation launch an intensive campaign to increase the consciousness of the teachers of their role in the war by

(a) Sponsoring teacher study and discussion groups on the war, with prepared outlines available.

(b) Preparing and arranging for government publication a booklet of true stories of heroic classroom achievements of teachers of the United Nations.

(c) Asking each District Council to appoint a Total War Convener who shall be responsible to see that study groups are set up in his district, arrange round-table discussions on total war at fall conventions, and co-operate with the B. C. T. F. Total War Committee in carrying out its tasks.

(d) Having the B. C. T. F. library service committee make available in large quantities to B. C. T. F. members reliable books on all aspects of the war and its problems.

2. That the Federation seek to have established a joint committee with the



Department on education in relation to the war, such committee to deal with such questions as having adopted units of study based on, for example, Canada's armed forces, the United Nations studied as Allies, the Atlantic Charter, and the home front.

3. That the Federation urge all teachers to stay on the job for the duration, with rare exceptions. Qualified classroom work is essential to the education of Canadians able to fight and win a people's war and a people's peace. If the teacher is dissatisfied with salaries and teaching conditions, let her join her fellow teachers in organized struggle to better both as demanded by the needs of the war.

4. That the Federation seek to have established at Summer School special compulsory courses to fit the teachers for their wartime role.

5. That the Federation seek to have enforced existing regulations governing the size of classes at a time when pupils are more than ever in need of attention from teachers who are not fatigued, and to have elementary as well as high school classes limited to thirty pupils.

All of which is respectfully submitted.

Mary Jones,  
Averil McKechnie,  
Bruce Mickleburgh (Chairman),  
Mary Sims, Prince Rupert, B.C.

## Annual Report of Lesson-Aids Committee

WE have pleasure in submitting our report for the year ending March 28th, 1943.

As with most committees, this year's work of the Lesson-Aids Committee has been crowded with difficulties. So many teachers are working in the evenings at various kinds of war work that it has been impossible to get the whole of the committee together at one time. To meet this condition, your secretary instituted a change of method, whereby only those teachers were called upon for help who were directly concerned with the preparation of the new units, which is the chief activity of the members of the committee. We have been extremely fortunate in that we have had a good number of units submitted that were so well prepared that they were almost ready for the multigrapher. Thus, your secretary has been enabled to carry on with a minimum of trouble.

Next year it will probably be necessary to have an assistant secretary who will be specially in charge of the preparation department, while the present secretary will attend to the business side of the project, including arranging for typing, multigraphing, issuing, and distributing. Each year this part of the work grows heavier, taking up many hours each week of the secretary's time. However, the increase of work naturally means that the sales of units are greater each year.

During the past year more than 7,000 separate units of work have been despatched to about 600 teachers. This

means that 600 packets have had to be made up and mailed, an average of 15 for each school week.

We have had to reprint 125 of the units, to replenish the stocks, some of these requiring new stencils, some even being reprinted more than once.

We have issued 15 new units this year, bringing the total number of units to 143, as against 47 three years ago.

In spite of all the expense involved in this, we are able to announce a cash balance, as at March 28th, 1943, of \$10.73. This balance will be more than used up before the convention, but sales during the convention will as usual cover all expenses.

Once again we are able to announce to the Executive of the Provincial Elementary Teachers' Association, our parent body, that we shall require no grant from them, thus for the fourth successive year fulfilling our aim of keeping the Lesson-Aids work entirely self-supporting. We shall again be in a position to allow a discount to Normal School graduates on their first order.

Many of the units have been ordered by teachers who have returned to work after some years' absence. These have found the lessons of great use.

We have received governmental recognition this year, since a full set of Lesson-Aids units was ordered by the Federal Government Educational Office.

The Lesson-Aids work prospers because of the wonderful support

given to it by teachers, inspectors, and education officials all over the province. The committee heartily thanks all who have helped in any way. Each year that passes reveals that there is possibly no part of Federation activity which helps teachers in their actual work so much as this. Your continued support and interest will enable us to make it even more successful.

We would urge upon all teachers that they read the Lesson-Aids page in each issue of "The B. C. Teacher," thereby keeping abreast of the latest developments in our work.

Lesson-Aids Committee:

E. S. Goranson (Chairman)  
H. G. Boltwood  
(Hon. Secretary-Treasurer)

## Report of B. C. Education Week Committee

THIS committee was comprised of: Mr. F. A. Armstrong, Mr. D. J. Dewar, Mr. E. A. Gourlay, Mr. C. D. Ovens, Mr. R. P. Steeves, Mr. D. N. Van Nes.

In accordance with the duties of the committee as outlined in a letter to the chairman, from Mr. Hardwick, chairman of the Publicity Committee, a programme was agreed upon as outlined below:

(1) To arrange radio broadcasts by prominent Educators on topics such as "Financing Education," and "Teacher Shortage." An effort will be made to have the times and stations of these broadcasts in the local newspapers.

(2) To seek the co-operation of the Ministerial Association in order that Education Week will be emphasized in the churches of the province.

(3) To have the Parent-Teacher Association plan special Education Week programmes for their meetings.

(4) To provide special articles on Education for the press.

All local associations were circularized, urging them to provide programmes to be followed by schools in their districts, in co-operation with P.T.A.'s, the pulpit, press, government, radio, and business organizations.

In planning a local programme, it was suggested, some use might be made of the general topic and sub-topics outlined by the Canadian Teachers' Federation. These were:

General Topic: Education, the Foundation of Democracy.

Sub-Topics: (1) Building Democratic Morale in Our Public Schools;

(2) Teacher Shortage, a Menace to Democracy;

(3) Dominion Aid for Education;

(4) Democratizing Education.

(5) Our Heritage of Freedom;

(6) The Armed Forces, Today and Yesterday;

(7) Economic Democracy;

(8) Political Democracy;

(9) The Role of the Teacher in a Democracy;

(10) Education, a Highway of Living.

The committee was disappointed in respect to providing radio broadcasts. It was found impossible to complete satisfactory arrangements for these due to the fact that two of our key men, Mr. Alsbury and Mr. Charlesworth, were obliged to be out of town during Education Week.

Another matter might be noted. It appears that many of the ministers of the Vancouver and District churches are not members of the Ministerial Association. Consequently, it might be advisable for the Lower Mainland associations to make their contacts with them directly in order to get the best co-operation from the pulpit.

F. A. ARMSTRONG, Chairman.

## Salary Indemnity Report

THE basic benefits to which all B. C. T. F. members are entitled as a result of the far-reaching change introduced last year has proved a distinct success. Both the Basic and Optional Sections of the Fund are providing excellent protection and service to our members.

The Committee recommends the following:

1. That \$1 of the B. C. T. F. fee (1/200 of salary) be earmarked for the Basic Salary Indemnity Fund.

2. That the Optional Fund contributions be the same as last year; namely, 1/400 of gross salary.



3. That the maximum basic benefits be increased from \$3 to \$4 subject to the following regulations:

Subject to all the rules and regulations of the Salary Indemnity Fund, members of the Federation shall be entitled to basic sickness and accident benefits of \$3 per school day for absence on account of sickness or accident during the first year of membership, and to an annual increase

6. That "A" and "B" benefit groups, the waiting periods and the payment of one-half benefits remain as follows:

"A" Members—Teachers employed by school boards which allow:

(a) The statutory 10 days' sick pay only; or

(b) The statutory 10 days' sick pay plus an accumulation up to a further 10 days, a possible total of 20 days.

#### Details of Our Financial Operations to March 31st, 1943

	No. Members	Receipts	Claims Paid		Reserve
			No.	Amount	
Basic Fund .....	2906	\$2906.00	20	\$ 715.98	\$2190.02
Optional Salary Indemnity ....	275	1599.45	6	1091.85	507.61
		\$4505.46	26	\$1807.83	\$2697.63
Previous reserve, less claims paid in the fall for illness during the 1941 term: \$5336.12 — \$717.75 =		4618.37			\$4618.37
					\$7316.00
Less administrative expenses .....					\$ 195.20
Total Reserve .....					\$7120.80

of 25 cents in the daily benefits up to a maximum of \$4. Members who allow their membership to lapse, upon rejoining shall be treated as new members as regards basic benefits.

(The Committee is hopeful that next year we may be able to increase the maximum to \$5.)

5. That the initiation fee in the Optional Fund be abolished and the following regulation substituted:

Members who allow their Optional Salary Indemnity Membership to lapse, or who fail to join when eligible, shall receive the daily benefit of 1/400th of the gross salary less 50 cents per benefit day for each year of non-membership, and upon re-joining shall be entitled to annual increase of 50 cents in the daily benefit until the maximum benefit of 1/400th of the gross salary has been regained. The maximum penalty for lapse of membership shall not exceed \$2 per day, or a four-year period.

5. That no person be admitted to membership in the salary indemnity fund who is over the age of 45 years, nor shall any member who has allowed his membership to lapse be permitted to rejoin and become entitled to benefits if he is over the age of 45 years. This is to come into effect on the 15th day of October, 1943.

#### Benefits:

(a) No benefits shall be payable for the first 10 school days of absence.

(b) Benefits shall be payable at half-rates between the 11th and 20th school days of absence, commencing the day after sick pay ceases.

(c) Benefits at full rates shall be payable commencing on the 21st school day of absence.

"B" Members—Teachers employed by school boards which allow the statutory 10 days' sick pay plus an accumulation of 20 days, a possible total of 30 days.

#### Benefits:

(a) No benefits shall be payable for the first 10 school days of absence.

(b) Benefits shall be payable at half-rates for 10 days commencing the day after sick pay ceases but not earlier than the 11th or later than the 21st school day of absence.

(c) Benefits shall commence at full rates the day after the 10 days benefits at half-rates have been payable but not later than the 31st school day of absence.

(2) That members be required to join the benefit group at the level at which their salary places them.

J. R. Atkinson,  
Miss L. A. Hay,  
A. T. Alsbury, Chairman.

## REMINDERS TO DELEGATES

1. The Convention will be held this year again at the Kitsilano High School, beginning Monday, April 26th at nine a.m. and concluding Thursday morning, April 29th.

2. Convention business should be completed by Wednesday evening but an additional session of the Annual General Meeting is anticipated for Thursday morning.

3. Subject sessions and Association meetings are planned for Tuesday, April 27th.

4. Cafeteria service will be available on Tuesday and Wednesday only from 12 to 2 p.m. Please make use of this service since daily attendance of 200 has had to be guaranteed.

5. Applications for transportation refunds must be in the hands of the Pooling Committee by 12 a.m., Wednesday, April 28th. The refund will be paid at 12 a.m. Thursday, April 29th.

6. Resolutions from Association meetings must be handed to Mr. L. Ginther, Resolutions Chairman, Conference Room, at the conclusion of meetings, 5 p.m. Thursday, April 27th.

7. There will be no Rally Luncheon this year. The Fergusson Memorial Award will be made at the Public Meeting on Wednesday, April 28th.

8. The Palomar Ballroom has been chosen for the Easter Party, to be held on Monday evening, April 26th. A section of the floor will be reserved for the teachers. Table reservations may be made by telephoning the Palomar. Tickets for the dance and supper are \$1.30 per person.

## CONVENTION SPEAKER

DR. H. C. Newland, Supervisor of Schools, Department of Education, Edmonton, Alberta, will be the main speaker at the Public Meeting to be held on the evening of April 28th. The Committee in charge also hopes to have Dr. Newland address one or more gatherings of teachers at the Convention itself.

## ACKNOWLEDGEMENT

THE author of "Industrial Arts Project" published in the last issue of *The B.C. Teacher* was Harry E. Smith, Industrial Arts instructor at the Rossland Junior-Senior High School.

To ———, Easter, 1943

THE loneliness of inter-stellar spaces,  
The utter blackness of the cosmic night,  
The rigid stars, unsmiling pallid faces,  
The sun's steel disc, no red, no amber light.

The arid cactus land, the dolorous air,  
Parched lips in search of soul-refreshing rain,  
The heart's dull beat, the weary mind's despair,  
The emptiness, the yearning, and the pain.

The still, small voice, the beatific vision,  
The joy, the peace, the sudden revelation,  
A soul reborn, new life from grave arisen,  
The one sure faith, the final consecration.

—S. R.

## Here are Friends indeed!

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IN THE CLASSROOM

### Social Studies

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THIS IS CANADA (Grades 5 and 6).....	.75
PEOPLES OF OTHER TIMES (Grades 3 and 4)....	.50
FAR AWAY PEOPLES (Grades 3 and 4).....	.35
*PRAIRIE PIONEERS AND INDIANS OF CANADA.	

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They correlate the subject matter of History, Geography and Citizenship. They make possible the teaching of human developments and of social relationships in the light of environment in which historical characters of the past and present have lived and worked.

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This series is planned to cover the Natural Science activities prescribed for the primary and intermediate grades of the elementary schools.

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## Our Magazine Table

By ARTHUR BUCK

**H**AVE you ever had the experience of reading several good magazines and wondering "Now what can I say about them that will make others want to read them?" That is the position I am in at this moment. After glancing over the magazines on our magazine table I feel that every one of them should be on every teacher's desk. All of us, "when our ship comes in" and our taxes stop going out, intend to subscribe to two or three of our favourites. For those who are specially interested we expect to have display copies at the Convention.

*The Instructor* (F. A. Owen Publishing Co., Dansville, N. Y.; \$2.00) is a publication with which all elementary teachers should become acquainted. If you have met with the same experience of many teachers to whom I have spoken about magazines, you will find that articles intended for primary grades can quite easily be adapted for intermediate and even senior grades. This is specially true of articles in *The Instructor*.

*The Grade Teacher* (The Educational Publishing Corporation, Leroy Ave., Darien, Conn.; \$2.50) always has excellent large scale seasonal posters—and stories! (Ever stuck for a story?)

*The School* (371 Bloor St. West, Toronto) contains practical articles on subjects such as Art, Discipline, Commerce, Teaching of Spelling, etc.

Other magazines of interest on the table are *School Science and Mathematics* (450 Ahnaip Street, Menasha, Wis.; \$3.00)—a suitable journal for all science and mathematic teachers.

*Canadian Heroes* (Educational Projects, Suite 407, Medical Dental Bldg., 1396 St. Catherine Street, Montreal) is a new magazine for boys and girls. The stories are all Canadian and very informative. It is published in colour which makes it very attractive to pupils. This magazine satisfies the children's desire for adventure and amusement yet gives worthwhile reading material on Canadian Social Studies. Every success to this new publication!

*World Affairs* (World Affairs Publishing Co., 274 Bloor Street West,

Toronto; \$1.00). I have commented on this publication before. It is most useful for teachers of Social Studies. The monthly quiz keeps senior pupils interested and "on their toes."

### CORRECTION

**T**HE *Modern Elementary School*, The Ryerson Press, Toronto, reviewed in the March issue of *The B.C. Teacher*, was mistakenly listed as \$2.50 rather than at the correct price of \$1.35.

### CONVENTION PROGRAMME

**PHYSICAL EDUCATION SECTION:** Tuesday, 9-12 a.m.; Gym. Chairman, Mr. Gordon Allen, Templeton Junior High School.

#### EDUCATIONAL PHYSICAL FITNESS FOR 1943

The high percentage of rejections for the armed services on grounds of physical deficiencies has aroused nation-wide demands for an all-round physical education programme having higher standards in agility, flexibility, strength, power and endurance.

With this in view the subject matter for this session will be as follows:

#### A. POSTURE RATING—9 to 10 a.m.

1. Analysis and Correction.
2. Discussion and Questions.  
Mr. Roy Holmes, Director of Physical Education, Y. M. C. A., Vancouver.

#### B. ORGANIZATION OF A MODERN PHYSICAL EDUCATION PROGRAMME—10-12 a.m.

1. Demonstration of a Physical Efficiency Test.
2. The use of results in Tests and Measurements as a basis for programme development.
3. Discussion and Questions.  
Mr. M. L. Van Vliet, Director of Physical Education, University of British Columbia.

**NOTE:** Both boys' and girls' programs will be discussed.

The  
University of British Columbia



## SUMMER SESSION, 1943

June 28 to August 13

### COURSES OFFERED:

8 a.m.	10 a.m.	1 p.m.
Chemistry 3	Economics 1	Biology 2 a/b
Education 25/32	Economics 6	English 2
French 2	Education 29/39	English 9a
Geography 2 a/b	Mathematics 2	History 15
History 11a	Mathematics 10	Psychology 6
Philosophy 1	Psychology 3	
Physics 1		
Social Work 5/6		

The time table does not rotate.

The "Announcement of the Summer Session" may be obtained  
from the Registrar's Office.

# GREAT IN PEACE MIGHTY IN WAR

War has brought a striking transformation in the busy community dominated by Consolidated's great smelting and chemical plants. In normal times Consolidated's job is the production of materials for constructive industry—metals for machine-shops and factories, fertilizers for the farms. But when war came, Consolidated enlisted—for the duration. Its vast resources are dedicated to just one task today—to hasten victory.

Take Ammonia, for instance, and its various uses—as a sulphate or phosphate fertilizer it has brought about greater food production in all parts of the world. Consolidated brands were, and still are, recognized as leaders everywhere.

Everyone at Consolidated is working hard, harder than they ever did before, not because they like war and all it stands for, but because they want peace today, tomorrow, or as soon as possible. They want Ammonia and other Consolidated products out of battle dress, back where they belong, making happiness, not hell. And they want the 1800 men and women of Consolidated, serving in the armed forces, back home again, just as everyone in Canada has the same wish for someone dear to them.

So for our great plant it is twenty-four hours a day, seven days a week. We'd rather be great in peace.

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## The Question Box

*Have you a question regarding a teaching problem you would like answered?  
Send it to Mr. E. F. MILLER, 130 W. 22nd St., North Vancouver*

WITH Spring so near at hand, no questions come.

Perhaps all seek the truth at Nature's well,  
Or with the burgeoning season stricken dumb

No verbal answers sate them. Who can tell?

When even Paidagogus feels the spell  
And tunes his muse to brewing and the Arts

Where intellectual fermentations dwell,  
Who knows what questioning the Spring-time starts?

From classroom windows blow the sleepy hum

Of pupils drowsed by Winter's mild farewell,

Or bored in the sounding auditorium  
By some exordium too dull to tell.

Even the teacher standing sentinel  
Finds something stirring in her heart of hearts

And feels the school a binding citadel.  
Who knows what questioning the Spring-time starts?

Fumed by the scent of vernal opium  
That brings forgetfulness like asphodel,  
The Question Box joins the symposium  
Of teacher-bards who chirp like philomel.

Who knows what dreams the April rains compel?

Who cares where Winter goes when it departs?

Who can refrain from writing doggerel?  
Who knows what questioning the Spring-time starts?

Prince, here were thoughts that have refused to jell.

Prince, there are seas to which I hold no charts;

But, frankly, Prince who gives a whoop?  
Ah well,

Who knows what questioning the Springtime starts?

TO get down to it a serious business  
Of The Question Box, there is at hand the following question. "If the Supervising Teacher in a regular study hall period in a combined Junior-Senior High School discovered a pupil writing a personal letter, should the pupil be

required to stop?" In discussing this with a man of considerable High School experience, The Question Box is inclined to agree that the pupil should be required to stop, but that the question really depends on the organization of the Study Hall. If the Hall is thought of as being the place where pupils do their homework, and when they have finished their homework, they are free to do anything else they wish, then, of course, the pupil is justified in writing a personal letter if his work is done. However, it seems more likely that a study Hall would be organized as a place and period for study and there should be enough work assigned so that the pupil would be able to keep on studying throughout the period, in which case he would not be permitted to write a personal letter. This is not intended to be a final answer, and The Question Box hopes that Teachers with experience of this situation will write their opinions for next month's issue.

Miss Jamieson of Fauquier writes for help in Geography and History in Grades VI. and VIII. Space in this issue does not permit an answer, but if anyone who has had experience in planning this work would send in an outline or method of organizing the work, we should be pleased to use it next month.

Princeton, B. C.,  
March 30, 1943.

Editor, *The B. C. Teacher*:

On behalf of the Princeton teachers, I wish to express appreciation to the B. C. T. F. general secretary, Mr. Charlesworth, who so capably represented the staff in its application for a cost-of-living bonus from the Princeton School Board. We feel that the success of this application was due largely to his informative presentation of the matter to the Special Meeting of ratepayers which was called to consider the question. As a result of this meeting's favourable consideration of our application, the Princeton School Board will pay a cost-of-living bonus of \$12.00 per month for married, and \$7.60 per month for single employees retro-active to September, 1942.

Sincerely yours,  
C. R. MARTICE,

## What We Are Reading

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

JOHN GOUGH PUBLISHES  
NEW BOOK

**N**EW *World Horizons* by John Gough, Municipal Inspector of Schools, Saanich, B.C. Published by J. M. Dent & Sons, Vancouver, 1942; pp. 303; price—not given.

Teachers of Geography in the intermediate grades will be interested to learn of a book recently published by John Gough formerly of the Victoria Normal School.

The book, appropriately titled *New World Horizons*, treats pretty thoroughly the large geographic regions of the Americas. Industry is covered in considerable detail and from several different viewpoints. Some historical information is given in connection with industry as in the case of gold mining in the Yukon and again in the section on the "Countries of North America." Particularly good is the story of French Settlement in Canada. Industrial method holds a very important place in the book as do power developments and great natural resources, such as the nitrate deposits of Chile. Glimpses into canneries, paper mills and power plants are plentiful; and much useful material is given on the life and work of our men in the great outdoors, the trappers, the lumbermen, the fishermen and the farmers. Transportation comes in for some attention, too, particularly where there is something singular about the methods used, as in the case of the dog sleds of the North, or where there is something noteworthy about the cargo, as in the case of the nitrate railway of Chile. Much human geography is included; to mention only a few instances, the Mormon community at Salt Lake City, the lives of the Habitant farmer of Quebec and the work of Dr. Grenfell in Labrador. A more exhaustive list of the subject matter of the book would be tiring, but enough has been said to show its scope and variety.

The treatment is refreshing. Many interesting services such as trips, letters and industrial excursions are used to keep interest warm—not altogether new ideas but ideas well handled and effective. Illustrations appear on almost every page and very clear maps are bountiful. The author definitely indicates that he is

aware of the hopeless confusion of detail on most of the maps to which our children have access. He has therefore included many maps of small localities, maps showing one or two points so clearly as to be almost inescapable. Diagrams, too, have been employed to good effect, each one driving home its own point as no amount of text could do.

But perhaps the most noteworthy feature of the book is its use of project work. The "Things to Do" listed every few pages are things that children of grades V. and VI. can do—and enjoy doing. Then, too, there is a beautiful blending of geographical, historical, biological and sociological material, all expressed in language well within the compass of the grades.

I believe the book should prove very valuable in our schools. It might well be used as a text for grades V. and VI. I have given it as a reference book to my grade VIII. pupils and upon inquiry discovered that they liked it better than any other of their books. They said they liked it because they could find what they were seeking. I feel that this is a good book and I think we will get more good books when we realize that we must not put the books of adults into the hands of children.—D. M. F.

### POETRY

**L**IVING *Poetry* edited by J. M. Paton, M.A., B. Paed.; Beverly House Library; Ryerson Press; Toronto; 1942; pp. 122; price \$.60.

In *The Beverly House Library* the Ryerson Press is presenting a series of inexpensive anthologies of prose and poetry primarily intended for use in schools, but having a much wider appeal than such a purpose usually implies. Each book is edited by a distinguished Canadian writer or critic, and the printing and binding are of the usual high standard of Ryerson Press publications.

One of the commonest faults of anthologies, and most especially of those prepared for schools, is that they contain so little new material, contenting themselves with using over and over again certain tried and true selections: Dr. Paton has avoided this, and has given us a great deal of fresh material, much of it recently written.

Of the fifty-three poets represented, twenty-three are still living, and all but three were living at the beginning of this century. Twelve of the poets are Canadian, and British Columbia is represented by Anne Marriott of Victoria, last year's winner of the Governor General's medal for poetry.

The selection of poems has been ably made, and most of them should appeal strongly to students of High School age. Of particular interest is the section entitled "Experiments in Verse"; here the editor boldly presents a patter song from *Iolanthe*, as well as limericks, rondeaus, free verse, cadenced verse and so on. Stephen Vincent Benet's splendid "Ballad of Marco Polo" and Robert Frost's "The Death of the Hired Man" are outstanding items in the section "The Indomitable Spirit."

*Living Poetry* is recommended for High School libraries and as a supplement to the authorized texts in literature classes.—M. E. C.

#### PEOPLES OF OTHER TIMES

**PEOPLES of Other Times** by M. P. Toombs, M. A., M. Ed.; School Aids and Text Book Publishing Co., Regina and Toronto; 1943; pp. 183; limp covers; price \$.50.

This is a first book of ancient history for grades III. and IV. Written in simple and interesting fashion it covers the units in Indian Life, Prehistoric Life and Egyptian History.

It is well illustrated with photographs reproduced from museums of Natural History, and has several useful maps.

A particularly good feature is the clear correlation of the study of primitive Indians with prehistoric life in Europe.

At the end of each unit are thought provoking questions and excellent suggestions for activity programmes.

Unfortunately the book is marred by undistinguished and sometimes faulty prose style. Such expressions as "the committee is certainly trying to make it look realistic," "we were trying to line up our topics," "we certainly have a lot of ideas," "these boys and girls certainly do have a good time," detract a great deal from the value of a book whose subject matter is useful and well documented.—M. E. C.

Be sure to see the book displays at the Convention.



## NEW BOOKS FOR ENGLISH CLASSES

### SPEAKING AND WRITING

By T. O. W. FOWLER

This book on correct and effective expression, both spoken and written, is specially valuable because of the numerous exercises dealing with the practical application of speaking and writing to every-day use. Grades XI. and XII. \$1.10.

### RECENT PROSE

Edited by C. L. BENNET

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### LIVING POETRY

Edited by J. M. PATON

A new anthology of modern poetry by British, American and Canadian poets chosen so that a wide and varied collection of the best verse of the century is made available for school use. 60 cents.

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PRIMARY TEACHERS, Please Note! ←

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FOR  
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An Introductory Reader  
48 pages  
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## Correspondence

Letters To a Country  
Teacher

April.

My dear Niece:

Your cousin wants my advice about getting married—that is to say, she wants me to advise her to get married, because her beloved is going overseas, and she would rather be a wife for a week than an old maid for life.

This is a place where the law of averages won't help us at all. Even though it were proved that ninety-nine per cent of such marriages in the last war were rather dismal failures, that would not mean anything to her. She is quite sure that she and her boy-friend are the hundredth couple who would love perfectly through years of separation. She is sure that they can live absolutely different lives and still find each other unchanged. Maybe she's right.

But there's someone else to think about. Marriage is not just an ecstatic emotional experience. Marriage developed in its present form for the same reason that plants produce flowers and fruit—because it gives a good start to the younger generation. I am not merely echoing Chesterton's saying that "Any arrangement between the sexes that does not contemplate offspring is not marriage, and should not be called that". It's worse than that: not that you shouldn't steal happiness, but that you can't. Marriage that does not want babies cannot be happy, because it denies the basic purpose of marriage.

Most war brides wisely choose the baby, but it is at best the lesser of two evils. A time when the cause of mankind desperately needs the work of every woman as well as every man, when even Canadians must ration themselves on essential foods, when there is a shortage of doctors and nurses (not to mention baby clothes) does not seem to me a good time to take a good worker off the job for the purpose of producing another non-worker.

Of course, the Government pays—as long as the war lasts. But afterward there must be a rather difficult time of readjustment, in which a small child will not be a great help.

Now I've got it off my chest, but I don't flatter myself that it will do much

good. She will marry him anyway, and I hope they name the baby after me.

Ever your loving

UNCLE JOHN.

LETTER TO MR. C. E. CLAY,  
SUMMER SESSION STUDENTS'  
ASSOCIATION

Dear Sir:

I have your letter of February 15th. The Government, on my recommendation, has consented to abolish fees for the summer schools in this province. This is further to assist teachers, and particularly rural teachers, to gain their First Class Teaching Certificates, and be available for employment more particularly in our rural schools where there is some shortage.

It is not proposed to take any action regarding the University Summer Session students and their fees. The situation in regard to some of the students in the University is obviously different to that of the summer schools, which must be attended for two years by teachers before they are able to receive their First Class Teaching Certificates. I can not therefore give you any encouragement regarding your suggestion for assistance towards students attending the Summer Session of the University.

Yours faithfully,

H. G. PERRY,  
Minister of Education.

## NOTE OF THANKS

206 E. 25th Street,  
North Vancouver, B. C.,  
March 11, 1943.

To Treasurer. B. C. T. F. M. S.

Dear Sir:

I have just heard that the hospital and doctor bills which I incurred during my operation are now paid.

I wish to thank the Medical Board for their kindness and courtesy at all times and for their promptness in settling accounts.

I certainly appreciate the fact that through these services I am able to feel relieved of the load of expenses.

I feel very thankful indeed that I had the good sense to join the organization and am gratified that it was made possible by the forethought of others to have an organization to join.

Yours very gratefully,

GRACE E. HART.

## PAYMENT FOR PROFESSIONAL SERVICES

Shawinigan Falls, Que.,  
March 2, 1943.

Editor, *The B. C. Teacher*:

Here is a bit of information which should receive wide publicity immediately. This information came to my office this morning in the form of a letter signed by the Budget Administrator of the Canadian Legion War Services, Inc., Educational Branch.

At a conference of the Canadian Legion Educational Services held on February 7th and 8th, the following resolutions were adopted:

"That instructors in oral classes should be paid at the prevailing local rates; i.e., rates paid by local educational authorities to their instructors; and

"That this conference recommend to the Canadian Legion that it press for such payment".

The Advisory Board of the Department of National War Services approved that rates as above mentioned should be paid to instructors of Canadian Legion Educational Services. This change in prices will be effective as from March 1, 1943.

The Canadian Teachers' Federation, since the Canadian Legion War Services started operating, have insisted on teachers being paid for professional services and as a result of our continued agitation the above instructions have been issued.

Yours sincerely,

CANADIAN TEACHERS' FEDERATION,  
C. N. Crutchfield, Sec.-Treas.

A NUMBER of British Columbia teachers writing for book covers from LOVE—THE FLAVOR MAN, 62-66 Lombard Street, Toronto 2, Ontario, failed to give their addresses. If you ordered those covers (see February advertisement) and have not received them, please write again to Mr. Love, making sure that you give your name and address.

## ANNOUNCEMENT

THE Education and Democracy, Publicity, and War Effort Committees are planning a joint meeting to be held sometime during the Convention. See the bulletin board for time and place.

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## News, Personal and Miscellaneous

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

### F. O. HUGH STEEVES

MR. and Mrs. R. P. Steeves were informed recently that their only son, Hugh, age 23, had been killed in action on March 27th.

Mr. Steeves is principal of the General Gordon School and Mrs. Steeves is the well known member of the legislature for North Vancouver.

To them, so sadly bereaved, *The B. C. Teacher* offers the respectful condolence of the teachers of this province.

### GLEANINGS FROM HERE AND THERE

AN excellent analysis of the child of Britain in war time subtiends a caption "The Tugs of War" in the *Scottish Educational Journal*: "One of the paradoxical things about good teaching is that the greater the strain the less you have to show it. The best teachers, one gathers, learn in these times to be more tolerant, to suspend judgment, to be chary of hasty punishment. So many things are happening to so many of our pupils, things we do not sometimes guess of: there is the eternal background of excitement and wonder and semi-conscious dread; there is separation, loneliness, bereavement and loss; lack of home supervision, parental control, a father's or brother's support and guidance. If in the daylight there is distraction or gaiety, who knows how haunted may be their sleep or how tired the young minds in the morning? There is marvel, isn't there, that in the fourth year of war the nation's nerve, and especially the nerve of our young people, should still be firm and resilient".

Equally amazing is the firmness and resilience of a person who in the same fourth year of war can make so calm a survey of the reactions of other people. Such an ability speaks louder than words in favor of the truth of the statement that the teachers of Britain can be tolerant and the children firm in times like these.

We occasionally find a statement which comes to us all unbidden to answer a question, reveal a shortcoming or a success, or give solace to a dread of

having failed. Perhaps those who base teaching success solely on the possession of equipment will be sobered by, and those who believe in the human element in school receive consolation from the words of Dr. Harry Roberts in the *Schoolmaster and Woman Teacher's Chronicle*: "It has long been established that environment, both material and social, of the young child, plays a large part in determining character and interests in adult life. But only lately have the doctors realized how intimate is the relation between a wholesome and active mind and positive physical health. . . . Material environment, natural or artificial, is far outweighed in importance by social and especially family environment; the people among whom a child grows up, particularly his parents, have a far greater influence on his development and on his health throughout life than have the place, the house or the room in which he lives".

The *Toronto Star Weekly* in a recent edition exhumed the old-as-our-Canadian-educational-system question of how much time a teacher should spend in the community in which he instructs. What we term "suitcase", Ontario terms "satchel" teachers, but by any other name we should recognize the familiar controversy. This publication sums up its findings with a few chosen conclusions: "Somewhere between what school boards expect in return for their money, and what some teachers are willing to give for the money they get, is a halfway house of reasonable pedagogical service 'in school and out'. It is conceivable that there may be teachers who go away for week-ends, yet are more useful to the community than others who vegetate for seven days in the place where they teach".

As one of war's concomitants, juvenile delinquency has spread in such alarming proportions all over the United States that the office of civilian defence has stepped in and taken a hand at checking it.—*Toronto Star Weekly*.

*Poland Fights*, Polish Labor Group periodical, tells us that in that country the delivery by peasants of agricultural quotas of grains, seeds, milk, and cattle

are furnished with premium cards which permit them to purchase oil, ironwares, sugar, leather, etc. Perhaps some such card issued on a friendlier basis would prove a worthwhile incentive to Canadians to augment our ration cards by increased effort.

While we in British Columbia are testing our strength as a Federation in the institution of educational advance and reform, it is interesting to note what is being contemplated and done elsewhere along similar lines. The ensuing account is from the editorial page of the *Vancouver Daily Province*: "New York is leading the world in devising a new system of common school education. The Rapp-Coudert committee has been investigating the subject and submitted a recommendation to the state legislature.

"There is complete change in the emphasis on essentials. The report dwells upon the changes which should be made the better to prepare them for life, for the ending of juvenile delinquency and for more efficient administration. There runs the theme that hours devoted in the classroom to formal education should be shortened, while activities which are now extra-curricular, including recreation guidance, and supervised social life, should be increased. The size of classes can be reduced to the 32 standard and more personal attention given to pupils. In elementary schools, promotions would be only once in two years and all pupils would be advanced. In high schools where "curricular obesity" is alleged to exist, formal courses would be reduced from twenty to sixteen, more periods given to creative and health education.

"We are assured that the report is the work of competent independent educators and that it will be the basis of many changes in the educational system of the United States".

New Zealand has adopted a plan for army education. It is an attempt to answer the problem which has arisen by the breaking off of formal education of thousands of young men at a critical stage. Both at the centre and in the districts it is being directed by Army personnel, and the current affairs discussions are to be part of the soldier's normal training. The Army has, however, seen that it has not within itself sufficient educational resources to make a success of the scheme as a whole. Accordingly, the scheme is, in one aspect, a mobilization, through local committees of civil-

ians, of the educational resources of each district for the benefit of the Army".

"A nation locked within its customs barriers and political boundaries, and guarded by a variety of restrictions and rows of guns, is today an anachronism, and its historic role is hopelessly a thing of the past.—From *Poland Fights*."

#### NATIONAL FILM BOARD RURAL CIRCUITS

THE special showings held on the rural circuits of the National Film Board are increasingly being used as an aid to teaching in over six hundred rural schools across Canada.

In January, 1942, the National Film Board, in co-operation with the Canadian Council of Education for Citizenship and the Departments of Education of each Canadian province, organized thirty travelling theatres to bring to remote communities a visual picture of the war effort of the United Nations. Within the year the number of theatres has increased to sixty-five with the demand for more constantly growing and with school audiences among the most enthusiastic and appreciative. Children from various outlying schools are brought by their teachers to one central school where the projectionist sets up his equipment in time for a special afternoon showing. The evening showing for adults is held in a community hall in the town.

An important phase of this project are the leaflets describing the background of the principal films which are sent to teachers in advance of each showing. These provide material not only for guidance to those who wish to prepare a special lesson based on the films, but also give hints as to how to carry out discussions.

Some of the most popular films among teachers have been "Peace River", "Great Lakes", and "High Over the Borders", this last dealing with bird migration. In addition, a good many of the Canada Carries On and World In Action series with their dramatic treatment of various phases of the war are presented on these programmes.

Further information may be obtained from Dr. G. M. Shrum, Department of Extension, University of British Columbia, who is regional agent of the province.

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