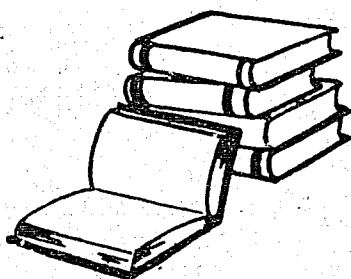


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOL. XXII, No. 8.

MAY-JUNE, 1943

VANCOUVER, B. C.

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MAY-JUNE, 1943

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MAY-JUNE, 1943

VANCOUVER, B. C.

THE STRIKE REFERENDUM

THE statement submitted by the Executive of the Rural Teachers' Association (see page 299) for publication in this issue, caused a difficult problem for the Editorial Board.

The B. C. Teacher is the official organ of the British Columbia Teachers' Federation and as such is under the control of the Federation Executive. In view of the decision of the Annual General Meeting that a referendum vote of all teachers of British Columbia should be taken on the desirability of calling a teachers' strike if certain salary aims were not granted and in view of the vital and contentious nature of the issue involved, the Federation Executive at its subsequent meeting decided that such vote should record by secret ballot the personal opinions of all individual teachers, and that there should therefore be no campaigning either for or against a strike by any member of the Executive or by any local association of the Federation.

The Annual General Meeting did not express an opinion either for or against the proposal for a strike. It did decide that such opinion should be given by the individual members of the teaching profession of British Columbia. Thus the official position of the Federation and of the Executive is and must be entirely neutral until the vote has been taken.

It may be argued that the publication in the official magazine of an official statement from the Executive of one of the Provincial Associations of the Federation, definitely campaigning for support in favour of a teachers' strike, does not involve the Federation Executive; but in view of the fact that this is the only reference made in the magazine to the issue there might well arise misunderstanding as to the Federation's position. The sole purpose of this editorial is to prevent any such misunderstanding.

The Rural Teachers' Association was granted the privilege of space in the magazine for the publication of their statements as an alternative to

(Continued on page 298)

OUR TAX BILL \$4,000,000.00

To be exact, the B.C. Electric's tax bill for 1942 was \$3,995,600 or 18.5 per cent of its gross income and twice as much as the shareholders got as a return on their money.

Also that is an increase of 68 per cent above our 1941 tax bill which came to \$2,378,400.

Don't think we're complaining. We are merely reminding you that the extra fares on crowded street cars go not to us but to the government

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GW 1-43

ARE YOU RESIGNING YOUR POSITION?

TEACHERS resigning their positions should be fully cognizant with the provisions of the Schools Act governing such procedure.

Legally you may not resign after May 31st unless you have accepted an engagement with another school board, in which case your resignation is permissible up until July 31st.

You may, of course, resign at any time during the school year with the permission of your Board.

Failure to abide by these regulations may result in suspension of your certificate.

In these times of teacher shortage there is especially an ethical as well as a legal obligation to show every consideration to school boards in respect to this matter. Replacements are so difficult to make it is only right that Boards be notified as early as possible of a decision to seek an appointment elsewhere.

In selecting a position this year by all means look for one that offers you a salary in keeping with your qualifications and experience and with the importance of the work you are expected to do. The minimum salaries for present conditions as adopted by the Annual General Meeting will be a guide to you in this connection. These are to be found on page 295 of this issue. Also of assistance will be the summary of existing salary scales on page 318.

Finally, in making application for a teaching position, please take the advice of the Membership Committee and state that you are a member of the B. C. Teachers' Federation. To most Boards you may be assured that this is a recommendation for it shows that you are professionally minded and that you are interested in broader questions than those of your own personal welfare. It also guarantees to a School Board that you will live up to the Code of Ethics recently adopted by the Federation. So show your pride in the Federation by advertising the fact that you are a member of it.

SHORTAGE OF TEACHERS

EVERY indication is that the shortage of teachers will be more acute than ever next September. Even now school boards are advertising in anticipation of vacancies next term or to fill the positions of teachers who have already given notice of resignation. Many graduates of the Normal Schools and of the University Education Class have by this time accepted schools in various parts of the province. Now, according to newspaper reports, preparations are being made to call to active service before mid-summer married men in the 26-30 age group.

As a patriotic duty many teachers are intending to continue in their positions as long as their services are not directly called upon by the Government. In this they are supported by a resolution passed at the 1943 Annual General Meeting of the Federation, and also by Mr. Arthur McNamara, Director of National Selective Service, who has stated: "In the field of secondary education the difficulty seems to be less that of the

competition of higher paid jobs than the competition of the Armed Services and of jobs that seem to be more directly related to the war effort. I welcome this opportunity of declaring that, in my judgment, secondary school teachers can best serve Canada by continuing in their teaching positions."

Education is truly in a serious situation. If educational standards are to be maintained every teacher now employed must, if at all possible, stay at his job and every person qualified and in a position to teach must return to the profession. They should be given every encouragement to do so.

Ramblings of Paidagogos

IN PRAISE OF OLD MEN

I SUPPOSE everyone, consciously or unconsciously, makes a collection of some sort in the course of his life. This, it seems, is a universal outcome of human nature. There are people who collect ordinary things like autographs or beetles, and there are people who collect unusual things like cathedrals or bon mots. Anything, apparently, can become the object of desire and acquisition—newspaper clippings, beards, sunsets, assagais, first editions, compliments—any at all. No longer ago than yesterday, for instance, I met a man who introduced me to his remarkable collection of earthquakes—as fine a collection in its way as Palgrave's Golden Treasury or my friend Oglethorp's bottled museum of ocean flora.

All of which leads me to confess I have been making a collection of my own, and one—if I may say so—very superior to any I have mentioned. Oddly enough, the fact has only recently come to my attention, so I cannot take as much credit for perspicacity as I should like. But it is not without some satisfaction in my own unconscious judgment that I now realize what has been going on. From earliest childhood I have been collecting salty old men.

"And what," you ask a bit impatiently, "has this circumstance to do with me?" Very little, I admit—yet something. All my life I have marvelled suitably at the collections of other people; I have exclaimed over faded stamps, whipped up a wearisome admiration of gardens, listened intently to ailments, ploughed industriously through albums. I have done these tedious things brightly and without demur. Which surely entitles one to some consideration. So who will deny me a reasonable quid pro quo in the way of a little bragging on my own account?

Note therefore that the collecting of old men is an intelligent and ennobling pursuit—and this on three grounds.

First, every old man is unique; he resembles nobody else in the world. Indeed in the case of such gusty and strong-minded old men as I have placed in my collection, each of them may be said to constitute a genus of his own.

Human beings, you see, are usually improved and diversified by experience—and in the finest specimens, every age is vastly more interesting than its precursor. Contrast, for example, the stereotyped and vapid reactions of babies with their behavior at later stages of life. All babies have exactly the same repertory of reflexes and physiological processes—

they are wholly lacking in individuality, and are in fact a category rather than a series of separate and distinct beings—their features are indeterminate and in most cases indistinguishable. Only through aging and experience do they become different one from another—and only in the course of a long lifetime do those pungent and idiosyncratic diversities emerge that bring human nature to its most complete and satisfying development.

Second, old men are no longer under any necessity to soften and emasculate their conversation. They have risen above the polite fictions and careful expressions so important to you and me. For one thing, they are aware society will scarcely ever bring them to book; and for another they have lost their inhibitions. So intelligent old men are well worth listening to. Their comments on the current scene—on John Doe's motives and his daughter's morals—are forcible and frank to the point of bluntness. They say all the things the rest of us would like to say—together with a few more things for their own pleasure. If they sometimes arouse resentment—as indeed they do—I submit they are on the side of the angels nevertheless, and should be encouraged. For they know humbug when they see it, and hail it with derisive hoots though it be clothed in purple and hedged about with prestige.

Third, it takes an old man to be wise. And this I think is the vital point. Were all other arguments to fail, this one point would serve to justify me in my collection. I do not say, mark you, that all old men are wise; what I say is that all wise men are old. It is true of course that stupid old men and foolish old men exist in great and even prodigal abundance—but the fact is really quite irrelevant. Age, as alas! our own experience teaches us, is no certain cure for stupidity or folly. Yet wisdom is an attribute of age and not of youth.

When, it may be asked, does wisdom begin? I do not venture to answer this. I can only say I have never collected an old man under sixty-five—an age, strangely enough, at which the world is pleased to superannuate him.

It has always seemed to me a sad provision of nature that wisdom and death should come so close together. There is such a little time in which a man can be wise, such a little time in which he can put his ripened powers to use. All too soon the glorious acquirement is obscured by bodily infirmity and extinguished in death. And there is nothing to be done about it. Some day perhaps, because so much is possible to science, a means may be found to enable the wise to live another fifty years—but I suspect the discovery will only be applied to the advantage of the rich and influential, and we shall be worse off than ever.

I hope it will not be thought that in this essay I have spoken slightly of youth. It would be madness indeed for youth to envy age. There are so many excellent things a young man can be: he can be intelligent, scholarly, cultured, adept and eloquent—and in the fulness of time he may come perchance to be wise. Because wisdom is the last and highest form of human strength and beauty. It evolves out of all the varied and elusive impressions of men and their affairs that have played upon a highly receptive mind for the space of many years—and even the longest lifetime is not sufficient for its perfecting.

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SUMMER WORK FOR TEACHERS

ACCORDING to officials of the National Selective Service there is a real need for the employment of teachers in essential industries over the summer holidays.

A survey, national in scope, is being conducted at the present time to determine how many teachers are willing to accept summer employment. A registration form is being sent out to Vancouver school teachers this week and although teachers in other areas will not be contacted so directly they are urged to register with the Selective Service office nearest to the place where they intend to be living this summer. There is plenty of work available in districts of the province other than the coast.

Teachers are assured that such registration is on a purely voluntary basis, that there will be no "freezing" to any job they might accept, and that they will not arbitrarily be assigned to any position. So far as is possible a choice will be offered in respect to both the industry in which the teachers would like to work and the type of employment they would like to secure in that industry.

The only compulsion to be noted is that teachers desiring a summer job first *must* secure a permit from the National Selective Service Board. An attempt will be made to funnel the services of teachers into war industries of an essential nature.

It should be noted that some of these industries provide "on the job" training to inexperienced help.

This is the first opportunity that teachers, as an organization, have had to assist the National Selective Service in meeting the labour shortage that exists today. Write immediately to the National Selective Service, giving full particulars of any special training or experience other than teaching which you have had.

Please note that the Land Army does not come under the jurisdiction of the National Selective Service. Should you wish a farm job this summer, register with the Dominion/Provincial Emergency Farm Service, 844 West Hastings Street, Vancouver.

CONVENTION HIGHLIGHTS

THE Convention this year was not startlingly different from those held previously. Registration numbered 1340, which compared very favourably with last year's recorded total of 1388. The demonstration classes were missing, it is true, but the visual aids displays and demonstrations made very acceptable substitutes. The Public Meeting was the usual success and the address of the main speaker, Dr. Newland, very well received. A number of teachers were so favourably impressed with it that they asked that it be published in the magazine, for the benefit of those who were unable to be present. The Editor will be very pleased to accede to their request next September.

Teachers, no doubt, will be most interested in the deliberations of the Annual General Meeting as the policies adopted there will serve as the basis of Federation activities next year. The main decisions, therefore, are outlined in the following sections:

SALARIES

The report of the Provincial Salary Committee and the recommendations contained therein were adopted for the most part without change. The schedule of standard basic salaries presented by the Committee as a basis for government grants was acceptable to the meeting. An interesting feature of this schedule is the provision for an automatic bonus with the rise in the cost of living. Under present conditions, this means that the grant per teacher would be approximately \$200 per year higher than for normal times. Also different from the present basis of awarding grants is the provision for five annual increments, payable by the government for satisfactory service.

Without any doubt, the acceding to these proposals would mean a very substantial increase in the level of salaries paid throughout the province and especially in rural and municipal districts. If adopted the salaries proposed by the Committee would form the minimum basis of employment for British Columbia teachers. No school board could pay less and, as provided in the regulations of the Committee accompanying the schedule, would be expected to

pay more in accordance with the nature of the community so as to provide an adequate standard of living for the teacher in the area concerned.

Minimum salaries agreed to by the Annual General Meeting for present day conditions were \$1100, \$1300 and \$1400, respectively, for elementary, junior high, and senior high school teachers with, in addition, five increments of \$60 in each category. The minimum salary payable to an elementary teacher with four years' experience under this plan, for example, would be \$1340; to a high school teacher with five years' experience, \$1700.

Of course, in order that it be put into effect, the Provincial Government must agree to this suggested method of making grants. In this connection a delegation comprising A. T. Alsbury, President of the Federation, Harry Charlesworth, General Secretary, Terrence Bullman, Chairman of the Provincial Salary Committee; J. M. Thomas, President of the R.T.A.; George Greenwell, Secretary-elect of the R.T.A.; and Miss Ella G. Cameron, President of the Greater Victoria Teachers' Association, met the Minister of Education in Victoria recently and made arrangements for a delegation to meet the Cabinet and present the proposals to them.

The Convention further discussed steps to be taken in the event that negotiations with the Government do not have the desired results. Should no agreement be reached prior to June 10th, it was decided by resolution submitted by the Rural Teachers' Association that a referendum would be taken by the Federation on the question of whether or not the teachers of the province would be prepared to go on strike beginning October 15, 1943, in an effort to achieve these salary aims. Steps are being taken to have ballots sent out very soon and these will be accompanied by a full explanatory statement. It is most essential that every teacher vote on this important question.

Also considered in connection with the report of the Provincial Salary Committee were its suggested principles for the formulation of teachers' salary schedules. Every one of these recommendations was adopted except the second, which advised that qualifications, not grade level taught, be the basis of salary classification for teachers. These recommendations are to be found on page 266 of the April issue of *The B.C. Teacher*. They should be considered by any local

association salary committee in drawing up a schedule for presentation to its School Board.

LABOUR AFFILIATION

As a result of the deliberations of the Annual General Meeting, the Federation is now committed to seek affiliation with a recognized labour body. This action was taken, not as a result of the referendum which showed 56 per cent of the members in favour of affiliation but under Section 2, Clause 4, of the Constitution which permits affiliation with organizations having similar aims and objects. In accordance with this decision, the Executive meeting of April 30th instructed the Labour Affiliation Committee to present to the next meeting of the Executive, probably next October, actual terms of affiliation with the major labour organizations with a recommendation as to with which one the Federation should affiliate.

CODE OF ETHICS

The B.C. Teachers' Federation now has a code of ethics. So well had the Committee engaged in preparing it done its work that the code it presented won the almost unanimous approval of the Convention. The code presented in the report of the Committee published in the April magazine is now an official document governing the professional conduct of Federation members. The incoming Executive will set up a Committee to deal with its observance.

THE FEDERATION AND THE WAR

Most of the recommendations of the B.C.T.F. Committee on Total War were adopted by the Convention. It is now recorded Federation policy to urge teachers whose services are not called upon by the Government to stay on the job for the duration. The Federation has been instructed to set up and sponsor wherever possible study groups on various aspects of the war, and to endeavour through co-operation with the Department of Education to have adopted units of study based on war topics. The recommendation of the Committee that would have instructed the Federation to press for the limiting of elementary and high school classes to thirty pupils was defeated as being impractical in these times of acute teacher shortage. The Convention also passed a resolution asking teachers to support the coming invasion of Europe by purchasing war bonds.

EDUCATION AND DEMOCRACY

A skeleton outline of Part II of the proposed brief of the Education and Democracy Committee was presented to the Annual General Meeting. It is the intention of the Committee that study groups set up by local associations throughout the province discuss the topics named in the outline and send opinions and suggestions to the central committee as to how they should be developed in drawing up the final report. The Convention urged that local associations take steps to set up such study groups.

SALARY INDEMNITY

As a result of acceptance by the Annual General Meeting of the report of the Salary Indemnity Committee basic benefits of \$3 per day have been increased. An increase of 25c per teaching day up to a maximum of \$4 has been made for each year of continuing membership in the Federation.

After October 15, 1943, no person over the age of 45 years will be admitted into the *Optional* Salary Indemnity Fund. Teachers joining previous to this age will be allowed to continue in the Fund as long as they remain teaching, providing, of course, that they continue unbroken membership in such fund from year to year.

In the case of "B" members of the Salary Indemnity Fund, benefits now become payable at half rates between the 11th and 20th days of absence and at full rates thereafter. If, however, the "B" member's total accumulation exceeds 20 days, payments at half rates begin on the 21st day and at full rates the day after sick pay ceases.

PUBLICITY

The Publicity Committee was asked to retain office for another year. Notice of motion was also given to make the Publicity Committee a standing committee of the Federation and it is recommended that local associations also set up standing committees to deal with publicity. A recommendation of the April 30th Executive meeting will change the names of such committees to "Public Relations Committees".

It was further decided to set up a special fund to be used in furthering the work of a public relations nature. Local associations will be asked to subscribe to this fund out of their own resources.

AUTOMATIC MEMBERSHIP

The automatic membership committee presented various amendments designed

to put membership in the Federation on a compulsory basis. By resolution of the Annual General Meeting, however, this question was deferred for the time being.

ELECTION OF OFFICERS

New president of the Federation will be Mr. L. B. Stibbs of Kelowna who served on this year's Executive in the capacity of vice-president. F. MacRae of Vancouver was elected vice-president, and Miss Edith Unsworth, secretary-treasurer.

RESOLUTIONS

So much time was devoted to a discussion of reports and recommendations contained therein that the main body of resolutions had to be left to the consideration of the Executive. These have been dealt with in a manner that will be indicated in the usual report on resolutions that is sent to secretaries of local associations. Those dealing with the curriculum were left to a Committee on Curriculum Revision which the Executive will set up.

Department of Education

Summer School of Education

JUNE 30th to AUGUST 4th

COURSES BY:

MRS. IRENE BOSTWICK, Assistant Professor of Music, University of Washington.

DR. REUBEN LAW, Professor and Chairman of Elementary Education, Brigham Young University.

MISS HELEN MICHAELSEN, Head, Department of Home Economics, Central Washington College of Education.

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CANADIAN ASSOCIATION OF CHILDREN'S LIBRARIANS

DUE to a request from the Government that, on account of transportation and accommodation problems, as far as possible all annual conventions be cancelled in 1943, a general meeting of the C. A. C. L. will not be held this year.

This does not mean, however, that the activities of this young but thriving association will temporarily remain inactive; on the contrary, steps have already been taken to further its usefulness during the time of separation.

Perhaps at this juncture it may be of interest to retrace our steps and familiarize ourselves with the formation of the C. A. C. L., whose object is to further children's library work in Canada.

To quote the C. A. C. L. Summer Bulletin, 1941:

"The C. A. C. L. came into being through a suggestion made in Montreal on the occasion of the joint meeting of the Ontario Library Association and the Quebec Library Association on April 10, 1939.

"At this time, the children's librarians present held a business meeting at which a discussion took place concerning the possibility of forming a Canadian association of children's librarians, which could include all those engaged in library work with children throughout Canada.

"It was decided to hold a meeting the following autumn, when details of organization and the objectives of the association might be discussed and formulated. Accordingly, the first meeting was held in Hamilton, at the Kenilworth Branch Hamilton Public Library, October 4th, 1939, with Miss Ruth Milne in the chair. The second meeting in Toronto on October 9th, 1940, was held at Boys' and Girls' House, Toronto Public Library. At this meeting the constitution

was adopted and an annual fee of 25 cents decided upon".

Also at the 1940 general meeting, steps were taken to extend the association by forming regional groups, a representative from each province to be appointed, whose duties would be to gather new members and send in any and all items relating to library work with children in that part of the country. These, in turn, would appear in the C. A. C. L. Bulletin, the latter now actively functioning.

The bulletin is of particular interest to those of us in Western Canada who, as yet, due to the difficulties of time and distance, have been unable to attend any of the general meetings, four of which have been held to date. As the association grows, however, these meetings, like others of its kind, will undoubtedly be held in various parts of the country. It would seem to the writer that it rests with us entirely as to how soon we may have the pleasure and gratification of welcoming our fellow-members in Eastern Canada to British Columbia.

Every effort is put forth by the executive to make this association a real and vital service to its members. Let us not forget that we, too, have a duty to perform, namely, to maintain our high record of British Columbia members by remembering to forward our membership fee, the nominal sum of 25 cents, to Miss Winnifred Davis, Secretary-Treasurer, C. A. C. L., Toronto.

M. ROPER LADLER,
Regional Representative,
C. A. C. L.

TEACHER FAMINE

TIME magazine of March 29 devotes considerable space to the question of teacher shortage in the U. S. A. As in Canada, American teachers are leaving school to go not only to war but also to better paying war-time or other private jobs. A shortage of 75,000 teachers is expected for next year.

THE STRIKE REFERENDUM

(Continued from page 289)

their previous practice of publishing circulars. In view of this fact, therefore, and in view of the fact that the Rural Teachers' Association submitted the original resolution re the referendum, the Editorial Board has decided that the requested statement should be published, but with the explanation herein given, and with the distinct understanding that its inclusion does not constitute advocacy either for or against, by the Federation, its executive or its official organ.

IN connection with the following statement, readers are asked to note the Editorial on the first page of this issue.—EDITOR.

R. T. A. Statement

By THE R. T. A. EXECUTIVE
CONVENTION DECISIONS—YOUR
CHALLENGE AND OPPORTUNITY

TWO decisions by the delegates at the 27th Annual General Meeting of British Columbia Teachers' Federation are of momentous importance for every teacher in the province.

The first was the adoption in amended form of a resolution advanced by the Rural Teachers' Association giving a clear mandate to the incoming executive of the B. C. T. F. to pursue a course of action—still more vigorous than last year—on the salary question. The second great decision was to proceed with Labour affiliation, a course of action consistently endorsed by the R. T. A.

STRIKE REFERENDUM APPROVED

As regards the salary problem, the executive of the B. C. T. F. was instructed to seek to reopen negotiations with the Provincial Government by May 10th. Following it was to conduct a strike referendum by June 10th of all teachers—non-Federation as well as Federation members. If the results of the referendum showed that two-thirds of the teachers voting approved of such a course, the President of the Federation would call a strike of all teachers in the province on October 15th next should the government refuse to grant the minima salaries approved in the Salary Committee's Report.

The decision of a majority of the delegates to adopt such a drastic course of action was not hasty and ill-considered. Too long have teachers laboured under unjust and unfair salary conditions. The Weir-Putnam Report which cost the government some \$33,000 revealed these conditions back in 1925-26. For a period of years following, our Federation passed resolution after resolution, all without effect in materially improving salary conditions. In 1932 the findings of a People's and Teachers' Panel to deal with the salary situation ended with the government's mere adoption of certain fixed salaries for the calculation of its educational grants. In subsequent years, inadequate minima

salaries became statutory. Still later, negotiations, voluntary and compulsory arbitration, on a local basis have been the procedures to improve salary conditions, but over the province as a whole the gains made have been slight. And most recently, the government of the day has announced statutory minima of \$840, \$1100, and \$1200, together with the provision of three increments of \$60 each. It has implemented its announcement by a special appropriation of \$180,000 to be paid to school boards—an amount entirely inadequate even to provide a cost of living bonus—let alone place teachers' salaries on a fair and equitable basis.

WHAT IS THE RESULT?

The higher remuneration offered in war services and in war industries is drawing hundreds from the teaching profession. Many schools have been closed for lack of teachers. Others have been understaffed. Yet others are staffed by personnel with lowered professional qualifications. And boys and girls under these conditions are being denied their birthright under a Democracy of a good education!

What can we do, what must we do to check this trend? To begin with, we should have a practical philosophy of education. What is the aim of education? Isn't it much the same everywhere—to make Johnny or Mary a fit and worthy citizen in our democratic way of life and a fit and productive participant in the activity of any part of the province! Most of us are quite ready to accept this thesis but in working towards the goal we have been content to integrate the activity necessary with "local resources" and "local ability to pay". We have accepted the view that Town "X" is a rich place—it can spend more for education than can the small logging, mining, fishing, or agricultural community of "Y". Yet rich town "X" could not exist were it not for the hundreds and thousands of little "Y's". Every time a "Y" resident sends his mail order to town "X", he helps to increase the latter's wealth and make it better able to pay more for accommodation, equipment and teachers' salaries. The same applies with respect to the hundreds of thousands—aye, millions of dollars, which go to the "X" centres to buy machinery, equipment and supplies. And the irony of it all is that the little "Y" centres are considered too poor because someone thinks only in terms of mill rates on land to provide money for equitable salaries—let alone such things as accommodation

and equipment—for good teachers who constitute the most vital factor in the educative process.

Is it not time for us to accept the thesis that the ability to pay for education lies with the province as a whole and not according to this or that locality within the province?

The Government must be convinced that the needs of teachers are immediate and real. For a generation or more the teachers have tried to convince it by voluntary negotiation. The outcome has been disappointing to a degree that is demoralizing. The public has paid in loss of efficiency. The boys and girls in consequence have suffered. Can we in self-respect, in fairness to the public and to the children whom we teach continue without taking drastic action to stimulate reform?

SOLID SUPPORT URGED

The executive of the British Columbia Teachers' Federation has a serious task before it. We as members must not fail to do our part. In fact, for the first time in the history of education in this province we have the challenge thrown at us and the opportunity to act or play a

part. Let there not be a mere two-thirds of the teachers voting for a strike (should it be necessary) but 100 per cent.

You, fellow teacher, whoever you are and wherever you are, have an obligation to vote "Yes". A "No" vote or a failure to vote means you condone traditional and present practice. Vote "Yes" and encourage your colleagues to do the same. If you don't receive your ballot before June 10th, let the Federation Office know promptly. Make sure your ballot reaches the Federation Office in time to be valid.

LABOUR AFFILIATION

A word about Labour affiliation. This is a step repeatedly endorsed by the R. T. A. who believe that in taking such action we shall readily receive the active support of the Trades Union movement whose past achievements in social reform furnish abundant evidence of Labour's increasingly important role in our democratic way of life. In the final analysis teachers are workers. We not only look for support in a just cause—we vigorously ask for it—and we know that *Labour will not fail.*

**"THIS DAY IS YOURS"—VOTE
"YES" ON THE REFERENDUM.**

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President's Page

OUR Annual Convention is now behind us. Ahead lies the important task of implementing the policies formulated by the membership in Annual Convention.

This is a task which will require the whole-hearted and active support of every section, and of every member of the Federation. Your officers and Executive expect, as they have a right to expect, that this support will be forthcoming.

Not all of our members will agree with all of the policies adopted by the Convention. I wish to commend to such members the attitude of convention delegates who said that although they were not in agreement with all the details of the plans proposed to improve the salaries of teachers in the lower brackets, they were willing to submerge their personal views and feelings in view of the fact that the policies had the support of the group most affected. And then there were delegates who, finding themselves in the minority, pledged their support for the programme adopted by the majority.

This is the attitude, and the only attitude that will enable us to submerge personal views and sectional differences, and one which, once decisions have been taken after a full discussion in which all shades of opinion are fully expressed, will enable us to close our ranks and build a strong united Federation which we must have to attain our educational, professional, and salary objectives. It is the spirit which must unite us in our efforts to achieve the goals set for us by the Convention.

A. T. ALSBURY, President.

Reconnaissance

WHEN I observe what my life has become,
And contemplate the worth it might have been ;
When I compare the uneventful sum
Of my small world to what I might have seen ;
When I compute the congregated years,
And plot the random course that they have run ;
When I view each new day, as it appears,
As hours that count the deeds I leave undone ;
I wonder what recorded time would say,
And what to Culture's wealth would be the gain,
If man could cry, "Hold back the coming day,
For I desire to live today again !"

—L. R. PETERSON.

LET'S HAVE A LITTLE MORE HEAT ON THE SUBJECT

There is an old saying, "Your freedom ends where my nose begins."

We Canadians have a funny way of looking at things and of expressing ourselves. We take insults, threats and minor troubles in our stride, just as long as the other fellow appreciates where our "nose" begins. Then his freedom ends!

That is the story of incendiaries. We didn't start fires in the other fellows' back yard. It took London, Coventry, Manchester, and many other criminal deeds to throw light on the enemy's tactics, and this gets us hot under the collar.

So, he who sowed the wind now reaps the whirlwind.

Here at Consolidated we are making Magnesium Powder, and lots of it, for incendiaries and flares. From now on we are going to give Hitler and Mussolini plenty of trouble tonight, and every night. From now on let's have a little more heat on the subject.

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Lesson-Aids Committee

WE missed many familiar faces from the Convention this year, but were glad to make acquaintance with many new colleagues. We were particularly pleased with the suggestions we received concerning possible new units. All of these will be considered in the light of our financial resources, and it is hoped that we shall be able to formulate units in accordance with them.

There appears to be a widespread need for standardized tests which could be issued at a reasonable cost. This matter is already in hand, and we feel sure that it will be possible to arrange for this during the coming year.

There was a very heavy demand for the new units issued this year, particularly the various test sheets. Please note that a copy of the new (pink) price list will be mailed to anyone requesting it.

VACATION

Please note that the Secretary will be out of town for four weeks from July 24th, and will be unable to attend to any correspondence until about August 22nd. Teachers requiring units to aid in their preparation for the Fall term should order them not later than June 30th.

THANKS

To close the last page of Lesson-Aids notes for this school year, we should like to express our full appreciation of the support given to us by the Editor and members of the Magazine Committee. All the space we have asked for each month has been granted, and we have

The Question Box

WITH the waning of the school year the Question Box, too, prepares to fold up its tents (or should it be "tenets"?) and quietly steal away for the summer. Little enough is at hand to justify a column this month and the springs of invention seem to have run dry.

A correspondent writes to ask: "The Programme of Study for Grade VI, General Science, Unit 10, Part 4, tells us to explain to the children, 'Why we should not dry apples at home.' Can you tell us why not?" The only answer that the Q. B. has to offer is, why indeed?

Another sentence in the same section of the Course of Study states, "Many inventions are bought up so that existing products will not be replaced". Our correspondent thinks that this also is an unwarranted assumption and would be pleased to know of any evidence for the statement. Perhaps some of the readers of *The B. C. Teacher* can give examples of this having been done.

And so the Question Box, resting the first finger of his right hand, sits back from his typewriter with a sigh of relief having finished his stint for another year, not, however, relinquishing his task without a word of thanks to those who have written material for this column or have asked questions to which it has been possible to find an answer.

seen no evidence at all of the use of the blue pencil. We hope our readers will see in this a recognition of the importance of the work of the Lesson-Aids Committee, and will continue to support it.

Change of Address Form

NAME.....
 (Surname) (Given Names (Use block letters))

LOCAL ASSOCIATION.....

PRESENT SCHOOL.....

PRESENT SCHOOL ADDRESS.....

1943-44 SCHOOL.....

1943-44 SCHOOL ADDRESS.....

If you have already completed plans to go to a new school, please forward the above form properly completed. **This is important.** It will enable us to serve you efficiently.

If you expect to change your school during the summer months, keep this form so that you may forward it as soon as your arrangements are completed.

Civilization and the Schools

By FRANK WILSON, *Chilliwack, B. C.*

IN my previous article I attempted to say what Western Civilization meant to me. If that very inadequate outline is accepted as approximately correct then it becomes obvious that such civilization has been completely replaced in Germany by something which denies and would destroy every essential strand in its fabric. It is also obvious that in France that fabric had disintegrated to the point of collapse and that in all parts of the Western world, before the war commenced, disintegration and rot had made great inroads.

The widespread cynicism which had infected the ordinary man in all the democratic countries was a symptom. The citizen no longer had a steadfast faith in his way of life. His grasp of the very principles of that way of life was becoming feeble. And in his hopelessness and lack of confidence he began to look for something to believe in; perhaps a Utopian theory, perhaps a leader. Huey Long, Technocracy and Social Credit were symptoms of that hunger for a new faith. On the negative side, the fact that the British placidly endured Mr. Chamberlain and his inept sycophants for so long was evidence that their faith was burning dim. Adversity and a man with a bright belief in civilization rekindled it, but not before great harm had been done.

The Nazis failed to disturb the placidity and complacency of most of us so long as they merely destroyed the security of the individual throughout central Europe and turned law into a mockery, so long as they shrieked lies and glorified brutality. We did not rise in indignation and replace those of our leaders who tried to build up Hitler for their own ulterior purposes.

We are at last beginning to take this war seriously because of its urgent and immediate threat to our security and comfort. But the Nazis and the Japanese believe fanatically in their barbarism. We need an equal though perhaps a steadier and less violent faith in the civilization that we are fighting to preserve. If our civilization is to maintain itself against the attack from without and later to protect itself from inner decay, every citizen must be so trained and educated that he feels himself to be

part of a great tradition and the custodian of a great heritage. He must have taken possession of and made his own the ideals and values of that tradition. This is more than mere knowledge; it is understanding which leads to admiration and to loyal identification.

The problem which faces us is how to ensure that future generations shall have such faith and loyalty.

The real idea behind the old Liberal Arts colleges in the United States and behind the great humanistic universities of Europe was something of this kind. At its healthiest and best the old classical curriculum was designed, not to teach dead languages, but to bring the student into intimate touch with the heritage of Greece, Rome and Christianity.

Your intelligent classicist would say that nowhere else could the pupil gain so vivid a realization of the problems of civilization, nowhere could he find such a galaxy of grand human figures, such vigorous thought and such a sense of beauty as in that vital microcosm of the Western World which was ancient Greece. He who had studied the history and thought of Greece gained the foundations of economics, political thought and philosophy, learned of class warfare and political skulduggery, of noble magnanimity and of treacherous spite. The classical world was small, vital and brightly coloured and so could well be comprehended and grasped.

From Rome the scholar learned of the rural simplicity and dignity of the early Republic, of law makers and empire builders, of luxury and a debauched citizenry, of decadence and the insurgence and final victory of the barbarians at the gate.

But, unfortunately, the classic tradition in education eventually crystalized and came to stagnation and obscurantism. It rejected science and drifted into linguistic pedantry. It became infected with snobbery and the "man of culture" came to mean in some quarters the man with the correct accent and an appropriate number of classic allusions.

On the other hand the "practical man" asked for science and still more science. He wanted results, he wanted sharp instruments and the tools of success. And

so our colleges, one by one, forgot their ancient task of producing "educated men" who had a vision of civilization as a rich and complex whole with its roots in the past, of civilization shaped and kept alive by the spirits who led the way generation by generation to new concepts, greater freedom, greater human dignity and greater command over the forces of nature.

Efficiency and the tools of success; these became the ends of the educational system. The very ideas of a "general education", and of an "educated man" as distinct from a learned specialist were not merely forgotten, they were sneered at.

The breaking up of courses in the universities into single term units and the system of free election destroyed the last chance which even those who were able to take the four year B.A. course had of acquiring a real education. The B.A. in North America has come to signify four years of endurance, accompanied by some odd remnants of information which may or may not have integrated but which probably did not. Little or no attempt has been made to ensure that the student in his four years shall have entered into our great civilized tradition, or that he shall acquire any integrated picture of the world he lives in and how it "got that way".

These fundamentally uneducated unfortunates then become the teachers for the school system. Once they enter the profession they find that their advancement depends, not upon their growth as educated men and women, not upon their acquisition of a broader perspective and a wider knowledge and appreciation of the world they live in, and not upon their growth as civilized human beings, but upon their progress as educational experts, and there is a world of difference between an educational expert and an educated man.

No one who had ever mastered and enjoyed one of the real intellectual disciplines whether History, Physics, Biology, Philosophy or Mathematics could ever

submit for long to the pseudo science, the pretentious nonsense and the dull pedantry which is the standard fare in most schools of education.

That is a strong statement. It will cause scepticism amongst those not in the profession, but a few discreet inquiries amongst intelligent high school teachers will soon dispel that scepticism. A little time spent perusing the platitudinous texts that weigh upon the library shelves and the students' spirits in the Education departments of our universities would be even more convincing.

The first step which needs to be taken to restore our educational system to health, and through it to maintain the health of our civilization, is to make sure that our teachers are themselves generously and truly educated men and women.

The next step is to place the "educational experts", the men with special technical training such as it is, where they belong, as servants of the system doing specialists' jobs. The administrators and men in control must be above all civilized human beings and educated men.

In educating for civilization we are trying to do much more than implant knowledge. We are trying to infect with enthusiasm. We are trying to build up loyalty to ideals and a sense of membership in a great tradition. Such ends are attained only by a process of infection. Given intelligent teachers, who are also sound human beings imbued with the traditions and ideals of civilization, the matter will largely look after itself. *Pupils quickly imitate those whom they admire.* Any intelligent and well educated man or woman can learn all that is necessary about the technique of teaching in a few months. Good sense, enthusiasm and experience will do the rest.

To waste time trying to make our teachers "educational experts" when we should be making them "educated men and women" is the fundamental mistake which we have been making for too many years.

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The Higher Fidelity—Story

By LESTER PETERSON, Matsqui, B. C.

SO punctual were they in their daily journeys that anybody accustomed to their route could have almost set his watch by their appearance.

Each day it was the same. At just the hour of sunset the man, cane in hand, would shuffle down the kitchen steps of the house where he stayed with his younger married brother. At the bottom he would pause, hook the cane over one arm, and grope in a sagging pocket for his stubby pipe. During this ritual the light tinkling of a chain told him that his companion was appreciative of his intentions and eager to be on his way.

Old bones creaked and protested as the man stooped to unsnap the leash; old muscles responded gallantly as the dog whisked his gratitude against his master's leg, and the two were off.

It was what they lived for, this evening journey. Instinctively they knew it, the two of them, as they tested their path through trafficked streets and along side-walked boulevards on their way. Specta-

tors sensed it, and hid their tears of respect and pity behind a smile.

Sometimes, when their way led through a crowd, they nudged each other, as touch and hearing directed the one and sight the other. At other times, where the course led over vacant or thinly populated streets, only the leash held in togetherness the one who could see and the other who could only hear and feel his way. Yet in such close harmony had they attuned the tempo of their gaits that the thin metal cord between them seemed almost to convey the sense of sight from the seeing to the blind.

If the day was fine they would choose some spot along their route to pause and rest. Their tiring bodies stretched or squatting on the grasses of an avenue, they would share the inequality of their senses, and transmute the total into common lots of affection. There was only the pat of a rough hand, or the nudge of a cold, wet muzzle, but it was their language, and they understood it.



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The extremity of their course took them along the margin of a gravelly beach. Here, each day, the sea had a newly-written composition to sing to them, and they listened in silent approval to its song. Then they turned home.

The needs and wishes of the very young and the very old are few and simple. To the man and his dog this daily walk in the companionship of each other supplied the requirements of both the want and the desire. The homeward way was spent in digesting the frugal but wholesome enjoyments of the first half of the expedition. Again the one who dimly retained his sense of sight attempted to interpret for him who had lost it.

Now they made the last turn which

brought them before their home. How good it had been to seek the scented evening air and the paths that they could walk together! How pleasant it was to return, where rest awaited old bodies that tired so easily!

They entered the gate side by side, the dog's shoulder pressing close to the master's knee. Old joints again protested as awkward, fumbling fingers found and snapped the leash to the kennel. A weary body sighed its gratitude as it stretched reassuringly at its master's feet for one last parting stroke from kindly fingers. With a final pull at his stumpy pipe, the one companion left the other, happy in his heart to be able to share his own failing sight with his old, blind dog.

The Magic Fence

By DONALD COCHRANE, *Ocean Falls*

I SUPPOSE the Magic Fence is still there. It was a very ordinary-looking fence between two fields. Its magic lay in the fact that the land on one side of it was valued at one hundred dollars an acre—on the other side, two dollars and a half. Identical land, facing the same road, paying taxes in the same school district, and valued by the same assessor. But the fence was the boundary of an incorporated village, and the assessor told me that the instructions from Victoria gave \$2.50 as the maximum value for "wild land", and \$100 as the minimum for village land. Railway property, too, is surrounded by magic fences, which cause it to be assessed much below its value.

I know an island where all the settlers left because they could not get their children to school (on another island, two miles away). But the island is in the school district, and has paid school taxes for thirty years, though it is now uninhabited.

Once upon a time there were two stump-ranchers who worked in a logging camp until they made a "stake". One of them went to town, "blew" his stake, got drunk and was fined \$10. The other spent the money in improvements to his homestead, and for this crime has been fined \$10 a year in taxes every year since. Now they are over seventy; the drunk lives at ease on his ranch and his old age pension, while the worker is still sweating to pay taxes from which he will never get any return.

These inequities (r t to say inequities) are at the root of the present clamour to "take the load of school taxation off the land". Henry George showed, sixty years ago, that a tax on land values (not improvements) is the best and fairest of all taxes. His proof is as clear and convincing as one of Euclid's propositions. Too clear: there is no possibility of argument, and therefore nothing of interest to politicians. To a politician, taxation is just the art of plucking the goose in such a way as to get the most feathers with the least squawking. But in New Westminster they believe in Henry George's proof—one result of which was that all through the Depression houses were being built and improved in New Westminster, while in Vancouver no one dared to buy a can of paint, for fear of more taxes.

"But how", says one, "will you find out the value of land so that all will be assessed fairly?" Well, why not ask the owner? He is the one who ought to know. His selling price, less the cost of improvements, is the only sensible or nearly correct valuation. The great difficulty about this is that it would release many farmers from paying any tax, because their farms could not be sold for any more than the cost of the improvements; but it would put a terrible load on land speculators, promoters and such parasites. They would make a frightful row, and their friends the politicians would rush to the rescue.

I did not invent these ideas. Most of them were set forth twenty years ago, by a college professor to whom nobody paid any attention. His name was Weir; he became Minister of Education, but he never was a politician.

Information Regarding Your B.

BASIC BENEFITS—

For All British Columbia Teachers' Federation members.

Cost—No extra charge. (This is one additional service all members receive for their British Columbia Teachers' Federation fee).

Benefits—\$3.00 to \$4.00 daily for each school day on account of sickness or accident.

(Benefits are increased from \$3 at the rate of 25c per day for each year of membership up to a maximum of \$4.00).

First to 10th school days—no benefits payable.

11th to 20th school days—**Half rates** (\$1.50 to \$2.00).

21st day on (to a maximum of 60 days)—**Full rates** \$3.00 to \$4.00).

Note: Benefits are payable at half rates between the 11th and 20th days commencing the day after sick pay ceases and at full rates on the 21st day.

Members with more than 20 days' accumulated sick pay receive half benefits commencing on the 21st day, and full benefits commencing the day after sick pay ceases.

OPTIONAL FUND—

Extra **Annual** Contribution: 1/400th of gross income (up to a maximum of \$7.00).

Extra **Daily** Benefit: 1/400th of gross income (up to a maximum of \$7.00).

HOW TO CLAIM BENEFITS—

Simply notify the British Columbia Teachers' Federation, 1300 Robson Street, that you are absent from school on account of illness or accident. Claim forms and full details will be forwarded immediately.

Claims for illnesses which do not exceed 20 benefit days are paid in full as soon as the member returns to teaching duty.

Claims for periods exceeding 20 days are paid at intervals of 20 days up to a maximum of 60 days in any one school year.

UNIVERSITY OF BRITISH COLUMBIA

SUMMER SESSION, 1943

June 28 to August 13

DETAILS MAY BE OBTAINED THROUGH THE REGISTRAR.

NOTE: Students will be granted reduced railway fares upon completing Certificate obtained from local agent.

C. T. F. Salary Indemnity Plan

EXAMPLES—

John Doe—Claims for illness of 56 school days:

Salary \$1600; B. C. T. F. fee paid, \$8.00; (entitled to basic benefits of \$3.00 daily).

Details of Claim payable:

First 10 days—no benefits payable.
 11th-20th days— $10 \times \$1.50 = \15.00 (benefits at half rates)
 21st-56th days— $36 \times \$3.00 = \108.00 (benefits at full rates)

Total claim payable . . . \$123.00

Mary Doe—Claims for illness of 56 school days:

Salary \$1600—B.C.T.F. fee paid \$8.00
 Optional Contribution \$4.00

Total cost \$12.00

(Entitled to \$3 basic benefits and \$4 optional benefits, a total of \$7 benefits per school day of absence).

Details of Claim payable:

First 10 days—no benefits payable.
 11th-20th days— $10 \times \$3.50 = \35.00 (benefits at half rates)
 21st-56th days— $36 \times \$7.00 = \252.00 (benefits at full rates)

Total claim payable . . . \$287.00

- Note:** 1. Largest individual claims paid to date, \$550.00.
 2. Largest total sum paid in claims in any one year, \$2200.00.
 3. Total paid in claims, May, 1938-May, 1943, \$9,330.15.

SPECIAL OFFER—

Members who join the Optional Fund now will be protected for the remainder of the present school year, without charge if they pay next year's Optional Contribution immediately.

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Hereafter —

By GWLADYS M. WELSH, *Prospect Lake School*

AND hereafter there shall be—what? The politicians have politicked on the subject, the preachers have preached, the financiers have financiered, the moralists have moralized, so why shouldn't a teacher teacherize, I'd like to know? And anyway, who is more able to give good sound ideas on the subject of after the war if the teachers aren't? Because it is going to be the children who will count the most in this case.

Maybe others think that it will be a case of finance or some ism that someone will think up, that will turn the tide to peace. I don't. I believe that it will be mainly through the education of the children of the world, and especially European children, that it will eventually come. And I can't think of any body of people in the world who have a greater right and are more competent to help plan that education than the teachers. Can you? We know children and their needs so well. Therefore, it is, I think, the duty of we teachers to speak up, and

place before the world at large our views and beliefs.

To start the ball rolling, here are some of mine. I don't care a whit whether you agree with them or like them or violently dislike them. All I ask is that you, too, speak up.

I believe that it will take at least four school generations to accomplish the desired results. There are so many "musts" in any plan of action.

First and foremost is to supply the physical needs of Europe's children. Food, clothing and goodly shelter. This will eradicate, to a great extent, the next difficulty; namely, removing fear from the lives of these orphans of the storm. Many have been born in fear while others have learned it through the bitterness of a horror we cannot even imagine in our wildest dreams. With the removal of fear will come trust. That trust must never be broken, or we shall have another war and will have to start all over again.

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SASKATOON, SASK.

Then, living in a land of no fear, their physical needs looked after, the long arduous task of educating them will come. I said educating them. That is rather a joke. I used to believe one "brought up" one's children. Fiddle. That is the sideline. You bring up yourself and if you do a good job of disciplining yourself, your child will react accordingly. I try to kid myself that I am "bringing up" my son. Maybe I am, but I am doing it by disciplining myself first and through me, him. Well, that is how the education of the children of Germany and Europe must come. By self-discipline and example and by showing them that the rewards of such a life and such a way of government are so great that we will "sell" them into adopting it as their own. In order to do this, we must first *make* it "saleable". Maybe

I should have said six school generations.

As for the adults, I leave them to be politicked, etc. As a clever psychologist once said, "The only thing that is wrong with children is their parents". So, perhaps if we ignore the parents as much as possible in this case, we will get to our goal quicker. Anyway, I have noticed that the surest way to the heart of a parent is by kindness to the child. Therefore, I think I can say it is logical to suppose that a good job done on the children will help to win over the parents.

A colossal task, isn't it? But, since we must always carry the "white man's burden", we might as well get busy and plan. Particularly the teachers of the Allied Nations, for a great deal of the work will fall to our lot and we ought to be ready.

Pandoras

Submitted by GEG. K. SANGSTER, Livingstone School

EVIL voices whisper in our hearts,
Filling our lives with bitterness and hate;
The casket in our listless hands is closed;
In dreadful dull expectancy we wait.

We wait, yes, but for what we scarcely know.
Dark clouds and shadows overwhelm our thought,
Blinding our eyes to all but selfish sight
Of selfish woes our maddened world has brought.

Their foul volcano of iniquity
The vicious lords of war have loosed again.
Hope gives us strength of will once more to stand
Unbent, and faithful to our fellowmen.

Then open the casket
And let the new hope,
Like the glow of the sun
After darkness and rain,
Revive fallen spirits;
For with its bright blessing
Love after hate will redeem us again.

With the dawn of some morrow,
The new day proclaiming,
Our world now beleaguered
Shall see its release;
And we in our gladness
At hopes consummated
Shall smile once again amid nations at peace.

Picture Study and Appreciation

Prepared by J. GOUGH, Municipal Inspector of Schools, Saanich, B. C.

THE suggestions made here may be of some help to teachers who are interested in directing their pupils in the study and appreciation of world-famous paintings.

The Programme of Studies for the Elementary Schools of British Columbia, page 492, offers a list of masterpieces that are suitable for use in Grades I to VI. Well-directed lessons in connection with these or other famous pictures will provide pupils with enjoyable and profitable experiences; such lessons will help to cultivate good taste and an appreciation of the beautiful works of nature and man. Even children who appear to have little creative ability in art can be taught to appreciate the creative efforts of great artists and in doing so to become familiar with standards of beauty that will influence their everyday living.

REFERENCE BOOKS

(Victoria) Carnegie Public Library (Children's Section):

Bryant—*Great Pictures* (Century Co., New York).

Deucher—*Millet Tilled the Soil* (Dutton & Co., New York).

Grayson—*Picture Appreciation Book I* (Dent, Toronto).

Hurl—*Riverside Art Series* (Houghton Mifflin, New York). (Raphael, Rembrandt, Millet, Reynolds, Landseer).

Neale—*World-Famous Pictures* (Lyons & Carnahan, Chicago).

Also see section or catalogue on Fine Arts in Main Library.

ADDITIONAL REFERENCES

Casey—*Masterpieces in Art*.

Hammell—*Advancing in Picture Study* (Gage).

Carpenter—*Stories Pictures Tell: Book I and II* (Rand McNally, San Francisco).

Monthly copies of *The Instructor* magazine.

SOURCES OF REPRODUCTIONS OF MASTERPIECES

Front cover of *The Instructor* (Owen Publishing Co., Dansville, New York; \$2.50 per year).

Perry Pictures (Box 13, Malden, Mass.)

Brown-Robertson Co. (Reeves, Toronto, Canadian agents).

TEACHER'S PREPARATION

1. Select a picture suited to the experience and interests of the class—preferably one that may be correlated with the Unit of Work in which the children are engaged.

2. Investigate:

- (a) The story of the picture;
- (b) Why the picture was painted;
- (c) The composition and colour harmony;
- (d) The life of the painter, his interests, his techniques.

3. Prepare a list of questions which will direct the children in their observation and interpretation of the masterpiece.

SUGGESTED TEACHING PROCEDURE

I. *Introduction*—Before exhibiting the picture create a suitable mental set or atmosphere by:

- (a) Discussing experiences of pupils which are similar to those of characters in the picture;
- (b) Reviewing historical or geographic data which has a bearing on the picture;
- (c) Telling about the painter, his life, his interests, his outlook, and his peculiar ability in the field of painting.

Note—Little reference should be made to the painter's life and his techniques in Grades I-III.

II. *Objective Study of the Picture*:

- (a) Show the masterpiece—give the pupils a few moments in which to observe and enjoy it without comment.
- (b) Guide children in reading the picture.
 - 1. Question about the large objects in the picture.
 - 2. Question about the less conspicuous objects.
 - 3. Discuss the story told by the picture.
 - 4. Explain why the artist painted the picture.
 - 5. Discover if the picture reminds the children of experiences which they have had, or scenes they have enjoyed.
 - 6. Allow pupils to suggest a suitable title.

Note—For pupils in Grades I-VI the objective study of the picture is the most important part of the lesson. Little time should be devoted to discussion of the painter's life or pictorial composition.

III. Subjective Study of the Picture:

This phase of the lesson should attempt to discover the emotional reactions of the observer, *i.e.*, Why does this painting make us feel sorry, happy, angry, amused, afraid, etc.? Why do we like, or dislike, this picture?

Note—Little attention should be given to this part of the lesson below Grade V.

IV. SIMPLE ANALYSIS OF PICTURE COMPOSITION.

By degrees children above Grade IV can learn to understand that a picture has become a masterpiece because the elements and colours in it were chosen and arranged by the artist to achieve balance, harmony and rhythm. Care should be taken to keep this analysis from becoming too technical in Grades V-VIII.

Balance—Encourage children to look for:

- (a) Balance of objects or people. (Such balance may be either symmetrical or non-symmetrical).
- (b) Balance of colour. (Light areas balance the dark ones; similar hues may be placed on left and right).

Harmony—Is there harmony of:

- (a) Line and shapes (*i.e.*, the semi-circular unit formed by the figures and tools in "The Gleaners", or the circular treatment in Raphael's "Madonna of the Chair").
- (b) Colour—

1. Analogous harmony—Children of Charles I.
2. Complementary—Boyhood of Sir Walter Raleigh.
3. Split—Complementary or Triadic.
4. Using all colours, as Turner did in "The Fighting Temeraire".

Rhythm (A picture is said to have rhythm when the lines and colours in it are arranged to suggest (1) movement, or (2) a pleasing relation of lines and masses).

Encourage the pupils to look for rhythm of:

- (a) Line—(suggesting grace through a simple curve, through repetition, through radiation). See "The Horse Fair", "Pilgrims Going to Church", or "Angels' Heads".

- (b) Colour—(rhythm is secured by repeating a colour, by using different tones of a colour, or by employing several colours).

Analyzing a picture to discover how the painter has achieved harmony, balance, and rhythm can become both an interesting and a fruitful experience. Many useful ideas will be encountered that may be employed by pupils in their own creative art work. A study of colour harmonies used by famous painters should assist the children in planning pleasing colour schemes for their own use.

Children's ability to appraise pictorial composition and arrangement will grow with practice and experience. This phase of picture study will reveal how seriously the artist studies his subject and his treatment of it.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Dramatize the picture, either by action or in a tableau.
2. Make a sketch to show the main masses in the picture or represent these by pieces of cut paper.
3. Tell the story of the picture in an oral or written form. (Guard against asking pupils to write a composition on every masterpiece studied).
4. Write an imaginative story suggested by the picture.
5. List and view pictures by the same painter.
6. Sing songs, listen to music, or learn a dance suggested by the theme of the picture.
7. Read or listen to prose or poetry selections which have a bearing on the picture.
8. Teach science lessons based on animals or plants in the picture.
9. Discuss the information contributed by the picture to the Unit of Work being studied. (*i.e.*, "Pilgrims Going to Church" and the Growth of American Colonies; or "The Gleaners" and French Life).
10. Invest in miniature reproductions of masterpieces and arrange them in a "Booklet of Famous Paintings" with suitable notations.
11. Find pictures in magazines that have similar composition to the masterpiece studied. Mount and display these.
12. Guess the titles of a number of pictures that have been studied from skeleton composition lines only.
13. Discuss the techniques employed by different artists in painting similar scenes or subjects.

Correspondence Courses in Rural Schools

By L. H. GARSTIN, Lillooet, B. C.

BRITISH Columbia's High School of Correspondence is probably the best of its kind in Canada. The courses offered are well-planned, well-conducted and well administered and they are broad enough in scope to meet the needs of most of the types of ability to be found in the average one or two-room high school. University Entrance courses, commercial courses, technical courses and vocational courses are all fully represented. But to what extent are rural students taking advantage of these courses? What is their attitude towards this extremely wide variety of educational facilities?

I am not aware of any statistics on the subject but it seems fairly clear that by far the greater number of rural students are not even beginning to take advantage of the opportunities offered them. Inquiries among various high school teachers reveal that while correspondence courses are offered in the schools, in nine cases out of ten students choose courses leading to university entrance whether they are fitted to take such courses or not. This consensus of opinion is confirmed by the 1940-41 Annual Report of Schools, which states that "In small high schools it is inevitable that the number of options available to students is small. These schools tend, therefore, to be more academic than larger schools. They are unnecessarily academic. The few students who matriculate from them, and the still fewer number who go to the university, are not entitled to dominate the school".

Why is it that the Correspondence School continues to serve future university students while future farmers, storekeepers, stenographers and bookkeepers ignore the services at hand?

An investigation would, I believe, reveal the following as major causes of the failure of the Correspondence School to attract students into the commercial, technical and vocational courses:

1. The predominance of teachers educated in the high schools as university entrants and graduated from university as teachers of the traditional university subjects or, conversely, the lack of teachers with even a smattering of knowledge of technical and commercial subjects.

2. Lack of teacher-training in the administration of correspondence courses.

3. Lack of adequate personal and vocational guidance for students on the part of both parents and teachers.

4. Lack of understanding on the part of parents of the problems of a wise vocational choice and an entire absence of understanding of the organization of the curriculum in relation to this problem.

5. Lack of training on the part of students in the reading skills required of correspondence courses.

6. The rules and regulations limiting the number of correspondence courses offered in rural high schools to three.

The problem of training teachers to suit the needs of rural high school students is a thorny one. It is all very well to say that teachers ought to cease favouring university entrance subjects in small schools but, as has been pointed out, the great majority of teachers seeking positions in such schools are university graduates trained to teach the traditional subjects prerequisite to a university career. Naturally, they do not feel themselves capable of offering to teach non-university subjects. It would not ease the situation to call on commercial and technical specialists. That is not what is wanted. What is needed is a number of teachers capable of handling the core subjects—English, Social Studies and Health—and who, in addition, have sufficient background to give instruction in two or three commercial, technical or vocational courses and who have been trained to supervise correspondence courses in these and other subject-matter fields. After all it is the student capable of university work who ought to be able to study on his own while it is the non-university student who requires instruction, guidance and help.

Vocational Guidance, unfortunately, is far too much neglected in our rural schools. Rural students, too often, have no idea of what courses are offered in the high school, no knowledge of what courses to choose, no realization of what vocational opportunities are existent, no criteria for analyzing a vocation and no standards whereby they may analyze their abilities and disabilities in relation to vocational choice. And parents appear to be as much in the dark as the students themselves. They, also, are ignorant of the structure of the school curriculum,

its philosophy and aims and they have no planned way of guiding their children into the right occupational fields.

Such a situation can be remedied only by more stress on vocational guidance on the part of the teacher and by leading the parents to a better understanding of the problem. In fact, the role of the parents is perhaps more important than the role of the teacher in these matters. Everything should be done, therefore, to enlighten the parents on their responsibility for the satisfactory adjustment of their offspring to a vocation. Principals and teachers should arrange lectures dealing with the curriculum and the problems of Vocational Guidance. Newspaper articles should be published—and particularly should the High School of Correspondence print material in the local papers informing parents of the aims and value of the school. And the Department of University Extension might well conduct courses in vocational guidance as it does now in child psychology and other fields.

But all the adequately trained teachers and all the guidance in the world will be of little use if students are unable to handle correspondence courses when they come to them—if they are unable to read at the level of ability required of such courses.

I have met pupils in Grade XII who do not know the difference between an index and a table of contents, who can not pick out the main ideas of a selection and who have no idea of how to make a precis—all vital skills in the proper handling of correspondence courses. It seems to me, in view of this, that there should be a conscious effort on the part of teachers to teach *reading*, as distinct from *English*, in the upper elementary grades. From at least Grade VI through Grade VIII a thorough grounding should be given in the following reading skills:

1. Skimming to get a general impression and to discover the main ideas of a selection.
2. Skimming to locate details in a selection.
3. Ability to follow written directions.
4. Ability to condense and make precis.
5. Ability to adjust speed or reading to type of material and to purposes for which the selection is being read.
6. Comprehension of words—especially the ability to derive the meaning of words from the context.
7. Ability to use informational aids such as indexes, tables of contents, chap-

ter headings, chapter sub-headings, year-books, encyclopedias and the like.

It is true that the present course of studies prescribes the teaching of these skills but it should be more fully impressed upon teachers how important they are in the senior grades and texts and workbooks covering these skills ought to be made compulsory to the course.

In regard to the limitation of the number of correspondence courses that can be taken by rural high school students to three, the Department probably has good reasons for its ruling. Correspondence courses are more difficult than courses taken by personal instruction and if a student were to load himself with too many correspondence courses it would mean probable failure. On the other hand, such a limitation limits the choice of subjects that a student may take especially if he or she does not desire to take the courses the teacher offers for personal instruction in the classroom. Might it not be more sensible to provide for a maximum teaching load for the teacher while leaving the student free to take other courses not offered by the teacher by correspondence up to the level of his ability in this respect?

The criticisms and suggestions I have offered are, I realize, very sketchy but they are the outcome of classroom experience and I trust they will prove of some value in increasing the usefulness of our correspondence school.

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War and Social Studies

By THE SOCIAL STUDIES REVISION COMMITTEE

THE influence of the War in the teaching of Social Studies is marked and far-reaching in its effects. While the war has altered conditions in nearly every classroom and in nearly every subject taught, the effect on the Social Studies is possibly greatest and that is the subject from which war can not be shut out. These results vary, some are good and some the reverse.

To consider the gains first. There is a marked increase of interest on the part of the students in current affairs. The pupils considered for the purposes of this article include Grades XI and XII, boys and girls, and in each grade there is a definite indication of a desire to know more of the points where events are being shaped and the personalities shaping those events. Since such names as Dakar, Guadalcanal and Murmansk began to occupy the headlines, map study has taken on a new zest. This revived interest has revealed, among the pupils, a surprising ignorance of the geography of the world and especially of Europe. At the same time there is a definite tendency on the part of Social Studies V students (both Grades XI and XII) to give much more thoughtful attention to forms of government, particularly those of Canada, and to show an interest in discussion of plans for the future which indicate stirrings and feelings of responsibility.

War has brought these older boys and girls face to face with actualities and they are thinking more deeply on topics

of History than did the students of some years ago. Books on world affairs are being read much more generally than before. Linked with the desire to know more of conditions leading to world conflict is an attempt to learn something of the mental outlook of other nations which might explain their choice of sides. Some of the older pupils are making comparisons with events of the past and are discovering with interest a sense of continuity in the story of mankind and a kinship hitherto unfelt with earlier generations who stood strongly against tyranny and terror.

On the other hand, there is a reluctance, on the part of some of the older boys, to settle down to steady work and failure to concentrate on hard topics which is apparently due to the unrest and tension of a world at war. A few of the pupils show resentful, cynical attitude; some seem inclined to adopt a fatalistic one which includes the assumption that their education is likely to be cut short anyway; so why worry? An increased number of new interests arising from war activities has in too many cases resulted in a slackening of application.

In summing up, it would seem that the war has brought both gain and loss to the teaching of Social Studies and on the whole the former seems to outweigh the latter. The extra alertness on the part of the majority of students has given the teaching of Social Studies in wartime an added satisfaction.

Position Of Students

By A. J. McNAMARA, Director, National Selective Service

THERE is some indication that the attraction of wartime wage rates, on the one hand, and of a genuine desire to help in the war effort, on the other, are leading many young people who would normally have continued in school to accept employment. Both from the individual and the national interest this is short-sighted and expensive and I have no hesitation in saying dogmatically that our needs are not sufficiently pressing to require any young person under the age of sixteen or perhaps even eighteen years, who can profit from continued education, to sacrifice it during these years.

Students of that age can best serve their country, even in this emergency, by continuing wherever possible to complete their high school or technical school education. If by then they are still needed in the Armed Forces or war industry they will be better fighters or better workers. After the war they will be more useful citizens and will play a better part in rebuilding our peacetime life. Those who sacrifice their education today will handicap themselves tomorrow. They will be those most liable to unemployment, most likely to be a burden rather than a help to their community."

By AARON RUM

WHILE one recent contributor to our magazine urges us to hang on to some shreds of the civilization of the past, and another slyly hints that such thrift would be a measure of our lack of intelligence, I wish to direct our thoughts to the crying needs of the present.

There's a war on! Our boys and girls (not forgetting the teachers in charge) are up to the neck in war-work of some form or another—Air Cadets, Military Cadets, Girl Cadets, lectures, parades, lectures, knitting, sewing, rivet-sorting, signalling, girls' this and boys' that. Besides this direct expenditure of time and physical and mental energy there are the various drives—rubber, foil, glass, paper, bundles this and that. But why enumerate? You all know what I mean.

For here's the rub. All this programme is on top of a regular programme, a programme which itself to be richest on this whole wide continent. It doesn't make sense. Something ought to be done, and done at once.

No doubt we all agree that war has priority over all our peace-time habits. Very well then, let's trim the vessel, haul down a sail here, and reef a sail there. Don't misunderstand me. I do not mean a lowering of standards necessarily, nor do I mean the dropping of those subjects that do not bear directly on war requirements and activities. That would be a short-sighted policy.

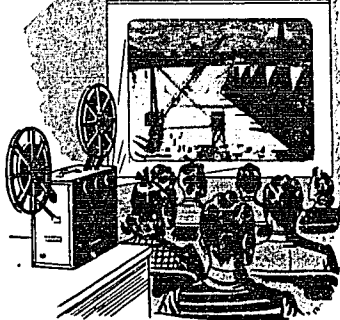
But we can and should eliminate wastage. The timetable should be trimmed. It should no longer be held a virtue to boast that a student can get whatever subject his heart desires. The credit-hunters complicate the timetable, and make it highly inflexible. This procedure results in an uneven load distribution; some classes are always small, and others must take up the slack.

There should be more adaptation of subject to student; for instance the student who is consistently poor in English up to Grade X, is not greatly edified by pursuing poetry in Grades XI and XII. He should be segregated and given drill on the mechanics of English Composition and Grammar. Students who do well in Mathematics and General Science up to Grade X, should be segregated and given special training. Students who fall within the class of seat-warmers should be let out at once and put to work on a farm. The experience would prove salutary.

You will think of other ideas; this is intended only to get you going.

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Nanaimo	\$920	\$1520	\$100	6	
Nelson (Gr. 2, 3, 4)	\$1100	\$1350	\$50	6, 7	
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New Westminster	\$920.60*	\$1800*	2 at 60* 11 at 75*	14*	
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Prince Rupert	\$1100	\$1800		13	Additional credit for extra qualifications.
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Delta	\$1300	\$2200	100-70	12	
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			\$80	13	

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Mission-Sumas-Abbotsford				9	
Maple Ridge	\$1100	\$1500	\$50	9	
West Vancouver	\$1100	\$2010	\$70	13	

* Women; † Men.

ELEMENTARY SCHOOLS

City	Min.	Max.	Inc.	No. of Years	Special Provisions
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Creston Valley United	\$1000	\$1800	100-50	12	
Delta	\$900	\$1320	\$60	7	
Mission-Sumas-Abbotsford					
Maple Ridge	\$850	\$1300	\$50	9	
Oak Bay	\$800*	\$1650*	8 at 100	11	\$1950 maximum for men teaching Grades 7 and 8.
	\$1000†	\$1850†	3 at 50		
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WANTED—Teacher for the Mara Public School; duties to commence beginning of term, September, 1942. Salary \$960 per annum. Apply to **Ernest Bennett, Secretary, Mara School Board, Mara, B. C.**

WANTED—Experienced teacher for Francois Lake School District; salary \$1,000; no schedule in operation; 15 pupils. Write **J. Sugden, Secretary, Francois Lake School Board.**

WANTED—Female teacher for Grades I to III; duties to commence with September term; salary \$900; salary schedule in operation. Apply, stating experience to **Mrs. M. E. Dell, Secretary, Municipal Board of School Trustees, Peachland, B. C.**

TEACHERS WANTED—Two teachers for the duration, in Kamloops Junior-Senior High. (1) Mathematics and Physics, including Senior Matriculation; (2) Girls' Physical Education. State other subjects qualified to teach. Salary according to schedule, with credit for previous experience. Teacher for one year for Elementary school; Grades IV and V. Salary based on teaching experience and salary schedule. Apply to **Kamloops School Board, D. W. Rowlands, Secretary, Box 340, Kamloops, B. C.**

Wanted: TWO TEACHERS trained in Progressive Methods for St. George's School, Montreal (1933-44), for age groups seven and eight years (about Grades II and III), and age group nine, ten, eleven. Small groups, pleasant working conditions, and congenial relationships. Attractive salary. Transportation advanced. Write immediately to **MISS MATTHEWS, St. George's School, 3106 Westmount Boulevard, Montreal.**

TEACHER WANTED for Beaver Creek Rural School. Salary, inexperienced, \$1000 per year; experienced \$1050. Apply to **G. W. Gray, Secretary, E. E. No. 1, Alberni, B. C.**

TEACHER WANTED—Star Lake School (N. Thompson River). Salary \$900. 13 pupils; seven grades. Please state full particulars to **Mrs. Betty Johnston, Secretary, Star Lake School Board, Blackpool.**

TEACHERS WANTED—Teachers for the following subjects required on the staff of the Delta Junior-Senior High School, Ladner, B. C. in September: Male Teacher to teach boys' physical education; Teacher of Commercial Subjects; Primary Teacher also required for the Kennedy Superior School, Delta Municipality. Applicants are requested to state age, experience, qualifications, and attach copy of last Inspector's report. Salary Schedule in operation. **E. E. Bell, Secretary, Delta School Board, Ladner, B. C.**

TEACHERS required for the fall term, commencing September 7th: (1) Male teacher for Senior Grade, Cranbrook Elementary School, capable of taking physical education for Senior Boys; (2) Teacher for Grade VII, capable of teaching music in Intermediate and Senior grades; (3) Male teacher for Cranbrook High School, major subjects—mathematics and science; (4) Commercial teacher for Cranbrook High School. Applicants should have degree as well as Commercial certificate. Applicants should state experience and qualifications and furnish Inspector's reports. **F. W. Burgess, Secretary.**

WANTED—Teacher for Harper's Camp School; 17 pupils. Salary \$950 per year. Apply to **Secretary J. Warren, Horseshy, B. C.**

TEACHERS WANTED (Continued)

WANTED—Principal for Enderby High School; subjects preferably mathematics and science. Salary \$1500. Apply to **F. C. Dickson, Secretary, Board of School Trustees, Enderby, B. C.**

WANTED—Teacher, next September; with school-age child preferred. Salary \$840. Apply to **School Secretary, Gray Creek, Kootenay, B. C.**

WANTED—Two teachers; one for principal of Superior room; salary \$1200; one for public room, salary \$900. Duties to commence September 7th. Apply to **Secretary, Port Fraser School Board.**

WANTED—Experienced teacher for Sorrento School, 50 miles east of Kamloops, on No. 1 Highway. Salary \$900. Duties to commence September 7th. **O. D. Spronle, Secretary, Sorrento School Board.**

TEACHER WANTED for Forest Grove School, for term 1943-44; salary \$900 per annum; present enrollment 16. Apply stating qualifications and references to **D. Gibbs, Secretary-Treasurer, School Board, Forest Grove, B. C.**

ROSSLAND Junior-Senior High School invites applications for staff vacancies. Subjects required: Girls' Physical Education, Boys' Physical Education, Music, Health, Junior English, Junior Mathematics. Schedule begins at \$1450. Give full qualifications, experience. Inspector's reports. **T. H. Yolland, Secretary.**

APPLICATIONS will now be received from teachers for Div. I Hedley High School, Div. II Hedley High School, and Div. I Hedley Elementary School. Top salaries with full credit for previous experience will be paid. Term 1943-44. New building and excellent living accommodation. Write now for full particulars, and give subjects taught. **F. J. Bottaro, Secretary, Hedley School Board, Hedley, B. C.**

TEACHERS WANTED—Temporary positions, Nelson Junior High School: (1) French, all grades; English, Mathematics and Science, Grade VII; (2) Part-time Home Economics, state other subjects desired; (3) Girls' Physical Education, Cadets, English, Mathematics and Science, Grade VII. State qualifications, experience and references. **Fred L. Irwin, Secretary, Nelson School Board.**

TEACHER WANTED for Usk ungraded school; salary \$110. If janitor work is done, which is optional to teacher, \$10 per month extra paid. Apply to **Percy Skinner, Secretary, Usk School Board.**

WANTED—Teacher for Crawford Bay school; 22 pupils; large playground and badminton hall. Salary \$960; increase \$60. Apply to **W. Fraser, Kootenay Bay P. O.**

Living Accommodation

WEST END—Comfortably furnished room with private bath and phone; Murphy bed; two or three meals, as arranged. Available July and August. **T. H. ADNEY, 1115 Nelson St., Vancouver, B. C.**

EXCHANGE my modern furnished home with restful garden, all or part of July and August for home in North Saanich, or will consider renting. Apply **4536 West Eighth Avenue, Vancouver, B. C.**

FOR RENT—Bright 3-room furnished suite, near the University bus, for 9 or 10 weeks from July 1st. Write **Suite 2, 4374 West Tenth Avenue, Vancouver, B. C.**

WANTED TO RENT for the summer holidays, living quarters in Vancouver for three adults. Preferably not in the heart of the city. Rooms, suite or house acceptable. **Grace Baird, Creston, B. C.**

TO RENT—Furnished 3-room suite; July 1st to August 31st. **MARINE 1980, 1375 Comox Street, No. 2.**

HEADQUARTERS FOR
VANCOUVER PRINCIPALS'
ASSOCIATION

"HOSPITALITY AT ITS BEST"

DUFF'S DINING
ROOMS

619 West Pender Street

What We Are Reading

INDUSTRIAL MAN

THE *Future of Industrial Man*, by Peter F. Drucker; Longmans Green, Toronto; 1942; price, \$3.00.

This book represents a vigorous and able attempt to establish certain political principles for our guidance in this very puzzling world. Mr. Drucker does not deal in superficialities. He sets out in a most direct and simple manner certain basic considerations which none of us can afford to ignore. My own feeling is that Mr. Drucker is establishing himself as one of the truly seminal thinkers of our time.

The problem with which he grapples in this book is how to establish a society which will successfully incorporate the needs of the Industrial Age while preserving human freedom.

His first two propositions are these: First, that no society is healthy which fails to give *status* and *function* to every individual, and, second, that power which is not to degenerate into irresponsibility or tyranny must be *legitimate power*. By legitimate, he means power derived from principles and arrangements which are founded firmly in the ethical values of the community. That is to say, legitimate power must be based upon principles which are accepted as right and proper by the community.

The problem is thus to attempt to build a world which integrates industry and further grants to everyone a sense of participation; in which everyone feels himself an essential part of the whole, and in which everyone experiences the reassuring conviction that he belongs and is valuable.

Hitler has made great strides in this direction but at the expense of freedom, and by making warfare the integrating force of the community. Our problem is to achieve *status* and *function* for everyone while preserving freedom.

But what is Freedom and what are its foundations?

Freedom is the right and the ability to exercise responsible choice in significant fields. It is arduous, sometimes painful, but is essential if the dignity of man is to be maintained.

Such freedom can survive only in a certain philosophical atmosphere. It is necessary to recognize the imperfection of all men and to recognize that no man can attain to the whole truth. It is

equally necessary to believe that there is truth worth searching for, and that all men who honestly seek will attain to some valuable and valid insight. Once we admit that some people possess a touchstone truth, the claim of others to freedom becomes an impertinence, for why should a man who is wrong have freedom to disagree with the man who is admittedly right?

That is why the rationalists and the intellectual dogmatists have always either relapsed into political futility or swung to tyranny. The intellectualists of the Enlightenment with their unlimited faith in Reason were the legitimate parents of the tyranny of the Jacobins under Robespierre. The good Marxist, convinced that his mastery of dialectics has given him a superior grip of the essential truth, is never prepared to waste time or tolerance upon the unenlightened unfortunate who disagrees with him. The modern biological and psychological scientist, particularly if he has been trained in the Behaviouristic School, has a similar conviction that he alone possesses the truth in matters human. In consequence he can never see disagreement as other than wrong headed. This truth probably explains the intolerant self-righteousness of some of our recent crop of Educational reformers.

Freedom depends, therefore, upon a humble realization of the imperfections of man and the proud belief that all men may catch something of the truth.

A further condition of freedom is that no form of power should monopolize the whole social field. According to Mr. Drucker, freedom in the nineteenth century was possible because political power was based upon majority rule and social power upon property rights. Had majority rule taken over the whole field the tyranny of mass prejudice would have had no check. Had property rule dominated the whole field an uncontrolled oligarchy would have resulted. The tension between these two poles of power effectively checked each and enabled freedom to flourish.

Mr. Drucker offers no blueprint of the future, but his book represents one of the most vigorous and honest of recent attempts to state the principles upon which a sound and free society may be built. To all who are interested in political thought this book is a "must".

—FRANK WILSON.

GEO POLITICS

TAYLOR, Griffith: *Canada's Role in Geopolitics, A Study in Situation and Status*. Toronto; The Ryerson Press; 1942; pp. 28. Price \$.30.

This 28-page pamphlet, published under the auspices of The Canadian Institute of International Affairs, outlines Canada's climatic and physical features and the affect these will have upon the development and growth of population in Canada.

The author points out that, though Canada's rather northerly latitudes place her in the "second-best zone" of the earth, yet this very northerly position on the Great Circle Route through the North Pole will be a great asset to her in the future development of aerial navigation. After sketching Canada's outstanding natural resources, he outlines the stages in the future settlement of Canada and then points out the similarities between Canada and the U. S. S. R. In finally estimating Canada's future place among the Empire's Dominions and the world's nations, the author makes the interesting forecast that, because of "the agricultural and industrial potentialities of Alberta, Calgary... may even some day rival London as a focus of the Empire."

Nine very interesting maps which compare Canada's climate, resources, and population with those of other countries of the world illustrate the text very graphically.

This pamphlet should be of great interest to senior high school students and teachers of social studies.—J. W.

MODERN JAPAN

MODERN Japan by William Henry Chamberlain was edited by Maxwell Stewart—a Co-operative Project between American Council, Institute of Pacific Relations and Webster Publishing Company.

At a time when we, with the rest of the world, are engaged in a gigantic struggle of arms and ideas, it is of great importance that we should follow the invaluable precept "Know thyself," and also know our enemies.

Modern Japan is a little book that will be warmly welcomed by those desiring a broad, unbiased analysis of the Japanese people.

In six concise chapters, packed full of information, the author shows how modern Japan, like any other country,

is a product of its history and geography. The simple habits and diet of the people, the family system, greatly increased population, the First Great War, the cunning ruthlessness of the Samurai, contact with foreign trade, and its position on the globe all played their part in making Japan the formidable force it is today.

There is food for thought in this: "It is one of the ironies of history that Japan gave up its isolationist policy under the pressure of trade-hungry western nations."

The chapters on Japanese economy and government will be found very enlightening.

The author considers the points of strength and weakness in the various systems contending for the shaping of the future destiny of Asia. "A new relation between East and West, based on equality and co-operation, not on conquest and rule" will come sooner, he thinks, as a result of the present struggle.

Each chapter in the book is followed by thought-stimulating questions or study devices to facilitate comprehension. These, together with pronunciation of all Japanese names and numerous illustrations, increase its value to the interested reader.

Modern Japan, by William Henry Chamberlain; Webster Publishing Co., Los Angeles; 1942; pp. 93; price \$.75

—M. I. C.

PLAYS FOR NURSERY

NURSERY Plays. Correlated with School Subjects. School Aids and Text Book Publishing Co.; Regina and Toronto; 1941; pp. 64; paper covers; price \$.50.

Six short plays adapted from stories well loved by small children are here presented with suggestions for costumes and properties easily made in the classroom by pupils of primary grades. Teachers in rural schools will find this booklet helpful in speech-training, and of value in planning integrated units of study.—J. D.

UNCLE GEORGE SAYS:

UNCLE George says that the reason that so many school marms have headaches is because they do not take enough aspiring tablets.

—The A.T.A. Magazine.

Correspondence

REMEDIAL READING

Editor, *The B. C. Teachers*

In the January issue of *The Clearing House* there is an article by Dr. Willard Beecher, who is described as a Consulting School Psychologist, in which he makes an attack on what he conceives to be current practice in remedial instruction for handicapped readers. The article has the sensational caption of "The Truth About Remedial Reading." It consists of gross misrepresentation of the classroom situation and of modern practice and procedures as well as assertions unsupported by incident, data, or documentation.

As *The Clearing House* is read by a considerable number of our teachers the article is capable of doing more than a little harm, especially in the minds of those who do not take time to read it critically and of those who are inclined to let the reading situation take care of itself. Consequently, I think a reply should be published in our professional magazine.

Throughout the article straw men are repeatedly set up, seemingly for the purpose of entertaining the reader with the author's skill in knocking them down. The travesty of the teacher and his techniques is so obvious that argument on the point is superfluous. However, the bald assertion that left-side dominance is the chief underlying cause of reading difficulties is capable of misleading conscientious principals and teachers into adopting a fatalistic *laissez-faire* attitude toward handicapping reading-disabilities among the pupils. Here I quote from the article:

"But for the teacher's satisfaction, it may be well to mention some of the chief factors responsible for initial derailment and failures.

"The chief of these stems from the fact that a very high percent of individuals is born with motor control stronger on the left side of the body than on the right! This means that all body movements are better executed toward the 'good side' of the body—the left side for them instead of the right. But the world is set up for those born right-sided—and so print goes marching from left to right instead of right to left (as it should go for about 40 per cent of the population)."

All this is at variance with the fully documented findings of Gates who, on pp. 342-352 of his book entitled *The Improvement of Reading* (1935), reviews, with careful attention to statistics, the studies made during the past thirty years of left-side dominance in relation to reading difficulties. He summarizes as follows:

"Left-handedness, left-eyedness, and mixed hand and eye dominance are possible, but doubtful, and, at the most, slightly influential factors."

When I first noted Dr. Beecher's article I was working in a Junior High School in which thirty pupils of Grade VIII. were organized in a class for special instruction and practice in reading because of their lack of efficiency in the subject. I examined each of these pupils for eye, hand, and foot dominance and found as follows: 1 pupil with 100 per cent left dominance, 7 pupils with mixed dominance—6 having left eye and right hand and foot dominance and one having right eye and left hand and foot dominance. In this group, which comprised about one-quarter of the grade and included all the pupils of the grade who are below standard in reading skill, only 26.6 per cent lacked complete right side dominance. For the sake of comparison I took two groups of capable readers from the same grade of the same school and carefully examined them (68 pupils) for dominance of eye, hand, and foot. Again I found just one pupil with complete left-side dominance, but 20 proved to be mixed dextrals. Thus in this group of capable to superior readers 30.9 per cent lacked complete right-side dominance.

Admittedly the number of cases in each of the above groups was small, but they were representative, and, it will be noted, that the incidence of left-side dominance was slightly greater among the capable readers than among the remedial group. In another school the slight margin might easily be on the other side, but the relative unimportance of sidedness seems evident. This does not rule out the possibility of its importance in exceptional cases, but does indicate that it cannot be regarded as either the cause of, or the excuse for, most of the inefficiency in reading which handicaps too many of our pupils.

A. S. MATHESON.

Letters To a Country Teacher

May.

My dear Niece:

Summer school will soon be here again. I think you are wise in deciding to take courses given by teachers from outside the province. Not only because they must be pretty good or they would not have been imported; there is something in the very fact of coming from afar. The loggers define an expert as "Any little squirt when he's away from home", and there is something in what they say, even if they do use deplorable adjectives in saying it. The mere feeling of being away from every-day responsibilities induces a fine freedom of utterance, and makes one say all sorts of things that he has been thinking for years, and dare not say in the drab respectability of his office. All the revolutionary ideas that have enriched my life, as well as ruining my career, came from a perfectly sober Eastern educator. The mistake of trying to put them into practice was mine. Someone should have warned me that the prescription for success in the teaching profession includes a warm enthusiasm in preaching new theories, and a cold-blooded efficiency in practising old methods. I suspect that it is the same in all professions.

So you should listen to visiting professors for a true understanding of education, and for the stimulation which is the greatest value of Summer School. But for practical advice, go to a country teacher, if there are any on the list. Those who have actually taught in one-room schools have something to give you that you cannot get anywhere else; and when any of them is allowed to lecture in Summer School, you will know that he is an accepted authority on his subject. Perhaps even better is a country school inspector, just in from his district, before he has time to forget what a country school is really like.

Of course, if you feel the need of some kind of specialist's certificate you must take the courses leading to it, no matter how mouldy they are. But very few certificates are as good as the right remarks from the inspector, and it is not very advisable to barter your birthright (education) for a mess of pedagogy. Besides, I hope you have too much sense to want to waste your life on other people's children, when you can have

WAR SAVINGS

Dawson Creek, B. C.,
April 21st, 1943.

Editor, *The B. C. Teacher*:

The Inspector of Schools for the Peace River Area has asked me to submit a letter concerning the methods used, and the results obtained, in the "War Saving" efforts of a couple of classrooms in his inspectorate.

Last year in one division of the Pouce Coupe School—Grades I to IV—war saving stamps to the value of \$163 were purchased by the nineteen pupils, an average of slightly over two \$5 certificates per pupil. This year to date, with over two months yet to go, the forty-five pupils of one division of the Dawson Creek School—Grade II—have purchased \$178 worth of war saving stamps.

In each of these classrooms the pupils have been encouraged to buy stamps by a few simple methods. They were made, and kept, war saving conscious by frequent short talks on the importance of buying stamps, from both a patriotic and an economical point of view. After each roll call a few minutes were taken to ask for their contributions and to record any amount they cared to contribute towards buying a stamp. They were encouraged to bring their pennies, nickels and dimes, as so few small children ever have a whole quarter of their own to spend at one time. If only quarters were accepted, in most cases it would be a matter of the child buying a stamp with the money his parents gave him for that purpose, rather than of the child himself learning to save the coppers and nickels with which, otherwise, he would probably have bought himself a treat.

Each pupil who contributed even one cent in a month was called a war-saver. In both classrooms the pupils were one hundred per cent war stamp savers.

The time taken for recording so many small contributions is insignificant in comparison with the results attained.

Yours sincerely,

(Mrs.) JEAN V. GETHING,
Dawson Creek Elementary School.

NOTE TO TEACHERS OF PHYSICS

WHO is Bertie? See *Good Housekeeping*, January, 1943, page 66.

some perfectly lovely ones of your own.

Ever your loving

UNCLE JOHN.

ALBERTA PUBLICITY

Edmonton, Alta.,

February 22, 1943.

Editor, *The B. C. Teacher*:

We send this appeal to you in order that the teachers and school children in your territory may receive adequate service and in order that we may be saved a great deal of work, time and costly material.

This office is being deluged by letters from school children asking for literature and information about Alberta. It is utterly impossible for us under existing conditions to acknowledge these requests but we would be glad to send a package of literature including tourist picture booklets, road maps, etc., to each school library for use of all pupils and teachers if requested to do so by the school principal.

Will you, therefore, please use whatever means you have to tell your school principals not to have children write to us but to write themselves if the school studies warrant it?

Yours sincerely,

DAN E. C. CAMPBELL,

Director of Publicity and
Travel Bureau.

UNCLE JOHN, TAKE NOTE

South Swan Lake

Superior School,

Tupper Creek, B. C.

March 25, 1943.

Editor, *The B. C. Teacher*:

I have for the past three years during which I have been teaching in the Peace River Block, been intending to write to *The B. C. Teacher*.

Many a time have I seen the names of teachers whom I knew, during my high school and Normal days.

I wish to congratulate you on each edition for they are excellent and are a binding link to each teacher in the B. C. T. F.

Your letters to a Country Teacher are very helpful to one starting out on a teaching career. Couldn't Uncle John drop a hint or two, to beginning high school teachers of rural districts, who are also principals of two or three-room schools? There are a number of younger elementary teachers as myself, who are taking positions of this type owing to the lack of secondary teachers.

The Lesson-Aids Committee with their lesson-aids under Mr. Harry Boltwood

are excellent for elementary teachers. I have used them in Grades I.-VIII. and though at present teaching Grades VIII. to XII inclusive I find them extremely valuable. I understand that sometime you may be able to help teachers in Superior schools and I trust that day is not too far distant.

Many other of your items are intensely interesting and I hope to be able to help answer some questions from your question box, to enlighten the load of a fellow colleague.

Thanking you again for your help in *The B. C. Teacher* magazine, I remain,

Yours sincerely,

(Miss) VIOLET B. MABLESON,
principal.SALARY INDEMNITY FUND—
IN APPRECIATION

1407 Robson Street,

Vancouver, B. C.,

April 14, 1943.

Mr. A. T. Alsbury, Chairman,
Salary Indemnity Fund.

Dear Mr. Alsbury:

In enclosing my receipt for the cheque received, I wish to express my appreciation of the courteous and capable way in which the matter has been handled. It has meant a great deal to me.

Yours sincerely,

KATE EASTMAN.

DURING the middle ages Europe was far too much influenced by celibate men. Today much too big a part in public life is played by celibate women, and too little by mothers. I find no new ideas more genuinely disgusting than that held by many educated authorities that a woman ceases to be suitable as a teacher when she becomes a mother.—J. B. S. Haldane as quoted in the *School Executive*.

N. T. Nemetz

BARRISTER and SOLICITOR

678 Howe St. (at Georgia)

MAr. 8636 Vancouver, B. C.

News, Personal and Miscellaneous

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

SCHOOLS AND BRIDGES

SOME of the poorest parts of our country have beautiful paved roads and fine modern bridges for the inhabitants to use. But they usually have very poor school facilities. Why is this? Some would say that the people are too poor to pay for a good school. But why, then, have they good bridges and good roads? They have just as good police protection against theft and murder, for three cents a letter will go as far as if they were in a rich community. If they have a radio they can listen to as good programmes as rich people. What is the difference?

It is this: the roads, bridges, postal services, and radio have become socialized. The schools are still largely the burden of each small community. There was a time when each family, and later, each community built its own roads and bridges. Thus a poor community had poor roads and rickety bridges while a more prosperous community was reflected in good roads and modern bridges.

There has been a gradual but steady evolution. The community banding together to provide roads, bridges and schools was a big step forward from the day when each family had to provide its own. Just as it was an advancement when individuals stopped carrying arms and firearms, and hired police to protect the whole group.

The fault with our present set-up is that some of our services have gone beyond the community stage, to the provincial or national stage, and have thus been greatly democratized, while others, such as education, are still left to the small communities. This leads to great undemocratic inequalities.

Further down the scale health services are still left largely to the individual. They have not even reached the community stage.

It seems to forward thinkers that we must progress further along the road towards socialization of essential services. Most people will agree that services which are needed by all the people should not be the source of profit for a small group, and, on the other hand, must be guaranteed to all on the same basis. Few would like to see us go back to toll bridges and roads owned by individuals, corporations, or communities, or to pri-

vate messengers for communications. We should not now go back to a system whereby each parent had to hire a teacher for his own children.

No, we cannot go back, we must go forward. The provincial and federal governments must increase their financial support of education and health, in order, primarily, to ensure the democratic extension of these services to all people.

—From *The Forum*, March, 1943.

TEACHERS AND THE WAR

THE optimism of either American High School students or of the faculties of American Normal Schools is still high. A short time ago, T. R. Weir, on leave from the Vancouver School Board to study at the School of Education, Syracuse University, sent to the Federation office a classy little pamphlet prepared there as an inducement to potential teachers. Bearing the title, "Have You Thought of Teaching", the booklet commences with a few well-chosen questions, such as: "Aren't there already enough teachers?" "Aren't the salaries pretty low?" "How does teaching rate as a profession?" "What advantages does it offer?" Then it naively sets about answering these queries in a manner satisfactory to the prospective student teacher. There is, for instance, it truthfully relates, a shortage of teachers. Salaries, the booklet goes on to relate, "provide for a comfortable and high cultural level of living." Of a rank as a profession its opinion is that "Teaching is already one of the leading professions, and it is constantly being improved." As to its advantages—"They (schools) are the best structures to be found in most communities." Close on the heels of this release comes this press despatch from the *Vancouver Daily Province*—"A downhill movement in United States educational standards lies ahead unless some means are found to solve the nation-wide teacher shortage which the United States office of education calls 'alarming'."

The normal turnover rate of 10 per cent. in the teaching profession has more than doubled in the present year. Near some war industry centre, the same teaching jobs have had to be filled two or three times because of resignations.

One of the big reasons, educators assert, has been the matter of salaries.

Was anybody ever interested in buying two dollar bills for three dollars? Was anybody ever interested in working for eighty dollars a month when he could earn a hundred across the street? Are our youth to be so altruistic as to forsake economic security in order to flit in pursuit of an elusive professional prestige? Let any teacher give our Departments of Education and our Normal Schools the answer.

"SALVAGING" ARITHMETIC

SINCE salvage was introduced into lessons at Marnhull, Dorsetshire, Church of England school, pupils have trebled the school's scrap target. Arithmetic is linked with the amount of salvage required to make various items of war material and for English composition the children write letters of thanks for salvage.—From the *Toronto Star Weekly*.

U. B. C.'s "DEAD END"

UNIVERSITY students are now calling themselves "the dead end kids".

Following the statement made by Mrs. Dorothy Steeves, North Vancouver M.L.A., in the House recently, that the arts course at the University of British Columbia is a 'dead end leading to nothing but cultural understanding,' students adopted the new slogan for themselves.—From the *Vancouver Daily Province*.

Mrs. Steeves may or may not be entirely justified in making such remarks as the one above, but, whatever the grounds for the statement, it has its desired effect. It brings to the public an awareness that such a condition might exist. Public awareness becomes public opinion, and public opinion exerts its pressure with a force that no individual could bring to bear. We must hope in this case that Mrs. Steeves is mistaken, but if she is right, we must appreciate her efforts in unearthing the evidence.

TAX REFORM

TEACHERS who have felt that our demands were not adequately met at the last legislature may take heart at this recent press despatch from the *Vancouver Daily Province*: "Formation of a group entitled 'The Provincial Council for Education Taxation Reform' is the outcome of a representative meeting of agriculturists, property owners, teachers' representatives, and school trustees which

convened at Hotel Vancouver. Preliminary plans for a year-long campaign to exert pressure on the provincial government to take over teachers' salaries, thereby lessening the tax burden upon the land, were laid at a morning session. The campaign, which will begin in the near future, will be thrown into high gear next September. By attempting to win over public opinion, campaign organizers are hopeful that some results will be obtained at the next session of the British Columbia legislature.

PRISONERS OF WAR

SOME time ago it was reported in this department that some war prisoners in Germany were permitted to write Board Examinations under supervision, and to receive credit for their work. The ensuing account, quoted from the *Toronto Star Weekly*, reveals the fact that to not only the able-bodied alone, but even to the blind all trace of the humanity of man to man has not entirely disappeared from view. "All blind British war prisoners in Germany have been assembled in one camp, where a German professor is teaching them to read and write in Braille, and they are learning new trades in preparation for their return to civilian life after the war."

WITH THE ARMED FORCES

THE following information has been contributed concerning Nanaimo teachers who are with the Armed Forces:

LAC. J. O. Swan, former teacher on Nanaimo High School staff, has been visiting here while on leave from his duties with the R. C. A. F. at Sackville, N.B. At present he is stationed at Toronto, where he is on a course which is also being taken by LAC. A. C. Ironsides, formerly principal of Harewood High School.

Flying Officer Harry Martin, R.C.A.F., former Assistant Supervisor of Nanaimo Schools, was a visitor in the city during March and April, as Mrs. Martin and their infant son still have their residence in Nanaimo.

Franklyn Faster, formerly of the Thomas Hodgson School staff, is another of those on the R. C. A. F. in Toronto.

WHAT does an increase from \$840 to \$900 really mean? It means \$5 a month! If a teacher has, let us say, 25 pupils, it means 20c per pupil a month, or one cent per pupil per diem. What price Democracy?—J. PERCY PAGE in *The A.T.A. Magazine*.



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