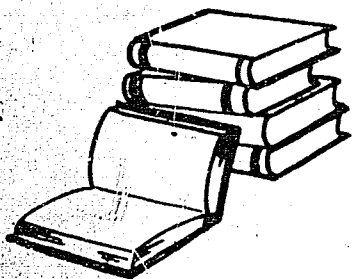


THE B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOL. XXI, No. 10.

JUNE, 1942

VANCOUVER, B. C.

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JUNE, 1942

VANCOUVER, B. C.

**If You Are Attending the Summer School
for Teachers at Victoria this Year, We Invite
You to Visit the Exhibit of Our Publications
that will be On Exhibit There . . .**

Among them you will find the following books which we know will be of special interest:

MY WORK BOOK IN PHONICS *by* J. E. R. Fisher.

HANDWORK FOR INFANTS AND JUNIORS—
First Year.

HANDWORK FOR INFANTS AND JUNIORS—
Second Year.

HANDWORK FOR THE CLASSES.

THE CREATIVE ART SERIES *by* Welling and Pelikan;
Eight Graded Books.

THE SCIENTIFIC LIVING SERIES *by* Frasier, Doleman
and Van Noy; Nine Graded Books.

THE DRAMA HIGHWAY *by* John Hampden;
Six Graded Books.

USING OUR LANGUAGE *by* Davis, Scott, Rivers and
Edwards.

EVERYDAY SCIENCE *by* J. A. Partridge.

SCIENCE EXPERIENCES WITH HOME EQUIPMENT
by C. J. Lynde.

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NEW WORK BOOK IN ENGLISH USAGE AND COM-
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inghorne.

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Three Volumes.

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EDITORIAL BOARD:

NORMAN F. BLACK, Editor, 4390 Locarno Crescent, Vancouver.	
W. F. HOUSTON, Advertising Manager, 1300 Robson Street, Vancouver.	
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VOL. XXI, No. 10.

JUNE, 1942

VANCOUVER, B. C.

MR. PERRY TO THE RESCUE

THROUGH the columns of the daily press the readers of *The B. C. Teacher* will already have learned that "bold and sweeping changes in the financial set-up of education in British Columbia are being studied by the Honourable Mr. H. G. T. Perry", including reform of the present unjust and onerous taxes on real property, vigorous steps for the relief of grossly underpaid teachers and remedying the disastrous teacher shortage, and for administrative reforms, including the consolidation of rural school districts into larger administrative units. It is announced that all these matters are receiving the closest study and that suitable proposals will be laid before the Executive Council by the Minister before next session.

This is good news. The publication of this June issue of *The B. C. Teacher* has been delayed some days in the hope that further concrete particulars might be learned and given to members of British Columbia Teachers' Federation through its own organ before the rapidly approaching end of the present school year, but we are now forced to go to press knowing the Minister's intentions only in general outline. Further particulars will reach local associations and unattached members through other channels as soon as available.

However, it would be indeed ungracious to forego this opportunity of expressing to the Minister the pleasure and comfort which his announcements have brought to the teaching body of this province. Mr. Perry and his colleagues have not as yet committed themselves to all the relevant reforms which British Columbia Teachers' Federation thinks necessary but we are appreciative of the promises and proposals already made by the Minister of Education and are not unhopeful that in the near future he may find himself in a position to enlarge upon these promises and proposals.

Meantime, thank you, Mr. Perry!



ACTION STATIONS

Ever since Pearl Harbor, the B.C. Electric has been organized to deal with air raids. "Somewhere in Vancouver" there is a control room from which B.C. Electric mobile squads, emergency crews and A.R.P. workers will be directed to give first aid to broken wires, gas mains or derailed street cars. These vital services must be attended to and B.C. Electric will see to that.

B.C. Electric

9-42

FELICITATIONS

THE membership of British Columbia Teachers' Federation includes alumni of many different universities in Canada, the United Kingdom and other parts of the world, but a steadily increasing proportion of the teachers of this province consists of graduates and undergraduates of the University of British Columbia. For this and other reasons it has long been the policy of this journal to play its modest part in the promotion of friendly understanding between the University and the teaching body. In a very special sense the University of British Columbia is *our* University. We rejoice in its successes and its forward looking policies and sometimes might perhaps claim some share therein. If from time to time we criticize certain of its aspects and urge some changes in university outlook and method it is because teachers look upon the provincial university as an institution to and for which they have certain inalienable responsibilities. It is a matter of special gratification, therefore, when policies are adopted that have long been urged by teachers in elementary and secondary schools.

Such an occasion for rejoicing and mutual congratulation occurred very recently when announcement was made of the inauguration of a course leading to the degree of Bachelor of Education (B. Ed.). This step brings the University of British Columbia into line with other Canadian Universities and aims to encourage graduate work in the teacher's special professional field. It will enable those concerned to take a graduate degree in education without minoring in another subject, though three units of a study not specifically included in the educational field may, under certain conditions, be accepted for credit towards B. Ed. status. Defined in general terms, the new degree represents 15 units of education courses, six of which are included in those offered for persons qualifying for an academic certificate. On behalf of the men and women of British Columbia schools *The B. C. Teacher* expresses its appreciation of this progressive step taken by our university authorities.

Certain of the honorary degrees conferred this year by the local University were also of special interest to the teaching body throughout the province. There have been occasions when the inclusion or omission of certain names has aroused wonder; sometimes vocal.

We congratulate Dr. Evelyn F. Farris, upon whom was conferred the degree of LL.D. (*honoris causa*), duplicating the doctorate conferred upon her by Acadia University in 1923. Dr. Farris very acceptably filled the chief oratorical role at the graduation ceremonies of May 14. Her official association with the University of British Columbia began with her election to the Senate in 1912, a date three years prior to the actual opening of the University. Dr. Farris was appointed to the Board of Governors in 1917 and has given many years of service to that body, notably in the capacity of Secretary.

However, Dr. Farris will not misunderstand if we say that the conferring of the highest degree in the gift of the University upon Professors Fraser and Robertson and upon Miss Annie B. Jamieson aroused a special kind and degree of appreciation among British Columbia schoolmen.

Dr. Fraser, at one time science master and later principal of Nelson High School, for twenty years was head of the Department of Zoology in the University of British Columbia. For many years he has been active in the Royal Society of Canada and other learned bodies. Dr. Fraser

helped to make famous the biological station at Nanaimo. Even subsequently to his retirement as Professor Emeritus in 1940 Dr. Fraser has served as research professor under the Allan Hancock Foundation of the University of Southern California. His contributions to science, particularly in the field of marine biology, have been many and important and will continue to be.

Dr. Lemuel Robertson likewise is "one of ourselves", and former pupils and colleagues in elementary and high schools still remember him with gratitude and affection as an inspiring teacher. Of course, he was still a very young man when he became a member of the faculty of Vancouver College, affiliated with McGill University, and ever since the University of British Columbia was opened nobody could think of classical studies without thinking of Professor Robertson. On his services as a member of the Senate, as Director of Summer Sessions, and in other capacities, it is unnecessary here to enlarge. He has a place in the hearts of British Columbia teachers that will remain warm and secure even when the time comes (if such a time be conceivable) when we shall have forgotten the color of his tie!

But Dr. Fraser and Dr. Robertson both left their original nests in elementary school or high school when they were still fledglings and during most of their professional careers they have graced the lofty and august perches of university life. With Miss Jamieson it was somewhat otherwise. She (may we say it?) is a purebred schoolmarm who remained one of us even upon retirement after 20 years service in King Edward High School, Vancouver. For the last half of that period she occupied the post of vice-principal but hundreds of British Columbia pedagogues still think of her as a classroom teacher; though they have been proud and glad of her services as a member of Vancouver Library Board ever since 1915, of the University Senate since 1918, and of Vancouver School Board since 1929. Congratulations, Dr. Jamieson!

The choice of this year's recipients of the degree of Doctor of Laws is significant and comforting. It is right and proper that long years of service to the University and to other educational institutions should be recognized. Too often Canadian universities produce an impression that their highest academic honours are somewhat casually incidental to honours of other kinds and sometimes motivated by that kind of gratitude which has been defined as a lively sense of favours to come; preferably financial favours. That impression will not be entirely dissipated until the universities display much more frequently their capacity to recognize services rendered to education even by men and women who have never enjoyed the distinction of membership in university Senates and Faculties, or of high office in the world of politics or even of a distinguished rating in those valuable reference books published by Messrs. Dun and Bradstreet. However, progress is being made and *The B.C. Teacher* offers felicitations to all concerned.

INJUSTICES OF OUR PENSION SYSTEM

ONE of the most important reforms which, through the activity of British Columbia Teachers' Federation, has been introduced into the provincial school system in recent years was the establishment of machinery for the payment of retiring allowances to veteran teachers. The first Pensions Act, to be sure, was not the Act that we desired and as its defects

became more and more evident they involved the teaching body and the government of the hour in certain increasingly perplexing problems. For the solution reached, the Federation owes a debt of gratitude to many persons in and outside the Legislative Assembly, very especially to the Honorable Mr. Hart. We now have a Teachers' Pensions Act that appears to be actuarially sound and that contains within itself provisions to ensure any alterations which experience may show to be necessary in the interests of stability. It is earnestly to be hoped, however, that the nature and reasons for any future amendments will be made fully known to the teachers of the province before they are introduced on the floor of the House. In a sense the Pensions Act embodies a bargain between the teachers and the Province of British Columbia and the unilateral modification of such a bargain is something to be deprecated.

However, the Pensions Act is a good act, though far from being perfect.

During the greater part of the generation now closing the schools of British Columbia have drawn very freely upon other provinces for a supply of trained teachers. After a lifetime of service, most of these men and women have retired or are now approaching retiring age. In many cases more than half of their teaching experience was in one or other of the Prairie provinces or other parts of Canada between British Columbia and the Atlantic Ocean, and in provinces in which teachers' pensions systems are in force. Nevertheless no provision has ever been made for reciprocal recognition of teaching service by the provinces concerned. Consequently, these teachers, after a score of years in the schools of British Columbia, find themselves eligible for a service pension very much lower than would have been payable to them had they never come to this province.

It is to be remembered that many of these elder teachers were at or near the maximum salary when the depression overtook us and that during those and succeeding years their salaries were cut, in many cases as much as one-third when the depression was at its worst. It is upon the savings of the final years devoted to classroom activities, when domestic expenses are likely to be less than formerly, that most teachers are dependent for funds to wipe out indebtedness incurred for the education of their sons and daughters or the purchase of a permanent home and for those savings that make the difference between penury and a reasonable degree of comfort.

Under the Act such teachers find retirement compulsory even though they may be sound in body and mind, thoroughly able to continue their classroom activities efficiently and unable to support themselves and to fulfil their obligations to their families on the pitiful pittance awarded to them under the existing system. Many of these teachers are now giving and are fitted to continue to give such services that the continuance of their employment would be certain but for legal enactment legislating them out of their chance to make a living.

In their dealings with their pupils, teachers are nowadays placing less and less stress upon chronological age but in the determination of what may be the most significant turning point in the lives of the teachers themselves, nothing but chronological age is taken into consideration; unless indeed they have become incapacitated by physical infirmity.

The B. C. Teacher is convinced that, other things being equal, teachers

—and others—should retire early. A re-tired wheel should still be good for a great deal of useful mileage; if it were not for an overmastering sense of the dignity of these columns the Editor would venture to say that the same principle applies in the case of the retired teacher. There are plenty of personally rewarding and socially useful things inviting the attention of educated men and women whose time is at their own disposal. If the writer did not think so he would not have retired a year earlier than was mandatory nor would he have forfeited half of his salary for two years prior to that in order to find abundant time and energy for enterprises in which he is interested—such as editing *The B.C. Teacher*! But we know cases where the compulsory retirement law is working and will work a real hardship.

Teachers still in service helped to make possible the much better retiring allowances paid under the first Pensions Act. They are not unreasonable in arguing that, if still fit for useful teaching, they should, if otherwise confronted by financial embarrassment, be allowed to hold their posts until their service pension reaches a stated sum, perhaps the fifty dollars a month maximum to which teachers who do all their teaching in British Columbia may ultimately aspire.

In the main the members of our profession are much more interested in teaching than they are in making money; otherwise they would have chosen callings in which the remuneration of persons of comparable scholarship and ability is usually very much higher. But even teachers have to eat and have to keep on eating (if possible) even after retirement. How this objective is to be attained is a matter causing many of the older members of British Columbia Teachers' Federation very grave concern.

HAIL AND FAREWELL

BY the time the next issue of *The B.C. Teacher* appears, seven years will have elapsed since the present Editor was given charge of this magazine. A valedictory editorial is now in order and it is not being found easy to write.

At the last meeting of the Executive Committee a report was adopted providing for the appointment and duties of an Assistant General Secretary. His suggested duties are defined as follows:

- “(a) Travelling Organizer. One of the duties of the Assistant General Secretary shall be to assist local associations in improving membership and to organize areas in which membership is weak.
- “(b) Editor and Manager of *The B.C. Teacher*. That the work in connection with the publication of the magazine be centralized in the Federation Office. That the Assistant General Secretary be assigned the duties of editing and managing the magazine, including advertising, and that he be responsible to the Executive Committee, assisted by the Magazine Committee and the Editorial Board on which there shall be included an Executive Member, the President and the General Secretary.
- “(c) To carry on the duties of the General Secretary during the latter's absence, in consultation with the President.
- “(d) That he familiarize himself with the work of the General Secretary's office including a knowledge of arbitrations, pensions, tenure, the Schools Act, etc.

"(c) That he be given responsibility for certain assigned duties in regard to office records".

The report further provides that the magazine shall be reduced from 48 to 40 pages per issue and from ten issues per annum to eight. The reasons given for the drastic cuts are that the employment of an Assistant General Secretary is an imperative necessity, and that while the members of the Federation are requiring steadily expanding services on the part of the Association, they are unwilling to pay the extra dollar that would make it possible to finance these services, including a magazine of the type supplied in recent years.

* * *

Seven years ago the average size of *The B. C. Teacher* was 32 pages, though the last number issued prior to the incumbency of the present Editor contained 36 pages. Its contents, apart from advertisements, were a 500-word message from the President; a series of obituaries; a half-page report on the status of the professional membership controversy; a brief and excellent article by Chas. C. Watson on "The Group Mind and School Discipline"; a half-page report on membership (which then had reached 2638); announcements regarding an extra-session directed reading course and the B. C. T. F. Scholarship; a poem by a clever Grade IX student in Kelowna; and twenty-two pages devoted to listing the names of all members of the Federation.

* * *

In the next issue the new Editor outlined his conception of what a professional magazine should be and, thanks to the generous co-operation of a multitude of people, a certain degree of progress has been made toward the objectives then adopted.

It seemed to the Editor that unless a magazine is pretty generally read by those receiving it, the expense of publication can scarcely be justified, and that it will not be read unless interesting. It was and is his opinion that routine information regarding Federation activities is not enough. Reports suitable enough as a basis for action at business meetings may be very unsuitable as magazine articles. Many people of good executive ability have great difficulty in expressing themselves in good English. The reader does not need a long memory to recall illustrative examples.

Nevertheless, in his introductory editorial the writer committed himself to the very obvious principle that the first duty of *The B. C. Teacher*, as the official organ of British Columbia Teachers' Federation, "is to supply the rank and file of the members of that body with information regarding Federation activities". Accordingly, a department of "Federation News" was instituted, which has gradually grown into the department given in recent years the title "B. C. T. F. and Kindred Associations". Owing to the difficulty of getting the desired news, this department has never been as successful as the Editorial Board hoped it would be, but manifest improvement has been made in this particular field. A very interesting and more general department, devoted to World News and conducted by Mr. J. E. Gibbard, was replaced, in November, 1939, by a section under the more inclusive title "News, Personal and Miscellaneous".

It was thought that such a journal as ours could do more to familiarize the teachers of the province with the names and characteristics of magazines of special interest to teachers. Accordingly, in 1936, "Our Magazine

Table" was added to the list of regular departments of the magazine. How interesting and important it has become under the able administration of Mr. Roth Gordon, who took charge of this section in January, 1938, needs no comment. That this department has materially improved the professional reading of British Columbia teachers, probably few would question.

Similar motives led to the establishment and development of the department devoted to book reviews, "What We Are Reading". As a result of scores of letters written to publishers, year after year, and of skilful reviewing on the part of our collaborators, we this year have received for review more books than we could conveniently handle in so small a magazine. However, during the year 1941-1942 we have published well over 70 reviews.

Of course, the available space has grown. In 1935 the minimum size of the magazine was increased to 48 pages. The ten numbers of Volume XVI (1936-1937) totalled 528 pages and by 1938-1939 the total was 568. This year, at the wish of Federation authorities, we have reduced our annual volume to 536 pages,—as against the 400 pages planned for 1942-1943. A further increase in the contents of the magazine was secured some years ago by a change in type that enabled us to add about one-fourth to the number of words we could get on a page.

In our preliminary editorial credo we expressed the following opinions:

Nobody wants *The B. C. Teacher* to degenerate into a kind of grab-bag of methods and devices. . . . But we surely ought to do something, and something more than hitherto, to meet the immediate needs of perplexed and busy teachers, especially of those who have not convenient access to up-to-the-minute professional libraries.

To meet the need here indicated we brought our "Question Box" into being. It has been serviceable to many, despite the limited space available for it. However, as a further contribution to this problem of how best to suggest methods to those desiring such help, we adopted the plan of making the monthly announcements of the Lesson-Aids Committee (that model of what a good committee is and does) practically a regular magazine feature.

* * *

The B. C. Teacher soon developed an organization that, in so far as we know, has been unique. The Editor and the Advertising Manager were both appointed by the Executive Committee. Elected representatives of the provincial elementary and secondary school departments of the Federation were invested with the duty of securing material representing these two major fields, being associated in this respect with representatives of every subject session of the Federation. Sometimes this arrangement functioned very well indeed, securing numerous and varied contributions that might not otherwise have been made available; at all times it helped to stop the mouths of blasphemers inclined to complain of the neglect of some branch of the curriculum or some particular type of school or classroom; if their pet subject was not adequately represented, they knew that the fault lay primarily with the representative whom they had appointed to the Magazine Committee!

* * *

However, important as it seemed that *The B. C. Teacher* should have

something of special interest and value to the teachers of specific subjects, articles of more general appeal were adjudged equally important, perhaps more important. Paidagogos and a few other stalwarts (may their tribe increase!) were already giving yeoman service, but many additional contributors were needed. In the discovery of hidden literary ability, the school inspectors gave the Editor invaluable aid. At first the Editor thought he was doing pretty well if one letter out of every ten which he addressed to possible new contributors brought active response; and to secure an adequate supply for the ensuing magazine year it has always been necessary for the Editor to correspond during the summer vacation with more than a hundred "prospects". However, each ensuing year it has been easier to get material. Free use of the blue pencil and of other editorial devices has helped produce recognition that an article intended for publication in *The B.C. Teacher* should reflect mature thought, leisurely writing and thorough revision; and for a good while the literary standards which we have reached have compared very favourably with those of many journals much more pretentious.

* * *

Of the editorials it would be out of place for the present writer to speak, and for review of other features of magazine policies and of new features introduced into this journal in the past ten years, space is here lacking. The Editor has joyously broken a lance in more than one good fight, the ultimate issue of some of which remains still undetermined. He has been not unmindful of the apostolic injunction to despise not prophesying, to prove all things and to hold fast that which is good. He has undisguisedly enjoyed speaking to the public on behalf of the teaching body of British Columbia and to the teachers themselves on his own behalf as well as on behalf of British Columbia Teachers' Federation, an organization of which he is very proud and to which he owes much gratitude.

* * *

"The rest is silence".

OBITER DICTA

A COMMITTEE consisting of Dr. D. G. Laird and Dr. V. C. Brink, both of the U. B. C.; V. J. Eby, Canadian Industries Ltd., New Westminster; and D. B. Turner, Duke of Connaught High School New Westminster, chairman, is to be thanked and congratulated upon the very attractive programme of noon-time addresses on conservation, that will feature the university summer session this year. Details appear elsewhere in this magazine. However, as a geographer profoundly impressed with the suicidal wickedness of robbing the next generation by the squandering of our renewable national resources, the Editor wishes to add his personal word of gratitude and to urge all his readers who plan to be on the campus this summer to take advantage of this public spirited contribution of Sigma Tau Upsilon.

ALL teachers and Local Associations interested in SALARY ADJUSTMENTS AND COST OF LIVING BONUS are particularly requested to read and study the information given under "Federation News" in this issue.



UNIVERSITY OF BRITISH COLUMBIA

Summer Session, 1942

JUNE 29 — AUGUST 14

Courses leading to the B.A., M.A., B.Ed., the Academic
Certificate and Physical Education Certificates



*Requirements for the recently authorized Degrée of
Bachelor of Education*

1. PREREQUISITES:

- (a) A bachelor's degree in Arts, Agriculture or Applied Science, or an equivalent, from a recognized university;
- (b) At least one year's teaching experience is required before beginning the courses listed under 2 (b) below;
- (c) A permanent teaching certificate must be obtained before the degree is conferred.

2. COURSE: The B.Ed. degree represents fifteen units as follows:

- (a) Six units for the completion of the Teacher Training Course or its equivalent;
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3. With the approval of the Dean and the Head of the Department, three units in a subject other than Education may be included in the fifteen units required.

4. Candidates must have their courses approved by the Head of the Department and by the Dean.



For information write the Registrar or the Director of
the Summer Session

Our Magazine Table

By ROTH G. GORDON

THIS edition of *The B.C. Teacher* being a valedictory issue as far as the present Editorial Board is concerned, it would appear quite in order to tell you how much I, personally, have enjoyed being with you during these past five or six years. In severing my connection with *The B.C. Teacher* I know I am joined by Dr. Norman F. Black, your present editor, in wishing the incoming magazine executive the very best of success in the quite difficult task facing them of producing a good publication in view of new circumscribing regulations. And now, Chilluns, just in case we don't meet again for some little time, remember always what mammy done tole you about subscribing whenever possible to as many as you can of the magazines mentioned again and again in these pages during the past five years. You'll never regret it. Au revoir.

SAMPLE copies of *Hygeia* (535 N. Dearborn St., Chicago, Ill.; \$3.25), arrived too late for display at the Easter Convention but perhaps good use can be made of them at Fall Conventions. *Hygeia* is known as the Health Magazine of the American Medical Association. In it special attention is given to questions concerning nutrition. This periodical furthermore is a consistent enemy of all false health notions such as "old wives' tales" about feed a cold and starve a fever, rubbing one eye will get a cinder out of the other, and cousins who marry will have children of inferior intelligence.

BEFORE September comes remember to renew your subscription to *The Instructor* (F. A. Owen Publishing Co., Dansville, N. Y.; \$2.50), and to *The Grade Teacher* (The Educational Pub. Corp., Leroy Ave., Darien, Conn.; \$2.50). Two noteworthy features of *The Instructor* are the lessons on Art Appreciation and illustrated units of work. Two characteristics of *The Grade Teacher* are the large scale poster drawings and the recent series of picture stories on the subject of "Your Constitution".

AT the commencement of World War II, Poland was headline news. It still is for American friends of Polish democracy who edit *Poland Fights* (Polish Labor Group, 55 West 42nd St.,

New York), a pamphlet discussing such items as the fate of the Polish intelligentsia, news from Poland, Nazi justice codified, and other things. After reading this periodical one is left with the firm conviction that a peck of trouble is assuredly brewing for a certain Mr. Hitler everywhere on earth, on land, on sea, in the air, "underground", and especially in lighthouses (here defined as places where people have seen the light).

FROM Hartfield House, Headley, Borton, Hants, England, comes *The K-H News Letter*, a weekly paper offering the truth about current events, not wrapped in "ifs" or "buts", but clearly stated. The second class mail edition of 52 letters and supplements is sent post free to any address in the world for \$3.50.

WE recommend that you bring to the attention of the boys in your school a magazine that is doing a grand war job in helping to educate Canadian youth in aviation. Its articles are designed to awaken in Canada's 'teen-aged reading public an understanding of their countrymen's brilliant reputation in the air and their country's destination in aviation. Beyond this it tends to forge in all provinces a bond between air cadet squadrons training to be fliers in the R. C. A. F. We recommend for your attention *Canadian Air Cadet* (122 Wellington St., Ottawa; \$1).

TEACHER-patrons of drama, music, art, literature and the dance were quick to snatch up every available representative of *The Curtain Call* (Amen House, University Ave., Toronto; \$1), on display at the Easter Convention. We had, however, hidden away in our private bomb-shelter one lonely sample copy, and so escaped being entirely "Colognized" when the rush came. Readers of the popular "pocket edition" of this publication will be pleased to note that the magazine has now been restored to its original size, and furthermore possesses an excellent picture section. Mrs. Yvonne Firkins, a recognized authority in her special field, the drama, is the special correspondent for Vancouver.

WE note with justifiable pride that several Canadian educational magazines have reproduced in their May issue

our Editor's April article on Canadian Japanese relations. *The Canadian Teacher* (Educational Publishing Co., 36 Shuter St., Toronto, Ont.; \$2), reprints it under the title of "A National Problem".

THE *Graduate Chronicle* (University of British Columbia) is a magazine published by and devoted to the interests of the Alumni Association of the University of British Columbia. Fifty-four hundred copies of the May number have been distributed all over the globe to graduates wherever they may be. If you are a graduate of U.B.C. and wish to assist in any way your Alma Mater, get in touch with the Chronicle and from there on *tuum est*.

TO speak paradoxically, have you seen *The Blackout*? It is a breezy news bulletin published for the A.R.P. at Ocean Falls by our good friend, D. Cochrane. An item in it concerning evacuation stated that one man wanted to send his wife to stay with his folks in Alberta for the duration, but she said no, she would rather die. Alberta papers please copy.

THE *Canadian Co-Operator* (215 Nelson St., Brantford, Ont.; 75c), is the official organ of the Co-operative Union of Canada whose motto is each for all and all for each. The growing importance of the co-operative movement makes it well worth anyone's time to become familiar with the underlying principles. A recent edition of a Canadian business magazine raised a hue and cry against co-operatives but the May issue of the *Canadian Co-Operator* more than succeeded in answering more than fully the charge laid against this modern and scientific effort to help the necessary interests of the many as opposed to the selfish desires of the few.

COMMENT on a bill designed to recognize teaching as a profession, group insurance, credit unions, cost of living bonus, a visit to a larger unit, hospital service plans, a dynamic article by B. Battle Axe on money for rural education, hints and helps, a question box (quoting an important query and answer from *The B.C. Teacher*), remedial reading notes are all found in *The Manitoba Teacher* (G. M. Newfield, 105 Lipton St., Winnipeg; \$1), for March. If you desire a laugh there is also a good story on the page of Wit and Humour. It appears a London omnibus conductor shouted down to the passen-

gers below, "Is there a mackintosh down there big enough to keep three young ladies warm?" "No", came the eager tones from inside, "but there's a McPherson down here that's willin' to try".

UNDERSTANDING the Child (The National Council for Mental Hygiene, 111 St. George St., Toronto, Ont.; 50c) is a quarterly magazine for teachers. Each issue is entirely devoted to consideration of some phase of mental hygiene. "Nutrition and Mental Health" is the theme of the April number. The department known as Case Studies is particularly interesting and informative.

ALTHOUGH *The Modern Instructor* (School Aids and Text Book Publishing Co. Ltd., 1935 Albert St., Regina, Sask.; \$2), is published primarily in the interests of Saskatchewan teachers. British Columbia pedagogues will find a high degree of "transfer" in the first-rate material within its pages. Illustrations in this magazine are particularly good. The mathematics section is provisionally supplied with a full set of answers to every problem. The May issue offers in the Literature department an excellent discussion of "The Vision of Sir Launfal". Dr. Walter Reed and his work in connection with malaria-bearing mosquitoes are described in the part given over to Biography.

WE have just received instructions to cut this department to 2 pages, with the result that nobody will ever know what interesting comments we have written on recent issues of *The Canadian School Journal*, *The Educational Review*, *The Journal of Educational Research*, *School and Society*, *Hospital Council Bulletin*, *The Saskatchewan Bulletin*, *Canadian Business*, *The Social Studies*, *School Arts*, *World Affairs*, *Magazine of Art*, *Hispania*, *Your Health*, *Our Dumb Animals*, and *Design*.

IN conclusion we beg to acknowledge with thanks receipt this month of the following magazines: *The Bulletin*, *The A.T.A. Magazine*, *The Queen's Review*, *The Teacher's Magazine*, *The Manitoba School Journal*, *The Education Gazette*, *The Transvaal Educational News*, *The Schoolmaster*, *The Journal of the N.E.A.*, *Pennsylvania School Journal*, *Journal of Geography*, and the *Journal of Chemical Education*. No doubt there will be others reaching Our Magazine Table before these notes are in print.

Good-bye, and good luck!

B. C. T. F. and Kindred Associations

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

CLOSED SCHOOLS AND TEACHER SHORTAGE

IN order that accurate information might be available upon the present situation in British Columbia schools, the Consultative Committee asked the General Secretary to prepare a statement on certification of teachers, giving the most up-to-date statistics on the province as a whole, and to publish same in the June issue of *The B. C. Teacher*. In response to a request to the Superintendent of Education for the latest details, the following wire was received:

Department of Education
 Victoria, B. C.,
 June 1st, 1942.

Harry Charlesworth,
 B. C. Teachers' Federation,
 Vancouver, B. C.

At present time only six schools are closed. Two of these were closed at Easter. To date 78 temporary certificates have been issued this year for Municipalities and Rural districts. This number includes eleven to Industrial Arts teachers and one to a cook, and one to a Home Economics teacher in the Vancouver Technical School. Many of the holders of these temporary certificates have received professional training.

S. J. WILLIS.

ANNUAL GENERAL MEETING

IT is obviously impossible to record in brief space the proceedings of the Annual General Meeting. A summary of the highlights, however, may prove of value.

1. The meeting stood in silent tribute to the memory of the following teachers who have passed on since Easter, 1941, their names being read by the President:

Mr. J. B. Bennett, Life Member, retired.
 Mr. James W. Sinclair, Senior Teacher in Province.
 Mrs. Florence Williamson Macpherson.
 Miss Jessie Rothwell.
 Mr. Daniel James Anderson.
 Dr. H. A. McTaggart.
 Mr. Matthew Beattie, retired.
 Mr. William K. Beech.
 Mr. Albert Bliss Tait, retired.

Mrs. Maude A. Radcliffe.
 Mr. A. C. Stewart, retired Inspector.
 Mr. Albert Wooldridge, retired.

2. The report of the Membership Committee was adopted, including the following recommendations:

(a) That there be early and complete education of the teachers in the matter of continuing membership.

(b) That teachers be rendered conscious of tangible and intangible benefits of membership in the B. C. T. F.

(c) That the Constitution be enforced regarding lapsed membership.

3. Report of Executive Committee was adopted, and the following vitally important recommendations contained therein were endorsed by specific resolutions:

MINIMUM SALARY OF \$900 PER ANNUM

(a) That all Federation members and all prospective Federation members, including teachers in training, be urged to require that they be paid a salary of not less than \$900 per annum before they accept service in any school in the province.

INCREASED SALARIES FOR EXPERIENCED TEACHERS

(b) That likewise every experienced teacher should be urged to require that before accepting any new position, he be paid an acceptable salary commensurate with his qualifications and experience and for the financial and economic conditions existing today.

NEGOTIATION AND ARBITRATION

(c) That teachers in Rural Districts be advised to use the provisions and machinery of the School Law to bring about proper adjustments of their salaries for the coming school year, commencing September, 1942, and that the Federation advise them in this procedure.

(d) That teachers in cities and district municipalities whose salaries have not been satisfactorily adjusted, should also be advised to use the provisions and machinery of the School Law in order to ensure proper consideration of their cases and that this action be taken in ample time to provide that the rendering of decisions will become effective on the first legally prescribed date (Jan. 1st,

1943) and that the Federation advise and assist any Association or group of members who desire to follow this procedure.

The meeting also endorsed the following resolutions of the Canada Newfoundland Education Association as accurately reflecting the position of the Federation, and expressed gratification that Department officials and representatives from all provinces were in agreement on these issues:

(c) **TEACHERS' SALARIES:**

This group, after studying with care the problems of education in our democracy, now wishes to state that in its considered opinion, the provinces of Canada and Newfoundland cannot adequately staff the schools with teachers having the requisite ability, training, personality, character, and background of maturity and experience that will enable these countries to put a modern programme of education into practice, unless and until the people take steps to increase salaries of teachers so that the teaching profession may have an even chance with other professions and with industry of enlisting and retaining the service of suitable personnel, and that remuneration for service rendered may be made commensurate with the ever-increasing responsibilities being placed upon the teachers of our children.

(f) **TEACHER TRAINING:**

As this group believes that the character and personality of the teacher play a most important part in the successful training of pupils for citizenship in a democracy, it is recommended that all schools be invited to give careful attention to developing the personality of the students and that secondary schools be requested to encourage students of ability, who have the necessary personal qualities likely to ensure success in the school and the community, to enter our professional teacher-training institutions.

(g) **EDUCATIONAL FINANCE AND TAXATION:**

As the redistribution of educational costs is still one of the most vital and important problems calling for immediate solution, the Executive recommended that this Annual Meeting restate its position by the endorsement once again of the following resolution adopted by the Federation at the Annual Meeting of April 21st, 1938.

Whereas, local taxation for education purposes is confined almost entirely to taxes on land and property, and whereas

property taxes alone are now recognized as being an obsolete, inequitable, and inadequate method of raising educational revenue; and

Whereas, many official commissions have so reported, and whereas for this reason many districts are unable to provide necessary additions and improvements to their educational facilities and equipment; and whereas all progressive countries are adopting the method of providing a greater portion of educational costs from central or state funds; in the raising of which the Governments have much wider and diversified powers of taxation.

Therefore be it resolved: That the B. C. T. F. respectfully request the Department of Education to consider the early adoption of a redistribution of educational costs, whereby a progressively increasing proportion will be met from Provincial funds, and the present burden on land relieved.

(h) **ALL OUT WAR EFFORT:** That this Annual Meeting goes on record as favoring a total, all-out war effort by the Canadian Government, and pledges the full and complete support and co-operation of the Federation to such effort in any and every way in which we may be able to serve (either under Federal Provincial, or Municipal jurisdiction) and especially in any particular fields for which our members' training, qualifications, and experience may specially fit them.

CONSTITUTION AND BY-LAWS COMMITTEE:

4. The report of the Constitution and By-Laws Committee was adopted or amended as follows:

(a) Section 14 (2) amended to read as follows:

"The Secretary-Treasurer shall be elected by ballot at the Annual Meeting after the election of the Vice-President has taken place".

(b) Section 13 (2) amended to read as follows:

"The Executive Committee shall appoint a Nominating Committee whose duty it shall be to nominate at least one member of the Federation for the office of President, at least one member for the office of Vice-President, and at least one member for the office of Secretary-Treasurer, such nominations and other nominations signed by at least ten members in good standing shall be published in *The B. C. Teacher* before the Annual General Meeting. Further nominations may be received from the floor of the Annual General Meeting.

(c) Section 45 (15) amended to read as follows:

"That the Sick Benefit Fund Committee shall have the right to require any member who has been paid a benefit claim from this fund to submit to a medical examination by a physician selected by the Sick Benefit Fund Committee, and shall also have the right to:

- (a) Cancel the member's right to draw benefits for a recurrence of the same illness or for any illness directly attributable to the illness for which the claim was paid; or
- (b) Cancel the membership of such member.

(d) Section 45 (1) of the Constitution was amended to change the name "The Sick Benefit Fund" by the substitution of the words "The Salary Indemnity Fund" and that a similar change be made in all sections of the declaration and by-laws in which reference is made to the name of this fund.

PROVINCIAL SALARY COMMITTEE

5. The Report of the Provincial Salary Committee was adopted, and the following recommendations were endorsed:

(a) That the B.C.T.F. continue to make as its major objective the introduction of a Provincial system of salaries, with increments for service, applicable to all teachers in the province, guaranteed by the Provincial Government.

(b) That the B.C.T.F. continue to press for the raising of the elementary minimum salary.

(c) That the B.C.T.F. give every assistance to teachers throughout the province in salary negotiations with their boards.

(d) Amended to read as follows: That the B.C.T.F. Executive work toward the establishment of a permanent Provincial Arbitration Board which could be used to arbitrate teachers' salaries.

(e) That the Rural Teachers' Association be accorded the privilege of recommending the names of several of their number for inclusion in the Salary Committee.

(f) That the Chairman of the Salary Committee should be consulted before any statements concerning salary matters are published in the name of the Federation.

(g) That the B.C.T.F. press for salary schedules for all teachers in the province, and for a bonus for those receiving less than \$2100 per annum.

(h) (1) That teachers in areas where salaries are unsatisfactory arrange as soon as possible for arbitration with their school boards.

(2) That teachers be urged to refuse to accept new positions at salaries less than \$900.

(3) That advice and instructions in connection with these foregoing suggestions be given teachers at the Easter Convention.

FINANCE COMMITTEE

6. The report of the Finance Committee was adopted with the following recommendations:

(a) That the Convention be self-supporting.

(b) That all monies re fees, etc., be paid at par in Vancouver.

(c) That the Provincial Secondary Department be asked to set aside annually one-third of the cost of the triennial election of a U.B.C. Senate Representative.

Additional resolutions involving finance were also adopted providing:

(d) That a statement of finances to the Convention date be mimeographed and distributed to the delegates at each Annual Meeting.

(e) That a special sum be set aside from the reserve fund to help the rural teachers in arbitration.

AUTOMATIC MEMBERSHIP COMMITTEE

7. The report of the Automatic Membership Committee was adopted. A vote on the three recommendations of the Automatic Membership Committee resulted as follows:

1. Do you agree that the principle of Automatic Membership has sufficient merit to justify further study? Yes, 245; No, 21.

2. Do you favor a Professional Bill as the means of securing Automatic Membership? Yes, 90; No, 111; Blank, 44.

3. Do you favor amendments to the Schools Act as a means of securing Automatic Membership? Yes, 224; No, 10; Blank, 11.

B.C.T.F. MEDICAL SERVICES COMMITTEE

8. The report of the B.C.T.F. Medical Services Committee was adopted with a special vote of thank to the members of the committee for their fine work in connection with the establishment of the plan.

SICK BENEFIT FUND COMMITTEE

9. The report of the Sick Benefit Fund Committee, together with supplementary report was adopted. (Note amendments under Constitution and By-laws report).

10. ELECTION OF OFFICERS:

The Nominations Committee submitted their report as follows:

(a) For office of President, Mr. A. T. Alsbury, Vancouver. Upon motion that nominations close, Mr. Alsbury was declared elected by acclamation.

(b) For office of Vice-President: Mr. G. H. E. Green, Victoria; Mr. L. B. Stibbs, Kelowna.

The following were nominated from the floor: Miss Florence Mulloy, Vancouver; Mr. E. R. G. Richardson, Comox; Miss Geraldine Mockridge, Surrey. Miss Mulloy and Miss Mockridge withdrew their names, leaving Messrs. Green, Richardson and Stibbs as candidates.

Upon ballots being counted, Mr. L. B. Stibbs was declared elected as Vice-President for 1942-43.

RESOLUTIONS

11. RESOLUTIONS. Owing to lack of time, only a few of the resolutions were dealt with by the Annual Meeting, the remainder being traversed to the Executive Committee for action. The following were dealt with as indicated:

(a) AFFILIATION WITH LABOUR: The one which caused the most discussion was one dealing with a proposal for Affiliation with Labour. A full and frank debate ensued and finally an amendment was submitted "That the B. C. T. F. affiliate with some recognized Labour Body". Upon a vote being taken, the announcement was made that 117 had voted in favour and 113 against. After further discussion there arose some question as to the accuracy of the count, and a recount was asked for. This resulted in a declaration that 122 voted in favour and 141 against. The amendment was therefore declared lost.

In view of the vital importance of the issue, and the closeness of the decision, a resolution was then adopted as follows:

That a committee be set up to prepare and present the cases for and against affiliation with Labour, and that a referendum on this matter be taken before the end of 1942.

(b) Unanimous endorsement was given to a resolution urging 100 per cent "Yes" vote on plebiscite.

(c) Resolution strongly deploring inaction of the Provincial Government with respect to inauguration of increased minimum salaries and guaranteed increments, and requesting continuation of negotiations was passed.

(d) The following resolution, which was adopted, re educational publicity, is self-explanatory and covers a wide and important field:

That the B. C. T. F. Executive be urged to prepare a comprehensive brief covering the situation regarding teachers' salaries and teacher certification, the arguments for a Provincial Salary Scale, and the more general aspects of educational finance; and send a copy of this brief to each member of the British Columbia Legislature;

And further, that a committee representing the Federation seek permission to appear before a caucus of each of the three parties in support of this brief;

And further, that the Federation embark on a policy of informing the general public as to the seriousness of the crisis through which education in British Columbia is passing, through an all-out publicity campaign embracing newspapers, radio and all other means we can enlist.

(e) Two further resolutions re cost of living bonus were endorsed, as follows:

(1) That the B. C. T. F. co-operate with the C. T. F. in efforts to secure a cost of living bonus for all teachers of the Dominion wherever local or provincial action does not or will not fill the need for such a bonus, and further that the B. C. T. F. endorse the efforts of the C. T. F. to obtain Federal aid for education.

(2) In the event of no Federal action resulting from such negotiations that the B. C. T. F. urgently press for action by the Provincial Government on the bonus question.

(f) EVACUATION OF CHILDREN:

Resolutions on this subject were endorsed as follows:

(1) Calling for removal of children from danger zones in event of imminent attack.

(2) Calling for early formulation of plans for evacuation of children and provision of adequate home care, health and educational facilities.

(3) Calling upon the Federal Government to carry out all necessary measures of defence immediately, in accordance with resolution adopted by the British Columbia Legislature.

(4) Calling upon the Federation to appoint a committee to formulate plans and co-operate with the Federal and Provincial authorities in the evacuation of children if necessary.

(g) SECURITY OF TENURE:

Resolution asking that the interests of teachers be safeguarded in schools or districts from which pupils have been evacuated.

GENERAL SECRETARY'S VISIT TO RURAL TEACHERS OF

NORTHERN BRITISH COLUMBIA

IN order to confer with teachers and teacher associations in typical rural areas of British Columbia, to gather first-hand authentic information concerning educational affairs generally, and educational finance particularly in such districts, the General Secretary spent two weeks in Northern and Central British Columbia. Meetings with teacher associations were held in Quesnel, Prince George, and Williams Lake, and several teachers were visited in their schools in the areas surrounding these centres. A meeting was also held with the Prince George School Board, to discuss the question of salary schedules, as well as conferences with the Teachers' Salary Committee.

In addition, through the fine co-operation of the Inspectors, at the request of the Superintendent of Education, all information contained in their respective offices in their many files was made available. Conferences with the Inspectors were held extending over both days and evenings, and, as a result, forms and questionnaires were worked out, mimeographed and distributed to all teachers of the Inspectorates.

These forms were designed to give a complete and accurate picture of every school situation under three main sections:

(a) **THE TEACHER**, giving grades taught and enrolment, training, certificate, special qualifications and courses, experience (in present position, elsewhere in British Columbia, outside British Columbia, and total), annual salary, highest and lowest salary in present position, cost of transportation, cost of board, cost of summer or extension courses, and number of dependents.

(b) **THE SCHOOL AND DISTRICT**, giving type and condition of building, equipment, ways to reach school, accessibility of school, special teaching difficulties due to foreign population, abnormalities, etc., portion of salary paid by district, total assessed value of district (1) in 1935 and (2) in 1942, mill rate for school purposes, possibility of inclusion in some form of central administration, and any special school problems.

(c) **LIVING AND SOCIAL CONDITIONS**, giving information re suitable places for teacher to live, number and ages of persons residing in boarding place, number of rooms in house, and provision for teacher's room, possibilities of cultural amenities, opportunities for seasonal recreational activities, opportunity for meeting other teachers of district, special contributions to community activities by teacher, main occupations of district, chief racial groups, mail service; distance from nearest centre, post office, telephone, doctor and hospital.

Forms already filled in show that this threefold summary is of the utmost value in consideration of the teachers' work, and the adequacy or inadequacy of the teachers' salary in view of the specific conditions and circumstances. Further, it is possible from study of these facts to form a very reliable opinion as to the ability or inability of each school district to increase the salary. The information also shows that some districts are making great sacrifices already to keep up even a minimum standard of education, and no further improvement can be expected without special aid from Provincial funds.

From the information gathered on the trip, special detailed summaries were made by the General Secretary showing contrasts and comparisons. Examples were given by him to the Executive Committee, and it was agreed that the full details should be laid before the Department. Accordingly, a conference was arranged with the Minister of Education, and the Superintendent. Both agreed that this information was most vital and concrete, and formed a very definite basis for reliable consideration of the problem of salaries and educational finance. It was agreed that these same forms should be sent to all rural teachers and consideration is now being given to the adoption of these forms by the Department of Education as official returns to be made each year in triplicate, one copy for the Department, one for the Inspector of the District, and one for the Federation Office.

At a later date, when fuller returns are available, a detailed account of this very complete survey will be made available for the Federation and members. In the meantime, the work already accomplished has proved a very important factor in the formulation of plans which will be announced shortly by the Department of Education in connection with Rural Education and Teachers' Salaries.

FEDERATION DELEGATION TO PROVINCIAL CABINET

ON Tuesday, May 26th, a Federation delegation again appeared before the Provincial Cabinet in Victoria. The representatives of the Federation were Mr. W. R. McDougall, Mr. E. R. G. Richardson, Mr. A. T. Alsbury, Mr. H. L. Buckley, and Mr. Harry Charlesworth.

In opening the discussion, the General Secretary stated that there were still three important problems requiring urgent attention, namely, the Cost of Living Bonus, the Provincial Salary Scale with increments, and the raising of the Minimum Salary. He pointed out that while a number of teachers were now receiving a bonus, they were generally teachers in cities or municipalities and not those in rural areas on low salaries for whom the Federation had been for so long asking consideration. In other words, those who needed the bonus most were the ones who were not getting it. He stated that the Federation believed the bonus should be paid to all persons with incomes of less than \$2100, irrespective of where they worked or of the occupation in which they were engaged, and teachers should be no exception. He read a letter stating that one School Board had notified its teachers that it was now illegal for them either to pay a bonus to teachers or to raise teachers' salaries. The Cabinet readily agreed that such was not the case and the Minister of Education said that he would consider ways by which School Boards could be correctly informed on this point.

The General Secretary referred to previous delegations' presentations in the matter of Salary Scales and Minimum Salary and again urged immediate action. Mr. Richardson dealt concisely with the position of the rural teacher in the matter of Salary Scales, and stressed the need for making rural teaching conditions such that teachers would stay in rural schools. Mr. Buckley briefly endorsed this viewpoint, and stated that present salaries would not attract and retain good teachers under present circumstances. Mr. McDougall urged the need for action and cited opportunities which now are luring students from High Schools into work far more lucrative than teaching, and Mr. Alsbury strongly supported the plea for early solution of the problems outlined.

The General Secretary then presented copies of statistical data concerning rural schools, gathered during his recent

trip to Northern British Columbia. Typical and illustrative concrete examples were given to prove the following definite facts:

(a) Many teachers on low minimum salaries were not just beginners as was so frequently stated, but they were experienced teachers with service ranging from 2 to 16 or more years.

(b) Many teachers on the minimum salary of \$780 even in Central British Columbia had less than \$20 a month left to live on, after they had met Superannuation and Tax deductions, Board, Compulsory Summer School fees, and transportation. Those farther north, and particularly in the Peace River District, had even less to spare for many necessities.

(c) Many teachers had heavy teaching loads without any salary recognition.

(d) Many districts could well afford to pay better salaries.

(e) Many districts could not possibly increase salaries without provincial assistance. (It was comparatively easy to list these particular districts).

(f) There was a wide variation in school taxation, and larger areas of financial administration would be possible with general advantage to all included districts.

(g) Many of the poorer rural districts were unjustly penalized by the arbitrary fixing of a maximum salary grant of \$680.

(h) The fixing of salary grants on the 1935 assessment was not now equitable, and a change to 1942 would be much more fair.

(i) Examples of last year's teacher changes were given in detail as follows:

Mr. Robson's Inspectorate—47 changes out of 60 teachers.

Mr. Stafford's Inspectorate—59 changes out of 83 teachers.

Mr. McArthur's Inspectorate—50 changes out of 79 teachers.

MINISTER OF EDUCATION'S REPLY

Replying for the Cabinet, Mr. Perry stated the cost of living bonus was a matter for arrangement between employees and employers by order-in-council and the question would be one between the teachers and the school boards.

The issue of an upward revision in the minimum scale had been deeply considered during the year and certain proposals on that point were in the course of preparation, the minister said. They could have been dealt with had Premier Hart been present, he added.

The necessary decision on the matter would be made by June to permit school

boards to take cognizance of any changes at annual meetings in July, he said.

The salary question, Mr. Perry pointed out, was one item in the correlated school problems, all of which were being considered as part of a bold policy regarding education.

The salary scale and teacher shortage, together with closing of certain schools, had already caused pupils in many rural areas to be denied the privilege of education. That problem was receiving the interim remedy of correspondence work, pending availability of more teachers.

Land and real property were the only capital wealth contributing to the costs of education both in cities and rural areas, he said, noting that this condition was one of the chief contributing factors to municipal financial problems.

Mr. Perry, stating he proposed to bring in some proposals to the Cabinet to meet educational problems which had confronted governments for the last 25 years at least, said consolidation of rural school districts into larger administration units appeared to him a necessary progressive step towards giving better education to rural children and making teaching in rural communities more attractive than it is at present.

"Proposals for a revised system of educational taxation are receiving our closest study and will be made before the next session of the Legislature", the Minister concluded.

SALARY COMMITTEE REPORT

By H. L. BUCKLEY, *Chairman*

RESOLUTION 42 of the Annual Meeting asks that the Chairman of the Salary Committee submit a progress report in each issue of the magazine. The following is a summary of B.C.T.F. activity with which I have been concerned. It would be too expensive to call the committee together each time the report is issued. Naturally, I do not wish to commit other members of the committee to subjective opinions expressed and yet I feel that a report of this kind without some opinion expressed is rather uninspiring, to say the least.

(1) On Thursday, April 9, a B.C.T.F. delegation, including B.C.T.F. Executive officers and Salary Committee members, met the Minister of Education and entered into informal discussions with him regarding the salary situation. The Minister stated the position of the Government that the school boards are the employers of teachers and therefore matters pertaining to salaries should be

referred to them. The teachers' point of view was explained to the Minister by different representatives of the B.C.T.F. delegation.

(2) A joint meeting of the Trustees and Teachers' Committee was held on Friday, April 10. The B.C.T.F. was represented by its President and General Secretary, the President of the R.T.A., and the Chairman of the Salary Committee. The work was not completed at the meeting and further discussions will be held in June. It should be possible to give a more detailed report after the June meeting has taken place. In general it may be stated that representatives were unanimous in feeling that the Government should take an increasing share of the financial burden of education, particularly in the rural areas. The hope was expressed that these discussions would lead to joint representations being made to the Government by Trustees and teachers.

(3) At the Executive meeting of May 16 the General Secretary dealt with a comprehensive survey of rural teaching conditions which he has already made in the Prince George area and which he intends to extend throughout the province. As Chairman of the Salary Committee I have not been consulted with regard to this survey and hence I do not feel competent to discuss it. However, from what I have seen of it, I think it is a very fine piece of research and will doubtless provide much valuable material for negotiating and publicity committees.

(4) After considerable discussion, the Executive of the B.C.T.F. decided to carry out the instructions of the Annual Meeting with regard to asking the Provincial Government for a cost of living bonus. The May 16 meeting of the Executive instructed that arrangements be made for a delegation to go to Victoria as soon as possible.

(5) A B.C.T.F. delegation met the Cabinet on May 26 and presented three proposals: (a) a cost of living bonus for all teachers below \$2100 similar to that given to the civil servants; (b) the inauguration of as many steps as possible of the already requested scale; (c) the raising of the elementary minimum to \$900.

The Government denied all responsibility for the bonus but intimated that they were considering some action with regard to the raising of salaries, but in the absence of Premier Hart they indicated that they did not wish to commit themselves too definitely. The Minister

expressed himself as favorable to consolidation as a means of solving some of the rural problems. Negotiations are therefore still going on.

As Chairman of the Salary Committee and one vitally interested in this problem I feel sure that all teachers will be solidly behind the leadership of the B.C.T.F. in not accepting quiescently the contention of the Government that it is not the employer of the teacher and has no responsibility with regard to the bonus for example. I submit that the following arguments can be reasonably advanced by teachers to support the idea that the Province is in fact the *real* employer of the teacher and that the final responsibility rests with it.

(a) By the B.N.A. Act the business of public education is a definite responsibility of the Province.

(b) Under the present School Act in British Columbia the Province assumes the role of the employer in that:

- (i) It issues certificates of qualification to teachers, inspectors, etc., thus controlling the personnel.
- (ii) It prescribes the duties of teacher-employees which is most decidedly the function of an employer.
- (iii) It is the final authority in the dismissal of a teacher-employee.
- (iv) It has the final power in opening and closing of schools.
- (v) It is the duty of the Council of Public Instruction to prepare and authorize schedules of basic salaries for the computing of salary grants, etc.

(6) The B.C.T.F. has set-up a Publicity Committee with the express purpose of drawing to the attention of the public the seriousness of the threatened breakdown in education throughout the province.

I feel that the importance of the work of this Publicity Committee cannot be over-emphasized and funds should not be spared to make its work effective. The present shortage of trained personnel emphasizes the problem to the public and gives us a better case than we have had for many years. We must now boldly proclaim the values of education in the struggle for democracy, not from the standpoint of haggling for a few dollars for a few teachers but for the democratic educational opportunity which we believe the youth of this province can and must be provided. None of us wants to see a backward peasant class develop in our province.



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Vancouver.

Canadian Pacific

HONOUR ROLL

AT the Annual General Meeting this year, the following teachers were signally honoured:

MR. ERNEST H. LOCK of New Westminster was presented with the G. A. Fergusson Memorial Award for outstanding contributions to education, both as a teacher and as a leader in Federation and Association activities. Mr. Lock is still in active teaching service and is holding important Federation responsibilities on various Boards and Committees. His work is too well known to need recapitulation at this time.

DR. NORMAN F. BLACK was elected to Life Membership in the Federation in recognition of his numerous, varied and well known services to the Federation throughout many years. Dr. Black is typically representative of that growing group of teachers who consider that service to the profession and to one's colleagues forms an essential portion of a teacher's obligations and responsibilities.

MISS A. JOSEPHINE DAUPHINEE was likewise elected to Life Membership in the Federation for her great services to the Federation in many capacities. She is typical of the progressive women teachers who are each year making an increasing contribution to the work of the Provincial and Local Teachers' Organizations by their executive ability and wise leadership.

MR. GEORGE E. MCKEE was elected to Life Membership in the Federation for services of a somewhat different but not less important type. He has always refused the honours of Federation office, modestly withdrawing his name from nomination and substituting the names of others whom he wished to see in positions of leadership. On all such occasions he pledged his full support and energy to such leaders, and he always fulfilled his pledges to the utmost. He might well be classed as the representative of a most important and necessary group in any successful organization, namely, those who recognize that good and loyal "followership" is just as essential as good and loyal "leadership". His election as a Life Member is a pleasing recognition by the Federation of the value of such worthy members.

MISS RUTH O. STEWART was elected to Life Membership for faithful services to education, mainly in the Rural Schools of the Province, and for full and loyal support to the Federation at all times. She also exhibited in marked degree a

high sense of professional ethics, and by her sterling character and pleasant cultured personality she exemplified and worthily upheld the dignity and the finest traditions of the teacher's calling. In honouring Miss Stewart, the Federation honoured the Rural Teacher, and in honouring the Rural Teacher, the Federation honoured itself.

At the Executive Meeting held on May 16th, the following retired teachers were elected as Honorary Associate Members of the Federation. All of these have a record of unbroken membership in the Federation and in the majority of cases they were pioneer, original members of the Federation. We welcome them to our Honourary Roll, and wish them many years of happy retirement which they have earned so well:

Miss Nellie Bain, Vancouver.
Miss Anna L. Bigney, Vancouver.
Mrs. Margaret D. Bird, Kamloops.
Mrs. Dorothy Bradbury, Vancouver.
Miss Frances A. Brown, Victoria.
Miss Harriet M. Cahill, Vancouver.
Miss Jessie L. Campbell, Vancouver.
Mr. Francis O. Canfield, New Westminster.
Miss Edith M. Dalby, Victoria.
Miss Helena Estabrooks, Richmond.
Miss Eleanor S. Evans, Vancouver.
Miss Emma M. Frame, Vancouver.
Mr. Donald A. Fraser, Victoria.
Miss Ruth George, Victoria.
Mr. Wm. M. Govenlock, New Westminster.
Miss F. Mabel S. Howard, Vancouver.
Mr. S. Percival Judge, Vancouver.
Mr. Henry W. L. Laffere, Vancouver.
Miss Alice M. Lewis, Vancouver.
Miss Cora H. McFarland, Vancouver.
Miss Eunice MacNaughton, Victoria.
Mr. William Nelson, New Westminster.
Miss Ella B. Robertson, Vancouver.
Miss Margaret A. Scurrah, Vancouver.
Miss Ella M. Smith, Vancouver.
Mr. Harry L. Webb, Surrey.
Miss Jessie M. Whitlow, Burnaby.
Mr. Berton J. Wood, Vancouver.
Miss May Woodman, Nanaimo.

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OFFICE REORGANIZATION

ONE of the most important reports considered by the Executive was that of the Office Reorganization Committee which consists of the following:

Mr. A. T. Alsbury, Chairman;
Mr. W. R. McDougall, President;
Mr. P. N. Whitley, Past President;
Miss Florence Mulloy, Finance Committee Chairman;
Mr. C. H. Shoemaker, Sec'y-Treas.
Mr. J. R. Atkinson, former Secretary-Treasurer.

For some time it has been very obvious that owing to the constantly increasing Federation activities it was essential that a survey should be made of the many features of the work which such activities involved, with a view to making rearrangements. The resignation of Miss D. B. MacKenzie, who left to take a position with the Unemployment Insurance Commission, and the absence on leave of Miss M. C. MacGruer, who joined the Women's Division of the Royal Canadian Air Force, made the question of reorganization an urgent one, and it was decided to have a full report before appointing anyone to the positions vacated.

Accordingly, a complete and thorough survey was made, and definite recommendations were adopted by the Special Committee. After full consideration by the Executive Committee, these recommendations were endorsed, and authority was given to the Special Committee to carry them into effect.

The main proposals centre around a departmentalization of the Federation's work into two main sections, one concerned with accounting and recording, and usual office procedure under the direction of Miss C. Clayton, and the other concerned with those general and varied activities of the Federation and Associations which have constituted the field of the General Secretary, and will continue so to do.

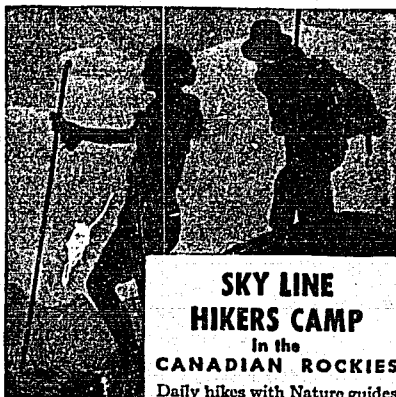
Due to the widening nature of these activities, however, it has been evident for a considerable period that an Assistant General Secretary was needed to undertake certain duties and to assist in general organization work in order that the General Secretary might be more free to deal with those special duties which require so much time and research, and in which his wide knowledge and long experience have proved of such value.

The difficulty, however, has been to provide the necessary funds for the appointment of an Assistant to the General Secretary, and hence the matter

has been left in abeyance until this time. The departure of two members of the Office Staff provided an opportunity for consideration of such an appointment, and the Special Committee canvassed all possibilities.

Finally, by suggested economies in various avenues, and by possibilities of increased revenue, the way seemed to be open. Among the means of financing was the recommendation that such an Assistant General Secretary should take over as part of his duties the editing and managing of the Federation Magazine, including advertising, and that the work of the magazine be centred in the Federation Office. It was also recommended that the average number of pages in the magazine should be reduced from forty-eight to forty pages, and that the number of issues be reduced to eight annually instead of ten as at present.

In addition, it was agreed that there should be an Editorial Board, a special corps of editorial writers, and a Magazine Committee. These recommendations were adopted by the Executive Committee and as a result there will be considerable saving in magazine and other expenditures, and these economies will make possible the appointment of an Assistant General Secretary.



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Canadian Pacific

Lesson-Aids Committee

All correspondence should be addressed to the Honorary Secretary-Treas.,
Mr. HARRY G. BOLTWOOD, 3486 West Second Avenue, Vancouver, B. C.

ANOTHER milestone has been reached in our work. The most successful year we have had is all but ended, and we look to a respite until we again start activities towards the end of August. The secretary is very grateful to everyone who has done something towards making the year's operation so happy and satisfying. Co-operation of teachers everywhere has been indeed wonderful, continued evidence that "Lesson-Aids" do certainly meet a demand. The distribution of nearly 8,000 units during the year has been no small task, but it has been accomplished with but slight delays in a very few instances.

It has been very pleasing to note that teachers on our mailing list send again and again for units. Better still are the proofs that many teachers send for units because other teachers have told them about the usefulness of Lesson-Aids.

We feel, too, that the publicity given to our work in *The B. C. Teacher* has contributed very largely to the spreading knowledge of our units. We are confident that the Editor will continue to support us as in the past.

We wish to voice our intention of continuing to provide this service to

teachers as long as we know that it is so well appreciated.

IVANHOE. Will some lover of Scott please read again our request regarding *Ivanhoe* in last month's issue.

SOUTH AMERICA — ENTERPRISE UNIT. This new unit is now available. It is No. 129, priced at 10c, and should be obtained by all Grade 5 teachers.

NO ORCHIDS TO US. We are being thanked for "Uncle John's" letter in last month's magazine, which seems to have struck a responsive chord in the hearts of many teachers. Credit is not due to the Lesson-Aids Committee, but to a far more able guidance expert than any of us. All the same, we heartily endorse his advice and warning. We issue reprints of his letters.

GRAMMAR TESTS. We shall issue in the Fall a new unit consisting of Grade VII and VIII Grammar Tests, which has been sent to us by a well-known teacher. These tests will be very popular, we feel certain.

Finally, we ask teachers who will need units to help in preparation of next year's work to send in orders about the middle of August. There is sure to be a very heavy demand at that time, with possibility of delay in despatching.

BRITISH COLUMBIA TEACHERS' FEDERATION

IMPORTANT — WANTED

The British Columbia Teachers' Federation invites applications for the position of Assistant General Secretary (Male).

Minimum commencing salary \$1500 per annum.

Duties, to commence August 1st, 1942, will include

- (a) **Organization work.** Assistance to Local Associations in improving membership and formation of new associations in unorganized areas.
- (b) **Magazine work.** Editing and managing "*The B. C. Teacher*" including advertising, with the assistance of an Editorial Board and a Magazine Board.
- (c) Assistance in the work of the General Secretary's office, e.g., surveys and research; arbitrations; tenure cases, etc.
- (d) Duties regarding office records.

Candidates should state age, and give details of qualifications and experience, together with copies of official reports concerning work in present position.

Applications must be forwarded to the General Secretary, British Columbia Teachers' Federation, 1300 Robson Street, Vancouver, and received not later than July 1st, 1942.

Ramblings of Paidagogos

THE LESS ATTRACTIVE VIRTUES.

I HAVE written this title with some misgiving, for I am not at all sure it is the proper thing for me to go picking and choosing among the virtues. All I can say in defence is that there has always been a good deal of picking and choosing among the vices. You will recall, for example, "The Seven Deadly Sins"—a clear case of selection and assessment. So it might be reasonable to set up a similar list from the other angle, and call it "The Seven Dreary Excellencies". An excursion of the sort may be considered impertinent, but it will be amusing—and perhaps salutary.

Before embarking, however, I should like to say I have a healthy regard for virtue. I am quite definitely on the side of the angels. It is my sad suspicion that even the dreariest excellency is to be preferred to the most lovely and agreeable sin. I may sometimes wish this were otherwise—as who does not?—but here, as with many other pleasant fancies of mine, I am soon reminded of the old saw: "If wishes were aeroplanes, beggars would fly." So I put such vanities aside, and comfort myself with the assurance that the more engaging virtues are just as available as the other sort.

A word in parenthesis about moderation. I take it we can agree without effort that excess of any virtue is always a matter for regret, and may indeed be a great evil. I do not argue this, because every moral philosopher since Confucius—and probably before him—has made a point of it. I merely recall the case of a too beautifully unselfish woman I have the misfortune to know. Her excessive altruism is a mark of moral superiority and an ever-present rebuke. She is the very soul of long-suffering patience, of self-sacrificing and self-abnegation, of everything calculated to make a husband yearn for Mexico—to which bourne I hear the poor man has now betaken himself.

But it is high time I ceased preambling and came to grips with my subject, The Less Attractive Virtues. I therefore proceed with it under four heads as follows: virtues of perfection, virtues of necessity, virtues of surface, and virtues of routine. We teachers are nothing if not methodical.

First then are the distressing virtues of perfection. Think here, if you will, of a person who is never wrong, of a person whose additions are invariably accurate and whose spelling is always correct, of a person whose information on any subject from horticulture to price ceilings is authoritative and final. Consider living or even hob-nobbing with a person of the sort. Imagine what would inevitably happen to such casual opinions as you might produce to help along the conversation.

Is further comment necessary? I may be wrong about this—or about anything else, thank Heaven!—but I prefer my human beings with at least a probable error. To be specific, and a bit personal, I should hate to be father of the Quiz Kids.

Second come the virtues of necessity. They are not so grim as the first sort, but they are somehow more provoking. A couple of illustrations will be sufficient to characterize them. Here is Jeremiah Judkins, who has been forbidden to smoke on account of his heart. Note now the

increasing sternness of his attitude toward tobacco, the steady development of his disapproval. Judging by the signs, he will pretty soon be coming right out with a condemnation of all smokers as dirty, inconsiderate, wasteful and unpatriotic.

And here is Mehitabel Mooney, who in all her five and forty years has never had a beau. Note the acidity of her attitude to men, the smallness of her regard for such women as take up with men. Every year she becomes more suspicious, more intolerant, more given to scandalous gossip. In another decade she will inevitably improve on Scripture and cry out: "Excepting me, there is none righteous, no, not one."

Third, I give you the virtues of surface—by which I mean the glosses and veneers that bring a nicely polished artificiality into social relationships. I suppose these glosses and veneers come under the general heading of excess and have already been mentioned, but I should like to be a little more specific. Consider the matter. Courtesy may be worn as a defence against intimacy. So much tact—no contact. Or it may be used as a means of ingratiation. In either event it is objectionable, expressing social superiority in the one case and intellectual superiority in the other. To illustrate: there is a man of my acquaintance whose sportsmanship would put an angel to shame. By all outward indications, it delights him to lose and it hurts him to win. Which is quite exquisitely absurd. I know, of course, that "one should lose like a man and win like a gentleman", but for my part I prefer my opponents to grind their teeth a little when I beat them. It seems more natural that way—and smacks less of ulterior motives.

Fourth and last are the virtues of routine, the mechanical virtues of time and tidiness. Splendid servants these, but wicked masters. Cases are so common that one illustration should be plenty, and with this I shall conclude. It is the well-known case of the man who fairly dances with impatience when someone is five minutes late for a social engagement. He arrives at the place of assignation with his watch in his hand. One would think he were catching a trans-continental plane, or keeping a professional appointment with the hangman.

I have it very nearly in my heart to pity this man—very nearly but not quite. He is either a slave to the routines of business, and can no longer distinguish between his private and his commercial life; or he is so wanting in intellectual resources that he cannot subsist for five minutes upon the liveliness and felicity of his own thoughts. Being therefore either blind or barren, he assumes an air of injury and waves a useful chronometer in the face of the world.

* * *

Having put forward so many sage opinions, I should like to close with a question, to wit: On what authority—aside from the first few chapters of Genesis—has gardening come to be numbered among the virtues?

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<i>"Play Direction"</i>	Mondays to Fridays 3-5 p.m.	<i>"Script Writing"</i>

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The Facts About Canada's Japanese*

(Continued from our May Issue)

The fact that by complexion and other physical characteristics residents of Japanese origin are easily recognized and distinguished from those of European origin constitutes a basic handicap upon assimilation and recognition as citizens upon equal footing with all others. This handicap is effective even in the case of those many Nisei (second generation Japanese Canadians) who, in the opinion of their teachers and of other intimate observers, are thoroughly Canadian in outlook and habit.

However, whether justifiable or not, the hesitation of British Columbia authorities to admit even second generation Japanese Canadians to political equality has not been wholly a matter of racial prejudice. Many have felt that the allegiance of these residents was too divided. There did exist a very strong desire for full Canadian citizenship among Japanese residents in general, particularly among those of Canadian birth and education, and these have greatly resented the exclusion from the franchise. Such exclusion they view not only as an insult to their intelligence and integrity, but as a handicap excluding them from certain walks of life for which, in individual cases, they may be well fitted. Admission to certain professions—*e.g.*, law and certain branches of engineering—is confined to persons whose names are on the voters' list for the province of British Columbia.

This divided allegiance, it was felt, was revealed in the matter of the Japanese Language Schools, and the relation of the Japanese consul to the Japanese in Canada. The first generation Japanese, in most cases familiar only with Japanese customs and traditions, and anticipating an early return to Japan, either sent their children to Japan for education, or have done their best to give them a knowledge of the Japanese language and morality through Japanese Language Schools in this country. It would be a grave mistake to suppose, however, that all who have attended Japanese Language Schools have done so with the intention of returning to Japan. And it should be equally noted that in certain instances, owing to the nationalistic tendency of the Language Schools, Japanese parents have steadfastly refused to support these schools or to send their children to them. Again the Japanese residents have had so little access to profitable employment that many of them have found it extremely important that their children be equipped with a reading, writing and speaking knowledge of Japanese in order to make a livelihood within the limits of the Japanese community. Consequently, in nearly every centre of Japanese population, Language Schools have been maintained and patronized.

Similarly, the first generation Japanese, having no roots in Canada with her past, and experiencing opposition from Occidentals who have constantly objected to their presence in British Columbia, have generally followed the policy of registering their children at the Japanese Consulate, a practise that puts these children in the position of possessing a dual nationality and allegiance. Under these circumstances it has been inevitable that the influence of the Japanese consul in British Columbia has been considerable among Japanese nationals. This influence has discouraged

* Reproduced from a pamphlet issued by the Fellowship for a Christian Social Order. Copies of this pamphlet may be ordered from F. C. S. O., 677 Spadina Ave., Toronto, Ont., or the F. O. S. C., 6464 Chester St., Vancouver, B. C. Single copies, 5c; 20 copies or more, at 3c each.

forces making for Canadianization of the Japanese community. It is admitted that such officials, while not expressing disapproval of the insistence by Canadian-born Japanese upon their claim to the exercise of the franchise, have urged that, until admission to unrestricted Canadian citizenship were assured, applicants would be well advised to postpone termination of their dual citizenship. This advice has been followed very generally. The detailed oversight by Tokyo of Japanese nationals and Nisei, together with the matter of dual nationality have been resented by many Occidental Canadians.

Japanese Canadians normally have friends and relatives in Japan with whom they correspond and whom, in occasional cases, it may even be possible to visit. This intimate intercourse with the land of their ancestors is thought by many to weaken the bond between Japanese Canadians and this Dominion. On the other hand, the Nisei freely and emphatically report that in Japan they feel and are treated as foreigners. . . .

The outbreak of the war with Japan on December 7 was followed by the more obvious steps demanded by the military situation thus created. A number of enemy aliens from several communities and districts were taken into custody by the R. C. M. P. and interned. The Japanese Language Schools were also suspended, and their closure was later ordered by the Provincial Department of Education.

Registration of "enemy aliens," which had applied to Germans and Italians following the beginning of the war in Europe, was extended to Japanese nationals, and also to those British subjects who had been naturalized since September 1, 1922.

Immobilization of the Japanese Canadian fishing fleet, the greater part of which was already tied up because of the season, was ordered by the Naval Control. A general round-up of boats from all points in British Columbia waters was effected, and these were placed under naval guard at New Westminster. It is a matter of regret that owing to inadequate supervision a number of them were raided by thieves and many of them were allowed to founder at their moorings. This round-up was authorized by orders-in-council which (a) forbade the operation of any vessel by "any person of Japanese race within waters adjacent to the West Coast (P.C. 9761); (b) suspended all commercial fishing licences issued to fishermen of Japanese racial origin; and (c) set up a three-man commission to supervise the transfer of fishing vessels at fair prices from Japanese Canadian owners to others. One of the three members of this important committee is a Japanese Canadian. . . .

All property and finances held by a Japanese, whether "enemy alien," or a Canadian of Japanese origin, is registered with the Custodian of Japanese Property and is subject to his control.

Our recommendations are based on the belief that "God hath made of one blood all nations of men for to dwell on the face of the earth." We repudiate the view that the Japanese should be shipped to Japan after the war is over. This, and the refusal of certain people who have never accepted them as potential Canadian citizens comes perilously close to Hitler's racial dogmas. In the preceding pages we have indicated the points at which the Japanese in Canada have failed to accept the responsibilities of Canadian citizenship, but we believe the answer to

their shortcomings in this respect is a determined and sympathetic attempt to encourage them to assume these responsibilities and duties, and the granting of full political equality when the war is over. Russia has set all countries an example in the solution of the problem of race. Our enemies base their propaganda and policies on theories of race superiority. Can we permit any ambiguity regarding Canadian ideals and practices? In order to win the war and the peace after it, must we not be enlightened by men's highest insights?

These convictions should underlie the handling of the Japanese in their removal from the protected areas. They are not to form a pool of cheap labour to be exploited; they are not to be treated like outcasts. Police surveillance is necessary in respect of Japanese Nationals, but it should be remembered that a considerable number even of these are Canadian residents of long standing, some of whom applied without success for naturalization.

Many of the Japanese affected are citizens of Canada whose loyalty to Canada there has been no reason to question, and who are anxious to make a contribution to Canada's defense of the democratic way of life. England has found it possible to release many anti-Nazi Germans, which at the outbreak of war were interned, and employ their services in the struggle against Nazi totalitarianism. We can profit from their experience, and assist our loyal Japanese Canadians to contribute to the full measure of their capacities. To refuse to do this is to fail to be worthy of their trust and to encourage disaffection. Then a problem, sufficiently discouraging before the war, might be rendered practically insoluble.

It should be emphasized that the problem of the Japanese does not concern British Columbia alone. From some quarters east of the Rockies expressions have come of unwillingness to have our Japanese; but this would seem like a short-sighted and provincial attitude to a national problem. What other choice is there that offers hope of a just and permanent outcome than that their entrance in small numbers to other communities in many parts of the country be facilitated? It may be that this could be done best by a planned re-settlement scheme undertaken by the Dominion Government in co-operation with city and community officials in localities throughout the other provinces. Canadianization is easier, and the hostility aroused by a solid block of people of Japanese race settled in one locality is avoided. . . . For those who go to different parts of the Dominion a friendly reception and assistance in adjustments by Canadians of goodwill is earnestly recommended.

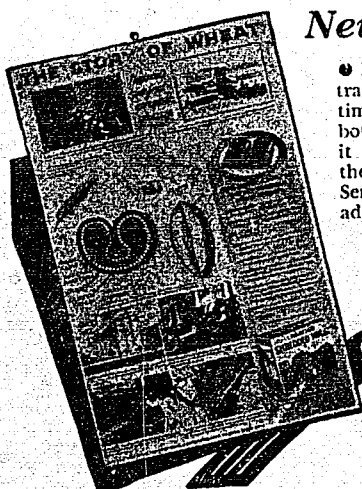
Among those Japanese, however, who will be retained for organized work projects in British Columbia, a great opportunity presents itself. Many of those who will go to labour camps are millworkers, fishermen, tillers of the soil, small landowners, fruit growers and poultry raisers. Their concentration for road construction with the attendant long hours of leisure in the evenings offers an opportunity never before available to inject new urges into the processes of assimilation through small study groups, and conferences, designed to prepare the Nisei to be consciously and co-operatively members of our common society. The English Language, Co-operatives, Canadian Citizenship and kindred topics might well be studied in the camps. Qualified leaders for a wide program of adult education with adequate materials should be found. It is to be

hoped that every means will be explored by which the Japanese may be assisted in turning the period of the war to good use so that with the peace they may be admitted to the full rights of citizenship. There is every reason to believe that from among the Nisei themselves will come forward those with vision and qualities of leadership to assist in this process.

War makes many demands for sacrifice upon us, but all is not loss if such necessities are turned to good advantage. The surrender of the hard-won, meagre security of many a Japanese family and the admission of small groups of these to White communities whose means of livelihood are not too abundant may be no more welcome to one than to the other—unless it offers both an escape from an existing intolerable situation. People in other parts of Canada are slowly realizing the grounds for concern over this problem which have existed for the White and Japanese citizens in British Columbia. The defense of the Pacific coast may now require all Japanese be moved east of the Coast range, but it should be recognized that this is far from a final or adequate meeting of the basic problem. Effective leadership and far-sighted official action is required to assist in opening channels which would permit Japanese to settle in other parts of Canada so long as concentration in certain localities and industries is avoided. The beginning of the implementation of this program should not be deferred until after the war if the willing co-operation of the Japanese is to be enlisted. The solution of this problem can come only through the common effort of the White and Japanese Canadians in a long-term, wise and generous project of progressive, permanent rehabilitation throughout the Dominion.

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Library Services to Schools and Teachers

By C. K. MORRISON, Public Library Commission, Victoria

THERE are important public library services of interest to teachers, administered directly by the Public Library Commission through two Divisions: the Open Shelf and the Travelling Libraries. Headquarters are in the Parliament Buildings at Victoria, and there is a depot for the North-Central District at Prince George.

The Open Shelf Division provides a free postal service in non-fiction, books being sent out with return stickers which permit readers to return them post-free. Over 36,000 books were sent out from this Division in 1941. The service is ordinarily restricted to persons who do not have the facilities of a local public library.

The Travelling Library Division sends out community libraries of adult and juvenile fiction and non-fiction to public library associations, small communities, and light-houses. Approximately 26,500 books were sent out in 360 such libraries in 1941. School travelling libraries of fiction and non-fiction—the ordinary public library run of juvenile books—are supplied to one-room schools in outlying districts. Eighteen thousand books were supplied in 300 such libraries in 1941.

Teachers in outlying districts in particular should be interested in the services of the Public Library Commission, but benefits are also extended to teachers in the cities. Although the ordinary book stock of the Open Shelf Division is for the use only of those in outlying districts, a valuable addition to the Commission's lending services, the Teachers' Professional Library, has recently been made available to teachers throughout all sections of the province, urban as well as rural.

This collection is one of the most comprehensive of its kind in British Columbia and it is kept thoroughly up-to-date by additions continuously selected by specialists in the field. Like all other service from the Open Shelf, it is available absolutely free, with the single restriction that for teachers in the Vancouver metropolitan area, where there is access to good local collections, books from the Teachers' Professional Library will be supplied only on inter-library loan through Vancouver Public Library,

if they are not available in that institution.

The catalogue of the Teachers' Professional Library, with annual supplements, may be obtained free by writing to the Public Library Commission, Victoria. Teachers in outlying districts should ask also for book lists and information as to the regular services from the Open Shelf Division.

"The Manual for Small School Libraries", one of the most practical publications of its kind, is obtainable from the Open Shelf Division at the nominal charge of \$.25.

There is also a picture service through this Division. Teachers of one-room schools may have collections of 50 pictures for wall decoration, on loan for the school year. As many as 6700 pictures have been loaned in one year. There is also a less extensive, but in some respects a more valuable collection of about 400 re productions in color of famous paintings. These may be borrowed, six at a



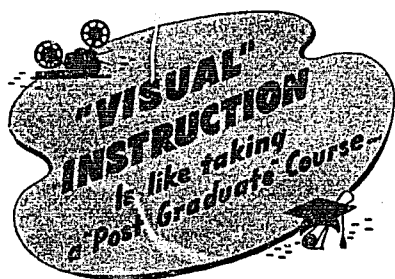
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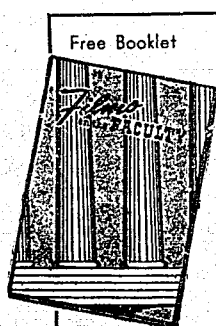


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time, for a renewable term of six weeks. A classified catalogue is available for the asking.

Little need be said here of another important branch of Open Shelf activities: the E.C.S. Collection. This is organized solely for the use of the thousand-odd students of the Elementary Correspondence School administered by the Department of Education. It is a thoroughly modern library of juvenile literature. Teachers who may be acting as tutors for E.C.S. students, would do well to encourage the use of this collection both for curricular and recreational reading. A mimeographed catalogue is available.

Although it is hoped that teachers in outlying communities will show an active interest in the reading facilities of adults, and will therefore encourage the wide and intelligent use of the Open Shelf and of the community libraries supplied by the Travelling Library Division, it is of course the school library provided by the latter Division that will be of special interest to them.

These school libraries are collections of 60 books loaned, for the full school-year, to one-room schools. The only cost to the School Board, which is held responsible for the collection, is a flat charge of \$2 to cover transportation costs. Hitherto school authorities were required to pay their own transportation costs, but this had the effect of laying an unfair burden on the small schools farther away from Victoria or Prince George, as compared with schools close in, while at the same time many of the latter were in a better position to pay for the service. This is the occasion for the new policy of averaging the cost—with the incidental advantage of simplifying shipping and accounting routines.

The weak link in the chain is the lack of sufficient books to meet the very great demand for this service. Hence the terse warning: apply early; it is later than you think. The Department of Education and the Public Library Commission are alive to the value and need of expansion in this field, and there will be many more school libraries as soon as funds permit.

Library operations in the North Central District, where a unique experiment in the pooling of school library resources is proving highly successful, will be described in a subsequent article by Miss Jeannette Sargent, Librarian in charge of the Prince George Depot.

The Chilliwack Plan

(Continued)

By CARSON MCGUIRE, *Supervising Principal,
Chilliwack High School Area*

(In our February issue Mr. McGuire explained that his school policy is dominated by the aim to develop each pupil to the limit of his personal capacity and to train him for democratic life. To this end teachers are assigned to the same group for more than one subject and students choose between alternative curricula rather than between isolated subjects. Thus really united courses are available for those whose special interest is in agriculture, or business, or home-making, and so forth. Cases in which any dominant interest is lacking are given special study as a phase of the guidance programme and in each case an attempt is made to work out a genuine programme adapted to the individual pupil).

IN order to carry out the programme of high school studies and organization described in a recent issue of *The B. C. Teacher* as "The Chilliwack Plan", the teaching staff, or an effective majority of it, must have or develop certain qualities:

(1) The teacher's work must be effective beyond the limits of his or her own field and be related to significant experiences outside as well as inside the school.

(2) The teacher should know the kinds of difficulties encountered by pupils while they learn and the ways in which the intellectual and emotional behaviour of children interact during the learning process.

(3) The teacher should have the ability to make interesting, in the sense of mentally active participation upon the part of the student, the concrete activities, experiences, and content which make up the part of the total programme assigned to the teacher in order to attain the total objective or set of values accepted by the school.

(4) The teacher must stimulate mental activity to the point where students develop understandings, appreciations, and attitudes which permit wide application of the knowledge and skills learned in the school rather than allow the results of instruction to consist simply of a body of memorized facts or a body of concepts learned only as verbalisms without an ability to make application.

Those of us who are on the staff of the school are working toward the establishment of these characteristics of effective instruction. Frankly, we can expect these qualities only from the best type of teacher who is willing to work and study and throw off many of the attitudes he or she has gained in previous experience as a student or teacher. If the community comes to value the programme of the school, and there are many signs that it does, it must establish conditions which will keep teachers who measure up to these qualifications in its midst.

The Chilliwack Plan recognizes the importance of financial policy in determining and facilitating the total instructional activity. Budget recommendations are submitted by all departments, instructional and otherwise, and the preliminary budget recommendations are prepared by the Administration Office at the school. The power to make finance policies and approve expenditures is, of course, the responsibility of the Board. When the annual budget has been approved the mechanics of finance are delegated to the Administration office under the direction of the Supervising Principal with monthly and special reports to the Board and payments made through the City Clerk's office. During the past year, current expenses were \$78.58 per pupil and capital expenditures \$26.21 per pupil. Of this total, \$2.89 was for School Board, office, and general expenses (General Control); \$58.57 was for instructional costs such as salaries, supplies, materials, and equipment in the academic, business, agriculture, home economics, fine arts, and technical departments; \$7.37 was for operation of the bus system; \$1.16 for co-ordinate activities such as an agriculture group project; \$4.36 was for plant operation; \$4.49 for plant maintenance; \$3.75 for fixed charges such as insurance and the rental of eight rooms and a secondary gym at Central School; \$20.19 for debt services of which more than half will mature in 1943 as the new Junior High Building and the bus system were financed on a short term basis; and \$6.11 per pupil was for extraordinary expenditures for new equipment and the reconstruction of the auditorium-gymnasium. Of the total cost of \$104.79 per

pupil, the government contributed \$40.82 in salary, conveyancing, statutory, and special building grants; \$6.20 was general income on various accounts; \$19.54 was contributed by the City of Chilliwack; and \$58.23 by the Township of Chilliwack in which two-thirds of the students live. In a school which serves a thousand pupils this works out to a total cost of 55 cents per pupil per day with an operating cost of 41 cents per pupil per school day. If the reader were to compare per pupil costs with per patient costs in hospitals, per inmate costs in prisons and mental institutions, or per person costs of our past relief payments, he would be surprised at the very small cost of operation of our schools. The reader should note that, as education is extended to all the children of all the people and is tied up with the life of the community, it will tend to decrease our necessary governmental expenses in hospitals, prisons, on relief, and on post-war problems insofar as it adapts itself to fit men and women to live as individuals in the social group.

In time of war as well as in time of peace the general public and its governments and services fail to realize the fundamental importance of the schools, partly through the familiarity engendered by a common experience and partly because of the failure of some parts of our educational system to keep pace with the changing needs of our people. In the national emergency the schools are called upon to make three basic contributions:

(a) Education as a national service must accept the major responsibility for the physical, mental, spiritual, emotional, and social development of the individual to understand and adapt himself to the democratic way of life we value and are determined to preserve.

(b) The schools must train young people to take their place in the armed services, the auxiliary services, the war industries, and the essential civilian services with the minimum amount of specialized training after they leave the educational institution.

(c) The schools must equip young people with the basic understandings, skill, appreciations, attitudes, and ideals of our common cultural heritage and with the fundamental training in one or more of the broad vocational or avocational fields of peace-time living to permit their adjustment to the post-war world.

Unless the community, or the nation of which it is a part, charges its educational system with these responsibilities it will fail, in comparison with other communities and other nations, to maintain an intelligent population and efficient local and national production and services. In order to fulfil their responsibility, the schools must undergo changes in their specific objectives, extent, methods, and organization as new problems and conditions arise.

The Chilliwack Plan is an intelligent attempt to fulfil the requirements of a community and national educational service. In addition to the aspects of the plan previously described, courses have been revised or new courses have been written subject to the approval of the Department of Education. More than four hundred boys are enrolled in Industrial Arts, General Shop, Farm and General Mechanics courses part of which give the basic training for war industries. Nearly five hundred boys are enrolled in an efficient Cadet Corps for basic military training and instruction in civilian protection services. When the war broke out night school classes in theory of flight, meteorology, aero engines and airframes were begun in the school and its shops. Already a long list of graduates and former students are in the armed services and the war industries of Canada. The girls of the school form a Red Cross Corps with groups occupied in various aspects of Red Cross work. The students have organized a central War Savings Bank in addition to the various class schemes. The senior students, if one talks with them or listens to them speak before local service clubs, have an appreciation of national and world problems and are fitting themselves for whatever the future may bring. In the banks and business houses, girl graduates are taking over the work of the boys who have gone into the armed services and employers are already looking forward to this year's class. The school, like the other secondary schools of war-time Canada, is performing an essential national and community service fundamental to an intelligent and efficient war effort.

CHANGE OF ADDRESS

ALL concerned will please note that henceforth all mail intended for the Editor should be addressed to 130 Robson Street, Vancouver, B. C.

The Question Box

OWING to circumstances more or less beyond the control of the sponsor of this section, The Question Box has not been too regular in its appearance lately. However, things have reached a new equilibrium and there will be no reason for interruptions in the future.

There is a good deal of material on hand which the Q.B. has received with considerable unexpressed thanks. Will those conscientious individuals and associations who have submitted copy please accept the thanks now expressed. Many things have gone adrift in the throes of "flitting", among them the record of who was thanked and who was not.

And so to business.

The first set of answers has been submitted by the Kelowna Rural Teachers' Association.

In this series of questions it is assumed that the teacher understands the need for and the function of remedial reading. If the teacher is unfamiliar with either of these aspects it is suggested that he read:

1. *Remedial Reading* by Bachus and Monroe (Houghton Mifflin).

2. *The Improvement of Basic Reading Abilities* by Durrell (World Book Co.).

3. *The Improvement of Reading*; Cole (Farrar and Rinehart).

It should also be stated that the remedial reading programme outlined is not applicable to Grades I, II and III.

1. *How should remedial reading cases be selected?*

Preferably by the use of at least two mental measures and two standardized reading tests. If a policy of testing at intervals has been in progress, the Progress Cards will contain the necessary information. If, however, no reliable test results are available and no tests can be procured by the teacher*, informal testing may be used.

Informal testing can be carried out by means of graded supplementary readers. These may be used to determine both the oral and silent reading abilities of the child. For the latter purpose, appropriate comprehension questions will have to be prepared in advance. For these tests it is better to begin with a book the teacher believes will be reasonably easy for the candidate and to work up with books of successively higher grades until the pupils' levels has been determined. More than five word difficulties to ten lines of material indicates that the material is too difficult. The pupil should be recorded

as the next grade below. A pupil whose reading grade is a year or more below his actual grade should be considered as a case for remedial reading instruction. With the use of intelligence and reading tests not only the pupils' reading level but also his intelligence quotient must be considered. Roughly, this can be done by comparing the pupil's reading quotient with his intelligence quotient. For example, if a pupil of an I.Q. of 90 has a Reading Quotient of 90 or better, he is doing as well as can be expected. If, however, his Reading Quotient is only 80 he should receive remedial instruction. Note: A more refined use of test results is explained in *Remedial Reading* by Bachus and Monroe, page 38. This involves computing the reading expectancy and the reading index.

2. *How should a remedial reading group be organized in ungraded and semi-graded schools?*

Remedial instruction must be based on diagnosis of the difficulties of each pupil in the group. Chapter 2 of Durrell's book suggests ways and means of informal diagnosis. Probably the best textbook on Remedial Reading for use in the hands of elementary school pupils, Grade IV and above, is *Improve Your Reading* by Wilkinson and Brown (Clark Irwin, Canadian agents). Unit 2 of this book provides well selected material for diagnosis, for example, to determine ability in phrasing. Unit 5 contains 30 pages of exercises for the development of this ability in those who are found to be "word-callers". In the same manner each of the other main aspects of the reading process is dealt with. When diagnosis is completed the pupils should be grouped by bringing together for specific instruction just those pupils who are weak in the ability upon which drill is to be given. Grade barriers will be ignored in this grouping. During the remedial instruction period, the other pupils in the room should be employed quietly in assignment work on free reading so that there will be nothing to detract from the concentration of those receiving instruction. The best time for remedial instruction is early in the morning or just after lunch, while the pupils are at their best. However, in one-teacher schools with a fairly large enrolment, it might be better to take the work after Grades I and II have been dismissed in the afternoon. During the time

the remedial reading programme is in operation, other reading instruction should cease. The efficient readers should continue to make progress through the media of assigned and free silent reading. Five 20-minute periods are recommended but three half-hour periods may be substituted if more convenient. If Wilkinson and Brown is used as a text, each remedial case should be paired with an efficient reader, who acts as a helper under the direction of the teacher. Care should be taken to arrange such partners as will work well together. Until the teacher gains experience in the work, only one aspect of instruction should be attempted at one time. Obviously, the personnel of the groups will vary as different aspects are undertaken. Pupils who are temporarily released from the remedial instruction should be given free reading of the appropriate interest and vocabulary levels.

3. Will placing pupils in a remedial group have an unfavourable psychological influence on them?

It all depends on how the subject is presented to them. If they are led to see that lack of ability in reading makes most of their work at school a burden to them and that it is possible to find out and overcome the special difficulties that handicap them, no adverse reaction need be feared. In fact, most pupils will be enthusiastic about a well-presented programme.

The second group of three questions is due to the activity of the Rossland Teachers' Association, as follows:

QUESTION: How can a Junior Red Cross period be made more interesting and useful?

ANSWER: A Junior Red Cross programme may start with a business meeting in charge of the children, with the teacher's guidance. At the meeting, reports could be given on such things as projects for raising money, amounts of money and materials sent to the Red Cross Headquarters, activities of other

Red Cross groups. Correspondence from other Red Cross groups or from headquarters could be read. There may be a programme after the meeting. This programme may vary greatly from meeting to meeting. The following suggestions may be helpful:

1. Working on materials to be sent to Headquarters or to the local Senior Red Cross branch.

2. Practising or producing plays such as those found in the Red Cross magazine, or plays written in the language period on such topics as health and safety.

3. Reading stories and learning songs from the magazine.

4. Broadcasting interesting news of Red Cross activities, or plays, songs, riddles, etc., in a mock radio programme.

5. Having visiting speakers such as a nurse to speak on health topics, a military person to tell how Red Cross aids soldiers, a Senior Red Cross member to tell of Senior activities.

6. Having charades illustrating health rules.

7. Displaying articles required in a First Aid kit, finding and discussing their uses.

8. Giving impromptu talks on such titles as "How to buy a tooth brush", "How to buy shoes which fit properly".

9. Illustrating by posters such subjects as "A Good Citizen". These posters could be placed on school bulletin boards.

10. Reporting orally on British Columbia's sanitariums, solariums, and mental hospitals, with pictures when possible.

11. Having discussions on citizenship, Red Cross aims, pledges, motto, and good membership.

12. Having a class quiz on health and safety rules.

13. Having an informal concert (plays, songs, etc.)

14. Making up and asking riddles pertaining to organization and work of the Red Cross, health rules, etc.

Letters To a Country Teacher

June, 1942.

My Dear Niece:

Yes, I think you should move this summer, if you get a good offer. The laborer is worthy of his hire, and your hire should be higher. You have done much good to the children, you have helped the community and formed many friendships—it will be the same in the next place.

I know that many authorities do not agree with me. They say that frequent changes of teacher are bad for the children, forgetting that in graded schools the children generally have a different teacher every year.

You are too young to remember the days when all country teachers moved every year, just for a change. Country life in those days was drearier than now,

What We Are Reading

Books for review and correspondence bearing upon book reviews should be addressed to 1300 Robson Street, Vancouver, B. C.

SYLLABIC SHORTHAND

THE *Russel Syllabic Shorthand*, by H. J. Russell, published by The Ryerson Press, Toronto; 1941; pp. 60.

This is an exceedingly attractive little volume, the theory of which occupies but twenty-six pages in uncrowded, clear type.

The publishers invite inquiries from private teachers, and from officials of schools, and from students. They claim this to be "the system that suits the times" and that "its theory can be learned in one month".

The theory consists of: (1) A Short-hand Alphabet; (2) Five Simple Rules to which no exceptions are necessary; (3) A Short List of Word Forms for Common Words; (4) Twenty Simple Syllabic Signs; (5) An Abbreviating Principle that can be applied to many words. Following the theory there are suggestions for and practice in speed writing, legal paragraphs, shorthand reporting, French, Spanish, vocabulary and

suggestions to gain speed.

Students who know French or Spanish, or any other Romance language, can write the language in Russell shorthand quite readily. I believe that shorthand can be learned either by individuals, or in classes, quite easily by the use of the Russell Syllabic Shorthand text.

—S. W. H.

SEAT WORK

THE material set forth in *Projects Through Crafts*, by W. L. Stricker (The Ryerson Press), is worth while.

It is particularly good as a guide to the teacher in assigning seat work by means of silent reading. The directions for the seat work are given in a clear, well-directed manner and good use is made of the primary vocabulary. This book would prove itself of more use in a rural school where the seat work is of longer duration. Senior pupils of Grade I and pupils in Grade II could use this book.—M. I. B.

and one year was about as long as a girl could stand any one place. Many of them changed at Christmas, too. To add to the confusion, the Course of Study in those days was only a sketchy outline, and it was generally impossible to find out what the kids learned last year, if anything. There was very little incentive to good work: most of the girls were just putting in time until they got married, and most of the good jobs went by favor, not fitness. (I knew a not very successful teacher who suddenly married the daughter of a school board secretary, and was forthwith made principal of the high school). All the inefficiency resulting from these and other causes was debited to change of teachers, and so the tradition grew up.

What worries me more is that frequent changes of children are bad for the teacher. If you do the same job every year on a different batch of children, you get the feeling that the job is more important than the child. In this way you become a teaching-machine, and cease to be a human being. But I don't think a beginning teacher is in that danger. So if you can get more pay, a pleasanter

district, or, what is more important, a place where you can give better service and learn more, by all means move.

Summer school time is coming, and perhaps you have not made up your list of courses. Stay away from the easy ones. You will not get out of any course any more than you put into it. Unfortunately, though you cannot get more, you may get less. Even at the University I sometimes found that the courses that required most work did me least good, and I have heard similar complaints about summer school. There have in the past been young Doctors of Philosophy, regurgitating theories they had swallowed at American universities and not thoroughly digested. Also there have been city teachers, blandly prescribing methods without any hint as to how a country teacher could use them. You could not, for instance, imagine me being allowed to teach there. So consult with those who went last year, and choose carefully the teachers and subjects that will do you most good.

Ever your loving

UNCLE JOHN.

"INDIA TODAY"

INDIA Today, compiled by W. E. Duffett, A. R. Hicks, and G. R. Parkin; (Canadian Institute of International Affairs: Contemporary Affairs Series, No. 19): Toronto; The Ryerson Press; pp. 110; price, \$60.

On March 10 Mr. Churchill made a speech on Indian policy which contained little that was new excepting that Sir Stafford Cripps was going to India to confer with leaders there in an endeavor to win united support for the United Nations. In this statement moderate supporters of the Indian National Congress saw a new hope for India, its more radical spokesman saw hopes deferred, while the Moslem League took the occasion to reiterate its demand for autonomous Moslem states and the Indian princes to insist their treaty rights be not molested. And the Japanese army is at India's doorstep.

Before the Government of India Act of 1935 was passed Mr. Churchill denounced that measure of relaxation of Britain's imperialistic control as weak and suicidal because "two out of every ten Englishmen depend on India". Today, Miss Dorothy Thompson, defending the latest British policy, says, summarizing the extent of British exploitation, that "the whole Indian Civil Service contains only 591 Englishmen" and that "actually what they (the British) get is only 4.9 per cent on an investment of about four billion dollars". It doesn't seem much for twenty per cent of all Englishmen to be dependent upon.

Perhaps it is time we learned some facts about India to avoid unnecessary confusion. That may be why, in the latest "Contemporary Affairs" pamphlet, the Canadian Institute of International Affairs turns from Canadian affairs to "India Today—the Background of the Indian Nationalist Movement". There we will find a selection of significant facts about India set forth with as much partisan passion as a chemical formula or a Euclidean theorem. There we will find, incidentally, no support for Mr. Churchill's sweeping statement of a few years ago, and we will find Miss Thompson's statement regarding the number of English in the civil service misleading because the Indian Civil Service is a term referring only to the workers in the central administrative offices at New Delhi who number less than 1200 altogether, and takes no account of the other branches of the public services nor of the civil services of the provinces, in

both of which there are hundreds of Englishmen and generally in the positions of greatest authority and pay. As to the army, it contained, in 1939, 57,000 British and 157,000 Indians, and the British cost three to four times as much each to keep there. The defence costs before the War were 59 per cent of the national budget. As for the return on investment, we learn that "estimates of the total amount of British capital invested in India have usually been made with an eye on the political situation, and hence vary from £573 million to £1000 million". The point here is, of course, not to prove some counter-theory to Miss Thompson's but to show the truth of her own contention that we need to be sure of our ground when discussing India.

The compilers of *India Today* do not attempt, as the Foreword admits, "to give a picture of the living, thinking, feeling India". Neither is any attempt made "to pass judgment regarding the past or present handling, either by British or Indian statesmen, of a situation, two of whose outstanding characteristics appear to be complexity and intractability." They have, however, compressed much information into a little space without resorting either to the vague generalization which vitiates so many current pamphlets or to the sort of "statistical extract" which makes as interesting reading as a set of "Log. and Trig. Tables". You'll find it contains the information you want in a form you'll enjoy reading.

—J. E. G.

METHODS OF TRANSPORTATION

OUR Story of Travel and Transport by Joseph M. Scott; Ryerson Press, Toronto; 1941; pp. 275; price, \$1.25.

This book is well illustrated, in good type, and substantially bound; in addition it has an excellent table of contents and index. It is a Canadian product from cover to cover, written by a Canadian and published and printed in Canada.

The arrangement is especially suitable for students of Junior High School years but the book can be read profitably and with pleasure by any student who can read books of Grade VII standing. The simple language and direct statements serve to increase the force and smoothness of the style in which it is written.

The book is distinctly Canadian in its outlook, a feature which should recommend it to all school librarians. Most of

its illustrations are Canadian and most of its pages describe Canadian accomplishments. It is a story of Canadian development as shown in the development of Canada's waterways and highways, her railways and airways. It is a simple record, convincingly told, of the part played by transportation in the enormous growth of our country.

Each section deals with some different method used by man to move himself and his possessions. First, the author gives a brief account of the origin of that method and traces the great improvements made to perfect it. Then in more detail he relates Canada's struggle to use that method and to adapt it to her particular problems. As an example, the invention of railways is treated very simply; then follows an account of Canada's early railways and their development. Much of the information given is difficult to find elsewhere and is sure to interest young Canadian students. Canada's first locomotives are named and described; details are given about her present magnificent streamlined trains; her great railway tunnels and railway yards are not neglected. Canada's canals, lighthouses and ships are all topics of extreme interest to children and interesting and accurate information about them can be found in *Our Story of Travel and Transport*.

The book is decidedly suitable for independent use by the student who has been assigned a topic on any phase of transportation in Canada. An excellent chapter on air and motor transport brings the information up to date. The index and table of contents will prove valuable guides to the student and the material given will not be too technical, but interesting and worthwhile.

A good map of Canada, showing the main canals and railways and the great ports and airways, would have been a valuable addition to the book; however, as it stands, books such as this are scarce and this one should be much sought after and used.—M. O'N.

MATHEMATICS IN ACTION

MATHEMATICS in Action; Book Three, by Walter W. Hart and Lora D. Jahn; revised for Canadian use by Leslie G. Robinson, St. John's Technical High School, Winnipeg, Man.; The Copp Clark Co. Limited, Toronto; Copyright D. C. Heath and Co., 1940; pp. 442; price, \$85.

This book is designed as a text in general mathematics for pupils in the last year of the junior high school, or the first year of a four-year high school

course. The material is well organized and is presented in an interesting manner. Diagnostic tests and remedial exercises are provided for the purpose of reviewing topics previously taught. Each new topic is introduced by illustrative solutions. Well-graded practice material is quite abundant and reviews and tests are provided for each unit.

The problems in arithmetic are related to home, vocational and business life and are up-to-date in their application.

The units dealing with the fundamental topics of algebra, formulas, equations and signed numbers, are very complete. Full instruction precedes each set of exercises and an abundance of practice material is provided.

The units on geometry aim at an "understanding, appreciation of, and ability to construct and measure the common plane and solid geometric figures." The illustrations are interesting and the practical material plentiful. The book also includes a section on numerical trigonometry.

Altogether, *Mathematics in Action* would be a very interesting and useful book for either teacher or pupil to have in his possession.—L. M. N.

CHAMPLAIN AND CARTIER

FROM Cartier to Champlain, the Story of the Founding of Canada, by Marcel and Ethel Mellan Jeanneret; The Centennial Series of Readers in Social Studies; The Copp Clark Co. Ltd., Toronto; pp. 65; paper, \$15; cloth, \$40.

This volume covers in attractive story form a century of progress in the early exploration of North America. It deals mainly with Cartier and Champlain, but a few other notable figures who helped to explore and develop the New World are also discussed. It is written in an interesting style, suitable for any intermediate or junior high school grades. Told as a story, the volume contains many interesting details that are not usually included in the usual history textbooks.

The content is enhanced throughout by clever pen and ink sketches, which serve to familiarize the reader with such things as the customs and dress of olden days. The six maps show the routes travelled by the two explorers. The questions interspersed at frequent intervals are useful and thought-provoking.

The book would find an excellent place in any library or any elementary or junior high school room. As a reference book for teachers it would serve to enrich the lessons of the period.—M. M. PATTON.

Correspondence

TEACHERS AND SUMMER WORK

RECENT press announcements stated that as a part of the man-power survey it was intended to enlist the services of teachers for summer work in essential industries and occupations.

The Federation has not yet received any information as to what plans are to be carried out in this connection, but Ottawa has been notified by the Canadian Teachers' Federation that teachers of the Dominion are ready and willing to assist to the fullest extent in Canada's war effort, and it may be that the British Columbia Teachers' Federation will be asked to aid in connection with the summer employment of teachers.

If so, notice will be given through the press, and information will be sent to Associations and schools as far as circumstances permit.

HARRY CHARLESWORTH,
General Secretary.

MESSAGE FROM HON. H. G. T.
PERRY

Post-War Rehabilitation Council
Victoria, May 23, 1942.

Editor, *The B. C. Teacher*:

As you are no doubt aware, an Act was passed at the last session of the Legislature providing for a Post-War Rehabilitation Council to investigate, survey, and report on measures to aid in the rehabilitation of those discharged from our defence forces; those discharged from war industries; and others who will also be seeking employment.

The Council has now been appointed by the Lieutenant-Governor in Council comprising the following:

Hon. H. G. T. Perry (Chairman).
W. A. C. Bennett of Kelowna, M.L.A.
E. T. Kenney of Terrace, M.L.A.
C. G. MacNeil of Vancouver, M.L.A.
J. A. Paton of Vancouver, M.L.A.
W. T. Straith of Victoria, K.C., M.L.A.
Harold E. Winch of Vancouver, M.L.A.

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I am enclosing a copy of the Act referred to. You will observe the comprehensive powers given to the Council in making inquiries and reporting thereon.

I respectfully solicit the co-operation of your organization in these important tasks and the Council will be glad to receive such data, information, and material you may prepare bearing on the subjects of inquiry.

Yours faithfully,
H. G. T. PERRY, Chairman.

REDUCED FARES TO SUMMER SCHOOLS

Canadian Passenger Association
Western Lines

Winnipeg, Man., May 23, 1942.

Editor, *The B. C. Teacher*:

Referring to previous correspondence exchanged in connection with reduced fares for students attending Summer Schools. I am pleased to advise that the following arrangement has again been authorized for the coming season:

Reduction of fare and one-third on Certificate Plan regardless of number in attendance, for teachers, pupils and their families, travelling from stations in Canadian Passenger Association, Western Lines territory, to Summer Schools conducted by universities or colleges located in Canada. Tickets at regular one-way first class or coach fare and standard convention certificates to be issued on the going trip during period of three days prior to opening and first three days of the Summer School (Sundays excluded in both cases). Certificates, when properly signed by the Principal or other authorized officer of the college and presented to ticket agent within three days (Sundays excluded) of closing date of Summer School, to be honoured for tickets for the return journey at one-third of the regular one-way first class or coach fare to destination. Validation by Special Agent not required. Tickets to bear limit of thirty days from closing date of Summer School and to permit stopovers.

I would draw your particular attention to the fact that the students should request certificate form at the time of purchasing their one-way ticket to destination, as they are supplied by the railway agents and not from this office.

Yours truly,
J. A. BRASS, Secretary.

MILITARY TRAINING DURING SUMMER SCHOOL

2990 St. Kilda Ave.,
North Vancouver, B. C.,
May 31, 1942.

Editor, *The B. C. Teacher*:

Male teachers interested in officer training to qualify for the reserve or active army, or for cadet work in the schools, will be interested to learn that such training will be given to Summer School students at the University this year, provided that sufficient men enroll.

Those interested are urgently requested to send their names to the B. C. T. F. Office, or to the undersigned at the above address, immediately, in order that the lists may be completed and the necessary instructors obtained.

D. S. TYSON.

CONSERVATION

Duke of Connaught High School,
New Westminster, May 31, 1942.

Editor, *The B. C. Teacher*:

Sigma Tau Upsilon Honorary Agricultural Fraternity is sponsoring a ten-lecture series to be given at the University this summer. The course is free to anyone desirous of attending—teacher, student, general public. The title of the series is "The Principles of Conservation." The aims of the series are as follows:

(a) To instruct the public, and particularly the teachers, in British Columbia as to the full meaning of the word "Conservation". Consciousness of the unity in nature, its inter-relations and interdependence; the dependence of our living resources on the basal resources of earth, water, and air. This is the primary aim.

(b) To impress the public in British Columbia with the vital need for safeguarding our unparalleled but rapidly-diminishing living, renewable resources.

(c) To inform the public in British Columbia with respect to the situation of our living resources, the story of their past, their status in the present, and the trends of today that indicate their place in the future.

These aims are based on the knowledge that information on the geography, primary production and way of living in British Columbia is far from common knowledge among the public, and that this deficiency makes it impossible for us to instruct ourselves, never mind the

students, as to what lies ahead of us, all things being equal, as citizens of British Columbia.

Among the speakers are many well known and distinguished experts, very capable of treating the various aspects of conservation which comprise this course. They are all volunteer speakers, ready and anxious to contribute their bit to the furtherance of Conservation Education in this Province.

The University authorities are glad to associate themselves with this service, and place their facilities at our disposal.

The programme is as follows (all lectures are arranged for the noon hour):

THE PRINCIPLES OF CONSERVATION

1. "The Meaning of Conservation", Dr. W. Clemens, Head, Department of Zoology, U. B. C.; Tuesday, July 7.
2. "Soil", Dr. D. G. Laird, Department of Agronomy, U. B. C.; Thursday, July 9.
3. "Water", Mr. C. Webb, Dominion Government Water and Power Representative for British Columbia; Tuesday, July 14.
4. "Forests", Dr. T. Wright, Department of Forestry, U. B. C.; Thursday, July 16.
5. "Grazing", Dr. V. C. Brink, Department of Agronomy, U. B. C.; Tuesday, July 21.
6. "Game", Mr. F. Butler, Commissioner, British Columbia Game Commission; Thursday, July 23.
7. "Fisheries", Dr. W. Clemens; Tuesday, July 28.
8. "Halibut and Salmon", Dr. Thompson, Chairman, International Salmon Commission; Thursday, July 30.
9. "Recreation", Mr. W. Winson ("Wildwood"), *The Vancouver Daily Province*; Tuesday, August 4.
10. "Education", Mr. D. B. Turner, Duke of Connaught High School, New Westminster; Thursday, July 6.

I think you will agree with me, Dr. Black, that no more timely series of lectures could be offered to our teachers at this period in our history, when resources are of paramount importance in deciding the present, momentous, world issues. I think the word, "Conservation" will be as much a part of the common vocabulary henceforth as will be such terms as "blitz" and "blackout" from this war, and "camouflage" and "kamerad" from the last. Such being so, it is important that its full meaning, particularly with

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Canadian Pacific

regard to our renewable resources, be understood.

Dr. M. A. Cameron, Director of the Summer School, wrote to us recently, and said:

"I should very much like to compliment you and the other members of your committee on the public spirit which you are showing in adding this very valuable feature to our Summer Session".

The committee hopes that you see merit in this project, and that, as editor of our magazine (I will speak as a

teacher, despite myself), you will be glad to pass on the information concerning this series to the members of the Federation through the medium of the magazine. I am sure that our teachers will catch the inspiration of Conservation as a way of living. The few that do not will at least acquire a very valuable body of teaching material.

On behalf of the committee, I am,

Yours sincerely,

DAVID B. TURNER.

News, Personal and Miscellaneous

MISS MARGARET MACGRUER JOINS THE R. C. A. F. (W. D.)

IT will be of interest to Federation members to know that Miss Margaret MacGruer, who has been a valued member of the Office Staff for the past twelve years, has recently joined the Women's Division of the Royal Canadian Air Force, and is now at a Training Depot in Toronto. Her outstanding ability and efficient services will be greatly missed, and it will be difficult to fill her place, even temporarily. However, the Federation realizes fully the sense of satisfaction she feels in her new work, and in granting her leave of absence for the duration, extends every good wish for the future, and for a speedy and safe return to our staff.

(Note: Since the above was written, word has been received indirectly at the Federation Office that Miss MacGruer headed her squadron in the examinations for clerks, stenographers and office routine, and at a recent graduation ceremony was presented with the Roll of Honour for graduates. In consequence, she is being retained on the Headquarters Staff at Toronto. Hearty congratulations!).

"THE ADVENTURES OF CHAMPLAIN"

"THE Adventures of Champlain", second film in the popular shadowgraph series produced locally by the originators of "Columbus and the Discovery of America", will be previewed by a selected audience some time this month. Because of remarkable technical improvements over the first film, "Columbus", this picture promises to be starting in the originality of its treatment of a well known historical character.

Incidentally, since its completion last year, "Columbus", the first reel of

shadowgraph film ever commercially released anywhere, has been very well received throughout this province and also in the eastern United States where it has drawn extremely favorable comment from leading educationalists and made the pages of several nationally circulated magazines including *The Educational Screen* and *Photoplay Guide*. If the success of "Columbus" may be used as a criterion for judgment, "The Adventures of Champlain" should prove to be one of the best 16-mm. educational pictures of the year. Production is in the hands of Malcolm C. Morrison and J. W. B. Shore of Woodland School, Roth G. Gordon of Templeton Junior High School, and W. H. Faulkes of General Films.

ROYAL SOCIETY HONOURS LOCAL MEN

THE Royal Society of Canada, in recognition of distinguished contributions to science or letters in this Dominion, has named for awards Dr. Otis J. Todd, of the Classics Department, U. B. C., and Dr. Andrew McKeil, of the Dominion Astrophysical Observatory, Victoria.

DR. J. M. THOMAS

JUST as we go to press, *The B. C. Teacher* learns that the University of Toronto is conferring upon Mr. J. M. Thomas of Victoria, a former president of British Columbia Teachers' Federation, the degree of Doctor of Pedagogy. The thesis in which his studies culminated is entitled "Teachers' Superannuation Schemes in Canada", which promises to be of value to Canadian teachers. We understand that the book deals in detail with basic principles and the critical analysis of various pensions systems now in operation. This addition to the literature of a very complicated and important topic will certainly be welcomed.

HIGH SCHOOL BROADCASTS

KELOWNA High School claims the distinction of broadcasting weekly British Columbia's only student programme. The first broadcast took place last October and twenty programmes have been given during the school year to March 31. Every part of every programme is a school product.

GRANT IS STILL COLLECTING THEM

MR. W. Leonard Grant, who last year was a member of the staff of Magee High School, Vancouver, has been awarded the Flavell Scholarship in Classics by the University of Toronto, where he is proceeding with his studies for the degree of Ph.D. Nobody is surprised. Mr. Grant has been bagging scholarships and fellowships ever since he started going to U.B.C. and he had high honour standing in I.Q. long before that!

JUST AND DURABLE PEACE

THE *B.C. Teacher* has been requested to pass on to its readers announcement of a project sponsored by Shelton Christian Church, with the hope that many other such projects may be launched by other churches.

Laymen prominent in education, politics and social service will for a month guide those interested in Sunday evening studies of what is implied in a just and durable peace. Among those thus co-operating are Mrs. Laura E. Jamieson, M.L.A., Hon. H. H. Stevens, Dr. Gerald B. Switzer, Robert McMaster, Fred J. Muskett of the Society of Friends, and D. R. Poole, formerly National Secretary of the Religious Education Council. Public discussion will follow addresses.

GREETINGS TO MEMBERS ON ACTIVE SERVICE

WE wish to record our appreciation of the fact that so many of our members have enlisted for active service in His Majesty's forces, or in the Auxiliary Services connected therewith. To all of them—wherever they may be—we wish to extend cordial greetings and remembrances from the Annual Meeting. A special committee is to be appointed to compile and keep up to date an Honour Roll of such members and the Federation would welcome accurate information from all schools from which members have enlisted.

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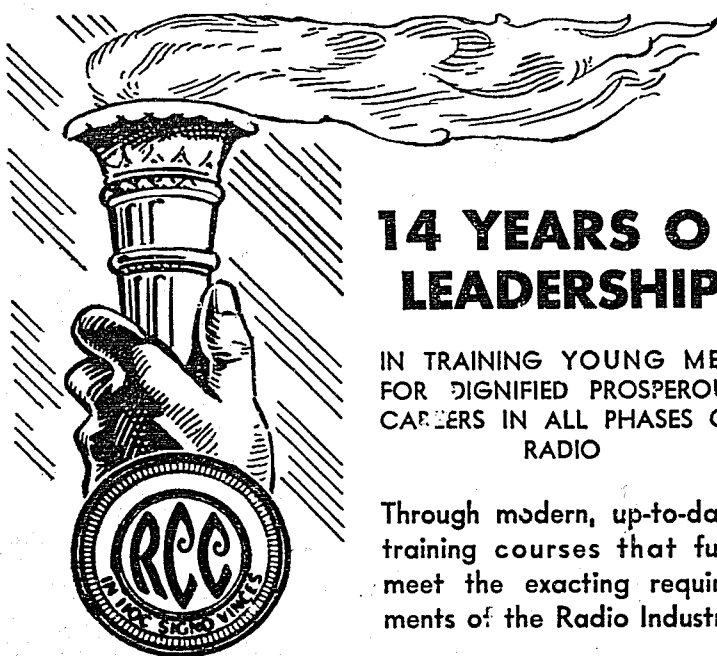
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