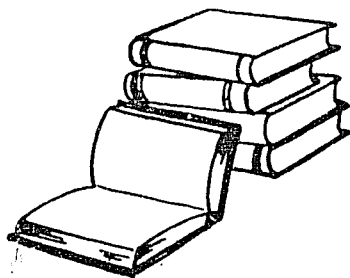


# THE B. C. TEACHER



## OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

VOL. XXI, No. 7.

MARCH, 1942

VANCOUVER, B. C.

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*Official Organ of the British Columbia Teachers' Federation*

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### CANADIAN NATIONAL RAILWAYS

# THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

VOL. XXI, No. 7.

MARCH, 1942.

VANCOUVER, B. C.

## A CHALLENGE TO EDUCATIONAL STATESMANSHIP

THAT the military situation created by the presence in coastal British Columbia of a considerable number of Japanese, technically classed as enemy aliens, provides the Dominion of Canada with a difficult problem, no one will deny. There is less ground for unanimity regarding the policies announced in solution of the problem. Be that as it may, it is too late and too early for extended debate in that connection to be presently useful. In existing circumstances, good citizens will acquiesce, for the duration of the emergency, in almost any plans adopted by those in posts of authority and responsibility and will provide such co-operation as they can to ensure public safety. The solution officially announced is obviously temporary in character; when it is effected we may be in a frame of mind better adapted to the formulation of long range policies.

However, in the opinion of the Editor of *The B. C. Teacher*, a body such as British Columbia Teachers' Federation is forthwith and inescapably confronted with heavy responsibilities, in the face of the bearing that the announced plans of the Government have upon a large number of teachers and a multitude of school children.

It becomes immediately the business of this Federation to help minimize the disastrous results of the disruption of scores of schools. This will involve protecting our members, as effectively as may be, from ensuing unemployment, and co-operating with the authorities in devising and operating plans to prevent the collapse of the educational opportunities of some four or five thousand of their pupils.

These innocents must not be left bearing the brunt of the distress and frustration incidental to measures taken to protect our coasts.

The school life of any child is exceedingly brief at best and, if efficient educational facilities are not available during those formative years, not only will the children concerned be handicapped for life but all society will be permanently the poorer.

It is to be remembered that these youngsters are Canadians by birth and endowed by the Creator, as completely as anyone else, with inalienable rights to life, liberty and the pursuit of happiness; it is to be remembered furthermore that a very large number of their parents and of the other adults involved in the enforced migration that is in prospect also are British subjects like the rest of us.

The authorities of the Royal Canadian Mounted Police have earned popular confidence that they are in intimate touch with the situation and it is an open secret that in their judgment only a handful of our Japanese residents have justified official suspicion. These few have long since been interned. The sooner the Mounted Police are left to exercise their best judgment, unharassed by vindictive suggestions of ill-informed and panic stricken spokesmen of the irresponsible, the better.

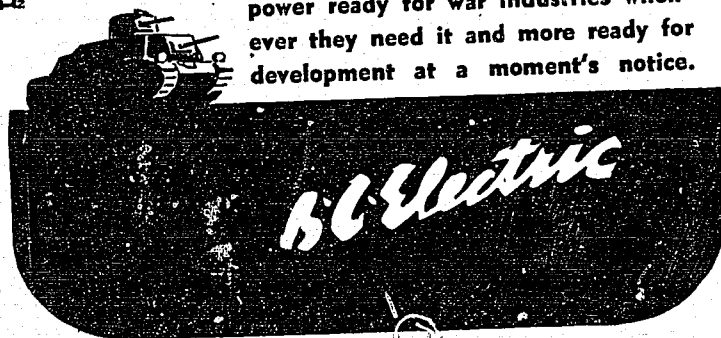
Disasters suffered by Allied arms in the Far East and elsewhere have

## LIFELINES OF DEFENSE



2-42

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aroused public alarm, and fear is a poor counsellor, especially when fanned, as it has been, by some that should know better. The inevitable difficulty of making wise decisions has been augmented by dilatoriness in quarters that should have supplied energetic leadership. Consequently, public opinion has become so inflamed that drastic action is now unavoidable; and indeed obviously necessary to the re-establishment of public confidence. Certainly some of the regulations recently promulgated smack of hysteria and there is no conclusive evidence that the implications of these and of still other regulations have been comprehensively grasped.

Let us keep our heads, and not go to our enemies for our precedents.

Mistakes we already have made, and other mistakes we shall doubtless make in the future; but let us at least set our faces firmly against the dangerous tendency to believe the worst regarding all persons of Japanese extraction. Let us do as little as possible that a Christian country, fighting for democracy and the vindication of human dignity, will have reason subsequently to remember with shame and futile regret.

To that end the members of our Federation should be studying ways and means for the protection, from needless indignity, loss and heartache, of those helpless to protect themselves and, particularly, for the championing of the educational rights of the young.

#### INTERNATIONAL STUDENT SERVICE

**N**O self-respecting man or woman really desires to escape responsibility for his or her fair share of the giving which present day circumstances demand. The problem is largely one of distribution. There are so many worthy causes dependent upon our financial support and our means are so limited.

Of course the Red Cross has a primary and indisputable claim upon our purses, however depleted. So, in varying degree, have the philanthropic enterprises for which our several churches have accepted responsibility. To other humanitarian undertakings which we would be sorry to see neglected in these difficult days, 'community chests' give us welcome opportunity to contribute our individual mites. There remain those calls which come to us with special meaningfulness because of our occupation. One such is the fund sponsored by the Canadian Teachers' Federation in the aid of refugee teachers and of children in devastated areas of Great Britain. Another enterprise of special interest to such folk as constitute the majority of the readers of *The B.C. Teacher* is that which for long years has been operating in many lands under the name "International Student Service".

It is not the policy of British Columbia Teachers' Federation to sponsor funds not under immediate teacher control but *The B.C. Teacher* is glad to give publicity to the magnificent work that I.S.S. is doing for distressed students in war-ridden lands and to means by which, in our individual capacities, we may perhaps render help.

Space is not available to tell of how, during and after the last world war, the International Student Service stood between tens of thousands of students and the intellectual and physical starvation which threatened them. Last year alone and in China alone, books, medical supplies, food, lodgings, clothing, recreational facilities and the like were supplied to 8,459 students; and work of equal importance was carried on in many

countries on behalf of hundreds and indeed thousands of students of many nationalities.

In Germany I.S.S. renders such service to British and other Allied war prisoners in well over a hundred different prison camps. Already some readers of this article have personal friends in such camps and as time goes by their number will doubtless be greatly augmented. Some of us would perhaps now be among them if circumstances had not as yet precluded us from active military service; some of us will probably join their ranks in days to come.

In Canada and Australia the I.S.S. has already reached hundreds of anti-Nazi refugees that as yet have not been sorted out from among those other prisoners of war who in the nature of things must be kept in custody for the duration of the war. Many of these refugees—technically classified as alien enemies—sacrificed their economic assets, their educational opportunities and their professional prospects to dissociate themselves from a regime which they hate with a personal intensity not likely to be felt in equal degree by many of us more fortunate folk. A few whiffs of H<sub>2</sub>S make one hate a stench and appreciate fresh air. To these bewildered victims of circumstance, and to others their companions in misfortune, the International Student Service extends counsel and practical aid, aimed at their rescue from the despair and mental stagnation—not to mention moral deterioration—so likely to overtake the victim of prolonged captivity.

This kind of service, in which the sorry bounds of race and linguistic stock are ignored, is identical in spirit and essence with all the humane values for the protection of which the free peoples of the world stand together in arms. Its appeal to us as students, and as men and women *in loco parentis* to other and younger students, does not need to be laboured.

In all the long sad story of man's inhumanity to man, there probably never before was a time in which such multitudes of hapless captives were languishing in prison. To those of them to whom books and study may bring solace, I.S.S. comes with a brotherly message of hope. So long as there are hearts tender enough to feel for the distresses of students suffocating for lack of educational opportunity; wise enough to realize that, in keeping intellect and spirit alive, we are helping to salvage the very foundations of a new order based upon mutual understanding; and generous enough to respond with all possible aid, this war will not be lost.

What then can we do about it, you and I?

Miss A. and Mr. B. are teachers serving in little schools and on meagre salaries. Perhaps, however, they can afford twenty-five cents—maybe a bit more—from their own purses, and can bring to the hearts and minds of their pupils some glimpse into the unhappy plight of distressed students, particularly those in internment and prison camps, with the result that these youngsters may also be stirred to co-operate, perhaps to the extent of a further seventy-five cents. A dollar apiece from enough little schools that can afford no more would amount to a sum no longer insignificant, and would be practical evidence that education in world citizenship is making progress.

Miss C. and Mr. D. are teachers in larger schools that might like to align themselves with the student body of the University of British Columbia which, through the Students' Council, has already raised something over \$300 for I.S.S. in recent weeks.



Miss E. and Mr. F. may prefer to make personal contributions, and directly. These would be welcomed by Mr. Ted Scott, chairman of I.S.S. Section of the War Aid Council, U. B. C. His office is Room 312 in the Auditorium Building, on the campus of the University of British Columbia. Contributions are also being received by The Treasurer, International Student Service, Hart House, University of Toronto.

The Honorary President of the Canadian Committee is His Excellency, The Right Honourable The Earl of Athlone, Governor-General of this Dominion.

It is realized that individual gifts to I.S.S. must in most cases be small; and it is a matter of experience that small gifts are not given at all unless they are given NOW.

"I was sick and in prison and ye visited me."

#### LET THE BUYER BEWARE

**T**HROUGH the Canadian Teachers' Federation there comes to us the request of the Minister of Finance and the Chairman of the War Time Prices and Trade Board for help in enlisting co-operation in making the Price Ceiling Law effective.

As representative of an organization speaking for a very large number of Canadian women, the delegate of the Canadian Teachers' Federation, when called in with others to formulate a plan, gave his word that the Canadian Teachers' Federation could be counted upon to do everything in its power to assist in measures taken for the prevention of inflation.

In this connection it is important to remember that Canadian women have the spending of 80 per cent. of all the money that goes into food, clothing, fuel and shelter for this nation.

The chairman of the War Prices and Trade Board has told the women of Canada that, hitherto, no country which has fought a major war has been able to control inflation. As more and more of the economy of a state is geared to the production of war supplies, there must necessarily be shortage as regards other commodities; and if people attempt to spend as much as before or to bid against each other for goods of which the supply is only limited, prices cannot but rise. That, of course, implies deterioration in the purchasing power of money. Once out of control, inflation means that the value of insurance policies, annuities, pensions and savings is swept away.

Canada is attempting to fight inflation by forbidding increase in retail prices above the level ruling between September 15 and October 11, 1941. Subject to certain special regulations and circumstances, the highest legal price that any store can place upon any commodity is set by the highest price it required for the same commodity between the dates named.

*The enforcement of such a law will depend upon the purchasers.*

The Government therefore desires the housekeepers of Canada to compile *de facto* price ceiling lists, naming their purchases, with description (size, quality, etc.), store and prices. If they then keep their list handy and use it to check the prices subsequently charged, inflation may be defeated.

At all events, if Canadian buyers do not act in the spirit of this appeal, the enormous load placed upon the machinery of production and transport-

ation will send prices rocketing; a phenomenon that dreadfully presages the financial ruin of a whole people and the kind of revolution that springs from bewilderment, frustration and despair. Germany itself provides a terrible example. The relation between uncontrolled and uncontrollable inflation on the one hand and Hitlerism on the other was a relation of cause and effect.

### A DANGEROUS MYTH

THE Dictionary of Races published for the guidance and information of the Immigration Commission of the 61st Congress reminds us that even in 1910 the number and characteristics of the chief divisions or basic races of humanity were more in dispute than ever before. Since that date the dispute has largely subsided in scholarly circles because of general expert consensus that the whole business of races is part of popular mythology. Linnaeus, to be sure, made them four in number; Blumenbach recognized five; one of these Ripley subdivided into Teutonic, Alpine and Mediterranean. Retzius made the world familiar with long heads and round heads. Others have put their faith in hair, skin and noses. Deniker's classification involves 17 major groups and 29 races and sub-races! In *We Europeans* (1935), Julian Huxley declared that "no exact meaning can be given to the word 'race'."

"One of the greatest enemies of science," says Huxley, "is pseudo-science. In a scientific age prejudice and passion seek to clothe themselves in a garb of scientific respectability; and when they cannot find support from true science they invent a pseudo-science to justify themselves . . . Nowhere is this lamentable state of affairs more pronounced than in regard to race."

Theodosius Dobzhansky, professor of zoology at Columbia, said, in the *Scientific Monthly* of February, 1941: "No clear definition of what constitutes a race has yet been evolved." A race defined in terms of averages, he declares to be a pre-Mendelian concept. He argues that a geneticist can define races as populations that differ in the frequency of certain genes but that it essentially means nothing.

Franz Boas, another American anthropologist of international distinction, in his *Aryans and Non-Aryans* stresses the fact that "there is no such thing as racial heredity even in relatively small groups" and "there is even less sense in the claim that physiological, mental or social char-

acteristics are racially determined." "The world's leading anthropologists may be said to agree" (Huxley tells us) "on the existence of only one real and undeniable race—the human race."

Failure to grasp these facts, together with an uncritical tendency to bedevil the situation still more utterly by equating race and nationality, is dangerously contributing to a possible weakening of morale on the part of many loyal citizens and good democrats.

We see Hitler and the war lords of Germany and their will-less human robots drenching the world in blood and we see the war lords of Japan similarly making the name of their nation a stench and a by-word. With these powers of evil we are engaged in a death struggle on the issue of which depends almost everything that for us makes life worth while. Despite accumulating disaster, we cling stubbornly to our faith in ultimate military victory if only the morale of the people does not collapse from a sense of futility inherent in the struggle. That feeling of the uselessness of the necessary sacrifices, if ever it becomes general, will be the bastard product of the myth of race.

If the Germans and the Japanese are doing what they are doing not as a result of possibly remedial social influences but as the inevitable product of ineluctable internal compulsions imposed upon them by the accident of race, then the war will not be over until we have effectively sterilized the 175,000,000 Germans and Japanese that will survive even when their armies are annihilated.

If that diabolical suggestion were really true, there would remain for us nothing but despair. "Racism as a basis of social solidarity . . . is more dangerous than any other grouping, because . . . biologically determined and therefore permanent." (*The Scholastic*, Feb. 12, 1940). The myth is widespread and increasingly dangerous. Educated people have the duty of combatting it wherever it shows its ugly head.

School Teachers and Students

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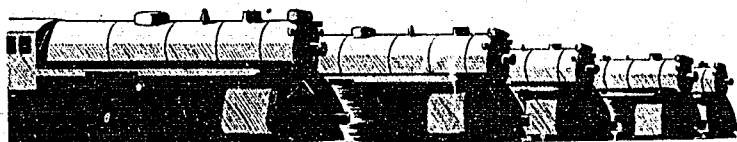
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## Our Magazine Table

By ROTH GORDON

WITH all due respect to various United States journals dealing with social studies, it is our private opinion that these same publications, excellent as they are, ignore Canada and Canadian affairs much too much for their own good. It follows that British Columbia teachers are forced to look elsewhere for a magazine or magazines to make up for this lack of reference material. *World Affairs* (224 Bloor St. W., Toronto; \$1) appears to offer a logical solution to the problem. This attractive little publication provides an efficient digest of current events in Canada particularly and in the world generally. Although it makes no claim to being as up-to-the-minute as tomorrow's newspaper there is, in our opinion, no other journal coming to this table which offers so much important historical information in so little space. Of especial value are the excellent cartoons and graphs found in every issue. The December number treats of "The Soviet-German War," "Housing, a Problem of Democracy," "Canadian Artists," and "Yes, We Want Democracy." In every number there are sections known as "Canadian Affairs," "Art, Literature and Music," and a first rate "World Affairs Test" (with answers!).

IN view of the interest in progressive education evidenced by our choice of speakers for the Easter Convention, it may be useful for us to brush up on just what principles of modern education are practised in progressive schools. Mr. Krause in an article in the December *Journal of Educational Research* (A. S. Barr, Department of Education, University of Wisconsin, Madison, Wis.; \$4) lists the following twenty-five criteria: First of all is the teacher pleasant, enthusiastic, conducting her room on democratic principles, using pupil interests, encouraging clear thinking, helping children evaluate, keeping several groups working harmoniously, guiding and suggesting, allowing freedom, giving skills practical application, teaching facts for a definite need? Next, are the children alert and interested, showing signs of self-discipline, helping to plan work, working as a social group, active physically, creatively, intellectually, and using some of their own initiative? Lastly, has the classroom movable furniture, does it contain a variety of materials, show signs of previous activities, is it home-like, reasonably quiet, and is there a unit

of work in progress? How did you, your class, and school make out?

IT is no news these days to anyone who does any educational reading that for some time now "the classics" have been on the defensive in their fight to maintain what they consider their rightful allotment of time on the modern curriculum. But it does come somewhat as a shock to find even modern languages starting to tremble for their very existence, owing to the emphasis laid on more "practical" subjects during the stress of war. Readers of *The Modern Language Journal* (450 Ahnaip St., Menasha, Wis.; \$2.50) will understand exactly what I mean if they glance through "Education in Peril," "Why Study German in 1941," "Facing a Crisis"—all to be found in the December journal, and the editorial "Ammunition for Friends of the Languages" in the January issue.

GROWING Pains, "Young April", "June Mad", "Seventeen", "What a Life", "The Eyes of Tlaloc", "Pure as the Driven Snow, or The Working Girl's Secret", "Tommy", "Bridal Chorus", "Come Out of the Kitchen", "Green Stockings", "Yours Truly, Willie", "Ride 'Em Cowboy", "Cross My Heart", "Big Brother", "Brother to Belinda", "Meet the Millionaire" are suggested in *The English Journal* (211 West Sixty-eighth St., Chicago, Ill.; \$3.75) for December as good three-act plays for high school production. The January issue devotes considerable space to "The Unit on the Reading of Newspapers, a Group Project". The February magazine offers a symposium on "The Functions of English in Wartime", stresses "One People, One Language", describes in full a masque-pageant, "Behold America", goes on to suggest "Conscripting Literature for a Present Emergency" and concludes by ably demonstrating that "The Champion of All Best Sellers" is the Bible.

COMMENTING on the results of inflation in "The School and the Price Ceiling", an article found in *The Educational Courier* (Room 406, 30 Bloor St. W., Toronto) the writer remarks: "In days gone by, German children had been taught that 4.25 marks were the equivalent of a dollar. Then came a day in Germany in 1923 when the price of one egg was 125 million marks, a pound of bread or potatoes 100 million marks, a pound of butter 300 billion marks, and a

pound of sugar 70 billion marks. . . . In this war Canada is trying to beat Hitler. Canada is also trying to beat inflation".

WE have often mentioned the forty-eight pages of hectograph exercises found in every issue of *The Canadian Teacher* (Educational Publishing Co. Ltd., 36 Shuter St., Toronto 2, Ont.; \$2) but we wish to add that these exercises are also systematically graded from primary to entrance. They are also further subdivided on the basis of subject matter. Reading is stressed in Grade 1, Social Studies, Natural Science, English and Health in the other grades. Every issue includes a good editorial, feature articles, handcraft (soap sculpture), applied art, current events and art appreciation.

CUDGELS on behalf of the below-average pupil are taken up in the February issue of *The School* (371 Bloor St. W., Toronto; \$1.50). It is pointed out that such children are hampered in their development by four factors: (1) their lack of a high degree of scholastic ability, (2) the teacher's attitude that they are dull and therefore not worthy of much attention, (3) their own sense of inadequacy caused by failure in school; and (4) the unwillingness or inability of teachers to make modifications of the curricula, techniques, and methods employed with ordinary children. As to what can be done about these serious handicaps many constructive suggestions are offered. If your class has any dull children in it we think you might profitably secure and read *The School* for February.

WE are very pleased this month to introduce to you a most attractive magazine devoted to art. *Design* (Design Publishing Co., 243 N. High St., Columbus, Ohio; \$4) is a welcome newcomer to this page. Paper, illustrations, articles—in fact, everything going to make up a first-rate publication is to be found as part of this journal. We are told in advance that the March issue will include much helpful material concerning the arts during the present emergency. Among the coming titles we note: "Paintings Depict High Spots in Marine History", "Do You Know Your American Arts", "An Old Art Revived", "Henri Rousseau", "What Do You Know About Shellac", "New Materials", "Filmonize, Tenite, Excelite".

NOW that the main theatre of war as far as British Columbia is concerned has shifted from Europe to the Pacific, a publication such as *Asia* (10 Ferry St., Concord, N. H.; \$4) becomes doubly interesting and valuable. Contributing editors to this journal are Pearl S. Buck, Lin Yutang and Jawaharlal Nehru. Some of the titles found in the February issue supply keys to the main trend of thought in this magazine. Here they are: "The Roots of the Pacific Conflict", "Hawaii in the Crisis", "So Sorry, This My Garden Now", "Phillipine Dynamite", "Vladivostok—Key to Three Continents", and "After the Final Victory".

PAGE 331 of the January copy of *The Elementary School Journal* (Department of Education, University of Chicago, 5835 Kimbark Ave., Chicago, Ill.; \$2.70) mentions a resolution presented to the general meeting of the British Columbia Teachers' Federation urging the association to sponsor a modified course of studies for rural schools. "Integration of Fifth-Grade Spelling and Handwriting" in the same issue of this journal proved to be an interesting account of a successful attempt to teach spelling and writing incidentally, within other subject areas.

IF you are a teacher of music and haven't yet examined a copy of *Music Teachers' Review* (45 Astor Place, New York, N.Y.; \$1) a real treat awaits you. Vitally interesting articles, thoughtful editorials, dynamic illustrations, exceedingly helpful departments, are only a few of the features found in every number of this clever, little publication.

CANADIAN *Air Cadet* (122 Wellington St., Ottawa; \$1) is now but four months old: "It bids fair, however, to live to a very advanced age. This magazine is a 'natural' for getting boys interested in reading." Try it out on some of those hard-bitten youngsters who just won't read anything at all except "Superman". *Canadian Air Cadet* deals with real supermen, not the corn-fed fairy-tale variety of the comics.

BY this time it is no news that no other than the Rt. Hon. Arthur Meighen was defeated at the polls by "an unknown school teacher" (to quote the daily press). The "unknown" teacher, of course, is Mr. J. W. Noseworthy, present editor of *The Bulletin* (30 Bloor

St. West, Toronto) and Past President of the Ontario Secondary School Teachers' Federation. Whatever our various political affiliations may be, we, as teachers, assuredly hasten to congratulate "J. W." on his notable victory.

**O**UR present plans to have three lecturers on Progressive Education hold forth at the Easter Convention make an article in *The A. T. A. Magazine* (Imperial Bank Bldg., Edmonton, Alta.; \$1.50) of special concern to us. The article in question states that as the result of a successful experiment involving 65,000 children, the State Education Department has recommended that the whole New York City school system go Progressive!

**I**N the December and January copies of *The Journal of Geography* (A. J. Nystrom & Co., 3333 Elston Ave., Chicago; \$2.75) Latin America comes in for a great deal of discussion. "What Next in Geography" is the thought provoking question raised by Ellsworth Huntington in the January issue.

**I**F you are interested in school activities why not try a year's subscription to *School Activities* (1515 Lane St., Topeka, Kansas; \$2).

**T**EACH Chemistry? Ever examine thoroughly a copy of *Journal of Chemical Education* (20th and Northampton St., Easton, Penn.; \$3.50)? You'll like it.

**A**RE you as a teacher of art in the elementary school ever at a loss for ideas? You'll find all the inspiration you'll ever need in any edition of *School Arts* (The Davis Press, Inc., Worcester, Mass.; \$4).

**R**EAD all about it!—the wonders of modern physics, the coming of the Gallup Poll to Canada, defence of Alaska by highway and skyway, the outlook for 1942, how to behave in wartime! Where? In *Canadian Business* (F. A. Dunlop, 110 Shelly Bldg., 119 W. Pender, Vancouver, B. C.; \$3).

**H**OW much do you know about the arts? Turn your radio dial to C.B.R. every Thursday at 6:00 p.m. P.S.T. and hear members of MacMillan Clubs in action. Then send in your opinion of the programme to Roy Dunlop, producer, C.B.R. studios, Hornby and Georgia. We are quoting *MacMillan News*, Vol. III, No. 3, for February, 1942, the official organ of the Sir Ernest MacMillan Fine Arts Clubs.

## 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

### Convention Speakers

**I**NVITATIONS have been extended to Dr. Meek, author of numerous books and formerly Director of the Institute for Child Guidance, Teachers College; Dr. Clark Frasier, Director of the Demonstration School, Eastern Washington College of Education; and Dr. Geo. Rice, Principal of the University High School, Oakland, and Professor of Education, University of California.

#### REMINDERS TO DELEGATES

1. Do not forget that the Convention this year is being held at **Kitsilano High School** instead of at a downtown hotel.
2. The Convention definitely starts **Monday morning, April 6th, 9:00 a.m.**
3. By Tuesday evening the general sessions will be all over.

4. All business will be completed by Wednesday noon.

5. Speakers from the Progressive Education Committee will be heard on Wednesday and Thursday.

6. The Cafeteria service of Kitsilano High School will be available for light luncheons all during the Convention.

7. Mr. E. W. Bowering, in charge of sports, requests teachers to bring their badminton racquets. Shuttles will be provided. There will be a small entry fee charged to cover their cost.

8. Teachers too reticent to speak in public but nevertheless concerned over education problems please forward their questions to Miss G. W. Owen, 4494 West Seventh, Vancouver, B. C., and every effort will be made to answer the questions authoritatively at the Convention.

## B. C. T. F. 22nd Annual Convention and 25th Annual General Meeting, 1942

### KITSILANO HIGH SCHOOL

#### (SYNOPSIS OF PROGRAMME)

	Room
<b>Monday, April 6th, 1942:</b>	
9:00 to 12:00 a.m.—Rural Teachers' Association .....	W 108
9:00 to 12:00 a.m.—British Columbia Teachers' Federation Executive.....	W 104
11:00 to 12:00 a.m.—Unattached Members .....	W 103
2:00 to 5:00 p.m.—Annual General Meeting (First Session).....	Auditorium
7:30 to 11:00 p.m.—Annual General Meeting (Second Session).....	Auditorium
<b>Tuesday, April 7th, 1942:</b>	
9:00 to 12:00 a.m.—British Columbia Secondary Association.....	Auditorium
Provincial Principals' Association.....	E 104
Intermediate and Senior Section.....	W 103
Primary Section .....	W 105
Home Economics Teachers .....	E 103
British Columbia Shop Teachers .....	E 106
11:00 to 1:00 p.m.—School Dramatic Advisory Committee.....	E 105
2:00 to 5:00 p.m.—Annual General Meeting (Third Session).....	Auditorium
7:30 to 11:00 p.m.—Annual General Meeting (Fourth Session).....	Auditorium
<b>Wednesday, April 8th, 1942:</b>	
9:00 to 12:00 a.m.—Provincial Elementary Demonstration.....	Tennyson School
9:00 to 12:00 a.m.—British Columbia Secondary:	
Art .....	W 101
Geography .....	E 105
Mathematics .....	E 103
English .....	W 103
Modern Language .....	E 106
Guidance .....	E 108
Science .....	(2nd Floor) W 204
Social Studies .....	W 105
Latin .....	E 104
Library .....	W 108
Commercial .....	(2nd Floor) W 202
10:00 to 12:00 a.m.—B. C. T. F. Medical Services .....	(2nd Floor) Social Room
9:00 to 12:00 a.m.—British Columbia Shop Teachers' Association.....	W 110
2:00 to 4:30 p.m.—Progressive Education Association.....	Auditorium
4:30 to 6:00 p.m.—Sports (Ping Pong and Badminton).....	Gym
7:30 to 11:00 p.m.—Public Meeting .....	Auditorium
<b>Thursday, April 9th, 1942:</b>	
9:00 to 12:00 a.m.—Progressive Education Association .....	Auditorium
12:00 to 2:00 p.m.—Convention Luncheon .....	Cafeteria
2:00 to 4:30 p.m.—Progressive Education Association—Panel Discussion.....	Audit.
4:30 to 6:00 p.m.—Sports (Ping Pong and Badminton).....	Gym
9:00 to 1:00 p.m.—Convention Dance.....	Alma Academy
Library Displays .....	E 101
British Columbia Teachers' Office.....	E 102 A
Normal School Victoria Display.....	E 101



## Report of Canadian Teachers' Federation

THE twentieth conference of the Canadian Teachers' Federation was held in the Fort Garry Hotel at Winnipeg, Manitoba, from August 11 to 15, 1941. Three delegates attended from each province. Miss Eleanor Anderson, the president, was in the chair. Others present were the First Vice-President, Mr. J. H. Sutherland and Mr. J. Powell, chairman of publicity. Five of the twenty-seven provincial delegates were women. A small number of visitors attended most of the sessions.

The delegates were banqueted by the Winnipeg City Council at the clubhouse in Assiniboine Park. The Provincial Government entertained the conference at Portage la Prairie, which was reached by a 60-mile bus trip through interesting farm lands. The old historical Fort Garry, about twenty miles northeast of Winnipeg, was the setting for a delightful banquet by the Winnipeg and District teachers. Mr. J. E. Ridd of Manitoba was largely responsible for the success of the arrangements attending the entire conference. Rain and hot weather prevailed during the four-day meeting.

Following the usual opening formalities the conference appointed important committees, namely, Constitution and Policy, Mr. R. Shaul of Alberta, Chairman; Resolutions, Mr. J. R. MacDonald, Prince Edward Island, Chairman; and the Nominating Committee. Courtesy, Steering and Publicity Committees were also appointed. These committees did most of their work before 8:30 a.m. or after 7:30 p.m.

### President's Report

The general tone of the conference is reflected in this paragraph from the report of the President:

"I have always felt that as teachers we do not give enough publicity to our organizations and so, as I travelled about my own province this year, I have tried to present to the groups the objectives and some of the accomplishments of the Canadian Teachers' Federation. The publicity must continue to grow until we have a well-informed and enthusiastic membership. Our Provincial Organizations must not become so engrossed in their own problems that they lose sight of the importance of the parent body. There

is much to be done for the future of Canada and the teachers individually and collectively must have some part in pointing the way."

### Report of the Secretary-Treasurer

The Secretary-Treasurer, Mr. C. N. Crutchfield, closed his report with the following:

"The present war crisis has brought the fact most forcibly to the minds of all thinking people that Education is a very powerful force in the hands of any government whether used wisely or unwisely. For many years the dictators of Europe have realized what a powerful weapon they had in their schools and they used it to propagate their vicious doctrines. Why should democracies be behind the dictators in this respect? Why should we not use our schools to the utmost to instil in the minds of our children the value of the principles of freedom underlying our democratic state? Unless the democratic countries realize the absolute necessity of the proper education of the children of a country there will be no progress or security against future crises. Therefore, it is the duty of the members of the Canadian Teachers' Federation to continue to press for recognition of the value of education to the future citizens of our country, and in pressing for this recognition we should insist that teachers be carefully selected, properly trained, and adequately paid for the unique services which they will be called upon to render their country.

Such action taken by this Federation can only be considered as a patriotic move on its part, rendering a vital service to our country. It is hoped that the delegates in their discussions will realize the immense importance of their decisions in this period when the very future and existence of our country is at stake, and that they will be guided by the highest ideals of service. No other professional body in Canada has been more untiring in their efforts for this war than the members of the teaching profession. Thousands of our members are now in the fighting forces of our country and those of us who have to stay at home are doing our utmost to help the cause. We should at this time let the public know that we as a professional body stand for

the highest and best for the good of our people, and we have nothing but scorn and contempt for any man or woman, or body of men or women who would in any way curtail our maximum war effort at the present time."

#### Finance

The financial report showed a membership of 35,712 of the 52,054 teachers in Canada, including only the Protestant teachers of Quebec. The revenue together with the bank balance as at June, 1941, amounted to \$12,532.49. The expenses for 1941 amounted to \$6,813.31, as follows:

1940 Conference .....	\$4,105.39
W. F. E. A. ....	155.00
Magazine Exchange .....	200.00
Publicity .....	508.13
Research .....	632.55
Administration .....	1,212.24

#### 1940 Committees to Report 1941

Two committees appointed by the 1940 Conference, namely, "Committee on War Effort" and "Committee on Constitutional Amendments" gave no reports.

The Research Council submitted two reports. The Treatise on the Value of the Larger Administrative Unit in Education to the Progress of Secondary Education in Canada was received. Alberta delegates pointed out that this report was not an A. T. A. report and could not recommend it as such.

Financing Education in the Canadian Provinces was the second report by the Research Council. It was submitted as an incomplete report with a request that its completion be authorized.

The Executive was empowered to go into the matter of Research. Your delegates are of the opinion that all such studies should be conducted through Provincial Executives and reports should be made to Canadian Teachers' Federation with the backing of the respective provinces.

#### Education Week

Miss Anderson reported upon the 1940 Education Week and appealed to all delegates to support Education Week in 1941.

#### New Education Fellowship

Delegates from several provinces had attended the Ann Arbor Conference of the New Education Fellowship just

prior to the Canadian Teachers' Federation's Winnipeg meeting. They were most enthusiastic about the inspiring nature of the conference and presented an elaborate report entitled "Proposal to Men of Goodwill for Educational Reconstruction."

#### Provincial Reports

The reports of each province were taken up by topics, as organization, salaries, superannuation, teaching conditions, legislation, curriculum, etc. It is quite impossible to reproduce even the highlights of these reports in the space at our disposal here. Your delegates are of the opinion that this feature of the convention is one of the most, if not the most important. This pooling of information and exchange of ideas can be made very useful.

#### Publicity

Mr. A. J. H. Powell's report on publicity was approved and Mr. Powell was asked to continue in charge of publicity.

#### Spitfire and Relief Fund

The Secretary-Treasurer reported that \$20,739.35 had been contributed by the teachers of Canada and forwarded to the National Union of Teachers of England and the Educational Institute of Scotland.

#### Constitution

The constitution was amended so that the objects of the Canadian Teachers' Federation now include "to stimulate interest in and seek to give leadership to matters which tend to foster a national outlook and to improve general social and economic well-being." Provision was also made for the attendance at the conference of the Vice-President and Immediate Past-President.

#### Resolutions

Some thirty resolutions were considered by the conference and passed. Many of these resolutions involved action and representations to the various provinces. At time of compilation of this report nothing has come through from Canadian Teachers' Federation headquarters.

#### General

Two reports on salary studies in Saskatchewan and Quebec focussed

attention upon Educational Finance. The subject involves Federal Aid, Provincial and Municipal Responsibility, Larger Units of Administration, Taxation and other related factors. These matters will undoubtedly be greatly to the fore in future Canadian Teachers' Federation deliberations. At the same time considerable progress and advancement were reported in some provinces.

#### Recommendations

Your delegates are of the opinion that the General Secretary of the British Columbia Teachers' Federation should be a member of the delegation to attend the next conference. It will be held in Montreal and will convene immediately following the W. F. E. A. convention which is scheduled for July.

Paul N. Whitley,  
Executive Member, C. T. F., 1940-41.

## Report of Provincial Salary Committee, 1942

**B**ECAUSE of the very nature of the salary problem which is constantly before the British Columbia Teachers' Federation—its members, its Executive, its Salary Committee, and its General Secretary—this, of necessity, must be regarded as an interim or progress report. It is unnecessary in this report to dwell on the fact that the rapid rise in the cost of living has made the salary situation very acute this year. Particularly is this the case in the rural areas of the province. The Salary Committee shares the keen disappointment of all B. C. T. F. officials and members that the Government did not see fit to improve the situation of the more poorly paid members of the profession, by acceding, at this session of the Legislature, to the modest requests presented to it. However, the Salary Committee is still hopeful and we know that the B. C. T. F. and its future Salary Committees and delegations will continue to strive for better teaching conditions throughout the province.

This report is divided into two parts:

1. A brief summary of the activities of the committee to date together with a statement of the reception given to its proposals by the Government.

2. Recommendations for future guidance and action.

1. A salary delegation met the cabinet on November 28 and presented certain proposals (discussed in detail on page 109, November issue of "The B. C. Teacher") chief of which were (a) A provincial system of salaries, with increments for service, applicable to all teachers in the province, guaranteed by the Provincial Government; (b) The increase of the minimum salary for teachers in elementary schools from \$780 to \$900 for all schools in the province. The then Premier and Minister of Education, the Honorable T. D.

Pattullo, listened attentively to the proposals and authorized the Salary Committee to meet Dr. Willis on the following day.

The Superintendent of Education discussed with us the establishment of permanent salary scales and possible steps for the immediate relief of teachers in the lower salary brackets. The Superintendent gave permission to the General Secretary and the Committee to use departmental files for the purpose of gathering statistical data necessary to compute the costs of the proposals discussed. The General Secretary compiled statistics of existing salaries and amounts required for the progressive establishment of the suggested scale. In the opinion of the Committee this is the most complete survey of its kind ever made in British Columbia, and in spite of the present failure of negotiations will be of inestimable value to future committees.

As soon as the new Minister of Education, Mr. Perry, was appointed, he consented to meet a large delegation consisting of the Salary Committee and Executive. Mr. Perry discussed with us the proposals as outlined by the General Secretary on pages 217 and 218 of the January issue of "The B. C. Teacher".

Briefly, these requests were:

(a) The raising of the elementary minimum to \$900.

(b) The progressive introduction of the first three increments of a government guaranteed scale, the schedule figures being as follows:

Elementary .....	\$960	\$1020	\$1080
Junior High .....	\$1160	\$1220	\$1280
Senior High .....	\$1260	\$1320	\$1380

(c) A \$60 adjustment for all teachers, with incomes below \$2100, unaffected by the above two proposals.

(d) That school boards be asked to provide increments in addition to those

introduced by the government.

Later, a British Columbia Teachers' Federation delegation was received by the Cabinet, and the General Secretary presented a brief in support of the above proposals. Premier Hart, on behalf of the Cabinet, promised to take the matter under advisement. After the budget was brought down and it was apparent that no provision was to be made for the granting of any of our requests, a telegram was sent urging that some measure of assistance be given at least to those teachers in direst need. Salary adjustments have thus been left entirely to local negotiations, a method which has so long proved to be inequitable and unsatisfactory, particularly in rural areas.

## 2. Recommendations:

(a) That the B. C. T. F. continue to make as its major salary 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) That the B. C. T. F. Executive work toward the establishment of a permanent Provincial Arbitration Board.

Consideration is being given to further recommendations, not yet fully discussed or decided upon by the Committee on the date of submission of this report to the magazine and therefore not herein contained.

## Provincial Salary Committee

H. L. Buckley, Chairman  
E. F. Miller  
A. G. Creelman  
E. R. G. Richardson  
Miss C. E. Maxwell  
T. W. Woodhead  
R. E. Mountain  
Miss Jessie McDowall  
W. R. McDougall

(Ex officio)

Harry Charlesworth,  
General Secretary

## Corresponding Members:

Arthur Vogee  
L. B. Stibbs.

# Report of Special Committee re Employment of Uncertificated Teachers

**W**E urge the strict limitation of the appointment of uncertificated teachers and recommend that the following methods of securing qualified certificated teachers be thoroughly explored:

1. Attempts be made to secure the services of all certificated teachers not now in service, including married women, who are willing to return to the profession as a patriotic duty so long as there is a shortage of teachers due to war conditions.

2. That students with senior matriculation standing be encouraged to enroll at the normal schools next September in order to ensure that teacher-training quotas be maintained. It is further recommended that a reserve list of selected junior matriculants be prepared with the view of admitting these students to the normal schools in the event that a sufficient number of senior matriculants do not enroll. The proposed list would contain the names of approved junior matriculants, seventeen years and over, who have been

recommended by their high school principals as possessing the maturity, academic standing, and personality likely to make them good prospective teachers. It should be distinctly understood that the selected list of junior matriculants is to be used only if the normal school quotas are not obtained otherwise.

3. That the Department of Education be asked to send a circular letter to all principals informing them of the conditions outlined above under which selected junior matriculants recommended by them might be admitted to the normal schools in September in order that they may proceed with plans to compile lists of selected students.

4. A province-wide publicity campaign to be inaugurated by the Department of Education for the purpose of compiling a master employment list of all qualified teachers willing to accept positions, and that this list be made available to all local school boards.

5. That an intensive refresher course be given at the Provincial Summer

School for qualified teachers who have been out of the teaching profession for a considerable period. That steps be taken immediately by the Department of Education to make the necessary arrangements and to give early publicity to the proposed course.

6. In order to make it possible for capable but needy students to enrol at the normal school, consideration should be given to the following suggestions:

- (1) Reduced fees for attendance at normal school.
- (2) Liberal bursaries for normal students.

(3) Deferred payment of fees. Students who are unable to pay part or all of their fees be allowed to defer payment until they have secured a teaching position.

7. That selected high school students be given the privilege of completing Junior Matriculation in three years.

8. The foregoing suggestions are subject to the definite understanding that no efforts at present shall raise the number of permanent teachers to the extent of providing a surplus of teachers when absent teachers return.

A. T. Alsbury, Chairman

W. R. McDougall

Miss F. S. Mulloy.

## Report of Finance Committee

CONSTITUTIONAL changes were made in 1941 with a view to economy in Federation finance. However, the concentration of effort on salary negotiations, including meetings, research, travelling of officials and delegations, will more than offset any hoped-for economy. Another factor which affects the financial situation is the failure of membership to come up to expectations. Your Finance Committee fears that we will suffer an operating deficit for 1941-42.

Briefly stated the financial picture for 1941-42 as it existed at February 25, was:

Receipts from memberships—below expectations.

Federation expenses—above expectations.

Unless additional membership fees are received this year it is certain that your Finance Committee will be obliged to use a portion of the Federation's all too meagre reserves.

We agree with Finance Committees of previous years that every effort should be made to provide from the Federation Finances a progressively increasing reserve until an adequate Reserve Fund has been established. At present we have not yet reached our objective in this regard.

Florence Mulloy, Chairman

Cyril H. Shoemaker,

Secretary-Treasurer.

## Report of Report Card Committee

A COMMITTEE consisting of the principals of the Okanagan Valley was set up following the Easter Convention of 1941 to study the report forms now in operation. The Committee met in Kelowna on June 6, 1941, to discuss the matter. It was felt that the aim of the new report card was commendable but far too comprehensive in its scope. It involved a tremendous amount of clerical work by the teachers, although the results did give the students and the parents a good picture of what is being done in school. It was proposed by the meeting to attempt a revision of the present cards. A sub-committee was appointed to embody the various suggestions made at the meeting into preliminary reports—primary, intermediate and secondary. These revised forms were to be sent out to the principals of the different centres, who

would call a meeting of teachers and representative citizens to discuss the suggested forms.

A number of communities followed this procedure and many excellent suggestions were forwarded to the sub-committee. Final drafts were made and sent to Dr. S. J. Willis, Superintendent of Education, for his consideration, with the proposal that should the suggested forms meet with the Department's approval, permission be given to try them out for one year in the Okanagan Valley. Dr. Willis replied stating certain criticisms and mentioned that the reports, as revised, would be submitted to a special committee in the fall of 1941 and the whole question reviewed. A reply was sent to Dr. Willis in which was enclosed further revised forms embodying the suggestions made by the Superintendent of Education. Dr. Willis, in his

reply, stated again that the matter would be placed before a special committee in September or early in October. To date I have had no information that such a committee has been set up but it is quite understandable that because of difficult times the matter has been left in abeyance for the present.

The committee has planned to meet again this term to discuss the matter further and is anxious to carry on with

its work, either as a committee or to assist any other committee that may be set up for this purpose.

I wish to thank the members of the sub-committee for their help and all the principals, teachers, and citizens who assisted in the work undertaken.

L. B. Stibbs, Chairman.

Sub-Committee:

W. J. Logie

F. T. Marriage

D. H. Campbell.

## Report of Benevolent Fund Committee

**Y**OUR Committee has met eight times during the past year to consider loan applications and to devise means of augmenting the amount of the Fund. Several loans have been made and some refused as being outside the scope of the fund and limit of money available.

Some loans made during the life of the fund have been completely repaid and all except two are in process of liquidation by monthly payments. One of these two will start reduction next month.

Our efforts to increase the fund have met with much less success. The need for the fund is province-wide. Twenty per cent of the loans were made in the Lower Mainland and the other eighty

per cent from Prince Rupert to the International Boundary. Ninety-seven per cent of the contributions came from the Lower Mainland and the other three per cent from the West Coast. Repeated appeals to local associations remain unanswered. Hence if you wish this fund maintained to carry on the very necessary work it has started, your Committee recommends that this convention inaugurate some definite system of per capita contribution annually until the fund is built up to a point where it can meet satisfactorily the urgent demands upon it.

Respectfully submitted,

L. W. Heaslip, Chairman

R. H. Manzer

D. B. Turner.

## Report of the Provincial Membership Committee

**T**HE present membership committee took office rather late this year, since it was not established until November. It has, however, endeavored to maintain the high standard of efficiency set by previous committees.

Despite the efforts of the committee, the membership enrolment, at date of writing, shows a decrease of four per cent. from the record high of last year, although it is still ahead of previous years. The chief reason put forth to explain this condition is that the increased cost of living has not been balanced by a corresponding increase in teacher income. The committee considers the decrease in membership very disturbing, and trusts that the condition will be remedied before the end of the year.

The chief problem before the committee has been that of continuing membership. If the constitution had been observed in detail, the resulting decrease in membership would have been tragic, since two thousand members were concerned at January first. Under the cir-

cumstances it was considered advisable not to enforce the loss of privileges due to lapsed membership until January 31st. It would seem then that aside from maintaining membership in the Federation, the committee must educate the teachers to pay their fees well before the deadline of December 31st.

The membership committee has supplied material for the circularization of teachers whose membership has lapsed, and of non-members. The results have been most heartening, and further contact with non-members is intended.

Members and certain of the now lapsed members have been contacted through the medium of the federation magazine, *The B. C. Teacher*. Other members have been in contact with the committee through direct correspondence.

At executive meetings, council presidents have been asked to assist in the maintenance of some organization in their districts, and of local association membership. Further work must be done in this direction, because of a thirty-five



per cent. change in address and tenure of the teachers of the province during July-August, 1941.

The federation policy of contacting and enrolling students of the Teacher-Training Class of U.B.C. and Normal School is to be continued this year. The chairman also hopes to have the opportunity of contacting the various associations.

To the Sick Benefit Fund Committee, the B.C.T.F. Medical and Hospitalization Plan Committee, and to all other committees of the Federation which are extending the services of the B.C.T.F., the Membership Committee offers its very sincere thanks. Their work along practical lines in making federation membership increasingly desirable simplifies the work of the Membership Committee.

In order that the continuing member-

ship policy may be successful, the committee submits the following recommendations:

1. That the Membership Committee be constituted and put in action early in the year.
2. That there be early and complete education of the teachers in the matter of continuing membership.
3. That teachers be rendered conscious of tangible and intangible benefits of membership in the B.C.T.F.
4. That the constitution be enforced regarding lapsed membership.

Respectfully submitted,

A. W. Mooney (Chairman)  
Miss Emily Mayhew,  
C. J. Merrick,  
E. F. Millar.

## Sick Benefit Fund Committee Report

THE Sick Benefit Fund continues to improve its financial strength and now possesses reserves exceeding \$5000 as shown on the tables given below:

Unfortunately, our membership total is not so satisfactory. Not only have the majority of Federation members failed to take advantage of the excellent low-cost protection provided by the fund, but there has also been a decline in membership owing to lapsed memberships resulting from teachers leaving the profession to enlist or for other reasons. Some 844 teachers have enrolled in the fund since 1938, and of these 278 memberships have lapsed for the reasons already mentioned, leaving a total of 566 members in good standing (February 17, 1942).

The following table gives in brief form an analysis of the development of the fund since its inception:

Our recommendations are as follows:

- (1) That in future there be two benefit groups only instead of three as at present. The present "A" and "B" groups would become Group "A". The contributions for all members of the new "A" group would be reduced to those now in effect for the present "B" group.

The present "C" group would become Group "B". The present scale of contributions would remain unchanged.

All members would benefit from the earlier dates on which benefit payments are to commence, as outlined below:

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

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

### SICK BENEFIT FUND

Year	Members	Receipts	Claims Paid		Incidentals	Reserve
			No.	Amount		
1938-39	1-433	\$ 660.30	---	---	\$ 78.88	\$ 581.42
1939-40	434-715	3165.50	17	\$2194.00	110.48	861.02
1940-41	716-778	3219.37	12	1506.50	87.90	1624.97
1941-42	779-844*	*3062.31	*9	*718.50	*75.10	*2268.71
	844‡	10,107.48		4419.00	352.36	5336.12

\*To February 17, 1942. ‡Less lapsed memberships (844-278=566).

Your committee now feels that it is in a position to recommend the improvement in benefits and contributions which it has repeatedly stated would be possible as soon as a substantial reserve had been accumulated.

plus an accumulation to a further 10 days, a possible total of 20 days.

#### Benefits:

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

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

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

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

**Benefits:**

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

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

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

(2) That members be required to join the benefit group at the level at which their salary places them. (At present, members have the privilege of joining at a lower level).

**Note:** The following recommendations are duly submitted as notices of motion—to amend the Declaration and By-laws:

(3) That Section 45, subsection 15 of the Constitution be 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.

(4) That Section 45(1) of the Constitution be 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.

(5) That Section 45 (13) be amended by the deletion of the words "duly sworn".

Respectfully submitted,  
Sick Benefit Fund Committee  
Sheila MacKenzie  
J. R. Atkinson  
A. T. Alsbury (Chairman).

#### SUPPLEMENT TO THE SICK BENEFIT COMMITTEE REPORT

For some time past considerable thought has been given to the possibility of providing a limited amount of sickness and accident protection to all members as one of the privileges of Federation membership. The table shown below is an attempt to devise such a plan.

As these proposals involve Federation fees, a matter which does not properly lie within the scope of the duties of the Sick Benefit Committee

report, the plan is presented here with the consent of the Consultative Committee, in order that it may be considered when the annual scale of Federation fees is being adopted by the Convention.

It is possible that, in view of the far-reaching nature of the changes suggested, the Convention will not be prepared to take action this year, and in that case, this report could well remain in the hands of the membership for further study.

1	2	3	4	5	6	7	8
\$ 800	\$ 3.00	\$ 4.00	\$ 3.00	\$ 2.00	\$ 2.00	\$ 6.00	\$ 5.00
1000	3.00	5.00	3.00	2.50	2.50	7.50	5.50
1500	6.00	7.50	3.00	3.75	3.75	11.25	6.75
2000	8.00	10.00	3.00	5.00	5.00	15.00	8.00
2500	11.00	12.50	3.00	6.25	6.25	18.75	9.25
3000	13.00	15.00	3.00	7.00	7.00	22.00	10.00
3500	16.00	17.50	3.00	7.00	7.00	24.50	10.00
4000	18.00	20.00	3.00	7.00	7.00	27.00	10.00



**Index to Figures:**

1. Gross salary earned.
2. Present scale of B. C. T. F. Fees.
3. Proposed scale of B. C. T. F. fees one 200th of gross salary (includes "A" membership in Salary Indemnity Fund with daily benefit of \$3).
4. Salary Indemnity—"A" members; \$3 per teaching day for sickness or accident. (All B. C. T. F. members entitled to this service upon payment of B. C. T. F. regular fee of one 200th of gross salary).
5. Extra salary indemnity contribution to secure "B" membership (optional). One 400th of gross salary up to a maximum of \$7.
6. Extra salary indemnity benefits payable to "B" members only. One 400th of gross salary up to a maximum of \$7.
7. Total cost to "B" members. One 200th plus one 400th of gross salary.
8. Total daily benefits payable by "B" membership. \$3 plus one 400th of gross annual salary.

1. For purposes of calculating fees, each member's salary would be regarded as that of the nearest \$100 level.

2. By agreement between the Executive and the Sick Benefit Committee a sum, say 75c or \$1 per member, would be ear-marked to pay "A" members' claims.

3. The obvious advantages are:

- (a) The Federation would be in a better position to budget revenues and expenditures inasmuch as its fees would be a fixed percentage of the total provincial payroll.
- (b) Members would value this protection and would not allow their Federation membership to lapse.
- (c) A valuable service would be extended to all members.

Respectfully submitted,  
The Sick Benefit Fund Committee  
Sheila MacKenzie  
J. R. Atkinson  
A. T. Alsbury (Chairman).

## Report of Committee on Sabbatical Leave

**I**MMEDIATELY upon accepting appointment, the members of the recently reconstituted Committee on Sabbatical Leave carefully reviewed the very extensive file of correspondence of the former committee and gave serious consideration to the salvaging of the enterprise of Sabbatical Leave. It was decided that a preliminary step should be the reprinting of the Report on Sabbatical Leave that appeared in *The B. C. Teacher* of April, 1939, so that it might be reconsidered by members and delegates prior to the Easter Convention of 1942. The new committee saw no reason to recommend any change in the recommendations previously submitted to and officially endorsed by the Federation. Those familiar with the history of the scheme will recall that the Executive Committee was advised that salary scales in this province are something in the way of "Gentlemen's agreements" and that to make the plan obligatory and inclusive of rural teachers (as the original committee recommended), certain amendments to the School Law would be necessary and that it was not thought expedient to ask for them at the time the Report was adopted. On the other hand, it was felt that province-wide action would be very much

easier to secure if the associations in cities where there is *de facto* a substantial spread between minimum and maximum salaries were to secure local approval and inauguration of the plan by their own boards.

As explained in the Report of the original committee, it had not been its objective to frame what might be called an ideal scheme, but one presenting the minimum of difficulty in the matter of securing adoption by the school boards concerned. The plan has two special features to this end:

(1) It will generally involve no additional financial outlay by the school board.

(2) It will safeguard the tenure and rights of the teacher accepting Sabbatical Leave and will ensure him a minimum allowance of \$500 while on leave.

It was recognized, of course, that with so meagre an allowance the acceptance of Sabbatical Leave would necessarily involve the teacher concerned in serious financial sacrifice and that the number of applicants in any one year would therefore always be small. However, it was believed that at least some teachers would find the temporary relief from schoolroom

duties exceedingly welcome, for purposes of study or physical recuperation.

There has been no time for any wide correspondence relative to the scheme but the new committee immediately got into touch with official representatives of teaching bodies in Vancouver, Victoria and New Westminster, placing at their disposal, as a basis for negotiations, draft regulations of the following type:

**Regulations of ..... Board of School Trustees relative to Sabbatical Leave**

1. Leave of absence for travel, study or physical recuperation may be granted to teachers in the employ of this Board, subject to the following provisions and safeguards:

2. Teachers applying for Sabbatical Leave for purposes of study shall, in every case, have been in the employ of this Board for at least seven years, and those applying for similar leave for rest or recuperation shall have been in its employ for at least ..... years.

3. Every teacher accepting Sabbatical Leave under this scheme shall be bound to return to active teaching as an employee of this Board for at least one academic year after the expiry of his or her leave of absence, unless released from this obligation by resolution of the Board.

4. Applications for Sabbatical Leave must be accompanied by a detailed statement of the activities planned for during the period of exemption from classroom responsibilities and these plans must have the approval of the superintendent of schools.

5. Upon return from leave of absence for travel or study, the teacher shall make such report as the Board may require on advice of the superintendent.

6. Subject to specific agreement to the contrary, the period covered by Sabbatical Leave shall be one academic year.

7. While upon leave under this scheme the teacher shall retain his membership in the local teaching staff without prejudice to rights relative to seniority, salary and salary increments that he or she would have enjoyed had the year been spent in active teaching; and during absence on leave he or she shall be paid a sum equal to the difference between (a) the salary that would have been received had he or she not gone on Sabbatical Leave, and (b) the minimum or beginning salary of a teacher in the same classification.

8. It shall be the duty of the superintendent, principals and teachers involved to provide for and co-operate in such distribution of teaching assignments incidental to a given teacher's absence as will either relieve the Board of financial responsibility for any increase in the total salaries paid or keep such increase within a maximum of \$100.

9. Under this scheme, the Board shall be under no obligation to grant Sabbatical Leave to more than .....\* members of its staff in any one year.

\*1, in the case of a staff of 100, or less; 2, in the case of a staff of more than 100 but fewer than 200; and so on.

As yet the Committee has not been advised as to what progress has been made by the teachers of any locality in bringing these proposals to the attention of their Boards.

Norman F. Black,  
Acting Convener,  
Committee on Sabbatical Leave.  
February 25, 1942.

## Report on Automatic Membership

THE Committee on Automatic Membership was appointed by the 1941 Easter Convention to study and report on this topic as a result of requests received from two local associations that the matter be reopened.

Early in the year the Committee met and decided that its first task would be to collect information both for and against the principle of automatic membership, and make it available to the membership through the columns of "The B. C. Teacher" in order that teachers and convention delegates might deal with the matter on the basis

of a thorough knowledge of the issues involved. It was further decided to defer the Committee's decision on its report and recommendations until the conclusion of the investigation.

Each of these steps has now been completed. Information has been sent to local associations and individual members on request. Articles, statistics, and summaries have appeared in the November, December and January issues of "The B. C. Teacher". All Federation members and delegates have had ample opportunity to make a study of this information. As this

report must of necessity be in the form of a brief review, it is not possible to include more than the following summary of the main arguments which make up the respective cases for and against automatic membership:

#### ADVANTAGES

1. **Increased Membership**—The British Columbia Teachers' Federation would benefit in many ways through having 100 per cent of the teachers enrolled as members.

2. **Increased Revenues**—Added services to members would be made possible through increased revenues received from present non-members.

3. **Increased Interest**—As a result of every teacher being a member of the organization there would be larger attendance at meetings, more interest in Federation activities, and improved professional spirit and morale.

4. **Collective Bargaining**—The Federation would be able to act more effectively because it would speak for all teachers.

5. **Need for Control**—A body of uncontrolled non-members is a menace when important issues are at stake.

6. **Improved Status for Teachers**—A professional bill would give to teachers added prestige and improved professional status.

7. **Improved Conditions for Rural Teachers**—Isolated rural teachers would have the support of the corporate association of all teachers in British Columbia. This would be of incalculable value in their struggle for better conditions and equitable treatment.

8. **Elimination of Drumming, Thumbing, Glumming.**

**Drumming**—The everlasting round of annual membership "drives" and campaigns—wastage of time, money, and ability.

**Thumbing**—Teachers riding on the results of the work of others—"reaping where they have not sown", enjoying the advantages and benefits and contributing nothing.

**Glumming**—The habit of some who withdraw membership and refuse support because of disagreement with majority opinion or because of personal pique.

#### DISADVANTAGES

1. **Disadvantages Outweigh Admitted Advantages**—The admitted advantages

of increased revenues are greatly outweighed by the many disadvantages involved.

2. **Resort to Legislation is Extremely Dangerous** because it removes the control of our present Federation setup and constitution from our own hands and places it in the hands of an external body (at times, it may be, an unfriendly provincial government).

3. **Is Similar to a "Company" Union**—The type of organization setup by a special act of the Legislature lacks many of the advantages of a bona fide union and possesses many of the disadvantages of a "company" union.

A "union" in real sense of the word is one formed independently by employees and on their own initiative for the purpose of negotiating with their employers.

A "company" union is one which is controlled by the employer in various ways. (Under this act, the control could be exercised through the power to amend or repeal the act).

4. **Not a Closed Shop**—It is a mistaken idea that 100 per cent membership derived from a legislative act is the same as a "closed shop".

A "closed shop" is an agreement won from below by the employees through the medium of a strong organization; automatic membership would be granted as a concession from above by the (employer) Provincial Government. What one government grants, another (unfriendly) government could by amendment weaken or nullify.

5. **Danger of Trend Towards Centralized Control**—The provisions of such a special act constitute a dangerous companion to present trends in educational administration in this province (greater centralization of control) as well as to the general world trend away from democracy towards totalitarianism.

6. **Strength of a Determined Minority**—As has been proven by such examples as the attempt to foist prohibition upon an unwilling public in the United States, legislation is ineffective unless it has the whole-hearted support of those to whom it applies. So long as there is a determined body of teachers opposed to an act of this nature, it would be dangerous to disregard their views and to attempt to coerce them.

Two methods of achieving automatic membership have been studied by the Committee. These are:

1. The enactment of a professional bill similar to that prepared in 1937, which would be submitted to the Provincial Legislature to be passed as a special Act.

2. By the enactment of one or more amendments to the Schools Act.\*

\*For example, the Legislature could be requested to amend Section 154(1) of the Schools Act by the addition of the capitalized words shown below. The section would then read:

"No person shall be appointed or retained as a teacher in any school unless he holds a teacher's certificate of qualification issued by the Department of Education AND IS A MEMBER OF THE BRITISH COLUMBIA TEACHERS' FEDERATION..."

Such an amendment would probably have to be supplemented by one or two additional sections in order to provide a right of appeal to a Board established for the purpose. This would become necessary in view of the fact that expulsion from the Teachers' Federation for unprofessional conduct or other reasons, would, in effect, deprive qualified teachers of their teaching licenses. One or more sections could be inserted in the Act authorizing the creation of a Board of Appeal, consisting of members appointed by the Department of Education and the Teachers' Federation. The Council of Public Instruction could be the last and highest as it now is in regard to other educational matters.

As the foregoing suggestion is being advanced for the first time, a brief explanation is both necessary and desirable.

The opponents of Automatic Membership are no less ready than its supporters to concede the unquestionable financial advantage which the Federation would derive from 100 per cent membership of the teachers of British Columbia. The former group, however, emphasize the possible dangers which might arise out of placing the constitution of the Federation in the hands of the Provincial Government (at times, it may be an unfriendly government) by having it incorporated in a special Act of the Legislature.

The suggested plan of amending the

Schools Act as an alternative to a professional bill, is designed to secure the advantages of 100 per cent membership while, at the same time, endeavouring to eliminate the objection referred to. Such a compromise might be acceptable to both groups and thus secure a wide measure of support.

#### Recommendations:

After a careful study and discussion of the various arguments advanced by the supporters and opponents of Automatic Membership, your Committee is unanimously agreed that it has merit inasmuch as there would be at least the unquestionable financial benefit to the Federation.

The Committee feels, however, that further investigation of the two suggested methods of implementing Automatic Membership be made before a final decision is reached. Your Committee suggests that additional study be made provided the recorded vote of the delegates on the three questions which follow, warrants such action:

1. Do you agree that the principle of Automatic Membership has sufficient merit to justify further study?

2. Do you favor a Professional Bill as the means of securing Automatic Membership?

3. Do you favor amendments to the Schools Act as a means of securing Automatic Membership?

**Note:** It is not the intention of the Committee that the vote on the above questions be regarded as a final decision on Automatic Membership. Should the principle obtain sufficient support, the Committee suggests that the procedure followed in 1937 be repeated. A Draft Bill, or proposed amendments to the Schools Act, would be prepared and submitted to the teaching body for study, criticisms, and suggestions. In the event of its being approved by a referendum vote of all British Columbia teachers, steps could then be taken to secure legislative action.

Respectfully submitted,

G. H. E. Green

R. E. Mountain

A. T. Alsbury, Chairman.

Corresponding Members:

E. Hayes

M. P. O'Connell.

## Report of Teachers' Pensions Committee

THE main work of the Pensions Committee has been the consideration of amendments suggested by the Pensions Commissioner and the Teachers' Pensions Board. Such amendments are generally administrative in character designed to meet or to clarify concrete situations which have arisen. They do not alter the basic principles of the Act.

Following are some of the amendments and brief explanations of the implications of each:

1. The definition of "teacher" Section 2, has been amended so that all "teachers in a permanent or a temporary capacity" are brought within the scope of the Act. This affects contributions from employer and employee. School Board's contributions will thus be seven per cent of their total payroll, including salaries of both permanent and temporary teachers.

2. Section 6 has been amended so that the following scale replaces the compulsory contribution of "an amount equal to four per centum thereof".

amount specified by himself in excess of the above scale.

A new subsection (3) has been added to clause 6 to enable an employee who returns to teaching service to make up contributions discontinued while on leave of absence. Such payments may be spread over a length of time not greater than the period during which payments were discontinued. This section will be of great benefit to teachers who have joined His Majesty's Forces.

A new subsection (9) has been added to Section 6 to make provision that, if any employer has made the minimum contribution on behalf of an employee who is absent for military duty (i.e., a School Board which has paid the teacher's annuity contribution on his behalf), the employee must return to the service of that employer for a period of at least ten teaching months in order to be entitled to such contributions. If the employee fails to return to the service of that employer the contributions shall be

"On all salaries up to and including \$100 per month the deduction shall be \$3.00 per month, then as follows:

On Salaries exceeding

\$100.00	per month but not exceeding	\$125.00	deduction	\$4.00
\$125.00	" " " "	" " \$150.00	" "	\$5.00
\$150.00	" " " "	" " \$175.00	" "	\$6.00
\$175.00	" " " "	" " \$200.00	" "	\$7.00
\$200.00	" " " "	" " \$225.00	" "	\$8.00
\$225.00	" " " "	" " \$250.00	" "	\$9.00
\$250.00	" " " "	" " \$275.00	" "	\$10.00
\$275.00	" " " "	" " \$300.00	" "	\$11.00
\$300.00	" " " "	" " \$325.00	" "	\$12.00
\$325.00	" " " "	" " \$350.00	" "	\$13.00
\$350.00	" " " "	" " \$375.00	" "	\$14.00
\$375.00	" " " "	" " \$400.00	" "	\$15.00
\$400.00	" " " "	" " \$425.00	" "	\$16.00
\$425.00	" " " "	" " \$450.00	" "	\$17.00
\$450.00	" " " "	" " \$475.00	" "	\$18.00
\$475.00	" " " "	" " \$500.00	" "	\$19.00
Exceeding \$500.00	.....			\$25.00

This table obviates the necessity of making alterations in contributions with every slight increase or decrease in salary, and will therefore simplify the keeping of School Board and Pensions records. It should be noted that in many cases the minimum contribution is less than four per centum which may work to the advantage of many teachers in the lower salary brackets.

Subsection 2 of clause 6 makes provision for an employee to increase his monthly annuity contribution by any

transferred to the Service Pensions Account.

The amendment which has caused the most discussion is the one dealing with temporary re-employment of teachers who had been retired, and were receiving a pension allowance. This amendment is worded as follows:

"(5) In the case of a person who has been retired under the provisions of this Act and who is receiving a superannuation allowance, if that person is temporarily re-employed in the service of

any employer to whom this Act applies the amount of the service pension shall stand suspended during his term of re-employment, and he shall not be required to contribute to the Fund".

In order to understand the implication and application of this amendment it is necessary to note that the definition of "employee" and "teacher" in the Pensions Act was also amended to read as follows:

"Teacher" means a person appointed or employed by a Board of School Trustees as a teacher, instructor, or lecturer in a public school *either in a permanent or temporary capacity within the meaning of the Public Schools Act.*"

Thus the "temporary re-employment" referred to in the former amendment is conditioned by the provisions and regulations of the Public Schools Act.

The Public Schools Act regulation governing temporary appointments is as follows:

Article 16, Clause 2: "The Board of School Trustees of any school district shall have the right to appoint a teacher to fill for a period not exceeding one year any position temporarily existing or temporarily vacant, but in such case the notice of appointment shall be made in writing, and shall state that it is a temporary appointment and shall specify the period of its duration. At the expiration of such period the appointment shall automatically terminate. The Board of School Trustees of any school district shall, however, have the right, with the approval of the Superintendent of Education, to renew a temporary appointment for one or more successive periods, each not exceeding one year's duration, provided such renewal of the temporary appointment is to fill a vacancy caused by the absence of a teacher who is serving in His Majesty's Forces, or has been granted extended sick-leave, or is attending an institution of higher learning."

Reading the combined clauses of the amended Teachers' Pensions Act and the Public Schools Act, we find the position of retired teachers is:

(a) Retirement is still compulsory at the end of the school year in which a teacher attains retiring age (sixty-five years for males, sixty years for females). Thus a teacher cannot retain his permanent position after that time, as was possible under the 1929 Pensions Act.

(b) It was found, however, that some retired teachers were being asked, in view of the present shortage of teachers, to accept *temporary* positions in order to facilitate the adequate staffing of our

schools (and some had already accepted.) Both in the Municipal and Teachers' Pensions Act there was no specific provision preventing such temporary employment. In the Municipal Pensions Act there was a provision, however, that any pensioned person accepting a temporary position should have his "service pension" suspended during the period of such re-employment. There was no such provision in the Teachers' Pensions Act. Accordingly, the amendment providing for this procedure was prepared and is now included in the Teachers' Pensions Act.

(c) In the case of retired teachers, however, there are special safeguards in the fact that *all* temporary appointments are subject to the controlling clause of the Public School Act as already quoted. They are limited to *one year* except in certain instances; and even in these latter the School Board can only renew a temporary appointment with the approval of the Superintendent of Education.

(d) It should be made clear that while such temporarily re-employed teachers are themselves exempt from further contributions to the Pensions Fund, the School Boards which employ them must pay the seven per cent service pension on their behalf—*i.e.*, the School Boards must pay seven per cent of their total payrolls. Thus the Pension Fund will not be adversely affected by the employment of temporary teachers. The reason for excluding the teachers' own contributions in these cases is obvious, for they are already making a much larger indirect contribution to the Fund through the temporary suspension of their service pension.

Finally, the Committee wishes to point out that under the special circumstances of this year, it was impossible to acquaint Associations or members of the contemplated changes before they were passed by the Legislature.

Owing to the change of Government and appointment of a new Provincial Secretary (under whose Department all Pension Acts are administered), it was late in the session before the suggested changes could be considered by the Minister. They obviously could not be released for general discussion until his consideration had been given. However, everything possible was done in the short time available. The day after the suggested amendments had been considered by the Teachers' Pensions Board, they were reported to the Consultative Committee, at a special meeting with the

General Secretary, who is the Teachers' Representative on the Teachers' Pensions Board. Following full explanations, the Pensions Committee approved the suggested amendments and this approval was made known to the Pensions Commissioner and the Provincial Secretary.

The Committee has every reason to believe that in future it will be possible to have longer notice of suggested changes, so that expressions of opinion may be secured, particularly if matters of vital principles are concerned. In this connection, the Committee was informed by the General Secretary that in view of the shortage of time for teacher and school board consideration some suggested amendments were withheld by the Teachers' Pensions Board this year, in order that they might be given such consideration before action is asked for.

Due to unavoidable circumstances, your Committee was only recently appointed, and hence we have not had opportunity for a full study of Pension questions. It is our intention to devote our efforts to this end, and we shall be glad to receive suggestions from any Association or any individual member who may have recommendations to suggest.

One of the long-range problems already brought to our attention is the possibility of providing for optional earlier retirement (say, at 60 years for men and 55 years for women) and this question will be fully considered. Its acceptance, however, finally depends upon actuarial acceptance of such a provision as being possible within the financial set-up of the Fund, and in view of this fact any very early attainment of this change would seem to be doubtful of accomplishment. However, there may be actuarially sound ways in which those

desiring such early retirement could meet the added financial obligation involved, either by increased contributions or by reduced pensions. At all events, the question can provide grounds for real discussion and study.

Respectfully submitted,

F. J. McRae (Chairman)  
Miss R. A. McWilliam,  
J. R. Sanderson.

#### B C. T. F. MEDICAL SERVICES ASSOCIATION NOTICE OF ANNUAL MEETING

1. The Annual Meeting of the British Columbia Teachers' Federation Medical Services Association will be held on Wednesday, April 8th, at 10:00 a.m., at the Kitsilano High School. Room will be announced in the Convention Programme. Be sure to be there or be represented by a proxy.

2. The Nominating Committee reports the nomination of the present officers for re-election:

President: Mr. E. H. Lock.

Vice-President: Mr. C. J. Merrick.

Members of the Executive Committee:  
Mr. D. B. Turner, Mr. H. N. Wells, Mr. T. Bullman, Mr. J. H. S. Reid.

3. Proposed amendment to the Constitution: "That the By-laws of the British Columbia Teachers' Federation Medical Services Association be amended by adding the following as Clause 7 of Section D:

"Notwithstanding any other provision of these By-laws, membership in this Association shall automatically terminate at the end of the member's 65th year".

4. Notice to Prospective Members: Kindly make all cheques payable at par in Vancouver.

#### OBITER DICTA

**F**ROM this March issue of *The B. C. Teacher* there is missing much that ought to be included, in view of the nearness of the Easter convention. The things that you will look for and will not find remain unpublished because not yet available to the Editorial Board. The procrastination of its contributors is the heaviest handicap such a magazine has to carry; and this year, as so often before, much pre-convention work has been a month late in getting started. It is to be hoped that in that regard we have reached the end of a chapter.

Other important matter that would otherwise have appeared in this issue has been crowded out, owing to the editor's restriction to 48 pages.



## Resolutions—Annual General Meeting, 1942

THE following resolutions have been received (from the sources indicated) by the Resolutions Committee prior to February 15th, 1942. They have been considered by the Resolutions Committee, who will report on them at the Annual Meeting.

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

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

### SALARIES

1. **Re Provincial Salary Scale**—Submitted by Central and Northern Vancouver Island Teachers' Convention, 1941:

Resolved, the following provincial salary scale be adopted:

	Elementary	Junior High	Senior High
At least .....	\$900	\$1100	\$1200
Increment at least....	\$60	\$60	\$60

This to be guaranteed by the Provincial Government.

2. **Re Provincial Salary Schedule with Increments**—Submitted by Rural Teachers' Association:

Whereas Education is the final bulwark of democracy in Canada; and  
Whereas the teacher is the most vital factor in the educational system;

and  
Whereas the present low level of standards of remuneration and economic security do not attract and hold the best type of recruits for the teaching profession in sufficient numbers;

Be it resolved that the British Columbia Teachers' Federation reaffirm its stand for an adequate provincial salary schedule, with increments financed by the province and instruct the Executive of the British Columbia Teachers' Federation to adopt a more aggressive policy looking towards successful action on this question.

3. **Re Salary Situation**—Submitted by Rural Teachers' Association:

Whereas, in view of the general situation and of the urgent immediate situation relative to providing good teaching services in the schools of British Columbia;

Be it resolved that the British Columbia Teachers' Federation deeply deplores the action of the Government of the Province in failing, at the recent session of the Legislature, to provide any improvement in the salary situation in this province by way of increased minimum salaries or guaranteed increments.

4. **Re Shortage of Teachers and Raising of Salary Levels**—Submitted by North Vancouver Teachers' Association:

Whereas one of the avowed purposes of the British Columbia Teachers' Federation is to uphold the high standard of education in British Columbia; and

Whereas the present shortage of qualified teachers in British Columbia is a direct result of the deplorable salary situation which exists, and has existed for some years; and

Whereas the British Columbia Teachers' Federation could help in large measure to remedy this situation by taking a more aggressive stand in regard to a Provincial Salary Scale and a Cost-of-Living Bonus; and

Whereas the British Columbia Teachers' Federation is now acting as an employment agency to find teachers for the low paid positions, and is thus indirectly aiding in the lowering of the educational standards;



Be it resolved that this Convention instruct the Executive of the British Columbia Teachers' Federation to do everything in its power to remedy the teacher shortage and uphold the high educational standards of British Columbia by raising the salary levels throughout the province so as to attract experienced and qualified teachers back to the profession.

5. **Re Payment of Salaries in Twelve Monthly Instalments**—Submitted by West Kootenay District Council:

Whereas rural teachers are having difficulty in making arrangements with the Department and Boards for payment of salary in twelve monthly instalments;

Be it resolved that the British Columbia Teachers' Federation secure such amendments to the present regulations as will make the regulations applicable to all teachers; and

Be it further resolved that provision for optional ten or twelve monthly payments be incorporated into any new provincial salary schedule.

6. **Re Bonus for Teachers**—Submitted by Rural Teachers' Association:

Resolved:

(a) That the British Columbia Teachers' Federation endorse and support any action taken by the Canadian Teachers' Federation to secure a bonus for teachers in the lower salary brackets; and

(b) In the event of no Federal action resulting from such negotiations that the British Columbia Teachers' Federation urgently press for action by the Provincial Government on the bonus question.

7. **Re Cost-of-Living Bonus**—Submitted by Fraser Valley District Council:

Resolved that the British Columbia Teachers' Federation endorse the efforts of the Canadian Teachers' Federation to secure a cost-of-living bonus for all teachers in the Dominion by Federal action.

### CONSTITUTION

8. **Re Delegates' Votes**—Submitted by Prince Rupert District Teachers' Assoc.:

Whereas delegates voting on the floor are representatives of their respective local organizations, and are required to vote in accordance with the instructions of the teachers whom they represent; and

Whereas under the present setup there is no means of determining accurately whether delegates have fulfilled their instructions;

Be it resolved that upon the proposal of ten per cent of the delegates, votes of delegates on any issue be taken by means of a roll call vote, and that this vote be recorded.

9. **Re Referendum on Defeated Resolutions**—Submitted by Prince Rupert District Teachers' Association:

Whereas the period of three days allotted to the Convention allows insufficient time for the rank and file of the teaching body to make an accurate record of their feeling on matters of importance, through their delegates on the floor;

Be it resolved that a defeated resolution shall be submitted to a referendum ballot upon request of at least fifteen per cent of delegates present, and that the ballot forms be accompanied by a statement setting forth the opposing arguments.

10. **Re Affiliation with Recognized Labor Body**—Submitted by Prince Rupert District Teachers' Association:

Whereas Objective Three as stated in the Constitution of the British Columbia Teachers' Federation calls for promotion of the welfare of teachers; and

Whereas a comparison of teachers' salaries with salaries and wages of other workers reveals a woeful lack of attainment of this objective; and

Whereas the record of labor organizations shows that they achieve far more for their members than the goals to which we are limited by our present set-up, as shown in the current report of the Salaries Committee; and

Whereas Objective Four of the Constitution provides for affiliation or alliance with a society or incorporation having similar objectives to the British Columbia Teachers' Federation;

Be it resolved that this Convention elect a committee of four members, two from rural areas and two from urban areas, to examine the question of affiliation with a recognized labor body; and that this committee be asked to publish its report in the September, 1942, issue of "The B.C. Teacher".

**11. Re British Columbia Teachers' Federation Affiliation with Labor—Submitted by North Vancouver Teachers' Association:**

Whereas the British Columbia Teachers' Federation has shown its lack of power by the refusal of the Provincial Government to consider the Provincial Salary Scale which would have raised the minimum salary to \$900 per annum; and

Whereas, because of this lack of power of the British Columbia Teachers' Federation, uncertificated persons are being allowed by the Education Department to take teaching positions in the Province; and

Whereas this policy may soon be extended to allow unqualified teachers to teach in the Junior and Senior High Schools of the Province, thus destroying any salary advances that have been made by the teachers of the Province;

Be it resolved that the British Columbia Teachers' Federation affiliate with the Canadian Congress of Labor, or some similar labor association, as a means of obtaining strength with which to assist it in its negotiations with the Government.

**12. Re Rural Teachers' Association Representation on Provincial Salary Committee—Submitted by Rural Teachers' Association:**

Resolved:

- (a) That the President of the Rural Teachers' Association and three others named by the Rural Teachers' Association shall be members of the Provincial Salary Committee for 1942-43;
- (b) That the Rural Teachers' Association be asked to name such representatives immediately for the balance of the Federation year 1941-42;
- (c) That such Rural Teachers' Association representatives shall be accepted as members of the British Columbia Teachers' Federation Provincial Salary Committee for the balance of the current Federation year.

**13. Re Rural Teachers' Association President Member of British Columbia Teachers' Federation Executive and Consultative Committee—Submitted by Rural Teachers' Association:**

Resolved that the Constitution of the British Columbia Teachers' Federation be amended to provide that the President of the Rural Teachers' Association shall be a member of the British Columbia Teachers' Federation Executive and shall also be a member of the British Columbia Teachers' Federation Consultative Committee.

**CURRICULUM AND TEXTBOOKS**

**14. Re Curriculum Revision and New Textbooks—Submitted by West Kootenay District Council:**

Resolved that when a curriculum revision or a new textbook is prescribed, both be made available by the Department of Education at the beginning of the term.

**15. Re High School Textbooks—Submitted by West Kootenay District Council:**

Whereas in small high schools the purchase of prescribed texts by a teacher of many subjects and many grades is a considerable burden because of the many changes of textbooks;

Be it resolved that when a new high school textbook is prescribed, the Department of Education issue a free copy for each high school of less than three rooms and to each superior school requiring such books.

16. **English—Matriculation Examination**—Submitted by West Kootenay District Council:

Whereas the Matriculation examination in English is considered to be opposed to the philosophy of the course as laid down in Bulletin 1;

Be it resolved that the British Columbia Teachers' Federation urge the Department of Education to rectify this matter.

17. **Re Music Books for Grades VII, VIII and IX**—Submitted by Okanagan Valley Teachers' Association:

Resolved that the British Columbia Teachers' Federation be requested to petition the Department of Education to have the Music books, "The Singing Period", V, VI, VII, prescribed for Grades VII, VIII, IX.

18. **Re English VI Examination**—Submitted by Okanagan Valley Teachers' Association:

Whereas the present English VI examination, in placing what seems to be disproportionate emphasis upon reading and vocabulary skills, as a result, measures such abilities which cannot possibly be attained in one year;

Therefore be it resolved that if the present form of examination is to be retained, the Department include in the English IV and V courses such definite information as will better develop such reading abilities.

#### MISCELLANEOUS

19. **Re Rural Education Committee to Consider Rural Problems**—Submitted by Rural Teachers' Association:

Resolved that a joint committee to be known as a Rural Education Committee be set up to consist of members named by the Department of Education and by the Rural Teachers' Association to consider the problem of rural education in the province with particular reference to:

- (a) Report cards;
- (b) Programme of studies;
- (c) Rural school supervision and the professional direction of rural education.

20. **Re Support of Rural Teachers' Association**—Submitted by Central and Northern Vancouver Island Teachers' Convention, 1941:

Resolved that this meeting go on record as wholly in support of the efforts of the Rural Teachers' Association to improve conditions which affect the rural teacher.

21. **Re British Columbia Teachers' Federation Benevolent Fund—B. C. T. F. Fees**—Submitted by Vancouver Elementary School Teachers' Association:

Whereas the British Columbia Teachers' Federation Benevolent Fund is in need of additional funds;

Be it resolved that a 10c levy be added to British Columbia Teachers' Federation fees, said levy to be continued until the fund has a sufficient reserve to enable it to function satisfactorily.

#### TEACHER CERTIFICATION AND QUALIFICATION

22. **Credit for Summer Session Courses**—Submitted by Okanagan Valley Teachers' Association:

Whereas teachers taking Summer Session Courses in Dramatics, Visual Aids, Radio Script Writing from U.B.C., or other University Summer Schools, receive no credit toward a degree in education or a British Columbia teaching certificate; and

Whereas these courses contribute to the effective teaching of these subjects;

Be it resolved that the British Columbia Teachers' Federation be asked to petition the Department of Education and the University of British Columbia to grant credit for such courses (Dramatics, Visual Aids, Radio Script Writing) taken at the U.B.C. Summer Session or equivalent courses

taken at other University Summer Schools, such credits to apply to a degree in Education or a British Columbia teaching certificate.

23. **Re Equating Summer School Credits**—Submitted by Central and Northern Vancouver Island Teachers' Convention, 1941:

Resolved that some method of equating credits gained at summer school of Victoria with those obtained at the University summer school should be introduced.

24. **Teacher Qualifications**—Submitted by Fraser Valley District Council (Reworded):

Whereas the Fraser Valley District Council views with alarm the adopted policy of lowering teacher qualifications in British Columbia, whilst certificated teachers are being attracted into more remunerative occupations;

Be it resolved that the British Columbia Teachers' Federation take all possible action to prevent the continuation of this unsatisfactory state of affairs.

#### PENSIONS

25. **Re Teachers' Pensions—Actuary's Report and Statement**—Submitted by Rural Teachers' Association:

Resolved that the Government of the Province of British Columbia be asked to publish:

- (a) The actuary's report on which the present Teachers' Superannuation Act was based; and
- (b) A statement signed by the actuary as to actuarial soundness of the present superannuation scheme for teachers in British Columbia.

26. **Re Amendments to Teachers' Superannuation Act**—Submitted by Rural Teachers' Association:

Resolved that the Teachers' Superannuation Act be so amended as to provide that the British Columbia Teachers' Federation shall be informed of any proposed amendments to the Act, along with a statement of the reasons therefor, before such amendments are recommended to the Government; and that such proposed amendments and statement shall be publicized for the information of the teacher-members of the superannuation scheme.

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## Report of Editorial Board

THE Editor wishes first to express his grateful appreciation to all who have contributed to such success as *The B.C. Teacher* has attained or maintained since he made his last annual report. It would be easy and pleasant to enlarge upon the degree and quality of that unselfish co-operation on the part of scores of members of the Federation without which the production of such a journal would be impossible. However, it may be more useful even if less pleasant to devote the limited space available for this report to pointing out certain things that at present curtail the usefulness of *The B.C. Teacher* and others that might increase that usefulness.

The Editorial Board is habitually incommoded by the dilatoriness of various correspondents and contributors who find difficulty in governing themselves by the official announcement, repeated in every issue, that copy intended for publication in the current issue should be in the hands of the Editor before the second day of the month. In actual practice most of the magazine is actually set up in type by or before that date, but we rarely are able to issue the completed magazine with reasonable promptitude.

By changes made in the constitution last year, the Editor was relieved of duty as member of the Executive and Consultative Committees. This very greatly reduced the Editor's burden of official duties in one respect but experience has shown that an Editor who ranks only as an associate member of the Federation and is not in intimate touch with what is going on in the inner councils of the Federation is very seriously handicapped in the conduct of the official organ of the Federation.

The usefulness of the magazine would be greatly increased if local associations, the committees of the Federation, and its individual members made more systematic use of its columns. Scarcely any reports of fall conventions or of the activities of committees and of local or associations or of departments and subsections of the Federation have been received in the course of the current magazine year.

It is not a bad sign that from time to time the correspondence columns are used to express disapproval of editorial policies, particularly as to what *The B.C. Teacher* under its present management does not publish. This year only one

such protest has been received. It was given full publicity and in order to bring the matter officially to the attention of the Federation authorities the Editor placed his resignation in their hands. It was not accepted and the editorial policy as set forth in *The B.C. Teacher* of last January was officially endorsed. An editorial in that issue defined the editorial policy, as regards the matters under discussion, in the following terms:

"Sometimes an otherwise acceptable article is rejected because it deals—usually at some considerable length—with matters that do not seem to fall within the purview of a professional journal such as *The B.C. Teacher*. . . . However, . . . no article is ever rejected because expressing opinions with which the Editor differs. That does not mean that we are ready to give publicity to a manifest misstatement of fact . . .

"Occasionally, but very rarely, we withhold from print an article dealing with a topic well within our field but doing so in a manner that may prejudice the interests of the Federation or even of the writer of the article and of the particular cause which he represents. . .

"Again we try to keep *The B.C. Teacher* free from anything smacking of party politics. This journal and the Federation of which it is the organ have no party affiliations; they give loyal co-operation to provincial authorities and especially to the Minister of Education, irrespective of party labels.

"In making decisions regarding articles of whose suitability there is room for question, the Editor submits the manuscript to the other members of the Committee on Publicity, set up by the executive body of the Federation.

"Any . . . member of British Columbia Teachers' Federation is entirely at liberty to use the columns of this journal—within limits already explained—for thoughtful and bona fide criticism of educational policies, whether favourable or unfavourable; but no article involving a personal attack upon or scathing criticism of any individual will be published in *The B.C. Teacher*, even if the Editor agrees with the critic as to the shortcomings of the person under fire."

From time to time it is necessary for the Editor to deal with matters regarding which the Federation has not had opportunity to take official action or to declare its policy. In such circumstances it is

very desirable that readers should indicate their reaction to opinions set forth in the editorial columns. For example, since last September we have been featuring a rather careful discussion of the excellencies and defects of our Departmental Examinations. The usefulness of this series of editorials would have been very much greater if, before the time arrived for the framing of the 1942 papers, the Principals' Association, the Secondary School Teachers' Association and private members of both these important bodies had by resolution or letter indicated whether the Editor had succeeded in expressing their views.

The past successes of *The B. C. Teacher* have depended in large degree upon the rather exceptional set-up of its Editorial Board and Magazine Committee. The new constitution left these bodies, especially the Magazine Committee, very much in the air. Many departments and sections of the Federation entitled to appoint representatives upon the Magazine Committee failed to elect such representatives and the co-operation received through the Magazine Committee has been very seriously curtailed. The duties of such representatives have been frequently republished in the following terms, borrowed from the by-laws originally authorizing the organization of the committee:

"It is the duty of each representative of any section or department of the Federation to assist in collecting suitable

personal and professional news for possible publication in *the B. C. Teacher*; to secure contributions bearing specifically upon particular interests or duties of the association, section or committee which he has been appointed to represent; to keep in intimate touch with matters affecting the welfare of *The B. C. Teacher*; to do what he can to keep the Editorial Board informed regarding how effectively the magazine is meeting the wishes and needs of its readers; and to offer any suggestions that may be of use to the Editor."

It is only in exceptional cases that these duties have been effectively carried out. The whole matter of the organization and functions of the Magazine Committee is in need of official review.

*The B. C. Teacher* could and should be used more effectively to familiarize our readers with the work of the Canadian Teachers' Federation. Space has been available every month but anything you have read of the C.T.F. has been assembled by the Editor and not by the persons upon whom that responsibility devolves. The arrangements communicated to the Editor last fall have not been put into effect.

The Editor hopes that these criticisms and suggestions may be accepted in the friendly spirit in which they are offered.

NORMAN F. BLACK,  
Feb. 24th, 1942.

Editor.

## Lesson-Aids Committee

ALL correspondence should be addressed to the Hon. Sec.-Treas., Mr. Harry G. Boltwood, 3486 W. Second Avenue, Vancouver.

UNCLE JOHN—

In quick response to a letter in last month's correspondence columns, we have received a reply from "Uncle John," expressing his entire willingness that we should issue a reprint of his letters to his nieces in the teaching profession. We are very grateful for this, and a new unit—"Uncle John's Lessons to a Country Teacher"—will be issued at Easter.

When the identity of "Uncle John" was revealed, we recognized him as a frequent contributor to the magazine, whose articles on his own special subject are widely and deservedly appreciated. We had rather thought that "Uncle John" was the same as that other John who inflicts "Paid-to-gag-us" on us each month, but we were wrong. We wish that

"Uncle John" lived in Vancouver, so that he could be an active member of our committee.

WHY IS A MAGAZINE?

We are tempted to repeat a question we asked some months ago. "Do teachers read the magazine, or do they just look up the points in which they are specially interested, and pass by all the rest?"

We met yesterday a charming lady teacher from the local lone prairie who had heard of the Lesson-Aids work, but who until very lately had been unable to find out who and what we are.

And yet, Lesson-Aids articles have appeared almost monthly for the past two and a half years, and our postal address has been mentioned time and time again. We hope many more teachers will get to know us, as we want our units to be known all over the province.

## NEW UNITS—

The following new units at least will, barring accidents, be ready at Easter—not before.

- (1) Safety Unit—Primary Grades.
- (2) Safety Unit—Junior Grades.
- (3) "Uncle John's" Letters to a Country Teacher.
- (4) Stories and Poems for Junior Grades.
- (5) Mathematics—Grades 5-8; Match-

ing Exercise and Test on Denominate Tables, with Key.

(6) Grammar — Grade 7; Matching Test—Value and Relation.

(7) Art—Grades 4-8; Murals—The 5th of our Art set.

(8) Mathematics—Key to No. 111—Percentage Work Sheets.

## NEW PRICE LISTS—

These will be issued at the Convention, and we hope all teachers visiting the Convention will make a point of tracking us down and securing a copy.

## Report of Group Insurance Committee

**N**O changes have been made this year in the setup of either the Life or Sickness and Accident Group Policies held by the Federation. Neither group has had the support from the members that their benefits merit.

Many claims ranging from \$25 to \$200 have been paid under the sickness policy to the full satisfaction of the members insured. In fact, some whose claims might have been contested were given ex gratia payments, thus showing the intention of the Company to fulfil the spirit as well as the letter of the contract.

The Company has under consideration some special concessions regarding age, quarantine, etc., which can be added if and when the number of policy holders increases to the number which could reasonably be expected from so large a body.

This Policy in conjunction with the Salary Indemnity Fund and Medical Benefit Association now affords the teacher complete protection against any monetary loss in case of sickness or accident.

Respectfully submitted,  
Graham Bruce,  
L. W. Heaslip, Chairman.

## Report of the Nominating Committee

February 28th, 1942.

**T**HE Committee appointed to nominate candidates for the office of President and Vice-President of the British Columbia Teachers' Federation begs to submit the following report:

For President: Mr. A. T. Alsbury, Vancouver, Vice-President, British Columbia Teachers' Federation.

For Vice-President: Mr. G. H. E.

Green, Victoria, Past President, Greater Victoria Teachers' Association.

Mr. L. B. Stibbs, Kelowna, Past President, Okanagan Valley Teachers' Association.

Respectfully submitted,  
W. H. Auld,  
B. J. C. Gillie,  
Miss C. E. Maxwell,  
R. E. Mountain,  
P. N. Whitley (Chairman).

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## Ramblings of Paidagogos

### THE VAGARIES OF WAR

THE phrase with which I head this essay is one I have heard no fewer than four times in the last month. I can't on the whole say I care for it. It seems to me to convey a sense of whimsy that is not in keeping with the grim realities of the present situation. And by reason of this it seems, I think, to be in rather doubtful taste. Yet it does contain the idea that many aspects and outcomes of war are quite adventitious, that they are aside from the planned course of events. And this idea is not without enlightening value.

The vagaries of war are in all conscience strange and numerous enough. They embrace everything from an unexploded shell to a shortage of elastic. But chiefly they are seen in their impact upon the lives of men and women, and not least upon yours and mine. Because after all it is the human context in which we are most interested, and in which our perception is most acute.

I have not been thinking, however, in purely personal terms. Doubtless the process began that way. Most thought processes do. Doubtless I started off with a vague comparison between my life three years ago and my life today. But if I did, then my reflections were swiftly turned into another channel, and a case incomparably stronger than my own pushed all personal consideration out of mind.

The case, of course, is that of the soldier. Let us—for the space of some half dozen paragraphs and for the good of our souls—make it a subject of honest examination. For note well: Whatever has happened to us has happened with ten-fold emphasis to him.

First, and most obvious, the soldier is a socially uprooted man. He has been torn out of his family circle, cut off from his friends and associates, thrust into an artificial and wholly masculine world. All the normal relationships of his life have been brought to an abrupt end. He has exchanged softness for rigor and home for barracks. The only solicitude he knows now is that of the sergeant-major.

Second, he is a man under authority, a man whose every action is ordered and supervised. From being a relatively free agent making his own way in the world, he has become a mere cog in the vast mechanism of war. His significance has immensely declined. Neither his tastes nor his convenience are seriously consulted. His opinions are of small interest. He eats the viands placed before him and wears the clothing his country provides—and if these do not suit his stomach and his figure, the grieving will be limited to himself.

Third, his career (if I may use the term to cover everything from professional prospects to the outlook of a semi-skilled laborer) has been wrenched apart. He may just as well put it out of his mind altogether. If he is wise, he confines his ambition to military preferment and centres his attention on military objects. He regards war as a permanent state of affairs, and searches earnestly for that field-marshal's baton commonly supposed to be in every soldier's knapsack.

Fourth, his expectation of life is sharply reduced. He no longer looks



forward with reasonable assurance to the normal satisfactions of middle and old age. He and his fellows are men living in the immediacy of the hour—human ephemeridae. And always over his head there is a threat worse even than that of death—the threat of cruel wounds and lingering infirmity. What then? It would be truly remarkable if such a changed perspective were not accompanied by a sharp modification of values and a marked alteration of conduct.

Fifth, the soldier—and here we may substitute any euphemistic form of words we will—is peculiarly a man of blood. It is his business to take life, to lay on and spare not, to kill or be killed. Here is a change of values indeed—so great as to be a reversal rather than a modification. A man, brought up from infancy to venerate and protect life, is trained by every means at the disposal of his country to despise and destroy life. I am told this reversal of values takes at least nine months to bring about—and I only marvel it can be done in so short a time.

I am sure there must be a sixth and a seventh, and perhaps a twentieth item in this account. But the five I have mentioned will be enough to show how the vagaries of war have affected the life and outlook of the citizen-soldier. For vagaries these undoubtedly are. They arise—to borrow an educational phrase—as concomitant outcomes of the primary activity. They are unplanned but unavoidable.

I am tempted in closing to philosophize a bit—at least to the extent of asking a couple of questions. I shall not feel injured if no one sees his way clear to answer them.

First, this: Should peace-time standards be relaxed in our judgment of soldiers? Ephemeridae as they may well believe themselves to be, is it a wicked thing that they should sometimes say, "Eat, drink, and be merry, for tomorrow we die"? What is righteousness and justice in such a case?

And second, this: Shall we, the British people, continue to fight without passion and in the spirit of sportsmanship? Or is one of the vagaries of war an overturning of our cherished code? It is a point we had better soon decide.

The other day I had the pleasure of driving an old gentleman over the Burrard Street bridge. He was a benign-looking old gentleman and rather softly spoken. He might, in fact, have been a superannuated clergyman or a retired book-seller. But at the first mention of the war he bristled like a hedgehog and shouted, "At a time like this it is every man's patriotic duty to be blood-thirsty! I want twenty thousand Germans served up for breakfast and fifty thousand Japanese for supper!" I asked him if he wouldn't like a few Italians for lunch, but I don't think he heard me. He got out of the car at Fourth Avenue and strode away flourishing his stick.

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## What We Are Reading

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

### I HAVE READ NOTHING ELSE LIKE IT

IF one reads, upon the average, two important books per week (and there probably are not very many busy teachers whose reading is more extensive than that) one covers, in the course of a decade, only a paltry thousand volumes or thereabouts; and if we have to content ourselves with so microscopic a droplet from the ocean of literature, it is rather important that we give and accept assistance in the choice of books for reading. That is the idea behind the inclusion in *The B. C. Teacher* of a department devoted to "What We Are Reading". However, while most reviews published in these columns appear because some good friend has been given the assignment of evaluating for our readers some particular book supplied to us by the publisher, I take the liberty of invading Miss Cope's domain from time to time simply for the pleasure of suggesting wider attention to some book that I have happened upon independently and have greatly relished.

Such a book is *Storm*, by George R. Stewart (Macmillan; Toronto; 1941; 349 pp.; \$3). "Best sellers" do not always greatly intrigue me, but I have found this one a unique and highly exciting book. If you have not already read it and if this note results in your reading it, I shall have the pleasure of knowing that I have done you a service. Like enough, of course, you read the book before I did; if not, however, and if you do not beg, buy, borrow, or otherwise acquire a copy, your blood will be upon your own head; you need not come to me for sympathy if it feels sticky.

Stewart's new book is the tale of a twelve-day storm and of its impact upon human joys, sorrows and destinies. The publishers call *Storm* a novel. The classification is correct if the essentials of a novel are a sustained story adhering to the conditions of real experience, the discerning analysis of human character and its skilful revelation in reactions to changing circumstance. *Storm* has all that plus love and hate and hope and despair. However, I would class it as a prose epic. Its gods are the sun and the planets, its demigods "polar fronts" and other atmospheric currents and eddies

whose vastness makes the continent seem small. Its heroes are, in general, obscure and poorly paid workers—meteorologists and draftsmen and navigators by sea and air and railway men and electricians and section bosses and highway gangs and farmers. The story strikingly portrays the interdependence of social groups that may be quite unconscious of each others' existence, and the dependence of them all upon circumstances apparently trivial and perhaps very recent or perhaps indefinitely remote in geologic time. You will find the book provoking new reflection upon the meaning of such words as cause and effect, important and unimportant, beneficent and injurious, blind activity and purposive activity.

If you have no special scientific interest in storms this book will nevertheless prove rewarding. If (like the reviewer) you happen to be a geographer you will find this volume a god-send as a vivifying source of suggestions capable of classroom use.

By the way, *Storm* is one of the Random House books. —N. F. B.

### ADVENTURES IN SCIENCE

**C**OME Out of Doors, by Ruth Houston; Adventures in Science Series, Book I; illustrations by G. M. Murray; School Aids Publishing Company, Regina, Toronto; 1941; pp. 100; \$35.

*Come Out of Doors* is a particularly fine science book for use in the primary grades. The title and context are not only a challenge but an inspiration to each teacher to practise methods in keeping with the modern philosophy of education.

The story tells about the daily adventures of Bobby and Betty at school. There are many pages of "things to do", and several verses.

The book itself is divided into three sections—fall, winter, and spring. Each section is attractively illustrated with suitable pictures for the seasons. In the fall division, illustrations and printing are in brown; winter is in blue, and spring is in green. This is most appealing to the small child.

*Come Out of Doors* would be very helpful to the child studying alone, or as a supplementary book for the classroom.—L. M. and L. L.

## Correspondence

### COMOX DISTRICT TEACHERS' ASSOCIATION

Editor, *The B. C. Teacher*:

Our local association held a meeting on Tuesday, February 10. The enclosed resolution was unanimously passed and it is our wish to have it published in the next magazine.

We trust you will have this done so that our fellow teachers may read it.

AUDREY DE COEUR,  
Secretary-Treasurer.

Whereas the Government has refused to increase the grants for teachers, or to increase the minimum for elementary schools; and

Whereas, there are many educational costs which, although of great value, are definitely secondary in importance to the economic status of the under-paid teacher; be it

Resolved, that we recommend to the British Columbia Teachers' Federation Executive and the British Columbia Teachers' Federation Salary Committee:

- (1) That the requests as recently made to the Government be repeated until some action be obtained, and
- (2) The educational costs such as those mentioned below be curtailed in order to provide the necessary funds for the establishment of the suggested scale.

The following educational costs might be eliminated for the duration of the war to provide the funds:

1. Summer schools.
2. Matric marking.
3. Normal School instructors.
4. Chief Inspector.
5. Radio broadcasts.
6. Text Book changes.
7. Supervising principals of small schools.
8. The drama department of schools (Department of Education).

Unanimously endorsed by Comox District Teachers' Association.

### TO HIM THAT KNOCKETH

Editor, *The B. C. Teacher*:

I sometimes do a little criticizing myself, but I think it can be overdone. For instance, the complaints about the General Science examination in your January number, though perfectly true, seem to me unnecessary. The examination was not perfect—what is? But compared with the Literature examina-

tion, it was a marvel. There seems to be a real danger of criticizing so many things that the pretty good ones form a smokescreen behind which the terrible ones escape. For this reason I suppress my own criticisms, which are, I think, more valid.

I have myself written about Literature an article so scurrilous that you would not print it. But I do not complain, as Mr. Wilson did; I will find another time and place for combing a certain professor's hair with a brick.

Yours in pursuit of knowledge and entertainment,

DONALD COCHRANE.

### PROPOSED RADIO COURSE

Editor, *The B. C. Teacher*:

I have very recently been communicating with Dr. Shrum about a radio physics course. Very briefly the result of this correspondence is that he would be willing to offer such a course through the University Department of Extension as a non-credit course, but would like some idea as to how many teachers would be interested. Mr. J. T. Young is president of the B. C. Teachers' Science Section or Association and in talking with him over the phone on Saturday, Feb. 21, he suggested an announcement in *The B. C. Teacher*, and then placing the matter before the science teachers and any other interested teachers at the Easter Convention. The announcement would be a paragraph saying that:

(1) A non-credit radio physics course is possible if a sufficiently large number of teachers are interested.

(2) The course could be designed to suit the needs of those proposing to take it, and might vary from two to three days, to six weeks, depending upon the time the teachers wished to devote.

(3) The matter will be discussed at the science section of the Eastern convention and a resolution presented if necessary.

(4) Interested teachers with no intentions of attending the Eastern convention should communicate with:

Miss G. Mockridge,  
Semiahoo Junior-Senior High School,  
White Rock, B. C.

Any such communication should state duration and kind of course that the teacher would like to have arranged. In fact, any suggestions would be welcome.

(5) If a sufficiently strong resolution was passed at the Eastern convention it might be worthwhile writing to Dr. Cameron, Director of the Summer School, asking if credits could be granted for the course.

(6) Fees for the course would depend upon the enrollment.

I am enclosing copies of two letters. (1) One from Dr. Shrum, and (2) One to Mr. Young from myself.

Since the above points involve Dr. Shrum, Dr. Cameron and Mr. Young, would it be advisable for someone to phone these gentlemen for further suggestions and approval of the final magazine paragraph?

It might also be advisable to get in touch with the science man of the magazine committee. Who is it?

Do you think we should draw the attention of the teachers to the very valuable work of the University Extension Department and that fees are based on cost, and do not include anything for profit? Just for your information alone, I would like to draw your attention to the fact that the Science Section of the Fraser Valley Teachers' Convention was able to secure the services of Dr. Volkoff free of charge at their sectional meeting. He gave us a very helpful address with demonstrations on radio.

Yours very sincerely,

GERALDINE I. MOCKRIDGE.

(In view of the shortness of the time still left for action along the lines suggested by Miss Mockridge, it seems best to publish her letter as it stands, leaving those interested to reveal that interest as promptly as may be.—Editor.)

#### VOCABULARY AND IDIOM LIST

Vancouver, B. C., Feb. 10th, 1942.

Editor, *The B. C. Teacher*:

We should like to make a few statements about "Vocabulary and Idiom List for Mastery" mentioned by Mr. Kirk in his article entitled "The Problem of Vocabulary in Our French Course" which appeared in the January issue of *The B. C. Teacher*.

Mr. Kirk points out that the "words and idioms have definitely been selected for their high frequency and wide range," then goes on to state that "unfortunately the list contains a good deal of vocabu-

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### WAR PLAYS

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A fantasy in one act, with Prime Minister Churchill as the principal character. One of the best of the new one-act plays. Set: The Mermaid Tavern, London. 8m (extras) 1f. Books, 40c (Royalty, \$10.00).

#### Blackout

A mystery-comedy which involves two young Americans in England at the beginning of the War and their adventures with foreign agents, burglaries, and the British Constabulary during a war-time blackout. 8m, 5f. Books, 40c (Royalty, \$5.00).

#### Eternal Life

A drama suitable for Lent. The reactions of six persons trapped in an air raid shelter and the manner in which one of their number prevents their giving way to fear and helps restore their spiritual dignity. 3m, 3f. Books, 40c (Royalty, \$5.00).

#### The Man Who Ignored the War

A comedy by Harold Brighouse. 3m, 3f. Books, 40c (Royalty, \$5.00).

#### The Keeper of the Keys

A drama which takes place at the Gate of Heaven when victims of the war begin to arrive. 5m, 4f. 40c (Royalty, \$5.00).

#### The Funk Hole

A farce depicting the troubles of an Englishman who preferred the dangers of bombed London to the invasion of his country home by slum urehins. Books, 30c (Royalty, \$3.75).

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### SAMUEL FRENCH

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lary that is not required for mastery by the Programme of Studies." He mentions some 1930 items in all. Mr. Kirk's figures are too high and probably do not take note of the repetitions, but his statement about the amount of vocabulary is true in one sense. The Programme of Studies requires "that pupils should, at the end of the course in French, know the vocabulary of the Basic French Vocabulary—1,500 words of the highest frequency to form an active vocabulary, the remainder to be known for recognition." There are about 1800 words of highest frequency in the Basic French Vocabulary and these words and idioms are essentially those used in our list. We knew there were too many and we particularly deplored the inclusion of some of the harder and rarer idioms, but the Programme of Studies had not specified which 1500 expressions, taken from the 1800 highest frequency words, should be chosen and examined, and we did not feel that we had the authority to make the selection. We agree with Mr. Kirk that

it would be very desirable to have the list revised and reduced and that a work-book would be of inestimable value in practising the words and idioms.

We should also like to state that our original intention in preparing the Vocabulary and Idiom List for Mastery was that we felt the need of such a list in our review work at the conclusion of the third year. We had all taught the vocabulary in its context in the intensive readers, but at the end of the course it seemed desirable that the students should have a printed list of the vocabulary and idioms required, to replace loose mimeographed sheets, note book lists and underlinings in text books.

Yours very truly,

"Some of the teachers who made the List."

SADIE M. BOYLES,  
JEAN F. C. HOPKINS,  
ELSIE K. DAVIES,  
JEAN W. SKELTON,  
GERTRUDE A. LANGRIDGE,  
BERNICE E. BARTON,  
E. I. McLARTY.

#### FOR YOUNG ARTISTS

Toronto, Feb. 20th, 1942.

Editor, *The B. C. Teacher*:

This year the Canadian National Exhibition will sponsor a Mural Art Painting Competition for all artists and art students in Canada under 20 years of age. Here is the story:

- (1) Sketches of the mural are to be submitted by July 15, 1942.
- (2) There is only one prize, the amount \$300.
- (3) The winning artist shall paint the mural on the wall of the International Building during the period of Exhibition—August 28th-September 12th.
- (4) The Canadian National Exhibition will provide material and assistants for this work; in case the winner is a non-resident of Toronto, the Exhibition will also pay transportation expenses to Toronto, but not living expenses.

With these conditions in mind, could you please send me a list of names to whom the competition folder might be sent? I should greatly appreciate an early reply to this letter.

Yours sincerely,

CANADIAN NATIONAL EXHIBITION ASSOCIATION,

KATE AITKEN,  
Director of Women's Activities.  
(Mrs. H. M. Aitken)

#### EDITORIAL POLICY APPROVED

Vancouver, Feb. 21, 1942.

Dr. Norman F. Black,  
4390 Locarno Crescent,  
Vancouver, B. C.

Dear Dr. Black:

Your letter of resignation as Editor of *The B. C. Teacher* was considered and dealt with at a recent meeting of the Consultative Committee, and it was decided that the resignation be not accepted, and that the policy outlined in the editorial on the subject of *The B. C. Teacher* Editorial Policy in the January, 1942, issue be endorsed.

May I take this opportunity of assuring you, Dr. Black, how very much your work as Editor is appreciated.

Yours sincerely,

W. R. McDougall,  
President.

West Summerland, B. C.,  
February 10th, 1942.

Editor, *The B. C. Teacher*:

At the February meeting of the South Okanagan Teachers' Association a motion was passed unanimously expressing that group's appreciation of your ceaseless and signally successful efforts to maintain the high standards of *The B. C. Teacher*. It was felt that the leadership you have given and are giving in your editorials was particularly noteworthy and commendable.

It was suggested that probably the best way of showing appreciation would be to submit contributions to the magazine, and it is to be hoped that suggestion may bear fruit.

Yours sincerely,

KATHLEEN M. BERRY,  
(Secretary S.O.T.A.)

#### DR. SCHUYLER'S ARTICLES

Victoria, February 24, 1942.

Editor, *The B. C. Teacher*:

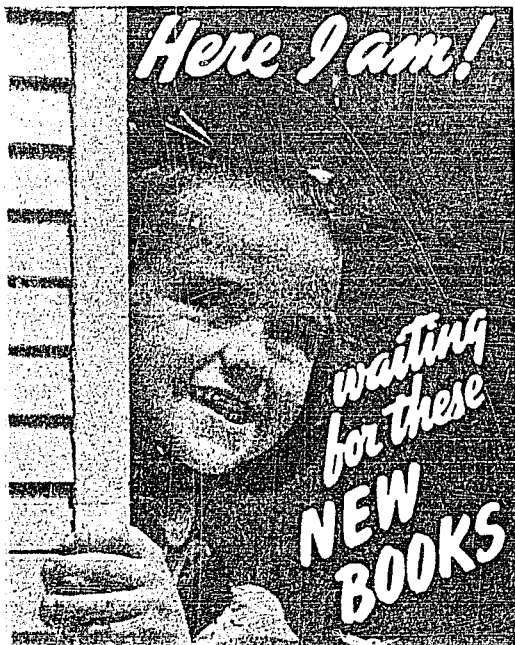
I am particularly pleased to see that you are reproducing Dr. Schuyler's article in full, and I shall be rather interested to see if it elicits any discussion in your correspondence columns.

With every good wish, I remain,

Yours sincerely,

WILLARD E. IRELAND,  
Provincial Archivist.

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## NEWS, PERSONAL AND MISCELLANEOUS

## PICTURES ON LOAN

THE Open Shelf Division of the Public Library Commission has recently issued a 17-page mimeographed catalogue of pictures available for loan. These reproductions are in color, with the exception of Canadian pictures in black and white. The average size is approximately 10 inches by 13 inches. The pictures are lent to teachers and others who have not access to a good municipal or union library and six may be borrowed at a time for a period of six weeks. Borrowers pay the return postage but otherwise the service is free. The pictures are intended for teaching art appreciation rather than for classroom decoration, but the commission has an entirely separate collection of pictures for the latter purpose, a selection of fifty of which may be borrowed by any one-roomed rural school for the period of the school year.

25, 60c); *Robin Hood* (No. 26, 50c); *Brazil: A Land of Opportunity* (No. 27, 50c); *Pets* (a first grade unit—No. 9, 15c); and *Interdependence of Plant and Animal Life* (a high school science unit—No. 12, 30c).

Each unit contains an overview, suggested approaches, research activities, pupil and teacher references, evaluation techniques, correlations, and other teaching aids. They may be secured from the University Co-operative Store, Eugene, Oregon.

These pamphlets may be obtained through the University Co-operative Store, Eugene, Oregon. A complete annotated list of Curriculum Bulletins now available may be secured free from the same source. The subscription price is \$5.00 per year.

SERIES OF CURRICULUM UNITS  
ANNOUNCED

THE University of Oregon Curriculum Laboratory has published a series of Curriculum units for use in elementary and secondary schools. Some bulletins in this series are: *The Adventures of Puck* (Midsummer Night's Dream No.

## A TEACHERS' CREDIT UNION

On February 6 the first general meeting of the recently organized Vancouver School Teachers' Credit Union was held on February 24th. R. P. Steeves was elected president and V. A. Wiedrick secretary-treasurer. They will be assisted by a Board of Directors and by Supervisory, Credit and Educational Committees.

*The forms were opened to permit inclusion of this report.*

## Report of Constitution and By-laws Committee

THE following amendments to the British Columbia Teachers' Federation Constitution are submitted for consideration of the 1942 Annual General Meeting:

1. That Section 11 be amended by deleting the words "a Vice-President" and substituting therefor the words "two Vice-Presidents (one of whom shall be a woman)".
2. That Section 14 (2) be amended by deleting the words "new" and "from amongst their number".
3. See Sick Benefit Committee Report for notice of motion regarding amendments to the Constitution affecting Sick Benefit Fund regulations.

G. W. Stubbs (Chairman)  
B. C. Gillie  
Walter Ferguson.



## News, Personal and Miscellaneous

### MRS. W. G. MORRISON

SINCE the publication of our February number, announcement has been made that between December 10 and December 14 the S.S. Denair was sunk by the enemy somewhere off the coast of New Guinea and that among those reported lost was Mrs. W. G. Morrison, nee Edith Cunliffe.

As Miss Cunliffe, Mrs. Morrison was for seven years a valued teacher in the Lister-Kelvin Schools, New Westminster, and for the three years preceding her marriage she was the senior teacher in the elementary department. Her former principal and other colleagues appreciatively remember her keen interest in her profession, her trustworthiness in all relationships, and her activity in Red Cross and Girl Guide Work.

Since her marriage, Mrs. Morrison has resided in Australia. Drawn home by the serious illness of her mother and, one may guess, by the thought that for the latter the best of all medicines would be the sight of a baby grandson, Mrs. Morrison sailed from Sydney early in November, bringing with her her twenty-two months' old son. The tragedy is therefore augmented by the death of Mr. and Mrs. Morrison's only child.

Mrs. Morrison's parents, Mr. and Mrs. J. Cunliffe, still reside at New Westminster, where Mr. Morrison has very recently arrived.

To them and others of those so bitterly bereaved, *The B. C. Teacher* offers the respectful condolences of the teachers of this province.

### DIRECTED READING

PRESIDENT Klinck announces that at the meeting of the Board of Governors, February 23, directed reading courses in History 4 (Mediaeval Europe, 500-1300) and English 16 (Romantic Poetry, 1780-1830) were authorized.

### R.C.A.F. NEWS

MR. Frank Hardwick, on leave from his teaching duties at King Edward High School, Vancouver, for duties with the Y.M.C.A. War Services, recently returned to the coast. His work will carry him to various military and air stations. In between his war services activities he will find time to look after certain *B. C. Teacher* duties.

### OUR C. T. F. FUND

OFFICE records showed, on February 26, total receipts of \$4,685.50 from British Columbia teachers contributing to the special fund in aid of children in devastated areas and of refugee teachers. To this may be added \$3.93 from interest and exchange, making a total of \$4,689.43. From this we have paid \$200 into the Lord Mayor's Fund and \$4,200, through the C. T. F., for disbursement by the National Union of Teachers. There is still to the credit of the fund \$489.43, resting in the bank, waiting for your dollars, if these have not yet been turned in.

### NEWS OF MARGARET MUIRHEAD

VANCOUVER teacher doing a fine job in war time in England is Miss Margaret Muirhead, who left Kitsilano High School in June, 1939, to go as an exchange teacher to Nottingham and remained in the Old Country for war service.

In a recent letter Miss Muirhead speaks of the happiness and interest which the regular arrival of *The B. C. Teacher* brings to her.

A new and interesting experience for her has been a recent speaking tour through villages and towns of the Midlands in a Ministry of Information public address van. This tour was for the purpose of appealing to women, particularly to married women, to work in war factories on a part time basis. Miss Muirhead said that she found a ready response to the plea that the need was urgent, the work vital and the date of victory something to be settled in those very same factories.

Incidentally she blessed the experience in public speaking gained at high school and university here in British Columbia.

Miss Muirhead is employed as supervisor of women's welfare work in a large munitions works. Now that she has got things going there to the liking of all concerned, she has been summoned by the authorities to go to another large factory and organize the work there along the lines that have proved so successful where she has been working. It is evident that the powers that be, over yonder, have discovered in Miss Muirhead the initiative, clear thinking, keen sympathies and tireless energy for which her friends here at home know her well.





### PROJECTS THROUGH CRAFTS

By W. L. Stricker. A wealth of models and projects for children in Grades I and II. Divisions are: Paper cutting; Paper folding and cutting; Paper weaving; Plasticine work; Seasonal projects. The 23 full-page plates of diagrams and pictures make directions clear, so that children can use the book themselves. 50 cents.

### THE SINGING HOUR

Edited by Benson Collier, with piano accompaniments by Edmund Hardy. The latest book in the Ryerson Music Series, this contains over eighty songs for Grades I and II with simple piano accompaniments. There are suitable songs for the different seasons. \$1.25.

### OUR STORY OF TRAVEL AND TRANSPORT

By Joseph M. Scott. The story of the evolution of ways of travelling and transporting goods, written for Grades VI and VII. The book deals chiefly with Canada, from the time of the Viking ships to the swift airliners of today. \$1.25.

### SPEAKING AND WRITING

Edited by T. O. W. Fowler. This new book on correct expression, both spoken and written, is specially valuable because of the practical application of the different forms of speaking and writing to everyday use. Grades XI and XII. \$1.10.

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### "OUR WARTIME HEALTH"

IN a series of CBC talks on "Our Wartime Health," authorities will discuss the need of establishing and continuing adequate public health services throughout Canada to maintain our wartime efficiency and morale.

This series will be heard over the national network on Tuesday afternoons, March 17th to April 28th inclusive, at 1:03 p.m. P.D.S.T.

Speakers will emphasize the value of health services to the community and the home as well as the individual worker in industry and on the farm.

Subjects discussed will be as follows:

#### MARCH 17th

"Health Services in the Community." Dr. James J. McCann, President, Canadian Public Health Association.

#### MARCH 24th

"Health and Industry." Dr. J. Grant Cunningham, Director, Division of Industrial Hygiene, Ontario Department of Health.

#### MARCH 31st

"Health Services for the Worker."—Dr. J. Grant Cunningham, Director, Division of Industrial Hygiene, Ontario Department of Health.

#### APRIL 7th

"Nutrition and the Worker." L. B. Pett, Director, Nutritional Services, Department of Pensions and National Health, Ottawa.

#### APRIL 14th

"Health and Pasteurization." Dr. A. E. Berry, Director, Division of Sanitary Engineering, Ontario Department of Health.

#### APRIL 21st

"Health and Water Supply." T. J. Lafreniere, Provincial Sanitary Engineer, Quebec Ministry of Health.

#### APRIL 28th

"Social Hygiene." Dr. G. F. Amyot, B. C. Provincial Health Officer.

The aim of the series is to present a clear picture of the place of Public Health services in national, provincial and community living, and as such should be of special interest not only to the general listener, but to teachers, high school students and women's clubs supporting health programmes.

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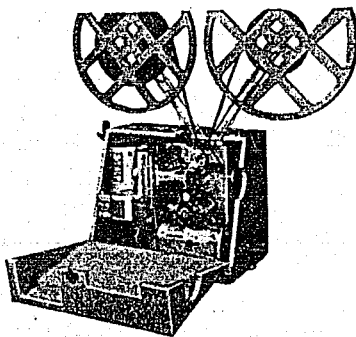
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ANSWER: Simple classroom drills demonstrate the technique of gum massage. The index finger is placed on the outside of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. The teacher explains how massage quickens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

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

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



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