

OFFICIAL ORGAN OF THE BRITISH
COLUMBIA TEACHERS' FEDERATION

THE

VOLUME XXIV.

NUMBER 2

THE TEACHER

NOVEMBER, 1944

TEACHERS AS NATION BUILDERS

★
"The heart of the school is the teacher. Teachers should be selected and well trained and recognized as nation builders. The nation that trains the teachers of the world will largely determine the destiny of the world. The training schools of Canada should train Canadian teachers and not provincial teachers."

M. C. CAMPBELL, *Secretary-Treasurer,*
Canadian School Trustees' Association.

VANCOUVER, BRITISH COLUMBIA

A Good Book is the Ideal Christmas Gift

If it is a truly great book it becomes a household treasure. Our friends turn to it again and again throughout the years.

JUST OFF THE PRESS

"Only The Stars Know"

By Flight Lieutenant D. A. McMillan, R.C.A.F., is a truly great book. We believe that it is one of the few books of this war period that will live. And with it will live the stories of Madigan, Tex, Pop, Jumbo and those other youthful heroes of the Royal Canadian Bomber Command in England whose exploits are already crystalizing into legends of the airways.

The author, formerly of Regina and now on duty in Cairo, knew these men and loved them. Out of his intimacy with their daily lives—out of the strange mingling of pathos and humour that marks life on a bomber station—came the inspiration to pass on these imperishable tales in simple, glowing prose that leaves the reader almost breathless with admiration.

★

THE ROYALTIES FROM SALES OF THIS BOOK WILL BE DONATED TO THE ROYAL CANADIAN AIR FORCE BENEVOLENT FUND AT THE REQUEST OF THE AUTHOR.

★

The book is beautifully produced as a fitting tribute to its worth.

AT ALL BOOK STORES — \$2.00

J. M. DENT & SONS (Canada) LTD.

224 Bloor Street West
Toronto

Publishers

1300 Robson Street
Vancouver

THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

Published in the first week of every month except June, July, August and September.

EDITORIAL OFFICE: 1300 ROBSON STREET, VANCOUVER, B. C.

Correspondence relative to subscriptions and to change of address should be addressed to Miss Clayton, 1300 Robson Street, Vancouver.
Phone: MARINE 3523.

Annual Subscription: \$1.50; Federation Members, \$1.00.
Printed by Wrigley Printing Company Ltd.

EDITORIAL BOARD

C. D. OVANS, Editor and Business Manager, 1300 Robson Street.

WILLIAM SKINNER, 3836 West Twenty-ninth Avenue, Vancouver. E. F. MILLER (Question Box), 130 West Twenty-second St., North Vancouver

ARTHUR BUCK (Magazine Table), 3780 Eton Street, Vancouver. HARRY BOLTWOOD (Lesson-Aids), 3486 West Second Avenue, Vancouver.

P. J. KITLEY (Book Reviews), 4177 West Fourteenth Avenue, Vancouver. F. J. McRAE, 3191 West Thirty-five Avenue, Vancouver.

VOL. XXIV., No. 2.

NOVEMBER, 1944.

VANCOUVER, B. C.

TABLE OF CONTENTS

	Page
EDITORIAL	51
A TRIBUTE	Paidagogus 53
CITIZENSHIP—RIGHT SIDE UP	D. S. Hamilton 55
WHAT CAN WE DO FOR OUR STUDENTS	Esther G. Harrop 57
B. C. T. F. AND KINDRED ASSOCIATIONS:	
Freezing Order To Be Lifted?	59
The Canada and Newfoundland Education Association	59
B. C. T. F. Statements of Account	60
B. C. T. F. Finance	62
B. C. T. F. Constitution	64
Fall Executive Meeting	68
Army Training Centre Becomes Vocational School	69
Canada-U. S. A. Committee on Education	70
Unemployment Insurance Deductions	71
School Broadcasts	71
Proposed Redistribution of Geographical Districts	72
LESSON-AIDS COMMITTEE	74
IMPORTANT NOTICE RE PENSIONS ACCOUNTS	81
BETWEEN THE BOOK-ENDS	82
CORRESPONDENCE	85
NEWS, PERSONAL AND MISCELLANEOUS	87



THE B. C. TEACHER

VOL. XXVI., No. 2.

NOVEMBER, 1944.

VANCOUVER, B. C.

EDITORIAL

AUTOMATIC MEMBERSHIP

BRITISH Columbia has always taken great pride in the fact that it has been in the forefront of educational progress and it is a truism that many of the advances that have been made in education in Canada have originated in this most western province.

In regard to one clearly marked and promising trend, however, British Columbia seems to be lagging behind. We refer to the matter of compulsory membership in the provincial association of teachers.

At the present time automatic membership is in effect in the provinces of Alberta, Saskatchewan, Manitoba, New Brunswick, Prince Edward Island and Ontario.

Of the remaining provinces, the Protestant teachers of Quebec have already applied for an amendment to the charter of their professional organization to provide for compulsory membership and the teachers of British Columbia have instructed the Executive of the B. C. T. F. to take steps toward the implementation of this reform.

The arguments that have been advanced in favour of compulsory membership have been many and varied: (It would relieve the professional organization from the necessity of regular membership drives and the time, money and energy thus saved could be used to very great advantage in advancing the cause of education; professional spirit and morale would be greatly enhanced resulting in more interest in professional activities; disciplinary powers that would go with the measure would enable the organization to insist on a very high standard of ethical behaviour on the part of teachers; teachers would be placed on the same professional basis as doctors or lawyers—etc., etc.) but the one that will carry the most weight is that contained in the latest release of the Canada and Newfoundland Education Association, a pamphlet entitled, "Trends in Education".

In the pamphlet, under the general heading, "Professional Status for Teachers" appears the following statement: "There is virtually unanimous agreement among educators that the improvement of education depends largely on the selection of teachers, that there can be no real opportunity for selection unless men and women of high calibre are prepared to offer their services; and that, barring a major depression, few men of ability and quality will volunteer for a profession which is poorly paid and low in social prestige. Finally, at least a majority of educators believe that a powerful organization of teachers is the one best means of raising the professional status of the teacher to the necessary high level. Departments of Education in at least two provinces—Manitoba and Saskatchewan—have found that automatic membership has greatly increased the influence of teachers, not simply with direct reference to salaries but towards the betterment of education generally and toward increasing the respect accorded to the professional educator."

This argument will carry the most weight because it comes not from teachers' association (teachers, it might be claimed, have a selfish aim in

advancing the proposal of automatic membership) but from the administrators of education in this Dominion, for the C. N. E. A. is composed largely of officials of the various provincial departments of education. Furthermore, the argument is a strong one because it is based not on opinion but on actual experience which has proved that in the provinces where compulsory membership has been in effect for some time there has been a decided benefit to education generally.

The past record of the B. C. T. F. shows clearly that at all times it has been concerned with the establishment in British Columbia of the very finest educational system that the human mind can devise. "Equality of Educational Opportunity", is its aim. Should automatic membership be effected in this province, the added strength that the Federation will derive from it will be put to good use in the furtherance of this goal.

WARNING RE SALARY INDEMNITY CLAIMS

All claims for benefits must be submitted for consideration within 30 days from the date the member resumes teaching or within four months from the date of the commencement of the absence, whichever is the earlier. (A plea of ignorance of this regulation cannot be accepted as an excuse).

TWO NEW AND VITAL BOOKS FOR THE GUIDANCE COURSE

FIRST COURSE IN PSYCHOLOGY

By Woodworth and Sheehan

\$2.25

In the form of mental hygiene or guidance or personality study, psychology has already proved of value at the secondary school level. This new book meets the need for a textbook written especially for high school pupils, in terms of their own experience and in language they can understand. Special features are the fine chapter summaries and exercises, and the extensive section on efficient methods of study and reading. "Both in content and in style it is admirably suited for students at the secondary school level" says a prominent psychologist.

ATTAINING MATURITY

By Luella Cole

\$2.50

Dr. Cole, the well-known psychologist and educator, has written a guidebook to life in the modern world that will interest every thinking person and especially those — parents, teachers, leaders — who want to train young people to live at their best with themselves, their friends and their society. It is a simple and recognizable explanation, with many illustrative examples, of why so many people fail to grow up, intellectually, emotionally, socially, and morally. An entire chapter is devoted to mature attitudes in time of war.

CLARKE, IRWIN & COMPANY LIMITED
480 UNIVERSITY AVENUE TORONTO 2

Ramblings of Paidagogos

A TRIBUTE

EVERY man has in him, so we are told, something of the unique, though in most cases this touch of uniqueness turns out to be commonplace enough. Only in a few men is individuality of a character sufficiently marked and significant to set them sharply apart from their fellows. Among these few was Harry Charlesworth.

I do not write as one of his intimates, but as one who knew and sincerely respected him for nearly thirty years. My relations with him were professional and a little detached: although we often met, we rarely exchanged more than the courtesies that betoken mutual good-feeling. It is because of this—because of the clearer judgment that goes with detachment—I now venture to write.

Years will pass before the true extent of their loss will be realized by the members of the British Columbia Teachers' Federation. The majority, I suspect, will not fully realize it even then: His work was so thoroughly, so completely, so far-sightedly done, it will endure through a thousand vicissitudes. If ever a man identified himself with an institution and fashioned it out of his own heart and brain, that man was Harry Charlesworth. The Federation—and this without a trace of disrespect for the many who have helped him—is the visible expression of his faith and his intelligence. Every British Columbian teacher, and indeed every Canadian teacher, is permanently his debtor. I will go so far as to say that no man has more indelibly placed his mark on the profession of teaching in this province, and no man has been more uniformly wise in his leadership.

It is idle to say of any man that he was perfect. Imperfections we all have. It is idle also to set forth a man's qualities in the hope of lighting somehow on the essence of his nature. There is that which always eludes our logic and retreats from us as we advance. In appraising men, we must rely more on impressions than on any methodical analysis. Even at best, we shall fall short of the truth.

My main impression of Harry Charlesworth is of his cool-minded and accurate grasp of essentials. Having acquainted himself with all the details—among which the human were given full weight—he proceeded to their explanatory principles. These principles were then his guide to action. It was his constant endeavor to carry his associates through the same process to the same end, and in so doing he was amazingly successful. Since he was quite dispassionate himself, he was able to communicate his objectivity to others.

It will readily be understood that such a mind as this was at its best in committee. His complete mastery of facts, his clear insight into their meaning and application, his quiet and imperturbable courtesy—these things brought him leadership whether he sought it or not. The calibre and temper of his mind were such that his personality pervaded any working group of which he was a member.

On the platform his success was very great, but not so outstanding as in council. Seized as he was with the profound value of the work in which he was engaged, he tended to overestimate both the interest and the analytical power of his audience. His calm and orderly presentation,

scorning oratory on the one hand and lightness on the other, demanded an effort of attention not commonly given to a speaker. As one who heard him on many occasions, I will say these two things: he always kept my mind at full stretch, and I always came away from him a wiser man.

There is something more to be said, however, in regard to his practical achievements. Let me be quite specific. There was a time in this province—not many years distant—when teachers were singularly unimpressive and helpless people. However their social contribution might be lauded, they themselves were both insecure and impecunious in point of fact. They were men and women under rigorous authority, and in consequence had little or no professional standing. The change—and it is great enough to be in the nature of a revolution—is largely due to the work of Harry Charlesworth.

Again, there was a time not many years distant when the Federation was regarded without enthusiasm both by the Education Department and the School Trustees. Its existence was a source of resentment to some minds and of dubiety to many others. Only a man with a genius for friendly and open-minded discussion could have removed these attitudes, and only a man with strangely persuasive insight could have replaced them with the attitudes that are held almost everywhere today. Amity, confidence and co-operation—these are his legacy to those for whom he labored so unwearyingly and well.

There is much that might be added. The practical achievements of Harry Charlesworth furnish material for the biography of a great Canadian. I hope with all my heart that such a biography will be written—and by a teacher. For that will be the most fitting tribute of all.

I return then, in closing, to the statement with which I began: Only in a few men is individuality of a character sufficiently marked and significant to set them sharply apart from their fellows. I have been asking myself wherein this distinguishing quality of Harry Charlesworth lay, and I have found an answer satisfying at least to myself.

His nature presented this paradox: he was a wholly unimpassioned man urged inexorably forward by his passion for order, justice and wisdom. Serene and endlessly patient in the social sense, he was nevertheless aflame in the intellectual sense. He was free of the emotional surge that betrays most men into occasional bursts of egoistic rivalry, but within his mind was an intense devotion to the vision he had conceived.

Perhaps it would be simpler to say that his strength lay in the rare combination of professional idealism with personal disinterestedness. Seeking no gain for himself, neither shallow praises nor petty triumphs, he pressed always on to the deeper and more permanent issues that mark the path of Canadian progress.

In his chosen field Harry Charlesworth was a statesman.

HAVE YOU BEEN LISTENING TO . . .

"ONE MAN'S THOUGHTS"

EACH SUNDAY NIGHT AT 9:45 — CJOR

G. FLORENCE & ASSOCIATES

"Accounting and Income Tax Service"

603 Holden Bldg.

VANCOUVER, B. C.

MArine 8629

Citizenship—Right Side Up

By LAC. D. S. HAMILTON, *Alliford Bay, B. C.*

IF one examines the pre-war system in Canada, he can hardly do anything else but conclude that it was "upside down".

For example:

- (1) 80 per cent of the people did not care particularly about any party. Yet everything depended upon the party system of government.
- (2) Very often almost 50 per cent of the people did not vote at an election; and, with many of those who did vote, voting was just a formality.
- (3) Public men made many promises, but very few were able to do anything about them later, when they had been elected by the people.

You may remember the two statements which follow, one by the present Prime Minister of Canada, the other by the President of the United States:

"Until the control of the issue of currency and credit is restored to government and recognized as its most conspicuous and sacred responsibility, all talk of the sovereignty of Parliament and of Democracy is idle and futile."

—*Rt. Hon. W. L. Mackenzie King.*

And:

"Nature still offers her bounty, and human efforts have multiplied it. Plenty is at our doorstep but a generous use of it languishes in the very sight of the supply. Primarily this is because the rulers of the exchange of mankind's goods have failed through their own incompetence. Practices of the unscrupulous money changes stand indicted in the court of public opinion, rejected by the hearts and minds of men. . . ."

—*President Roosevelt.*

Both statements show an inclination on the part of the speakers to make changes that needed to be made. Both men may have been perfectly sincere when they spoke as they did; but for some reason or other nothing effective was ever done.

- (4) In totalitarian states it does not matter whether or not the people have a will of their own. In fact, it may be argued, it is probably better if they do not. In a democratic country, however, it does matter profoundly—because, under

no other circumstances can a democratic government function.

It is most unfortunate that in our own country many of our people have reached the totalitarian phase of citizenship. That is, so great is their sense of futility regarding their own governments that they have become willing to give over the reins of power completely to "the state", and to depend on it for whatever kind of deal it chooses to give them.

* * * * *

In all too many cases, the results we have obtained have been the very opposite of those we have wanted. Surely, when what we have got for ourselves has been so far from what we have wanted, something must be drastically wrong with the way we have been doing things. That must mean government has been "upside down".

Let us try then to arrive at ideas or principles on democratic government which might help us get "right side up".

We know that if as teachers we have clear ideas on a certain topic, it isn't difficult to get across an understanding of that topic to the students. Sooner or later, depending upon their ability—and ours—they will perceive that what we are saying fits into a clear and reasonable picture and after that they will quickly absorb it. Ideas on democratic government are no exception to this rule.

It is up to us to discover what ideas or principles are fundamental to democratic government. Whatever they may be, they must guarantee communities of free people in a free land. They should also guarantee efficient administration in a government which is truly responsible to the people.

In the light of these considerations, the following points merit our earnest attention.

1. BASIS OF COMMUNITY LIFE.

Men first came together in groups, or formed communities, in order to get more easily certain results that they desired in common. They do the very same thing today.

For example, a group of fishermen live together in a little village. By doing so, rather than each living his own isolated life, they obtain certain advantages for

themselves. They are able to have a village store, a common wharf, a shoemaker, perhaps a doctor, a community hall, more social life, and more opportunity for the exchange of ideas.

In this world of ours communities, no matter how large or how small they may be, are based upon that same inherent belief—that by association the people concerned can more easily get the results they want in common.

2. NEED OF ORGANIZATION.

Before the wharf in the illustration above was built, the people of the village had to do some organizing. By common consent they had to decide that they wanted a village wharf. Then, probably, they gave the responsibility of getting it built to one person whom they thought specially qualified. The rest co-operated and put themselves under his direction wherever necessary.

The important point is that if any group of people wish to obtain a certain objective, they must organize to do so. Otherwise they will get nothing but confusion.

3. TWO FORMS OF ORGANIZATION.

There are two, and only two, forms of organization:

- (a) There is the democratic form, in which power to take and enforce decisions rests in the hands of the people of the community collectively.
- (b) There is the executive form of organization, in which power to take and enforce decisions rests in the hands of one person, or a small group of persons.

4. USE OF THE DEMOCRATIC FORM.

For government of a community in accordance with the will of the people (which is democracy), the natural form of organization to be used to state and enforce their will is the democratic form.

Theoretically, this is the form that we employ in the Dominion of Canada and its provinces. In the last analysis, sovereign power rests in the hands of the people. They have the constitutional right to choose the government's objectives and to control their representatives in parliament.

5. DISTINCTION BETWEEN POLICY AND ADMINISTRATION.

A clear distinction must always be made between policy and administration. Policy is a clear statement of the results desired and the order in which they are to be achieved.

Administration is concerned with the methods which are to be applied to get those results.

To the electors it is of great importance that they be careful to concern themselves only with policy.

6. USE OF THE EXECUTIVE FORM.

However, once policy has been decided, the way to get the job done is by the executive form of organization.

The people of a country are the only authority as to policy, or the results they want their government to obtain. But the best authority as to administration, or the procedure to be used to get a certain result, is an individual, or a group of individuals, with special training or experience.

If you want a bridge built, you get an engineer. If you want the soil made more fertile, you get an agriculturist. If you want more health clinics, you get a medical supervisor. If you want a ship to sail the ocean, you get a sea captain, and you make him master of that ship.

If these men do the job up to your specifications, that is fine; you will trust them again. If not—well, they know as well as you do that they can hardly expect to be trusted any longer.

The only way to get a job done efficiently is to find the man whom you believe knows how; give him the authority to go ahead according to his own judgment; and co-operate with him. If you are a successful teacher, a business man, or a contractor, you will probably realize all that.

7. RESPONSIBILITY AND SANCTIONS.

However, it must be clearly understood that if you hire an expert to get a job done, he has undertaken to complete it up to certain specifications. He is responsible to you for living up to his contract. To make sure that he does, for your own protection, you (or the community) who have hired him must be able to employ sanctions. That is, you must have power, if he does not perform his contract satisfactorily, of taking the job from him (he can expect nothing else) and of giving it to someone else.

* * * * *

Having discussed the principles which will be used by the people to get the results they want collectively, it might be useful to give an illustration of how they could organize to get them.

In a democracy there must be such organization as will enable the people to get the results they want. That means the electors themselves must organize.

How can they do so, say, within a federal constituency?

The electors might organize into small groups of, for instance, ten members each. Each of these groups would choose a chairman. Ten such small groups could combine to form an electoral "hundred". The "tens" chairmen would form the "hundred" council, and a chairman of the "hundred" would be elected.

The "hundred" chairmen would form the constituency council (or the district council if the constituency is subdivided into districts). There would ultimately be, representing the constituency, a constituency council and a chairman with his executive.

Through the latter (the chairman with his executive), the electors of the constituency would be in a position to ensure that their representative in parliament did his utmost to carry out the policies on which they had decided.

Such organization as the above could

only take place as a co-operative enterprise of the electors of the constituency, and every officer would be controlled from the bottom up.

As a result, citizenship would begin to function "right side up". Students would grasp readily the principles upon which democracy operates. Electors would realize the necessity of active citizenship. For those interested in the field of ideas, there would be plenty of chance to contribute their thinking; on co-operation, the meaning of freedom, self-expression, the use of leisure, democracy, citizen responsibility and kindred topics.

Our people would progressively lose their sense of futility regarding government. We would have growing in our land the seeds of peace.

For government in accordance with the will of the people is the only thing which ultimately will outlaw that ruthless thing called war.

What Can We Do for Our Students?

A Report on an Ontario Plan, by ESTHER G. HARROP, on exchange to York Memorial Collegiate, Toronto

THIS question has no reference to the assistance which we as teachers give our students through instruction in the classroom. While that is very necessary, there is something else which we must give, and it is equally necessary. I refer to the question of helping them toward a successful life. Moreover, it refers to the students in our Secondary Schools.

A successful life does not mean one that is successful only in occupation. It is one that is well adjusted in health, morals, social contacts, as well as in occupation. Students come to us who do not understand how to play or work with others; how to accept responsibility; how to make right decisions about matters relevant to careers. The matter of helping them to adjust themselves to a new form of school life rests solely on the teacher. If the teacher is wise he will know how to handle the situation well, but if he is one who himself does not realize the importance of his profession, then incalculable damage may be done.

The plan of Vocational Guidance is not new in British Columbia. Some years ago steps were taken to allocate certain individuals to the work. The Junior High Schools had members on their staffs des-

ignated as Counsellors, and some work was done in the Senior High Schools. At about the same time the idea of administration tests of measurement was adopted. So I feel in describing the following situation in Ontario, I am not introducing a new subject to the Pacific Coast. What I have to say, however, deals with a slightly different arrangement, and I think that it is very interesting.

Ontario as a whole did not do a great deal of work in Guidance. Individual teachers did personal work with their students. The first concerted municipal move was made in the city of London. Mr. H. R. Beattie was appointed as Director of Vocational Guidance by the Board of Education. There had already been a group called the Ontario Vocational Guidance Association which met periodically. The name of this Association has been recently changed to the Canadian Vocational Guidance Association, and there was a suggestion made at an informal meeting in December, 1943, that an attempt be made to tie this group up with the Canada-Newfoundland Educational Association. This was however discovered to be impractical at the present time.

The next municipal move was made in Hamilton in June, 1943, when the Hamilton Board of Education appointed a Director of Vocational Guidance. They changed the name of the department from Vocational Guidance to Career-Planning. Since that time work has opened up in other centres in this province, and also in four districts of Nova Scotia.

At the recent Easter meeting of the Ontario Educational Association a hint was given that the Department of Education was preparing to make a definite announcement in the near future regarding the work of Vocational Guidance.

To some of us the thought of Guidance has allied itself mainly to social problems. Students come up against situations which present difficulties that they have not previously encountered. But Guidance can have many aspects. In Hamilton there are 41 Teacher-Counselors on the city staff. As the name suggests these people do not spend all their time in Guidance, but they are given by their respective Principals certain definite hours—two afternoons a week possibly—when they may be found by students in the Counselling Room. In one or two of the Senior Secondary Schools there is a Placement Officer who is given free time to contact industry. This practice of having a Placement Officer is in vogue in all of the important Commercial Collegiates, Technical Schools or such departments in other Secondary Schools. These officers are constantly in touch with Industry's needs, and therefore when students are ready to graduate, they may contact their Placement Officer or they may go out to seek employment for themselves. Such a practice allows also for a good Follow-up Service on the part of the school.

The programme as used in Hamilton may be called a Six-Point Programme—(a) Student Information; (b) Interview; (c) Administration of Tests; (d) Vocational Instruction; (e) Placement; (f) Follow-up.

Students are given information blanks and are asked to fill them in. They may do this with the help of their parents, and at the same time booklets giving information on Career-Planning are sent to the parents. All these information blanks are collected, together with the results of any tests, and any other data concerning the student and they are placed in particular folders called Cumulative Record Folders. These folders are kept by the Teacher-Counselors.

The tests that are administered are of various kinds; intelligence, mechanical aptitude, clerical, interest, personality. It is not necessary to give all of these tests. Those most frequently used are the Dominion Intelligence Test, and the Kuder Preference Test.

The essential part of the programme is the interview. There is usually a preliminary interview with each student early in the term. This may be followed by others, either sought by the pupil himself or requested by members of the staff. The Teacher-Counselor does not make notes during the interview because this would probably not put the student at his ease. Later, on forms furnished, a report in duplicate is made and one copy remains with the Counselor while the other is sent to the Director of Career-Planning.

Each school has a collection of occupational books, possibly only a dozen at first, but with later additions, to assist students who are not yet certain what fields they wish to enter. There are also magazines and pamphlets among them, and these may be considered a part of the student's supplementary reading. The Director of Career-Planning has prepared some monographs, and others are to be prepared, on occupations with factual information based on Canada, because one of the difficulties in the past has been to secure occupational information which is applicable to Canadian conditions.

The Board of Education has organized from its members a Committee of Career-Planning which works with the Superintendent of Schools, Mr. Pirnie, and with the Director of Career-Planning. The Kiwanis Club of Hamilton strongly supports the programme and they have already sponsored a series of four broadcasts on the subject. The Committee from the Board of Education aims at the ideal of students reporting to the Director of Career-Planning or to Teacher-Counselors before they apply to the Selective Service Boards for employment; of the employers in industry reporting to the same liaison-officers on the work done by students; of suggestions from industry for the ways of improving students who are to enter the occupational fields. This ideal obviously is directed towards a solution of any post-war problems which may arise for our young people in industry, and it is good to see the co-operation which comes from all sides.

B. C. T. F. and Kindred Associations

News for this department of "The B. C. Teacher" should be sent to

MR. C. D. OVANS, Acting General Secretary,

1300 Robson Street, Vancouver, B. C.

FREEZING ORDER TO BE LIFTED?

ACCORDING to a report received from Dr. C. N. Crutchfield, Secretary-Treasurer of the Canadian Teachers' Federation, instructions have been issued to local National Selective Boards that in any case where it could be shown that lower salaries were resulting from the "freezing" order, a permit to leave the profession might be granted.

The Canadian Teachers' Federation had requested that this order be lifted, particularly for teachers earning less than \$1,000 per year.

Dr. Crutchfield further reports that there is every likelihood of the "freezing" order's being rescinded effective September 1st, 1945; and that an announcement to this effect may be made not later than the first of January.

THE CANADA AND NEWFOUNDLAND EDUCATION ASSOCIATION

A MAJOR even in the educational world during October was the Twenty-Second Convention of the Canada and Newfoundland Education Association. More than 235 members and visitors attended.

Among the numerous reports presented to the Convention, three should be given particular mention: the President's report on the year's activities, entitled "The C.N.E.A.—A Continuing Contribution to Education"; Dr. M. A. Cameron's report on a study of "Property Taxation and School Finance in Canada"; and the report of M. l'abbé Arthur Maheux on the work of a committee for the Study of Canadian History Text-books, which was set up by the C.N.E.A. in the interest of national unity. The reports of other committees and of five discussion groups also brought forward many significant proposals.

On Friday, October 13th, the Association released a fifty-eight page pamphlet, "Trends in Education, 1944". This pamphlet gives a survey of current educational developments in the nine prov-

inces of Canada and in Newfoundland, indicating what is considered to be the broad significance of certain tendencies and noting also particular applications in each geographical area. It is available for general distribution. Among mimeographed material distributed was a complete survey, thirty-odd pages in length, of developments in connection with the larger unit of administration in all provinces.

The President of the Association during the year 1943-44 was Dr. V. K. Greer, Superintendent of Elementary Education for Ontario. The new President is Dr. Fletcher Peacock, Director of Education for New Brunswick. The Secretary-Treasurer is Dr. C. E. Phillips of the Ontario College of Education.

LIBRARIANS AFFILIATE WITH LABOUR GROUP

THE B. C. Library Association, according to press reports, has decided to affiliate with the Trades and Labour Congress of Canada, thus following the lead given by the B.C.T.F. last January.

In announcing the decision of his association, Mr. C. K. Morison, provincial librarian, said: "We hope to improve our own economic status and working conditions, and gain the support of labour in all library objectives."

Miss B. M. Carruthers, librarian at Magee High School, Vancouver, is the president of the Library Association.

LEATHERCRAFT

SCHOOL SUPPLIES A SPECIALTY
TOOLING LEATHERS,
TOOLS, ETC.

Write for a price list
and particulars.

Also glove leathers, billfold
and bag leathers.

Bedford Fine Leathers

Phone MARine 4934

(Please note our new address)
325 Howe Street, Vancouver, B. C.

B. C. T. F. Statements of Account, June 30, 1944

Vancouver, B. C., September 12, 1944.

British Columbia Teachers' Federation, Vancouver, B. C.

We present herewith your annual Statements for the year ending June 30, 1944.

The Special Fund known as a Fund "In Aid of Children in the Devastated Areas and Refugee Teachers" is reported as follows:

Balance report—June 30, 1943	\$570.40
Plus—Interest earned	2.88

Balance in Bank—June 30, 1944	\$573.28
-------------------------------------	----------

Inasmuch as this amount is a Special Fund it has not been included in your Balance Sheet, and is being covered by this Report.

Your Investments may be detailed as follows:

Value	Name	Cost
\$1,000.00	Province of British Columbia	\$ 965.00
1,000.00	Winnipeg Water District	1,010.00
2,000.00	City of Vancouver	1,940.00
4,800.00	Dominion of Canada	4,800.00
<u>\$8,800.00</u>		<u>\$8,715.00</u>

The annexed Balance Sheet is, in our opinion, a full and fair Balance Sheet, and is properly drawn up to exhibit a true and correct view of the affairs of the Federation, according to the best of our information, the explanations given to us, and as shown by the Books.

All our requirements as Auditors have been complied with.

SEEDS MARTIN & Co., Chartered Accountants.

BALANCE SHEET AS AT JUNE 30, 1944**ASSETS****CURRENT:**

Cash on Hand and in Bank \$ 1,714.85

Accounts Receivable:

Magazine	\$187.30
Alumni Players' Club	317.20
Benevolent Fund Advances	543.00
Sundry	85.00
	<u>1,132.50</u>

\$ 2,847.35

INVESTMENTS—at Cost

8,715.00

DEPOSIT:

Post Office	\$ 20.00
Travelling Fund—General Secretary	100.00
	<u>120.00</u>

120.00

FIXED:

Office Furniture	\$ 3,863.93
Less—Depreciation Reserve	2,387.83
	<u>1,476.10</u>

1,476.10

DEFERRED:

Stationery	\$ 450.00
Insurance	16.67
	<u>466.67</u>

466.67

\$13,625.12**LIABILITIES****CURRENT:**

Accounts Payable \$ 20.10

RESERVES:

Salary Indemnity—Optional	\$ 2,076.88
—Basic	890.58
Benevolent—Fund Donations	673.37

Vancouver Secondary	75.00	
Office Pension	800.00	
		4,515.83
SURPLUS:		
Balance--June 30, 1943	\$11,554.82	
Less:		
Net Deficit for Year to June 30, 1944	2,465.63	
		9,089.19
		\$13,625.12

Subject to our Report of September 12, 1944.

SEEDS MARTIN & Co., Chartered Accountants.

REVENUE ACCOUNT FOR YEAR TO JUNE 30, 1944.

REVENUE:		
Fees	\$23,133.62	
Less--C.T.F. Fees	\$ 900.00	
--Salary Indemnity	4,500.00	
	5,400.00	
		\$17,733.62
Magazine--Subscriptions	\$ 3,009.65	
--Advertising	1,229.73	
		4,239.38
Interest		318.71
Convention		102.68
		\$22,394.39

EXPENSES:

Salaries:		
Secretary, Assistant and Office	\$10,502.28	
Pensions	696.10	
Unemployment Insurance	39.83	
		\$11,238.21
Travelling:		
General Secretary	\$ 233.95	
President	772.02	
Assistant General Secretary	194.33	
Executive	2,016.18	
Consultative	313.94	
District Council	714.28	
Fall Conventions	188.99	
Membership	5.65	
Provincial Salary	170.85	
Sundry	237.53	
		4,847.72
Departments and Committees:		
Secondary	\$ 100.00	
Principals	36.52	
Rural	125.00	
Constitution and By-Laws	1.30	
Membership	4.50	
Office Management	8.45	
Public Relations	1,224.99	
Sundry	249.48	
		1,750.24
Magazine:		
Printing	\$ 2,997.70	
Postage and Cartage	231.37	
Sundry	174.03	
		3,403.10
General:		
Rent	\$ 540.00	
Bond	10.00	
Audit	100.00	

Telephone, Telegraph	442.93	
Postage, Excise	330.34	
Printing	237.78	
Stationery, Supplies	882.95	
Subscriptions, Advertising	71.60	
Gratuities	15.00	
Legal	500.00	
Group Insurance	57.98	
Depreciation Reserve—Office Equipment	100.00	
Trades and Labour Congress	209.07	
Sundry	183.10	
	3,620.75	24,860.02
EXCESS OF EXPENDITURE OVER REVENUE		\$ 2,465.63

Re B. C. T. F. Finance

YOUR British Columbia Teachers' Federation Finance Committee urges you to take a keener interest in the financial picture of your Federation. Listed below are a few significant facts submitted in the hope that they may provide material for thought and comment by the membership:

1. For four years out of the past six the expenditures of the B. C. T. F. have exceeded the revenue, the total deficit over that period being about \$2700. Reserves must have decreased, therefore, to that extent.

2. The recent budget passed by the Executive for the year 1944-45 estimates a deficit of \$900. All responsible officials and committee members are requested to plan carefully so that every possible economy be assured.

3. According to the auditor's report of June 30, 1944, our reserve investments were \$8175. Is that a safe margin?

4. The B. C. T. F. is a rapidly growing organization with constantly expanding interests. If the present services are to be continued it would appear that the day is drawing nigh when fees must undergo an upward revision, and especially so if our reserves are to be built up systematically.

5. In some eastern provinces fees are on the average considerably lower. Salary schedules, however, frequently bear a direct relation. Up to a certain point one might infer that the bigger the revenue accruing to the Federation the greater the services rendered and consequently the better are teaching conditions.

6. Last year salaries accounted for an increase of over \$2000 above the

same item for the previous year. Extra office help and an assistant to the General Secretary were the two biggest factors in this respect. There are those who believe that the B. C. T. F. requires two permanent officials, possibly a General Secretary and an Assistant General Secretary. Others are of the opinion that the General Secretary and the President can adequately handle the work, at least temporarily. The second plan would mean a considerable economy. The present budget is built up on this basis with an honorarium for the President.

7. Our affiliations have increased total expenditures. \$800 (including fees and convention delegate's expenses) has been budgeted for labour affiliation and the proposal to increase C. T. F. fees will mean an additional expenditure of \$300 per year.

8. The Budget for Departments and Committees has also increased. Each Executive Meeting costs about \$500. District Council and Fall Conventions were up from \$750 to \$900. Consultative Meetings advanced another \$200. Perhaps if a steering committee could plan better the conduct of convention business, less would be left requiring completion by executive or consultative meetings! There has been a wide demand for increasing activity by the Public Relations Committee. Publicity campaigns including newspaper articles and advertisements are costly. From a cost in 1942 of \$325 the increasing activity has advanced the estimated cost to \$1000 for the coming year.

9. Is the present revenue of the B. C. T. F. being used most advantageously? It is desirable that our mem-

(Concluded on page 71)

Attention, B. C. T. F. Members!

A LAST URGENT APPEAL

Re THE OPTIONAL FUND

(Now suspended for lack of members)

190 Members have signed up — To reinstate the fund we need
110 additional Members.

ACT NOW — Complete and return the form below immediately, otherwise
you and your fellow teachers will lose this splendid low cost protection.

APPLICATION FORM FOR 1944-45

I agree to accept membership in the Optional Salary Indemnity Fund
for the year 1944-45, under the conditions outlined in the September issue of
"The B. C. Teacher".

I further agree to enrol and forward my fee as soon as I am notified by
the Committee that a sufficient number of applications has been received
to lift the present suspension.

Optional Salary Indemnity Fee, 1/400th of Gross Salary, \$.....

Name.....

Address..... phone Number.....

YOUR SALARY INDEMNITY FUND

WHAT IT IS

- (a) A low-cost, co-operative sickness and accident plan;
- (b) it provides protection at COST.

(All funds over and above benefit payments go into the reserve
fund and are the property of the members).

WHAT IT HAS DONE

Claims Paid, Basic and Optional, since inception.....\$18,443.05

WHAT IT CAN DO

Protect you against LOSS OF SALARY INCOME on account of SICK-
NESS or ACCIDENT for as little as 30c to 70c per month.

JOIN NOW!

Salary Indemnity Fund Regulations were published in the September "B. C.
Teacher" — A copy may be obtained on request.

British Columbia Teachers' Federation Constitution and By-laws

(Continued from the September-October issue)

SALARY INDEMNITY FUND

40. (1) The Federation may create and administer a fund to be known as "The Salary Indemnity Fund" for the purpose of assisting members, who for some reason, such as sickness or disability, are unable to continue teaching.

Salary Indemnity Fund Committee

(2) Such a fund shall be administered by a Committee of the Federation to be known as "The Salary Indemnity Fund Committee", consisting of three members to be appointed by the Executive Committee of the Federation.

(3) In making the first appointments to the Salary Indemnity Fund Committee, one member shall be appointed for three years, one member for two years, and one member for one year; thereafter one member shall be appointed annually for a period of three years.

Eligibility for Membership

(4) Any member of the Federation, in good standing, may become a member of the Salary Indemnity Fund, without medical examination, upon making application and upon paying fees therefor, subject to the following exemptions:

- (a) Any member who knows, or has been advised, that a surgical operation or absence from teaching duties is necessary, shall not be eligible to join the Salary Indemnity Fund.
- (b) Any member who is absent from teaching duties through illness or accident, at the time of making application for membership, shall not be eligible to join during such absence.
- (c) No person shall be admitted to membership in the Optional Salary Indemnity Fund who is over the age of 45 years, nor shall any member who has allowed his membership to lapse be permitted to rejoin and become entitled to benefits if he is over the age of 45 years. This will come into effect on October 15th, 1943.

Continuation of Membership

(5) Any member of the Federation who has joined the Salary Indemnity Fund shall be entitled to continue his membership therein until such time as he shall notify the Salary Indemnity Fund Committee of his withdrawal from such fund, or ceases to be a member of the Federation, or fails to pay his contribution to such fund in advance, as required hereafter.

Application for Membership

(6) Any member of the Federation who wishes to join such Salary Indemnity Fund shall make application therefor on the form prescribed by the Salary Indemnity Fund Committee, and shall pay in advance such contribution to the Salary Fund as prescribed by the Committee, which payment shall entitle him to membership in the Fund, for the duration of the current year ending on the 30th day of June, and shall be renewable from year to year without further application upon payment, between July 1st and October 15th, of such annual contribution.

Initiation Fee

(7) Any member of the Federation, who shall be eligible to become a member of the Salary Indemnity Fund and who fails to do so within one year, shall be required to pay when joining, in addition to the annual contribution, such sum as may be fixed annually by the Salary Indemnity Fund Committee, and approved by the Executive Committee.

Contributions and Benefits

(8) The annual contribution to be paid by each member of the fund and the benefits to be paid to any member of the fund entitled thereto shall be fixed annually at such sum as may be recommended by the Salary Indemnity Fund Committee and approved by the Executive Committee.

Administration

(9) The Salary Indemnity Fund Committee shall have power to administer the fund in accordance with the terms of these By-laws, and to make recommendations, from time to time, to the Executive Committee, respecting the annual contributions, and benefits, and other matters pertaining to the fund, and to submit for approval, to such Executive Committee, proposals for changes in the by-law relating to such fund.

Maximum Benefits

(10) A member shall be entitled to draw such benefits from the fund as shall have been approved and fixed pursuant to Clause (8) hereof and are in force at the time that his claim shall arise, provided, however, that no member shall be entitled to receive benefits for (a) more than sixty days in any one school year whether arising from one or more illnesses nor for (b) more than sixty teaching days for any one illness whether or not the period of such illness is completed within any one school year.

Waiting Period

(11) Any member of the Federation joining the Salary Indemnity Fund shall not become eligible to qualify for benefits from the said fund in the event of sickness or accident until after thirty days from the date that his application shall have been approved by the Salary Indemnity Fund Committee.

Payment of Benefits

(12) The first payment of benefits shall be made not later than the twentieth teaching day of absence for which benefits are payable, provided that all provisions respecting applications for benefits shall have been complied with, and, in the event of a protracted illness, shall be paid each twenty days thereafter, until the maximum benefits shall have been paid.

Claim Forms

(13) All claims for benefits shall be accompanied by a duly sworn medical certificate, and a statement containing such information as may be required by the Salary Indemnity Fund Committee on its printed application forms, signed by the principal of the school to which such applicant belongs, or other school board or Department of Education official.

Information

(14) The Salary Indemnity Fund Committee is empowered to secure from the Board of School Trustees, or the Department of Education, information in regard to accumulated sick pay, number of days absence of any member, and other details which the Committee may require in connection with the payment of benefits.

Medical Examination

(15) The Salary Indemnity 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 Salary Indemnity 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.

Prerequisite for Membership

(16) The payment of membership fees in the British Columbia Teachers' Federation shall be a pre-requisite to the right of any member to receive benefits from the Salary Indemnity Fund, and the Treasurer of the Salary

Indemnity Fund shall be empowered to deduct from the first payment of benefits any amounts due for fees to the British Columbia Teachers' Federation, and to the Salary Indemnity Fund.

Readmission

(17) Any member, having allowed his membership in the Salary Indemnity Fund to lapse for non-payment of fees, shall not be entitled to be readmitted as a member of the Salary Indemnity Fund, except on payment of such sum in addition to his annual contribution as may be recommended by the Salary Indemnity Fund Committee and approved by the Executive Committee.

(18) Any member who shall have received benefits from the said Fund, and subsequently withdraws, shall be readmitted to the said Fund upon such terms as may be deemed just by the Salary Indemnity Fund Committee with the approval of the Executive Committee.

Disposal of Funds

(19) The Federation may, by extraordinary resolution, passed by three-fourths of the members present at a special general meeting called for the specific purpose, or at an annual general meeting, dispose of the whole or any part of the monies in the Salary Indemnity Fund as to such meeting shall be deemed in the best interests of the Federation, in accordance with the By-laws of the Federation, and the provisions of the "Societies Act".

Borrowing Powers

(20) In the event that the sum to the credit of the Salary Indemnity Fund is insufficient to pay all benefit claims at any time, the Salary Indemnity Fund Committee, in its discretion, shall be empowered to borrow funds to satisfy all claims in full, provided that the total sum raised by such loans shall not exceed two dollars per member.

Limitation of Rights

(21) No member shall have any right or claim to the repayment of any sum or sums paid by him to the Salary Indemnity Fund.

Period of Grace

(22) Any member who is in good standing on June 30th in any year shall be fully protected for a period of grace extending from September 1st to October 15th in that year.

Limitation of Liability

(23) The liability of the Federation in regard to claims against the fund for benefits shall not, at any time, exceed the total amount of monies at the credit of the Fund.

(24) No member shall be entitled to benefits for a condition, disability, or recurring illness which existed prior to the time that he or she was admitted to the privileges of the Salary Indemnity Fund.

(25) No member shall be entitled to benefits for an injury provided for under the Workmen's Compensation Act.

(26) No benefits shall be paid for any claim which is not submitted within 30 days from the date on which the member returns to teaching duty or within four months of the commencement of the illness or accident for which benefits are claimed.

BENEVOLENT FUND

41. (1) The Federation may create and administer a fund to be known as the B. C. T. F. Benevolent Fund.

Purpose of Fund

(2) The purpose of such fund shall be to make advances or loans to members of the Federation, or their immediate dependents, who, by reason of extra-ordinary circumstances, are in need of financial assistance.

Applications for Assistance

(3) All applications for assistance shall be made to the chairman of the B. C. T. F. Benevolent Fund at the office of the Federation.

Financing of Fund

(4) In order to create such fund, voluntary contributions of at least \$1.00 may be requested from members, together with donations from individuals and organizations.

(5) All monies received for the use of the said fund shall be deposited in a separate trust account in a chartered bank and shall not be in any way intermingled with the funds of the Federation.

Administration Committee

(6) The fund shall be administered by a committee of three members of the Federation who shall be appointed by the Executive of the Federation at its first meeting after the first of September in each year.

(7) On the appointment of the first members of such committee, one member shall be appointed for three years, one for two years, and one for one year, and thereafter one member shall be appointed annually for a period of three years.

(8) Not more than one member of the Executive Committee of the Federation shall be a member of the Benevolent Fund Committee in any one year unless such member, having been previously appointed to the committee, shall thereafter become a member of the Executive Committee of the Federation.

(9) The Benevolent Fund Committee may appoint its own officers.

(10) All vacancies of the Committee caused by death, resignation or otherwise, shall be filled by the Executive Committee of the Federation. Such appointment to be for the balance of the term of the member so dying, resigning or otherwise.

Disbursements

(11) All cheques for disbursements made from the Benevolent Fund shall be signed by the Chairman of the Finance Committee of the Federation and the Secretary-Treasurer of the Federation, upon written order from the Benevolent Fund Committee.

Financial Statement

(12) The Committee shall submit to the Executive Committee an annual financial statement and report of all receipts to and disbursements made from the said Benevolent Fund, together with a report of its activities for the preceding year. Such statement and report to be submitted to the Executive Committee prior to the Annual Meeting of the Federation.

Condition of Loan

(13) No loans, advances or disbursements shall be made from the said fund except by unanimous agreement of all the members of the Committee.

(14) The decision of the Committee, after due investigation and consideration of any application for a loan or advance, shall be final.

Disposal of Fund

(15) The Federation may, by extraordinary resolution passed by three-fourths of the members present at a special general meeting, called for this specific purpose, or at any annual general meeting, dispose of the whole or any part of the monies in the Benevolent Fund in such a way as to such meeting shall be deemed in the best interests of the Federation.

Interpretation of Clauses

(16) All questions concerning the interpretation of the clauses hereof referring to the Benevolent Fund shall be referred by the Benevolent Fund Committee to the Executive Committee of the Federation whose decision shall be final.

REGULATIONS AND BY-LAWS

1. **Members of Executive** should visit Local Associations when it is convenient and desirable.
2. **Chairmen of Committees** must sign vouchers for expense of committees.
3. **Committees** appointed by the Executive must report in writing.
4. **Duties of General Secretary shall be as follows:** He shall devote his whole time to the work of the Federation or to such matters as may be decided by the Executive; shall observe regular office hours such as those of the Education Office, except when otherwise engaged in Federation business; shall consult with the President on matters outside of ordinary routine business; shall give assistance as required to committees appointed by the Executive; shall so arrange his work as to permit of opportunity of personal assistance to Local Associations, and personal contact with Unattached Members, with a view to increasing membership.
5. The General Secretary and Assistant Secretary shall have six weeks **holiday** per year; four of such weeks shall be during the summer vacation and shall not run concurrently, and two weeks spread throughout the year.
Any and all other full-time office employees shall have four weeks holidays per year, such holidays to be taken at such time or times as may be most suitable to the General Secretary.
6. **The Office** shall be open regularly from 9 a.m. to 5 p.m. on weekdays, and 9 a.m. to 1 p.m. on Saturdays unless otherwise authorized by the Executive or the Consultative Committee.

FALL EXECUTIVE MEETING

THE regular Fall meeting of the B.C.T.F. Executive was held in the Hotel Vancouver on October 7th and 8th.

President F. J. McRae was in the Chair.

Minutes of the proceedings have been sent to all secretaries of local associations, but for the benefit of the membership as a whole the most important matters discussed and decisions arrived at are summarized below:

(1) PENSIONS:

The plight of retired teachers who are attempting to exist on very small pensions was discussed at length. In connection with this matter it was resolved that the Provincial Government be approached with a view to having all pensions of less than \$50 per month increased.

It was also decided that this magazine be used as a medium for acquainting B. C. teachers with the provisions of other provincial teachers' pensions acts.

(2) REORGANIZATION OF GEOGRAPHICAL DISTRICTS:

For the purpose of allotting representatives on the Federation Executive the province is at the present time divided into fifteen geographical districts. The exact boundaries of each district, however, have never been defined very exact-

ly and some schools have never been attached to any district. To clarify the situation with a view to strengthening the internal organization of the Federation a Committee headed by Mr. E. R. G. Richardson was asked to suggest a revision of present districts.

The proposed new set-up as recommended by this Committee is published on pages 72 and 73 of this issue of *The B.C. Teacher*. Local associations and teachers individually are requested to study this proposed reorganization and to send any suggestions or criticisms in regard to it to the Federation Executive.

(3) CONVENTION OF THE B. C. SCHOOL TRUSTEES' ASSOCIATION:

President McRae reported to the Executive on the Convention of the B.C. School Trustees' Association held in Kamloops on September 25th to 27th, at which he and the Assistant General Secretary represented the B.C.T.F.

There were two resolutions presented to this Convention which, if passed and assented to by the Department of Education, would affect adversely the position of every teacher in the province. One called for changing, from July 31st to July 15th, the present deadline for teachers resigning to accept other positions. The other advocated the deletion of the word "gross" from those sections of the Schools Act pertaining to the dis-

missal of teachers. This amendment would mean that teachers could be dismissed on the very wide grounds of "misconduct" and from such dismissal the teacher would have no appeal. Happily, the Federation representatives were on hand to speak to these two matters and the resolutions did not carry.

"It was a little embarrassing for us," stated Mr. McRae, "to be granted and to take advantage of the courtesy of the floor at a business meeting whenever we had something we wished to say and to know at the same time that we never extended the same privilege to trustees at our Convention."

The Executive later resolved that the Convention Committee be asked to take under consideration the matter of inviting representatives of the B. C. School Trustees' Association to be present at business as well as general sessions of the Annual Convention.

It was further recommended to local associations that an invitation be extended to the B.C.S.T.A. to send representatives to Fall Conventions.

(4) RETURN OF TEACHERS FROM THE ARMED FORCES:

Two resolutions were passed in connection with this matter. The first approved as a general principle the procedure that a teacher returning from the Armed Forces be reinstated only at the beginning of the following school term, except when it is mutually agreeable for the teacher to return at an earlier date. (This resolution is to be discussed with the Trustees' Association before further action is taken in regard to it.) The second resolution pointed out to Dominion authorities that teachers are in a unique position in that it is not always educationally desirable that they be returned to their former positions after demobilization except at the commencement of a term and urged that any person forced to wait for re-employment be granted subsistence allowances that bear a close relationship to the salary he normally would have received.

(5) PROVINCIAL SALARY NEGOTIATIONS:

In regard to implementation of the Federation's salary schedule as adopted by the last Annual General Meeting it was decided to approach the Trustees' Association asking that organization to approve the principle of the Government's paying sufficient grants to enable all school districts to adopt the minimum scale. The cost to the government of this proposal is to be ascertained before

any interview with the Government is arranged.

It has been left to the President and the Chairman of the Provincial Salary Committee to name the delegation that will meet the Government.

ARMY TRAINING CENTRE BECOMES VOCATIONAL TRAINING SCHOOL

WHAT was once the Grande Prairie army training centre, turning out troops for the war, will shortly be turning out post-war members of society, as a vocational training school.

Miss Bette Tissington, secretary-treasurer of Grande Prairie school division No. 14, announced that by Oct. 2, two dormitories for high school students will be opened. One dormitory will be occupied by boys, and the other by girls. The two dormitories will have a combined capacity of 60, and already the school board has received 75 applications. In view of this, said Miss Tissington, only applications from students within District No. 14 will be considered.

Students occupying the dormitories will pay \$15 a month for room and board. It is estimated the \$15 will cover the cost of the food for each student. The remainder of the cost of operation is shared between the provincial government and the school board of District No. 14.

A supervisor has been hired, and will have authority regarding care and management of the dormitories, and the conduct of the boarders other than during school hours.

All students will be required to perform such chores as may be prescribed.

The board, said Miss Tissington, has been unable to find a cook, but she was confident they would be able to obtain one. The cook's duties will be confined to cooking; routine work such as peeling potatoes and washing dishes will be done by students.

Beds and bedding will be supplied by the school board.

D. GESTETNER (CANADA) LTD.

Manufacturers of
World's Premier Duplicator
660 Seymour Street, Vancouver
Phone: MARine 9644

CANADA-UNITED STATES COMMITTEE ON EDUCATION

THE Canada and Newfoundland Education Association, the Canadian Teachers' Federation, and the National Conference of Canadian Universities, acting in conjunction with the American Council on Education, announce the establishment of a joint Canada-United States Committee on Education. The Committee seeks to provide opportunity for consultation among educational leaders and associations of the two countries and to aid in developing educational programs for strengthening the respect and understanding which citizens of each country now have for the other. The Committee is non-governmental in character; it is a pioneering agency for co-operation among educational groups in two friendly countries which are alike concerned with adjustments in education needed to meet the urgent international problems of the post-war period.

Members of the Committee from Canada are: Victor Dore, Superintendent of Education, Province of Quebec; C. C. Goldring, Superintendent of Schools, Toronto; M. E. LaZerte, Dean, Faculty of Education, University of Alberta; Edouard Montpetit, Dean, School of Social Sciences, University of Montreal; Fletcher Peacock, Director of Education, Province of New Brunswick; Charles E. Phillips, Professor, History of Education, Ontario College of Education; Reginald G. Trotter, Professor of History, Queen's University; and *ex officio*, V. K. Greer, President of the Canada and Newfoundland Education Association; James S. Thomson, President of the National Conference of Canadian Universities; and E. Floyd Willoughby, President of the Canadian Teachers' Federation. From the United States the Committee members are: J. W. Brouillette, Director of General Extension, Louisiana State University; J. B. Edmonson, Dean, School of Education, University of Michigan; Arthur A. Hauck, President, University of Maine; Ernest Horn, Professor of Education, University of Iowa; Erling M. Hunt, Professor of History, Teachers College, Columbia University; Howard E. Wilson, Professor of Education, Harvard University; Carl Wittke, Dean of Liberal Arts, Oberlin College; and *ex officio*, Herman B. Wells, President, University of Indiana, and George F. Zook, President, American Council on Education.

The first meeting of the Committee

was held in Niagara Falls, Ontario, on September 18-20, 1944.

At this meeting a statement was adopted (shortly to be issued in pamphlet form by the Committee) which reviews the similarities, the differences, and the mutual interests of the two countries, and suggests the function of education in perpetuating the goodwill which now exists. The following paragraphs from that statement indicate the point of view and general policy of the joint Committee.

"Though present happy relations between Canada and the United States are firmly established, it would be unwise in the extreme to take their continuance for granted and to neglect the good offices of friendship. Co-operation can never be regarded as a *fait accompli*; it can endure only as an active, on-going process . . . The history of developing friendship between our two countries gives us good reasons for congratulation and pride but shows no less clearly the need for keeping the basis of that friendship strong. During more than a century of peace between Canada and the United States there have been few decades without occasion for disagreement; there will be such occasions again. Only a living and flourishing friendship secured by deep-spreading roots of respect and understanding can prevent occasions of difference from growing to dangerous proportions . . . It is imperative that the citizens of each land understand their national similarities and differences, place differences and antipathies in proper perspective, cherish precedents in cooperative action, coordinate for mutual advantage the factors of our economic life, respect our separate national cultures . . . The educational institutes of the United States and Canada alike have a heavy responsibility for building in generation following generation the understanding and tolerance upon which good international relations rest. . . . There is evidence that educational agencies are not now discharging these responsibilities in adequate measure . . ."

After reviewing the international influences and trends affecting education in the post-war period, the Committee

"Calls upon the educational forces of Canada and the United States to co-operate in insuring an adequate educational undergirding for the perpetuation of the international amity in North America which now exists. Increased and improved education about Canada in the United States and about the United States in Canada is possible and is desirable.

It is a safeguard of future welfare. Such education must be realistic, not sentimental or propagandistic; it must be built on the assumption that mutual understanding and tolerance of differences are essential ingredients of enduring mutual respect."

The Committee regards education for good relations between Canada and the United States as one phase of a broader program of education for constructive participation in world affairs. The Committee in no way advocates a continental isolationism. At its Niagara Falls meeting it endorsed unanimously a proposal for establishing in the near future a joint United States-United Kingdom Committee on Education, similar in function and organization to the Canada-United States Committee. The Committee looked with favour upon close, three-way cooperation in educational and cultural matters among the educators of the United States, Canada, and Great Britain as an immediately feasible step in the development of strong world-wide educational relations.

The Committee considered plans for and strongly recommended a proposed survey of text-books and other teaching materials in history, geography, and the other social studies. The survey would analyze and evaluate these teaching materials and the courses of study in which they are used in the schools of both countries. It should describe what pupils in the United States are now taught about Canada and what pupils in Canada are now taught about the United States, and should lead to constructive suggestions for improved treatment of matters of mutual concern.

Teacher-education in the field of United States-Canada relations is regarded by the Committee as of pressing importance. The Committee is formulating plans for programs of teacher training, especially through summer schools, workshops, and travel designed to acquaint Canadian teachers with the United States and teachers from the United States with Canada. The Committee expects to issue a periodic newsletter to serve as a clearing house for information on activities and promising practices in the area of its interest. Individuals interested in securing the newsletter are invited to write to any member of the Executive Board of the Committee. The Committee will welcome information concerning school and college practices and plans in the study of Canada-United States relations.

UNEMPLOYMENT INSURANCE DEDUCTIONS

A LETTER received by the Federation office from the Regional Insurance Officer of the Unemployment Insurance Commission states that from now on it will be in order to exempt a teacher whose total remuneration under two or more contractual contracts of service exceeds \$2400 per year, provided that the rate of remuneration in respect of one contract is other than an hourly, weekly, daily or piece rate.

Affected by this ruling are teachers engaged in insurable employment during the summer vacation.

The Federation requested that all teachers be exempted from unemployment insurance deductions in respect of their earnings during the summer.

Teaching itself is not regarded as an insurable occupation.

SCHOOL BROADCASTS

HAVE you a convenient spot on your timetable along about two o'clock in the afternoon? If you have, and if you haven't discovered the British Columbia Department of Education Radio Broadcasts for Schools, we modestly suggest that you might be on the brink of a discovery.

For four years your Department of Education, in co-operation with the C.B.C., has maintained twenty-four weeks of school programmes a year, shaped for a wide variety of school needs. Perhaps they fit yours—write for a bulletin and see. Perhaps they don't—then send in your suggestions. The address is:

DIRECTOR OF SCHOOL BROADCASTS,
(B. C. Department of Education)
c/o CBR, Hotel Vancouver,
Vancouver, B. C.

(Continued from page 62)

bership make a critical evaluation of our activities and our financial picture over a period of years. Looking to the future, what is to be our policy? Do we wish to continue as at present with a gradual dwindling of our reserves? Would it be wisdom to curtail some of our present activities? Could we secure a greater revenue through an intensive membership campaign? What about automatic membership? Has the time arrived when there should be a slight upward revision in the scale of fees?

F. P. LIGHTBODY,
Chairman of Finance.

Proposed Redistribution of Geographical Districts

NOTE:—Local Associations and District Councils are requested to study the following proposed geographical districts and to submit their recommendation in respect to them to the Executive of the B.C.T.F. For list of schools in Electoral Districts, see pages B242 to B245, Public Schools Report.

1. **Central Vancouver Island.**
 - (a) All schools in Alberni Electoral District.
 - (b) All schools in Nanaimo and the Islands Electoral District.
 - (c) The following schools in the Comox Electoral District: Errington, French Creek, Hillier, Lantzville, Parksville, Qualicum Beach, Little Qualicum.
 - (d) The following schools in Saanich Electoral District: North Saanich.
 - (e) All schools in Cowichan-Newcastle Electoral District.
 - (f) The following schools in Esquimalt Electoral District: Bamberston, Cobble Hill, Mill Bay, Shawnigan Lake, Solarium.
2. **Northern Vancouver Island.**
 - (a) All schools in Comox Electoral District except as in District No. 1.
 - (b) All schools in Mackenzie except as in District No. 4.
3. **South Vancouver Island.**
 - (a) All schools in Saanich Electoral District except as in District No. 1.
 - (b) All schools in Oak Bay Electoral District.
 - (c) All schools in Victoria Electoral District.
 - (d) All schools in Esquimalt Electoral District except as in District No. 1.
4. **North Shore.**
 - (a) The following schools in Lillooet Electoral District: Squamish.
 - (b) All schools in North Vancouver Electoral District.
 - (c) The following schools in Mackenzie Electoral District: Bowen Island, Elphinstone Bay, Half Moon Bay, Howe Sound, Pender Harbour, Port Mellon, Sechart, Woodfbre.
 - (d) The following schools in Dewdney Electoral District: Ioco.
5. **Vancouver (three members).**
 - (a) All schools in Vancouver East, Vancouver Point Grey, Vancouver Centre, and Vancouver Burrard Electoral Districts.
6. **Burnaby.**
 - (a) All schools in Burnaby Electoral District.
7. **New Westminster.**
 - (a) All schools in New Westminster Electoral District.
8. **Fraser Valley.**
 - (a) All schools in Chilliwack Electoral District.
 - (b) All schools in Delta Electoral District.
 - (c) All schools in Dewdney Electoral District.
 - (d) All schools in Yale Electoral District.
9. **Okanagan Valley.**
 - (a) All schools in North Okanagan Electoral District.
 - (b) All schools in South Okanagan Electoral District.
 - (c) All schools in Similkameen Electoral District.
 - (d) All schools in Salmon Arm Electoral District.
10. **Central Mainland.**
 - (a) All schools in Lillooet Electoral District, except as in No. 4.
 - (b) All schools in Kamloops Electoral District.
11. **North Central.**
 - (a) All schools in Fort George Electoral District.
 - (b) All schools in Cariboo Electoral District.
 - (c) All schools in Omineca Electoral District.
12. **North Coast.**
 - (a) All schools in Prince Rupert Electoral District.
 - (b) All schools in Atlin Electoral District.
 - (c) All schools in Skeena Electoral District.
13. **Kootenay East.**
 - (a) All schools in Fernie Electoral District.
 - (b) The following schools in Nelson-Creston Electoral District: Creston, Fruitvale.
 - (c) All schools in Cranbrook Electoral District.

14. Kootenay West.

- (a) All schools in Nelson-Creston Electoral District, except as in No. 13.
 (b) All schools in Grand Forks-Greenwood Electoral District.
 (c) All schools in Rossland-Trail.

15. Kootenay North.

- (a) All schools in Revelstoke Electoral District.
 (b) All schools in Columbia Electoral District.

16. All schools in Peace River E.D.**17. Northern Line.**

Schools along the Grand Trunk Pacific Railway.

There are many schools whose exact location we do not know. Hence, it will be the duty of the representatives from this area to decide where best this school can be placed.

You will also notice that we recommend that two new districts be formed; one by splitting New Westminster-Burnaby, which will involve very little expense; and one by creating a district in the Peace River, where the membership has fallen off considerably. Also, in this area, the teachers are very much isolated, and cannot be represented by any other person.

We would also propose the following recommendations:

1. That the Geographical Representative in each District be elected by secret ballot of all continuing members and new members of the B.C.T.F. in that area; the nominations to be sent in writing to the Secretary of the District Council prior to September 15th of each year, and that ballots to be sent out and the voting completed by October 7th. (Note: Vancouver could use this method and still retain their own way of dividing the representation as at present).

2. That a permanent committee be set up who, on the advice of the District Council involved, could place any new school in its proper area.

3. That the practice of printing the names of Geographical Representatives, and committee chairmen and table officers, etc., on the first page of the magazine be continued.

4. That the final draft if accepted be published in "The B. C. Teacher".

Committee:

MISS MARY B. YULE, Comox.
 A. O. PALSSON, Comox.
 E. R. G. RICHARDSON, Comox, *Chairman.*

Wrigley Printing Co.

LIMITED

COMPLETE BOOK MANUFACTURERS

Seymour at Dunsmuir

Vancouver, B. C.

Lesson-Aids Committee

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

"FOR ALL YOUR GRADES USE LESSON-AIDS"

BACK TO WORK

We are all back at work again, and many of our old friends are sending us renewal orders for Lesson-Aids. We are receiving increasing numbers of orders from outside B. C., which is very gratifying. We think that one of our slogans — Prepared by B. C. teachers to help B. C. teachers — will soon have to be changed a little, and made to read — Prepared by B. C. teachers to help Canadian teachers! Yet, we believe that this very slogan explains the popularity of Lesson-Aids. It is because they are prepared by working teachers, right in the midst of school activities, that our units are so useful. One sometimes comes across teaching aids that are prepared by retired teachers, who know little of modern needs in the school. But Lesson-Aids are prepared by teachers actually working in Vancouver, and Kamloops, and Abbotsford, and the Peace River District and Victoria, and Coquitlam — to name but some of our sources. These teachers know just what is needed, and we supply the need.

PRICE LISTS

We feel sure that, after reading the above paragraph, you will send for a copy of our latest Price List, which we mail post free, with an Order Form. Return this to us, carefully filled in, and your packet of Lesson-Aids will be despatched as soon as possible. Please order well ahead of the time you actually need them, as delays are unavoidable sometimes.

If you have never seen any of our units, please ask us to include a sample copy, indicating the grade and subject.

Also, please note that we cannot supply units that are not listed in our Price List. We well know that some teachers are unable to buy locally copies of trade publications, but we are unable to act as purchasing agents. We refer all such orders to a Vancouver bookselling firm.

THE YEAR AHEAD

We intend to carry on as in the past, issuing new units as far as our finances allow. We have several prospective new units on our files, so watch this page

each month for further information. For the sake of newcomers to the teaching profession in B. C., we will remind readers that the Lesson-Aids project is entirely self-supporting and non-profit-making. Any balance-in hand is used to issue new units and to give a discount to Normal Graduates on their initial orders.

SPECIAL NOTE

Please do not send correspondence concerning Lesson-Aids to the Federation Office, as this entails considerable delay.

TOO LATE

THE foregoing items should have appeared in the October issue, but unfortunately arrived too late. However, it is not too late to find out about Lesson-Aids if you have not yet used them.

SURPRISING

Here are extracts from two conversations which we encountered recently:

(1) Salesman for a business firm: Wherever I go in the province I hear teachers talking about these Lesson-Aids. They prefer them to my books.

(2) Experienced Vancouver teacher: What on earth are these Lesson-Aids? I've never seen them anywhere.

APOLOGIES

We have noted that this year several teachers are ordering Lesson-Aids in quantities sufficient to supply the whole class, instead of ordering single copies. We are very pleased, of course; but it has meant a big run on certain very favourite units, especially Nos. 2, 20, and 44. At the present time we are still waiting for further supplies of these units to come from the stenographers, and copies will be sent as ordered at the earliest possible moment. We will remind teachers that stenographic assistance is difficult to obtain now at short notice.

REMINDER

Please order well in advance of the date upon which you wish to use Lesson-Aids, as it often takes two weeks to fill an order.

NORMAL GRADUATES

Kindly remember to deduct the discount allowed before mailing your order.

BRITISH COLUMBIA TEACHERS' REGISTER

NOTE:—The Purpose of this Form is to enable us to determine:

- (a) How far the Federation Scale of Salaries has been effective.
 - (b) Whether there has been any violation of the Legal Minimum Scale, as set by the Council of Public Instruction.
 - (c) What salary increases have been given this year.
 - (d) What correlation there is between salary, position, qualifications and experience.
 - (e) The number of teachers who have changed schools.
 - (f) The number of teachers who have left teaching.
 - (g) The number of teachers teaching for the first time.
 - (h) The number of teachers entering B. C. from other Provinces.
 - (i) The number of "temporary" appointments.
 - (j) The number of "temporary" certificates.
- (Note: (h) and (i) are quite different).

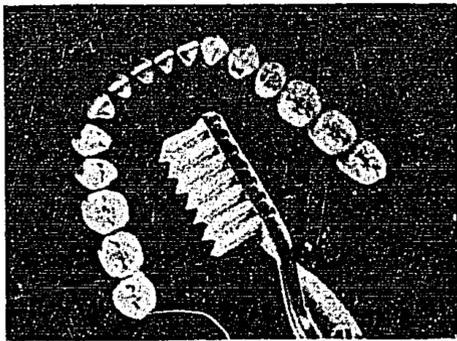
Information Form

(To be filled in by ALL teachers)

1. Name..... (Mr., Mrs., Miss)
(Surname) (Christian Names) (Please indicate)
2. Present P.O. Address.....
3. (a) Present School.....
(b) School District.....
4. Classification:—High....., Jr. High....., Superior....., Elementary.....
5. Present Position:—Principal....., Vice-Principal....., Assistant.....
6. Present Annual Salary (including Cost of Living Bonus, if any).....
7. Last Year's Annual Salary (including Cost of Living Bonus, if any).....
8. Last Year's School.....
9. Last Year's Position:—Principal....., Vice-Principal....., Assistant.....
10. Nature of Present Appointment:—
Probationary..... Temporary..... Permanent.....
11. (a) Certificate: Academic....., Special....., First....., Second.....
Permanent....., Interim....., Temporary.....
(b) Degrees.....
12. Teaching Experience:—
(a) In present positionyears
(b) Elsewhere in British Columbiayears
(c) Outside British Columbiayears
Totalyears

Test your pupils' Dental Knowledge in this Oral Hygiene Quiz!

Today thousands of pupils can pass this dental quiz ... they've learned in their classroom the correct answers in modern oral hygiene.



Teeth should be brushed—
 A. Whenever one thinks about it
 B. Once a month
 C. At least twice daily—and better still, after each meal

In order to remove all particles of food from the teeth to help prevent decay—teeth should be brushed morning and night and if possible after each meal. C is the correct answer.



The makers of Ipana have prepared a striking health chart in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., Dept. Q2, 3035 St. Antoine Street, Montreal, P.Q.

Today, in many schools, children are being instructed in the healthful exercise of—
 A. Animal training. B. Gum massage. C. Pipe making.

More and more schools are giving regular drills in gum massage. Children are learning the importance of firm, healthy gums to clean, sound teeth. B is correct.



Many parents are receiving benefit from their own children's homework in—
 A. Wood-working. B. Arithmetic. C. Dental Hygiene.

At home, children often show their parents the gum massage drill they learned at school. Many parents who never learned this valuable lesson, are adopting it as a sensible rule of dental health for themselves. C is correct.

Important Notice Re Pensions Accounts

THE following list of teachers have not contributed to the Teachers' Pensions Fund for a period of two years or more. Under the provisions of the Statute an absence from active teaching service of more than two years constitutes withdrawal from the system, provided that the said absence is not occasioned by Military Service or for the purpose of study at some recognized University.

If these teachers have definitely left the teaching profession they are entitled to a refund of the amount of accumulated contributions lying to their credit in the Fund, and they should make application for a refund of some. Any information regarding the present addresses of these teachers would be greatly appreciated, and all communications should be forwarded to the "Commissioner of Teachers' Pensions", Campbell Building, Victoria, B. C.

Robert E. Collis	Austa Jacobson	Walter R. Hamilton
Arthur H. Thomas	Mitchell E. Newman	Ernest M. Witt
Allen Roy Evans	Mrs. Margaret E. Watkins	Gordon Wm. Hall
David R. Fraser	F. Ernest C. Roberts	Kathleen Brelsford
Mrs. Dorothy L. Jones	Wm. I. Griffith	Mrs. Evelyn M. Steele
Millicent B. Ducklow	Christene M. Mackimmon	Mary Cullum
Jessie Campbell	Mrs. Daniella Lund	Kathleen M. Purdy
Mrs. Marjorie E. G. Pritchard	Thos. G. Bateman	Selina Dixon
Joshua S. Manson	Nain B. Grimmett	Grace E. Knipfel
John Murray	Mrs. Simard (Isobel E.)	Wm. Roston Whittaker
Charles H. Sterling	Jean Witter Wheatley	Oscar B. Carlson
Mrs. Eliz. G. Currie	Mary Reid Taylor	Elvena E. Lemon
Dr. Joseph G. Falconer	Elfriede H. Hoffman	Mrs. Una E. Carlson
Robert M. Wilson	Kathleen P. Graham	Mrs. Joyce W. Schultz
Ernest J. Gillis	Ruby E. Kerr	Mrs. Gladys M. Clifford
George C. Martin	Weighelsei B. Rendle	John B. Wilkinson
Mildred Irvine	Leslie Keith	John Wm. Clover
Mrs. Doris M. Atwood	Neil Wm. Darough	Reginald P. Chapin
Mrs. Nellie Mills	John A. Cousins	Mrs. Dorothy Elliott
Reginald Hodson	Clarence W. Michiel	Alan H. Cameron
Thos. C. McKay	Mary E. Duke	Jean A. Hood
Mrs. Edna A. Russell	Sidney L. Richardson	Mary B. Chapman
Myrtle E. Shannon	Mrs. Marg. Q. Driver	George E. Brisco (A.S.)
Mrs. Dora I. Black	Theodore S. Plummer	Harold E. Odium
Henry A. Glazier	Lila I. Trimble	Charles W. Eversfield
Donald M. McIntyre	Naomi B. McPhee	Hazel Mathers
Mrs. Edna L. Page	Agnes M. Almquist	Finlay G. Dalzell
Mrs. Victoria E. Castley	Gertrude E. Durand	Mary K. Murray
Mrs. Alice A. Davis	Robina Inez Prendergast (Mrs. Cuthbertson)	James R. Wilson
Anna Beryl How	Alice May Tenborg	Eliz. A. Curror
Mrs. Alma L. Smith	Emily I. Wallock (Mrs. Oliver)	Harold F. Giles
Mrs. Vera F. Dence	Malcolm D. Caldwell	James R. Hurford
Mrs. Gwen N. Mugford	Alan G. Kirkby	Charles E. Holland
Mrs. Kathleen Watters	Ena L. Stoddart	John Wm. Wainwright
Mrs. Dorothy R. MacDougall	Mrs. Pearl Smith (nee Haslam)	James Coop
Esther M. Russon	Alice M. T. Cox	Allister A. T. Imrie
Eunice Eliz. Baillie	Bethia E. A. Moodie	Victor V. Marinelli
Mrs. Annie E. H. Pudney	Alfred B. Young	Joseph T. Chubra
Mrs. Flora M. Couture	Jessie R. Mennie	Alfred H. Gooding
Oliver G. McLean	Thorey G. Isdal (A.S.)	Douglas H. Gilmour
Arthur J. H. Wootton	Holger B. Fernlund	Donald A. Gilmour
Harry Threatful	John A. McDonald	Helen (Edith) Clark
Kathleen M. Burgess	Henry T. Watson	Wm. Kennedy Durrell
Mrs. D. I. Cooper	Algoma C. Ironside	David M. Hogarth
Mrs. Kate Gronlund	J. Northcott Earley	Grace R. C. Hurum
Mervin W. Warwick	Edna P. Gear	Florence M. McClure
Evelyn M. Davis		Myrtle B. Bedford
Wm. Russell Selman		Charles M. Bedford
		Alexander N. Ferguson
		Allan J. McKenzie

Roberta A. Whitacre	John A. McDonald	Dorval A. Wilkin
Freda H. M. Paling	Wm. D. Hamilton	Allan F. Walsh
Alice I. Sanbom	Bruce Woodsworth	John R. A. Stuart
Doris O. Jackson	Lawrence M. Williams	Fred. C. McCague
Minnie Violet Roff	Robert G. Vosburgh	Thos. Mc. Dauphinee
Ralph V. Tyner	(A.S.)	Gladys E. Putland
Kenneth R. Jameson	Jessie M. Brown	Thos. V. Adams
Lynette S. Metford	Kathleen E. Farquhar	Harold Braathen
Jack C. Webb	Wm. C. Hooper	Wilfred Thos. Burgess
Robert McClelland	Dorothy K. Walker	Ruth J. Postethwaite
Augusta V. Tourney	Aldo F. Stradiotti	Kathleen M. House
George H. Austin	Florence J. Johnston	Ottillie G. Boyd
Byron L. Ferguson	Norah Johnson	Theresa I. Carey
Colin S. McKenzie (A.S.)	James Y. Halcrow	Cynthia M'Lean (Mrs.
Charles Thos. Tait	Lillian R. Walker	McKay)
Mabel F. Jobe	Roderic R. Butler	Wm. S. Crellin
Mrs. Katharine E.	Lois M. Whimster	Margaret C. Porter
Jackson	Thos. E. Gautier	Aksel Ebbeson
Mrs. Margaret A.	Alan E. Jones	Derwood Wm. Smith
Mitchell	Alberta F. Hynam	Helen L. Greaves
Wm. Howard Calver	Leonard Grodzki	Margaret E. Forbes
Joy H. Meeker	Kenneth C. R. Parnell	Allan D. McMechan
Jean I. McGeachy	Gordon S. Taylor	Helen V. Pattison
Mrs. Christine M.	Ian E. Ravenscoft	Gertrude L. Wilbur
Patterson	Wm. R. Hunter	Phyllis G. McCabe
Donald C. Gibbard	June Porter	Audrey L. Clark
Malcolm D. McPhee	John Latta Wighton	Verna M. Pritchard
Henry D. Stuart	James C. Currie	Donald A. Burch
Margery L. Hamilton	Ada A. Young	Glennwood L. Morrill
Humphrey N. W. Toms	Donald S. C. Wood	Wm. J. Nelles
(A.S.)	Gordon P. Trotman	Walter D. Thorne
Russell K. Brown	Wm. John Clark	John H. Bradshaw
Jack B. Page	Catherine G. Rahal	Joyce A. R. Sutherland
Lora M. Hill	Patricia A. Trounce	Jean Ross Allan
Herbert F. Hutchinson	Ronald A. Nordman	Jean G. Inglis
Janet S. Mowbray	Robert C. McKellar	Viola D. Smith
Mary I. Thomson	Viola A. E. Ringle	Lloyd D. Main
Mrs. Carrie J. Elliott	Geoffrey E. N. Fox	Samuel E. Atchison
George R. Johnston	James K. Kinnear	Helen L. Crosby
Edna C. Carlson	Brenda M. Moffatt	Lawrence J. Bornais
Wm. Pulver Hall	Mary L. Edwards	George E. Pearson
John S. McLaughlin	Mary M. Buchanan	Betty M. Jackson
Mrs. Isabel A. La Bounty	Ella M. Bedford	Jean I. Fraser
John G. Thomson (A.S.)	Alice E. Gerow	Doreen F. Davie
Margaret H. Barclay	Margaret Griffiths	Marjory M. Davis
Bessie J. Vlasak	Agnes V. Bradford	Helen C. McDougall
John Calder	(Mrs.)	Mrs. Ann Giddy
James M. MacAulay	Margaret B. Ramsay	Wm. Edwin Norrish,
Wm. Ronald F. Seal	Donald W. McIver	(A.S.)
Mrs. Marjorie E. Coutts	Ward W. Kelly	Ruth E. Williams
Victoria May Tuningley	Wm. D. Quail	Ruth V. Patchett (Mrs.)
Rodney P. D. Poisson	Ashley J. Bodaly	Edward I. McPhee
Daniel H. MacKirdy	David J. Hunden	Ellen E. Purves
Lewis B. Lawley	Clarence P. Idyll	Rosemarie E. Beech
John R. Hind	Margaret Daugherty	Mary R. Borrowman
Mrs. Edna M. Hutton	Albert J. Ducklow	Margaret Deas
Thos. A. Harrison	Frances G. Novak (Mrs.	John Reay Stewart
Mrs. Dorothy Caron	Miller)	M. Lawrence M. Gillis
Ernest E. White	Walter H. Matthews	Arthur G. L. McCoy
Mary B. Beveridge	James M. Clark	Doris M. McCaslin
Marguerite C. Gould	Walter R. Ferguson	Mrs. Joan E. Barrett
Jessie A. South	(A.S.)	Barbara Nesbitt
John L. Monk	Archie I. Roche	Maureen N. McDiarmid
Mary F. McKinnon	Joan E. M. Adams	Mrs. Gertrude E. Hancock

Phyllis J. MacEwen
 John A. Rattenbury
 Gordon A. Donaldson
 Beulah I. Jaenicke
 Eva M. Payne
 Catherine A. Manson
 Nancy Wright
 Irene M. Wright
 Mary Jessie MacLeod
 Mrs. Kathleen Turner
 Wm. Lang Stirling
 Mrs. Lillian H. Oakes
 James T. Robson
 Mary-Alice Milburn
 Doras C. Smith
 Ben Moore
 Clara E. Cartmell
 Patrick C. Grant
 Eleanor M. Clarke
 James I. Horsley
 Harold F. Burks
 Samuel L. Stone
 Ross M. McLagan (A.S.)
 James Cuthbert
 Robert J. Ohs
 Lawrence M. Sutherland
 Gessie T. Brickman
 Michael White
 Melville Y. McMechan
 June Eileen Wigen (Mrs. Argyle)
 Constance M. Fuller
 Margaret Huscroft
 Rrthur B. Paul
 Mrs. Nancy A. A. Reed
 Marion W. Griffiths
 Rowland G. Hughes
 George V. Browning
 Ernest D. Hill
 Agnes L. McTavish
 Nora Ryan
 Brenda J. Wicking
 Eliz. E. Ward
 Roy E. Plater
 Clifford E. Pincott
 Mrs. Margaret M. Jewell
 Ruth M. Rennie
 Lloyd G. Sanderson

Robert E. Jones
 Dorothy A. Dunca.
 Gavin G. Wilkie
 Chas. E. Klingensmith
 Edna L. Miller
 David G. Anstey
 Eliz. D. Aspey (Mrs. Monroe)
 Olga E. Peddie
 Lloyd Brooks
 Alice M. Haddow
 Wm. A. Moore
 Jack House
 Dorothy C. Osborne
 Dorothy E. L. Jukes
 Howard B. Barnett
 Gordon R. Phillips
 Freda J. Hoffmann
 Mildred K. Buzan
 Margaret K. Thompson
 Norman A. Sherritt
 Velma G. Thurber
 Michael J. Ozeroff
 Duncan Comrie Ferguson
 Audrey C. Jackson
 Kathleen M. Hayes
 Joan C. Thompson
 Ida M. Cope
 Henry Paul Smith
 Winifred R. Turner
 Wm. Arthur Haynes
 Doris E. Bowell
 David M. Brousson
 Mrs. Betty M. Bacon
 Alexander K. MacKenzie
 Helen M. Taylor
 Fred. James McMillan
 Mary E. P. Henderson
 Edwin M. Ostberg
 Mary P. Spackman
 Mary E. Walton
 Jacqueline A. Batt
 Victor E. Hansen
 Adrienne R. Southin
 Jessie M. Wallace
 Ralph F. B. King
 Peter R. M. Laronde
 Lillias M. G. Tennant

John V. Hannah
 Edmund McGlenen
 Ann S. Moffatt
 Edmund F. Frey
 Merlin R. Bunt
 Mrs. Mary V. Brady
 Elinor B. Jeffery
 James W. Bourdon
 Jack H. MacFadden
 Helen M. Green
 Catherine F. Campbell
 Margaret Gloria M. John
 Lillian M. Forrest
 May D. F. Mends
 Sarah M. J. Brechin
 Georgina C. Willisroft
 Mrs. Rose G. M. Loigren,
 Sproule Creek.
 Dorothy Monroe,
 Mountain View.
 F. J. Lang, Criss Creek.
 E. A. Maglio, Gibson Creek.
 J. W. O. Ruddell, Egmont.
 J. Fodor, Meadowbrook.
 V. M. Lewis, Shutty Bench.
 Eliz. Marcia Poole,
 Richlands.
 Miss J. Macdonald.
 Miss P. Grant.
 Miss M. J. Harrison,
 Burnaby.
 Mrs. B. G. Shepherd,
 Surrey.
 Harry Laronde, Surrey.
 Mr. W. M. Keenleyside,
 Armstrong.
 Mrs. Maureen Toevs,
 Rossland.
 Bob Evans, Peace River.
 J. P. Pickell, Peace River.
 Mrs. Velma Garden, Surrey.
 Mrs. G. Graham, Rossland.
 Miss M. Morris, Coquitlam.
 Miss Grayston, Abbotsford.
 E. A. Speers, Cranbrook.
 Helen Dauphin, Langley.
 Henry Stradiotti.
 (A. S.—Active Service).

SENIOR SCIENCE TEACHERS . . .

SAVE YOURSELF UNNECESSARY WORK. USE COMPLETE WORKSHEETS IN GENERAL SCIENCE IV AND V.

Prepared, tested and revised by an experienced B. C. Science teacher. Based completely on the current Programme and texts.

Price—Prepaid, single copies, General Science IV,	\$1.00
Per copy, General Science V	.80
For your class, General Science IV	.50
General Science V	.40

ADDRESS LETTERS TO H. B. McARTHUR, BOX 78, PRINCETON, B. C.



Menstrual instruction is so much easier, now!

It's the up-to-the-minute, helpful material every teacher has been hoping for! Brand new . . . authentic . . . the instruction manual, "This Is Why", *uncomplicates* technical facts you need to know. Informs you of effective methods other teachers are practising.

Send, too, for the jumbo size Menstrual Physiology charts. Full-color classroom displays that picture the subject clearly for your girls . . . helps them to *visualize*

important changes that occur during the menstrual cycle.

And to round out your teaching, give your classes the free, newly-edited "That Day Is Here Again". They'll really *enjoy* this fast-reading handbook—learn do's and don'ts, answers to problems of grooming, sports, social contacts.

Check the number you'll want, *now!* They're yours, with the manual and charts — compliments of Kotex Sanitary Napkins.

FREE! ORDER ALL THREE!

Write today to Canadian Cellucotton Products Co. Ltd., 330 University Ave., Toronto 1, Ont.

Life in the North

Mrs. P. BOULTON, B.Sc., Formerly Home Economics Teacher,
University Hill School

Reprinted from "The Home Economics News Letter"

MUSKWA, a new town—or, more accurately, post office—300 miles north of Dawson Creek and 800 miles northwest of Edmonton, has sprung up as a result of the construction of the Alaska Highway. Less than two years ago it was only a clearing for a small, occasionally-used airport that linked Fort Nelson, three miles away, with the outer world. Today it is the site of one of the large airports, still under construction, which connect Edmonton and Alaska by air. To reach this hive of industry, with its Air Force, Army, and civilian personnel working at full speed with every type of equipment, it is necessary either to travel by air from Vancouver for six hours, or by train for three days plus one day by car over the Alaska Highway.

Life in the North is an entirely new experience. Up here, one's ideas of distance are completely changed. To people in Vancouver, British Columbia, Muskwa seems very far north. In this part of the world, Muskwa is regarded as being comparatively far south and close to civilization. Here, over three-quarters of the Alaska Highway lies still further to the north and west. The Highway is a military road, intended for military use, and none may travel upon it without permission from the American Army. There is a constant stream of traffic on it, composed mostly of huge trucks and army vehicles—very few automobiles.

There are hundreds of men in Muskwa and only six women. Men are not encouraged to bring their wives to settlements along the Highway; in fact, in many instances they are not permitted to do so. There is no place for women to live. Food is difficult to obtain, and expensive. Shopping is an impossibility. The closest shops are the traders' stores at Fort Nelson. These do business mainly with the trappers, who come in laden with furs, and return to their traplines with supplies. Bread is 50c a loaf; peas are 50c a tin; eggs are \$1.25 a dozen. Bread is baked at home. Powdered eggs are used mainly; canned and powdered milk are used entirely, as fresh milk is unobtainable. Fresh meat, vegetables, and fruits are scarce and expensive. Canned meats, such as sausages, bacon, ham, steak, etc.,

as well as canned fruits and vegetables are available. Rationing is not in force in this unorganized territory.

Electricity is available for the few homes in Muskwa. The airport and all the surrounding buildings are well-lighted, giving the impression of an unusually active small town. Running water is still a luxury confined to military and construction camps.

There is no school in this area. There are no white children to attend one. The breed children in Fort Nelson grow up with a certain knowledge of how to live in the North, and are skilled in the handling of their dog-teams, but most of them are unable to read or write.

Thirteen miles distant on the Alaska Highway is a small modern hospital operated by the American Army.

Recreation is fairly well varied here. The most popular form of amusement is the nightly film sponsored by the R.C.A.F. or the American Army, which civilians are allowed to attend. There is also a skating rink—free to all—which has been well patronized. Skiing along the banks of the Nelson River is a healthy pastime for many. Dances are infrequent. There are not enough girls, even when those from Fort Nelson and adjacent camps are brought in. The lucky man is fortunate if he succeeds in dancing around the floor twice with his lady before the next partner cuts in.

"Unbearably cold" is the general opinion of northern winter weather. If this is the case, then ours has been exceptional. In the past three months our temperature has ranged from 40 degrees above to 30 degrees below zero. There has been rain and some snow, but rarely any wind. Sunshine lasts from 10:00 a.m. to 4:00 p.m.; before and after that, all is darkness. They tell us that in the summer there are only a few hours of darkness and that the days are seldom uncomfortably hot. Characteristic of this country, too, are the Northern Lights, the beauty of the color, motion, and sound of which evade description.

There is much discussion here as to the development of this country after the war. It has been made easily accessible by air and by road. Will these

(Concluded on page 86)

BETWEEN THE BOOKENDS

Books for review and correspondence bearing upon book reviews should be addressed to MR. P. J. KITLEY, 4177 West 14th Ave., Vancouver, B. C.



P. J. KITLEY,
EDITOR, BOOK REVIEW SECTION AND
DIRECTOR OF SCHOOL BROADCASTS.

SOCIAL PHILOSOPHY

THE *Expanding Community*, by John MacDonald, M.A., D.Litt., Professor of Social Philosophy and Social Psychology, University of Alberta; J. M. Dent & Sons (Canada) Ltd.; \$2.25.

This book gives fresh insight into social and political problems of the present day. "Where exactly are we now?" is the question which the author has primarily in view. Since the real problems confronting people today are common ones (few have escaped the effects of disease, crime, poverty, ignorance, war, etc.); common action and a genuine sense of "community feeling" is needed to solve them. The fact that democracy is not an ideology or an "ism" gives it a flexibility to meet new situations and to formulate economic and political plans which can be constantly re-moulded to suit the needs of a changing society in preference to trying to make society fit into a preconceived or now-existing pattern.

There is much material in this book to arouse discussion and further study, and the author's wide knowledge and understanding of human relationships makes it one of very general interest.

Subjects such as Economic Power, Public vs. Private Ownership, Planning (Totalitarian and Democratic), National Sovereignty, Self-Interest Groups, Administrative Government and others, are dealt with in their relationship to democracy.—M. E. G.

SECONDARY EDUCATION

THE *Modern Secondary School*, by Alexander B. Currie; The Ryerson Press, Toronto; 1943; pp. 161.

The subtitle, "An Essay in Co-operative Humanism", gives the keynote of this interesting study of the human influences at work in the Secondary School. The author, an associate professor of Education at McGill University, sets out "to relate the common life and co-operative endeavors of the people to the broader human influences at work in the secondary school". The development of the Canadian tradition and the growth of interest in secondary education are carefully discussed in the opening chapters. Professor Currie visualizes the modern secondary school as a school for life, an idea which is being increasingly emphasized these days. He sees the school utilizing the best of community influences and developing the student in a really all-round manner.

The importance of the teacher in the school for life is emphasized and the distinctions between the so-called "traditional" teacher and the modern one are clearly brought out. One interesting section is devoted to the work of the master teacher, who takes one group of students for a few years and gives them the core subjects. The contributions which Language Arts, Sciences, Social Studies, Health, Guidance should make to the developing personality and character of the student are dealt with in separate chapters.

Certainly few schools could measure up to the ideals set forth in Professor Currie's book, but he has set down the ideal which a good many secondary schools are trying to reach these days. The book merits careful reading by all who are interested in the development of secondary education.—W. J. L.

RACIAL PREJUDICE

THE *A B C's of Scapegoating*, by Professors G. W. Allport and H. A. Murray, Harvard University; Central Y. M. C. A. College, 19 South La Salle St., Chicago; pp. 72; 25c (not copyrighted).

Do you ever wish you had some thought-provoking material to enliven your guidance classes? If so you will want to use this interesting outline study of group prejudice and discrimination. Ever since Leviticus we have shown a tendency to make someone the "goat". It is not compatible with a democratic civilization and the ideals we are striving for.

To quote from Professor Allport's introduction, "Our mixed population provides fertile soil for prejudice and scapegoating; and the strain and irritations of wartime, combined with the confusion of thought that occurs in times like these, augment the difficulty. A public opinion poll revealed that 85 per cent of our (U. S. A.) population accuses one or more of the following groups of profiting selfishly from the war: farmers, Negroes, Jews, Protestants, Catholics, business men, labor leaders, wealthy people".

Children in the unspoiled state are often more fair minded than adults. The material presented here in outline form is such as to enable anyone of them to arrive at a reasonable conclusion.

The monograph discusses motives, sources of race prejudice, types of scapegoaters, the victim, forms, dangers and methods of combatting scapegoating. There is a bibliography.—J. P.

CHEMISTRY TEXTBOOK

NEW *Practical Chemistry*, Revised Edition, by Black and Conant; the Macmillan Company, Toronto; 1943; pp. 683; \$2.20.

This book, the standard textbook in Chemistry up to University Entrance level, has again been revised in order to keep pace with the rapid developments in the field of practical chemistry. The

format of the new edition is unchanged and the main body of the text is very much as before. There are, however, significant additions which should increase its value as a textbook and as a means of creating interest in Chemistry. Two chapters have been added, one of which deals with recent applications of chemistry, which should prove of great interest to the enquiring student. In this chapter, alloys, synthetic rubber, plastics, and a number of other topics are discussed briefly. The measurement of gases is now placed in a separate chapter at the end of the book instead of in the Appendix. Additions have been made to Chapter 36, describing more recent experiments on atomic structure.

Of especial interest is the glossary of technical terms which should prove valuable to the student, and teachers will probably be pleased to find that three sample high school examinations have been included. However, the main body of the text has not been altered greatly. Throughout the book a number of new and interesting illustrations have been placed and these are such that they emphasize the practical use of Chemistry. Thus, although no radical changes have been made and the book looks the same, the revisions should increase the value of this very useful text.—W. J. L.

ACIDS AND BASES

MORE Acids and Bases, a collection of five papers reprinted from the *Journal of Chemical Education*; Houghton Mifflin Co., San Francisco, Calif.; pp. 79.

Of special interest to teachers and the more advanced students of chemistry, these papers centre generally about the G. N. Lewis, or electronic theory of acids and bases, developed from the Bronsted and solvent-system theories. This, of course, returns to experimental definitions of acids and bases and implies a modification of the hydrogen theory.

It is open to question whether, in view of the still lively controversy, the statement that the theory should be taught students of elementary chemistry can be entirely upheld, but since as is pointed out, the argument concerns definition rather than empirical fact, there may be some ground for introducing it in a high school course.

Considerable material for practical experiments is included.—P.

ELEMENTARY SCIENCE

SCIENCE for the Elementary School Teacher; Gerald S. Craig, Professor of Natural Sciences, Teachers College, Columbia University; Ginn and Company, Toronto; pp. 551.

The classroom teacher, looking for a better approach to the treatment of elementary science, will be delighted with this book—*Science for the Elementary School Teacher*. Many will have become acquainted with this author's helpful work in the *New Pathways in Science* series.

In order that our children "may have an appreciative understanding of their environment and may interpret its natural phenomena to the fullest advantage for themselves and for society", the author, in the opening chapters of his book, has dealt with the necessary concepts and values by which a teacher should be guided.

The volume might be used as a teacher's handbook to the Pathways series. It actually is a source book; but it also orientates the teacher to the complete science program up to the Grade VI level. The author reminds the reader that while our classrooms may contain tomorrow's specializing scientist it most certainly does contain the laymen of the future; and with this thought constantly before him, he has lucidly presented some 500 pages of vital information and science concepts to be developed through the six years of growth of the elementary school child. Frequent use is made of cross-references for terms that may be unfamiliar to the reader. The content is generously supplemented with "experiences", using simple apparatus which may be obtained or constructed by any teacher. Free use of sectional and cross-sectional diagrams, photographs, and charts throughout the text further adds to clear understanding. Almost equal portions of the book are given over to an enriched study of the "Earth and the Universe", "The Life of the Earth", and "The Energy of the Universe".

In the concluding section of the book, the author has compiled a suggested sequence of learning elements which may be used by the teacher to gain "a more adequate comprehension of possible developments in elementary science". The sequence is highly flexible in that it is divided into three levels—lower primary, primary, and elementary—and provides a method for determining the standard of achievement equivalent to the child's age

and ability. Each objective to be developed in the sequence bears a cross-reference to an exhaustive treatise on the material under discussion.

While the first three chapters of the book are primarily concerned with the philosophy of the modern scientific development, and are to be mastered thoroughly, the balance of the book would seem to serve in its most useful capacity as a permanent reference book readily accessible to the teacher.—E. G.

PIONEER AMERICAN EDUCATORS

THE National Education Association announces publication of a new book which has a special appeal for teachers and prospective teachers. This volume, *Pioneer American Educators*, tells the story of eighteen men and women whose vision and courage and diligence have helped to build our system of public schools and higher education into the great American institution that it now is.

Teachers know too little about the leaders in their own profession, whose contribution to this nation has been inspiring. This 160-page book gives you the opportunity to read the human interest account of the lives and service of the following educators:

Thomas Jefferson, Horace Mann, Henry Barnard, Emma Willard, Mary Lyon, Thomas Gallaudet, Bronson Alcott, Mark Hopkins, Elizabeth Peabody, Susan B. Anthony, Frances E. Willard, Clara Barton, Alice Freeman Palmer, William T. Harris, Booker T. Washington, Ella Flagg Young, Charles W. Eliot, Martha Berry.

Based on careful research, written in human-interest style, illustrated by sketches of each individual, the book performs an important professional service, which you can help to extend by placing copies in the hands of beginning teachers or of young people who might thereby be led to consider teaching as a career. And you will want a copy for your own professional library.

The book may be ordered from the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C., at 50¢ a copy. Discounts as follows: 2-9 copies, 10 per cent; 10-99 copies, 25 per cent; 100 or more, 33½ per cent. Orders which amount to \$1 or less must be accompanied by cash. Carriage charges will be prepaid on cash orders but not on billed orders.

Correspondence

Letters To a Country Teacher

My dear Niece:

I hope you read Vernon Crockett's letter in last month's *B. C. Teacher*, and appreciated both the delicate satire and the sound sense of it. I got a good scolding from some of the comrades for saying practically the same things a few months ago; and if Mr. Crockett gets the same, it will worry him perhaps even less than it did me.

The country teachers' real grievance is not the low starting salary. Many occupations have that, and some people think it an advantage, because it discourages those who merely want to use the profession as a stepping-stone to something else.

Our real complaint is that there is no future in the profession: as far as promotion is concerned, the country teacher is practically out of luck. Almost all the well-paid jobs are in the cities, and it is easier for a needle to go through the eye of a camel than for a country teacher to get a city job. I knew one expert physics teacher who got into Vancouver, but he had to take a reduction of about \$500 a year, and teach an elementary grade. I hear that even the large cities are hiring teachers now for no better reason than that they are good teachers, but that is a temporary condition due to extreme shortage of some kinds of teachers, and cannot be expected to continue.

Our President, Mr. F. J. McRae, is well aware of the trouble. The most important sentence in his message in last month's magazine was, I think, this: "If teachers are to be retained in local areas there must be a system of promotion within the area itself, and between areas also." He's right, but what is the Federation going to do about it? Can it really do anything, in the face of entrenched selfishness and stupidity?

I am afraid we shall see more and more unqualified and inefficient teachers in country schools, until the Government moves to give the country teacher something like a fair prospect of promotion.

Ever your loving,

UNCLE JOHN.

CONVENTION PROGRAMME

1590 West 47th Ave.,
Vancouver, B. C.

Editor, *The B. C. Teacher*:

For the guidance of next year's Convention Programme Committee, may I offer a suggestion regarding one aspect of this year's convention, which I feel failed to live up to the general high standard achieved.

One of the features of the annual meeting of the teachers of British Columbia, which has regularly been a source of considerable pleasure to many of us, is the Annual Convention Dance. On previous occasions it has served as a get-together for friends from all parts of the province, who have all too few occasions on which to meet. This year a mere handful of teachers gathered at a public dance, where the atmosphere was not conducive to the pleasant association which was characteristic of previous years. Among other things a tawdry floor show, relieved only by the singing of the master of ceremonies, who deserved a better location for display of his talents, was a most unfortunate contrast to the very delightful musical programmes which a few years ago characterized the convention's social evening.

I realize, of course, that war conditions and difficulties of financing may have made impossible the type of gathering which we have known in other years. I would suggest, however, that next year this portion of the programme either be omitted or held on a smaller scale in some way which would preserve the spirit and quality such events have had in previous years.

Yours sincerely,

J. INNES MACDOUGALL.

RACIAL EQUALITY

Cowichan Station, B. C.,
October 21, 1944.

Editor, *The B. C. Teacher*:

"In Canada and the Building of Peace", Dexter, reviewed in your last number and now distributed to schools, the author on pp. 148-150 deals with Racial Equality. In a fair statement of the problem he makes two errors—sur-

prisingly, as the book is dated 1944. I quote:

(a) "Today the Japanese are increasing much more rapidly in numbers than the Chinese." Census 1941 (previous to Pearl Harbour) showed a decrease for both races in Canada and in B.C.

(b) "In B. C. . . . the proportion of Japanese is growing steadily larger." The percentage of Japanese in the B. C. population was: 1921--2.9; 1931--3.2; 1941--2.7.

Yours faithfully,

CHARLES BURBRIDGE.

"RABELAIS REPLIES"

Editor, *The B. C. Teacher*:

I am just reading a really brilliant essay entitled "Rabelais Replies" by Eric Linklater. It is in a book "The Great Ship" and "Rabelais Replies" published by MacMillan & Co. in 1944.

This is a brilliant statement of the challenge facing education now. It takes the form of a discussion in Elysium between a flying officer, Bishop Gurndtvig of Denmark and the old rascal Rabelais. I am commending it to you because I think it ought to be brought to the attention of every teacher in the province. It is 30 small pages long so perhaps it is too long to get permission to publish in your *B. C. Teacher*, but it would make an excellent reading for your general meeting at Easter. It is possible we may do it as a broadcast. I thought you would like to know about it.

Kindest regards,

Yours sincerely,

KENNETH CAPLE,
Programme Director, CBR.

October 27, 1944.

Editor, *The B. C. Teacher*:

At the last meeting of the Principals' and Vice-Principals' Association of the lower mainland the following resolutions were passed. It was suggested that these be sent to you for circulation among as many teachers' organizations as possible and particularly the fall conventions if time permits.

GERMAN A AND SENIOR MATRICULATION REQUIREMENTS

"Whereas, on page 23 of the U. B. C. Calendar it is stated that students who are preparing for admittance to the Faculty of Applied Science are advised to take Beginners German as their language, and whereas Senior Matriculation students who take German A as their

language and who make the required standing in English, Mathematics, Physics, and Chemistry are admitted to second year Applied Science, and, whereas such students at present are not credited by the High School and University Matriculation Board as having completed Senior Matriculation standing: be it resolved that the requirements for Senior Matriculation be amended to include a statement that full Senior Matriculation (Applied Science) Standing will be given to passing grades of 50 per cent in English and German A and 60 per cent in Mathematics, Physics, and Chemistry."

SUPPLEMENTARY BULLETIN, DEPT. OF EDUCATION, 1944.

SCIENCE—"Chemistry A, Physics A, or Biology A be accepted in lieu of Science V."

SPANISH—"We draw to the attention of the B.C.T.F. that although the Supplementary Bulletin recommends the use of the Andalusian pronunciation of Spanish in the High Schools, the Castilian pronunciation is taught in University of B. C. where the high school teachers are trained."

"Spanish III be accepted as a Junior Matriculation language requirement."

HEALTH—"As the original purpose for which the Health VI examination was introduced is not being served, we recommend the discontinuance of the Health VI examination. However, the student should be required to take Health each year."

ELECTIVE COURSES IN GRADES IX AND X

"This association is of the opinion that rigid enforcement of the requirements governing elective courses in Grades IX and X on page 13 of the Supplementary Bulletin would affect detrimentally the recognition of individual differences unless some provision is made for exceptional cases."

Yours very truly,

R. F. SHARP, Vice-Principal,
Magee High School.

(Continued from page 81)

services be maintained and used? Some who are here are eager to return to the cities and towns from which they came; others want to stay here if there is some means of making a livelihood. Whatever the outcome, those who have laboured in the North have had an unforgettable experience in viewing the achievement of a great project, and the opening up of a vast new territory.

News, Personal and Miscellaneous



MR. HARRY CHARLESWORTH

QUIETLY, unobtrusively, as he had lived and worked—after a valiant fight to regain the health that had been failing for some time past—our General Secretary passed into the Great Beyond on the evening of October 4th. A truly great man—a Christian gentleman.

In spite of many set-backs, he had made such signal progress during the past few months, even to the extent of working full time at his home on behalf of the Federation, that we became, perhaps, unduly optimistic. News of his death consequently came as a very profound shock.

Mr. Charlesworth was born in Crewe, England, on April 10th, 1884. He was educated at Cheltenham College and received his professional training as a pupil-teacher, as provided for in the English educational system of that time.

A great lover of music—a true musician—from his boyhood Mr.

Charlesworth was keenly interested in operatic and concert work. He was organist at Cheltenham College and was deputy conductor and pianist of the Crewe Operatic Society before coming to British Columbia; church organist and choir leader of First Presbyterian Church, Victoria, for seven years, and of St. Andrew's Presbyterian Church, Vancouver, for two years.

Thirty-two years ago to the day he came to Victoria where he served for a time as teacher at North Ward School, Principal of Oaklands and George Jay Schools, relinquishing the latter position in January, 1920, when he became the first General Secretary of the British Columbia Teachers' Federation. Before that time he had been one of the active organizers of the Federation, holding variously the offices of Second Vice-President, First Vice-President and President.

His influence was felt, not only in this province, but also throughout the Dominion—farther, for he was a valued member of the Executive Committee of the World Federation of Education Associations from its inception, latterly holding the office of Vice-President. He was the first President of the Canadian Teachers' Federation, which office he held for three years.

Space does not admit of a detailed enumeration of Mr. Charlesworth's many contributions to educational progress. Suffice it to say that under his guidance our Federation has grown steadily through the years, and has come into recognition nationally as a force and a power deserving of the utmost respect and admiration. A great many of the advantages that teachers now possess in the form of tenure protection, of pensions and of salary bargaining rights, as embodied in the Public Schools Act of this province, were brought to fruition largely through his efforts, and these provisions in turn had a great deal of influence in causing other provinces to adopt similar measures. The debt of the teachers of Canada to Mr. Charlesworth is a heavy one. It will not soon be forgotten.

Mr. Charlesworth will also be remembered for his sterling personal qualities. His geniality, his tactfulness,

and above all his absolute sense of fairness won for him a great many friends even in circles where others less fitted might excusably have made enemies. His keen intellect, his masterly diplomacy and his infinite patience won the admiration of all whose privilege it was to work closely with him.

The Office Staff--teachers from the cities--teachers from obscure little schools of the Hinterland--will miss Mr. Charlesworth and his kindly, understanding counsel. He will be missed by the Department of Education, and by the Provincial School Trustees' Association members who, through the years, appreciated his many admirable qualities and his fine co-operation.

To Mrs. Charlesworth and her sons, Barrie and Douglas, we extend our heartfelt sympathy in their irreparable loss.

CITIZENS' FORUM

STARTING on October 24th, the *Citizens' Forum* will again be on the air every Tuesday night at 8:00 p.m., P.D.T.

The general area of topics to be discussed in the twenty weeks before and after Christmas will centre around immediate Canadian problems. The varying economic regions and diverse racial groups of Canada will be discussed. Canada's place in the world and its relationship with other countries, in the light of our growing importance will be thought through. Finally the place of the citizen in the democratic country, both at the local and national levels will be discussed.

Teachers wishing to reorganize listening groups of which they were members last year, or teachers wishing to join listening groups this year, may get full information about *Citizens' Forum* by writing to Miss Marjorie V. Smith, Department of Extension, University of British Columbia, Vancouver, B.C.

PERTINENT PARAGRAPHS

ATENTION, married teachers in Vancouver--Insurance without medical examination.

Your share capital in the Vancouver School Teachers' Credit Union is doubled in case of death or permanent disability. For example, if you should build up your share account to \$1000 you will

receive, during your life, 3 per cent interest on your money as dividends. If you should die or become permanently disabled your estate or you (if disabled) would receive \$2000--double the amount you put into it. This amounts to \$1000 free insurance! This is made possible by our agreement with the Cuna Mutual Insurance Society. You can always determine the amount of this free insurance you desire by building up your share capital to any amount you wish.

To join the Vancouver School Teachers' Credit Union get in touch with the Secretary-Treasurer, Mr. E. J. Simpson, BAyview 0901-M. DO IT NOW!

REGULAR banks have been developing a small loan business lending at interest rates which work out to about 12 per cent per year, often with a service charge in addition. They ask considerable security and



backing, and it has been estimated that 90 per cent of the people are not really eligible for their small loans.

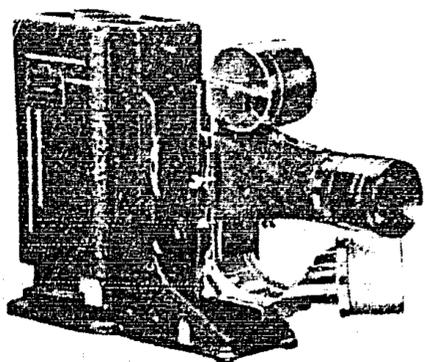
Personal finance companies do a larger part of the workers' loan business. In Canada the legal limit to the interest rate they can charge is 2 per cent per month on the balance of the loan which has not yet been paid. That actually works out to an interest rate of 24 per cent per year on the money that the borrower has the use of.

Another big source of credit is instalment buying. In this system the store that sells you the new stove sells you credit, too, and the instalment price includes a handsome margin above the cash price. This is really a charge for credit. In the United States it has been estimated that the average cost of instalment credit is about 20 per cent, and special investigations have found the charges on furniture varying from 6 per cent to 55 per cent and for radios from 11 per cent to 98 per cent. Besides, if for any reason you are not able to finish your payments, the company can always take back the article it sold to you.

The Vancouver Teachers' Credit Union has money to lend at rates slightly lower than 5 per cent per annum.

To join the Vancouver School Teachers' Credit Union phone E. J. Simpson, Secretary-Treasurer, at BAyview 0901-M.

S.V.E. Projectors Now Available



For showing still films and color slides available from Department of Education Library.

For school purchase on about ten-day delivery basis for schools. Send in your signed order with your automatic priority designated thereon by this symbol "P.C.S. 22".

Special duty-free prices prevail for school purchases.

Write for descriptive literature and price information also for catalogues on religious and educational film slides available for

purchase at low cost. Projectors available in various models for all types or requirements, even to the battery operated.

GENERAL FILMS LIMITED

Vancouver Regina Winnipeg Toronto Montreal

Your Headquarters . . .

for

**Vancouver and All British Columbia
MUSICAL FESTIVAL SUPPLIES**

●
PLEASE ORDER EARLY
●

WESTERN MUSIC COMPANY LTD.

Phone: PACific 9548

570 SEYMOUR STREET

VANCOUVER, B.C.

SCHOOL SUPPLIES

THE LATEST IN
EQUIPMENT — STATIONERY
and
VISUAL EDUCATION

★
MIMEOGRAPH — DITTOGRAPH
MACHINES *and* SUPPLIES

★
LABORATORY APPARATUS

★
KINDERGARTEN *and* PRIMARY
MATERIAL


LIMITED

(ESTABLISHED 1894)

SCHOOL SUPPLY HOUSE
Stationers, Printers and Bookbinders

550 SEYMOUR STREET

VANCOUVER, B. C.

PHONE: PACIFIC 7311