

OFFICIAL ORGAN OF THE BRITISH
COLUMBIA TEACHERS' FEDERATION

THE

VOLUME XXIV.

NUMBER 3

B. C. TEACHER

DECEMBER, 1944



A NEW-OLD SONG

We will sing a new song
That sounds like the old:

Noel

We will tell an old tale
That has often been told:

Noel

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We will watch for the Star:

Noel

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Without War.

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DECEMBER, 1944.

VANCOUVER, B. C.

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CHRISTMAS GREETINGS



WE take this
opportunity to
extend heartiest
Yuletide Wishes
to you and
yours.

B.C. Electric

B-31-44

THE B. C. TEACHER

VOL. XXIV, No. 3.

DECEMBER, 1944.

VANCOUVER, B. C.

Editorial . . .

THE EDUCATION COMMISSION

PREMIER John Hart's recent announcement of the appointment of Dr. M. A. Cameron of the University of British Columbia as head of a commission to inquire into the distribution of educational costs in this province came as very welcome news to all British Columbia teachers.

The terms of reference provided the Commissioner are as follows: "... Commissioner to inquire into the existing distribution of powers and responsibilities between the Provincial Government and the School Districts and to appraise the present fiscal position of the School Districts in British Columbia, and without restricting the generality of the foregoing, to inquire into and report upon:

- (a) the present responsibilities of the School Districts; the character and extent of the services now provided by them; and the present cost of such services;
- (b) the present resources of the School Districts; the extent to which these resources are utilized; the character and extent of any related municipal indebtedness; the character and extent of the government assistance now provided to the school districts by the Provincial Government;
- (c) the present method of administering the Public Schools System; the incidence of cost of education under the existing allocation of revenue sources;

and to make such recommendations in regard to the premises as he may think advisable."

On many occasions the Federation has publicly proclaimed the dissatisfaction of the teachers of the province with the present system of financing education. There is no phase of a teacher's professional life that is not adversely affected by the existing basis. Salaries in poor districts are kept distressingly low, classes everywhere are too large, equipment and facilities are usually totally inadequate, school buildings are often obsolete and unhealthy, and the teachers themselves are not well enough prepared.

Furthermore, the present distribution of educational costs produces glaring inequalities.

The December meeting of the Federation Executive will be largely devoted to a discussion of a brief to be submitted to the Commission. There is no doubt that the conditions governing the work of the Commission provide ample scope for a full review of the present system with all its ramifications and there is also no doubt that the teachers' case will be well prepared and carefully considered.

The B. C. Teacher optimistically predicts that a new deal for education is not far in the offing. May the new year prove us right! We have waited long enough for it.

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TEACHERS ARE CANADA'S DEPRESSED CLASS

(Editorial from the *A. T. A. Magazine*)

A GAIN, to its great credit, *Maclean's Magazine* is showing concern (nearly a column's worth) over the decline in Canada's teacher-supply. "In Nova Scotia 300 teachers (sic) who have only high school training and no professional training of any kind are teaching school. Another 400 are teaching school with only a six weeks' course at Normal School. . . . Ontario is putting 600 teachers to work this year whose training lasted six weeks." So the dreary tale goes across Canada. It would be drearier still if it were complete. Six hundred of Alberta's rural school rooms were closed in October for lack of teachers. The Editor draws one moral: "Education in Canada needs more money."

There never was as much money in Canada as there is today. Never were wages so attractive or wage-workers more in demand. Never was the need and the worth of Education more clearly vindicated than in the training of our fighting forces and women's auxiliary services during the war. Never were public bodies, municipal, provincial and national, more "flush" of money.

Now look at this and weep.

Median Salaries of Canadian Teachers by Provinces—1943

Prince Edward Island.....	\$527	Manitoba	\$880
Nova Scotia	698	Saskatchewan	823
New Brunswick	642	Alberta	1021
Ontario	1209	British Columbia	1407

"You ain't seen nothing yet." The Dominion Government, which has throughout the war treated the teachers as a parlor-ful of harmless wartime knitters, takes away a large slice of their earnings as Income Tax, leaving them—and especially the poorest of them—in worse financial case than they were during the hungry Thirties. For example, we know a young lady in Alberta (the Utopia of rural teachers) who teaches a one-room school of 30 children. Her salary is a good one as Canadian rural salaries go, but by the time Ottawa is through with it, she gets a monthly cheque of \$58—yes, fifty-eight dollars. This young lady is intelligent; she is getting out. She simply does not need \$58 badly enough to assume all the toil and responsibility of educating thirty pupils for it. She could live in the city at home with nothing more difficult to do than filing or simple copy-typing, and earn much more. That is not all. She has a circle of friends who are as intelligent as she is. This is what they say. "What, me! Spend a year of heavy grind at Normal School, go out in the sticks and teach thirty kids five days a week, pay \$35 a month for board and lodging and have \$22 left for clothes, books, trips home and lipstick. Not in these shoes, thank you." The result is what *Maclean's Magazine* has begun to notice. Fewer and fewer persons of good earning power and discrimination will even look at teaching as a career; and the field is being occupied by persons of inferior earning power and discrimination. And there are not enough even of these to fill the classroom jobs.

This is not a new story. It has been a notorious scandal for years and years. As far back as 1929 the Prince Edward Island teachers made their protest and got a little grudging relief from their misery. In 1930

the Canadian Teachers' Federation distributed to legislators, educationists and leaders of opinion all over Canada a full and frank report of the shocking state of teachers' salaries. In some of the provinces a little was done; a tiny sliver was pared off the new war-time prosperity and passed to the teachers to keep them quiet. But the present situation is worse than it ever was because:

- (a) The rise in the cost of living has more than absorbed the actual increase in earnings.
- (b) The general enjoyment of good times and plentiful money has made the penury of the teacher more obvious and humiliating than ever.
- (c) The Federal Tax strikes unerringly at every unmarried teacher earning more than \$660, cutting down to vanishing point the pitiful margin between the monthly cheque and the cost of room and board.
- (d) The teacher no longer has the freedom to get out into more lucrative work because Ottawa has frozen her to her job.

The laymen frequently ask: "Why on earth don't they strike?" and we are supposed to answer that teachers are too conscientious to strike when the nation is fighting for its life; that they are staying at their post in the hour of peril. The true answer is that the teachers *are* going on strike. Thousands of them strike before they enter the portals of the Normal School, and go into offices, munition plants and all kinds of essential services instead of going into Education. The less intellectual types who could have done these jobs are thus displaced, and some of them need work desperately enough that they are willing to teach rural schools for forty, fifty or sixty dollars a month. Other teachers strike by getting married to service men, establishing their vocational status as housewives and later getting jobs as stenographers and receptionists. Others go into the fighting and auxiliary services.

And this is the deadliest kind of a strike. When an ordinary strike has run its course to a settlement, the skilled workers go back to the shop. But in this kind of strike, they stay out, and the supply of skilled workers is steadily and disastrously depleted.

We should not omit to mention another small, but highly significant group of teacher-strikers, namely, those who have gone out of teaching into politics. They may perhaps dislike the description, and we hasten to say that we apply it with a strong desire to do them honor. Few of us humdrum pedagogues have the courage or the vision to throw our hats into the ring, forfeit our quiet evenings, and appeal against social injustice to the conscience of the people. But some of us have taken the rough road of political insurgency, and that road has carried them far. Coldwell went from a principalship in Regina to Ottawa and the leadership of the C.C.F. Noseworthy left a high school in Toronto to join Coldwell in the House of Commons. In Alberta, William Aberhart flaunted his B.A. in the faces of all the K.C.'s, M.D.'s and business tycoons of the West, and moved his fountain pen from a principal's desk to a Premier's office. And four teachers—Solon Low, Nathan Tanner, Alfred Hooke and Earl Ansley—are today Ministers in the Social Credit Cabinet, with others in the benches behind and opposite. In Saskatchewan a similar insurrection has done much to place the C.C.F. in power, and the new Ministry includes Cecil

Fines, John Sturdy and Woodrow Lloyd. This association of teachers with the fight for social justice is no mere flash in the pan. It is an important factor in the political evolution of every province and of the Dominion itself.

We do not presume to offer the high priests of the old Canadian tradition *quid pro quo* in the name of the teachers. We do not for a moment suggest that, in return for a little jam on their bread, teachers will lay off politics and stay at home. Their self-respect has been outraged too long and too insolently for any such deal to appeal to them. They know that by reason of policies deliberately pursued and elaborated through the seventy-seven years since Confederation, the teachers of Canada are shut up in a tight little Depression by themselves during the biggest boom in our national history, and nobody but themselves really cares. They are too fighting mad to discuss *quid pro quo* with anybody.

Nevertheless, we make this closing observation for what it may be worth as guidance to purblind leaders: that the only way to allay the indignation of a submerged group is to remedy injustice.

—From the *A. T. A. Magazine*.

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).

Merry Christmas TEACHERS

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Medicine in Soviet Russia

By DR. D. M. BAILLIE

(Condensed from a Paper given before the Victoria Medical Society,
June 1, 1942)

IT is essential to realize that Soviet medicine is not an isolated entity in itself, as Canadian medicine is, but bound up in and an integral part of the whole Russian way of life. The Soviet Union is a socialist country, and Soviet medicine is socialist medicine, being part of a carefully planned and integrated economy of the whole country. According to Sigerist the most characteristic features of Soviet health system are:

1. Medical service is free and therefore available to all.
2. The prevention of disease is in the foreground of all health activities.
3. All health activities are directed by central bodies, the People's Commissariats of Health, with the result that—
4. Health can be planned on a large scale.

The surplus values, or profits, created in the course of production are controlled and distributed by the various social agencies and part of this surplus goes to finance the health work of the nation. In capitalist nations most of this surplus goes into the pockets of the private owners of industry.

Health service is financed primarily through social insurance, which is administered by the trade unions. The contributions are in a fixed proportion to the amount of the wage bill. Under no conditions can they be deducted from wages. They are practically an addition to wages or part of the socialized wages of the workers. The rate varies according to the health hazards involved in the varied industries and ranges from 4 to 10.7 per cent of the wage bill. (Sigerist).

Social insurance in the Soviet Union includes: (a) medical care; (b) benefits in case of temporary disabilities (sickness, accident, quarantine, pregnancy, childbirth, nursing a sick member of the family); (c) additional benefits for babies, funerals, etc.; (d) unemployment benefits; (e) invalidity pensions; (f) old age pensions; (g) pensions to families in case of death of the bread winner. "All insured persons are entitled to old age pensions of 50 to 60 per cent of the last year's wages upon reaching the age of 60 (women 55), or 50 if they were employed in unhealthy or underground work. They

must, however, have worked for not less than 25 years (20 years for women)."

This is a very comprehensive programme and indicates that the workers of the Soviet Union are, from this point of view, better looked after than their fellows in any other country.

Health Administration

The supreme director is the People's Commissar of Health of the U.S.S.R., who has a seat in the Council of People's Commissars of the U.S.S.R., i.e., the Executive Government of the Union. From him directives go to the Commissars of the Constituent Republics and autonomous regions, in turn to the Commissars of districts, cities, towns, villages, trade unions, collective farms. The whole system is closely linked up and traffic goes both ways, from the top to the bottom and vice versa. The setup is too complicated to go into in a short paper of this kind.

Medical Workers

The chief of these is the physician. After the Revolution there was a great scarcity of these and superhuman efforts had to be made to establish new medical schools, train medical teachers, build new hospitals, train new nurses, new dentists, pharmacists, pharmaceutical workers, etc. It is important to remember that in the Soviet Union there is no financial barrier to entry into medical schools. Students receive free medical education and a monthly wage sufficient to keep them while at college. Promotion is by merit alone. For example, a girl can join a hospital as a ward maid, be promoted to the nursing staff, and if she proves intelligent and hard working enough, get further promotion into medical college.

Brilliant students, who have shown special aptitude for scientific work, may be selected as research fellows upon recommendation of their professors. They receive a monthly salary of 3 or 4 hundred roubles and can join a scientific or research institute for three years. These men become the medical scientists and teachers of the future. There is a good deal of post graduate education.

Middle Medical Personnel

These workers are trained in institutions called "technicums", schools that

stand between the elementary schools and the universities, and consist of the following categories: feldsher, midwife, medical nurse, nursery nurse, laboratory technician, dentist and pharmacist.

All these people, doctors, feldshers, nurses, orderlies and so on, are organized into the Medical Sanitary Workers' Union or Medsantrud, an institution that has no parallel in any other part of the world. This organization looks after the material interests of its members, such things as wages and working conditions.

For instance, the Jubilee Hospital here would be run by its own union, composed of medical personnel, nurses, orderlies, cooks, ward maids, technicians, laundry workers, engineers, etc., who would appoint their delegates to the managing committee. In this way they would combine their full weight and interest into the efficient running of the hospital.

Doctors in Soviet Russia are paid on a salary basis. In 1936 this remuneration was quoted as from 350 to 900 roubles per month but salaries have risen, apparently, a good deal since that time. It is impossible to translate these figures into Canadian values. The most important aspect is that Soviet medical men and women have social and economic security, and haven't got to worry, as we have, about laying by a competence for old age or debilitating illness in an economic sphere that is admittedly very shaky and insecure.

It is just 10 years since the final report of the Committee on the Costs of Medical Care in the United States of America was issued. In this report, compiled after five years of study of medical conditions in America, a number of recommendations were made for the improvement of medical services.

Sigerist in referring to this report has this to say: "The Committee submitting the majority report recognized, also, that individual practice is bound to be inefficient in a highly specialized industrial society, and, in suggesting that medical service be given to the population through organized health centres, it recommended the very form of medical practice realized in the Soviet Union."

"In 1935," continues Sigerist, "when I examined its medical facilities, the Stalin Automobile Works in Moscow employed 30,000 workers. The factory had 15 first aid stations scattered throughout the plant in such a way that every worker could quickly reach one. All of them were inspected twice a month by the Surgeon-in-Chief of the plant. The

factory also had six ambulatoria, each of which was a complete health centre in itself with a department for every specialty, with a woman's consultative bureau and a children's consultative bureau. In addition, the factory had a large central dispensary whose function was to supervise and co-ordinate the entire health work of the plant and to attend the more complicated cases. Such members of the staff as physicians-in-chief, etc., had their offices there. The medical personnel included 112 physicians and 18 dentists besides a large number of technicians and nurses. Physicians supervised the sanitary conditions of the factory constantly and some of them were permanently stationed in the kitchens. Every day doctors went through the work shops looking at the people. If they found a man who seemed indisposed or ill, they asked him to come for examination. Because every worker had had entrance examination, the dispensary had records of all the people employed and knew which ones required special supervision. As the factory worked in three shifts, the medical units were in operation day and night. Since 1935 the factory has been considerably enlarged and the medical facilities have been increased accordingly. The factory has no hospital of its own, as it seemed inopportune to have hospital patients in the immediate neighbourhood of a noisy machine plant. It owned its own wards, however, in three hospitals; accommodation for 200 medical and surgical patients in a city hospital and wards in the Clara Zetkin maternity home and in a children's hospital." This is a description of a health centre serving a particular industry or institution and there are many others of the same kind throughout the country. Other health centres serve an entire district and Sigerist describes a typical example in an industrial suburban district of Moscow and named "The Sokolniki Dispensary in the Name of Nansen." Before the Revolution this district was looked after by one physician. Now there are 140 physicians serving 60,000 people. About 2,000 patients visit the dispensary daily. Service is complete, hospital, maternity home, night sanatorium are included and all the specialties are represented. The dispensary supervises and co-ordinates the work of the medical stations connected with the industrial plants of the region. It is an excellent example of a well-managed district health centre. The purpose of the health centre is to super-

vise the people's health in order to prevent illness, and to encourage people to call at the dispensary whenever they do not feel well.

The increase in hospital accommodation in the Union during the last 12 years is staggering. The following figures are eloquent:

Number of Hospital Beds in the U.S.S.R.
(in thousands)

1913	1928	1932	1933	1937	1940
175.6	246.1	405.8	442.8	618.1	840

Number of Medical Stations in U.S.S.R.

1928	1932	1933	1937
1,942	5,430	6,811	9,700

In Soviet cities today practically all deliveries take place in institutions. Leningrad, for example, has 18 maternity homes, and 12 maternity departments in general hospitals. Medical research is carried on vigorously in 165 research institutes, 26 of which are all-Union central institutes under the Commissariat.

In regard to drugs, the whole drug manufacturing industry is managed by the Commissariat for Public Health, and all pharmacies belong to the State. No patent medicine can be offered for sale until it has been passed by a medical body, and new drugs of all kinds must be checked in the State institutes and clinics before they are offered to the public.

Interesting development in Soviet medicine are the special hospitals in the larger centres of population, and the

advances made in haematology and blood transfusion technique. A good example of the special hospital is the Sklifasovsky Institute for Traumatic Diseases in Moscow of 700 beds and a medical staff of 200, which deals with most of the emergent conditions that occur in the city. By means of efficient organization most of these cases are brought by ambulance from sub-stations in the city in an average time of 8 minutes and are immediately dealt with by a team of surgeons waiting in readiness.

The Russians were the first to establish blood banks and this was started in the Moscow Transfusion Institute—otherwise known as the Central Institute for Scientific Research in Haematology and Blood Transfusion, which has 600 branches throughout the Soviet Union and sends blood in thermos containers to all parts of the Union.

I will close with a quotation from Dr. G. G. Sherriff of Edinburgh—from the *Lancet* of March, 1937: "The primary concern of the medical service in the U.S.S.R. is not with hospitals or with diseases or their cures but with the maintenance and improvement of the health of the community. The care of the sick and their disposal to hospital becomes a subsidiary function. In the public mind the emphasis has thus been shifted away from the idea of disease towards that of health, which in itself helps to promote a healthy society."

—From the *Victoria Labour Annual*.

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SALARY SCHEDULE IMPROVEMENTS

THE trend is definitely toward higher salaries for teachers. Recent indications are that the B. C. T. F. minimum salary schedule is being gradually implemented throughout the province.

The following three new revised schedules give proof of the above statements. Maximum salaries in two instances appear low but recognition must be made of the fact that there are in these areas few teachers very close even to the present top salaries. When a sufficient number of teachers arrive at the present maxima steps can then be taken to bring them more into line with B. C. T. F. minimum standards.

(1) LADYSMITH:

	Minimum	Max.	Incr'm'ts
Elementary . . .	\$1200	\$1660	\$80
Junior High . .	\$1400	\$1880	\$80
Senior High . .	\$1500	\$1980	\$80
Vice-Principal .	\$2060	Max. unstated	
Principal . . .	\$2220	Max. unstated	

Teachers now employed at a lower figure than that called for on the schedule are to receive two increments annually until the correct scheduled salary is reached.

(2) WEST VANCOUVER:

	Min.	Max. A	Max. B	Inc.
Elementary . . .	\$1000	\$1600	\$1900	\$75
Junior High . .	\$1100	\$2000	\$2500	\$100
Senior High . .	\$1500	\$2500	\$3000	\$100
Principals:				
Elementary . . .	\$2500	\$3000	\$100	
High School . .	\$3000	\$3500	\$100	

Maximum A salary may be reached by any teacher whose work is reported as satisfactory. Extra increments may be earned by teachers who receive credits in courses approved by the School Board but not oftener than once every three years. Each such additional increment increases the obtainable maximum beyond the amount indicated under A until Maximum B is reached.

West Vancouver also pays a cost-of-living bonus to teachers receiving less than \$2400 per year.

(3) OKANAGAN VALLEY: (Salary schedule as agreed upon at joint meeting of Trustees representing Vernon, Penticton, Armstrong, Summerland

and Kelowna, and delegates representing the Okanagan Valley Teachers' Association, October 20, 1944):

	Minimum	Max.	Incr'm'ts
Elementary . . .	\$1000	\$1640	4 at \$100 then 4 at \$60
Secondary . . .	\$1300	\$2180	4 at \$100 then 8 at \$60

Two additional increments are provided for married men teachers in the secondary (junior-senior high) schools, making for them a maximum of \$2300.

Negotiations or arbitrations re salaries are now under way in Vancouver, North Vancouver, Oak Bay, Esquimalt, Duncan, Courtenay, Cumberland, Nanaimo, Revelstoke, Kamloops, Prince George, Fraser Valley (joint negotiations), and East Kootenay (joint negotiations).

CASTLEGAR TEACHERS' ASSOCIATION MEETING

THE regular monthly meeting of the Castlegar Local of the B. C. T. F. was held in Brilliant No. 1 School on November 14th. Those attending were the President, Miss McKinnon, Vice-President Mrs. Quance, both of Brilliant School; Secretary Mrs. Leitner, Mr. Freeman and Miss Hall of Castlegar School, and Mrs. F. M. Hughes of Blueberry Creek School.

Various aspects of problems brought up at the recent Trail convention were

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discussed. The "docking" of teachers' wages during unavoidable quarantine was strongly protested.

The detrimental effect on penmanship of the substitution of printing for writing in primary grades, and the stressing of Social Studies relating to foreign countries, rather than the study of our native land, were topics of spirited discussion.

The Bible readings were warmly approved.

Mrs. Quance assisted Miss McKinnon in serving delicious refreshments.

—FAITH M. HUGHES.

UPPER SLOCAN-ARROW LAKES TEACHERS' ASSOCIATION

IN an effort to bring the teachers from "down the lake" into association with the local organization, the regular meeting of the Upper Slocan-Arrow Lakes local of the B. C. T. F. held a luncheon meeting in the pleasant dining room of Pine Lodge on Saturday, December 2nd.

Three teachers responded and seven of us sat down to a delicious meal and enjoyed an inspiring round table conference at its close.


We are fortunate in having Miss Meade (late of Dawson Creek, B.C.) now at Fauquier and were pleased to welcome her as a member of our organization. It was decided to contact our local M. L. A., and a number of resolutions were drafted to present to him in order that he may put some of our ideas before the Legislature when it meets.

It is to be regretted that bus connections just do not operate satisfactorily so that we may have the teachers from the Upper Slocan at our meetings at the same time as the Arrow Lakes teachers. The time that suits one group does not suit the other, and private cars have not the necessary gas to bring members together.

We hope to iron out these difficulties in the not far distant future.

—MILDRED F. CLARK.

"If folk dinna ken what ye're doing, Davie, they're terrible taken up with it; but if they think they ken, they care nae mair for it than what I do for pease porridge."—R. L. S.



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Trades and Labour Congress Convention

THIS is a report by the B. C. T. F. delegate to the Sixtieth Diamond Jubilee Convention of the Trades and Labour Congress of Canada held in the Royal York Hotel, Toronto, Ontario, October 23rd to 31st.

The Convention convened Monday at 10:00 a.m. Following invocation by the Rev. Gordon Sisco, Brother R. Brown, president of the District Trades and Labour Council, called the meeting to order and welcomed the delegates on behalf of the Trades Union members of Toronto. In a brief address, going back 60 years to the first meeting of the Trades and Labour Congress, held in the City of Toronto in 1883, he pointed out to the more than 700 delegates from hundreds of unions throughout the Dominion, the very adequate historic reasons why the Trades and Labour Congress should hold its Jubilee Convention in the same city that was chosen for the first convention.

The delegates were then welcomed by the Mayor of Toronto, His Worship Mayor F. J. Conboy, who in his remarks highly praised the co-operation and assistance he had received from the officials of the Toronto District Trades Council.

An address of the Hon. Charles Daly, Minister of Labour for Ontario, followed wherein the Minister stated that, in his opinion, the Congress in avoiding political entanglements was adhering to a very sound policy. He also enumerated the gains made by labour in the province of Ontario, emphasizing that restrictions formerly preventing the employees of the Hydro Electric Commission of Ontario from organizing and affiliating with labour had been removed; that the Collective Bargaining Law had been enacted to cover all industry; that the 8-hour day and holidays with pay had been legalized; and that labour had been given representation on the Boards created since his government had assumed office.

President Percy Bengough announced that the Congress was in receipt of dues from more than 329,000 members—an increase of more than 100,000 in the past year—establishing the Congress as the paramount trade union organization in Canada, and commented on the increasingly friendly relations with the Dominion Government evidenced by the past year. The President then formally opened the business session.

Plans for forming a national organization of municipal employees were announced by President Bengough. These may mark the initiation of a policy that may ultimately result in embracing in the Congress an ever-increasing number of public servants with whom teachers have so much in common.

The many business sessions that followed were addressed by prominent servants of the Government and fraternal delegates.

The Hon. Humphrey Mitchell, Federal Minister of Labour, and member of the Operating Engineers' Union, assured the delegates that the many restrictive laws born of the war would pass away with the present emergency, that the National Selective Service would be transformed into more of an employment service, that the Family Allowances sponsored by his Government should not be interpreted as bonusing low wages, that the Congress should be proud of its growth in membership and prestige.

The Hon. C. D. Howe, Federal Minister of Munitions and Supply, and recently appointed Minister of Reconstruction, assured the delegates that the advice of labour men would be welcomed and even sought after in the solving of the great national problem, the transition from a war-time to a peace-time economy. To quote: "I mentioned earlier that private enterprise must take over the leadership in the post-war period. You will see what I am proposing is a full partnership of private enterprise, organized labour and government."

Mr. McNamara of National Selective Service paid tribute to the co-operation and contribution of labour and claimed the Selective Service Board in its composition to be the most democratic in the nation.

Mr. Donald Gordon of the War-time Prices and Trade Board, and Major General Chisholm, Director of Canadian Army Medical Services, also addressed the Convention.

National frontiers melted away before the addresses of the Fraternal Delegates from the British Trades Union Congress, the American Federation of Labour, the Newfoundland Federation of Labour, and the Confederation of Latin-American Labour. Few conventions can have been more fortunate in respect to speakers.

Undoubtedly a highlight of the Convention was the address of Vincenti Lombardo Toledano, the fraternal delegate of the Latin-American Confederation of Labour, an organization representing the labour movement in 16 Central and South American countries. The brilliant address enhanced by the remarkable teamwork of the speaker and his interpreter received a standing ovation.

The deep appreciation of the "Good Neighbour Policy" of President Roosevelt by labour in South and Central South America, on the one hand, and the very deep fear and concern evidenced by the speaker with regard to the danger of Argentina Fascism were of particular interest.

Convention committees were: Committee on Resolutions, Rules of Order, Constitutional Law, Officers' Reports, and Legislative Activities.

The procedure in dealing with the 297 properly submitted resolutions was as follows:

- (a) The resolutions received were printed, numbered, and placed in the hands of the delegates.
- (b) The Chairman called upon the Chairman of the Resolutions Committee who cited the number of the resolution or resolutions before the convention, recommended concurrence or non-concurrence in respect to the original resolution or moved a resolution embracing the content of a number of resolutions of similar import.
- (c) Delegates desiring to speak to the resolution as amended or submitted were requested to be near one of the microphones spotted on the floor.
- (d) Should the wording of a resolution rather than the principle therein seem to be causing unnecessary debate a motion to refer back to the Resolutions Committee was soon forthcoming.

Debates of particular interest concerned:

- (a) Order-in-Council No. 1003 dealing with Labour Relations and the Certification of Bargaining Representation. Amendments were called for but the consensus of opinion with reference to the legislation seemed to be in agreement with the remarks of President Bengough, "There is no question; it is imperfect in detail. That is why we want amendments. I still say it is progressive and good legislation."

- (b) A resolution expressing appreciation for the change in the attitude of Dominion Provincial Governments in giving labour a place on various boards and commissions. The resolution passed.
- (c) Family allowances which were subject to the understanding that such were not to be substituted for fair wages.
- (d) Trade Union unity which culminated the convention, instructing the Executive to study the matter with a view to setting up one Trades Union in Canada.
- (e) Strikes in war-time, to which the Convention reaffirmed the present policy of opposing strikes in the present emergency.
- (f) A basic salary for an adult worker of \$1500 was approved.
- (g) Political action—concluding in the Congress reaffirming its policy of planning "union-partisan constructive role in the formulation of national policies."

The resolution of the B.C.T.F. reached the floor on the third day of the Convention. The Resolutions Committee recommended concurrence. Your delegate took the opportunity to speak briefly to the effect that he was honoured to attend the Jubilee Convention as a delegate from the first provincial teachers' federation in Canada to affiliate with the Congress and that labour and the teaching body had a great common interest born of their status of employees and interest in public education and that the latter interest in particular should always serve to bridge the gulf that had so long existed between educators and perhaps the most powerful, organized body in society that had long and loyally supported the cause of education.

The resolution passed unanimously without further debate.

Elections were held on the fifth day of the Convention and obviously evoked the keenest interest. The results were:

President: P. R. Bengough (acclamation).

Secretary-Treasurer: Pat Sullivan (acclamation).

Vice-Presidents: Maritime Provinces—James Whitebone (re-elected), Quebec—A. D'Aoust (replaced), Ontario—J. W. Buckley (acclamation), Western Provinces—Carl Berg (re-elected), British Columbia—Birt Showler (acclamation).

Fraternal Delegates: To the British Trade Union Congress—John Nobe,

Toronto; to the American Federation of Labour—A. Johnson, Toronto. The meeting then voted that the Convention in 1945 be held in the City of Windsor. It may be of interest that in the past the Trades and Labour Congress Convention was held in Victoria in 1906 and in Vancouver in 1915, 1923, 1931 and 1940.

With respect to the setting up of Provincial Executives, the procedure is that following one of the business sessions, all the delegates from a particular province are requested to remain for the purpose of electing a provincial executive. The delegates from British Columbia met following the session of October 27th. Past procedure has been to elect the members on a regional basis, i.e., one to represent northern British Columbia, one to represent Victoria District Trades and Labour Council, and two to represent Vancouver. Some debate occurred as to whether this procedure should be continued or whether the delegates should be elected at large. Finally, a resolution calling for a continuation of the present procedure was passed.

Preliminary to the election, Vice-President Showler drew to the attention of the delegates the fact that the B.C.T.F. was represented and that many of the problems of the Teachers' Federation were provincial and the solving of such problems depended to a large degree upon representations to the Provincial Government. We, therefore, suggested that the delegates agree that a standing invitation should be given to the Federation to send a representative along with the four members of the provincial

executive when representations were made to the provincial cabinet. For example, as given in the British Columbia section of the Report of the Provincial Executive of the Trades and Labour Council, 1944: "On January 11, 1944, C. E. Herrett, Chairman, Vancouver; J. S. Black, Prince Rupert; F. J. Evis, Victoria; R. Cormack, New Westminster; presented their annual Legislative Memorandum to the British Columbia Government. Representing the Government were Premier John Hart, Hon. George Pearson, Minister of Labour; Hon. H. Perry, Minister of Education; Hon. H. Anscomb, Minister of Trade and Industry; Hon. K. C. MacDonald, Minister of Agriculture."

One delegate stated that he would be pleased to concur as far as the Federation was concerned but could not accept this as a precedent for granting a similar privilege to other provincial organizations that might affiliate. The proposal of Vice-President Showler was then concurred in unanimously.

The election of the Provincial Executive then proceeded. Result:

C. E. Herrett of Vancouver, H. Webster of Ocean Falls, R. K. Gervin of Vancouver, G. A. Wilkinson of Victoria.

Your delegate appreciated being appointed to act on the Convention Committee on Legislative Activities.

In closing the above report, may your delegate express his deep appreciation of the honour of being the B.C.T.F. delegate to the Convention.

C. J. OATES,
Chairman, Labour Relations Com.

PROVINCIAL LIBRARY SERVICE TO BRITISH COLUMBIA

IT is perhaps not as generally known as it should be, that the Provincial Library in Victoria offers a free reference service to people throughout the province. Those who have adequate service in their own communities should, of course, make first use of this, but if they have problems on which local library resources do not provide adequate material, their enquiries will receive careful attention from the staff of the Provincial Library.

Although this institution functions primarily as a legislative reference library, for the use of those who have the responsibility of making and administering the laws of the province and of carrying on the general business of government, the Provincial Library has, in its extensive collection of some 200,000

volumes, invaluable material in many other fields which makes it a mecca for students in Canada and the United States and a well of information for people who send in enquiries from all parts of British Columbia.

Unlike the Public Library Commission, from which the reader should keep it distinct, the Provincial Library does not as a rule lend books to the general public: it simply answers reference questions, providing, if necessary, excerpts from authorities quoted. Again unlike the Public Library Commission, it offers this reference service to everyone in the province, even in communities where there are other library facilities. Enquiries should be addressed to the Provincial Library, Victoria, B. C.

Canadian Teachers' Federation Notes

By DR. C. N. CRUTCHFIELD, *Secretary-Treasurer,*
Canadian Teachers' Federation

C. N. E. A. CONFERENCE

WE have received from Dr. C. E. Phillips, Secretary-Treasurer of the Canada and Newfoundland Education Association, copies of the following resolutions which were sent by that organization to the Ministers of Education:

"Whereas the interest displayed by the Canadian Press and by the Canadian public in increased remuneration for teachers is unprecedented; and

"Whereas the C. N. E. A. has stated its position in this matter on page twelve of the Report of the Survey Committee by recommending an increased Canadian salary expenditure of about \$39,000,000 to be distributed with due regard to the services and experience of teachers;

Be it resolved that this Association reaffirm its conviction that the total Canadian expenditure for teachers' salaries must continue to be substantially increased; and

Be it further resolved that the amounts thus made available must be so distributed that teachers who have proven their worth and their permanency will, as in any other profession, receive financial rewards commensurate with their length of service and substantially greater than salaries paid during the earlier years of teaching."

"Whereas the school still appears to be the most effective agency for the promotion of health and citizenship habits; and

Whereas recent surveys show conclusively that expenditures in education throughout the Dominion should be doubled if a reasonably adequate job is to be done; and

Whereas there is great inequality in the ability of the provinces to support an adequate programme of education; and

Whereas some of the provinces at least are spending as large a proportion of their revenues on education as they can afford;

Therefore be it resolved that this Convention of the Canada and Newfoundland Education Association record its conviction that the problem of finding additional financial support adequate for the provision of a reasonable standard of educational opportunity for all the young people of Canada, can best be solved by

increasing the per capita grant paid by the Federal Government to the Provinces of Canada."

CANADIAN BROADCASTING CORPORATION

Mr. R. S. Lambert, Supervisor of Educational Broadcasts, has asked us to draw your attention to the following:

Radio Script Writing for Teachers

December 31st is the last day for receipt of entries to the CBC national Script Writing Competition for Teachers. Fifty dollars is offered for the best script by a Canadian school teacher of a dramatized version of *The Black Arrow* by Robert Louis Stevenson. The winning script will be broadcast on March 1, 1945, in the "Tales from Far and Near" series which goes out to United States as well as to Canadian schools. Full particulars of this Script Writing Competition are to be found in the CBC school radio manual *Young Canada Listens*, on page 47.

ADMINISTRATIVE EDUCATIONAL CHANGES IN SASKATCHEWAN

The Hon. Woodrow Lloyd, Minister of Education for Saskatchewan, reports as follows:

(a) A new Bill was passed at the last session of the Legislature authorizing the establishment of Larger Units of Administration. An examination of this Bill shows the determination of the present Government to introduce necessary educational reforms as rapidly as possible.

(b) The Legislature has raised the minimum salary to \$1200 for teachers with permanent certificates and \$1000 for teachers qualifying for a permanent certificate.

(c) The Teachers' Federation Act was also amended so as to enable the members to determine their own fees in the future.

FEDERATION OF CATHOLIC TEACHERS (ENGLISH SPEAKING) PROVINCE OF QUEBEC

The Corresponding Secretary of this Federation states that they have been fighting hard to secure better pay and working conditions for their members

and have presented their case before an Arbitration Board. He has also sent a formal application for membership in the Canadian Teachers' Federation and expresses the hope that their application will be favourably received.

For several years we have left the door open for our Catholic confreres of the Province of Quebec to join with us as full members in our struggle for better teaching conditions and it is our hope that this application will be given every consideration by the members of the C.T.F. According to our constitution, this application, accompanied by a copy of their constitution, must come up at our next annual convention. Upon receipt, copies of their constitution will be distributed among all provincial organizations now in the Federation so that they may have time to study it carefully before making any decision at our annual conference.

TEACHERS' ADVISORY COMMITTEE

On Monday, November 27th, members of the Teachers' Advisory Committee, including Miss Truax, Messrs. Shaul, Leo Guindon, Frank Patten and your Secretary-Treasurer met with the Veterans' Placement Officers of the National Selective Service, the Educational Officers of the Armed Forces and Mr. Crawford of the Department of Rehabilitation to discuss the problems of reinstatement and rehabilitation of veteran teachers now in the Armed Forces.

Your representatives stated that there were approximately seven hundred positions which could be filled by January 1, 1945, if the teachers were released before that date, but they stressed the obstacles that veteran teachers would encounter if discharged in the middle of the year because of the fact that positions in the teaching profession in most of the provinces were available on September 1st of each year and in many provinces teachers were engaged for these positions months in advance.

It was clearly and definitely stated that any teacher who expressed the desire to return to his former position had the right to return to that position at any time during the year and that the School Board is compelled by law to accept the teacher at his former salary or a better one. It was also stated that if a teacher returned to his former position in the middle of the year, the School Board might be placed in a rather difficult position. Your committee took the stand

that the teachers' wishes in this respect must be upheld.

Your committee emphasized the advantage to the State of further training for veteran teachers and definitely took the stand that any teacher wishing to avail himself of the educational benefits to which he is entitled under the Rehabilitation Act should be allowed to do so. The discussion on this question brought out the fact that it is possible that thousands of teachers will be required by the Armed Forces for the classes that will be set up after demobilization and it was clearly understood that the Armed Forces should have priority rights for the services of any teachers that they should need.

It is my own opinion, as your Secretary, that the teachers' provincial organizations in each province of Canada should set up their own Advisory Committees to deal with the problems of reinstatement and rehabilitation of teachers. Many of these problems could be settled satisfactorily within the province itself but when an appeal is made from the decision of a local board, this appeal should come through the C.T.F. Advisory Committee to Ottawa. If this procedure were followed, I am sure we could render a real service to our fellow members now serving their country in the various theatres of war and I would urge upon the officers of each provincial organization to give this matter immediate attention.

Your committee left the Advisory Committee of the Veterans' Placement Bureau with the understanding that the law would be amended in such a way that those teachers released from the Armed Forces throughout the year would be given special consideration if satisfactory positions were not available for them at the time of their release.

"Canadian Nature"

CANADIAN NATURE (Whittemore Publishing Co., Ltd., 177 Jarvis St., Toronto, Ont., 75c per year for 12 or more to one address; \$1.25 per single subscription). This publication is intended to arouse in teachers and pupils a genuine interest and perhaps an abiding joy in the observation of nature's handiwork in field and stream, in forest and pond. It fits perfectly into the school programme of study and is invaluable for reference work and for supplementary reading.

Lesson-Aids Committee

All correspondence connected with the Lesson-Aids Committee should be addressed to Mr. HARRY G. BOLTWOOD, Hon. Secretary-Treasurer, Lesson-Aids Committee, 3486 West Second Ave., Vancouver

FALL CONVENTIONS

WE sent parcels of Lesson-Aids to five of the Fall Conventions and expect to have a steady flow of orders from those districts. The Fall Conventions give the rural teachers an excellent opportunity of examining our units at leisure, and we have always found that we receive a good deal of inspiration from those meetings. This year we had the pleasure of attending the convention at Abbotsford and were much impressed by the very friendly tone of the gatherings of teachers, whether as a body or as sectional groups. We should, however, like to point out that it is possible to have too many sectional meetings held at the same time, so that teachers who wish to attend more than one of them are barred from doing so and have to make their choice of which to attend. The result, as we heard rather freely discussed, is that some teachers missed the very thing they wanted to attend. The difficulty, naturally, is that the convention has to be a one-day affair. It seems to us that, whatever the difficulties, two days is the minimum time for a convention, especially when teachers have to travel considerable distances in order to be present.

The Acting General Secretary of the Federation and the Lesson-Aids Secretary have reason to be very grateful to one of the teachers for the very generous hospitality offered to them at Huntingdon, at the close of the convention meetings.

We were also privileged to visit a school in this area at which several of our popular units originated, and to see the delightful work which was the nucleus of those units. We wish it were possible to print photographs of the work done there. Teachers who have a copy of our unit No. 45 can realise what that unit would be like, as many have now had their children work with it.

A GOOD DAIRY COW

WHILE at the school mentioned above we picked up a poem written by one of the children in the school, and with or without permission we print it here, as we think it will be of some interest to teachers in similar

country schools. Please remember that the poem is about a *cow*. We mention this because we have on occasion heard of a teacher being called "an old cow"!

A GOOD DAIRY COW

She's long in her face, she's fine in her horn,
She'll quickly get fat without cake or corn;
She's clean in her jaws, and full in her chin,
She's heavy in flank, and wide in her loin.

She's broad in her ribs, and long in her rump,
A straight and flat back, without e'er a bump;
She's wide in her hips, and calm in her eyes,
She's fine in her shoulders, and thin in her thighs.

She's light in her neck, and small in her tail,
She's wide in her neck, and good at the pail;
She's fine in her bone, and silky of skin—
She's a grazier's without, and a butcher's within.

"TREES"

WE seem to be "following the conventions" in our notes this month, but we cannot refrain from referring to Dean Buchanan's recital of a poem which appeared in a recent copy of the *B. C. Teacher*. We heard so many teachers remark that they must look up that magazine, as they missed that poem. Now, that is just why we mention the matter. The dean gave a public demonstration of the fact, to which we have often referred, that teachers as a whole do not read their own magazine.

WE wish all teachers on our Lesson-Aids mailing list a perfect holiday, with the satisfying knowledge that the units used during the past term have greatly eased their work. We hope that the Christmas units proved especially helpful.

"FOR ALL YOUR GRADES USE
LESSON-AIDS"

Waste In Education

By DONALD COCHRANE, *Ocean Falls, B. C.*

MAKING silk purses out of sows' ears is the major objective of our schools, and in the process we spend a good deal of time in teaching eggs to fly. There are several other methods of wasting the taxpayers' money and the children's lives, and we faithfully practice them all, but these take precedence over all others.

Against the silk purse business we must not complain. All men are equal, and every sow's ear must be solemnly put through the process that would make it into a silk purse—if it were made of silk. The ears do not want to be purses; would much rather be good honest veal loaf or potted duck. And if they were made into purses, what could we do with so many? The present tendency in education is to make an imitation silk purse, fill it with half-baked baloney, and complain that nobody wants it. That is Education for Democracy. Anyone who objects to it will meet with no valid arguments, but a vast amount of vituperation.

But eggs are different. Eggs change into birds in due course, and after a while the feathers grow, and the birds can be taught to fly. But no amount of demonstration or persuasion will teach an egg to fly. And yet that is what we do to our children; we waste their youth, trying in vain to make them old before their time.

All children want to learn to read; but under pretence of teaching reading we cram them with strange words and unusual constructions. We make them read stuff that has no interest for them, even if they could understand it, and call that Literature. It is true that what they want to read is rubbish, from our point of view; but on the other hand you must fill the bottom of a tank before you can put anything in the top of it.

They want to learn to write, so we make them write endless compositions of no possible interest to them or anyone—harassing them the while with rules they cannot see any sense in, such as not using a preposition to end a sentence with.

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Consider arithmetic. There is really no harm in long division, though very few adults use it at all often; but we try to teach it a year or two before the victim really knows what it is all about. Percentage is worse: this abstruse concept is introduced in Grade Seven or sooner, and with great labor the children learn to perform the mathematical gyrations connected with it. They forget it quite thoroughly in the summer holidays and must be taught all over again next year. This goes on until they have "finished arithmetic", and then the physics or chemistry teacher finds that they still do not know what percentage is about. But at that stage they are ready to learn and use it, so a five minute explanation makes everything easy. All the hundreds of lessons on it in the lower grades are simply thrown away. They do not form a foundation for the later teaching, any more than automobile wrecks make a good road or sunken ships a safe channel.

No need to go over the other subjects. They are all as bad, except the ones that are worse. At the end of his school life the student finds that we have taught him nothing that he wants to know, nothing that increases his enjoyment of

life (we must not mention his cash income); more especially, we have taught him nothing thoroughly, and we have not taught him to study. He escapes from our clutches with shrieks of joy and forgets his schooling as quickly as possible.

What to put instead? In the first place, less. It has been shown that in Grade 1, at least, children learn just as fast if they go to school three hours a day as those who put in four or five hours a day. In this way one teacher can handle two divisions, and the children get plenty of outdoor play. Perhaps even a shorter day might be enough for a large percentage of beginners, and the half-day might work well up to Grade Three.

Next, teach them what they want to know. Let those that like French learn it. Let those that can do arithmetic do it. History, geography and science are good for those who like them, and of no earthly value to those who don't.

There are several other obvious ways of getting better schools for less money, but they all conflict with mouldy academic tradition or the latest fashions of California schools, so what's the use of talking about them?

I am interested in further information concerning the British Columbia Teachers' Federation Group Health and Accident Policy.

Please send details to

Name.....

Address.....

Mail to:

B. C. Teachers' Federation

1300 Robson Street

Vancouver, B. C.

Or to:

Crossley Insurance Ltd.

510 West Hastings Street

Vancouver, B. C.

Education Needs Federal Aid

*Extract from the Editorial of the Montreal Gazette Wednesday,
April 5, 1944, sent to you by the Secretary-Treasurer of the
Canadian Teachers' Federation*

EDUCATION, which in recent days has been receiving more attention than it has previously enjoyed but much less than it merits, was debated in the Senate last week when Senator Haig urged that the Dominion come to the rescue of the provinces by means of federal grants. The Senator well realizes the fact that education lies within provincial jurisdiction and that there are those who object to federal aid on the ground that provincial autonomy is infringed.

But he has touched on the fundamental weakness of our educational system. As he says, the people of Canada are not paying their rural teachers sufficient remuneration for the important work they are doing. They are the poorest paid, in fact, of any class in the Dominion. In consequence they are not equipped for their tasks, and the great majority of them are looking forward only to the day when they are happily released to more remunerative employment.

As he points out, the Dominion makes grants to the provinces for the purpose of improving livestock and grains, but it does nothing to improve primary education. There seems no reason why the federal government should not make such education grants, the money to be used by the provinces at their own discretion without federal interference and without disturbing the functions of government between the provinces and the Dominion.

Senator Haig, in fact, found support for his project in a quarter where he probably did not expect it. Speaking later in the day, Senator DuTremblay agreed that the provinces have not the means to pay for all the educational facilities they have promised and would like to provide. He drew attention to the situation in this city, where the financial burden of education is carried almost entirely by real estate, and he agreed that the Dominion could perhaps give aid to the provinces for educational purposes in a way that would not interfere with provincial autonomy.

This is a beginning, and the Senate should not allow the initiative to fall from its hands. Canada's educational system needs overhauling. The ability to read and write is not sufficient for to-

day's needs, and it will fall far short in the days that lie ahead.

We are prepared to pour millions into social security, health and unemployment insurance, yet we close our eyes to the fundamental security of our people—the welfare of their minds. Education has little to do with magnificent buildings and a fine campus. It is the character of the master that impresses itself on the pupil. The government is not asked to supply costly teaching plants. Great men will still spring from the tiny school-house, but only under the impetus of devoted teachers.

To obtain them and keep them in the teaching profession we must pay them according to the standards of the day. In the power of the knowledge and true understanding of the citizenry lies the safety of the nation.

A CHANCE FOR THE SENATE

Senator Haig last week told his fellows in the Upper House that they are presumed to have some experience in the public life of the community and to be willing to devote some of their energies to the service of the Dominion. This view of the duties of the Senate may have come as a surprise to some of the incumbents, who were thus asked to bestir themselves in the matter of education.

Senator Haig believes the time has come for the Senate to initiate some legislation to improve the general level of primary education in this country. At least he asks his colleagues to investigate the question sufficiently to be able to place before the people a programme of education.

Now that is not asking too much of them. If they get down to the task—which really needs doing—with vigor and intelligence they may render a valuable service to the country. In doing it they may even learn a good deal of themselves. On both counts the effort is well worth making.

Whatever happens, investigating our education system is much better than not investigating it. The Senate cannot lose. It may even acquire more dignity thereby than is bestowed by the unremitting consideration of divorce cases.

"Combined Operations"

By ELIZABETH A. WALLER, Director, British Columbia-Yukon
School War Savings

B RITISH Columbia teachers and pupils can be proud of their War Savings record for 1943-44 term. Reports from 585 schools with a total enrolment of over 99,000 show \$330,678 invested in War Savings Stamps and \$77,000 in Victory Bonds during that period.

On the average pupils in B.C. saved more per pupil than in Ontario, Quebec, Prince Edward Island or Manitoba, according to figures released from Ottawa. The importance of their efforts can be judged by the fact that they were responsible for 40 per cent of all Stamp sales in the province in the ten months from September to June.

An extract from a letter written by Hon. H. G. Perry, Minister of Education, to Principals, Teachers and Students urges even greater efforts for 1944-45:

"The sailors, soldiers and airmen cannot relax just because the end is in sight; the workers in the factories must keep on supplying equipment to the men at the front, and we at home must not weary in the good work of saving and buying War Savings Stamps and Certificates and supporting our War Activities until peace is declared."

Spurred on by the cheering news of victories, War Savers this year are aiming at an ambitious objective of \$500,000 invested in School War Savings by June 1945.

Based on an average per pupil saving of two stamps per month this total is attainable if every school in British Columbia sets itself a quota and strives to reach it.

This year's school campaign is simple in operation and will be an improvement over last year's programme in theme, timeliness and interest. The entire campaign is based upon that much publicized modern method of warfare "Combined Operations", and it fittingly revolves around a series of war maps which embody elements of interest and educational possibilities.

The main feature of the campaign is simulated active student participation in the liberation and occupation of enemy-occupied territories in the European and

Pacific zones, including Germany and Japan.

In true combined operations fashion, the Navy, Army and the Air Force will be represented individually by different classes in school with three or more rooms, and by divisions of classes in one and two roomed schools. These classes or divisions will be grouped, theoretically, to form a complete "Combined Unit" operating in one theatre of operations. The over-all progress of all classes or divisions in the school will be recorded on a master map, while local operations will be recorded on individual operational maps which will be enlargements of sections of the master map.

Progress on the master map and the classroom maps will be marked in terms of percentage of quota obtained.

MASTER MAP

This is a very colourful map of the World with Canada as focal point. It shows the three current battle zones featured on the three operational maps. Accordingly, three separate courses have been charted to these zones and outlined "ghost" ships are provided on each course to represent the Navy, Army and Air Force participating in a combined offensive on each objective.

OPERATIONAL MAPS

As explained previously, these maps represent the battle zones shown on the master map, and each is equivalent to one third of the year's War Savings objective set for a classroom. The areas already in colour represent neutral countries or Allied nations.

The operational maps are divided into ten sections, each section equalling one tenth of the War Savings objective attached to the operational map. Thus, if a schoolroom's objective for the year is set at \$90.00, each operational map will represent \$30.00, and each classroom saving of three dollars will entitle the classroom to paste one section on its operational map, until finally all enemy-occupied territories on that map have been "liberated".

A feature of the map cut-outs is the national flag of liberated countries; this flag is for pasting on the cut-out which completes the liberation of an occupied area.

A cut-out of actual enemy territory is also included so that it may be pasted over such areas in the event of collapse of Germany or Japan. Should this take place before the operational maps have been completed, it could be assumed that the pasting of additional sections in the liberation programme would also represent Allied efforts to restore economic liberty as well as freedom from enemy occupation, and teachers might supplement the campaign operations with short talks on political developments in the liberated countries concerned.

Teachers who have seen the maps are enthusiastic, as they say they are exceedingly useful both from a Geographic and War Savings point of view, besides being colourful posters for the school-room.

The most important feature of the campaign is to set an objective for the ten months. This can be based on a per pupil average purchase of two stamps per month—or on results to date. Stamped-addressed report cards for September Sales and to report the

school objective are being enclosed with each kit. It would be appreciated if teachers would fill these in and return as soon as possible.

Gym Suits Wanted

Ladies' authorized blue gym costumes in good condition

\$1.50 for Suits

\$2.00 for Suits and Skirts

Deductions will be made if cleaning and mending are required.

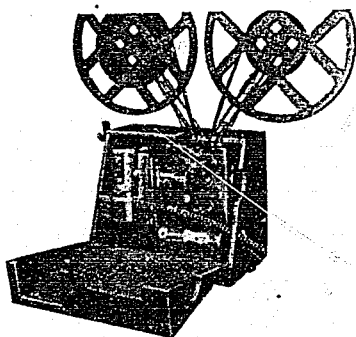
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Unclaimed Pension Refunds

THE following teachers have been absent from the teaching profession for a period of less than two years, and have a very small amount to their credit in the Teachers' Pensions Fund. They are also entitled to a refund of contributions if they do not intend to return to the teaching profession. The Commissioner would like to contact these teachers and so advise them, but their addresses are unknown. Any information in this connection would be greatly appreciated.

Mrs. Elsie L. Salter.....	84280	Mrs. Ruby E. C. Young.....	15197
Jean M. Auld.....	85253	Edward A. Hill-Tout.....	15251
Gwyn H. Callard.....	86308	Mrs. Evelyn P. Dahlen.....	15269
James E. Horning.....	86095	Doris L. Carleton (Mrs.).....	15308
Janet McK. Colwell.....	87204	Mrs. Evelyn M. McCague.....	16140
Ellen L. Murray.....	88194	Campbell G. M. M. Gilmour.....	16184
Marg. M. Embree.....	82320	Mrs. Marg. C. Pullen.....	16224
Mrs. Ada E. Mackenzie.....	94070	Mrs. Mary Iris York.....	16254
Mary R. Raven.....	94313	Mrs. Jose Frances Sorenson.....	17145
Mrs. Myrtle G. Allan.....	94365	Mrs. Dorothy Fiddes.....	18078
Maud L. Monckton.....	95160	Therese A. Parnas.....	18088
Mrs. Muriel Nygaard.....	98171	Mrs. Dorothy A. Parkinson.....	18095
Annie Milligan.....	99102	(Nee McCully).....	
Mrs. Eleanor B. Stewart.....	00184	Rosaire Tremblay.....	18108
Hilda May Toms.....	03097	Claine K. McKinnon.....	18211
Mrs. Vivian Kaldestad.....	03176	Helen Ann Tulloch.....	18216
Doris Harrold.....	04005	Mrs. Marguerite A. Willis.....	18264
Evelyn A. Thorsteinsson.....	04093	Alice G. Campbell.....	19077
Mrs. Dorothy L. Courtenay.....	04176	Mrs. Beatrice L. Lewis.....	19094
Mrs. Bertha Lowe.....	04296	Moir L. English.....	19134
Mrs. Margaret O. Muir.....	05185	Penelope R. Adamson.....	19190
Nina E. Soles.....	05267	Norma R. Lee.....	19262
Mrs. Minnie J. Franklin.....	05284	Josephine W. Weldon.....	19336
Marjorie R. Preece.....	06107	Theodora Combolos.....	20009
Henry E. Vogel.....	06172	Dorothy McCammon.....	20037
Mrs. Ferne Mary Horte.....	06212	Isabelle A. Reece.....	20048
Mrs. Irene E. Grant.....	07140	Helen C. Brown.....	20100
Leona Y. Forde.....	08084	Kathleen A. Carter.....	20232
Alice A. Stobie.....	08210	Jeanette A. Cove.....	20238
Eliz. A. Mitchelson.....	09201	Iris E. Howard.....	20317
Mrs. Olga Shamon.....	10002	Emma I. K. White.....	21199
Mrs. Jean B. Anderson.....	11025	Mrs. Leila K. Gildner.....	21289
Mrs. Gladys E. Rekert.....	11205	Martin L. Brown.....	21303
Inez Harryette Cherry.....	11324	Vera M. Gray.....	21312
Martha G. C. Varseveld.....	12059	Mrs. Ruth P. White.....	22018
Vivian L. Camozzi.....	12127	(Nee Straight).....	
Mrs. Marjorie F. Hyndman.....	12149	Ruth Scott Dickson.....	22071
Mrs. Nina M. Grigor.....	12264	Maiza B. Orr.....	22149
Eliz. M. Harford.....	12303	Gladys K. Keller.....	23027
Mrs. Vera G. Collison.....	12359	Beryl M. Burgess.....	23175
Mrs. Marg. Eliz. Shaver.....	13098	Fay L. Sweeney.....	23309
Edward H. B. McGougan.....	14215	Eliz P. McLeod.....	
Mrs. Blanche B. Bishop.....	15013	Christina McKenzie.....	24228
Mrs. Marg. Black.....	15049		
Flora V. Dempsey.....	15128		

NOTICE

Continuing members are reminded that their Federation fees will be overdue after December 31st.

USING FRENCH WORK BOOKS

(DESMOND HOWARD,
Kamloops High School)

THE following devices may be used effectively to increase the usefulness of the Work Books based on the French II and French III reading courses:

1. Have the pupils reword statements in the True-False exercises so that true statements become false, and vice versa. Encourage them to do this other than by merely adding to, or deleting from the sentence, the words "ne . . . pas". Much of the work may be done orally.

2. If some pupils think that a certain statement is true, and others disagree, place the responsibility squarely upon the pupils to reach a unanimous decision. "I haven't the slightest idea which answer is correct, class. Let's take another look at the story, to see what it says."

3. In the correction of many of the vocabulary drills, have the pupils write the answers on the board, without referring (at the time) to what they have written in their Work Books. The teacher dictates the required expression; the pupils, God willing, write the corresponding French (or English).

4. Having used the device above, in checking a list of antonyms, vary the process by dictating the required opposite and having the pupils write the word originally provided.

5. In checking a vocabulary question of the multiple choice variety, encourage the pupils to let you know if they have the incorrect answer. Thus, if they are under the impression that "cour" means "short", both "cour" and "court" may be disposed of at the same time.

6. Vary the procedure occasionally by having the pupils prepare their own questions.

7. Many of the questions call for answers to be in English sentences. These might well be answered in French by some classes.

In conclusion, and only, Mr. Advertising Manager, to clear up a misunderstanding, may I point out that the French III Work Books may be obtained from the High School Correspondence Courses Branch, Department of Education, Victoria, B.C.; and French II Work Books from the author, in care of Kamloops High School?

WASTE TIME

COL. Shrum of the U.B.C. Extension Department told this one at a gathering of armed forces educational officers during the summer:

It appears that there was a certain small school district in the Cariboo that could not find a teacher. After the school had been closed for a few weeks, the Trustees heard of a farmer from a neighbouring hamlet who, they were told, would accept the position. The farmer was duly employed.

A month or so later along came the Inspector. He had been in the school only a few minutes when he left in great indignation to confront the trustees.

"What do you mean by hiring as a teacher a man who can neither read nor write?" he exploded.

The trustees were greatly surprised and decided to summon the farmer.

"What do you mean by accepting a job as teacher when you can neither read nor write?" they asked.

"Shucks," was the reply, "if I could read or write do you think I would waste my time teaching school?"

Christmas Gifts with a Future



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VANCOUVER, B. C.

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.

FOR THE ART LIBRARY

HERE are five interesting and practical books which for a figure well under \$30.00 might well form a sound basis for the art library you have been planning. All books may be obtained from Moyer School Supplies Ltd., Edmonton, Canadian agents for "School-Arts". Prices quoted are those in effect in Canada.

THE Art Teacher; Pedro J. deLemos; pp. 491; price \$10.50.

If you are already acquainted with the work of Mr. Lemos through the *School Arts* magazine, it will be enough to say that *The Art Teacher* maintains the high standard set in it. Those unacquainted with Mr. Lemos' work will find this book a profitable and pleasant introduction.

The scope of the book is almost encyclopedic, covering fully but simply all the ordinary branches of school art, plus a good many not so well known. In addition to chapters on representational drawing, with a good series of illustrations on how to build up figures of people and animals, etc., from simple forms, torn and cut paper work, color, a chapter on design (really excellent), posters, lettering, and booklet making, there are sections on toy making, modelling from a variety of materials, sewing, weaving, basketry and puppets. If this is not enough, there is a section with suggestions for picture study, and a variety of schoolroom helps, including an outline for a rural school art course, and suggestions for integration with other subjects.

Outstanding is the volume and diversity of illustrations (some 400 pages) valuable to teacher and pupil alike, and the variety of ideas which include block printing, gesso work, batik work, and interesting exercises in color for the younger children.

With such a volume criticism would seem almost uncalled for, but two omissions might be remarked. One is that of suggestions on composition in the drawing of larger pictures. Then the book almost completely ignores any modern painters in the work on picture

study. It is high time children were led to realize that good art did not die with Reynolds, Millet, Gainsborough and so on, and became acquainted with such contemporary artists as Van Gogh, Benton and Homer. Perhaps these topics await the completion of further volumes.

—P. V. B.

PLANNING and Producing Posters; de Lemos; pp. 54; price \$3.75.

While designed primarily for senior and junior high schools, art schools, etc., this contains a great deal of background material that would be valuable to the elementary teacher.

The book is copiously illustrated with black and white reproductions of currently famous posters and advertisements, line drawings showing steps in the development of posters, and photographs of special techniques such as silk screen reproduction and air brush work.

The various steps in the making of a poster, planning, values, lettering, etc., are shown. The section on color is particularly worthwhile as the principles given are applicable to a wide variety of uses. It is in effect a miniature treatise on the use of color, complete with an excellent color wheel (the best in my opinion) with directions for the making of it and a series of indicators to use with it showing five types of color harmonies.

The sections on air brush work, spatter posters and silk screen reproductions make the work valuable for advanced use. Instructions for these are clear and concise.

If any feature lends itself to particular commendation it is the inherent practicability of all suggestions and directions. This is a book obviously written not from theory alone, but from direct experience with all the aspects of poster work.

—P. B. S.

CREATIVE Art Crafts; de Lemos; pp. 88; Price \$5.00.

At no point does the modern school diverge from that of an older day more obviously than in the art course.

Today teachers are discovering through art and related enterprises that handicrafts they had felt beyond the reach of anyone but the experts are in reality available to all.

With whetted appetites, many are searching excitedly for new material. This will prove a find indeed for such, containing as it does crafts ranging from elementary paper folding and tearing, to more involved work in leather and gesso, and emphasizing in each case the fact that you can do it.

To catalogue the crafts involved would be impractical. To sample: Toy making bulks large, including toys from scrap materials, paper and wood. The section on paper work includes paper making, a thrilling project; book binding; block printing. The final section deals with relief craft and includes leather, wood, glass and more. Glass and plastic work you will find particularly interesting since they constitute something new in school crafts.

It is the guess of this reviewer that a good many wise parents as well as teachers will want to secure this practical and charming book.—T. L.

* * *

CARTOONING *Plus Good Drawing;* Harriett "Petey" Weaver; pp. 51; Price \$3.65.

This book is the outgrowth of an experiment to see if a successful motivation for school subjects could be based on the average child's interest in comic strips.

As the title suggests, the book deals with more than cartooning in its restricted sense, bringing in most of the principles of good drawing such as composition and perspective, plus a very good section on anatomy and "urch purchases" (the author's name for "stick" men). Included also are some of the short cuts of the professional artist for the correction of errors, space filling, and so on.

While the text will be most useful in the junior and senior high schools, it contains much that could be used by the elementary teacher. The prospects the book opens for correlation are practically unlimited; for example there are few if any subjects that would not lend themselves to the "comic" strip technique.

—A. D. B.

* * *

GUATEMALA Art Crafts; de Lemos; pp. 40; price \$4.75.

As source material for a unit on Central America, this beautiful book by a

recognized authority on folk arts and crafts should suit admirably.

It may be asked why Guatemala should be chosen. The answer lies in its history: in this area, the homeland of the Mayas, the Spanish did not pursue their customary policy of exterminating native crafts and religion but rather allowed them to blend with the Spanish, with the result that the Indian and his crafts have lived on here to this day to a degree unmatched in any of the adjoining parts of Latin America.

The book is doubly valuable as the basis for a unit, since it is both a guide-book to Guatemala and a study of its arts and crafts, providing an inexhaustible supply of integrated art and handwork in such fields as weaving, pottery, mask making and others.—W. T. E.

"LIVE AND LEARN"

THE valuable *Live and Learn Books* published by Ryerson, Toronto, have been remarked in these columns before. Handy, readable and inexpensive, they will provide plenty of fuel for your discussion group, whether in school or out.

Two recent issues stress what is often termed "old line" approach to current and postwar problems. Unless you are a complete convert to one definite course of action, you will be ready to admit that here is much to be said for several widely differing points of view in attacking the problems of the day.

The Foundations of National Well-Being, by John L. McDougall of Queen's University (pp. 40; 30c) seeks to answer the question, "What do we as a society want?" and ignoring the answers of "the starry-eyed dreamer", develops the thesis that there is a "possibility of a free society which can ask the loyalty and co-operation of its members because it respects their emotional integrity."

The reader will find here much that he may want to challenge, much that will challenge him. A thought that is apt to be forgotten sometimes, for instance: "Men are not to be treated as objects of management. If they are citizens, then they deserve to be treated as individuals . . ." The keynote of the booklet is that "the existing order has a moral strength which is an ample foundation for . . . rehabilitation . . ." Some interesting illustrations and graphical material are provided.

Canada and the Four Freedoms, prepared by a Y.M.C.A. committee, (pp. 40; 35c) is uneven and in places distressing

in its lack of appreciation for clear, straightforward English speech. Nevertheless, it directs attention to an important question: what really are the four freedoms, how are they to be interpreted, what are their implications. With his genius for swallowing without mastication any set of catch phrases, that mythical person, the average man, has frequently to be reminded that mental chewing is an admirable and fruitful process.

Within these covers he can find a practical evaluation of the meaning of freedom from want, freedom of worship, freedom of speech, freedom from fear; and discussion questions and bibliography point the way to further research.

—P. J. K.

WORLD AFFAIRS MANUAL

FIRST Supplement, *World Affairs Manual*, selected by E. A. Hubbs; World Affairs Press Ltd., 224 Block Street, West, Toronto, Ontario; 92 pages; 60c.

Like the *World Affairs Manual*, now in its fourth edition, this booklet is a reference text which will save hours of research on the part of social studies' teachers and others.

Gathered together in one spot is such handy information as war chronology for 1943, allied and American commanders, important world figures, government leaders of Canada, basic facts about the United Nations, Inter-Allied Conferences, Food Conferences, social security plans, plans for world federation, monetary plans. Truly, a valuable ninety pages.—J. P.

CANADIAN HISTORY

DOMINION of the North, A History of Canada by Donald G. Creighton, Associate Professor of History at the University of Toronto; The Ryerson Press, Toronto; pp. 503; \$4.50.

Professor Creighton's *Dominion of the North* is perhaps the most recent publication in the field of Canadian History. Its five hundred and three pages leaves no phase of Canada's story untouched. From the founding of New France down to the opening of the present Great War the development of our Dominion is unfolded in significant detail.

Space does not permit even a brief summary of this commendable book. The student of Canadian History will, however, be especially pleased with Mr.

Creighton's treatment of the period covering the political development 1763-1867. Told in narrative form and intended for the American reader, *Dominion of the North* at the same time will prove to be a valuable addition to the libraries of Canadian High Schools. A comprehensive and segregated bibliography together with an adequate index completes the book.

The reviewer, who has had the experience of conducting many classes in Canadian History, recommends Mr. Creighton's work most sincerely to fellow teachers and students.—H. D. P.

GLOBAL GEOGRAPHY

OUR Air Age World (A textbook in Global Geography); L. O. Packard, B. Overton, B. D. Wood; Macmillan; Toronto; pp. 838; price, \$2.80.

Some day there may come from the United States a geography text which will place that country in its proper global perspective. As this text gives virtually the same amount of space to the United States as it gives to all the rest of the world together, it is obviously not the awaited book. Surely to mention but one example, the U.S.S.R. in the world of today and tomorrow deserves much more than it gets.

In spite of this defect, the book does give information helpful in the interpretation of the present day world, although the emphasis on the war may date the text rather quickly when the war is over.

There are good chapters on the new thinking in the terms of maps as they apply to air travel, and on the relationship of weather, climate, etc., to an air age world.

A good example of the modern approach in the combining of geography and history may be found in the sections on the various countries, particularly as it applies to their place in the present war.

The book concludes with a provocative section on the multifarious problems which will beset the world of tomorrow. What are we to do about "freedom of the air"? How will we settle finance, trade, unemployment? These are two of many that should stimulate some excellent class discussion.—A. R. C.

(This reviewer may be a bit too outspoken so revise as you wish. Matter of fact I agree with him. The book is good geography, but definitely a pot-boiler.

—P. J. K.

Correspondence

Letter To a Country Teacher

December, 1944.

MY dear Niece:

I am sorry to hear that you are having inspector trouble. I have had it various times, and the inspector was generally right. The thing to do, when the inspector disagrees with you, is to give his ideas a thorough and conscientious try-out; then if you really cannot accept them, move to a different inspectorate. For though the inspector is ex-officio always right, still each one has his own ideas.

I know the inspector who says that it is a mistake to treat children as if they were human beings. He made a great reputation in a school full of low-grade children from foreign-speaking homes, and I am willing to believe that he did that job as well as it could be done. I have seen his methods and agree that they are effective in hammering useless knowledge into stupid children. But as I never knew why that should be done, I did not get greatly excited over methods of doing it. It seems to me much more important to inspire the children with a desire to learn according to their ability than to pound any particular set of facts into their heads. The actual amount of knowledge that children get in school is insignificant, after all. But what happens to that knowledge afterward — being immediately forgotten or steadily increased — depends on the attitude you cultivate in them.

So if you are in the martinet's district, learn all you can of his methods, for they are the best of their kind, and useful in some times and places. Then get into some other inspectorate as soon as possible.

Ever your loving

UNCLE JOHN.

RE UNIVERSITY SCHOLARSHIPS
November, 1944.

Editor, *The B.C. Teacher*:

We are privileged to call to your attention what we consider to be a noteworthy opportunity for girls and boys who now, or at any future time, engage in business as *Vancouver Sun* carriers.

This is the arrangement made recently whereby two Scholarships for students entering the University of British Columbia have been sponsored by *The Vancouver Sun*.

The scholarships, established with the advice and approval of the Senate and Governors of the University, provide awards of \$200 to each of the two top-ranking students entering the University each year who have been *Vancouver Sun* carriers.

In addition, to all such winners, we will award a further \$200 for the following year if an original winner attains "Honors" standing in his or her studies, and continue this \$200 award each year through the whole University course if the student maintains the "Honors" standing.

The sole qualification for eligibility to win these Scholarships is two full years of service as a *Vancouver Sun* carrier. Each carrier who has completed this term of service is perpetually eligible and may compete for one at any time upon presentation to the University of his eligibility certificate from *The Vancouver Sun*.

We think you will agree that these Scholarships are a worthwhile inducement to earnest and intelligent young people and an encouragement to them to continue their education as far as possible.

We should be grateful if you would call them to the attention of the boys and girls in your school classes, especially those you think might welcome and benefit from the opportunity presented.

If, further, you should care to give us the names of boys and girls likely to be interested, we will be happy to explain fully the Scholarships to them individually.

Thanking you for your interest and co-operation,

Yours very truly,

HERBERT F. GATES,

Circulation Manager.

SOCIAL STUDIES IV.

Editor, *The B.C. Teacher*:

Some of my former colleagues will remember that I retired somewhat earlier than was technically obligatory because I wanted to devote my leisure chiefly to the writing of a guide to the study of world history.—Social Studies IV. After

four years' labour this little book approaches completion. A stage has been reached where I need the assistance of classroom teachers, particularly in the selection of the words to be included in the glossary.

If any of my old friends, or other teachers familiar with Social Studies IV, would be interested in seeing a copy of the manuscript and in helping to make the book more useful, perhaps to their own students, I shall hope to hear from them at the earliest possible date.

NORMAN F. BLACK.

4390 Locarno Crescent,
Vancouver,
12-12-44.

PERTINENT PARAGRAPHS

SIMPLE arithmetic will easily show anyone that no teacher, not even a "plutocrat" principal of a large Vancouver school, can ever hope to become rich on a teacher's salary alone. Most of us haven't even a little nest-egg laid aside for small personal emergencies.

Now the main obstacle to overcome in acquiring the habit of systematic saving for such a rainy day fund is one of inertia in getting started. As the opening gun in your own personal savings campaign why not join the Vancouver Teachers' Credit Union now and resolve to invest in a five dollar share every month from then on.

If the altruistic purpose of helping to establish a fund useful to less fortunate teachers than yourself is not particularly enticing perhaps the following fable carries a point of interest to you:

Once upon a time there were two Vancouver teachers. Both had invested \$500 in our Credit Union and both now required \$500 for personal needs. One teacher left his credit share intact and "borrowed" \$500 from the Union. The other teacher took out his entire share capital of \$500. On the way home both were killed in an automobile accident.

The teacher who left his money in the Union had his debt of \$500 automatically cancelled. Furthermore, his heirs received \$1000 in cash—double his share capital. We shall not dwell upon the plight of the dependents of the unfortunate pedagogue who withdrew his share capital and was no longer a Credit Union member.

Join now. Save systematically. Borrow economically and confiden-

tially help others. Obtain free insurance. The initial fee is only 50c. Phone Ernie Simpson, BAY. 0901M, for further particulars today.

BOOK LEARNING

(By RAYMOND E. MANCHESTER in "The Saturday Letter")

BOOK-LEARNING has flag wavers and hecklers—flag-wavers who are determined, unfailing, and often fanatical—hecklers who accept no compromise and yield to no man as far as unmitigated contrariness is concerned. Book-learning always gets a split committee vote, a yes-and-no answer, a division count, and a minority report. It's the book against the "rule-of-thumb", the printed page against the story Grandpappy told to Pappy and Pappy told to Junior, "fancy reading" against "horse sense", the formula against "by-guess-and-by-gosh", the log table against the rabbit's foot, the laboratory against the "dark-of-the-moon," algebra against a hunch, the recipe against "a little of this and a little of that", the slide rule against "trial and error", logic against intuition, and investigation against "I'll bet 'cha".

When the shooting started, the hecklers had a field day and the students went out the front door of the U. like certain bats go out of a certain place. The song that took first position on the hit parade was "No More Latin, No More Greek, etc." Textbooks were a nickel a truck load and profs. began mowing lawns at 30c per hour. The gay, young, lazy-brainers who went so madly outward left no doubt as to their attitudes toward the business of studying. They haven't yet recovered from the shock received when they found the army and navy cheering book-learning more vociferously than Brooklyn rooters cheer for the "bums".

Some persons, things, projects, theories, stunts, and ideas have great, supreme devastating moments when all that is of this world and outside it converge to create some stupendous spectacle featuring homage and tribute; but book-learning has no such moments. It is true that on occasion and for a short period, book-learning may get slicked up for Sunday and have a brief fleeting vision of glory; but, as often, it tramps along with shirt tail dangling, presenting an appearance as God-forsaken as any that imagination in its wildest mood could produce.

You may be a flag waver or a heckler but it will make little difference because book-learning will always have its supporters and its questioners.

News, Personal and Miscellaneous

DEPARTMENT OF PHARMACY PLANNED FOR U. B. C.

THE Board of Governors of the University of British Columbia at the March meeting received from the Cunningham Drug Stores Limited, through Mr. G. T. Cunningham, a cheque for \$10,000 as part of a total amount of \$25,000 which it is estimated will be required for the construction of a Pharmacy Building on the University Campus.

This evidence on the part of Cunningham Drug Stores Limited of their very practical interest in the work which the University is doing, and in the future plans for its development, is much appreciated by the governing bodies of the University. The thanks and appreciation of the Board for this splendid unsolicited gift were conveyed to the donors by Mr. A. E. Lord, the Honorary Secretary.

U. B. C. NOTES

DR. M. A. Cameron has been reappointed as Director of the Summer Session for the academic year 1944-45.

Dr. Joseph E. Morsh, Associate Professor in the Department of Philosophy and Psychology, has been granted leave of absence for a period of one year. (Dr. Morsh is to undertake work in connection with the Directorate of Operational Research (Army), Ottawa).

Total registration for the session 1944-1945 is 2750.

Because of overcrowding, the University is using the Senate and Board Room, Faculty Committee Room, Auditorium and rooms in the Brock Memorial Building as lecture rooms.

QUEEN'S FUND: CHILDREN'S CHRISTMAS APPEAL

THE Queen's Canadian Fund is conducting a special appeal for Christmas cheer for British children. Subscriptions to the Fund will give presents and parties to children in war-weary Britain, at a time when the need is great.

Canada's children, even through the war years, have enjoyed home comforts and Christmas festivities on a scale quite unknown to hundreds of thousands of British children. It is the hope of the Fund that, through Canadian generosity, these little victims of enemy warfare will carry through the years the memories of

a happy Christmas provided through the kindness and goodwill of the people of Canada.

The Lord Mayor, and his representatives, are now busy organizing parties for children in all parts of Great Britain.

Here is an opportunity for Canadians to use small sums of money to give a great deal of pleasure. The Queen's Fund asks you to share your Christmas with children who have known far too little fun and happiness.

All gifts, small or large, will be devoted in their entirety to the cause. There will be no administrative expenses deducted either in Canada or the United Kingdom.

The Lord Mayor of London has cabled the warmest appreciation of this Christmas appeal, which is supplementary to the Fund's continuing appeal for war victims of all ages.

"Children's Christmas" contributions may be sent to:—

The Queen's Canadian Fund, 512 Sun Life Building, Montreal; any branch of the Royal Trust Company or the General Trust; many daily and weekly newspapers throughout Canada, or any of the Fund's collecting agencies.

Please earmark all Christmas gifts—"Children's Christmas".

NATIONAL HEALTH WEEK

HEALTH is so important a factor, personally and nationally, that every effort within our power to secure "optimum" health is highly desirable.

Especially does this apply to our boys and girls of school age. We all know that sickness is responsible for most of their absence from school, and we know, too, that irregular attendance is a very serious handicap to the work of our schools.

As a step in the campaign for good health, the Health League of Canada is planning a National Health Week beginning Sunday, February 4th, 1945. The general programme for that Week is:—

Sunday, February 4th—"HEALTH AND RELIGION"—The churches.

Monday, February 5th, and balance of the week—"HEALTH AND THE SCHOOL"—The schools.

Tuesday, February 6th, and balance of the month—"HEALTH AND THE HOME"—Home and School Associations and women's groups generally.

Wednesday, February 7th, and balance of the month — "HEALTH AND SOCIAL HYGIENE"—Service clubs and other adult groups, and medical and nursing professions.

The general plan is to ask the co-operation of the ministerial associations, teacher organizations and school boards, women's groups, professional groups and service clubs; these organizations to be responsible for their topics among their own groups, and for some measure of co-ordination among these groups to make the work effective through good publicity and the enlistment of the leaders of the community.

Teachers may very well assume a considerable degree of leadership in this campaign. Education Week has revealed a fine leadership in scores, possibly hundreds, of our Canadian communities. It is suggested that teachers, possibly individually in small communities and through their teacher organizations in larger communities, may undertake the leadership of this Health Week. They will find willing cooperation from other groups.

Booklets, (a) giving a general outline of the programme of the Week, and (b) containing a series of talks for the teacher and his class or school, are available on application and will be widely distributed throughout Canada. Write the Health League of Canada, 111 Avenue Road, Toronto, Director of National Health Week, for any further information.

HISTORY PRIZE OFFER

A PRIZE of \$2,000.00 in American funds, to be known as the Klieforth Canadian-American History Prize, is offered for the best manuscript for a book to be entitled North American History — A Common History of the United States and Canada — suitable for use by students in Grade XI. of the United States and Canada.

The aim of the work is to give a clearer picture of our North American ways of life, and to promote a better understanding between the peoples of the United States and Canada.

The conditions of the competition are as follows:

1. The manuscript should not be longer than 175,000 words.
2. It should be submitted under a pseudonym only, to the Chairman of the Panel of Judges, Professor A. L. Burt, University of Minnesota, Minneapolis 14,

Minnesota, U.S.A., on or before July 1st, 1946. At the same time, each competitor should write to the American Consul General in Winnipeg, Manitoba, Canada, giving the name of the pseudonym under which he, or she, has submitted a manuscript.

3. The prize will be awarded only to a manuscript which the Panel of Judges deem worthy of publication. The Panel reserve the right to arrange for the publication of the manuscript for which the prize is awarded. All royalties, however, are to be paid to the author. If the Panel of Judges do not make arrangements for publication within six months after the payment of the award, the author will be free to make his, or her, own arrangements for publication.

It is suggested that the treatment of the period since the American Civil War and the Canadian Federation be roughly equal in length to the treatment of the earlier period.

All enquiries should be addressed to the Chairman.

RADIO EQUIPMENT

HE that hath ears to hear, let him hear—but where school broadcasts are concerned, how shall he hear who hath not a receiver, or who lacketh tubes to operate it withal?

To such, it should come as welcome news that the War Assets Corporation may be in a position to help. It is suggested that you have your school board write to J. W. Paddon, Radio and Radar Division of War Assets Corporation, Dominion Square Building, Montreal, Canada.

There is no large amount of equipment on hand, but some apparently is available, and more, no doubt, will be. If the schools of British Columbia want their share of available radio equipment, letters will at any rate indicate the need.

WANTED—Grade II teacher, beginning January term. Apply to **Secretary, Vernon School Board.**

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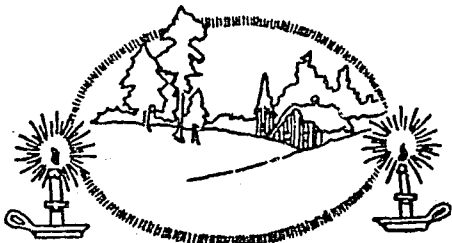
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