

PHONIC FUN

A Workbook For Grade One

by

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This Work Book contains the phonic elements which should be presented during the Grade 1 year. Careful analysis has been made of word frequencies as contained in the sets of basic readers in common use on this continent, with the result that vocabulary difficulties are reduced to a minimum. The order of presentation of the various phonic elements has been carefully worked out from available research and from the practical classroom experience of teachers in the field.

Only the most essential single sounds and phonograms are included at this level and in words which have meaning to the child. In accordance with this present-day approach to the problem, words are presented as word wholes and in context.

At frequent intervals composite stories are included to combine phonic practice with reading interest. Throughout the book plentiful illustrations provide visual assistance and interesting motivation.

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MARCH, 1945.

VANCOUVER, B. C.

TABLE OF CONTENTS

	<i>Page</i>
EDITORIAL	203
CONVENTION REPORTS:	
Curriculum Revision Committee	204
Benevolent Fund Committee	212
Code of Ethics Committee.....	212
Constitution and By-laws Committee.....	213
Education and Democracy	215
Salary Committee	217
Labour Relations	225
Nominating Committee	228
CONVENTION CHATTER	227
TRANSPORTATION POOLING	228
ACCOMMODATION	228
REGISTRATION	228
SECTIONAL MEETING ANNOUNCEMENTS	229
1945 EASTER CONVENTION TIME-TABLE (Tentative).....	230
PHYSICAL EDUCATION IN RURAL SCHOOLS.....Robert F. Mines	231
ON TEACHING TOTS.....Mrs. Nancy Hodges	234
WHY DO PUPILS FAIL?.....G. E. Johnson	235
THE PLACE OF THE SCHOOL.....Dr. G. Fred McNally	238
SCRIPTURE READING IN THE SCHOOLS.....Arthur Buck	241
NEWS, PERSONAL AND MISCELLANEOUS.....	242
CORRESPONDENCE	244
BETWEEN THE BOOK-ENDS.....	247



*Look at
British Columbia
at the foot of
the list!*

MANY people assume that because the B.C. Electric is a privately owned utility, its power is expensive, but such is not the case. Throughout the past 48 years the cost of electric service supplied by the B.C. Electric has been steadily reduced until today it is offered at a new all-time low.

A survey by James Wilson, president of the Shawinigan Water & Power Company, in the Montreal Gazette, of electric power utility systems—public and private—shows that British Columbia rates are lower than those of any state in the Union and only slightly higher than those of Quebec, Ontario and Manitoba, due mainly to the mountainous nature of the country here. It is the policy of the B.C. Electric to supply power to the communities it serves at lowest rates consistent with sound management.

Average Cost of Electricity in Canada and United States

(Cents per Kilowatt Hour Sold in 1942)

Note.—The average revenues indicated are for all systems—public and private.

Canada United States

WITH RETURN OF PEACE

B.C. Electric planners will set in operation a \$50,000,000 program for improvements of services which will be a source of encouragement to industry and stimulant to prosperity.

B.C. Electric

THE B. C. TEACHER

VOL. XXIV., No. 6.

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VANCOUVER, B. C.

THE NEW SALARY MINIMA

CASUAL remarks from many teachers have revealed that there is considerable misunderstanding in respect to the new salary minima announced by Premier Hart in the budget speech.

The newly adopted minimum salaries are as follows:

For elementary rural teachers with interim or temporary certificates	\$1100
For elementary rural teachers with permanent certificates	\$1200
For superior school principals and junior high school teachers in rural districts	\$1400
For high school teachers in rural districts	\$1500

These new minimum salaries do not apply *by regulation* to city or municipal school districts. Teachers in such areas, however, do have, as a result of the new rural scale, an *argument* for an adjustment in the existing schedule, where such is necessary, to conform to the new rural minima.

To help rural school districts pay for the new minimum salaries the government has provided additional grants totalling \$45,000. These will be distributed on the basis of a 25 per cent increase over the supplementary aid grants awarded first in 1943 and continued in 1944 and 1945. The maximum additional amount payable as a result of this 25 per cent increase will be 25 per cent of \$225, or \$56.25.

Previously minimum salaries in rural areas were on the schedule basis as follows:

At least \$840 for a beginning teacher.

At least \$900 for a teacher with one year's experience.

At least \$960 for a teacher with two years' experience.

At least \$1020 for a teacher with three years' experience.

At least \$1080 for a teacher with four years' experience.

At least \$1140 for a teacher with five or more years' experience.

The Federation, in accordance with the instructions of the last Annual General Meeting, had requested that the Government adopt a basic minimum salary schedule for elementary teachers commencing at \$1200 and increasing to \$1800 in ten annual increments of \$60 each and one for secondary teachers commencing at \$1500 and increasing to \$2100 in ten annual increments of \$60 each.

It will be apparent that the Government has adopted the commencing salaries requested but has not provided any compulsory increments. On March 9th a Federation delegation in a second interview with the Cabinet submitted a supplementary brief again requesting the provision of increments as the only means of ensuring to rural teachers monetary credit for their experience. Under the new system of compulsory basic minimum salaries rural teachers in general will be better off next September when these minima come into effect; but *experienced* teachers will, for the most part, receive no higher salaries than commencing teachers.

This, in brief, is the situation that the Annual General Meeting will have to consider when provincial salary policy comes up for discussion at the forthcoming Convention.

Report of the Curriculum Revision Committee

THE Curriculum Revision Committee has faced for the first time the problem of organizing sectional meetings, discussion of educational problems, and displays for the Convention. Plans have been laid for the co-ordination of subject-section work and the carrying out of a general meeting to deal with the educational problems that have arisen through resolutions now in our hands.

In addition to the regular sectional interests, the Committee is working towards the organization of a meeting for elementary school teachers which will centre around a timely theme.

Subject-section chairmen have agreed to co-operate in the matter of reviewing resolutions of specialized interest with the view of economy of time in the final presentation of the resolutions. The range of material found in the resolutions which are classified below indicates possibilities for profitable discussion in open meeting.

In addition to the resolutions under the heading of Curriculum, this Committee has been presented, by Mr. Jack Kirk, with a carefully devised plan for the organization of a British Columbia Teachers' Federation Professional Council.

The Committee approved highly of the principle involved in Mr. Kirk's plan, and should the proposal be introduced in the Annual Meeting, the event might prove a turning point in the professional work of the British Columbia Teachers' Federation.

Finally, the present Committee has expressed its willingness to make a further review of curricular resolutions following the Convention.

Classification of Resolutions:

GENERAL

1. Submitted by the Senior Social Studies Section of the G. V. T. A.:

Whereas the sole purpose of the British Columbia Secondary Teachers' Association has come to be the organization of subject sections and subject section meetings for the Easter Convention; and

Whereas such subject sections are no longer merely secondary school subject sections;

Be it resolved that the British Columbia Secondary Teachers' Association be dissolved and adequate machinery for the formation of subject sections be set up and operated directly through the British Columbia Teachers' Federation.

The Committee refers this resolution to the Annual Meeting.

2. Submitted by the Vancouver Secondary School Teachers' Association:

Be it resolved that the Department of Education be asked to set up a permanent committee of educationists who will be charged with the definite responsibility of constantly reviewing and improving our curriculum and textbooks. The said committee to be selected and to function as follows:

A. Functions of the Committee:

- (1) The committee will operate with the idea of bringing in, where necessary, a new course of study every five years.
- (2) When a suitable text cannot be found, the committee will gather the material to publish an inexpensive textbook (e.g., Colleges Notes Series, Air Cadet Instruction Book, or the U. B. C. Chemistry Lab. Book).
- (3) The committee will follow this or some similar plan of activity:
 - First Year: Gather in and weigh the merits of constructive criticisms of teachers in the field. Continue study of world trends.
 - Second year: Continue as in the first year and lay the foundation for the new course of study and textbook.

Third year: Continue work of second year.
 Fourth year: Complete course of study and text.
 Fifty year: Check and publish material.

B. The Committee:

- (1) There will be one committee for each subject.
- (2) The committee will be composed of active teachers and will be responsible to the Department of Education.
- (3) Each member of the committee will serve for five years with a certain number dropping out each year.
- (4) The members of the committee will be elected by subject sections in convention or by any satisfactory method.
- (5) The committee will be active through the year, getting material and information.
- (6) The Department of Education will pay the members of the committee a salary commensurate with the service being done.

In referring this resolution to the Annual Meeting, the Curriculum Revision Committee (in view of the fact that the above resolution was not acceptable to the Department last year) wishes to submit to the same meeting the following alternative resolution:

Be it resolved that the principle be established that the British Columbia Teachers' Federation have representation on all curriculum revision committees set up by the Department of Education.

3. Submitted by the Principals' and Vice-Principals' Association of the Lower Mainland:

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

4. Amendment to Resolution No. 3 submitted by the Prince George Teachers' Association:

Whereas the rigid enforcement of this regulation would work a hardship on small high schools and superior schools, in that it would derange the present system of teaching certain matriculation courses in alternate years;

Be it resolved that this Convention endorse the resolution of the Principals' and Vice-Principals' Association of the Lower Mainland, with the amendment that it be further recommended to the Department that in small high schools and superior schools pupils be permitted to earn the required credits in elective courses in any year up to Grade XII inclusive.

Resolution No. 3 was defeated by the Nanaimo Convention.

The amendment is recommended by the Committee on behalf of teachers of small high schools who wish to reserve certain courses for alternation in Grades XI and XII.

Both of the above resolutions are being referred to the Principals' Section for consideration before being submitted to the Annual Meeting.

5. Submitted by the Sectional Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:

Be it resolved that ungraded schools may postpone the admission of beginners until the second week of the term when other classes will have been organized, in order that the teacher may concentrate on making the first school days of the beginner a pleasure instead of a bore.

The Committee has amended this resolution to read: "It is resolved that ungraded schools may postpone the admission of beginners until"

6. Submitted by the Burnaby Teachers' Second Annual Convention:

Be it resolved that the Burnaby teachers are opposed to the action of the Department of Education in making sudden changes in the curriculum without ample warning.

The Committee feels that this resolution is worthy of consideration only because it is related to the larger problem of teacher-representation.

7. Submitted by the Science Section, O. V. T. A. Fall Convention:
Whereas the past five years have shown a definite need for specialized training to fit students for a vocation; and
Whereas our future seems to center around our industrial world;
Be it resolved that we suggest to our educational authorities that they consider co-ordinating our educational programme more closely with our industries; this change to become a definite aim of our Government's post-war reconstruction programme; and that they be asked to explore the possibility of having senior students spend part of their educational time in industrial establishments.
The Committee suggests that this resolution be discussed in the Principals' Section and in open meetings.
8. Submitted by the Trail-Tadanac Teachers' Association:
Be it resolved that we favor that more definite grading in the fundamentals and more space for remarks should be incorporated on a new report card.
9. Submitted by the Ladysmith-Chemainus District Teachers' Association:
Whereas the average parent is not acquainted with his child's scholastic ability; and
Whereas the present report fails to give a true picture of the child's progress in regard to the rest of the class; and
Whereas elementary school reports have no space for specific comments;
Be it resolved that reports to parents be revised.
The Committee recommends that the whole problem of report-card revision be considered by the proper authorities at the earliest possible time.
10. Submitted by the Science Section of the O. V. T. A. Fall Convention:
Be it resolved that for Grades VII and VIII pupils three additional periods per week of science be given as an option.
Not endorsed by the Committee.
11. Submitted by the Section Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:
Be it resolved that a prescribed course in library work for each of the grades from VII to XII be set down by the Council of Public Instruction.
12. Submitted by the North Central District Council:
Whereas in small districts the library facilities in elementary and high schools are inadequate; and
Whereas the pooling of school library collections is recognized as practicable;
Be it resolved that the North Central District Council of the British Columbia Teachers' Federation recommend to the Department of Education that co-operative library pools be organized under Provincial library administration in consultation with members of the teaching profession in the districts concerned.
13. Submitted by the Ladysmith-Chemainus District Teachers' Association:
Whereas the passages chosen for the daily Scripture reading are beyond the comprehension of elementary school students;
Be it resolved that Bible stories, preferably once a week, be substituted for the present course.
14. Submitted by the North Vancouver Teachers' Association:
Whereas the present system of Bible Reading is inefficient;
(a) Because selections are not consecutive;
(b) Because they are incomprehensible, especially to children;
Be it resolved that the British Columbia Teachers' Federation seek to have compulsory Bible Reading in the schools discontinued.
15. Submitted by the Sections Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:
Be it resolved that the Bible Reading selections be divided into two or three sections, so that selections suitable for either junior or senior pupils may be read, and that the selections be chosen to embody more continuity of story value.
The Committee feels that the present year has been an experimental one in Bible Reading. The time is now ripe to open the subject. The above three resolutions are recommended for open discussion.

16. Submitted by the Ladysmith-Chemainus District Teachers' Association:
Whereas much of the History in the Grades VII and VIII Social Studies Course deals with ancient and mediaeval Britain; and
Whereas there is a definite lack of Geography;
Be it resolved that some of the History be deleted from the course and that it be supplanted with more Geography.
17. Submitted by the Sectional Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:
Be it resolved that a committee be appointed to revise the Social Studies Course for the high school, with a view to revising and correlating Social Studies III, IV and V; shortening Social Studies IV; and extending Social Studies V to a fourth year to include present-day problems in the history of the Americas, said year's course to be known as Social Studies VI.
18. Submitted by the Sectional Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:
Be it resolved that the courses in Social Studies in the Junior High School be so revised as to lay more emphasis on the history of Canada, such revision to be accomplished by the omission of some of the present detailed study of the history of Britain.
19. Submitted by the Sectional Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:
Be it resolved that the course in Social Studies be simplified for rural schools; and that an adequate reference library in Social Studies be issued to each school.
20. Submitted by the Senior Social Studies Section of the G. V. T. A.:
Whereas Canadian History is prescribed only for Junior classes which are too immature to grasp the underlying principles of historic movements; and
Whereas the insertion of one or more units on Canadian History into Social Studies IV or V will overburden an already overloaded course;
Be it resolved that an additional optional course in Canadian History be inaugurated in September, 1945.
21. Submitted by the Trail-Tadanac Teachers' Association:
Be it resolved that Grades V and VI History and Geography courses be revised to bring more correlation between the two subjects in each grade.
22. Submitted by the Social Studies Section O. V. T. A. Fall Convention:
Whereas there is a definite indication of the lack of knowledge of Canadian problems and their historical background; and
Whereas there is a need for a more intelligent use of the franchise;
Be it resolved that a general course in Canadian History be included in Social Studies I - III and a further compulsory course in Canadian problems and their historical background in the Senior High School.

HEALTH, PHYSICAL EDUCATION AND CADET TRAINING

Resolutions Numbered 23, 24, 25, 26, 27, 28, 29, 30, 31 and 32, submitted by the Sectional Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention.

23. Be it resolved that this Convention recommend that expenditures by School Boards for physical education equipment be set at a minimum of \$1.00 per pupil per school year;

Be it further resolved that there be established at the University of British Columbia a Department of Health and Physical Education where a degree in same may be obtained.

Not passed by the Committee.

24. Be it resolved that this Convention support the principle of an increased amount of time for Physical Education in the schools.

Not passed by the Committee.

25. Be it resolved that supervised extra-curricular activities be considered as teaching periods, and that Physical Education instructors be allowed these as such.

Disapproved by the Committee.

26. Be it resolved that extra-curricular athletic activities held on Saturdays and evenings and also those involving inter-city competition receive special financial consideration; and that these activities be arranged and supervised by Physical Education instructors.

27. Be it resolved that this Convention recommend that the Government consider a rational health programme.

Endorsed by the Committee with recommendation that it be clarified by the mover or revised in open meeting.

28. Be it resolved that every cadet be supplied with summer fatigue clothing including a helmet and trousers.

29. Whereas there is no Assistant Cadet Instructor from Cadet Headquarters posted in this area;

Be it resolved that one be appointed immediately to be stationed in the West Kootenay District.

30. Be it resolved that Cadet Instructors be paid for their cadet work prior to the termination of the school year during which the work was done.

31. Whereas the discipline of the Cadet Summer Camp is of a low order; and Whereas this tends to lower standards of discipline in the Cadet Corps generally;

Be it resolved that the District Cadet Officer be requested to take steps to improve the discipline at Cadet Camps.

32. Be it resolved that a copy of Resolution No. 30 be sent to the G. O. C. in C. Pacific Command.

The resolutions relating to cadets were not passed upon by the Committee.

33. Submitted by the Principals' and Vice-Principals' Association of the Lower Mainland:

Be it resolved that as the original purpose for which the Health VI examination was introduced is not being served, we recommend the discontinuation of this examination. However, the students should be required to take Health every year.

This resolution was defeated at the Nanaimo Fall Convention.

ENGLISH

Resolutions Number 34 and 35 were submitted by the Sectional Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:

34. Be it resolved that, as an aid to the improvement of writing in Elementary, Junior High and Senior High Schools, the Department of Education be requested to supply copies of the Ayres Writing Scale to all classrooms.

Endorsed by the Committee.

35. Whereas the Department of Education has decided to make the English VI examination a three to four-hour paper;

Be it resolved that the paper be given in two parts, each to be of two hours' duration.

The English Section is invited to consider these resolutions before they are submitted for general approval.

122

MATHEMATICS

Resolutions Numbers 36, 37 and 38 were submitted by the Sectional Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:

36. Be it resolved that the Department of Education issue new text-books for Mathematics IV, V, and VI; and that before these text-books are prescribed by the Department they be circulated among Mathematics teachers of the province for their approval.

37. Whereas the Senior Matriculation Course in Mathematics covers a number of uninteresting and abstract Mathematical topics which could be replaced by more valuable and interesting material;

Be it resolved that many topics at present taught in Senior Matriculation

Mathematics be deleted, and an introductory course in Calculus be substituted.

38. Whereas the students in high school are not aware of the difference between exact and approximate number; and

Whereas approximate number is used in most practical applications of Mathematics and Science;

Be it resolved that the teaching of approximate number be introduced in Grade IX in conjunction with the unit on measurement; and that this study, with the addition of the concept of percentage error and significant digits, be continued through high school mathematics.

39. Submitted by the Central Mainland District Teachers' Convention:

Whereas the Algebra text-book used in Grades X, XI and XII does not include all the work suggested by the Course of Studies; and

Whereas the problems in it deal with Sterling Currency; and

Whereas it is not integrated well with the course in geometry;

Be it resolved that a new Mathematics Text, which does not have the defects of the present one, be used.

The Committee invites the Mathematics Section to consider the above four resolutions before they are introduced in open meeting.

COMMERCIAL

40. Submitted by the Fraser Valley District Council:

Whereas courses in typewriting carry the same amount of credit as other courses; and

Whereas the Programme of Commercial Studies states that "typing requires real teaching. Class instruction is needed as in any other subject and this cannot be done while the teacher is busy with other work"; and

Whereas the standard of attainment of pupils from classes which have not been properly taught prove that bad habits and inadequate attainment have resulted from lack of teaching;

Be it resolved that provision should be made that teaching periods be reserved exclusively for typewriting classes.

The Fraser Valley teachers desire that the standardizing of methods of attainment in commercial subjects, particularly in rural districts, should be discussed by the Commercial Section. It is suggested that a commercial branch might be set up within the Department of Education.

MODERN LANGUAGE

41. Submitted by the Principals' and Vice-Principals' Association of the Lower Mainland:

Whereas on page 223 of the U. B. C. Calendar it is stated that students who are preparing for admittance to the Faculty of Applied Science are advised to take Beginners' German as their language; and

Whereas Senior Matriculation students who take German "A" as their language and who make the required standing in English, Mathematics, Physics and Chemistry, are admitted to second year Applied Science; and

Whereas such students at present are not credited by the High School and University Matriculation Board as having completed Senior Matriculation standard;

Be it resolved that the requirements for Senior Matriculation be amended to include a statement that full Senior Matriculation (Applied Science) standing will be given to passing Grades of 50 per cent in English and German "A" and 60 per cent in Mathematics, Physics and Chemistry.

42. Submitted by the Principals' and Vice-Principals' Association of the Lower Mainland:

Re: Supplementary Bulletin, Department of Education, 1944:

A. Science:

Be it resolved that Chemistry "A", Physics "A", or Biology "A" be accepted in lieu of Science V.

B. Spanish:

Be it resolved that it be drawn to the attention of the British Columbia Teachers' Federation that although the Supplementary Bulletin recommends the use of the Andalusian pronunciation of Spanish in the High

School, the Castilian pronunciation is taught in the U. B. C. where the High School teachers are trained.

43. Submitted by the Central and Northern Vancouver Island Teachers' Convention, 1944:
Be it resolved that Spanish III be accepted as the Junior Matriculation language requirement.
44. Submitted by the Sectional Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:
Latin:
Be it resolved that this Convention urge the Latin Committee of the Easter Convention to continue its efforts to secure a more suitable text-book for teaching Latin in Grades IX to XII.

SCIENCE

45. Submitted by the Sectional Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:
Be it resolved that the Department of Education be requested to set a mark value to be given for Laboratory Note Books presented in Senior Matriculation subjects.
46. Submitted by the Ladysmith-Chemainus District Teachers' Association:
Whereas the General Science V examinations, ostensibly aiming at the measurement of general scientific intelligence, actually test for much specific information not included in the Programme of Studies; and
Whereas this matter has been repeatedly brought to the attention of the Government for some years now;
Be it resolved that the Federation continue in its attempt of many years standing to have the General Science V examination revised to conform with material outlined in the Programme of Studies.
47. Submitted by the Science Section, O. V. T. A. Fall Convention:
Be it resolved that in schools where facilities are available, one of the special sciences, e.g., physics, chemistry, biology, agriculture, may be substituted for Science V in Grades XI or XII.
48. Submitted by the Science Section, O. V. T. A. Fall Convention:
Be it resolved that students offering Physics A, Chemistry A, and either Biology A or Agriculture II be considered to have fulfilled the requirements for University Entrance without having taken the final year of language course at present required.
49. Submitted by the Central Mainland District Teachers' Convention:
Be it resolved that the Department of Education be asked to send the results of the Supplemental Examinations held in August to the principals of the schools last attended by the candidates writing the examination, so that the records of the principals may be completed for future use.
Endorsed by the Committee.

MUSIC

50. Submitted by the Sectional Meetings of the West Kootenay and Boundary Teachers' 1944 Fall Convention:
Be it resolved that, in the best interests of the teaching of music in the schools of British Columbia, an annual conference (or conferences) of music teachers be held for the purpose of discussing and determining the best system or systems of teaching music in the schools of British Columbia; said conference(s) to be held in convenient geographic centres.

Endorsed by the Committee.

Members of the Curriculum Revision Committee:

Mr. E. F. Hurt (Chairman)	Miss E. Lamb
Miss Margaret Lewis	Mr. Jack Kirk
Mr. F. H. Halstead	Mr. Hector McKay
Mr. T. H. Adney	Mr. H. N. Wells
Mr. Harold Dew	Miss Elva Milley
Miss Shirley Mayse	Mr. L. Robb
Miss M. E. Coleman	Mr. L. A. Matheson

The B. C. Teachers' Medical Services Association

A NON-PROFIT ORGANIZATION

IN 1942 a plan to provide medical, hospital and accident protection for the members of the B. C. T. F. was incorporated. The many letters of thanks received for benefits paid bear out the need and appreciation of this plan for mutual co-operative aid.

To date the association has received 500 applications. \$10,564.30 has been expended for claims. The plan operates with the knowledge and approval of the College of Physicians and Surgeons of British Columbia. The Board of Directors of the British Columbia Teachers' Federation Medical Services Association gives of its time freely and generously. The Association pays for the services of a part-time stenographer. Apart from this, no director's fees or other salaries are paid. Furthermore we have no paid agents soliciting your membership. Our scheme sells itself. Operating costs are kept to a minimum and the maximum benefits are thus returned to the membership in the form of rates as low as 6c per day. A free choice of doctors is provided.

To facilitate the operation of the Association, increase membership, local associations are asked to appoint a member as direct contact member with the Association, who should notify Mr. Whatmough, the Secretary, immediately upon appointment.

No one today can afford to be without medical and hospital protection. Illness is no respecter of persons or income. Why not protect yourself? Fill in the form provided and mail to the British Columbia Teachers' Federation Medical Services Association, 1300 Robson Street, Vancouver, B. C.

Yours truly,

E. WHATMOUGH,
Secretary-Treasurer.

TEAR OFF HERE

Mutual Co-operative Medical Hospital and Accident Protection

(A PART OF YOUR FEDERATION)

Available to Members of the British Columbia Teachers' Federation. Providing payment for

MEDICAL ACCOUNTS ACCIDENT CLAIMS
SURGICAL ACCOUNTS, HOSPITAL ACCOUNTS, ETC.

I am interested in further information concerning the British Columbia Teachers' Federation Medical Services Association. Please send details to

NAME.....

ADDRESS.....

MAIL to BRITISH COLUMBIA TEACHERS' FEDERATION MEDICAL SERVICES ASSOCIATION, 1300 ROBSON STREET, VANCOUVER, B. C.

Report of Benevolent Fund Committee

THIS is our first opportunity to acknowledge the substantial financial assistance placed at our disposal since submitting our last annual report. The per capita grant approved by the last Easter Convention of the British Columbia Teachers' Federation added the much-needed sum of \$300 to the Benevolent Fund. This has enabled us not only to assist a greater number of needy applicants but to make our loans larger.

Benevolent Fund Account as at February 8, 1945

Donations, etc., to June 30, 1944.....	\$ 748.37
Donations, etc., to December 31, 1944.....	221
Per Capita fees on 3000 members, 1944-45.....	300.00
	<hr/>
	\$1,050.58
Amount owing Vancouver Secondary S. T. A.....	75.00
	<hr/>
	\$ 975.58
Loans, less repayments:	
To June 30, 1944.....	\$ 543.00
To December 31, 1944.....	334.00
	<hr/>
	877.00
Balance on hand.....	\$ 98.58

Your committee are more than ever convinced that the service offered by the Benevolent Fund is worthy of the continued support of the British Columbia Teachers' Federation.

Respectfully submitted,

Robert H. Manzer (Chairman)
Miss J. E. Casselman
Mrs. E. Wootton, Secretary.

Report of the Code of Ethics Committee

New Members on the Committee

THE Committee this year lost two of its members, Mr. Stewart Reid and Mr. E. T. Oliver, the former resigning due to his leaving the profession, and the latter as the result of the press of other work. Their places were taken by Mr. T. Chalmers and Mr. L. Grant, from the Lower Mainland. The remaining members welcome the support of their interest and keen judgment.

Advisory Activities of the Committee

During the past year the scope of the Committee's work has broadened and increased considerably as the result of the decision of the Executive to make its work advisory as well as judiciary. This step was advocated by the Committee early in the year, the power to do this being granted at the October meeting of the Executive. It is hoped that, as time passes, the experience and reputation of the committee may develop to a point where it will be able to render invaluable service to the teachers of British

Columbia by giving help and advice to teachers in difficulties of a professional nature. A start has been made on this, and your chairman has had the honour to work with the President and the General Secretary in several parts of the province, where such help as is suggested above had been sought by individual teachers and associations. This was particularly true in connection with the difficulties which arose in Port Alberni last July and which have occasioned the attention of the Chairman off and on till January of this year. If, as is to be hoped, the difficulties there have been settled, the committee feels that that fact alone speaks strongly in support of this type of activity on the part of the Code of Ethics Committee. Continued experience should serve to establish a source of very valuable information in the form of precedent and accepted practice. An effort has been made through the magazine to acquaint teachers throughout the province with this service being offered and to point out

the best ways by which teachers may avail themselves of it.

Efforts to Publicize the Code

By means of the magazine, members have had their attention called to various phases and problems related to professional ethics, and the chairman of the committee has had the honour to address groups of teachers in various parts of the province along similar lines. All the teacher training groups in the province have been contacted, both through the medium of lectures given by some member of the Committee, or the General Secretary, and by having copies of the Code of Ethics presented to each student before graduation. Frequent use is being made of the Code by Normal School lecturers in the course of their year's work. The co-operation of the school boards of the province has been sought through the Executive of the British Columbia School Trustees' Association. They expressed a willingness to help in this connection and agreed to draw the attention of their members to this matter asking for their support.

Co-operation of the Department of Education

One very promising and far-reaching development in connection with our programme to strengthen the Code's influence among teachers generally was the statement by the Minister and Superintendent of Education that the Department of Education would be very glad to co-operate wholeheartedly with us in any attempt we might decide to make to discipline teachers who were persistent or flagrant violators of the Code. This, we feel sure, will prove of great assistance in developing that respect for and loyalty to the profession which we have a right to expect from all who enter its ranks.

Cases Dealt With by the Committee

Two actual cases were referred to the Committee by the Executive for

study and recommendation. They both concerned alleged breaches of the Code in connection with difficulties arising between teachers and principals. After careful consideration the Committee advised the Executive that it considered the teachers involved in both cases were guilty of violating the Code, and recommended a certain course of disciplinary action to assure teachers that such difficulties would not occur again from the same sources. These recommendations were accepted by the Executive.

Amendments to the Code

The two amendments to the Code suggested at the last Annual Meeting were drafted and along with a third suggested by the late Mr. Charlesworth were presented to the October Executive Meeting. They were accepted and have since been published in the Magazine. At the same meeting the Executive granted power to the Consultative Committee or Table Officers to refer matters relating to professional ethics to the Code of Ethics Committee and to take action on the recommendation of that committee should circumstances warrant immediate action.

The Committee has been asked to reconsider the matter of making it unethical for any teacher to work on a staff with any other teacher who is not a member of the British Columbia Teachers' Federation. Last year the Committee reported itself as not being in favour of this policy, but as there have been several requests for further consideration, the Committee will go over the matter again between now and Convention time, and make an oral report and recommendation at that time.

Respectfully submitted,

Ella G. Cameron
Norman Murray
T. C. Chalmers
L. Grant
B. C. Gillie (Chairman).

Report of Constitution and By-laws Committee

THE main task this year was the rearranging and renumbering of the sections and clauses of the Constitution, resulting in, we feel, a more logical arrangement. The content of the Constitution has not been altered in any way. This was principally the work of the late Mr. Charlesworth, to

whom we are deeply indebted, but all changes were ratified by the Committee. Alterations and additions were made as necessitated by amendments passed at the 1944 Annual Meeting.

For the benefit of the general membership, the revised Constitution was printed in two installments in the

October and November issues of "The B. C. Teacher".

The Committee is asking that the 1945 Annual General Meeting approve the Constitution as revised.

The privileges accompanying Associate Membership, the right of School Inspectors to hold membership in the Federation, and the amount of fees of beginning members were given some consideration. For the purpose of clarifying these items, the following proposed amendments to the Constitution of the British Columbia Teachers' Federation are submitted for the consideration of the 1945 Annual General Meeting:

(1) Section 4 Clause 3 Subsection d: Add the following "but may be granted, by the Executive Committee, participation in any service fund operated by the Federation upon application therefor and upon payment of a fee according to the scale of fees then in force".

(2) Section 4 Clause 9: Insert the words "Active or Associate" following the word "for", thus amending the clause to read: "Exclusion: Officials of the Department of Education and

Executive Officers of Boards of School Trustees shall not be eligible for active or associate membership in this Federation".

(3) Section 5 Clause 6: Amend this clause to read: "Beginning Members: Teachers commencing teaching for the first time in British Columbia after December 31st, or returning after a retirement from active teaching after December 31st, shall pay one-half of the fee, according to the scale of fees then in force, for the unexpired portion of the Federation year; teachers commencing teaching before December 31st shall pay the full fee regardless of the time of joining the Federation."

Notice of motion is hereby given that the Membership Section of the Constitution may be amended by the 1945 Annual General Meeting making it possible for Student Associations to be formed at Teacher Training Institutions.

Respectfully submitted,

R. F. Thorstenson
T. E. Bennett
S. Evans (Chairman).

Report of the Committee on Education and Democracy

THIS Committee was set up at the Easter Convention of 1942 for the purpose, stated briefly, of studying social trends and the steps necessary to fit our educational programme to meet the needs of changing conditions. The committee was further instructed to co-operate with other Provincial Associations and with the Canadian Teachers' Federation, and whenever feasible, with any and all other groups working along similar lines; also to stimulate among teachers generally a lively and active interest in the matter. (For a more detailed statement teachers are advised to refer to the report of our committee in "The B. C. Teacher" of March, 1944).

Our committee was unfortunate in losing its very capable and enthusiastic chairman, Mr. Hugh Creelman, last September, who, on account of rather poor health and distance from Vancouver, found it necessary to sever active relationship with us. We miss his counsel and initiative but we know that our work will continue to command his interest.

Our meetings have been held monthly throughout the year and have been

briefly reported in "The B. C. Teacher" by our very competent secretary, Miss Clara Johnsen. Miss Johnsen also has on hand quite a number of books and pamphlets which are available to groups or individuals interested in the study of problems which confront Canada today, and of which teachers should possess some knowledge and understanding. A letter to her, addressed to the office of the British Columbia Teachers' Federation, will receive immediate attention.

Following is a brief statement of some of the matters which have engaged our attention:

(1) The preparation of Part I of our brief to the Post-War Rehabilitation Council, of which the Honourable H. G. T. Perry is chairman.

This part deals largely with the problem of re-education and rehabilitation of returned men and women, as well as of those employed in war industry, and the expansion of school facilities for the use of all.

(2) The preparation of an outline of Part II.

Some progress has been made toward the writing of this section. We

should be very pleased to hear from any teacher who will assist us to finish the work before the next convention—Easter, 1946.

(3) The organization of the panel for the discussion of the topic "Education for Our Democracy", which aroused a great deal of interest at our last convention, both among teachers and the public in general.

(4) An attempt to get machinery in motion by which a province-wide conference might have been held this spring, which would have been representative of all sections of society, for the discussion of education and its problems. One possible result might have been the formation of an Institute for the Study of Education. The conference may yet be held in the fall.

It seems trite to say that as teachers we wield a very great influence in shaping the future of society. We impart to children fundamental knowledge and train them in the skills which are necessary to their entrance into the work-a-day world. We endeavour to develop in them good work habits, moral character, and an appreciation of the good and the beautiful in the arts. We try to inspire in them a desire to play a part in bringing about an ever-improving social structure, which demands a readiness to give as well as to receive. Just how can we do these things most efficiently? What are the obstacles that stand in the way and how are they to be overcome? Such problems as arise are most effectively considered in group study and discussion. In organizations such as ours, the British Columbia Teachers' Federation and its regional and local units, there is always room for groups of teachers, perhaps of widely different opinions, to get together and discuss in a friendly atmosphere the problems of school and social life which, it will readily be noticed, are very closely related; to note social trends, to assess their effects on the young people with whom we daily come in contact, and consider the steps which the school might take to promote or discourage them, as may be deemed advisable. Our attempts thus far to get such groups organized throughout the province have not met with conspicuous success.

In our deliberations during the past year we were impressed with the need of emphasis on an increased sense of the duties and obligations toward society on the part of our youth. We believe that at all times and in all cir-

cumstances this should be kept in mind by teachers, both individually and collectively, i.e., through their organizations. A decreased sense of responsibility on the part of children and youth today, as evidenced by observation in our schools and by the rise in juvenile delinquency, may be attributed principally to these causes:

- (1) The change from a rural to an industrial economy;
- (2) The rapid advance of technology in industry;
- (3) Unemployment;
- (4) The decrease in a sense of responsibility on the part of parents. Too many parents do not provide as good homes for their children, apart altogether from the resources at their command, as might be expected.

The path of duty should somehow be made plain to all citizens.

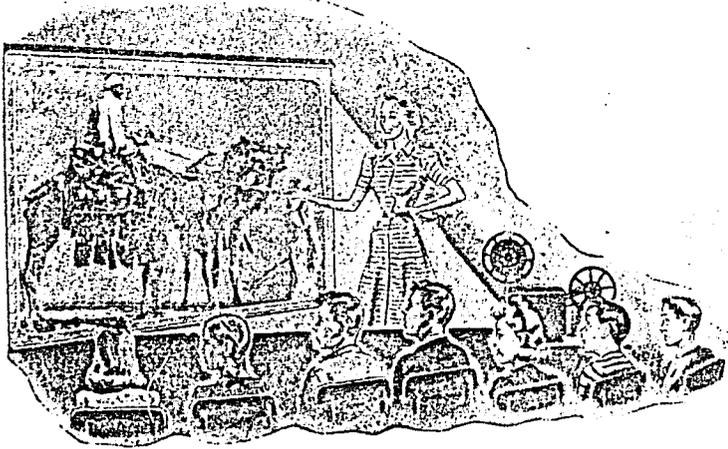
Democracy, it must be understood, is not simply a way of life designed to afford the utmost in individual liberty. We live not only in groups but in interrelated groups, from the very small to the very large, until now we are about to become part of an organization world-wide in its scope. This condition demands both thought and sacrifice for the common good on the part of all of our citizens, and the school must accept some degree of responsibility for their willingness to assume their social obligations. But our principal contribution must be made through the pupils in our classrooms. We must use the best programmes and the best methods possible to inculcate in them the principles of democratic living. I do not believe that any of us think we have as yet evolved the best either in methods or programme, but most of us will agree that we should try to do so. We can study the problem to discover what is involved, both in the matter of material and methods. We might pool our findings and make use of the results. We might also receive assistance from the Department of Education in the form of a pamphlet for the use of teachers, suggesting methods and approaches to this subject suitable to the various age-levels of our pupils. In any case, the task of our schools in turning out young people prepared to cope with the rising tide of social problems which they must face and at the same time retain the benefits of democracy, is one that demands the most we can give to it.

F. A. Armstrong (Chairman).

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Report of Salary Committee

THE Salary Committee was faced with two main problems, in their opinion, this year. These were:

- (1) The immediate problem of meeting with the Government to negotiate for the Rural Salary Scale adopted by the Annual General Meeting of 1944, which was as follows:

Elementary	\$1200 by \$60 to \$1800
Secondary	\$1500 by \$60 to \$2100

- (2) The problem of studying the matter of a Provincial Salary Scale to see if it would be possible to establish minimum floors throughout the province which would not prove burdensome to the school districts.

With respect to the first problem the Executive, at its October meeting, took the following action: (a) That the Federation approach the Trustees' Association asking them to approve the principle of the Government's paying sufficient grants to enable all school boards to pay the minimum rural salary scale. (b) That in co-ordination with this policy the Federation request the Government to supply grants sufficient to implement the Federation schedule. (c) That a meeting with the Minister and the Cabinet be sought to place our ideas before the Government.

Unfortunately, circumstances prevented a meeting with the Executive and the Trustees' Association, but your President and the Chairman of the Salary Committee interviewed the Minister. The rural salary situation was fully discussed with him and their suggestions were sympathetically received. Later on a brief was presented to the Cabinet by your president and vice-president with reference to the minimum Rural Salary Scale. The brief is on file in the Federation office and therefore is not reprinted here.

The Government policy was later announced by Premier John Hart to the effect that new minima had been set for teachers in rural areas as follows:

Permanently certificated teachers, \$1200;
 Temporary certificated teachers, \$1100;
 Junior High School teachers, \$1400;
 Senior High School teachers, \$1500.

It was announced, too, that additional increases in grants would be given to rural areas to enable districts to pay the new minima. In other words the Government not only made compulsory minima for which the Federation has been fighting during the past years but are also supplying grants so that unorganized districts will be able to pay them without causing a hardship to any particular district. The Salary Committee is of the opinion that the Government should be commended by the Federation for its action in raising the minimum salaries for rural teachers. There is no doubt that these minima will have an effect in municipalities and cities. It is to be regretted, however, that no compulsory increments are provided for and the committee is concerned over the fact that experienced teachers are receiving no consideration. It has always been Federation policy that consideration should be given for experience, otherwise there is no great inducement to stay in the profession. However, we must admit that now the compulsory minima have been set, they are over and above any schedule figure in the previous Government plan. We therefore believe that the Federation is in a good position, providing the teachers in unorganized districts will give full support, to see that no teacher would teach unless suitable arrangements are made for experience.

In view of the recent appointment of a Royal Commission empowered to study all phases of educational finance in the province, the Salary Committee deemed it an opportune time to put forward suggestions for the financing of a Provincial Minimum Salary Scale following the lead of the Government in its action of the past two years. Part I of the Federation's Brief which was presented to Dr. Cameron contained our suggestions for the refinancing of education in order that a Provincial Minimum Salary Scale could be realistically envisaged. Our scheme, we believe, offers a practical solution to the problem. Since the Brief has been forwarded to all Federation members, there is no

need to include it in this Salary Report. However, we have briefly summarized the plan below.

Educational costs to local districts may be divided into three parts, namely (1) Teachers' salaries, (2) Operating Costs, (3) Cost of Buildings and Equipment. In regard to teachers' salaries it has been suggested that the districts pay a minimum standard mill rate at 3 mills for rural areas and district municipalities and at 5 mills for all but the larger cities of the province. The Government would pay all salary costs based on Provincial Minimum Scales in excess of the amounts raised by the standardized mill rates. An examination of Appendix A of page 22 of the Federation's Brief to the Royal Commission will show why the Salary Committee is suggesting these mill rates as a maximum for the district's share of salary costs.

In the opinion of the Salary Committee, it would be unsound for the Government to pay the total bill for teachers' salaries, hence we suggest that the districts should accept a uniform, but moderate, share of teachers' salaries.

We suggested in the Brief that the districts bear the full costs of other general operating expenses except for the statutory assistance now forthcoming for conveyance, library, etc.

Buildings and equipment should continue to be the property of the districts and should be paid for on a percentage basis by the district and Department.

In unorganized school districts the standard mill rate was taken on the taxable value of the property exclusive of improvements. In the city school districts and the municipal school districts the mill rate was taken on a full taxable value of the land and on 50 per cent of the taxable value of the improvements. On this basis it could be shown (see Appendix A pages 24 and 25) that city school districts at a 5 mill levy could pay on the average \$424 per teacher. This calculation excludes Greater Vancouver, Greater Victoria and New Westminster. Municipal school districts at a 3 mill levy could raise on the average \$359 per teacher. Rural school districts at a 3 mill levy could raise \$351 per teacher. With these figures it would be quite easy to calculate the total cost to the Government if the Federation's Minimum Salary Scale was adopted.

The following statistical information has been compiled by the Salary Committee and is shown here to give a fairly complete picture of the Salary situation as it exists in the province today. The work of co-ordinating the reports received from all parts of the province and producing the attached tables was done by a member of the Salary Committee, Miss Pat Horn of the Kelowna High School staff, and we would especially commend the work she has done.

Table A shows the median salaries of teachers by cities, district municipalities, and rural districts, and indicates the difference between salaries paid to male and female teachers in each of these classifications.

Table B breaks down the salary distribution and gives the number of teachers in the different salary brackets.

Table C shows the division by certificates and the total cost if all teachers were placed on the proposed British Columbia Teachers' Federation Salary Schedule. Vancouver has been omitted from this survey, and Table D gives the same information but omits the cities of Vancouver, New Westminster and Victoria and the district municipality of Burnaby.

Recommendations

(1) In view of the fact that the Government has made compulsory minima in unorganized school districts, which very closely parallel those adopted by last year's Annual General Meeting, the Salary Committee recommends that this meeting urge the Executive to make strong recommendation to the Government following the release of Dr. Cameron's report on the matter of paying increments for satisfactory service; and further that teachers in these areas be urged to accept salaries only commensurate with their experience.

(2) In view of the fact that most of the direct salary work of the Federation is done by the Executive, the Consultative Committee, and the General Secretary, and that in actual practice the Salary Committee's function is one of research, it is recommended that when committees are appointed, the Executive and the Consultative Committee be the Salary Committee.

(3) That the Executive give consideration to appointing a Research Committee to deal with matters of teachers' salaries.

(4) That the Federation continue to use, for negotiation purposes, the minimum salary scales adopted by the Annual General Meeting of 1944.

(5) That a study of basic general principles as they affect salary schedules be undertaken by the Executive in order that Federation policy could be clarified in this matter.

Respectfully submitted,

Miss Pat Horn
 D. H. Campbell
 E. Greenaway
 F. T. Marriage
 W. J. Logie
 L. B. Stibbs (Chairman).

APPENDIX A

MEDIAN SALARIES OF TEACHERS FOR THE PROVINCE OF BRITISH COLUMBIA — 1944-1945

	Cities 1944 — 1945	Municipalities 1944 — 1945	Rurals 1944 — 1945
Male	\$2375 — \$2424	\$1775 — \$1824	\$1675 — \$1724
Female	1625 — 1674	1175 — 1224	1125 — 1174
All	1775 — 1824	1275 — 1324	1175 — 1224

MEDIAN OF ALL TEACHERS IN BRITISH COLUMBIA — 1944-1945

1944 — 1945
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APPENDIX B
SURVEY OF SALARY DISTRIBUTION BY DISTRICTS FOR THE PROVINCE OF BRITISH COLUMBIA—1944-1945

Salary Bracket—	Male	— Cities —		Total	Male	— Municipalities —		Total	Male	— Rural —		Total	Total
		Female	Female			Female	Female			Female	Female		
\$840—\$874	0	1	1	2	0	2	2	2	0	2	2	2	5
875—924	0	4	4	8	0	22	22	22	0	23	23	23	70
925—974	0	4	4	8	0	23	23	23	0	40	40	40	127
975—1024	2	22	24	46	0	39	39	39	0	39	39	39	140
1025—1074	1	41	42	83	0	82	82	84	0	84	84	84	233
1075—1124	1	76	77	153	2	169	169	182	13	182	182	182	254
1125—1174	1	78	79	157	2	172	172	182	10	182	182	182	324
1175—1224	1	28	29	57	6	50	50	58	8	58	58	58	155
1225—1274	2	35	37	72	7	59	59	65	6	65	65	65	160
1275—1324	4	64	68	132	5	20	20	21	1	21	21	21	160
1325—1374	2	32	34	66	3	25	25	27	1	27	27	27	83
1375—1424	15	66	81	147	11	51	51	62	11	62	62	62	177
1425—1474	5	36	41	77	2	17	17	19	2	19	19	19	79
1475—1524	26	25	51	76	10	35	35	45	4	45	45	45	73
1525—1574	12	25	37	62	4	11	11	15	1	15	15	15	72
1575—1624	26	80	106	132	13	15	15	28	10	28	28	28	172
1625—1674	13	42	55	67	2	14	14	16	1	16	16	16	103
1675—1724	23	47	70	93	10	7	7	17	6	17	17	17	125
1725—1774	10	19	29	48	4	2	2	6	2	6	6	6	46
1775—1824	35	312	347	382	17	2	2	5	12	5	5	5	388
1825—1874	5	15	20	35	3	2	2	5	2	5	5	5	44
1875—1924	33	41	74	115	7	2	2	12	4	12	12	12	106
1925—1974	9	15	24	39	2	2	2	4	4	4	4	4	38
1975—2024	46	20	66	86	13	1	1	14	1	14	14	14	93
2025—2074	6	13	19	28	4	0	0	4	4	4	4	4	30
2075—2124	22	8	30	38	7	1	1	8	2	8	8	8	32
2125—2174	8	7	15	22	5	1	1	6	1	6	6	6	24
2175—2224	19	12	31	41	4	3	3	7	1	7	7	7	44
2225—2274	13	3	16	19	0	0	0	1	1	1	1	1	17
2275—2324	22	5	27	38	0	0	0	2	3	2	2	2	58
2325—2374	7	16	23	32	0	0	0	1	1	1	1	1	14
2375—2424	17	32	49	61	0	1	1	2	2	2	2	2	61
2425—2474	5	0	5	10	3	1	1	2	1	2	2	2	10

2475	2524	27	12	39	4	3	7	3	0	3	49
2525	2574	8	1	9	4	0	4	1	0	14	
2575	2624	19	7	26	6	0	6	0	1	32	
2625	2674	2	2	4	1	0	1	1	3	6	
2675	2724	36	8	44	3	1	4	0	0	51	
2725	2774	5	2	7	0	0	3	0	0	7	
2775	2824	10	10	20	3	1	1	0	0	23	
2825	2874	0	8	8	1	0	0	1	1	10	
2875	2924	5	51	56	0	0	0	0	1	57	
2925	2974	1	0	1	0	0	5	0	0	2	
2975	3024	15	1	15	5	0	0	1	0	21	
3025	3074	9	0	9	1	0	0	0	1	9	
3075	3124	23	0	23	0	0	1	0	0	25	
3125	3174	0	0	0	1	0	0	0	1	9	
3175	3224	124	0	124	0	0	0	0	0	126	
3225	3274	4	0	4	0	0	0	0	0	4	
3275	3324	9	0	9	0	0	0	0	0	9	
3325	3374	0	0	0	2	0	0	0	0	0	
3375	3424	8	0	8	0	0	2	0	0	10	
3425	3474	2	0	2	0	0	0	0	0	2	
3475	3524	17	0	17	0	0	0	0	0	18	
3525	3574	1	0	1	0	0	0	1	1	2	
3575	3624	16	0	16	0	0	0	0	0	16	
3625	3674	20	0	20	0	0	0	0	0	20	
3675	3724	5	0	5	0	0	0	0	0	5	
3725	3774	7	0	7	0	0	0	0	0	7	
3775	3824	2	0	2	0	0	0	0	0	2	
3825	3874	0	0	0	0	0	0	0	0	0	
3875	3924	0	0	0	0	0	0	0	0	0	
3925	3974	0	0	0	0	0	0	0	0	0	
3975	4024	1	0	1	0	0	0	0	0	1	
4025	4074	9	0	9	0	0	0	0	0	9	
		<u>783</u>	<u>1,367</u>	<u>2,150</u>	<u>218</u>	<u>675</u>	<u>893</u>	<u>183</u>	<u>856</u>	<u>1,039</u>	<u>3,982</u>

APPENDIX C
DIVISION OF CERTIFICATES AND COSTS BY DISTRICTS

Salary	CITIES			Total	DISTRICT MUNICIPALITIES			Total	RURAL DISTRICTS			Total
	3	2	1		3	2	1		3	2	1	
\$1200	10	3	91	104	8	5	128	136	24	13	212	249
1300		1	28	29		1	70	75		2	122	124
1400		2	32	34		1	52	53		3	85	88
1500		3	25	30		2	32	30		8	55	70
1600			17	18		2	16	18		5	46	58
1600			18	18		2	16	18		4	29	33
1700		83	23	25				17			22	10
1720			25	25				17		102	20	124
1780			25	25				15			20	20
1800			18	18				15			20	20
1840			18	18				14			20	8
1900			207	219			168	14			20	20
1960			10	10			10	14			141	144
2020			10	10			7	7			1	1
2050			12	12			12	12			1	3
2080			8	8			7	7			1	3
2100			8	8			7	7			8	8
2140			10	10			10	10			8	8
2200			13	13			10	10			7	7
2250			13	13			12	12			6	6
2300			8	8			8	8			4	4
2350			16	16			8	8			4	4
2400			13	13			5	5			4	4
2450			9	9			11	11			3	3
2500			17	17			7	7			3	3
			140	140			84	84			50	50
			957	957			861	861			1,050	1,050
			\$1,759,900	\$1,759,900			\$1,486,990	\$1,486,990			\$1,667,250	\$1,667,250

957 \$1,759,900
 861 1,486,990
 1050 1,667,250

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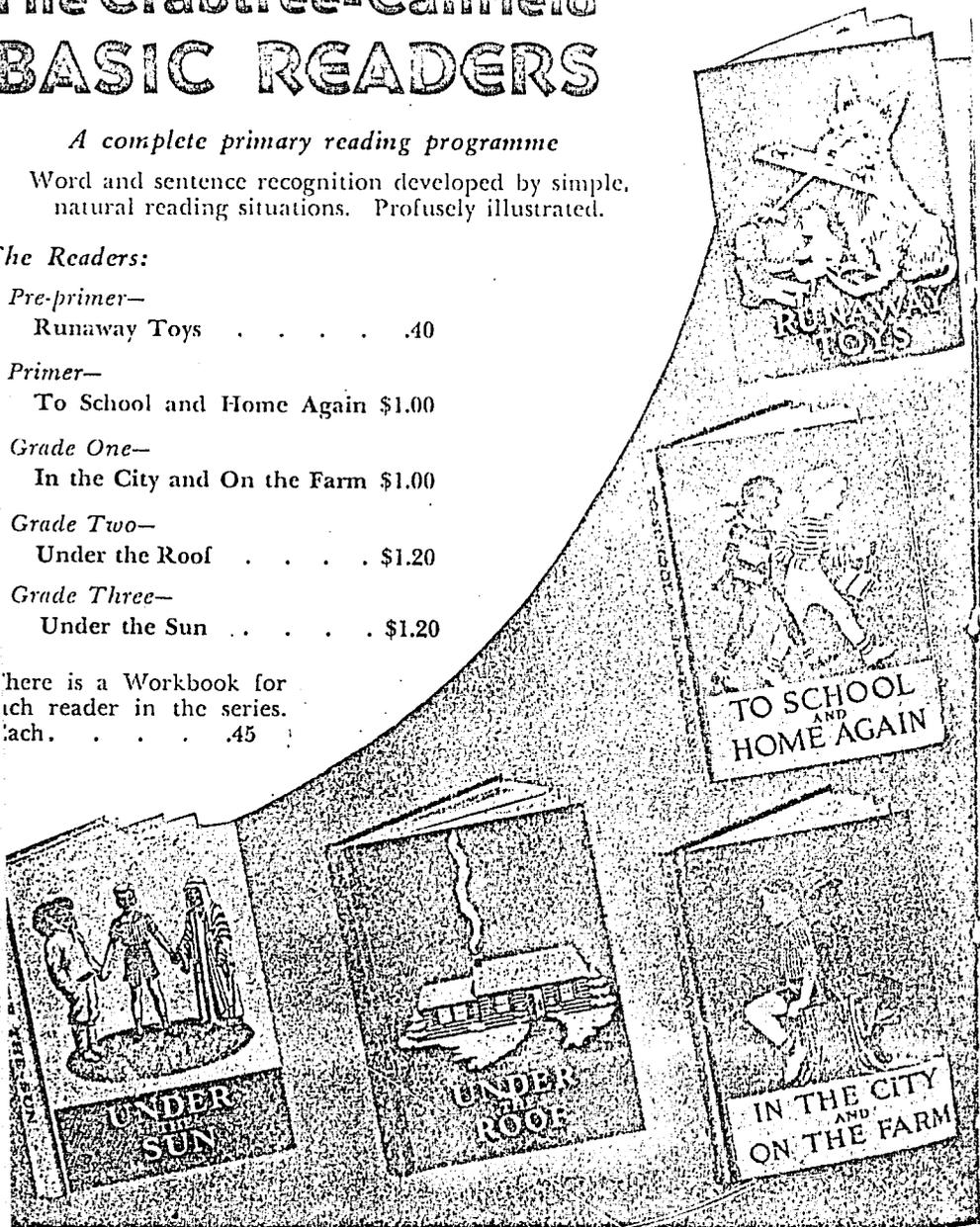
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Report of the Labour Relations Committee

Activities

THE Labour Relations Committee wishes to report that in the course of its term of office its deliberations and activities have concerned:

(1) Relations with the British Columbia Joint Council. In the course of a meeting we reached a mutually satisfactory understanding with reference to co-operation when such seemed desirable.

(2) Resolutions to be submitted to the Labour Convention. From our discussions came the decision, approved by the Executive, to request the setting up, by the Trades and Labour Congress, of a Permanent Committee on Education.

(3) The drafting of a brief outlining the activities of a similar committee of the American Federation of Labour and other factors in support of our resolution.

(4) Consideration of the action of the Trades and Labour Convention and the reports of the Federation delegate published in the December (p. 101) and January (p. 144) issues of "The B. C. Teacher" magazine.

(5) The drafting of an article, requested by interested associations, reviewing and bringing up to date the history of the Federation's affiliations and relation with labour.

(6) Consideration of the right accorded the B. C. T. F. to send a delegate when the British Columbia Executive of the Trades and Labour Congress interviews the Provincial Cabinet. (The section of the Trades and Labour brief representing the views of the B. C. T. F. attached hereto, or printed in the Convention number of "The B. C. Teacher", page 225).

Recommendations

The Labour Relations Committee respectfully recommends:

(1) That the Federation members be urged to subscribe to the "Labour Gazette" (20c per year or 25c for 15 issues) published monthly by the Department of Labour, Ottawa.

(2) That locals be urged to subscribe to the official publication of the Trades and Labour Council in its area (i.e., in the Lower Mainland area, "The Labor Statesman" published monthly, 4 cents per copy to members of affiliates).

suggest that the copies be sufficient in number so that one may be placed in each staff room.

(3) We urge that consideration be given to the advisability of the Convention Committee providing (for the want of a better name) a section meeting for those particularly interested in Labour Relations and for Federation members who have been acting as delegates to the local Labour Councils in their area.

(4) We particularly urge that the advisability of the Federation's seeking an amendment to the School Act that would confer on teachers the same right of compulsory arbitration on all matters as is accorded to all other labour organizations or associations by the National War Labour Code.

Recent developments of interest to teachers:

(1) The British Columbia Librarians' Association have applied for official affiliation with the Trades and Labour Council.

(2) Provincial Civil Servants' Association have recently instructed their executive to set up a committee to study affiliation and take a referendum before the end of the current year.

Respectfully submitted,

C. J. Oates
H. S. Hyslop
Glady's Owen.

EXCERPT FROM THE BRIEF OF THE TRADES AND LABOR CONGRESS OF CANADA AS SUBMITTED TO THE PROVINCIAL GOVERNMENT:

Education

IN the field of public education, the British Columbia Executive of the Trades and Labor Congress of Canada commends whole-heartedly the action of the Government in setting up a Commission to enquire into the financing of education.

We feel that the present system of meeting the costs of education has been restrictive to the point of hindering educational progress and that consequently its reform is long overdue.

Previous commissions studying the problem, and all organizations making representations in regard to it, have been unanimous in stressing that the

(Continued on Page 229)

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Convention Chatter

THE 26th Annual Convention is nearly upon us—about two weeks away to be exact. We anticipate a record attendance this year. Hope we will be seeing you. Just in case you are one of the few who has decided not to come this time, read this summary of tentative arrangements and then change your mind.

The locale is the same as last year, Hotel Vancouver, using the Ballroom and Salon D. The date, April 2nd to 5th, inclusive. The main speaker will be Mr. Reed Fulton, Principal of the West Seattle High School and one-time member of the faculty of the University of Washington, who, by all accounts, is a very inspiring and witty speaker. There will be a Panel Discussion sponsored by a Committee of Canadian Artists, and there will be a Convention Dance, but more of that later.

Monday will be a big day. We hope you will put in an appearance in the morning and register (without the one dollar extraction). We, and perhaps many others, would like to know your Vancouver address. So, out-of-town teachers, please register early Monday morning.

In the afternoon you are invited to a General Meeting at which Dr. C. N. Crutchfield, Sec. Treas., of the Canadian Teachers' Federation, will be the main speaker. You are advised to make this a MUST; Dr. Crutchfield's message cannot be put aside lightly.

Monday evening, often a slack time, will be very educational and entertaining this year. A Committee of the Federation of Canadian Artists, under the chairmanship of Mr. Fred Amess of Vancouver, has prepared an exhibit of "A School for To-day", depicting a beautiful, war-time nursery school in the English Midlands. This will be on display in the Lecture Hall of the Art Gallery from March 20th to April 8th, and you are cordially invited to visit it. The display will be brought to the Hotel for Monday evening and in conjunction with it the Committee will hold a Panel Discussion on "What a Modern School Should Be". Many walks of life will be represented on the panel, including the school pupil. This will be one of the highlights of the Convention; don't miss it. If time permits, the day will be rounded out by a film showing.

Tuesday is always a busy day. The morning holds an Open Forum for the Elementary teachers. We find that due to tighter transportation regulations we are not able to hold the usual demonstration classes. This alternative should prove equally profitable. The open forum idea was tried at the last Fall Convention at Prince George and with great success. We are planning to have an educational authority on the platform to lead the discussions, but the success of the meeting will depend largely on having a good supply of questions on hand. So right here we have a request to make to all elementary school teachers. Please send in any questions or problems that you may have relating to subject matter, administration, discipline or what have you to the Convention Committee, 1300 Robson St., Vancouver, B.C., right away. Don't put it off. In this way you are assured of a lively meeting.

The Secondary Sections all meet Tuesday morning, as does the Primary Association. The latter advises us that Miss Shaw, of New Westminster, has organized a discussion group for this period. . . . Home Ec., Art, Library, Shop Teachers and Principals meet immediately after lunch. At all these meetings you will be asked to air the respective curriculum resolutions which affect your group. (There are 49 of these.) This will make possible their speedy passage at the General Business Meeting later in the afternoon. If you make this job snappy there will be time left in which to hear Mr. Fulton. As a matter of fact, Mr. Fulton is scheduled to speak anyway, so it will be up to you to speed the resolutions on their way.

Tuesday evening, The Convention Dance. Yes, it warrants the title this year. We are not asking those that like dancing to take over a reserved corner of a cabaret. We have engaged the Panorama Roof of the Hotel for a Dinner Dance Tuesday evening, 7:30 to 12. The committee was unanimous in agreeing that we needed a major social function and everyone likes a dinner dance, at least everyone likes a good dinner — you can sit and chatter with old acquaintances if you don't care to dance. So make up a table and have yourself a real time. Dinner will be served at 7:30, dancing

at 9:00. Dress is informal, the price is very moderate and the Panorama Roof with Dal. Richards' Orchestra is an ideal setting. Be seeing you there.

Wednesday and Thursday are given over largely to **Business Meetings**, which will well repay you for your attendance. It will be hard to get up Wednesday morning after the big dance, but the urgency of the busi-

ness on hand will warrant that great effort.

The **Public Meeting** on Wednesday evening, at which Mr. Fulton will be the principal speaker, will be bigger and better than ever. A full-sized musical concert will mark its opening. Complete details will appear in the Programme.

Be seeing you bright and early Monday morning, April 2nd.

REPORT OF THE NOMINATING COMMITTEE

THE Nominating Committee begs to submit to the Annual General Meeting the following nominations for the offices of President, First and Second Vice-Presidents and Secretary-Treasurer of the British Columbia Teachers' Federation:

For President: Mr. B. C. GILLIE, Victoria, First Vice-President of the British Columbia Teachers' Federation and Chairman of the Code of Ethics Committee.
For First Vice-President: Mr. F. P. LIGHTBODY, Vancouver, Chairman of the Finance Committee; and Mr. C. J. OATES, Vancouver, Chairman Labour Relations Committee.

For Second Vice-President: Mr. STANLEY EVANS, Nanaimo, Chairman Constitution and By-laws Committee.

For Secretary-Treasurer: Mr. THOMAS M. CHALMERS, Vancouver, member of Code of Ethics Committee.

Respectfully submitted,
Miss Barbara Lang
Mrs. Hazel Hodson
Mrs. Audrey Curr
(nee Miss Reed)
Mr. Lorne McAdam
L. B. Stibbs, Chairman.

TRANSPORTATION POOLING

ARE you planning to attend the Convention this year? You'll be interested in the pooling scheme, which is prepared to remit to you a portion of your transportation costs. All members of the Federation who have paid the full fee for the period July 1, 1944, to June 30, 1945, or to such portion of that period as they have been teaching, in the case of new appointees, are eligible for participation in the pooling fund, provided that their fees were paid by February 15, 1945.

Here is what you must do to qualify for a refund:

- (a) You must hold a card signifying paid up membership in the Federation.

- (b) You must fill in a pooling form at the Pooling Desk when you arrive at the Convention.

- (c) You must have your membership card punched at each section or association meeting you attend. (See your Convention Programme for further details re meetings).

- (d) You must present your card, with five perforations, to the Pooling Committee to receive your refund.

ACCOMMODATION

THE Vancouver Hotel will have a limited number of double rooms for teachers attending the Convention.

If you require such accommodation write before March 24th to the Accommodations Chairman, 1300 Robson St., Vancouver, B.C., stating time and date of your arrival and with whom you will share a room.

Do not write to the Hotel directly but notify the clerk that you have a reservation **immediately** upon arrival.

If you wish, you may leave it to the Accommodations Chairman to find someone to share a room with you.

REGISTRATION

THE B. C. T. Federation Convention of 1944 passed a resolution whereby the Convention registration fee was included in the annual Federation fee. Therefore all paid up Federation members are pre-registered for the 1945 convention.

In order to keep a record of out-of-town teachers visiting Vancouver and the convention, visiting teachers are requested to complete an information card which will be supplied at the Registration Desk. This card will assist your friends in locating you at the convention.

Don't forget that your B. C. T. F. membership card is your admission to all business and sectional meetings and must be presented at the door.

Avoid confusion by bringing your Membership Card to the Convention.

SECONDARY SECTIONAL MEETINGS

Tuesday, April 3rd, 1:00 to 2:30 p.m.

1. Art — Chairman: Miss Margaret Lewis.
Exhibit of Art work of Interior of B.C. pupils will be displayed. Art films will be shown. Resolutions will be discussed. A display concerning School Architecture will be on view in the Gallery at this time, as well as work done by the pupils of the Saturday morning Art Gallery classes. Art Section will meet in the Vancouver Art Gallery.
2. Commercial—Chairman: M. F. H. Halstead.
3. English—Chairman: Mr. H. Dow.
4. Guidance — Chairman: Mr. H. Johns.
5. Latin — Chairman: Miss Shirley Mayse.
6. Library—Chairman: Miss Coleman.
7. Mathematics — Chairman: Mr. J. Kirk.
Demonstration lesson.
8. Modern Language — Chairman: Miss Irene Elgie.
9. Science -- Chairman: Mr. H. M. Wells.
10. Social Studies — Chairman: Mr. Douglas G. Chamberlain.
11. Physical Education — Chairman: Mr. J. Chappell.
Discussion on:
(1) Certification of P. E. teachers.
(2) P. E. classes at U.B.C.
(3) The Health Curriculum.
12. Principals.
13. Elementary--Open Forum.
14. Primary.
15. Shopmen.
16. Home Economics—
Morning Session:
10:00—11:00 a.m.—Business Meeting.
11:00—12:00 noon — Address by Miss Blanche Payne of the University of Washington.
Afternoon Session:
Address by Mr. H. L. Campbell, Municipal Inspector of Schools, Victoria, B. C. — This will be followed by discussion.
Tea.
Exhibit—Applied Art.

SECTION MEETING ANNOUNCEMENTS

English Section:

Tuesday, April 3rd (10:00 to 12:00).

10:00 to 10:45—Business Meeting and Resolutions.

10:45—Address by Dr. H. B. King on "The New English Course", followed by discussion.

Chairman: Mr. Harold Dew, 1075 Harwood Street, Vancouver, B. C.

Latin Section:

Tuesday, April 3rd (10:00 to 12:00).

Business; a good speaker and discussion.

Chairman: Miss Shirley Mayse, 2618 Oxford Street, Vancouver, B. C.

Library Section:

The Library Meeting will include a speaker, a film, and discussion.

Chairman: Miss M. E. Coleman, 2334 Balaclava Street, Vancouver, B. C.

TRADES AND LABOR BRIEF

(Continued from Page 225)

Provincial Government should assume a much greater share of the total costs of education. In this view Labor strongly concurs.

Particularly do we urge that teachers' salaries be immediately increased. The Canadian Bureau of Statistics lists the average salary of all British Columbia teachers as being only \$1407.00 per annum, a figure which even on the average is considerably below the \$1500 annual income that at its recent convention the Trades and Labor Congress of Canada demanded be established as the minimum yearly remuneration of Canadian workers.

Should the Government anticipate that the report of its Commission will

not be received in time for implementation this year, we endorse the plea of the joint delegation comprising representatives of the British Columbia Teachers' Federation, the Union of British Columbia Municipalities, the British Columbia School Trustees' Association, and the British Columbia Federation of Agriculture, for additional grants to school districts totaling \$2,000,000 for the year 1945.

Such action on the part of this Government would tend to bring about a reversal of the present situation, whereby the Government contribution to education in British Columbia is approximately 30 per cent now, to the position where it is contributing one step nearer the 70 per cent which we feel is a more equitable sum.

1945 Easter Convention Time Table

(TENTATIVE)

MONDAY

- 9:00 a.m. to 2:00 p.m.
Registration..... (Ballroom)
- 10:00 a.m. to 2:00 p.m.
B. C. T. F. Executive (Salon D)
- 12:00 Noon to 2:00 p.m.
Fill in pooling claims (Ballroom)
- 2:00 to 5:00 p.m.
Annual General Meeting,
First Session..... (Ballroom)
- 7:30 p.m. to 8:30 p.m.
Address to Normal Students by
B. C. T. F. Executive (Salon D)
- 8:00 p.m. to 9:00 p.m.
Panel Discussion—"What a Mod-
ern School Should Be."
(Ballroom)
- 9:00 p.m. to 10:00 p.m.
Films..... (Ballroom)

TUESDAY

- 9:00 a.m. to 2:00 p.m.
Registration and Pooling
(Salon D)
- 10:00 a.m. to 12:00 Noon
1. Primary Demonstration and
Discussion..... (Aberdeen)
2. Elementary Open Forum,
(Ballroom)
3. Secondary Sections,
(Dawson School)
- (a) Art.
(b) Commercial.
(c) English.
(d) Guidance.
(e) Latin.
(f) Library.
(g) Mathematics.
(h) Modern Language.
(i) Science.
(j) Social Studies.
(k) Physical Education.
4. Shop Teachers.
5. Home Economics,
(a) Business Meeting.
(b) Address by Miss Blanche
Payne.
- 1:00 p.m. to 3:00 p.m.
Principals..... (Salon D)
- 1:00 p.m. to 2:30 p.m.
1. Shop Teachers.
2. Library,
(Display at back of Ballroom)
3. Art..... (Art Gallery)
- 3:00 p.m. to 5:30 p.m.
1. Annual General Meeting,
Second Session..... (Ballroom)
2. School Drama Advisory
Council..... (Salon D)

- 4:00 p.m. to 5:00 p.m.
Home Economics Tea.
- 7:30 p.m. to 12:00 Midnight
Dinner Dance.....(Panorama Roof,
Hotel Vancouver)

WEDNESDAY

- 9:00 a.m. to 10:00 a.m.
Medical Services Association
Annual Meeting.....(Salon D)
- 10:00 a.m. to 1:00 p.m.
Annual General Meeting,
Third Session..... (Ballroom)
- 10:30 a.m. to 12:30 p.m.
School Drama Round Table,
(Salon D)
- 1:00 p.m. to 2:30 p.m.
Executive Luncheon.
- 2:30 p.m. to 5:00 p.m.
1. Annual General Meeting,
Fourth Session..... (Ballroom)
2. Transportation Refund,
(Salon D)
- 8:00 p.m. to 11:30 p.m.
Public Meeting.
Fergusson Memorial Award,
(Ballroom)

THURSDAY

- 10:00 a.m. to 1:00 p.m.
Annual General Meeting,
Fifth Session..... (Ballroom)
- 2:30 p.m. to 5:00 p.m.
(a) Transportation Refund,
(Salon D)
(b) Annual General Meeting,
Sixth Session..... (Ballroom)

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Applications are invited from women between the ages of 25 and 30 for the vacant appointment of Biology Mistress in the Bishops' High School for Girls, Government Secondary School, British Guiana. Applicants must have a suitable degree and a teacher's Diploma or some years' experience of secondary school teaching. The duties would be to teach Biology up to the Oxford and Cambridge School Certificate or equivalent standard and also general elementary science in the Junior and Middle School. The post is pensionable and carries a salary of £300 rising by annual increments of £25 to £450 a year. The successful candidate would be required to undergo a medical examination. Appointment would be on probation for three years. A free first class passage would be provided. Further details and forms of application may be obtained by writing to the High Commissioner for the United Kingdom, Earncliffe, Ottawa.

Physical Education in the Rural School

By ROBERT F. MINES, *John Shaw High Schools, Nanaimo, B. C.*

PART I.

AN increased amount of emphasis is being placed upon Physical Education at the present time. This emphasis has followed naturally enough upon the heels of the outbreak of war. When man marches into battle, he instinctively looks to the condition—and, in particular, the strength and endurance—of his body.

When he looked during the present struggle, man found that in many cases bodies had languished for want of care. So widespread was this condition that the various authorities passed the National Fitness Bill and, hand in hand with this, began to give more encouragement to Physical Education as a school subject.

This wartime emphasis upon Physical Education is not new, of course. During the hostilities of 1914-18 man looked to the strength of his body, and when this structure through which he functioned was found wanting he sought to improve his physique.

The interest in Physical Education waned, however, in direct proportion to the dying out of the sound of guns in France and Belgium. When the war ended, so did man's interest in physical fitness. There followed a period in which only the pictures of Mr. Charles Atlas in the pulp magazines served to remind us that an interest in the body's fitness still existed somewhere.

This, we are determined, will not be repeated after the present armistice.

In the junior and senior high schools, we are attempting to place on Physical Education the emphasis it deserves. We are aided in this respect by the course of studies. While heaven knows I would be the last person in British Columbia to claim any degree of perfection for it, I nevertheless would hold it up as a shining example to the other provinces of Canada. In Saskatchewan, for instance, there appears under the heading "Physical Education" a brief note stating that the subject is compulsory for all students unless exempted by a physician's certificate. And that is all. What is to be included in the course is left to the imagination and whim of the teachers.

Physical Education does not fare so well, however, in the rural schools of British Columbia. This is not the fault of the teachers. There are various reasons for it. Equipment may be limited to a softball or bat. Children in age

groups as widely divergent as six, twelve, and sixteen may have to be taught in the same class. There is no reference book in rural school Physical Education that actually meets our needs. When teaching in a rural school, I sent for a book that by its title seemed to be written for teachers faced with my difficulties. When it arrived it proved to take springboards, medicine balls, and other similar equipment for granted. Since I was teaching in a school that boasted only a bat, a softball, and what might have passed as a basketball ten years before, I could only sit and blink in absolute wonderment.

Teachers in rural schools will, however, want to meet the present day needs of their students in this subject. The people in their districts will probably expect it. No doubt their inspectors will also be pleased to note any steps being taken to develop an intelligent programme of Physical Education activities in their schools. It is for these teachers that the suggestions outlined in these two articles have been written.

In order adequately to meet the needs of rural children the teacher must, of course, understand the nature of these needs. In this way she is able to place due emphasis upon the activities most required by the pupils if their development is to reach a reasonable standard.

The rural child—particularly the boy—is usually fairly muscular but not particularly agile. He walks to school and back—which occasionally turns out to be a distance that some of the hardest teachers would not care to attempt; he usually has a number of chores to perform at home; and, with the shortage of labor so acute at the present time, he is sometimes called upon to do a man's work.

Thus the rural child is strong; but he lacks grace. It is upon this need of the child that the teacher should concentrate. Dancing and rhythmic activities should consequently receive some emphasis. Tumbling, if carefully carried out; pyramid building; simple apparatus work—these all meet the needs of rural children.

Moreover, there is no reason why they should not be carried out, since they require little or no equipment, and thus the main difficulty a rural school teacher faces is avoided. A very excellent book

containing details of these activities is *Physical Education for Elementary Schools*, by N. P. Neilsen and Winifred Van Hagen. This text may be obtained from the Copp Clark Co. Ltd., Toronto.

The rural child has fewer opportunities for recreation and social contact than the boy or girl who lives in the city. Consequently, the school may make up for what it cannot accomplish in other directions by meeting this need. Hikes may be organized. Corn roasts, potato roasts, campfire programmes, swimming parties, etc., may be held.

This need of the child may also be met by having a well-organized intramural programme in the school. The word "intramural" means "between walls", and such a programme of activities is carried on within the school itself. Have at least one sport organized in the school for the pupils to participate in during each season of the year.

Games ideal for the autumn include volleyball, soccer, horseshoes, and long ball. During the winter, table tennis may be played indoors. If possible, skating and skiing should be participated in out in the open. Recreational games such as darts, chinese checkers, tossing ceiler rings, etc., should be made available to the pupils. When "spring unbound comes o'er us like a flood", swimming, softball and track and field events hold sway.

It may be asked if such a programme of informal activities adequately meets the standards of Physical Education. In the minds of many this subject is still limited to a few exercises and one or two games per period. Physical Education has now broadened, however, even to include skinning the cat on the limb of the old tree in the pasture. Our present day philosophy emphasizes the development of the whole being—not merely of the physical aspect of the child. Plato expressed this concept centuries ago when he said that we do not teach music to educate one part of a person and gymnastics to educate another part of him, but rather "we introduce both for the sake of the soul".

When selecting Physical Education activities and when teaching them we should keep in mind that we are educating this whole being. Dr. Jesse F. Williams of Columbia expressed it very neatly when he said that "Physical Education must be thought of as education *through*, and not just *of* the physical". Hand in hand with bodily development, we seek to encourage character development, the development of poise and ease

in social relationships, and of attitudes, appreciations and skills.

It cannot be emphasized too much how important this is. The reason why many programmes in this subject fail is because the teacher has taken too narrow a view of the activities to be included within this sphere. When she thinks only in terms of bodily development, she may be teaching physical *training* but it is not *Physical Education*.

At this point, the teacher will have developed a programme that will meet the needs of her students. In certain cases, however, difficulties will be encountered in carrying out this programme. Class organization will probably loom as the most formidable problem to be overcome.

In overcoming this obstacle in the path leading to a satisfactory programme, the teacher must first consider how she is to group her pupils. In children of different ages will be found a variety of characteristics. In *Physical Fitness*, J. B. Kirkpatrick writes: "There appear to be certain physiological, psychological and sociological changes which occur in children as they progress through school. It is important for us to be aware of the nature of these changes". It is reasonable to assume that since children of different ages do not possess the same characteristics, the same activities will not be suitable for all the children in our schools.

As a matter of fact, the most satisfactory grouping places children in Grades One to Three together; those in Grades Four, Five and Six with each other; and those in Grades Seven and Eight in another unit. Pupils in grades above these may be placed with the latter group. Children who are obviously out-of-place in their grades insofar as Physical Education activities are concerned should, of course, be assigned to a more suitable group.

The children in Grades One, Two, and Three have a constant urge to activity; they are very individualistic; and they are naturally responsive to rhythm. However, they have a short interest span; they tire quickly; and they lack fine muscular co-ordination.

The children in Grades Four, Five, and Six exhibit many of the same characteristics. There is still the urge to activity, and the tendency to tire quickly also continues. Their muscular co-ordination is improving, however, and they have become less individualistic. The boys and girls develop different interests during this period and for this reason tend to draw apart.



It all depends on where you draw the line

NEW BOOKS

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THE RYERSON PRESS
TORONTO

The children in Grades Seven and Eight are usually said to be at the "awkward stage" and the same term is applied to the students in succeeding grades. There is no factual basis for this, however, as far as physiology is concerned, for the muscular co-ordination continues to improve. Girls seem to mature more rapidly than boys during this period. Both boys and girls, however, exhibit an overwhelming interest in "belonging"—to a gang, a club, or some social group. They want to be a part of what is going on.

When the teacher has divided the pupils into suitable groups, she finds herself faced with the most perplexing difficulty of all. If she has three different divisions in her school, how is she to teach each one at the same time?

The method found most satisfactory in accomplishing this is by the use of student leaders.

Each group should have a leader. There are various ways for selecting them. The three most capable students may be awarded this honor by the teacher. It is more democratic, however, to let the students select their own leaders. The only difficulty here lies in the fact that pupils can select some very unsuitable people for these positions. The method to be used in this case will depend upon circumstances within the school itself.

These leaders are then required to instruct their groups. Certain activities may be taken by the teacher with the class as a whole. The students then break up into their respective divisions, and receive instruction suitable for their age level from their leader.

The teacher will previously have given the leaders a thorough knowledge of what they are to teach. And if adequate preparations have been made, and the teacher is on the alert to help any group needing her assistance, this method of class organization will be found very satisfactory indeed.

When she has accomplished this much, the teacher has come far toward realizing the highest ideals of Physical Education. How she may go even further on the road toward this splendid castle of perfection will be discussed in the article to follow.

DINNER DANCE
PANORAMA ROOF
TUESDAY EVENING,
APRIL 3rd

On Teaching Tots

By NANCY HODGES, in the *Victoria Daily Times*

QUITE by chance the other day I ran into an old friend who has just retired from teaching.

For over 30 years she has been a member of the Greater Victoria public schools staff. And in that time about 1,500 pupils of six years of age and thereabouts have passed through her capable hands.

So after complimenting her upon her well-earned leisure, we chatted about children of yesterday and today.

In her estimation the kiddies of today are every bit as fine as those of yesterday, despite the current problem of delinquency.

All children are born good, according to her view. Delinquency doesn't come from them, but from neglect of them.

A long and intimate experience with youngsters has convinced her that as long as a child is given interesting occupation, backed by someone taking an affectionate interest in it, that child will give little trouble.

Not that they are all angels, of course. Boys, as well as girls, may get into mischief, but nothing worse.

Her theory is that, taught what is right and beautiful in the first few years, 75 per cent of them will never bother about the ugly things.

As I am old fashioned enough to agree with that theory, I asked her how she set about inculcating such ideas into her young charges.

And found she based her methods on the principle that children must be given the opportunity to hear the best, see the best, and say the best.

So down through the years she made a practice of reading a fine poem to her class every morning, showing them beautiful pictures, and letting them hear the best in music.

The latter she accomplished with the aid of a gramophone, which she herself installed in her classrooms 23 years ago—long before the introduction of the present music-appreciation plan in school curricula.

By such methods, although she may not be aware of it, this Victoria teacher was adopting the dictum laid down by Goethe, who died a century ago:

"One ought every day, at least, to hear a little song, read a good poem, see a fine picture, and, if it were possible, to speak a few reasonable words".

But such teaching must also be implemented by an early training in kindness, truth, honesty, loyalty and unselfishness, in her opinion.

Thus she believes that a grounding in the old-fashioned virtues, such as are taught in the Bible, are a pretty sound basis on which to build good citizenship.

And I think few will disagree with her. Unfortunately, many parents refuse to accept the responsibility for such teaching nowadays, and expect busy teachers to do it all.

When I asked her how her pupils made out in later life, she revealed with pride that a great many of them kept in touch with her, as did many parents.

And countless cases have proved the efficacy of her rather unusual methods.

Not long ago the mother of a lad, now 18, stopped her to tell of a letter he had just written home from an eastern city.

An unpleasant incident had recalled to him a lesson learned in his first year at school.

To illustrate the effect of the use of rough, coarse words, the teacher had taken a wild lily, and on its unblemished purity had imposed blots of ink.

She herself had forgotten the episode, but the lad never forgot its symbolism, proof of the value of that early lesson.

For various reasons we skirted the subject of today's methods and curricula as compared with yesterday's.

However, my friend waxed eloquent on another matter—today's trend towards the slipshod in speech.

Like many another teacher of her generation, she was something of a purist and always impressed the beauty of correct diction upon her scholars.

"Canada today is losing the power of expressing herself in sentences properly constructed and properly spoken", she mourned.

As I came away, her final words rang in my ears: "You have to give your whole soul to teaching if you want to make it a vocation, and not merely an avocation".

Doubtless many of our younger teachers of today have that same idealistic outlook, that sense of great responsibility implicit in the molding of the malleable mind of a beginner at school.

And I know many who conform to her belief that, given the right foundations

(Continued on Page 243)

An Orchid for Miss Smith

For blasting an enemy machine-gun nest, "Miss Smith" of the Nth. Grade will never be decorated by a grateful government. She wasn't there. It was Private Jack Canuck—himself—who did the actual grenade work.

But let's not forget what the good old Duke of Wellington once said. The Duke, you'll remember from school, was the chap who put Napoleon in his place. Napoleon was the Hiler of his day—a great grabber of other people's "living-space."

The Duke said that Waterloo—where Napoleon got his come-uppance—was won on the playing fields of a school named Eton, where boys became men. Well, one day, those on this continent can say this war was won in the Little Red School-house—John's school and "Miss Smith's." There yesterday's schoolboys became today's fighting men.

In Wellington's day, a horse was the nearest thing to a tank. On any battlefield, a Flying Fortress would have caused more stir than

Gabriel's horn. But one thing hasn't changed. Despite all the mechanization, it's still the fighting men who win a country's wars.

Our fighting men are the product of the Little Red School-house—symbol of all our schools, just as "Miss Smith" is the symbol of all our teachers. The schools have given our fighting men the tools—from the three R's to college courses for war specialists. By that very process they've shown Jack Canuck why freedom is worth fighting for.

We appreciate those who've supplied our fighting men with fuel-of-the-spirit. To all teachers we say: "Thank you, 'Miss Smith.'"



Why Do Pupils Fail?

By G. E. JOHNSON, Powell River High School

THE purpose of this study is to find out what teachers consider to be the causes of pupil failures in school.

The questionnaire reproduced below, (Table II), was given to teachers attending the 1944 summer session of the University of British Columbia. The 53 teachers who submitted replies were classified as in Table I.

TABLE I—CLASSIFICATION OF TEACHERS ANSWERING QUESTIONNAIRE.

Number of elementary school teachers	10
Number of secondary school teachers	40
Number of principals	15
Number of assistant teachers	35
Number with 10 years' experience or less	24
Number with more than 10 years' experience	26
Mean experience of 50 teachers in years	10.87
Failed to give classification	3

TABLE II—QUESTIONNAIRE GIVEN TO TEACHERS.

WHY DO PUPILS FAIL?

Please do not discuss this sheet with other persons before you have indicated an opinion.

This is a preliminary study of teachers' opinions about why pupils fail in school. You probably have in mind certain reasons for the pupil failures occurring in your school this year.

Please use the following code for indicating your opinion of the causes of failure: Rank the most outstanding cause, 1; the next, 2; and so on, continuing until five causes have been indicated. If you feel that any important cause, or causes, have been omitted in the list below, please add them to the list and give them any number from 1 to 5 as indicated above.

- Irregular attendance.
- Lack of home discipline.
- Lack of effort: laziness.
- Wrong choice of courses by pupils.

- Lack of interest or appreciation.
- Crowded school conditions.
- Undernourishment, or other physical defects.
- Too many sports or other co-curricular activities.
- Lack of teaching equipment (audio-visual aids, etc.).
- Too much outside work.
- Poor or inadequate teaching.
- Lack of purpose; vocational.
- Late hours, shows, dances, etc.
- School standards too high.
- Lack of ability.
- Dislike of teacher.
- Lack of school provision for individual differences.
- Lack of co-operation; school and home.
- Poor study habits.
- Excessive moving (from school to school).
- Nervousness.
- Lack of emotional stability.

- Years of experience.....
- City or rural school.....
- Grades taught this year.....
- Position held

(Principal or assistant)

Table III gives a summary of the results of the questionnaire. In Table IV they are arranged according to the ranks assigned by the teachers.

TABLE III—CAUSES OF FAILURE AS REPORTED BY 53 TEACHERS

Cause of failure	Rank				
	1	2	3	4	5
Irregular attendance	6	8	6	4	6
Lack of home discipline.....	0	5	4	0	3
Lack of effort; laziness.....	7	3	7	12	6
Wrong choice of courses.....	0	2	4	2	1
Lack of interest or appreciation	4	4	5	4	3
Crowded school conditions	0	0	0	1	1
Undernourishment, etc.	1	0	0	1	2
Too many sports, etc.....	1	3	3	4	1
Lack of teaching equipment	0	0	0	0	1
Too much outside work.....	2	0	0	4	4
Poor teaching	3	4	3	3	5
Lack of purpose:					
vocational	0	5	3	2	2
Late hours, shows, etc.....	0	2	1	2	2
School standards too high	0	0	0	0	0
Lack of ability.....	17	5	1	2	4
Dislike of teacher.....	0	0	1	0	0
Lack of provision for individual differences.....	10	3	5	3	3
Lack of co-operation; school and home.....	0	1	2	1	1
Poor study habits.....	4	6	6	5	4

Excessive moving	0	0	2	2	1
Nervousness	0	0	0	0	1
Lack of emotional stability	0	0	1	0	1

Study of the reasons reveals that there are some over which the school has little or no control. Included in this category is irregular attendance which ranks second on the list. Over 56 per cent of the teachers agreed that this was among the five most important causes of failure. Other reasons belonging in this group are lack of ability, which was third on the list, lack of home discipline, which ranked ninth in the opinion of the teachers, and too much outside work, which ranked eleventh. It is probably safe to say that this last reason, namely, too much outside work, would not figure so large in normal times.

Lack of provision for individual differences ranks fourth on the list, and figures high in most studies of pupil failures.

Lack of effort and laziness was ranked first in this study. It was mentioned 35 times, or by 66.4 per cent of the teachers reporting.

Lack of interest or appreciation also ranked high, being sixth on the list. This is rather higher than is usually thought. In one study (Maddocks) it was mentioned in only .13 per cent of the total number of cases.

Most studies indicate that lack of ability is an important cause of failure. In this study it ranks third. In separate studies by Gilbert, Briggs, and Maddocks, it occupies first place. Adams' study ranks it fourth.

It is interesting to compare the opinions of principals and assistant teachers. Of the 50 teachers giving this information, 15 were principals, and 35 were assistant teachers. Table V shows the rank which each gave to the ten most important causes as found by each group. Lack of purpose and lack of home discipline appear on the assistants' list and not on that of the principals. Otherwise there does not appear to be any great difference of opinion. Both principals and assistants agree that poor or inadequate teaching is a cause of failure. Only 9 out of 35, or about 25 per cent of the assistants placed poor teaching as one of the five most important causes of failure. However, 7 out of 15, or nearly 50 per cent of the principals did so. Perhaps principals are more apt to blame the teachers for failures than the teachers are likely to blame themselves.

TABLE IV—CAUSES OF FAILURE ACCORDING TO THE RANKS ASSIGNED BY THE TEACHERS.

Rank	Total times mentioned	Percentage of 53 teachers	*Composite Score	Rank
1. Lack of effort; laziness.....	35	66.04	98	2
2. Irregular attendance	30	56.60	94	3
3. Lack of ability.....	29	54.71	116	1
4. Lack of provision for individual differences	25	47.17	86	4
5. Poor study habits.....	25	47.17	76	5
6. Lack of interest or appreciation.....	20	37.74	62	6
7. Poor or inadequate teaching.....	18	33.96	51	7
8. Too many sports, etc.....	12	22.64	35	9
9. Lack of home discipline.....	12	22.64	35	9
10. Lack of purpose; vocational.....	12	22.64	39	8
11. Too much outside work.....	10	18.87	16	13
12. Wrong choice of courses.....	9	16.98	25	11
13. Late hours, shows, etc.....	7	13.21	17	12
14. Lack of co-operation, school and home..	5	9.42	10	15
15. Excessive moving	5	9.42	11	14
16. Undernourishment, etc.	4	7.55	9	16
17. Lack of emotional stability.....	3	5.66	5	17
18. Crowded school conditions.....	2	3.77	3	18
19. Dislike of teacher.....	1	1.88	3	18
20. Lack of equipment.....	1	1.88	1	20

*Obtained by assigning 5 for first choice, 4 for second choice, 3 for third, etc.

TABLE V.—REASONS FOR FAILURE GIVEN BY PRINCIPALS AND ASSISTANTS.

Reason	Rank by principals	Rank by assistants
Irregular attendance	1	4
Lack of effort; laziness	2	1
Lack of ability	3	2
Lack of provision for individual differences	4	5
Poor or inadequate teaching	5	7
Poor study habits	6	3
Lack of interest or appreciation	7	6
Too many sports, etc.	8	10
Wrong choice of courses	9	..
Late hours, shows, dances, etc.	10	..
Lack of home discipline	8
Lack of purpose; vocational	9

Table VI compares the opinions of teachers with over ten years' experience with those of ten years or less. There appears to be no significant difference; both groups agree on the six most important causes of failure.

TABLE VI.—COMPARISON OF OPINIONS OF TEACHERS WITH LONG EXPERIENCE WITH THOSE OF 10 YEARS OR LESS.

Reason for failure	Rank by experienced teachers	Rank by less exp. teachers
Lack of effort.....	1	3
Irregular attendance	2	4
Poor study habits.....	3	5
Lack of ability.....	4	1
Lack of interest.....	5	6
Lack of provision for individual differences	6	2

SUMMARY AND CONCLUSIONS

1. Causes of failure may be simple. On the other hand, the spread of opinion found in this study indicates that the causes will likely be very complex. A number of factors may enter to produce a failure in school, and one is more likely to find a "pattern of causes" than one single factor. The wise teacher and administrator will want to know as much as possible about each student in order that he might intelligently meet his needs.

2. Pupil opinions may be of value in improving instruction. It is interesting to note that pupils often blame themselves more than they do anyone else for failure. This was found in studies by Borgeson and Gilbert. At any rate, studies of pupil opinions may draw the attention of teachers to individual cases in need, and even to certain peculiarities

of their own which may be impairing the effectiveness of their teaching.

3. Many of the causes given by the teachers are not the sole responsibility of the teachers. Absences, for example, will prevent teachers and pupils from doing their best work. Parents must assume at least partial responsibility for such things as laziness, lack of discipline, and lack of interest. Part of the answer may be through Parent-Teacher Associations, greater use of the local press in educational matters, or a reporting system better designed to acquaint the parents with their children's progress at school. On the other hand, there may be a tendency (indicated in Table IV) on the part of teachers to blame the pupil rather than to examine school procedures.

4. There is a great need for increased individualization in school procedures. Teachers must examine more critically their teaching methods. Remedial work, and perhaps more training of teachers for remedial work may be necessary. Too often have teachers sought to find the cause of failure solely in the person of the pupil. The fact must be faced, that in the schools, especially in the secondary schools, there is an ever increasing number of students with all kinds of diversified interests and abilities.

5. It is suggested that it might be well for teachers to make studies of their own particular schools in attempting to find the causes of failure. Causes of failure need the study of individual teachers and teaching staffs.

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The Place of the School

By DR. G. FRED McNALLY,

Deputy Minister of Education for the Province of Alberta

From *The Alberta School Trustee*

EVERYWHERE in Canada people in villages or towns and in the surrounding open country are bound together by ties of mutual dependence. Community thus implies, to a greater or less extent, identity of interest. It is generally agreed now that the school attendance area should coincide with the boundaries of the community. Obviously the one-room rural school area was too small to be properly described as a community. It is the growing sense of community which has marked the one-room school for elimination. In every province attempts are being made to organize school units large enough to take account of this sense of community solidarity. This does not mean that there must be an administrative unit for every community but that no administrative unit may ever be less in area than an entire community.

COMMUNITY LEADERSHIP

Community spirit, a sense of belonging, will be developed only as each individual finds social, mental and spiritual satisfaction in the aspirants, ideals and activities of the neighbourhood—in other words, only if he is made to feel that he is valued for his own sake in the corporate life in which all participate. The most important agencies from which leadership may be expected in developing a wholesome pride of community are the home, the church, the local newspaper and the school. The home does its part best when there is homogeneity of population; with no such homogeneity, it can function well only when a very broad tolerance is shown by all elements of the community. The church functions well only when there is general appreciation of the work of all its branches and when a deep sense of the essential one-ness of religious truth

characterizes the thinking of all. Many communities are without a newspaper distinctively their own. They are the poorer for its absence. To meet this lack, many high schools issue house organs every week. These specialize in the happenings of the community, most of which would never find a place in the paper from outside. But the agency of most power, because of the universality of its appeal, is the school.

In earlier days schools were not very exciting places. We all learned to read by pure feats of memory; we spent countless hours on arithmetic, most of which profited us little. There was little opportunity for reading anything outside "the book" in which we happened to be studying. High school education was undreamed of for most. Those whose energy was such that they could not be restrained, trained on a diet of English literature (not more than three books to be read in a year), history, mathematics, a little science, and a generous allotment of foreign language, preferably Latin and Greek. Someone remarked recently that in school he had studied Latin and ancient history and other subjects which would have prepared him to be a Roman emperor—but it now turns out he is likely to become a father! We had just failed to note that either the programme offered did not appeal to any considerable number or it was beyond the financial reach of most. Then it occurred to someone to enquire if the State might not owe something to this ninety per cent if it expected a well-informed democratically-minded citizenry. That marked the beginning of our change of emphasis in education.

THE SCHOOL ASSUMES NEW RESPONSIBILITIES

The school, perceiving that the demand for Roman emperors had fallen off, gave some thought to just what might fairly be expected of it. It was apparent that all its pupils were potential citizens, that all would be required to function in a society where ability to co-operate and live happily together would be an asset of the greatest magnitude. Then, of course, the students must be equipped with the knowledge and skills which society had learned to expect of educated persons. If all were destined to become citizens, the State obviously had a right to expect that each youth would have his native abilities and aptitudes developed to the maximum of which they were capable. Not just the brilliant, the academic-minded, the financially fortun-

ate, those destined to be doctors and lawyers and the families of the "best" people, but everybody capable of mental achievement, let it be never so slight. To do less than this meant that the State was being short-sighted and potential sources of national strength left dormant.

Fortunate is the nation that has the wisdom and the skill so to organize its institutions that the diverse elements of its population may be welded into a unified corporate life characterized by mutual confidence and respect. Doubt has been expressed from time to time that we have been very successful in achieving this end. It is said that many of us regard some of the racial strains amongst us as inferior, that we are suspicious of others, that we impute improper motives without just cause, and that we give expression to harsh and ungenerous characterizations of those with whom we disagree. If so, what to do? All agree that we must rely on the school as the most significant agency for the bringing about of this sense of national solidarity, this spirit of mutual confidence, this pride of national accomplishment and disposition to good neighbourliness so much to be desired.

SOME FIELDS IN WHICH THE SCHOOL MUST BE OPERATIVE

For years schools have given instruction in health. Pupils have listened to the teachers, mastered what the textbooks said, regurgitated it all on examinations. In spite of this, no practical use is made of the information. Individual health habits remain unchanged, the simplest rules for diet go unheeded, primitive health conditions still maintain throughout the neighbourhood. It is not at all unusual to find schools in which one way of life is preached and a completely different practice followed. Some way must be found to link practice and theory—in the school, in the home, in the community. The school will need to provide the leadership. At Elk Island Park in Alberta an interesting nutrition experiment was carried out last summer under the auspices of the Lamont School Division. Visits of parents to the camp were organized and much community interest was aroused. The whole experiment was conceived, planned, carried through and paid for by a community almost completely non-Anglo-Saxon.

Closely akin to a functioning health programme is one which will take account of the recreational needs of the community. Surely here is a place where leadership from the school should be expected.

Most of the youth of the neighbourhood were in the schools a few months before. All over this country beautiful well-appointed and well-equipped schools remain "dark" and unused from 4 p.m. until 9 a.m. the next day. The community has provided the building and should have it in use at least five evenings out of each week. A "lighted school house" should be the objective of every community in this country. The facilities of the school, both indoors and out, should be readily available to all the citizens. Leaders of community groups in their early twenties encounter almost insuperable obstacles, such as the unwillingness of the school board to furnish the necessary heat, light and caretaking; the fear of the teaching staff that something may be out of order next morning; or a general community attitude that there never were such carryings on in the school in their day. Two of the greatest opportunities in the world are thus being lost. The young people are being denied opportunities for social development and understanding as well as practice in democratic living. The community is depriving itself of its one great chance to unite all its resources of youth, middle life and age for the advancement of some recognized worth-while and socially desirable objective either of community or national importance.

Most promising adult education movements are on foot in most of the provinces. They cannot succeed without the complete co-operation of the school and school people. We need to develop in this country a disposition on the part of great numbers of people to join with others for the promotion of the good of the neighbourhood—and no matter if somebody else gets the credit.

Probably no greater agency for the development of the habits and practice of democracy exists anywhere than that to be found in the organization and management of the school itself. There must be order and discipline, but no orderliness or management from the top is comparable to that devised and carried out by a joint committee composed of representatives of staff and students. The resulting assumption of responsibility not only for good government but for improvement in general scholarship, the development of habits of self-discipline and the accompanying understanding of the reasons for regulations, are all constituent parts of the stuff from which self-reliant citizens are made. All this means serious thinking and courageous

action. Both are greatly needed in present-day administration of education.

THE NEW SCHOOL

The school which will do the complete job of which it is capable will require first of all an entirely new type of building. In addition to the standard classrooms, offices, and the like, the new school must have an auditorium and recreation rooms, or a room easily converted from one to the other, with an adequate, well-furnished stage. It must have a library in charge of a trained person, with suitable books available to everyone in the community. There will be a sufficient number of classrooms furnished with comfortable seats for adult study groups, a well-equipped shop and household science laboratory, with a room so equipped that the people of the community may sit down to a meal together. Above all there must be a lounge or community room suitable for meetings of clubs, committees, or small informal gatherings, available to students and adults alike, the only requirement being that planning is to be done. Such a room would probably justify itself most completely in the service it could be to the grandfathers and grandmothers of the community. Too few gatherings are arranged specifically for them and no topic provides the perennial interest comparable to reminiscences of early days in the neighbourhood. Then the grounds about the building must be well cared for, with playing fields equipped for every type of game in which youths and adults might be interested.

WHERE'S THE MONY COMING FROM?

We have demonstrated that given full employment we can get the money for anything we want badly enough. Surely it will not be necessary to devise a "permanent war" to ensure the measure of employment to which we have grown accustomed. Political leaders, industrialists, and social economists have shown us what can be accomplished with a buoyant national income. It is not too much to expect national leadership to devise plans for the maintenance of those employment opportunities and a comparable national income. Given these, the people will build for themselves adequate and well-appointed schools and will use them.

"Along with that there has been a lot of pretty wild talk as to what they want to do in Mariposa after the war. It seems that the Loan—the realization that they could raise a million dollars in a little town like ours—has gone to
(Continued on Page 248)

Scripture Reading in the Schools

By ARTHUR BUCK

THERE has been much discussion recently in the press concerning the reading of the Bible in the public schools. This subject is not a new one by any means, but comes to the public notice every once in awhile, especially during times of economic or political distress. The discussion is about the regular reading of the Bible rather than the occasional reference made to it in connection with literature or ancient history. No objection is taken by authorities, parents, or teachers to the use of the Bible as a reference book. Why should there be such controversy about the regular reading of the Scriptures?

The writer does not advocate "Bible Study" as a "subject" in the elementary schools, but does feel that the daily reading of the Scriptures is both advisable and profitable. The following enumerated reasons are given in support of such a programme:

1. No matter with what religious denomination (Christian or otherwise), the pupils are associated, the Bible is recognized by all as being an example of the finest selection of English Literature. For this reason alone every Canadian child should have at least an acquaintance with the Bible.

2. The language of the Bible is expressive, colourful, and yet simple in its construction. A few portions of Scripture studied from this new point in the senior grades is of great value in written and oral composition periods.

3. Many quotations and references used in literature of the past and present are from the Bible. Such quotations are more meaningful to those who have even a slight knowledge of the Scriptures.

4. The narrative interest of Biblical stories is great enough in itself to hold the attention even of junior pupils.

5. We, as Canadians, refer to ourselves as members of a Christian nation. This being so, it is of great importance that the members of such a nation should have heard read at least some of the well known passages from the Bible.

6. The fact that the Bible is the inspired Word of God is sufficient reason for some administrators, teachers, parents, and pupils wishing it to be read in the public schools. This fact of the inspiration of the Bible may be a controversial matter, but no such discussion

need prevent the reading of the Holy Scriptures.

These reasons are general and could be given to encourage any person to become better acquainted with the Bible, but I believe they justify the use of it in our schools.

As to the practical procedure of Bible reading in the schools there are varied methods which could be used to fit in with the type of school organization.

1. General assembly, Lord's Prayer, and other opening exercises followed by the reading of selected portions of the Bible by principal or teacher.

2. Reading done by classroom teacher following roll call. By using this method pupils can be encouraged to bring their Bibles from home and follow the passages read.

The passage should be planned ahead of time by the teacher for a period of one month and divided into daily readings. The outline could be written on the blackboard. This method saves time in the morning and permits the teacher to choose the most suitable parts for classroom reading.

If the matter of Scripture Reading is taken up soberly, yet in a way to arouse interest I feel that both teachers and pupils will find great pleasure in the abundant literary and spiritual wealth of the Holy Scriptures. Let it be said of our pupils as was said of Timothy of old that "from a child thou hast known the Holy Scriptures".

LANGUAGE SCHOLARSHIPS

THE Carnegie Corporation has allocated the sum of \$2500 for each of the years 1943, 1944 and 1945, to be used for the support of Language Scholarships in the University of Western Ontario Summer School for French and English conducted at Trois-Pistoles, Que. Under this plan, two scholarships of \$185 will be granted to the University of British Columbia. Although the majority of scholarships across Canada will probably be awarded to undergraduates, the privilege of going to Trois-Pistoles is open to younger teachers in high schools and to junior instructors in universities. The Committee for the selection of those who are to receive awards is appointed by the University, therefore any teachers interested in this project should apply to the Registrar. The University of British Columbia.



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HELP TO OUT-OF-TOWN SCHOOL LIBRARIANS

A COMMITTEE of Vancouver school and public librarians have just completed a bibliography of those books they recommend for general purchase for elementary school libraries. The information about each title includes author's name, publisher, date, price, together with the Dewey classification number and a suggested grading. Nearly 700 titles are included and of these 116 non-fiction and 30 fiction are starred for first purchase. The list is available at the Vancouver School Board through the office of Mr. O. J. Thomas, Inspector of Schools. The price is 36 cents. Ask for the *Basic Book List for Vancouver Elementary School Librarians*.

Also available and selling at 50 cents is the *Handbook*, which outlines the special features of the Vancouver cooperative scheme under which library service is brought to the elementary schools. Those sections dealing with the simplified classification scheme, filing rules, subject headings for picture and pamphlet collections can all be had separately at nominal cost.

The Schools Department of the Vancouver Public Library, where this cooperative scheme is centralized, is ready to give what help it can to out-of-town teachers who would like the benefit of the school library experience of the Vancouver elementary schools.

(Continued from Page 234)
at school, nothing can shake that structure in after life.

But I couldn't help thinking that in the passing from public life of these teachers of the old school we have lost something which the most modern, streamlined curriculum cannot easily replace.

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Correspondence

Letters to a Country Teacher

My dear Niece:

Yes, I know the Department ought to standardize the Lesson-Aids and issue them free. I know your School Board ought to pay for them. Also, I know that Hitler ought to present us with his head, and I ought to teach in a Normal School.

In the meantime, the practical question is: Will it be worth while for you to spend two or three dollars to increase your efficiency and decrease your work by say 25 per cent? I think that if you do that this year, you will be able to show such extra progress in the children that your school board will consider the Aids as legitimate school supplies, and buy you all you want next year.

Some of the Aids can only be used once, but a good many of them will last for years, simply by having the children put the answers on a different piece of paper. I do all my "matching" and "multiple choice" tests that way, and find it quite satisfactory.

So send right away for all the Aids that you think might help you; for small classes, such as you probably have in your school, get enough to go around anyway—it costs very little, and saves the trouble and delay of ordering again.

But do it now, before you forget.

Every your loving
UNCLE JOHN.

CONVENTION SUGGESTIONS

Editor, *The B. C. Teacher*,

AS a volunteer delegate I have no kicks to make but I have a few remarks to pass along to you all.

I attended every session and here are a few observations and suggestions to perhaps help arrangements for future delegates.

1. There is a terrific and absolutely unnecessary waste of time just sitting for FOUR days while a grand total of approximately twelve good men and true talk, argue, debate and orate on every-

thing and anything apparently even remotely having to do with some phase of education. This waste can be largely liquidated by:

(1) having an absolute and positive deadline for resolutions SIXTY days before the convention;

(2) having a B. C. T. F. Committee consolidate and organize all resolutions to eliminate overlapping in ideas or reiterations from other years;

(3) Publishing all resolutions six weeks before the convention to give EVERY member a chance to study same and decide YES or NO;

(4) Then all delegates could vote "YES" or "NO" on all resolutions in one afternoon.

2. A very fine idea came to my notice at the convention. The delegates from a big city high school got the backing of the remainder of the school by having every teacher contribute a half dollar to a convention delegate fund. The twenty dollars was given to the delegates and they could easily take out-of-town delegates to lunch each day. That helps co-operation between city and country delegates. I am certain that eight or ten country teachers thus noticed would return to their outlying points better members of the B. C. T. F. Next year I can be one of those to contribute the fifty cents.

3. A city delegate can hold four cards so only one-fourth of the delegates need attend at any one time.

4. Annual reports of all committees should be fully published in *B. C. Teacher* and then should NOT be gone over word by word and line by line again on the floor of the convention. Teachers are supposed to be able to read and understand. All that is really needed is a vote "YES" or "NO" without giving a dozen people a chance to practice political oratory while using the delegates for guinea pigs.

5. No really new matter should be introduced on the floor to be then considered by ONLY 300 out of a total membership of 3,000 in the B. C. T. F.

6. Ninety-nine resolutions are entirely too many.

7. The Convention should be two days only instead of four. If Churchill and Roosevelt can do world business in a day or two at Casablanca, Atlantic Rendezvous, or Quebec; if "one big three" can do Teheran in a day; if "another big

three" can do Cairo in a day then surely the teachers can plan B.C.T.F. affairs in a maximum of two days by cutting down the orations. Personally I think one day is plenty.

8. The real "high-lights" of the talk-fest were in my opinion:

Report and activity on Education and Democracy.

Report and activity on Public Relations.

Report and activity on Salaries. most of the other numerous and long-winded arguments could better have been condensed and consolidated by the B. C. T. F. Executive.

9. I do not believe in government by plebiscite or argument by the membership on minor details but rather in action by the executive or elected leaders.

Yours truly,

D. P. McCallum.

POLITICAL ACTION

Courtenay, B. C.,
January 22, 1945.

Editor, *The B. C. Teacher*,

Dear Sir:

The report, by the B.C.T.F. delegate, of the Trades and Labour Congress Convention appearing in the December issue is quite interesting. It must have been very inspiring for trade unionists to listen to the drivel of the Hon. Charles Daly, the Hon. Humphrey Mitchell, the Hon. C. D. Howe who are all so deeply interested in the welfare of the workers but who have done so little for them. It was probably as inspiring as the occasion of the last B.C.T.F. convention when the teachers listened to one of the main speakers.

A particularly highlight of the report is the reference of Hon. Charles Daly to the "sound policy of the Congress in avoiding political action". This is equivalent to complimenting the Congress for having no aims that might be attained by political action, that is for being politically immature. To attain to the position of using political action in a democracy is surely an evidence of growth and of the approach to political maturity. The suggestion that the Congress is planning a "union-partisan constructive role in the formation of national policies" is heartening. It is to be hoped that the B.C.T.F. will soon reach a state of such maturity as to do likewise.

Teachers should be in the vanguard of democratic political action, should have a

political platform that will gain for themselves and others a better economic, social and cultural existence, and should unite politically to attain it. Unless workers hang together they will be hanged separately.

Yours truly,

FRED G. COOK.

AUNT PRISCILLA

My dearest Nephew:

For some months now you have been launched on your rural teaching "career". Although you haven't asked for advice, I know that you (like your Uncle John's niece) will be to polite to say anything unkind about my proffering it.

I have heard (it was mentioned unofficially at a recent executive meeting) that you are chumming around with a teacher who complains that salaries are too low. Of course that is true, but what worries me is that he talks of *doing* something about it. Despite his qualities, of which you have often spoken, you had better avoid him.

You must be tactful. Say little and do nothing. In this way you will gain a reputation for deep thinking. The eminent position of your father which he attributes to the cultivation of the correct political authorities in the correct professional way (now more difficult since rationing) should be a guide to you.

Pray forgive the frankness of this note. Your uncle John cannot bring himself to this point in his letters to his nieces. Of course he has been ailing ever since the strike vote was taken, whereas I seem to be healthier than ever.

Your don'ting aunt,

PRISCILLA.

P.S.—I shall write again if you or any of the other nephews so wish. Write care of the Editor.

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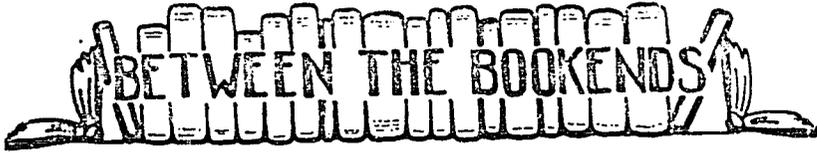
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BETWEEN THE BOOKENDS

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

ELEMENTARY *Psychology*, by Karl S. Bernhardt; University of Toronto; The Life Underwriters Association of Canada, Toronto; pp. 300; \$2.25.

A criticism often heard is that teachers too infrequently have anything of an adequate business outlook. Perhaps that is a more polite way of saying that their attitude is too scholastic and by inference not sufficiently realistic and practical.

To those who feel this, as well as to students of psychology in general, this should prove an interesting volume. The name of the publisher gives a clue to its aims. Yet here is a text book that will provide a satisfying refresher for your teacher training psychology, presented in a more popular form than usual.

Of particular interest are chapters on "Influencing Other People" and "Emotional Control". In the former, an insight into door-to-door bookselling technique is given—one that may prove of some value to the consumer also! Each chapter is provided with an effective study outline and the book closes with a number of review questions.—I. N.

THE *Principal in the Modern Elementary School*, by Robert Hill Lane, Assistant Superintendent of Schools, Los Angeles; Houghton, Mifflin Co.; San Francisco; pp. 313; no price given.

Limited only by size, this compendium of valuable information might well be called "The Compleat Principal". Together with abundant references and a "working library" bibliography of 133 volumes, the book contains such things as lists of supplementary readers and standardized tests, not to mention 81 envy-making photographic plates.

The author is obviously a progressivist, but for the fearful, it should be added that his outlook is eminently sane, and that his experience has convinced him that the earthly paradise is not altogether similar to the heavenly one. Whereas the latter descends to earth complete, the author realizes that the former represents a goal to be striven for, an ideal to be approximated after prolonged effort and

the patience that only elementary school principals develop.

The scope of the book includes not only the immediate needs of learning, but the managing of people and things and the creating of adequate buildings; and suggests a guide to the attainment of a congruent emotional, mental, social and spiritual maturity. In the latter connection, comment on the meaning of a "civilized adult" will delight the cynic and give fresh impetus to the principal or teacher who has begun to doubt that his is a missionary profession.

Out of the wealth of material here, space allows comment on only one chapter on "intervisitation". In connection with the valuable policy of having principals visit, criticize and discuss one another's schools, the author rightly asks, "Can the principal take it on the chin?" Many principals by virtue of tenure of their position have shown that they can. But this book will go far towards the building of offensive and defensive policies, and when all else fails, should, we predict, lend strength and fortitude to the chin!—P. J. K.

THE *Phantom Fur Thieves*, by Charles Clay; Ryerson; pp. 247.

This is a real boys' yarn with all the authentic ingredients, besides attractive illustrations and real Canadian background; good reasons for adding the volume to your social studies library.

Placing the action in modern times, the author—who is not only a journalist of note but also an experienced writer of boys' stories—tells how young Dave Saunders and his friend, Trapper Tom, wise in the lore of the sourdough, solve the mystery of the disappearance of precious furs.

Not to be read by those whom life has made too matter-of-fact, the book has all the dramatic extravagance of Dick Tracy; but since your young reader will not put it down without having absorbed something of the true nature of the Canadian northland, in the company of two grand fellows, this reviewer feels that you can afford to be lenient.—P. T.

GENERAL INSURANCE SERVICE
TO TEACHERS

IN an advertisement on page 226, Mr. A. R. Street, representing British American Securities Ltd., offers a general insurance service to teachers.

If teacher response warrants it, Mr. Street proposes to continue advertising in *The B.C. Teacher* and to offer for publication from time to time short articles on insurance matters concerning particularly changes in insurance regulations of interest to teachers.

He offers to supply friendly and honest information and to answer any questions on insurance matters. When requested to do so, he will provide, for individual teachers, insurance contracts with strong reliable insurance companies; or, where and if feasible, will arrange group or special contracts.

Mr. Street feels that there are many single teachers residing away from home at the present time to whom the present cost of all risk insurance, i.e., protection against loss from any cause, is out of proportion to the value of their individual personal belongings. If a sufficient number of such teachers are interested he will endeavour to arrange an "all-hazard, all-locations" policy, similar to the "Personal Property Floater" and at a cost proportionate with the value of personal effects. Anyone interested is requested to phone or write to him (see advertisement) or to call at his office.

Mr. Street points out that he is a general agency company official and not a salesman and that therefore no high pressure commission gaining campaign is intended. Several teachers have already availed themselves of his services and it is at their suggestion that this series is offered.

THE PLACE OF THE SCHOOL
(Continued from Page 240)

their heads. They say that if we could spend it for war, why not raise another Loan for peace? Why not spend money on better homes, better schools, do something for the children on a big scale—knock down the old Central school, not fit to teach a decent child in. If you said it was only the poorer children who went there, they answered, why shouldn't the poor children have as good a chance as the rich ones?

"As old Oliver Croke, the grouchy lawyer, says, we might just about as well be in Russia".

—Stephen Leacock in *Happy Stories*".

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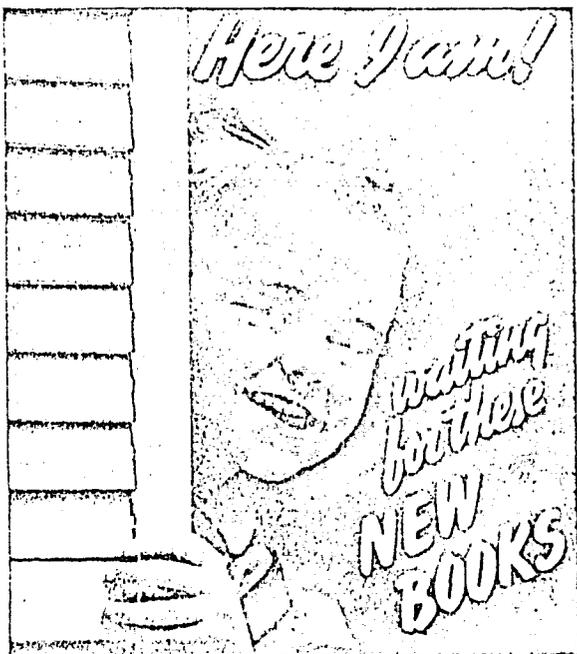
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