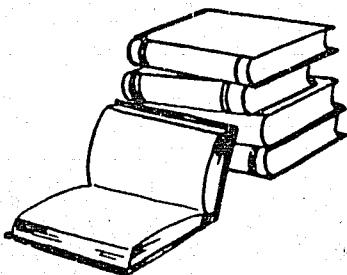


THE

# B · C · TEACHER



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

VOL. XX, No. 8.

APRIL, 1941

VANCOUVER, B. C.

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VANCOUVER, B. C.

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July 21-Aug. 1.....	10 a.m.-12 m.	1-3 p.m.	8-10 a.m.
Aug. 4-20.....	1-3 p.m.	8-10 a.m.	10 a.m.-12 m.
<b>Examinations</b>			
August 21.....	8-10 a.m.	1-3 p.m.	.....
August 22.....	.....	.....	8-10 a.m.

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# THE B. C. TEACHER


*Official Organ of the British Columbia Teachers' Federation*

Published in the first week of each month except July and August. Copy intended for publication in the current issue must be in the hands of the Editor before the second day of the month.

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VANCOUVER, B. C.

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# THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

VOL. XX., No. 8.

APRIL, 1941

VANCOUVER, B. C.

## URGENT!

**T**HE *B. C. Teacher* is of the opinion that, if all the facts were available, the members of the teaching profession would be found ranking high in the generosity of their gifts to those many valuable agencies of public service that depend upon voluntary contributions, including some agencies that in a more rational world would be wholly financed out of the public treasury. Already teachers everywhere are devoting their limited savings to the strengthening of our war effort and they are doing so simply in their capacity as members of the general citizen body. The time has now arrived when consideration of our own dignity and of the terrible need of the hour calls for a further gift symbolizing in concrete form the special sympathy of British Columbian teachers with our kin beyond the sea where the slogan "We are all now in the front line" has no semblance of irony.

This journal finds itself in agreement with those who feel that, under ordinary circumstances, appeals to liberality should not be based upon occupational groupings and when normal times return that thesis will not be forgotten by *The B. C. Teacher*.

However, these are not normal times and rules and policies suited to yesterday and tomorrow are not applicable today.

The Canadian Teachers' Federation, British Columbia Teachers' Federation as an important integral part thereof, and all our sister Federations in other provinces have been giving this matter earnest and sympathetic consideration.

What are we at the Pacific coast going to do about it?

That question is purely rhetorical. *The B. C. Teacher* is convinced that the rank and file of British Columbia Teachers' Federation will heartily support a special war gift on the part of the teaching body of this province. As a matter of record, such policies have been called for, since very early in the war, in letters and resolutions emanating from teachers in many parts of British Columbia. For such delay of official and united action as may have occurred there are reasons, but among those reasons default of sympathy and lack of a due sense of responsibility are not included.

There is unanimity that the gifts of all the various Provincial Federations should be forwarded through the Canadian Teachers' Federation and that each provincial body cooperating should determine for itself how its contributions are to be used.

Some time ago Mr. Crutchfield, Treasurer of the Canadian Teachers' Federation, announced that subscriptions to the amount of \$10,000 or more had already been recorded and by March 8th the sum of \$5,890 had been forwarded to the Old Country for the Spitfire Fund and \$2,750 for the relief of war sufferers. To these funds the Federations of five provinces had already made contributions, some of them remarkably generous. Little Nova Scotia at present heads the list with \$4,300 contributed to the Spitfire Fund. Well done, Nova Scotia!

Our colleagues down by the Atlantic have set us all an example of which they and we may well be proud.

MEMO

## Fellow Citizens

For 44 years - since 1897 - the B.C. Electric has been serving British Columbia to the best of its ability. We have invested scores of millions of dollars in developments and to-day we have one of the largest payrolls in this province.

We realize that our welfare is dependent upon the welfare of the districts we serve and we will therefore do our utmost as a good citizen to promote the prosperity of Vancouver, Victoria and the other portions of our province that we serve.

B.C. Electric

It is for the rest of us to emulate that example.

Of course there has been difference of opinion as to the avenue to which our gifts should be directed. Some members of our Federation favour support of the Spitfire Fund; others would like our moneys to finance mobile canteens; others again prefer ear-marking our gifts for the rehabilitation of bombed areas. After much study of the problem, our Consultative Committee has brought matters to a head by recommending that the teachers of British Columbia be asked to contribute to a fund for the relief of children in devastated areas; that details be left in the hands of the Federation Committee for National Services re War Activities; that contributions be sent to the Executives of the National Union of Teachers and the Educational Institute of Scotland for best disposition along the lines indicated; and that this policy be put into effect through the channels of the Canadian Teachers' Federation.

Our Canadian Federation is taking advantage of the generous cooperation of the officials of the National Union of Teachers and the Educational Institute of Scotland, both of which bodies are handling similar funds contributed by British teachers. Sir Frederick Mander, General Secretary of the National Union of Teachers, and Mr. Thomas Henderson, General Secretary of the Educational Institute of Scotland, are both in very close contact with the British Government in all matters concerning the children of the schools and they have joint committees of their organizations carrying out their many common activities. Sir Frederick's letters stress the urgent need of help for refugee teachers from various European countries and for children belonging to families that have been bombed out of their homes.

No matter of greater urgency and moment is awaiting the official action of British Columbia Teachers' Federation at the approaching convention.

The need for prompt and effective action is self-evident. Indeed, many British Columbians are uncomfortable because the gift of our own Provincial Federation has not already been made available. There is no occasion for adverse criticism of anyone but there is occasion for quick decisions to be made at the first opportunity for which the constitution of our association provides and for a very vigorous follow-up during the few remaining months of the present academic year.

That such decisions will be made and that collections will proceed apace, *The B. C. Teacher* feels assured. The time has come for an immediate and intensive effort in which every individual teacher and every local association of teachers will have a part.

What is *your* local association prepared to do about it? And when?

What are you yourself prepared to do about it? And when?

"Is it nothing to you, all ye who pass by?"

#### TEACHER EXCHANGE

FROM time to time it has been made evident that, from the point of view of the editor of *The B. C. Teacher*, present policies and machinery relative to teacher exchanges are inadequate.

The teachers of Canada are appreciative of the services rendered by those who to date have had this matter in hand and in so far as exchanges

between teachers in this country and in Great Britain are concerned the scheme has worked out pretty well. As between Canadian provinces, or between ourselves and teachers in other American states or territories, the system is unsatisfactory. This inadequacy is the more regrettable at present in that, owing to the war, exchanges between British and Canadian teachers have become practically impossible. If our teachers are not to be shut off from the advantages incidental to opportunity for temporary service in other school systems than their own, vigorous steps should be taken to facilitate exchanges with teachers from other Canadian provinces and from the United States and its dependents—notably Hawaii—and if, possible, from teachers in Latin America, not to mention our sister Dominions.

To the writer of this editorial it seems a breach of dignity on the part of Teachers' Federations to be content to sit on the sidelines, watching other folk handle the teacher-exchange problem. The generous cooperation of all laymen and lay bodies that are willing to help should be encouraged, but this is primarily a professional problem and to its solution the organizations speaking for the teaching profession should certainly have something to contribute.

British Columbia teachers on exchange should be recognized as representing, in more or less official fashion, the colleagues whom they have left at home. The Federation has a responsibility to see to it that we are well represented and that the school that opens its hospitable doors to the British Columbian visitor does not suffer by the exchange.

Many who would dearly like to go on exchange are unable to put their wishes into effect and to these and other stay-at-homes it is the duty of our travelling representative to bring back something of what he or she has learned by a year's service in a different school system. If our Federation had an active and official share in allocating its members temporarily to schools afar it could with better grace look to these members for enlightening reports. At present, some of the very best of the teachers who go on exchange from British Columbia hesitate, through mistaken modesty, to talk or write of what they have seen and heard that might be informing or encouraging to their colleagues; but if the making of a suitable report were a recognized function of returning teachers, everybody would be a gainer.

The whole matter is once again due for study and in January a Federation Committee was set up to deal with the problem. *The B. C. Teacher* hopes that presently the committee may have something constructive to report and that, upon the basis of that report, British Columbia Teachers' Federation may extend its functions to include some important part in the arrangement and oversight of teacher-exchange.

#### OBITER DICTA

IN an editorial in our March issue, *The B. C. Teacher* argued that any failure to ensure for our children and youth an adequate vocabulary and the habit of accurate expression may condemn a coming generation to "foggy thinking" at a time when clear thinking will be supremely necessary. Some readers were startled by this thesis and a request has come for further discussion of the topic. The editor would welcome the collab-

oration of other contributors in this connection. He is quite sure that thought and language go hand in hand; that accurate thinking is dependent upon precision in the use of words; and that ill-constructed sentences are the outward and visible sign of an inward and spiritual state of mental confusion. If we can render these facts clearer to one another and show how they may be made the basis of more effective teaching, whether by example or by precept, we shall be doing a great service not only to each other but to the students whose linguistic and mental habits we are attempting to shape. Can you help?

\* \* \*

**U**NDER the title "French Teachers and the Collapse of France," a valuable article from the pen of the distinguished General Secretary of the National Union of Teachers appears elsewhere in this magazine, having been borrowed from *The Schoolmaster*. Sir Frederick Mander was in a position to provide information not otherwise available to the press or the general public and his report will be found significant by all persons interested in the effect of German dominance upon education in France. Perhaps in the disaster that has befallen our professional colleagues in that unhappy country we may find lessons that we ourselves would do well to ponder.

\* \* \*

**T**HE editor asks the indulgence of certain good friends of *The B. C. Teacher* who will find that contributions sent by them for inclusion in the pre-convention issue of this journal have been crowded out. Within the limits of 48 pages, to find space for all possible convention data, for the materials necessary to make the magazine acceptable to our exceedingly varied readers—most of whom will not be able to attend the convention—and for advertisements submitted by our business patrons, constitutes an almost impossible task and opinions will no doubt differ as to what should have been included or rejected or postponed to a later number of *The B. C. Teacher*. We do not enjoy rejecting or postponing publication of matter supplied by Federation workers any more than they enjoy having their contributions rejected or postponed.

\* \* \*

**T**HE *B. C. Teacher* has been requested again to call the attention of teachers to the Demonstration Library of publishers' samples. During Easter week it will be open, as usual, for examination, at the office of the Inspectors of Schools, 411 Dunsmuir Street.

## HOUSES TO RENT

If you have Houses to Rent or Exchange for the summer, an advertisement may be placed in the issues of May and June for \$1.00. Please send the \$1.00 with the copy to THE FEDERATION OFFICE before May 1st.



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## Our Magazine Table

Much inconvenience will be avoided if all magazines sent in exchange for "The B. C. Teacher" are mailed direct to MR. ROTH G. GORDON, 2274 Adanac Street, Vancouver, B. C.

ONCE a year at the Easter Convention *Our Magazine Table* becomes literally what its name implies—a table heavily laden with educational periodicals of every description. Publishers generously send us many sample copies of their journals. Magazines which have been accumulating throughout the year are also on display. Be sure to visit us. Obviously a personal examination and evaluation of these publications in terms of one's own requirements will prove of much more practical value than anything we can hope to say here regarding their respective merits. With that in mind we shall comment very little this month on current publications. We expect, instead, that during the Convention you will make it a point to inspect our "Easter offering" of free sample copies, and take whatever periodicals will be of service to you. Please, however, don't allow your acquisitive instinct to trespass on the needs of other teachers. Whatever you do leave at least one copy of each magazine for the perusal of later visitors.

AS an antidote for the lurid so-called "comic" magazines which are so widely read by children, the publishers of *Parent's Magazine* (52 Vanderbilt Ave., New York, N.Y.) announce a new bi-monthly magazine *True Picture Magazine* (10c). It is the first educational magazine ever published in the popular "comic" form so attractive to children. Its 64 colored picture-pages portray exciting events of present and past history. A feature of the first issue is "World Hero No. 1", the life of Winston Churchill. Using the adventures of the world's greatest heroes and heroines as story material the editors have created a magazine full of stirring drama that boys and girls will thoroughly enjoy. We heartily concur with the viewpoint expressed by Harold G. Campbell, Superintendent of New York City Schools, who on seeing advance proofs of this first issue stated: "Parents and teachers should welcome the appearance of this magazine as one to which children may turn both for leisure time reading and as a supplement to their history and social science studies". Success to you, *True Picture Magazine*!

EVERYONE in the competitive world studies what others want in order to get along, whereas the teacher makes others study what he wants in order to stay where he is". This thought-provoking sentence is from the March editorial of *The School* (371 Bloor St., West, Toronto; \$1.50). This magazine is published in two forms, an elementary edition and a secondary edition. Both issues will be sent to one address for \$2.25. Each edition is replete with well-organized information on every subject in its particular field. Teachers of ungraded schools would do well to examine carefully a copy of each edition during Convention Week.

HOW any modern teacher of primary classes can "get by" without regular help from the pages of *The Instructor* (F. A. Owen Publishing Co., Dansville, N.Y.; \$2.50) or *The Grade Teacher* (The Educational Publishing Corp., Leroy Ave., Darien, Conn.; \$2.50) is beyond our imagination. If you, as a primary teacher, haven't as yet been introduced to the wonders of these two publications be sure at the Convention to ask for a sample copy of each. Don't overlook the necessity of looking over both magazines.

IN the year 1941, on March 17th, at 10 p.m., America begins a new era in its museum traditions. At that moment President Roosevelt will accept, in the name of the people, the vast building bequeathed by the late Andrew Mellon for a national gallery". Further description of "the vast building" and many illustrations of the paintings to be housed in it fill most of the pages of the March *Magazine of Arts* (The American Federation of Arts, Barr Bldg., Wash.; \$5.50), a monthly publication relating the arts to contemporary life. This magazine is definitely designed for advanced students of art or for people who admire art intensely. But for teachers who desire practical classroom applications of art rather than general art appreciation we suggest *School Arts* (The Davis Press, Inc., Worcester, Mass.; \$4.00). The March issue is given over to illustrations of the industrial arts. Of particular

interest to me was an illustrated article on "Creative Lettering". You guessed it! I mean to use the ideas found in it to pep up my movie titles.

THE February issue of *Canadian School Journal* (30 Bloor St. W., Tor. 5; \$1.00) is their Health Number. Obviously a school programme has its best chance of succeeding if it is carried out by a healthy group of students. Consequently the best school programmes include sane and simple instructions on the subject of health. "Health Must be Taught" stresses the value of milk in the diet. Of local interest is a paragraph elsewhere in the journal concerning the recent denunciation by Mrs. Laura Jamieson of college fraternities and sororities as being "undemocratic" and "un-British".

THREE Bulletins, one from Saskatchewan, one from Ontario and one from Nova Scotia might easily be confused by name, but within their respective covers each possesses a distinctive personality. The February *Bulletin* from the prairies is devoted to Convention Reports, one of which mentions our new superannuation bill. Another deals with the Rowell-Sirois Commission. Besides these reports there is also an illuminating article on "Religious Teaching in the Schools". Both the Saskatchewan and Ontario Bulletins reprint "Mr. Babson Spills the Beans" by our old friend B. Battle Axe. If ever an article was worthy of careful study this one is. In it there is plenty of food for sober thought concerning its implications if many people reason in the same vein as does Mr. Babson. "Prosperity—for the Teacher?", "Sirois Report and Education", and "How to Make Out your Income Tax" are all excellent contributions found in the Ontario magazine. Congratulations on your splendid publication, Mr. Noseworthy. In January the Nova Scotia *Bulletin* is dedicated primarily to the efficient prosecution of the war. There is, however, that essay we have referred to a month or so ago on "Julius Caesar" and also a very practical contribution entitled "When You Project Sound".

NOT often does one hear of a motion picture being used as part of a stage play. In "Seniors Produce Their Own Play", however, we read of just such an employment of a school film made by a science club. The film portrayed school activities in such a way

that a "problem" boy was thereby inspired to redirect his energy along constructive channels. "An Activity Program in Debating" is another informative article in the February *School Activities* (1515 Lane St., Topeka, Kansas; \$2.00).

"A time to cast away stone and a time to gather stone together . . . ." Ecclesiastes III, 5, is aptly illustrated in the *Magazine of Art* (Barr Bldg.) Wash.; \$5.00) by means of two pictures introducing an article "Nowhere to go but Forward". One picture shows the ruins of St. Michael's Cathedral, Coventry, while the other concerns the construction of a Low Rent Housing Project in San Francisco. The same article, in describing certain trends in modern architecture, suggests that community heating and air conditioning may soon become as common as water sewers, gas, electricity or garbage collection. Quite naturally such services will require the grouping of houses within fairly close limits. Worthy of note in the same magazine are six "shots", masterpieces of photographic art, from the latest documentary film of Joris Ivens, a film entitled "Power and the Hand". It will be distributed by R.K.O.

DURING the year 1940, CBS has drawn within its orbit sixty-four Latin-American stations. Sixteen American stations and the Philippines have, either officially or through broadcasting channels, "so enlarged the School of the Air of the Americas that it is now, the world's largest educational organization". This information appears on Saturday, February 15th, in *School and Society* (The Science Press, North Queen St. and McGovern Ave., Lancaster, Pa.; \$5.50). "Don't blast! I'll go" is an article in the same edition which proposes that the two problem boys of Germany and Italy be brought to the United States and gently entered in the most fashionable progressive school to be found anywhere, with the view of having their present personalities promptly unsplit and reintegrated.

TEACHERS interested in learning more about consumer education, credit unions and co-operative movements are referred to *The Saskatchewan Co-operative Consumer* (Consumers' Co-operative Refineries Ltd., Regina, Sask.; \$25) and to *Co-op. News* (107 Revillon Bldg., Edmonton, Alta.; \$25) a monthly publication.

## B. C. T. F. and Kindred Associations

*Federation News for this department of "The B. C. Teacher" should be sent to Mr. E. F. MILLER, Lynn Creek, and items relating to Kindred Associations should be sent to Mr. FRANCIS C. HARDWICK, 1208 West Fifty-ninth Avenue, Vancouver, B. C.*

### B.C.T.F. CONVENTION 1941

#### Monday, April 14th, 1941:

SALON B—9:00 to 12:00 a.m. B.C.T.F. Executive Meeting  
 2:00 to 4:00 p.m. Rural T.A. Executive Meeting  
 SALON C—2:00 to 5:00 p.m. Provincial Secondary Executive  
 SALON E—4:00 to 5:00 p.m. Unattached Members  
 FIRST FLOOR  
 LANDING—1:00 to 8:30 p.m. Registration  
 BALLROOM—7:30 to 10:30 p.m. Public Meeting

#### Tuesday, April 15th, 1941:

SALON A—10:00 to 12:00 a.m. Shop Teachers' Association  
 2:30 to 3:30 p.m. Primary Section  
 3:30 to 4:30 p.m. Miss Lyons  
 SALON B—10:00 to 12:00 a.m. English Section  
 2:00 to 4:00 p.m. Social Studies  
 4:00 to 7:00 p.m. Larger Administrative Units  
 SALON C—9:00 to 12:00 a.m. Home Economics  
 2:00 to 4:00 p.m. Art Section  
 4:00 to 7:00 p.m. Elementary Teachers' Council  
 SALON D—7:00 to 8:00 p.m. School Dramatics Advisory Committee  
 MEZZ. X—10:00 to 12:00 a.m. Physical Education and Health Section  
 2:00 to 4:00 p.m. Home Economics Section  
 4:00 to 7:00 p.m. School Dramatics Committee  
 MEZZ. Y—10:00 to 12:00 a.m. Guidance Section  
 2:00 to 4:00 p.m. Commercial Section  
 4:00 to 7:00 p.m. Unattached Members  
 ROOM 200—2:00 to 4:30 p.m. Latin Section  
 ROOM 201—10:00 to 12:00 a.m. Moderns Section  
 2:00 to 4:00 p.m. Library Section  
 ROOM 203—10:00 to 12:00 a.m. Mathematics Section  
 2:00 to 4:30 p.m. B. C. Shop Teachers' Association  
 ROOM 209—10:00 to 12:00 a.m. Geography Section  
 2:00 to 4:00 p.m. Science Section  
 4:00 to 7:00 p.m. Returned Soldiers' Section  
 MAYFAIR  
 ROOM—8:30 to 10:00 a.m. Rural Teachers' Association  
 12:30 to 2:30 p.m. Rural Teachers' Association  
 2:30 to 3:30 p.m. Intermediate and Senior Section  
 3:30 to 4:30 p.m. Dr. H. B. King

#### Tuesday Evening, April 15th, 1941:

SALON B—7:30 to 11:00 p.m. B. C. Principals' Association  
 SALON C—7:30 to 11:00 p.m. B. C. Teachers' Association  
 SALON A—7:30 to 11:00 p.m. B. C. Secondary Teachers' Ass'n.  
 MEZZ. X—7:30 to 11:00 p.m. Fraser Valley Track Association  
 MAYFAIR  
 ROOM—7:30 to 11:00 p.m. Provincial Elementary T.A.

#### Wednesday, April 16th, 1941:

BALLROOM—9:00 to 11:30 a.m. Teachers' Forum  
 BANQUET  
 ROOM—12:00 to 2:00 p.m. Rally Luncheon  
 BALLROOM—2:00 to 5:30 p.m. First Session Annual Meeting  
 7:00 to 12:00 p.m. Second Session Annual Meeting

#### Thursday, April 17th, 1941:

MAYFAIR  
 ROOM—9:00 to 12:00 a.m. Third Session Annual Meeting  
 1:30 to 5:30 p.m. Fourth Session Annual Meeting

SALON A— 8:00 to 10:00 p.m. .... Films  
 SALON B— ..... Cards  
 BALLROOM— 9:00 p.m. to 1:00 a.m. .... Supper Dance (Cold Sit-down Supper)  
 "The B. C. Teacher" Tea:  
 SALON D— 4:30 p.m.—Tuesday, April 5th, 1941.  
 Home Economics Tea:  
 MAIN DINING ROOM— 4:00 p.m.—Tuesday, April 15th, 1941.

#### THE MEMBERSHIP COMMITTEE HINTS . . .

**T**HAT it grows late in the year and we are still a long way from 100 per cent membership. We are not the only Province where membership is a problem. The March issue of the *Manitoba Teacher* contains the groans of the Membership Committee striving manfully for 65 per cent paid up membership. As at March 7th we had just over 60 per cent paid up. . . . Are we going to let Manitoba beat us?

That Associations involved in Salary Matters would be in a stronger position for bargaining if they had 100 per cent membership.

That letters containing suggestions for improving membership are always welcome and valuable. Such a letter from Mr. D. H. H. Lowther, secretary of the Fraser Valley District Council, was particularly valuable.

That other Local Associations could held membership and broaden the services of the Federation by following a plan of the North Kootenay Teachers' Association. This group publishes a mimeographed bulletin for circulation among all teachers in the area. Besides giving information regarding local activities to non-members, it gives the local and provincial Membership Committee another way of talking membership to those outside the fold.

That the number of delegate cards assigned to your Association depends on your membership. It will probably be too late to do much about improving it by the time you see this article . . . but next year see that you are one of the 100-per cent-membership Associations long before Convention time.

That active committees in Local Associations armed with enrollment forms and post-dated cheques can do much to cheer the hearts of this committee.

A short Consultative Committee meeting was held on Saturday, March 8th, at the Federation offices chiefly for the purpose of making final Convention arrangements.

Mr. Whatmough reported for the Convention Committee that arrangements for the Convention at the Hotel Vancouver were now reaching completion. As the result of the suggestion that the Governor-General, who is to be in Vancouver during Easter week, be invited to attend one of the Convention sessions, it was agreed by the meeting that the Convention Committee be empowered to make suitable arrangements if possible.

Some discussion regarding the name of the Rally Luncheon had taken place at an earlier meeting and it had been thought that a better name might be found. Members of the Committee failed to find any name more suitable, so for this year the "Rally Luncheon" continues to be the "Rally Luncheon".

The Convention Committee was authorized to work out some plan for a Drawing or Raffle to augment the Federation's "War Aims Fund", so come to the Hotel Vancouver at Easter prepared to buy tickets.

The Committee agreed that the desirability of a Delegates' Convention for some future year be fully discussed at the next Executive Meeting.

Mr. Charlesworth reported on Salary Matters where Federation assistance had been requested. At the time of the meeting salary negotiations were being carried on in North Vancouver, Prince Rupert, Surrey, Langley, Rossland and New Westminster, and had been successfully concluded in Burnaby.

The meeting adjourned at 10:30 in the morning—almost a record for Consultative Committee meetings—to permit consultation of the Salaries' Committee with the Minister of Education.

#### LESSON-AIDS COMMITTEE

Honorary Secretary-Treasurer,

MR. HARRY G. BOLTWOOD,  
3486 West Second Avenue, Vancouver  
Convention Arrangements

**W**ATCH for our display on the Mezzanine floor of the Hotel Vancouver. On the Tuesday the display will be duplicated at Dawson School.

There will be at hand copies of all of our units, which number 104 at present, and we ask all Convention visitors to make a special point of inspecting them. Members of the committee will be at hand to take orders or to give any information about the units. We shall do our level best to pack up ordered units each evening, so that they may be called for on the following day; but we ask teachers to remember that if there is a run on any particular unit we shall have to arrange for reprints, which will mean a delay in forwarding of at least a week. Past experience urges us to remind teachers that names and correct mailing addresses must be written on each order form.

#### Special Display of Projects

We are arranging a special display of projects as outlined below, based upon present and future units. These will be found in the Hall at Dawson School on the Tuesday, and in the Hotel afterwards, if possible.

1. **Primary Project**, based upon Unit No. 16 (Practical Arts). A particularly interesting and valuable item, a joy to busy primary teachers.

2. **Junior Project**, to illustrate Unit No. 25 (Silent Reading—Switzerland). Your remembrance of last year's Mexican Village Stall will make you keen to see this, the work of the same teacher. A large size Swiss wood-carver's cottage, with furniture, carving, etc.

3. **Intermediate Project**, to introduce a new unit on Egypt, not yet completed, but to be ready for next year's work. Temple, Pyramids, Sphinx, dhows, caravans, etc.

4. **Senior Project**, based upon Unit No. 58 (Medieval England). Crusades, Castles, Tournament, Medieval Village, Village Fair, etc.

5. **Club Activity Project**, being examples of Pocket Knife Whittling displayed by boys from a Vancouver Elementary School. Unit describing this activity will be issued in due course.

#### New Issue of Price Lists

Our present price list has outgrown itself, and the time has come for us to issue a new two-page catalogue, listing all the units in stock or available at short notice. Copies of the new price list will be yours for the asking at the convention. The new list will carry a brief account of the work of the Lesson-Aids Committee.

#### Last Pre-Convention Word

We still come across teachers, even in Vancouver, who know nothing about the activities of the Lesson-Aids Committee, although we have written full reports during the year. We particularly ask such teachers to make themselves known to us at the Convention.

The work of teachers on the committee is voluntary, many hours being given to help in providing units for teachers needing them. As we have said before, it is against the rule of the committee to publish the names of teachers preparing units, but the Chairman of the committee, Miss Edith Pakeman, feels that a special word of appreciation should be given to them through the medium of these notes. Here, then, thanks to all for all you've done.

Finally, Elementary Teachers should not forget that the Lesson-Aids Committee works under the Provincial Elementary Teachers' Association (B.C.T.F.), although it is self-contained and functions at no expense to the parent body. Lesson-Aids definitely belong to the P.E.T.A., which was instrumental in starting them several years ago.

**Flash:** We have just received copy for our latest unit—Primary; Helpers in the Home. Look for No. 105.

#### ARMSTRONG TEACHERS GETTING TOGETHER

THE teachers of the High and Elementary Schools met on Monday, February 10. After discussion of the possibilities of organizing it was decided to form a combined High-Elementary teachers' group and to hold regular monthly meetings to discuss such items of common interest as School Finance, Curricula, Credit Unions, Federation and Local Teachers problems and the suggestions and articles in *The B. C. Teacher*.

The executive of the group are: Frank Snowsdel, president; Alec Clarke, vice-president; Miss Mary Lawrence, secretary. The next meeting, held on Monday evening, March 10, dealt with B.C.T.F. matters especially the conventionettes in Vernon and the Easter convention.

It was felt that such a group would not interfere with the regular N.O.T. meetings and that the increased interest in and knowledge of professional matters would make these meetings of even greater value to the group.

## NORTH-WEST FRASER

**T**HE regular monthly meeting of the N.W.F.V.T.A. was held on Monday evening, February the 24th, at Central School, Port Coquitlam. Miss Elaine Spencer, the newly elected president, was in the chair. The main business of the evening was a discussion on the advisability of organizing the Rural Teachers as a branch of the B.C.T.F. A resolution was passed unanimously stating the organization's support of such a move.

The two main speakers of the evening were Mr. McLellan, secretary-treasurer of the Medical Surgical Group, and Mrs. Merritt who was recently returned from England. Mr. McClellan's outline of the scheme was favourably received and it was decided to discuss it at the next meeting. Mrs. Merritt answered many questions on conditions in the Home Land in a most engaging manner, illustrating her points with photographs.—D. H. A.

PACIFIC ARTS ASSOCIATION  
CONVENTION

**T**HE 1941 Convention of the Pacific Arts Association, representing eleven western states, British Columbia and the Territories of Hawaii and Alaska, will meet in Portland, Oregon, Monday, Tuesday, and Wednesday, April 7th, 8th, and 9th.

The theme chosen is: "Art Grows from Human Needs", and the program will undertake to establish the relation of art to the many fields of living rather than to emphasize various special aspects and techniques, and will discuss general human needs as the basis from which any real artistic expression must grow. Outstanding educators and specialists in the relation of art and the social studies will make key speeches at general meetings, followed by closely related round-table discussions in small groups, which, in turn, will meet again for a general summary and reconsideration of the problems brought out in the specialized discussions.

The Association invites teachers, artists, members of the Parent-Teacher Association, and all who are interested in trying to discover where art fits into contemporary life and into the school curriculum, to participate in the Convention.

## QUESNEL NOTES

**A** MEETING of the Quesnel and District Teachers' Association was held in Quesnel School on Saturday, March 1st, following a social gathering of the

previous Friday night. The entire staff of Quesnel and West Quesnel were present along with six teachers from outside points.

The latest circulars from the head office re teachers' pensions were discussed. Mr. Frederickson had sent a circular letter re units of work. This was briefly dealt with, and we are pleased to announce that Inspector Frederickson has kindly consented to deal with these more fully at our next meeting.

The main item of the morning program was a group of questions for Mr. Morrison's question box.

The next meeting will be the first week-end in May. It will start off Friday evening with a buffet supper, and an outline of Mr. Frederickson's intentions re Units of Work.

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## Annual Reports

### CONSTITUTION AND BY-LAWS COMMITTEE

**D**URING the year the Constitution and By-laws Committee has checked the Constitution of several Local Associations and District Councils. There are still many Local Associations and District Councils, however, that have not yet submitted copies of their Constitutions for ratification by the British Columbia Teachers' Federation Committee.

The Committee was instructed by the Executive Committee to consider several amendments to the present Constitution. This has been done and as a result the following amendments are recommended for consideration at the Annual Meeting of the Federation:

That Sections 4, 5, 7, 8, 9 and 10 be combined as Section 4 and reworded as follows:

#### 4. Membership:

(1) **Active Membership:** Any Teacher may become a Member of the British Columbia Teachers' Federation by making application therefor to the Executive Committee and on payment of a fee according to the scale of fees then in force.

(2) **Student Membership:** A Student of a British Columbia Normal School, or of an Education Class of the University of British Columbia, may become a Member of this Federation by making application therefor to the Executive Committee.

#### (3) Associate Membership:

(a) Any person holding a Teacher's Certificate, but who is not actively engaged in teaching, may become an Associate Member of the Federation by making application therefor to the Executive Committee, and on payment of a fee according to the scale of fees then in force.

(b) Associate Membership without fee may be granted by the Executive Committee to retired members who are teachers of long experience in this province.

(c) Associate Members may not vote, and may not hold Executive office.

(4) **Honorary Membership:** Honorary Members may be elected at any General Meeting, or by resolution of the Executive Committee.

(5) **Life Membership:** An Annual General Meeting may vote to any of its Members the honour of Life Membership in the British Columbia Teachers' Federation.

(6) **Duration of Membership:** Membership of the individual, once entered into, shall be continuous unless terminated by resignation, or by failure to continue compliance with any of the constitutional regulations governing membership.

(7) **Termination of Membership:** If a Member's fees are five months in arrears, his name shall forthwith be removed from membership.

(8) Any bona fide member of the British Columbia Teachers' Federation who, during his term of such membership, leaves his active engagement in teaching to render war service in His Majesty's forces, shall, during the full period of such service in the forces, be continued in full active membership without the payment of fees.

(9) **Exclusion:** Officials of the Department of Education and School Trustees shall not be eligible for membership in this Federation.

That the following be added as Section 5:

5. Subject to the approval of the Executive Committee, a division of the British Columbia Teachers' Federation to be known as a Local Association may be formed at any time, by any group of teachers, provided always that all members of Local Associations are members of the British Columbia Teachers' Federation, and that no clause of the Constitution of the Local Association is in any way at variance with this Constitution and By-laws.

That Section 6 be reworded to read as follows:

6. **Federation Registration:** In the event of any teacher belonging to more than one Member-Association of teachers he shall designate by written notice to the Federation with which Local Association his Federation membership shall be recorded for the purpose of voting powers in accordance with Section 27 of the Constitution.

That Section 12 be reworded as follows:

12. The Executive Committee shall consist of:

- (1) The officers of the Federation;
- (2) Geographical Representatives. The retiring Executive Committee shall divide the province into Geographical Districts and each such district shall be entitled to one representative on the Executive Committee, except the City of Vancouver, which shall be entitled to three;
- (3) Where the Executive as comprised in the foregoing sub-sections does not include a representative of the Secondary, Elementary, Principals, Rural, Home Economics, or Shop Teachers, the Executive shall co-opt such additional members as may be necessary to afford such representation.

That Sections 16 and 17 be deleted.

That a new sub-section be added to Section 21 as sub-section (3) as follows:

21. (3) Notwithstanding anything contained in any other section of this Constitution and By-laws, the Executive Committee shall have power to:

- (a) refuse membership to, or
- (b) terminate the membership of, or
- (c) suspend the membership of, or
- (d) reprimand

any Association or individual member which or who, in the opinion of the Executive Committee, has been guilty of conduct inimical or prejudicial to the interests or objectives of the British Columbia Teachers' Federation, provided, however, that such Association or member shall have the right to appeal from the decision of the Executive Committee to the next general meeting (either annual or otherwise) which may confirm or reverse, or modify such decision.

That Section 24 (1) be amended to read as follows:

24. (1) The Finance Committee, which shall consist of the Secretary-Treasurer and three other members, one of whom, the Chairman, shall be a member of the Executive.

That Section 24 (2) be amended to read as follows:

24. (2) That the Constitution and By-laws Committee, which shall consist of three members, the Chairman of which shall be a member of the Executive.

That Section 24 (3) be amended to read as follows:

24. (3) The Consultative Committee which shall consist of the Officers of the Federation and the General Secretary.

That Section 24 (4) be amended to read as follows:

24. (4) The Membership Committee which shall consist of three members, with power to add, the Chairman of which shall be a member of the Executive.

That Section 24 (5) be amended to read as follows:

24. (5) The Salary Committee, which shall consist of three members, with power to add, the Chairman of which shall be a member of the Executive.

That Section 27 be amended by changing the word "Member-Association" to "Local Association" each time it appears.

That Section 29 be deleted and the following substituted therefor:

29. **Special General Meeting:** A Special General Meeting shall be held (1) upon the decision of the Executive Committee, or (2) through the Executive Committee upon the written request of a majority of the members from each of at least two Geographical Districts, provided always that at least fourteen days' written notice be given to each member.

That Section 32 be deleted.

That Section 34 be deleted.

That Section 37 be amended to read as follows:

37. **Examination of Records and Books:** All books, documents and other papers shall be kept in the custody of the office hereinbefore set forth, and may

be examined by any member upon giving to the proper officer in that behalf due notice in writing.

That Section 40 be amended to read as follows:

40. The Executive of the Federation may submit any questions affecting the Federation's interests for consideration to the members. A vote on such questions shall be taken by mail but no action shall be taken by the Executive except such as is authorized by a two-thirds majority of those voting.

That Section 41 be deleted, and the following substituted therefor:

"The financial year shall commence on July 1st of each year".

That Section 42 be amended to read as follows: **Fees:**

42. (1) **Time of Payment:** The annual fees of this Federation are due and payable on July 1st of each year, and if not paid on or before December 1st of that year, membership in this Federation shall be deemed to have terminated.

(2) Any teacher whose membership has been terminated under sub-section (1) may be reinstated upon payment of the full fee for the current year.

That sub-sections 2 to 10 inclusive of Section 42 be deleted and the following substituted therefor:

(3) **Amount Payable:** Each member shall pay into the Federation treasury an annual fee according to the scale of fees then in force; such scale to be determined by the Annual General Meeting, provided that teachers in recognized educational institutions who are temporarily disengaged for the purpose of further study shall be admitted as members in good standing without payment of fees during the time they are engaged in further study.

(4) Members suffering from protracted illness occasioning more than three months' absence from duty may be exempted from all fees and levies for the current year on application to the Executive Committee.

(5) **Student Members:** Student members without previous experience in teaching who have during their training signed an agreement to join the Federation shall be admitted to active membership upon the payment of a fee of one-half the rate applicable according to the scale fixed by the Annual General Meeting, from the date they commence teaching in British Columbia until the last day of the June following.

(6) **Beginning Members:** Teachers joining the Federation for the first time (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.

(7) **Absentee Members:** Members in good standing who are on leave of absence for the purpose of further study, and members who are teaching on exchange outside British Columbia, shall be retained as members in good standing without payment of fees during the time they are thus engaged.

(8) **Temporarily Retired Members:** Members in good standing whose fees for the current year have been paid, and who, for reasons other than those specified in (7) above, and who have provided, in writing, to the Federation office notification of their absence, may, after their return to active teaching in the province and upon application to the Executive Committee, have their paid-up membership extended to cover a time equal to that period of their absence for which fees have been previously paid.

(9) **Delinquency in Payment:** When a member defaults in payment of fees, he shall, upon rejoining, be required to pay the fees in default before being re-admitted to membership.

That Section 43 be amended to read as follows:

43. For extraordinary expenses, or for the pooling of expenses in connection with conventions, the Executive may make a levy upon the entire membership of the Federation; such levy shall be paid forthwith to the Treasurer by each member, and each member shall be considered delinquent until such levy is paid.

That Sections 4, 7, 8, 9 and 10 of the By-laws be transferred to sections under "Duties of Officers and Executive Committee" of the Constitution.

That Section 11, sub-section (3) (a) of the Regulations and By-laws be

deleted, and sub-section (3) (b) shall become (3) (a) and the following added as sub-section (3) (b):

(3) (b) The Executive may appoint an Editorial Board and define its duties. That Section 11, sub-sections 1, 2 and 3, of the present Regulations and By-laws, as amended above, become Section 45 of the Constitution.

That Section 11, sub-sections 4 and 5 be transferred to Regulations. That the sections be rearranged and renumbered in accordance with the above changes.

Respectfully submitted,

G. H. E. GREEN (Chairman)  
G. W. STUBBS  
HARRY MARTIN

#### REPORT OF PROVINCIAL SALARY COMMITTEE

1. At the Twenty-fourth Annual General Meeting of the British Columbia Teachers' Federation an amended form of the report of the Provincial Salary Committee for 1939-1940 was adopted. This report contained a number of recommendations which have been very carefully considered and discussed by the present committee. In accordance with these recommendations a properly representative committee was appointed by the Executive of the B. C. T. F., and the proposed Minimum Salary Schedules have been presented to the Department of Education and to the Minister of Education, Dr. G. M. Weir. Before considering either the details of this conference or the recommendations of the present committee, we wish to bring to your attention some very important facts concerning the present salary situation.

- (1) The problem of Provincial Salaries is still one of the major concerns of the Federation. Concentrated and continuous effort is required by all in order to find some practical solution.
  - (2) The problem is one of finding some practical and acceptable means whereby the wide variations and inequalities at present existing with regard to Teachers' Salaries in various parts of the Province may be lessened or removed.
  - (3) It is not necessary in a report of this kind to cite detailed evidence of salary inequalities, or to present arguments proving the desirability of their removal. This is common knowledge to all teachers. Moreover, we believe that these facts and arguments are fully recognized by the Federation, the Department of Education, the Trustees' Association, and by the public in general.
  - (4) It should be remembered that any practical solution involves the question of finance and depends on a redistribution of educational costs, as between the Local Administrative Unit (the School District), and the Central Administrative Unit (the Government through the Department of Education).
  - (5) It is also important to keep in mind that a very definite, and probably changing, financial relationship exists between Dominion, Provincial and Municipal authorities and that this relationship has a vital bearing on our educational problems.
2. With these ideas in mind we present the facts pertaining to the report of last year's Provincial Salary Committee.
- (1) Immediately following the Convention, the amended report was forwarded to the Department of Education for consideration. As the matter of Teachers' Pensions was so urgent and difficult it was not possible to get any immediate definite action on the adoption of Basic Provincial Scales of Salaries. We were advised to prepare material for presentation and consideration after the Pension issue had been settled. This we did.
  - (2) On Saturday, March 8th, the Minister of Education, Dr. G. M. Weir, met this year's full Provincial Salary Committee at a conference in Vancouver. At this meeting the following items of business were considered and discussed:
    - (a) The amended report of last year's Salary Committee.
    - (b) The alternative suggestions of this year's Salary Committee.

(3) As a result of this conference some very important facts and attitudes may be stated.

- (a) The Minister and Department of Education are in accord with the general principle of having some form of Basic Minimum Salary Schedules for all teachers in the Province, providing a system of increments for experience.
- (b) Legislation has already been adopted whereby such a plan can be put into operation by the Council of Public Instruction.
- (c) The Department is fully alive to the necessity of improving educational conditions and teachers' salaries and particularly in the rural areas. Practical steps in this direction have already been taken.
- (d) The crux of the situation is financial. Hence the partial or complete adoption of any recommendations, depends in the final analysis on the actual cost involved.
- (e) Accordingly, it was agreed that the Provincial Salary Committee should make and submit to the Department of Education, a detailed survey showing clearly what each suggestion would involve in a financial way.
- (f) It was pointed out by the Minister that although educational costs constitute only a portion of general social service costs, the Government had publicly announced its policy as being one of "increased grants towards the cost of education". As much as 50 per cent has been quoted as a possibility. At present it is about 35 per cent, which is the highest portion assumed by any Province in the Dominion.
- (g) The Committee feels that future action requires careful preparation and planning and the use of sound and skilful methods of negotiation. It seems evident that the best procedure is to lay down definite lines of policy and then to proceed along such lines as rapidly as circumstances permit.

3. The Committee therefore presents its recommendations for 1940-1941.

(1) **By whom shall the increments be paid?**

- (a) Last year's report suggested that all increments should be paid in full by the Provincial Government. This might be most desirable, but obviously very costly unless limited to a few increments.
- (b) If on the other hand increments had to be paid in full by local authorities (School Boards), then in many parts of the Province the combined increments for even one year would involve a very material addition to the local mill rate.
- (c) This year's Provincial Salary Committee recommends another alternative, namely, that the Government and Local portions of each increment be in the same ratio as their respective portions of the established basic minimum salary for a beginning teacher.

(2) **How many increments shall be paid.**

Last year's Committee recommended the same scale for all parts of the Province. This year's Committee suggests that finally, varying scales may be evolved to apply to various districts according to actual conditions and according to the length of time teachers usually stay in such districts, but that the immediate objective be the establishment by legislative enactment of an increasing minimum salary for each of the first five years of service for all teachers in the Province.

4. In conclusion, the present Committee wishes to emphasize the following points:

- (1) That the Committee are convinced from discussions with the Minister of Education that an immediate beginning can be made with regard to teachers on the lowest salary levels which will form the basis of satisfactory scales, but that the establishment of complete scales can not be obtained without lengthy negotiation; and that it is good policy to take the actually possible initial step now, and then to proceed steadily toward the establishment of complete scales.
- (2) The Committee would therefore ask this General Meeting to accept its recommendation that we press for the immediate establishment of increasing minimum salaries based on service for those on the lower

salary levels, and that we continue our negotiations not hampered by the adoption here of complete scales which may or may not be both equitable and possible of attainment.

Respectfully submitted,

PROVINCIAL SALARY COMMITTEE,

T. S. BYRNE, Chairman  
R. E. MOUNTAIN  
A. G. CREELMAN  
MISS G. I. MOCKRIDGE  
MISS C. E. MAXWELL  
F. J. McRAE  
T. W. WOODHEAD.

### TEACHERS' PENSION REPORT

As is now generally known, an amended Teachers' Pensions Act has been placed on the statute books of this Province, and it came into operation on January 1st, 1941.

This Act places the Teachers' Pensions Fund on a sound actuarial basis, as testified by the actuarial certificate of S. H. Pipe & Co. of Toronto, the actuaries appointed by the Provincial Government to investigate the condition of the Fund, and to make recommendations for its complete rehabilitation.

Thus another of the Federation's major goals has been reached, and there is apparently general satisfaction at the outcome of efforts extending over many years.

Those responsible for the preparation of the new Act are of the very definite opinion that the more it is studied, and understood, the more it will be appreciated. In its fundamental and general principles, it constitutes a distinct advance in the field of Teachers' Pensions, and of Pensions generally, and has received commendation, from sources fully qualified to give expert opinion, as a most fair and equitable plan.

It is fitting that a few general observations should be made at this time.

1. It will now be seen and realized that the task of rehabilitating the Pensions Fund was essentially a financial one, of great magnitude, as has frequently been stated in pension discussions. This is clearly proved by the fact that in addition to the Government's outright contribution of approximately \$2,000,000 for future pensions of those now on the retired list, and for the replacement of the overdraft, and in addition to the teachers' contributions of not less than 4 per cent of salary for the provision of their own annuity, it has required a further annual contribution of 8 per cent of payroll (or about \$480,000 a year) to give the necessary financial security to the Fund. Of this latter amount, 7 per cent of payroll, or about \$420,000 a year, is to be paid into the Fund by the employers, or the School Boards, and the extra 1 per cent annually (\$60,000) has been volunteered by the teachers for a period of not more than twenty years.

Teachers who ponder over these figures will understand now the exact problem which the Pensions Board and the Federation Pensions' Committee were actually facing all this time.

They will also realize now why progress was necessarily slow, and why negotiations frequently collapsed on the rock of financial inability to provide the huge sums involved.

2. Our definite problem in British Columbia was to rehabilitate the Teachers' Pensions Fund of British Columbia and to place it on an actuarially sound basis, taking into consideration the actual circumstances involved in British Columbia.

We had to accept and deal with the actual condition of the Fund in British Columbia. We had to deal with the financial situation in British Columbia involving the financial relationship between the Government and the Municipalities in British Columbia.

We had to deal with the facts and experience of British Columbia Teachers from a teachers' pensions point of view, as evidenced by the details of our present Fund since 1929.

We had to consider what benefits could (and should) be safely given within the financial revenues which could (and should) be made available.

On each and all of these points, the Actuary was the expert with whom the Government consulted through the Minister of Finance.

The Government had been made aware, through the Teachers' Pensions Committee, of the attitude and hopes of the Teachers, and the Actuary also was conversant with these factors.

The Actuary, as might be expected, was a recognized authority on Pension plans throughout the world, and he knew the merits and demerits of the various typical plans in existence. He has had a wide and successful experience in rehabilitating unsound Pensions Funds, and he has been the initiator of many modern sound principles, now generally adopted in dealing with Pensions Funds.

He was the expert who conducted a thorough investigation, who made the diagnosis, and who, in conjunction with the Finance Department of the Government, evolved the financial remedy. As is now seen, the cure involved a major operation.

Our experience in this vital matter of Pension rehabilitation convinces us that the method followed in British Columbia in this regard is the most practical and successful that could be evolved, and we would strongly recommend it to all Provinces having Pension Fund difficulties.

3. From what has already been said, it will be evident that the actual negotiations and conferences, first on the general principles and financial set-up, and later on the details of the Act, were difficult and full of complications; and many sessions were necessary before satisfactory conclusions were reached.

4. All are aware now that the Government's official announcement of its general plan was made by the Minister of Finance in his budget speech to the Legislature on November 15th, 1940, and in this address he indicated clearly the suggestions on the two main issues of Sources of Revenue and Provision of Benefits.

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The reactions of the various bodies were soon forthcoming, and were made known by official delegations to the Government, or by messages of approval or otherwise.

There was obviously a general feeling on all sides that the Pensions Act would add to educational costs and that the School Boards and Municipalities could not provide their allotted seven per cent of salary payroll by any further taxes on land or property and there were many representations, delegations, and conferences on this issue.

Finally any dissatisfaction in this connection was practically and concretely removed by the Premier, who introduced a special bill, to deal with this situation. It was very brief but very fundamental, and was carried by a vote of 38 for and 2 against. It can be quoted in full, as follows:

**"An Act to Provide for Special Assistance in the Cost of Education"**

His Majesty, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

1. This Act may be cited as the 'Special Assistance in the Cost of Education Act'.

2. As a measure of relief in taxation upon land for the purpose of education, there shall be paid out of the Consolidated Revenue Fund during the fiscal year ending the thirty-first day of March, 1942, the sum of two hundred and fifty thousand dollars and annually thereafter a sum of not less than four hundred and fifty thousand dollars. The said sums shall be distributed to municipalities and school districts upon an equitable basis to be determined by the Lieutenant-Governor in Council."

The introduction of this Act removed all obstacles to the passing of the Teachers' Pensions Act, which speedily passed through all readings without opposition and went through Committee with only one minor change concerning the provisions for actuarial valuations at the end of each three-year period instead of two three-year periods followed by five-year periods.

It is fitting that this report should express in very sincere form the well-merited appreciation due to those who have been largely responsible for making possible the ultimate success achieved.

First, to the Hon. T. D. Pattullo, K.C., LL.D., Premier, and the members of his Government, particularly the two Ministers vitally concerned, the Hon. Dr. G. M. Weir, Provincial Secretary, and the Hon. John Hart, Minister of Finance. Theirs has been the great task of providing the financial solution, and even though the amounts involved proved to be far greater than they had imagined, they stood resolutely and loyally by their promises to place the Fund on an actuarially sound basis, so that teachers might have full confidence in the security and stability of their Pensions' Fund both now and in the future. By their actions they have earned the gratitude of the teaching profession and they are fully entitled to that personal satisfaction which comes from general recognition that a difficult task has been well and successfully accomplished.

To the other parties of the House and Members of the Legislature generally also we would express sincere thanks for the unanimous support given to the Teachers' Pensions Act. While the full responsibility for action was naturally that of the Government in power, it was pleasing and fitting that on a matter so fundamentally affecting both the teaching profession directly, and general education indirectly, the Legislature as a whole should give its unanimous endorsement.

To Mr. George Miller, President of the Union of Municipalities, and to Mr. P. E. George, President of the B. C. School Trustees' Association, we also express our appreciation. Their respective organizations were vitally concerned with the problem particularly insofar as local taxation might be affected. They accepted the assurance of the Government that additional financial aid would be granted to Municipalities in order that the pension payments might be made without additional local taxation, and expressed their satisfaction when this was provided for by a Special Act.

The attitude of the Trustees' Association generally on this difficult question was remarkably fine, and in this connection we feel strongly that the Federation

should, and does, dissociate itself absolutely and entirely from the assertion and statement made public by some teachers, that the Trustees of the Province would not fully live up to the provisions and the spirit and intent of the Act, but would re-imburse themselves for their "employers' contributions" by taking such sums from teachers' salaries. There is no reason to believe that the qualities of honesty, fairness, and integrity are any less sacred to Trustees generally than they are to Teachers.

To Mr. Norman Baker, Pensions Commissioner, and to his capable assistant, Mr. Cooper, we must also extend our grateful thanks, particularly for their excellent, though strenuous, work in connection with the actual drafting of the New Pensions Act. In this field their very wide knowledge of, and experience with, the various Pensions Acts of this Province proved of inestimable value, and it is a significant fact that the Bill was so carefully prepared that it was practically unchanged by the Legislature.

We feel, also, that those many members of the Federation generally who have given such loyal and genuine support to all of our Pension efforts (even though they may have been, at times, dubious as to their efficacy) should receive due appreciation.

We have, indeed, no quarrel with those who, in all sincerity, may have been critical of the course of events, and may have been somewhat doubtful of the outcome, but it is our earnest hope that every teacher will now forget valid and reasonable differences of opinion, and that with the experience gained in this Pensions effort all will unite in an attempt to solve similarly other educational and teacher problems which still confront us.

Respectfully submitted,

B.C.T.F. PENSIONS COMMITTEE.  
J. N. Burnett (Chairman)  
Wm. Morgan  
R. P. Steeves.

Vancouver, B. C., March 26th, 1941.

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## REPORT OF SECRETARY-TREASURER

## Financial Picture

THE operating losses for the years 1938-1939 and 1939-1940 amounted to \$1678.73 and \$756.06, a total of \$2434.79. Our total fluid assets in the form of bonds at market price amount to only \$3867.48. These slim reserves must not be further depleted, but to the contrary should be built up to provide against any emergency. The minimum desirable reserve is \$10,000.

There has been a gradual increase in revenue since 1937, but in spite of this increased revenue, expenditures have risen. Travelling expenses have increased from \$2434.15 in 1937 to \$5082.55 in 1938-1939; District Councils from \$249.13 to \$808.02; Fall Conventions from \$71.13 to \$326.00; Executive Committee from \$1041.57 to \$2322.00; legal expenses from \$171.40 to \$402.00 in 1939-1940.

These increased operating expenditures have been due to the fact that there has been an ever-increasing demand on the Federation for services and for financial assistance. If these demands continue to increase then more revenue must be provided. If, on the other hand, the members of the Federation are not prepared to provide additional revenue, then they must not expect increased services and financial assistance.

## The Magazine

The operating cost of *The B. C. Teacher* for the year 1939-1940 exceeded the revenue by \$526.01. The estimated cost for the current year will exceed the revenue by \$445.00.

The revenues for the magazine are the annual subscriptions of \$1.00 per Federation member together with receipts from advertising.

It is recommended therefore that the Magazine should be operated within the budget figures.

The economies recommended by last year's Finance Committee have been zealously followed. Accordingly, the budget prepared for the current year was a balanced budget and it is expected that expenditures will not exceed revenue.

We feel however, that further substantial economies in the operating costs of the Federation, as at present constituted, cannot reasonably be expected.

J. R. ATKINSON.

## REPORT OF THE PROVINCIAL MEMBERSHIP COMMITTEE

SINCE October, when the present Membership Committee took office, every attempt has been made to keep up the high standard of efficiency in increasing membership in the B. C. T. F. set by former committees.

Through the medium of *The B. C. Teacher* members have been encouraged to keep their membership in good standing and to press upon other teachers the value of becoming Federation members. News of Federation activities has been given publicity in the magazine so that all members may realize what value the B. C. T. F. is to them.

The Membership Committee extends to the Sick Benefit Fund Committee especially and to all the other Committees of the Federation that are extending the services of the B. C. T. F. its very sincere thanks for the fact that they are in reality doing a very practical service towards the increase of membership. It is the development and extension of these services that will make membership in the Federation something to be sought after by teachers.

During the year the Chairman has had an opportunity of speaking to meetings of Local Associations and has used these occasions to impress upon members the services that the Federation has rendered to all teachers in the Province and can render in increasing proportion as membership increases. Circulars to all teachers in the Province have been used to good effect in re-establishing lapsed members into good standing and in gaining new members. Copies of the leaflet "Why YOU Should be a Member of the British Columbia Teachers' Federation", printed by last year's Committee, have been of great value in membership work and copies of these have been or will be circulated among the students at the Normal Schools and Teacher Training Classes before the end of their term.

Letters have been received from a number of teachers during the year which have contained valuable suggestions for retaining and improving membership. To all who have written, the Committee extends its thanks.

Up to date the plan of continuing membership inaugurated by last year's committee has met with fairly satisfactory response. Could this type of membership be attained for the whole Federation a great deal of energy now expended by committees and Treasurers of Local Associations in re-enrolling members could be put to some more constructive purpose.

During the year to date several surveys of membership have been made by the office staff of the B.C.T.F. These should be of value to next year's committee in that they indicate the categories of teachers in which membership is low and consequently suggest where most work needs to be done.

It is planned to have Federation representatives address the students of the Normal Schools and Teacher Training Class at U.B.C. and to arrange for active committees working for membership at the various Summer Sessions.

In conclusion the Membership Committee submits the following recommendations for consideration by the Annual Meeting:

1. That the sum of one dollar be collected from each member, except Continuing Members, at the time he signs an enrollment form.

This is recommended because there is a loss to the Federation when a teacher enrolls and defaults his payment as he received *The B.C. Teacher* for all of that year and has paid nothing for it.

2. That teachers whose membership has lapsed be accepted as new members in good standing if they fill in a continuing membership form.

Respectfully submitted,

E. F. MILLER, Chairman.

MISS S. MAYHEW.

W. ALSBURY.

#### REPORT OF B.C.T.F. DELEGATION TO THE C.T.F. CONFERENCE, 1940

IN reporting the decisions adopted by the 1940 Canadian Teachers' Federation Conference, your delegates wish first to indicate the disposition of the resolutions submitted to the Conference by the British Columbia Teachers' Federation and then outline the more important items of information arising out of the activities of the Conference.

##### A. British Columbia Teachers' Federation Resolutions

###### 1. Canadian Teachers' Federation Convention:

Resolved that this Federation favor the holding of a biennial convention of the Canadian Teachers' Federation and the holding of an interim meeting of the table officers of the Executive during the alternate year, if such meeting be considered necessary.

It was decided that this question should have more study. Each of the provinces is requested to send its delegates prepared to discuss it at the 1941 Conference.

###### 2. Canadian Teachers' Federation Fees:

Resolved that we recommend to the Canadian Teachers' Federation that each province be asked to pay a flat fee (say 25c) for each paid-up member of each Federation or Association, and that we further recommend that a prerequisite to representation at each Convention be the payment of the said authorized fee subject to arrangements made by the Canadian Teachers' Federation Executive in special cases.

The first part of this resolution was defeated by a vote of 14-11. The fees, however, were adjusted to conform more closely with the principle of ability to pay as determined by membership. British Columbia's fees were reduced by \$100, to \$900.

###### 3. Suggested Amendment to Canadian Teachers' Federation Constitution:

In connection with the Canadian Teachers' Federation Report, consideration was given to the following suggested amendment to the Canadian Teachers' Federation Constitution, as outlined in notice of motion as follows:

That Article 5 (b) be amended by adding "Provided that the Immediate Past President and the two Vice-Presidents shall each be considered one of the delegates from his or her province".

In the discussion it was shown that this amendment would interfere with the autonomy of Provincial Associations, by depriving them of the right to select their own delegates to the Canadian Teachers' Federation, or in the

alternative, it would increase the number of delegates from some provinces.

Moved and seconded that we do not endorse this amendment and instruct our delegates to the Canadian Teachers' Federation that British Columbia wishes the Constitution to be founded on the original fundamental principles of equality of delegates from each province (large or small) and the right of each province to itself select its full number of such delegates. (Carried).

The position taken by British Columbia that the adoption of such an amendment would interfere with the autonomy of the provinces was supported by the Conference.

#### 4. Refugee and Evacuated Children:

That this Consultative Committee go on record as being especially interested in work in connection with refugees and evacuated children. (Carried).

That a copy of this resolution be sent to the authorities in charge of child welfare work and to the Canadian Teachers' Federation. (Carried).

This resolution was endorsed by the delegates from other provinces.

#### 5. Theme of Canadian Teachers' Federation Conferences:

That "Education as a Means of National Service" be the general theme for the 1940 Convention of the Canadian Teachers' Federation. (Carried).

An afternoon session was set aside for discussion of this question. Much of the time was taken up by Col. Wilfred Bovey, chairman of the Education Committee of the Canadian Legion, outlining the work being done by that body. Further consideration at later sessions resulted in the appointment of a small centralizing committee through which the government might indicate how best the teachers could help, and through which the teachers might co-ordinate their activities. Mr. F. G. Patten of Ottawa was appointed as Canadian Teachers' Federation representative on the Canadian Legion War Services Committee for Curriculum and Visual Education.

6. That we suggest that ranking Government Departmental officials of the departments concerned be invited to attend the Canadian Teachers' Federation deliberation. (Carried).

No such representative was present at the Conference.

#### 7. Federal Aid for Education:

That we endorse the following policy re Federal Aid for Education:

(1) At the present time, and under the present circumstances, it would be most inadvisable, and inopportune, to make any representations to the Federal Government on this question.

(2) The matter should be placed in the hands of a Canadian Teachers' Federation committee, composed of such representatives of as many provincial organizations as can be conveniently gathered at any centre, with instructions to such committee to prepare plans and material in readiness for action at the appropriate time. Before any such plans are finally adopted by such committee, opportunity should be given to all Provincial Associations not directly represented on the committee to consider and express opinions on the suggested plans.

(3) There should be no direct Federal Aid for Education generally. Any Federal Aid should be for special purposes only, such as:

- (a) Technical and Vocational Education (equipment),
- (b) Agricultural Education (equipment and projects),
- (c) Education of Immigrant Children, particularly from foreign lands, and where difficulties of language and customs, etc., exist.
- (d) Other similar special purposes which can be construed as Federal responsibility.

There are precedents for (a) and (b), and (c) would be justifiable, in view of Dominion control of immigration, and the vital necessity for Canadianization.

Education should be aided, indirectly, by Federal Aid to the Provinces in other fields which might rightly be considered as national responsibilities, thus relieving present provincial obligations, and releasing further provincial finances for Provincial Education purposes.

The delegates from the other provinces were not willing to concur with British Columbia in this matter and it was finally decided that the Committee for Federal Aid to Education should continue its work for the year 1940-41.

**8. Canadian Teachers' Federation Publicity:**

The meeting approved the following suggested policy re publicity through the press or otherwise:

In any discussions at the Canadian Teachers' Federation Conference, especial care should be taken to see that publicity through the press or otherwise, does not in any way lay teachers open to the charge or even inference that they are concerned in matters of material professional and personal welfare at a time when civilization as we have known it is at stake, and when the total resources (financial, man-power, and otherwise) of the Dominion have been made available by Act of Parliament and by general consent, for the prosecution of Canada's War Effort.

This position was endorsed.

**9. Canadian Teachers' Federation "Salary Schedules" Report:**

That our delegates to the Canadian Teachers' Federation Conference be instructed to take the position that such report should be received as an interim report and that any necessary information should be sent to the Provincial Associations for their discussion and consideration, and report for action at next year's Canadian Teachers' Federation Conference.

British Columbia's proposal was accepted. A copy of the report is in the hands of the General Secretary.

**10. Canadian Teachers' Federation Committee Procedure:**

That we recommend that where a committee of Canadian Teachers' Federation involving policy is set up, which does not include representatives from each of the Provincial Associations, it shall be an instruction to such committee to forward a copy of its report to be presented at the Canadian Teachers' Federation to all Provincial Associations in time for it to be considered by their Executives or other authorized committees, in order that their delegates may be made aware of the attitude of the Provincial Association on the report in question.

This procedure was endorsed.

**B. Other Items of Significance**

1. The Conference wishes to know whether the provincial organizations are prepared to admit University Professors and Normal School teachers to membership in the Canadian Teachers' Federation, either through membership in the provincial bodies or by direct affiliation with the Canadian Teachers' Federation through a Dominion organization.

2. The General Secretary-Treasurer was instructed to continue efforts to secure an advance poll for teachers whose professional duties (including attendance at summer school, conventions, etc.) necessitate their absence from their polling division on election day.

3. The publicity department of the Canadian Teachers' Federation was given instructions to give all publicity requested to the work being done by the Canadian Legion in Educational Services.

4. Alberta told of an arrangement whereby visiting speakers are sent on an itinerary throughout the province when fall conventions are being held.

5. The men in the Ontario Secondary School Teachers' Association have established a group insurance plan operated entirely by themselves, and incorporated as a Federation Fraternal Society. It is working successfully.

6. In Saskatchewan, as a result of untiring and effective work on the part of the Teachers' organization, a minimum of \$700 per year has been achieved. As in Alberta the Minister of Education may grant permission to pay less in those areas where the assessment is very low.

7. Quebec reported a continuance of the \$300 statutory minimum. The Saskatchewan Teachers' Federation had succeeded in securing from the University scholarships for summer session students in the form of reduced fees and room rates. Unfortunately the scholarships were stopped in 1940.

8. Mr. H. Creelman of B. C. presented a report on "Payment by 12 Monthly Instalments". In his report he recommended for those interested in this question Circular 10, 1939, of the N.E.A. Montreal is at present using this method of payment.

9. Mr. H. Creelman, on instructions from the C.T.F., presented also a comprehensive report on Pensions, outlining the various points to be borne in mind in evolving a sound scheme. The report was received enthusiastically and was

then ordered to be forwarded to the provinces for study. Copies will soon be available to those who desire them.

10. A committee under Dr. A. E. Lazerte of Alberta is working on the problem of Larger Administrative Areas. Mr. B. Thorsteinsson of B. C. is a member of the committee. Saskatchewan has done a great deal of good work in this connection.

11. On the occasion of the C.T.F.'s 21st birthday last year a telegram of appreciation was sent to Mr. Charlesworth, our General Secretary, as first president, congratulating him for the work and foresight which had helped to form the C.T.F.

Conscious of the fact that many teachers are unaware of the work being done by the C.T.F. on behalf of education and the teachers, the 1940-41 Conference has suggested to the provinces that a committee of former delegates might be named to determine how best to publicize the C.T.F. It is to be hoped that some action along this line may be made possible, for through the C.T.F. all teachers can contribute to the development of a sound Canadian outlook.

In conclusion it might be worth saying that your delegates worked strenuously throughout the Conference to place B. C.'s views before the other delegates. Naturally with such varying backgrounds, the other delegates could not always agree to our viewpoint. One can safely say, however, that B. C. stands well up in the forefront in providing leadership and vigor to the Dominion organization.

Submitted on behalf of the 1940-41 delegation.

J. H. SUTHERLAND, Chairman.

Delegates: H. W. Creelman  
P. N. Whitley  
J. H. Sutherland.

#### REPORT OF THE COMMITTEE ON LARGER ADMINISTRATIVE UNITS

**D**URING the past year your committee has been engaged in a further study of the larger Administrative Unit movement throughout Canada. As a result of these studies the committee is more than ever convinced of the value of the larger school unit organization.

In order to encourage greater interest in and a wider knowledge of this movement, arrangements are under way for the selection of sub-committees in local areas.

It is felt that such committees, serving more directly in specific areas will be of great assistance in the continued work of the main committee.

Respectfully submitted,

The Committee on the Larger Administrative Unit,

B. THORSTEINSSON, Chairman.

C. D. GAITSKELL, Secretary.

E. G. RICHARDSON.

#### REPORT OF TEACHER-TRAINING COMMITTEE

**T**HE Teacher-Training Committee, composed of Messrs. G. H. E. Green (Chairman), H. C. Gilliland, and A. T. Hunkin, with Messrs. A. B. Thompson, B. Thorsteinsson, and W. Aisbury as corresponding members, has acted since January of this year. It has considered several resolutions submitted to it by the Executive Committee and has made recommendations as to their disposal. Many valuable suggestions and criticisms have been sent in by the corresponding members of the committee. A brief on the subject of "Teacher-Training", prepared by Mr. A. B. Thompson, has been considered but owing to its many implications no recommendations are offered by the committee at the present time.

The committee would like to take this opportunity of drawing to the attention of all teachers the changes in the Certification of Teachers that have been made this year, and which are listed on pp. 38-60 of the Summer School of Education Bulletin, 1941.

GEORGE H. E. GREEN, Chairman,  
Teacher-Training Committee.

#### NOTICE TO DELEGATES

Remember that your Delegate Cards must be approved and stamped by the Credentials Committee before you can vote at the Annual Meeting. Please avoid the rush by presenting your cards before the meeting starts.

### SECOND ANNUAL REPORT OF B.C.T.F. BENEVOLENT FUND COMMITTEE

**Y**OUR committee has met five times during the year to consider loan applications and discuss ways and means of improving and increasing the Fund. Two hundred and five dollars has been loaned, and the emergencies met by this have been ample justification for the existence of the Fund.

Appeals for donations have been made, but not one response by individuals. The North Shore Teachers' Association donated \$27.33 and the Secondary Teachers of the Lower Mainland \$200.00. There is a balance on hand of \$259.77.

Demands on the Fund are increasing, but can only be met if individual members really make this their Fund by having an investment in it, and none of us can be sure how soon he or she may be glad to make a call on it.

Respectfully submitted,

L. W. HEASLIP, Chairman.

### ANNUAL REPORT OF GROUP INSURANCE COMMITTEE

**N**O changes have been effected in either the Life or Sickness and Accident Groups during the past year. Both are carrying on as usual though neither is receiving the support of the teaching body which their value merits.

During 1940 three thousand and fifty-six dollars was paid out in sickness and accident claims, bringing the total paid since the life of the policy to over twenty-nine thousand dollars.

The Group Policy still provides the broadest coverage available to the teachers of British Columbia at the lowest premium, and it is the hope of the committee that more teachers will investigate it and avail themselves of its benefits.

Respectfully submitted,

L. W. HEASLIP, Chairman.

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## ANNUAL REPORT, "THE B. C. TEACHER", 1940-1941.

THE ten issues of the B. C. Teacher" really constitute the annual report of its Editor and the other members of the Editorial Board. My colleagues have earned my own thanks and those of the Federation for the faithfulness and efficiency with which they have performed their duties, many of which are in themselves far from attractive.

As usual, an important part of the year's work was done during the summer vacation. This included efforts to line up new contributors and letters of acknowledgement written to considerably over one hundred former contributors.

In September the regular annual conference of the Editorial Board occurred as usual, when general plans for the magazine year were discussed in detail.

Mr. Gordon was given oversight of arrangements for magazine exhibits at the Fall and Easter Conventions. This is a heavy and somewhat discouraging task. The dates of various Fall Conventions so conflict as to interfere with the transfer of magazine exhibits from one to another. Moreover, the officials of various Convention centres apparently do not find themselves in a position to provide effective co-operation. The Convention Committees would be doing a service to *The B. C. Teacher* and to the Federation at large, if they were to consider the utility or inutility of a magazine exhibit and to advise the Editorial Board of their wishes and opinions. *The B. C. Teacher* pays transportation expenses on all packets of samples sent out from Vancouver, but expects the local committees to pay for the shipments of all unused magazines (including at least some of each title) to the centre at which the collection is next to be on exhibit.

The Editorial Board is largely the same as in 1939-40, their former posts having been retained by Messrs. Houston, Hardwick, Morrison, Armstrong, Gordon, Skinner and Black. Mr. David Jones has been replaced by Mr. J. R. Pollock, who is responsible for proof-reading the galleys, and Mr. F. A. Poole has been added to the Board and given special responsibility for the preparation of the magazine dummy. We no longer have a Primary Specialist on the Board because it seems impossible to secure and retain the services of any teacher qualified to handle this very important department.

To provide a magazine suited to so varied a clientele as that constituted by the members of the British Columbia Teachers' Federation is exceedingly difficult, particularly when the size of the magazine is so restricted as it is at present. I hope that in the near future it will be possible for the Federation to authorize an increase in the total number of pages constituting an annual volume of *The B. C. Teacher*. If that is impossible it would be well to consider the possible wisdom of ceasing to publish a June number, without reducing the annual total number of pages.

Some time ago the Federation adopted the policy of making the Chairman of the Membership Committee a member of the Editorial Board, with special responsibility for Federation news. I think that the Chairman of the Membership Committee should be ex-officio a member of the Editorial Board but that the General Secretary should also be a member of that body with responsibility for submitting news of the activities of the Federation and its officials.

I further recommend that the Editor be kept informed month by month as to the amount earned for magazine maintenance by the sale of advertising space.

I have had the honour of occupying the post of Editor of *The B. C. Teacher* for nearly six years. During that time I have often been on the verge of resigning, for the burden is heavy and the work has many discouraging aspects. Nevertheless, upon the whole, I have thoroughly enjoyed my editorial duties and so long as I remain in the possession of bodily and mental health, I hope to continue to serve the Federation through the columns of its official organ. However, as I shall be retiring from my schoolroom duties at the end of June, the status of my membership will then change and when the Executive is dealing with the matter of the appointment of its Editor for the year 1941-1942, it will be necessary to bear these circumstances in mind.

Respectfully submitted,

NORMAN F. BLACK,  
Editor, "The B. C. Teacher".

## Ramblings of Paidagogos

### WE RETURN TO OMNIBUS

**I**N the March issue of this magazine I paid my respects to the "omnium gatherum" reader, and particularly devoted myself to describing his technique of defence against more discriminating minds. I should like now to examine the mental processes—if such they can be called—that characterize his approach to the world of ideas.

Many an able man has told me that in his youth he was at the mercy of every book he read and every speaker he heard. A well-presented argument seemed to him quite irrefutable. And if the opposite sides were similarly well-presented in the next book or by the next speaker, that seemed quite irrefutable too. He was wholly wanting in the power of criticism—a reed shaken by the wind. Being intelligent, he was aware of his defect and ashamed of his inconsistency, but there was apparently nothing he could do to amend either.

Now this is a perfectly proper stage of mental development—provided it is a stage only and not an enduring condition. Here we have a mind reaching out beyond its immediate experience and venturing into the terra incognita that lies beyond. It enters a strange region where as yet it has set up no guide-posts of its own, and is bewildered by the multitude of contradictory guide-posts set up by other men. Without any personal sense of direction, it veers uncertainly about, following this pointer and then that, until in sheer desperation it spies out the North Star for itself and proceeds with greater certainty.

The trouble with the immature mind is not its want of intelligence but its lack of standards. It is a relatively unstructured mind, a mind wherein few basic ideas are clearly seen and established, wherein even these few are largely dissociated one from another. It has no definite pattern of content into which a new idea must fit, and therefore no power of discrimination. It accepts almost everything, rejects almost nothing.

But, as I have said, this is a stage through which every developing mind must pass. In due time and by virtue of expanding experience, a mental structure is fashioned. Basic ideas are acquired and organized. Genuine integration ensues, and with it genuine insight and critical ability. No longer in bondage to the latest book or the most eloquent speaker, the mature man strikes out a pathway of his own and exercises his self-supporting judgment.

Consider now the tribe of Omnibus—that earnest company of mediocre and perennially adolescent minds. Unable to find the North Star for themselves, they are condemned to grope ineffectually and to peer at the guide-posts of other men forever. Direction for them is settled by the last guide-post they have seen—and will be settled again by the next. So they advance in lurches, go off at tangents, wheel round in circles, and arrive nowhere. Frequently, indeed, they are to be found on the very acre they traversed some years before—but they are not aware of this. Myopic as they are, no sense of familiarity remains with them. Everything is equally new and equally true and equally vague.

It would seem that there are minds inherently incapable of acquiring

structure. I speak relatively of course, and in reference to the higher orders of abstract ideas. Omnibus is perfectly at home in orders of the lesser sort, and can cross the Pons Asinorum or work out a standard deviation with any man. To this degree his mind is furnished and organized. It is when he debouches upon principles that he is helpless—be they principles of sociology or of education. Great issues elude him. His approach to them is necessarily the same as that of the schoolboy who arms himself against Cicero by carrying a "Key to the Classics" in his pocket. And the upshot is the same. Both Omnibus and the schoolboy regurgitate an undigested mass of literal and wholly commonplace stuff. The only difference is that the schoolboy can be birched.

There are many things to which the mind of Omnibus may be likened, but I am chiefly struck by its similarity to an esophagus terminating in an infinitely tensile sac. Ideas are greedily swallowed and descend the esophagus into the sac. Here however they merely accumulate. No digestive process occurs because there are no digestive organs. So the sac continually expands—regurgitation providing a small measure of relief from time to time.

Much as I am drawn to my esophageal simile, I realize that something better must be done before I close, something better and more dignified. With such in view, I shall bring Omnibus within the four corners of technical language and describe him as a verbalist. And this is understatement, for not only has his vocabulary outrun his experience, it has overflowed the narrow channel of his mind. The term verbalist does him less than justice. Where the ordinary practitioner manipulates words, Omnibus wields paragraphs and even chapters. Without insight and without discrimination, he seizes upon the utterances of other men and flourishes them in the face of the world. He substitutes memory for reason, word for experience, shadow for substance.

Yet we must not be too hard on him. Poor fellow, his genes have been unpropitious and have determined the modest calibre of his brain. This organ is capable only of crude connections and a slipshod integration. So being, like all men, spurred on to enhancement of the ego—our sincerest passion!—he "minds his book," memorizes it assiduously, and parrot-wise recites his lesson. Lacking ideas, the true currency of the mind, he falls back upon words, its counters. He fills his pockets with cowrie shells—and pretends he is in Africa.

Oh tribe of Omnibus—lost indeed—I would to Heaven there were some salvation for you. And for the men and women you drive mad with your solemn absurdities. Yet I know there is none. You are doomed to provide the only argument for the closing of schools and the burning of books.

#### READING THE NEWSPAPERS

I found that my 3rd and 4th grade pupils read only the "funnies" in the newspapers. In order to arouse interest in reading current events I have set aside Friday's reading period for talks on current events. Certain children are responsible for a news clipping relating to

some local happening, something concerning Social Studies, or about a certain holiday, etc. The children prepare these for oral reading and we discuss the items afterward. It is surprising to hear the items of news picked by the children and their discussions on them.

—A. B., Nanaimo.

## French Teachers and the Collapse of France\*

By SIR FREDERICK MANDEK, *General Secretary, National Union of Teachers, England*

ACTUALLY it is less than nine months, but it seems like years since that May afternoon when Mr. Thomas Henderson, General Secretary of the Educational Institute of Scotland, and I sat in the upper room overlooking the Rue de l'Université in earnest and anxious consultation with the national council of the French teachers' union.

It was early evening before the meeting broke up, and an hour or two later we foregathered for a quiet talk with two of their trusted leaders, old friends and comrades-in-arms in the service of education. We spoke of France and her future. Together we looked forward to the coming months, more appraisingly, perhaps, than surely, yet with hope somewhat rekindled by ventures planned that afternoon. We were well aware even then that French morale was shaken; indeed the object of our mission was to establish closer contact between French and British teachers, to strengthen their cultural and professional ties, and within a closer-knit solidarity to banish indifference and defeatism through a united will to victory. The promise to "play up" to the programme we had outlined had been given, after much earnest British advocacy and appeal, although not without hesitation on the French side and a stipulation that their efforts would emphasize the cultural and professional aspects rather than the winning of war.

As we sat idly watching the passers-by, we little guessed that the last normal day in the life of Paris was drawing to its close. During the night we were awakened by the pounding of artillery. The rattle of machine-guns followed as French and German planes manoeuvred overhead, and even as we listened the German advance on Paris through the Low Countries had begun.

To the onlooker, Paris revealed no outward sign of inner disturbance. One could discern no flutter of panic or fear. On the contrary a calm indifference, strangely casual in its quality, seemed to pervade the people in the cafes, the public places and the streets.

We spent the morning in the French Board of Education. Here, it seemed that business, however urgent, must proceed on unhurried lines. The Minister, his permanent officials, their henchmen and the building itself seemed to symbolise the inevitability of the continuance of things as they were. The place seemed to thrust the war a thousand leagues away, though German tanks were then clawing their way to the frontiers of the nation.

With amiable absence of enthusiasm plans were approved for bringing a party of French teachers to Britain during the summer months, and for the N.U.T. to prepare a book for use in French schools. Our proffered help was courteously acknowledged by charming people above whose horizon the sky was unflecked by a cloud as big as a man's hand.

We turned with some relief to the British Embassy, and our private talk there with the Minister was illuminating and corrective. Later in the day we met the French teachers again. Further decisions were recorded, one of which was that we should all reassemble in Paris a few weeks later. On the appointed day none of us was there—the German brokers were in!

\*Reproduced from *The Schoolmaster*, London.

My mind has since often returned to those last Paris days—to the curious fatalism of the people in the streets, the amiable unawareness of high officials, the teachers' obvious distaste for the war, and the tragic note in the parting words of their leaders. On the eve of our departure we confessed ourselves perplexed by the apathy of our French colleagues towards a war, which to us appeared a fight for the freedom of our respective countries. "The French teachers are not free," was the rejoinder; "the freedom British teachers already possess represents our wildest dreams of ultimate achievement. There is no real freedom in France to-day." We pressed them hard to tell us plainly whether they supported the war or no, and this was their reply: "When a man is thrown into a torrent he tries to swim. It is not necessary to pretend to enjoy it."

It was all very sad; but it was much more than that. Its deeper significance lay in our realisation that, closely linked to the ordinary people from whom they came, the teachers of France were a potent, perhaps the most potent, force in the formation and spread of French popular opinion. This consciousness lay heavy upon us as we climbed into our plane and turned our faces homeward.

Within six weeks France was beaten to her knees. Her beloved Paris was in the hands of the invader; a swastika flag unfurled itself above Napoleon's tomb; a plane bearing the crooked cross lounged insolently in the Place de la Concorde, where less than a year before one had thrilled to the pageant of the flower of the French Army, our own British Guardsmen at their head. Paris the gay, Paris the free, had become a city in silent bondage.

From that moment a veil seemed to fall over our French colleagues and their schools. For a long time no word came through. We dared not write to our friends—that way lay danger for them. What had become of them? What had happened to their headquarters, their organization and its leaders? What fate had overtaken the International Federation of Teachers' Associations, which two decades before had germinated in Hamilton House, had grown and bloomed, only slowly to fade as European freedom itself wilted and died? How were the children faring? What had happened to their schools? Where now were the leisurely administrators? And, lastly, how deeply did the separation of France into its occupied and unoccupied territories divide the schools and the educational life of the nation?

These were questions which leapt to wistful and troubled minds, and to many of them answers can now be given. Some months ago lines of communication were established. At first news trickled through slowly along ingeniously contrived channels; later the trickle grew into a steady if diminutive stream, until now collated information from reliable and trusted sources makes it possible to construct a fairly complete picture of the present situation.

The French teachers have fared badly and are in sore straits. Their national union, which enrolled 110,000 of the 135,000 public teachers of France, has been dissolved by the Government. Some of its leaders have been "displaced," as a disciplinary measure for being responsible for its existence. All teachers who took part in the strike demonstrations of 1938 are to be dismissed and their pension rights forfeited. This order will affect, and by this time probably has affected, between 2,000 and 3,000 teachers.

(To be Continued)

## The Sirois Report

By H. B. KING

IN the March issue of *The B.C. Teacher* is published an article by Professor Maxwell Cameron, of the University of British Columbia in which he discusses the bearing of the Sirois Report upon education. While doubtful of the alternative plan of *ad hoc* grants by the Dominion Government, he is careful to say that it is not the function of his article to plead for or against the Commission's main recommendations. He endorses the claim that, if Plan I were adopted, there would be no financial reason for any province providing educational services below the Canadian average. In his first paragraph he states that he will endeavor to justify the opinion that the recommendations of the Report satisfy the legitimate demands of education as well as might reasonably be expected.

While Dr. Cameron thus refrains from definite advocacy of the Report the effect of his argument is the same as if he had supported it. His well-merited prestige itself will have this effect.

Like Dr. Cameron, I do not plead for or against the Report. Much of it is sound, but not all of it. Teachers should study the Report in the spirit of Unit IX, Social Studies V, of the High School Program of Studies, entitled, "How to Study Social Problems". They should be especially careful in evaluating advocacy which depends upon the *argumentum ad hominem* for its effect.

First I should correct an error, probably a slip of the pen, in Dr. Cameron's article. "The Dominion Government", he writes, "is to assume all the relief of unemployables". The provinces are to be responsible for the relief of unemployables. The Dominion assumes responsibility only for the employable unemployed and this burden will fall upon the Dominion only in part, for under the system of Unemployment Insurance, now being organized, the cost of unemployment relief in insured occupations will fall largely upon the employers and the employed. The provinces will carry the heavy portion of the burden of relief.

It should by this time be generally understood that under Plan I the Dominion would take over the provincial debts, and the relief of unemployed employables. It would also take over the provincial sinking funds, the inheritance

tax and the income-tax (personal and corporation). It will cease to pay the present subsidies received by the provinces. The provinces would be left the property tax, the revenue from liquor and gasoline, licenses, the public domain, and a ten per cent rebate from the mining revenue which the Dominion will collect. Some of these sources of revenue will have to be allotted to municipalities.

If with the revenue thus provided it is possible for a province, taxing up to the Canadian average of taxation, to give educational and social services up to the "average Canadian standard" then the Dominion will give the province an Adjustment Grant to bring its services up to the Canadian average. This plan is a disguised form of an American plan known as the Mort Plan.

Will the revenue available to British Columbia under this proposal be enough to maintain our educational and social services at their present level and to pay for the other functions of local government? The Commission thinks so (Book II, p. 106), and on the basis of the 1936-1938 results and the 1939 budget calculates that on the new basis British Columbia would be left with a surplus of \$900,000, available for "expansion of education, welfare, and development services, and for reduction of taxation". In addition, it is stated that British Columbia taxpayers would save between \$4 and \$5 million dollars in income tax.

How much of this surplus of \$900,000 might be expected to go to education? The Commission (Book II, p. 107) says, "British Columbia development expenditures are some \$640,000 annually below the 1928-1931 provincial average and this enforced retrenchment has undoubtedly impaired desirable conservation measures". It is pointed out in a footnote that forest fire protection expenditure was cut from a 1930 peak of \$908,000 to a present average of \$425,000. In competition with road maintenance and construction, forest fire protection and afforestation, and with other social services, not much of \$900,000 will be available for education, certainly little for new university or new school buildings.

The Comptroller General of British Columbia, however, does not accept the arithmetical correctness of the Commission's figures for any of the years under

review, and for the year ending March 31, 1941, claims that the deficit in this province under Plan I would be \$1,413,000. How could this deficit have been made good? You can gauge for yourselves the practicability of increasing the levies upon liquor and gasoline, or of raising the timber royalties, or the probability of obtaining more actual revenue by increasing the taxes upon these commodities. It is more likely that the government grants for education (including grants to the university) and the grants for the social services would have been cut. Local school districts would then have had the choice of reducing expenditures upon education, including salaries, or of raising the taxes upon property. The owners of property would have a good cry in opposition to such increase for they could point out that our expenditure upon education was still above the "average Canadian standard" and therefore extravagant. Would there be influences powerful enough to bring such a lowering into effect? I don't know the answer to this question.

The Provincial Treasurer of the Province of Ontario has found similar inaccuracy in the Sirois arithmetic, or claims to have found it, but on a larger scale. Of course, the Commission's arithmeticians, the Ontario Provincial Treasurer and the Comptroller General of British Columbia may all alike be floundering in their separate errors. I take no side, but advance the academic proposition that teachers apply what they know of the methods of studying social problems and that they, so far as they can, verify the data and scrutinize the assumptions in the Commission's presentations. If, however, the Provincial Treasurer of Ontario and the Comptroller General of British Columbia are correct in their figures, the optimism expressed by the Commission in the last paragraph of the first column of page 85 of Book II will be shaken! There will be a tendency for the Adjustment Grant (in the less prosperous provinces) to increase, for two reasons: the prosperous provinces will tend to expand their social services and so raise the national average; the provincial and municipal taxation in the prosperous provinces will become a decreasing proportion of the income of their people and a lower Canadian Standard will thus be set as regards weight of taxation. But if the prosperous provinces will have deficits, as is claimed, the "national average" of education will be lowered

and the adjustment grants will be decreased, and the beautiful symmetry of the plan will be distorted. I suggest that more thinking should be given to the arithmetic of the Report than has been given to it. Throughout the Report one reads constantly of the national, or the provincial, average standard of education, or of welfare or Social Services. There is a convenient ambiguity in the Commission's use of this term and I was disappointed that Dr. Cameron, who I know is familiar with Fawcett's *The Nature of Proof*, did not draw attention to it. Sometimes "average standard" is used in a statistical sense, meaning the *per capita* cost of education, or of welfare, nationally or provincially. Sometimes the term is used in a qualitative sense. In any case the Commission attaches great importance to its averages and announces with some pride that in these they have a scientific yard stick for evaluating the services we are discussing. As students, then, of social problems and of statistics we must examine these averages. I have made such an examination and it has left me feeling rather sad. I am afraid that the Commission's statistician is shaky in his statistics.

In the first place he averaged non-homogeneous data, a fundamental error, which I shall not discuss further. Furthermore he used the arithmetical mean to obtain his average because, as enquiry has revealed, he couldn't use the mode, or the median, or the geometric or harmonic means. He assumed therefore that it necessarily followed that he could use the arithmetical mean, and this did not logically follow, for the data may not be capable of being averaged at all.

Now an average, by definition, is a measure of central tendency. If there is no central tendency, there can be no measure of what doesn't exist—no mode, no true medium, no true arithmetical mean. It is true that you can find the *per capita* cost of anything if you know the total cost and the number of cases, but this isn't necessarily a measure of central tendency. Now examine the *per capita* costs for the different provinces given in Table 81 of Book I, (quoted by Dr. Cameron), graph them, and ask if there is any discernible central tendency for the Dominion as a whole. The most that you can say is that the figure you get suggests a bimodal distribution, and this itself should make one cautious about assuming that there is a central tendency

and therefore an obtainable average. If there is a "national average standard" of education expressible in quantitative terms it is so thoroughly concealed in the data that it is impossible for anyone to discover it. The Commission's arithmetical mean (per capita cost) is an arithmetical mean in one sense only: if multiplied by the population of the country it gives the original sum with which we started.

Thus the Commission's national average has no scientific foundation, and with it goes all the rational basis of the Adjustment Grants. In spite of the very great value of the Report as a whole, these intellectual errors make it necessary that a large part of the Commission's work be done over again. That this is so is regrettable, for in The Dominion Bureau of Statistics there are eminent authorities who, if they had been consulted, could have saved the Commission from these elementary errors.

In this discussion of the "national average" I have omitted one startling fact not mentioned in the Report but a fact which has been ascertained: the cost of education in Quebec and the population of Quebec were not counted in determining the "national average"! Interpret this how you will. The reason

given is that the Commission didn't know the real cost of education and of the Social Services in Quebec. This lack of knowledge, however did not keep the Commission from assuming that "the contributions of religious institutions and the fees paid by pupils and other beneficiaries have brought education and welfare expenditure in Quebec up to the national average" and to the further conviction that "it would be absurd to suggest that the educational and welfare services in Quebec are inferior to those in the other provinces to the extent to which the expenditure of public funds in Quebec falls below the *per capita* expenditure in other provinces". This is a touching act of faith undisturbed by the fact that the rate of infant mortality in Quebec is known and that the recent survey of the Protestant schools of Quebec by Major Hepburn of Scotland and Dr. Putman of Ottawa throws light upon Protestant education in Quebec. But at least we know now in qualitative terms what the Commission means by a "national standard of education". It is the standard of education found in the school of Quebec. It is comforting to know that British Columbia is guaranteed this standard of education.



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## The Question Box

*Correspondence intended for this Department should be addressed to  
MR. D. G. MORRISON, Port Coquitlam, B. C.*

SEVERAL interesting questions have come in this month. Of these, two at least require some special comment. The Quesnel and District Local Association has raised the question of time table allotments for a two-room high school (Grades IX-XII), showing the greatest possible economy in the teaching load of how the subjects are divided between the two teachers. You may recall that a similar question was asked some months ago regarding a time table for an ungraded elementary school of eight grades, without radio. Mr. William Brand manfully tackled that problem and his solution has been sent to numerous schools throughout the province. Miss Manning and Mr. Lord of the Provincial Normal School also gave very valuable assistance. A solution to the problem of a time table for a small high school would certainly be one of the most welcome contributions this column could make to the teachers of the province. If you have found such a solution, please send it in. If you are willing to tackle the problem, please let us know at once. (Equipment in a rural high school is about one-fifth of the so-called "essentials"; correspondence courses may be used for options.)

The second question is one of remedial reading. This subject will be discussed at the Easter Convention, so Miss Baxter's plan for remedial work in a small school is very timely and merits careful consideration.

"The Question Box" this month is largely the work of the Nanaimo District teachers, whose modesty is seen in the fact that they have signed their articles with initials only. As we cannot thank initials, the expression of gratitude this month is in the form of a "blank cheque."

### REMEDIAL READING IN A SMALL SCHOOL

A one-roomed school is an ideal place for successful remedial work. A wide variety of reading materials from primer to Grade VIII is assembled in one room. A close contact between pupil and teacher is maintained. In a larger school where the platoon system is used this latter factor is not always present to a required degree, and the former factor, the need for adequate variety in reading materials, is not always easily met.

The first step in treating a remedial case is to gain the child's confidence and build up his faith in himself. Very often the pupil has failed so often that he despairs of success. Sympathetic understanding of his difficulties and promises of help will gradually restore his self-respect. But, of course, the main action is to find his reading level.

A standard reading test which measures as many reading abilities as possible should be used. This enables the teacher definitely to locate the trouble. If no tests are available at once, try the child with several readers of varying difficulty until one is found which he can read with ease. If he is completely a non-reader, get his mental age level. Although old chronologically, he may not yet have reached a reading-readiness age of six years six months. One pupil was twelve before he learned to read. In this case the teacher began right at the beginning of the reading process. Progress was slow at first, but patience, praise, and perseverance won through to success. Don't forget the praise. Give plenty of encouragement. The child needs it.

Having located the pupil's reading level, give as much easy material as possible. Let every lesson be partly a reading lesson. Stories clipped from newspapers which contain a children's page may be pasted on cardboard and kept in a file (made from a packing box). Each card should be numbered so that the pupil may keep a record of what he has read. A library obtained from the Library Commission at Victoria will do much to raise the reading level of your school. Always be on the alert to add to the reading material in your classroom.

In a one-roomed school, where seat work is so necessary, excellent work books may be used to develop the child's comprehension. A list of such work books is given at the end of the article. The two chief sources of difficulty in remedial reading is failure to comprehend what is read, and failure to attack new words correctly. The work books should take care of the former, while the second can be met by careful teaching of phonics. Winston publishes helpful work books based on phonetic needs for the lower grades. A chapter in *Improving Your Reading* by Wilkinson and Brown, published by Noble and

Noble, New York, gives good suggestions suitable for the older pupils.

A *Remedial Teaching Bulletin* is being issued at irregular intervals by Coordinated Studies in Education, Northwest Division, University of Washington. These cannot be too highly recommended. They contain suggestions on the most practical and most up-to-date methods for use with remedial reading classes.

#### WORK BOOKS

*Practice Exercises in Reading* have booklets for each grade level in four types.

Type A—Reading to appreciate the general significance of a selection.

Type B—Reading to predict the outcome of given events.

Type C—Reading to understand precise directions.

Type D—Reading to note details.

Published by Bureau of Publications, Teachers College, Columbia University, New York.

*Study Type of Reading Exercises*, by Ruth Strang. Published by Bureau of Publications, Teachers College, Columbia University, New York. (These are for High Schools.)

*Ventures*, Book 1.

*Rewards*, Book 2, by Herzberg, Paine, Works, published by Houghton Mifflin. These contain fine illustrations with explanatory material, ideally suited to those students who prefer the illustrated magazine.

*Basal Activity Series*, by Lewis and Roland, Books 1-8, published by Winston, is of value because the material in each book is analysed as to type and the ability for which a piece gives practice is stated.

*Developmental Reading Series for Improving Reading Habits*, by Simpson and Gilmer, published by Education Test Bureau, Educational Publishers Inc., Philadelphia, Book 2, consists of 67 pages of paper covered reader and a 54-page work book. Suitable for Grades 5 to 8. There is very likely a Book 1 for the lower grades.

*Flying the Printwings*, by Hovious, published by Heath, is wellknown in High Schools.

Books on remedial reading may be borrowed from the Open Shelf Library at Victoria, but every progressive teacher should own at least one authoritative book on Remedial Reading technique. Stone in his *Better Advanced Reading*,

published by Winston, recommends *The Nelson Silent Reading Test* because it may be used many times and "yields a reliable measure of general level comprehension." This is mentioned because in small schools funds for expensive tests are not always forthcoming.

—Miss EDNA L. BAXTER, Nanaimo.

#### IS YOUR LUNCHEON ROOM ATTRACTIVE?

(Editor's Note: If you are not going to read this suggestion because you have no lunch room, please wait a minute. Maybe you have only a one or two room school, with few conveniences. Maybe most of the room is full of desks and benches. Nevertheless you have many pupils who take lunches, and possibly these pupils leave greasy crumbs on the desk and floor. Can't you arrange to take the books off that table you use for experiments and study, and find space to put a bench beside it? Can't you form a student lunch committee to assist you? If you can't then skip the following. If you can, you have a miniature lunch room and will find this article very helpful.—D.G.M.)

Make the room as attractive as possible. Cover the tables with cream or white oilcloth. Put bright paper curtains to the windows. Many of the stationery stores have figured crepe paper with autumn leaves, Halloween, Christmas, Valentine and Easter designs as well as flowers and butterflies, all suggesting the changing seasons. While fresh flowers are plentiful, ask for donations for the tables. Even the boys will be glad to donate, though they may not be willing to carry them to school. When the supply of fresh flowers fails, have one of the school clubs make paper flowers, suitable to the season—poppies for Armistice, poinsettias for Christmas, and so on. Just now paper tulips are in full bloom on our tables.

Radio programmes or phonograph records would delight the small listeners.

To make the lunch hour really enjoyable, serve piping hot cocoa. This may be supplied at 2c per cup, and often the P.T.A. or some other local group will gladly assist in the service.

A teacher who gently corrects outstanding breaches of table etiquette can greatly improve the social atmosphere of the lunch room.

—A. K., Nanaimo.

## What We Are Reading

Books for review and correspondence bearing upon book reviews should be addressed to MISS EVELYN TUFTS, 1379 West Fifteenth Ave., Vancouver.

### FOR TEACHERS OF THE SOCIAL STUDIES

**A** *N Atlas of World Review*, Clifford H. MacFadden; foreword by Robert Burnett Hall; Thos. T. Crowell Co.; New York; 1940; price \$2.25.

This is an informative atlas of 160 maps composed somewhat after the style of the well-known Horrabin atlases of current events. Unlike orthodox atlases, its maps include only those details essential to illustrate the particular theme of the map. Thus the maps serve the reader by clarifying their subjects rather than by being encyclopaedic in scope. Opposite each map the author, a professor of geography in the University of Michigan, has included a well-written commentary.

The atlas has kept pace with world events as up to August, 1940, illustrating such recent developments as the acquisition by the United States of British naval and air bases, the territorial changes in Central Europe from 1938 to 1940, France in defeat, Soviet imperialism, and the Sino-Japanese "incident". Many of the maps are arranged to show progressive developments, as for example, excellent maps of United States westward expansion, Germany's territorial changes from 1914 to 1940, and of the growth of the Japanese Empire in the last ten centuries.

Quite a good map of Canada is included illustrating industrial, agricultural, timber and mining development. Political growth is indicated by the dates when each province joined the Dominion. Of course, a British Columbian would notice the omission of gold symbols from our Cariboo, Bridge River and Zeballos areas. Canada's population, given in the commentary as 10,000,000 is 1,000,000 short of the most recent figure.

Teachers of Social Studies from Grade IX up should find this atlas an invaluable aid as well as a useful guide in interpreting current events.—F. H. JOHNSON.

### A GOOD STORY

**M**Y *Name Is Aram* by William Saroyan, (illustrated by Don Freeman; published by Harcourt, Brace & Co.; \$3.00).

This book contains 14 separate episodes in the life of Aram, some of which, such as "The Pomegranate Tree", "The

Fifty-yard Dash", "The Presbyterian Choir-Singers", and others, have appeared in *The Atlantic Monthly*, *Harp-er's*, *Collier's*, and other magazines.

Aram is an Armenian lad, living at Fresno, California, who has many peculiar adventures, told with a quiet enchanting humor.

This book was the choice of the "Book of the Month Club", and no one should miss reading this delightful story of the boyhood memories of William Saroyan. It does nothing spectacular, has no plot, and settles no world problems, but it does present a satisfying and humorous picture of boyhood in America, and it leaves the reader happier and with renewed faith in mankind.

### WATCH FOR THIS COLLECTION

**A** LITTLE book that has recently sold millions in England I have just had the pleasure and gratification of "pre-viewing" and using in my John Oliver High School classes. It is Daphne Du Maurier's new collection of timely true short stories, called *Come H'ind, Come H'ether*. It has now been released in Canada, and I am certain teachers will welcome such stories as "The Admiralty Regrets", "George and Jimmy", and "London, 1940" for use in their classes today, at a time when Canadian morale must arm itself strongly for the emergencies of the future.

My students have been greatly interested in first-hand reports of how Britain "is taking it". May I quote a paragraph of appreciation written by a Grade XI boy, in recommending the book to all teachers? He writes:

"Miss Du Maurier, like a lot of others of her ability, has turned her talents to war work. In these times, no matter where we live, we cannot ignore the fact that a war is on, in which we are all involved.

"Miss Du Maurier's aptitude for writing true short stories is excellently shown in this little book. She restrains an emotional quality, seen in some of her pre-war novels, yet she keeps her characters heart-warming. She also gives the feelings of the civilian population, as well as of the forces. In the last war, many authors were inclined to forget about the strain on the civilians, as far as I know, but Miss DuMaurier treats

specially of this, with these true stories as proof. These stories bring out the unconquerable British morale, and the secret behind it".

Can I give this little collection, so simply and delightfully written, and so very valuable to every true Britisher today, a better recommendation?

—J. BEATTIE MACLEAN.

#### STANDARDIZED TESTS

**T**HE 1940 *Mental Measurements Yearbook*, by O. K. Buros, Highland Park, New Jersey: pp. 674; \$6.00.

This year, those who have been subscribing to the Mental Measurement Series will feel as if they had ordered a Pocket Oxford Dictionary and had been forwarded Webster's Unabridged. The volume is three times as thick and six times as heavy, much larger print and heavier paper having been used.

The tests listed do not seem to be more numerous, but an effort has been made to present all possible information on each one, usually by means of several reviews from various critics. In many cases these might have been combined, particularly when factual information about the contents, time, reliability, or methods of standardization are concerned. Most of the reviews, however, seem to be very honestly delivered. If a test is full of defects, the reviewers say so, and the numerous pages of this book are not cluttered up with what sometimes amount to mere advertisements. By reading the yearbook a purchaser should be able to form a very good opinion of any tests he may be thinking of buying or using.

The heading for each test contains the name of the test, the grades to be tested, the date of publication the number of forms which are available the authors, the time, and the price. Consequently, it is not necessary to consult a dozen catalogues before you select a test which you believe will suit your requirements, and much of the guesswork commonly associated with the selection of tests has been removed. Nevertheless you still must use your own judgment to a certain extent; the editor has made no move toward ranking, contrasting or evaluating tests which are classified under the same heading.

The preface contains a welcome announcement. Monographs on tests in single subjects, containing descriptions

and reviews of tests, are soon to be published. The first monograph will deal with English and Reading, and will appear in about a year's time.

Although the section on research and statistical books has been omitted from the 1940 Yearbook, the section "Books and Reviews" will be more interesting to the research worker or professor of education than to the classroom teacher. The indices of titles and names have been made more convenient for reference, and the number of reviewers has increased to two hundred and fifty.

Canadians will be pleased to observe that some sixteen or more reviewers now are Canadian or British, and that many reviews of British tests are included. The U.B.C. staff will notice with regret that Dr. David H. Russell, one of the reviewers, is still listed as an assistant professor of the University of Saskatchewan.

—C. B. C.

#### NEW CURRICULUM STUDY GUIDES

**A** *Social Studies Study Guide for Teachers*, a publication of the Curriculum Laboratory of the University of Oregon, is now available in mimeographed form and may be secured from the University of Oregon Cooperative Store (Eugene) for 40c. This study guide includes a discussion of philosophy, current practices, and specific procedures for developing a 12-year program. Similar study guides in the fields of *Language Arts* (35c), *Science* (25c), and *Mathematics* (25c), are likewise available at the same address.

Another publication, *Units of Work*, (35c), is designed for the use of teachers, supervisors and administrators and includes source reading and references on selecting, developing, teaching and evaluating units of work. A further publication, designed especially for teachers who need help in planning and developing curriculum units, is entitled *Planning and Teaching Curriculum Units* (25c). This guide discusses the philosophy of unit teaching and gives specific suggestions on activities, materials, etc. A complete list of "Curriculum Bulletins" may be obtained at the University Cooperative Store, Eugene, Oregon.

(Reviews crowded out of this April issue by Convention material will appear in our May number.—Ed.)

## Correspondence

### SABBATICAL LEAVE

A CORRESPONDENT writes to the Editor, in his capacity as chairman of the Federation Committee on Sabbatical Leave (discharged November 21, 1939), asking what became of the Committee's proposals. As there seems to be considerable confusion about the matter, it seems wise to reply by reproducing a copy of a letter which was sent to the proper local authorities in each of the three largest cities of the province a year ago last January over the signatures of Norman F. Black and A. T. Alsbury, appointed by the Consultative Committee to draft and issue this communication setting forth the recommendations of the Consultative Committee relative to such action as seemed immediately practicable in the matter of Sabbatical Leave.

January 24th, 1940.

Dear Colleague:

This letter is written in pursuance of a resolution of the Consultative Committee instructing the undersigned to communicate with selected district councils relative to the Federation's policies in the matter of Sabbatical Leave.

It will be recalled that, after long negotiations and comprehensive study of the experience of numerous states and cities that have instituted systems of sabbatical leave, a committee of this Federation submitted a report which was published in *The B. C. Teacher* of April last. The committee responsible for that important document consisted of a representative of the Executive Committee of B. C. T. F. (who served as organizer and convenor) and members appointed, on nomination by the proper authorities, as representing B. C. Secondary School Teachers' Association, B. C. Elementary School Teachers' Association, B. C. Principals' Association, B. C. Parent-Teacher Federation, B. C. Trustees' Association, and the Department of Education itself.

It is significant that the report submitted by this exceedingly representative committee had the approval of all its members. The report was formally received by the Federation in Annual Meeting assembled and was referred to the Executive Committee, which adopted it.

Since then the report has been scrutinized by the Federation solicitor, who has reported back as to changes that will

have to be introduced into our school law if provision for sabbatical leave is to be mandatory. However, in the opinion of the Executive Committee, it will be wise to explore the possibilities of progress by negotiation with school boards before asking for additional legislation.

You will have noted that if the financial basis of sabbatical leave is payment, to the teacher-on-leave, of a sum equal to the difference between what would otherwise have been the salary of that member of the teaching staff and the salary payable to the teacher added to the staff as result of the leave-of-absence so extended, it really costs the ratepayer nothing.

In those parts of the province where the principle of salary scales and stated annual increments extending over a considerable term of years is supported by the school board and local public opinion, the institution of a scheme providing for sabbatical leave should present no serious difficulties and the Federation urges the local councils and associations to consider the wisdom of opening negotiations forthwith. It is for these progressive and fortunate communities to lead the way. While few in number, they employ substantially half of the members of the Federation; and if sabbatical leave becomes established and familiar in these centres, the hands of the Federation will be greatly strengthened when the time comes to ask for legislation that will extend the same privileges to teachers in all parts of the province.

The recommendation of the B. C. T. F. Committee on Sabbatical Leave differed from those of any other committee of whose report we are aware, in that provision was suggested under which, at surprisingly low annual cost to the central educational authorities, sabbatical leave could be made available to rural teachers on terms substantially identical with those which experience has justified in the case of urban teachers.

Accordingly, the Executive Committee recommends that your Council give this important matter the attention it deserves.

There would seem to be no insuperable reason why a rather considerable number of B. C. teachers whose period of service is of adequate length should not be enabled, in the school year 1940-1941, to take time off for extended study or travel with tenure protected and receipt of at

APRIL, 1941

least a substantial proportion of their regular salary assured.

Please advise us as to the reaction of your Council to these suggestions.

Faternally yours,

NORMAN F. BLACK.

A. T. ALSBURY.

(Mr. Norris Harwood, Secretary Greater Victoria Teachers' Association, replied under date of June 6th, 1940, as follows:

"In reply to your letter regarding Sabbatical Leave I have been instructed by G. V. T. A. to say that at the present time we are not able to obtain any interest or even information from any of the school boards in this area. When the present international situation is cleared up we hope to attack the business with enthusiasm."

The President of Vancouver Teachers' Council interviewed me regarding possible procedures and invited me to co-operate with a committee that was first to consult Trustee Blackwood, who had been one of the representatives appointed to the Committee on Sabbatical Leave by British Columbia Trustees' Association. The invitation was accepted but, so far as I am aware, nothing more was done in this matter.

From New Westminster it appears from my files that no acknowledgement was received.—N. F. B.)

#### A TRIBUTE TO MR. JUDGE.

172 King's Road, W.,

North Vancouver,

March 13, 1941.

To the Editor of *The B. C. Teacher*:

As one much interested in the improvement of teaching of art, both in those schools in which good work is already being done and in those others where the work accomplished is not so good, I have welcomed heartily the recent essays by Mr. C. Dudley Gaitskell entitled "Art and the Universities" and "Art and the Normal Schools."

I feel that my experience and training have given me some little insight into the art courses prescribed for our elementary schools, junior high school classes and high school grades. Mr. Gaitskell's analysis of the situation was overdue, and betrays much investigation and reflection while at the same time leaving room for and encouraging further enquiry. He asks "What other machinery have we in this province to promote an efficient system of art instruction?" Other, of course, than those channels so sym-



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TORONTO

thetically and understandingly described in the essays referred to.

May I mention one other source of valuable help and inspiration, not alluded to by Mr. Gaitskell? I refer to Mr. S. P. Judge, Supervisor of Art in Vancouver schools. I am thinking not only of his supervisory work but of his services in conducting regular classes in Art in the School Board Offices after school hours for many years, giving lectures, demonstrations and extensive notes to teachers. I can testify to the appreciation of the teachers who took these lectures and, though I do not know Mr. Judge personally, I think it only fair to call attention to his efficient and untiring efforts for the encouragement and assistance of teachers of art.

Sometimes in the past arduous pioneer work in certain subjects has been overlooked or not understood and good ground work has been rather ruthlessly ignored.

Every possible assistance should be given to those teachers who wish to better the teaching of art, a most important branch of our educational system

but one still very commonly unappreciated and misunderstood.

IDA F. MacKAY

#### WHAT ABOUT HOME ECONOMICS?

1666 68th Avenue West,  
Vancouver, B. C.,  
March 15, 1947.

Editor, *The B. C. Teacher*:

In rural districts girls show keen interest in Home Economics — most of them registering for the maximum number of periods in the subject. With many, it is first choice when the problem of career planning presents itself. Then, naturally, the first question is, "What must one do in order to become a Home Economics Teacher, Dietitian, or Foods Executor?"

Usually the inquirer receives with keen disappointment the information that training along these lines is not given nearer than Edmonton or Seattle. If she is youthful, we try to soften the blow by saying that there is prospect of the work being established in our own university and, perhaps by the time she matricu-

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lates, she may be able to take it here. *May she?* I am afraid that several whom we have thus comforted have matriculated to find it is still merely a prospect. Are we justified in holding out this hope, or might we better try to direct enthusiasms into the fields of grade teaching and nursing?

Correlated with our already established Department of Agriculture, a home economics set-up unique among Canadian Universities and quite invaluable to the young people of the Province could be achieved.

J. A. WEBB.

#### STUDENTS IN NEED

Vancouver, B. C.

March 12, 1941.

Editor, *The B. C. Teacher*:

May I, through you, bring to the attention of our British Columbia teachers and students a matter of great importance concerning the plight of some fellow students in other parts of the world?

Throughout Europe and Asia people are everywhere in need of food and clothing. Many, too, are refugees without shelter. But this appeal is on behalf of a particular group and for a specific pur-



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pose. Students who have been turned from their colleges and universities will have no opportunity of completing their courses unless we help them.

The International Student Service, with headquarters in Geneva, is the channel through which we can help. It reaches out as far as its funds will allow. Four internecine universities are being set up in Switzerland. Students scattered throughout Europe, in camps, in prison, etc., are being sent correspondence courses and books. 100 of 108 universities in China have been occupied or destroyed, but about 80 per cent of the student population has been salvaged to carry on in temporary quarters. The overcrowding is very acute. Food is scarce. It is only with great courage that students are able to persevere.

Those of us who have had the advantage of an education, those of us who have the security of home and work will want to help these students who are struggling against fearful handicaps. Will you help pay back the debt you owe to society for your education, by helping them?

Contributions may be sent to the I. S. S. Committee, c/o Miss M. L. Bollert, U. B. C., Vancouver. MILDRED OSTERHOUT.

#### DRAMA

MR. L. Bullock Webster asks *The B. C. Teacher* to announce that by the courtesy of Mr. W. C. Watmough and the Convention Committee, there will be the following Drama Meetings this year:

At 4 p.m., Tuesday, April 15th, Hotel Vancouver. Meeting of teachers interested in School Drama. Round Table Discussion. Chairman: The Director of School and Community Drama.

At 7 p.m., Tuesday, April 15th, Hotel Vancouver. Meeting of School Dramatics Advisory Committee. Chairman: Mr. R. C. Harris; Secretary: Mr. Roth Gordon.

#### AN OPPORTUNITY FOR SERVICE

THE many teachers who have volunteered to assist in the war effort might like to know that scattered throughout the province there is a considerable number of R.C.A.F. aircrew recruits who have registered for Canadian Legion Educational Services Correspondence Courses while awaiting call to train as pilots and observers or navigators.



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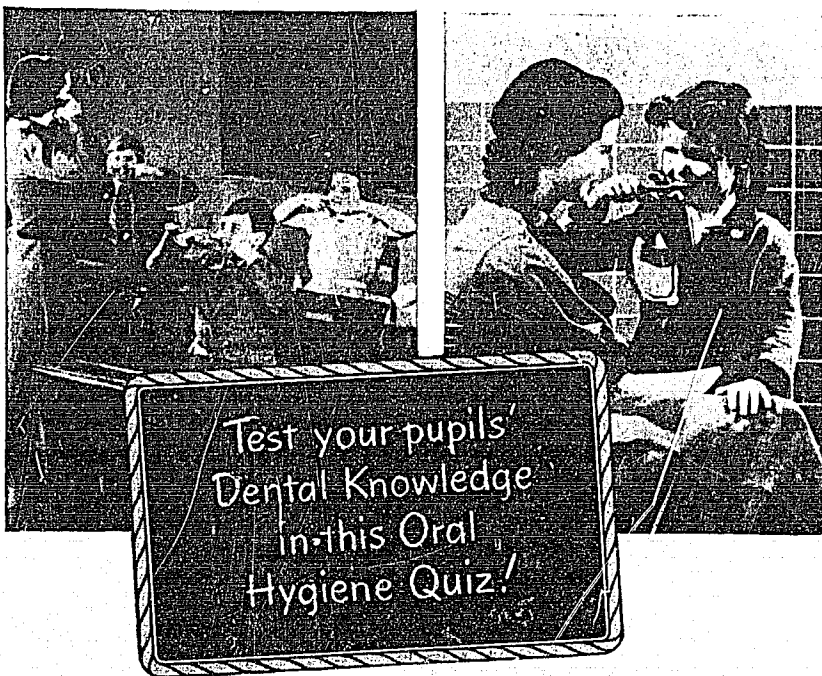
ART—Mr. André Biéler.

MUSIC and GLEE CLUB—Dr. F. L. Harrison, Director of Music

PLAY PRODUCTION—Dr. William Angus — Non-credit course.

ORAL FRENCH—Mme. McConnell — Non credit course.

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*Answer:* The soft foods in juvenile diets *taste* delicious and are nourishing, but they are often woefully lacking in the roughage needed to *exercise the gums*. Gums which lack exercise often grow

tender . . . “pink tooth brush” may appear. The Ipana technique of regular gum massage helps guard against this threat!

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*Answer:* They can—and thousands do . . . simply by demonstrating to their parents their homework in daily gum massage. Classroom drills, coupled with the advice of many modern dentists, are bringing to more and more homes the healthful dental routine of Ipana and massage.

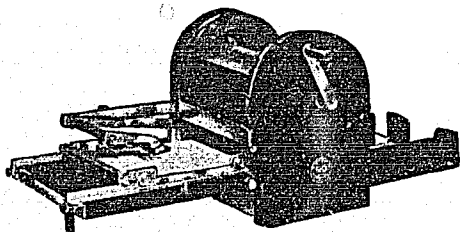


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