

OFFICIAL ORGAN OF THE BRITISH  
COLUMBIA TEACHERS' FEDERATION

THE

VOLUME XXVI

NUMBER 1

# B.C. TEACHER

SEPTEMBER - OCTOBER, 1946

CANADIAN EDUCATION WEEK

NOVEMBER 3rd to  
NOVEMBER 9th, 1946

GENERAL THEME:

"EDUCATION FOR THE ATOMIC AGE"

VANCOUVER, BRITISH COLUMBIA

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VANCOUVER, B. C.

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# THE B. C. TEACHER

VOL. XXVI, No. 1.

SEPTEMBER-OCTOBER, 1946.

VANCOUVER, B. C.

## CANADIAN EDUCATION WEEK

NOVEMBER 3RD TO 9TH, 1946

**E** DUCATION can be built into the machinery for peace. This is the fundamental message that Education Week enables the teaching profession to get across to the general public this year. And a very timely and worthwhile message it is too, in this confused post-war period when the prevalence of mass hysteria and loose thinking everywhere endangers world security.

Educationists owe it to the young people who are in their charge to do what they can to safeguard the future. The strengthening of home life, the developing of better communities, the promoting of health and safety through education are contributions that can react only to the welfare of the nation, no matter upon what path world events may lead us. Let us appeal for public cooperation and support to the end that these objectives will be realized. Education Week provides the opportunity.

So when Education Week Committees throughout Canada plan their programmes this year, let there be public meetings called, at which speakers will put forward education's point of view on these important matters. Let there be newspaper articles and editorials, and radio broadcasts developing these themes, and let there be free public discussion as to ways and means by which teachers and parents and school boards, and Department of Education authorities, can work together to enable education to play a really effective role in human development.

On a narrower, but no less important, plane, every teacher who does efficient classroom work is a good public relations agent for education. But this work must be shown to be appreciated, so let the established Education Week practice of inviting the public to attend Open Day sessions be observed in every classroom of the land this year. Education, like every other public service, must be "sold" before public support is forthcoming ungrudgingly and unstintedly. Let's conduct a really solid "selling" programme this year.

### LIST OF EDUCATION WEEK TOPICS

Sunday, November 3rd—Practising Brotherhood.

Monday, November 4th—Building World Security.

Tuesday, November 5th—Strengthening Home Life.

Wednesday, November 6th—Developing Better Communities.


Thursday, November 7th—Promoting Health and Safety.

Friday, November 8th—Facing New Tasks.

Saturday, November 9th—Working in Education.

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*Notes for this department of "The B.C. Teacher" should be sent to  
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### President's Message

IT has always been my belief that an organization should have for each year a limited number of primary objectives, it being all too easy to diffuse energy in all directions, and awake from a whirl of activity to assess the gains of the year, only to find they have shrunk to a very small measure indeed. To attempt too much is usually to achieve too little.



Accordingly, I hope the Federation will adopt the following primary objectives, one or all of which should be within our reach:

FIRST: That the B.C.T.F. minimum salary schedule be established this year as the minimum scale in force throughout the entire province. The acceptance of our scale is becoming quite general. In the past, school boards readily admitted that higher salaries were fair and reasonable, if the funds were available. Now the implementation of the Cameron Report has provided the funds, the number of boards which without undue debate have accepted

the B.C.T.F. schedule, or improved upon it, is indeed most encouraging, and circumstances would indicate that the teachers of any areas are remiss indeed if they should, short of arbitration, let this autumn pass without agreement being reached on a scale at least equivalent to that of the B.C.T.F. However the teacher as an individual feels, I believe we must recognize that the question of salaries must continue to be a pressing problem until such time as teaching in relation to occupations requiring equivalent training, can compete on an equivalent economic basis. We have made gains, but so have those engaged in other fields, and competitively speaking, the remuneration for the teacher is still such that "to attract the best" is still a distant goal.

SECOND: That this year will see a report to the teachers on pensions, intelligible not to an actuary only, but also to a layman. Such a report is essential if our Pension Committee is to draft amendments embodying the principles approved by the teachers in Convention. Further, steps must be taken on behalf of our retired teachers, to increase the totally inadequate service allowances now being paid, and to establish the principle that the minimum service pension shall be paid after thirty years service, and that such pension shall be at least fifty dollars.

THIRD: That all teachers in the province shall be members of the Feder-

ation this year. Surely the time is past, when a very small minority of teachers in this province should continue to share the benefits without the burden. It does seem regrettable that the teachers of British Columbia, a province often thought of as leading in the field of employee legislation, should be behind seven other provinces in this respect—particularly when the year past has seen a supreme court judge of Ontario, sitting as arbitrator in a dispute concerning this principle, state, in effect, that to share the benefits makes the sharing of the burden obligatory, and rule that all must at least pay the fees of the organization representing the employees in that industry. It would indeed be unfortunate if teachers had perforce to come to the conclusion that this point had to be won, not on its merits, but by the militancy of its presentation.

FOURTH: That the mere fact of being a teacher shall not deprive a citizen of certain rights accorded to all others in respect to holding public office. At the recent Convention of the C.N.E.A. held at Edmonton, August 20th—25th, a resolution to this effect, advanced by the B.C.T.F. delegates, was adopted. Surely official recognition of this principle, approved by an association described as representing several hundred leading educationalists, including superintendents, administrators, and inspectors of schools, representatives of the Departments of Education, representatives of Provincial and National Educational Associations, and accepted by many provincial governments, can not continue to be withheld in respect to British Columbia teachers.

Finally, I know that this year, as in the past, we will not be concerned with our specific problems to a point where we fail to aid and support our fraternal organizations and seek to further the interests of the public generally in the field of education.

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- Breath For Warmth**  
It's best to wear a scarf or a hat and a jacket when you go out in the cold.
- Stay Out of Drafts**  
Remember to close the door when you go out and to keep the windows closed when you are in the room.
- Get Proper Food**  
Remember to eat a balanced diet of fruits, vegetables, and grains. This will help you stay healthy.
- Drink Plenty of Water**  
Remember to drink plenty of water every day. This will help you stay hydrated.
- At the First Sign of a Cold**  
Remember to tell your teacher if you have a cold. This will help them take the necessary steps to prevent the spread of the cold.
- If Your Cold Gets Worse, See Your Doctor**  
Remember to see your doctor if your cold gets worse. This will help you get the necessary treatment.

Here is a way for you to help check the spread of colds in your class room! Just fill in the coupon below and we will send you without charge an "Honour Roll Health Pledge" for each pupil in your class. These "Health Pledges" have been especially prepared to encourage children to improve daily health habits and thus decrease the spread of colds and improve attendance records. Fully approved by medical and educational authorities.

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City ..... Prov. ....

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## British Columbia Teachers' Federation Code of Ethics

**T**HIS Code is intended to serve as a guide to individual teachers and to organized groups of teachers to assist them in maintaining a high standard of professional behaviour. Nothing in this code is to be interpreted as denying to the teacher those rights and freedoms which properly belong to him as an individual.

### Teacher and Pupil

1. The teacher should assume responsibility for the safety and welfare of his pupils, especially under conditions of emergency.
2. The teacher should at all times avoid subjecting his pupils to physical or mental cruelty. He should be very judicious in all his dealings with his pupils.
3. The teacher should avoid giving offence to the religious beliefs and moral scruples of his pupils or of their parents.
4. The teacher should be as objective as possible in dealing with controversial matters arising out of the curriculum subjects, whether scientific or political, religious or racial.

### Teacher and Teacher

5. It shall be unethical for a teacher, in the presence of pupils, teachers, principals, or other persons, to make derogatory remarks that might harm a fellow-teacher professionally.
6. It shall be unethical for a teacher to accept the position of another teacher who has been unjustly dismissed, or to fill a vacancy arising out of an unsettled dispute between a teacher or teachers and local authorities.

### Teacher and Internal Administration

7. The teacher should observe a reasonable and proper loyalty to the internal administration of his school.
8. The principal should deserve the respect and loyalty of his staff by fair and just dealing. It shall be unethical for him to make an unfavorable written or oral report on a teacher's efficiency without first discussing the matter with the teacher concerned.

### Teacher and External Administration

9. It shall be unethical for a teacher to disregard a contract with a school board.
10. It shall be unethical for a teacher, as an individual, to have any negotiations or conversations with his school board or any member thereof which might be prejudicial to his fellow teachers.

### Teacher and Teacher Organizations

11. (a) It shall be unethical for a member or members of a local association to take unauthorized individual action, whether with the Federation, the School Board, the Department, or the Government, in matters that should properly be dealt with by the Association.
- (b) It shall be unethical for any member or Local Association to take unauthorized individual action on any specific matter where the assistance of the Federation has been sought or obtained.
12. It shall be unethical for a teacher to make damaging charges against a local, the Federation, or their officers by public utterance, or through such agencies as circulars, newspapers, and the radio.
13. A local or Provincial association, though free to make criticism within the Federation, should not take independent action on matters requiring the authorization of the parent body.

### Teacher and Profession

14. The teacher should regard it as a professional obligation:
  - (a) to maintain a critical interest in current trends in education, and especially in his own subjects;
  - (b) to participate actively in his professional organizations.
15. The teacher should not follow any but proper and recognized channels in seeking promotion or self-advancement.

### Teacher and Community

16. (a) The teacher plays an important role in the life of the community. Through him the true principles of democracy should be fostered. It is therefore incumbent upon him to make these principles real and vital to his pupils.
- (b) In his private life, the teacher should so conduct himself that no dishonor may befall him or, through him, his profession.

## **Two New Books for Fall:-**

### **Highways in Science**

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## Revised Salary Schedules

Summary of results of salary negotiations from May to June, 1946. To compare with former schedules refer to the May-June issue of *The B. C. Teacher*.

### HIGH SCHOOLS

	Min.	Max.	Inc.	No. of Years	Special Provisions and Comments
Alberni . . . . .	\$1600	\$3000	\$100	14	S. B. Maximum—\$2500 S. A. " —\$3000 Effective Sept., 1946.
*Arrow Lakes . . . . .	\$1650	\$3000	\$150-100-50	15	Effective, Sept., 1946. Ad- justments of \$200 per annum.
*Burns Lake . . . . .	\$1600	\$2300	\$100	8	Effective Sept., 1946.
Chilliwack . . . . .					Salaries referred to Arbi- tration Board sitting in October.
Coquitlam . . . . .	\$1600	\$3000	\$100	15	Full adjustment — Jan. 1, 1947. Arbitration award.
Courtenay-Cumberland—Interim	schedule effective Sept., 1946, equivalent to \$200 above Basic Scale.				
*Cowichan Lake . . . . .	\$1600	\$3000	\$100	14	Full adjustment — Sept. 1, 1946.
Cranbrook . . . . .					Salary adjustments made September, 1946. Nego- tiations still continuing. (See June issue for form- er schedule).
Creston . . . . .	\$1500	\$2660	\$100-\$60	14	Effective Sept., 1946, as in- terim schedule — negoti- ation to continue in Fall.
Delta . . . . .	\$1500	\$3200	\$100	18	J. B. Maximum—\$2500. J. A. " —\$2800. S. A. and S. B. Maximum— \$3200. Effective January 1, 1947, full adjustment.
*Fraser Canyon . . . . .	\$1600	\$2300	\$100	7	Effective Sept. 1, 1946.
Greater Victoria . . . . .					Indefinite. (This area in- cludes Saanich, Oak Bay, Esquimalt, Victoria City).
*Howe Sound . . . . .	\$1600	\$3000	\$100	14	Full adjustment Sept., 1946. Arbitration award.
*Kootenay Lake . . . . .	\$1700	\$2300	\$100	6	S. A. and S. B. Maximum— \$2300. J. A. and J. B. Maximum— \$2200. Effective Sept., 1946, as in- terim schedule. Negoti- ations in Fall re higher maxima.
Ladysmith . . . . .					Adjustment of \$300 given Sept., 1946. Negotiations for schedule continuing.

	Min.	Max.	Inc.	No. of Years	Special Provisions and Comments
Langley . . . . .	\$1500	\$3200	\$150-\$100	15	J. A. and S. B. Maximum— \$2800. Effective Sept., 1946— full adjustment.
*McBride . . . . .	\$1600	\$3000	\$100	15	Effective Sept., 1946.
Nanaimo . . . . .					Full adjustment on present schedule granted Sept., 1946. Negotiations for re- vised schedule continuing.
Nelson . . . . .					Indefinite.
New Westminster:					
Men . . . . .	\$1500	\$3400	\$100	19	Subject to revision by Sept.,
Women . . . . .	\$1400	\$3100	\$100	17	1947.
Prince George . . . .	\$1600	\$3300	\$100	15	Effective Jan. 1, 1947. Full adjustments.
*Quesnel . . . . .	\$1500	\$2825	\$100-\$75	17	Effective Sept., 1946 -- ad- justments of \$300 per an- num.
*Saanich: (Saanich North, Outer Wards Saanich Dist. Muni- cipality, James Island . . . . .	\$1500	\$2900	\$100-\$75	14	Category C Max.—\$2600. B Max.—\$2800. Full adjustment, Sept., 1946.
*Smithers . . . . .	\$1600	\$2400	\$100-\$50	12	Effective Sept., 1946.
Surrey . . . . .					Salaries referred to Arbitra- tion Board.
*Vanderhoof . . . . .	\$1600	\$2300	\$100	8	Not yet approved by Teach- ers' Association.
Trail . . . . .	\$1600	\$3200	\$50-150-100	16	S. B. Maximum—\$2700. Placement by double incre- ments Sept., 1946, and Sept., 1947, with full ad- justments by Sept., 1948.
Williams Lake . . . .	\$1600	\$3000	\$100	14	Full adjustment Sept., 1946.

## JUNIOR HIGH SCHOOLS

Alberni . . . . .	\$1400	\$2700	\$100	13	J. B. Maximum—\$2200. J. A. Maximum—\$2700. Effective Sept., 1946.
New Westminster:					
Men . . . . .	\$1400	\$2900	\$100	16	Men — Max. 1st Class — \$2800.
Women . . . . .	\$1300	\$2600	\$100	14	Women—Max. 1st Class— \$2500. Subject to revision by Sept., 1947.
Trail . . . . .	\$1500	\$3000	\$150-\$100	15	J. C. Maximum—\$2050. J. B. —\$2600. Placement by double incre- ments Sept., 1946, and Sept., 1947, with full ad- justment by Sept., 1948.



## ELEMENTARY SCHOOLS

	Min.	Max.	Inc.	No. of Years	Special Provisions and Comments
Alberni . . . . .	\$1300	\$2400	\$100	11	E. B. Maximum—\$2000. Effective Sept., 1946.
*Arrow Lakes . . . .	\$1300	\$2400	\$100-\$50	12	E. C. Maximum—\$1900. E. B. " —\$2000. Effective Sept., 1946. Ad- justments of \$200 per an- num.
*Burns Lake . . . . .	\$1300	\$1800	\$100	6	Effective Sept., 1946.
Coquitlam . . . . .	\$1300	\$2400	\$100	12	Full adjustment Jan. 1, 1947. Arbitration award.
Courtenay-Cumberland—Interim schedule effective Sept., 1946, equivalent to \$200 above Basic Scale.					
*Cowichan Lake . . .	\$1300	\$2400	\$100-\$60	15	Full adjustment Sept. 1, 1946.
Cranbrook . . . . .	\$1200	\$2275	\$100-\$75	12	E. C. Maximum—\$1875. E. B. " —\$2100. Effective Sept., 1946, as in- terim schedule.
Creston . . . . .	\$1200	\$2160	\$100-\$60	12	Effective Sept., 1946, as in- terim schedule. Negoti- ations to continue in Fall.
Delta . . . . .	\$1200	\$2500	\$100-\$75	16	E. C. Maximum—\$1900. E. B. " —\$2125. Effective Jan. 1, 1947, full adjustment.
*Fraser Canyon . . .	\$1300	\$1800	\$100	6	Effective Sept. 1, 1946.
*Howe Sound . . . . .	\$1300	\$2400	\$100	12	Full adjustment Sept., 1946. Arbitration award.
*Kootenay Lake . . .	\$1300	\$2000	\$100	7	E. C. Maximum—\$1900. E. B. " —\$1900. Negotiations in Fall re high- er maxima.
Langley . . . . .	\$1200	\$2500	\$100-\$75	15	E. C. Maximum—\$1900. E. B. " —\$2125. Effective Sept., 1946. Full adjustments.
Ladysmith—Adjustments of \$300 given Sept., 1946. Negotiations for schedule continuing.					
*McBride . . . . .	\$1300	\$2400	\$100	12	Effective Sept., 1946.
Nanaimo—Full adjustment on present schedule granted Sept., 1946. Negotiations for revised schedule continuing.					
New Westminster:					
Men . . . . .	\$1100	\$2300	\$100	13	Subject to revision by Sept., 1947.
Women . . . . .	\$1100	\$2100	\$100	11	
Prince George . . . .	\$1300	\$2400	\$100	12	Effective Jan. 1, 1947. Full adjustments.
*Quesnel . . . . .	\$1200	\$2225	\$100-\$75	13	Effective Sept., 1946. Ad- justments of \$300 per an- num.
*Saenich . . . . .	\$1200	\$2600	\$100-\$75	14	Category C Max.—\$2025. " B Max.—\$2400. Full adjustment Sept., 1946.
*Smithers . . . . .	\$1300	\$2000	\$100-\$50	11	Effective Sept., 1946.

	Min.	Max.	Inc.	No. of Years	Special Provisions and Comments
Surrey—Salaries referred to Arbitration Board.					
Trail-Rossland . . .	\$1300	\$2600	\$150-\$100	13	E. C. Maximum—\$1800. E. B. " —\$2100. Placement by double increments Sept., 1946 and Sept., 1947, with full adjustment by Sept., 1948.
*Vanderhoof . . . .	\$1300	\$1800	\$100	5	Not yet approved by Teachers' Association.
Williams Lake . . .	\$1300	\$2400	\$100	11	Full adjustment Sept., 1946.
* Indicates areas in which salary schedules have been established for the first time.					
NOTE 1—The salary schedule is applicable to all schools in the whole school district indicated by the name of the centre.					
NOTE 2—Negotiations are proceeding in the school districts of Ladysmith, Richmond, Nanaimo, Keremcos, Slocan, Castlegar-Brilliant, Grand Forks, South Okanagan, Penticton, Salmon Arm, Vernon, Kelowna, Kamloops, North Vancouver and others.					
NOTE 3—Matsqui-Sumas-Abbotsford-Mission salaries equal to 1.4 x basic scale to be reached within a period of 3 years.					

THERE is a story of a student who got tired of constantly being exhorted by his teachers to "play the game." Finally, "What is the game?" he complained. "What are the rules? Where are the goal posts?" These are questions education has too often left unanswered.

Arthur Devan, Christian Education

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TORONTO CANADA

## Lessons Aids Committee

Hon. Secretary-Treasurer, Mr. LOUIS W. GREENWOOD, c/o B.C. Teachers' Federation, 1300 Robson Street, Vancouver, B. C.

**A**FTER more than six years service, Mr. H. G. Boltwood has, at his own request, relinquished his position as secretary of the Lesson Aids Committee. But the work will go on, marked indelibly with Mr. Boltwood's stamp. His industry brought Lesson Aids to its present peak of efficiency; his meticulous care made each sheet a model of perfection; his constant attention to the dispatch of orders made Lesson Aids service a by-word, synonymous with satisfaction.

Mr. Boltwood knew what teachers wanted and obtained it for them. He was constantly at work seeking and obtaining new units; revitalizing or replacing old ones. His many years of experience as a teacher, and his careful judgment enabled him to turn material, drab enough in many text-books, into interesting units, adapted to their proper grades.

Many long weary hours he also gave to clerical labor. In a small basement office he opened his mail and typed answers to Lesson Aids correspondence. There he made up the new orders, weighed them, stamped them, enclosed refunds and sent them quickly on their way.

It will be hard to replace Harry, but we know every one who has used Lesson Aids will hope that he enjoys his well-deserved rest. Good luck, Harry!

### UNIT III.

Lesson Aid users will please take note that unit one hundred eleven is no longer available. This unit on fractions has been copyrighted and may no longer be mimeographed.

Is there any good Samaritan in the province who can send in a good unit on fractions to replace Unit 111? If so, please mail it in at your earliest convenience, as we have several orders for this type of unit waiting to be filled.

### Important:

From now on, all Lesson Aids will be dispatched once a week, on Saturday morning. Prompt attention will be given all orders. We wish to apologize for and delays that have been incurred in recent mailing. This has been necessitated by the shifting of the units to the new office.

Every teacher should become familiar with Aldine House. That is the new home of Lesson Aids. Drop in and look

them over. They will be available any evening before 5 p.m., and all day Saturday. Ask for them.

**SPECIAL NOTE:** All correspondence should be addressed to The Secretary, Lesson Aids Committee, B.C. Teacher's Federation, 1300 Robson Street, Vancouver.

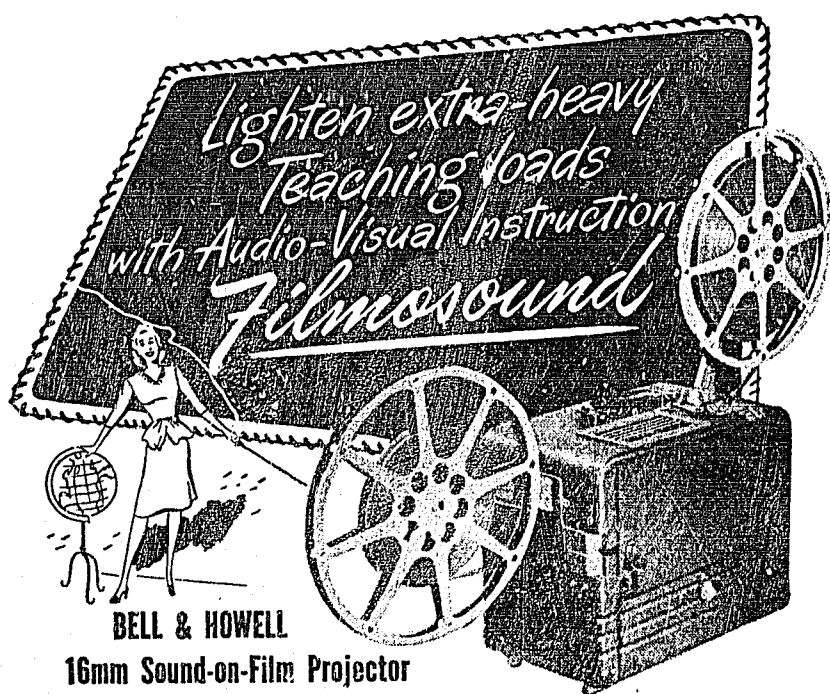
For all your grades (from one to eight) use Lesson Aids.

**EDITOR'S NOTE:** It is with mixed feelings that we note the change of personnel of the Secretary of the Lesson Aids Committee.

To Mr. H. G. Boltwood, who for several years has directed the repetitive and specific tasks of the Lesson Aids Committee, no doubt the most ideal and most effective committee in the Federation's organization, it is impossible to express adequately the thanks due him for a job well done. Mr. Boltwood has been practically the sum and substance of the Lesson Aids Committee with a progressively watchful eye on every detail of the work making the Lesson Aids service synonymous with efficiency and satisfaction. The 1946 Annual General Meeting recognized the valuable and generous service rendered by Mr. Boltwood in granting him Life Membership in the Federation—a recognition most deservedly made. Unquestionably all members of the Federation Executive and all teachers whose good fortune it has been to make the acquaintance of Mr. Boltwood either personally or through the Lesson Aids join with us in reaffirming Mr. Greenwood's wish, "Good luck, Harry!"

To Mr. Louis W. Greenwood, the present incumbent, we sincerely say that the choice of successor to Mr. Boltwood has been most carefully and wisely made. We feel a sense of security for the continued efficient handling of Lesson Aids knowing the thoroughness and care with which Mr. Greenwood has entered into past Federation activities. This accompanied by his experience gained as Mr. Boltwood's assistant assures those interested in Lesson Aids of continued satisfaction.

**W**HEN children stand quiet, they have done some ill.—George Herbert.



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### THE CODE OF ETHICS

ALL teachers who are in British Columbia schools for the first time, this year, are advised to read carefully "The Code of Ethics" which is printed elsewhere in the magazine. It has been worked out for the guidance of all teachers by a committee of teachers. You may find it of considerable help to you, especially if you follow it. On the other hand you may find it very embarrassing, especially if you choose to ignore it.

The Code is a set of commonsense maxims which should govern the behaviour of all teachers toward their pupils, their colleagues, their employers and their community. It does not represent the pious wish of a few visionaries. It states policy which has been found to work.

Acting as a judiciary and advisory body in regard to all problems and disputes in ethics is The Council on Professional Ethics. This body is empowered to investigate all breaches of ethics and suggest appropriate action. The personnel of this group is as follows:

Miss E. G. Cameron (Victoria); Mr. L. S. Grant (Vancouver); Mr. W. C. Kelly (Ladner); Mr. H. A. Brown (Burnaby); Mr. T. M. Chalmers (Burnaby), chairman.

Make yourself thoroughly familiar with the code. It is better to follow it than stir up the unpleasantness which usually is created when it is disregarded.

COUNCIL ON PROFESSIONAL ETHICS.

### SALMON ARM TEACHERS' ASSOCIATION

THE final meeting of the Salmon Arm Teachers' Association for the season was held on Saturday, June 8.

The proceedings opened with a luncheon held in the parlors of the United Church. Approximately forty teachers and guests were present. Guests included: Inspector A. Turnbull, Mr. E. P. Wright, Chairman of the United School Board, and Mrs. A. H. F. Martin, also of the School Board; Mr. T. Prescott, and Mr. C. D. Ovans, General Secretary, B. C. Teachers' Federation, Vancouver. After the chairman, E. R. M. Yerburch, had proposed the toast of the King, G. E. Freeman proposed the toast to the Department of Education. This was replied to by Mr. Turnbull. Miss Ireland then proposed the toast to the Board of School Trustees, to which reply was made by Mr. Wright. The Chairman, in the name of the Associa-

tion, welcomed the guests and the out-of-town teachers, and then introduced the guest speaker of the afternoon, Mr. C. D. Ovans. Mr. Ovans gave a very stirring address in which he outlined the great changes taking place in the educational field at the present time and the many changes likely to occur in the not too distant future. Mr. W. H. Grant moved a vote of thanks to Mr. Ovans on behalf of the Association. A vote of thanks was then moved by Mr. H. MacKay to the ladies of the United Church for the splendid banquet that they served.

At 3:30 p.m. the teachers reassembled at the High School for tea and the final business meeting of the year. The gathering was again privileged to have another inspiring talk from Mr. Ovans. A number of vital matters were discussed. It was decided to make the boundaries of the Salmon Arm Teachers' Association coterminous with those of District 20.

### HOW ARE YOUR PUBLIC RELATIONS?

ARE teachers people? Well, hardly, if one believes the movies, the radio, and the sensational press.

What does the public in your community think of teachers and teaching? Has your local association tried to build upon the natural interest which parents have in those whom they entrust the education of their children?

At present, indications are that teachers enjoy a wide measure of public support in their main objectives. The retention of this understanding and support, support which can be lost far more quickly than it was won, is one task for local public relations committees to undertake.

Now is the time to organize, or to reorganize, local committees for a full year's work. Why not place "public relations" high on the agenda of the first meeting of your local?

L. JOHN PRIOR, Chairman,  
Public Relations Committee.

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## B. C. T. F. Medical Services Association

To the Teachers of British Columbia:

**A**RE you aware that a successful Teachers Medical and Hospitalization Plan has been actively in operation since 1942? This is a tangible part of your Federation. This plan is owned, operated and controlled by teachers. It operates on a mutually co-operative non-profit basis. It differs from commercial protective insurances inasmuch as no directors' fees are paid, no large office staff is maintained, no salesmen are employed and operating expenses average about 12 per cent. The low cost of operation is directly returnable to the members in the form of benefits at low rates.

Medical, hospital and accident coverage is offered to members of the B.C.T.F. 12 months in the year at rates as low as 5½ cents per day. The Association has paid out since its formation the sum of \$39,995.66 to its members in the form of benefits.

Listed below are some of the highlights of the plan that may be of value to the readers:

A. The objects of the Society are:

(1) To create and administer a fund for the medical, surgical, and hospital care of the members of the Association and their dependents in cases of illness or accident.

(2) To promote the health and physical welfare of the teaching profession.

B. Some questions and answers:

1. What does an applicant do to become a member?

*Answer:* He or she simply fills out an application form and mails it with the monthly fee, and the \$5.00 initiation fee, to the Secretary, 1300 Robson Street, Vancouver. You may, if you wish, pay the full year's fee or any part of it in advance.

2. Does the applicant have to have a medical examination?

*Answer:* Ordinarily, no. However, if the Board thinks that one is necessary it has the right to ask the applicant to provide a certificate of good health. The

applicant does this at his own expense.

3. What medical benefits does the member get?

*Answer:* All doctor bills covered, including consultations which must be done through your own doctor (medical doctor only). You go to your own doctor. We have no Association doctors.

4. What Hospitalization Benefits does the member get?

*Answer:* Ward accommodation up to \$3.00 per day and all regular hospital services. The patient pays the difference if he wants other than ward accommodation. He also pays all "specials," such as serums, toxoids, experimental or special treatment.

5. Are there any other benefits?

*Answer:* (1) X-ray for diagnostic services up to \$25.00; (2) Physiotherapy under certain circumstances up to \$100; (3) A maternity grant is allowed. As yet no prenatal or postnatal care is given.

6. What accident benefit can the member have?

*Answer:* The Association pays all bills up to \$100. (In case of an accident where there is a third party responsibility the Association does not provide benefits).

7. Can a person become a member if he has an ailment?

*Answer:* Yes. However, the Association cannot give coverage for that ailment or any condition arising from it.

8. What is a dependent?

*Answer:* A dependent is one adult wholly dependent upon the member and not over 65 years of age; children of the member, or legally adopted children under 19 years and wholly dependent; brothers and sisters of the member who are under 19 and wholly dependent.

9. Does the coverage continue anywhere in British Columbia?

*Answer:* Yes. If the patient finds it necessary to pay his own bills, the Association will reimburse him at the scale of fees as laid down for that illness by the College of Physicians and Surgeons of British Columbia.

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10. Does the coverage continue while on holiday outside of British Columbia?

*Answer:* Yes. Such sums as might be repaid to the member will be at the scale of fees as are paid in British Columbia.

11. How does one obtain medical or hospital care?

*Answer:* Be sure that you are in good standing in the Association. Write or phone the office, Marine 8831, so that a case number may be assigned to your account. Be sure that you have your membership card to show the doctor.

12. If the doctor finds it necessary to send the patient to a specialist or a hospital what does the member do?

*Answer:* Report it to the office, 1300 Robson Street, Vancouver, giving the name of the specialist and the hospital.

13. Are new-born children of members covered?

*Answer:* Yes, after the usual formality of a new member is gone through, i.e., the member must send a written statement to the secretary that the new dependent is in good health and has nothing wrong with him. Accident coverage commences upon recognition of that statement by the Association. Illness coverage commences 60 days from that date.

14. How often are fees due?

*Answer:* They are due on the first of each month from October 1st to July 1st, inclusive. The July 1st payment carries the member until October 1st of that year.

15. What is to assure the member that all doctors and hospitals will participate in the plan?

*Answer:* This plan has been approved by the medical profession of British Columbia, and every doctor and the public hospitals will have equal opportunity to participate. From past experience with other approved plans, we are assured that every doctor will serve under the plan.

16. Does the member get a receipt for his payment?

*Answer:* The Association now issues receipts for fees. A notice is sent out about overdue fees.

17. Will doctors supply prescriptions when necessary?

*Answer:* Yes. The medicine, however, must be purchased by the patient.

18. Is there any age limit for employee members?

*Answer:* Yes, 65.

19. Are women employees charged the same as men?

*Answer:* Yes.

20. Will the plan give the member ample protection?

*Answer:* Yes, for all ordinary bills of doctors and hospitals.

21. Does the member pay dues while ill?

*Answer:* Yes.

22. Is a periodic health examination provided?

*Answer:* No. If, however, the member feels that there may be something the matter with his health, the service will be provided.

23. Are services assured?

*Answer:* The delivery of service is guaranteed by participating physicians. Thus the subscribers are always protected.

24. Are specialists fees paid?

*Answer:* Yes, if he is called in by the general medical practitioner, or when the member is given permission by the secretary to go directly to the specialist. Should a member not do one of the above he must pay \$2.00 of the first account himself.

For further information apply to the B.C.T.F. Medical Services Association, 1300 Robson Street, Vancouver, B.C.

W. E. WHATMOUGH,  
Secretary-Treasurer.

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## Holland — Canada

By MISS DIEN HORSTMAN, *Queen Elizabeth School, Vancouver.*

WITH many of you, teachers of British Columbia, I have been in personal contact but I want all of you to know of the probable development of a teacher exchange system between Canada and Holland. Perhaps in the not too distant future such a system will be in operation, but plans are still in the embryo stage and then, of course, there must be an indication of support for such from Canadian teachers.

As I travelled from the East to the West of Canada, stopping at many places, I came to love your country with its vast distances, its mountains and beautiful lakes; and the people with their open hearts and grand hospitality. Many teachers of Holland should have a chance to meet Canada as I did. They would go back to Holland and teach our children the history and geography of your country with really glowing hearts. I wrote articles about my travels and observations in our teachers' newspapers and already several of them have asked, "When can we come to that country?"

On the other hand, there is Holland. What do you know about it? Of course, you know about canals, dykes and windmills. I'm sure that you would like to meet the country and the people. Many soldiers coming back from Europe assured me that they liked Holland very much. They saw it when the country and towns were damaged and ruined by five years of war. In these five years it was twice the battlefield. The people were damaged and ruined too. You cannot prevent that in an occupied country. The spirit was quite different from, say, England, where no enemy was spying around the houses, robbing and stealing by higher command. It meant living day after day in fear of concentration camp and bombs.

But our people will recover and already they have started building a new life upon the ruins of what was a home long ago. They started without anything and one is surprised how they can live. They probably lost one or two members of their families, father, husband or son, but they work and try to burn the hatred out of their hearts. They wish to build on sound foundations, however difficult it is, as would you had you gone through this hell.

I hope and believe that Holland will

recover in a few years. —And then? Would it not be a good education for Canadian teachers to go on exchange to Holland? There is European life, quite different from your way of living. Holland is a centre. In the summer holidays one could make a trip to the Scandinavian countries, England, Belgium and France, Switzerland, Germany or Italy. There is a possibility, though it is not all arranged yet. Much depends on you. Are there any teachers willing to take the trouble to study Dutch for the sake of exchange?

Let us know. Contact the Night School.

D. HORSTMAN.

EDITOR'S NOTE: After serving with the Dutch Underground during the recent world conflict, Miss Horstman left her native Holland last April with a particular mission in mind. She has come with the authorization of the Dutch Minister of Education, to spend some time in Canada and the United States to study teaching methods employed in these countries and to interest teachers on this side of the Atlantic in the possibilities of serving as exchange teachers in Holland. British Columbia had a particular appeal for Miss Horstman, who this year is teaching on the staff of the Queen Elizabeth Elementary School in Vancouver.

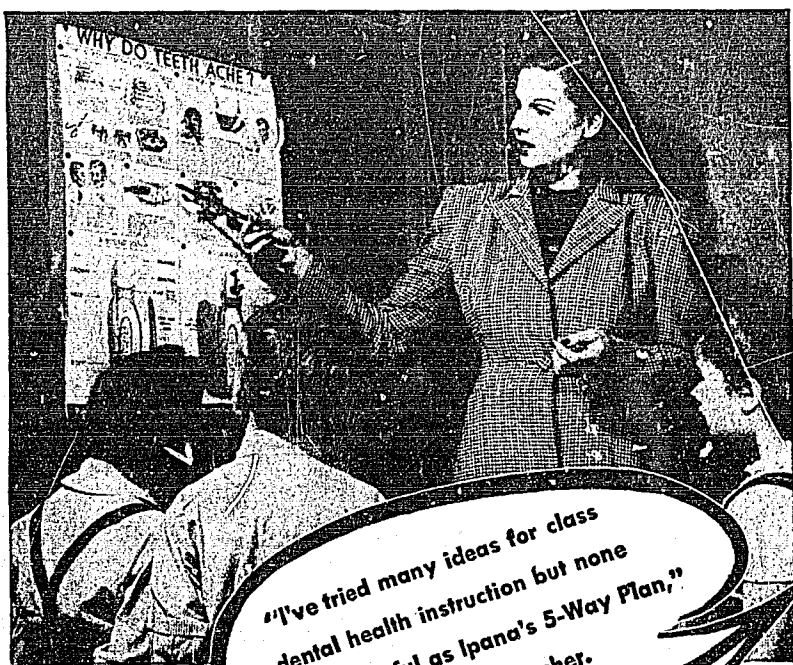
A prerequisite for anyone interested in teaching in Holland is a knowledge of the Dutch language, both oral and written. To assist any teachers in Vancouver and district with their studies in this regard Miss Horstman is conducting classes at the Vancouver Night School. Full particulars may be obtained from the Vancouver School Board Office or from Miss Dien Horstman, 4406 West 6th Avenue.

Miss Horstman would also appreciate hearing from teachers outside of Vancouver who are interested in any phase of education in Holland.

### CONFIDENCE

By MARY ELIZABETH COLEMAN

I WOULD wear life as flowers do:  
Fragile corolla blazons gallantly  
Till chill breath shatters,  
Scatters, petalled loveliness—  
Unshaken, strong fingered calyx  
Clasps immortality.

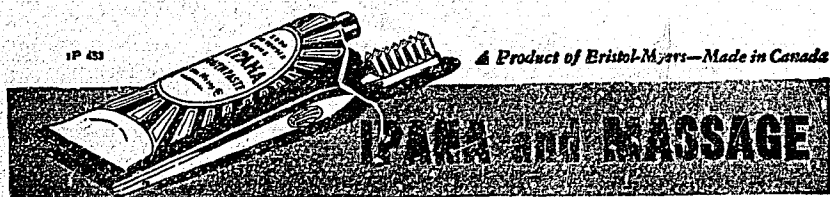


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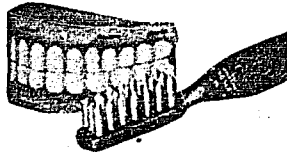


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Teacher's Name (Mr., Mrs., Miss) .....

Name of School .....

School Address .....

City ..... Province .....

Grade Taught ..... Class Enrollment .....

## Junior Red Cross

By MARGARET PALMER, B. C. Director, Junior Red Cross

**E**NROLMENT time is here again! Registration forms, sufficient for every classroom were sent to the schools in September in care of the Principals. This year it is hoped that every girl and boy in British Columbia schools will become a member of the Junior, or School Section of the Canadian Red Cross.

A pamphlet dealing with Junior Red Cross is being printed by the King's Printers and will be sent by the Department of Education to every teacher in the province. These will help to give teachers a better understanding of the Junior Red Cross movement, and its functioning in relation to the school curriculum.

Through their donations to the Junior Red Cross Crippled and Handicapped Childrens' Fund, members of Junior Red Cross in British Columbia have in the past school terms helped nearly ninety needy children in their own province, at a cost of over \$15,000.00. Children from every section of the province—from 64 districts in all—were assisted.

At time of writing there are sixty-seven active Junior Red Cross cases, thirteen of whom are in hospitals.

The National Junior Red Cross Service Fund, to which British Columbia schools last term contributed \$22,523.00, is the service fund of Canadian school girls and boys. This fund is being used to send much needed help to the millions of starving and homeless children of Europe and Asia.

Already over \$600,000.00 from this fund has been expended to send milk, food, medicines, clothing and comforts to children of Britain, France, Belgium, Greece, Yugoslavia, the Netherlands, Russia, China, Czechoslovakia, Norway and Poland.

International School Correspondence is again a major activity of Junior Red Cross Branches, as part of their programme for the promotion of international understanding. Twelve beautifully made portfolios have already been received from liberated French Junior Red Cross Branches for exchange with British Columbia High School Branches.

Junior Red Cross is now functioning in the following countries: Albania, Argentina, Australia, Belgium, Bolivia, Bulgaria, Chile, Colombia, Costa Rica, Cuba, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Egypt, France, Great Britain, Greece, Guatemala, Honduras, Hungary, Iceland, India, Ireland, Italy, Japan, Mexico, New Zealand, Nicaragua, Norway, Panama, Paraguay, Peru, Poland, Roumania, Salvador, Siam, South Africa, Sweden, Switzerland (Geneva), Turkey, United States, Uruguay, Venezuela, Yugoslavia.

Don't forget to ENROL YOUR CLASS EARLY for a full year of service! 100% Junior Red Cross Membership in every school in British Columbia is our goal for the 1946-47 school term.

## Astigmatism

By LESTER R. PETERSON, Gibsons Landing, B. C.

Only the twisted eye can see;  
Only the warped and broken ray brings sight;  
Only distorted images can give to me  
A real impression of the dark and light.

Nothing is as it seems to be;  
Nothing is only this, not less nor more;  
Nothing can ever mean the same to you as me,  
Not look today as it had been before.

Nothing has of itself identity;  
Only interpretation gives it such,  
And my unique refracted vision tells to me,  
And yours to you how little or how much.

## FACTS AND INFORMATION ABOUT THE B. C. TEACHERS' FEDERATION

### SOME ADVANTAGES OF FEDERATION MEMBERSHIP

1. If you are already a member, or (in the case of non-members) if your Membership application is received at the Federation office on or before October 31st, you will be entitled to the **Basic Salary Indemnity Benefit** of \$3.00 per teaching day in the event of sickness or accident. Federation Fees must be paid on or before December 31st. Cheques post-dated previous to this date are acceptable.
2. You will also be eligible to join the **Medical Services Association**, which gives protection against such heavy expenses as doctors' bills, specialists' fees, hospitalization and operation costs, for a **very low premium**.  
(\$20.00 a year for members without dependents.  
\$30.00 a year for members with one dependent.  
\$35.00 a year for members with two dependents.  
\$40.00 a year for members with more than two dependents.)  
Over 600 members are now so protected in the Provincial Association and over 700 additional members in the Vancouver Association.  
(Full particulars on application to Federation Office.)
3. You and your immediate family will be eligible to participate in a Group Fire Insurance scheme permitting a saving of 30 per cent of standard rates. Full particulars on application to Christie Larson Agencies, 525 Seymour St., Vancouver.
4. You will be able to obtain expert advice and assistance on professional and legal problems, without expense.
5. You will receive each monthly issue of "The B. C. Teacher".
6. You will be entitled to attend the Easter Convention without registration fee, and to share in Pooling of Expenses.
7. Your membership in the Federation will, through our affiliations, automatically give you membership in the Canadian Teachers' Federation, the World Federation of Education

(CONTINUED ON PAGE 4)

# B.C. Teachers' Federation Salary Indemnity Fund

## REGULATIONS

### 1. MEMBERSHIP:

Federation members are entitled to participate in the daily benefit of \$3 per school day [see 3(b) and 3(c)] upon payment of their Federation fee, provided they can qualify in accordance with all the regulations and enrol by October 31st and pay fees by December 31.

**Note:** Teachers who are entitled under the Constitution to join the Federation by paying half fees will be entitled to only one-half the Basic Salary Indemnity Benefits. Such teachers may, however, secure the full Basic Salary Indemnity Benefits provided they pay the full Federation fee on joining.

### 2. EXCEPTIONS:

#### (a) Pre-existing Disability or Chronic or Recurring Illness:

Any member who is suffering from a disability, or chronic or recurring illness which existed prior to the date on which the member joined the B.C.T.F., shall not be eligible to qualify for benefits for an absence on account of such condition or any illness attributable to it.

#### (b) Chronic Condition Which Develops After Joining:

The Salary Indemnity Fund Committee shall have the right to require any member who has been paid a benefit claim from the fund to submit to a medical examination by a physician selected by the Salary Indemnity Fund Committee, and shall also have the right to cancel the member's privilege to draw benefits for a recurrence of the same illness or for any illness directly attributable to the illness for which the claim was paid.

**Note:** All decisions of the Salary Indemnity Fund Committee (such as rejection of claims for a previously existing chronic condition or recurring illness) may be appealed to the Executive of the Federation, whose decision shall be final in all cases.

### 3. BENEFITS:

#### (a) Benefits are paid according to the scale of benefits which is fixed and published each year.

#### (b) No benefits are paid to new members for any illness which commences during the first sixty days of membership.

(Accidents are covered from the first day of membership).

#### (c) The following waiting periods, during which no benefits are paid, apply in the case of the first absence in any school year:

**"A" Members**—teachers employed by school boards which allow:

(1) The statutory 10 days' sick pay only; or

(2) The statutory 10 days' sick pay plus an accumulation up to a further 10 days, a possible total of 20 days.

#### **Benefits:**

(a) No benefits shall be payable for the first 20 school days of absence.

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

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



**Benefits:**

- (a) No benefits shall be payable for the first 20 school days of absence.
- (b) Benefits shall be payable at half-rates for 10 days commencing on the 21st teaching day of absence, until the 30th day, and at full rates commencing on the 31st day.

**Note:** No benefits are paid for holidays, or other than actual school days. The plan does not cover medical and hospital bills.

**4. MAXIMUM BENEFIT PERIOD:**

The maximum period for which members may draw benefits in any one school year is 60 teaching days.

**5. WAITING PERIOD:**

The waiting period for which no benefits are paid does not necessarily consist of a single continuous absence. Several absences of one, two or more days may be counted until the required waiting period is built up.

**6. HOW TO APPLY FOR BENEFITS:**

Notify the committee as soon as you return to teaching duty or after the 20th school day of absence, whichever is the earlier.

**7. WARNING:**

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

**Note:** (1) Should you require additional information, write The Salary Indemnity Fund Committee, c/o B. C. Teachers' Federation, 1300 Robson Street, Vancouver, B. C.

(2) Members are requested to keep these Regulations on file for future reference.

**SCALE OF FEES**  
(Local Fees Extra)

The fees for the present year will be according to the following plan

	Regular Fee	Graduate* Fee
For a salary up to \$1500 .....	\$ 8.50	\$ 4.50
" " from 1501 to \$2000 .....	10.50	5.50
" " " 2001 " 2500 .....	13.00	6.75
" " " 2501 " 3000 .....	15.50	8.00
" " " 3001 " 3500 .....	18.00	9.25
" " " 3501 " .....	20.50	10.50

**NOTE:**

\*Graduate or half fees apply to:

- (a) Normal or University Graduates during first year of teaching;
- (b) Teachers leaving profession December 31st;
- (c) Teachers appointed during the second half of the school year.

(CONTINUED FROM PAGE 1)

Associations, and in the Trades and Labour Congress of Canada, thus giving you the opportunity of working with and for others in a democratic way, thereby practising the very things you teach.

8. You will also be able to share in the tasks of promoting the cause of education, and of improving the status and conditions under which you teach, just as you now share in the great benefits which the Federation has obtained in the past in these regards.

(CUT HERE)

## BRITISH COLUMBIA TEACHERS' FEDERATION

### \*For Non-Members:—

### Membership Application Form

- Note: 1. To be filled in only by Non-members wishing to join the Federation. All last year's members are "Continuing Members" unless they have resigned from the teaching profession, or from the Federation, and hence need not fill out this form.
2. Forward this form — properly completed and signed — to the General Secretary, B. C. Teachers' Federation, 1300 Robson Street, Vancouver, B. C.

I hereby make application for membership in the B. C. Teachers' Federation.

\*My fee of \_\_\_\_\_ is enclosed; or will be paid on or before \_\_\_\_\_

(Limit for payment—December 31, 1946).

I agree that I am not eligible to receive sick benefits from the Salary Indemnity Fund for a health condition or disability existing prior to the date on which I am accepted as a member, or for a chronic or recurring illness.

I agree to accept, obey, and abide by the regulations governing the Indemnity Fund and the Constitution and By-laws of the Federation.

Date \_\_\_\_\_ 194\_\_\_\_\_

Signature \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

\*WHERE A LOCAL ASSOCIATION EXISTS, FEES SHOULD BE PAID TO ITS TREASURER, NOT SENT DIRECTLY TO THE FEDERATION OFFICE.

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## "The Boy": His Cause and Cure

By DR. A. L. WELLS, Courtenay High School

SOCIETY is extremely concerned about that symptom called "The Boy". Society, articulate and inarticulate, has made up its general mind that something must be done about "The Boy". The School, the Home, the Church, the Neighbourhood, all are busy, in their concern, pointing the finger at someone else. Even conventions designed to diagnose "The Boy" cannot forbear to grind their private axes, parade pet panaceas and curse other peoples' cure-alls.

Society's concern; "The Boy", his attitudes, habits, shortcomings; Society's own concern over its inability to agree on the treatment, its own abortive attempts to do something; its general anxiety, conscious and sub-conscious, are symptomatic of one thing: that Society as a whole is diseased and knows it and that its most sensitive member, "The Boy", shows it plainly and reflects it too violently; and that any thorough-going investigation of this trouble of "The Boy" will reveal this disease; a revelation which Society is afraid of because it knows of its inability to cope with it in its present state of mind. Hence the half-measures, the one-sided, often fanatic, 'isms' preached by the vocal few.

There is no way to cure "The Boy". Societies eventually purge themselves by revolutions when they are rotten enough despite the efforts of moderates and fence-sitters. But, until that happens, there is no cure for that symptom—"The Boy"—except (1) a return to the old discipline of excessive work and the Big Stick late and early or (2) an understanding of him sufficiently enlightened to take him as a whole and so keep him in bounds until he and we are killed by or cured of our troubles.

We think that it is possible to understand "The Boy". By Boy we mean every boy and we emphatically reject such a classification as Good Boys and Bad Boys. Certainly, we reject even more strenuously that dreadful and meaningless word, "Juvenile Delinquent". It may well be that boys, labelled with this odious and witless word and classified as various varieties of it, are the most sensitive of them all; most exposed to the ills which beset Society and so show it in its most violent form. There have been giddier interpretations.

"The Boy", viewed as a disease, is receiving far too much attention from far

too many compartmentalized, departmentalized, zealous, humane, socially-minded, well-meaning but limited organizations. Some of these are so dull and vapid as to be well-nigh imbecile.

What "The Boy" needs is to be viewed as a symptom, not as a disease, and treated as such by a centralized synthesis of all those various forces for good in each community. But, let them begin first on themselves.

In varying degrees, what are the symptoms which we deplore in this greater symptom called "The Boy"? Not very grave taken singly, frightful in their implications for Society when taken together, and even worse as a whole with reference to "The Boy" leading anywhere along that path marked "To the Jail", or to that worse thing, concealed as it is by its bad Latin—"Juvenile Delinquency".

These symptoms are briefly as follows:

- (1) The worship of physical strength alone.
- (2) Worship of material success measured in money and gadgets.
- (3) A contempt, even enmity, for the Law on the flimsy basis that it is "smart".
- (4) The worship of the gangster and muscle-bound "gorilla".
- (5) The fascination of the Tabloid and substandard, subnormal literature in general.
- (6) The attractions of every kind of gambling, preferably the most moronic.
- (7) The stuffy attitude to alcohol which makes possession of and indulgence in it a rebellious "must".
- (8) The stiffer attitude still to "sex" which obliges them to slake their thirst for knowledge at unclean sources.
- (9) The boast of being practically illiterate or "Dumb" which is a protective coloration to avoid responsibility.
- (10) The proclaimed dislike for school activities and church activities of all kinds because they are convenient Scarecrows on which they can "take out" their deep sense of frustration.
- (11) Their unreasoning fear of "effeminacy" which is the voice of their inferiority complex, and which manifests itself most frequently in their rebellion against household chores of any sort.
- (12) The war-heightened perceptions they have which enables them to 'size up' people and their pretensions more quickly

and accurately than their parents ever could.

(13) Their appreciation of, and need for, sincerity which makes them so vulnerable to the wiles of both the "great friendly" and the "shrivelled anchorites" and which drives them to disappointment and cynicism.

(14) Their blind and clinging loyalty to someone or something which has won their respect and their consequent tendency to trust too soon and too unthinkingly.

(15) Their complete imperviousness to the Ethical when it is either lofty or unillustrated by something practical.

(16) Their superb health and energy which has only physical outlets and few of those suitable.

(17) Their resentment at being "snooped at" or "watched"—usually by wretches who expect the worst, look for it and in consequence are rarely disappointed.

(18) Their feigned disdain of girls; their rough treatment of them; their secret envy of the "smooth", suave handler of them; their almost total inexperience in the more refined social interchanges.

(19) Their fierce resentment of adult organization and control of their clubs, amusement, or "gangs".

(20) Their sentimentality which, despite all outward appearance of "toughness" is the cause of their shrinking from exposing their ambitions or desires to the scrutiny, usually baleful, of insincerity and the partizan fury of "professional youth managers".

(21) Their belief that "Manliness" is only proved by conquest, the abundant use of slang, tough talks, smoking, drinking, sloppy dressing, and a total lack of manners.

(22) Their high emotionalism and their "softness", not their refusal to "tell on" a fellow, but their appalling readiness to "squeal" when faced with the need for any mental effort more complex than of an eight-year-old's.

(23) Their dreadful indifference to all that their elders cherish as essential, basic, crucial to civilized existence. This stemming from too mature an awareness of the pitiful shambles of pride, pretence, meannesses and murder into which, in spite of good intentions, their parents let the world fall, and their manifest inability to cure anything by their present methods.

(24) Finally, for the only realist is youth in a world still governed and still

to be governed by the law of club and fang—finally, the attitude manifested by the facile shrug and the lifted eyebrow when they ask of everything—"what is there in it for me?"

Such are the symptoms which distress us in "The Boy". "The Boy" himself being the chief symptom of a society in full decadence riding that cripple, nag, "Laissez Faire", grimly hopeful, weakly inactive, to decay and conquest—or revolution and regeneration?—only the fates know!

The Remedies are simple, obvious, obtainable and cheap—but cheap or not the price is still too high. It is arranged in three instalments none of which we desire to pay, hoping that the misconception we have of the Dicty as a genial old idiot will somehow operate to change the law that the wages of sin are the wages appropriate to that sin and fixed thus immutably aforetime.

The Instalments are:

(1) The open-eyed, open-minded, admission by each and every social organization that its short-comings far outweigh its worth as now functioning; that no half-measures, however well-meant, ever proved adequate; that a house cleaning of all the cluttered trash of outmoded ideas is necessary; that a complete abandonment of all the heaped bosh of Victorian skulduggery is essential, acceptance of blame, its consequences, and its corollary restitution or abdication.

(2) Shriven, cleansed, humble, then comes the absolute, whole-hearted, unjealous co-operation of every social agency we possess, their pet theories, sectarian prejudices, dishonest bias left outside and no idea of profit direct or indirect left even in the small, mean minds who cling dubiously to the fring of a respectable name under the impression that white-wash cleanses a tomb, repitition supposes innocence or vain piety conceals leprosy.

(3) And finally, the most painful instalment of all, the desire, indeed the demand, for the new and the *unorthodox* in attitude, approach, method, action. Backed, when necessary, (and it is), in each community with all its resources under the control of one Brain Unity. Unity of idea and action; strategy and command. Unity such as proved itself beyond peradventure as easier, simpler and alone successful in the late war.

What sort of individual might direct such a project—unhampered by any citizens veto?

The individual we should choose to lead this struggle for the reclamation of "The Boy", and thus Society, must have one quality above all others. He or she must be what "The Boy" calls a "regular guy"—not what his parents think that to be, to wit, a eunuchoid ninny.

This individual must be a person who, in the right sense of the word, has never grown up; who has still in him, unquenchable in spite of Life and Time, a spark remaining of the "wildness" of his own youth. He must have never forgotten, nor forget, what it means to be young with all youth's perplexities, doubts, and agonies thick upon him. He must be without the Victorian notion (for he never had it) that youth is a time of restlessness, agony, unsatisfied desires, bitter frustrations, loss, fear, shame, and nakedness too utter to be borne; that these and nameless forebodings fill the majority of its waking hours and often haunt its nights with despair. Any trumped up dream that this is not substantially correct, except in the case of morose, is an old-fashioned Victorian wishfulfillment Valentine, colored with deceit, edged with cowardice and tied up with a defective memory.

Happiness is a state of mind—of a calm mind and a calm mind means some sense of security and knowledge where youth lacks it most and where, whenever it cries out, it gets a stone for bread.

This quality this individual must have for it is to this core of eternal youth and honesty that youth is instinctively attracted and which alone can "hold" "The Boy". "The Boy" conceives life in human symbols and none other. He senses unerringly the kindred spirit, one, like himself, as yet utterly untamed. Only such an individual can affect him for good.

The present juvenile crime wave is only a mild portent of the future which is building up in the neglected and unregarded depths of "The Boy's" spirit. Society is to cure itself—this way, or be breached, ruined, mined, calamitously riven and burst asunder. There can be no peace that lacketh understanding.

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## Objectives and Achievement in Education

An address by DR. J. M. THOMAS, principal, Mount View High School, Saanich, to the Principals' Section of the 1946 Convention.

MR. Chairman and Colleagues:

The committee in charge of this programme has chosen for discussion today the theme "Objectives in Education in British Columbia, Their Achievement and Factors Entering Into Achievement." The original plan called for three school principals to introduce the three sections of the theme. My part in the discussion is to place before you once more that with which you should be familiar, that is, the stated aims and objectives of education in British Columbia. The second member of our panel who was to have dealt with the rate of achievement of these aims wired late last night that illness in his family prevented him from attending today. As a result I will attempt to introduce his topic at the conclusion of my own presentation. The third member of our panel will deal with factors entering into achievement. Personally, I can think of no worthier topic for the attention of the principals of British Columbia schools than the one assigned to us for study by the committee.

There comes to my mind at the moment an incident in "Alice in Wonderland." Alice has arrived at a crossroads and is uncertain which way to go.

"Which road should I take?" asked Alice.

"Where do you want to go?" asked the Cat.

"Well, it doesn't much matter . . ."

"Then," said the Cat, "it doesn't much matter which road you take."

So with Education. First the objective must be clearly known and defined. Then may follow all those other things involved in what is called the "system." Aims and objectives are primarily important in an educational system. By some method or in line with some philosophy these must be determined and then the whole system built and operated to achieve these objectives.

As a society we in Canada claim to support the Democratic ideal as a social aim. And we have not restricted the meaning of the word Democracy to make the ideal apply to any one phase of our social environment or in the political field only. As Education is a social functioning our whole educational system should be built around the democratic social ideal and should be so constructed

and motivated as to develop citizens worthy of Democracy and able to function worthily as citizens in a Democracy. We know from history and observation and experience how a consciously directed system of education can influence the thinking, the attitude, the behavior and reactions of a people in one generation.

In the short time available I can do little more than to summarize the statement of aims as stated in bulletins of the Department of Education. Perhaps this enforced brevity will serve our present purpose well inasmuch as it will force upon our attention certain clearly defined and specific points.

From the standpoint of the pupil the aims are mental, physical, and moral or spiritual.

From the standpoint of society they are social adjustment, sense of responsibility, social behavior patterns, fitness for citizenship.

In more detail the specific aims of elementary school education are:

The development of individual potentialities, varying as they are, and of the powers of self-expression.

To develop skill in the fundamental processes in school subjects and in facing life situations.

Cultural development and proper use of leisure time.

Habits of critical thinking.

Correct health habits.

At the Junior High School level there is an extension and expansion of aims:

Vocational guidance.

Habits of correct social relationship.

Habits of critical and independent thinking.

Habits of critical understanding and tolerant behavior in relation to society and its problems and to other individuals.

At the Senior High School level:

To continue the development of skills required by society.

Problem-solving ability—critical reflective thinking—to generalize from concrete situations and to apply these generalizations to other situations.

An understanding of modern social problems.

The duties and privileges which one citizen shares with another.

An understanding of the kind of so-



ciety in which the pupil lives—its historic development in economics and politics.

#### Self-discipline.

"The school should lead to the formation of high ideals and to noble conduct by providing opportunities for right thinking, right action and the satisfaction that results therefrom. *These measures should supersede the negative method of rigid and external discipline . . .*" Character, therefore, may be said to be the main objective of education."

In my opinion, the aims and philosophy of education as laid down in the Programme of Studies is a very excellent statement. Each detail could be developed at great length, but I have tried to make the statement very brief and specific to serve as a background for the address to follow.

Every period in every Course should find its justification in serving the stated aims. The question which pupils often ask and, I hope, sometimes teachers also ask, "What is the good of learning this?" should find its answer somewhere in the stated aims. If the questions cannot be answered satisfactorily in terms of the stated aims then I suggest that the lesson or course should be dropped or placed at some other grade level in the programme.

#### Achievement Standards.

Now I proceed, almost impromptu, to comment briefly on the standard of achievement of the aims.

In any business or undertaking there is need for stocktaking from time to time. So it is with Education.

It must be noted that the aims can be divided into two general groupings: those whose achievement is objectively measurable and those which may be called the imponderables.

In connection with the first group there is certain factual evidence. Recently an article in *The B. C. Teacher* reported on standards of achievement in Mathematics in Vancouver schools. The conclusion arrived at in that article was that there had been a serious decline over a ten-year period. Evidence from Victoria reports indicates that at best there has been no improvement in standards.

Many high school principals will agree that standards of written English in Grammar and Composition have declined.

In the field of factual knowledge in Social Studies no one who has opportunity for testing can view the situation with other reaction than alarm. This is particularly true with reference to Canadian History. Our high school grad-

uates in general know little or nothing of the economic and political factual history of Canada.

The results of Army Medical Examinations revealed a most unsatisfactory condition in health and physical fitness standards in Canadian youth.

With reference to those objectives I have called the imponderables observation and experience must largely replace objective methods of measurement.

Greater opportunity is now provided than ever before for the development of individual potentialities. Provision for student participation in school government is generally offered in varying degrees.

Satisfactory achievement of the main objectives of good character and self-discipline is open to serious question.

We must, of course, recognize that the school is but one factor in promoting this aim. But in the schools themselves there is a confounding confusion in approach to the problem.

The ancient devices in the form of rewards and punishments as the means of developing character and self-discipline is still the main practice in too many schools and of too many teachers and principals. Until officials have

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something more to offer than bribery and flogging as the means of promoting good character there is little hope of reaching a reasonable standard of achievement of this aim.

On whatever foundation the opinion may be based, it is a fact that a large number of school principals in this province are of the opinion that we are falling far short of a reasonable measure of achievement of our stated aims in education in both classifications.

I believe that the principals have a very special responsibility in this whole matter. We should promote such action as will determine in as scientific a manner as possible just how well we are achieving our aims; just how much of rather widespread criticism is justifiable; and, of course, to anticipate the comment of the next speaker, what are the factors entering into our success of failure to achieve and what factors should be introduced to promote achievement.

Resolution passed by Principals' Section, B. C. T. F. Easter Convention, 1946.

"Whereas, in the opinion of this Principals' Section of the B. C. T. F. (1) the statement of aims and philosophy of education in British Columbia is highly commendable, and (2), there is considerable doubt that these aims, measurable and imponderables, are being reasonably achieved:

"Be it resolved, that a special committee be set up to investigate, on as scientific a basis as possible, the achievement standards of the stated aims of our educational system and that this committee report to the next annual meeting of this section."

NOTE: The concluding address in this series, by Mr. Stanley D. Meadows, Principal, Simon Fraser School, Vancouver, will be published in the next issue of *The B. C. Teacher*.

## Know Your University

*The First of a Series of Articles on The University of British Columbia.*

By A. H. SAGER

### THE DEPARTMENT OF UNIVERSITY EXTENSION

**D**R. G. M. Shrum, the Director of U. B. C. Extension, stated recently that "the Extension Department can measure its success only in terms of the effectiveness with which it helps to make the University a people's institution, a source to which the citizens of this province can turn for information and inspiration, with the knowledge that their needs are considered as important as those of the students on the University campus."

It is significant, therefore, that during the present period of expansion of the University in general, no department has grown so rapidly as that of Extension. This coming year will see the Department embarking into the whole field of Adult Education in British Columbia.

Space allows but for a brief review of the many services of this important Department.

**VISUAL EDUCATION.** In co-operation with the National Film Board, the Department gives direction to five travelling representatives who show all types of films to schools and other interested groups in different parts of the province. More than mere projectionists, these men are assuming the responsibility of contact men for the University and are taking

a lead in organizing adult education groups throughout British Columbia.

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**HOME ECONOMICS AND HOME MAKING.** A qualified instructor in this field is prepared to give talks and demonstrations and to arrange courses on textiles, home decoration, nutrition and all other topics related to the home.

**HANDICRAFTS.** A recently appointed instructor will arrange courses and give personal assistance to individuals and groups interested in weaving, drawing, painting, music appreciation and many types of handicrafts—leather work, pottery, lino block prints, textile printing, stage costuming, etc.

**AGRICULTURAL.** A qualified agriculturalist was appointed last year to meet the needs for assistance on agricultural questions and to arrange special courses. He is also a good source for pamphlet and reference material on all problems related to farming.

**CO-OPERATIVES AND CREDIT UNIONS.** The Department has two field workers who are ready to aid in community co-operative enterprises. Study courses, films and pamphlets on co-operative and credit unions are available on request.

**DISCUSSION GROUP COURSES.** One of the most extensively used and most popular features of the services of the Department, these courses cover a wide field from problems relating to the home and child up-bringing, art, literature and drama, to public affairs and economics.

**EVENING CLASSES.** The winter program of evening classes, most of which are held at the Vancouver Normal School, consists of some fifteen or more subjects on a great variety of topics. Russian, Journalism, Pictorial Photography, Applied Psychology, Industrial Management, and Painting For Pleasure are only some of the interesting titles.

**SPECIAL LECTURES.** Members of the University Faculty are prepared whenever possible, to visit centres throughout the province to give lectures to interested groups. Because of the large veteran enrollment at U.B.C. this year, it may be necessary to limit this service to some degree, but the Department will do its best to meet all requests.

**SPECIAL COURSES.** Wherever the demand warrants it, the Department will arrange special short course in almost any field. Last winter, courses were given on such subjects as Bee-Keeping, Seed-Growing, Fruit and Vegetable Canning, Community Centres and Child Psychology For Parents. Personnel Management is already on the list of special courses for the winter program.

**RADIO FORUMS.** Members of the Department are provincial secretaries for both the Farm Radio Forum and the Citizen's Forum. A great deal of valuable discussion material is available from the Department on both these popular broadcasts.

**EXTENSION DEPARTMENT NEWS SHEET.** Published monthly, this bulletin gives an up-to-date picture of all the services of the Department. It is sent to anyone on request.

**PUBLIC RELATIONS.** An assistant in this work is responsible for the presenta-

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tion of news about the University to newspapers, radio and other media. Information concerning any aspect of University activity will be supplied by him on request.

In conclusion, a statement on the aims of U. B. C. Extension by Dr. Shrum: "These are times that challenge men to use the lessons of long experience and the wisdom gained through suffering, to create a world founded on respect for

personality and dedicated to a common purpose. To this end there is a growing faith in education, a firmer belief that democracy can never flourish until we have more education offered to more people. The University of British Columbia exists because of this belief, and through the Department of Extension it seeks to give to people in all walks of life an opportunity to equip themselves for greater co-partnership in the democratic community."

## Supervision

### EDUCATION AND DEMOCRACY COMMITTEE

**A** TEACHER'S main job is to transmit to each of her thirty to forty charges that body of formal knowledge which Society considers indispensable, and to inculcate proper ideals and attitudes, the inponderables which make for good citizenship in the fullest sense.

She also looks after attendance, war savings, Bible Reading, hot soup. Among her extra-curricular activities are clubs, plays and concerts, P.T.A. meetings, staff meetings, parents' visits and supervisory duties.

School supervision is necessary, in a degree which varies with the maturity of the pupils, when classes are not in session and where children congregate or play. It is necessary because we are the guardians of the children and the protectors of school property. The school policy, as developed by principal and teachers, requires the loyalty and participation of all the staff, and the understanding and support of the student and parent organizations. Hence each school develops its own method.

The less police-work and the more camaraderie the better for all concerned. The establishment of games and other recreations is desirable. As pupils pass through the stages of childhood and adolescence they should progressively assume responsibility for organizing and conducting their own leisure activities. Less supervision should be needed and the teacher should be more in the background. On the playground and in the school the students should learn to conduct their own group activities. Enlightened student opinion should become more and more the check upon the thoughtless.

At the Senior High School level, the need for teacher supervision should be slight. The teacher's time can be better spent in coaching teams or sponsoring other group activities. Here the sponsor occupies the foreground in the initial stages and retires to the sidelines as soon as capable pupil leaders are able to take over.

### SELECTED PLAYS

For Canadian Schools

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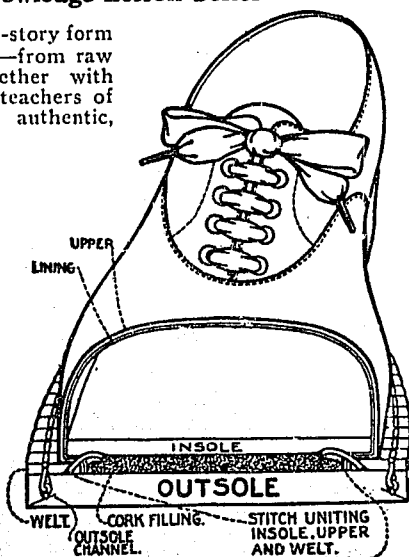
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## Radio Listening in a Rural School

By FLORA M. REDDYHOFF, *Qualicum Beach, B. C.*

WHEN we first began listening to school broadcasts I felt that learning to listen was a primary requisite. During the first term I taught in my present school I spent considerable time teaching the pupils Grades V, VI and VII to listen intelligently. First we considered the purpose of the broadcasts and what we should expect to gain from listening, and made lists of questions which we would answer were we broadcasting. These were on the blackboard during the broadcasts and much interest in listening was generated in seeing how many were and were not answered. After the broadcasts we held "quizzes" in the best "Eversharp" manner and the lucky winners were rewarded with credit marks. I was truly astonished how quickly the listening improved and delighted to find that, since the children were listening, the interest in radio programs grew by leaps and bounds.

During the session 1945-46 we followed "Westward, Look the Land Is Bright," "The Cauldron Bubbles," and the series dealing with Canadian artists. For two or three programs of the first mentioned I made elementary notes on the blackboard as the broadcast proceeded. The pupils found these a great help when the quiz questions came at the end of the program. Soon they began making notes of their own and, since I continued to help at the blackboard for some time, several became quite proficient at making their own notes of essentials. Before each broadcast I covered sketchily the material to be covered, making a blackboard list of all names likely to be used and practising the pronunciation. This list I left on the board during the broadcast. We had a large map of the world upon which all places and routes were marked with strings leading back to the names of those chiefly concerned

with these places and routes. Soon pictures culled from books, newspapers, etc., began to appear and were added to the map. By the end of this series the children looked forward with the greatest pleasure to the broadcasts and had really acquired a broad knowledge of Pacific history, which I am sure will provide an excellent foundation for further study.

Much the same plan was followed with "The Cauldron Bubbles." Grades V and VI listened in with Grade VII and seemed to enjoy the programs and were introduced to many ideas and thoughts which will be good foundation material next year.

The broadcasts on Canadian artists were somewhat advanced for these grades. However, I prepared the material carefully and took care to make names, localities and basic ideas clear before each broadcast. The Parent-Teacher Association bought sets of copies of the pictures discussed for all pupils. At the end of the series I offered the sets to any pupils who were interested enough to mount these in a suitable booklet. All took advantage of this offer. During the time they were making these booklets I was agreeably surprised to find that they had strongly established individual preferences among the pictures and they knew a considerable amount about how their favorites were painted.

The Junior Grades I-IV followed the Junior Music Broadcasts. The material for each was prepared beforehand, and the evident pleasure of the small listeners when they found they could take part with the radio artists was an ample reward for the work involved.

This school is looking forward with the greatest anticipation to the 1946-47 series of School Broadcasts.

## The Plague of Experts

By DONALD COCHRANE, *Gibson's Landing*

SO the Social Studies course is to be overhauled once more, by still another secret conclave of specialists, in the hope of producing a course that can be taught. Whether it will be worth teaching, is another question altogether. For a specialist is one who knows more and more about less and less, and

so is as hopelessly uneducated as the politician, who knows less and less about more and more. For the specialist, his own subject is both culture and vocation, and he is constitutionally unfitted to judge its place in the general education of those who are not specially interested in it.

There was a history specialist, long ago, who became an inspector. This was back in the days when most children left school when they finished the Third Reader. He assured me that for those children, the best thing we could do was to give them a good solid foundation of English history, up to Edward III, including the Provisions of Oxford and the Constitutions of Clarendon. I disagreed with him, so he got me fired. They are not so bad now, but still they envisage each year's history as the prelude to another year's history—the process to go on until the student gets a master's degree in history, when he will be ready to start the real study of history.

There are some educated specialists, but not many. Very few men have the time to learn "everything of something, and something of everything". But failing them, it might seem a good plan to entrust the arrangement of general education to people who themselves have a general education.

Recipe for general education: Credit beyond first year university in at least three languages and three sciences, also history, geography, mathematics and economics; manual training, art and

music up to high school standards. After that, a master's or even a doctor's degree cannot do the patient much harm. Even a degree in Education will not incapacitate him seriously.

**R**EADERS are reminded that to mention *The B.C. Teacher* when dealing with our advertisers is a service appreciated both by this magazine and the business firms patronizing it.

#### SCHOOLBOY HOWLERS

**D**URING the interdict in John's reign, marriages, births, and death were not allowed to take place.

**HORS DE COMBAT**—war horse.

Cum grano salis—although with a corn, thou dancest.

Everybody needs a holiday from one year's end to another.

The meridian is a line that isn't there, kept at Greenwich to measure the time with.

The occupations of the Irish people are cattle and vegetables and whisky.

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# BETWEEN THE BOOKENDS

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

**RHYTHMIC Arithmetic Work Book 1** and *Rhythmic Arithmetic In The Middle School* (Grades 3 and 4), Harry Amos; Ryerson Press, Toronto.

For those who are tired of their own methods of teaching arithmetic to Grades 1-4, Harry Amos has carefully evolved rhythmic patterns for introducing all the various number of facts and procedures.

No concrete work is advised for Grades 1 or 2 and pages of figures, dominoes and ladders might be confusing to six year olds.

A few new ideas in form are advocated, such as adding from the bottom and writing the sum at the top of the column.

The additive method of subtraction is used, and division is postponed until Grade 4.

Rhythm undoubtedly has an important place in the teaching of arithmetic and a few thoughts will be provoked by Mr. Amos. However, it is doubtful whether a very valuable and practical system of teaching arithmetic can be evolved from this basis alone.—M.P.

**RHYTHMIC Arithmetic Work Book 2**, by Harry Amos; Ryerson; pp. 64.

This provides seatwork exercises which are rather more advanced and complicated than the arithmetic covered in Grade 2.

The perforated picture pages could be very useful for playing games. But there are too many objects and figures crowded on the other pages, which would only confuse small children.

The one outstanding thing about this is that it is different, and offers really good drill exercises.—K.R.M.

**LEATHERCRAFT**, by Wm. H. Johnson and Louis V. Newkirk; Webb Publishing Co.; \$2.50.

*Leathercraft* is one of a series of Hobbycraft books well planned to interest and help the craftsman, teacher or pupil. The book itself is pleasing, well printed on good paper and distinguished by excellent illustrations, not to mention a gay cover and lining paper.

The contents do not belie the first good impression, being arranged in four divisions that proceed from an interesting opening on materials through equally clear and lively discussion of tools, techniques and finally the possibilities of the craft itself. Instructions for tooling and pattern-making are ample yet concise. For the beginner, fascinated with a new craft, the photographs of tooling processes will be especially helpful; for the teacher with time to experiment (if there is such!) the suggestions as to what to make will be helpful.

Altogether it is a good little book, and if the others of the series are up to this standard they belong together in the art section of the school library.—R.G.

**ECONOMIC Geography of Canada**, by A. W. Currie; Macmillan, Toronto; pp. 455; price \$3.50.

Teachers and students of Canadian History will welcome this pioneer text on the economic geography of Canada. Written by A. W. Currie, Associate Professor of Commerce, University of British Columbia, it fills a long felt need for a reference which stresses that phase of geography which considers the effect of the physical conditions on the ways whereby man obtains his livelihood. In his first chapter the author deals with the major geographic conditions of Canada as a whole. He then proceeds to treat in detail each of seven natural regions of the Dominion, completing his text with a review of the economic geography of Newfoundland and Labrador.

This reviewer was well satisfied with Mr. Currie's treatment of his topic. Whether it be mining in the Acadian Appalachian Region, problems of wheat production in the prairie region, or reforestation in the Cordillera of the west, the reader will find these and a multitude of similar topics adequately covered. Several very useful maps together with a number of valuable charts add much to the text.

*Economic Geography of Canada* is a books which may be easily read and



understood by any high school student. Technical language will not make the reading of the text a difficult task. Rather, Mr. Currie's style is simple and direct. For teachers and students of advanced courses in Canadian history and geography, this up-to-date text is especially recommended.—H.D.P.

**G**RASS *Of Parnassus*, an Anthology of Poetry for Schools, edited by W. F. Langford; Longmans, Green & Co., Toronto; pp. 424; \$1.25.

When you come to think of it, the job of producing an Anthology of English Verse calls not only for much more than a nodding acquaintance with English poetry, but also an almost Olympian knowledge of human nature. But when the anthology is for schools and one must consider all the other requirements to be filled, the task would dwarf the labours of Hercules. Poetry is personal, and *de gustibus non est disputandum*. If he is to avoid becoming like the old man in the fable who tried to carry the donkey, the anthologist must very early in his work decide to go his own way and hope for the best.

In this excellent collection, the mere number and variety of poems will ensure

the reader's finding what he likes. Most of the old favourites are here—"Daffodils," and "On First Looking Into Chapman's Homer," and "Home Thoughts From Abroad," and "Silver," and "The Highwayman," and "Under the Greenwood Tree," and the "Elegy in a Country Churchyard," and all. What sort of anthology would you have where Blake's Tyger burned no longer, and where Poe's Raven never more quoth "Nevermore?" Here you will find them both, will see Tennyson's Shallop still flit silken sailed, will again catch the echo of Drake's drum.

There are some disappointments, as there are bound to be. I forbear to list mine, since after all, this is not an essay on personal tastes. You may quarrel with one or two of the choices. After all, "Northern Farmer—Old Style" is rather heavy going for Canadian students, even if they be seniors. There are some welcome omissions. My garden is a love-some thing, but Mr. Brown needs a rest, God wot, and gets it here. I give grudging approval to the abridgement of some of the longer poems. Perhaps we have in the past insisted on too much "Passing of Arthur," too much "In Memoriam." On the other hand, the brief tastes we



UNIVERSITY OF BRITISH COLUMBIA

## Directed Reading Courses

If the demand warrants it, the following directed reading courses will be offered during the 1946-47 Session:

**HISTORY 310** (History 11a), The Development and Problems of the British Commonwealth—3 units.

**ECONOMICS 100** (Economics 2), Economic History—3 units.

### READING COURSES IN EDUCATION:

**EDUCATION 532** (Education 30), Psychology of Adolescence—1½ Units.

**EDUCATION 582** (Education 28), Educational Statistics—1½ Units.

Registration must be completed and fees paid to the Registrar's Office before October 15th.

are given here of Shakespeare, Milton, and the Bible, while all to brief for the enthusiast, are welcome as giving an edge to the growing literary appetite, rather than dulling it. One welcomes, too, the glimpses of "Childe Harold" and "The Rubaiyat."

One of the thrills of a new anthology are the discoveries one makes—the treasures old and new. As this is a Canadian edition, you will find such well known Canadian poems as Carman's "Vestigia," and Lampman's "January Morning." You will also find a good selection of the French-Canadian poems of Wilson MacDonald, and such of E. J. Pratt's as "Ice-Floes." Among other more modern names, you will notice those of Joseph Auslander and David Gascoyne. American poets have a good representation, including Robert Frost and Stephen Vincent Benet. Then there are the too trains—Emily Dickinson's "The Railway Train," and Stephen Spender's "The Express." And the very human poem by British Columbia's Audrey Alexandra Brown, "The Browns." And Frances Cornford's fat lady, "Seen From a Train." So one could go on.

Here indeed, to continue the title's figure, are fields many and varied to wander in. Side by side you may find Sandburg's "Chicago," and Monro's "Milk for the Cat," "To Autumn," and "Hiawatha's Wooing." But since the discipline of education requires something more than a stroll, note that the poems are arranged chronologically in each of three independent sections, each of which is intended to provide material for one year. In this way, as the Foreword suggests, the book could be used for three years or in a three year cycle for a single grade. Suggested groups of titles are given—i.e., "stories in verse," "praise of famous men," "Canadian poems"—in case some such plan of study is preferred. Intended for senior students, the book is well indexed, and contains short biographical sketches as well as notes on the poems. The latter are commendably brief, though sometimes apt to be a little trite and artificial.

In this province the anthology could well serve as an interesting supplement to the regular course. *Grass of Parnassus* will repay careful examination.—P.J.K.

**WORKBOOK In Business Law, Part 1**, by W. H. Jennings; Ryerson; pp. 118.

Here is an excellently organized work book, with a "case" approach to the study

of law which helps to fix details in the mind of the student as well as providing interest. As a preliminary course in law for high school students this is good. It does not cover all the topics contained in the British Columbia general business course, but no doubt Part 2 will complete this.

The idea of having extra pages allowed for supplementary notes is good. A student who has used this conscientiously could hardly fail to have a satisfactory understanding of the topics covered.—C.S.M.

### THEN AND NOW

**T** EACHERS who want to understand history (which you never will from the text books) should read Somerset Maugham's *Then and Now* (Book of the Month). This story of a philosopher who was something of a fool, and a villain who was something of a hero, does not deal with any very important historical events. The love story tells of the silly infatuation of the middle-aged Machiavelli for a young married woman, and how he is deceived and supplanted by his own page-boy, who afterwards gets the husband killed and marries the widow. As a story, it is not much.

What makes it well worth reading is the study of Caesar Borgia, who is generally considered one of the world's really great scoundrels. It shows how Borgia, in all his treacheries and murders, was not more wicked but only more clever than the rest of his syphilitic age. (No one can hope to understand the century that began with 1492, without taking account of the "French disease.") According to Maugham, who cites a formidable array of authorities, Borgia had a dream, which came more or less true centuries later, of Italy united and free, dominated by neither France, Spain nor the Pope.

Most important is the title, *Then and Now*, and the motto: "The more it changes, the more it's the same thing." Under the figure of Borgia, Maugham has displayed the inner workings of all dictators. Under all the villainies there is always a dream of good, to his own people, if not to all the world, that seems to him and his followers to excuse his crimes, or even make them virtues. The portrait will remind some readers of Hitler, some of Stalin. Others may think of Napoleon, John D. Rockefeller, Sir Charles Tupper or even some British Columbian politicians.—D. S.

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## Correspondence

## Letters to a Country Teacher

**MY DEAR NIECE:**  
Don't take yourself too seriously. School is an important factor of education, but by no means the whole of it. If I did not know any more than I learned in school (including three universities) I should be an ignoramus of the worst sort. That is the trouble with a large proportion of educators, from Professor Dewey down to the country teacher I met on the train. She was complaining that one of her best students was away from school for a week, on a visit to Prince Rupert. The lad had missed learning about the character of Edward IV, the method for calculating the list price from the rate and amount of discount, and the intimate details of an earthworm's love-life. Instead, he had learned something about how people live in a city.

Of course, being a Vancouver girl, the teacher did not consider Prince Rupert a city at all, and had no idea that anything could be learned from a visit there. But all these things are relative. We once had a school fair at Burns Lake, which was then a thriving metropolis with three stores, a garage, a hotel, and another bootlegger. We had all the children for fifty miles around brought in, and for many of them it was their first view of a village. Walking along the three-board sidewalk, craning her neck to look at the sky-scraping third storey of the hotel, one little girl said to another, "Don't you wish you could live in a big city like this?" I think those children got more education just from seeing our village than they would get from a week of studying village life in mediaeval England or seventeenth century Canada.

I hope you had a good time at summer school. If you didn't, there was something wrong with you or the school—probably the school. I always had a good time at them, listening to interesting professors and learning things I wanted to know. But the summers when I really learned about education, what it is and is not and could be, were those I spent on other jobs, mixing with the product of our schools. As reporter, carpenter, storekeeper, farmer and sailor I met with all sorts and conditions of men and

women. And the more I associated with them, the more I wondered what the schools had done for them. It seemed to me that what people need most from the schools is a general idea of the workings of business and politics, and I tried to give that to my classes. How much of that you can do without getting fired is quite a question—even if you have it yourself; most teachers haven't.

Ever your loving,

UNCLE JOHN.

SEMPER FIDELIS

Prince Rupert, B. C.,

Editor, *The B. C. Teacher*,

Dear Sir:

I read with great interest the various views expressed by different contributors to our *B. C. Teacher*. It is a very gratifying sign that there can be so many different points of views on certain subjects. But it seems to me that there are some points on which there must not be any difference of opinion, and yet I find that there is a difference. I refer to the statement in the article by "Semper Fidelis" on page 328, second column, paragraph numbered 3, of the May-June issue.

He mentions "The principle of humiliating stubborn offenders before fellow students at assemblies to be adopted." And this is in a paragraph beginning with the words "A Code of Ethics"! How, in the name of all that is decent, can an educator advocate such a debasing course of action?

I feel, as surely most of my fellow teachers must feel, terribly humiliated that a teacher should approve of such an idea, and worse, put it in print in an educational magazine.

Yours truly,

JOHN S. WILSON.

TEACHERS EMERITUS

"INVESTMENT IN YOUTH"

EDITOR, *The B. C. Teacher*,

Dear Sir:

We have a project under way in Burnaby which, I think, will prove of considerable interest to teachers, P.T.A. associations, and other educational organizations throughout the province. We are making a motion picture featuring the activities which characterize the modern school life. The picture will be in technicolour and will be a sound pro-



duction. The aim is to show the vital experiences and the opportunities for full development that is made possible through the programme of our British Columbia schools.

The sequence begins with primary children entering school. It shows the various activities engaged in, and the respective school services. It carries on with scenes from the elementary schools at the various levels. A transition is then made where pupils are shown entering the secondary schools and an attempt is made to feature the varied curricula offered in a composite high school where the interests and aptitudes of the pupils play a large part in determining the programme.

The theme is centered around "Investment In Youth". We have in mind conveying to the public the idea that education is the finest contribution towards future progress. It will be an 800 foot film and the running time will be about twenty-two minutes.

If you care to make use of this announcement in your next issue, we shall be glad to have you do so. We think that it is an excellent educational film and we intend to make it available to those organizations interested.

The picture is being produced by Mr. Ken West of Burnaby and Mr. Roth Gordon of Vancouver, under the direction of the Burnaby School Board.

Yours very truly,

C. G. Brown,  
Inspector of Schools.

#### PRO PATRIA.

Courtenay, B. C.

Editor, *The B. C. Teacher*,

Sir:

The chief function of the school, we are told, is to train the youth for citizenship. What is meant by citizenship? What standard have we for citizenship? There are those citizens who do something for their country and those who do their country for something. One could produce examples to show that both are honored.

Our educational system is not aimed at producing citizens with a desire to do something for their country such as increasing production in order that the country in general may have more, or at improving standards so the people may enjoy a higher standard of life and living. It does not aim at working together to increase production all along the line for everybody but only at get-

ting an individual advantage from any training or good fortune.

Inventions and discoveries are used as a means of exploitation and not as a means of improving the lot of the people. A citizen may rise to fame and honor through making wealth by exploiting patents or natural resources, at the expense of the living standards of the mass of the people. There are few who give, like Dr. G. Banting gave, their discovery to the welfare of mankind.

The struggle for life goes on on a predatory level, employer against employee, and employee against employer, union against union, farmer against manufacturer, every man's hand against every other man. This is the way of our life and the curriculum of the school fits nicely into the general scheme of things making a wonderful harmony.

In times of war we are told how sweet and fitting it is to die for one's country, Dulce et decorum est pro patria mori. In times of peace that is not the principle and selfishness takes the place of cooperation. There is little in our school curriculum and in our social set-up to cause the student and citizen to feel that Canada is his and that he is Canada's. To feel that Canada and fellow-Canadians are for the individual to exploit is an attitude to be abhorred. Is it not possible to devise some system that will change the old saying quoted above to Dulce et decorum est pro patria vivere?

Yes, I believe that there lived  
Others like thee in the past,  
Not like the men of the crowd  
Who all around me today  
Bluster or cringe, and make life  
Hideous, and arid, and vile;  
But souls temper'd with fire,  
Fervent, heroic, and good,  
Helpers and friends of mankind.

Yours truly,

FRED G. COOK.

#### A 13TH CENTURY SERMON

Lord Byng H. S.,  
Vancouver, B.C.

Editor, *The B. C. Teacher*,

Dear Sir:

The attached which I culled recently from the sermon of a 13th century preacher, Berthold of Ratisbon, may interest your readers in the light of what we have to put up with nowadays.

Teachers of the Social Studies might draw a lesson from this in the fact that our forefathers expected a high standard of honesty and fair dealing while the



stringent regulations of the Trade Guilds in those days insisted on it.

Altogether our ancestors were perhaps wiser than we, for they regarded the tradesman as existing for the benefit of the public, and not the public for the benefit of the tradesman. Otherwise human nature susceptible to financial temptation has not changed much, it seems.

"Ye that work in clothing, silks, or wool or fur, shoes, or gloves or girdles: men can in no wise dispense with you: men must needs have clothing, therefore should ye so serve them as to do your work truly: not to steal half the cloth, or to use other guile, mixing hair with your wool or stretching it out longer, whereby a man thinketh to have gotten good cloth: yet thou hast stretched it to be longer than it should be, and makest a good cloth into useless stuff. Nowadays no man can find a good hat for thy falsehood: the rain will pour down from the brim into his bosom. Even such deceit is there in shoes, in furs, in skins: a man sells an old skin for a new: and how manifold are your deceits no man knoweth so well as thou and thy master the devil. . . . Thou, trades, shouldst trust God that that He will find thee a livelihood with true winnings, for so much hath He promised thee with His divine mouth. Yet now thou swearest so loudly how good thy wares are, and what profit thou givest the buyer thereby: more than ten or thirty times takest thou the names of all the saints in vain—God and all His saints—for wares worth scarce five shillings. That which is worth five shillings thou sellest, maybe, sixpence higher than if thou hadst not been a blasphemer of our Lord. Ye yourselves know best what lies and frauds are busy in your trade!"

Yours sincerely,

R. B. WESTMACOTT.

Lord Byng H. S., Vancouver.

UPON the death of his first wife, a devoted husband had the words, "The light of my life is out," inscribed on her tombstone. Several years later the man decided to remarry and asked his minister whether it would be appropriate to have the inscription removed. The minister, worldly wise and with a divine sense of humor, replied: "Not at all. Why not just add a line—'I have struck another match'."



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## News, Personal and Miscellaneous

### DIRECTED READING COURSES ANNOUNCED (U. B. C. Press Release)

**A**N announcement from the President's Office indicates that directed reading courses in History, Economics and Education will be offered by the University of British Columbia during the 1946-47 term if the demand warrants it.

Through the Department of History, History 310 (formerly History 11a), a course on the development and problems of the British Commonwealth will be conducted by Professor A. C. Cooke. This course allows three units of credit.

A three-unit course in the Department of Economics, Political Science and Sociology will be given by Dr. Stuart Jamieson. This is Economics 100 (formerly Economics 2), Economic History.

The two reading courses to be given by the Department of Education are:

Education 532 (Ed. 30), Psychology of Adolescence—1½ units.

Education 582 (Ed. 28), Educational Statistics—1½ units.

Registration for the U. B. C. Directed Reading Courses must be completed and fees paid before October 15th. For further particulars, anyone interested is requested to write to the Registrars' Office at U. B. C.

### SPECIAL COURSES AT U.B.C. FOR TEACHERS (U. B. C. Press Release)

**E**XPANSION in the program of special courses for teachers in Vancouver and the Lower Mainland was announced recently by the Presidents' Office.

Two special courses given extra-sessionally during the winter by the Department of Education have up to the present time been conducted on Saturday mornings. The new program may include lectures in the evenings, though times will be arranged to meet the needs of teachers enrolled.

Two courses to be given this term are Education 510 (Ed. 25), Administration of School Systems—1½ units; Education 535 (Ed. 38), Evaluation—1½ units.

All teachers interested are requested to write to the Department of Education at U. B. C.

### TORONTO'S CUMULATIVE SICK LEAVE

**T**HE Toronto Board of Education has issued a report on sick leave which is of interest to teachers at large. The report on cumulative sick pay blazes the trail for Canada and, possibly, for North America. According to this report each employee of the permanent staff is entitled to a sick leave credit for personal illness of two days for every normal working month in the year and on the first of January each year the employee's sick leave account shall be credited with the current year's sick leave allowance. Any unused sick leave credits for the previous year are carried into the following year.

Absences for personal illness for a period not exceeding five working days may be certified to by the school principal or the head of Administration Department. Absences over five days must be certified to by a qualified medical or dental practitioner. Absences for a period over three months must be certified to by a Board doctor.

*Retirement Gratuity* — Each retiring employee at normal or earlier retirement date, shall be granted a gratuity for a period equal to the unexpended portion of his or her accrued sick leave credit in accordance with the following schedule:

<i>Years of Service</i>	<i>Maximum Gratuity</i>
20	30% of salary at retirement
21	32% of salary at retirement
22	34% of salary at retirement

and for each additional year of service a further 2% up to a maximum allowance for 30 years and over—50% of annual salary at date of retirement.

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*From "THE A.T.A. MAGAZINE"*

(N.B.—Although informally agreed upon at time of writing the schedule has not been ratified formally in Board meeting).

	Holding Teaching Certificate only	With years of training in addition to training certificate.				
		1 year	2 years	3 years	4 years	5 years
Schedule Minimum, January 1, 1946 . . . .	1400	1475	1550	1625	1700	1775
Actual Minimum, January 1, 1946						
(a) Without Dependents	1475	1550	1625	1700	1775	1850
(b) With Dependents .	1550	1625	1700	1775	1850	1925
Schedule Minimum, January 1, 1947 . . . .	1500	1600	1700	1800	1900	2000
Actual Minimum, January 1, 1947						
(a) Without Dependents	1575	1675	1775	1875	1975	2075
(b) With Dependents .	1650	1750	1850	1950	2050	2150
Schedule Maximum, January 1, 1946 . . . .	2600	2800	3000	3200	3400	3600
Actual Maximum, January 1, 1946						
(a) Without Dependents	2650	2850	3050	3250	3450	3650
(b) With Dependents .	2700	2900	3100	3300	3500	3700

(b) With Dependents : 2,700 2,900 3,150 3,300 3,500 3,700  
Annual Increment \$100. Additional Training Above Teaching Certificate: \$100 per  
year of training.

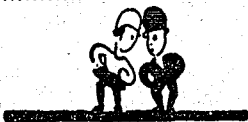
"DEATH from starvation is less common in Europe today; but death from the diseases of malnutrition is still everywhere," reports Dr. Lotta Hitschmanova, director of the Unitarian Service Committee of Canada, after a two months' inspection of European relief centres.

Teachers who recall the exhibit of the Vancouver Service Committee at the last Easter convention will be interested to hear that Dr. Hitschmanova will speak, under Canadian Club auspices, at Duncan on October 30; Nanaimo, October 31; Port Alberni, November 1; Courtenay, November 4; Qualicum, November 5; Victoria, November 7; Chilliwack, November ; Trail, November 11; Rossland, November 12; Penticton, November 14; Kelowna, November 15; Vernon, November 18; Kamloops, November 19; Revelstoke, November 21. She will be in Vancouver from October 23 to October 28.

A gifted speaker, Dr. Hitschmanova

would gladly address, if at all possible, any school that has undertaken or would undertake some project of relief to suffering Europeans.

Address all enquiries to the Unitarian Service Committee, 1550 W. 10th Ave., Vancouver.



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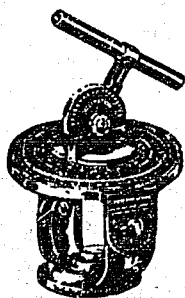
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