

**OFFICIAL ORGAN OF THE BRITISH
COLUMBIA TEACHERS' FEDERATION**

THE VOLUME XXVI

NUMBER 2

B. TEACHER

NOVEMBER, 1946

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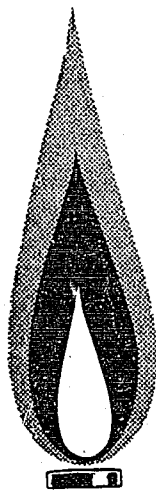
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VANCOUVER, B. C.

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THE B. C. TEACHER

VOL. XXVI, No. 2

NOVEMBER, 1946

VANCOUVER, B. C.

TEACHER SHORTAGE

SO much has been said and written recently about the teacher shortage that any further statements on the subject run the danger of being termed commonplace. Yet under present conditions it is difficult for one to view any phase of education, be it provincial, national, or international in scope, and divorce it from the current widespread teacher shortage.

Unquestionably the fundamental underlying cause of the present teacher shortage is monetary. Effective teaching demands a maximum of energy and work and must be compensated by adequate remuneration. We say must because unless such is done, the increasing exodus of teachers from the profession and the selection of vocations other than teaching by our high school graduates will aggravate the teacher shortage to the extent that it will become a national calamity. What we are now witnessing is the result of past short-sighted policies. Too many school boards and others in the educational field prided themselves on the results of their too parsimonious attitude. Their guide word in seeking and hiring teachers was, "What is the minimum for which we can obtain a teacher?"

Fortunately there has been a noticeable improvement in the trend to compensate more adequately the teacher for the vital service he renders to the general public—possibly the result of a "teachers' buyers market" rather than a more genuine wholesome attitude towards teachers and education generally.

Last Easter at the Annual General Meeting the members of the British Columbia Teachers' Federation placed a minimum valuation on their service in determining a basic salary schedule of \$1,300 to \$2,400 with annual \$100 increments for elementary teachers and \$1,600 to \$3,000 with annual \$100 increments for secondary teachers. This basic minimum salary schedule is moderate indeed. Witness the awards of the salary arbitration boards who convened to determine a schedule of teachers' salaries. They have been few in number but in each instance the award at least equalled the Federation basic schedule. Witness the results of salary negotiations between school boards and teachers. Again the schedules agreed to in the vast majority of cases approximated or bettered the Federation basic schedule.

Every local salary negotiation and salary arbitration has more than local significance. Those most directly concerned are of course the school trustees and teachers of the area but each adequate agreement effected constitutes another plank in building a more solid educational platform. Each party should view their requests and offers in the light of the importance of their ultimate decisions. The proposed Federation scale is a just minimum salary scale and until every one of the seventy-four larger school districts and the several individual school districts have a comparable scale, the teachers of B. C. can not be said to be adequately remunerated. The obtaining of a scale at least comparable to the Federation basic scale should constitute a minimum objective of every teacher and every Local Association—and we hope every school board member—in B. C. for the term 1946-47.

A second fundamental cause of the teacher shortage can be found in the fact that teachers of the past have not been accorded their rightful place in society. Respect for the teacher was something obviously lacking in a society that viewed the teacher as "a third sex". Again one recognizes some improvement in this regard but until teachers are treated as citizens and accorded as broad democratic practices as possible there can be little hope of recruiting the best type of young people to the teaching profession in numbers adequately to staff our schools.

To illustrate, for the past two years the Federation has made specific requests to have the Municipal Act amended so that teachers might qualify for election to municipal councils, but in each case the body in whom the Provincial Government has placed the power to make such a decision, the Union of B. C. Municipalities, has dismissed the question by defeating resolutions pertaining

thereto without studying the related facts or permitting a teachers' representative to speak to the resolutions. No group has been more directly charged with the responsibility of inculcating democratic principles in the future adult citizens than teachers and the over-all aim of our education is the development of citizens for a democracy. Can we then justifiably expect teachers wholeheartedly to attempt to achieve this aim and still openly deny them their own democratic rights. It is surely anomalous that those who instruct in the ways of democracy and teach the procedures of government should be deprived of the opportunity to serve in a democratic government.

There has been a recent improvement in the salary situation and other causes of the teacher shortage, as we have said previously, but to guarantee an adequate teaching force such improvements must continue and must be expanded. Our teacher training institutions are not attracting recruits in numbers adequate enough to staff our schools and we are quickly losing our drawing power on the teachers from other provinces through the general increase of salaries in those provinces. What becomes policy now will determine conditions of the future. It behooves us all to do our share in building a secure educational future, to the extent that such can be built by guaranteeing an adequate supply of successful teachers.

WORKMEN'S COMPENSATION ACT

SINCE September of this year, all teachers of the province have been covered by the provisions of the Workmen's Compensation Act. The coverage provided can be of the utmost importance under various circumstances, and it would appear only logical that each teacher should make himself familiar with the details of coverage, method of applying for benefits, etc.

Your attention is drawn to an article on the subject, prepared by Vice-President F. P. Lightbody, and printed elsewhere in this issue.

The Federation Consultative Committee has considered the whole question important enough to warrant study and observation by a special committee, and has asked Mr. Lightbody to convene such. Any ideas on the matter may be conveyed to him through the Federation Office.

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Senate of The University of British Columbia

ELECTION OF THE BRITISH COLUMBIA TEACHERS' FEDERATION REPRESENTATIVE

Aldine House, 1300 Robson Street, Vancouver, B. C.
October 30, 1946.

To Members of the British Columbia Teachers' Federation:

I am instructed by Mr. C. J. Oates, President of the British Columbia Teachers' Federation, to notify you that the election of the British Columbia Teachers' Federation representative on the Senate of the University of British Columbia will be held on Monday, December 30, 1946.

Nominations for this office must be in my hands not later than Monday, December 9, 1946.

Your special attention is called to the sub-joined sections of the University Act:

- "68. No person shall be elected . . . as a member of the Senate unless he has been nominated as hereinafter mentioned, and every vote cast for any person not so nominated shall be void.
- "69. (1) For the election . . . of members of the Senate the nomination shall be in writing by a nomination paper, which shall be signed . . . in the case of the Senate by at least three persons entitled to vote.
(2) The Registrar (General Secretary of the British Columbia Teachers' Federation, in this case) shall forthwith send a written notice of his nomination to each person duly nominated.
- "70. The nomination papers shall be delivered at the office of the Registrar (Federation Office in this case), or, if sent by mail, shall be received by him not later than three weeks prior to the date of election, and if not so delivered and received shall be invalid and not acted upon.
Any person who is nominated . . . as a member of the Senate may refuse to become a candidate for the office for which he shall have been nominated, and he shall be deemed not to have been nominated, and his name shall not be included in the list of candidates, if he notifies the Registrar (General Secretary in this case) in writing of his refusal, within four days after the day upon which the time for nominations shall have expired.
- "72. In the event of only one candidate being nominated, such candidate shall be deemed to have been elected and in such case no voting papers shall be required to be sent out."

Yours very truly,
CHARLES D. OVANS,
General Secretary.

- NOTE: (1) No printed nomination form is required. Nominations may be made by letter, duly signed by three members of the Federation.
- (2) Mail or deliver all nominations to the General Secretary, Federation Office, 1300 Robson Street, Vancouver, B. C.
- (3) Any Federation member in good standing is eligible for nomination.

Fall Executive Meeting

THE regular Fall Executive meeting of the B. C. Teachers' Federation was held in the Hotel Vancouver, October 5th, with President C. J. Oates presiding.

For the benefit of the general Federation membership, the most important matters discussed and decisions reached are herein summarized.

1. *Replies of the Department of Education to Resolutions Submitted from the Annual General Meeting:*

See complete report elsewhere in this issue. A unanimous resolution instructed that in future all resolutions which are to be presented to some outside authority must be accompanied by a supporting brief so as to provide adequate information for its consideration.

2. *Teacher Training and Certification:*

The December issue will contain a full report of the recommendations approved by the Executive.

3. *Rights of Teachers re Municipal Office:*

Past President B. C. Gillie, who was the Federation representative to the U.B.C.M. Convention, reported that he was denied the privilege of speaking to a resolution seeking an amendment to the Municipal Act which would have determined employees of school boards eligible for municipal office, provided they were otherwise qualified. The question was not considered fairly on its merits and the resolution was overwhelmingly defeated.

4. *Federation Finances:*

The budget approved for the ensuing year provides for a surplus of slightly more than \$3000. The 1945-46 surplus of \$6,773.97 is to be deposited in the reserve fund which at July 1, 1946, was \$8,700.

A salary schedule for the office staff as recommended by the Finance Committee, was approved with one or two slight amendments.

5. *Automatic Membership:*

The Executive instructed last year's Membership Committee to prepare a brief on automatic membership, with provision for:

- (a) a write out clause for those now teaching;
- (b) deduction of membership fees from grants payable by the Department of Education to school districts.
- (c) the Federation Executive to have disciplinary powers over the membership with any disciplined member having the right of appeal to a Provincial Board of Reference.

Each Executive Member was requested to interview, or have some responsible Federation Member interview, each M.L.A. in his geographical district, soliciting support for this question when it is discussed at the next session of the legislature.

It is hoped to have a Federation delegation interview the Cabinet on the matter prior to the next session.

6. *Uncertificated Teachers:*

The Federation Executive has information relative to the fact that some school boards are employing teachers who hold no certificate whatsoever from the Department of Education. Instructions were given that strong representations be made to the Department deploring the existence of such a condition, and asking for immediate clarification.

7. *Transfers:*

The table officers were instructed to seek satisfactory amendments to the Schools Act, covering all phases of transfers of teachers.

8. *Annual Convention:*

Each Executive member was requested to discuss with his Local Associations the various types of annual conventions, to determine the wishes of the general membership with regard to holding only a business convention rather than the accustomed joint business-professional type.

9. *Reports of Geographical Representatives:*

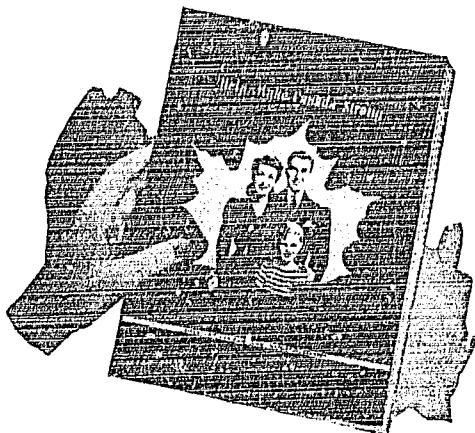
A resolution, instructing each geographical representative to present to every Executive Meeting a concise written report of Federation activities in his respective area, was passed unanimously.

10. *Attendance:*

All geographical areas were represented with the exception of northern B. C. The policy inaugurated last year of having representatives from the three teacher training institutions was continued and the Executive were pleased to welcome Miss Gail B. Churchill, Victoria Normal; Mr. J. P. Wescott, Vancouver Normal; and Mr. Hugh Herbison, U.B.C. Teacher-Training Class.

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Additional Revised Salary Schedules

HIGH SCHOOLS

Following results of salary negotiations received since publication of September-October issue:

	Min.	Max.	Inc.	No. of Years	Special Provisions and Comments
Grand Forks	\$1600	\$3000	\$100	14	Effective September 1, 1946.
Kamloops Large Municipal Dist. . . .	\$1600	\$3000	\$100	14	Int. or Temp. Certificates held on third step. Max. for less than Acad. Cert. —\$2400.
Nanaimo District . . .	\$1600	\$3200	\$100	16	\$3200 max. applies to Acad. Cert. or equivalent. Secondary teachers holding 1st Class Cert. on Elementary Scale.
Ladysmith	B.C.T.F. schedule accepted; adjustments payable over three years. Teacher-Board Committee set up to draft regulations.				

ELEMENTARY SCHOOLS

Grand Forks	\$1200	\$2400	\$100	12	Effective September 1, 1946.
Kamloops Large Municipal Dist. . . .	\$1300	\$2400	\$100	11	Int. or Temp. Certificates held on third step. Maximum for less than 1st Class Cert., \$2200.
Nanaimo District . . .	\$1300	\$2500	\$100	12	Max. for 2nd Class Cert., \$2000.
Ladysmith	(See note under High Schools).				

Facts Re The Workmen's Compensation Act

THE Workmen's Compensation Act is a Provincial one. Since September, 1946, all teachers within this Province have been covered under this Act; in fact, its coverage now extends to all School Board employees. The cost of this is borne by the local School Boards throughout the Province, who contribute one-half of one per cent. of the payroll. These rates may vary from time to time depending on the cost of the claims paid.

The coverage is that which includes accidents happening on the scene of employment while on duty as an employee of the School Board. Under certain circumstances the teacher might be covered en route to school. This might be applicable where only one means of transportation exists and the teacher is thereby compelled to use that means of transportation—as in some cases of school buses. It is also to be presumed that a teacher would be covered taking a team to other schools for the purpose of inter-school athletics. Further, the teacher could be covered if investigating reasons for a pupil's absence or super-

vising the safe-crossing of children at street corners, etc. The coverage offered by the Compensation Act precludes any recourse to claims resulting from legal action against an employer. The Compensation Act also covers certain industrial diseases which directly result from the conditions of employment.

If the period of absence from work results in three days or less, only medical bills are covered. When the period extends to fewer than seven days, only those in excess of three are covered; but when the period of absence resulting from the accident is seven days or more, coverage is in full from the first day. The amount of compensation paid for the loss of earnings is sixty-six and two-thirds per cent. of annual earnings up to a maximum of two-thirds of \$2500. The payment of compensation is not reduced as a result of carrying other insurance policies, nor is it probable that insurance companies reduce their payments simply because one who has experienced an accident is receiving compensation.

The latter, of course, is determined by

the terms of the policy. The coverage refers to the loss of earnings. For the period of absence during which the salary is continued by the School Board, obviously the coverage would not apply. In the event of permanent disability, disfigurement, or death, compensation awards are made either during the lifetime of the employee, in lump sum, or to the dependent.

Reports are required on forms provided, from the employer, the employee, and the doctors concerned. Frequently the doctor's report reaches the Compensation Board first. The employee's report is placed on Form 6, obtainable from the School Board, the Compensation Board, Government Agent, the Teachers Federation Office, or, we expect shortly, the schools. It is the employer's duty to submit all details of the accident to the Board within three days.

A recent amendment to Section 23 of

the Act reads as follows: "The Board shall have authority to assume the expense of replacement and repair of dentures, eye-glasses, and artificial appliances, including artificial members broken as a result of an accident arising out of and in the course of the employment of the workmen, if such breakage is accompanied by objective symptoms of personal injury, or otherwise corroborated."

It is recommended that reports be submitted for every accident, since slight injury can easily have serious results. Undue delay in reporting can invalidate a claim. A claim is valid if within one year of the accident. Any delay, however, in reporting tends to weaken the case.

Additional information may be obtained on application to the Compensation Board, 411 Dunsmuir Street, Vancouver, B.C., or the B.C.T.F. office.

HOWE SOUND DISTRICT T.-A.

THE Annual Meeting of the Howe Sound District Teachers' Association No. 48 was held on October 3 at Britannia Beach. The teachers were very gratified with the result of the Arbitration award of this summer implementing the B. C. T. F. salary schedule plus other benefits. A constitution was adopted. The Executive for the ensuing year consists of: President, W. D. Black, vice-president, A. B. Clemens; secretary-treasurer, L. E. Wells.

L. E. WELLS.

KELOWNA DISTRICT T.-A.

THE K.D.B.O.V.T.A. held its first meeting on Wednesday, September 25, in the Kelowna Junior-Senior High School. A slate of officers for the coming year was presented and unanimously accepted:

President, R. E. Flower; vice-president, Thelma Reed; secretary, Joan Lawrence; press representative, Betty Beaumont; O.V.T.A. representative, E. Greenaway.

The main topic of discussion was the Okanagan Valley Teachers' Convention to be held the 10th and 11th of October in Kelowna. Another item which received much attention was the important matter of arbitration for a new salary schedule.

NANAIMO DISTRICT T.-A.

THE Nanaimo District Teachers' Association held their first meeting of the present year at a dinner in the Plaza Hotel on October 16. Forty members and guests of the city and district schools were in attendance with President Mr. Archie Mercer in the chair.

During the business meeting following the dinner officers were elected for the current season. The choice in all cases was unanimous.

Those selected were, Mr. A. Mercer, past president; Mr. L. F. Spearing, president; Mr. C. Kennedy, vice-president; Mr. R. V. Maclean, secretary; Mr. J. O. Swan, treasurer; Miss M. Macqueen, city high school representative; Miss F. Burdock, city elementary representative; Miss D. Devlin, public relations; Miss H. Aho and Miss R. Bryson, social conveners.

Mr. T. Bennett gave a concise report of the meeting of the executive of the British Columbia Teachers' Federation held recently in Vancouver.

The theme for the fall convention, "Education for Peace" was announced by Mr. Spearing. The convention to be held November 14 and 15 in Nanaimo, will bring together teachers of all areas from Duncan to Alberni.

Here's to success, O.V.T.A., in both undertakings!

BETTY BEAUMONT.

Replies Received from Department of Education TO 1946 ANNUAL GENERAL MEETING RESOLUTIONS

RE Election of School Trustees in Large School Districts:

1. Whereas it is anticipated that, through the implemation of the recommendations of the Cameron Report on Educational Finance, a major portion of the costs of education will be borne by the Provincial Treasury and will therefore not be paid by the local owners of real property; and

Whereas the Cameron Report has pointed out that the funds raised locally for school costs have never been paid entirely by the owners of real property; and

Whereas at present eligibility for office of school trustees is based upon ownership of real property and payment of taxes thereon; and

Whereas this basis of eligibility for school trustees has not always secured the services of those most interested in the welfare of the schools;

Be it resolved that the Department of Education be requested to take such steps as may be necessary to extend eligibility for the office of School Trustee to persons who are not owners of real property and taxpayers.

Department's Reply:

The basis of qualification for office of School Trustee is a matter of government policy and is not primarily the concern of the Department of Education.

I shall call the attention of the Honourable the Minister to your submission and suggest that, should he agree, the matter be referred to the government for declaration of policy if a change is thought desirable.

2. Advisory Committees:

That each attendance area should have an advisory committee to advise the central school board on purely local problems. This could be chosen by the central board or by a meeting of the people of the attendance area.

Department's Reply:

School Boards are elected by the ratepayers and the present regulations seek to make provision for adequate representation for all school attendance areas. To provide for another body, similarly elected, to advise the first body seems to me unwise.

3. Universal Franchise:

That Universal Franchise be used in the election of Trustees.

Department's Reply:

See answer to Number 1.

4. Election of Trustees at Large:

That where geographically feasible after a period of two years, the Trustees in large school districts be elected by ballot and at large.

Department's Reply:

Provision is already made for this method in the School Act where it is deemed feasible and wise. To make it compulsory after a period of two years is not thought to be sound. It could easily happen that in large districts, where there are a number of small schools attached to a large centre, all members of the school board could be elected from the area of dense population, thus destroying the wide representation already provided for.

5. That, where geographical conditions permit, the Annual School Meeting be abolished entirely after the two-year period mentioned above, and for that two years a meeting be held solely for the purpose of electing delegates.

Department's Reply:

There are no annual school meetings in large rural school districts. They are considered essential for unattached schools.

Health Areas:

6. That Health Areas be made coincident with the Larger Areas, and that they be properly equipped with a Public Health Doctor in charge, a staff of Public Health Nurses, and facilities for dental inspection.

Department's Reply:

The Department of Public Health already is moving in this direction and plans to have the health areas coincide with the large school districts.

In some cases the health area may embrace more than one school district.

Re Placement on Grant Schedule:

7. Be it resolved that whenever a properly qualified teacher has been granted a permanent British Columbia Certificate on the basis of his experience in Indian schools, the Department of Education be requested to allow at least the two years' experience on which the permanent certificate has been granted as experience on which regular grants shall be paid under the schedule as laid down in the Cameron Report.

Answers to questions on

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Name..... Title.....

School..... College.....Others.....

Street

City or Town.....Prov.....

No. of Students Taught.....Grade(s).....

Department's Reply:

The Provincial Department of Education is not responsible for the inspection of Indian Schools. Moreover, Indian Schools do not follow the course of study as laid down for the public schools in this province. No general undertaking can be given that experience in such a school would be considered the equivalent of experience in one of the regular schools but should a special case arise, the matter would be treated on its merits.

8. Whereas the practice adopted, for men and women returning to the teaching profession from the Armed Services and taking up a position with the Board from which they secured leave of absence, is to give full credit on the salary schedule for time spent in the Services; and

Whereas the practice adopted in some cases, for men and women returning to the profession from the Armed Forces and taking up a position with a Board other than the one from which they got leave of absence, is to give no credit on the salary schedule for the time spent in the Services;

Be it resolved that the B. C. T. F. make a strenuous appeal to the Department of Education and the Provincial Trustees' Association to have salary awards for service with the Armed Forces recognized by all School Boards in the province; and

Be it further resolved that the B. C. T. F. issue to all Service men and women returning to the profession a warning that they accept no salary contract from Boards with a salary schedule in operation, unless credit for service with the Armed Forces is recognized for salary awards.

Department's Reply:

This resolution is out of date. It has been arranged that service in the Armed Forces will be considered teaching service for purpose of grants.

Re Tuition Fees:

9. Be it resolved that all tuition fees for school pupils up to and including Grade 12 be abolished.

Department's Reply:

The establishment of large districts abolishes tuition fees for pupils within that district. If, however, special courses, such as Vocational Courses, are thought wise in a particular instance, and this necessitates the transfer of the pupil to a school in another district, the payment of a tuition fee

(in the absence of a special agreement) is provided for in Section 137, Subsection (3). The School Board which may be called upon to pay such a fee must be consulted and give consent before arrangements are made and before the pupil leaves his or her own district.

In any case the fee charged is limited to the net cost.

Re Length of School Day:

10. Be it resolved that the B. C. T. F. press for the elimination of the prescribed study periods in Junior High and in Junior-Senior High Schools and that the length of the school day in these schools be consequently shortened.

11. Be it resolved that the Department of Education be asked to set the same 5¼-hour day for Junior and Senior High Schools.

Department's Reply: (10 and 11)

New regulations were recently issued with respect to study periods as such and the length of the school day, which may not now be longer than 5½ hours.

Re Technical Colleges:

12. Whereas there is no intermediate level of certification between that of a graduate of the apprenticeship system for journeymen or mechanic and that of graduate in engineering from the University, and many capable technicians are thus being lost to industry;

Be it resolved that a technical college offering two years beyond the present technical High School Graduation Certification be established as recommended a year ago by the Commission under Col. Bowic of Ottawa.

Department's Reply:

It is hoped that, eventually, additional grants under the Dominion Provincial arrangement for vocational work may result in the school boards establishing vocational courses beyond the present Grade XII level.

Re U. B. C.:

13. Whereas at present advanced courses in Fine Arts carrying University credits are not available in the province and it is therefore necessary for students desiring advanced courses in these subjects to attend University outside the province;

Be it resolved that the Department of Education be asked to approach the University regarding the feasibility of establishing a Department of Fine Arts.

Department's Reply:

This resolution will be passed to the President of the University.

14. Student Bursaries:

Whereas many worthy students are through economic circumstances still being denied opportunities for higher education; and

Whereas the present high enrolment at the U. B. C. when the economic factor is taken care of through training allowances to veterans indicates, in part at least that there is a much greater demand for higher education than is normally apparent;

Therefore be it resolved, in order to make higher education possible for all deserving students:

(1) That the Dominion and Provincial authorities be commended for the great increase in the amount made available last year in bursaries and loans and that these authorities be urged to extend such bursaries and loans on the present shared basis so as to provide for remission of fees;

(2) That the Dominion Government be urged to provide grants to needy deserving students on much the same basis as made to veterans under the Rehabilitation schemes so as to provide for subsistence;

(3) That the University authorities be urged greatly to reduce fees charged to students.

Department's Reply:

It is not true that many worthy students are denied opportunities for higher education. Bursaries and loans are available through this Department for students attending Universities and Normal Schools, provided they can show academic merit and financial need. The amount of assistance is graded in relation to the actual need.

The funds available in this Department have proved to be adequate. Provided assistance is granted only to those whose academic record indicates that a useful purpose can be served by allowing them to proceed, there would seem to be no immediate need to request additional funds.

14. (3) To urge University authori-

ties greatly to reduce fees is one way of reducing the revenue of the University. This revenue must be made up by government grants.

It seems to me reasonable to expect those who can afford higher education to pay for it. The government already provides bursaries to insure that no worthy student be denied the opportunity to proceed through lack of financial means. As already stated, the funds provided for this purpose have so far proved adequate.

Re Community Centres:

15. Whereas there is apparent a need for extending and co-ordinating out-of-school education;

Be it resolved:

(a) That the Department of Education establish a Department of Community Education and Recreation;

(b) That the Department of Education urge the Dominion Government to implement the Report of the Reconstruction Committee of which Mr. Turgeon was chairman, regarding a \$10,000,000 Dominion Government grant for the building of community centres, the provision for training personnel, and facilities for recreation and the arts.

Department's Reply:

The Department of Physical Education and Recreation has recently been reorganized under Mr. Ernest Lee. The government already assists a number of community centres.

As a result of Mr. Lee's recommendations it is anticipated that development in this field will be stimulated.

NOTE:

The attention of all members is respectfully drawn to a resolution passed unanimously at the October 5, 1946, Executive Meeting, stating: "That in future all resolutions which are to be presented to some outside authority must be accompanied by a supporting brief so as to provide adequate information for its consideration".

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Lesson Aids Committee

All correspondence in connection with Lesson Aids should be addressed to: The Secretary, Lesson-Aids Committee, 1300 Robson St., Vancouver.

Instructions Re New Address

Without wishing to belabour the point, the Lesson-Aids Committee would like to point out again the fact that all orders should go through the B.C.T.F. office. (see address above). All money orders or postal notes should be made payable to the Lesson-Aids Committee, B.C. Teacher's Federation. Any orders which are sent to the former secretary's address and money orders which are made payable to him, only cause complications and delay. These react to the detriment of those sending the order. Therefore *Please Ignore The Address On the Order Forms and Price Lists* and use only that given above.

The bookkeeping end of Lesson-Aids can be a very complicated business if incorrect orders are sent in. Please note the following instructions for ordering:

1. Use the order form for all orders. These may be had on application.
2. Use the latest price list. (blue).
3. Please add up the order correctly and remit the exact amount plus postage (less discount for first order.)
4. While we do on occasion send orders before payment is made, that is not our policy. Please help us keep our bookkeeping simple by remitting money with the order.

Note: After next Easter some slight adjustments may be made in the price list that will enable us to pay all postage.

Complaints and Suggestions

This committee is only too glad to

receive letters suggesting methods for improving our service. After all this is a teacher service and is guided by the wishes of the membership. Unfortunately this is a period of transition. This new office is not completely set up. We have discovered that many of our stencils do not fit the mimeograph machine. This is occasioning some delay while corrections are being made. Meanwhile we ask your forbearance until the end of the month if your order has not been received or executed in full.

Xmas Units

The Xmas holidays are fast approaching. Should you desire units on Xmas projects, concerts or seatwork, write immediately for them. The first orders received are, of course, the first filled.

New Units

Here in this office we give much thought to the suitability of new units. Units prepared by teachers for their own use usually have a greater sale than those prepared by an executive. Have you done a solid piece of work this year? Why not submit it to this committee? It may aid beginning teachers and those who need help in that particular subject. Don't be ashamed of the way it is written up—or of your handwriting. Send it in now! It will be rearranged for publication. All units so received will be acknowledged.

For all your grades (from one to eight), use lesson aids.

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The Canadian Teachers' Federation Convention,

EACH summer of the past 25 years, representatives of the various provincial teachers' organizations of Canada have met for a few days to discuss the problems and perplexities, the hopes and aims, which are common to teachers from Coast to Coast and far beyond. This, the annual conference of the Canadian Teachers' Federation, has all too frequently attracted woefully scant attention from even the teachers represented, let alone a traditionally apathetic public. However, progress has been made, good work has and still is, being done, there are hopeful signs that we are slowly becoming conscious of these achievements, and, most important of all, the tremendous potentialities of such an organization are beginning to attract the attention of teachers, politicians, press and public.

This year, the four day gathering was packed with a multiplicity of reports, discussions and resolutions as is always the case in gatherings of this kind, and it would be quite out of place to attempt anything like a full report at this time. However, some of the topics discussed and the policies formulated are of such significance, that we who comprised the B.C. Delegation would like to see a general understanding and appreciation of them, the common property of all teachers in the Province. The following are some of the points we feel are particularly worthy of your study!

(1) The Adoption Of A National Policy For Education and the Profession Of Teaching

This arose as the result of a report prepared by British Columbia which endeavored to place in concrete and specific form the various principles which all teachers in Canada could support as the minimum requirements of a sound educational programme and a strong dynamic profession of teaching. Space does not permit our reproducing this National Policy here, but it is printed in full elsewhere in this issue. Sufficient is it to say that in general the original suggestions as presented by the B. C. Delegates were approved by the General Meeting, after considerable polishing and rearranging on the part of the Policy Committee. Plans were formulated whereby the Policy would be given nation wide publicity, in the months and years ahead, and that it be continually revised in the light of future developments. At first glance the matters

set forth may seem self-evident or even innocuous, but if we will remember that in no single instance is any one of the principles set forth, common to all Canada, then probably the general significance of the document will be considerably enhanced.

(2) C. T. F. Representation On The U. N. E. S. C. O.

As the next meeting of the United Nations Educational, Scientific and Cultural Organization is scheduled for October, the delegates manifested keen interest in the matter of the selection of the five Canadian representatives. They were unanimous in proclaiming their belief that Canadian teachers should be among those directly represented, and that as the body officially designated to speak for Canadian teachers, the Canadian Teachers' Federation should be accorded the courtesy and privilege of nominating such a representative. Steps were taken at the convention to have members of the House of Commons present to hear the debate on this topic, and plans were made to draw the matter as forcibly as possible to the attention of the responsible ministers of the Government. The outcome of these representations will be watched with considerable interest from coast to coast.

(3) Affiliation With The C. N. E. A. (Now C. E. A.)

Early last Fall the Provincial Associations were approached for their reactions to a suggestion from the Canada Newfoundland Education Association that the C. T. F. consider some sort of affiliation with that body. The I. C. Executive took the stand that we could only be most firmly opposed to any such arrangement, since the C. N. E. A. was a body organized and controlled by the various Departments of Education in Canada, and as such could not be expected to represent our views and opinions on many matters of vital concern to the teachers. The Annual General Meeting of last April supported this stand, and instructed its delegates to the C. T. F. Convention to oppose the plan with whatever vehemence might be necessary to prevent its acceptance. This we did, and after considerable debate moved a resolution to the effect that the C. T. F. should continue its policy of friendly co-operation with the C. N. E. A. but without affiliation. This motion carried on a split vote.

(4) Adoption Of A New Constitution And The Incorporation Of The C. T. F.

At the 1945 Conference authority had been given for the officers of the Federation to proceed with plans for the legal incorporation of the organization under Dominion Statute. Investigation with the Secretary of State Department, disclosed that such a step would necessitate a considerable number of changes in our Constitution. These were prepared and submitted to the Provincial Associations for ratification during the winter. In the opinion of your table officers the changes suggested were of a much more sweeping nature than had been originally envisaged, so after seeking legal advice, we presented a list of suggestions as to changes and objections to the proposed plan and asked that the whole matter be presented to the 1946 Convention for their consideration and discussion. This was finally agreed to and a constitution embodying most of the suggestions submitted was placed before the delegates. B. C. took the stand that while we failed to see the advantages of incorporation under a plan which seemed unnecessarily restrictive of future changes, we would not actively oppose it if the majority of the other

provinces seemed strongly in favor. After considerable discussion, amendment and frequent references to legal counsel, the new constitution was adopted and the act of incorporation completed.

(4) Provincial Representation On The C. T. F.

This topic was introduced into the conference as the result of a motion from the B. C. Delegation suggesting an increase in the representation from Quebec and Ontario. This, of course, was a radical departure from the policy of equal representation (3 from each province) which has been adhered to for many years. Our reason for introducing it was that considerable difficulty was being encountered in working out a satisfactory method of representation in such provinces as Ontario and Quebec where there are more than one provincial organization of teachers. Further, we felt that the present system was difficult to justify as long as Ontario with 22,000 teachers and P. E. I. with 250 were each allowed three delegates, and the comparatively small Maritimes collectively sent 9 of the 27 delegates to each conference. The ensuing debate was exceedingly spirited, high lighted, of course,

Trail (B. C.) School District Invites Applications for the following positions:

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2. **Girls' Physical Education Specialist** for Trail Junior-Senior High School. Duties to commence September 1947.
3. **Home Economics Teacher** for Rossland Junior-Senior High School. Duties to commence January 6, 1947.

Excellent salary schedule in effect ranging from \$1500 to \$3200. Applicants should enclose Inspectors' reports and state references, experience, qualifications, and certificates held. Address all applications to . . .

S. S. McDIARMID, *Secretary-Treasurer*,
Trail School District, No. 11,
929 Spokane Street, Trail, B. C.

by a solid phalanx of opposition from the Maritime delegations. In the ultimate vote on the resolution, your representatives gained some consolation from the fact that it found B.C. and Quebec voting together for once, but in otherwise solitary splendour. The newspapers gave considerable publicity to the matter under a heading familiar to all teachers — "Debate on Rep. by Pop."

(5) C. T. F. Finances.

Under this heading was touched off what was by all odds the most bitterly debated issue of the convention. Probably it was unfortunate that it came late in the sessions when most of us were tired and probably less amiable than earlier. The controversy once again centred on a stand taken by your delegates from B.C. For some years now, the prescribed fee to the C. T. F. from Provincial Organizations has been forty cents per member, twenty cents of which was supposed to be set aside as a reserve to establish a permanent office and full time general secretariat. It has been our contention for years that the potentialities for the Federation continue to be seriously limited by our failure to put this policy into effect, and without which the whole organization was unable to assume the role of progressive, active leadership its executive officers have so earnestly desired and striven for, and which the teachers of Canada have a right to expect. Unfortunately, the greatest stumbling block in the financial set-up has been the inability of some of the Provincial Associations to meet the full forty cent levy. Each year this has resulted in a budget which failed to produce the reserve necessary to carry out the proposed policy. In the face of growing pressure from our own members and executive, the B.C. delegates could not conscientiously take any other stand this year, than that they could not support a policy which was based upon other than a full per capita payment from all provinces, since it was clear that only by such could we ever hope to have the Federation achieve the professional significance all of us so earnestly desire. The teachers of B.C. paying as they do, the highest membership fees in the Dominion, have frequently wondered why the present policy was being allowed to continue. In fairness to the other provinces, it must be said that some of them have kept up their quota of payments often under very difficult conditions indeed,

and we respect them most sincerely for it. However, it would seem that such conditions no longer exist to any great extent anywhere in Canada and that we have reached a stage where four cents per month, per teacher can no longer be regarded as a serious drain on the members of any of the provincial organizations. Therefore, when it became apparent that once again we were to embark on another year with the definite understanding that at least one province would be unable to meet the full levy, and without any assurance that they would be likely to do so for at least 4 or 5 years, I felt, as the senior member of the B.C. representation that I would have to accept the very unpleasant task of placing our own Federation's stand clearly before all the members, unpleasant because it was sure to be very unpopular and was likely to be badly misinterpreted. It proved to be both.

My statement to the effect that I could not guarantee that B.C. would be prepared to accept any financial responsibility for 1946-47 beyond the twenty cent minimum being paid by some of the other provinces, and subsequent explanation for this possible stand, aroused, as we expected, bitter criticism and some resentment. Without feeling any rancour toward any province, we felt that we had to make our position perfectly clear to all concerned, if we were to be fair, both to those we represented and to the whole C. T. F. organization itself. B.C. was and still is fully aware of the values which can accrue to the teachers of Canada from a strong and active teachers' organization of national scope, and for that very reason we came prepared to pursue the somewhat drastic tactics outlined above. We fully recognized that we would make ourselves unpopular, but had every confidence that such would be confined to the individuals rather than the policies they advocated. If, sometime in the near future, our stand should contribute to the awakening of all groups, including our own, to their full opportunities and responsibilities toward the national aspects of our professional developments, then a very difficult and unpleasant task will have been worthwhile.

(6) Other Features Of The Convention

Before completing this report, I should like to refer to the splendid arrangements which the Ottawa teachers had

made for the delegates, and to express our sincerest appreciation to them for their many kindnesses.

Other highlights were:

- The awarding of his Doctorate to our President, Mr. Otto Miller, by the University of Ottawa.
- A personally delivered message from The Hon. Mr. St. Laurent, acting Prime Minister of Canada.
- A short address by Mr. M. J. Coldwell, Dominion leader of the C. C. F. Party and a former teacher.
- A most heart warming address from Dr. W. E. Gibbons General Secretary of the National Education Assn., of U.S.A.

The election of officers for the ensuing year resulted in Miss E. M. Coppinger from Saskatoon being elected President and Dr. C. N. Crutchfield Secretary Treasurer, by acclamation. Mr. D. C. Munroe, of Ormstown, Quebec, was elected vice-president over your obedient servant, and such is my respect for Mr. Munroe that I can very truthfully say that I *almost* enjoyed it.

To the other members of the B.C. Delegation, Mr. Oates and Mr. Lightbody, I would like to express my warmest appreciation of their contribution to the work done during the meeting. It was very obvious that they had earned the admiration and respect of the entire group, and the teachers of B.C. can feel very confident indeed that their affairs are in excellent hands when such men represent them.

B. C. GILLIE.

FUTURES IN ADVERTISING, DENTAL HYGIENE, MILLINERY

EMPLOYMENT prospects in advertising, dental hygiene, and millinery are surveyed in 3 revised Occupational Abstracts just published by Occupational Index, Inc., New York University, New York 3, N.Y. These comprehensive 6-page leaflets are available for 25c each, cash with order.

FOR THE AIR-MINDED
AIR TRANSPORTATION, a new six-page leaflet, by Helen R. Blank, has just been published by Occupational Index, Inc., New York University, New York 3, N.Y. A valuable aid to ex-servicemen interested in air transportation, to vocational counsellors, to students, and to all men and women who are air-minded, this abstract is available for 25c, cash with order.



YOUNG CANADA GOES TO WORK

By J. H. Stewart, Director of the Guidance Committee, Oakwood Collegiate Institute, Toronto. Here are detailed descriptions of scores of occupations for young people. The author based his book on a study by H. Y. Haines, Halifax, and was assisted by T. M. Spencer, Regina, Dr. C. B. Willis, Edmonton, and Harold P. John, Victoria. On October 13, 1946, this book was discussed on the CBC program, "The Readers Take Over". \$2.00.

GUIDANCE IN SECONDARY SCHOOLS

By Ralph H. Lewis, Director of Guidance, Lawrence Park Collegiate Institute, Toronto. This book reviews briefly the establishment of a guidance program in one Canadian secondary school. It is an attempt to answer the question, "Can a guidance programme be initiated and carried out within the administrative framework of the present day secondary school"? \$1.25.

CAREERS FOR WOMEN

By Lillian D. Millar. "Altogether this book of less than 100 pages is an excellent manual for high school girls, or those who have the task of guiding those girls into their life work."—A. W. L. "Vancouver Province". \$1.25.

THE RYERSON PRESS
TORONTO

The Canadian Teachers' Federation National Policy

Adopted at Canadian Teachers' Federation Convention, August, 1946

THE Canadian Teachers' Federation, representing professional organizations in each of the provinces of the Dominion, was organized in 1919. Since that time, through its annual conventions and other activities, it has given continuous leadership both to the public in matters pertaining to education and to the teaching profession in the establishment and maintenance of standards of professional service.

In adopting a national policy, the Canadian Teachers' Federation accepts and respects the established principle of provincial autonomy in education. At the same time it stands committed to the policies of equal educational opportunity for all citizens and the encouragement of national unity through the schools. This statement of policy is intended to serve both the teaching profession and the public, giving them a clear view of the standards and objectives necessary in Canadian education.

EDUCATIONAL RIGHTS AND SERVICES

1. It is the inalienable right of every Canadian to have that form and extent of free education for which his capacity is suited, and to have the services of carefully selected and adequately trained teachers.

2. There must be no discrimination because of sex, race, colour, creed, social, economic or political considerations.

3. The educational systems of the nation should inculcate an appreciation and understanding of the obligations and privileges of citizenship and should promote national unity.

4. Provincial programs should be co-ordinated sufficiently so as not to impede the progress of pupils transferring from one province to another.

5. Within the present structure of provincial autonomy, Federal grants in aid of education should be made to the provinces, designed to ensure a minimum standard of educational opportunity and to promote the improvement and expansion of educational services throughout the Dominion.

EDUCATIONAL ADMINISTRATION AND FINANCE

1. The administration and control of education should remain with the provinces, which should be responsible for

the maintenance and co-ordination of all forms of public education within the province, except where it is deemed advisable to delegate power to local authorities.

2. In each province, attendance should be compulsory up to the age of sixteen.

3. Students should be provided with aid to a degree that the privilege of higher education would depend upon capacity and interest rather than upon the financial resources of the parent.

4. A basis of taxation should be provided which would ensure equality of opportunity and the maintenance and development of educational services.

5. Financial support should be provided to the extent that no class would exceed twenty-five students in the primary and not more than thirty in other grades.

6. Schools should be under democratic control.

7. Wherever feasible, school district organization should be on the principle of the "larger unit of administration".

PROFESSIONAL TRAINING AND STATUS

1. Teachers should be accorded the privileges of citizenship with the right to become candidates for election to offices, whether municipal, provincial or federal, without prejudice to their engagement or continued engagement.

2. Teacher training and certification boards should be established in all provinces, the membership of which will include representation from the provincial teachers' organizations.

3. All teachers must have professional training.

(a) Elementary school certificate should require not less than Junior Matriculation or High School Graduation and two years of professional and further academic training.

(b) The High School certificate should require a university degree or its equivalent and one year of professional training.

(c) The ultimate aim is that all teachers shall hold a university degree.

4. Professional standards should be sufficiently uniform between the provinces to facilitate the acceptance of certificates by all provincial authorities with a minimum of additional training.

5. Every teacher in a publicly supported school should be a member of the respective provincial organization and the collection of fees of the provincial associations should be made by deductions at the source.

6. The opportunities for teacher exchange should be promoted and extended.

7. A teacher should have security of tenure and should not be dismissed except for cause, subject to appeal before a Board of Reference.

8. Provincial organizations affiliated with the Canadian Teachers' Federation should have official representation on policy forming bodies, especially those concerned with curriculum, teacher certification and teacher pensions.

9. The prescribed statutory minimum salary in all provinces should be on the schedule principle.

(a) Such schedules should establish a compulsory floor below which the salary of any teacher may not fall.

(b) Such schedules should constitute a basis upon which government grants toward teachers' salaries are paid.

(c) School Boards should have the right to establish schedules higher than those provided by the statutory minimum schedule.

10. The Canadian Teachers' Federation affirms the principles that:

(a) All negotiations between school boards and local teachers' associations should be on the basis of collective bargaining.

(b) Salary disputes, when negotiations have failed between school boards and local teachers' associations, should be referred to a legally constituted board of arbitration, whose findings shall be binding on both parties.

11. Each provincial teachers' organization should adopt a minimum salary schedule based upon the following factors:

(a) A minimum salary of fifteen hundred dollars for a fully certified teacher.

(b) Annual increments of one hun-

dred dollars for a minimum of fifteen years.

(c) Additional increments for subsequent improvement in academic or professional standing.

(d) Further additional increments to principals and other supervisory officers.

12. Important administrative offices in education should be held by professionally qualified teachers and these positions should command salaries equal to those paid in other professions, industry and business, requiring comparable qualifications and involving similar responsibilities. Salaries of ten thousand dollars should not be uncommon for such positions.

13. The pension plan in each province should provide:

(a) A retirement service pension, paid for by employer contributions, of at least fifty dollars a month after twenty years of service.

(b) An annuity pension paid for by teachers' contributions in accordance with actuarial tables.

(c) Disability and last survivor clauses.

(d) Voluntary retirement after thirty years of service or at the age of sixty.

14. Wherever adequate retirement allowances are provided, teachers should retire at sixty-five.

15. Provincial regulations should include a provision for cumulative sick leave.

PROFESSIONAL ETHICS

Each provincial organization should adopt and enforce a code of ethics to ensure high standards of professional service among its members.

YOUNG WISDOM

Walking to school, feeling specially
harried,
Behind a chattering flock I tarried.
Cried one sweet maid in a voice that
carried,
"A teacher? Not me—I want to get
married!"

MARY ELIZABETH COLMAN.

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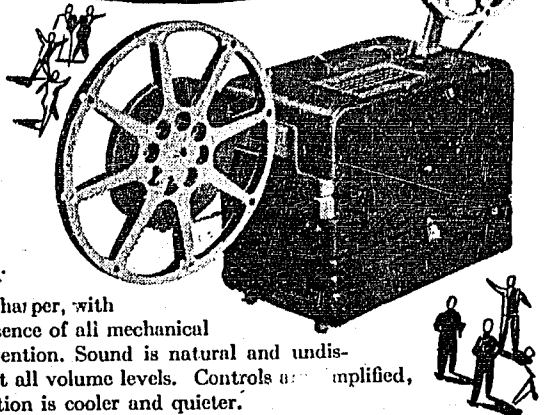
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Factors Affecting Our Standards

An address by MR. STANLEY D. MEADOWS, Principal, Strathcona School, Vancouver, to the Principals' Section Meeting of the 1946 Annual Convention

THE fact that for two years in succession the Principal's Section of the B.C.T.F. has featured a discussion on what we are achieving educationally is surely significant. This significance is underlined by the statement made today by Inspector Robert Straight, Director of the Bureau of Measurements of the Vancouver School Board, quote: "There is no evidence to show that our standards of achievement are any higher today than they were a year ago".

I must congratulate Dr. Thomas on his address, just delivered, in which he has so well taken stock of our educational position. He has painted a picture which by its clarity and logic cannot fail to make any School Principal pause long enough to ask himself some very pointed questions.

The letter sent to me by Mr. Creelman asking me to participate in this discussion reads in part as follows:

"The plan is to promote a discussion on the general topic, Our Education Objectives and Achievements. This will be broken down into three parts: viz.

1. Objectives:

- (a) Academic—in objectively measurable subjects.
- (b) Imponderables—conduct, ideals citizenship, etc.

2. Present Day Standards

Are they satisfactory?

3. Factors Affecting Achievement Standards.

"If you accept you will, of course, feel quite free to put your own interpretation on the topic sub-heading."

So that I shall not be misunderstood as to my beliefs may I make these points quite clear: I believe,

1. Education is more an art than a science, an art with scientific aids, but still an art.

2. Education is a three membered proposition, worthless without the whole three members. An individual must learn (a) how to earn a living (b) how to live and (c) how to live, whether he likes it or not, with other people. How can you expect anyone to enjoy the good things of life if he is not properly equipped to earn, for himself and his family, a decent living? How can you expect leisure time, now being increased

by shorter working hours, to be an asset to the individual unless leisure time is prevented from becoming loafing time? Society merits more than just word protection from the unsocially minded, and the unsocially minded individual needs an education sufficiently effective to develop him into a socially minded individual.

3. Newness is not proof of progress.

4. Trial and error is a stupid method unless the trial has some appeal to the intelligence.

5. Basically children are just the same as they ever were or ever will be.

6. Our method of progress should be a consolidation of the proven and the progressive rather than an emotional swing from one extreme to another.

7. It is true that we are teaching children rather than subject but we must teach the subject in order to teach the child.

8. The present, and no doubt about it, alarming youth situation, is as much a result of the mishandling of the educational imponderables as of anything else.

9. Much progress along some lines has been made but much has been lost. The net is open to debate.

10. The youngster loves firm and friendly discipline, and few adults, if questioned will express anything but respect for their parents, even if those parents did on occasion administer spankings. A youngster is not spanked, as a punishment for what he has done, but the operation is performed to deter him from a continuance of his undesirable actions, and to insist that he develop habits which will be assets to him and to society. I should be very surprised if 90 per cent. of those listening to me were not spanked at sometime by one or both of their parents, and I should also be surprised if that 90 per cent. do not at this moment hold those parents in high respect and affection. No one with any sense believes in beating up a child.

11. What we call intelligence and common sense are by no means synonymous.

12. To say the war has proven the soundness of our youth is merely to recognize that soundness, and admit that the services did a better job than we did.

For me at least it is not necessary to search far for the factors affecting our standards. I believe they can be condensed into a crystallized criticism of our philosophy and psychology of education during the last fifteen or twenty years. We have allowed ourselves to be carried away by an emotional wave of education theory, fearing to be labelled as reactionaries if we held out for any of the old proven principles, or questioned the advisability of accepting a new theory which did not appeal to our experienced judgment. The many sound progressive features in modern education had their edges dulled by our failure to demand a consolidation of proven principles and sound progressive procedures. Other factors are petty by comparison.

It is quite true that time allotments must have had an effect on arithmetic standards, but not as much as the incidental number work idea advanced for a time as good primary technique, or the idea that mathematics was something to be discarded, especially if disliked, as soon as the pupil arrived at High School, or that (granted any subject should be made as interesting as possible) an arithmetic problem of a difficult nature is something to be avoided rather than faced. It is very often a good thing for little children, and indeed for all of us, to make a game of our work, but quite another matter to teach the child that everything is a game.

There is no doubt that remedial reading is a topic worthy of thought, but to fuss around looking for scientific explanations when we know that children are taught to read better, and in less time, than ever before, seems rather illogical. I suggest that while the children can read better than ever, they do not, or are not permitted, by the over-stimulated atmosphere in which we keep them, to take time to read.

Can it be considered either good judgment or scientific sense to grab an idea, appraise it superficially, find a certain value, but completely miss the ramifications. Here is one example. Theatre clubs, good pictures for children, sound fine on the surface, and have a certain merit. What must the parents think when the child gets up on Saturday morning, a little later than usual, takes a hasty wash and breakfast, and dashes off to a 9:30 show, all because the school Principal says so; and where does this put the Principal, who, rightly so, is expected to exert an influence in his district? At the present moment the program consists of putting on pictures

that are considered not unsuitable for children. It should still be good training for a child to have some Saturday morning chores and go to the show later in the day. If the theatre chain is sincere why not put the show on early in the afternoon?

Similar to this type of thinking is that which brought in departmentalization. On the face of it the one-subject expert can teach that subject better than a teacher of all subjects, but what of the child? I can see where, in the lower grades, not primary, an advantage is gained by having a special teacher for such things as music, etc., but have we not discovered our error in over departmentalizing at too young an age? We lost correlation and introduced the step child (I nearly said something else) integration. The other day, this month in fact, I heard a teacher ask, "The teacher of what subject should teach the dictionary in grade four?" Most experienced teachers and principals knew the dangers of over-departmentalization but raised little opposition either from fear of being labelled reactionaries, or because they considered it would be better for the children if they just went ahead and did their job. In fact the good old buck private teacher has saved the situation from being a lot worse than it is. How can experts be still considered as experts when they advocate such expensive failures?

But going back to what I suggested as the main factor affecting our standards, I ask you to consider these questions:

- (a) Has interest developed into entertainment?
- (b) Has work as a virtue lost its prestige?
- (c) Was a reasonable amount of homework, even thirty minutes in grade six or fifteen minutes in grade five, such a terrible thing?
- (d) Why are we in process of replacing the so-called reports to parents?
- (e) Are the children being over-stimulated by a method that pours on and expects a certain percentage of soak up on the part of the child?
- (f) Are we creating mental hygiene problems faster than we can supply the means to take care of them?
- (g) Has visual education, its value conceded, tended to a degree to lessen the reading interest of the child?
- (h) Have we over-condemned examinations?
- (i) Have we discounted the value of the job by over-emphasizing attendance

at ice-carnivals, symphonies, etc., a matter of comparison of values?

(j) Where was the intelligence in our variation of emphasis on speed in silent reading, oral reading, writing practice, objective and subjective testing, I.Q. values, mathematical use of the normal curve, phonics, activity programs, formal grammar? Happiness of the child is a worthy objective, but a long term view of what constitutes and causes continuing happiness is worth thinking about.

Such thinking has been brought about by permitting education to be exploited by educational theorists who, if sincere could not have been very bright, and if bright could not have been very sincere. It generally pays selfish dividends to ride a trend rather than oppose it, but the children may not fare so well.

In our estimate of teaching standards and certification consider the following:

(a) Has ability to pass exams and pot hunt for degrees been given too much credit?

(b) Have paper qualifications been used as a carrot in front of the donkey's nose as a so-called method of improving teachers certification and standards of teaching, (granted any teacher should improve his professional efficiency by study)?

(c) Have we been inclined and advised to read (sound advice) to the extent that we have developed the habit of accepting without thinking?

(d) Have we made a fetish of the Doctor's degree and what do we reach for next? Surely a Doctor's degree should mean more than mere ability to pass examinations.

(e) Should one or two years work at some other occupation be a prerequisite to a teaching certificate?

(f) Have we too many people teaching who have never done anything but go to school and teach?

(g) Have we too many people with high degrees of a purely academic nature, at too early an age?

(h) Are we wise in having such a cleavage between elementary and secondary certification?

Just where are our youth today? We have, and not just since the war, an alarming delinquency situation. Surely it is not necessary to prove that point at this time. In attempting to weigh the imponderables consider these features:

(a) Delinquency is not measured just by court appearances.

(b) The home is considerably to blame, but in many cases the parents have been misled by the experts even more than

have the teachers. Just a week ago an intelligent parent of a grade three child came to see me regarding, quote "A fixation which the child was developing in regard to his arithmetic". The lad, quite intelligent, was so used to his mother doing everything for him that he had no idea of any exertion on his own part.

(c) Are children getting their thrills far too soon?

(d) Is youth going from infancy to adulthood in one jump?

(e) Are we breeding a sophistication at an age when it is not desirable?

(f) Is it good for youngsters thirteen years of age to attend teen-town dances each Friday night with a group up to and including nineteen year olds, and till 11:30 p.m.?

(g) Have we been developing too much individualism in our training of youth?

(h) Have privileges outranked responsibilities in youth's concept of democracy?

(i) Does youth know its needs?

(j) Has guidance been along the lines of what the job offers, what the interests are, etc. without sufficient emphasis on reliability, work, responsibility?

One Vancouver High School on a very rainy Monday morning last month had 174 pupils absent. The Principal said in a meeting that he attributed most of it to a combination of a feeling of weariness after the weekend, and a lack of desire to turn out on such a stormy morning.

(k) Have we forgotten to develop suitable restraint, modesty, and courtesy?

(l) Have we trained youth to think more of carrying a championship emblem than to give a lady a seat on the street car?

(m) A leader in a prominent Vancouver Service Club, sincerely interested in promoting youths sports leagues, seemed surprised when I asked him if anywhere in the city the youths supplied with expensive athletic equipment paid anything towards its cost. He answered "no".

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I believe that thinking people are becoming aware of the situation and its causes, but the ultraprogressives are even more stubborn than they themselves claimed the reactionaries to be, in admitting that our so-called progress is of a dubious nature. I heard Dr. Gundry say that he envied the youngster who could sit on a bridge over a country stream and wait for the fish to bite. Dr. Kenneth Appel, head of the department of Psychiatry of the Pennsylvania School of Medicine, attributes the exclusion of 1,900,000 men from the U.S. Army induction centres for weakness of a mental nature to an over indulgent rearing in home and school.

The Minister of Education of Manitoba was quoted in the Vancouver Daily Province in March of this year as saying: "Youth is being given an exaggerated opinion of its own value". In American Magazine, March 1946, under the title "The Rising Crime Wave," J. Edgar Hoover says, quote: "There is an army of at least 6,000,000 criminals in the United States today, one criminal for every 23 inhabitants of the nation."

"The criminal ranks of America, already going into action against you and your children, are being reinforced by Juvenile Delinquents who are coming of age. They are the neglected sons and daughters, in many cases, of parents who worked for four years in war production plants in congested industrial centres. Some are the pampered and irresponsible victims of too progressive educational systems."

Dr. J. M. Ewing (it is unfortunate he did not say it seven or eight years sooner) in an address entitled "A Balanced Educational Philosophy" and delivered at the Education and Democracy Conference held on Saturday, November 17, 1945, says; quote. "We stand as it were between two mutually antagonistic modes of thought, and have not succeeded in achieving a harmony between them."

"What then is to be done? Clearly this. We must incorporate two more elements into our philosophical pattern, and by so doing balance and complete it. We must reintroduce the ancient doctrine of industry, and the ancient doctrine that a man (or child) is personally responsible for the successful completion of his reasonable undertakings. Only by so doing shall we produce citizens worthy of our Canadian tradition."

"This Canada of ours is a land blessed with every advantage for the

rearing of an industrious, just, and noble people. It presents every opportunity for enlargement of mind and the happiness that issues from achievement. Let us therefore teach our children that social insight, social effectiveness, social grace—and indeed all the other social goods we know—are founded upon the ancient virtues of hard work and personal responsibility."

(If you did not read Dr. Ewing's address, look up the December, 1945, issue of *The B.C. Teacher*.)

What can we do about it? As Principals we are held, and rightly so, responsible for direct contact with and influence on the teachers, children and parents of our district. The acceptance of that responsibility puts us in the position of being in order in expressing our opinions on educational procedures. I am not forgetting that after doing so, it is incumbent on us to carry out orders or resign our jobs. But there is another method we may use in order to make the force of our judgment and experience felt, and that is through such organizations as this one and our local organizations. As long, however, as our Principals can be divided into the following groups we shall keep on as usual: (a) a few tired old men of all ages, (b) some young men who wisely feel their way; (c) those who have the courage to face their professional responsibilities; (d) a large number of "yes" men who ride the trend.

The easiest thing in the world to do, once one leaves the classroom, is to forget the daily problem of child contact. That is all the more so if one has not spent much time in the classroom before occupying an executive position. This applies not only to principals.

THE present, like a note in music, is nothing but as it pertains to what is past and what is to come.—Walter Savage Landor.

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Vancouver Teachers Medical Services Association

YOUR Board in making this semi-annual report, wishes to invite all Vancouver teachers to take advantage of the benefits given by this Association.

We have been in operation since Dec., 1939, and to date have paid out in benefits more than \$90,000. Our reserve at present is \$5600.00 in government bonds.

Our fees are as follows,

- (a) a single member \$20.00 per year.
- (b) two persons (member and one dependent) \$30.00 per year.
- (c) member, one adult dependent and one child \$40.00 per year.
- (d) member, one adult dependent and two children \$45.00 per year.
- (e) member, one adult dependent and family \$50.00 per year.

For the fees set forth, we offer the following:

1. Hospital at \$3.00 per day for bed, plus operating room charges and ordinary medicines, while in the hospital.
2. X-ray diagnostic benefits up to \$25.00 per case.
3. Radium or light treatments when ordered by your doctor, up to \$100.00 per case.
4. Varicose vein injection treatment up to the value of an operation for such a condition.
5. Osteopathy, chiropractic treatment etc., up to a limit of \$25.00 per case when ordered by your doctor.
6. Your general practitioner fees paid in full, and your specialist fees paid in full, when you are referred to him by your family physician.
7. In the case of Pediatricians we pay up to the general practitioner fees, and the member must pay the difference. This has become necessary due to the fact that child specialists have set a higher scale of fees than was in our original agreement with the College of Physicians and Surgeons.
8. In cases where the doctor orders serums as part of a treatment, we pay for such a series up to the value of three general practitioner's visits. We do not pay for the serum used.
9. When you purchase your drugs from Cunningham Drug Stores Ltd., you will receive a 10 per cent. discount on all drugs put up under their trade name or put up under your prescription. You pay for the drugs yourself.
10. Total benefits for any one case, is as follows,
 - (a) until the doctor calls it chronic.
 - (b) until it has received 12 months

coverage, commencing from the date it first appeared on our books, or (c) to a sum not greater than \$500.00.

11. Total benefits for a single member is \$500.00 in any one year of membership.

12. Total benefits for two or more persons, is \$750.00 in any one year of membership.

NOTE.

*The accident benefits commence from the date of acceptance,

*The illness benefits cover all conditions which have their commencement after the date of acceptance, but benefits do not begin until the 60th day.

NEW CHANGES TO OUR CONSTITUTION

1. Superannuated persons:

These persons can now retain their membership in this Association, if they were members for at least one year before superannuation.

2. Children of members:

Sons and daughters who are 19 years of age or over, and who are still attending school, can now become single members of this Association on payment of the single member's fee. This continues as long as the boy or girl attends any recognized school.

3. Persons on exchange:

Such persons can now be covered by this Association. This year we have one in New Zealand, and one in Toronto. When you are out of British Columbia, you pay your own accounts, and when you return and present the itemized accounts to us, we pay to you such sums as we would have paid for the service in B. C.

4. To members of the B.C.T.F. M.S.A.:

Should you at some time in the future, be appointed to the staff of the Vancouver School Board, you can apply for a transfer of your membership to the Vancouver Association. There is no transfer fee, neither is there any waiting period for benefits. The member must do the applying for the transfer. You will pay the Vancouver fees. Similarly a teacher leaving Vancouver, can apply for transfer to the B.C.T.F.M.S.A. The two Associations operating from the same office co-operate in this.

We represent more than 700 Vancouver teachers.

To those interested in becoming members, please apply to the, Vancouver School Teachers Medical Services Association, 1300 Robson St., Vancouver, B. C. or call MArine 8831. C. M. Hockridge, Secretary, Treasurer.

A Superior Teacher

By WINIFRED M. NEW, *Gibson's Landing, B. C.*

SEVERAL months ago, there appeared in *The B. C. Teacher* a helpful article setting forth a number of characteristics of a weak teacher. It would no doubt be equally illuminating to consider the outstanding virtues of a strong teacher.

A while back I heard an interesting broadcast in connection with the Y. M. C. A. Sports College, describing to boys the earmarks of a superior hockey player. I am sure the speaker will allow me to use the three points he stressed, which are equally applicable to a business magnate, a railroad porter, the president of a republic, or even a school teacher. These points were summed up in the words Leg, Head, Heart.

First—Leg. A superior hockey player must be a better than first class skater, a master craftsman in the fundamental skill of his chosen art. Is it too obvious to say that a superior teacher must be able to teach? Not just "know how," but "be able to," which is a vastly different thing. A master craftsman is not a theorist. He may, and generally does have theories, but they are tried and proven, usually by himself. There are so-called "born teachers" to whom the art comes apparently naturally, but it is also fortunately acquirable. Yet whether by nature or acquisition, actual skill in the highest professional mechanics of teaching is absolutely essential for a strong teacher.

Second—Head. A superior hockey player must be able to think quickly, see what is best to do promptly, and change preconceived ideas at a moment's notice. In other words, he must be alert and alive, and so must a superior teacher, who spends his working hours with young humans who are—and should be—full of life. It is not enough for him to use his tried and proven theories and practices, they must change and grow and re-adapt themselves to the growing life around him. He must, for example, be able to make a good time-table, and see at once when occasion arises to ignore it completely. He must have a definite technique in handling a so-called problem child or problem parent, and at the same time know and be adequate when he is confronted by a combination of circumstances not hitherto considered by him, and demanding an entirely different

method of approach. Expressed differently, a superior teacher must have the uncommon virtue of active common sense, what our grandparents called "gumption."

Third—Heart. A superior hockey player must have a more than thin streak of sterling courage, determination to play through in spite of difficulties. So it is not enough for a teacher to have the intelligence to see how a situation must be met, he must have also the intestinal fortitude to carry it through. He must not be a buck passer, but do his own job, and be willing to take responsibility for his own actions. And Heart, too, includes the milk of human kindness, shown not only in his dealings with his pupils, but towards all who co-operate for their welfare. The teacher, like a hockey player, is a member of a team, and must be an expert in loyalty and team play.

Did the boys who heard that broadcast feel that they had a pretty big proposition ahead of them? They were right. And so have we. But it is something to know what to aim for, when we realize that all the power of God and the resources of His universe are available to those who work in accordance with His gracious laws.

MONDAY TO SATURDAY

Deep in Monday, wistfully I gaze
At Saturday, glittering in the sun
Atop the slippery slope of days
To be climbed up—or crawled up—
one by one.

From Saturday's bright crest,
Shading my eyes from Sunday's glow,
I can hardly see Monday, pressed
To the blue floor of the valley below.

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A Parent Addresses the P.T.A.

By H. H. SMITH, *Terminal City Club, Vancouver, B. C.*

I AM always glad of my membership in our P.-T. A. In considering policies and methods, and in creating friendships between teachers and parents, the P.-T. A. makes its contributions to both home and school. I owe a good deal of what I am going to say to contact with teachers. Our aim, one and all, is to do the utmost possible for the young folk who are entrusted to our care. If, one by one, we were asked what is uppermost in our minds as P.-T. A. members, I can imagine some of the things that would be said. Might not they include such points as more freedom for the individual school, through its principal and his staff, to do its best for its pupils, and to gain a surer touch on their inner life and character? Some might wish to take counsel with their fellow-members as to how to play up to a child's natural interests, especially to his hunger for opportunities to do what he can do, not only with his hands but with his maturing brain.

I have four children attending our schools and another busy little fellow who is doing his best to educate himself at home while awaiting his turn at school. Very many are similarly placed. With regard to all of these young ones at home and at school, as teachers or parents, we are keen to know what attitude to life they are acquiring, and whether or not they are really enjoying their lives. By "enjoy" we do not think merely of play or pleasure, but of enjoying life in the bigger sense, of which the very young show themselves capable, through the use of their own powers and the satisfaction of getting somewhere and gaining in knowledge.

As to these powers of theirs—did you ever come across these figures? An infant boy's body weighs only seven times as much as his brain, whereas at 23 years of age an adult's body weighs 45 times as much as the adult brain. In other words, the infants' brain has a 6 to 1 pull in proportionate weight over that of the grownup. This relatively bigger brain of the young child is nature's challenge to us, whether we are parents or teachers. We all know how the very small child can ask very big questions. My boy says to me, "Daddy, is that a cow?" "Yes," I reply. "Why is it a cow?" asks the youngster. You

can see my point that the child has brains and that he really enjoys using them.

All this promises well. Does anything stand in the way? We who are parents gain impressions at home. From our own observation, do not some among us think there is pressure from the subject matter of the school courses? Owing, it may be to shortness of time to cover the courses, does not too much of the burden seem to be thrown upon the pupil's memory, and too little on his real grasp and understanding of things?

Perhaps we have tried the experiment of asking a pupil about his work at school. More often than we should wish, we get the impression of there not being as much time as the pupils themselves would like for them to make use of their own power of getting at things, and thus gaining the mastery which they crave and need. To take an example: A teacher of geometry may make a praiseworthy effort to work out each new proposition with his pupils as an exercise in geometry. We can all see that this is immensely better than sending them home with cold brains to their books. But what one may hear is that even the teacher's best has to be done with haste, and that a few of the pupils who are smart in the subject will get the geometry whilst the others, among them perhaps our own children, lag behind, committing the results to memory with little understanding of how the results are arrived at and proved. In such cases, clearly much of the value of learning the subject is missed. For the purposes of a child's education, mastery of a dozen propositions is worth more than skimming the surface and memorizing the results of a hundred.

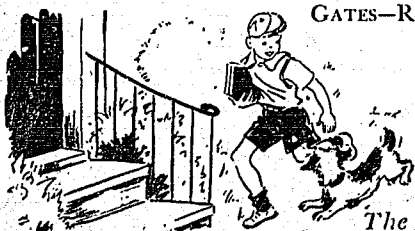
Looking at it from the pupil's side, impulses to mastery are bound up with his very life. By sheer nature, he needs to use his powers and to find his feet. The best he gets from life is what he gets by being himself right in it. He knows this; and we find him very apt to dislike having things done for him which he knows, with a little effort, he can do for himself. In ways like this, we come to see how very much a child's education, whether at home or at school, is his own affair. It cannot be just pumped into him. So far as school is concerned, it has been well said that

"The whole child comes to school." But it scarcely needs saying that the whole child is not there, in his school life and work, unless his whole mind is in it, interest and will as well as intellect, thinking and reasoning things out for himself, as well as memorizing.

There are some excellent paragraphs in the "Programme of Studies on the Place of Interest and Purpose in Learning," and the Active Nature of Learning. If teachers had the time and were able to act freely upon these precepts, all would be well and more than well. For this do not the study courses need to be somewhat elastic in the school Principal's hands? And does not the teacher need to be free enough in his treatment of them, under the direction of the Principal and in concert with his fellow teachers, to be master of his own job? How, as far as we can judge, does this bear upon the situation in our schools today. It is within the memory of most of us that a rather ponderous curriculum has been prescribed as the course for our schools — especially Junior High and High. To an appreciable extent, this

heavy dose of lesson material appears to run counter to a full educational approach to the pupil. As part of his equipment for life, he surely needs to be grounded in the idea of achievement. Can he get this in any other way than through time being allowed for his own attack on problems, and for his enjoyment of the activities of attack? There is one call to which almost any child, who is not sick, will respond: "Let us be explorers." Many of us know by experience that seldom, if ever, can we say to a child in ordinary health, "Shall we do it together?", and not find him ready and keen.

We see at once that an approach of this kind sets up an exhilarating partnership between us and the child, and if it is a class, among the members of that class. The class, so to say, becomes a team with the teacher as its captain. Under such conditions, the appeal to co-operate brings the pupil's social and fellowship instincts into play; it wakes up his achievement impulse — the impulse to get there; it is in line with his instinct of freedom. Accordingly, as teachers will



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readily testify, the kind of teaching which both they and the boys and girls enjoy, and from which the pupils profit most, even if it takes time, is what we might call co-operative teaching. It may be compared to what is called in physics the composition of forces. It is combining teacher-pull and pupil-pull, and so working them into line that the result is far greater than the effect of either of the pulls alone would be. Indeed, seeing that it is the pupil that is being educated, and that the whole process of his education goes on within him, it is the pupil's pull that matters most and counts for most. Our job is to help him to get in his pull.

When we apply this idea, and rely upon our children's own efforts, their suggestions, their answers to our questions, and their questions to us, our task is easier, and much more enjoyable. And, as for the children, what they learn amounts to more both in quantity and quality, when they come at it pretty much themselves. This is merely applying the principles of the "Programme of Studies": "interest" and "purpose," and the active nature of learning. We see these forces at work in the home. So bear this always in mind.

Again, how does this apply to certain aspects of the situation in our schools today? From what I have heard, something in this way—A teacher may begin teaching in a spirit of happy co-operation with his class. He is striving seriously to give his pupils full value for their school time. He knows that what for the moment may appear to be slow is, at worst, slow and sure. He knows, moreover, that it is the only way to his pupils being sure. He, probably, knows also that, if he deliberately lets the class set the pace and make the running, it will not be a slow pace at all, but actually time-saving in the results achieved in the long run. Teachers testify to this. If then, the teachers of Vancouver passed a resolution that from now on they would do their utmost, in the full sense, to educate, will they not play, for all they are worth, for pupil co-operation.

I am not a teacher; but, like other parents, I have been to school myself, and have watched the children at home. No thoughtful parent can escape some insight into child psychology, and the processes of the child's mind. We can, to some extent, picture to ourselves how the child learns even in school. In agreement with what I have just said, we can

imagine a teacher seeing that if co-operation is to be a reality, pupils and teacher must start together and travel along together. If there is not time for this, might we not go so far as to say that there is not time to teach. Yet sooner or later, and probably soon rather than late, the assigned study course may crash in upon this real teaching. By prescription, certain ground has to be covered somehow; and the teacher, despite his better vision, may have to resign himself to covering it anyhow. Then two things may happen. The teacher cannot help being dissatisfied, so much so that we hear of some reaching the verge of nervous breakdown. On the other hand, the class, left out of the partnership, tends to straggle along like a ragged battalion. School has become the scene of wrong activities for both teacher and pupils.

I will leave it to others to try to account for the thick academic streak in our school courses today. Rounding off this brief attempt to collect and express opinions, one or other of which are likely to be found among P. T. A. members, I would fain say that we probably, one and all, approve of what is called a "liberal" education. Such an education would include initiating pupils in the study of mathematics and science, with an understanding of principles and a certain power to apply them; in geography and nature study; in history and the arts; in command of language, and appreciation of its culmination in great literature; with an introduction to a foreign language, whether for a practical purpose, or for mental training, or for indirect sympathy, through their speech, with other peoples. But the doses of each need to be such that the pupil is able to master what is given, and that the subject does not ride roughshod over the pupil. No influence is just to the pupil, or justified in itself, if it leads to unnecessarily ambitious courses of study, and tends to rob the school of its unique democratic function for each and every pupil of developing to the utmost, within the limits of the school period, the fundamental traits of the man and the future citizen.

Let me conclude this brief stringing together of ideas on the subject of our children's schooling with one or two quotations. The British Ministry of Information issued in April 1945, and has since reprinted, a statement of educational aims. These are "to provide means for

all of developing the various talents with which they are endowed, and so enriching the inheritance of the country whose citizens they are." It adds that British education "seeks not to put the individual child into an academic strait-waistcoat, but to mould itself (i.e. education) according to the child's mental, bodily, and spiritual needs." And here is a striking sentence on spirit and method: "Education is a partnership between teacher and child It grows, a living thing,

in freedom, in infinite variety, and in happy partnership." Describing education as the full and harmonious development of the individual, "British Education," I am still quoting, "seeks the best for the child on the ground of individual human right."

Is not this what all Canada is seeking in the cause of an enlightened democracy? The best for every child as a human being, and thereby for the nation and for the entire community of nations?

First Things First

By R. B. WESTMACOTT, *Lord Byng High School, Vancouver.*

I READ with great interest and some surprise Miss Higginbotham's article in a recent number of the B. C. Teacher. Interest in a point of view too long neglected, and surprise that at long last someone has dared to become articulate in laying emphasis on fundamentals. In the course of the last two decades the philosophy and practice of education has advanced fast and sometimes furiously. The technical and material needs of a modern system of education have been

anticipated and in the main met. Yet the very efforts put out to satisfy the many material requisites of our age have created a kind of smoke screen that has obscured the true spiritual and ethical values inherent in the proper shaping of all young lives.

Classroom teaching nowadays is all too often a weary odyssey of disappointment and disillusionment. A pride wholly understandable prevents many teachers from admitting it. Others plough their

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furrow with stoicism or patient resignation. Some enjoy to some degree the challenge presented by obstacles to be overcome. Others again, probably the majority, blame the practices of crowded classrooms, poor grouping, too many options, insufficient staff and so forth. How many recognize the devitalizing influences that year by year inside and outside the classroom create a potent sense of false values, indifference, unsatisfactory and misleading reactions, and an inertness, if not an antipathy, to the things of the spirit, the non-material elements that are so essential to a balanced development?

So long as we tacitly refrain from exacting definite standards of conduct, truth, fairness, reliability and honesty, and insist on them as the cornerstone of our educational edifice, so long shall we suffer basic frustration, and forced to snatch at ephemeral successes, miss the solid and lasting satisfaction of a job well done. Meanwhile our educational structure will, of course, go on pyramiding upwards to the skies, spinning with increasing velocity upon its own axis, pyrotechnically magnificent, leaving the inmates of its building whirling excitingly but inconclusively, their feet far away from the *"terre firma"* they need so desperately to lay the foundation of their lives. *"Quot homines, tot sententiae"* We all have our panaceas for this unhappy age. Man cannot live by bread alone. That may be biblical, figurative and trite as well. But how disconcertingly true it is!

As Miss Higginbotham so rightly pointed out every normal student is an enthusiast over something, and will look for leadership where it can be found. At present, as most of us know, even when our students are corporeally present, mentally and spiritually they are there but fractionally in our classrooms, their minds caught up in the errant tangle of sex, movies, loose talk and vicious thoughts, in fact all the elements that will occur in adolescence when no sanative or constructively imaginative influence is there to counteract them. Many such mental excursions, be it noted, are occurring nowadays in minds that are far too young and immature.

How far can we teachers be expected to divert this muddy stream into pure waters? And be it said here and now that no task we do is of greater import or urgency, for on our ability to stem this rising tide of paganism in the young of the next generation depends our true

pedagogical efficacy, and be it noted also in passing that by its Greek derivation the task of the pedagogue is simply that of "guiding the child" and on that simple definition all our educational facts and theories are, or should be, based.

At the present time Religion, or the spiritual basis of life—call it what you will—has no part in our curriculum. Small wonder that the pupil regards it so lightly as to be not even worth the teaching. The very historical, geographical and ethical values of the Scriptures are disregarded, and sincere and thoughtful questions on the Bible Readings must go unanswered. So we are deprived of our greatest aid in constructive regeneration.

What then can we do about it? And here with some elaboration I find myself much in agreement with the aforementioned contributor to this publication.

First we can take a definite stand for the good both inside and outside the classroom. We can demonstrate that organization and discipline are the handmaidens of direct and purposeful thought and living, that pride in a job well done—be it work or play—strengthens the moral fibres, and that a self-set standard of integrity and decency are infallible adjuncts to an ordered and constructive life.

Secondly we can utilize club periods and invite new membership to study and discuss the lives and works of great men of all nations and ages whose integrity, faithfulness and high ideals have brought them success in the fields of art, literature, education and sports. There are many such examples among the living as among the dead.

Thirdly we can actively sponsor a Christian Youth Campaign among the students themselves. We can, and should, show them how the Christian life can well be combined with the qualities of manliness, self respect, initiative and resource.

Finally it seems to me that one of the most important things in the world—perhaps the most important thing—today is to get the rising generation "straightened out" mentally and morally. Economically and politically from what we see all around us they may have to work out their own salvation, although I am of the opinion that this salvation is essentially dependent upon the first.

As it is, we teachers are growing prematurely grey expending all our energies in an attempt to handle students who

are pulling more and more away from us year by year. Sooner or later we shall have to recognize a force that is stronger than we are, and which, if not challenged now, may ultimately undermine the influ-

ence we still possess. Something should be done to reorientate and steady the steps of our students upon the crazy pavement that our own generation seems to have built for them.

Canadian Institute of International Affairs

By J. H. BIGGAR, *Upper Canada College*

THE Canadian Institute of International Affairs has 1,900 members in 24 branches throughout Canada. Its members meet to discuss, study or listen to experts on world affairs. It draws together business and professional men and professors and teachers, English and French-speaking, Canadians and visitors. Its minimum fee is \$10.00 a year, but many members have shown their belief in its work by making substantially much greater contributions. These funds have been used to arrange that Canada be represented at unofficial international conferences and to subsidise research and the publication of books and pamphlets on Canadian public questions.

More recently with help from the Carnegie Corporation, the Institute is offering quite *gratis* three services to the public.

(1) It is building a library of books, pamphlets and documents on international affairs, aiming to collect those not likely to be obtainable in public libraries. These can be borrowed by anyone.

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(3) It publishes "Behind the Headlines"—seven pamphlets a year. Each is about twenty small pages, attractively printed, illustrated and covered. Each, one may say, is written by leading authorities on its subject. For instance, recent pamphlets are—Atomic Energy and World Government by Leopold Infeld; Divided China by Maxwell S. Stewart.

The spirit in which each author writes seems very appealing. A tale is told clearly and without affectation, earnestly and without prejudice. The prices are 10 cents each, 60 cents a year for seven issues, or 7 cents each for a bloc lot of ten or more. But the charge is only made to insure the sincerity of those who ask for them. They cost far more, not counting the fact that distinguished

authors give their careful work practically free because they believe in the cause.

We teachers have constantly to harden our soft hearts against the pleasant gentlemen from the publishing houses and clear our muddled heads after the harangues of the advocates of many worthy or unworthy causes.

Meanwhile, our superiors and our notoriously active consciences tell us to educate our charges for citizenship.

So many of us may wish to use the free library and information service or the cheap pamphlets available at 230 Bloor St., W., Toronto 5, from an independent, scholarly, non-commercial Canadian public institution.

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Odeon Movie Clubs for Young Canadians

By H. L. WOLFE, Supervisor

DURING the past six months, Odeon Theatres of Canada Ltd., in conjunction with Odeon Theatres of Great Britain, have organized fifty Movie Clubs across Canada. Today, these "Odeon Movie Clubs for Young Canadians" are expanding with great rapidity. Over 50,000 club members answer the roll call every Saturday morning and, as each Club Chief, assisted by his committee of child members, leads the members in the opening sing-song, one can readily see by the smiling faces in the audience that these club 'meetings' are happy times for the youngsters.

Odeon Movie Clubs originally started in Great Britain and have grown in popularity there until, at the present time, they number over 400 in England, Scotland and Wales with a total membership of 350,000. When Mr. J. A. Rank, British film magnate and originator of the Movie Clubs, became a partner in Odeon Theatres of Canada Ltd., he created the same clubs in Canada. The Movie Clubs were organized in war years and answered a much-felt need in the movie industry—Better Films for Children. In Canada, today, Odeon Theatres have their own studio in Toronto, established for the production of special children's films under the supervision of top educationalists in various fields of visual education. Odeon Theatres realized that juvenile movie-goers had to either view films produced entirely for adult audiences or to see no pictures at all. As a result of this situation, considerable criticism was aimed at theatres, film companies and the industry in general . . . children saw pictures wholly unsuited for their growing minds and as a result, were, in some instances, wrongly influenced.

Odeon Movie Clubs for Young Canadians have, as their primary objective, the production of motion pictures which will provide boys and girls with wholesome entertainment. No attempt is made to "preach" and "copy-book-moralizing" is strictly avoided. Each story, however, endeavours to impart a serious lesson in an entertaining manner. It is felt that in this way the child subconsciously will be influenced for good. While it is true that the pictures a child might choose for his film-fare are not neces-

sarily the most suitable, it is equally true that if he is not offered entertainment in his film diet he will shy away from films made especially for his consumption and incline toward the less suitable ones. Many well-meaning experiments along these lines have failed in the past because it was not recognized that, like their parents, the children go to the theatre to enjoy themselves.

In addition to this wholesome film-fare, there are other activities at the Saturday morning meetings — community singing with a special song included, competitions with war-savings stamps as prizes (to encourage thrift), and the judicious interpolation of lantern slides in the form of humorous cartoons and verses to encourage personal hygiene, road safety, etc. Short talks are given along the latter lines from time to time by suitable local authorities. The community singing, which is always first on the program, is concluded with the National Anthem. This is conducted with definite ceremony and not just played at the end of the show with the desultory results so prevalent at many performances for adults.

A Club atmosphere is deliberately fostered and maintained. Free membership entitles the children to membership badges and certificates, to personal greeting cards on birthdays, to free admission for themselves and a friend at the meeting immediately following their birthdays, to similar privileges should they visit cities where there are other Odeon Movie Clubs and to individual letters from the Club should they be absent through illness. Club pledges and rules are strictly observed by the members who enjoy the fact that they, too, have an organization of their own.

The Odeon Movie Clubs for Young Canadians is an entirely non-profit project. Proceeds from the admissions to the Club meetings are used for the making of children's pictures in Canada. It is felt that, not only will it be the complete answer to the parental question "What picture should my children see?" but that such a nation-wide organization of children of all races and creeds will do much to make them better Canadians and this a more united Canada.

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The Southams have pleaded your support through self-edifying editorials written by professional writers.

The Vancouver-New Westminster District Trades and Labor Council, having studied the labour policies of the Southam Publishing Company, are giving their support to the men on strike.

Your support is asked for these Union men who have refused to bow before this large publishing company operating a chain of newspapers in Canada.

This advertisement has been prepared and inserted by a group of Vancouver teachers.

Re: Teachers' Pension Fund

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

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 Smith, Mrs. Violet Dorothy
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 Soles, Mrs. Florence E.
 Solonivk, Victor Joseph
 Spears, Dorothy Hazel
 Starratt, Mary Lydia
 Steele, Mrs. Kathleen
 Mildred (nee Hoyt)
 Stephenson, Alta Nadine
 Stephenson, Mrs. Laura
 Edith
 Stevens, Mrs. Phyllis May
 (nee Leach)
 Stewart, Rosa Theresa

Stokes, Sheila Dorothy Carden	Walker, Goldie Eleanor Charlotte	Wilson, Mrs. Opal Marilyn (nee Nelson)
Storey, Mrs. Ida Gladys	Wallin, Alice Mamie	Wilson, Winifred Frances
Storey, Ruth Kathleen	Walters, Ernestina, Mrs.	Wolansky, Mary Grace
Streoper, Mrs. Annie	Watson, Grace Margaret	Wood, Mrs. Jessie Mary
Strong, Mrs. Helen Lillian	Watson, Mrs. Rose Chris- tina	Woods, Mrs. Irene Dora
Sturdy, Mrs. Marion Edith	Watt, Mary Margaret	Woods, Mrs. Kathleen Maude
Sullivan, Kathleen	Webb, Jack Cecil	Woodside, Valerie Evelynne
Swales, Jessie Lydia	Welsh, Gladys Victoria	Woodward, Helen Mary Eugenie
Thistlethwaite, Ralph Gray	Wheeler, Vesta Mabel	Wortman, Mrs. Margaret Grace
Thuveson, Betty Hildur	Whiteford, Edith May	Wright, Mary Hannah
Tod, Muriel Ethel	Whittaker, Mrs. Gwendo- line Grace	Yaremovich, Kathleen
Tompkins, Alice Marian	Wicklund, Joseph Alexander	Young, Margaret Maureen
Tuley, Mrs. Louise Flora	Wiemken, Lillian Melinda	Young, Thelma Violet
Twiss, Mildred Ann	Willington, Mrs. Helen Sybil	Young, Wanda Ena
Tyrrell, Victoria Mary	Willsey, Jean Elizabeth	Yule, Mary Bell
Vesterback, Karl Gustav		
Wade, Gladys Maude		
Wakely, Verna Lois		
Walden, Mrs. Mattie Marie		

Teachers who have been out less than two years, and for whom we have no data, other than the last school where they taught:

Agar, Bessie, Brilliant	Patterson, Gladys, Mrs., Peace River
Aubin, Cecile, Camp 49	Qualte, Mrs. Irene, Peace River
Avis, Jeannette, Castlegar	Kae, H. B., Kimberley
Brenton, M. C., Isabella Pt.	Rempel, Mrs. K. J. (Magee), Vancouver
Carter, M. R., Great Central	Samuel, Mrs. V., Prince George
Clark, Mrs. M. M. (Laura Secord) Van- couver	Scott, L. M., Bella Bella
Cleveland, L. C., Eagan Lake	Shaffer, P., Saanich
Collier, A. G. (Maple Grove) Vancouver	Shepherd, Mrs. B. G., Surrey
Dauphin, Helen, Langley	Smith, Mrs. Howard, Hilton
Davidson, Phyllis, Smithers	Smith, Miss J., Peace River
Dewar, Agnes, Peace River	Speers, E. A., Cranbrook
Duncan, Mrs. Olive, Langley	Staiker, M. E., Pemberton Meadows
Dushenski, N. W., Port St. John	Stark, M. L., Alexandria N.
Edmonds, A. M., Glastana	Stewart, Rhoda, Concord
Entwhistle, Mrs. H. (Tennyson) Van- couver	Stradiotti, Henry
Evans, Bob, Peace River	Sullivan, Bernice, Peace River
Fratkin, M. Y., Prince Rupert	Swordy, Mabel, Kedleston
Furey, Margaret, Surrey	Taylor, Mrs. R. B., Prince Rupert
Gardon, Mrs. Velma, Surrey	Templeton, Mrs. L. H. (Home Econ- omics), Vancouver
Gillard, Miss E., Peace River	Thorpe, G. R., Creston Valley
Gordon, Marjorie Jean, Westwood	Varney, G. M., Joe Rich Valley
Grant, Miss P.	Vayle, Leagh, Surrey
Gray, Jean, Mountain View	Vermilyea, F. E. M., Pemberton Meadows
Hamilton, G. F., Williams Lake	Vicent, C., Prince George
Harrison, Mrs. M. J., Burnaby	Watson, R. A., Prince George
Hartman, I. L., Nithi Mt.	Whittaker, Mrs. I. C. H. (Macdonald), Vancouver
Holmgren, Mrs. S. A. (Woodland) Vancouver	Worsley, Florence, Victoria
Horne, Phyllis, Port Coquitlam	Yates, M. I., Westsyde
Jackson, Mrs. D. E. (Queen Elizabeth) Vancouver	
Keanleyside, W. M., Armstrong	
Lang, E. J., Criss Creek	
Lamb, E. M., Hazelton	
Lambert, Mrs. H. (Home Economics), Vancouver	
Laronde, Harry, Surrey	
Lewis, V. M., Shuttly Bench	
Lloyd, Kathleen, Langley	
Lock, Miss V., Duncan	
Loifgren, Mrs. Rose Grace, Sproule Creek	
McIntosh, Mrs. E. B., Chilliwack	
McKay, H. R., Salmon Arm	
McLean, M. H., Zeballos	
McLean, W. J., Armstrong	
McQueen, Mae, Coquitlam	
Mercer, Mrs. Irene, Surrey	
Mercer, M., Richmond	
Murphy, E. J., Woodpecker	
Murray, Mrs. L. A. (Renfrew), Van- couver	
Needles, Dixie, Peace River	
Outerbridge, Mrs. C. H. (Magee), Van- couver	

THERE can be no quarrel with the educator whose central aim and purpose is the personal development of the student.

A GOOD teacher is of necessity a person of good character. It is impossible to bring up children to be responsive and good if you yourself are egoistic and petty. It is impossible to develop in children the love of work if you yourself are lazy and indolent. It is difficult to bring up children to be patriots if you yourself do not love your country deeply and sincerely.

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learned about menstruation
from this booklet!

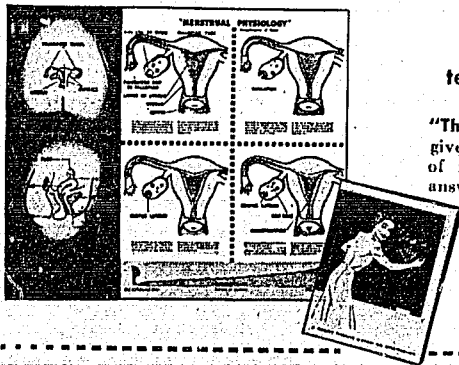
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The girls you teach can also profit from reading "As One Girl To Another". It introduces menstruation as a natural, normal routine, and tells girls how to care for themselves, how to be well groomed, the



importance of exercise in preventing cramps.

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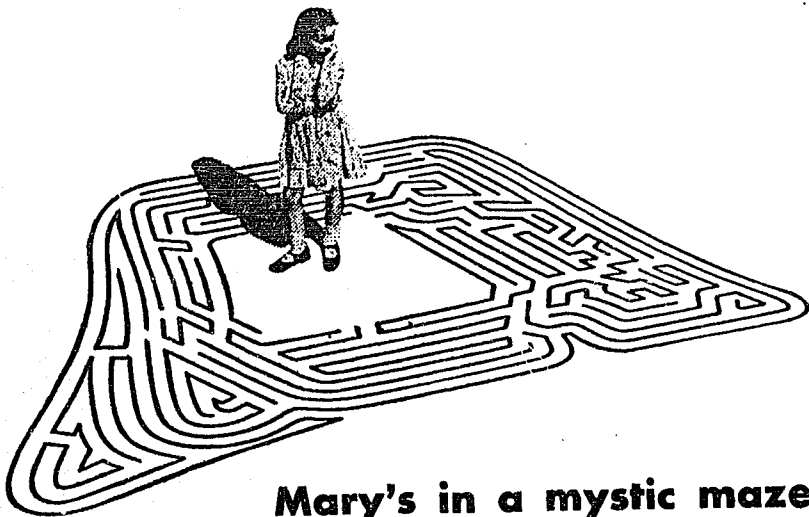
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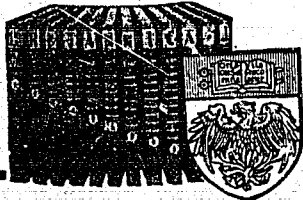
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BETWEEN THE BOOKENDS

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

DRAMA Is Fun, by Ralph James Morris; Ryerson; pp. 172; \$1.35.

The professional would undoubtedly find this tiresome, which is simply another way of saying that a book like this can be a perfect godsend to those who are anxious to make a beginning in dramatics.

The book covers practically all angles—dealing with such types as the history of drama, adjudicating, radio, entertainments in rural schools; as well as the commoner subjects such as costuming, lighting, and make-up. The author is evidently a man of experience—has "been through the mill" and is here putting the lessons he has learned at the disposal of others.

Obviously in a book of this size, some topics can be little more than roughed in, but where the curiosity is aroused, other more detailed books exist to supply the need. Unfortunately the history section is too condensed to give an entirely undistorted picture.

It is a pity, too, that so little attention has been paid to the rudiments of English in this otherwise excellent book. In places the language itself is halting, and there are obvious cases of carelessness in the mechanics of language. To aggravate matters the proofreading itself could have been carried out more thoroughly. If English teachers can forgive occasional lapses of grammar, sentence structure, spelling and punctuation, they will find here a wealth of valuable information.

—P. J. K.

CCAREERS For Women, by Lillian D. Millar; Ryerson; pp. 94; \$1.25.

This is a collection of short informative outlines, most of them reprinted from *Saturday Night*, dealing in an interesting way with fifteen spheres of work which girls might consider. These range all the way from such a usual career as nursing, to the more unusual one of optometry.

Although guidance for the girl is kept particularly in view, a good deal of this information would also prove of value to boys' counsellors. It is unfortunate that the name of our own University has not

been mentioned with others, in connection with law, pharmacy and physical education, but no doubt its rapid expansion in the last year or two will account for that.—P. S.

GROWTH in English, by J. C. Bates, a text and work book for Grade IX; Dent; pp. 143; \$.80; (\$.64 in quantity).

New ideas, abundant practice, regular testing, a record of progress—these are the highlights of this lively textbook. As well as the necessary corrective work in grammar and general usage, the book contains sections on such important topics as good speech, the magazine, the newspaper, discussions, use of reference books, and so on. The fact that it opens by presenting the student with a radio script is significant of its freshness of approach. Here is material that should pay dividends for your English class.—E. J.

NEW releases by the Canadian Youth Commission, published by the Ryerson Press.

Youth and Health; pp. 93; \$1.25.

Youth and Recreation; pp. 220; \$1.50.

The first of these is a volume of facts and beliefs gathered by lay and professional youth about the health of Canada. Clear and forthright, it blazes a direct national trail to dynamic, positive Health. The Appendices offer pertinent discussion suggestions, and a comprehensive brief submitted by Medical Students.

The second is a disturbing disclosure of the recreation of young Canadians. Surveying first the recreational habits and desires of individuals and groups, the book reviews the offerings of public and private agencies, and draws startling conclusions. A "must" for anyone genuinely interested in the development of a richer leisure-time programme for young people.—E. L.

HISTORY of the Jews in Canada: Vol. I; by Benjamin G. Sack; The Canadian Jewish Congress, Montreal; pp. 285.

Since I am of the opinion that there is

real danger of current racial, national and religious antipathies in Canada flaming into violent anti-Semitism (if there be an economic depression awaiting us, just around the corner), I was glad to get into my hands the above-named most recent important addition to available literature dealing with the Jews in Canada.

Although this particular book is intended primarily for Jews, it will be useful to all future writers dealing with Canadian history. They will find it a valuable—though somewhat unexciting—source book. M. Benjamin G. Sack is a Montreal journalist, associated with the *Jewish Daily Eagle*. What he has written in the present volume is less a study of the impact of the Jewish community upon Canadian life and culture than it is a compilation of factual material regarding a very considerable number of individuals who happened to be Jewish in religion or ancestral background and to reside in this country.

However, we should be grateful to Mr. Sack for a vast amount of laborious research. If it sometimes happens that this research involved the exploration of by-paths that did not lead anywhere in particular, that is the researcher's misfortune, not his fault, pioneering in a new field, he cannot leave any pathway unexplored.

Moreover, Mr. Sack's industry has unearthed many facts of interest. Few Canadians, whether Jews or Gentiles, are likely to be familiar with the name and career of Abraham Gradis, to whom, in the heroic story of the defence of New France, Mr. Sack would assign a place alongside of Montcalm himself. If France had had enough men of the calibre of this loyal and adventurous merchant, Canada might still be under the French flag.

Already Jews were finding refuge in English colonies of the Atlantic seaboard, and many of these were presently active in Canadian commerce or, in one fashion or another, were associated with military affairs. Among these was Aaron Philip Hart—a surname since then borne by many distinguished Canadians of Jewish stock—who himself assembled a battalion to support General Amherst and who later on, in the difficult days of the American Revolution, stood firm for the maintenance of the British connection. There were numerous Jews among the United Empire Loyalists.

When the foundations of free parliamentary government were being laid in this country, Jewish Canadians were

among those actively interesting themselves in political affairs. However, many years were to elapse before Jews achieved equality of political rights with their Gentile fellow countrymen. Complete emancipation from political disabilities was not finally attained until 1832.

Mr. Sack deals with immigration movements that brought to Canada Jews from England, Germany, Poland and other lands. There is a melancholy interest in tracing in the quarrels of some of these branches of Jewry something essentially identical with the anti-Semitism that might have been expected to produce a greater degree of unity and mutual sympathy among the Jews themselves.

Volume I brings the story of the Jews in Canada up to the dawn of the present century. The present reviewer will look forward with interest to the appearance of Volume II. It may be expected to throw light upon certain current problems by dealing with measures imposing social restrictions upon persons professing the Jewish faith. It will be interesting to see what is said about such libels as those culminating in the action taken by William Tobias, M.C., M.L.A., against the *Canadian Nationalist*. That enlightened journal alleged it to be "an established fact that Ritual Murder is practised by Jews". The courts issued an injunction "perpetually restraining" the publication of abominable fabrications of this sort. However, that did not put an end to violations of the Biblical injunction relative to bearing false witness against one's neighbours!—N. F. B.

* * *
THE Land of the English People, by Alicia Street; Longmans, Green; pp. 130; \$2.75.

This is one of a series of "portraits of the nations", aiming at greater friendship through wider understanding. The author could not have been more appropriately selected. An American, the wife of an Englishman, and one who has lectured to both English and American audiences about each other, she provides evidences on every page of the kind of winning sympathy that cannot fail to make friends.

Upon our differences are founded many of our dislikes, fears and hatreds. There is a way of isolating and exaggerating small points of difference until they dominate the whole mental horizon. To such a class belong the all-too-familiar caricatures of the Englishman and of his peculiar habits. This book chooses a better way. With a sense of warm, com-

fortable chattiness, the author discusses details of English history, life and customs, and makes one feel that these are good people—like us—and just as worth knowing.

Making a rapid survey first of the country itself, Mrs. Street then takes up social and industrial life, and finally runs through the main points of England's history, including the post-war period. This latter will be found refreshing by many teachers and classes who have had to "plug" so much detailed material that the over-all picture has been in danger of disappearing completely.

With conversational ease the author slips smoothly from topic to topic. For example, within five pages she tells us about an air raid, a party, English cooking, why the English use fewer salt shakers than we, busses, "pubs", schools and universities. All this is done without benefit of headings, subheadings or numeration.

The book is presented in an attractive format and contains many full page photographs. It is altogether one of the happiest vehicles of education that we have met for some time.—P. J. K.

* * * * *

TWO CHINAS

CHINA Today and Yesterday, by Eleanor Lattimore; Longmans, Green & Co., Toronto; pp. 111; \$60.

Divided China, by Maxwell S. Stewart; Canadian Institute of International Affairs (Behind the Headlines); pp. 20; \$10.

For those interested in the study of Far Eastern problems, these two booklets will provide plenty of inviting material. The former is concerned largely with highlights of China's past, but, as the title suggests, only to provide a continuous background for present problems. It is interestingly written and contains an unusually large number of good photographs and maps. This book would provide a very good reference for Unit 3 of Social Studies IV, and the appropriate units of Social Studies V.

The second book, in spite of its disturbing title, actually helps give a more balanced and optimistic view of China's future, simply by outlining recent events clearly and in proper perspective. The problem obviously remains unsettled, but in the meantime here are facts enough to explain the genesis of the two Chinas—Nationalist and Communist, and to indicate that they are less fundamentally divided than is often supposed. This

pamphlet would be especially useful in Social Studies V.—R. T.

* * * * *

THE Map Approach to Modern Problems, 1919-1939, by W. E. Brown and A. W. Coysh; The Copp Clark Co. Ltd., Toronto; pp. 46; \$70.

The title accurately describes this. A set of over thirty maps together with a page summary for each, and a map index, provide excellent source material for the student of modern history.—P. J. K.

* * * * *

Le Saut du Gouffre by Maxine. Edited with vocabulary by L. Hamton Corbett, Bloor Collegiate, Toronto; Longmans, Green; pp. 119; \$75.

Omnivorous readers in French III should be interested in adding *Le Saut du Gouffre* to their supplementary book list. Canadian adventure is a pleasant change after the usual diet of hazardous experiences in Arkansas, Hungary, or South America; and the story of the Josselin ancestors, supposedly compiled from an old manuscript preserved by the Indians for 287 years, makes exciting reading. As the title suggests, the climax of the story is reached when a young Indian named Lièvre-Sauteur leaps across an abyss with a French boy to save the child from a fiery Iroquois death.

A modern prologue makes a clever bid for the reader's attention. It describes the Royal Visit to the Indians of Calgary and Fort William in 1939, and introduces a Josselin descendant who is making enquiries among the Indians in an attempt to recover the old manuscript.

The book is suitably illustrated with full page black and white drawings of some of the characters.—S. B.



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Letters To A Country Teacher

MY DEAR NIECE:

Someone is always complaining about the younger generation, as if it were a new phenomenon. It isn't. The generation that I grew up with, long ago, was just the same, and from all I can read things have not changed much since the beginning of history. Boys come in for most of the blame. They worship physical strength—so did Cain, the world's first juvenile delinquent. They think highly of gangsters, whose activities are not very different from those of David, before he became king of Israel. They object to the tyranny of laws that they had no voice in making—so have a number of highly respected characters, from Moses to George Washington. For the same reasons they are inclined to object to school, church and work, and their objections are often well founded. Besides these, they have the same faults as their elders: they admire visible success, however won, and have not much taste, conscience or self-respect. A modern fault is that they read rubbish, but their predecessors, up to not very long ago, did not read at all. Also modern is our attitude toward alcohol and tobacco which makes boys feel that they must be wonderfully delightful. Worst is the attitude toward sex—an attitude generally attributed to Queen Victoria, and now gradually disappearing. But these are our faults, not the boys'.

I read an article treating of "The Boy" as a symptom of diseased society with twenty-four faults. And I read carefully the prescription given as a cure, but I could not make head or tail out of it. I don't think boys are very terrible, or that they have got any worse since I was one. My sons are at least as law-abiding as I (all of us have been arrested for fast driving) and my grandson shows no sign of being worse. Boys need to be fed, taught and loved, as they always did.

There is a "crime wave," as always after a war. Youngsters who have grown up in the expectation of being allowed to kill and loot, and fed on stories of heroic boys in the "underground", feel frustrated by the coming of peace, and are inclined to do a little looting and

undergrounding for themselves. These are, on the whole, boys who have not been properly taught or sufficiently loved.

On the other hand, I don't agree with the people who scream that the older generation has made a mess of the world, and should turn it over to the young. It is true that there is no fool like an old fool, but also, there is no fox like an old fox. The old, at least, have had a chance to learn something, and some of them have learned. Besides, it has been tried. There was a man who appealed especially to the young, and was put into power by boys, many of them under twenty. He understood them so completely that they set out to conquer the world for him. Yes, his name was Hitler. The world will not be intelligently operated by either old fools or young ones.

The only phase of human affairs that I would like to turn over to the young is education. They would make short work of our crazy spelling and useless grammar. They would quite rightly refuse to learn anything that was neither useful nor interesting, and apply themselves with zest to things that are really worth learning. And what a pleasure it would be to teach them!

Ever your loving,

UNCLE JOHN.

TEACHERS' EMPLOYMENT BUREAU

Alert Bay, B.C.

Editor, *The B. C. Teacher*,

Dear Sir:

I feel that some recognition, through the medium of *The B. C. Teacher* should be given to the University Employment Bureau, which this summer inaugurated a Teacher's Employment Service for teachers attending the Summer Session at U.B.C.

The lady in charge of the positions and applications, took a personal interest in every case, and at times could be seen hustling over the campus, endeavoring to find a teacher for some poor principal who had been in weeping on her desk. The excess number of positions and the minimum of applications did not make the job any easier to carry out nor did the fact that it was the first attempt at such an undertaking.

Despite support from the B. C. T. F. in providing lists of vacancies, information

as to salaries, conditions, etc., and the fine work mentioned above, this first undertaking was not a complete success. However, many teachers (including those on the Summer Session Association Executive) felt that a very fine precedent for future years had been established.

The following suggestions are offered in the hope that they may serve as a basis for discussion by locals and for a decision by the B. C. T. F. Executive as to future action.

SUGGESTIONS:

(1) That the B. C. T. F. establish in their office a main clearing house for positions and applications, keeping up their fine work in informing the teachers of British Columbia as to conditions which will be encountered in respective districts.

(2) That branches be established (a) at the U. B. C., (b) at the Victoria Summer School and that B. C. T. F. officials or members conversant with all phases be put in charge, if necessary on a paid basis. This would be integrated (wonderful word) with the work of the main office.

(3) That Inspectors, Principals and School Boards be educated to use this medium in obtaining teachers; and likewise teachers to use this medium to obtain positions.

This would result in a better organization of detail and not in the flock of notices for teachers to be seen on every available board at the University this summer. This would also result in less grief for the Federation to settle in that teachers could be fully advised prior to accepting a position and channelled to appropriate districts. Lastly, it would give to the Federation a greater bargaining power in its relationships with the School Boards of British Columbia.

Yours sincerely,

S. J. HEYWOOD.

IN AGREEMENT

EDITOR, The B. C. Teacher,
Dear Sir:

I heartily concur with the expressed opinions and policy of the President of the Federation. His message in last month's issue is very much to the point. The Federation has too often dissipated its energies in chasing too many rainbows. Its first concern at this time should be the economic interests of the teacher. The individual teacher can do little in this matter if the Federation fails him. The effici-

ency of the teacher is definitely related to his economic status.

Until the teacher achieves such a status comparable to other professions, many other questions and problems will remain unsolved. The pious sentiments so often uttered about teachers and their important work are so many empty words unless the teacher receives his just share of the wealth of this great province. The President should know at this time that he has the support of every member of the Federation.

Yours faithfully,
(Signed) W. M. ARMSTRONG.

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ESSENTIAL information about a career as a dental technician is contained in a revised six-page leaflet, *Dental Technician*, by Florence L. Rome, just published by Occupational Index, Inc., New York University, New York 3, N.Y. Vital as advisory material to vocational counsellors, ex-G.I.'s, students, and everyone interested in this field, the leaflet is available for 25c, cash with order.

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USE BLOCK LETTERS

In Memoriam

VERY suddenly, in the early morning of Thursday, October 10, Mr. W. R. Jones of the Greater Victoria High School staff died in his sleep.

Mr. Jones had taught in Saanich for over twenty years and had been on the staff of the Mount View High School since the school was built. In his death the teaching profession and the community in which he lived suffered a real loss.

Mr. Jones was a teacher of the highest professional character. As a classroom teacher his work was marked over a long period of years by consistent success. Of perhaps greater importance was his own fine character and strong kindly personality.

He had a keen sense of professional ethics and for many years was an active member of the B.C.T.F. As a leading member of the Saanich Teachers Association he was ever a source of strength and wise leadership in that Local.

In kindness of spirit, in tolerance of attitude, in devotion to the service of youth, in true genuine friendliness, in having the courage to act on his convictions, in a high sense of professionalism—in these and in many other ways, the whole personality of the man gave a great value to his life. He was self-effacing yet for 23 years he rendered the community in which he lived the greatest of services. His was a personality that society needs in its schools.

He was not a publicity-seeker—not an industrial magnate—nor was his name known throughout the nation, yet no finer character, no truer workman, has passed our way in this generation.

Some day society may learn how to evaluate more truly and to recognize more clearly the success and worth of a citizen.

"His life was gentle, and the elements
So mix'd in him, that Nature might
stand up

And say to all the world "This was a
man."
—J.M.T.

An Announcement

FOREIGN correspondents help create the much needed goodwill and understanding among the people of the world.

ADULTS in Holland, France, Belgium, Denmark, Sweden, Finland, Italy, Norway and Russia are anxious to correspond with Canadians. They are eager for our friendship. Teachers and students want to exchange ideas and projects. Will you help by corresponding with them? Correspondence can be arranged with people in the English speaking countries as well. Send in name, address, age, country desired and interests to: Mrs. R. T. Tanner, Overseas Correspondence Department, United Nations Society in Canada, 678 Huron Street, Toronto, Ontario.

CHILDREN (under 15) can have pen friends in Great Britain, New Zealand, Australia, South Africa, Japan and China.

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Pertinent Paragraphs



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