

OFFICIAL ORGAN OF THE BRITISH
COLUMBIA TEACHERS' FEDERATION

THE

VOLUME XXVI

NUMBER 4

B.C. TEACHER

JANUARY, 1947



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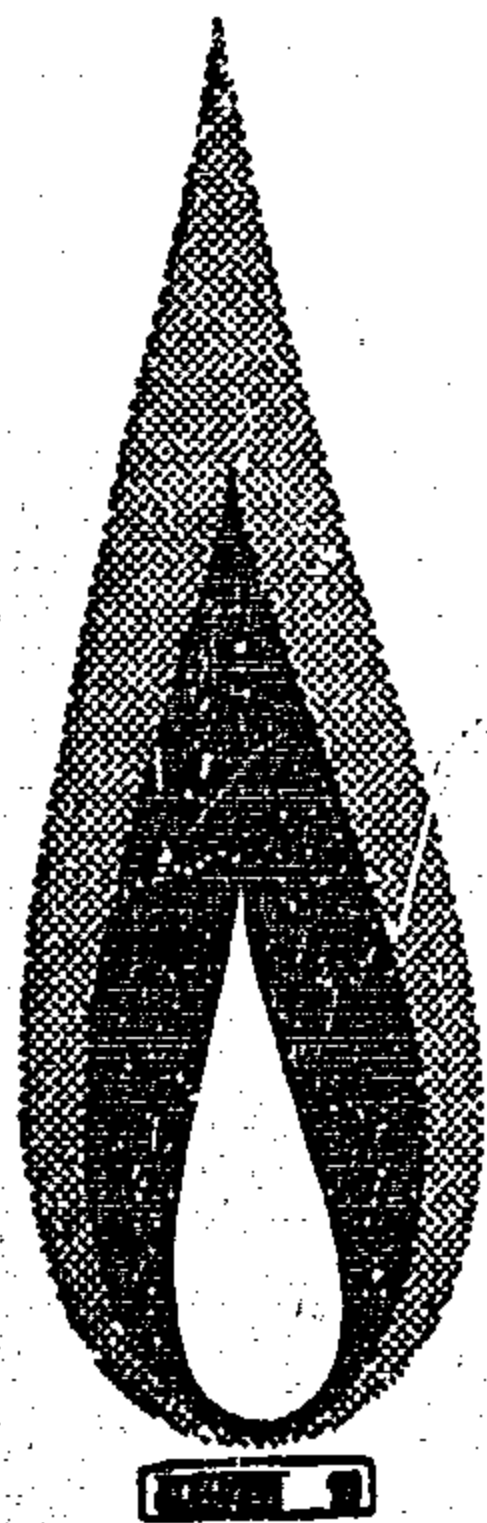
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VANCOUVER, B. C.

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THE B. C. TEACHER

VOL. XXVI, No. 4.

JANUARY, 1947

VANCOUVER, B. C.

ON AUTOMATIC MEMBERSHIP

RECENTLY a delegation from the B. C. Teachers' Federation interviewed Cabinet Ministers in Victoria to explain to them proposals which the Federation intends to lay before the Government at the forthcoming session of the Legislature. No commitments were solicited or given.

As every teacher should know, inasmuch as automatic membership was practically unanimously endorsed by the last three Annual General Meetings, the Federation requests involved only three simple changes to the Public Schools Act, as follows:

1. Provision that every teacher trained and certificated under the powers of the Council of Public Instruction should automatically become members of their professional organization, and share in the benefits and privileges of this association, subject to the right of any person now teaching to write himself out of membership within six months of the passing of this legislation, without affecting in any way his status as a teacher.
2. Provision that the Federation could suspend the *membership* of any teacher guilty of unethical or unprofessional practices, subject to his right of appeal to the Council of Public Instruction, which would have final authority to decide whether or not his *certificate* should be suspended.
3. Provision for collection of fees from government grants, such fees to be then deducted by school boards from salary cheques.

Similar legislation has been in force for years in most of the other provinces, seven out of nine now providing for some form of automatic membership.

Surely there is nothing "revolutionary" in these proposals; conservative Ontario and Liberal Quebec are certainly not in the habit of passing "radical" legislation! Yet, on the basis of entirely faulty information, which must have been secured second-hand as no approach for facts was made to either the Minister of Education, who was familiar with the nature and intent of the Federation's request, or to Federation officials directly, a newspaper prominently featured an erroneous and misleading account of the Federation's position. This "poison" then spread throughout British Columbia, and became the basis for unwarranted editorial charges against the Federation. One wonders whether such misrepresentation was not deliberately designed to discredit the Federation in the eyes of the general public. It would perhaps be more kind to say that newspapers unwittingly allowed their traditional hatred of the "closed shop", which they erroneously assumed the Federation proposals to involve, to blind themselves to the true issues.

Fortunately, no permanent damage has been done. Newspapers have been most fair in allowing the Federation space in which to express its side of the story; nevertheless, measures necessary to counteract the

"poison" will needlessly cost the Federation hundreds of dollars. One's traditional faith in newspaper accuracy is certainly shattered. Freedom of the press, which we all uphold, surely should require that all "news" be investigated and checked before dissemination.

B. C. T. F. and Kindred Associations

News for this department of "The B. C. Teacher" should be sent to
MR. C. D. OVANS, General Secretary, 1300 Robson St., Vancouver.

Christmas Executive Meeting

THE regular two-day Christmas Executive Meeting was held in Hotel Vancouver on December 28 and 29 and was presided over by President C. J. Oates. All Geographic Districts and the Victoria Normal Students' Association were represented.

REPORTS OF GEOGRAPHICAL REPRESENTATIVES

The procedure determined at the Fall Executive Meeting of having Geographical Representatives present written reports of the activities of their respective areas was followed by most members. The reports are summarized elsewhere in this issue.

PENSIONS

Mr. C. E. Milley, chairman of the Federation's Pensions Committee, reported on a meeting held by officers of the Federation and himself with the Teachers' Pensions Board in Victoria. The purpose of the meeting was to obtain information pursuant to amendments to the Pensions Act being sought. Many of the questions presented (printed elsewhere in this issue) were answered and the others were referred to the actuary for study.

Mr. C. F. Connor of Vancouver, representing the superannuated teachers on the Pensions Committee, has circularized all those on pension in order to obtain information for the preparation of a brief seeking increased pensions for present annuitants.

CONVENTION

Convention Committee Chairman L. C. Waddington reported that the Annual Convention will again be held in Hotel Vancouver with the sectional meetings in the Vancouver Technical School. Adequate direct transportation to the Technical School will be arranged.

Mr. Leonard W. Brockington, K.C., LL.D., of Ottawa, will be the principal Convention speaker.

Convention deadlines have been set as February 1st for the receipt of resolutions, and February 10th for the receipt of committee reports.

CANADIAN TEACHERS' FEDERATION

The Executive determined to express non-support for the proposed C. T. F. war memorial at Ottawa because the inability of all provinces to meet the present 40c per capita C. T. F. levy and the inability of the C. T. F. to finance a permanent office and secretariat indicates that further financial obligations should not be assumed at this time.

For the same reason it was decided not to support affiliation at present with the World Organization of the Teaching Profession.

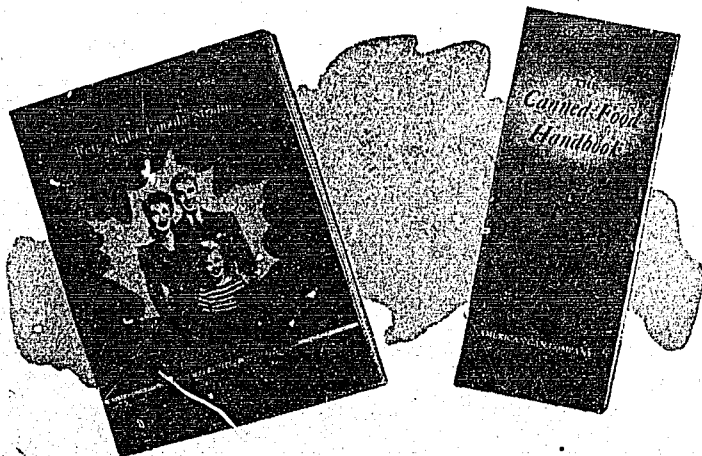
CONSTITUTION AND BY-LAWS

Mr. W. D. Black, committee chairman, asked all geographical representatives to urge Local Associations who have not yet submitted a copy of their constitution to the committee, to do so immediately. Model constitutions for guidance in drafting local constitutions are available from the Federation Office. Constitutional amendments proposed are:

1. Making the Labor Relations Committee a standing committee so that the Chairman would be a member of the Executive.
2. Changing the enrolment date affecting salary indemnity eligibility from October 15th to November 30th.
3. Permitting teachers on exchange to qualify for salary indemnity benefits by paying the full Federation fee.

The C. T. F. will be asked to seek agreement among the various provincial associations whereby teachers on exchange would continue to pay their fees to their home provincial associations but be accepted as members of the associations of the exchange provinces.

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AUTOMATIC MEMBERSHIP

As instructed by the last Annual General Meeting amendments to the Schools Act are being sought to effect automatic membership. All M.L.A.'s have been interviewed individually to acquaint them with our wishes and an audience with the Cabinet has been arranged for January 24th when our proposal will be formally presented.

UNIVERSITY LANGUAGE REQUIREMENTS

A communication from the U.B.C. Summer Session Association proposing a deletion of the compulsory second year language requirement was received and the requested deletion endorsed.

The C.T.F. will be asked to seek the removal of the compulsory second year language requirement in all Canadian universities.

RIGHTS OF TEACHERS IN PUBLIC OFFICE

Instructions were given that further study be made on this matter and a revised brief be submitted to the Union of British Columbia Municipalities. Mr. Gillie agreed to chair this committee.

PUBLIC RELATIONS

No immediate change in the present policy re Press Releases is to be made and it was agreed that the use of the Ryan Press Service be continued subject to cancellation by the Table Officers.

The Public Relations Committee was asked to co-operate with Mr. L. H. Garstin and his committee on Teacher Training and Certification in publicizing the recommendations on the subject approved by the October Executive Meeting.

A motion was enthusiastically passed expressing appreciation of the excellent work done by the Public Relations Committee.

REVISION OF GRANT REGULATIONS

The General Secretary reported that there appears little possibility of an immediate revision in grant regulations to make grants for second class certificated teachers equal to those for first class certificated. Consideration is being given to provisions whereby Second Class teachers could obtain a First Class Interim Certificate after completion of 11½ credits of special work and towards which they could obtain credit for courses already taken and not previously credited.

This whole question is receiving the attention of the Federation and a further brief has been submitted to the Department.

WORKMEN'S COMPENSATION REGULATIONS

A committee chaired by Mr. F. P.

Lightbody is studying desirable regulations combining the benefits from both the Workmen's Compensation and Sick Leave Regulations. These will be presented for consideration by the Workmen's Compensation Board.

Any teacher receiving coverage under the Workmen's Compensation Act is asked to provide the committee with a full report with comments as to the strengths and weaknesses of the regulations as applied to teachers. It is only by this method that the committee can obtain specific information from which to draft desirable amendments.

SALARY NEGOTIATIONS

To date fifty-three of the seventy-four larger school districts have salary schedules comparable to the Federation Scale and negotiations are continuing in several others.

Some geographical representatives expressed opposition to the manner in which one or two inspectors have participated in salary negotiations. They have allegedly assumed roles other than those of advisors. If evidence of unwarranted and undesirable action by an inspector is provided, the Federation will take up the question with the Department of Education.

CHARLESWORTH MEMORIAL FUND

Approximately \$1300 has been subscribed to date. The whole question will be completely reviewed by the Fund Committee Chairman and the Consultative Committee, with the final disposition of the Fund being controlled by the Federation Executive.

SHOULD THE B. C. T. F. ANNUAL CONVENTION BE CONFINED STRICTLY TO BUSINESS MEETINGS?

Discussion among local associations apparently reveals approval of continuation of the traditional type of Convention—partly business, partly professional.

Reports to this effect were given to the Christmas Executive Meeting by Mr. T. E. Bennett, Nanaimo, Mr. W. D. Black, North Shore, and Mr. Vic Montaldi, North Central, B.C.

The most comprehensive study of the problem was made by the Greater Victoria Association, which entered the following three resolutions:

1. That the Easter Convention of the B. C. T. F. become a Convention for business meetings in the main.
2. That one day be set aside for sectional meetings only, and that cur-

riculum resolutions be dealt with at such sectional meetings; and, further, that the Resolutions Committee decide which resolutions need to be taken to the floor of the general meeting for consideration of all the delegates.

3. That, where possible, Districts combine for the purpose of holding

Fall Conventions to deal with matters of professional interest.

The forthcoming Easter Convention will be modelled on those held in the past. Sectional meetings will be conducted in the Vancouver Technical School, rather than in the Dawson School, according to present plans of the Convention Committee.

Important Features of The Workmen's Compensation Act

In the November issue of this magazine, some of the general provisions of the Workmen's Compensation Act were outlined. The following important details are presented for your further consideration:

1. COVERAGE:

Accidents arising "Out of and in the course of the employment" are covered. We are of the opinion that the Compensation Board will be broad in their interpretation of the Act in its application to the many duties and responsibilities of teachers. It has been suggested that when a border-line case arises, the Compensation Board could request a ruling from the Department of Education.

What is your opinion of the following as a statement of coverage?

"In respect to teachers, this Act shall cover those activities recognized as responsibilities in the line of duty while carrying out the Programme of Studies, the Public Schools Act, and such extra curricular activity as teachers may from time to time assume."

2. COMPENSATION:

Accidents resulting in the absence of teachers are comparatively few. Major accidents are probably less frequent than in most fields of employment covered by the W.C. Act. Employers are universally disposed to accord generous treatment to employees experiencing accidents which arise out of and in the course of employment. If the compensation awards are paid to the school board concerned, is it not probable that they too will be inclined to grant full salary up to the limit of

the accumulated sick leave as they would previously have done for ail accidents?

3. ACCUMULATED SICK LEAVE:

According to Section 135, Article 1 (i), school boards may grant an accumulated sick leave up to 30 teaching days, six weeks. Many school boards (not all unfortunately as yet), have for years recognized at least this minimum. It is, of course, a well known fact that some boards, and many industrial and business organizations, take a more generous attitude toward their employees. In the Provincial Civil Service, for example, an employee is permitted an accumulated sick leave up to 26 weeks with no deductions from this period whatever in the event of absence resulting from an accident coming under the Workmen's Compensation Act, and full salary for the same period. One Oil Company, on behalf of its employees, makes possible a sick leave period, with full salary, which may extend into a number of years. *Would it be too much to expect that in regard to accidents covered by the Workmen's Compensation Act, that school boards not only maintain the whole salary up to the period of accumulated sick leave accruing, but also make no deduction from that time for absence resulting from accident arising out of and in the course of employment?*

The first opportunity that the teachers of the province will have to discuss the application of the Act, will be the Easter Convention. By that time we are hopeful that something of a satisfactory nature will have received general acceptance.

Questions Re Teachers' Pensions

AN actuarial investigation of the British Columbia Teachers' Pension Fund is to be made during 1947.

The following questions, to be asked of the actuary, have been developed from a list prepared by the B. C. T. F. Pensions Committee, and amended by a joint meeting of the Pensions and Consultative Committees.

A delegation comprising the Federation President, Vice-President, Past President, General Secretary, and the Chairman and an additional member of the Pensions Committee, met with the Teachers' Pension Board in Victoria on December 9th last to discuss matters relative to desired amendments to the Pension Act.

1. It is understood that pensions paid to teachers are based on Kieftz General Population Mortality Tables.

(a) What is the date of these tables?

(b) Are they considered to be very conservative?

(c) Are these tables the same as used by:

(1) Dominion Government? (2) Insurance companies?

2. What is the life expectancy used in the case of (a) males, (b) females, retiring at age 65 and 60, respectively?

3. What would be the pension equivalent of \$10 a month at age 65 if a man retired voluntarily at age 55 or 60? Similarly for women retiring voluntarily at age 50 or 55?

Can tables be obtained covering the above for all ages from 50 to 65?

4. In view of the fact that the actuary's report of 1942 was based on a presumed payroll of \$5,200,000 and, in view of the fact that the present payroll is approximately \$8,000,000, is it not possible to increase the \$30 minimum service pension for 20 years service to \$50 monthly?

5. What would be the cost to the fund to effect the following changes?

(a) Voluntary retirement at any time within 5 years prior to maximum retirement age?

(b) To provide a minimum \$50 a month service pension for 20 years' service?

(c) Retirement after 30 years' service?

(d) Combination of (a), (b) and (c)?

6. Is not the Pension Fund at present sufficiently strong to allow a minimum pension of \$50 a month?

7. In view of the fact that the number of teachers who die in service is very small, could not the widows and dependents pensions be put on the same basis as the disability pensions without any great injury to the fund? In 1942 there were two teachers who died in service, in 1943—4, in 1944—1.

8. Could widows' and dependents' pensions be improved on this basis—half annuity pension and the service pension in full to date of death of the teacher?

9. Could widows and dependents be allowed to choose the type of pension?

10. What would be the effect on the fund if death in service was deemed a disability for all teachers?

11. If any improvement is made in pensions to be paid can this be made to apply to those already on pension?

12. What interest rate is being used in calculating actuarial values in our pension fund?

13. If an employee resigns and withdraws his contributions, does the refund include interest accrued? If so, what interest rate is used?

14. For a pension fund to be actuarially sound, pensions paid, per year, should be about what per cent of the net assets?

15. Would it be possible to obtain answers to most of these questions in time to present them at the Easter Convention, 1947?

Annuity Contribution Rates

"TEACHERS' PENSIONS ACT"

(Regulations made pursuant to Section 42, Order in Council No. 73, approved January 21st, 1941)

The following shall be the tables of contributions to be made by teachers, computed to be necessary to provide retirement annuities with inclusive death and disability benefits.

1. TABLE A. MALES.

TABLE B. FEMALES.

These tables show the contribution necessary to provide a Single Life

Annuity of \$10 per month, commencing at age 65 in the case of males and age 60 in the case of females.

After ten years of service, provision is also made for:—

- (a) The payment of one-half of this annuity to the widow of the male employee or the nominated dependent relative of the female or single male employee should death occur prior to pension age;
- (b) The payment of an annuity in the event of the total and permanent disability of the employee.

Employees' Retirement Annuities. Monthly Contribution on Basis of Ten Payments per Annum. Cost of Annuity of \$10 per Month.

Age nearest Birthday when Contribution made or commenced.	TABLE A.		TABLE B.	
	MALES (Retiring Age, 65)		FEMALES (Retiring Age, 60)	
	Single Lump Sum Payment	Monthly Contribution	Single Lump Sum Payment	Monthly Contribution
20	\$416	\$1.82	\$483	\$2.21
21	425	1.88	494	2.29
22	433	1.94	506	2.38
23	442	2.00	518	2.47
24	451	2.06	530	2.57
25	460	2.13	543	2.67
26	469	2.20	556	2.78
27	479	2.28	570	2.90
28	489	2.36	584	3.03
29	499	2.45	598	3.16
30	510	2.55	613	3.30
31	521	2.65	629	3.46
32	533	2.76	645	3.62
33	545	2.87	662	3.81
34	557	2.99	680	4.01
35	569	3.12	698	4.22
36	582	3.27	716	4.45
37	595	3.42	736	4.71
38	608	3.58	756	4.98
39	622	3.75	777	5.29
40	636	3.94	799	5.63
41	651	4.15	822	6.01
42	666	4.37	846	6.43
43	681	4.62	870	6.90
44	697	4.89	896	7.45
45	714	5.19	923	8.05
46	731	5.52	950	8.76
47	748	5.88	980	9.57
48	766	6.29	1,010	10.53
49	785	6.75	1,042	11.66
50	804	7.27	1,075	13.03
51	824	7.86	1,110	14.69
52	845	8.54	1,147	16.80
53	866	9.34	1,186	19.49
54	888	10.28	1,227	23.12
55	911	11.40	1,270	28.20
56	936	12.77	1,316	37.82
57	961	14.49	1,365	48.57
58	988	16.59	1,417	74.08
59	1,016	19.62	1,473	150.67
60	1,046	23.72	1,534	.....
61	1,078	29.87	.....	.....
62	1,111	40.12	.....	.....
63	1,147	60.59	.....	.....
64	1,185	121.93	.....	.....
65	1,228	.....	.....	.....

Throughout British Columbia

GLEANINGS from the reports of Geographical Representatives to the Christmas Executive Meeting:

CENTRAL VANCOUVER ISLAND

The Fall Convention of this district attracted a record attendance of over 300 teachers. "But," reports the Convention Committee, "too many teachers, although registered, were not in attendance at enough sessions of the convention."

All but one of the eight local associations comprising the district now have salary schedules, equal to or better than the B. C. T. F. minimum.

Labor relations is currently occupying the attention of the Nanaimo teachers. How should a local be guided in its relations with community labor groups is the key question. The B. C. T. F. Labor Relations Committee has advised that local associations should not hesitate to co-operate with labor groups in the furtherance of community projects but should avoid participation in labor-sponsored civic election campaigns, especially school board elections.

NORTHERN VANCOUVER ISLAND

The Campbell River Local is the first one in this district to get the Federation scale adopted but negotiations currently being conducted point to a favorable settlement in Courtenay School District No. 71.

SOUTHERN VANCOUVER ISLAND

The lengthy salary negotiations in the Greater Victoria area are reported finally concluded satisfactorily. The new schedule provides maxima of \$2700 elementary and \$3400 secondary.

Good features of the new agreement are seen in the maintenance of the single scale for secondary teachers and for men and women and in the fact of full placement as at January, 1947. Teachers in the previously relatively low paid districts of Saanich and Esquimalt benefit most. One weakness is that only one-half credit is allowed for experience outside of Greater Victoria.

On the professional side, increased activity among subject sections is reported. Sections on Social Studies,

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Voici dix pièces courtes que vos élèves de la première et de la deuxième année pourront étudier ou jouer. Elles sont écrites dans une langue simple et leurs thèmes sont empruntés à la vie de tous les jours d'une ville française. De 10 à 25 acteurs peuvent prendre part à chaque pièce et les rôles sont divisés en quatre catégories—rôles principaux; rôles importants; rôles accessoires (qu'on peut supprimer si l'on n'a pas assez d'acteurs); rôles collectifs (qui peuvent être tenus par un nombre variable d'acteurs). Les costumes et les mises en scène sont d'une grande simplicité.

L'auteur de ces pièces divertissantes est bien connu au Canada. Il était membre de la faculté de l'Université de Manitoba et il est actuellement à l'Université de Wisconsin.

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TORONTO 2

Mathematics, English and Technical Education are now functioning.

OKANAGAN VALLEY

Mr. D. H. Campbell reported that the Vernon Arbitration which awarded the Federation scale with full placement by September, 1948, led to the satisfactory settlement of negotiations in Salmon Arm, Armstrong, Kelowna and Keremeos. The Oliver and Penticton teachers have succeeded in bettering the Vernon award in some respects.

Mr. Karl Black, teacher of the South Kelowna school, has been completely exonerated by a public hearing of charges levied against him by a group of ratepayers of that school district.

The Princeton-Keremeos local has suggested that advertisements such as the one supporting the cause of the striking "Province" printers be not published in *The B.C. Teacher* but that rather the individuals concerned express their views through the letters to the editor columns.

Executive officers of the O.V.T.A. have made a practice of visiting the various locals of the district, with good effect on membership.

EAST KOOTENAY

Four of the five East Kootenay locals recently completed satisfactory salary negotiations so that the Federation schedule is now well established in this district.

A successful Fall Convention held in Kimberley, attended by more than 150 teachers, was highlighted by an address from B.C.T.F. Vice-President Frank Lightbody.

Geographical Representative Earl Marriott pointed out that the \$2400 elementary maximum on the Federation scale should be classified as pertaining to teachers in the E. B. grant category, and not only to specialists, as some school boards are trying to maintain.

Public relations work is expanding thanks to the above direction of the B.C.T.F. Committee. The Creston Local has been granted a half-column in the weekly paper.

WEST KOOTENAY

The West Kootenay District Council was represented by Mr. D. G. Chamberlain of Rossland, replacing Mr. Ray Orser of Grand Forks, who is leaving teaching in the near future to take up farming. A very hearty vote of thanks was passed by the Executive to Mr. Orser for his splendid work on behalf of the Federation over a long period of years.

A suggestion that the Executive member on the Convention Resolutions and Officers' Reports Steering Committee be appointed at this meeting was accepted, Dr. Thorne and Mr. Chamberlain being respectively elected to these offices.

Mr. Chamberlain reported that the West Kootenay was not entirely "sold" on the value of automatic membership, but would support Federation policy in this respect.

NORTH KOOTENAY

Geographical Representative S. G. McFarland reported that Revelstoke had adopted the Federation scale on the basis of the Vernon Arbitration Award. Negotiations are proceeding in Golden, the only other local in the district.

CENTRAL MAINLAND

Locals are reported functioning in Kamloops, Ashcroft, Lillooet and Merritt, with Barriere and Birch Island still inactive.

Satisfactory schedules have been obtained in Kamloops, Ashcroft and Lillooet and the special thanks of the District Council is extended to Mr. E. Hayes of Lillooet and to Messrs. C. C. Wright and R. K. Bell of Kamloops for their efforts in this regard.

NORTH CENTRAL

Mr. Vic Montaldi, Geographical Representative, provided the shining example in the way of district reports—three pages mimeographed, complete with stencils.

Failure of the Prince George School Board to put into effect Article 10, Clause 3, of the Rules and Regulations of the Public Schools Act was reported.

Majority opinion in this district is clearly in favor of continuing Bible Reading in schools, but with a revised list of readings and alternative Bible stories for the lower grades.

A suggestion that geographical reports be embodied in the minutes of Executive meetings was approved.

Federation action to secure from the Department permission for teachers in remote areas to take longer than the statutory two days Convention time allowance in cases of transportation difficulty was urged. Total round-trip teacher-miles travelled in connection with the last Prince George Fall Convention exceeded 16,000.

Membership in this area is still a problem because of the difficulty in maintaining personal contact with teachers in the very many isolated rural schools, of whom a large number have only temporary certificates.

Ladd, D., from Richmond to Vancouver School District.
 Lythgoe, E. W., from Nanaimo to Victoria School District.
 Campbell, R., from Vernon to Vancouver School District.

Merrick, C., from West Vancouver to Vancouver School District.
 Bell, C. O., from Penticton to West Vancouver School District.
 Batey, H. A., from Penticton to Victoria School District.

Calling All Music Teachers!

By ROY ATKINSON, *Chairman, Music Section*

In the music department of the 1946 Summer School of Education sprang a movement, which we trust will be able to establish and send forth firm roots throughout our provincial educational system.

Let me state at the outset that we owe its inception to the insight and understanding of one, Miss Mildred McManus, under whose able guidance discussions were carried on concerning the problems which we music teachers face in the schools of British Columbia today.

This movement seemed to be the natural outcome of limitations in our set-up which must be faced squarely and dealt with logically.

From the contributions made by the various music teachers, it seemed evident that the state of the music programme in the province is not, generally speaking, a healthy one. Contributing factors in this situation are:

- (1) a too limited time allotment;
- (2) failure of authorities to recognize the need for music as a basic element in the education of the child.
- (3) lack of understanding by administrative bodies of the problems of the music teacher.
- (4) too little effort made in fostering a close relationship between school and community activities.
- (5) lack of a co-ordinating influence in the music instruction throughout the provincial school system.
- (6) a school system which does not offer a continuous educational programme to a student who wishes to specialize in music and to graduate from our university with this end in view.

Let us see the effect of such limitations upon the prospective music specialists. It is true that 15 credits out of a total of 112 may be obtained in 3 elective subjects of which School Music has been one since 1941. The fact remains that if he elects Music, his 15 credits are absorbed. About 20 years ago, as a result of the Putnam-Weir Report, we

experienced a spirit of revival in the education of this province. These two educationalists searched every nook and cranny of our system; condemned the "dead wood" and as a result, brought in certain recommendations. A four year high school course was recommended for the purpose of giving students more time for subjects which would help them live a happier and richer life. To our mind the result of the extra year has been such that the so-called academic subjects receive more emphasis than ever before. The extra year simply has meant extra French, extra English, extra Maths, etc. Complaints are frequently made by music teachers that students in our high schools are often asked to drop subjects such as music or art whenever their academic work has slipped a little. If he receives a "D" in one or two of the academic subjects, he is advised to drop his music and use the extra time for remedial work or study periods. So long as the stigma of "frill" is attached to music or art, the intelligentsia, "the cream of the crop" will be discouraged from receiving a background which would prepare them for becoming music specialists in our schools.

Supposing our candidate is bull-headed enough to hurdle this barrier and arrive at U.B.C. with his intentions still definite upon becoming a music specialist. His music education at this institution will be negligible unless he is brilliant enough to carry this course again as a "frill" subject, for he still receives no credit.

On the other hand, he may choose to attend Normal School and do without a University education. Here he will receive some sound practical instruction but we must remember that music at Normal School is one of many subjects and to turn out a specialist from a one-year course, the subject matter of which is limited by the very fact that the music instructor must narrow his teaching to

reach those with no musical background whatsoever, is obviously impossible. If music had been a matriculation subject such as, for example, is history, then the picture so far as the Normal School training is concerned, would be entirely different.

Upon graduation from either Normal School or University, our hero may still be fired with enthusiasm to further the cause of music in the schools. His first rude awakening comes when he starts to teach music in his school; his time for this subject is very meagre and his accomplishments are thus somewhat limited. It has been proven by a survey carried out by this section this summer that with one exception, British Columbia has the smallest time allotment for music of any province in the Dominion in every grade from I to VIII, some provinces having twice as much.

In most cases the graduate will begin his teaching career outside a large urban centre. Here he finds that he is absolutely "on his own", so far as his music is concerned. He has no person to turn to for guidance nor incentive as has his colleague in, for example, the physical education department. If he is in a high

school, more often than not he will find that the principal will not be able to allow him adequate time for music due to the fact that in a limited programme the matriculation subjects must come first.

It is a generally accepted fact that because of the scarcity of music specialists, Vancouver and the relatively few other large urban centres eagerly seek their services. From the standpoint of the music specialist this is an ideal situation. But so far as a uniform distribution of educational facilities throughout the province is concerned, it is anything but ideal. Are the children outside these few areas to do without the enriching experiences which such specialists can bring them?

These problems and related problems were thoroughly discussed by the music teachers at the Summer School session. A strong desire to take some positive steps towards overcoming them led us to a decision to form a music section of the B.C.T.F. and to prepare resolutions; some to be presented to the Central Curriculum Revision Committee; and some to the Resolutions Committee of the B.C.T.F. in order that they might receive the consideration of the next Easter Convention.

Therefore a committee from the class was duly elected to draw up these resolutions. This committee consisted of the following members: Mrs. Isabel Webb, Rutland; Mr. Bernard Ryall, Victoria; Mr. Lyle Henderson, Powell River; Dorothy Gore, Vancouver; and Roy Atkinson, Vancouver.

Upon completion of their resolutions and the subsequent adoption of them by the teachers of the class, this writer was instructed to do two things: one, to approach the B.C.T.F. with a view to the formation of a music section; two, to present the resolutions relevant to curriculum revision to the Central Revision Committee.

On Wednesday, October 10th, an inaugural meeting was held at King Edward High School, Vancouver, and a provincial music section organized with the following executive: Chairman, Roy Atkinson; vice-chairman, Ivor Parfitt; secretary, Mrs. Ada Henderson.

This meeting approved the resolutions drawn up by the Summer Session group.

During the first week of October the chairman attended a meeting of the B.C.T.F. sub-committee for Curriculum Revision.

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USE BLOCK LETTERS

The following week, on Saturday, October 13th, a meeting with the Central Revision Committee was attended and the following resolutions were submitted to that body for its consideration:

1. As it is obvious from the graph prepared by this section that the allotment for music in B.C. is inadequate; be it therefore resolved, that the following minimum requirements be adopted in the new curriculum.

Grades I to III—100 minutes per week.

Grades IV to VI—120 minutes per week.

Music I, II, III—120 minutes for general course.

Music III—200 minutes per week provided chorus or band is taken for credit (e.g., 80 min. band or chorus; 120 min. general).

Music IV, V, VI—120 minutes per week for elective course. 200 minutes per week for two elective courses. 120 minutes per week for basic course (Music III) when required.

These time allotments are suggested since:

(a) In order to make the course of value and to maintain standards as set forth therein, adequate time is needed.

(b) The length of periods varies from school to school; the time is therefore stated in minutes per week.

2. Resolved that the subject of options be reviewed. It is our opinion that in the present system the student is generally required to choose between subjects which are too closely correlated, for example, music and art.

The remaining resolutions were submitted to the resolutions committee of the B.C.T.F. for presentation at the next Easter convention.

1. Resolved that the Department of Education be requested to appoint a provincial Director of Music, and a staff of Teaching Supervisors adequate for each school district, to help teachers, particularly in rural areas, to provide for musical experiences and training for every child in accordance with his interests and capacities.

2. Resolved that the B.C.T.F. take steps to urge the University of British Columbia to incorporate Music into the Arts course as a Major for the B.A. degree, in order that High School students may be given further incentive to carry music as part of their general edu-

cational programme and to ensure more adequate training of specialists in school music.

Resolved that the B.C.T.F. take steps to encourage provincial administrative authorities in schools to adopt the following principle in regard to organization:

When, as is so often unavoidable, the music teacher's programme extends beyond the length of the school day for the purpose of directing a regular choral or orchestral group as part of the school programme in music, that extra time shall be considered as part of the overall teaching time of the music teacher concerned.

In the first of these resolutions, the plan is to have a teaching supervisor in charge of several schools in a district; visiting each possibly once a month. At each visit he would present an outline of work to be covered during the following month and would teach a lesson demonstrating to the teacher how he or she should approach that particular unit. These outlines would be prepared under the guidance of the Provincial Director of Music.

We feel that if this programme were in operation it would attract specialists to rural areas as supervisors, where they would pass on their ideas and experiences to the local teachers—thus helping them immeasurably and providing for a progressive musical programme throughout the province.

It would certainly be in keeping with the following precepts set forth in the Cameron Report:

1. "Specifically, we intend to recommend that a basic or Provincial programme or standard of schooling be set up."

2. "The fact that the Provincial programme is available to all should make for a substantial degree of equality of opportunity."

3. "In the interests of equalization this basic or Provincial programme should be at a level typical of a considerable number of boards in the province."

That such a system is not impractical is evidenced by the success with which it is being carried on in the province of Ontario.

The second of these resolutions will no doubt have to be amended or rescinded at our next meeting due to the fact that shortly before the time of going to press of this article, a meeting was arranged between Dr. MacKenzie, President of

the University, and a delegation from the Music Section of the B.C.T.F., consisting of Mr. Burton Kurth, Supervisor of Music of the Vancouver Schools, and the Chairman of the Section. At this meeting Dr. MacKenzie revealed that credits will be given towards the B.A. degree for music courses taken at the University, beginning next year. Arrangements were also made at this time for further discussions with Mr. Harry Adaskin, head of the music department at U.B.C., in regard to these courses.

We have placed before you a synopsis of what we have done. It is your turn now to help. Give this movement your whole-hearted support, music teachers. The term "music teacher" includes every teacher who teaches music at all, as well as specialists who devote the major part of their time to it. You can lend a hand chiefly in three ways, namely:

1. Register as a member of the Music Section of the B.C.T.F. by completing

the registration form at the end of this article and forwarding it to the chairman as soon as possible. There is no membership fee required.

2. Attend your local B.C.T.F. meeting and do all in your power to see that your local representative to the Easter convention is instructed to support these resolutions.

3. Write to your Executive and let them know your reactions to this programme as well as any ideas which you think might contribute to the welfare of Music Education in this province. You will receive a reply either personally or through this magazine to any questions you may wish to ask.

It was suggested at the inaugural meeting that our present Executive be limited to three members in order that it might be increased later by the addition of members from other parts of the province. You will be hearing more about this in the near future.

APPLICATION FOR MEMBERSHIP TO THE MUSIC SECTION, B.C.T.F.

Name (Mr., Mrs., Miss).....

Address

School..... No. of divisions.....

Number of grades in which you teach music.....

Number of divisions in which you teach music.....

(Return to Mr. R. Atkinson, 1045 West Fifty-seventh Avenue, Vancouver, B.C.)

C. T. F. News Letter

By DR. C. N. CRUTCHFIELD, *Secretary-Treasurer*

U.N.E.S.C.O.

APPARENTLY there is little information coming through the press relative to the decisions and resolutions made at the UNESCO Conference which met in Paris from November 19 to December 12.

We note that Dr. Victor Dore, chairman of the Canadian delegation, was elected temporary president of the executive committee of UNESCO. This is a distinct honor to Canada and we know that Dr. Dore will fill this position with dignity and efficiency.

The general conference was divided into seven separate sub-committees and the Sub-Committee on Education approved the plans for an international educational seminar in the summer of

1947; the publication of an International educational yearbook; the establishment of a committee on educational statistics. It agreed that Member nations should send complete sets of text books to UNESCO for study and recommendations of the next General Conference and adopted a proposal for the incorporation of the work of ILO and other interested specialized agencies in a joint commission on health organization.

The Sub-Committee on Visual Arts and Music agreed that in future UNESCO, in co-operation with Member nations, should organize all "UNESCO month" festivities, and adopted a proposal that next year UNESCO should devote its principal efforts to musical education and continue documentary recording of folk music.

The Sub-Committee on Social Sciences approved: the publication of an international social sciences yearbook; and a proposal for public opinion surveys. It referred a project for home and community planning to the Economic and Social Council.

All of the reports from Sub-Committees were to be brought before the general conference during the last three days of the sitting. However, we have not as yet received any reports as to the final decisions made.

It is interesting to note that the budget for the year 1947 for UNESCO amounts to approximately \$7,000,000, plus \$3,000,000 as a revolving fund which will serve UNESCO as continuous working capital.

HISTORICAL DEVELOPMENT— CANADIAN CITIZENSHIP ACT

Prior to the passing of the Canadian Citizenship Act which came into force on January 1, 1947, there were three Canadian statutes which dealt with certain aspects of questions of nationality or citizenship.

The existence of these three statutes was the result of historical development and was due in part to the existence of the common status of British subject.

In the early days of the older Provinces, which became part of Canada in 1867, naturalization could be conferred only by a Private Act of the Legislatures. Subsequently, general Acts relating to naturalization were passed.

The first general Federal Act dealing with the subject was in the early 1880's and, with relatively minor amendments, this Act remained in force until the Naturalization Act of 1914.

Naturalization under the general Acts prior to the Act of 1914 conferred on the holder of a certificate the status of a British subject only within Canada and a naturalized British subject in Canada would not be recognized as a British subject beyond the boundaries of Canada.

The Naturalization Act of 1914, which was similar in terms to an Act passed in the United Kingdom and in other of the self-governing Dominions, conferred on the holder of a certificate the status of British subject which was recognized in the United Kingdom and in the other Dominions. It prescribed the requirements for naturalization and contained a statutory definition of a British subject. This definition included His Majesty's subjects both within and without

Canada. Under it, British subjects were divided into two classes, natural-born British subjects and naturalized British subjects.

While the Naturalization Act defined who were British subjects, it did not provide any special definition of those persons within that category who might be regarded also as Canadians or Canadian citizens. To meet this need, the Canadian Nationals Act was passed in 1921.

The reason given for the enactment of this measure was that Canada had become a member of the League of Nations and it was desirable to define "Canadian nationals" in order to distinguish them from the nationals of other parts of the Commonwealth who shared with Canadians the status of British subjects.

The Canadian Nationals Act accepted as the basis of Canadian nationality for that Act the definition of "Canadian citizen" as given in the Immigration Act, but described also as Canadian nationals a number of persons who were not Canadian citizens under the Immigration Act.

The Immigration Act is the third of three statutes which dealt in some part with citizenship. This Act contained, for the purposes of the Immigration Act only, a definition of Canadian citizenship with the view of describing the persons who would be deemed to have a right of entry to Canada.

The persons who were defined as Canadian citizens for purposes of the Immigration Act were of three groups:

- (1) Persons born in Canada who had not become aliens.
- (2) British subjects who had not been born in Canada but who had acquired Canadian domicile by five years continuous residence.
- (3) Persons naturalized under the Canadian naturalization laws so long as they retained Canadian domicile.

In summarizing the result of these three statutes, it may be briefly repeated that the Naturalization Act, while it defined a "British subject", contained no definition of a "Canadian citizen." The Canadian Nationals Act defined a "Canadian citizen" in terms of the Canadian Immigration Act but was not effective; it included certain classes of persons who were not Canadian citizens under the Immigration Act. The Canadian Immigration Act defined "Canadian citizen" but limited the effect of the definition.

(Continued on page 166)

COMPARISON OF PROVINT

REPRINTED FROM "THE A.T."

Province	Date of Origin	Rate of Contributions (By Teacher)	Method of Collection	Optional Plan of Retirement Allowance	Refund Withdrawal
B. C.	1929	4% (Teachers may contribute as much more as they desire)	Payroll deductions remitted to Commission	Single life, guaranteed term of years certain joint life and last survivor, also modified joint life and last survivor.	Full refund, fraction to cost of Death Disability Ben
Alta.	1939	3%	Large Areas pay direct to Fund, smaller school districts by grant deduction.	Service pension at age 65. Disability after 15 years.	Less than 4 yrs., last year 4 yrs., last year 5 yrs., last 2 6 yrs., last 3 7 yrs., last 4 8 yrs., last 6 9 yrs., last 8 10 yrs., full r
Sask.	1930	4%	Deducted from Legislative Grant.	Single Life, Single Life guaranteed for term of years. Joint Life, Disability after 20 years.	Full refund e first two years contributions.
Man.	1925	1% 1925-30 2% 1930-39 4% 1939 to date	Deducted from Legislative Grant twice yearly.	Disability after 20 years' service, 30 years minimum for service pension.	No refund fo than 5 yrs' s 5-10 yrs., 50% Increases 5% year to 100% at 20 years.
Ont.	1917	2½% 1917-36 3% 1936-40 3½% 1940-43 3½% 1943-45 4% 1945	Deducted from Legislative Grant Annually.	Disability after 15 years. Service 30-40 years.	Full refund a 5 years with 1½% interest
Que.	1866	2% 1886-1915 2½% 1915-35 3% 1935-43 5% Male, since 1943 3% Female	Deducted from Legislative Grant each year.	None	After 10 year of teaching.
N. B.	1910	2.3% up to \$1,600 4% \$1,600-\$2,000 5% after 20 years. No contributions amount over \$2,000	Deducted twice yearly from Government Grants.	No option	None
N. S.	1928	16% of Provincial Grant	Grant Deductions.	Service after 35 years. Disability after 15 years.	None
P.E.I.	1931	2½% if paid by S. D.'s 3½% if paid by department	Salary deductions remitted to Department.	Service at 30 years. Age 50. Service. Disability after 15 years.	Full refund except first 2 contributions.

NCIAL PENSION SCHEMES

L. MAGAZINE", JANUARY, 1947.

on val.	Frequency of Actuarial Survey	Refund on Death of Contributor	Allowance for Service in Another Province	Retirement Allow- ance to Teacher with 40 Years of Service, Whose Annual Sal- ary has Averaged: (a) \$1500 (b) \$3000	
less over (and lefts.	Every three years.	Full refund unless pension is payable to Survivor.	None	Annual Service Pension of \$600 plus annuity based on contributions.	
rs., nil ar's years years years years efund	At least every 5 years.	Full refund if applied for by representative within 1 year.	If service in Alta. plus service else- where in British Empire or U.S. totals 25 years, the service outside Alta. is allowed in com- puting Pension.	\$420	\$420
except	No prvision.	Full refund with interest if contributions over more than 1 year.	Allowed for any service in British Empire if at least 15 years served in Saskatchewan.	Service Pension of \$800 plus annuity based on contributions.	
r less service each	1937 and 1939 reports made. No stated period.	Total amount con- tributed to husband or wife or personal representative if death occurs while in profession.	None	\$690	\$1,000
after	Every three years.	Full refund with 3% interest.	Regulations being revised to allow teacher to con- tribute re service in another part of British Empire.	\$900	\$1,500
s	None. Conts. paid into Cons. Fund of Province. Pensions paid out of same.	After 10 years teaching.	None	\$1,050	\$2,100
	None. Report was made in 1942 but no action taken.	None	None	\$900	\$1,200
	No stated intervals.	Refund made to male contributor with surviving dependents.	5 years in another province allowed on service pensions only.	\$630	\$1,020
years	No provision. First survey in process.	Full refund except first 2 years contributions.	Service up to 10 years prior to 1931 allowed.	\$1,000	\$1,000

(Continued from page 163)
tion to the purposes of the Immigration Act.

Consequently, up to the passing of the Citizenship Act there has been no general definition of "Canadian citizenship" for all purposes.

Now, by the passing of this new legislation, the Canadian Citizenship Act will replace the former Naturalization Act and the Canadian Nationals Act. Amendments have been made to the Immigration Act to bring it into conformity with the Citizenship Act. As a result we shall have two statutes in force instead of three, viz: the Canadian Citizenship Act which will contain the definition of a "Canadian citizen" and the Immigration Act which will contain the requirements for right of entry to all others.

UNITED NATIONS

IT has been suggested that educationists interested in devoting their talents towards the cause of education on a world basis might apply to Mr. Walte Herbert, Chief of Canadian Recruitment for United Nations. A communication, part of which follows, from Mr. Herbert, will give you some idea of the advantages of working in a wider field:

"Generally speaking, the conditions of employment with United Nations are attractive; involving permanency, good salaries, freedom from national income taxation, pension rights, generous leave provisions and opportunities for promotion. While the great portion of staff is posted for service at the headquarters establishment of United Nations, there will always be some positions involving travel or service overseas.

"United Nations welcomes applications for examination and classification, with a view to establishing lists of candidates eligible for appointments in the future. Inasmuch as applications will be received from all parts of the world, competition for appointments will be keen, and it is, therefore, advisable for candidates to supply the fullest information concerning their training and experience and other qualifications.

"Correspondence and requests for Application Forms should be addressed to The Director, Bureau of Personnel, United Nations, Lake Success, N. Y."

AFTER SCHOOL HOME WORK PERIOD

The Montreal Catholic School Commission passed an order whereby teachers in the Catholic Schools of Montreal would be compelled to stay in school from 4:10 to 5:10 p.m. to supervise the home work of the pupils. They were to be paid an extra \$1.50 for this work.

The Montreal Catholic Lay Teachers' Association, under the presidency of Mr. Leo Guindon, unanimously opposed the Commission's decision to compel teachers to supervise this extra period. The legality of asking teachers to remain an hour to supervise home lessons was questioned. However, the Alliance did not object to teachers remaining voluntarily but took strong objection to any compulsion in the matter.

Because of the storm of protest, the Commission withdrew its order before it was actually put into force, but many teachers are voluntarily remaining to assist pupils with their home work.

The Natural Pleasurableness of Learning

By THISELTON MARK, D.LITT., M.ED., B.Sc., Author of *The Unfolding of Personality as the Chief Aim in Education*, Reports on *Moral Education in American Schools, Education and Industry in the United States, etc.*

SOME years ago an editorial in the local press struck this optimistic note: "The accumulation of knowledge and the training of the mind is naturally the most interesting and engrossing experience any living being can undergo."

How much both of the value and of the enjoyableness of school work turns upon this one fact! It means that a boy's use of his brains has as much to do with his health and with his enjoyment of life as his activity of limb and

muscle. Native impulses of curiosity—"Man wants to know", said Nansen, "When he no longer wants to know, he ceases to be man"; impulses of achievement; and of self-development—growth being nature's first imperative; all contribute to make learning part of nature's process and, as such, enjoyable to the learner. This fact is in itself enough to put spring into the step alike of teacher and pupil entering a classroom.

Health of brain through activity and use is vital. As compared with the

functioning of the brain, (the organ of the mind), that of heart or lung or other vital organs is just part of life's machinery. The life of the mind is the life of man.

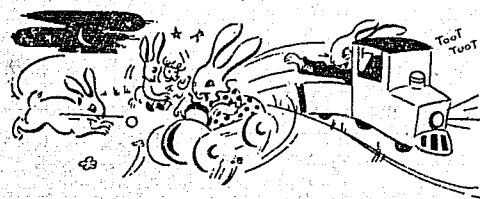
We shall look far for a better showing of the meaning of this in our school practice than that put forward as fundamental in the B.C. Programme of Studies. (a) "The place of interest and purpose in learning" is emphasized. "Interest", we read there, "is the foundation of learning". Then, swinging over from method to aim in teaching, is added: "Education should establish worthy interests which will endure through life; (b) 'The active nature of learning' is stressed. 'All learning involves activity . . . upon the part of the learner.' (c) As for education for moral character, 'The school should lead . . . by providing opportunities for right thinking, right action, and the satisfaction that results therefrom.'"

The problem of the classroom is to bridge over the space between this theory and everyday school practice. The keywords, "interest", "activity", "satisfaction" suggest the nature of the bridge;

and, what is more, they point to teaching methods which will ensure its construction. The teacher's problem is so to put these principles into practice as to be able to think in terms of the pupil, rather than the stuff, and to make his teaching a prime factor in his pupils' enjoyment of learning.

Working by contrast, may we begin with a picture of the opposite? The writer has, as a sort of curio, a copy of *Mangnall's Questions*. It is a book of 464 pages, and was once the despair of boys and girls entering their teens. Here is a sample: "Name the chief Greek poets. Homer, Hesiod, Archilochus, Tyrtaeus, Alcæus, Sappho, Simonides, Æschylus, Euripides, Sophocles, Anacreon, Pindar, and Menander." And so on, with philosophers, lawgivers, painters, historians, architects; all of these lists in less than half of one page! "The interest and purpose" which this kind of homework brought with it, in one girl's school I knew of, was that a pupil counted the questions and answers along with her place in the class, and learned only the answer which would fall to her turn. If one failed, disaster followed.

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Were we looking for a way of doing things which would put the teacher out of the running as a joy-bringer, could we find a better example?

Will not the mind's natural enjoyment of the use of its powers prove to be the teacher's chief stand-by? He reaches down to power centres within the life of his pupils—to powers of thought, powers of attack and pursuit which await his call. He calls these powers into play, and guides them into fruitful channels. Thus the learner's threefold joy of interest, purpose, and activity is aroused; and, in the social life of the class, it is capable of rising to enthusiasm.

Continuing in this strain for a moment, is not class teaching, at its enjoyable best, an interplay between minds that are alert and at full tension? To this has to be added the exhilaration of team work; class work, in this sense, having in it the pleasurable of mutuality and co-operation. Viewpoints and contributions from teacher and pupils blend in an enriching interplay.

But what is needed before our classroom life can attain to this? Must not administration, supervision, school aims generally, have it in view as their chief concern? Must not the actual programme of studies, as embodied in the curriculum, support its own proposed underlying principles? There can be mental as well as physical indigestion. What one actually often sees are pupils who are lesson-jaded. Is not this bound to happen if heavy doses of sheer stuff are pounded into ill-prepared and only partially interested minds? One has seen a class come into a manual training room bored and yawning after a first morning lesson! How far, one is bound to ask, are things like this to be attributed to the fact that the human brain resents being treated as a pack-horse? Loading up the memory for "tests" and examinations is not the happy way of learning. Nor, according to the quoted B. C. theory, is it really education. (One writes this apologetically. One's early education date's back to days when *Magnall's Questions* was possible; and, although entitled to use 'teens of letters after one's name, yet with comparatively slight, but prized, exceptions, one has not been, and in the main is not, educated. Examinations don't necessarily get you anywhere beyond themselves. Education does. Hands up for the real thing and for the freedom of the teacher to teach! There is no comparison between short-distance and long-distance

aims in teaching, whether it be for classroom happiness now or for our pupils' profiting in the future.)

Is it fully realized that "studies" and "lessons" are not necessarily the same thing? Studies are something to be aimed at (Latin, *studere*, to aim at); lessons, truancy schools being witness, a boy is sometimes willing to run away from. "Studies" imply attack and pursuit, "interest and purpose". Here, for example, is a boy who, one hopes, will some day make a first-rate logger. What is the vital connection between that boy and a curriculum prescriptively pointing forward to university entrance? How can he possibly be enthused? "Oh, but it's in the programme of studies." Yes, but are not also there, as part of that programme, principles of teaching which are captivating alike to teacher and pupil, concerning interest and purpose in learning and the active nature of learning?

Which is it to be? Are we to teach subjects or pupils? Two boys were talking in a school corridor at the beginning of the school year. One said that he was undecided which class to take in a certain subject. The other answered: "If you want to pass the examination, take Mr. ———'s. If you want to understand—(the subject) take Mr. ———'s." The one crams. The other brings his pupils actively into the work, accepting their contributions and points of view, as far as the time allotted for covering the measured course permits. This teacher's pupils not only have the enjoyment of participation and of using their powers in active learning; but from among them come later on winners of scholarships at the university. Is there not a wide difference between "getting through" and "getting there"?

Teaching rooted in pupil-participation makes both for enjoyment in learning and for mastery. Accordingly, does not our best teaching consist in leading the learner to the attack? And is there a moment's doubt that the more the pupil pioneers in his own education, the keener will he be in its pursuit, and the better settler is he likely to become in a world of calls and challenges?

To conclude. Shall we not share in our pupils' gain if we allow for: (1) The learner's pleasure in the discovery and use of his powers; (2) The slow but sure growth of his confidence in himself, as he comes gradually to know the world he is born into, and to feel at home in it; (3) and, accompanying these facts, his sense of a friendly com-

radeship between himself and his teacher. "He calls us fellows", said one of the great Dr. Arnold's pupils.

At the same time, we need to repeat that these features of the learner's pleasure in learning can only be enjoyed on condition that the curriculum is so arranged as to allow the teacher liberty to teach and the pupil freedom to learn.

One offers apologies for so slight a treatment of so great a theme. But the nearer the pupil comes to experiencing the intrinsic enjoyableness of learning (in ways far removed from any sort of soft pedagogy), the nearer—does it

not follow inevitably?—will those professionally practising the greatest of the arts as "builders of human edifices, sculptors of human lives", be to finding teaching to be "the glad profession".

P.S. Dare one ask space for a brief postscript on the teaching methods implied? Merely to illustrate. Is it not natural for a pupil to like to see his contribution put on the blackboard as part of the teaching of a lesson? The lessons one best remembers are those—admittedly only seldom possible—in which every word in the blackboard summary came from the class.

Equal Pay

Reprinted from *The Schoolmaster*, England, November 14, 1946

THE Royal Commission on Equal Pay cannot be charged with undue haste in arriving at their conclusions and presenting them to His Majesty's Government.

Two years have been absorbed in the task, and this fact will doubtless be held by some to support the view that the setting up of the Royal Commission was primarily an expedient for shelving an inconvenient issue. However that may have been, the Report makes it quite clear that, although postponed, the issue has not thereby been avoided. The Commissioners have thrown back the ball to the Government.

Those teachers who were hoping that the Royal Commission would make a definite pronouncement on the merits of equal pay will be disappointed with the Report. They must, however, recall that the Commissioners were not asked to advise the Government on policy. By the terms of reference they were given two jobs. The first was to tell the Government what are the facts of the existing relationships between the pay of men and women in the public services, industry and commerce and other outside employment. The second was to tell the Government what in their view would be the social, economic and financial consequences in these various fields if the principle of equal pay were conceded.

In short, the Government asked for both facts and opinions, and it is not surprising to find that the Commissioners are of one mind in regard to the former but divided on the latter.

There are two Minority Reports, the longer and more important of them being signed by three women members of the Commission—Dame Anne Loughlin, Dr. Janet Vaughan and Miss L. F. Nettelford. Early Press forecasts to the effect that this Minority Report would indicate a fundamental cleavage within the Commission on the major issue are not borne out. The signatories confine themselves to advancing an alternative explanation of existing differences between the pay of men and women and an alternative opinion as to the implications of equal pay in the sphere of industry, commerce and outside employment. On the rest of the Report they have indicated, by attaching their signature, that they are at one with their fellow Commissioners.

This is important, since it means that there was no division of opinion as to the implications of the policy of equal pay in the public services, including the teaching profession.

The broad categories of public servants brought under review are civil servants, local government officers and teachers. Of the three the teachers are clearly identified as the most homogeneously professional group. In both the central and local government services there is a dichotomy which is absent from the teaching profession. In both there is a more or less well-marked section whose work and conditions relate more closely to the industrial or commercial spheres, and a second section which is clearly technical, administrative or professional. This accounts for the undoubted fact

that the case for equal pay emerges more strongly from the Report in relation to the teaching profession than in any other sphere examined. The conclusions of the Commissioners disclose no important reason why equal pay should not be conceded forthwith within the teaching service.

This does not mean that teachers can expect that their interests can be considered in complete isolation from those of others. On the contrary, one of the most disturbing features of the Report is the disclosure of how completely, and under present circumstances how dangerously, the interests of public servants at the professional level are bound up with factors outside the services. The vicious circle by which the whole issue of equal pay has become circumscribed is complete.

The situation can be explained quite simply. The Treasury contend that the salaries and conditions of Government servants must follow, and not precede, good practice in outside employment. The representatives of both sides of outside employment contend that their particular brand of equal pay (rate for the job) should not be brought into operation by direct Government intervention. The Commissioners contend that without direct Government intervention equal pay is not very likely to come at all.

This means that until the Treasury are prepared to modify their existing practice any changes in the relativities between the pay of men and women in the Government service must merely reflect changes resulting from the interplay of economic pressure and practices in outside employment, which implies an indefinite postponement of any substantial advance towards the achievement of equal pay. The Report analyses the problem quite clearly in the following passage:—

"We do not think that any great ex-

tension of the area of equal pay is to be looked for except as the result of a directive from the highest political level that, in this particular application, the principle of fair relativity is no longer to be regarded as paramount over all other considerations."

Put quite simply, this means that the Commissioners have informed the Government that it is up to them to decide whether the question of equal pay for public servants is to be settled on its merits or whether the Treasury are to continue to shelter behind the sea-wall of "fair relativity," an expression which is merely a euphemism for a refusal to give a lead on this particular question.

The principle of equal pay is too important not only to the people concerned but to the nation at large to be allowed simply to go by default.

The Commissioners were given an important job, and they have done it carefully, thoroughly and with considerable efficiency. They have handed the results of their labours to the Government with a clear intimation that the latter cannot avoid the formulation of a vital policy decision.

In the Burnham Committee the representatives of the local authorities have intimated that they are awaiting a national lead. The Treasury have indicated that they are waiting on outside employment. Both sides of outside employment have indicated that they are waiting on events. In the meantime public servants, including teachers, find themselves just waiting.

It is our view that they will not be content to acquiesce patiently in such an unsatisfactory situation. The moment appears particularly appropriate for the Government to be informed by the great bodies representing the public services that they are expecting direct Government initiative in this important matter, and we have no doubt that the associations will seize it for that purpose.

The Fetish of Educational Equality

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

IN the course of a debate recently in the British House of Commons a speaker severely criticized the organization of Grammar, Technical and Modern Schools under the new Education Act,

insisting that such differentiation as to pupils' tastes and talents was incompatible with a system of truly democratic education. Moreover he greatly feared that the whole sacred principle of

"Equality of Educational Opportunity" would be thereby endangered. There is food for thought in this. What precisely does the phrase "Equality of Educational Opportunity" connote? Could he possibly have been confusing it with "Educational Equality"—quite a different thing? Had he in mind a distant echo of the ancient tenet "All men are born equal"—a demonstrable lie?

Equality of Educational Opportunity can, of course, be offered, but it can seldom, if ever, be satisfactorily used. Our classrooms today are a striking and visible proof of the fallacy and futility of this pious aspiration. They are full of grotesque and pitiable misfits, products of the benevolent hallucination that hails all children of corresponding age, experience and environment, as equals in mentality. This attempt at rigid standardization is continually detracting from much of the value of the instruction we give. Our grades are so far from homogeneous that both the I.Q. range and the subject rating in a single class group show such staggering anomalies that the very best efforts of teacher and pupils can never hope to bridge the gulf—and the gap is ever widening.

Equality of Educational Opportunity only begins to make sense when one admits the non-equation of individual talents and receptiveness. It may probably be assumed that our school population in Canada is year by year becoming more heterogeneous, yet we progressively insist on a form of equality that is a plain mirage.

Actually by assuming an educational equality that is non-existent we are "ipso facto" emphasizing the fundamental inequalities and forcing our less adequately endowed students to function daily under a handicap which they feel and express in escapism, distraction and sheer discouragement.

Informed and competent educationalists in Great Britain are deploring the impending passing of the School Certificate not because it fostered a feeling of intellectual superiority, but because it supplied the mentally gifted with an opportunity for signal achievement that every good student needs, and rationalized the distinction that must, and always will, exist between the able and the inept.

While the fetish of educational equality holds sway the teacher must perforce continue to hold in leash the ambitious efforts of the excellent As and

deserving Bs who theoretically vie with the struggling Ds and unmentionable Es who have contrived, somehow or other, to slip under the wire. Thus the theory of mass production and the comfortable phantasy of "equal opportunity" stultify our teaching efforts, rob the better students of the instruction and guidance they deserve and have earned, and force the teacher either to attune his work to the progressive tempo of the class intelligentsia (which few of us as yet have mustered the courage to do) or to proceed snail-like with pile-driving blows to inculcate the elements of a subject which all in the grade class should know already.

When once we can bring ourselves to admit frankly the natural and primeval law of "Non-equality" and cease regardless to compel equality then at last we shall come within measureable distance of doing justice to ourselves and to those of very varying calibre whom we teach. How then can these fundamental inequalities be discounted? Such a question cannot be answered in a few words and might well form the substance of a separate article. In such an article mention should be made of: (1) Better selection and more careful promotion, especially in the Junior High and Senior High School grades leading to more homogeneous distribution; (2) Reinstitution of the official "passing out" examination (or test) at the end of the Elementary, and possibly Junior High School course; (3) Smaller and better equated classes within the grades; (4) More general retardation and retention in a lower grade of backward or less competent students, and many other considerations that might tend to alleviate the present situation.

Here in Canada, and particularly in Western Canada, we have an educational "status quo" which—perhaps fortunately for us—is established and unassailable.

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Elsewhere it is not always so. In Britain, for instance, the dictum of "Equal opportunity" appears to have its champions and its assailants. Individualism in education has its many adherents chiefly among principals, staff and supporters of the English Public and Preparatory School system. The State as represented by the recent Butler Act is still at pains to defend its policy of absorption and reorganization. A recent

writer in an English periodical—presumably a critic of state control—sums up the situation in words of some pertinency. He says "The foundation of every state, said Diogenes, is in the education of its youth. That is true, but the foundation of Education should not be the State. For party politics must render tribute to Caesar, whereas the training of youth should render tribute to God."

The True Function of a Technical School

From *The A.M.A.* (England and Wales)

THE statement in a recent issue of the A.M.A. that more and more members of the I.A.A.M. were being appointed to posts in technical schools made pleasant reading. In the past, in making appointments to these schools, there has been so much emphasis placed upon the possession of practical experience in industry that two vital qualifications have been completely overlooked: the possession of a high level of culture and the ability to teach. Many of the men who enter the teaching profession after having served an apprenticeship at engineering, plumbing or building, have their interests limited to the practical, and have no sympathy for, or patience with, abstract thought. Owing to these practical men's bitter opposition to anything not 100 per cent "bread-and-butter," the teachers of subjects like literature, history, geography and languages have had to fight a fierce uphill battle for the retention of their subjects in the time-tables of technical schools. Now, at last, with the advent of these masters with secondary school experience, there appear to be brighter prospects of a general realization that technical education can, and should, have its cultural background.

This insistence on practical experience in workshop or drawing office has itself largely been the result of a wrong conception of the real purpose of technical education. A technical school course ought never to be regarded as a substitute for apprenticeship; the proper place to learn the practical side of any industry is in the industry itself. What ought to be aimed at in a technical school is the imparting of a good general education, and education with a practical bias, so that, equipped with a sound working

knowledge of science, the boy will be able to understand the scientific principles underlying the manual operations he is called upon to perform. Coming to these manual operations better equipped than the recruit with no technical education, he will better be able to suggest any improvements, and, owing to his wider knowledge, will be more likely to rise to posts of responsibility. Just as the secondary school of the grammar school type may be expected to produce the future professional classes (e.g. lawyers, doctors, teachers, civil servants of higher rank), so the secondary school of the technical school type should be intended to turn out the leaders of industry, those who will rise to responsible positions on the works management staffs. There is no need for a two or three-year special course for the person who is going to be content for the rest of his life to stand all day at a lathe turning out the same small item over and over again. The war has shown that this sort of repetitive work can be done effectively after a quite short training by women possessing no previous knowledge of machinery.

The schools of the former senior school types are equal to the task of producing the human machine-minders of the future. The leavers from the technical schools should be capable of being something better than just mere "hands." If we accept this, the workshops cease to be the only important portion of the technical school building, and take their place as simply a part (albeit an important part) of a whole, securely erected upon a threefold foundation of workshop practice, science and mathematics, and general academic subjects.

Health Is Not Science

By DONALD COCHRANE, Gibson's Landing

CHILDREN should not eat more than four eggs a week.

Ready-cooked cereals have no value in nutrition.

If you sleep with windows closed, the carbon dioxide will accumulate and interfere with you breathing.

In order to be healthy, a child must have a quart of milk a day.

Health requires a bath more than once a week.

Tobacco stunts your growth and makes you stupid.

A clean tooth never decays.

All these wild statements have been taught to B.C. children under the guise of "Health." Any that are not in fashion this year have probably been replaced by others just as queer. Three of them are gross exaggerations, and the rest pure fiction.

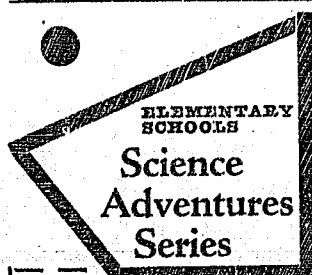
The labels on eggs and package cereals were contained in an official questionnaire that went around a few years ago,

in which the children scored themselves according to their diet. I have not been able to find any excuse for those statements at all.

As for sleeping with windows closed, I have never been in a room so hermetically sealed that it would not let in plenty of oxygen. Besides, carbon dioxide does not interfere with breathing; it stimulates. Hospital oxygen contains up to twelve per cent of it.

With regard to milk, it is probable that three-quarters of the world's children never see milk after the natural supply has dried up, and certainly not one-tenth of them get their quart a day—and yet quite a few of them grow up reasonably healthy.

The weekly bath has long been in favor with some races, but others don't go in for that sort of thing at all. I once went for three weeks without washing my face, and never was healthier in my life.



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Tobacco is doubtless a filthy weed, but many very large men and many clever students use it. There is nothing to be gained by telling children how bad it is when they see it being used by people who stand higher in their estimation than the teacher does.

Tooth decay is generally admitted in these days to be a matter of diet—lack of calcium, vitamins and perhaps fluorine. Heredity may have something to do with it; the toothbrush, almost nothing.

These are some of the reasons why Health is the most hated subject. Children find themselves reasonably healthy in spite of disregarding all the rules in the book, and naturally lose interest in the book.

But they are interested in popularity, as the advertisers know. They will not bathe for health, but they will to avoid B.O. They will not brush their teeth to keep them whole, but to keep their breath from making them unpopular. Perhaps these things should be dealt with under some such heading as "Social Health."

There is one phase of the subject in which children are always interested,

and which is also of great practical value. First Aid does not receive nearly enough attention in our schools. The general attitude seems to be that of an inspector I know, who thinks there is nothing to it but how to tie a tourniquet. The St. John's Ambulance Association does not think so. It requires the course to be taken three times, in different years, before it gives the medallion that entitles you to call yourself a First Aid man. After that you can take another harder course and get an Industrial First Aid card, entitling you to practise the art in mills and camps. Or you can get a First Aid Teaching certificate. Every high school should have a teacher with such a certificate, and then every high school graduate could have a first aid medallion.

The St. John course is far from perfect. It lacks a good deal of information that would be both interesting and useful, and the book is not very satisfactory for teaching purposes, but it is far better than what we have been inflicting on the poor children. Let us at least teach them one subject that they want to know, and that is worth learning.

Medical Education

From U.B.C. News Release

DURING the past year, there has been considerable discussion as a result of the proposal to establish a Medical Faculty at the University of British Columbia.

Undoubtedly, there will be a great deal more discussion before and after the decision has been made to start a medical school in this province. Considered opinion on this topic cannot be confined, with a shrug, to medical men, if for no other reasons than that it will be Mr. Citizen's tax-dollars which will support this school and that such a school could well become a medical and health centre for the province.

Because it would seem to be imperative that laymen should interest themselves in this important matter, it would appear obvious, by the same token, that members of the teaching profession should shoulder yet another social responsibility in various communities and reacquaint themselves with the University's machinery for dealing with this and similar problems.

In the first instance, the University of British Columbia is a public institution, administered by public funds. It does, in fact, belong to the people since it owes its very existence to the University Act. This Act created three main bodies—Board of Governors, Senate and Convocation—to which was and is entrusted the administration of the University. Of the three, the Board of Governors is the most powerful and the one with the greatest responsibility. Members of the Board, are in a sense, responsible indirectly to the people.

U.B.C.'s Chancellor, at present the Hon. Eric W. Hamber, is elected from among members of Convocation and acts as Chairman of the Board. The President, at present Dr. N. A. M. MacKenzie, is appointed by the Provincial Legislature and is a member of the board. Three other members are elected by Senate from among its members, while six are appointed by Lieut. Gov.-in-Council. The latter are chosen on a basis that is

representative, geographically and occupationally, of the Province.

These are the men, then, who must decide University policy and must decide also upon the advisability of starting additional faculties, departments, etc. . . . and the locations of such faculties and departments as well as the cost involved, both capital and operating, in establishing any given faculty. They produce an estimated annual budget which is invariably taken as a guide by Government officials in deciding the yearly grant to the Institution.

It should not be forgotten that if members of the general public feel that the University is not functioning properly, and if they feel that such failure is due to the incompetence, indecision and/or lack of foresight of the Administration, they can demand a change either in the membership of the Board (through the proper channels) or they can cause further amendments to the University Act by bringing the matter to the attention of their elected representatives.

However, it should be remembered that as long as the University officials enjoy the confidence of the people as a whole, they should be expected to dispatch their duties with zeal and to take all required action in dealing with the various and often complex problems as they arise.

U.B.C.'s present Board did take such action when the question of a medical school arose. In addition, the President stated early last year that the University would welcome advice from interested groups and individuals including the Medical Associations, practising physicians and surgeons, public health officials and others interested in medical education. As a direct result, a committee on medical education was formed and this committee included representatives from the medical association and from the University.

Acting on the report handed to them by this committee, the members of the Board of Governors included the sum of 1½ million dollars in the 5 million dollar budget for expansion which was approved by the Provincial Legislature. This 1½ million dollars was the amount estimated necessary to establish a medical school. The Government gave approval, at the same time, of the estimated operating budget of \$200,000 annually for the medical school.

This report, upon which the Board of Governors had acted, envisaged a "split" medical school, the two pre-clinical years being given on the campus with the two

clinical years being given in downtown hospitals.

To ensure that all possible data was collected before construction began, the University commissioned Dr. Claude E. Dolman, Head of the Bacteriology and Preventive Medicine on the campus, to proceed on an extensive tour of major U.S. and Canadian medical schools and to interview as many medical educators as possible. It was hoped that this survey could be used as a guide in the selection of staff and equipment and in the outlining of courses. Dr. G. F. Strong proceeded on a somewhat similar though less extensive tour, on behalf of the Vancouver Medical Association.

As a result of Dr. Dolman's "Survey" and Dr. Strong's "Study", as well as further information supplied to them on medical schools, it seemed evident to the Board that the original report had been incomplete and its acceptance would mean a far less efficient type of school. Both Doctors Dolman and Strong, on return, had stated that it was absolutely essential that the pre-clinical and clinical years be given at the same place. It became evident also, that a much greater sum of public monies would be required to operate a medical school than the earlier estimated \$200,000. The amount now mentioned was between \$350,000 and \$400,000.

This meant, therefore, that the University could not go ahead with the establishment of a school until further funds had been set aside for its operation. It indicated clearly as well the obvious need of seeking expert advice from medical educators outside the Province. U.B.C.'s Board of Governors had recognized this necessity upon receipt of Dr. Dolman's exhaustive "Survey". They had accepted the Dolman recommendation that a seven-man commission be chosen and invited to visit Vancouver and make recommendations with regard to the establishment of a medical school in this Province. After due deliberation, seven men were chosen.

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Among the many briefs which were presented to members of this Commission was one prepared by the Alumni Association of the University of British Columbia. This brief was prepared by a special committee in consultation with U.B.C. Alumni who took their medical training elsewhere, various medical experts, practitioners resident in certain out-of-town areas and with former U.B.C. students who are lay members of different communities in the Province. Study was made of the aforementioned reports, together with the Provincial Board of Health's "A Discussion of the Goodenough report on Medical Schools, 1944 (Scottish Ministry of Health) and one of the latest books on medical education on the North American continent,

namely: "Medical Education and the Changing Order", by Dr. Raymond B. Allen.

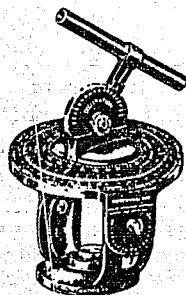
The Alumni Association produced this brief because its members "desire a solution which will be in the best interests, in the long run, of the four main parties involved namely the students, the medical profession, the University and the Province." The Alumni believe, for the reasons set forth in their brief, that all parties will benefit if the long-term plan places the school on the University campus.

With such a school established on the campus of our own University, the people of this Province can expect to reap healthy dividends from a sound medical and health investment.

"WHILE we deplore the loss of educational opportunities to a number of our young people, the awakening of the public to a more serious consideration of the educational situation is encouraging. Already efforts, perhaps too little and certainly quite late, are being made to improve conditions."—H. H. SHAW.

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ABIE Baboon
Was a muscular Goon
In the days when our race began.
With his catspaw feet
He secured his meat,
That aboriginal man.

A wizard was he
As you will soon see
And a hunter of no mean fame.
The tribe had a feast
When he killed a beast
And they lived by the grace of his name.

He could dine on the fat
Of the wily muskrat;
Or the brains of the amblipodi.
He'd just eaten his fill
Of a pterodactyl
And was patting his tummy with glee.

"Let the rest of the Goons
Fight over the bones.
My basket is full for the day.
Heigho! Now methinks
I'll have forty winks
Under this palmaceae.

Strange it may seem
But Abe had a dream
And he muttered aloud as he lay,
"Why should I work
While those bohunks shirk?
There must be a different way."

As Abie lay there
Scratching fleas from his hair
He dreamed an original plan.
He awoke with a jerk.
"They'll have to work,
I'll be a medicine man."

Here we digress
To explain more or less
That our language was hardly begun.
Abie's new game
Went without name
Till the Greeks came under the sun.

Those fruitful men
Perfecting the pen
Wrote words like "psychology".
They were pleased to profess
Where Abe had to guess.
They named it—"PEDAGOGY."

But Abe was no scribe
He summoned the tribe
With a flick of his great diaphragm.
Like bats from a well
They came at his yell
Not heeding their first traffic jam.

With accents sonorous
He quieted the chorus
And told them his story so grim:
How the gods of the mountain,
The forest, the fountain
Had anointed him master of men.

"Now by the haft
Of my bone headed shaft,
By the weed on the good oak tree,
In the blood and the spleen
Of a goat I have seen
The secrets of all history."

"There 'Twas explained,
Foretold and ordained,
In toto without any parts,
From one up to ten,
Forever, amen—
'Abe would be *Master of Arts*."

The first thing they knew
The gullible crew
Were prostrate, flat on the ground,
Groveling in mud,
Offering their blood
And erecting for Abie a mound.

He accepted his place
As befitting his Grace.
His life became one of elation,
As well it should be
For wasn't it he
Who discovered the great Education.

Ever since then
The brainest men
Have collected their share from the lay.
Once in a while
One, with a smile,
Pays tribute to Abie, M.A.

WALLACE SHORE
Lord Kitchener School,
Vancouver, B. C.

BETWEEN THE BOOKENDS

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

PHONIC Fun, A Workbook for Grade II, by S. N. Edwards, Beth McEwen, and Grace Walkom; Dent; pp. 75; 40c.

This workbook for Grade II phonics is an excellent teacher help and the children find it interesting. The variety of exercises, and the plentiful illustrations throughout the book assure an abundance of visual assistance and interesting motivation. There are crossword puzzles, riddles, limericks, and stories to offer learning situations and enjoyment.

All these varied exercises provide the necessary application of sounds already taught, without the monotonous drills, so often associated with teaching phonics.

There is good integration of the other primary subjects. Silent Reading, coloring, spelling and dictation are all widely used. This is a good phonic workbook for Grade II.—K. R. M.

LEARNING To Study, by M. V. Marshall; distributed by the Extension Department, Acadia University, Wolfville, Nova Scotia; pp. 26; 25c, (for 50 or more copies, 20c.)

If you, like the reviewer, have ever presided over a study-hall containing more than a hundred varying degrees and kinds of wandering attention, you also will want to put this pamphlet in the hands of your students.

Under headings: the place, the person, the procedure, the purpose, the author discusses light-heartedly (to the accompaniment of breezy sketches) the apparently difficult techniques of getting the most out of our study time.

Study charts are included to give students an idea of the progress they are making in the development of constructive habits.

If your students have the will to learn, this will prove for them a valuable 25 cents worth.—P. J. K.

FOR SALE

Forty-five titles of G. A. Henty Books (fictional romance). Any school librarian desiring these may have them for \$2 and cost of transportation. All books in good condition. Contact Librarian, Grandview High School of Commerce, Vancouver.

FROEBEL Education Today, by Barbara Priestman; Clarke, Irwin; illustrated with photographs; pp. 40; 75c.

How many today stop to connect Froebel's name with "kindergarten", let alone give him credit for many of the ideas more likely vaguely attributed to people like Dewey?

Yet essentially Froebel, who died nearly one hundred years ago, is responsible for much that is "modern" in education.

This is a brief account of his ideas and of a Froebel School in England. Its descriptions of joyous learning and positive living are most refreshing. It will not hurt some of us to relearn here Froebel's dictum, "Come, let us live with our children."—D. T.

UNDERSTANDING Yourself and Your Society, by Dr. J. M. Ewing; Macmillan; illustrated; pp. 357; \$2.00.

None of the many who have enjoyed the amiable ramblings with "Paidagogos" need a second invitation to ramble in these other fields, with the same gently wise and amusing companion.

Obviously intended for readers of high school age, the book should be read by all who would turn their social studies or guidance teaching to some account, and would seem to be particularly valuable to young teachers. It has two main parts: "yourself", which comprises an introduction to psychology, and "your society", which performs the same service for sociology. To be arbitrary, the first section will enrich your guidance classes, the second, your social studies. It is, however, an indication of the need for curriculum revision that we do not have a high school course for which this would serve as a text. Perhaps it will point the way.

The natural epithet that fits the organization of Dr. Ewing's material is "neat". Never assuming too much prior knowledge on the part of the reader, the book proceeds good humouredly but logically from point to point, pausing now and again for a glance back over the road we have travelled. At times the hand of the

teacher with its underlining of "first" and "second" may become rather obvious, but the newness of the material as far as schools are concerned will excuse this. Although there are no formal sets of questions, plenty of points for discussion are suggested in passing.

The use of much concrete illustration enhances the book. Dr. Ewing's stories are not just about "a certain man", but about Allan Alcott, who is an enthusiastic artist, or about Mary and Marion, the identical twins, and so on.

Part I takes up such things as human needs and human adjustments, conditioning, learning, the art of speech, and a very significant topic, "Personal Culture." The last chapter, "How to Get Along with Other People", leads naturally into the second part which includes topics like forms of society, work, influencing public opinion, operating a democracy.

Dr. Ewing is an apostle of the golden mean and his psychology distills the sound common sense that one yearns for after much of the opinionated wrangling that goes by the name. His sociology is untinted by the cynicism which might so easily creep in. In fact, if it is possible one might almost accuse him of being too eager to look for the good.

"The Canadian school is a mirror of all that is best in Canadian life. Its one aim is to develop the finest possible Canadian citizens. It imparts the knowledge, establishes the skills, perfects the social behaviour, and builds up the artistic tastes necessary to useful and happy life in Canada".

Idealistic? Perhaps, but challenging, too, and a clue to the fundamental purpose of the book, that we may learn intelligently how to live like human beings.—P. J. K.

A STORY *Work Book in Canadian History*, by Eleanor Harman and Marsh Jeanneret; The Copp Clark Co., Ltd., Toronto; pp. 224. No price given.

For Canadian history classes in rural elementary schools this should prove most helpful. Canada's story is well covered—not in great detail but with comprehensible straightforwardness. Selections are not too long and the vocabulary is within reach. There are in addition a number of excellent sketch maps and some good black and white illustrations.

This reviewer still shies a little at the thought of writing in what looks so

nearly like a text-book, but the flood of work books has pretty well swept such objections out to sea long since. Questions which are added to each selection are in the main understandable and thorough. One would have liked to see rather more of the thought provoking and reasoning type, but enough of these have been included to make the questions more than a mere recapitulation.

In addition to a history of Canada, a final selection is devoted to "Living Across Canada", and includes topics such as travel, wheat and two world wars.—U. P.

MAKERS of History, by Annie H. Foster; Ryerson; p.p. 184; illustrated.

Together with *Heroes of Science* and *Map Makers*, both by Cottler and Jaffe, this makes a trilogy aptly called "A Gallery of heroes". This present collection contains stories of discoveries, scientists, humanitarians and national heroes, and includes such names as Sir Charles Kingsford Smith, George Stephenson, Sir Wilfred Grenfell and Giuseppe Garibaldi.

There is probably no finer way of inspiring children to the beauty, dignity and excitement of "the good life" than through stories of those who have made the effort and won their measure of success. We can use a good deal of this sort of material.

The stories here lack something of the sparkling "journalistic" touch of the earlier volumes, but show perhaps a greater amount of research and are packed with interesting information.—P. J. K.



FRENCH'S 1947 CATALOGUE
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PLAY PUBLISHERS

489 University Avenue Toronto

Correspondence

Letters to a Country Teacher

MY DEAR NIECE:

The ideal school would be one to which children would rush "as greedy boys to a feast". The subjects would be just what they wanted to learn, and the text-books would really teach. The teacher's work would consist of explaining difficulties, correcting exercises and running the movie projector. The only form of discipline would be to condemn the offender to stay out of the classroom for a while.

We have not reached that stage yet—at least I have not. But through the years I see progress being made in that direction. The worst of the old subjects are either gone or reduced. In my youth the minimum requirement for matriculation was three years of Greek, four of Latin and seven of French, and all of these were mostly grammar and irregular verbs. Our history was a mass of dates. Our geography dealt with lists of capes, coast waters and rivers. Literature included masses of notes on books that no one expected us to read. And there was no science at all. So you see the curriculum has really improved somewhat, and we may hope it will continue to get better.

The text-books are still terrible. They have been changed again and again, but as the French philosopher said, *Plus ça change, plus c'est la même chose*, and the newest ones are on the whole not much better than those I was brought up on. There is at present not much hope in that direction, but at least the Lesson-Aids and the Correspondence Courses make a bright spot in that dark picture.

Discipline will remain a problem as long as we have to force children to learn material for which they are not mentally ready, and much of which will never bring them either pleasure or profit, but with the gradual improvement of the curriculum the problem grows less difficult.

All that you can do is to keep your eye on the ideal, and sometimes you will be able to go a little way towards realizing it. I know an inspector who still maintains that the Programme of Studies

is your Bible, and that the slightest deviation from it is an offence against the Act; but I don't think your inspector will make any complaint if he sees the children interested in their work, and doing it well. For, as Solomon remarked: "There is nothing better for a man than to eat and drink and take pleasure in all the work that he doeth".

Every your loving,

UNCLE JOHN.

P.S.—Whom did you vote for, to represent you on the Senate of U.B.C.? Neither did I, having no idea what it's all about, or what any of the candidates stand for. I wonder why they won't tell us?—U.J.

THE BOY HAS BRAINS—
WRONG SCHOOL METHODS
ABUSE THEMEditor, *The B. C. Teacher*:

No believer in Education will plead for a "soft pedagogy" even as a reaction against wrong methods. The boy has brains; the business of his education is to make the most of them. The following story was told by the writer in the Vancouver Sun eight years ago:

"About the end of the year 1936, a wave of 'soft pedagogy' led to outbursts of protest even in the British House of Commons. The difficulty of the examinations! The homework!—were themes debated on the floor of the House.

One illustration brought before the 'Mother of Parliaments' was a simple question in arithmetic. A customer entered a shoe shop; bought a pair of shoes at 16 shillings. The shopkeeper had not the four shillings change for the 20 shilling note the customer tendered; and went to the butcher next door to cash the note. Presently, the butcher came in, and said the note was a bad one. The shoe dealer refunded the 20 shillings. How much did he lose?

The protesting M.P. said he had taken the question to a member of the Government, and he could not answer. Right on the spot, another member shouted: "Sixteen shillings". "Wrong!" said the first M.P.

But, meeting in a field two schoolboys of about 11 years of age, the writer put

the question to them (after a little preliminary practice: What's twice the half of two? and What's the difference between six dozen dozen and half a dozen dozen?) One of these village boys gave the right answer in much less than two minutes!

In other words, the boy has brains.
T. M.

IN APPRECIATION

King Edward High School,
Vancouver, B.C.

Editor, *The B.C. Teacher*:

We wish to express our keen interest in many of the timely points raised by Mr. Stanley Meadows in his article in your November issue. The profession owes Mr. Meadows its sincere thanks for his frankness in dealing with so many acute educational problems. We heartily believe that the time has come to face squarely many of the situations set forth in this article.

Yours faithfully,
Signed

W. M. ARMSTRONG.
L. L. BAYNES.
G. B. CANT.
E. R. DAVIES.
M. LEEMING.
J. P. G. MACLEOD.
et al.

TRUE ALSO OF BRITISH COLUMBIA

NOT a few Local Authorities now realize that the lack of housing accommodation is a real deterrent to attracting teachers to their areas. Some blitzed cities are obtaining very few applicants for posts, not so much because conditions are bad there, but because of the shortage of houses. This seems a fair assumption, for amongst the applications quite a few make it clear that they will not accept a post unless a house is available.

Teachers have divided opinions on schoolhouses. I doubt whether a policy of a schoolhouse for every school would be popular with all teachers, even if the policy proved practicable. Nor can it be claimed that teachers are affected more adversely than others. But it is obvious that the demand for teaching posts today is greatly affected by the existence or non-existence of dwelling-houses. It is yet another illustration of the dictum that social and educational policy cannot be divorced.—From *The Scottish Educational Journal*.



A Gallery of Heroes

MAKERS OF HISTORY

By Anne Foster. A book of exciting stories of the lives of famous discoverers, adventurers, scientists, inventors, humanitarian and religious leaders, and national heroes: Ericsson, Scott, Kingsford Smith, Stephenson, Edison, St. Francis of Assisi, Martin Luther, William Penn, Abraham Lincoln, Sir Wilfred Grenfell, Wolfe, George Washington and Napoleon. For Social Studies, Grades VI-IX. \$1.40.

MAP MAKERS

By Joseph Cottler and Haym Jaffe. Thrilling stories of the intrepid explorers whose journeys into far places revealed and built up the geography of the world: Marco Polo, Columbus, da Gama, Magellan, Hudson, Cook, Lewis, Clark, Pike, Fremont, Park, Livingstone, Burton, Amundsen, von Humboldt, Rawlinson, Andrews, Beebe, Henry, Milne and Mercator. For Social Studies, Grades VI-IX. \$1.10.

HEROES OF SCIENCE

By Joseph Cottler and Haym Jaffe. The biographies of nineteen heroes of pure science, biology and medicine: Copernicus, Galileo, Huygens, Newton, Lavoisier, Watt, Davy, Curie, Einstein, Harvey, Leeuwenhoek, Jenner, Pasteur, Koch, Lister, Gorgas, Metchnikoff, Darwin and Mendel. For Social Studies, Grades VIII-X. \$1.10.



**THE RYERSON PRESS
TORONTO**

News, Personal and Miscellaneous

IN MEMORIAM

TEACHERS throughout the province heard with great regret the news of the passing on November 17, of Miss M. E. Grenfell, for many years head of the Department of French at Britannia High School.

Miss Grenfell was one of the special group called "brilliant teachers", for she had the gift not only of imparting knowledge but of arousing enthusiasm for her subject.

Although she never enjoyed robust health, she did not spare herself in the effort to have her students excel in French, and the hundreds of those whom she inspired are a memorial to her faithful work.

As a member of the staff of Britannia High School she was always uncompromising in her respect for principle and high ideals in whatever concerned the welfare of the school.

To her sister, Miss Carol Grenfell, *The B. C. Teacher* extends its deep sympathy.

RYERSON APPOINTS WESTERN REPRESENTATIVE

THE Ryerson Press has pleasure in announcing the appointment of Owen Sheffield as its Western Representative with special relation to Educational books.

Owen Sheffield was born at Chilliwack in 1920. His father was Philip Hudson Sheffield, Inspector of Schools, and one of the most able of the educationists of his time. Philip Sheffield was on the editorial board of *The Canadian Treasury Readers*, and was joint editor of *New Canadian Arithmetics*. His death in 1936 was a great loss to Canadian education.

Owen Sheffield attended the Public and High Schools of Nelson, Duke of Connaught High School, New Westminster, and Lord Byng High School, Vancouver. In 1941 he was graduated from the University of British Columbia with his B.A. degree and honours in History. His four years at the university brought him both scholastic and athletic honours. Following his graduation he entered the Faculty of Education and secured the

Academic Certificate—Teachers' Training in 1942. Mr. Sheffield hopes to complete the thesis requirements for his M.A. and also his B.Ed.

Mr. Sheffield has taught several years, chiefly in Vancouver at Tecumseh, Prince of Wales and Cecil Rhodes Schools, and one year in Ioca High School. In addition to his teaching he has found time for community work of different sorts and has taken his full share of committee work in educational organizations. He has a wide circle of friends and all of them wish him well as he takes over his new work of representing The Ryerson Press in the four Western Provinces.

TEACHER EXCHANGE

THE Canadian Education Association has undertaken to provide facilities for the exchange of Canadian teachers among the various Canadian provinces and with the United Kingdom. The possibility of extending these services to include other English speaking countries is also under consideration.

In recognition of the value of Teacher Exchange as a force for Canadian unity Imperial Oil Limited has donated \$2,500 to help defray travelling expenses to teachers going to exchange positions in other provinces of Canada and Newfoundland. The Canadian Education Association will use this money to provide bursaries of \$50 to exchange teachers. Should the number of exchanges exceed 50 the Canadian Education Association will endeavour to secure additional funds.

Application forms and folders describing the plan will be distributed in the near future to Inspectors of Schools and to the office of the British Columbia Teachers' Federation. Teachers who may be interested should send for these.

BUILDING YOUR MARRIAGE

"ALTHOUGH war and post-war marriages break up more often than others, hasty marriages are not necessarily doomed and war marriages can be built strong," Evelyn Millis Duvall, Executive Secretary of the National Conference on Family Relations, declares in *Building Your Marriage*, a 32-page

pamphlet published today by the Public Affairs Committee, Inc., of New York.

The pamphlet, addressed to young people as well as to newlyweds, is a popularization of valued research findings by the National Conference on Family Relations. It is intended to supplement the counsel of family experts, clergymen, and physicians, and it is, according to the author, "something of a blueprint of marriage to guide those who want to be sure that they are marrying for keeps."

Building Your Marriage, by Evelyn Millis Duvall, is Pamphlet No. 113 in the series of factual, ten-cent pamphlets issued by the Public Affairs Committee, a non-profit educational organization at 30 Rockefeller Plaza, New York 20, N.Y.

HEALTH WEEK

FEBRUARY 2-8, 1947

THE Health Week programme of February, 1946, promoted by the Health League of Canada was remarkably successful, owing to the fine co-operation of the nine provincial depart-

ments of education and of health, the schools, churches, home and school associations, women's institutes, service clubs and other groups, press, radio and film.

Naturally the Health League of Canada is planning a more comprehensive Health Week campaign for February 2-8, 1947. It is hoped that all organizations interested in any way in the improvement of personal and public health will join in this movement. Health is so fundamental for individuals and communities that it is good citizenship to do anything to promote better health. A Canada with "optimum" health would lead the world in this great national asset.

The Health League of Canada earnestly requests the co-operation of the teachers and schools, especially in making known and supporting this Health Week Campaign.

Booklets or informational leaflets will be sent to all schools in ample time for the opening day, Monday, February 3, 1947. Should such literature not arrive in due time, kindly write the Health League of Canada, 111 Avenue Road, Toronto, Canada, and it will be sent at once.

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EFFECT OF 1947 TAX CHANGES

The overall effect of the 1947 amendments on the combined taxes of the husband and wife may be summarized as follows:

If the income of the wife is not in excess of \$250, neither husband nor wife will be taxed in respect of the wife's income. The total tax paid by the family will be the tax at the new and lower rates applicable to a married man with an exemption of \$1500. In other cases the combined tax payable by the family will generally be higher than their total combined tax in 1946 but any increase will be relatively small because of the higher personal exemptions and the lowered tax rates.

The table attached hereto sets forth the facts making various assumptions as to the income of husband and wife. To read the table find the wife's weekly wage (or annual income) in the left hand column and the annual income of the husband or the amount closest to it at the top of the table. The amount opposite the wife's income in the appropriate column for the husband is the approximate weekly increase in their combined 1947 tax deductions.

TABLE SHOWING CHANGES

Approximate amount by which Combined Weekly Tax Deductions of Husband and Wife will be increased in 1947 over 1946 (a)

Earnings of wife		Annual income of Husband					
		1,000	1,300	1,500	1,800	2,000	2,500
Ann-Week	ual ly						
624	12	.50	.40	.65	.70	.55	
676	13	.05(b)	.50	.40	.60	.70	.55
728	14	.20(b)	.60	.50	.75	.80	.70
780	15	.45	1.35	1.25	1.55	1.70	1.60
832	16	.45	1.35	1.25	1.55	1.70	1.60
884	17	.55	1.40	1.30	1.60	1.75	1.65
936	18	.55	1.45	1.35	1.65	1.80	1.70
988	19	.55	1.45	1.35	1.65	1.80	1.70
1040	20	.55	1.45	1.35	1.65	1.80	1.70
1300	25	.50	1.40	1.30	1.60	1.75	1.65
1560	30	.40	1.30	1.20	1.50	1.65	1.55

(a) Assumed to be a married couple without children; where there are children the amounts will be less than shown.

(b) Reduction in combined tax deductions in 1947.

CONVENTION DEADLINES

THE Convention Committee, after much thought as to the best means of informing the general membership and local associations of the matters

to be dealt with by the 1947 Annual General Meeting, has set February 1 as the deadline for receipt of resolutions and February 10 as the deadline for receipt of committee reports.

It is absolutely necessary that these deadlines be observed so that the resolutions and reports might be received in time to be printed in the February issue of the magazine. This issue of *The B. C. Teacher* should be received by February 25 thus allowing more than a month for the holding of local and district council meetings to discuss the resolutions and reports.

All resolutions and reports should be forwarded to the Federation office as early as possible but not later than the determined deadlines.

New Slidefilms

IN order to provide additional advantages of modern visual instructional materials for schools which have no motion picture projectors, and to help increase the value of instructional sound motion pictures in schools, Encyclopaedia Britannica Films has produced and released its first two series of instructional slidefilms (filmstrips).

These new visual instructional aids are "Regional Geography—The United States" and "Children of Many Lands", prepared from the corresponding series of Encyclopaedia Britannica Films.

The first of the new series of Encyclopaedia Britannica slidefilms, "Regional Geography—The United States," comprises six instructional slidefilms on the middle, southwestern, northeastern, southeastern, northwestern and far western states, reproduced from the United States Regional Geography Motion Pictures produced by Encyclopaedia Britannica Films. The series makes up one complete study unit for correlation with geography, commercial geography, social studies, problems of democracy, history and economics courses.

"Children of Many Lands," the second Encyclopaedia Britannica slidefilm series, is made up of eight slidefilms illustrating the life, customs, traditions, foods, utensils, costumes and implements of Chinese, Mexican, Eskimo, French-Canadian, Navajo, Swiss, Dutch and American colonial children. The series is prepared for use with classes in geography, social studies, and, in some cases, arts and crafts.

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Special Notice

For the convenience of members of the Teachers' Federation the following agents have been appointed to extend the special discount as outlined in direct correspondence to each Teacher. Apply to those Agents in the localities designated and your Insurance requirements will be thoroughly serviced. Additional agents will be appointed early in the year and you will be advised. Should an Agent not be appointed so far in your locality, correspond direct with the Vancouver office until such time as they are.

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