

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

THE

VOLUME XXVI

No. 6

B. C. TEACHER

MARCH, 1947

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THE B. C. TEACHER

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VANCOUVER, B. C.

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THE B. C. TEACHER

VOL. XXVI, No. 6

MARCH, 1947

VANCOUVER, B. C.

THE CHARLESWORTH MEMORIAL FUND

TEACHERS as a group should be interested in advancing the cause of higher education.

British Columbia teachers as a group owe a heavy debt to the Federation's first general secretary, the late Mr. Harry Charlesworth, whose efforts were largely responsible for the favourable working conditions they now enjoy. Sick leave provisions, the pensions scheme, and provisions for arbitration over salaries are only three of the many measures which Mr. Charlesworth championed and brought into being.

Both of these worthy goals, that of making a contribution to the advancement of university education and that of memorializing the work of a great man, can be attained by support of the Charlesworth Memorial Fund.

This fund was established over a year ago with an objective of \$4,000, a modest sum when it is considered that it represents a contribution of less than \$1.00 per teacher. Although complete details as to the operation of the fund have never been worked out it has been established as policy that:

- (1) The task of the Charlesworth Memorial Fund Committee is to raise the necessary money only. The Committee will be dismissed when the Fund is closed.
- (2) Trustees to administer the Fund will be appointed by and held responsible to the B.C.T.F. Executive.
- (3) The purpose of the Fund is to advance the higher education of the sons and daughters of teachers.

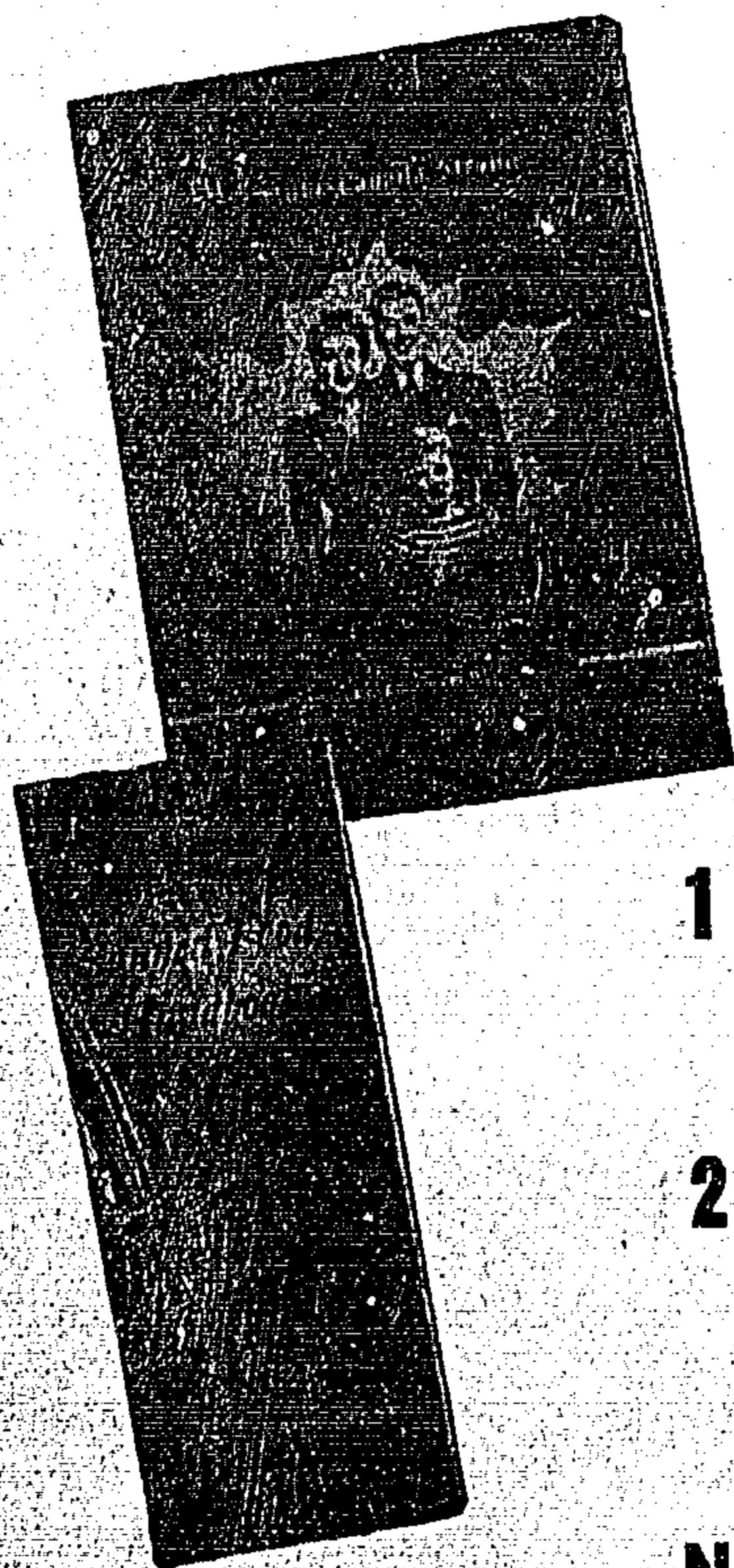
Apparently the intent of this Fund has never been clearly understood. How else can we interpret the fact that to date less than \$1500 of the \$4,000 objective has been contributed? It is the hope of the Editor that the foregoing will serve to remove any misconceptions that are tending to discourage teachers from giving the project their wholehearted support.

Associations can take the lead by making a donation from their local funds. They can set up a committee to solicit contributions from individual members. They can see to it, as the Burnaby Teachers' Association has already done, that a sum representing at least one dollar per member is sent in to the central committee.

Committee representatives will be on hand to accept contributions from teachers during the Convention. This Fund will not fail. No worthy project instituted by the Federation ever fails; but as in every co-operative endeavour, things are ever so much easier and more satisfactory if every member does his share.

B.C.T.F. LESSON AIDS — *On display in the Hotel Ballroom during the Convention.*

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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.

CONVENTION SPEAKER

THE B. C. Teachers' Federation is proud to announce that the guest speaker at the Convention Public Meeting to be held on Wednesday evening, April 9th in the Ballroom of the Hotel Vancouver, will be one of Canada's most distinguished orators, Leonard Walter Brockington, K.C., C.M.G., LL.D., D.C.L.



Dr. Brockington intends to call his address simply "The Teacher" and will use this title as a point of reference around which to make his observations on Canadian life in general, with particular emphasis on the place of the teacher in history and in a civilized community.

It would take many pages to describe adequately Mr. Brockington's wide background and many accomplishments. His kinship with the teaching profession is shown in the fact that he taught English and Classics at

the Cowley School, St. Helens, Lancashire, after graduation with honours from the University of Wales.

Dr. Brockington is best known in Canada as the first chairman of the Canadian Broadcasting Corporation and as a radio speaker who graphically brought the European battlefronts into our homes during World War II.

Shortly after the outbreak of war, Dr. Brockington was appointed Special Wartime Assistant to Prime Minister King. In June, 1942, he worked in the United Kingdom for a year as advisor on Empire Affairs to the British Minister of Information. In 1943, he toured Australia, New Zealand, and the Pacific Islands and in 1945 he visited the Canadian forces in Holland and Germany.

This only briefly describes the wide background of experience on which Dr. Brockington will be able to draw for his Convention address. Our readers will agree that it would be a pity to miss hearing him.

B.C.T.F. Statements of Account, June 30th, 1946

Vancouver, B. C., September 14, 1946.

British Columbia Teachers' Federation, Vancouver, B. C.

We present herewith your annual Statements for the year to June 30th, 1946.
The following Special Funds have not been included in your Balance Sheet and are covered by this report:

In Aid of Children in Devastated Areas and Refugee Teachers:

Balance as reported—June 30th, 1945	\$ 576.16
Plus — Interest	5.76
Balance in Bank—June 30th, 1946	\$ 581.92

Charlesworth Memorial:

Receipts to June 30th, 1946	\$1,150.55
Plus — Interest34
Balance in Bank—June 30, 1946	\$1,150.89

Your General Reserve Fund Investments may be detailed as follows:

Name	Value	Cost
Winnipeg Water District	\$1,000.00	\$1,010.00
City of Vancouver	2,000.00	1,940.00
Dominion of Canada	5,700.00	5,726.00
	\$8,700.00	\$8,676.00

The Annexed Balance Sheet is, in our opinion, a full and fair Balance Sheet, and is properly drawn up to exhibit a true and correct view of the affairs of

*Just off the Press***SOME TASKS FOR EDUCATION**

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These four lectures were given at the University of Toronto as the Burwash Lectures and the Sir Robert Falconer Memorial Lecture of 1945.

"Sir Richard Livingstone is probably the foremost thinker in education today but he is not nearly as well known and widely read as he should be. He has ideas and theories based on a lifetime of experience and what suggestions and criticisms he has to offer should be occupying the attention of all educationists."—*The Vancouver Daily Province*.

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the Federation, according to the best of our information, the explanations given to us, and as shown by the Books.

All our requirements as Auditors have been complied with.

Martin, Browning & Co., Chartered Accountants.

BALANCE SHEET AS AT JUNE 30, 1946

ASSETS

CURRENT:

Cash on Hand and in Bank	\$8,490.58
Accounts Receivable:	
Magazine	\$182.31
Sundry	352.50

534.81

\$ 9,025.39

BENEVOLENT FUND (per contra):

Cash in Bank	\$559.53
Accounts Receivable	486.00

1,045.53

SALARY INDEMNITY FUND (per contra):

Cash in Bank	2,412.97
--------------------	----------

2,412.97

GENERAL RESERVE FUND (per contra):

Investments (at cost)	8,676.00
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8,676.00

DEPOSIT:

Post Office	25.00
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25.00

FIXED:

Office Furniture	\$3,820.94
Less — Depreciation Reserve	2,474.88

1,346.06

DEFERRED:

Stationery and Supplies	420.00
-------------------------------	--------

420.00

\$22,950.95

LIABILITIES

RESERVES (per contra):

Benevolent	\$1,045.53
Salary Indemnity	2,412.97
General	8,676.00

\$12,134.50

SURPLUS:

Balance—June 30, 1945	\$11,918.46
Less — Transfer to General Reserve	7,876.00

\$ 4,042.46

Plus—Excess of Revenue over Expenditure for
year to June 30, 1946

6,773.99

10,816.45

\$22,950.95

Subject to our Report of September 14, 1946.

Martin, Browning & Co., Chartered Accountants.

STATEMENT OF REVENUE AND EXPENDITURE

For Year to June 30, 1946

REVENUE:

Fees	\$35,587.00
Magazine Subscriptions	3,594.85
Magazine Advertising	\$39,181.85
Interest	1,632.26
	309.36
	\$41,123.47

EXPENDITURE:

Salary:		
Secretary and Office	\$8,932.40	
Pensions	634.98	
Unemployment Insurance	47.98	
		\$ 9,615.36
Travelling:		
General Secretary	\$ 777.05	
Assistant General Secretary	511.35	
President	823.60	
Executive	2,329.19	
Consultative	161.94	
District Councils	1,738.25	
Fall Convention	94.36	
Provincial Salary	34.02	
Sundry	323.80	
		6,794.06
Departments and Committees:		
Finance	\$ 15.00	
Public Relations — Education Week	623.52	
Code of Ethics	36.55	
Sundry	126.20	
		801.27
General:		
Rent	\$ 540.00	
Bond	5.00	
Audit	100.00	
Telephone and Telegraph	313.19	
Postage, Excise, Expressage	338.02	
Printing	311.04	
Stationery and Supplies	792.89	
Subscriptions and Advertising	57.45	
Gratuities	20.00	
Legal	115.80	
Summer Session Scholarship	50.00	
Group Insurance	342.81	
Depreciation Reserve	100.00	
Sundry	735.02	
		3,821.22
Magazine:		
Printing	\$ 3,407.00	
Mailing	281.65	
Sundry	98.56	
		3,787.21
Convention and Annual Meeting		2,045.47
C.T.F.—Fees	\$ 1,361.60	
—Expenses	98.50	
		1,460.10
Salary Indemnity		5,110.50
Benevolent Fund		340.70
Trades and Labour		573.59
		34,349.48
EXCESS OF REVENUE OVER EXPENDITURE		\$ 6,773.99

DURING THE CONVENTION VISIT—

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Report of the Curriculum Revision Committee

The Committee has not received this year the usually large number of suggestions and resolutions relating to the curriculum. It is felt that knowledge of the Department of Education's plans for general curriculum revision is the cause of this year's inactivity on the part of the associations usually prominent in this field. If this estimate is correct, the situation is not a fortunate one. The various revision committees now working, and others, which are to work on the Department's revisions of the curriculum, will be facilitated greatly by suggestions and criticisms which your Committee is able to pass on to them through joint meetings with the Central Curriculum Committee.

The Department of Education has formed committees to work on revision of the curriculum in certain subject fields, namely: Library and Physical Education and Health. It is believed that other such committees are to be formed. Participating on these committees are teachers approved by the Federation. In view of this development the Curriculum Revision Committee recommends increased activity on the part of subject sections and associations interested in the curriculum. Your committee is prepared to meet more frequently and to communicate with the Central Curriculum Committee more regularly as need should arise.

The following sections have work of particular interest to report:

(1) Health and Physical Education:

The Health and Physical Education course of studies is in the process of revision. It is to be completed for use in the schools at an early date.

(2) Social Studies:

The following recommendations from this section grew out of discussion groups, resolutions from the Social Studies Section, and the results of a questionnaire, submitted in June, 1946, to the Social Studies' teachers of British Columbia:

(a) There should be no break in the Social Studies course in the senior high school.

(b) It is desirable that there be an optional course in a specialized branch of the social sciences, such as elementary economics, Canadian civics, economic geography, etc.

(c) A large proportion of Social Studies' teachers favour more Canadian History in high school.

(d) Geography should be prescribed more consistently through the grades of the junior and senior high school.

(3) Library:

The Department of Education has formed a Library Revision Committee on which a Federation member is serving. The work of the Committee is to revise the "Library Manual" and lists of library books.

(4) Music:

A newly organized Music Section is functioning, and is emphasizing the need for supervision of musical instruction in small-school areas and the revision of the time-allotments for music in all the schools.

The Committee considered the various curriculum resolutions listed below. A statement of endorsement or recommended course of disposition follows each resolution.

1. Commercial High School Graduation Certificate; submitted by Okanagan Valley Teachers' Association:

Be it resolved that a Commercial High School Graduation Certificate be designed for issuance to students whose High School credits include a prescribed minimum of commercial subjects.

Referred to Commercial Section.

2. Re Spelling Textbook; submitted by East Kootenay District Council:

That the Curriculum Revision Committee be asked to consider the adoption



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of the Pupil's Own Vocabulary Spellers for Grades II-VIII, for the Province of British Columbia.

Brief:

The present spelling texts have proved generally unsatisfactory, both from the standpoint that there seems to be little relationship between spelling isolated words in lists and functional spelling and also from the fact that the word lists in these spellers are anything but scientifically graded.

Referred to English Section.

3. Re Study of French in Grade IX and X; submitted by the Okanagan Valley Teachers' Association:

Whereas the modern trend is to begin French in the higher grades; and,
Whereas the present set-up results in the lack of uniformity in B. C. schools, and undesirable breaks in the study of the French language;
Therefore be it resolved that the study of French begin not earlier than Grade IX and in Grade X where feasible, and that the courses given in the language be given in consecutive years.

Referred to French Section, to discuss before afternoon meeting.

4. Revision of French Texts; submitted by Greater Victoria Teachers' Association:

Whereas many of the texts now in use in the French course have not suitable vocabulary lists and exercises, necessitating a multiplicity of work-books and typed word lists; and,

Whereas since the inauguration of the present French course a number of excellent texts have been published;

Be it resolved that the list of prescribed texts in French be revised.

Endorsed by the Committee.

5. Instruction in Conversational French; submitted by Greater Victoria Teachers' Association:

Whereas there is a general desire among students for definite instruction in conversational French; and,

Whereas, with the end of the war, there has come an insistent demand from French schools for correspondents in Canada;

Be it resolved that while the reading objective be maintained as the principal aim of the course, more of the time allotted to French be devoted to conversation and free composition.

Endorsed by the Committee.

6. Re Appointment of Director of School Libraries; submitted by Library Section of the B.C.T.F.:

Whereas it is highly desirable that uniform library standards and a uniform library policy be established for all schools of British Columbia; and,

Whereas co-operation between the school library and the public library should be encouraged and promoted to the fullest extent; and,

Whereas the Departments of Technical Education, Vocational Guidance, Home Economics and Physical Education are supervised each by a Director; We, the Library Section of the B.C.T.F., submit the following resolution:

Be it resolved that a Director of School Libraries be added to the staff of the Department of Education; such Director to be one who has had training and experience in school and library work.

Endorsed by the Committee.

7. "Study Arithmetic" Text; submitted by the Okanagan Valley Teachers' Association:

Whereas the "Junior Arithmetic" has insufficient drill material and is too brief;

Be it resolved that the Department of Education issue the "Study Arithmetic" as a free text in all schools for each pupil in Grades III to VI inclusive.

Endorsed by the Committee.

8. Appointment of Provincial Director of Music and Teaching Supervisors; submitted by the Music Section of the B.C.T.F.:

Resolved that the Government 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 the rural areas, to provide for musical experience and training for every child in accordance with his interests and capacities.

Endorsed by the Committee.

9. Teaching Time of the Music Teacher; submitted by the Music Section of the B.C.T.F.:

Resolved that the B.C.T.F. take steps to encourage provincial administrative authorities 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.

General Policy referred to Committee.

10. Re Primary Reader; submitted by Prince Rupert and District T.A.:

Be it resolved that the new Primary Reader be standardized in British Columbia and all other reading material be made supplementary, due to the movement of the school population in the province.

Referred to Primary Section for discussion.

11. Social Studies; submitted by the Okanagan Valley Teachers' Association:

Whereas one of the objectives of the Social Studies Course is the teaching of Canadian citizenship; and,

Whereas students of the Senior High School appear to be lacking in knowledge of Canadian citizenship and Canadian history;

Be it resolved that an additional year of Social Studies be added to the High School course, to include adequate training in Canadian citizenship and Canadian History.

Endorsed by the Committee.

12. Social Studies—Courses of Study in Grades VII, VIII and IX; submitted by the Okanagan Valley Teachers' Association:

Whereas there is considered to be a lack of development and interest in, and understanding of the meaning of Canadian citizenship; and,

Whereas we feel that the average Canadian lacks a knowledge of his country's traditions, and even of its geography; and,

Whereas as a large percentage of the student body leave school at the end of or before Grade IX;

Be it resolved that the Courses of Study in Grades VII, VIII and IX be so revised as to provide for much greater emphasis upon the development of good Canadian citizens.

Endorsed by the Committee.

13. Inclusion of Geography in Social Studies Curriculum; submitted by Greater Victoria Teachers' Association:

Be it resolved that for administrative purposes, Geography be removed from the classification of the Sciences in the Curriculum, and included in the Social Studies.

Endorsed by the Committee.

14. Re Publication of a "Manual of Visual Aids"; submitted by Central and Vancouver Island Teachers' Association:

Resolved that this group go on record as endorsing a publication at the earliest possible date by the Department of Education of a "Manual of Visual Aids" complete with source material and such data as would be of assistance to teachers.

Endorsed by the Committee.

15. Credits; submitted by the Comox District Teachers' Association:

Resolved that capable students in Senior Matriculation, especially returned

servicemen, be permitted, subject to the approval of the principal of a high school, to take Physics I before obtaining credit in Physics A.

This resolution was received too late to be considered by the Curriculum Revision Committee.

Respectfully submitted,
E. F. HURT, *Chairman*.

Members of the Committee:

MRS. K. TAYLOR,
MISS MYRTLE BATCHELOR,
MISS ALMA M. SNYDER,
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Comments on Federation Problems

By F. P. LIGHTBODY, *First Vice-President*

EDUCATION PAYS DIVIDENDS

IF anyone still needs convincing that there is a definite and positive ratio between the money spent on education and prosperity, the data is now available in concrete form. A select committee of business executives representing the U. S. Chamber of Commerce made a careful and thorough survey to ascertain whether there is a direct relationship between economic status and educational level of the people. In abbreviated form here are some of the findings supported by such a preponderance of evidence as to make the conclusions emphatic and irrefutable:

1. Two things which make business good are the ability of the people to produce and the ability and desire of the people to buy.

2. Education makes people good producers and good consumers.

3. Regardless of the abundance of natural resources, areas of economic well-being reflect a high level of education.

4. Where schools are best, more telephones are used, more magazines are read, higher rentals are paid for homes, retail sales are greatest, fewest men were rejected for the services, average incomes are greatest.

The day is over-due when the B.C.T.F. should have a continuing committee studying educational finance, giving publicity to such important research as that by the U.S. Chamber of Commerce, and above all concentrating on the matter of new sources of revenue and increased revenue for education. Every other province should have a similar committee. Findings should be exchanged. Let the crystalized opinion of education in this and every other province resound in convincing volume. Let us see to it that the 1947 B.C.T.F. Annual Meeting puts the wheels in motion.

B.C.T.F. FEES AND FINANCES

Should fees be raised, lowered, or left where they are? That is the question which once again faces the Annual Meeting in April. The following observations will, perhaps, help us to decide this issue.

1. In 1945, the financial facts were presented in graph form to show our reserves had for some fourteen years stood at approximately \$7500.

2. Almost unanimous support was then given to a plan to raise fees.

3. Last year our surplus over expenditure amounted to \$6770.

4. Although expenses have been increasing let us be bold and now predict a surplus this year of \$7500. This is based on an increased membership and rising salaries.

5. Under automatic membership, should such be obtained, our total revenue should grow by about \$4000. This should bring our reserves by June, 1948, to a little over \$30,000 and would represent a much healthier financial structure. But let us note that it is dependent on two factors: a year of one hundred per cent membership and the maintenance of our present scale of fees.

6. Our eastern neighbour, Alberta, had in 1945, bond investments exceeding \$75,000.00.

7. The day may not be so very distant when we shall want better central office accommodation than at present. Have you visited the attic headquarters of the Lesson-Aids?

8. The present scale has been in effect but two years. It is little higher than the former rate of one two-hundredth. Frequent change in fees means confusion, changed forms, expense.

The attainment of automatic professional membership will require the solution to new and complex problems of fee collection. We expect that School Boards will co-operate in making the necessary deductions from salaries. Much time and study must immediately be given to this matter once the proposed amendment to the Schools Act has been approved.

PENSIONS AND PATIENCE

Be it innate or acquired, "patience" is a quality common to teachers. At least it must be so in respect to pensions! How long have we waited patiently for the answers to many questions concerning our pension scheme? Yes, several times the answer-date has been advanced into the future. Now we must wait until after the 1947 Annual Meeting. We can, perhaps, partly replenish our diminishing patience by remembering one important fact—we have on pensions a committee par excellence. They are doing everything possible to be prepared and ready when Mr. Pipe at long last brings down his actuarial report. Should not our

emphasis then be directed to securing the following as major objectives:

1. Minimum service pension of \$50.00 after 20 years.
2. Tables equating pensions to voluntary retirement ages after 30 years' service and the right to this privilege.
3. Abolition of the one per cent deduction for the Pension Fund unless its retention be deemed expedient to the securing of certain objectives.
4. An "official" statement at least once every three years to each member giving the estimated pension to be expected at retirement. The information should be as complete as the majority of teachers by resolution decide. If necessary, it might well be a Federation responsibility to pay for the six weeks' clerical assistance or whatever is necessary to provide this information.
5. Those about to go into retirement could profit from the services of a pension expert. Would it not, therefore, be desirable that at least one of the B.C.T.F. secretaries assume this responsibility and that the members be advised to make use of this service. To some extent it is done. Others have regretted their failure to avail themselves of assistance to learn clearly before the crucial decision is made the nature of the choices and issues involved.

TEACHER TRAINING

We can, I believe, justly take pride in our conviction that the B. C. school system has been second to none in our Dominion. We can support that contention with much factual data. Will this continue to be true, however, unless our Teacher Training and Certification undergo a reorganization in keeping with modern trends and requirements?

True, the one year Normal School training has served exceedingly well considering its limitations. It has turned out many who became great teachers and many more who became great doctors, dentists, ministers, lawyers and engineers. Most experienced teachers and many authorities will readily agree, I believe, that with one year of training, the teacher's first two or three years in the class room could better be described as "keeping school" than "teaching school". The work of the teacher is far too important to have the position serve frequently as a convenient stepping stone. The work and responsibilities of the teacher have become far too broad and complex to be acquired in a "one-year

normal training course". Teachers work with the most precious and the most plastic of our national assets, Canadian youth. The time has arrived when all teacher-training should become a department of the university as is engineering, medicine, dentistry, law, etc. The time has arrived when the minimum length of teacher training must be extended. These two steps are essential to the efficiency and to the prestige of the modern pedagogue. They are prerequisite to the term "profession". The time has arrived when the B.C.T.F. should launch an immediate and dynamic campaign to secure action on the recommendations along the lines advocated by the B.C.T.F. Committee on Teacher-Training.

Today I talked with a young Home Economics substitute. She held qualifications and had the personality ideal for the work. But her future lay in a position with a large firm where commissions and salary would bring in three or four years her income to about \$4000 annually. Teaching was out. One could not make commissions teaching school. Even the specialized training and experience utilized in curriculum revision work does not pay dividends. Which is more important, advising the public which brand of paint to use, which color scheme matches the rug, how high the drapes should be from the floor, how to give the fire-place a face-lifting, or the teaching, training, moulding, nurturing of tomorrow's Canadian home-makers? To our ever-lasting shame it would appear better balanced living-rooms take precedence over better balanced youth.

Thoughtful public opinion will agree it is not in the nation's best interests that such contradictions should exist. The only people, however, who probably will precipitate action to affect a change are we teachers, ourselves. Wherein lies the remedy? First, to gain true professional status, teachers should be graduates of a college of education, a department of the University. Secondly, there must come salaries commensurate with the training, with the importance of the work, and advancing at a rate paralleling the returns enjoyed in other professions, by leaders in business and in industry. A good dentist, for example, annually contributes as much in income tax as the average teacher is paid. Years ago he graduated after one year of training. This was advanced to two, three, four, five years! At the 1947 Annual Teachers' Convention let us take steps to increase the tempo of our campaign to secure a more adequate

Teacher Training programme, and raise our voice in support of much larger increments after five or seven years of successful teaching experience.

UNITY BRINGS PROGRESS

No more poignant lesson has ever been learned through experience than that unity is basic to prosperity. Today only a very few teachers remain outside the Federation. Our numbers should pass the 4000 mark this year. Membership campaigns have almost become relics of a past age. We may differ on some principles, we may debate like tigers in assembly and in committee, but when a majority decision is reached, united we stand. Minorities whose cause is just become majorities. Such is democracy and in what group is it more important that the true functioning of democratic principles be exemplified than in a teacher organization.

DON'T MISS THE 1947 CONVENTION

I know you will be glad you attended this year's Easter Convention. Having worked on the Convention planning committee for a number of years, I can, by comparison, this year predict a really different and greater Convention. It should help to convince some of our members that we should never entirely forego the professional and inspirational side in favour of straight business meetings.

EDITOR'S NOTE:—

In keeping with proposals of other years that candidates for Federation Offices outline their views on Federation problems, Mr. Lightbody has commented on some of the more important questions relative to the Federation and its work.

THE MUSIC CORNER

By ROY ATKINSON,
Chairman, B.C.T.F. Music Section

THE number of applications for membership to the Music Section has been very gratifying. We are now approaching a time when we need united effort to support our resolutions. The appointment of a Provincial Director of Music will mean laying the foundation for a rejuvenated and progressive music programme in the schools throughout the province.

The Chief Inspector of Schools, who is addressing the Convention at the 3 o'clock session on Tuesday, April 8th,

has been invited to attend our music demonstrations beforehand.

We could show concrete evidence of our support as well as obtain some very useful information by attending ourselves. Your Executive has earnestly endeavoured to put on demonstrations of parts of the music programme which are not only of vital importance but of which we have few opportunities to observe in action.

The men who have been invited to put on these demonstrations have not only years of successful teaching experience behind them but are well known in the field of music in this province.

Here is our opportunity to broaden our outlook and back a movement which offers unlimited possibilities,—provided we have the machinery, the faith, and the "stictoitiveness". If there ever were a time and an opportunity, music teachers, this is it. How about making a date for Tuesday, April 8th, at the Technical School, Vancouver? Here is our programme for the day:

10:00 a.m.—10:30 a.m.: Discussion of resolutions to be presented by this section.

10:30 a.m.—10:45 a.m.: Election of officers for 1947-48.

10:45 a.m.—11:45 a.m.: "Education for Leisure" — Archibald M. McMurdo (Kamloops) and the Kamloops School Orchestra.

1:00 p.m.—1:30 p.m.: "The Problem and Treatment of the Adolescent Boy's Voice" Alfred Hewson (Kitsilano) and Grade VIII group from the Kitsilano High School.

1:30 p.m.—2:00 p.m.: "Instrumental Instruction by the Class Method" Ivor Parfitt (Kitsilano) and instrumental group from the Kitsilano High School.

2:00 p.m.—2:30 p.m.: "The Approach to the Modulator; Sight Singing and Ear Training at the Elementary School Level" Ivor Roberts, Supervisor of Music, Vancouver Schools, with group of Grade V and VI students.

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LABOUR AFFILIATION

THREE years ago we became related, through affiliation, with the Trades and Labor Congress of Canada. Let us briefly see how that relationship has developed. Remember, the B.C.T.F. is affiliated with a national body that meets in convention only once a year.

As in all affiliations it takes time to get acquainted and to learn the attitudes and procedures of the new group. That was the position of the B.C.T.F. for the first year. In the second year our delegate, Mr. C. J. Oates, moved the setting up of a standing committee on education. This motion was unanimously endorsed although the Congress has only one other standing committee. Our delegate was chosen chairman. You have already read in the December 1946 issue of *The B.C. Teacher* of the excellent work done by the chairman and his committee. Because of his other affiliations, the chairman was able to get the endorsement of the same educational principles by the Trades and Labour Congress, as by the B.C.T.F. and the C.T.F. This resulted in an important milestone on the road of Canadian education. How far the highway is built and how well it is built depends to a large extent on us. We of all groups are best equipped to take the lead in this work. We now have access to a tremendous source of support for the furthering of adequate education in Canada. Trades and Labor members are as eager to give that support as members of the American Federation of Labor who have been quoted as having done more for education than any other group.

Through attendance of our delegate at the Convention we have gained much knowledge of the many and varied interests of the Trades and Labor Congress of Canada. Here is part of the agenda: Accident Prevention; Blind Persons' Pensions; Child Labour; Cost of Living Index; Day Nurseries; Dominion-Provincial Conferences; Education; Export Trade; Factories' Acts; Family Allowances; Family Courts; Farm Improvement Loans Act; Forest Resources Commission; Health and Safety; Highway Legislation; Hospitalization; Housing; Immigration; Industrial Development Bank; Industrial Co-operation Board; Jury Service; Juvenile Court; National and International Relations; Post War Problems.

These are just headings from A to P but it can readily be seen that the concern of labor embraces nearly all as-

pects of citizenship and the welfare of the people as a whole. This side of labor activity does not get publicity. For some reason, it has not all the news appeal that strikes and picketing have. Nevertheless, the vast majority of the social legislation on our statute books was first expressed and advocated by labor. That agenda makes us, as teachers, wonder how proud we should be of our achievements as citizens.

Should a Local join a local Trades Council? Many will not be able to do so but for those who can, possibly, a brief review of the experiences of the V.S.S.T.A. will be of interest.

(1) The V.S.S.T.A. sends delegates to the Vancouver, New Westminster and District Trades and Labor Council which meets twice monthly.

(2) Last year we had two delegates on Trades and Labor Committees.

(3) This year the only change on the executive occurred when one of our delegates was elected chairman of the Press Committee. Another member was appointed to the very important committee studying possible legislation to replace P.C. 1003. He is also a member of two other committees. Two other delegates also represent the council or are members of committees.

(4) We hope by the time you read this that a standing education committee will have been set up.

(5) The Trades and Labor Council has extended an invitation to us to accompany them to meet the Cabinet when they present their annual requests.

(6) In their brief this year the T. & L. Council pressed for full Workmen's Compensation instead of the present 66-2/3% (with a maximum of 66-2/3 of \$2,500). Any benefit here is now of prime importance to all B.C. teachers.

(7) They also pressed for better Old Age Pensions, a matter in which we are also interested.

From the above you will see that the members from the V.S.S.T.A. are beginning to take their place and have some voice in the local council. As more and more B.C.T.F. locals affiliate with Trades and Labor Councils we will be able to gain more and more support for a truly worthwhile educational system.

We will be able to help the Department of Education with proposals for a closer co-operation between industry and education. We should be able to assist them in schemes involving part time

practical and part time theoretical education for our older students.

We should also be of great assistance in the practical expansion of adult education and allied projects. In fact there is a tremendous field in which we can do good work if we have the good workers. The field is there—the workers?

In closing, may we quote the feelings of a famous member of our profession, Dr. John Dewey: "In my career as a teacher there is nothing I prize more than the fact that ever since there has been a teachers' union in New York City, I have been a member of that union, and entitled to carry my union card. . . . If all teachers were within teachers' unions and if they were not merely somewhat nominal members who try to keep their dues paid, but active working members who came in contact with labor unions, with the working men of the country and their problems, I am sure more would be done to reform and improve our education, and to put into execution the ideas and ideals written about by progressive educators and reformers, than by any other one cause whatsoever, if not more than by all other causes together".

Submitted by the Labor Relations Committee.

NANAIMO DISTRICT T. A.

TEACHERS HOSTS TO TRUSTEES

ON Thursday evening, February 27, at Plaza Hotel the members of Nanaimo and District Teachers' Association were hosts to members of the local school board and their wives at a banquet. Head table guests were Dr. W. Plenderleith, school inspector for the district and Mrs. Plenderleith; Mr. John Barsby, president of Canadian Trustees Association, and Mrs. Barsby; Dr. A. Pritchard, chairman of Nanaimo District school board with Mrs. Pritchard; L. Spearing, president of N. and D.T.A. with Mrs. Spearing, and T. E. Bennett, district representative to the B.C.T.F. executive with Mrs. Bennett.

Attractive favors marked the place of each guest, while spring flowers were used to decorate the tables. A musical program, followed by games, rounded out the evening's entertainment. Arrangements for the functions were carried out by Miss Helen Aho and Miss Ruth Bryson.

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B. C. SHOP TEACHERS' ASSOCIATION

A GENERAL meeting of the association was held in the Vancouver School Board Community Room on Tuesday, February 18. Preliminary plans for the Easter Convention were discussed. It is expected that the annual Association meeting will be held at the Vancouver Technical School on Tuesday, April 8. Please refer to later issues of *The B. C. Teacher* for final details. A display of pupils' work and teachers' teaching aids is being planned, and the shops at the Technical School will be open and possibly in operation.

The speaker for the evening was Mr. Wishart, woodwork instructor at Lord Byng High School, Vancouver. Mr. Wishart has just returned from a five month visit to England and Scotland, and gave a very interesting talk on conditions as he found them. He had paid visits to a number of schools in London, Bournemouth, Dundee, Glasgow and Aberdeen. He found most places embarking on a curriculum which was quite similar to the type we have had in B. C. for some years past. Most of the shops were poorly equipped, mainly in respect

to machines, this being mainly due to war conditions and lack of electric power.

CURRICULUM REVISION.

Since the last general meeting on December 4, the Association Executive has met five times in connection with Curriculum Revision. Mr. Jones was present at three of these meetings and the general plan of Technical subjects in the schools was discussed.

These discussions included the plan for Industrial Arts, Technical Vocational, and Vocational. In Victoria, a committee under the chairmanship of Mr. J. S. White, has held a number of meetings and conferred with Mr. Jones. The two committees, Victoria and Vancouver have unanimously agreed upon the general plan for the new curriculum. This general plan was presented by Mr. Merrick at the last General Meeting and those present voiced their approval.

The central revision committee must approve this general plan. Committees will be formed shortly to plan the content of the courses; please be ready to help if you are asked for information or assistance.

M. HARRIS, Secretary.



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Salary Negotiations and Professional Ethics

By T. M. CHALMERS, Chairman, Council on Professional Ethics

THE following article is inserted at the request of the Council on Professional Ethics. It is not written in any state of alarm. It does not deal with any overwhelming trend throughout B. C. The matter discussed is not considered even common. However, it is worth while to take note of it while it is still an exceptional form of behaviour and so conduct ourselves that it disappears entirely. The Council feels that it is far better to forestall unethical procedure than to judge it.

The period of negotiation and arbitration for 1947 salaries has passed. Teachers as a whole have fairly good reason to feel some measure of satisfaction in the results.

It is gratifying to notice that in many areas the salary committees and school boards have been able to proceed with not too much difficulty to a conclusion of their work. It is also pleasing to note that teachers are represented on some committees which are to apply the scale. That is, they now have a say as to how teachers shall be placed on the scale which has been accepted.

These facts would permit one to conclude that teacher-employer relationships are in a healthy state. It would seem that teachers, generally, are accepted as fair-minded and reasonable; that school boards have recognized their ability to assist in arriving at equitable salary agreements and that teachers are sufficiently united that they have gained respect for their demands to be treated as a group.

The last point raises several others, especially in view of the experiences of some salary committees with the teachers of their districts. To some people the value of the principle of collective bargaining does not seem to have taken hold. From the recent salary negotiations have come reports that after committees were appointed and policy agreed upon a few teachers saw fit to go over the heads of their elected representatives and approach the school board individually. This is definitely unethical behaviour whether judged professionally or otherwise.

The principle of collective bargaining is a precious right by which maximum benefits can be obtained for the greatest number. Teachers who are tempted, by individual bargaining, to extract a few more dollars out of a school board are

invited to recall the position of *all* teachers in the days when it was "every man for himself". They are respectfully reminded that we can only avoid a return to such conditions if we are prepared to stand firmly behind the groups elected to carry out negotiations. We cannot hold the respect of any public body if we are to display such little respect for ourselves.

Many favourable arguments could be presented for collective action as against the individual approach. Its value in negotiations has become so well known that it is almost axiomatic. However, it should be noted here that action contrary to such procedure, once a representation is set up, is unethical for no other reason than that it jeopardizes the position of each and every member in the group.

It is possible, of course, that individuals may fear that the people elected may not present their respective cases fully. Their fears may be well grounded since the committee may lack information, fail to use it or misinterpret it. In any event, where one feels that his position is not being properly considered by the committee the respectable course is to insist that the facts be presented to the placement committee or, if necessary, to the school board. If his position can be defended, there is no doubt that it will be given honourable treatment. If it cannot, no doubt, will receive the treatment it deserves.

On the other hand salary committees have a responsibility, too. It is to their credit that they meet their duties and discharge them with good faith and much diligence. It is a task for which they seldom receive the thanks that is their due. However, a salary committee or any other group negotiating for their fellows should see to it that *every* case is adequately handled.

They should conduct their business in such a way that no excuse is left for unethical procedure on the part of individuals. Two things, at least, would help toward this end.

First, it is wise to get an agreement from the school board that it will deal with the appointed committee only. This will force all appeals to be funnelled through the group chosen for the job.

Second, it is advisable to bring all matters referred to it to the placement committee or the school board, with or with-

out recommendations. If the appeals are just, the people who make them are entitled to receive a hearing. It is not wise to suppress even those petitions which are purely selfish. This would tend to prevent illogical and unreasonable requests from being made and it would readily expose any attempt to seek special favours which could not be extended to anyone else in a similar position.

In addition, it is not only ethical but also sensible to avoid loose talk about what is being attempted. This applies to both the elected committee and the rank and file alike. Immediately salary status is involved rumours tend to fly thick and fast. One outdoes the other and unfortunately there is often a sufficiently strong germ of truth in some of them to create embarrassing consequences.

Those who are on the negotiating committee should give no hints as to procedure, etc., until the time agreed upon. The

proper attitude to adopt is, "I have nothing to say". By saying anything they may endanger the salary status of those they represent.

Those who are on the sidelines as interested spectators should be equally tactful. Unduly optimistic or pessimistic talk or any exposure of what instructions the committee has been given may serve as ammunition for the other side. Salary negotiations are difficult enough without complicating them still farther.

If your tongue is inclined to wag give your committee an "earful" and get what you have on your mind off your chest where it will do the most good.

If you are a teacher-lawyer be as critical as you wish, but let your committee have the benefit of it not the inconvenience of it.

If you have a complaint to make don't talk about it, write it on paper and send it to the committee.

Education For World Co-operation

An Address by R. W. DIAMOND, Vice-President and General Manager of The Consolidated Mining & Smelting Co. of Canada, Ltd. Delivered to The West Kootenay-Boundary Teachers' Convention at Rossland, B.C., October 17, 1946.

MR. CHAIRMAN, Ladies and Gentlemen:

I have been asked to speak to you tonight on the subject of "Education for World Co-operation". I must, of course, speak as a layman because I am neither an educationalist, nor an authority on world problems. I am, however, very much interested in such matters, because of my responsibilities both in business and as a private citizen, and particularly so today because of the disturbed state of world affairs. I have always been interested in educational matters and in the profession of teaching, and have on numerous occasions presumed to express opinions on such matters.

I welcomed, therefore, this opportunity of speaking to you tonight, and the challenge to thought presented by the subject. I conclude that you consider that serious thought on any major problem is of interest, and may be of value, and so I do not hesitate to express myself freely on this major problem.

OBJECTIVES

What is the ultimate world objective we have in mind? What is the objective

implied by our subject? Obviously, it is world peace. This can be brought about only by world co-operation. World peace is the most important objective of our time. We should not allow anything to stand in the way of its achievement. The objective of world peace must be the goal for everyone to seek, as individuals, as groups, and as nations.

In order to play our part in the attainment of this world objective there must also be the national objective of ideal government, a government that truly represents the people, one possessed of wisdom and understanding, and the knowledge of proper control; a government that maintains justice and harmony, progress and happiness, within its borders; one that is wise and statesman-like in its world relations. This objective must be an ideal to strive for, a star to guide us, and to ever lead us forward as individuals, groups, and as a nation.

There is a third objective also that must be set up—the maintenance of individual freedom. We must remember what made our country great, what made the British Commonwealth of Nations great, and what made the United States

of America great. It was the venture-some spirit, it was the spirit of the individualist: it was free enterprise. It was a free state; it was a state in which the individual was free. Great progress was made under these conditions in the past. Still greater progress can be made in the future for the benefit of all, if these conditions are maintained. We must build upon the foundations laid in the past. We must not tear down or destroy: we must build.

These are basic considerations in dealing with my subject tonight. If we are going to educate for world co-operation, we must educate our own people to think, and act, as individuals, to accept responsibility as citizens, to have the initiative, the spirit, the drive, the incentive, of individualists, together with all fairness and consideration to their fellow-man.

THE ROLE OF EDUCATION

The question implied by my subject, and the objectives named, bring to mind, first, the thought of adult education, and second, that of education generally as we know it in our schools and colleges. Obviously, we cannot wait for the next generation to cure today's ills. Hence the imperative need of adult education on a new, and a comprehensive scale in the early future. Concurrently, we must reconsider the general problems and practices which continually confront you and all educationalists in the course of the day's work in our schools and colleges—and particularly the problems of the curricula. We must bear in mind that a democracy thinks as its people think. It acts as its people direct. It is only as great as its people. It follows then that the people of a democracy are only as great as its teachers, its educational practices and its educational institutions.

I reasoned a moment ago that education for world co-operation must commence with adult education. It is equally fundamental that we must have education for national co-operation. How can Canada expect to take her proper place in councils for world co-operation, until she can effect co-operation between her provinces—until she can effect co-operation between all major elements of her society?

Upon the shoulders of those in authority, upon those men in public life, upon the shoulders of our educators, and upon our educational institutions, falls the task of leadership in correcting the ills of Canada today. Theirs is the job of preparing Canada to play her part in

world co-operation. But they alone cannot carry all the load, and a great part of it must of necessity be borne by the individual citizen.

In preparation for this task there must first be a great awakening of our people to the needs of the day. There must be a clearer vision of the great objectives to lead us on. There must be a better understanding, and a deeper appreciation of the efforts that must be put forth by everyone to achieve these objectives. There must be a fixing of plans. There must be the adoption of methods of implementation. Finally, there must be the working out of those plans. The approach must be bold and courageous, the implementation vigorous.

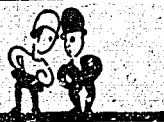
I assume that education has two main objectives:

1. To teach people to think.
2. To prepare them to take, and to occupy, their proper places as citizens in our society.

If these objectives of education could be realized for a reasonable proportion of our people, many of our present difficulties would disappear. Good government would become general, and Canada would assume an important and a proud place in world councils. And so my subject tonight must deal largely with individual education for both young and old.

THE CHALLENGE

Great strides have been made in educational practices, and, as now planned, continued progress would be made in the future. But is that enough? I am afraid that in certain other spheres greater strides have been made, tending to offset those educational accomplishments. Education has encountered serious competi-



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tion in recent years from the entertainment field, particularly from the unhealthy type of motion picture, from certain comic strips, and from the occasional unhealthy radio program. It is granted, of course, that the best of these forms of entertainment supplement your work, and that they are most valuable tools for education. But their control is difficult. Then, your problems have been multiplied many times by the revolutionary developments in the fields of communication and transportation. These have made the world so much smaller, and have brought into your orbit of responsibilities a multitude of new problems. Other major developments of recent years in the social sphere of our country have complicated things still further. The problems of education today are many times more complex and difficult than they were a few years ago.

If all of this is true, and if it is true that the time available for education of the individual remains the same as heretofore, then, is it not true that some radical changes in present educational practices may be imperative if we are to attain the desired objectives of education for a fair proportion of our people?

You know better than I, that, at the present time, we are not succeeding as we should and as we would like! Generally, our children are not thinking for themselves as they should. Too many of them are content to be entertained by the radio, the movies, and the comic strips. Too many are content to follow the crowd. Some see the light—those who will lead the way—but educational methods must be such as to prepare more of our young people to face, and to deal properly with, the more complex problems of the day.

We have the equally serious problem of adult behaviour—the too frequent evidences of indifference, of bewilderment, of the lack of direction, of selfishness, of intolerance, of provincialism—and yet, the general situation is not all bad. We have many who see straight, think straight, and have the potential qualities we need in great abundance. Here and there we see bright fields of interest, intelligence, and constructive thought, looming up through our society, asking but to be cultivated. It is for us to see that the potential qualities inherent in our people are given a means of expression. It is for us to see that those fertile fields of interest, and intelligence,

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Vancouver Technical School

GIVE a quick glance at the calendar and count the days to Easter. Perhaps you have done this many times already. But whatever your reason, Easter brings again **THE CALL OF THE CONVENTION**. And believe it or not, for time does pass quickly, this is the Twenty-eighth Annual Convention in the life story of our British Columbia Teachers' Federation.

As quickly as you glanced at the calendar, give another look at those outstanding highlights awaiting you at this Easter's Convention in Vancouver. They are so outstanding that this should be the best Convention in many years.



Mr. L. C. Brockington, K.C., LL.D., noted Orator and Analyst of Trends in Canadian National Life, is coming from Ottawa to be our featured speaker.



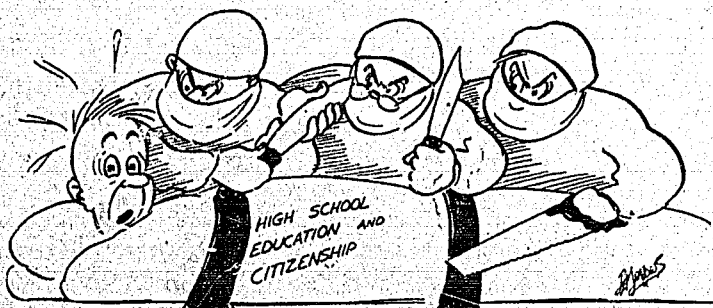
Famous Dancers

From way down Cheyenne, Colorado, will come Dr. Lloyd Shaw and His Famous Mountain Dancers to "Swing 'Em High and Swing 'Em Low" in an outstanding exhibition of folk and square dances. This is being done in co-operation with the Extension Department of the University of British Columbia which is sponsoring this group in a one-day refresher course at the University. Dr. Shaw and his Dancers will perform Tuesday evening in the Hotel Vancouver Ballroom. And could we just slip in this little note: Because there will be considerable expense in bringing this troupe we shall have to make a small admission charge of fifty cents. Hope you don't mind!



DR. LLOYD SHAW'S CHEYENNE
MOUNTAIN DANCERS

The up-and-coming Music Section has arranged a very profitable programme which highlights Education for Leisure; The Problem and Treatment of the Adolescent Boy's Voice; Instrumental Instruction by Class Method; the Approach to the Modulator and Sight Singing. Through the courtesy of the Kamloops School Board, Mr. M. McMurdo will bring his Kamloops High School Orchestra.



PANEL DISCUSSION

There will be another lively Panel Discussion on one of the most controversial subjects of the day, "High School Education and Citizenship." Prof. Walter Gage will be the guiding force along with four well-known figures in public life—Ira Dilworth, Wm. McKinstry, H. L. Campbell, and G. C. Stevens.

The Primary Section is also ready for the big Tuesday Session. Under the direction of Miss K. Collins, Primary Supervisor of Burnaby, they are bringing to Vancouver for our Convention, Miss Mary and Miss Alice Meighen of New York, co-authors of the Winston Readers. These two authorities on Primary Teaching will lead discussions on Phonics and Reading Techniques.

They will also have a demonstration of Primary Rythmis Activities and a display of Primary Instructional Material.

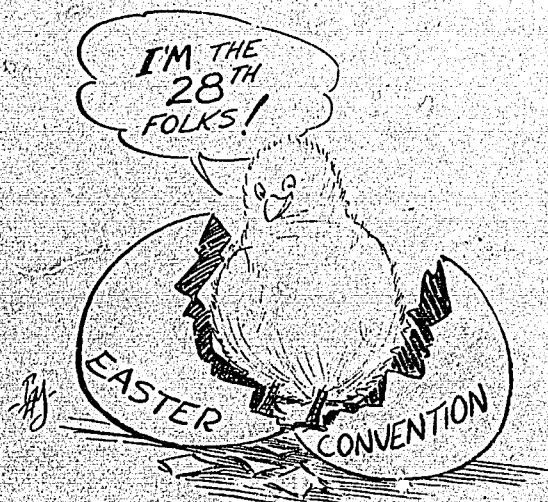
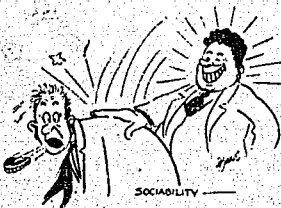


Albert Tangora, seven times World Champion Speed Typist, will give an exhibition of speed typewriting under the auspices of the Commercial Section.

The Principals have asked Dr. Max Cameron to speak on School Administration. The Modern Language Teachers have made careful preparations for a most profitable Section Meeting.

Now we could go on and on telling you in detail what will be taking place during what we are calling "Big Tuesday". But here are just two more of the many features. Mr. H. L. Campbell, Chief Inspector of Schools, will speak on Curriculum Revision, and will bring the latest word from the Department of Education on this work. And in response to many requests, the Staff of the Vancouver Technical School under Principal G. B. White and through the co-operation of Vancouver Superintendent of Schools, Mr. H. N. MacCorkindale, will operate its shops and will accommodate the many Sectional Meetings. Of course, transportation will be provided from the Hotel Vancouver, our Convention Centre, to the Technical School.

But just before you stop reading, let us tell you that the Convention will not be composed of just highlights. There will be the usual free and open discussion of resolutions and Federation Policy. The Sectional Meetings will bring together teachers with like interests and common problems. There will be many demonstrations of equipment and techniques. And too, above all and through all will run the great flow of friendship and cordiality that characterizes all our Conventions and makes worthwhile your answering the CALL OF THE CONVENTION!



and constructive thought are properly cultivated and brought through to bear fine fruit.

Adult education must be recognized by our people, not as something for a few cranks, but as a movement in which everyone should participate. Adult education must come as a discovery to them, as a promise of great things, as a gateway to new horizons.

Already we have the machinery, the personnel, and the spirit in our schools and colleges to train our children and our youth, if we will but mould our methods to the times, and maintain the pace of developments with the march of time. But we have not as yet the machinery for adult education, nor the training, nor the personnel that we need for adult education on a nation-wide scale. It must be created. That, in my opinion, is the pressing need of the day.

Our troubles are with us today in Canada because in spite of everything that has been done, in spite of all your educational efforts, and progress in methods, our people do not yet know how to work properly together. They do not yet know how to make democracy work as it should work. By adult education and by improved methods in our schools and colleges, we must correct this condition.

In a country like ours, every voter is supposed to have an intelligent understanding of the problems of the day—every voter on the farm, in the factory, in the logging camp, every housewife, every man and woman on the street. We may never hope to attain such an ideal, but we must continue to strive towards it with unrelenting zeal if we have faith in our country.

TODAY'S PROBLEMS

Now let me put into words some thoughts in regard to education generally and problems incidental thereto. Let me express some thoughts in regard to attitudes of mind, and to natural tendencies, that have some bearing on the general question of education. Such thoughts have caused me considerable concern of late and I would like to put them before you as concrete cases which need attention.

There is nothing more evident than this, that during recent years there has been a letting down on all sides of moral and ethical standards.

I am concerned about the refusal of many of our people to accept their responsibilities as citizens. Generally, we

want the privileges without the responsibilities.

I am concerned about the selfish motives of pressure groups.

I am concerned because, when soap box orators declaim against our society, our way of life, most of our level-headed and best-informed citizens are too reticent, are too reserved. The men who should speak up will not express themselves. They will not throw out a challenge. We in Canada have something good. We have a fine way of life. Let us preserve it. Let us protect it, and let no man undermine it. Let us build upon it.

I am concerned that communist leaders in some of our labour bodies are accepted so casually by the men whom they profess to represent. By and large, the working man in Canada is a fine man, a man of high ideals, a Christian, and a family man. It just doesn't make sense that such men would submit to being led by communists whose sole purpose seems to be to stir up unrest and to create chaos.

I am concerned about the dominating part that political considerations play in the conduct of many of the men in our public life.

I am concerned about the intolerance that is spreading throughout our country, spreading in the face of our condemnation of the same intolerance that existed in enemy countries during recent years. Intolerance does not solve any of our minority problems; it but adds fuel to the fires. It is but the outcome of shallow and lazy thinking and is not worthy of us.

I am concerned about the state of the Church. Ours is a Christian civilization. Christianity is its very foundation. Yet the Church is not given the same prominent place in our community life as it was given a generation or two ago.

THE SPOKEN WORD

I am concerned that the spoken word has lost some of its prestige as the years have gone by, and because of its importance, and the lack of attention it has received, I propose developing this theme somewhat.

What, above all else in life, makes it possible for our society to function? What determines our individual place in that society? What determines affairs between men and between nations? What is the very foundation of all business, community and family life? It is the spoken word and the confidence and the

trust with which it is accepted. It is not the written word.

Did you ever consider what the effect on our lives would be if there were any serious weakening in the trust and the confidence with which the spoken word is accepted? Of course, we see dishonesty around us in our daily lives, but it is exceptional. We see attitudes of mind which approach dishonesty because of poor training or misunderstanding, but again such cases are exceptional. Thank God, most people are honest. With such people the spoken word, no matter how poorly expressed, means the thought and the spirit back of that word.

Look at the endless demand for rules and regulations today, for laws and agreements and such like. It is as if all the affairs of man were regulated by such things. To them there is no end. Yet we all know that some things cannot possibly be put into words. At the very best, words themselves are but a poor and clumsy vehicle for thought. The spoken word, however, reflects the spirit, and is qualified by the inflection, the tone, the smile on a man's face. All these things have to be interpreted with the spoken word to sense the true meaning. I do not say "interpret the words"; I say "sense the true meaning", because that is what counts. It is the thought back of the words which is important. With all this demand for the written word, can it be that we are trying to qualify honesty? Can it not be that too often we are closing our eyes to unethical practices, forgetting the few simple basic truths in life?

Above all things, we must protect the sanctity of the spoken word.

EDUCATION IS MORE THAN "KNOWLEDGE"

I would now like you to consider briefly with me the yard-sticks of value, or of merit, in the individual, the important qualities in man, and their order of merit. I rate them as follows:

1. Character.
2. Personality.
3. Imagination, initiative, drive.
4. Ability.
5. Knowledge.

That scale of values is surprising to some people, and yet why should it be? Surely, character should come first and personality next. It seems to me that too little notice is taken of the quality of imagination. Initiative and drive are rarely talked of. Often they are not identified as important qualities. Yet

without them, of what value are ability and knowledge? Are such things realized by our people? Are such things pointed out in our schools? Are they impressed upon our children?

I wonder whether too much attention is not paid to the imparting of information in our schools and colleges today. We will agree that it is not intended that students should be made receptacles for innumerable facts and figures, but that education is to interest them in worthwhile things, and to develop in them some measure of wisdom. I like to think of the objectives of education in abstract terms, such as character-forming; — the joy of human association; — the study of people, or sportsmanship, of things of the spirit, of tolerance and of goodwill, of our Canadian way of life, of the measure of happiness; — true measures of value; — the meaning of success; — the emptiness of riches; — responsibility as citizens; — meaning of individualism, of individual freedom; — appreciation of imagination, of initiative, of God-given talents in man, of ideals, of Christianity, of one's attitude toward work, of the worthiness of work; — the approach to a problem; — sources of information; — methods of study; — orderly thinking and practices; — co-ordination of thought and effort; — the value of debate; — the individual in the state; and many, many other such matters. I do not like to think of education as a means of preparing to gain a livelihood. I like to idealize education, and to let the material considerations be secondary.

CONCLUSIONS

Truly, the problems of education are many and profound, and call for continued study but I have said enough about them for tonight, and so the time has come for me to summarize and to conclude.

I have given you my interpretation of the problems confronting us in regard to education for world co-operation. I am sure that you will agree with me in general. I am sure that most thinking Canadians would agree with me.

That being the case, it is not enough for us to sit back and do nothing. If Canada is to do her part towards world peace, then we, as citizens, must do our part to bring about the proper education of our people.

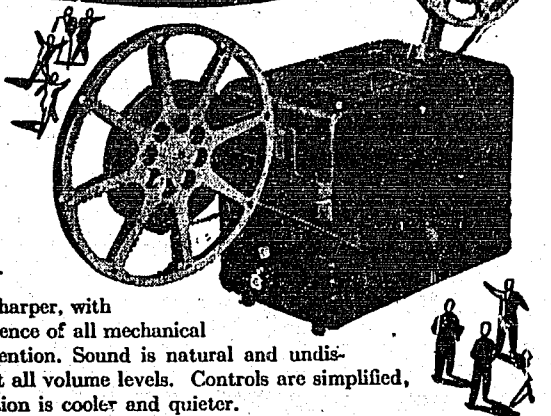
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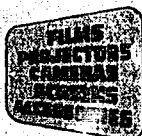
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Enduring world peace is our ultimate objective. Towards this end there are three major inter-related objectives at which we should aim, and toward which we should strive:

1. World co-operation, with Canada playing an important role.
2. An ideal government in Canada.
3. Maintenance of individual freedom in Canada.

To achieve these objectives in reasonable measure, our citizens, young and old, must be educated in a way never before attempted, and many unhealthy conditions in society, and in individual thinking, must be corrected.

Because of urgency, we cannot wait for the next generation to solve today's problems. Therefore, adult education on a broad and comprehensive scale should be instituted, and in due course proper changes in curricula, and in educational practices in our schools and colleges should be brought about.

In approaching any problem, the first major step towards the objective is the important one. The subsequent steps will then become apparent, and will assume their proper positions as developments progress. In approaching the problem

of adult education, I consider that the first major step should be the bringing about of general acceptance, by men in public life, by our educators, and by our people, of the need of adult education, in a broad and comprehensive way.

You, the teachers of the West Kootenay, are meeting here in Rossland today in convention. I suggest that in your deliberations, you give serious thought to the problems of adult education. If you conclude that action in this regard is necessary, I suggest that you go on record and place your recommendations before the proper authorities. I suggest that you then continue to give thought to this question, and that you talk about it among yourselves and your friends.

I do not propose saying anything more than I have already said in regard to education in our schools and colleges.

I do want to say something, however, to you as members of the teaching profession. There can be no doubt that the future of our country is largely dependent upon the teachers of our children. The importance of your duties, and the responsibility that is yours, are not properly appreciated by us, the parents. Quite frankly, we are inclined to take you too

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much for granted. This is not as it should be. In a paper I gave last February before a representative group of Vancouver business and professional men, I said:

"What are we, as business men, doing about improving the lot of those in the teaching profession? Conditions should be such as to attract the most able men and women to teaching as a career—a career of which they can be proud—a career that will give them comfort and security—a career that will be given proper recognition in the community. The place to start correcting many of our troubles is for us to give more consideration to the problems of those who teach."

That expresses my thought today. I think you have done a splendid job, and I extend my encouragement and co-operation for the future. The job ahead is a big one.

During the preparation of this address I have, once more, been tremendously

impressed by the complexity of life, and of its many problems. I have, once more, been impressed with the thought that there is but one way to deal with these problems. There is but one way to find the answer to the problem of education for world co-operation. That is by the application of simple truths—simple truths that can be used as yard-sticks for major as well as for minor public problems—simple truths that can be used as yard-sticks for individual as well as for group conduct. Go to the Old Testament, to the New Testament, to the Ten Commandments and the Gold Rule; go to the writings of the great philosophers and of the great men down the ages. There we will find a great treasure of simple truths which are ours for the taking. We must go back to the fundamental teachings of Christianity to find a proper starting point for the solution of our problems. Then we must envision our ideals and, with our eyes ever fixed on them, we must go forward with courage, confidence and determination.

A School Teacher Father to His Son, No. 2

By WALLACE SHORE, Principal, Lord Kitchener School, Vancouver

MY Son:

Should you face truth squarely, as I know you will, your life as a teacher will be subject to many heartbreaks and bitter disappointments. Plotting your probable experience against the background of my own, I venture to set up some of the problems you are likely to meet. I shall try not to indicate solutions because I would not rob you of the pleasure of resolving them yourself to your own satisfaction.

However, may I brave your possible displeasure by suggesting, in good heart, that you ever spurn expediency and extol truth in all your dealings. Whatever solid comfort you may extract from life as a teacher will come from that practice rigorously applied.

Your first problem will be to satisfy yourself that you are qualified to teach. You will secure a certificate from the Department of Education which will permit you to teach, but do not make the mistake of believing that; that piece of paper will qualify you. You may be inherently qualified long before you receive that piece of paper or it may happen that you will acquire qualification only by painful experience long after you are certified and it may be, God for-

bid, that you will never be qualified. When you feel in your deep conscience that you can teach, set up tenets of faith in yourself and let no circumstances shake your faith. If you are unable, after a reasonable time, to establish that faith in yourself, drop teaching, turn to some other endeavour. Many men have attained success in life in spite of being unable to teach. If you establish your faith, guard it carefully from every attack.

It is one of the misfortunes of teaching that officialdom is ever constrained to justify itself by insistence upon higher and higher academic certification—the chasing of the shadow for the substance. Strangely enough, in education, it seems only the shadow is tangible, the substance is elusive. The shadow, so called academic attainment, is measured by the tally of hypothetical units called credits. The accumulation of a sufficient number of credits entitles one to use the "guinea stamp", that is to place after his name a lot of alphabetical mumbo-jumbo called degrees. The substance of education—love, faith, hope, tolerance, happiness, stimulated ideals, sympathy, nobility, courtesy, benevolence, philanthropy, respect, pity, patience, virtue, ap-

probation and integrity—is not presently measurable.

The acquisition of degrees may or may not mean success for a teacher. Academic attainment sometimes develops false values and distorted perspectives that discount inherent teaching abilities to such an extent that many holders of high degrees have been complete failures as teachers. Of course, the teacher who has correctly evaluated the true substance may help himself by a judicious pursuit of academic attainment; but it is heartening to remember that the greatest teachers of all time were great, not because of academic attainment, but because of their appreciation of the substance, so aptly pointed up by Paul in his letter to the Corinthians—"faith, hope, love, these three; and the greatest of these is love".

The accumulation of credits may or may not have a bearing on the matter of successful teaching. Too often, it has no bearing at all but is merely the means to an end, viz: the acquisition of degrees to satisfy the statistical mania of officialdom or to be worn as a sop to vanity. The teacher—who becomes great over the years by devoting himself conscientiously, diligently and faithfully, who in the fullness of his heart gives all his loving guidance to his pupils and who painstakingly and with ungrudging labour sets them on the road of life equipped with a modicum of virtue and with confidence in themselves—is seldom recognized by officialdom and never in a tangible way. His great reward is personal satisfaction in his work well done. Officialdom, tightly clutching its purse strings and looking him greedily in the eye says in effect, "We're paying for ponderable certificates, not for meritorious results".

Here is a thought that should give pause: In the wielding of the prod to higher certification the ends of education are often defeated. The act of prodding destroys faith, the faith of the teacher in himself, the faith that is the all important adjunct to all successful teaching. The teacher is frightened into becoming a paper chaser, into building an academic stockpile of doubtful worth, becoming more and more a learned prude and less and less a valuable teacher, likely ending up as a sour travesty, tolerated because the only officially recognized virtue in a teacher is the alphabetical parade he succeeds in appending to his name.

Do not misunderstand—academic attainment is desirable. Men of high academic qualification are indispensable in education. When that qualification is tempered with an appreciation of true values, such men are priceless. They are the engineers who must anticipate and plan for and adjust to the demands of an ever-changing world. They are needed to make blue prints for the building of a better social order. Because the building material is children, they must be men of the highest integrity and the broadest outlook. Such men are, and should be, as far removed from the daily grind of classroom teaching as the engineer is from the actual spade work of his project. The teacher is a builder who interprets the blue prints and moulds the building material.

The profession of building is unique of itself. The builder develops techniques, methods, short-cuts, deviations and flexibilities that are peculiar to himself and that enhance his value as a builder without any other reference. So it is with the teacher. The fallacy of the urge for higher academic attain-



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ment is that it tends to make architects out of builders and conversely to put spades into hands that have been refined to handle a drawing pencil. As with the builder, the skill of a teacher develops with his experience in active teaching. With the builder, however, experience brings recognition of his worth and his rating grows with his years. With the teacher, his rating remains stationary unless he labours to acquire doubtful degrees in subjects often unrelated to his work, at the expense of his work as a teacher; at the expense of his health and/or happiness and at the expense of a standard of living already dangerously low. He must do this without subsequent recompense or, if any, but a pitifully meagre compensation for his effort. The skill the teacher acquires from his active work, no matter how hard he tries, affects his rating not one iota. With some teachers this anomaly engenders discontentment.

For the sake of your peace of mind, you must not let discontentment enter. By all means descry this injustice and all injustice, but do so with serenity in your heart. Serenity must be your stand-by as a teacher—be it praise or

blame, prosperity or adversity, fair weather or foul, face the world with serene confidence in your own self.

The problem of qualification, attainment and attitude towards your chosen life's work is all important and requires careful weighing. Consider it, my son, until I shall have set out another problem for you.

God bless you.

A SCHOOL TEACHER FATHER AND HIS SON

ERRATA—In the opening paragraph of the first article of this series appearing in the February, 1947, issue we regret that a line was inadvertently omitted. The continuity should read as follows:

"... When the opportunity offers, as it will, to do good, let the flood of your greatness loose to serve your fellow man and you will have a full life. Suppress your greatness to exploit your fellow man and you may achieve fame tinged with infamy...."

THE EDITOR.

U. B. C. Summer Session Lecturers

OUTSTANDING authorities from many parts of Canada and the United States have been appointed as visiting lecturers for the U.B.C. Summer School in July and August.

COMMERCE

Mr. G. Jarman, B.A., Professor of Business Administration, University of Western Ontario—Industrial Management.

Mr. L. C. Wagner, M.A., Professor and Acting Head of the Department of Commerce, University of Manitoba—Marketing.

ECONOMICS, POLITICAL SCIENCE AND SOCIOLOGY

Dr. M. M. Davison, M.A., Ph.D., Professor and Chairman of the Department of Economics, University of California—American Economic History.

Mr. J. L. MacDougall, M.A., Professor of Commerce, Queen's University—Transportation.

Mr. W. J. Waines, M.A., Professor of Political Economy, University of Manitoba—Money and Banking.

EDUCATION

Dr. Boyd H. Bode, M.A., Ph.D., late

Professor of Education, Ohio State University—Modern Educational Theories.

Dr. H. H. Remers, M.A., Ph.D., Professor of Psychology, and Director, Division of Educational Reference, Purdue—Evaluation.

Dr. F. P. Robinson, M.A., Ph.D., Professor of Education, Ohio State University—Psychology of Childhood and Diagnostic and Remedial Instruction.

ENGLISH

Mr. J. M. Lothian, Bateman Professor of English, University of Saskatchewan—Drama to 1642.

GEOLOGY AND GEOGRAPHY

Dr. G. A. Cumming, B.Sc., Ph.D., Lecturer in Geography and Head of the Department of Geography, St. Andrews University, Scotland—Elementary Physical Geography.

GERMAN

Dr. C. Hagge, M.A., Ph.D., Associate Professor of German, University of California, Los Angeles—Beginners' Course.

HISTORY

Dr. Mack Eastman, B.A., Ph.D., Professor of History, University of Saskat-

chewan—Main Currents in Twentieth Century History.

Dr. George W. Brown, M.A., Ph.D., Professor of History, University of Toronto—The History of Canada.

PHILOSOPHY AND PSYCHOLOGY

Dr. F. H. Anderson, M.A., Ph.D., Professor and Head of the Department of Philosophy, University of Toronto—Ancient and Medieval Philosophy.

Dr. F. B. Price, M.A., Ph.D., Assistant Professor of Psychology, Cornell University—Introductory Psychology.

Dr. W. H. Wrighton, M.A., Ph.D., LL.D., Victoria, B.C.—Ethics.

Dr. O. L. Lacey, B.A., Ph.D., Chairman, Department of Psychology, University of Alabama—course not yet stated.

SPANISH

Dr. Alfred Coester, M.A., Ph.D., Emeritus Professor of Spanish-American Literature, Stanford University—Spanish-American Literature.

A great many regular faculty members of the University have also been appointed as special lecturers for the Summer Session. Director is Dr. Max Cameron, Head of the Department of Education at U.B.C.

Conference on School Buildings at U.B.C.

From University of B.C. Press Release

THE Departments of Education and Extension at U.B.C. will sponsor a three-day conference on school buildings, grounds and equipment from April 10th to 12th at Acadia Camp.

Purpose of the conference is to provide assistance, through lectures and discussions, to school boards of the province now faced with programs of school building.

Special speaker for the meeting will be F. W. Hart, from the University of California. Dr. Hart is a recognized authority on the subject of school buildings. He has been a consultant on many school-building projects, the latest of his surveys being made for the States of Washington and Oklahoma.

Many other experts will take part in the conference. These include: Col. F. T. Fairey, Deputy Minister and Superintendent of Education, Mr. H. L. Campbell, Assistant Superintendent and Chief Inspector of Schools, Mr. Harry Jones, Director of Technical Education and Mr. E. Lee, Director of Physical Education and Recreation.

The Vancouver School Board will contribute the services of Mr. H. N. MacCorkindale, Superintendent of Schools, Mr. E. D. King, Architect, and Miss E. L. Kinney, Director of School Lunches.

Members of the University staff taking part are Dr. K. F. Argue, Department of Education, Professor Frederic Lasserre, Department of Architecture,

Miss Marion Henderson, Department of Physical Education, Miss Charlotte Black, Department of Home Economics and Miss Dorothy Somerset, Department of University Extension.

Mr. R. A. D. Berwick, of Sharpe, Thomson, Berwick and Pratt, will discuss temporary arrangements to meet the present emergency.

All features of the school-building problem will receive attention at the conference. The program will include, besides topics mentioned above, the school as a community centre, the school building survey, the planning and layout of a school, the auditoriums, playgrounds, gymnasium, offices, by-laws and bonds, maintenance, shops, home-economics laboratories, cafeterias, heating, ventilation and lighting. Ample time will be set aside for discussion.

A display of pictures, blueprints, models and materials will be arranged for the meeting.

School trustees, inspectors, members of the Parent-Teachers Associations, principals and teachers are invited to the conference. A fee of \$3.00 for the full conference or \$1.00 for each half-day session will be charged to defray part of the expenses. For those wishing it, room and meals will be provided by the University at a charge of \$3.00 per day.

Further information may be obtained from the Department of University Extension, University of British Columbia, Vancouver, B.C.

Inspect the B.C.T.F. LESSON AIDS in the Hotel Ballroom during the Convention.

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Close the door of my room and keep my head and neck warm.
- 4. **Eat Proper Food**
Eat plenty of fruits and vegetables, and keep my body strong.
- 5. **Drink Plenty of Water**
Drink to keep my throat moist and my body healthy.
- 6. **Get the First Sign of a Cold**
If I feel a cold coming on, I will tell my teacher and go home.
- 7. **If You Cold Gets Worse, See Your Doctor**
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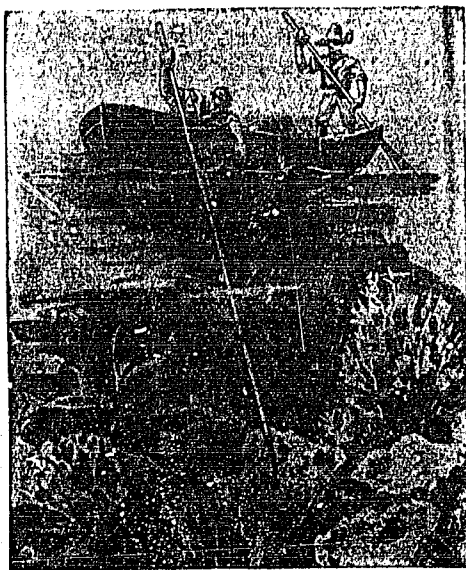
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SPONGE FISHING—Illustration from Booklet

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"B. C. Teacher", Mar. '47

Staff Representatives and Their Work in the Federation

AT the request of the B.C.T.F. Public Relations Committee, Mr. B. C. Gillies has kindly given permission to publish the notes from which he made an address to a staff representatives' conference in Vancouver last spring. The conference was attended by some eighty Federation executives, public relations workers and staff representatives.

THEIR IMPORTANCE:

1. Staff Representatives are the "spark plugs" of the Federation "engine."
2. The success or failure of most Federation projects ultimately devolves upon these workers. It is most important that all "cylinders" in our "engine" "fire".
3. Staff representatives form the only personal link between the organization and the individual teacher. In an association which depends almost entirely upon the interest and good will of the private members for its efficient functioning, the representatives who must establish and maintain these factors are of paramount importance.

THEIR DIFFICULTIES:

1. Complexities of organization arising from geographical factors—distance, isolation, etc.
2. Constantly changing staff personnel.
3. Tendency of teachers as a group to lack knowledge of or interest in, the practical difficulties of the operation of our Federation. This is due to some extent to youthful inexperience on the part of many, and partly to the strongly developed "idealism" of most teachers.
4. The fact that most of us work in small and comparatively isolated groups which renders it difficult to develop concerted interest or action. Most teachers, even in large schools spend a relatively short time in association with their fellow teachers so that they have little time to discuss the problems of their organization or profession.

To help create and foster a sense of unity and common interest is the basic task of Staff Representatives:

TWO KEYS TO THIS PROBLEM.

1. The Principal: with his active support the task is made comparatively

easy; without this, it is very difficult; with his opposition it is impossible, except where the opposition is such as to develop a strong sense of unity among the staff as a defense—never a happy or desirable situation.

2. The Staff Representative:

Who should this be?

- (a) Someone with tact, experience, interest, and energy.
- (b) Someone chosen by the staff in open meeting.
- (c) It should not be the newest or most inexperienced person on the staff. The policy of making the latest addition to the staff the "staff representative" is almost always very poor policy.
- (d) The office should change occasionally but not necessarily every year.

SOME "DO'S" FOR STAFF

REPRESENTATIVES:

1. Keep well posted on Federation affairs so that you can pass the information along to the other members.
2. Try to foster their interest in these things by introducing them for discussion at suitable opportunities.
3. Try to develop a sense of group loyalty in such matters as attending meetings, supporting projects, sending in returns, etc., much as a principal does in other matters concerning the school.
4. Make it your business to approach new members early in the term. Take it for granted they are members of the B.C.T.F. until they indicate otherwise. After all, most teachers are, so you're entitled to be surprised if you find one who isn't.
5. Watch for individual problems and encourage the teachers to bring theirs to you. If you can't solve it see that it is referred to those who can. Do it at once, and leave no stone unturned in getting a settlement at the earliest possible moment. Personal service no matter how trivial is the best possible advertisement for the Federation.
6. Watch for carping critics—get your facts straight and then "nail" them fearlessly. Use the "put up or shut up" technique and don't pull your punches when you're sure of your position. The principles upon which our Federation rests are sound and easily defensible. It's your duty to defend it. Constructive

tive criticism should be welcomed at all times—but the other kind does much harm especially among the inexperienced and should be checked.

SOME "DON'T'S" FOR STAFF REPRESENTATIVES:

1. Don't take for granted that members read the magazine and thus keep posted on Federation developments. Mostly they don't.

2. Don't be a "fee collector" only. Make sure that the rest of the staff as-

sociate you, and therefore the Federation, with something other than the paying of fees.

3. Don't be a "pest" about the Federation and its affairs. There are other important things for teachers outside of the B.C.T.F. so give these a chance to be aired.

4. Don't fail to do what you say you'll do. For most teachers you are the Federation so far as they are concerned in their daily routine. They judge its reliability by yours.

Ain't It Awful!

DONALD COCHRANE, Gibson's Landing

DID you see what I saw, in *The B.C. Teacher* for January? It was an article actually suggesting that children should be promoted according to what they know, instead of according to age. Worse than that, the misguided writer wanted to restore the hateful official examinations, and give the children certificates that would actually mean something. He even mentioned the forbidden words, "selection" in the High School grades, and "retardation" of backward students in lower grades.

Surely he can be no true "liberal" or "democrat." He must be a "parafascist" (I saw the word in *The B.C. Teacher*, so it must be a good one. I guess it means anyone who isn't a communist).

How can he hope to oppose the whole trend of modern education, which is to keep children in classes strictly according to age, and compel all to travel at the rate of the slowest? Doesn't he know that all striving and struggling, in fact anything that could be called work, is anti-social? He even thinks that anyone in Grade Nine ought to know the work of Grade Eight. He evidently has never fathomed the modern system of promotion, which is that the penalty for not doing the work of one grade is to be promoted to a grade where you can't do the work even if you wanted to, and from there, the next year, to a grade

where you don't know what the work is about.

How dull it would be for the teacher, if all the children in his grade knew the work of the previous grade! He would lose all the stimulation of having to teach five grades at once. Doubtless all the city teachers would resign, and go teaching one-room country schools where they could meet a good range of intellect.

If we were to listen to this counter-revolutionary, he would probably demand reports that would let the parents know what their little darlings are learning in school, instead of keeping it a close secret as at present. All really modern teachers know that a child's grades should be based on his performance compared with his I.Q., and you must never tell the I.Q., so the parents can never know what the grades mean, if anything. The underlying philosophy is that the Programme of Studies is mainly rubbish, so it doesn't really matter whether the children learn it or not.

The basic fallacy of these ideas is in the outworn tradition that school is a place where children go to learn something. Not at all, Mr. Westmacott. "Education is life", and the business of life in school is to acquire attitudes and do enterprises. Don't spoil it by trying to teach them anything.

CANADIAN COMMITTEE FOR THE WORLD FEDERATION OF DEMOCRATIC YOUTH

A MEETING of the Canadian Committee for the World Federation of Democratic Youth was held at the Central Y.M.C.A. on Wednesday, January 8th, to discuss and make plans for the

participation of Canadian youth in the World Youth Festival to be held at Prague, Czechoslovakia from July 17th to August 20th this year. Young people from 65 countries will

attend and take part in the Festival. It is expected that between 40 and 50 thousand young people will visit the Festival. All of the largest buildings including the mammoth Sports Arena have been turned over to the Festival committee. The countries of Europe are all organizing tours, harvest camps, reconstruction camps and other facilities to receive the visiting young people.

The program will feature exhibitions and displays of the different countries, cultural activity, such as films, theatrical performances, national folk songs and dances, and sports competitions and demonstrations of special national sports. Inter-faith services, rallies and talks from outstanding personalities will be included.

The Canadian Committee has elected the following executive: Chairman, Mr. Andrew Milec, national secretary, Slovak Youth Federation; Miss Ruth Ross, international secretary, National Federation of Labor Youth, secretary; treasurer, Miss Lotte Ullman, Unitarian Youth; publicity, Miss Jean Alderwood, Y.M.C.A.

CANADIAN SALES AGENT FOR U.N. PUBLICATIONS

THE United Nations has concluded arrangements with the Ryerson Press, 299 Queen Street, Toronto, Canada, to act as sales agent for United Nations publications in Canada.

The Ryerson Press will distribute not only the official records of the United Nations organs—the General Assembly, Security Council, Atomic Energy Commission, Economic and Social Council—but will also handle the United Nations weekly "Bulletin", the official magazine issued by the U.N. Department of Public Information.

The Ryerson Press, founded in 1829, was one of several Canadian publishers recommended to the United Nations by the Canadian Government for this purpose.

Hitherto, orders for U.N. publications in Canada have been handled by the International Documents Service of Columbia University Press, New York City, the United States sales agent for publications of the United Nations.

SECRETARY-TREASURER Canadian Teachers' Federation

Application will be received before June 1st for the position of Secretary-Treasurer of the Canadian Teachers' Federation with office at Ottawa. Qualifications should include provincial teacher's certificate; executive and administrative experience, together with ability to meet the public. Initial salary—up to \$5,000, depending upon qualifications and experience. Final decision will be made in August, 1947.

Applications should be sent to:

DR. C. N. CRUTCHFIELD,
109 CASCADE AVENUE,
SHAWINIGAN FALLS, P. Q.

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.

GUIDANCE in Secondary Schools, by Ralph H. Lewis, B.A., Director of Guidance at Lawrence Park Collegiate Institute and Associate Director of the Y.M.C.A. Counselling Service, Toronto; Ryerson; pp. 83; \$1.25.

It is good to read a book on guidance, written by a Canadian about a Canadian school. To quote the author, "It is the purpose of this booklet to attempt to review briefly the establishment of a guidance program in one Canadian secondary school, Lawrence Park Collegiate, in Toronto. It is a description of a program which is the result of careful investigation and trial of methods used elsewhere, and of ideas contributed by the members of the Committee responsible for its inception in our Collegiate".

Although the title is general, this little book deals mainly with the various aspects of a vocational guidance program, after outlining the organization of the guidance committee and describing certain necessary material equipment. One very helpful feature is the reproduction of a plan for counselling offices and a variety of forms used by the counsellors for records and interviews. A short bibliography for teacher-counsellors' in-service study, and quite an extensive list of vocational guidance books for students' use, are provided. A most useful appendix lists requirements for courses obtainable at Toronto University.

It is questionable whether those who have made guidance a study will find anything revolutionary or strikingly new here, but counsellors and members of Guidance Committees would find this publication useful on their ready reference bookshelf, as all ideas are given clearly and concisely.—E. A. T.

CONSERVATION Illustrated, edited by A. R. Whittemore; published by *Canadian Nature Magazine*, 177 Jarvis street, Toronto 2; pp. 128; \$1.00 (25 or more—75c each).

Thinking adults, pricked on by a sense of duty, may keep their noses pressed against the uncomfortable grindstone of

dull statistical fact; children, not so wise, need a form of presentation less painful to nose or mind.

Conservation is a topic which can be as colorful as it is important, and this book exploits the natural interest to its fullest extent. Those who know *The Canadian Nature Magazine* need only be told that the same wide-awake approach enlivens these pages. An abundance of valuable photographs, meaningful diagrams, maps, cartoons and sketches ensures that wandering attentions will be caught and retained.

More than that, the various articles are explicit and straightforward, and most of them carry a "punch". Specific activities are not omitted. On the contrary the whole book is a call to action.

Contents include articles on soil, water, forests and their insect foes, wildlife management, fish, national parks; and finally some up-to-the-minute reference material on Canada and her resources, general principles of conservation, hints to teachers, suggested activities for juniors and seniors, some review questions and an outline for community action.

There is no need to stress the importance of this topic. Perhaps you had better begin with 25 copies.—P. J. K.

TWENTIETH Century Education, edited by P. F. Valentine; The Philosophical Library, New York; pp. 655; \$7.50 in the U. S.

This is an impressive looking volume which aims at giving an over-all view of education today. The major topics of the book will indicate how ambitious an assault is made on this far-reaching topic: Theory and Philosophy, Psychology in Education, Science and Education, Education and Society, The School and its Problems.

As one would deduce from the above, no one section can comprehend much detail, and it is therefore arguable that a book like this would be of more value to the interested layman than the teacher.—P. S.

E *EDUCATION for Tomorrow*, edited by R. M. Saunders, Associate Professor of History, University of Toronto and Associate Editor of the Canadian Historical Review; University of Toronto Press; pp. 130; \$2.00.

This recent book consists of a series of talks on the general topic "Education for Tomorrow" sponsored by the Committee representing the teaching staff of the University of Toronto. The hope of the several contributors was that their lectures might stimulate some fruitful thinking on this topic; thinking which might ultimately bring about some definite conclusions as to our educational process.

The chapter headings present many live topics. The subjects are handled by outstanding men in the respective fields; all are prominent educationists. "The Teacher", "Organization of a School System", "The University and Education", "Adult Education", and "Theories of Education" are but five of the nine vital matters treated in this book.

The writers set out to stimulate thought on our educational system and they have succeeded admirably. No teacher will complete the reading of this without being left wondering just in what direction he is going.—H. D. P.

T *THE Story of a Discussion Program*, edited by Alice Ballaine; New York Adult Education Council, 254 Fourth Avenue, New York 10, N.Y.; pp. 94; \$1.00 (less in quantity).

Arising out of a rehabilitation project

to encourage veterans and their neighbors to get together on public issues, this booklet makes an effective guide for those who would organize group discussions.

Special sections are provided for particular situations and techniques, such as visual aids, radio discussions, and so on. Topics are suggested and a bibliography given. Many of the necessary organization and administration details of such work are outlined.

One of the most interesting sections is called "Healthy Minds Made Healthier". This is written by a doctor, and speaks of the psychotherapeutic value of group discussion. The insight it gives into a specialized branch of applied psychology would be of value to teachers, who, in effect, should be dealing with discussion programs a large part of the time.—R. T. W.

C *CANADIAN Magic*, by Mary F. Moore; McClelland and Stewart, Toronto; pp. 155.

A bright dust-cover and end papers, attractive black-and-white illustrations, and a charming thread of narrative combine to make this an interesting collection of Canadian history stories.

The book appears to have been written primarily for English boys and girls. Priscilla and her friend Sally, who attend an English school, make the acquaintance of a mysterious yet kindly sprite named Chief Shining Star, who, it seems, is also "the spirit of all that has happened in Canada": Being a "sort

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of Will-o'-the-Wisp", he soon loses his more cumbersome title and is referred to by the girls as "Will".

There is the occasional false emphasis which is almost too slight to deserve comment. It would also doubtless be unfair to complain because Will doesn't somehow come up to his predecessor, Puck. Certainly, however, the book gains in interest as Will fades from its pages and more normal occurrences replace his visits. One comment that should be underlined is that this book will have a much greater appeal to girls than to boys. That fact in itself is something unique.—P. J. K.

* * * *

FIRST Lessons in Elocution, by Gloria Brent; Clarke, Irwin and Company Ltd.; pp. 75; \$1.10.

In her preface the author states: "Good speech is not the especial gift of a favored few; it is an art which can be developed by teaching and constant practice". Yet it is only in her brief final chapter that the author discusses the artistic aspect of good speech, a discussion entirely inadequate. Entirely inadequate, too, is her advice on the treatment of speech defects, a topic of the utmost complexity and to which she devotes a scant four pages.

However, this slim volume has value for anyone who wishes to improve his speech. The early chapters deal with important aspects of speech training: correct breathing, and vowel and consonant production, together with a description of the voice mechanism. The language is concise and the exercises suggested are clearly set forth.

First Lessons in Elocution will prove a useful little handbook for those interested in speech training.—E. D.

* * * *

A N Arithmetic Refresher, by A. Hooper, M.A., Clarke, Irwin; pp. 110; \$1.00.

This is a handy arithmetic guide that can readily be used as a reference or a refresher text by students or by anyone whose work requires the knowledge of fundamentals of arithmetic.

In the introductory seven pages, the reader learns how our number system began and how the Romans evolved their system. Present-day application of both systems is plentifully illustrated and

simply described by the use of the abacus.

The reader is taught how to use whole numbers, fractions, decimals and percentages. Exercises consisting of number drills and problems are of the nature one can expect to meet in every day life—they are practical.

The *refresher* is the "teacher" that will help you to "brush-up" on your school-day arithmetic.—W. W. P.

* * * *

THE Balkans: Europe's Powder-keg, by Maurice Western; Canadian Association for Adult Education; pp. 20; 10c.

This most recent of the "Behind the Headlines" series, follows the tortuous history of the troubled Balkans since 1919, and considers prospects for present peace. The catchword seems to be "given a basic understanding between the Great Powers". Two sketch maps and questions for discussion enhance the pamphlet's value.—D. T.

* * * *

OLD Quebec, Trails and Homes, by E. C. Woodley; illustrated by C. W. Jeffreys; Ryerson; pp. 137; \$2.00.

Dipping liberally yet discriminately into the fascinating sources of Canadian history, this book will provide interesting references for teachers as well as for high school students. The first section is concerned with the French, the second with the English period.

The business of the seigneurie, the life of the habitant, are brought to vivid life with the descriptions of such festivals as St. Martin's Day. The wilder ways of remoter areas like the upper Saguenay show the heroism of hardy pioneer and missionary.

The Quebec of a later day is represented by such accounts as the sugaring-off, "bees", school concerts, early trade and commerce.

The sub-title—at first glance a bit misleading—in effect accurately describes these contents with their pictures of wilderness or hearth-side. Bibliography and index add to the book's usefulness.

—P. J. K.

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LETTERS TO A COUNTRY
TEACHER

MY DEAR NIECE:

Don't be too clever. It doesn't pay in our business. Remember Prof. Terman's conclusion, that dull teachers are generally considered as successful as bright ones. So if your I.Q. is better than 120, dim your headlights a little before you turn them on your class. The best intelligence level to work at is probably about 115.

I suppose the reason why intelligence is practically useless here is that the course is made by average men, to be taught by average women and learned by average children. Anyone much above the average, at any stage, is as much out of place as one below it. I know one very clever teacher who teaches a class of morons, and likes it. From her mental level, they do not seem much more stupid than ordinary children—only more appreciative of kindness.

Some people worry because the teaching profession does not attract the best students, and think a general increase of salaries would remedy that condition. That seems to me nonsense. The teaching profession does not attract the brightest students because it does not want them. The few who get in accidentally are not by any means made welcome, and only very occasionally does one of them get a reasonably good position. Of all the higher-ups in the profession—inspectors, principals of large high schools and such—I know of two who could be called really clever (there may be a third). The rest are just industrious plodders, with no more intelligence than is needed to get a degree;

'sound' men whose every action you can foretell, because they will do everything as nearly as possible the way it was done last time.

So let that be a warning to you! If you are oppressed by the stupidity of our school system, get out before it is too late, into some line where intelligence is appreciated. But if it seems to you the best system that we can have, in the present circumstances, stay with it; you will succeed.

Ever your loving,

UNCLE JOHN.

P.S.—Yes, this year's convention will be much like last year's, not quite reduced to a mere business meeting. You will meet many interesting people, hear some good addresses, and perhaps get a chance to vote for something that will help the country teachers. But why should I go? You don't want to hear me talk, and you won't vote for my resolutions. I'll do some gardening. U. J.

DANCE INSTRUCTION

Vancouver, B. C.

March 11, 1947

EDITOR, B. C. Teacher,

Dear Sir:

The Recreational and Physical Education Branch of the Department of Education is sponsoring a series of lessons by Ted Shawn, famous dancer and highlight in the field of physical education.

Mr. Shawn will give 3 lesson periods of two hours each on April 10, 11 and 12, at the Normal School Gymnasium at 7:45 p.m. The course will be fundamental work in the field of the dance, and will include material eminently suitable for people of all age groups.

Mr. Shawn is known primarily as a dancer and choreographer, but he is an equally splendid teacher and speaker as well. To contact him in any way is an impressive experience, and it is hoped that as many people as possible will take advantage of this wonderful opportunity.

To ensure your place in the course, write at once to Ernest Lee, Director of Physical Education and Recreation, 736 Granville St., Vancouver.

Yours truly,

ERNEST LEE,

Director of Physical Education
and Recreation.WOULD YOU LIKE TO
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EXTRA-PROVINCIAL TEACHING EXPERIENCE

THE following open letter and appended remarks are published at the request of the Chilliwack Teachers' Association:

Chilliwack, B. C.,
January 28, 1947.

The Honourable G. M. Weir,
Minister of Education,
Parliament Buildings,
Victoria, B. C.

Dear Sir:

The imputation of the Cameron Report, with its discriminating grant policy regarding extra-provincial experience, has established a similar policy in the payment of salaries by local school boards.

Approximately thirty per cent of the teachers in Chilliwack District No. 33 have had experience outside British Columbia. The present salary schedule recognizes only half their outside experience and even disregards any fractional years. In many instances, it means a loss of five to six hundred dollars in salary. This situation cannot be justified.

Is it not logical to reason that if outside experience is of equal value in the classroom it should be fully recognized when the question of salary is considered? Is exchange teaching considered outside experience? If not, it would appear that only the outside experience, which is encouraged and sponsored by the authorities, is worthy of recognition on the grant scale! It is obvious, therefore, that the present grant policy is nothing more than financial discrimination for the sake of economy.

We respectfully urge you to request full recognition of outside experience. We feel certain that once the department grants us full experience credit, local boards will follow suit.

Yours very truly,

AVERIL McKECHNEY.

(Spokesman for the teachers concerned in Chilliwack area).

We would strongly urge all Executives of B.C.T.F. locals throughout B.C. to take immediate action on behalf of their own minority group suffering from discrimination. Also each teacher should take individual action to add emphasis to the demand. If immediate, concerted action is taken we have reason to hope

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AVERIL McKECHNEY,
Secretary, Chilliwack T.A.

EXTRA-CURRICULAR COMPENSATION

Lord Byng Senior High School,
Vancouver.

Editor, *The B.C. Teacher*:

The article you published on the Minneapolis Schedule of Extra Pay for Extra Work should strike right home to the teachers of B.C.

I know of no trade or profession these days in which overtime is not only unlimited and unregulated but is wholly unpaid. The potential, if not the actual, abuse to which this practice lends itself is too obvious to need comment.

It is, I suppose, axiomatic that a teacher's work is never done in that the very nature of his, or her, job entails work at home of an evening and during school holidays—work which is as far as it cannot accurately be gauged, and therefore cannot be remunerated, onerous as at certain seasons it must necessarily be. This is in itself, it seems to me, one of the strongest arguments in favor of extra-curricular compensation in cases where such extra work and the time involved can be more or less definitely prescribed and measured, in many cases with complete accuracy.

For a long time we teachers have shouldered willingly and performed ungrudgingly extra-curricular burdens that have been unequal and sometimes discriminative. The modern extended curriculum, though it may have absorbed some of these activities into the bounds of curricular hours has on the other hand bred numerous other activities for which there is no time allotment in the school day.

In brief what we now seem to need are:

- (i) An exact definition of what constitutes extra-curricular work;
- (ii) A fair and impartial allocation of such work;
- (iii) Its frank official acceptance as overtime employment;
- (iv) An opportunity to refuse extra work without loss of status or embarrassment;
- (v) One free period a day for the organization, preparation and cor-

rection of intra or extra curricular work. This free period should be regarded as absolutely essential to those handling overtime work, but to avoid discrimination should apply to all teachers.

- (vi) Fair remuneration on a known and declared scale for such overtime work.

We are all, it may be presumed, anxious to see the productive life of our schools enriched and extended. That this tendency should exist is right and inevitable, and it is up to us to foster and co-operate in its growth. Our school day is strenuous enough, but not too long. In recent years pupil participation in matters extraneous to the curriculum or merely related to it has greatly and very profitably increased, especially in the direction of Music, Dramatics, Debating and Hobbies generally. It would seem that the time has now arrived to organize and regulate these worthwhile activities better in the interests of the teachers concerned as well as the pupils themselves.

Finally as to the compensative schedule. Apart from the details the basis might perhaps be made tri-divisional thus:

- (1) Regular "after-class" activities of 1 to 2 hours duration (e.g., Clubs). Compensation on a monthly basis.

- (2) Regular lunch hour activities (e.g., musical programmes). Compensation on a monthly basis.

- (3) Illimitable and intermittent activities (e.g., Games, coaching and supervision, school play production). Compensation on a termly or semester basis.

Care would have to be taken (as is pointed out in the Minneapolis plan) not to infringe on legitimate curricular courses and activities. The line of demarcation might have to be drawn somewhat rigidly and be reviewed periodically, perhaps even annually, in the light of any new policies initiated, or courses put on.

That this matter is one which concerns the majority of the teachers of British Columbia is my sole excuse for proffering these few suggestions engendered, I have frankly admitted, by the apparently happy conditions prevailing in Minneapolis. I trust they are neither inopportune nor impertinent.

Yours very truly,
R. B. WESTMACOTT.

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News, Personal and Miscellaneous

TEACHER EXCHANGE

A CONSIDERABLE number of enquiries pursuant to teacher exchange regulations have been received recently by the Federation Office. The following points are given for the information of those concerned:

1. Matching of candidates is now done in the Canadian Education Association office.
2. Approved applications are to be forwarded by February 1st.
3. Applications will be matched during the third week of February and returned to provincial officers for completion of exchange arrangements.
4. If the exchange arrangement is not completed application forms will be returned to the C.E.A. secretary by April 1st if the teacher desires some other exchange. Other late applications will also be sent for matching at this time.
5. Final arrangements are to be made by May 15th.
6. Teachers may apply for exchange positions in other provinces of Canada or in the United Kingdom. Application forms may be completed for exchange in the U.S.A. on the understanding that results cannot be guaranteed. It is not likely that exchanges with other English-speaking countries can be arranged during the coming year.
7. Bursaries of \$50.00 to help defray travelling expenses are available through the courtesy of the Imperial Oil Co. Ltd.
8. Further details may be obtained from any of the School Inspectors or from Mr. T. F. Robson, Registrar, Department of Education, Victoria.
9. Application forms are available from Mr. Robson.

THE NATURAL PLEASURABLENES OF LEARNING

D R. Thiselton Mark, realizing with regret that his name would not be known to readers of *The B.C. Teacher* writes supplementarily as follows:

More than forty years ago I visited Canada, when preparing reports primarily on American education. Both here and across the border I found definite consciousness of aim. Numbers of immigrant children were pouring in. What was made of them was in great measure what the New World was to become. Everything emphasized the pupil.

Acting upon a well-nigh lifelong urge, I came out as an old-man settler in 1937. Almost at once I felt a change. In little more than a year I wrote to the press on "School is Less a 'knowledge shop' Than a Power Station"; "Books and Brains" and the like. The new Programme of Studies of, roughly, ten years ago contained, with very minor exceptions, fine teaching principles; but seemed, if anything, to emphasize the academic trend. This means, in a word, that the stuff in the book seems to have been gaining precedence over the stuff in the boy.

A glance at *The B.C. Teacher* shows that teachers in increasing numbers are gravely concerned that largely under curriculum pressure, this should be the case. The joy note is tending, excepting in cases like those of still happy six-year olds, to fade out. The teacher, one reads "is forced to teach the subject rather than the student"; pupils "pulling more and more away from us year by year".

My venturing to write, in an opposite sense, of the natural pleasurable of learning had confirmation, by happy chance, in the letter of the same issue 'To a Country Teacher': "The ideal school would be one to which children would rush 'as greedy boys to a feast'".

At one point I wrote "crams". In view of the devil-and-deep-sea situation between curriculum and examinations, I would fain have written instead "works hard at the subject".

Causes beyond the teacher's immediate control tend to dispossess teacher and pupil alike of what might otherwise be full-hearted joy in their work in

school. May we not feel sure that we shall not look in vain for a response to the implied appeal from principals at the last Easter Convention for a closer harmony between the ideals of the Programme of Studies and the everyday possibilities of the classroom?

Kindly forgive this further trespass on your space.

U.B.C. SUMMER SESSION 1947

THE Summer Session of the U.B.C. opens on July 2, 1947. As a large attendance is anticipated, the matter of early registration is vitally important. Students should complete registration and attend the lectures of the opening day.

Your co-operation in this matter will be greatly appreciated by the Registrar's office and by your S.S.S.A. Executive.

DON SMITH,
Sect. S.S.S.A.

REDUCED RAILWAY FARES

THE following reduced fare arrangements have been authorized by the Railway Lines, members of this Association for teachers and students of Canadian Schools and Colleges in connection with the Easter holidays:

TERRITORY:

Between all stations in Canada.

CONDITIONS:

Tickets will be sold to teachers and pupils of Canadian Schools and Colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

FARES:

Normal one-way first class, intermediate class or coach class fare and one-quarter for round trip, minimum fare 30 cents.

DATES OF SALE:

Tickets to be sold good going Friday, March 21, 1947, to and including Monday, April 7, 1947.

RETURN LIMIT:

Valid for return to leave destination not later than midnight Tuesday, April 22, 1947.

Tickets will be good for continuous passage only.

Note:—Your particular attention is called to the essential condition that Form 18W may be issued only to Principals, members of the teaching staff and pupils of the schools and colleges in Canada, for their personal use.

A supply of the Vacation Certificates (Form 18W) referred to above may be obtained on application to this office. Please state the number of certificates that will be required, and be sure to give full name and address of the school or college.

Canadian Passenger Association,
Roy H. Powers,
Vice-Chairman.

320 Union Station,
Winnipeg, Man.

IT IS FUN TO KNOW ABOUT BIRDS

INTRODUCE your class to the outdoors this spring by forming an Audubon Junior Club! Audubon Junior Clubs are nature clubs sponsored by the National Audubon Society to teach children through bird study to discover some of the wonders of plant and animal life and to awaken their interest in the conservation of wildlife and other natural resources. A special endowment for these clubs enables the Society to supply its clubs with the following interesting materials:

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Every club receives News on the Wing, the Junior Club paper—three spring issues. The paper contains pictures, puzzles, news items, stories contributed by club members, and many suggestions of things to do.

Every Club Adviser, the teacher who forms the club, receives Audubon Teachers Guide—a special booklet, attractively illustrated and containing many suggestions for nature adventures to be experienced outdoors and in the classroom. The Guide explains how to make bird houses, bird feeders, bird calendars, take field trips, plan good club meetings, describe plant and animal habitats, discuss the protection and conservation of American wildlife and contains a good bibliography of nature books.

It is easy to form an Audubon Junior Club. Any group of ten or more children of elementary, junior or senior high school age may form a club. Each club has an adult adviser, the teacher. Club dues are ten cents per member for the school year and are paid to the club adviser who mails the combined club dues, together with her name and address, to Children's Clubs, National Audubon Society, 1000 Fifth Avenue, New York 28, N.Y.—being sure to state how many sets of Junior or Senior edition leaflets are needed.

Clubs may enroll at any time during the school year. Enroll early and enjoy as many weeks of fun as possible.

CURE FOR COLDS IS PREVENTION

CONSIDERING the remarkable advances made by science in the last five or six years it seems most strange that no cure has been perfected for the common cold, an ailment which accounts for such an astounding amount of absenteeism each year. However, this remains the case and adults as well as children continue to fall prey to germs of the common cold. There is a possibility though that children are more susceptible to common colds because they have not as yet learned that the application of the sound rules of cold prevention applies to children as well as to adults.

Fortunately, if a cold is prevented there is no need for a cure, so we are listing below seven simple rules for cold prevention:

1. KEEP FEET DRY.

Remember to wear rubbers when it's wet and not step into rain puddles just for the fun of splashing.

2. DRESS FOR WARMTH.

It isn't "sissy" to wear overcoat and warm hats and gloves—wear them rather than get a cold chill.

3. STAY OUT OF DRAFTS.

Get plenty of fresh air, but do not sit in the draft and catch a cold. It's easy to move, and sometimes helps avoid getting a cold.

4. EAT PROPER FOOD.

Fruit juices, hot oatmeal, eggs, vegetables, milk, etc., are good for you. They give strength and energy—build up resistance to colds.

5. DRINK PLENTY OF WATER.

Drink at least six glasses of water every day, especially if there are any signs of a cold.

6. AT THE FIRST SIGN OF A COLD.

Instead of using damp, rough handkerchiefs, always blow your nose with gentle tissues. Because you use each tissue only once, then destroy it, germs and all, there is less danger of spreading your cold to others . . . and you may avoid a sore, red nose.

7. IF YOUR COLD GETS WORSE,

SEE YOUR DOCTOR.

Care and common sense will help you avoid colds . . . but if you catch cold and it gets worse . . . especially if there is the least sign of fever . . . go to your doctor and do what he tells you to do.

To help teachers in their program of health education, the manufacturers of Kleenex tissues—Canadian Cellucotton Products Co. Ltd., 330 University Avenue, Toronto, have had a number of "Honour Roll Health Pledges" made up for students. These "Health Pledges" are free of charge and have proven most helpful to many teachers in educating their students in the simple fundamental principles of "Cold Prevention" by establishing a sort of game. Students always try to merit these "Honour Roll Health Pledges" and in so doing automatically carry out the seven cold prevention rules. This unique, indirect approach is one of the easiest, yet one of the most successful ways in assuring more complete attendance in your classroom. A written request will bring you an Honour Roll Health Pledge for each student . . . the compliments of the manufacturer, Kleenex.

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