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BC Teachers Volume XXV Number 4

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JANUARY, 1946

VANCOUVER, B. C.

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THE B. C. TEACHER

VOL. XXV., No. 4.

JANUARY, 1946

VANCOUVER, B. C.

SHOULD OUR LOCAL ASSOCIATIONS BE REORGANIZED?

MR. LAWRENCE GARSTIN of Kimberley, in an article appearing elsewhere in this issue, raises for discussion purposes the question of what type of Federation organization would best serve the interests of the teachers of this province.

Constitutionally, at present, the B.C.T.F. is an association, not a federation. That is to say, teachers are members of the Federation first and of their local association second. This set-up came into being as a result of an amendment to the constitution passed in 1940, designed to give the Federation power to take part in any local association negotiations or representations clear of any red herring charge of outside interference that might otherwise be raised.

In practice, however, the Federation gives considerable autonomy to locals on any matter affecting solely the interests of the teachers of that district. As a general rule, it limits itself to advice, avoiding direction, and acts only in consultation with the officers of a local association even on a matter referred directly to it by an individual teacher.

Mr. Garstin makes reference to the unity of the Federation. In passing, it should be emphasized that there is at the moment, within the Federation a gratifying spirit of common purpose and interest upon which in an organization of this size it would be very difficult to improve. All the up-country geographical representatives on the executive, we are certain, will bear witness to this fact which is also evident from minutes of executive meetings which are sent to local associations regularly. Mr. Garstin makes it clear in his article that he is not disputing this point and that he has not written in any spirit of criticism. In pointing out the necessity of a system or organization that will ensure unity for all time he does us a very real service.

Personally, the Editor is of the opinion that there is nothing very fundamentally wrong with the present form of organization of the Federation. An attempt has already been made by the Executive to put into effect some of the improvements Mr. Garstin suggests, particularly in regard to the centering of committees in areas away from the Coast but the real problem is in activizing the locals to the point that they are willing and anxious to do committee work. At the present time, too many local associations tend to smolder along, blazing into flame only occasionally when a salary problem comes to the fore.

The Federation executive has been attempting to meet this problem in four ways: (1) by making it the responsibility of each geographical representative to keep closely in touch with all the locals and unattached teachers in his district even where this involves the necessity of paying for time off from school duties and travelling expenses; (2) by making it possible for the President and other Federation officials to meet personally as many teachers as

possible throughout the province so as to become familiar with their needs and problems; (3) by directing the Public Relations Committee to make a special effort to arouse in the membership an active interest in Federation affairs and a willingness to share in Federation work; (4) by enlarging the staff of the central office so as to permit of more direct personalized attention to the problems of teachers in the remote districts. The increase in fees decided upon by the last Annual General Meeting was largely designed to make these activities possible.

Effective organization of local associations, and hence effective decentralization depend upon two factors; namely, a large enough group of teachers who can conveniently meet regularly and a community of interests that will make it possible to plan worthwhile meetings. The creation of larger administrative units should help provide the second of these determinants in that all teachers within any given larger unit, being all under the same School Board, will have the same interests as to matters which occupy the business part of a meeting. At the present time, in associations made up of teachers of several school districts, problems are continually arising which are of concern only to a portion of the members at any one time. Locals organized on the basis of the larger unit would do away with this difficulty.

Often overlooked, moreover, is the fact that teachers have a community of interest arising out of the very nature of their work, apart from any matter of "business" that causes common concern and necessitates common action. This second community of interest is too rarely tapped in program planning and something should be done about this problem.

In short, then, the question of decentralization versus centralization is only one facet of a many sided problem of activizing locals but it is an important question and one which the Editor hopes will, as a result of the publication of Mr. Garstin's article, be debated thoroughly along with the other issues involved as brought out in this editorial.

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President's Message

JANUARY, 1946, finds the education programme of our province face to face with a host of new plans and possibilities. The implemation of the recommendations of the Cameron Report promises to bring about some of the most far-reaching changes in the admin-



B. C. GILLIE, President
British Columbia Teachers' Federation

istration of education which we have seen in many a day. We must not forget that such changes in administration can never be superficial, a sort of veneer which leaves the underlying values unchanged; they cannot but vitally affect the whole system to its very foundation. That means that ordinary teachers, such as you and I, are going to find many things different even down to the way we do our daily tasks in our schools and classrooms. There are going to be problems and situations we have not faced before. Are we going to like these changes? In so far as most of us are reasonably human, our students opinions sometimes to the contrary, notwithstanding, it is quite possible that our first reactions on a purely personal plane may be "No"; we just

won't like being jolted out of the comfortable niche (polite for "rut") many of us have been occupying. Inertia is a term used in physics books, I believe, but it can also apply to human beings some of whom know very little about "physics". But if I can make any claim to the possession of even a fair understanding of the teachers of this province and the principles which guide them, I feel completely confident that their reactions are going to be one of the strongest supports upon which the new system will rest. Teachers, by the very nature of their calling, are idealists, and when faced with decisions which call for them to place their personal convenience second to the interest of the youngsters, there can and will be only one answer. I say this now, because already I hear it being discussed by people outside the profession. "These changes," they say, "aren't going to be popular with many teachers for it involves personal sacrifices and without their support it will never work." Such a charge can only reveal a woeful ignorance of the ideals which guide the teaching body of this province. These are the reforms we have urged and striven for, for years, and nothing could be surer than that we see no reason to change our minds. My recent trip through the province during which I met many hundreds of teachers, has assured me of this, if such assurance had been necessary, and I

welcome the opportunity to pass it along to all who may be interested.

Then we have plans for a new teacher training programme in process of preparation, some major curriculum adjustments, and a host of new buildings planned, to mention only a few more of the developments scheduled for the coming year. Just how these will affect us has yet to be determined, but if the organized body of teachers of this province can in any way serve to assist in these projects over and above the opportunities at present before us, I know I speak for all teachers when I pledge our fullest co-operation. As teachers we are keenly interested in any phase of education, but of particular importance to us are those projects which may in any way affect our profession from the standpoint of its attractiveness to those outside it, especially if they are of an age and type likely to be interested in entering it. The history of state education in Canada has to a considerable extent, revolved around the personnel of those who took to teaching as a vocation, and probably the greatest obstacle to real progress has been that so many of our men and women who could have brought a truly great contribution to our developing citizenry, were attracted elsewhere. The reasons are many and varied, obvious and obscure, but at least of this we are sure—that teaching hasn't been so attractive as it must be if education is to continue to be worth even the modest amount we have been spending on it. Many of the changes facing us for consideration at this time, have tremendous potentialities for helping to enhance our profession along lines so badly needed. That, in itself, attracts our keenest interest and merits our strongest assistance. I sometimes wonder how long it will be before we'll get that altered inflection on the little word, "Oh", from strangers in reply to the statement, "I'm a teacher." Perhaps sooner than we have anticipated. And perhaps, too, a different inflection on the *statement* would have infinite possibilities, don't you think?

So, the new year comes, fraught with an infinite variety of challenging possibilities. That is how we would want it, now and every year. Whether we like it or not, the whole "business" of education is assuming an importance in the consciousness of people of every land such as no other age has seen; whether we like it or not, we are inextricably involved, the consequences we cannot avoid, for to do nothing would inevitably mean that we had done a great deal—of harm. Opportunities to serve the unborn generations will never surpass those confronting educators like ourselves, today. The challenge is the stimulation. Your president wishes you "Good Luck".

B. C. GILLIE.

PERTINENT POINTS ON PENSIONS

ERRATA IN DECEMBER ISSUE:
Page 93—Disability Pension.

(a) Service Pension:

20 years..	\$25.00 should read..	\$30.00
10 years..	10.00	10.00

\$35.00 should read.. \$40.00

Widow's Pension:

Annuity:

$\frac{1}{2}$ of \$55.00 =	\$27.50 should read
$\frac{1}{2}$ of \$50.00 =	\$25.00

Total should read..... \$47.50
More Pertinent Points later.

B. C. T. F. and Kindred Associations

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

CHRISTMAS EXECUTIVE MEETING

PRESIDENT B. C. Gillie presided over a two day Executive Meeting held in Hotel Vancouver on December 28 and 29 at which all geographic districts were represented.

Mrs. J. M. Rankin again represented the Victoria Normal School students while Miss R. White attended on behalf of the U.B.C. Teacher-Training Class. Vancouver Normal School was not represented.

PRESIDENT'S REPORTS

Mr. Gillie reported that he had travelled over 3000 miles in attending various Fall Conventions and Local and Staff Meetings. He made numerous personal contacts with individual teachers, school board members, and Parent-Teacher groups. Vice-President C. J. Oates, Past-President F. J. McRae, the General Secretary and Assistant General Secretary also attended some Fall Conventions.

Mr. Gillie stated he was particularly gratified at the healthy attitude shown toward the Federation but was concerned over the lack of knowledge among teachers of the various services offered by their Federation.

The President informed the Executive that, upon invitation, he and Mr. Ovans had attended the B. C. Trustees' Convention held in Vancouver on December 3, 4 and 5. Resolutions passed by the Convention favored sex education if given by properly qualified authorities; practice teaching by student teachers under carefully selected teachers only; a complete survey of the Public Schools Act in the light of requests from many school boards for amendments to those sections dealing with teacher tenure and arbitrations; and compulsory school cadet training. A resolution asking for a shortening of the period during which teachers may resign from a former position was referred to the Trustees' Executive. Strong support for the implemation of the recommendations of the Cameron Report was noted.

The Executive was pleased to hear the President report that the Department of Education had set up a Committee on Teacher-Training and that he had been invited to attend on behalf of the Federation. The Committee consists of the

Superintendent, the Chief Inspector of Schools, the Registrar of the Department, the Principals of the two Normal Schools, and Dr. M. A. Cameron and Mr. C. B. Wood of the University. The Committee will meet for the second time on January 9th.

REPORTS BY GEOGRAPHICAL

REPRESENTATIVES:

Individual reports by Geographical Representatives indicated in most instances an increased interest in Federation activities with promise of a new membership record. Education Week appeared to be much more effectively observed this year. There was evidence that the Federation's request re rights of teachers in public office has gained considerable support from numerous municipal officers with some Councils passing formal motions of approval. The Kimberley Municipal Council and the East Kootenay and Okanagan Valley Branches of the U.B.C.M. have endorsed the proposal.

TEACHER-PUPIL RATIO:

A communication from the Superintendent of Education gave the Department's ruling on the teacher-pupil ratio re the number of teachers allowed on the grant basis. Teachers of Home Economics and Industrial Arts are excluded in estimating the number of teachers allowed on the teacher-pupil ratio but grants are given for them in addition. It has been the policy of the Department to pay a grant for the supervising principal where such position has been approved by the Department.

CONVENTION:

On recommendation of the Convention Committee the Executive approved of setting the deadline for resolutions and committee reports as at *March 1st*. However, any resolutions or reports ready before that time should be submitted to the Federation office as soon as possible. Local Associations should receive copies of all resolutions and reports by *March 20th*, thus allowing approximately one month for holding local and council meetings to discuss Convention matters.

GROUP FIRE INSURANCE:

The Executive approved the offer of Christie-Larson Insurance Agencies,

making fire insurance available to Federation members at a reduced cost. Complete information will be forwarded to individual members shortly.

PUBLICITY AGENCY:

A recommendation of the Public Relations Committee that the Federation employ the services of the Christie-Ryan Publicity Agency on a four-months' trial basis was approved. For a moderate retaining fee this Agency will prepare press releases on the more important Federation matters and will assist in other phases of Public Relations work.

RECOGNITION OF TABLE OFFICERS:

The Executive was unanimous in its decisions to allow free Federation Fees to the table officers during their term of office, retroactive to July 1st, 1945. The Finance Committee was instructed to investigate the possibility of having a President's Button made to be given to all past and future holders of this position as a memento of their term of office.

CAMERON REPORT:

The principal recommendations of the Cameron Report were endorsed by the Executive. A motion was passed commending the Government's decision to implement the recommendations and pledging the support of the members of the Federation in this regard.

The following proposals are to be presented to the Government through the Department of Education:

- (1) That in determining grants full recognition be given for past teaching experience, anywhere, in any type of school;
- (2) That in initial placement on the grant schedule teachers be placed on the step warranted by their experience as at September, 1945;
- (3) That the salary grant schedule have one basic scale for junior and senior high school teachers, to be known as the secondary schedule, with modifications where qualifications are less than those required by the Schools Act for that type of position;
- (4) That a special allowance be made for all specialists in composite high schools;
- (5) That the Supervising and Operational Grants be determined on a basis of net enrolment rather than on average daily attendance, as suggested;
- (6) That a grant for secretarial help for schools be determined;
- (7) That the areas termed as "isolated" and thereby qualifying for the "isola-

tion grant" be given further study;

(8) That Clause 2 on page 72 of the Report, relating to a lower maximum salary grant for teachers with second class certificates, be deleted.

AUTOMATIC MEMBERSHIP:

As instructed by the 1945 Annual General Meeting the Executive prepared plans for renewing the request for automatic membership with provision for individual teachers to write themselves out of Federation membership if they so desired and with provision for other allied clauses.

PENSIONS:

Minor points on pensions are to be taken up with either the Provincial Secretary or with the Cabinet, as may seem advisable and major problems are to be left over for study and report by the Pensions Committee. It was agreed to press now for a "layman's" report on the actuarial status of the present Act.

DELEGATION:

The delegation to interview the Cabinet and the Minister of Education on Federation matters was named to include the President, First Vice-President, General Secretary and Chairman of the Salary Committee.

DINNER HONORING DR. S. J. WILLIS:

On the evening of December 29th, a dinner was held in Hotel Vancouver to honor Dr. S. J. Willis on his retirement from a long and valuable service as Deputy Minister and Superintendent of Education. Unfortunately, circumstances were such that on short notice Dr. and Mrs. Willis had to change their plans and were unable to be present.

President Gillie read to the gathering the illuminated scroll to have been presented to Dr. Willis. This and a silver tea service will be presented to Dr. Willis at his home by Mr. Gillie on behalf of the B.C. Teachers' Federation.

Besides members of the Executive the following guests were present:

Dr. G. M. Weir, Minister of Education;
Dr. M. A. Cameron, head of the Education Department at U.B.C., and Mrs. Cameron;
Mr. A. R. Lord, Principal, Vancouver Normal School;
Mr. H. N. MacCorkindale, Superintendent of Vancouver Schools, and Mrs. MacCorkindale;
Mr. J. Henderson, Chairman, Vancouver School Board;
Mrs. C. W. Mellish, President, Provincial Parent-Teacher Association;
Mrs. E. O'Connor, representing the B.C.

Provincial Government Employees' Association;
L. Rowbottom, representing the Vancouver Junior Board of Trade;
N. F. Black, lifelong friend of Dr. Willis;
J. M. Rankin of the Victoria Normal School;
R. White of the U.B.C. Teacher-training Class.

WEST KOOTENAY CONVENTION

ABOUT 230 teachers attended a very successful and interesting convention held in Nelson for the West Kootenay and Boundary teachers from November 1 to 3.

There were many outside speakers to talk with topics in their particular field. M. A. Cameron, of the University of British Columbia, spoke on his report and at the banquet on Friday evening, Dr. Henrietta Anderson held a gathering with the subject "New Maps for Old." The B.C. Teachers' Federation was ably represented by Mr. C. Gillie, President, and Mr. C. D. Mans, General Secretary. Mr. E. Lee, of the Provincial Normal School at Vancouver, spoke very capably both at the afternoon meeting of the teachers on Thursday and at the panel discussion the next day.

Two of the sessions were open to the public and both were well-attended. At the evening meeting on Thursday, Dr. A. Cameron spoke on "Financing Education in British Columbia." Friday afternoon a panel discussion was conducted on "What Are We Doing About Juvenile Delinquency?" This programme was in charge of Mr. D. G. Chamberlain of Rossland. The speakers were: Mr. R. Outer, Music; Mr. B. B. Crawford, Art; Mr. D. Roberts, Recreational Reading; Mr. E. Lee, Sports Activities; Mr. J. Gower, Wood and Metalwork; Miss J. Orr, Applied Art.

A varied programme was organized for teacher attendance only. Various group meetings were conducted to which the teachers brought their problems for discussion.

The rural teachers were given the opportunity of seeing a rural school in session. The school at South Slocan was opened to visiting teachers for Thursday morning. At the same time, all the schools in Nelson held open house for those teachers who wished to observe there.

Another panel discussion, for the teachers only, took place on the first day

of the convention. The topic of this discussion was "Educating for Leisure." The speakers on this programme were: Mr. J. W. Smith, Social Assistance; Magistrate Parker Williams, Judge; Mr. E. Kelter, Recreational Leader; Mrs. T. J. S. Ferguson, Parent; Rev. A. Stewart, Minister; Dr. H. Anderson, Educationalist; Dr. M. A. Cameron, Chairman.

EDITH LAWSON,
Secretary,
Convention Committee.

NORTH CENTRAL DISTRICT COUNCIL

COUNCIL activities are once again directed by Mrs. Lorna Yardley of Prince George, who is also the Geographical Representative on the B.C.T.F. Executive. Wilf. Murray of Quesnel serves as secretary and Miss Margaret Timmons, McBride; Joe Phillipson, Williams Lake; Vic Montaldi, Burns Lake; and Bill Gray, Smithers, are the other representatives.

Two meetings have been held to date, both at Prince George, and a general increased interest in Federation affairs has been reported.

Vic Montaldi is continuing to serve as B.C.T.F. representative in the Burns Lake area as distances between schools make it impossible to organize a Local Association for the district. Miss Margaret Timmons has been appointed to serve in a similar capacity for the McBride area.

Mr. Montaldi has undertaken to prepare and circularize news letters to inform members of the North Central District of the Council activities and of the more important Federation matters. This means of contact will undoubtedly serve a very useful purpose in this area and in other areas where frequent contacts between teachers is impossible.

SOUTH OKANAGAN TEACHERS' ASSOCIATION

THE S.O.T.A. held its second meeting of the year in Summerland on Wednesday, December 5th. Fifty-five members from Peachland, Summerland, Kaldenen and Penticton sat down at 6:30 p.m. to a turkey dinner served by the Summerland Rebecca Lodge.

After dinner, President Frank Laird introduced Dr. F. W. Andrews, who, for half an hour, told stories of his experiences as a medical practitioner in Summerland since 1908.

The business meeting which followed dealt chiefly with the Cameron Report, a resumé of which was given by Mr. Dick Pritchard, Geographical Representative for the Okanagan Valley. Concern was expressed over the danger of the public misinterpreting Dr. Cameron's intention in suggesting the salary schedule given in the report. Other points discussed were: Convention Attendance Cards, and the time of business meetings at Conventions.

It was decided to hold the next meeting in Penticton in January.

KELOWNA AND DISTRICT BRANCH MEETING

THE November dinner meeting of the Kelowna and District Branch of the Okanagan Valley Teachers' Association was held at 6:00 p.m. Wednesday, November 28th, at the Royal Anne Hotel.

Members of the Kelowna Health Unit were the guest speakers. These included Dr. Avison, Miss Monica Frith, Miss Betty Plummer and Miss Edith Newby.

During the business meeting, the sessions of the recent O.V.T.A. convention held at Penticton were discussed.

What Are Public Relations?

By L. J. PRIOR, Chairman, Provincial Public Relations Committee

ABOUT three years ago, a "publicity" committee which had been set up for a special job was converted by convention vote to a continuing "public-relations" committee. A long-established federation function was thus formally recognized.

Public relations resists rigid definition. In general, public relations are those activities which help create a sympathetic or favorable attitude or opinion towards some individual, group, product or service. It is the exceptional industry or association which can afford to do without a service of this kind to-day. In a later article, the reasons for public relations will be analyzed.

It can bear repeating that public relations work is actually nothing new to B. C. teachers. Education week and visitors' days are essentially "public relations." But there are other means which can and should be used constantly. These are the press, the radio, motion pictures, and public addresses. Finally, each teacher is a public relations worker in his daily contacts with friends and strangers.

The job of the Provincial Public Relations Committee is to coordinate and to give some direction to the work which is carried on by local associations. By its very nature, public relations work requires definite objectives if activities are to be effective. These objectives, approved by the Executive Committee, have been distributed to all Locals.

Local associations are urged to establish a special committee for this work. To date, we have received notification from twenty locals that this has been done. The work of public relations is

really far too onerous to be added to the burden of over-worked executives.

With this thought in mind, the accompanying cartoon was authorized to tell the story in its own way. We are convinced that more teachers must take an active part in federation affairs if the B.C.T.F. is to flourish. There is room for many volunteers in the field of public relations.

VISUAL EDUCATION EQUIPMENT

BELL & HOWELL
PROJECTORS

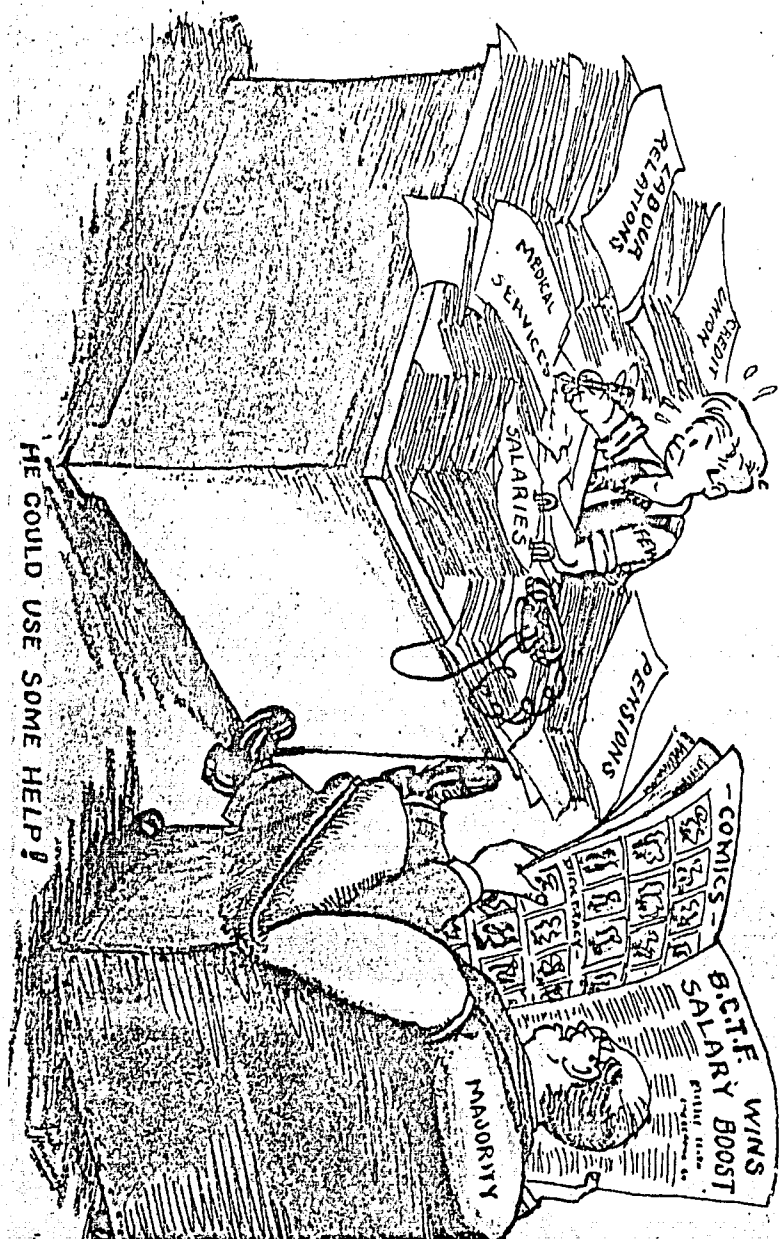
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Impertinent Questions About Pensions

By LARRY H. M. BREADON

THE article "Pertinent Points on Pensions" in the December issue was most interesting. In the hope that some of the brethren of the Teachers' Federation may be as interested as I am, I should like to point out some of the points pointedly omitted from the article.

Taking the example chosen in the article, the following chart compares the teacher's cash contributions to the Pension Fund, the Disability Pension which he might receive if retired by the Medical Board, and the Widow's Pension which his family might draw in case of his death at age 50, 55, 60 and 64 respectively.

CHART

AGE: 50 years.

CASH CONTRIBUTIONS (during 21 years)	DISABILITY PENSION	WIDOW'S PENSION
Age 50 years	Service:	Service:
\$1302.00 + (3 units at \$4.15	20 years \$30.00	1/2 of \$40 \$20.00
for 9 years)	10 years 10.00	(While single)
1120.50 = \$2422.50	Amnity:	Amnity:
	1/2 of \$50 \$25.00	1/2 of \$50 \$25.00
	+ 9/24 of \$25 9.37	(For life)
	34.37	Total \$45.00
		(For life if single)
	Total (single	
	life plan) \$74.37	

The teacher has now invested \$2422.50 + 1% to service pension since 1941 and has given 30 years' service. (The \$1302 is the amount contributed under the former Act, 1929 to 1941).

His Disability Pension, if he chose the Life, guaranteed 10 years' plan, would guarantee about \$6080.00.

The Widow's Pension may not be guaranteed. If she lives and remains unmarried, she will collect the amount of cash contributions, without interest in 4 1/2 years; if she should remarry, in 10 years. After that, she may live long enough to collect interest on the 21 years' investment and part of the service pension earned.

AGE: 55 years.

CONTRIBUTIONS (26 Yrs.)	DISABILITY PENSION	WIDOW'S PENSION
\$2422.50 + (124.50 X 5)	Service:	Service:
622.50	20 years \$30.00	1/2 of \$45 (single) \$22.50
\$3045.00	15 years 15.00	Amnity:
		1/2 of \$50 (life).... 25.00
	1/2 of \$50 \$25.00	(Life if single) \$47.50
	+ 14 of \$25 14.58	No guarantee: Would re-
	24	cover cash without inter-
	(Life) \$84.58	est in 5 1/3 yrs. if single;
	Life Guar. 10 yrs..... \$7400	in 11 1/4 yrs. if remarried.

AGE: 60 years.

CONTRIBUTIONS (31 Yrs.)	DISABILITY PENSION	WIDOW'S PENSION
\$3045 + \$622.50 = \$3667.50	Service:	Service:
	20 years \$30.00	1/2 of \$50 (single) \$25.00
	20 years 20.00	Amnity:
		1/2 of \$50 (life).... 25.00
	Amnity:	(Life if single) \$50.00
	1/2 of \$50 \$25.00	No guarantee: Cash, no
	+ 19 of \$25 19.79	interest, recovered in 6
	24	years (single), 12 1/4 yrs.
	(Life) \$94.79	if remarried.
	Life Guar. 10 yrs..... \$8846	

AGE: 64 years.

CONTRIBUTIONS (35 years)

\$3667.50 + (124.50 × 4)

498.00

= \$4165.50

DISABILITY PENSION

Service:

20 years \$30.00

24 years 24.00

Annuity:

½ of \$50 \$25.00

+ 23 of \$25.... 23.96

24

48.96

(Single life)..... \$102.96

(Life guar. 10 yrs., \$10,800)

WIDOW'S PENSION

Service:

½ of \$54 (single) \$27.00

Annuity:

½ of \$50 (life).... \$25.00

(Life if single) \$52.00

Cash, no interest, 6 2/3

years (if single); 13 5/6

years (if remarried).

Since one more year's contributions would pay for a pension of \$105.00 per month for life, which could be guaranteed on the 10-year plan for about \$11,000, it would seem that \$10,000 Life Insurance is required to protect the investment.

My questions are these:

1. Why should a man who is disabled and likely to die soon or who retires in poor health at 65 years, not be permitted to choose a life and last survivor pension on the guaranteed plan? (The amount, of course, to be the actuarial equivalent of a single life pension.)

2. Why should the amount of a man's estate which he has earned by service and paid for in cash contributions, depend, in case of his untimely death, on the age of his wife or whether or not she remarries?

3. Why should a married man, as he grows older, be compelled to pay more and more for less and less. The longer a man contributes to the Pension Fund, the less his family can expect to get out of it, in case of his death before reaching pension age (because his wife's expectancy of life is shorter each year). A female teacher may nominate a dependent relative and choose a guaranteed pension. An unmarried male teacher may not leave any pension to a dependent relative (another Why?) If, however, he should die in harness, his family, if he is a widower, or his estate would receive "the reserve maintained for retirement annuities," which seems to mean the amount of his cash contributions, less the 1 per cent which goes to service pensions. His family or estate derives no benefit from his years of service. But the married man who dies in service can leave only a widow's pension of about half the amount that he has earned and paid for (see chart) and on the single life plan only, not on the guaranteed plan. If his widow should live for a short time only, the amount of the teacher's cash contributions to the Fund would be a total loss to his family (to say nothing of his service pension earned to date).

4. Why should a family man not be able to leave to his family the actuarial equivalent of the amount of the Disability Pension which he might have chosen had he been retired by the Medical Board at the time of his death? The Fund is actuarially sound. It should be possible to offer to one teacher the actuarial equivalent of the amount drawn by another and on the same guaranteed plan.

True—additional Life Insurance would cover the risk but some teachers don't recognize the risk involved, others can't afford extra insurance merely to protect their investment in the Fund, and still others, those who need it most, can't get extra insurance because of the state of their health.

An equitable adjustment of the amount payable to the family or estate of a deceased teacher might cost the Fund something, but the gain to the Fund, if it were made a sound and profitable investment, even for a family man, might more than offset the cost of justice.

Centralization and Decentralization in the B. C. T. F.

By L. H. GARSTIN, President, Kimberley and District Teachers' Ass'n.

IN many respects the B.C.T.F. faces a similar problem in its governmental structure as Canada. Canada tends to

become divided into two opposing factions, the industrial east and the agricultural west. The agricultural west con-

tinually complains of the domination and control of the financial and industrial east. And the former is handicapped by the preponderant population of the east. The Social Credit revolt in Alberta was partly an expression of this antagonism. The readiness of the people of Saskatchewan to vote for a new political group is yet another expression of the same feeling.

In the B.C.T.F., as I say, there is a similar situation. There is a tendency—and we may as well admit the fact—for the rural teacher to complain of what he or she considers to be the centralized control of urban Vancouver. This attitude found expression in the now defunct R.T.A. And it finds further expression in the rumblings of discontent at the expense of sending delegates long distances to Vancouver and at the absence of representation of rural areas on many B.C.T.F. committees.

The problem of balancing centralization and decentralization is a difficult one. Centralization makes administrative action far easier than decentralization. Where the governing bodies of any organization are concentrated in a given area consultation among the various bodies is readily arranged and decisions quickly reached. Under a centralized setup, again, considerable money is saved since the members of the governing bodies can meet without large travelling expenses and can meet frequently without laying too great a financial burden on the majority of membership. Further, centralization makes for unity and cohesion in policy formation since the members tend to have a common outlook, coming as they do from a background of similar kind. This unity of action is further enhanced by the ability to meet quickly and come to rapidly formed decisions in the face of crisis or determined opposition.

On the other hand, centralization has disadvantages which cannot be too lightly taken. In the first place, centralized authority, unfamiliar as it is with the problems of those whose experience differs from its own, fails too often to understand the needs and difficulties of rural teachers. This, in its turn, leads to a feeling of lack of control in making and carrying out the policies of the Federation, on the part of rural teachers. A sense of helpless impotence in the determining of Federation action is the natural consequence of this. But even this is not the worst. Revolts and

discontent arising from centralization, of which we have already had examples, tend to weaken the unity of the Federation. Again, the minority tends not to have any influence in policy determination since it finds itself often unable to overcome the viewpoint of the centralized majority. Then there is the matter of expenses arising in sending delegates to the centralized area. These expenses are often felt to be extremely heavy and are frequently resented.

Decentralization would overcome many of these handicaps. Under a decentralized system more local autonomy would be the logical result. This would mean that those with a more intimate knowledge of local situations would frame policy to suit local needs. (This is not to say, however, that policies affecting Federation members as a whole, should not be dealt with by the centralized authority. Obviously they should.) This, in turn, would mean a greater feeling of power of control on the part of rural teachers. There would be, therefore, a greater sense of unity with the rest of the Federation and rural teachers—the minority in the system—would most likely take a keener interest in solving problems affecting all. Further, the expense of sending delegates long distances would be greatly decreased since there would not be the same necessity for the frequent trips to Vancouver.

At the same time decentralization has its faults too. Organizations that are too decentralized tend to lose their ability to act as a united body. Each local group loses touch with the others. Furthermore administrative problems are greatly increased. It is very difficult to carry on the business of an organization where the various sub-groups are largely autonomous, widely scattered and out of touch with one another.

What is the solution to the problem of creating a balance between centralization and decentralization in the B.C.T.F.?

Doubtless there is no perfect solution to the question. Nevertheless there are certain suggestions which might help alleviate the situation if they were implemented:

(1) It might be made Federation policy that more Federation committees should go to rural associations or that the Federation constitution should be so amended that these committees would be required to go to rural associations. There is no reason why the following committees could not be organized and

run entirely by rural teachers—code of ethics, curriculum revision, education and democracy, larger administrative areas and Teacher training and certification.

(2) Rural teachers might be given more representation on executive posts at the central office. It is true, there is the matter of transportation costs but committees that must be centred in Vancouver might have at least one rural member on each committee. And this, again, might be made a part of Federation policy.

(3) The division of powers between local associations and the central Federation body could be more clearly defined and the powers of the former groups publicised so that they would be more fully realized and put to more effective use.

(4) Various goals that local associations could adopt as particularly theirs might be emphasized by the central office and brought to the attention of the locals. Thus one local association is considering raising money to hire a part-time stenographer to do stenciling and other typing work for teachers—in a centre where these services are not available in the school. Another suggestion has

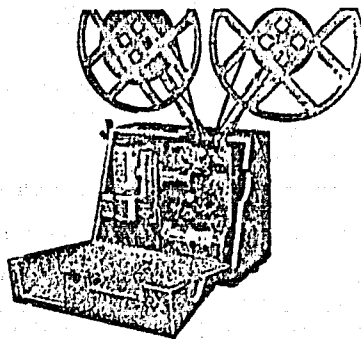
been the setting up of a pooling service for unit tests, outlines, etc., within a district council area. Goals of these types should be encouraged as they provide motivation for keeping the local together where salaries and similar problems are not in the forefront of the thought of its members. Further, it gives the local a feeling of control; a feeling that it is a power which can accomplish things without having to do it through a centralized authority. Psychologically, such a plan is good since it will tend to allay discontent and dissatisfaction.

(5) The central office should institute an advertising campaign selling the B.C.T.F. to rural districts—by outlining the work and accomplishments of the Federation through vivid posters that could be placed in the school staff rooms and through regular (not just occasional) pamphlets issued to non-members and members alike.

These are some suggestions but it is only fair to say in conclusion that the central office is aware of the problem and has not been idle in attempting to do something about it. My only motive in writing this article is to help in finding a solution to the question.

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Lesson-Aids Committee

All correspondence concerning Lesson-Aids should be addressed to the Hon. Sec.-Treas., Mr. HARRY G. BOLTWOOD, 3486 West Second Avenue, Vancouver, B. C.

FASTER AND ST. VALENTINE'S DAY

BY the time that this issue is in the hands of our readers it will be time for teachers to order their Easter and St. Valentine's units. Don't leave it till the last minute.

GOODBYE, 1945

We can say this with some sense of satisfaction. Never before have we had such a busy year. Our sales have been so heavy that there is scarcely one unit that has not been reprinted, some even twice during the year. This stress of business has strained our multigraphing department to the utmost, and we hope that teachers who have had to wait for some of their units have not been unduly inconvenienced.

In this connection we may say that our photographic stencils for Unit No. 44 (South America) had to be sent to Toronto for re-conditioning, and we still await their return. We have no copies on hand until they are returned.

ACKNOWLEDGMENT

The Lesson-Aids Committee owns all but two of the stencils used for multigraphing its units. The exceptions are the two sheets of illustrations included with Unit No. 92 (Orchestral Instruments), which stencils belong to Mr. Burton Kurth, Music Supervisor for the Vancouver School Board. Mr. Kurth has once again given us a large supply of copies of these sheets, which kindness we very sincerely acknowledge.

MISSING LADY

If this meets the eye of Miss Margaret J. Goggin, recently living at Rutland, will she kindly forward her present address to the secretary? Some units addressed to Rutland have been returned as undeliverable.

MR. R. K. BELL, KAMLOOPS

It is against our usual practice to publish the names of teachers who provide us with material for our units; but we feel it is incumbent upon us to make special mention of one teacher who assisted the committee at the very outset, about nine years ago, and who still supplies us with excellent material.

Mr. Ralph Bell, called "R.K." by his pupils when they think he is not around, is the very popular Principal of Lloyd George School at Kamloops, a seven-

room elementary school with, as he says, a very co-operative staff. We add to this that the staff has a very co-operative principal; for it would be difficult to find, in the whole of B.C., a teacher who devotes as much time and patience to the welfare of his school as he does.

In connection with the work of his school, Mr. Bell has drawn up numerous units of work and sets of tests. He has almost developed a hobby from this, and we are indeed glad to include several of his units in our list. When the Lesson-Aids project first began (as the Factual Information Committee) Mr. Bell, in common with several other teachers, put the units he then had at the disposal of the committee, and these formed part of the nucleus of the present stock. Mr. Bell offered his units, thinking that with some revision they might be of use, but was surprised to find that the committee used them just as they were. As these units are now some of our most popular ones, it shows how excellent his work was.

Mr. Bell is not in any way a selfish man with any work he prepares; indeed, many of the teachers in his locality have been given access to all of his units which he has generously made available at cost minus.

His latest additions to our stock are two units advertised below, entitled Transportation, and Fur-Bearing Animals. The excellent illustrations in these pay tribute to Mr. Bell's artistic ability.

In our list we include the following from this source: Treasure Island, Ivanhoe, Black Arrow, Highroads 6 and 5, Science 6 and 5, Review of Fractions, Review of Decimals, Age of Discovery Test, and others.

At any convention, be sure to make the acquaintance of Mr. Ralph Bell, of Kamloops, and you will feel that you have done something worth while.

PERSONAL NOTE

It is exactly six years this month of writing (December) since I took over the work of secretary of the Lesson-Aids Committee, which had until then been known as the Factual Information Committee, and was in the very capable hands of Miss E. J. Dauphinee and Miss Edith Pakeman. The main

change made in the set-up during the past six years has been to change the purely Vancouver committee to a small executive group with a variable number of assisting teachers drawn from all parts of the province. This change has helped the work very much, and has resulted in very greatly increased interest in Lesson-Aids units.

On this sixth anniversary I wish to thank very sincerely all those teachers who have made it possible to achieve the success which has been attained. And not only teachers; for a large part of that success is due to the encouragement given to us by Inspectors, Directors of Education, Normal Schools staffs, and other education officials.

Sometimes I have been tempted to hand the work over to someone else, to avoid the stereotyped pattern which always obtains when one official carries on too long at a job; but as often as I feel like that, I change my mind, and roll up my sleeves for another session. I am mainly influenced in this by the numerous letters I receive expressing appreciation of Lesson-Aids.

ONCE MORE, THANKS A LOT
New Units (now ready).

No. 87. Transportation, Grade 6, 10c each.

No. 123. Fur-Bearing Animals, 8c each.

FOR ALL YOUR GRADES (from one to eight) USE LESSON-AIDS.

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Unsolicited and uncontrolled,
Simmer from sources of obscurity,
And inadvertently invent
On Memory's shifting surface
Caricatures and portraits of a life
That infiltrates the eye's periphery,
To leave its unassociated traces there.

LESTER R. PETERSON,
Gibsons Landing.

CONCLUSIONS, indeed, are not often reached by talk any more than by private thinking. That is not the profit. The profit is in the exercise, and above all in the experience; for when we reason at large on any subject, we review our state and history in life. From time to time, however, and specially, I think, in talking art, talk becomes effective, conquering like war, widening the boundaries of knowledge like an exploration.
—R. L. S.

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Some Observations on the Cameron Report

By D. J. S. SMITH, Hedley, B. C.

THE SALARY GRANT SCHEDULE

THE compilers of the circular issued from the B.C.T.F. office under date of November 20 realized well that the first interest of members of the Cameron Report centres in the arrangements made for the payment of teachers' salaries. Hence they listed the grant schedule first. I have first to point out a serious error. The scale is entitled "Salary Schedule." This is not right. The scale is a schedule for payment of salary grants to school districts by the Provincial Government. The terms of the proposed grant system provide that reduction of salaries below the level provided in the scale yields no profit to the school district. If the Federation continues its active work and if graduates of the Normal Schools and the teachers training course continue to demand salaries at rates higher than \$1000 and \$1300 respectively, the scale can never become a "salary schedule."

The implemation of this scale of grants is a matter of immediate concern to every teacher in the province. The report recommends that the grant payable in respect of any teacher be computed at the salary indicated by the total number of years of experience in the public schools of British Columbia or his present salary, whichever is lower. A further statement is added that this system may cause injustice and should be open to amendment.

If the matter is investigated carefully, I think it will be found that the injustice is fundamental. The presence of the provision to base the grant on present salary will, of course, affect those teachers with salaries lower than the average. In passing it may be noted that very few beginning teachers receive salaries lower than the figures on the list; the teachers in question have usually four or more years of experience. The question is, "Why are certain teachers' salaries so low?" If the fault lies in the teacher, it is justifiable that the grant payable in respect of his services, and therefore, in all likelihood, his salary, should be reduced. If, on the other hand, he has been serving a district which would not or could not pay adequate salaries, is it right that he should be penalized? Think these two questions over. It is certainly true that we

have some weak teachers, but it is not true that they can be selected by any such method as the one outlined above. I call on the Federation to take a strong stand on the matter of discrimination against experienced teachers in British Columbia's "slum areas."

The only way, as I see it, that the scheme can be put into force is to have a card index of every certified teacher with records of service in the schools of the province. In each case the total number of years of experience in *any type of school* under the public school system must be counted in full. This is an important point, as we cannot allow discrimination in this regard to be made as between elementary and secondary school experience. The difference in cost between this system of instituting the new grants and that recommended in the Report is small in total, but it means a considerable amount to each individual teacher affected.

IMPLICATIONS OF THE CAMERON REPORT

The teachers of the province should consider carefully the implications of the Cameron Report for the future of education and the profession.

The problem faced by Dr. Cameron could not have been solved without compromise. That problem was to equalize costs and opportunity of education throughout the province without increasing costs beyond that certain level which the Provincial Government felt they should reach. The resulting compromise is one which, within the stated limits would be difficult to better.

Implemation of the new grant system will result in an immediate and drastic increase in the cost of education to the Provincial Government. Probably this increase will be as great as the members of that Government and the Legislature can see fit to approve. It may even approach such a scale as the public might hesitate to urge a further increase. The question remains, then, what will be the attitude of the local authorities.

School districts will be enabled and compelled, under threat of loss of grant, to spend the required sums on current costs. This prospect may seem bright in some cases, but remember that the minimum expenditures are below what it costs to run a school according to modern standards. There is hardly a teacher or trustee in the province who

could not sit down and despatch the quota and still have many unfulfilled wishes. The basic program is designed to provide only the bare essentials of the tools of education. More money will be needed to do the job properly.

The situation is exactly similar as regards the salary *grant* schedule. This schedule replaces the old \$780, \$1100, and \$1200 bases and is, of course, long overdue. However, salaries based on the minimum scale would be as inadequate as other current expenditure at the minimum. The presence of this scale is not justification for its use as a salary schedule any more than is the presence of a minimum expenditure on current costs for expenditure of just that minimum; or, for that matter, the payment of minimum salaries to all teachers under the old system of salary grants.

We, as interested parties in education, must guard against any tendency to "peg" educational costs at the basic level. Under ideal conditions grants could have been set at an acceptable level. The only practical defect would have been that the Provincial Government would have set the suggestion aside as impossible of fulfillment.

There can be two possible results accrue from the implemation of the new grant

system. Local taxation can be reduced by an amount approximating the increase in governmental grants or taxation may be maintained or lowered only slightly.

If the first course is followed, the only advantage accrues to the taxpayer. Education gains nothing but a guaranteed "floor." If, in any district, education has been receiving adequate monetary support, then this is the right course.

The vast majority of school districts in British Columbia have not been putting sufficient money into education. For these the new scale of grants will provide an opportunity to remedy this situation. We of the Federation should see our duty clearly to press for sufficient money for education. It is not possible to deny that we are interested most keenly in the largest item of educational expense—teachers' salaries. The record does show that it is not our exclusive interest. A study of expenditures by various districts will show that there is a correlation between expenditure on salaries and on other items. The poorly paid teacher has in the past usually worked in an ill-equipped school. We must convince taxpayers that relief from their burden must not take precedence over the remedying of the defects under which education has been struggling.

Health Week, February 3-9, 1946

HEALTH LEAGUE OF CANADA

A WORD TO THE TEACHERS OF CANADA

HEALTH is a basic factor in school life. A child in good health is capable of instruction, of interest and of full growth, physically, mentally, morally. A child not in good health simply cannot develop as he should in body, mind or spirit. No effort of either the parent or the teacher can be fully effective with the child in poor health, even if the child continue in school. If he is absent the loss to the child is even greater.

The statistics of attendance throughout Canada are startling. Millions of school days are lost every year, and no possible effort can overtake and replace this waste.

Should we do anything about this?

The Health League of Canada is planning its second coast-to-coast Health Week. The dates are the first week in February, 1946.

Health Week will open on Sunday, February 3rd, with messages from the clergy of Canada calling attention to the Christian conception of the sacredness of the human body and the consequent obligation to live according to the laws of health.

Monday to Friday, February 4-8, are assigned to the schools. As in 1945 a booklet will be prepared for teachers, containing a message for each school day to be read to the class, or to form the basis of a talk by the teacher to the class. The 1946 booklet "Heroes of Health" will contain brief sketches of great pioneers in the field of health service. These booklets are to be distributed to the teachers throughout Canada.

Tuesday will be the day for Home and School Associations and similar organizations. They are asked to present the topic "School and the Home," using

their regular meetings throughout the month.

Social Hygiene Day is the first Wednesday of February and recognized as such throughout Canada and the United States. Service clubs are especially requested to have a speaker on health for the regular meeting on their day, or at any of their regular meetings that month. Some 150 service clubs co-operated in 1945, most of them being addressed by the local M.O.H. or some leading physician from the community or an adjoining centre. It was a grand opportunity to call attention to the appalling menace of the venereal diseases. 1946 will see a wider response.

Thursday and Friday and Saturday are left to local initiative to present any features deemed advisable.

Naturally the teachers' organizations throughout Canada will be able to give real leadership in this Health Week. Teachers will be able to look after their own schools, either in their own class room, or in the school as a whole, if the school be a large school. For example, in any large school the principal and staff can easily arrange for a speaker at their school assembly, a doctor or a clergyman or some one qualified to speak on health and the school.

But teachers can do more than this. Many teachers are connected with or-

ganizations; church, school, service, lodge, political, social, and the like. An active interest in health will prompt the teacher to persuade his or her organization to have an address on health in Health Week or at some suitable date in February and that meeting should be well reported in the local press.

Any local teachers' organization can secure the co-operation of the local press in publicity for Health Week, not only during Health Week, but advance publicity in press and on the radio. In a word the teacher group can be a local promotion committee to ensure a successful Health Week.

Why should teachers take such deep interest? Kindly re-read the opening paragraphs.

To assist all teachers and others interested in Health Week, the Health League of Canada is issuing in 1946—as they did in 1945—two leaflets (a) "An Outline of Suggested Programme" and (b) "Health Facts," a memorandum of data intended specially for speakers. The booklet "Heroes of Health" will be furnished to the schools. These publications are issued in both English and French and are available on request to the Health League of Canada, 111 Avenue Road, Toronto. Kindly address Secretary, Health Week.

Filmstrips Aid Health Education

By LIONEL REID, Director of Filmstrips, National Film Board

A LITTLE over a year and a half ago, the National Film Board added to its kit a bright new teaching tool. It is the filmstrip, a roll of 35 mm. film on which is printed, in progressive sequence, a number of still pictures. These are projected, one at a time, upon the screen and are accompanied by a commentary which is usually read but is sometimes recorded.

The filmstrip is designed for presentations in which the illusion of movement and continuity of action are considered unnecessary to the main purpose, that of education. A filmstrip producer wants his pictures to be motionless.

But he does not want his productions to be dull. So the Board's Filmstrip Unit puts forth every effort to give even the most factual filmstrip a "lift." Original techniques in visual treatment are developed, new approaches to the handling of text are explored.

This determination to endow with a

dynamic quality a medium once considered static has found expression in a number of health-education filmstrips produced for the Canadian Army. Subjects such as Personal Health, Pregnancy and Feminine Hygiene have been presented in a matter-of-fact-and-interest fashion that has proven the filmstrip to be much more than a streamlined version of the old magic lantern.

It remained for "Orphan Willie," addressed to school children, to show that this medium could further instruction, at times, by adding entertainment. In verse and cartoon this filmstrip tells the story of a little lad who, through careless personal habits, becomes a social outcast. . . .

*To Willie, life looked pretty grim;
He found that folk avoided him.*

. . . and how he was re-instated by his three brothers who had returned from overseas.

*Now, Willie with the pleasant air
Is widely welcomed everywhere.*

The production is definitely a success, and the pattern—that of an oversized picture book unfolding page by page upon the screen—has been followed in making "Peppo." The latter, a colour filmstrip sponsored by the Department of National Health and Welfare, deals with Family Allowances in relation to nutrition.

It introduces Peppo, a nimble gnome who pops out of the Fairley's Family Allowances cheque envelope and gives

sound advice as to the spending of the extra money on food. Peppo explains how necessary to the daily diet is a balanced ration containing proteins, minerals and vitamins. He recites Canada's Food Rules from a huge placard held up before the Fairleys and disappears into bright air wishing them all "Goodbye and Good Health."

The Unit felt that a filmstrip on food should be palatable . . . hence Peppo.

In the host of health subjects yet to be handled it will seek similarly creative approaches, always from sound, practical standpoints.

Your Questions Answered About the British Columbia Correspondence High School

By DR. EDITH E. LUCAS,

Director of High School Correspondence Instruction

1. *When was it organized and what were its initial objectives?*

In 1929 the Department of Education began work on the preparation of correspondence courses in High School subjects to serve those rural students who had completed Grade VIII, and who were unable to attend regular high schools for one reason or another.

2. *Has the school added to its objectives or widened the range of its initial objectives?*

The Correspondence High School has so improved its courses and increased their number in an endeavour to serve every resident of the province that in sixteen years the enrolment has grown from 597 students to almost 6,000. Senior Matriculation and Technical-Vocational courses have been added in and effort to equalize educational opportunities throughout the province for both school-age students and adults.

3. *Does the subject matter of the courses differ from that taught in the regular high schools?*

Correspondence courses cover the topics outlined in the Programme of Studies issued by the Department of Education with one exception, namely, Literature IV. With a few exceptions, the same text-books are used. In many cases, the correspondence course covers the material without the aid of a text-book. This year's courses in Typewriting and Literature IV do not use the prescribed text-books. This will be cor-

rected in the school year 1946-1947 in the case of Typewriting and in the following year in the case of Literature IV. In our French courses we do not use a grammar text-book, but we do use the prescribed supplementary readers. In Mathematics and in General Science V we do not use a text-book.

4. *By whom are Correspondence High School Courses used?*

The school is serving the province of British Columbia in the following ways:

(1) By providing rural students who, because of location or disability, have no High School facilities with the opportunity of obtaining a High School education.

(2) By making available a High School education to disabled students of High School age of urban and rural communities.

(3) By enabling students of High School age who have obtained employment before completing High School courses to work towards a High School Graduation or a University Entrance certificate. Such students obtain credits in one or two courses each year.

(4) By providing students who are too old for the regular schools with the means of obtaining a High School education. Thus the Correspondence High School is making a contribution to the work of adult education in the province.

(5) By enabling students who are unable for one reason or another to attend

a Night School to obtain the knowledge they desire or require.

(6) By providing teachers with a means of meeting the academic requirements for a first class certificate or of preparing for the Summer School classes in Commercial subjects.

(7) By enabling students in sanatoria, and hospitals to carry on with their education while confined to bed.

(8) By providing supplementary instruction to inmates of the Girls' Industrial Home, the Boys' Industrial Home, Oakalla Prison Farm and the Penitentiary. Our students from the Penitentiary are very satisfactory and in many cases excellent students.

(9) By making available to the School for the Deaf and the Blind courses which can be transcribed into Braille. Dr. MacDonald, principal of the school, has already had many courses transcribed.

(10) By enrolling students in small High Schools and Superior Schools in three courses each year, thus lightening the burden of teachers in small schools, and giving the rural student as wide a choice of optional subjects as the city student.

(11) By providing indentured apprentices with instruction in the theory of technical subjects. Men in garages register for our courses in Automotive Engineering. Men who work with Diesel engines register for our courses in Diesel Engineering.

(12) By permitting students to take by correspondence courses which can not be worked into the time table at school. In such cases city students pay tuition fees unless the student, because of a transfer from one school to a smaller one, finds it impossible to complete courses he has begun.

(13) By permitting students in both rural and urban communities to gain proficiency in a weak subject by taking the correspondence course in that subject. In such cases city students pay tuition fees. Students are never accepted without the approval of the principal.

(14) By providing instruction to returned service personnel who wish to improve their education or to continue from where they left off. Tuition in high school and technical subjects is provided free of charge. Returned service personnel pay fifty per cent of the usual tuition fees on Senior Matriculation courses.

(15) By making available at cost price to any teacher of the province a

desk copy of the correspondence course in each course he teaches. Teachers who buy correspondence courses find their lesson material outlined and fully prepared in the lesson section of each paper. They may assign as exercises for their classes the exercises found in the papers. Very many teachers in both rural and urban communities take advantage of this privilege.

5. *Do many students enrol for the courses?*

Our present enrolment shows that the High Correspondence School is the largest high school in the province. Our enrolment by grades for the year beginning August 1st, 1944, and ending July 31st, 1945, was as follows:

Grade IX	-	-	-	-	1844
Grade X	-	-	-	-	654
Grade XI	-	-	-	-	466
Grade XII	-	-	-	-	500
Grade XIII	-	-	-	-	314
Students enrolled in no particular grade	-	-	-	-	1415

6. *How long does it take to complete the courses?*

This depends on many factors, the most important of which is the amount of time the student has for study. If a student begins his correspondence courses on the first day of school and spends forty minutes a day on each course, he will be able to complete the courses with ease by the end of June. Very many of our students have completed their courses early in May and in a few cases students have completed them by Easter. Again, many students do not, as a rule, begin work on the first day of school and obviously do not give regular time to their studies.

Principals and teachers can do much to help students complete their courses within the limits of a school year by insisting that applications be forwarded to the Correspondence High School at the end of August or during the month of July.

7. *Is the regular high school course as taught in schools easier than the correspondence course?*

Yes, this is very often true, for the busy classroom teacher does not always succeed in covering the entire work of a course as outlined in the Programme of Studies. Our courses cover the entire ground. When our students transfer to High Schools they are as well prepared as any student in the class.

8. *When should teachers have their students enrol?*

While a student may enrol at any time of the year, we urge students to enrol in June, July, or August so that they may begin work on their courses on the first day of the fall term.

We ask the co-operation of teachers in having as many students as possible enrol in June. Principals and teachers should write for application forms in May. We request teachers who know of successful Grade VIII students who seem backward about applying for entrance, to write to us about them so that we in turn may endeavour to encourage them to apply.

9. *When may a student pass from one grade to another?*

On the very day he completes the last paper of his present grade.

10. *May a student work at his own rate of speed?*

Yes, definitely so. A student may proceed as rapidly as his own time and ability will permit. Thus he is in no way hampered or retarded by the shortcomings of other students. He may complete a grade's work in less than a normal school year. It is also possible for less capable students to take longer than the school year.

11. *What do courses cost?*

This depends in the case of the student under eighteen on the number of teachers employed in the High School he attends. If the student under eighteen attends a High School of less than five teachers or a Superior School or if he does his work in the nearest Elementary School, he is required to pay only the registration fee of \$2. Students who have the privilege of attending a High School which has five or more teachers pay a tuition fee of \$5 on each High School course and a tuition fee of \$6 on each Technical-Vocational course. Complete information regarding fees for employed school age students and for adults is given in the booklet entitled "Regulations and Details of Courses" issued by the Correspondence High School.

12. *Have correspondence students been successful?*

Yes, they have been successful both in their courses and in work undertaken on completion of our courses. Every year for the last five years the name of at least one of our students has appeared either in the list of University Scholarships for University Entrance or in the list of Royal Institution Scholarships for Senior Matriculation. Our former students have won scholarships in University. They have secured rapid

promotion in the army. The initiative, resourcefulness, perseverance, and self-reliance which the correspondence student develops ensure his success in any field of endeavour.

13. *How may a local teacher assist a correspondence student?*

(1) By having the student send in his application accompanied by his last report card and his registration fee before the end of August.

(2) By checking frequently to ensure punctuality in the forwarding of papers for correction.

(3) By mutual inspection of all organization helps and form letters which are sent to the student.

(4) By arranging the time table so that the student may have forty minutes a day on each course and by making sure that the student does devote that time to his correspondence course and not to unfinished homework. The student should also be encouraged and urged when necessary to spend time at home on his correspondence courses.

(5) By writing to the school about special circumstances affecting the student's work when a student is unlikely to mention these circumstances himself.

(6) By making sure that the student sends in his own work.

(7) By maintaining the student's faith in the Correspondence High School.

(8) By leading students to see the necessity for a High School education.

14. *Have local teachers co-operated?*

Yes, to a large extent. We are very grateful for the supervision and encouragement they have given to our students. They have always very kindly consented to supervise term tests for our students. In many cases they have been largely responsible for a student's continued effort to complete his courses.

"Even more than bread people in the liberated countries of Europe want knowledge and skills with which to help themselves."—Archibald MacLeish.

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The Flannel Board

PHYLLIS M. BARBER, *Strathcona School, Vancouver, B. C.*

EVERY teacher wants to make Reading lessons with her Grade One class interesting.

Realizing the value of visual education, the Flannel Board, furnishes the newest and most effective way of presenting the reading lesson to the Primary child. This has long been used extensively for Bible stories, and Sunday School work, known as "Script-O-Graph."

The teacher builds up the picture before the eager eyes of the children as the story progresses, or is outlined on the blackboard. (It also makes an excellent review lesson.) There is an element of surprise and mystery as they make the picture adhere to the background to form a large attractive picture in your classroom.

Secure a piece of plywood about 38" by 27". Cover this, tacking on flannel or flannelette. Large pieces of card-

board can be used, folded in the centre which makes it easier to carry. It is best to glue the flannel to the cardboard. If you cannot get the coloured, dye the striped or plain flannelette. The board must be slanted or used on an easel. I covered a board with blue flannelette which I dyed with Tintex. This made the sky. The green grass covers over this for the general background. Every picture that is placed on, must have some piece of flannelette glued on, not necessarily covering the entire surface, as the picture is held in place by the flannelette on it adhering to the flannelette on the board.

Particularly for the outdoor scenes of the Highroads Primer, I have used the Flannel Board for the past three years, to create interest and understanding of the stories, particularly for the foreign-speaking children.

As the children read a flash card, or

a sentence from the blackboard, they help to make the picture by putting on a wagon, putting the box in the wagon, putting the toy cat in Jerry's arm, putting a bone into Laddie's mouth (slit cut for mouth) or putting on the trees, the flowers, etc., whatever the story needs.

Small pictures placed to form the number formations and combinations can be used effectively. For subtraction stories, the child can actually take the pictures from the board.

Pictures can be cut out of books, and stories such as "The Three Pigs" and "The Three Bears" can be produced.

Sometimes the children like to make their own pictures for the Flannel Board. Eskimo, farm, or circus pictures correlate with the Social Studies.

It does take time to draw the pictures and glue a piece of flannelette on the back, but I have proven that the lessons are more interesting for the teacher, as well as the pupils.

Spastic Paralysis

By RUBY A. KERR, *Psychologist, Vancouver Schools*

THE term "spastic" is popularly, though often incorrectly, given to the whole group of persons whose motor co-ordinations are affected due to damage to the motor area of the brain. The correct term for the whole group is *cerebral palsied*. Of this group the true spastic forms a large part. Spasticity is a condition in which the muscles are contracted and tense. When a movement is attempted muscles which should relax come into play and interfere with the desired result. Other conditions of cerebral palsy are athetosis and ataxia. In the former there is almost constant involuntary motion. In the latter flaccid muscles with a lack of balance and co-ordination are characteristic. Spasticity and athetosis may occur in the same person.

The majority of cases of cerebral palsy are due to a hemorrhage in the brain as the child is passing through the birth canal. Such an accident may occur in a normal delivery, in prolonged labour, labour assisted by the use of instruments, premature birth or precipitate birth. Less common causes are congenital malformation of the brain, sleeping-sickness and other diseases and injury to the brain due to accidents at any time of life.

Dr. Winthrop M. Phelps, councillor on cerebral palsy for the National Society for Crippled Children in the United States, has calculated from the ratios found in intensive surveys for cases of cerebral palsy that there is an annual increment of seven children with this condition for every hundred thousand of the general population. This holds fairly constant for both city and rural areas. It is estimated that one of these children

dies before reaching the age of six, leaving six children in each age group from six to sixteen. This would mean sixty children of school age with cerebral palsy in every hundred thousand of population. A survey of Greater Vancouver and New Westminster has resulted in the location of 252 cases below sixteen years of age.

The education of children with cerebral palsy presents difficulties over and above the education of other children. Every motor skill is slower in developing and takes a great deal more practice. The cerebral palsied have to be taught what the ordinary child learns without effort. For example a baby who has recently learned to walk has no difficulty in stepping up a slight rise, but the spastic child may take months to master the necessary co-ordination. Sometimes he never succeeds in walking up stairs even though he can walk on the level. Treatment has to begin in infancy to prevent or correct deformities. First relaxation is induced in the muscles, then exercises are performed with the help of the therapist. The child gets the "feel" of the movement and finally (when the treatment is successful) he can perform the movement at will.

The physically normal child is able to get about to explore his environment, to learn by feeling and handling objects, whereas many spastic children are so crippled that they cannot have these experiences unless special opportunities are made for them. Because of this, nursery schools which supply suitable situations for the child to master, together with the association with other children are very beneficial. Expert



physiotherapy should be provided along with the mental training of the nursery school.

When the cerebral palsied child reaches school age the question of his ability to do academic work arises. The awkwardness, speech defect, grimacing or drooling which, singly or in combination, characterize the child often mislead people into thinking he is feeble-minded whereas he may have average or even superior intelligence. A case which has the greatest muscular involvement sometimes has the least impairment to his intelligence. To complicate matters one part of the brain may cause a special defect in a person of normal general intelligence so that he cannot learn to read or to do arithmetic as the case may be.

While many cerebral palsied children are not teachable it is best to give any who can go to school some formal teaching before judging their capabilities. Occasionally a person who has been unable to gain admission to school as a child has later demonstrated a high intelligence. One young man taking work at the University of Washington had spent several years at the institution for the feeble-minded at Medical Lake.

Reports upon the intelligence of the cerebral palsied vary considerably in their

findings. This discrepancy may be due to different factors present in the selection of the groups studied. In 1938 J. Thomas McIntire, Psychologist for the New Jersey State Crippled Children's Commission, studied a group of 146 unselected subjects. The parents of these children fell into the normal distribution as to education and vocational status, a check upon the unselected nature of the group. The results of the study classified the children as to intelligence into the following categories:

	Per Cent
Superior - - - - -	7
High average - - - - -	12
Average - - - - -	29
Low average - - - - -	13
Dull normal - - - - -	13
Borderline - - - - -	8
Feeble-minded - - - - -	18

Whether the pupil falls into the superior or moron classification he should receive training in hand-work if it is possible for him to use his hands at all. Inability to perform one skill does not preclude the ability to do another. Dr. Carlson tells of a girl who could not feed herself, but who could play the piano. Reed basketry with its use of large muscles and rhythmic motion is a good handicraft for these children. Sometimes a mechanical device makes a craft possible, for example a girl with athetoid movements learned to knit when her wrists were tied so her hands could not fly apart.

Any teacher having a cerebral palsied child in her class can gain insight into his difficulties by reading "Born that Way" by Dr. Earl Carlson (The John Day Co., Publishers). Dr. Carlson is himself a spastic with athetoid movements and a specialist in cerebral palsy. His comments on his own education and on the pupils he has had in his schools are of assistance to anyone dealing with similar cases.

The Spastic Paralysis Society of B.C. has been formed to advance the diagnosis, treatment and education of cerebral palsied children. The Executive of the Society wish to get in touch with all the cases in the Province. Teachers who know of such children in their communities are requested to pass this knowledge on to the parents and urge them to write to the Corresponding Secretary of the Society, Mrs. E. R. Bradbury, 3044 W. 26th Ave., Vancouver, B.C.

Report of the Canada and Newfoundland Education Association

AN OPPORTUNITY FOR SELECTED TEACHERS

FOR many years there have been facilities for teacher exchange whereby Teacher "A" of one province takes over for one year the work of Teacher "B" in another province, and vice versa. This year of exchange is an interesting and broadening experience for the teachers concerned. More than that, it is an opportunity for patriotic service. The visiting teacher, by working cheerfully and efficiently among new associates, thereby becomes an ambassador of good will, both during the year abroad and after resumption of duties in the home community.

The number of exchange arrangements than can be made for any one year is limited, but it is the purpose of this Program for the Promotion of Canadian Unity to provide for as many such arrangements as possible. The first requirement is that a sufficient number of capable teachers apply. To assist you in doing this, and in making your year of exchange a success, the following directions and suggestions are offered.

HOW TO PROCEED IN SECURING AN EXCHANGE ARRANGEMENT

First, decide whether you have the qualifications demanded of an exchange teacher. An applicant must be at least twenty-five years of age, must have had at least two years' successful experience, and must be in good health; you will be required later to secure a recommendation for teaching ability from your superintendent or inspector, and a statement from a physician that you are physically fit. Needless to say, you must be capable of adapting yourself readily to new conditions and you must have the outlook and attitudes of one who regards teaching as a profession, not as a convenient job for a few years.

Second, sound out the attitude of your local board towards the making of exchange arrangements, and find out specifically whether your board has made any regulations or adopted any policy regarding such arrangements. Where a city superintendent of schools is employed, he is the person to consult. Elsewhere the teacher should ask the local superintendent, or inspector, and, if necessary,

the secretary of the board. If there is any definite obstacle to your proceeding further, you will have to drop the matter. If there is merely a reluctance to embark on an unknown venture, you may give assurance that under exchange arrangements all provinces are careful to send out only capable teachers as their representatives, and that the teacher chosen for any particular position will be qualified both by training and experience to do the work required in that position.

Third, if the way is clear, secure from the Officer-in-Charge for your own province copies of the C.N.E.A. Application Form for an Exchange Position.

Further instructions are given on the application form. It may be added here that under the usual arrangement the home board continues to pay the regular salary to the teacher on leave-of-absence as an exchange teacher. In this way you

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will continue without interruption payments into the superannuation fund of your own province. Inquiries for any additional information regarding teacher exchange arrangements may be addressed to the provincial Officer-in-Charge for B.C., Mr. T. W. Hall, Registrar, Department of Education, Victoria.

THIS PROGRAM IS ENDORSED BY THE CANADIAN TEACHER'S FEDERATION

"Never has there been in our history a time when national solidarity is more important than today. Before us lies the task of building, in this great Dominion, a society worthy of the sacrifices made in this world war—a Canada in which children may grow up happy, healthy, and unafraid. In the achievement of such a society the teachers of the country occupy a unique position. Their responsibilities and opportunities in helping to build a United Nation are incalculable. Therefore the Canadian Teachers' Federation is very glad indeed to give its whole-hearted endorsement to this Program for the Promotion of National Unity, sponsored by the Canada and Newfoundland Education Association."

E. FLOYD WILLOUGHBY,
President, Canadian Teachers' Federation.

OPPORTUNITIES FOR ALL TEACHERS

Inter-Provincial Correspondence

All teachers may co-operate in this program by encouraging pupils of all ages to correspond with pupils in other provinces. Put the idea to pupils as an opportunity or privilege and make a list of no more than five or ten who have a sincere desire to correspond. Indicate after each name the pupil's age or grade. Include your own name if you would like to correspond with a teacher in another province. Send the list to the Officer-in-Charge of the program in your own province.

PROFESSIONAL SUMMER SCHOOLS IN OTHER PROVINCES

More and more teachers should be able to attend summer school in some other province than their own. If you can do this, you will make new friends, you will acquire fresh educational ideas, and you will broaden your horizon as a Canadian in every way. About May 1st you can get information about summer school opportunities from the Officer-in-Charge for your own province. Or you may write to the director of the summer school you would like to attend.

Canadian Teachers' Federation News Letter

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

It is possible that some of the readers of this letter have already received a communication from Dr. C. E. Phillips, Secretary-Treasurer of the C.N.E.A., but for those who have not, the interpretation of the above alphabetical mystery is United Nations Educational Scientific and Cultural Organization.

The recent London Conference adopted a constitution which has been published extensively in the daily newspapers. We expect to have pamphlets on this revised constitution in the very near future and as soon as they arrive you will receive notice.

I note from Dr. Phillips' letter that the headquarters of the U.N.E.S.C.O. are temporarily set up in Paris, but since the U.N.O. is to have headquarters somewhere in the United States it may be necessary for this organization to have its headquarters in the same locality.

After twenty nations have approved the constitution, the permanent U.N.E.

S.C.O. will in due course be set up. It is expected that this constitution will be considered at the next session of the House of Commons in the spring.

The members of the C.T.F. will be particularly interested in the creation of a national commission by the Government of this country and according to the constitution this can only be done in consultation with educational authorities and associations.

Your Secretary-Treasurer is most anxious to have further guidance regarding the attitude of the C.T.F. with reference to the establishment of a national commission. These are most extraordinary times in the history of the C.T.F. and unless every member interested in furthering the influence of the C.T.F. takes an active part in advising the Secretary-Treasurer, we may fail to reach the prominence that we should.

SCHOOLS AS COMMUNITY CENTRES

Thirty-nine of the Montreal Protestant School Commission's forty-six schools

are this year in use at night for community purposes. This shows a great increase in the use of schools for these purposes. Last year four Montreal schools were in use six nights a week, while this year eleven schools are open every night except Sunday. Twenty-three schools are being used from five to six nights a week.

Twenty-five assistant caretakers have been engaged by the School Commission, permitting extended community use of the schools where these caretakers are employed.

JAPAN

General MacArthur's instructions to the Japanese:

"Teachers and educational officials who have been dismissed, suspended, or forced to resign for liberal or antimilitaristic opinions or activities will be declared immediately eligible for . . . reappointment.

"Discrimination against any student, teacher, or educational official on grounds of race, nationality, creed, political opinion or social position will be prohibited.

"Students, teachers and educational officials will be encouraged in unrestricted discussion of issues involving political, civil and religious liberties.

AUSTRALIA

The Secretary has recently received a communication from Mr. G. A. Murray, General Secretary of the Australian Teachers' Federation. The following quotation is interesting:

"Fortunately we have no local control of education, and no local authorities. The State Education Departments administer and control education, and the cost is borne—in the main—by the State Governments."

We also note that Federal Aid to Education is a burning question in Australia. The Australian Commonwealth Government has set up an Office of Education, and has already assumed responsibility for the training of additional teachers and the rehabilitation of teachers from the services. It is entering largely into the field of Technical and Agricultural Education by the provision of buildings and equipment, has established nursery schools, and has the establishment of a National University in prospect. In fact, the Government has gone so far as to establish the principle of Federal Aid so firmly that it can now be regarded as an important feature of a general national policy. It has given practical recognition to the principle that the provision of adequate means for the education of its people is the responsibility of the nation.

The extension of aid for Primary and High School education is still sought.

NOVA SCOTIA

(a) Vacancies

The teacher situation is not so bright as in previous years; more permissives are teaching, and there are more schools without teachers than last year. In more than one county fifty per cent of the rural and village teachers are permissives. It is hoped that this condition will improve at an early date.

(b) Sick Leave

Under the old system rural and village teachers were allowed only five days' sick leave, and there has not been any general change since the Municipal Unit came into effect, despite resolutions to the Department of Education by the Union.

It is interesting to note that conditions in Hants, Cape Breton and Halifax Counties have improved. Rural and village teachers in these countries are allowed ten, fifteen and twenty days respectively.

(c) Pension System

Interest in the Nova Scotia Teachers' Pension System is very high. A number of locals have discussed this very important topic, and have had one or more meetings with members of the Pensions Committee.

(d) A Programme for Action in Education

Shortly before the recent Provincial election the N.S.T.U. sent a seven point programme to the eighty-three candidates seeking election. The programme follows:

1. A Minister of Education.
Education must be established on the same basis as other major departments of government.
2. Adequate modern educational facilities for all children. Modern buildings with up-to-date equipment. Early construction of regional vocational and composite high schools.
3. Complete Health Service for all children. Medical and dental services, mental hygiene, sanitation, etc.
4. Thorough Curriculum Revision.
5. Higher qualifications for admission to the teaching profession with elimination of permissive licenses.
6. A more attractive teaching profession. Higher basic minimum salary. In 1944-45 over 1200 one-room rural schools were staffed by teachers receiving a total income of less than \$1,000. Improved pension plan.
7. Federal Aid.

PRINCE EDWARD ISLAND

The first meeting of the new Board of Governors was held on November 24th and the following committees were set up: Finance, Text Book and Curriculum, Publicity, Salary and Sick Leave, Code of Ethics and Convention.

The president reported that the Women's School Improvement League was at present conducting a survey through the Women's Institutes regarding teachers' salaries. The questionnaire covers the following:

- (a) Do you consider that P.E.I. teachers are adequately paid?
- (b) Is the present tax the most rate-payers can pay? If so, how would you suggest that teachers' salaries be increased?
- (c) Are our teachers adequately trained? If not, what training would you suggest?

The Charlottetown Kinsmen have contributed \$2,000 for the installation of radios in the Charlottetown schools; and the Summerside Kinsmen have contributed \$1,000 for the installation of radios in the schools of that city. The P.E.I. teachers are vitally interested in the use of radios as an aid to the education of the pupils in the various grades.

MONTREAL GAZETTE

(by Elizabeth Norrie)

(s) *The Year in Retrospect*

"When Utopia arrives it will be possible to write an annual review of the education scene without reference to a financial problem. Utopia, however, is still Utopia, and Quebec still Quebec, and, since this is the case, we are forced to state that a review of the education picture for 1945 reveals that lack of the malefic commodity known as money has been responsible for nearly all the education news highlights of the past 12 months.

"A detailed review of the Montreal Protestant education crisis is not necessary—it was national news last August, when the Canadian Teachers' Federation took up the cause of the 1,400 dismissed Montreal pedagogues; later it found its way into teachers' magazines across the Dominion. Locally, the story has been outlined many times, step by step, from May 22, when the central board, in a Mother Hubbard position with its financial cupboard bare, rescinded the teachers' contracts; through the May-June days, when Westmount and Outremont dropped minor bombshells by refusing to carry out the central board's instruc-

tions; to August 28, when the board announced that finally it was in a position to guarantee teachers' salaries for another full school year.

"The question of teacher tenure was much to the fore during this period, as was the matter of interpretation of certain sections of the Education Act and the question of whether it was the Central Board Act or the Education Act which should motivate the board's actions. But, behind the whole confused situation was one problem: finances."

(b) *From the Catholic Viewpoint*

"On the Catholic side of the picture, the school commission's lack of funds was the cause of strike clouds forming on the education horizon. April saw the arbitration board's decision in favor of the Catholic teachers but September saw them still without any tangible results of their victory. Action in the Superior Court against the Montreal Catholic School Commission was entered by the Alliance des Professeurs Catholiques (later withdrawn when a settlement was effected through government urging). Like the Protestant board, the Catholic commission was financially in no position to pay the salary increases—again it was a question of lack of adequate funds to run a school system. The Catholic situation, and the Protestant one, were both saved—temporarily."

(c) *Novel Experiment*

"A post-war education program believed unique in American and Canadian high schools has been undertaken by pupils of the High School of Montreal and of the High School for Girls in cooperation with the Theodore Roosevelt High School, in Wyandotte, Mich., it has been revealed by local education authorities. The program, with better understanding between nations as its object, is a Junior Red Cross sponsored undertaking and has been made possible locally by that organization under the direction of Mrs. Ruth B. Shaw, provincial executive director.

"In brief the plan provides for a group of students at both schools who will make a special study of such topics as government and politics, history of the locality and of the schools, development of local industries, and growth and development of cultural institutions. The groups will exchange material studied and will endeavor to provide each other with clear pictures of their respective school activities. Highlight of the plan for the students is a suggested exchange

visit when local pupils would journey to Michigan for a brief stay with Myandotte students, later entertaining the American visitors in Montreal. At the U.S. school the program is being given a full year of credit in social science, English, or a combination of both."

CANADA AND NEWFOUNDLAND EDUCATION ASSOCIATION

I attended the meeting of the Directors of the C.N.E.A. in Toronto on November 19th and 20th and I must confess that a great deal of work was accomplished at that meeting and it will be difficult in a news letter to cover every phase of the agenda brought before us at that time. I shall endeavor to list the important points and if further information is required I am sure you will be able to obtain it by writing directly to Dr. C. E. Phillips, Secretary-Treasurer, 677 Dundas Street, Toronto, Ont.

(a) Education Research

The C.N.E.A. in co-operation with the Canadian Public Health Association has set up a National Committee for school health research and has appointed a full time director—Dr. A. J. Phillips of British Columbia. This work is being done in co-operation with the Canadian Life Insurance Officers Association, which body is supplying the necessary funds.

The Canadian Council for Educational Research, which has been in existence for seven years, has been discontinued and in its place a Council for Educational Research was set up which is to be considered as a standing committee of the C.N.E.A. and responsible to the Directors of that body. The members of this Council are:

Dr. M. E. Lazerete, Edmonton
Dr. Long of Toronto
Brother Luc of Montreal
Mr. H. P. Moffatt of Nova Scotia

The Directors of the C.N.E.A. gave their executive the green light to solicit funds from the Government and private sources in order that other research projects may be started within as short a time as possible. Dr. Lazerete, a past president of the C.T.F., is being recognized as the representative of the Canadian Teachers' Federation in this new set up.

(b) School Equipment

An Inter-Provincial committee has been set up to secure instructional equipment on indefinite loan from the War Assets Corporation. Many complaints have been heard from the various De-

partments of Education and from School Boards to the effect that it seems impossible to get release of any worth while equipment from the War Assets Corporation. It is hoped that this situation will improve in a comparatively short time.

(c) United Nations Educational and Cultural Organization

Both the C.N.E.A. and the C.T.F. endeavored to have one of their members appointed on the delegation that went from Canada to attend the London meeting of this organization. Both were unsuccessful but we note from a newspaper report of the findings of this organization that in the setting up of educational commissions in the various countries of the United Nations, the Government is to make the appointments in consultation with the cultural and educational bodies within the country. The conference did not adopt the proposal that National Commissions should be set up to co-ordinate existing educational groups. Nevertheless, a number of delegates indicated that they would recommend the establishment of a National Educational Commission to their Governments.

It is hoped that the first meeting of the reorganized international body will meet in Paris next May. At that time herculean problems will need to be solved by the organization—problems that will dwarf those that arose recently. At this conference emphasis was placed on the value of international exchange along many lines. It is proposed that a far wider exchange of scholars and teachers take place and that books and other educational materials be likewise sent to all countries.

These are just a few of the many interesting items coming from this Conference. It is hoped that the members of the Executive and every Provincial Teachers' Organization will be on the alert to see that if a National Commission is set up in Canada that the C.T.F. has proper representation on that Commission.

(d) Revision of Constitution

The C.N.E.A. has proposed a revision of its constitution and in this revision the president of the C.T.F. is to be one of the directors. I have suggested, and my suggestion appears on the recommendations, that the C.T.F. and other affiliated organizations be allowed to name a representative on the directorate. This would assure greater continuity in the office, since we elect a new president each year.

(e) Brief on School Broadcasting

A brief is already prepared to be presented in the name of the C.N.E.A. to the Parliamentary Radio Committee. It is expected that this Radio Committee will be set up at the next session of Parliament.

(f) Inter-Provincial Exchange of Teachers

A committee on Inter-Provincial Communication and Exchange has been set up with headquarters in the office of the General Secretary, 677 Dundas St., Toronto, Ont. British Columbia teachers wishing to go on exchange should get in touch with Mr. T. W. Hall, Registrar, Department of Education, Victoria.

In the case of teachers wishing to go on exchange to other countries within the Empire, they should get in touch with the Overseas League when it is revived. Because of conditions in Great Britain the directors thought it would be wise to postpone for at least another year any exchange of teachers with Great Britain.

(g) "Canadian Education"

A very interesting quarterly publication is now available and can be obtained from the General Secretary's office, 677 Dundas St., Toronto. The contents of the first issue of this publication are as follows:

- Report of the Committee for the Study of Canadian History Textbooks
 - Program for the Promotion of Canadian Unity
 - A School Health Research Program for Canada
 - The Canada-United States Committee on Education
 - Planning the School of Tomorrow
- The subscription for this quarterly magazine is \$1.00 a year but is free to every member of the C.N.E.A.

(h) Pension Credits and Certificate Equation

Mr. A. B. Ross, Saskatchewan's Deputy Minister of Education, and C. N. Crutchfield were appointed a committee of two which will seek to have provinces accept certificate equation—which means, that if a teacher wishes to transfer from one province to another, his teaching certificate will be valid in all provinces. At the present time when a teacher transfers to another province and wishes to continue in his profession he must submit to examinations and in some cases to a lengthy period of teacher training in a Normal School. It is also hoped to

arrange for transfer of pension credits from one province to another. Ontario is the only province where the pension laws allow such transfer to be made.

(i) Next Convention

The next convention of the C.N.E.A. will be held in Alberta. The time and place for this convention have been left in the hands of Dr. Fred McNally, Deputy Minister of Education for Alberta.

SASKATCHEWAN

Twenty-nine larger units have been established in Saskatchewan and Mr. Lloyd, Minister of Education, hopes that eventually there will be sixty-six larger units of administration set up.

OBITUARY

Dr. K. V. Greer, Superintendent of Elementary Education and Financial Adviser to the Ontario Minister of Education since last year, died suddenly at his home on Saturday, November 11th. The teachers throughout Canada have lost a true friend through the death of this eminent educationist. Dr. Greer was the immediate past president of the C.N.E.A.

C. N. CRUTCHFIELD,
Secretary-Treasurer,
Canadian Teachers' Federation.
Shawinigan Falls, Que.,

BRITISH SOCIAL SECURITY MEASURES OF INTEREST TO CANADA

THE steps being taken by Dominion and Provincial authorities in Canada for organizing social security benefits on a national scale are of immediate concern to Canadian workers. All concerned with this question will find a recently produced British film, "Second Freedom," currently released on the Trade Union Circuit of the National Film Board, of particular interest since it offers an opportunity to compare the measures now in existence and those contemplated in Canada with schemes in operation in Great Britain.

One of the proposals now under consideration by Canadian authorities is a plan for national health insurance. At present there is no governmental health scheme in Canada. The British film shows how state-controlled clinics in England provide free medical advice and care for both mothers and children; issue priority supplies of milk, orange juice, and cod-liver oil to families unable to afford these necessities, and furnish free medical and dental services to school

children. Canada's Family Allowance legislation, and the health services provided for schools by some city municipalities are the only comparable measures undertaken here.

The unemployment insurance scheme outlined in "Second Freedom" is very similar to the system existing in Canada. Britain's twenty million workers contribute a weekly sum, while employed, to a common fund and draw a fixed amount when out of work from the Labour Exchange. In Canada, benefits are not fixed but vary according to the amount of the worker's earnings. British workers are entitled to draw unemployment insurance for a maximum of 26 weeks with further insurance depending upon the individual's record. Canadian workers draw in accordance with the total they have paid into the insurance fund.

The scenes in the film showing the progress made in Britain in the building and rental of public housing units reveal that the United Kingdom has advanced further than Canada in the solution of the urgent problem of housing. The British old-age pension system, also outlined in the film, operates in much the same way as the Canadian scheme, except that monthly payments are slightly less than those made in Canada.

"Second Freedom" is an important film for discussion by everyone interested in working to speed up Canadian plans for putting comprehensive social security measures into effect.

A COUNTRYMAN, taking his first ride on the Twentieth Century Limited, was amazed at the mechanical devices the porter showed him. By inserting both feet into a box and putting a dime in a slot, he could have his shoes shined. Another coin in a slot produced soap and a towel. Another machine provided a sandwich and a piece of fruit.

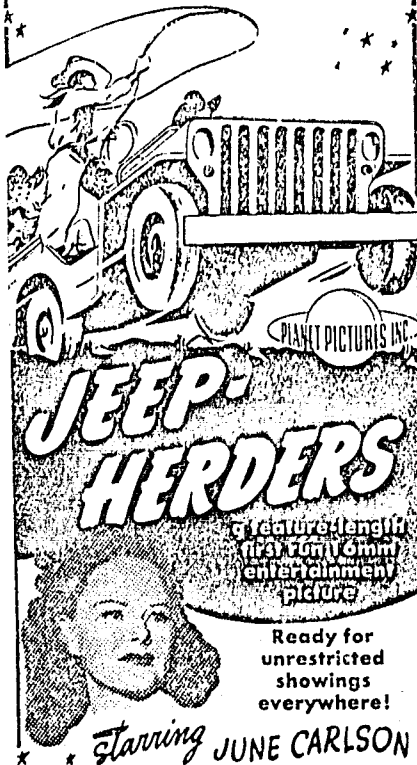
Presently the countryman tried the last-named machine, obtaining a sandwich and a peach. Having disposed of the peach, he opened the window and stuck out his head to expel the pit. As it happened, the train was passing a small station and one of those projecting steel arms used to hold mailbags struck him, knocking him across the car. The other passengers rushed to his side.

"Are you hurt?" they asked anxiously.

"No," he replied, "but that mechanical mouth-wiper is going to kill somebody one of these days."

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A SCIENCE Work Book and Guide, Grade 6, by H. C. Andrews. School Aids and Text Book Publishing Co., Regina; \$30.

While this is the prescribed text for schools in Saskatchewan, prepared for use with *Adventures in Science*, Book 6, it could be used very profitably in our B.C. Schools, especially in rural areas.

I like the word "Guide," for is it not our aim to guide children in all branches of learning to find out for themselves? All through this book the pupil is urged to ferret out facts from as many books as are available, and from personal experiments and experiences. Children love to "do something" and here are countless opportunities to draw diagrams, and to perform experiments even at their own desks.

There are 13 main problems, each with two to eight sub-topics. At the end of each main problem is a test which the pupil is asked not to read until he is ready to answer it. Constantly he is reminded of the need for accuracy, neatness and steady improvement.

In an imaginary conversation between two boys, the one using this Work Book says, "We don't copy notes. We write records and label diagrams of the things we do and observe and find out for ourselves. Our science note books are our own science texts that we are writing for ourselves."

Many work books leave too small a space for the answers. On the whole this book provides ample space. The print and paper are good. It can be used quite satisfactorily.

If all the activities were to be carried out as suggested, I think there would be more than could be accomplished in a school year. However, this is a good fault, as it provides interesting additional work for the bright pupil.—I. J. W.

NORTH America and the Modern World, Edgar McInnes; Dent; pp. No. 478; \$2.35.

Traps for careless thinking often lie in the connotations underlying the ob-

vious meanings of innocent words. In the title of this book, the unpretentious little word "and" introduces an idea which the volume does little to justify. If we note the title of such a classic as *Jack and the Beanstalk*, it will be evident that "and" here means more than it does in such a sequence as "Shoes and ships and sealing-wax." In the former there is a connotation of intimate relationship, in the latter, a mere addition of diverse elements. So in the title of the book under consideration, one is led to believe that the "and" is used in the sense of relatedness while in fact the contents of the book show that there is an unfortunate lack of that very unity which would have been its great attraction.

In spite of this lack of coherence the book has several interesting features. Perhaps the most attractive of these is the chapter in Book One which deals with the liberation of Latin America. However, Books two, three and four, which deal with The United States of America, The Canadian Nation and Problems of the Twentieth Century, although not unsatisfactory in themselves, are almost watertight compartments; and from the interesting beginning on the development of South America practically nothing emerges except a few paragraphs on the changing meaning of the Munroe Doctrine.

In the note for teachers which prefaces the text the following sentences occur, "In the interests of clarity and concreteness the presentation is narrative rather than analytical. This means that only occasionally are direct references made to underlying general factors." Unfortunately, when one reads for more than a page or two anywhere in the book, one finds that there is not enough detail for the concrete treatment to be interesting and not enough of the underlying general factors to give relatedness to the facts. This sort of thing may be satisfactory for a reader who is well acquainted with the History of North America, but it is rather indigestible palatium for the High School student:

"American participation in the war brought with it a monetary realization of the global nature of the issues and of the need for active American co-operation in world politics if a renewal of conflict was to be avoided." Again and again one meets with sentences which are loaded with generalizations based on facts which are not given or which require, for the High School student at least, a considerable explanation of general principles.

If this reviewer were eager to get a knowledge of North America he would read Creighton's *Dominion of the North* and Adams' *The Epic of America* with a good deal more pleasure than the volume under consideration and probably emerge with a clearer idea of the position of both Canada and the United States in the Modern World.

All of which raises the question, Why does not someone write a good readable history of North America?—E. M.

ON Stage, by H. Voaden; Macmillan; pp. 445; 95c.

At last, a reasonably priced, well bound book which contains in addition to a good variety of plays enough comment to make it a practical manual. Not only this, but there are also included three radio plays—recognition of the fact that schools can and should make us of this medium.

The sub-title of the book is "Plays for School and Community," a wise reminder that in dramatics particularly, the school and the community may achieve that organic unity they should always have had. The well-written introduction ("chiefly to teachers and older readers") contains notes on the drama in school and community, class readings and productions, as well as an intelligent discussion of helpful books rather than an undigested bibliography. Authors represented vary all the way from Clarence Dane to Anton Chekhov, from J. M. Barrie to Lord Dunsany (and your 1946 class will be particularly interested in Sydney Box's "Fantastic Flight").

The three radio plays have an introduction of their own. To anyone who knows radio writing, the names of Norman Corwin, Ray Darby and Gerald Noxon will be a sufficient recommendation to this section.

Comments on the plays bespeak a mature and profitable experience on the

part of the writer, and there are plenty of tantalizing points raised to whet the appetites of students of dramatics.

—P. J. K.

THE Empire, Yes Or No? by George Grant; Ryerson (Canada Must Choose Series); pp. 34; 25c.

The danger with controversial material is that one almost instinctively looks first to find whether one's own prejudices are upheld or condemned, then hands down a judgment. The author of this booklet upholds this reviewer's prejudices by answering "yes."

Nevertheless, granted that the reader is willing to set down impartially, the advantages and disadvantages of Canada's free association with other members of the British Commonwealth, he will find that a reading of this will probably suggest points he had not stopped to consider before. The arguments are practical, and there is plenty of food for thought even in this "purplish" passage with which the author concludes:

"One can, indeed, say that ethical man, reasonable man, is a last remaining fragment of the dark ages, and that the new man is one ruled by Marxian economics or Freudian sex—mankind, in fact who is brutal and unreasonable, unethical and material, and who is ruthlessly dominated by his appetites. Then we can disavow the British Commonwealth. But if we believe in Christian man, the finest flower of all that western civilization has produced, then there can be no doubt that our chief hope in the survival of such values is in the survival of the British Commonwealth. Canada has a vital responsibility. Canada must choose."

—P. J. K.

BOTH the following are obtainable from The Canadian Council of Education for Citizenship, 166 Marlborough Avenue, Ottawa.

NEW Ways of Learning, by J. R. Kidd; pp. 56; 10c.

Films, slides, radio, pamphlets, recordings, charts, diagrams, maps—all these devices modern science would leave for you at your classroom door. But you take over from there. While not so startlingly different as we are sometimes asked to believe, these devices do call for their own peculiar techniques, and raise their own particular problems. Sins of commission in regard to new devices

are as usual probably more dangerous than sins of omission—and just as common.

In this pamphlet you will find what equipment to secure and how to use it; and where to locate the films, programs, etc., that you wish to use. It is a reference book worth having on hand.

Community Centres, by John P. Kidd; pp. 116; 50c.

Well illustrated with a number of photographs and diagrams, this is one of the most practical answers so far to the question, "How do we go about this community centre business?" As the Honourable Brooke Claxton observes in his foreword, "Dozens of cities and towns throughout Canada are planning and raising money for Community Centres."

If you are interested in seeing what your community can do, you will find in this booklet how to lay your plans, how to choose a site and how to decide what your centre must be equipped to do. You will learn how it may be administered and financed, and what the government plans to do to assist.

If you want to put your school to work, either tentatively or permanently, you will find a practical discussion of that also. The book ends with a chapter on programs—with a list of things to do three pages long—some general comments, and an excellently organized complete bibliography.—P. J. K.

The following are publications of The Canadian Institute of International Affairs. Every teacher should be familiar with the work of this organization. The address is 230 Bloor St. W., Toronto 5. "Canada and Cartels," "Trade for Prosperity" and "The Japanese Canadians" all belong to the Behind the Headlines Series for which a year's subscription (7 issues) may be obtained for the small sum of 70c.

The Nations Have Declared (Part III); pp. 36; 15c.

What has proved to be a valuable reference series is enhanced still further by this addition which contains the full text of the San Francisco Conference and the Potsdam Conference, the Statute of the International Court of Justice and notes on the trial of war criminals. Brief and lucid comments are appended.—B. D.

Canada and Cartels, by V. W. Bladen; pp. 24; 10c.

Because "cartel" has become a bogey word, we need all the more to read such dispassionate discussions of the

question as this booklet by a well-known Canadian authority.

Professor Bladen goes through the cartel alphabet, and a sick-making list it presents to the impatient reformer. But if one can curb his impatience, he is pulled up short by the author's remark, "Whether we can accept the negative policy of anti-trust depends on whether it is part of a positive programme."

Future peace as always lies with "men of goodwill," and that, we need to remember, means men who "will" to do good, whether they are dealing with the control of matches or uranium.—P. J. K.

Trade for Prosperity, by W. M. Drummond; pp. 20; 10c.

More than ever is it true today that "no man liveth to himself" and the saying is just as true where nations are concerned. To quote from this pamphlet, "the obstacles to trade include such things as ignorance, short-sightedness, selfishness and fear. To recognize this is to realize that progress along international trading lines can at best be only gradual. What is needed then, and what can be done, to bring about that progress?" Obviously one of the fundamental needs is that the average Canadian should understand the simple implications of the problem. Your study group either in school or out will find this booklet a good place to begin.—P. J. K.

The Japanese Canadians, by F. E. La Violette; pp. 20; 10c.

This gives a brief historical sketch of the origin and development of the Japanese problem in Canada, and discusses the problem in the light of the meaning of Canadian citizenship and the ideas of democracy. Questions for discussion, and a bibliography are included. The tone of the pamphlet is admirably objective.—P. J. K.

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Correspondence

Editor, *The B.C. Teacher*:

I wish to express to you my thanks for the kind reference to myself in *The B.C. Teacher* of recent date.

I have been in the service of the Education Department for upwards of thirty years and am retiring at the end of December. I was inspecting in the Province years before there was any Teachers' Federation and have watched with interest the birth and growth of your association. I inspected the school of your first President, Mr. J. G. Lister, when the Vancouver Technical classes were housed in the old Labour Temple and afterwards when the classes moved to the Vancouver Technical School. I was also privileged to inspect the school of another President—Mr. George Fergusson—when he was principal of King Edward High School. I had a great admiration for Mr. Fergusson and venture to say no finer man or more efficient principal ever conducted a school in this or any other province.

Your Federation is deserving of congratulations for the fine work it has done throughout the years of its existence.

I should like to express to you, as Secretary of the Federation of British Columbia teachers, my feelings regarding the teachers of the province. I have inspected their classrooms during two world wars and during the equally difficult years of reconstruction between the wars. In my opinion no other body of citizens has made so valuable a contribution to the nation.

I have enjoyed my work of inspection chiefly because it has enabled me to become acquainted with the fine men and women who have carried on the work in our schools so faithfully and efficiently. They have not received an adequate reward financially but they have the satisfaction of knowing they have won the admiration of their pupils and of those interested in the young people of our country.

I wish the teachers, one and all, health and happiness and the Federation continued success.

Sincerely yours,
J. B. DeLONG,
Inspector of High Schools.

INCOME TAX DEDUCTION

Dear Sir:

I wrote again to the Honorable Mr. Ilsley, Minister of Finance, urging him to give consideration to teachers who

have to attend summer school in order to make their diplomas permanent or to raise their certificate standard. The following is a copy of Mr. Ilsley's reply:

"Ottawa, December 20th, 1945.

"Dear Dr. Crutchfield:

"I have your letter of December 4th regarding the possibility of allowing a deduction from income tax to teachers in respect of expenses incurred in attending summer school.

"While I appreciate the sincerity of your appeal in this regard, I find it rather difficult to hold out any encouragement that it would be possible to act on your suggestion. It is a basic principle of income tax that income in the form of salaries and wages is not subject to deduction for expenses, and if any general departure from this principle were to be made I am afraid that there would be no point at which a line could be drawn. Almost every taxpayer could make a reasonable case that there were certain expenditures which he incurred because he was employed, and the farther we move from strict adherence to the well established principle the more impossible it becomes to deny these claims.

"I regret that my reply cannot be more favourable. I think you will understand that this particular aspect of income tax presents many troubling problems, and our only assurance of stability is in holding as firmly as possible to established principles.

"Yours very truly,
J. L. ILSLEY (Signed)"

You can judge from this letter that there is very little hope of getting any reduction from income for summer school expenses. The other alternative is to urge School Boards and Departments of Education to finance the expenses of the teachers while at summer school. We find, for instance, in industry that if an employee is sent to pursue a course to improve his technique, the industry always pays his expenses and, therefore, the employee is not out of pocket. Since School Boards will benefit directly by having their teachers attend summer school, it seems only reasonable that they should bear at least a part of the expense of attendance. This is offered to you as a suggestion for action by your own executive in your province.

CANADIAN TEACHERS' FEDERATION,
C. N. CRUTCHFIELD,
Secretary-Treasurer.

News, Personal and Miscellaneous

OFFICE STAFF NEWS

THE many friends of Miss Clayton will be sorry to hear that because of health reasons she will be absent from her office duties on leave of absence for the next three months. It is our sincere hope that she will find rest and relaxation during her absence and will soon return much improved.

Miss Margaret C. MacGruer returned from active service on January 1 to resume her duties on the office staff, a position she held for twelve years previous to enlistment.

She enlisted with the R.C.A.F. in the Spring of 1942 and for the last three years has been stationed at Dayton, Ohio, having obtained the rank of Flight Sergeant.

RECENT EDUCATIONAL APPOINTMENTS

Dr. G. M. WEIR

PREMIER John Hart recently announced the appointment of Dr. G. M. Weir to the post of Education Minister in the B.C. Cabinet, a position he held previously from 1932 to 1940. The former head of the department of education at the University of B.C. was a successful Coalition candidate in the Vancouver-Point Grey constituency in the provincial elections of last October. We extend congratulations to Dr. Weir and wish him success in his new position.

Dr. M. A. CAMERON

The Board of Governors of the University of B.C. added another laurel to the already outstanding educational career of Dr. M. A. Cameron when they appointed him head of the department of education of that institution in succession to Dr. G. M. Weir.

Dr. Cameron, who received his primary education in Calgary, his master of arts degree from U.B.C. and his doctor's degree from the University of Toronto, has been on the University staff for more than fifteen years. For many years he has directed the University's summer school.

Last year Dr. Cameron was named a one-man commissioner by the B.C. Government to survey the whole field of educational finance of this province and report thereon. The basic recommendations of his Report have been endorsed by the

Executive of the Federation and by many Local Associations.

The popularity among teachers of Dr. Cameron's recent appointment will attest to the esteem in which he is held by members of the profession.

GENERAL FILMS APPOINTED EXCLUSIVE PLANET DISTRIBUTOR

GENERAL Films, Ltd., 535 West Georgia St., Vancouver, have been appointed exclusive distributor of Planet Pictures, Inc., Hollywood, California, it was announced recently by Jack Seaman, President and Executive Producer of the pioneer 16mm. theatrical film studio.

General Films point out that Planet's policy is aimed to meet the standards and requirements of churches, schools, parents, youth organizations and civic groups. The narrow-gauged films will be first-run features of a non-controversial nature and will include comedies, mysteries, musicals and outdoor action dramas as well as historical dramas. Devoid of smoking, drinking, gambling and suggestive scenes, the plots will be simple and the stories clean and wholesome. In addition, a complete program of short subjects, newsreels, featurettes, travelogs and color cartoons will be distributed.

Already being exhibited to Canadian audiences is "Jeep-Herders," Planet's initial color feature and first of a series of twelve to be produced during the next year. This picture is a fast-moving outdoor action story of G.I. cowboys who ride jumping jeeps instead of horses. Co-directed and produced by Harvey Parry and Dick Talhadge, the colorful film brings to the screen twelve of the film-city's top stunt men in addition to the cast headed by Planet's discovery, John Day, in his first starring role. All made up of experienced Screen Guild talent, the feminine lead is carried by June Carlson, star of the famous "Jones Family" series. Others include Pat Michaels, Steve Clark, Paul Bradley, Slim Gaunt and British comedian Ashley Cowan.

Planet's second entertainment feature "Detour to Danger," an exciting tale of the tall timber is complete with suspense, chases, fights, music, romance and high comedy. Starring in his second 16mm. picture is John Day who plays opposite blonde lovely Nancy Brinckman. Also

directed by Parry and Talmadge, the film presents such well-known screen personalities as Britt Wood, Si Jenks and Eddie Kane. A December release is scheduled for this picture.

"The people's Choice," a situation comedy with plenty of laughs, music and mystery, has just concluded shooting and will reach Canadian screens in January. This fast-paced story brings radio personalities to the screen and involves the story of an election, a "mystery lady" radio voice and the introduction of three musical numbers.

Short subjects currently available are "Primitive Patzcuaro," depicting life in a colorful Mexican village; a "Fortunio Bonanova Concert" series and "Hobo's Lady," an amusing day on the farm seen through the eyes of a dog.

STANDARD SCHOOL BROADCAST

A RECENT announcement from the Standard Oil Company states that their free Teacher's Manual fully outlining their weekly "Standard Hour and School Broadcast" is now available from the following address:

Standard Oil Co. of California,
San Francisco, 20, California.

This is the eighteenth consecutive school year for the Standard School Broadcast, which presents a course in music-enjoyment through radio lessons and concerts of fine music of all types. The weekly half-hour programs are heard on Thursday mornings on N.B.C. stations—at 10 A.M. Pacific Standard Time, from KOMO, Seattle, and KHQ, Spokane, and at 11 A.M. Mountain Standard Time from stations in Idaho.

SUPPLY AND DEMAND IN THE PROFESSIONS IN CANADA

A SIXTY-SEVEN page booklet of the above title has been prepared by the Dominion Bureau of Statistics, Ottawa, and is available from that address at a price of twenty-five cents.

The bulletin presents much material of value to counsellors in vocational guidance, teachers, parents and students faced with the problem of selecting a profession. The material includes a study of the graduates from Canadian universities for the past twenty-five years. The reports of the 1941 Census provide a basis for the estimation of potential clientele and the distribution of professional people within the labour force of Canada.

CANADA YEAR BOOK

THE 1945 edition of the Canada Year Book, published by authorization of the Hon. James A. MacKinnon, M.P., Minister of Trade and Commerce, is announced by the Dominion Bureau of Statistics.

Special Articles.—Among the special articles appearing in the present edition are: Physical Geography of the Canadian Eastern Arctic, at pp. 12-19; Canada's Growth in External Status and Canada's Part in the Relief and Rehabilitation of the Occupied Territories, at pp. 74-85; Canadian Oil Production, at pp. 321-325; Changes in Canadian Manufacturing Production from Peace to War, at pp. 364-381; International Air Conferences, at pp. 642-644; The Wartime Role of the Steam Railways in Canada, at pp. 648-651; Canada's Northern Airfields, at pp. 705-712; the Democratic Functioning of the Press, at pp. 744-748; and the Activities of the Wartime Prices and Trade Board in Controlling Prices, Rents and Supplies, at pp. 895-903.

Other Features.—Because of public interest in the articles published in former editions of the Canada Year Book, the policy of reprinting such articles as are of continuing value has been approved, and in future a number of these will be made available each year. Information regarding those that can be obtained will hereafter be indicated in the list appearing at the opening pages of each future edition of the Year Book.

In addition to the Special Articles, the regular chapter material has undergone thorough-going revision to reflect latest developments.

It has been found possible to include more than the usual number of maps and charts in this volume, due to the fact that many of the maps, designed for other reports of the Bureau, were economically printed from existing plates.

By a special concession, a limited number of paper-bound copies have been set aside for ministers of religion, bona fide students and school teachers, who may obtain such copies at the nominal price of \$1.00 each. Application with remittance for special copies must be forwarded to the Dominion Statistician, Dominion Bureau of Statistics, Ottawa.

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Exciting as an adventure story, intriguing as a tale of mystery, enthralling as a good novel, this account of how energy was freed from the atom should be in every secondary school library.

In simple, non-technical language, Raymond Yates, who is well-known for his writings in the field of science and was formerly editor of *Popular Science Monthly*, has told the story of the Atom Smashers from the days of the early Greek philosophers who speculated about the structure of matter, to the present age of cyclotrons and atomic bombs.

This is no weighty scientific report; young people (and many adults as well) will find it fascinating and entirely comprehensible. The thirty-three drawings and photographs which illustrate the book add greatly to the clarity of the explanations.

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