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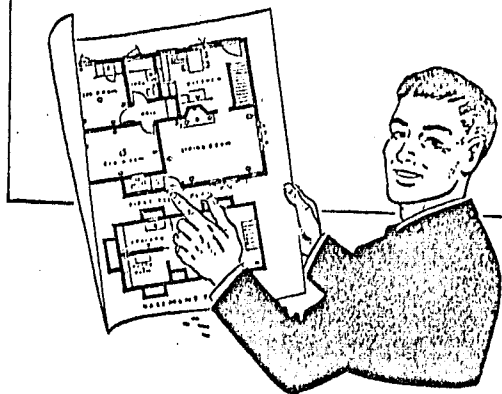
MAY-JUNE, 1946

VANCOUVER, B. C.

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THE B. C. TEACHER

VOL. XXV., No. 8.

MAY-JUNE, 1946

VANCOUVER, B. C.

THE HORSE BEFORE THE CART

ACCORDING to an editorial in *The Alberta School Trustee*, the Department of Education of our neighbour province threw a bombshell into the A. T. A. Annual General Meeting by announcing that in future one year of training for elementary teachers will be sufficient.

This statement constitutes a right-about-turn face on the policy adopted a year ago of a two-year course leading through additional study to a Bachelor of Education degree from the University of Alberta, upon which policy our Federation largely based its proposals for a change in the certification set-up in this province.

The Alberta School Trustee surmises that the Government in making its decision was influenced by two outstanding conditions: "First, the serious shortage of teachers; and, second, the lack of money to place education on a basis which would attract high calibre students to the profession."

"A two-year Normal course would not remedy these conditions," the editorial points out, "it would rather tend to aggravate the situation."

In pleased surprise that such a statement should come from a trustee source, we find ourselves in complete accord with the point of view of the Editor, expressed as follows:

"The greatest problem school divisions are facing today, and will face for some years to come, is the staffing of the rural schools. The salaries which divisional boards are able to offer teachers under the present system of financing, are certainly not commensurate with the cost of a two-year training course which high school students would be expected to take. The trustees as a body take the view that the Government in introducing the two-year training course, placed the cart before the horse. More money for education must be found so that salaries of teachers can be increased to a point which will justify students taking up teaching as their life work."

In British Columbia the Government has reorganized educational financing through the Cameron Report in such a way that the horse is placed right where it belongs, squarely in front of the cart. No School Board now can plead inability to pay really adequate salaries. The wide differentiation previously existing between salaries offered in country and city districts should and can disappear if School Boards will face up to the challenge offered them of improving education at no extra cost to themselves. With better salaries more quality students will offer themselves as candidates for the teaching profession. With better salaries, the Department of Education can with confidence proceed to adopt a more adequate system of teacher selection and certification, involving the features that Alberta has had to abandon.

There is no doubt about it—the profession does need more and better qualified elementary teachers. But the pre-requisite for good selection and full qualification lies in the offering of higher salaries. It is in the power now of trustees to establish this pre-requisite and we sincerely hope for the good of education that they will seize the opportunity presented to them.

SCHOOL MEALS — AN EXTRANEIOUS DUTY?

THE question has been asked by one of our local associations as to what is the responsibility of teachers in the school hot-lunch programme. Some individual teachers have already resolved the issue very effectively by accepting full responsibility, initiating, organizing and supervising the scheme, assisted in part by small grants from their school boards. For the most part, however, programmes developed in this way have been only on a very small scale, involving generally the provision of but one hot dish to supplement sandwiches the children bring from home.

However, the mid-day meal idea is basically sound and we are likely to see it develop into an integral part of our educational system as it has done in England, where at present 37 per cent of the children have meals in school and where, when the meals are provided free, as they are to be in the near future as part of the scheme of social security, it is expected that the number participating will increase to 60 or 70 per cent. With the development of the programme in British Columbia, problems very definitely will arise and for our own protection we might very well start anticipating them. Our English colleagues who welcomed the school meal idea with enthusiasm, and who successfully campaigned for it, are now, to quote from one of their periodicals, "very discontented with present arrangements."

Perhaps British Columbia teachers may profit from their experience and to this end we summarize as follows the salient facts that have arisen out of consideration given to the problem in the pages of *The Schoolmaster* and *Woman Teachers' Chronicle*, official organ of the National Union of Teachers:

1. The Government of Great Britain is convinced of the permanent necessity for school meals.
2. In view of widespread dissatisfaction, the Ministry of Education is trying to reduce the extent of the teachers' obligations and is expecting School Boards to employ clerks or school secretaries, who can deal with the mass of routine business, form filling and accountancy.
3. At least one teacher is to be required to be on duty during the meal time, but on days of duty it is recognized that teachers should have time for their own meals in comfort and to enjoy some relaxation between the morning and afternoon sessions.
4. School Boards have been asked to appoint assistants where necessary to help with the school meals under the direction of the teacher. It is suggested that one assistant be employed for every 30 children and one teacher be required for supervision of groups up to 150. In small schools the teacher need not be on duty every day. An assistant may take charge.
5. The N. U. T. demands that proper dining halls, tastefully equipped, be included in the layout of all schools.

It has been shown in England, we feel, that the school meal programme is very fine in theory, but works out well in practice only when facilities are provided, and provision made for an adequate ancillary staff. All this

costs money, and here in British Columbia we as teachers should recognize that fact and impress it upon our educational authorities before we become too directly involved.

A circular issued by the British Ministry of Education reads in part: "Under proper conditions it (the school meal) affords an outstanding opportunity for social training, without which education is incomplete, for teaching good manners and for the establishment of sound dietetic habits. The proper conduct of the mid-day meal, herefore, like that of school games and clubs, cannot but be of the closest interest and concern to teachers, and therefore an important part of the responsibility of the Head Teacher and the teaching staff."

The B. C. Teacher maintains that the above statement defines very well what the responsibility of the teacher should be in the school meal programme if it is ever introduced on a full scale basis. But even with regard to our simplified single course hot lunch plan the teacher should not be expected to accept the burden of any of the extra work involved, except that of general supervising and even then only after proper provision is made for the teacher's own comfort and relaxation.

SPIRITUAL AND ETHICAL VALUES IN EDUCATION

THE publication of Miss Frances Higginbotham's article "Aims in Education" elsewhere in this issue brings to the attention of all teachers the fact that a discussion of the place of spiritual and ethical values in education is being conducted earnestly among leading educationalists the world over.

Inspired by similar work being done by a Faculty Group at the University of British Columbia under the guidance of the President, Dr. N. A. M. MacKenzie, teachers from many of the secondary schools of Vancouver have formed their own study circles. Miss Higginbotham's article may be said to represent the views of this Committee and hence takes on much wider significance than would be the case if she were merely making known her personal opinions.

"The B. C. Teacher" is informed that the local discussion group is only one of many organized to discuss this same topic all across the Continent and in Belgium, Holland, France and England. An interchange of ideas among the various groups is contemplated as soon as some definite conclusions are reached.

Any reader interested in taking part in the deliberations of the Vancouver group is referred to the Acting Secretary, Mr. O. McLean Sanford, at Kitsilano High School.

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THE CANADIAN TEACHERS' FEDERATION INVITES APPLICATIONS FOR THE POSITION OF SECRETARY-TREASURER

The next conference of the Canadian Teachers' Federation is to be held during the month of August. One of the important items of business for discussion is the appointment of a fulltime secretary-treasurer and the location of the head office of the Federation.

It is possible that the appointment of a fulltime secretary-treasurer may have to be delayed; but it is probable that the appointment will be made.

The Executive are most anxious that the most suitable person in the teaching profession in Canada may be induced to accept the position. Suitable remuneration will be arranged. Any member of any Provincial Organization, affiliated with the Canadian Teachers' Federation is eligible for appointment to the office, and anyone interested in the position should make application, stating all qualifications that would be pertinent to the position.

Applications should be mailed so as to reach the undersigned not later than July 15, 1946.

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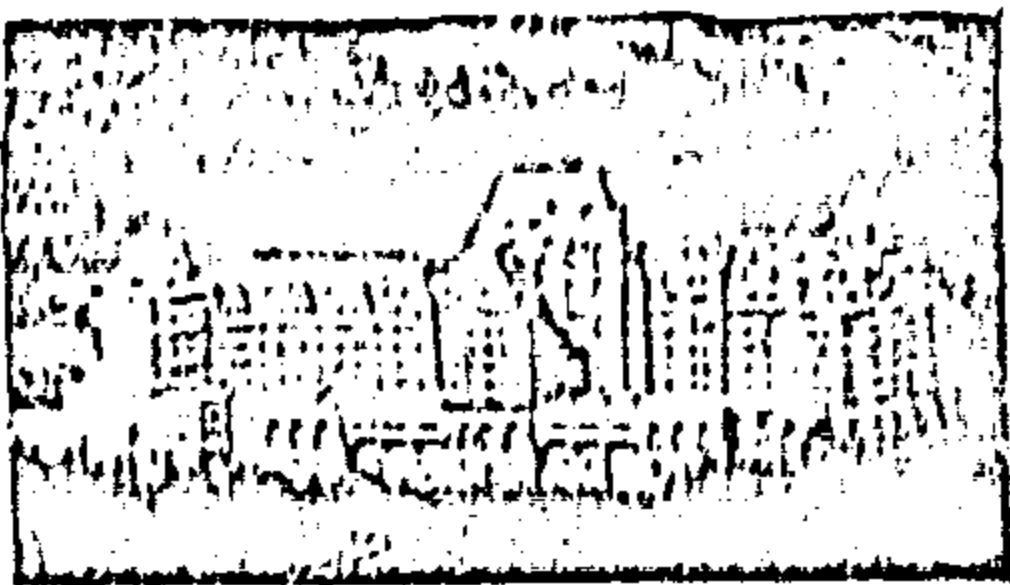
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The Salary Situation

THE attention of all teachers is drawn to the following minimum salary schedule and basic salary principles adopted by the 1946 Annual General Meeting as a basis of negotiation between teachers and school boards.

Teachers individually can help the Federation improve the salary status of the profession by insisting on a salary commensurate with their qualifications and experience and the importance of the work they perform.

B. C. T. F. MINIMUM SALARY SCHEDULE ADOPTED BY 1946 ANNUAL GENERAL MEETING AS A BASIS OF NEGOTIATION WITH SCHOOL BOARDS

	Minimum	Increments	Maximum
Elementary	\$1300	\$100	\$2400
Secondary	1600	100	3000

RECOMMENDATIONS:

1. It is recommended that in each school district a committee be set up to consist of representatives of the School Board and the teachers of that district for the purpose of dealing with all questions pertaining to salary matters, both individually and collectively, and including initial placement on the salary scale. All representations regarding salary matters *must* go through this committee.
The committee should be so constituted as to provide for some continuity of experience of its teacher membership.
It is further recommended that, in the event that a teacher is dissatisfied with the ruling of the said salary committee, the teacher shall have a right to refer through his local to the B. C. Teachers' Federation for advice and assistance.
2. It is recommended that payment of teachers in all districts be on a schedule basis.
3. It is recommended that salary schedules should be of the "position-preparation" type.
4. It is recommended that the increments number approximately fifteen.
5. It is recommended that all increments in a given schedule be of equal size for all types of schools.
6. It is recommended that increments be granted to a teacher on leave of absence for professional growth, and for sick leave of not more than one year.
7. It is recommended that the principle of equal pay be recognized.
8. It is recommended that full credit be given for previous experience obtained in any type of public school regardless of district.
9. It is recommended that Junior and Senior High School teachers with equivalent qualifications be paid on the same scale.
10. It is recommended that the placement of specialist on any schedule be governed by the table shown in Appendix A.
11. It is recommended that Principals' and Vice-Principals' salaries be included in the salary schedule of every district.
12. It is recommended that Principals receive a flat rate, over and above the assistants' scale for administrative duties, plus a supervisory allowance on a graduated scale. It is further recommended that vice-principals be paid proportionately on a similar basis.
13. It is recommended that any schedule may be amended by joint agreement of the School Board and Local Association, after the expiry of three months' notice given by either party.
14. It is recommended that a teacher transferred from an Elementary School position to a Secondary School position shall be given full credit for previous experience.

Summary of B. C. Salary Schedules

THE following summary outlines, according to the latest available information, basic scheduled salaries only. Some of the schedules provide bonuses for additional qualifications or for special positions which make them more attractive than outlined.

Salary negotiations are at present being conducted in many areas so that there may be a considerable number of changes by the opening of the Fall term. Teachers desiring further information about any of the districts listed or not listed are invited to contact the Federation office, 1300 Robson Street, Vancouver.

As from September 1, 1946, salaries must be at least equal to the Grant Scales outlined in the Department of Education circular "Qualifications of Teachers for Grant Purposes." These are based on certification and are basically:

SALARY SCHEDULES

	Min.	Max.	Inc.	No. of Years
Senior High—Type S-A	1300	2170	\$50-100-60	13
—Type S-B	1300	2050	50-100-60	11
Junior High—Type J-A	1200	2010	50-100-60	12
—Type J-B	1200	1830	50-100-60	9
Elementary —Type E-A	1000	1710	50-100-60	11
—Type E-B	1000	1650	50-100-60	10
—Type E-C	1000	1470	50-100-60	7

HIGH SCHOOL

School District (*Women; †Men)	Min.	Max.	Inc.	No. of Years	Special Provisions
Alberni	\$1400	\$2400	\$75	14	
Armstrong	\$1300	\$2180	\$100-\$60	12	Higher maximum for married men teachers.
Burnaby	\$1300*	\$2800*			
	\$1500†	\$3000†	\$100	15	
Chilliwack	\$1200	\$2000	\$75	12	Increments and maximum vary in special cases.
Comox	\$1500	\$2040	\$60	9	
Coquitlam	\$1300	\$2170	\$60	13	
Courtenay	\$1500	\$2060	\$70	8	
Cranbrook	\$1400*	\$2300*	\$100-\$40	14	
	\$1500†	\$2400†			
Creston	\$1300	\$2200	\$100-\$70	11	
Cumberland	\$1380	\$2100	\$60	12	
Delta	\$1300	\$2020	\$60	12	
Duncan	\$1500	\$2380	\$80	11	
		\$1800†			
Esquimalt	\$1300	\$2300*	\$75	14	
		\$2500†			
Ferrie	\$1460	\$2110	\$65	10	Higher minimum and maximum for married teachers.
Grand Forks	\$1400	\$2000	\$60	10	
Hedley	\$1500	\$2500	\$100-\$50	15	Additional credit for extra qualifications.
Howe Sound United	\$1500	\$2000	\$100	5	Higher maximum for teachers with dependents and for specialists certificates.

School District (*Women; †Men)	Min.	Max.	Inc.	No. of Years	Special Provisions
Kamloops	\$1500	\$2500	\$70	15	Lower scale if without academic certificate.
Kelowna	\$1300	\$2180	\$100-\$60	12	Higher maximum for married men teachers.
Kent (Agassiz)	\$1300	\$1900	\$65	8	
Kimberley	\$1425	\$2600	\$125-\$50	15	Lower if without academic certificate.
Ladysmith	\$1500	\$1980	\$80	6	
Langley	\$1200	\$2040	\$70	12	
Maple Ridge	\$1300	\$2020	\$60	12	
Matsqui-Sumas- Abbotsford	\$1300	\$2020	\$60	12	Two additional increments for teachers with dependents.
Mission	\$1250	\$1900	\$75	9	
Nanaimo	\$1560	\$2600	\$50-\$100	12	
Nelson	\$1900	\$2900	\$75-\$100	12	
New Westminster . . .	\$1300*	\$2800*	\$100	15	
	\$1600†	\$3100†			
North Vancouver . . .	\$1300*	\$2600*	\$100	14	
	\$1500†	\$2800†			
Oak Bay	\$1295*	\$2275*	\$140	8	Special provisions for teachers of special subjects.
	\$1620†	\$2600†			
Oliver (South Okan. United)	\$1400	\$2700	\$100	13	A complex schedule--write for complete copy.
Penticton	\$1300	\$2180	\$100-\$60	12	Higher maximum for married men.
Port Moody	\$1500	\$2250	\$75	10	Lower maxima for teachers without academic certificates.
Powell River	\$1500*	\$3000	\$80	19	
	\$1500†	\$3200	\$100	17	
Prince George	\$1500	\$2525	\$100-\$75	13	Higher maximum for teachers with dependents and for additional qualifications.
Prince Rupert	\$1500	\$3000	\$100	15	
Revelstoke	\$1400	\$2400	\$100-\$60	14	Extra for special work or qualifications.
Richmond	\$1300	\$2400	\$75	14	
Rossland	\$1400*	\$2400*	\$100	9	
	\$1500†	\$2500†			
Saanich	\$1400	\$2300	\$100	9	
Summerland	\$1300	\$2180	\$100-\$60	12	Higher maximum for married men.
Surrey	\$1200	\$2040	\$70	12	Higher minimum starting September.
Trail-Tadanac	\$1800	\$2900	\$100	11	
Vernon	\$1300	\$2180	\$100-\$60	12	Higher maximum for married men.
Victoria	\$1500	\$2200	\$70	10	Additional increments for extra qualifications to a maximum of \$3120.
Vancouver	\$1500	\$3200*	\$100	21	
		\$3600†			
West Vancouver	\$1500*	\$3200*	\$100	17	Full credit for past experience.
	\$1500†	\$3600†	\$100	21	Lower scale for teachers without academic certificate.

JUNIOR HIGH SCHOOL.

School District (*Women; †Men)	Min.	Max.	Inc.	No. of Years	Special Provisions
Armstrong	(Same as high school scale)				
Burnaby	\$1200*	\$2500*	\$100	12	\$100 higher maximum for academic certificate.
	\$1300†	\$2700†			
Chilliwack	\$1100	\$1800	\$75	9	
Coquitlam	\$1200	\$2010	\$60	12	
Delta	\$1200	\$1860	\$60	11	
Duncan	\$1300	\$2180	\$80	11	
Fernie	(Same as high school scale)				
Kamloops	(Same as high school scale)				
Kelowna	(Same as high school scale)				
Ladysmith	\$1400	\$1880	\$80	6	
Maple Ridge	\$1200	\$1860	\$60	11	
Matsqui-Sumas- Abbotsford	\$1200	\$1860	\$60	11	Higher for teachers with dependents.
Mission	\$1150	\$1850	\$65	9	
Nanaimo	\$1360	\$2260	\$50-\$100	10	
Nelson	A. \$1550*	\$2375*	\$75	11	A—Scale for teachers with academic certificate. B—Scale for teachers with- out Academic certificate.
	B. \$1700†	\$2700†	\$75-\$100	12	
New Westminster	\$1100*	\$2300*	\$100	13	
	\$1300†	\$2600†			
North Vancouver	\$1190*	\$2330*	\$90	14	
	\$1290†	\$2430†			
Oliver (South Okan. United)	(Same as high school scale)				
Powell River	\$1400*	\$2600*	\$80	15	Lower maxima for teachers without academic certifi- cate.
	\$1400†	\$2800†	\$100	14	
Prince George	(Same as high school scale)				Teachers teaching more than 50 per cent of time above Grade 6 are on the High School Schedule.
	\$1500	\$2225			
Prince Rupert	\$1500	\$2800	\$100	13	
Richmond	(Same as high school scale)				
Rossland	(Same as high school scale)				
Surrey	\$1100	\$1940	\$70	12	
Trail-Tadanac	\$1600	\$2425	\$75	11	
Vernon	(Same as high school scale)				
Vancouver	\$1500*	\$2700*	\$100	16	Lower scale for teachers without academic certifi- cates.
	\$1500†	\$3100†			
Victoria	(Same as high school scale)				
West Vancouver	\$1500*	\$2700*	\$100	12	Full credit for past experi- ence. Lower scale for teachers without academic certifi- cate.
	\$1500†	\$3100†	\$100	16	

ELEMENTARY

Alberni	\$1200	\$2000	\$80	10	Extra for special duties.
Armstrong	\$1000	\$1640	\$100-\$60	7	
Burnaby	\$950*	\$1975*	\$75	12	\$100 extra for academic certificate.
	\$1050†	\$2075†			
Chilliwack Central	\$900	\$1600	\$75-\$60	11	Two special increments ad- ditional.
Chilliwack Township	\$900	\$1300	\$50	8	
					\$1500 maximum for mar- ried teachers.

School District (*Women; †Men)	Min.	Max.	Inc.	No. of Years	Special Provisions
Comox	\$1200	\$1740	\$60	9	
Coquitlam	\$1000	\$1600	\$60	10	
Courtenay	\$1200	\$1760	\$70	8	
Cranbrook	\$1100*	\$1800*	\$75	17	
	\$1200†	\$1900†			
Creston	\$1000	\$1800	\$100-\$50	11	
Cumberland	\$1080	\$1800	\$60	12	\$1200 minimum for permanent certificates.
Delta	\$1000	\$1600	\$60	9	
Duncan	\$1100	\$1740	\$80	8	
Esquimalt	\$1000	\$1700*	\$75	10	
		\$1900†			
Fernie	\$1200	\$1750	\$50	14	
Kamloops	\$1200	\$1800	\$70	9	Higher scale for teachers of Grade 1.
Grand Forks	\$1000	\$1600	\$50	10	Higher scale for teachers of Grades 1, 7 and 8.
Hedley	\$1200	\$1900	\$100-\$60	9	
Howe Sound United	\$1100	\$1700	\$100	6	Higher maximum for teachers and for specialists certificates.
Kent (Agassiz)	\$ 900	\$1380	\$60	7	
Kelowna	\$1000	\$1640	\$100-\$60	7	More rapid advancement in special cases.
Kimberley	\$1000	\$1800	\$100-\$50		Lower maximum for 2nd class certificate.
Ladysmith	\$1200	\$1660	\$80	6	
Langley	\$ 900	\$1620	\$60	12	
Maple Ridge	\$1000	\$1600	\$60	10	
Matsqui-Sumas- Abbotsford	\$1000	\$1600	\$60	10	Two extra increments for teachers with dependents.
Mission	\$1000	\$1500	\$60	9	\$100 extra for teachers with dependents.
Nanaimo	\$1020	\$1820	\$50-\$100	9	
Nanaimo-Ladysmith Consolidated District	\$1100	\$1800	\$50-\$75	10	
Nelson	\$1200	\$1900	\$75	9	Full credit for past experience.
New Westminster	\$ 920.60*	\$1800*	\$100	10	
	\$1000†	\$2000†			
North Vancouver	\$1025	\$1800	\$75	11	\$100 higher for teachers of Grade 7 and 8.
Oak Bay	\$ 800*	\$1650*	\$100-\$50	10	
	\$1000†	\$1850†			
Oliver (South Okan. United)	\$1100	\$2200	\$100	11	A complex schedule. Write for complete copy.
Penticton	\$1000	\$1640	\$100-\$60	7	
Port Alberni	\$1150	\$1790	\$70	8	
Port Coquitlam	\$1000	\$1650	\$75-\$50	11	Extra for additional qualifications.
Port Moody	\$1200	\$1760	\$70	8	
Powell River	\$1200	\$2000	\$75	11	
Prince George	\$1200	\$1925	\$100-\$75	9	Higher maximum for teachers with dependents and for additional qualifications.
Prince Rupert	\$1200	\$2200	\$100	10	
Revelstoke	\$1100	\$1740	\$100-\$60	8	
Richmond	\$1000	\$1620	\$100-\$60	8	Extra for special qualifications.

School District (*Women; †Men)	Min.	Max.	Inc.	No. of Years	Special Provisions
Rossland	\$1000*	\$1810*	\$75-\$60	11	
	\$1100†	\$1910†			
Saanich	\$1000	\$1600	\$100	6	
Summerland	\$1000	\$1640	\$100-\$60	7	
Surrey	\$ 900	\$1620	\$60	12	Higher minimum in Sept.
Trail-Tadanac	\$1200	\$1860	\$60	11	
Vernon	\$1000	\$1640	\$100-\$60	7	Additional increments for extra qualifications to a maximum of \$2640.
Vancouver	\$1100*	\$2200*	\$50-\$100	11	\$100 extra for academic.
	\$1100†	\$2500†			
Victoria	\$1200	\$1800	\$60	10	Additional increments for extra qualifications.
West Vancouver	\$1100*	\$2200*	\$100	11	Full credit for past experi- ence. Scale \$100 higher for teachers with academ- ic certificates.
	\$1100†	\$2500†	\$100	14	
Williams Lake	\$1200	\$1900	\$100-\$60		

Teachers' Employment Service

ONE more spoke in the ever expanding wheel of service of the University of British Columbia will be added with the operation of the first Teacher Employment Service during the coming Summer Session. President N. A. M. Mackenzie of the University, Mr. John Goodlad, President of the Summer Session Association, and Mr. John McLean, Director of U. B. C. Placement Bureau, have given the Service their support and what has been to many until now merely a worthwhile suggestion, will become a reality.

Office space will be provided by the University and the Students' Summer Session Association will provide the personnel. The objective will be to assist teachers attending U. B. C. Summer School to locate suitable teaching positions and to assist School Boards in finding suitable teachers.

Vacancy lists will be prepared at the Federation Office for the benefit of teachers who will not be in attendance at U. B. C. Summer School, and will be mailed to all teachers requesting them.

To render this service of benefit to teachers, we are asking all teachers who are vacating their positions at the end of June to complete the form below and mail it as soon as convenient to Employment Service, B. C. Teachers' Federation, 1300 Robson Street, Vancouver, B. C. Please fill in each blank.

For Teachers' Employment Service

I expect to vacate my teaching position at the close of this term and you may add it to the Vacancy Lists.

Name of School.....

Grade or subjects taught.....

Address of School.....

Secretary's name and address.....

Teacher's Name.....

Other Information

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

Street.....

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

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

Aims In Education

By FRANCES I. HIGGINBOTHAM, Vancouver, B. C.

TODAY we as educators are victims of a world-wide madness—a zealous, even a sometimes frantic, desire to achieve material results. Money in the realm of commerce is replaced by marks in the realm of education. The almighty dollar, the 100 percent paper! Inwardly our ideals may be high, our ambitions lofty, but we and the students with us are swept along on the tide of ABC grades and percentages. It is not enough to say to a pupil, "This shows improvement." His prompt retort will be "What mark did I get?" or still more likely, "What mark did you give me?" And information *per se*, isolated facts, irrelevant bits of knowledge are taught, emphasized, re-taught until the student finds relief for his cluttered mind by repeating them parrot-like in an examination. Day after day, week after week, facts become the be-all and end-all of his educational strivings. Have we advanced beyond the unhappy state of Mr. Gradgrind's charity school described by Dickens?

Oh, yes. You belong, perhaps, to a school where examinations are of secondary importance. Your school is socially-minded, and the contest there resolves itself into a clamour for votes. The popular choice and his satellites rule. Numerous and varied are the social activities that seek to stir the right response, that help to adjust the individual to a social environment. Or does King Sport hold year-round priority in your school?

Yes, we have advanced undoubtedly—to a degree. None can deny that Physical Education has improved the health of our students. Art and Music have given them a finer appreciation of man's artistic achievements, and have developed latent talents. Social activities have made life happier for thousands of children. Yes, we have advanced, but toward what goal? for what purpose? With what ultimate aim in view?

Monopoly in the field of commerce, and Dictatorship in the field of politics have had their parallel during the 20th Century in a poor, weak thing called Freedom in the field of education,—freedom to progress—toward what?

Let us now consider an ideal aim or purpose for our educational system. Foremost in our new plan should be the aim to build moral and spiritual character. Honesty, uprightness, truth, and other similar virtues should be stressed over and above the subject matter of the curriculum. Do not misunderstand me. I am, I think, no cynic. Our students are getting character training *now*, but it is in spite of our aims, not because of them. It is, I believe, an incidental, possibly even an accidental result. This aim to build moral and spiritual character in the individual must lead on to include a high purpose in life.

"Ah, but a man's reach should exceed his grasp

"Or what's a heaven for?"

Deep religious conviction is the birth-right of every student in this Christian land. I believe our greatest aim in education should be to give definite direction that will inspire spiritual values, will develop high moral traits, and will uplift the human soul above the crass materialism that weighs in upon us from every side.

How may we, even under the present system, aspire toward the ideal. Firstly, by imbuing our teaching with a sense of spiritual conviction whenever an occasion arises. It is my sincere belief that many, if not most, of our teen-age students are groping. They lack a lead in spiritual matters, and are keenly sensitive to a teacher with religious convictions—as they are alert also to a scornful attitude, or a scoff.

Secondly, by championing a fearless outlook, a positive stand on moral issues that arise. The financial anxiety, the quarrelsome neighbour, the fearful uncertainty that beset the home life of so many of our students, sapping their self-reliance and their moral courage, may be offset by a staunch assurance of "Right shall triumph."

Thirdly, by using every possible opportunity to point the road to greatness in our concepts of a man, a city, a nation.

(Continued on page 336)

Important Facts 'you should know about Canned Foods

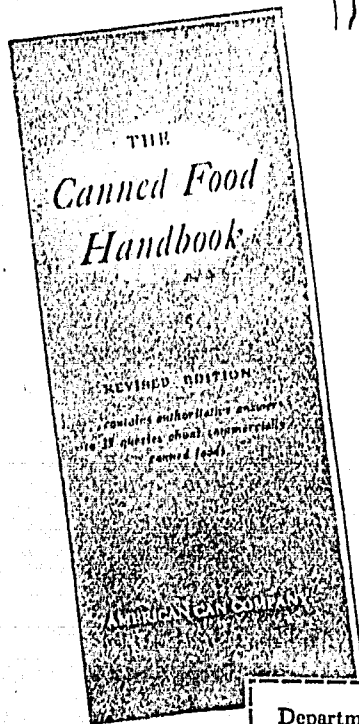
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Re: Teachers' Pensions Fund

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

LIST ONE

Teachers who have been absent two years and more.

Gray, Wm. Henry	Watkins, Mrs. Margaret Eleanor	Chapman, Mary Bernice
Thomas, Arthur Henry	Roberts, F. Ernest Claude	Anderson, Mrs. Jean Blewett
Salter, Mrs. Elsie Louisa	Carlson, Mrs. Margaret	Eversfield, Chas. Willmott
Fraser, David Read	Partington, Ruby Elizabeth	Duke, Mary Elizabeth
Horning, Jas. Emerson	Soles, Nina Ethel	MacIver, Dolina Catherine
Colwell, Janet McKissock	Minaty, Wm.	Treadgold, Frances Muriel
Ducklow, Millicent Beatrice	Mackinnon, Christene Mary	McLean, Ola Millicent
Campbell, Jessie	Lund, Daniella (Mrs.)	Trimble, Lila Isabelle
Sterling, Chas. Hubert	Woodworth, Hugh MacCallum	MacLean, Jas. Beattie
Currie, Mrs. Eliz. Grace	Grimmett, Nain Brooks	Forde, Leona Yvonne (Mrs.)
Wilson, Robt. Morris	Mandel, Barbara Katherine	Blackstock, Mrs. Grace Elaine
Gillis, Ernest Joseph	Inglis, Lillian Florence (Mrs.)	Tenborg, Alice May (Mrs.)
Bruskey, Jessie Violet	Horte, Fernie Mary (Mrs.)	Oliver, Mrs. Emily Irene (nee Wallock)
Irvine, Mildred	Wheatley, Jean Witter	Caldwell, Malcolm Dorland
Sullivan, Mary Frances	Pugh, John Ernest	Stoddart, Ena Louise
Black, Mary Lindsay	Taylor, Mary Reid	Smith, Mrs. Pearl (nee Haslam)
Hodson, Reginald	Wiegand, Mrs. Sarah Jane A.	Baker, Maurice Geoffrey
McKay, Thos. Campbell	Rendle, Weighelise Blanche	Cox, Alice Margaret Thora
Armstrong, Leslie John	Moody, Elise	Young, Alfred Barringer
Shannon, Myrtle Evelyn	Grant, Mrs. Irene Ethelwyn	Paton, John Robt. D.
Black, Dora Isabel (Mrs.)	Cousins, John Alymer	Mennie, Jessie Rosa
Milligan, Annie	Twiss, Mrs. Muriel Gertrude	Isdal, Thorey Gertrude
Glazier, Henry Arnold	Frances	Unruh, John Cornelius
McIntyre, Donald Manning	Watson, Henry Tolson	Fernlund, Holger Bertil
Thomson, Gladys Celia	Gear, Edna Urcinea	McDonald, John Alexander
Page, Edna Louise (Mrs.)	Hamilton, Walter Reginald	Cameron, Mrs. Norma Marie (nee Schroeder)
Castley, Victoria Eleanor (Mrs.)	Hall, Gordon Wm.	Fulton, Anna Caroline
Miller, Kenneth Livingstone	Argue, Dorothy Frances	Murray, Mary Kathleen
Stewart, Eleanor Ball (Mrs.)	Petersen, Mrs. Gladys Lillian	Wilson, Jas. Reid
Fordyce-Clark, Chas. Augustus	Steele, Mrs. Evelyn Marion	MacIntosh, Molly Georgina
Peck, Miriam Louise	Shamon, Olga (Mrs.)	McLean, John Franklin
Smith, Mrs. Alma Louise	McKay, Marporie Dorothy	Minshull, Raymond George
Greenall, Mrs. Helen	Purdy, Kathleen Murray	Holland, Chas. Edward
Watters, Kathleen Mrs.)	Dixon, Selina	Hisette, Andre Jean Jules
Russon, Eather Mary	Maciachlan, John Murdoch	Coop, Jas.
Holmes, Luella Aftie (Mrs.)	Ritchie, Irvine Ford	Imrie, Allister Andrew T.
Wootton, Arthur John Homewood	Foggo, Mrs. Vivian Elvera	Marinelli, Victor V.
Threatful, Harry	McLure, Marjean	Chubra, Joseph Thos.
Plows, Arthur Howard	Knipsel, Grace Eileen	Gilmour, Donald Allan
Price, Sidney Herbert	Carlson, Una Emily (Mrs.)	Clark, Helen (Edith)
Harrold, Doris	Clifford, Mrs. Gladys M.	Durrell, Wm. Kennedy
Gronlund, Mrs. Kate	Wilkinson, John Bowman	Weeks, Harold Louis
Thorne, Rose Kristiana Aurora	Maki, Mrs. Helen Marie	Young, Albert Chas.
Thorsteinsson, Evelyn Agnes	Evans, Dorothy Rose	Killip, Gertrude Marporie
Härman, Eileen Beatrice	Clover, John Wm.	Bedford, Myrtle Bessie
Stalker, Clara Fenella Mrs.)	Simser, Mrs. Effie Fleming	Allen, Mary Elizabeth Lydia
Warwick, Mervin Wm.	Meredith, Mrs. Anne Catherine (nee Precht)	Whitacre, Roberta Adornabelle
Morrison, Duncan Grant	Cameron, Alan Hilliard	
Jacobson, Austa		

Paling, Freda Helen Mary
 Jackson, Doris Oneita
 Beamish, Katherine Isabelle
 Jameson, Kenneth Rushton
 Metford, Lynette Seymour
 Ashton, Roswell Bertrand
 McClelland, Robt.
 Tourney, Augusta Victoria
 Austin, George Harold
 Ferguson, Byron Laird
 Jobe, Mabel Flora
 Collison, Mrs. Vera Grace
 Mecker, Joy Hathaway
 Sellars, Carol
 Patterson, Mrs. Christine Mary
 (nee Partridge)
 Parr, Alfred Ernest
 Lowe, George
 Toms, Humphrey Nicholas
 Wolferstan
 Fuller, Graham Cleveland
 Warnock, Mrs. Catherine
 Hill, Lora Mae
 Hutchinson, Herbert Francis
 Orme, Francis Jas.
 Penman, Isabel
 Thomson, Mary Isabel
 LeGallais, Donald Richmond
 Dundson, Margaret Lydia
 Johnston, George Redpath
 Carlson, Edna Caroline
 Hall, Wm. Pulver
 McLaughlin, John Stewart
 LaBounty, Mrs. Isabel Anna
 Vlasak, Bessie Josephine
 Horn, Ida
 Wark, Marshall Sinclair
 Melvin, Wilfred Breen
 Gale, Robt. Arnold
 Stuart, Walter Henry
 Andrews, Joseph Jas.
 Tuningley, Victoria May
 Poisson, Rodney Peter Dominic
 Carson, Maryrose Dorothy
 Ferguson, Walter Hay
 MacKirdy, Daniel Harvey
 Lawley, Lewis Bourke
 Hind, John Ross
 McGougan, Edward Hugh Brodie
 Hutton, Mrs. Edna Mae
 Saunders, Henry Marshall
 Caron, Mrs. Dorothy (nee
 Lighthouse)
 White, Ernest Elsworth
 Steele, Jas. Elder
 Beveridge, Mary Bell
 Sloan, Wm. Russel
 Monk, John Lawrence
 McKinnon, Mary Frances
 Hamilton, Wm. D.
 Williams, Lawrence Murray
 Brown, Jessie Martina
 Bishop, Mrs. Blanche Elaine
 Walker, Dorothy Katherine
 Stradiotti, Aldo Frank
 Johnston, Florence Jean
 Stewart, Edison Campbell
 Walker, Lillian Robina
 Graylin, George Raymond
 Dempsey, Flora Virginia
 Gautier, Thos. Edwin
 Jarrett, Frederick Russell L.
 Grodzki, Leonard
 Parnell, Kenneth Chas. Ross
 Taylor, Gordon Stanley
 Ravenscroft, Ian Edward
 Ramsay, Wm. Ferguson
 Potter, June
 Wighton, John Latta
 Dodd, Herbert Lewis
 Currie, Jas. Carson
 Young, Ada Alberta
 Wood, Donald Scott C.
 Young, Ruby Elizabeth Caroline
 (Mrs.)
 McLaren, Wendell Holmes
 Clark, Wm. John
 Bobbitt, Walter Peter
 Nordman, Ronald Arthur
 Ringle, Viola Anna Elizabeth
 Dahlen, Mrs. Evelyn Pearl
 Fox, Geoffrey Eric Norman
 Kinnear, Jas. Kerr
 Carleton, Mrs. Doris Louisa
 (nee Blackburn)
 Cornwall, Mary Faith Kingscote
 Bedford, Ella Maud
 Gerow, Alice Elmira
 Griffiths, Margaret
 Bradford, Mrs. Agnes Victoria
 (nee Peterson)
 MacIver, Donald Weir
 Findlay, Jas. Alexander
 Evans, Chas. Graham
 Kelly, Ward Winton
 Gilmour, Wm. Sharpe
 Quail, Wm. Douglas
 Idyll, Clarence Purvis
 Fotheringham, Andrew Monteith
 Ducklow, Albert Joseph
 Abbott, John Arthur
 Kerr, Edna Lillian
 Roche, Archie Ivan
 McCague, Mrs. Evelyn Mae
 Adams, Joan Elizabeth Moore
 Walsh, Allan Frederick
 York, Glenn Alan
 Wright, Kathleen Mary
 Ryan, Mary Florence
 Reid, Wm. Denran
 Putland, Gladys Edla
 Lucas, Alexander
 Allan, Wm. Miller
 McCaulay, Archibald Marion
 Inglis, Douglas Haig
 House, Kathleen May
 Boyd, Otilie Grace
 Carey, Theresa Irené
 McKay, Mrs. Cynthia (nee
 McLean)
 Parminter, Alfred Vye
 Whittaker, Chas. John
 McCulloch, Mary Anita
 Collins, Frederick Wellham
 McMechan, Allan Dunbar
 Wilbur, Gertrude Louise
 Clark, Audrey Louise
 Pritchard, Verna Marie
 Morrill Glenwood Lloyd
 Nelles, Wm. John
 Thorne, Walter Dudley
 McCaslin, Doris Merle
 Kennedy, Donald Thos.
 Parnas, Therese Alvilda
 Manson, Catherine Ann
 Tremblay, Roraire
 Moore, Joseph Terrence
 Donaldson, Gordon Ainslie
 Jaenicke, Beulah Irene
 Batey, Herbert Alan
 Johnston, Jean Evelyn
 McKinnon, Elaine Kelly
 Tulloch, Helen Ann
 de Wolff, Douglas Alexander
 MacLeod, Mary Jessie
 Anderton, Robt. Vincent
 Bairs, Ruth Emily
 Furneaux, Catherine Gertrude
 Willis, Mrs. Marguerite A.
 Prescott, Pauline Margaret Alice
 Stirling, Wm. Lang
 Oskes, Mrs. Lillian Hazel
 (nee Brown)
 Robson, Jas. Thos.
 Smith, Doras Caroline
 Cartmell, Clara Edith
 Grant, Patrick Campbell
 Horsley, Jas. Irwin
 Burks, Harold Francis
 Campbell, Mrs. Alice Gertrude
 Lewis, Mrs. Beatrice Lena
 (nee Wood)
 Cuthbert, Jas.
 Ohs, Robt. John
 Sutherland, Lawrence Meade
 Cowie, Lillian Matheson
 Adamson, Penelope Ray
 Fuller, Constance Margaret
 Paul, Arthur Bevis
 Travis, Phyllis Talbot
 Browning, George Vernon
 Lee, Norma Rosalind
 Hill, Ernest David
 Corra, Allie Celeste
 Ward, Elizabeth Eleanor
 Plater, Roy Edward
 Hunter, Bertram
 Shirley, Frederick Steele
 Borthwick, David
 Combolos, Theodora
 Jones, Robt. Evan
 Duncan, Dorothy Agnes

Thomson, Jean Irene	Turner, Winifred Reubena	Forrester, Lillian Margot
Klingensmith, Chas. Edward	Bewell, Doris Eileen	Brechin, Sarah McClement
Steeves, Rita Louise	Galloway, Mrs. Merriel Alice	Jeffrey
Bruce, Nancy Lyle	(nee Fiddick)	Riley, Hazel Doreen
Miller, Edna Louise	Brousson, David Maurice	Woolley, Dorothy Louise
Anstey, David George	Blower, Dorothy Mary	Morrison, Mary Kathleen Vivian
Monroe, Mrs. Elizabeth Dorothy	Michie, Mary Ellen	Spencer, Jean Alice
(nee Apsey)	Robinson, Ruth Marguerite	Burgess, Beryl Mary
Brooks, Lloyd	McDonald, Leslie Malcolm	Harper, Shirley Anna
Moore, Wm. Archibald	McMillan, Frederick Jas.	McLeod, Elizabeth Pearl
House, Jack	Henderson, Mary Elizabeth	Park Taylor, Beatrice Olive
Lidstone, John Francis	Osteberg, Edwin Merwin	Cole, Mrs. Dorothy May
Kindersley	Spackman, Mary Phyllis	Allan, Jean Ross
Jukes, Dorothy Eleanor Louise	Hansen, Victor Emanuel	Smith, Viola Delle
Barnett, Howard Byron	Southin, Adrienne Ruth	Main, Lloyd Donald
Phillips, Gordon Rutherford	Wallace, Jessie Muriel	Crosby, Helen Louise
Hoffman, Freda Josephine	Wright, May Marjorie	Melville, Mrs. Betty Muriel
Burton, Ralph Ashton John	King, Ralph Frederick Breach	(nee Jackson)
Henderson, Harold Raymond	White, Emma Isabell Katherine	Poole, Robt. Vernon
Phillips, Lewis Corlett	Laronde, Peter Ralph Morrison	Fraser, Jean Isabelle
Ozeroff, Michael John	Avery, Elsie Gwendolyn	Quesnel, Earl Arthur
Thompson, David Alan	Hannah, John Victor	McLeod, Jean A'pha
Feiguson, Duncan Comrie	Moffatt, Ann Sheila	McLean, Edith
Jackson, Audrey Cynthia	Frey, Edmund Frederick	De Long, Mr. Violet Muriel
Hayes, Kathleen Maude	Brady, Mrs. Mary Velma	(nee Young)
Newman, Sarah Orla	(nee white)	Enegran, Aili Sofia
Thompson, Joan Catherine	Morrison, Mary Alice	Williams, Ruth Enid
Horrigan, Mary Helena	Jeffrey, Elinor Balfour	McDonald, Mrs. Ruby Bernice
Cope, Ida Mildred	Gray, Vera Margaret	Lock, Arthur Ernest
Wardrop, Alexander McBurnie	MacFadden, Jack Hylton	McPhee, Edward Ian
Cail, Robt. Edgar	Green, Helen Marcia	Stewart, PJohn Reay (Ray)
Howard, Iris Evelyn	Campbell, Catherine Frances	MacEwen, Phyllis Jean

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LIST TWO

Teachers for whom we have no data, other than the last school where they taught, and who have been absent two years and more.

Adams, J. E., Ft. St. James	Lambert, N. E., Whaletown
Alexander, Edythe, Rose Lake	Law, M. L., Richlands
Austin, Edith, Longworth	Linham, C. M., Penny
Bennett, M. E., Dawson Creek	Lockwood, Amy, Field
Bernt, M. E., Quick	McArthur, M. R., Anarchist Mt.
Boneham, M. S., Half Moon Bay	McInroy, Hazel, Driftwood Creek
Bowett, E. M., Shawnigan Lake	McKinley, Helen, Gibson Creek
Brent, E. A., McBride	McRae, E. K., Pt. Hardy
Brierley, I. H., Beaver Falls	Marsh, Sadie, Mt. View
Brousson, E. V., Nixon Creek	Morrison, M. P., Elk Bridge
Butler, L. M., Copper Mt.	Mutter, A. K., Jordan River
Cairns, Phoebe M., Brechin	Nordquist, M. E., Retallack
Chard, N. G., Coal Harbour	Pake, E. M., Castledale
Christofferson, Madeline, Digby Island	Paterson, M. B., Stuart Island
Clark, E. M., Cowichan Lake	Parnas, C. M., Penny
Cox, D. M. M., Bloedel	Parr, G. E., Creston Valley
Cullen, S. E., Park Siding	Patterson, L. R., Qualicum Little
Dosenberger, L. E., Harrop	Peterson, M. E., Fraser Lake North
Ellis, H. W., Windermere	Pelhard, E. L., Round Top
Ewing, Jemima, Cambie	Rashaw, Mrs. A. M., Loos
Ferguson, I. G., Martin's Prairie	Rusch, A. N., Rock Creek Upper
Fisher, F. B., Lumby	Shewan, Jean, Barnhartvale
Fitzpatrick, I. M., Solsqua	Slym, Rose, 12 Mile Ferry
Gildner, Arthur, Mud River	Steiger, F. M., Patterson
Golley, Allen, Grindrod	Stuart, Gordon, Mara
Graham, O. L., Creston Valley United	Summers, E. B., Muir Creek
Green, D. P., Burns Lake	Surtees, Caroline, Minto
Haugland, M. E., Remo	Sutherland, E. C., Gilpin
Hayman, F. V., Pinchi Lake	Trapton, Jean, Pinchi Lake
Hepburn, F. M., Isabella Pt.	Ulmer, Marjorie, Sinclair Mills
Hewett, M. H., Shaw Creek	Wilson, F. M., Saanich North
Jefford, L. K., Mud River	Wincott, A. H., Barnston Island
Kennedy, E. M., Powell River	Wood, B. L., Fruitova

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ARMY & NAVY

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Building Up Hitler

By ARTHUR V. McNEILL, Kitsilano High School

(Editor's Note: This article was rejected two years ago largely on the grounds that it might then be construed as being prejudicial to the war effort. As the war emergency is now over, the Executive passed favorably on Mr. McNeill's appeal, supported by his fellow staff members, that it be accepted for publication. Opinions expressed herein, of course, as with all such contributions, are not necessarily shared by *The B.C. Teacher* or by the B.C.T.F. Executive).

THE following excerpts from a speech by the chairman of the Committee on Banking and Currency of the House of Representatives, as reported in *Congressional Record* of 15th December, 1931, provide interesting and authoritative evidence of the methods used to build up Hitler before he came to power and had at his disposal the taxes of the German people. They might be useful to teachers of Social Studies V in dealing with the causes of the present war. Since I secured my copy of *Congressional Record* from Washington, D.C., over a year ago, I have been informed that no more are available, unless one buys the monthly volume at \$2.25.

The last excerpts, from the British *Hansard*, illustrates that parallel activities were afoot in England, and that thus both Germany and Japan were financed secretly with British and American national credit, behind the backs of the British and American peoples.

I. p. 559: . . . Because it (the Hoover moratorium) was an infamous proposal, the President of the United States endeavoured to find support for his intended action. He was afraid to do this thing alone at the bidding of the German international bankers—the Warburgs; Kuhn, Loeb and Co. of New York; and their followers: all of whom had been engaged in bleeding this country white for the benefit of Germany and themselves ever since the World War came to an end. . . .

II. p. 560: . . . Mr. Hoover himself had to be elected, because this scheme began before he became President. If the German international bankers of Wall Street—that is Kuhn, Loeb & Co., J. and W. Seligman, Paul Warburg, J. H.

Schroeder & Co.—and their satellites had not had this job waiting to be done, Herbert Hoover would never have been elected President of the United States. They helped select him. They helped elect him. . . .

III. p. 563: . . . It was the international German bankers' plan for having the burden of reparations removed from her triumphant march toward world domination. . . .

IV. p. 563: . . . The international German bankers have subsidized the present Government of Germany and have also supplied every dollar of the money that Adolf Hitler has used in his lavish campaign to build up a threat to the government headed by Bruening. When Bruening fails to obey the orders of the German international bankers, Hitler is brought forth to scare the Germans into submission. The German international bankers have worked up great resentment in Germany, and their hired agents have prompted the Germans to unite in order to free themselves from their war obligations. But resentment, the bankers knew, was not enough. They had to put a weapon into the hands of Germany which could be used against the society of nations in general and against the United States in particular. They conceived the idea of robbing us by stealth, by fraud, and by trickery, and they have succeeded. Through the Federal Reserve Board and the Federal Reserve Banks over thirty billions of American money over and above the German bonds that have been sold here have been pumped into Germany. . . .

V. p. 564: . . . Here you have a banking system which has financed Germany from start to finish with the Federal reserve notes and has unlawfully taken from the Government and people of the United States. The Federal Reserve Board and the Federal Reserve banks have pumped so many billions of dollars into Germany that they dare not name the total. I have repeatedly asked the Federal Reserve Board to send me a list of the acceptance credits granted by the accepting banks of this country by and with the consent of the Federal Reserve Board and they have not. They cannot and they dare not divulge the total. This

is the Congress of the United States, but you have no information concerning the amount of Federal Reserve currency that has been issued for the benefit of Germany on trade bills or acceptances. . . .

VI. p. 564: . . . Do you know that Germany has been lending our money to Soviet Russia as fast as she can get it out of this country from the Federal Reserve Board and banks? Do you know that she is the author of the 5-year plan; that she has armed and supplied Soviet Russia with our money? Do you know that Germany and Soviet Russia are one in military and industrial matters? . . .

VII. p. 564: . . . Do you know that the Federal Reserve Board and the Federal Reserve banks have also been financing Soviet Russia, and that Russia owes her an immense sum, of which \$150,000,000 is due by January 1, 1932. . . . In addition to their debt to us, Soviet Russia has borrowed 535,000,000 reichmarks from Germany, and that was our money, too. . . .

VIII. p. 564: . . . Last year there was some inquiry into the Federal Reserve Boards and banks, and George L. Harrison, governor of the New York Federal Reserve Bank, was asked to state the amount of acceptance purchased by the Federal Reserve banks in foreign countries. He was unwilling to answer in public. He was permitted to answer in secret. Why was that? . . . The only thing that is American about the Federal

Reserve Board and banks is the money they use. . . .

IX. p. 564: . . . The international bankers sought to bring about a condition of financial despair and anarchy here so that they might emerge as the rulers of us all, and the next step they hope to take with Hoover's assistance is the establishment of a new kind of war finance corporation under the control of the notorious short seller, Bernard Baruch, or another of the same stripe. Then you will see fascism here instead of the Constitution of the United States; then you will see a dictator controlling industry and production as we now have a dictator controlling money and credit. . . .

X. *Hansard* (English) Vol. 378, No. 37, 25th Feb., 1942, col. 273, Mr. Sloan (S. Ayrshire): How can we have any ultimate settlement of the Far Eastern question, in which there shall be no more Singapore? This naval base was built 19 years ago. A friend of mine, Mr. Hughes, who is editor of *Forward*, writes in this week's issue that on the very week when Singapore was commenced he wrote that the Japanese would look upon the building of Singapore as an act of aggression against themselves; further, that during the very same week the financiers of the City of London loaned to the Japanese £25,000,000 to build a navy for the purpose of destroying the Singapore base which was costing us £20,000,000 to build.

Some Thoughts on the Annual General Meeting

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

THERE was a time not so long ago that the delegates to annual meetings were sharply divided in their outlook towards Federation policy. We still have those who would press forward and those who counsel caution. However, the outstanding feature of the convention was the narrowing of the distance separating these two groups. On certain issues of prime importance, ones which were in past years bitterly disputed, the delegates found common ground for unanimous accord.

The delegates spent some fourteen hours considering reports and resolutions. Probably no one has even attempted to classify these into what we get from education and what we give to education. The former category would

undoubtedly include salaries and pensions, which subject occupied just half of the time devoted to business. It would not be possible to say that all the other reports were exclusively of the second type—and it follows that much less than half our time was spent on matters which should be of great importance. This gives rise to the regret that such matters as Mr. Armstrong's excellent report and his committee's vital resolutions on the matter of Education and Democracy had to be hurried. The same regret applies to Mr. Prior, whose painstaking and fruitful work with Public Relations could not receive adequate attention from the delegates.

The unanimity with which the report on Labor Relations and the attendant

resolutions were received is an indication of how far the Federation has travelled since the days of heated and often acrimonious debate on this subject. Great credit is due to Mr. Oates and his committee for this changed attitude. Equal credit is due to those who have been willing to accept the new situation and to admit that affiliation has brought benefits. Allied to this was the unanimous passage of the resolutions dealing with price control and support of wage levels for labor. Mr. Mickleburgh's presentation of these two cases stood out as the outstanding examples of eloquence from the floor.

At one time during the Convention Mr. Gillie alluded to the possibility of setting a new record in unfinished business. A whirlwind sixth session saved him and the steering committees from this embarrassment, but failed to equal Mr. MacRae's accomplishment of 1945, when he called for a motion of adjournment five minutes ahead of time.

It was hard on Mr. Garstin and his colleagues that the major item of business which could not be touched was their report on Teacher Training and Certification. Fortunately this is a postponement and not a loss. It will give every member an opportunity to study this matter, and we look forward to a complete and well-prepared discussion of this matter at next year's meeting.

One of the main purposes of having central committees is to give direction to local associations in the conduct of their affairs. So frequently in the past well-meaning but poorly informed locals have made mistakes which have been difficult to rectify. This year, at the request of the Executive, Mr. Farquhar's salary committee set about to give guidance to local associations in the all-important matter of drawing up salary schedules. Their report, as adopted by the meeting, will go a long way towards standardizing practice throughout the province.

When the instructions were issued to the Salary Committee it was thought that there would be time later for the introduction of explicit figures. The speed with which the Government moved in implementing the Cameron Report almost caught the Federation without the most important direction of all for the locals, namely: figures for minima, maxima, and increments. The meeting worked itself into difficulties on this matter when

an attempt was made to insert such figures as an amendment to an amendment to one of the resolutions. A forthright appeal by Mr. Wilde of Abbotsford and a statement by the General Secretary brought home to the meeting the immediate necessity of amending the B.C.T.F. salary schedule. On the suggestion of Dr. Thomas a special salary committee was formed to perform the task.

This committee, representative of all shades of opinion, found a solution acceptable to everyone. When the meeting reconvened, Mrs. Hodson, the chairman, read a statement prepared by the committee showing how the new salary schedule was in line with various suggestions made previously, and Mr. Ovans expressed his opinion that the scale was such that it might be presented with reasonable expectation that it be accepted by School Boards. He pointed out that over the last three years the old scale had been adopted, sometimes in part and sometimes in whole, very widely throughout the province. He looked forward to a similar experience with the new scale.

The highlight of the 1946 Convention was the adoption of the new B.C.T.F. Minimum Salary Schedule as a basis of negotiations with Boards of School Trustees. The Annual General Meeting has cleared the way for locals to make one more long stride towards solution of this perennial problem. Go to it, Local Associations!

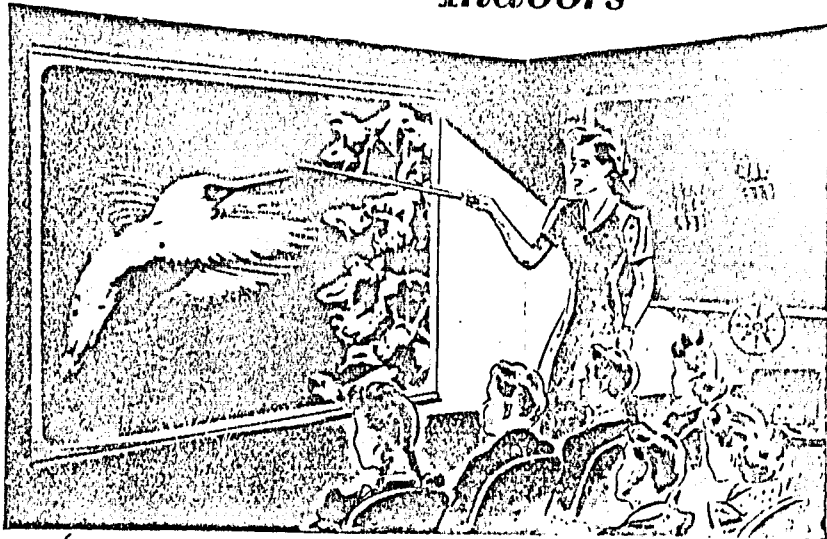
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Teachers Are People

By MAY HILL ARBUTHNOT

(Reprinted by kind permission of the Editor of *Childhood Education*)

"Teachers are people seeking security, a mate, a place in the sun and that general sense of well-being we call happiness. Such teachers are among the soundest investments any community can make for its children." Mrs. Arbuthnot, professor of education at Western Reserve University, points out the rewards of teaching, names some changes that must be made if teaching is to attract the best young people, and presents the case for teachers as people in convincing terms.

TIME was when everyone in the community felt free to explain what was wrong with the teachers, and we in turn began to wonder whether we were people or mere worms. Our limitations were itemized with zealous thoroughness.

First, of course, we didn't have enough degrees. Then when some of us became regular degree hounds we were suspected of putting personal advancement ahead of our devotion to the third grade where we belonged.

Then the public lamented because we dressed dowdily, until it was presently discovered that we spent too much on our clothes. It was even rumored that there were foxes and minks lurking in our midst. About the same time we were found to be using too much lipstick, although it was admitted that some of us would be easier on the eye if we used more.

Worst of all, some of us in daily contact with innocent children were suspected of such sinister misdemeanors as dancing, smoking, being seen now and then at night clubs. Of course many of the mothers of the innocent cherubs did all these things and more, but that was different—they were *mothers*. Here was the heart of what was wrong with us—we were mostly spinsters. To be sure, our school board continued to assure us we would be fired promptly if we weren't. Meanwhile, if our maidenly eyes glittered and our chests heaved at the sight of an able-bodied male, not the custodian, then we were obviously light-minded hussies not fit to spend our days in overcrowded classrooms.

Now, suddenly, all the slings and arrows of community criticism have ceased. We have achieved a scarcity value which has revealed to the public, for the first time, our many charms. Once we were like dandelions—bright little things but far too numerous. Now we have become rare orchids and fortunate is the community which can pin enough of us to its contracts to make an adequate showing in its classroom.

Excuse us, dear Public, if we gloat a few teacherly gloats!

What has brought about this beneficent change is, of course, the mass exodus of our fellow teachers to the hundred and one defense jobs which pay more than we ever dreamed of, permit the freedom adults might suppose they were entitled to, and above all, afford a daily view of those rare specimens vulgarly known as *men*.

Considering salaries first: in one city an unskilled laborer has been receiving forty-eight dollars a week for sweeping, close to \$2400 a year. College graduates begin teaching in that same city, with forty-five to fifty children in a room, at \$1200. A recent research study by Willard Walker of Columbia University assures us that forty out of every hundred teachers still get less than \$1200 a year in these United States. Then our friends in factories or business tell us about their fantastic salaries and their bonuses which make our incomes look like major catastrophes, and give us a momentary feeling of belonging to the submerged tenth. No wonder teachers have exchanged the decorous tweed skirts of the classroom for the slacks, the turbans and the fat bonuses of the factory, or the livelier, more adult atmosphere of the office.

The Rewards of Teaching

But what of us who have stood by, who are still teaching? Are we the weaklings, the timid souls, too scared to strike out for ourselves in a new field? It might seem so on the face of it but we don't believe it for one minute, because we are still incurably optimistic about teachers and teaching.

We have remained in teaching because we have good judgment and have taken a long view of life. Teaching, like every other type of work, has its drawbacks, but admitting certain occupational hazards, teaching has many assets. The first of these is that for women, especially, it still remains the best substitute for or extension of parenthood. It provides a natural outlet for our female propensity for nurturing the young. Of course, children are problems, as maddening as they are absorbing. Imps, demons, lambs, cherubs—did we ever close our schoolroom door at night without being haunted by them? How on earth can I challenge that lazy Tom? How can I keep up with that keen intelligence that is Tony? How can I quiet that excitable, irritable Theresa? What on earth is the matter with Elizabeth? No machine, no welding job can ever be as challenging as children, or keep us as alive.

Teachers are working with the most variable and valuable raw material in the world. Teaching is not a job; it is a profession and an art. The artist-teacher is doing the kind of creative work that will pay dividends in the America of tomorrow—a fact not sufficiently recognized. Occasionally we do read of a statesman paying tribute to the teacher who first roused his interest in government; of an inventor who recalls the science teacher who started him on his way; of a civic leader who speaks gratefully of the high moral code, the selflessness of some great teacher—rewards which cannot be liquidated nor lost on a falling market.

Here is a less spectacular, more usual example of these rewards. Not so long ago we watched a small, insignificant mite find herself. She was a thin speck of a child with peering, near-sighted eyes, a pale peaked face and over-powering timidity. The sound of her name caused a perceptible shrinking. She could not speak in the group. She would have effaced herself to the vanishing point if she could have. Fortunately Ann fell into the hands of a teacher who sees a child's defects as a challenge—something to be eradicated so that the real child can shine through.

When next we saw Ann she had glasses and was seeing words for the first time. She had put out shy tendrils of affection which in turn had called forth the protective qualities of the big huskies around her. The teacher had stressed

Ann's need for help in reading and had assigned certain children to assist her. These tutors were eager to display their pupil's progress and Ann complied willingly. Moreover, the teacher had discovered that Ann's high faint voice was always true and sweet, so Ann was chosen for a special chorus.

The last time we saw Ann she was on tour with this second grade chorus. It was singing for the sixth grade and it was Ann who announced the numbers. She stood straight and calm. She smiled, revealing an unsuspected dimple and a missing tooth. She spoke composedly and we were left gasping and astonished. Ann's teacher chuckled at our surprise. "You'd never believe it, would you?" she whispered as if she had had nothing to do with it. But we had seen her miracles before and we knew the intelligence, the patience, the unwavering faith with which she had worked with that child and thirty-four others, day after day.

This teacher and all others like her are really portrait painters, only they paint with human potentialities instead of pigments. For every defect a child has, such a teacher sees the corresponding asset. Day after day she encourages, praises, gently coerces the child and, above all, loves him until the picture she sees begins to emerge. The child, freed of his worst limitations, is there before you—a living portrait, painted with the faith and the power of one of those creative artists we call a teacher. Does such a teacher lead a drab life? Of course not. Hers is the richest life we know.

But teachers are human. They want and need material rewards, too. In spite of the adulation temporarily rolling our way, no "wave of the future" has washed up any spectacular salary increases on our shores. We can't in most places get even the simple justice of equal pay for equal training. Elementary teachers are still paid less, in general, than secondary teachers with no more training.

Granting these unpalatable facts, are we in teaching as badly off as our factory friends would imply? Comparatively no! The unskilled worker in the factory realizes that his disproportionate pay for sweeping floors will end as abruptly as it began. The women in the defense plants and offices know that once our men come marching home and blessed peace returns to the world their war jobs will terminate automatically, and other jobs too.

Not so teaching. Ours is the most stable work there can be, and we have a security almost unknown in the business world. How many secretaries, how many saleswomen, how many department store buyers or heads of departments have permanent tenure? The teachers' tenure is a blessing we have never half appreciated. It means that we can plan our lives, our expenditures and our savings with a certainty very few people know. Our small salaries are not really small when we compare them with the long range incomes of people who go through heartbreaking periods of unemployment.

So, for goodness sakes, let's not talk poor nor feel poor, because we're not poor! Harping on our low salaries will make us low people—poor in spirit. Instead, let's hold our heads high. First, because we are professional people performing highly skilled work which we enjoy and for which we were professionally trained. Second, because as teachers we belong to an economically favored minority which knows security. Depressions and wars may come and go, but our work continues. Let us be thankful that we are not temporary workers facing unemployment and insecurity.

Not that we should not fight tooth and nail for a higher salary scale for teachers and for equal pay for equal training, because we should. Let's work steadily and persistently for these goals, but meanwhile not go around meeching about how poor we are. That is low talk indeed. Rather let us talk from dawn until dark about the worth of the public school teacher in these United States. Who else in the world is in so strategic a position to influence the thinking of tomorrow? What other profession has greater need of trained people, devoted heart and soul to their work, than the schools which guide America's children? It is heartbreaking to see some of our most gifted young teachers leaving the profession—the very people who can give the most to the America of tomorrow. Those of us who have remained in the profession, who know its intangible rewards and its richness as a way of life, must do everything in our power to have the material rewards increased so that teaching may attract and hold the highest caliber of young men and women available.

The Time Has Come . . .

There are other things that need to

be done in and for our schools if teaching is going to hold the best teachers. The first of these, in order of importance, is reducing the number of children to a teacher. Training for our profession includes a study of the individual child, his differences from other children, his special needs and limitations. The young teacher is trained to take cognizance of these facts, not merely in periods devoted to learning to read but for all the social-emotional needs of the child as well. What chance has she to apply any of her learnings when she finds herself in a first grade room with forty, forty-five, fifty children? What chance have those six-year-olds to exercise their God-given gift of speech?

A young teacher, who was considered extremely successful, said about such a situation, "Every child in the room needed something different from me. They were wonderful children but there were forty-five of them and I had to handle them in herds. At night I was distracted by all the things I had not been able to do. I couldn't even let them talk, there were so many." That young woman betook herself to an office because she was too conscientious to suffer this continual sense of defeat. America must be willing to invest more in its teaching personnel and less in monumental school buildings.

The other thing the young teacher complains of most frequently is an intangible sense of the curtailment of her personal liberty. This is particularly true in small towns where taboos on smoking, dancing, playing cards, while unimportant, are decidedly irksome. Even if she doesn't wish to, it outrages any self-respecting adult to be told she cannot do these trivial things. To give a personal example, dancing happened to be as essential to my youth as breathing and I should have felt that I must get out of any community where it was forbidden. Card playing was unimportant, although like dancing it was a part of my family pattern. To imply that either one was in any way improper would have seemed to me an unwarranted criticism of a family which I loved and knew to be as upright and churchly as it was irrepressibly gay.

There is the trouble with all such superficial taboos. They step on people's family patterns and breed either resentment or what is far worse, furtive behavior; that is, doing things sec-

retly which should be done openly or not at all.

Do you remember Nino's first day in an American school as Valenti Angelo describes it in *The Golden Gate*? Nino's mother packed his lunch for him—good Italian bread, their own cheese, and a small bottle of red wine, mixed, of course, with water because Nino was only a little boy. He was charmed with the school and especially with the teacher who made him feel at home and praised his drawing. Imagine then his surprise when this angelic person descended upon him at lunchtime, took his bottle away from him and poured its contents on the ground. The good red wine which they themselves had made—all wasted! It seemed a great sin. Why did she do it?

So our family patterns differ. We insult each other and antagonisms are bred. How on earth can we expect to get on internationally when we look down our noses at each other for such trivial differences? And how can we expect young people to enter joyously into teaching, when everyone feels free to tell them what they cannot do, with comparatively little interest in what they can do.

Perhaps again those of us who have remained in the schools can capitalize on our scarcity value to help, ever so gently, to liberalize our smaller or our too conservative communities in their attitude toward teachers. Older teachers, respected and loved, can be of special value in such a campaign. We can stand by the occasional young thing who goes a bit haywire in the community. We can give her sympathy and protection. We can say to the community, "See here, teachers are exactly like other people. There are as many kinds of teachers as there are mothers. None of us is wholly wise. None of us has failed to make mistakes now and then. Are you helping us to have a normal, wholesome kind of a life, or are you trying to make us different from other people?"

How many mothers invite teachers to dinner with their own social group rather than with other teachers? How many families take the teachers to the country club now and then? Precious few. Somehow communities need to be aware of the fact that teaching will have to be a freer, more normal way of life if they are going to attract and hold teachers.

This brings me to the one taboo for teachers that seems so absurd and so tragic that it is unbelievable in this day

of enlightenment—the taboo on marriage. It is happily not universal but it is far too general and too strongly entrenched. Last year we were told about one city in which there were three teachers to two hundred kindergarten children and the excuse was that there were not enough teachers available. Yet that system is still dismissing a teacher who marries, and another system, in the face of the acute teacher shortage, will not engage a married teacher on a full time or permanent basis. Of course these are boomerangs for any system where such practices obtain. Not only does the community lose skilled workers and fine vigorous people but what is far more serious, it fosters a celibate order without any rhyme or reason and without the protection of the cloister.

Some recent studies have found teachers as a group, more neurotic than other groups of women. Personally, I have not seen too much evidence of this, but I do think we tend to be an emotionally immature group. And why not? A mob of unmarried women in the same work with the same hours, thrown back upon each other for society, going from teaching children to teachers' meetings, well—it's just "too much of a muchness." Teachers need to rub elbows with other workers, to match wits with the other sex, to have the wind taken out of their sails and to receive the loving support of their own families—husbands and children.

If men teachers, principals, and superintendents can and do marry, so should women teachers if they wish to. Yes, yes, I do know the facts of life. I know that it is the women who bear the babies and not the school superintendents. But an able-bodied, intelligent woman can stay out of school for six or ten years, have her babies and give them a good start in life. Then when she returns to teaching she will be a chastened and a wiser woman. Don't tell me that this will make more turnover in teaching than there is now, with these young things staying in the classroom just long enough to pay for a trousseau. It might even reduce the turnover, for women might have a chance to discover what many of us have long known—that, married or single, teaching is a good life.

To pursue this marriage taboo a bit further, we should like to add for benefit of the thousands of involuntary celibates in our schools: don't let spinster-

hood afflict you. It, too, may be an asset. Not every one gets on matrimonially, as the divorce courts testify. Living alone and liking it is obviously possible and even usual. Married or unmarried, it makes little difference if you have enough inner resources and energy to enjoy life. Indeed, this driving energy, coupled with a keen capacity for wholesome enjoyment means that you are a normal human being. Finding a mate is part of the pattern, but if the right mate fails to appear, don't worry. Just remember some of the best work in the world is accomplished when the biological urges are otherwise employed. Don't let this silly modern idea of frustration get you down. Married women get frustrated too, and so do their husbands. Never a day without its frustrations seems to be the normal lot of most people. This is a modern bugaboo that is rather easily taken care of. A little enterprise, a little fun, doing some of the things you like to do, a little get-up-and-go—these will take care of frustration.

Personally, we believe that a far worse liability than celibacy is the teacher's temptation to grow pedantic and omnipotent. We work with our inferiors, temporarily. Many of our children will go far beyond us when they grow up, but when we have them their youth puts them in a position of inferiority on which we batten and grow dictatorial. If we are lucky enough to have families they call it "bossy" and proceed to take us down ruthlessly. All teachers know it is the besetting sin of our profession for which we are forever being caricatured, but still we boss. The only cure is to mix with people other than teachers—people who know more about other things than we do. Let us study something new, take up typing or Spanish or birds or international affairs and we shall acquire a new humility in short order. Let us read at the adult level—something that stretches the mind and imagination; not short stories in slick magazines but books, meaty and rich and heartening. In short, out of school let us try to function not merely as teachers but as mature human beings with many sided interests.

All this by way of saying that teachers are people—seeking security, a mate, children, a place in the sun and that general sense of well-being we call happiness. As teachers we should resist the temptation to be a segregated group—solemn, timid, devitalized. To this end we should avoid

too many organizations composed wholly of women. Working mostly with women is enough. It is high time some of our professional associations, sororities and conventions included men. It is also high time we teachers betook ourselves to civic work and play—to the golf club or the Little Theater, to French or Spanish clubs, to choirs or choruses, to enterprises where we can function not merely as teachers but as human beings. Then perhaps the community will come to know us, not only as Peter's teacher or principal, but as gay, competent, normal human beings.

For teachers are people and the narrowness or breadth of our lives determines the narrowness or breadth of outlook in our classrooms. Healthy-minded, happy teachers, alive to the problems of the day, well trained and scholarly, liking children and the chance to open their minds to the noble potentialities of life—such teachers are real people and among the soundest investments any community can make for its children.

WE CAN HAVE BETTER SCHOOLS

PUBLIC Affairs Committee, Inc., of New York, a non-profit organization whose sole purpose is educational in making available in summarized and inexpensive form the results of research on economic and social problems, recently announced the release of their pamphlet No. 112 entitled "We Can Have Better Schools."

Maxwell S. Stewart has summarized the discussions at a round-table of thirty leading educators held by the Public Affairs Committee to produce a vigorous, forward-looking program that would go far beyond the ordinary educational clichés.

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Martyrdom in the Teaching Profession

By SEMPER FIDELIS

A FEW very fine articles have appeared this year in *The B.C. Teacher*, which should be of great interest and study for all teachers. One by Mr. Gillie in the "President's Message", one by Mr. F. C. Hardwick entitled "Tension," and one by the Council on "Ethics".

It is surprising that the psychological gauntlet, has not been picked up and efforts started to mend it. Or is the material too dull, or too deep, or not so superficial as Uncle John's writings, as some seem to prefer? Or is the super-modern method of "Scanning" to blame? "Par bleu", "Miss the boat and swim", there are plenty of funny papers. *The B.C. Teacher* should not be made a waste basket, it is worth the "expensive" paper it is printed on. Its aim is not to cater, but work for the betterment of the teachers' standing.

A serious psychological condition exists of a grievous nature which has driven out of the profession a large number of very capable men and women, of superior education, culture, robust individuality, and integrity. Their contributions would have raised the social status of teachers, which is sadly low, and on the down-grade, so much so, that the more outstanding matriculation male students reject the idea of becoming a teacher, saying, "No, sir, not for me, I would rather work in a mill; I could not stand it"—Stand what? Well! the abuse within, and out of school." "Too much playing policeman in it for me," says another. "The football of the community."

It is a different story for the flapper, of course, whose aim is to find a white collar husband soon, and "feel high" in the meantime. And there have been a large number of this category and calibre, coming and going—Admission to Normal Schools should be selective, and the course two years' duration, with the inclusion of the study of logic and philosophy, as a steadying influence.

Now that the financial end has slightly been ameliorated, work should be started, suggestions made to raise the pupils', parents', and society's opinions of the teacher. Mr. Gillie deplored the fact

that so many capable men and women, who took teaching as a vocation, who could have brought a truly great contribution to our developing citizenry, were attracted elsewhere, for reasons too many and varied, obvious and *obscure*. Mr. Gillie also wonders, "How long it will be, before we will get that altered inflection on the little word 'OH!' . . . in reply to the statement, "I am a teacher."

Mr. Gillie is to be complimented to have had this deeply psychological observation put in print. Many teachers have experienced it. This exclamation "OH!" . . . starts with a firm attack on a low note suitable to the compass of the speaker, slides down the scale decrescendo to a note four or five tones lower. The teacher senses the disappointment in the voice of the stranger, feels he has slipped in the latter's esteem. He smiles wryly to hide the humiliation (proper or false ethics?) implied in the vocalization and facial expression. The questioner now is turning his head sideways, he feels he has embarrassed the poor teacher with his surprise exclamation, "OH!" . . . He turns to someone else for conversation or walks away.

If the teacher discards the false ethics and asks bluntly, "Well, what about it?" the stranger will admit smilingly, "Oh, well, I thought by appearance and speech, you were a doctor, a lawyer or some prominent man, but a teacher! Why, how can you stand it?", (he means leading a martyr's life.) "I should not want to be a teacher for no matter what salary. If on such occasion a teacher answers, "I am a doctor, a lawyer, or a bank accountant the stranger answers with an "OH!" . . . that slides up the scale crescendo in pleasant, honored surprise. The altered inflection, Mr. Gillie refers to. Such is the status of a teacher. What is the cause?

Early in February the Minister of Education, Dr. Weir in an address to a gathering in Vancouver, stated that "the teacher has a low social standing, the remedy for this I suppose, would be higher salaries". A higher salary would of course add "cachet" to one's standing, particularly since the recent price increases, which have offset again the previous raise in salary. The time is

propitious for pressure in view of the Minister's admission as mentioned. But would this alter the inflection of "OH!" ... Decidedly not.

It has been reported, that in some districts some teachers young and old, of both sex, with many years of experience in the same school or newcomers fresh from University, even in the first week of a school term (and this is no "mirabile dictu") have been hooted or whistled at, to the amusement of some passers-by. Lady teachers have been seen coming out of noisy class rooms in despair, others in tears; male teachers with faces pale, distorted from nervous tension, frustrated in their best endeavours and ideals to impart knowledge in the secondary school.

Mr. Francis C. Hardwick very ably established a diagnosis, "Tension and Conflict in Secondary Schools", (see page 170 *The B.C. Teacher*, February issue).

It is with reluctance that the above deplorable facts have been penned down. Camouflage brings no cure. Face the facts, and act. However, a writer recently complained about the dullness and vagueness of reading matter in *The B.C. Teacher*. The remark was encouraging, "Voilà le dossier".

Many teachers are well aware of the causes of things. The "*Laissez-faire*" doctrine has been more and more degrading and corrupting the so-called freedom of our quasi democracy into abusiveness. Encouraging the originality of pupils at home and in school has led to boisterous, shameless, uncouth expression of abusive nonsense, which proves the uselessness of methods used in the study of grammar and worthy literature.

It is mostly reflected in the behaviour of children descending from a certain fast accumulating up-coming class of parents, who, by heredity, are sterile or adverse to quality. The idiosyncrastic crudities of such children, by frequent association in school, unconsciously or deliberately implant by example, mockery, and intimidation, their crude habits on those of better heritage; it is infectious. Such influences were strongly evidenced in refugee guest children from Europe from 1940-45; and reversely rough western Americans, who returned to San Francisco after five years stay in the far east, were diagnosed there, as having become too polite and up-graded to be wholesome. This proves that transformation of human behaviour can

be effected either way. Persistent strong discipline is a cure.

Empirical conclusions now point to the "*laissez-faire*" policy in general, and to the lack of firm discipline, as being responsible for the social disease under discussion. Some teachers, mainly principals, are to blame. The Department of Education is aware that disciplinary qualities are a primary requisite for principals. Articles 9 and 10 of the School Manual, charges the principal with responsibility for order, discipline, time table, and methods. It gives him too much scope, hence the non-uniform administrations. His lack of discipline, or weak discipline, badly arranged time tables, causing students' constant herding from one room to another each period, are sources of noise, hilarity, and tension conflict, which infection enter into the classroom.

This lack of discipline is the obvious reason why some keen, cultured, competent, but proud men and women, give up the vocation.

Some schools where a strong principal rules, and supports the teachers' prestige with a good time table, where the three principal subjects are taught in successive periods, without change of rooms, are a pleasure to work in. Luckily there are a good number of them doing good work.

There being no uniformity in the exercise of discipline, in time tables, methods in the administration of high schools, remedies may be listed as follows:

1. A special course for aspirant principals, standardizing all methods, conducted by the best principals, subjects to include logic, philosophy, and psychology, leading to a principal's diploma (required in many European countries).
2. A two-year Normal Course with selective admission, subjects in logic, philosophy and psychology.
3. A code of ethics for pupils, in large print, to be hung high on walls of Grade IV to Matriculation class rooms. To be read and discussed at assemblies and guidance periods. The code to be memorized by all pupils. The principle of humiliating stubborn offenders before fellow students at assemblies to be adopted.
4. Each parent should be sent a small copy of the code, stating also the duty of parents, to assist their children to respect, and be polite to their elders,

particularly their educators. It should state, as well, the punishment for infractions thereof; suspension, then expulsion, for repeated disobedience, in straightforward terms.

5. Parent or pupil complaints about the teacher's action toward a student, should be addressed to and adjudicated, carried or rejected by a "council", of the most experienced teachers of the school staff, with justice, but in fraternal privacy. No longer should such complaints be brought before a weak principal, or school board, who, wishing to be liked, exercises partiality in favour of parents and pupils, to the humiliation and destruction of prestige of even the best teachers. All rules should be stated on this card of ethics to parents. The result would be that twisted, unfounded complaints would completely disappear, increasing respect and authority for teachers.

6. Teachers as a body in each community should show a bolder, but distantly polite casual front. They should reject completely the suggestion that they

subscribe, buy tickets, etc. No other class in society is approached so commandingly and frequently as teachers.

There is no space here to analyse the several theories on Ethics in relation to ordinary human conduct in society. Certain concepts are accepted with unanimity, for example: The validity of the ethical notions of justice and fairness. The teacher has not been the recipient of his fair share therein. He has to exorcise an evil accumulated not withstanding his code of goodwill. Since a stern personality is always approached with more respect than the benevolent, and since it is *respect*, that is to be obtained, a new code should be formulated.

A "Social Up-Lift" council should be formed, a *Deus ex Machina*, backed by all the B.C. teachers, to draft a resolution that the government assist, by methods as outlined, and fortified by better ones, to irradicate injustices and evils, that are proven to be detrimental to Youth, to Education, and to the Department itself, and all the ideals it has promulgated.

Summer Session At U.B.C.

DO you want to live in an army hut this summer?

If you're an ex-serviceman planning to take special courses at the University of British Columbia in July and August, or a teacher hoping to get in some post-graduate study in the annual Summer Session, or if you're just an average citizen wanting to combine a little education with a pleasant holiday, well there's a very good chance that you'll be able to live in one of U.B.C.'s cozy army huts.

With more than 130 of these huts already on or near the campus, and with more arriving every day, a goodly portion of the single out-of-town students who attend the University's Summer Session from July 2nd to August 16th will find quarters in single or double rooms at two camps only a few minutes walk from lecture rooms and laboratories.

Applications for hut residences should be addressed to Dr. G. M. Shrum, Director, University Extension Department.

More than fifty separate courses will be offered at the Summer Session this year, covering a wide field from English and Dramatics to Commercial Law and

Dairying. For regular students, a maximum of 6 units of credit are allowed.

Apart from a large number of regular professors the teaching staff for the Summer Session will also include outstanding men from the Faculties of leading universities in the east and the United States.

Of special interest to those who will be taking courses which require no academic standing for admittance, are the three feature courses being offered by the Department of University Extension.

These are: The Summer School in Radio Writing, under the direction of the noted radio playwright, Lister Sinclair; The Summer School of the Theatre, under the direction of Theodore Viehman, famous American producer-director; and The Workshop in International Relations, directed by Dr. Warren E. Tomlinson, of the College of Puget Sound.

Qualified students may obtain academic credit for study in the Summer School of the Theatre and in The Workshop by enrolling in the usual way through the Office of the Registrar.

C. T. F. News Letter

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

INSTRUCTIONAL MATERIAL FROM WAR SURPLUSES

(Montreal Gazette)

ALL provinces of the Dominion have given authority to the Canada and Newfoundland Education Association's inter-provincial committee on war surpluses to act on their behalf in allocating any surplus instructional equipment which may be given to the schools of Canada, according to a C.N.E.A. announcement.

The equipment will be divided among the provinces in accordance with an agreed formula by the committee as a whole; individual members will handle the distribution to schools within their respective provinces.

The announcement points out that "This arrangement overcomes an administrative difficulty which has been a major obstacle to giving schools instructional equipment paid for by the people of Canada for war purposes", and goes on to add, "Although the very great need of the schools for this equipment has been recognized, there was a possibility that the Federal government might be exposed to charges of favoritism in the distribution of such equipment. By the present arrangements this difficulty has been removed."

"The C.N.E.A. representing school authorities in all provinces, is confident that the Federal government will soon extend the category of articles available to educational institutions on indefinite loan to include the equipment of the type most needed by the schools."

V AMERICAN CONGRESS OF TEACHERS

The V American Congress of Teachers will be held in Mexico City from May 8th to 15th inclusive. The Canadian Teachers' Federation will be represented by Miss E. M. Coppinger, our vice-president and president of the Saskatchewan Teachers' Federation, and Miss Nora Hodgins, Secretary of the Ontario Teachers' Federation. The Mexican Government is showing its interest in education, and in this conference in particular, by paying all expenses of the delegates within the boundaries of Mexico.

TEACHER SHORTAGE

From various sources we have been given to understand that the shortage of teachers for the year 1946-47 will be more acute than in previous years. Even

some of our larger cities, which are reputed to pay much higher salaries than rural districts, are finding great difficulty in filling vacancies on the staffs of their schools. Following is the comment of one of the School Boards:

"It would be very costly from the taxpayers' point of view to put through a general raise of salaries of sufficient magnitude to create favorable publicity from a recruiting point of view, but it would cost relatively little to establish some ten to twenty teaching and administrative posts with salaries of from \$7,000 to \$20,000. Such action would achieve the same effect as in Hollywood, where not all workers in the film industry get stars' salaries, and would at the same time make a place for a few outstanding teachers who are not thwarted in gaining the remuneration which they might reasonably hope to gain in another line of endeavor. The plan is psychologically sound, and is a relatively economical one to put into effect."

SECRETARY—C. T. F.

Applications for the position of secretary-treasurer of the C. T. F. are being solicited in all teachers' magazines:

EDUCATIONAL PROGRESS

The various articles sent to this office and clippings from the newspapers indicate an awakening of the public and of the Provincial Governments to the necessity of placing education in the forefront. Provincial Legislatures are increasing their budgets for education and are realizing at last that it is the Provincial Government's duty and not the local Board's to see that adequate educational facilities are offered to our children.

SASKATCHEWAN

A new schedule of salaries for teachers of Saskatchewan has been accepted by the trustees, teachers and the Department of Education. This schedule ranges from \$1,200 to \$1,400 in elementary schools; from \$1,500 to \$1,800 in Secondary Schools in the rural sections of the province. In the cities, the schedule ranges from \$1,300 to \$1,500 in Elementary Schools and from \$1,700 to \$2,000 in Secondary Schools. This schedule is certainly an advance over what the salaries were in Saskatchewan during the depression years. I am sure it is the hope of all that Saskatchewan will be

able to maintain, and increase if possible, the minima and maxima.

QUEBEC

An Act to insure the progress of education was passed by the Quebec Legislature at its last session, and approximately \$23,000,000—an increase of some \$14,000,000—has been voted for educational purposes. It is impossible in this news letter to outline in detail the provisions of this Act but one of the features to which we should refer is the fact that the Provincial Government will assume the debts of the School Boards of the Province amounting to approximately \$90,000,000. If any School Board in the Province finds that it is unable to meet the interest and sinking fund of its capital debt, it may appeal to the Government and the debt will be assumed by the Province and met by the issuing of Provincial bonds bearing interest at the rate of 3%.

Another important Act was passed establishing a Ministry of Youth and all Technical, Arts and Crafts, and special schools will come under this Ministry.

These two Bills were the highlights of the Session of the Legislature, but it is also of interest to note that the nurses of the Province of Quebec were assured a professional status by the adoption of an Act which gives them wide powers in questions of pay, hours of work, etc.

The Provincial Association of Protestant Teachers is establishing a summer workshop for teachers at Macdonald College. It will open on July 2nd and will continue for three weeks. This workshop will be under the direction of Mr. Leslie W. Johnson, curriculum director for city schools in Superior, Wis. The enrolment for the course is limited to 30 teachers, but should facilities allow, registration may be increased. Registrants will be required to provide for their living expenses only; the P.A.P.T. are to be congratulated on their initiative in this direction.

NOVA SCOTIA

Increases in salaries for Nova Scotia teachers of \$800,000 the first year and reaching a total of \$1,125,000 over a ten-year period have been recommended to the Provincial Government by a special investigating committee, Premier Angus L. Macdonald told the Legislature. The committee contended entire increases be borne by the Provincial Government.

PERSONALS

Mr. G. W. C. Ginn

Mr. G. W. C. Ginn, of Richmond, has been appointed first executive secretary

of the Provincial Association of Protestant Teachers of Quebec. Mr. Ginn will take over his new duties in the Guy Street office of the P.A.P.T. early in the fall.

Mr. Ginn received his early education in Richmond, Que. and in Red Deer, Alberta, and later graduated from McGill University with the B.A. degree in 1923, and the B.D. degree in 1926. In 1932 he received the high school teacher's diploma from McGill. Mr. Ginn has done post-graduate work in accounting, law and education.

For five and a half years Mr. Ginn served overseas with the Canadian Y.M.C.A. War Services, and has only recently returned from England.

We extend our good wishes to Mr. Ginn in his new endeavor.

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

YOUR Secretary has been keeping in fairly close touch with the powers that be to insist that the C.T.F. have representation on the Canadian Commission and he has been assured that if, as, and when the Canadian Commission is set up, the C.T.F. will be represented. In order that we may be doubly sure of being properly represented it is up to every interested member of the C.T.F. to make his own Federal Member cognizant of his wishes in this respect. A constant barrage of letters, telegrams, etc., to the Federal Members is bound to have the desired effect.

We have received 100 copies of the U.N.E.S.C.O. Final Act of the London Conference Constitution prepared by Dr. John E. Robbins, Secretary of the Canadian Council of Education for Citizenship, and have forwarded copies to the Secretaries of the Provincial organizations, as well as to members of the Executive. We are now enclosing copies to the other recipients of this letter, and if additional copies are required they may be obtained from Dr. J. E. Robbins, 166 Marlborough Ave., Ottawa, Ont.

We note from *The Schoolmaster*, the organ of the National Union of Teachers, that Dr. Dobinson in a challenging and most provocative address stated that every effort should be made by the teachers of Great Britain to see that there was a National Commission. He also stated that teachers' associations should do more to publicize U.N.E.S.C.O.; Training Departments and Training Colleges should give more attention to it.

Language Teaching In Britain

By Miss K. M. PORTSMOUTH, Magee High School

WHAT are teachers in England and Scotland doing in regard to teaching of foreign language? What are they striving for? What are their methods? And especially what results are they actually getting?

These questions were dealt with in a most interesting and lively manner by Mr. J. Travis, a visiting teacher from England, who is also the present chairman of the British Modern Language Association. On April 29, in the Hotel Georgia, at a dinner meeting arranged by Miss Mathilde Sellon, and presided over by Mr. MacCorkindale, Superintendent of Vancouver Schools, Mr. Travis opened his address in French, continuing in that language for about fifteen minutes, after which he spoke in English. Complimenting Mr. MacCorkindale on his knowledge of the new Education Act of Britain, he said that he had little to tell our superintendent of the workings of the British system of education.

One of the aims of the present Act is to achieve what is called "Parity of Esteem" as between various sorts of schools, thus doing something to equalize opportunity for all children. This, however, Mr. Travis admitted, is difficult of attainment, as "esteem" rests on subtle and subjective foundations.

Teachers are given absolute liberty to choose any text (or none) in regard to the structure of the language. Content in literature, however, is determined by a choice from a limited number of works. The examinations are, therefore, voluminous, consisting of many alternative selections, so as to accommodate all choices. Mr. Travis gave it as his opinion that more highly specialized training is necessary for the teaching of a living language than for any other subject. He gave as an instance his experience (and success) in teaching physics in spite of a very cursory preparation on his part.

The New Act terms all schools which take pupils from the age of eleven, Secondary Schools. Nowadays these schools compete successfully with the older and highly reputed public schools (so-called).

French has always been the favoured choice among living languages. The

reasons for this are several: tradition has played a part; no language has influenced our own more profoundly than French. Geographical proximity, also is partly responsible for this choice.

Speaking of the necessary training of teachers of a living language, Mr. Travis considers a year spent in the foreign country a minimum requirement. He himself had the good fortune to be appointed English "assistant" in a French School in Compiègne, some twenty years ago, where he was the only Englishman in the small town. In the same way, English schools employ Frenchmen as "assistants," these teachers often share classes with their English colleague taking small groups in conversation. They are not regarded as full staff members.

One observation made by the speaker was received with a certain degree of amused surprise. This was that in the absence of a fully-equipped specialist in any living language, the student would be well advised to take Esperanto! Mr. Travis did not, of course, prefer Esperanto to any living language but he thinks that considerable value lies in the study of its simplified grammar and syntax. "Further," as he puts it, "no harm could be done in the case of Esperanto by the teacher's ignorance of history, traditions, and customs, since Esperanto has none." One may, however, venture to disagree with Mr. Travis on the relative values of Esperanto and an imperfect knowledge of French.

Mr. Travis dwelt at some length on the subject of methods. In England they aim at not only the ability to read and compose in French, but also oral comprehension and a considerable measure of conversational ability. To teachers of French in B.C., far removed as we are from any centre of French life, and with comparatively low selectivity as to classes, many of the successes that Mr. Travis could claim sounded like counsels of perfection. He seemed almost puzzled at the idea of a "Reading Approach" and brushed it aside as of very little utility. Nevertheless, I think that, given our conditions, there is something to be said for it. As to the exclusive employment of the direct method, Mr. Travis said it is impracticable under classroom conditions.

There is, the speaker said, a movement to have Russian placed on a parity with French, German, and Spanish. Mr. Travis considers, however, that because of the difficulty of foreigners acquiring first-hand knowledge of Russian life, there is little hope of obtaining a sufficient number of adequately trained teachers for this purpose.

After five or six years, English students of French are able to face successfully such oral tests as the following. The examiner distributes to each candidate an outline in French of the story. Then from a paper in his own hands he reads aloud in French the whole story, filling in the details which, of course, are only summarized on the papers held by the candidates. Then each student is invited to give in his own words in French the whole story as well as he remembers it. Another test is by pictures. The student is given some time to look at a picture. Then the examiner asks him to describe what he sees.

Mr. Travis, who speaks French with a degree of perfection unusual for a foreigner, addressed the Alliance Française the following evening. Those of us who heard him were much interested in his picture of life in post-war France. Miss Sellon said, in thanking the speaker, to hear such understanding words spoken of France made her feel warm at heart.

Television Now

By ROTH G. GORDON, M.A.

NO one in this day and age is so naive as not to know how much radio stations depend for program material on transcriptions and phonograph records instead of "live" talent. Similarly all authorities admit freely that motion picture films (mostly 16 mm) projected directly upon iconoscopes and thence telecast to video receiving sets in schools and homes will form the major bulk of initial television programs.

It stands to reason that the cost of a good sound projector now should not be greatly in excess of that of a good television receiver in the future. Since both items of equipment depend or will depend for their usefulness upon the resources of film libraries now available at reasonable cost to educational institutions, there seems little point in waiting for television to arrive in order to make

such benefits available for schools.

Other countries are not waiting. "Film World" for April states that each of the 305 elementary and 79 high schools of the Los Angeles public school system has a 16 mm. sound projector.

In Britain "The Schoolmaster" for March quotes Dr. A. S. C. Lawrence, noted educator, as saying, "the only way to improve teaching films is for schools and universities to install projectors of the 16 mm. sound type and supply (of educational films) will then follow demand."

Provision in a school of an adequate sound projector makes it possible for the greatest teachers in the world to visit personally the tiniest classrooms in remotest areas. Gasoline-driven portable power plants can solve the problem of lack of electric current. Students can be trained and trusted to operate visual equipment efficiently.

During the war years admittedly, projectors could not be obtained. Increasingly from now on, however, well-known pre-war makes are steadily coming back on the market—with improvements added as a result of combat service. Furthermore post-war models or new machines are appearing every day in advertisements. Even better class "silent" projectors can today be inexpensively reconverted to show sound films.

The tendency in school projection today is for instructional films to be presented in actual classroom situations rather than as auditorium "shows". This tendency will undoubtedly be reflected in modern designs for projectors.

For large schools probably the projector of the future will be a rear projection, continuous reel type of cabinet affair which can be wheeled from room to room, plugged in quickly and set going with the flick of a switch. No screen will have to be set up nor the room darkened to any great extent. Reels can be shown as often as necessary without rethreading.

There will also be portable units of this type available for smaller schools. In fact both types are available commercially right now.

Why wait then for television stations to telecast motion pictures suitable for your school when you can have "controlled television" today by investing in a suitable sound projection of the 16 mm. variety? Let's enjoy our television programs NOW.

Port Alberni Public School Board

APPLICATIONS are invited for teaching positions in Elementary and Secondary Schools of Alberni School District No. 70.

Good salary scale, excellent opportunities for advancement in expanding school system, opening Junior High School in September.

Apply immediately, giving qualifications and experience in full, and stating grades or subjects preferred, to MISS E. B. WOOD, Secretary-Treasurer, P. O. Box 904, Alberni, B. C.

ACCOMMODATION WANTED—Interior male teacher wishes room and board (or room) in private home for 1946-47 University Session. Consideration would also be given to taking over suite or house for period. Address replies to Box 1, B. C. Teachers' Federation, 1300 Robson Street.

EXCHANGE—Will exchange my home in Victoria for duration of Summer School or longer if desired. References exchanged. Miss D. Goulay, 2751 West 35th Avenue, Vancouver.

WANTED—For four to six weeks commencing July 1st, bachelor's house-keeping suite on ground floor or in building with elevator service. Preferred location, West End, Vancouver, near English Bay or close to Robson and Davie Street cars. Send information to Box 2, B. C. Teachers' Federation, 1300 Robson Street.

FOR RENT during July and August only, to two women teachers or man and wife, attending summer school in Vancouver, main floor of Kerrisdale home, furnished; linen not supplied. Apply by letter to Miss E. Conrad, Ladner, B. C.

FOR RENT or in exchange of accommodation for two adults in West End, Vancouver, for July and August only, a furnished 5-room house, centrally located in Kelowna. Apply, Box 1603, Kelowna, B. C.

ACCOMMODATION WANTED—Two responsible and mature Edmonton ladies would like to sub-let apartment, vicinity Stanley Park or English Bay, for July and August. Will pay regular rental plus utility charges approximating \$50 per month. Apply Mrs. P. G. Dear, 11142-63rd St., Edmonton, Alta.

HOUSE FOR RENT—July and August, semi-bungalow, furnished, near University gates. Apply V. Osterhout, 4536 West Eighth Avenue, Vancouver.

ACCOMMODATION WANTED—Crippled war veteran at Shaughnessy Hospital would like to rent apartment or rooms for wife and 12-year-old son, within easy distance of the hospital, July and August only. Apply B. C. T. F. Office, 1300 Robson St., Vancouver, B. C.

FOR RENT—Seven-roomed home, July and August. References required. Apply C. J. Cock, 4022 Quesselle Drive, Vancouver, B. C.

WANTED—By Sask. lady teacher, small furnished suite or l.h.k. room for July and August. Dependable. References. Phone KE. 0990-Y. Please state rent.

FOR RENT—All-electric 5-room apartment, near Vancouver. Store, daily mail, swimming, etc. July and August. Adults only. Apply "The B. C. Teacher", 1300 Robson St., Vancouver, B. C.

Lesson-Aids Committee

Please take special note: Until the end of the summer vacation all correspondence should be addressed as usual to the Hon. Sec.-Treas., Mr. Harry G. Boltwood, 3486 West Second Avenue, Vancouver, B. C. After that date, all correspondence should be directed to *Lesson-Aids Committee, B. C. T. F. Offices, 1300 Robson Street, Vancouver.*

EASTER CONVENTION

WE were distinctly gratified with the number of teachers who ordered Lesson-Aids units at the Convention. Our sales were 60% above those of the previous convention. We had gone to considerable expense to build up our stocks in readiness for Easter, so the increased sales were very welcome.

All Convention orders have been despatched (at this date, May 6th), and we hope all have been received safely.

As for several years, we have finished the financial year with a small balance in hand, with which we shall continue our custom of allowing a discount to Normal School graduates on their initial orders. The secretary will visit the Normal School after the current practicum to explain this to the graduates.

FAREWELL

This is the last issue of the magazine before the summer holidays, and this is the last time that the Lesson-Aids page will be written by the present secretary.

For nearly seven years I have kept our readers informed of the work of the Lesson-Aids Committee by means of the Lesson-Aids page in the magazine, as well as in other periodicals. Lesson-Aids notes have appeared almost every month. Now, the time has arrived when I feel it necessary to pass on the work to other hands.

After the summer holidays the Lesson-Aids Committee will be reorganized, with a new secretary, but the scope of the work will not be materially affected. Lesson-Aids have become so much a part of the teaching life of British Columbia that it would be unthinkable to give up the project altogether, unless some better way of helping teachers were found.

I have very regretfully handed in my resignation to the Federation Executive, who will appoint a successor as soon as possible. I sincerely trust that he will be given the same unstinting support that I have enjoyed. The work of organizing Lesson-Aids has been fascinating, and altogether satisfying. I have felt all

along that a definite need for such help existed, and to the best of my ability, and with ungrudging assistance from many others, I have endeavoured to satisfy that need.

When I finally decided to resign from the Lesson-Aids secretaryship I little thought that I was opening up the floods of gratitude that have descended upon me. The members of the Federation Executive have done everything possible to show me how deeply they realize the importance of Lesson-Aids work. At the Thursday afternoon session of the Convention my wife and I were presented with beautiful gifts from the Executive on behalf of the Federation members, and I wish to express here our sincere thanks for their and your great kindness, which was so unexpected. More than all was I gratified to receive a notification that I had been made a Life Member of the Federation, an honour which I appreciate intensely. Nothing I have ever before received has given me so much pleasure as this real token of friendship.

I wish I could include here a list of all the teachers and officials who have helped the work of Lesson-Aids during my term as Honorary Secretary-Treasurer. That is impossible, but I want them all to know that I have felt very keenly a great sense of satisfaction at their always ready help. In the early days, an enthusiastic group of Vancouver teachers did a tremendous amount of hard work helping to set Lesson-Aids on its present footing. Their work was invaluable, as it built the foundation for the present arrangement, which is eminently suitable for this class of work, viz., a small executive group with a large body of teacher-helpers to provide the material. From all quarters of the Province this help has been forthcoming. Seven years ago there were but 47 units available, not all of them excellent; now there are 150, all excellent, and all in great demand.

I cannot end this farewell note without mentioning the splendid help given

me by Mr. Louis Greenwood, who has given largely of his time to help in despatching units and in many other ways.

THE FUTURE

The scope of Lesson-Aids work has increased so much that some reorganization will be necessary. Full particulars will be given in the next (Sept.-Oct.) issue of *The B.C. Teacher* on the Lesson-Aids page. Please watch for this.

NEW PRICE LISTS

These are now available, and will be mailed gratis on request. Teachers are asked to note that our Percentage Unit, No. 111, will soon be withdrawn from sale. Some copies are on hand, and will

be sold until exhausted.

NEW UNITS

We have received some excellent material for new units lately. These will be prepared as soon as it is financially possible. Watch future copies of the magazine for particulars. Our grateful thanks to the teachers who supplied the new material.

Wishing all our correspondents a very happy vacation, and a successful "Lesson-Aided" career, and with a final "Good-bye",

Sincerely,

HARRY G. BOLTWOOD.

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

MEMORANDUM TO EDUCATIONAL JOURNALS IN CANADA

TWO former publications of the C.N.E.A., *The Report of the Survey Committee*, and *Trends in Education*, 1944, are out of print.

As you know, the C.N.E.A. is now publishing a quarterly called *Canadian Education*. The first issue of this quarterly contains a report of particular interest to teachers of history, "The Report of the Committee for the Study of Canadian History Textbooks." Copies of this issue are available at 25c each. The annual subscription price of *Canadian Education* is \$1.00.

Also available for general distribution at 25c a copy is "Property Taxation and School Finance in Canada" by Dr. M. A. Cameron. This report is of particular interest to school administrators.

These publications may be ordered from the C.N.E.A. Offices, 371 Bloor St., W., Toronto 5, Ontario.

TO ONE ABSENT

By MARY ELIZABETH COLMAN

DOING alone the things
that we were used to do together . .
Seeing the hills you loved,
turning to watch for your delight
and you not there . . .
Laughter,
and your loved voice forever still . . .
The heartbreak, dear, of these!

AIMS IN EDUCATION

(Continued from Page 312)

In conclusion, I should like to recommend for your consideration a three-fold aim that would revolutionize our educational system. This three-fold aim would determine the core of our curricula and would permeate all our teaching. The aim is to uplift by providing a spiritual plan of life, a spiritual purpose in life, and a spiritual pattern. I should advocate a virtual crusade among students. Surely the pendulum has swung too far toward slippery escapades, slothful habits, and vile talk. I thoroughly believe that with enlightened leadership our youth would rally to a way of life where high moral standards and Christian ideals dominated. Champions of Christian Democracy could become a reality more vital than the ill-fated champions of Naziism.

I can foresee that a great wave of spiritual fervour will sweep our land. Rooted in an educational system that has become permeated with high moral standards, great Christian ideals, and steadfast vision such a Crusade would make mankind of the 20th Century worthy of its mighty spiritual heritage.

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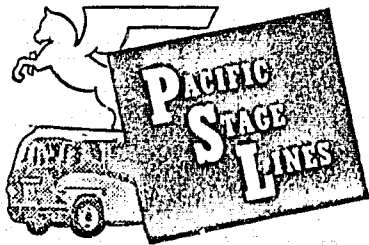
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Books for review and correspondence bearing upon book reviews should be addressed to MR. P. J. KITLEY, 4177 West 14th Ave., Vancouver, B. C.

THIS IS THE PEACE, edited by Violet Anderson for the Canadian Institute on Public Affairs; Ryerson; pp. 118; \$1.25.

Here is another timely compendium of expert opinion coming out of the Couchiching Conference held last August.

Contents of the book are too varied to be more than suggested: The San Francisco Charter; Human Nature and Enduring Peace; The Reconstruction of Europe; The Future of Japan; Soviet Far Eastern Policy; Canadian-American Relations in the Pacific; The Constitution and the Problems of Peace; The Dominion Proposals on Social Security, 1945. The same could be said for the achievements of the specialists whose names head the sections of the book, beginning with that of the Conference chairman, Dr. Malcolm W. Wallace of the University of Toronto.

If one were limited to comment on one contribution only, it might concern Dr. Goodwin Watson's "Human Nature and Enduring Peace", both because of the scholarly way the problem is outlined and because of the suggested way out. Perhaps it is because Dr. Watson is on the staff of Teachers College that he seems to speak more directly to educationists. After agreeing that the solution of the problem of peace calls for "a spiritual revolution of a kind that has seldom occurred in comfortable countries", he gives a "positive way to a five-point 'children's charter for a peaceful world'":

1. Every child shall know and appreciate that foreign groups are as human and decent as the people of his own land. (If it seems too much to say "Every child", then let us say "My child".)
2. Every child—or, at least, my child—shall realize that loyalty to his own family, his school, his home town, his church, and his nation, does not mean blind approval of any claim to infallibility. He shall see the groups with which he identifies himself as a mixture of good and

evil like all other human aggregates.

3. Every child — and certainly my child — shall experience democratic participation rather than arbitrary authority in home, and at school, and in his employment, thus eliminating the dominance demand and satisfying the power hunger before it becomes dangerous.
4. Every child — above all my own child—shall realize that every side suffers tragically in war. No child shall be taught that his country would doubtless win whenever it might engage in a future war.
5. Every child—my child—shall experience in home and school and employment, and in thinking about other races and nations, a continuous co-operative responsibility for the welfare of his relatives, his school-mates, his fellow workers, and the people of every land and colour. He shall be a Good Samaritan to all neighbours, immediate and remote.

* * *
YOUTH CHALLENGES THE EDUCATORS, prepared for the Canadian Youth Commission; Ryerson; pp. 151; \$1.00.

Unless you have completely shut your mind to all "challenges", and we respectfully suggest that if you have you shouldn't be a teacher, this report is a "must" for you, as soon as you can obtain it, or for summer reading at the latest.

First off the bat, it's written in a friendly and appealing way, illustrated with effective graphs. Your reviewer left a copy lying in a barber-shop while he had a trim. The gentleman who looked after the adjoining chair took an off moment to glance at it—and became interested in youth and the educators!

The report begins with an analysis of Gallup Poll returns, then considers briefs received and interviews conducted. The latter half of the book gives the experts a chance to sum up, and deal with such teasers as teachers' salaries.

JUST OFF THE PRESS!

Pierian Spring

By B. C. DILTZ, M.A.

Professor of Methods in English and History
University of Toronto

\$2.00

This new book will be warmly welcomed by teachers of English all across Canada who know the author's textbooks—*Models and Projects in English Composition*, *Living English* and others—and who found his first book on methods, *Poetic Pilgrimage*, stimulating and helpful. In *Pierian Spring* the reader will find again the brilliant expositions of methods which distinguish the earlier book; this time the emphasis is on the teaching of the Essay, the Short Story and the Novel and on the teaching of Composition. Specific examples and the teacher-pupil dialogue are again employed to good effect.

However, this is much than a book on methodology and it will be read with interest not only by teachers of English but by teachers of other subjects and by parents—in short, by anyone who has a real concern for the education of young people today. For Mr. Diltz's methodology is not a mass of pedagogical theory remote from realities; it is, on the contrary, firmly based on a positive philosophy of life and of education. There has been a dangerous tendency among educationists in the past quarter-century to accept uncritically new ideas because they are new and to reject the old simply because they are old. Mr. Diltz condemns this and urges vigorously the necessity for conserving and using these materials of Language, History, Mathematics and Science which are the heritage of our Christian civilization and on which a genuine *liberal* education must be based. In the process he indirectly exposes the fallacies in the arguments of the pseudo-progressives in education. Whether or not the reader subscribes wholly to Mr. Diltz's thesis he will find that its cogent arguments help to clarify his own beliefs.

Pierian Spring and *Poetic Pilgrimage* now form a two-volume library in the teaching of English that teachers will find both inspiring and practical.



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Other questions discussed are school and community, education and occupation trends, leadership and administration—and the usual joker, where are we going to get the money? The book closes with a note on education in Quebec as contrasted with the other provinces, and with a summary containing this obvious but pregnant statement, "The school should be designed primarily to promote the programme of education which the community desires". The general tone of the book suggests that a studied and careful estimate has been made of all problems and opinions concerning them. Here is no half-baked product of undisciplined adolescence—don't forget to read it!—R. P.

ATOMIC ENERGY AND WORLD GOVERNMENT, by Dr. Leopold Infeld; Canadian Institute of International Affairs; pp. 20; 10c.

It was unthinkable that the atom bomb should not have left its mark in the publishing world as in other spheres. Out of the mass of material that has been written you will find nothing that will give you the gist more clearly, or impress you more deeply, than this brief account by Dr. Infeld of Toronto University. Succinctly he outlines the story of the discovery and presents the inescapable conclusions.

"The moral is clear: we have within our grasp all the technical means of destroying life on our planet. This conclusion is not an exaggeration. I know how nightmarish all this sounds, yet only if we paint in our minds concretely the details of an atomic war, only then do we see that war has ceased to be an alternative to peace and has become, like death itself, the alternative to life."—J. P.

PAINTERS OF QUEBEC, by Marius Barbeau; Ryerson; pp. 50; 60c, (cloth, \$1.00).

Eight painters of French Canada, ranging from Suzor-Côté to Lemieux and Pellon, with side glances at people

like Tonnancour—eight vignettes written with the sensitivity and authentic note of a lover of Canadian art. This is what is offered in this interesting booklet with its large number of black and white reproductions. Here, among others, are Gagnon's "The Repast", Masson's "Country Dance at Blue Sea Lake", Faucher's "Cour d' Ecole". Altogether a worthwhile collected history of the modern artists of Quebec.—S. J.

MYSTERY of the Logging Camp, by Dickson Reynolds; Nelson; \$2.75; 171 pp.; illustrated by Gratton Condon; Glossary of logging terms; Age 10-14.

Dickson Reynolds is the pen name of the well-known Canadian writer for boys and girls who wrote *Captain Peggy of the Mamie L*, and the scene of this book—slanted for boy-interest—is again the logging industry of British Columbia. The material is first hand and the vocabulary authentic. The substitutes the author uses instead of loggers' oaths are most ingenious.

This book is better plotted than was *Captain Peggy*; the mystery is an authentic one, and the part the young hero plays in its solution well within the capacity of a fourteen-year-old. The story builds up to a fine climax and the characterization is excellent.

Well concealed in an exciting story is a great deal of authentic information about the lumber industry in British Columbia.

This is just the sort of fiction school librarians are always looking for and it is strongly recommended: every school in the province ought to have it on the library shelves.—M. E. C.

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Correspondence

Letters to a Country Teacher

MY dear Niece:

Why weren't you at the Forum? I think it was much the best part of the Convention. Otherwise, the convention was of the standardized type: the Great Ones were gracious and graceful. P. Popenoe popped and pepped as you read elsewhere, and the usual resolutions were discussed and passed. The ones about the magazine were not passed, perhaps because they were brought up when I was not looking, and could not be there to plead for them.

But in the Forum you had a chance to see yourself as you appear to others. No, not "as others see you", because they don't see you at all. They see that the kids you turn out are a mess, and blame you for it. A lawyer told us that our graduates couldn't add, didn't read, and wouldn't learn. A preacher said they couldn't write, couldn't think, and couldn't behave themselves. All of which is perfectly true. But don't blame yourself. They can't add, because you have to rush them through fractions, percentage and even an aimless smattering of algebra, instead of letting them practise addition, which they would much prefer. They don't read, because they have been taught that books are things to labor through painfully at the rate of one a year, instead of being read for pleasure at the rate of one a week. And they won't memorize, because memorizing is assailed by all the Moderns as absolutely the wrong way to learn anything.

The accusation that they cannot write may be taken in two ways, both of them true. (1) Their handwriting is hard to read, because the emphasis in their writing lessons is not on clearness, but on muscular movements, which I never could learn. And of course no provision at all is made for the considerable proportion of left-handed children. (2) Writing, as a mode of expressing thought, is practically a foreign language to them—as it is to you. You can't write. You don't write entertaining pieces for *The B.C. Teacher*. You don't write and tell me if you like my stuff, or what you would like me to write about, or if you wish I would drop my type-

writer down the well, so my letters wouldn't be so dry. Half the time you don't even answer letters. I'll bet that right now you have a letter on hand that you should have answered long ago, and that your failure to answer is making trouble for someone else. But I am not blaming you too much for that. You have no preparation except writing compositions in school, than which I can imagine nothing more deadening.

It is quite true that they cannot think, and so what? Neither can their elders. Thought is a disease which attacks a certain percentage of the population, and makes them quite unfit for worldly success; why try to make it epidemic? This criticism of our product, like many others, forgets that we are now pretending to educate a vast quantity of low-grade material which in other days would have left school about the level of Grade Five. There is still a fair proportion of good brains in the population, but the constant effort of the school is to drag them down to the level of the mediocre majority.

About their conduct, the same things might be said. The conduct of the bad ones, the ones you notice, is, I believe, much better than that of their predecessors of the last generation, who often did not go to school at all. The average conduct of the school is pulled down by this influx of low-grade stuff, and raising it again is going to be a long, hard job, in which you need help from various places that are not at present supplying it.

Then there was Brigadier Sager, who told us about the necessity for standards (which seem practically to have disappeared from Modern education) and explained the value of teaching the young to think with their hands. He said, much better, what I tried to tell you a little while ago about the value of working hand and head together, and intimated that he would like to see the course of study 10% academic and 90% vocational. I think perhaps that statement was a little extreme. I think he should be willing to settle for 75% handwork and 25% books. There may be, in the present course of study, as much as 25% that is worth learning. But I object to the term "vocational", because the vocation so often doesn't "vocate". I graduated long ago as a geologist, but that is

almost the only occupation I have never followed. I know a civil engineer who has never had a position in that line of work, and a Technical School tinsmith who has never hammered a piece of tin. But the carpentering that I learned in school has been useful to me all my life, not merely for building houses and boats as needed, but for a certain three-dimensional quality of mind, very difficult to acquire from the flat surface of printed paper. I think that a person whose hands are properly trained along any line at all can very soon pick up the particular motions that belong to any vocation.

Ever your loving

UNCLE JOHN.

TEACHERS EMERITUS

Salmon Arm

EDITOR, *The B.C. Teacher*:

During the 32 years that I taught in the schools of British Columbia I never felt the urge to write to your fine magazine, but now I do.

Since the Department of Education put me out to grass I find I have more time to look over the fence to see what my neighbours are doing and I am also interested in what they are saying.

One thing I hear them saying is that the government is going to see that the teachers are going to get more pay. I hear they were told so by a Dr. Cameron. I hear also that there is to be more money for new buildings, furniture, equipment, and buses to give all the country kids a ride to school.

He must be a brave man, that Dr. Cameron! I hear that he bearded the ratepayer in his den all throughout B.C. and never once told them "where the MONEY was coming from."

The tale goes that he smiled his way from Victoria to the Peace River, down to Fernie and back to Victoria, answering questions with shrewder and more pertinent questions of his own.

Back in Victoria he produced this Report in which he tells the government what they should do and "where the Money should come from."

And the marvel of it all is that everybody seems to be satisfied from the loudest ratepayer to the canny premier, Mr. John Hart. I hate to step into such a peaceful pool but, Darn it, Mr. Editor, I ain't satisfied, not by a bushel 'o oats. And I'll bet there is many another that ain't.

Am I jealous? No, 'Perish the thought'

I am only sorry that I had not met up with this Dr. Cameron some years before they turned me out to grass. He was born "thirty years too late".

The grass might not then be so burnt and dry—it would be greener and more succulent and the top bar of this fence on which I am resting my neck would not feel quite so hard.

I wonder if Dr. Cameron or Premier Hart will give a thought to us old work-horses—us "teachers emeritus"?

Maybe no, and again, maybe yes, if someone reminded them that even the old pensioned workhorses would find life a little more pleasant if a few oats were scattered in their pasture in this age of plenty.

What are a few dollars among so many millions? Oats, I mean.

I fear to talk of "fixed incomes" and "inflation" or to try to show any connection between them for then someone might think I was bright enough to go back to work and this pasture could be quite pleasant.

So will someone, with more kick than I, page Mr. John Hart or Dr. Cameron and ask them about our ration of OATS?

Smoldering Hayburner.

IN-SERVICE TRAINING

EDITOR, *The B.C. Teacher*,

Dear Sir:

I have been reading with keen interest the various items you have printed in recent issues on the subject of Teacher Training.

There are one or two points I would like to raise in connection with "In-Service" training.

For most married teachers the only feasible method of keeping abreast of the latest developments and trends in education is by taking directed reading courses from the University. On account of the great expense involved, the spending of seven weeks at the University Summer Session for such teachers living outside Vancouver is a treat in which one can rarely indulge. During the current year no directed reading courses were given in Education on the grounds that the University was under-staffed. However, it was not too under-staffed to offer two extra-session courses in Education for teachers living in or near Vancouver. Why should teachers in the Interior be penalized? Also why does the University make it compulsory for a teacher to spend a large sum of money to go to Vancouver to write his final

examination in a directed reading course? Why could it not be written in his own centre in a similar manner to a University Entrance Examination?

Surely "professional growth" should not be a matter of dollars and cents?

Yours very truly,

(Signed) E. R. M. Yerburgh.

Investment in Youth

THE second direct 16mm. sound film in color produced locally has just been completed. The first, "Investment in Tomorrow", was a welfare film produced, photographed, and sound recorded by Roth G. Gordon for the Greater Vancouver Community Chest. The second film, "Investment in Youth" was photographed and produced by Ken West for the Burnaby School Board. Direction and sound recording are by Roth G. Gordon.

The script for "Investment in Youth" was written by N. D. MacDonald, principal of South Burnaby High School. Narration is by Ken Hughes of CKWX. Production was supervised throughout by C. G. Brown, Inspector of Burnaby Schools.

"Investment in Youth" shows Burnaby schools at work and play beginning with scenes of an Indian project in the elementary grades and concluding with shots of advanced work in biology and chemistry in high school.

In one sequence the school orchestra is both seen and heard playing one of its selections.

The film throughout is alive with close-ups of eager young Canadian students intent upon some school activity, whether it be reading in the library, art work, dress-making, cooking, woodwork, metalwork, typing, physical education or science.

Much excellent equipment is in evidence and the point is easily apparent that money spent on school improvement and busy, happy students is a true "Investment in Youth" and does more good than the same amount of money spent on curbing juvenile delinquency.

Availability of the film for jubilee or school showings may be ascertained by writing direct to the Burnaby School Board, to Ken West, 3706 Imperial Street, or to Colour and Sound Studios, 3009 West Broadway, Vancouver.

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News, Personal and Miscellaneous

INSPECTOR C. L. CAMPBELL

THE most recent appointment to the Inspectoral Staff of the Department of Education is that of Mr. C. L. Campbell, formerly Vice-Principal of Victoria High School.

Mr. Campbell served in both World Wars, with the Strathcona Horse during the First World War and with the Royal Canadian Navy during the Second. At the close of hostilities he had risen to the rank of lieutenant-commander and served as captain of a frigate operating in the North Sea.

Inspector Campbell graduated from U.B.C. in 1923 with a B.A. Degree and upon the completion of his Teacher Training Course the following year, he was appointed to the Victoria High School Staff. In 1930 he obtained an M.A. Degree in Education from the University of Washington. In 1934 he was appointed Vice-Principal of Victoria High School and three years later Director of Night Schools in Victoria, positions he held at the time of his enlistment in 1940. He returned to his teaching duties last year.

We are pleased to note that Inspector Campbell has been a continuous member of the Federation since the time he first commenced teaching. To him go our congratulations upon his appointment and best wishes for success in his new educational duties.

Mr. Campbell's Inspectorate includes the Albernis and the West Coast of Vancouver Island.

OBITUARY

LANGLEY Municipality recently lost one of its most respected teachers with the death of Mrs. Gertrude Florence Clark after a lengthy illness during which she valiantly carried on her duties as Principal of Murrayville Elementary School.

Mrs. Clark began her long teaching career at Simon Fraser School in Vancouver twenty-four years ago and eighteen months later moved to Langley, where she carried on her teaching duties at Patricia Elementary School. During the ensuing years she served on the

staffs of seven of Langley's seventeen schools.

Mrs. Clark is survived by one daughter, Noreen, and her mother, Mrs. John Maaden. Her husband pre-deceased her twelve years ago.

The B. C. Teacher joins the many friends of the late Mrs. Clark in expressions of sincere sympathy to the members of her family.

PENSION CONTRIBUTIONS AND INCOME TAX DEDUCTIONS

TEACHERS of the province will be interested to know of the following ruling relative to pension contributions obtained from the Deputy Minister of Taxation.

The maximum sum allowable as Superannuation or Pension Fund Deductions effecting a reduction in Taxable Income is \$900 in any one year. Contributions to our Teachers' Pension Fund are allowable up to that \$900 maximum whether the contributions be by way of monthly deductions at the source or by way of a lump sum payment as provided for by the Pensions Act.

Teachers who obtain a Refund of their Pension Contributions upon leaving the profession might note that one-third of the Refund is declarable as income for income tax purposes.

RAMBLING COGITATION

HOW long is it since you laughed with your class? Humor is a good lubricant on little gears that find their environment dry and friction slowly mounting as the large driving cog grinds relentlessly onward toward mythical and incomprehensible ends.

Even better than lubrication is the technique of taking the load from the driving gear by getting at least some of the little cogs to rolling on their own power.

Best situation of all is a well oiled set of gears, each rolling on its own power with the large cog acting as a coordinator rather than a driver.

—“The Turtle”



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