The B. C. Teacher

OFFICIAL ORGAN OF THE B.C. TEACHERS' FEDERATION

Managing Editor - - - HARRY CHARLESWORTH

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EDITORIAL

Special Convention Number.

We trust that all teachers will make a study of the contents of this issue, which contains accounts of three most important conventions. We realize that there are probably many things which would make more interesting reading, but we are also sure that there can be nothing of more vital importance than the reports here printed if teachers are really interested in the progress of education and of the teaching profession.

The compilation of the reports has been a task of great difficulty, and has entailed an enormous amount of work.

The complete list of resolutions of the World Conference at San Francisco has not yet been officially printed, and probably this is the first time that they have appeared in full in any magazine. This was made possible by the co-operation of President Thomas, of the World Federation of Education Associations, who kindly forwarded special copies of the full text of the resolutions.

It will also be readily recognized that it is by no means easy to condense into any article the work of the Canadian Teachers' Federation, but an attempt has been made to show the importance of its deliberations. Space alone has prevented a fuller reference to the Trustees' Convention, which was very successful, and naturally of great importance.

Might we suggest that all teachers carefully preserve for future reference this number of the magazine.

"The Lord's Prayer" in School.

It is not our purpose to enter into a discussion concerning the vexed question of religious instruction in schools, nor do we intend to comment upon the advisability of introducing the Bible in the schools. These matters were very fully debated at the recent Trustees' Convention, and as might be expected, from many varying viewpoints. A resolution asking that "The Lord's Prayer" be made a compulsory part of every opening was defeated. It was generally conceded that in the great majority of class-rooms it was always included in the opening exercises. One inspector stated that he had never in his experience been in a class-room where it had been omitted.

Arising out of a private conversation on this matter, a parent, who certainly has the best interests of the schools at heart, presented an idea which, we think, might well receive the serious consideration of every teacher in the Province.

To make the Prayer compulsory might be construed as an infringement of the right of conscience of the teacher, but the important question is, "Has the child or the parent any rights in this connection?" It is granted that if a teacher does not desire to say "The Lord's Prayer" on opening, he should not be expected to do so. But is it granted that because one teacher does not wish to open by this Prayer, that perhaps thirty or forty pupils who would like to do so, should be prohibited by reason of the teacher's personal opinion.

Might we not, as teachers, settle this question without any legislation, by adopting the following plan:

Upon opening school let the teacher have all pupils stand and allow *all who desire* to say the Lord's Prayer to do so, the teacher joining or not, as he or she so desires. This would deprive no one of the opportunity of commencing the day's work by invoking the Divine blessing in the words of our most familiar prayer, and it would allow at the same time, full liberty of conscience to all pupils, parents and teachers. A phase of this subject, which probably has been overlooked by some, is made very clear by the following true incident: A pupil who had always previously been in class-rooms where the Lord's Prayer was said, was promoted to a room where such was not the practice. After a few days' had passed, she said to her mother, "Why do we not have the Lord's Prayer in our room, mother? We always have had before." Now, what was the parent to answer, without raising doubts in the child's mind?

World Conference on Education

JAMES F. HOSIC

Associate Professor of Education and Director of Extramural Courses
Teachers College, Columbia University, New York City.

[DR. HOSIC acted as Secretary of the Conference]

DELEGATES from over forty countries came together in San Francisco, June 28, at the call of the National Education Association of the United States, held public meetings, witnessed a pageant, deliberated in group and plenary sessions for a week, adopted thirty resolutions, founded the World Federation of Educational Associations, sang Auld Lang Syne with hands clasped in token of fealty, and went their several ways. That in brief is the story of what happened as the result of the appointment during the Great War of a committee on foreign relations by our Association. And as a fitting sequel and a happy augury of the future, our Association accepted the report of its committee, applied for membership in the new federation, and became the first charter member and the corner-stone of the new organization. Few in America expected it. Many foreign countries are in distress. At least two so-called international congresses on education to be held in Europe were announced. Hardly any definite facts upon which to base a prediction were known. San Francisco is a long way from New York, and the trip for English and Continental delegates would be very much more expensive on that account. The National Education Association, moreover, had only a comparatively small amount of money available for the use of the Conference and funds from other quarters were not forthcoming as had been hoped.

Nevertheless it happened. Representatives were sent by the Imperial Education Association of Japan, the government of China, The Canadian Teachers' Federation, and by the great teachers councils of England and Scotland. Herr Strecker, minister of Education in Hesse, was there; Miss Johanne Bietry, of Indo-China; Miss Hansa Mehta, of India; Dr. M. Sawayanagi, Mr. Issei Yamamoto, and seven others from Japan; Messrs. Kuo, Chen, Chu, Hsieh, Kao, Ku, Li, Ling, Meng, S[illegible] Yin, and Yuan from China; Edmund Dronsart, director general of the Red Cross, and M. Leon de Poeuw, director general of the University of Science and Arts, Belgium; M. Cusicanqui, from Bolivia; Miss Jirsakova, from Czechoslovakia; Miss Baralezo, from Ecuador; Mr. Parades and Madame Leanor de Quinonez, from El Salvador; Mr. Pompilio Ortego, from Honduras; Dr. De la Torre, Professor Eloisa Espinosa and six companions from Mexico; Messrs. Jimenez and Pereira from Panama; Miss Molina, from Nicaragua; Dr. Maria de Maestu from Spain—to say nothing of such notables as Professor John Adams and Princess Borghese, already lecturing in the United States, various foreign consuls, and numerous others, temporarily resident in this country but bearing credentials from their ministries of education or educational associations at home. From English-speaking countries came Mr. Sainsbury and Miss Wise, of England; Mr. Pringle, Miss Laing, and Mr. Critchley, of Scotland; Mr. Charlesworth, Mr. Huntley, Mr. Martin, Mr. Harwood, Miss Bollert, and Miss Jamieson, of Canada; Miss Wat[illegible]n, of Australia; Miss Wathes of South Africa; Miss Griffiths and Mr. Miller of New Zealand; and there were besides representatives of the Argentine, Armenia, Bulgaria, Chile, Costa Rica, Greece, Hawaii, Hungary, Jugo-Slavia, Korea, Norway, Peru, Philippine Islands, Porto Rico, Roumania, Sweden, Turkey, and the United States.

And yet the interpreter was scarcely needed. The proceedings were conducted in English. The speeches were conducted in English—and it was often remarkably good English too. Indeed many a native American might well sit at the feet of the brilliant and far-sighted Dr. Kuo, president of the National Southeastern University in Nanking, who was perhaps the most effective speaker at the Conference. Those who heard his eloquent and graceful farewell at the closing plenary session will not soon forget the moving quality of his appeal. And he said goodbye in five languages!

How the Conference Proceeded

The work of the Conference went forward by means of three types of gatherings. There were, first and last, the public mass meetings, at which the larger purposes and possibilities of the Conference and the problems and aspirations of the various countries were set forth by their ablest representatives. The Hall of Native Sons in San Francisco was ablaze with the flags of all nations, and crowded to suffocation when the first meeting opened on the evening of June 28. The foreign delegates occupied the central section before the stage, and banked around them were the American delegates, the advance guard of the National Education Association convention, and the good people of San Francisco—all eager to see and hear. The thrill was there unmistakably. No one who was so fortunate as to be present will ever forget it. The assembling of many races and nationalities in the interest of the common welfare, of which altruists had dreamed, was a living reality. It had happened and for the time that was enough.

The orchestra ceased, Mr. Showalter prayed, ending in the Lord's Prayer in which nearly all joined.

Dr. Thomas introduced President Owen as chairman, who welcomed the Conference in the name of the National Education Association. Addresses of welcome from Mr. Fred Dolrmann, Jr., president of the San Francisco Board of Education, Dr. David Starr Jordan, and Miss Charl Williams, and responses by Dr. Kuo, the Honorable Panagopolous, and Professor Adams followed. All were memorable. Only one disappointment so far; Sr. Alfera, of Spain, could not be present. But we were off to a good start. The Conference was bound to be a big success.

It was. The next morning the six groups arranged for in the preliminary plan of the Conference began to debate the agenda. Sub-committees took over the various problems of detail and met morning, noon and night. The type-writing bureau provided by the loyal generosity of the San Francisco teachers began to grind. The Intermediary Committee took up the task of polishing and standardizing the form of the resolutions, and a never-ending round of visits, luncheons, dinners, and receptions filled life to the brim.

The second general meeting was a bit quieter—one can't live at high tension all the time. Nevertheless, the foreign delegates will probably recall as one of the high spots of the Conference, Dr. Winship's characteristically homely but impassioned plea for peace. "Let us," said he, "do something to soothe the nations instead of always stirring them up, just as the keeper of the zoo fed catnip tea to the mountain lion, remembering that it was in reality only a big cat."

On Tuesday afternoon, July 3, the first plenary session opened. Resolutions were to be taken up in the order of their preparation and Group A on International Co-operation, under the leadership of Dr. Showalter, was first under the wire. A resolution calling for the appointment of educational attaches in all embassies was read by the chairman of the Sub-Committee, Mr. H. Charlesworth, of Canada. After explaining the reasons for such a proposal, he moved its adoption. A brief discussion followed and finally the resolution was unanimously adopted after a change of just one word. The Sub-Committee was congratulated, and the unanimity on the first question submitted was greeted as a happy augury for the Conference.

Next followed Group F, on Universal Education, under the leadership of Mrs. Cora Wilson Stewart, of Kentucky. A resolution calling for a permanent commission on the removal of illiteracy in all countries, to be a section of the proposed World Federation, and to strive earnestly for the removal of illiteracy throughout the world was read by the chairman of the sub-committee, Mr. Huntley, also of Canada. He moved the adoption. Ex-president Swain, of Swarthmore, seconded the motion. Dr. Libby moved to amend. Several delegates spoke. The amendment was revised, accepted by the committee, and the amended resolution adopted unanimously. Cheers broke out. The Conference had agreed on something, not however, without serious discussion. Apparently this group recruited from the four quarters of the globe could pull together, could get somewhere.

This first plenary session was unwisely assigned to the huge Civic Auditorium in San Francisco. Of course the delegates formed only an island in a sea of chairs. As a tryout this session was an acid test, but the Conference proved true blue. Succeeding sessions, however, were held in the Fairmont Hotel—the headquarters of the Conference and ideal for the purpose in every way.

The Resolutions Passed

Resolutions on International Co-operation in Education, Dissemination of Educational Information, Conduct between Nations, International Ideals, Health Education and the Conservation of Rural Life followed each other in steady succession, were scrutinized by the delegates, who held copies in their hands, were frequently amended, and finally passed unanimously, with serious and responsible goodwill.

[*The resolutions are printed in full in another part of this issue.—Ed.*]

The resolutions may be divided into two general classes, first, those in support of movements now on foot or those which the Conference wished to urge upon the attention of other agencies and second, those calling for definite action by the World Federation which the delegates hoped to form.

In the first class are numbered the proposal that an educational expert be attached to each embassy or legation in the different countries to assist in disseminating educational information and ideals; that the various governments be urged to appropriate sums of money to provide scholarships for graduate students who shall study abroad, particularly such subjects as international civics, economics, and comparative education, and make report at home; that the terminology of science be unified and the metric system be made universal; that exchange of teachers and professors be more liberally provided for—teachers of all grades, not simply the higher; that the proper educational body of each country be requested to outline for its own schools a system of training that will cultivate in children attitudes of mind and habits of thought and action appropriate to effective membership in the world community; that correspondence between classes of school children under wise supervision be encouraged; that a basic plan of character education, outlined by the Conference, be worked out and adapted to their needs by the several countries; that ideals of peace and co-operation be taught through the various subjects of the schools, particularly such studies as history, geography, and literature; that a comprehensive scheme of health education be worked out and put into effect; that the educational status of women be improved; that rural schools be brought to much higher efficiency through such plans as are already bearing fruit; that the educational opportunities of all communities be equalized; and finally, that the eighteenth of May in each year, the anniversary of the first Hague Conference, be set apart as World Good-

will Day, and be observed with appropriate ceremonies.

On the following topics the Conference proposed definite action by the permanent organization to be effected: It would establish a bureau of research and publicity to collect and distribute information of general interest to educators everywhere—perhaps to conduct an international digest of educational news; a universal library bureau to circulate books and pamphlets coming within the scope of the work of the Federation; and an agency to study the problems of improving the textbooks of various countries as to the accuracy with which they present the facts and conditions relating to other countries. Committees were authorized—one to investigate the feasibility of founding an international university; another to work for the removal of illiteracy; a third to inculcate the doctrine of thrift; a fourth to report upon how to keep the balance between vocational and liberal education; and a fifth to set up correspondence as to the unification of scientific terminology. And it was resolved to establish a section of the new Federation devoted to the cause of health.

These resolutions, together with their preambles, constitute a remarkably valuable expression of educational ideals. They were carefully worded. They represent group rather than mere individual sentiment. They are educational and they lay a suitable foundation for constructive action.

Great credit is due to the chairmen of the various groups for their leadership and sanity. They were as follows: N. D. Showalter, president of the State Normal School at Cheney, Washington, in charge of the group dealing with International Co-operation; Edward O. Sisson, professor of education in Reed College, Dissemination of Educational Information: Arthur W. Dunn, director of the American Junior Red Cross, Conduct between Nations; Milton Bennion, dean of the school of education of the University of Utah, International Ideals; Thomas D. Wood, professor of physical education in Teachers College, Columbia University, Health Education; Mrs. Cora Wilson Stewart, chairman of the Illiteracy Commission of the National Education Association; and Josephine Corliss Preston, State superintendent of public instruction, Olympia, Wahsington, Rural Life Conservation.

The closing session program was worthy of the occasion. This was a joint meeting of the World Conference and the National Education Association. Again Dr. Owen presided. President Wilbur, of Stanford University, spoke on "The Health of the World's Children;" Dr. Sawayanagi on "Education the Hope of the Nations;" Mr. Sainsbury on "The Meaning of the World Conference;" Princess Borghese on "Women in Education;" Mr. Rakhit on "India's Place in the World;" and President Thomas on "Education and World Progress." On previous evenings the audiences in the Auditorium had dwindled as the hours advanced; not so to-night. Nearly all stayed to the end.

Perhaps the most memorable of all these memorable addresses, not excepting Dr. Thomas's splendid closing message, was that of the Princess—social reformer from Italy. With an appeal wonderfully touching and sustained, yet dignified and most thoughtful, she called the women of the world to a fresh realization of the meaning of the home and of their unique place in it—the home the supreme agency of education and growth in character.

How It Was Done

The World Conference was well-conceived, well-planned, and exceedingly well-managed. The credit for this belongs primarily to Dr. Augustus O. Thomas, commissioner of education for the State of Maine. As chairman of the Committee on Foreign Relations of the National Education Association he was invested with the responsibility of initiating a programme of work for the committee. He projected a world conference, consulted President Harding, visited the Conference on Armament at Washington, and prepared a statement of aims and possibilities, including plans for a permanent organization and an international good-will day. His ideas were approved by such of the members of his committee as could be got together and his reports were accepted by the National Education Association at the Des Moines meeting in 1921, and the Boston meeting in 1922. These called for a world conference. Then he began an extensive correspondence, first gathering all possible information from the officers of various international societies and from other sources, finally through the various consular offices and directly he reached leaders in education in almost all countries and invited them, in the name of the National Education Association of the United States, to participate in a world congress. Replies in various languages began to come in. He organized a bureau of clerks in his office and thus the work went on until within a few months of the time of the Conference. Then President Owen and Secretary Crabtree of the National Education Association came into council. Miss Charl Ormond Williams was made the representative at headquarters in Washington. Mr. Morgan took up the work of publicity. He and his temporary assistant, Professor Ryan, of Swarthmore College, were early on the ground in San Francisco to look after details. The local committee which sprang into being on the occasion of President Owen's visit some weeks before went into action. Final programs were printed, and the game was on.

The San Francisco and Oakland papers did yeoman service. The Conference was fully and intelligently reported throughout. Never, perhaps, anywhere in the history of our educational meetings was so little space given to the sensational and never was there less misrepresentation. The papers caught the spirit and purpose of the Conference and furthered it in every way possible. What might have happened in some of our other noble cities makes one shudder in retrospect.

Flowers were everywhere, even in the rooms of the delegates, and the cheerful California optimism, the

reflection of California's sunny skies, was everywhere. Nothing can excel California's hospitality at its best. To Archie J. Cloud, deputy superintendent of schools in San Francisco, chairman of the local committee of arrangements for the World Conference, belongs the chief praise for the provisions made for the comfort of the delegates, and he was ably seconded by the teachers, the principals, and the board of education of the city.

The names of those who gave of their time and strength unselfishly to the work of the convention must be numbered by scores. Only a few of them will ever be honored as they deserve. There was little self-seeking and little thought of preferment—only the desire to give all representatives a chance to be heard and earnest hope that friendship and good understanding might be promoted.

After Thoughts

And yet the Conference was not a peace conference, nor did it seek any new political relations as the outcome of its labors. It was not pacifist. It was educational. It was a council meeting for the consideration of certain problems which the people of the world have in common and which therefore they can best solve by working together. It voted agreement upon certain principles and upon the desirability of concerted action to carry them out.

It provided means. The World Conference laid the foundations of a World Federation of Educational Associations. The accredited membership in this society will be composed of national societies of teachers. Temporarily, in countries which have no national societies, lesser groups may be accredited. The affairs of the society are to be managed by a board of directors composed of delegates from the constituent bodies, two from each, irrespective of their size. This board elects its own officers, who are also the officers of the Federation, and of the conferences for which it will arrange. It may employ a permanent secretary. Its funds will be provided by the constituent societies, each paying annual dues at the rate of one cent a member, with an established minimum of twenty-five dollars and a maximum of one thousand dollars. The fact is evident that the fees of the great national societies of Japan, England, Canada, and the United States alone would amount to a considerable sum.

A world conference will be held every two years, and three regional conferences in the alternate years. The regions designated are Europe, Asia, and North and South America. For the next two years the Federation will be in the hands of a temporary board elected at large by the World Conference. The chairman is Dr. Thomas. The vice-presidents are Mr. Sainsbury, for Europe and Dr. Kuo for Asia. The additional members for the Americas are Mr. Charlesworth, of Canada, and Mr. Showalter, of the United States. Those for Europe are Mr. Pringle and Mr. Kavadas, the latter representing Greece but actually living in San Francisco. The Asiatic members are Dr. Sawayanagi and Mr. Gogate, who is also in this country. The secretary of the Board is Mr. C. W. Williams, of Columbia, Missouri. The regional conferences for 1924 will be conducted by the members of the board in the respective regions. The American committee, therefore, consists of Dr. A. O. Thomas, Augusta, Maine, chairman; Mr. Harry Charlesworth, 628 Battery Street, Victoria, British Columbia, and Dr. N. D. Showalter, State Normal School, Cheney, Washington. The places of meeting as well as the dates will be chosen by the Board of Directors.

The future of the World Federation is now on the knees of the gods. Agreement upon ways and means of doing things will be much more difficult than agreement upon resolutions. Presently there will be loaves and fishes. The language difficulty, when wider representation—from say Spanish-American countries—is present will increase. Imagine, for example, a session in Mexico City. The initial feeling that we must get together at all costs, will be succeeded by strong desires for the carrying out of pet ideas. Large societies may feel that their dues are out of all proportion to their representation. Some or all of these difficulties seem inevitable.

The next step is obviously to secure the widest publicity as to the work and results of the World Conference. Plans are on foot for the translation and dissemination of the report of proceedings and the resolutions in all civilized countries. The initial burden of this work will fall as before upon Dr. Thomas. And he has undertaken to reproduce sufficient copies of the documents most in demand to supply the needs of the active committees which the delegates to the World Conference will organize.

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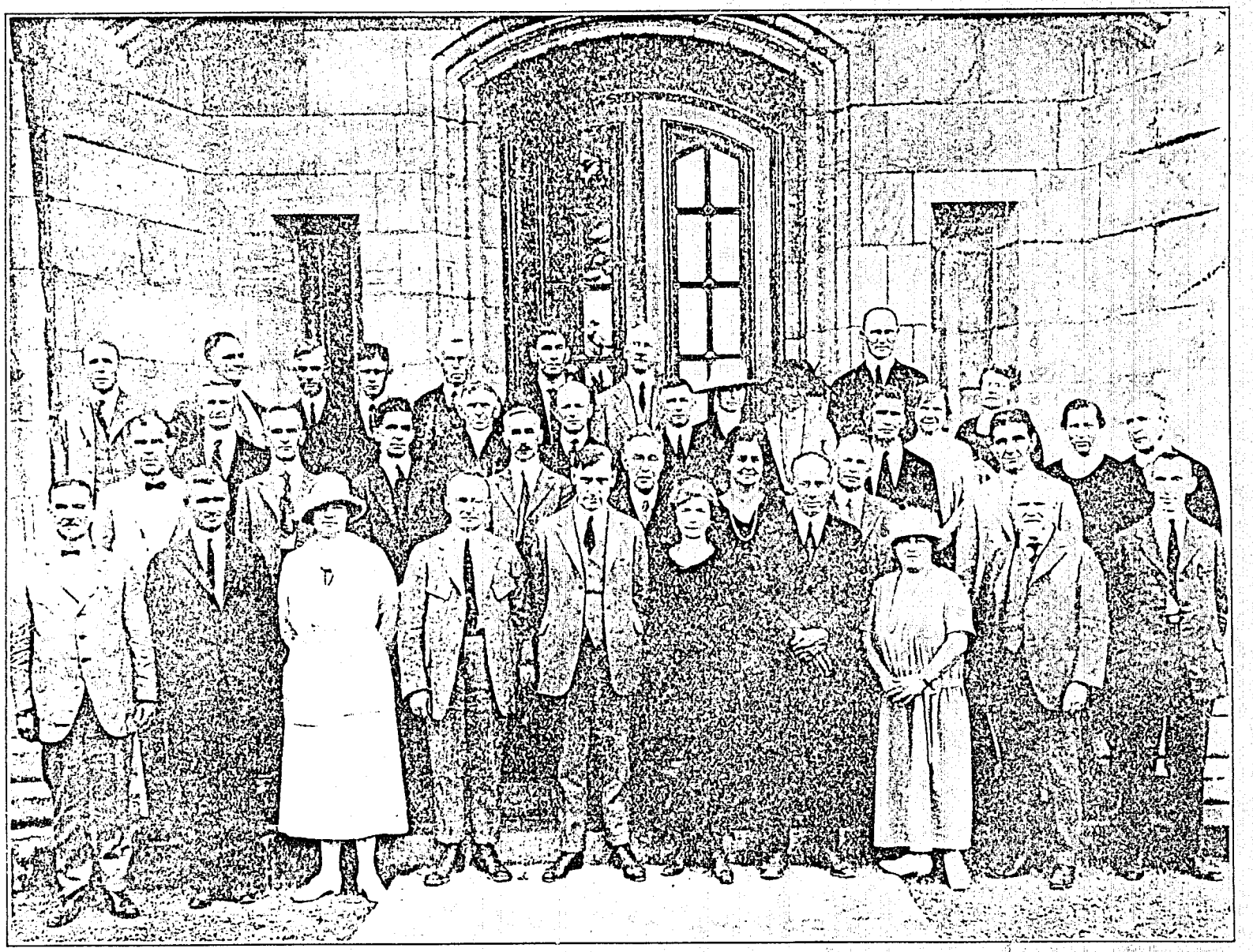

DELEGATES TO THE THIRD ANNUAL MEETING OF THE CANADIAN TEACHERS' FEDERATION.

Montreal—August 7-11, 1923

Canadian Teachers' Federation

ANNUAL MEETING

HARRY CHARLESWORTH

(*General Secretary B. C. Teachers' Federation Secretary, Canadian Teachers' Federation*)

The third annual meeting of the Canadian Teachers' Federation was held in the Board Room of the Medical Building of McGill University, Montreal, from August 7th to August 10th inclusive, and was a most successful gathering.

The Delegates

All the Provinces, except Nova Scotia and New Brunswick, were represented by official delegates. New Brunswick had an unofficial delegate present to report the proceedings to his Association when they meet to consider the question of affiliating with the Canadian Teachers' Federation.

In addition to the official delegates, there were a number of unofficial, or visiting delegates, especially from Ontario. These visitors were members of local associations in various parts of Canada, and hence were members of the Federation. Every courtesy was extended to them, and they were invited to join in the course of the debate, several valuable suggestions being made by them. There were also other visitors—people who were extremely interested in education, and in the work of the teachers' organizations. Prominent among these latter, was the Rev. Mr. Morris, Secretary of the recently formed School Trustees Association of Canada,—a man who has taken an active interest in educational affairs of Ontario for many years.

Address of Welcome

At the opening session, Sir Arthur Currie, Principal of McGill University, welcomed the delegates to Montreal on behalf of both the civic and the educational bodies, in the following words:

"You have given me an honor which I value very highly and a privilege which I much appreciate in providing this opportunity for me to say on behalf of the educational institutions of Montreal, a few words of welcome to our city. Mayor Martin has found it impossible to be here, and desires me to present the city's greetings, and so on behalf of everyone I welcome you to Montreal.

Montreal has become the Mecca for conventions, and the reason is not entirely because other regions are dry. This city provides a source of interest and inspiration from the historical viewpoint, as well as being the commercial metropolis. It is interesting because here the two races meet and blend; they have a better knowledge and understanding of each other. As an example of the historical, we may take this Faculty Room of the Medical Building of McGill. To be sure the actual room we now occupy is not very old—but the old Faculty Room of the Medical Building is over one hundred years old. Hence you are meeting in a room replete with historical and educational associations.

"As members of the Canadian Teachers' Federation, you must be teachers, or interested in teaching work at least, and your work will be judged by what you have done with the boy or girl in your charge. What influence have you brought to bear upon him? What impression have you made? What have you done to enable him to sail his ship on the uncharted sea? Have you shown him how to be alone and yet not lonely? I think that a teachers' occupation is a joyous one, and yet it has almost its moments of depression, because, as you stand there facing a class, you know that before you are pupils starting out on the road, the treacherous road where the treacherous will o' the wisp still drifts. Will they win? Whether they are able to do so or not will largely depend on the influence with which you surround them.

"So in curricula and other factors that affect educational systems, let us always keep in mind that education prepares the scholar for light and life; to be a good citizen, and to earn an honest living.

"I can only repeat, that Montreal and McGill in particular, welcomes you. I hope your deliberations will do much good, and that you will return to your homes at least having had a good time.

"If there is anything which McGill has to help you, you are very welcome to it; if there is anything else we can do to make you more comfortable, we shall be happy to do it."

At the conclusion of the address a most hearty vote of thanks was tendered to Sir Arthur.

Appointment of Committees

Committees were appointed as follows:

Constitution Committee—Mr. W. N. Finlay (Sask.), chairman; Mr. C. W. Laidlaw (Man.); Mr. H. C. Newland (Alta.); Mrs. H. R. H. Kenner (Ontario); Mr. Harry Charlesworth (B.C.)

Resolution Committee—Mr. G. J. Reeve (Man.) chairman; Mr. W. J. Bailey (Sask.); Mr. G. A. Fergusson (B.C.); Mr. J. D. Seaman (P.E.I.); and Mr. R. E. Howe (Quebec.)

Budget Committee—Miss McKillican (B.C.), chair-

man; Miss Arbuthnot (Ont.); Miss McGregor (Sask.); Dean Laird (Quebec); Mr. Somerville (Alta.); Mr. Parker (P.E.I.); Mr. Marshall (Man.); with Dr. Hardy (Ontario) as an advisory member.

President's Address

Mr. H. W. Huntley, in his Presidential address, reviewed the activities of the year, dealing mainly with (a) The financial situation; (b) The Federation Bulletin; (c) The official affiliation of Quebec and Prince Edward Island; (d) The Interchange of speakers at the Provincial Conventions; (e) The World Conference at San Francisco; (f) The necessity for amendment to the Constitution to give a more efficient working organization.

Financial Statement

Following the adoption of the minutes of the last Annual Meeting held at Saskatoon, Miss Arbuthnot presented the following financial report, which had been duly audited by chartered accountants.

This report was unanimously adopted.

RECEIPTS		EXPENDITURES	
Capitation	$3,625.95	General Expenses	$ 14.80
Special Levy	750.00	Advertising	40.40
		Bulletins	539.30
		Printing & Stationery	152.67
		Bank Exchange	10.35
		Postage & Express	38.01
		Officers Honoraria	550.00
		Officers' Clerical Help	313.00
		Traveling Expenses	353.05
		General Expenses, (1921)	161.61
		President's Petty Cash and Incidentals	125.00
			$2,298.19
		Annual Meeting (Saskatoon)	720.71
Total	$4,375.95	Total	$3,108.90
Balance, 1922			$ 32.06
Balance, 1923			1,357.05

The detailed list of per capita fees for 1922-23 was given as follows:

British Columbia	$..644.90
Alberta	860.00
Saskatchewan	300.50
Manitoba	787.00
Ontario Secondary	598.70
Ontario Public School (Men)	62.00
Ontario Public School (Women)	1,000.00
Quebec	100.00
Prince Edward Island	119.50

In addition British Columbia had already paid $572.00 on account of fees for 1923-24.

DIGGONISM.—"In the world there are two tragedies. One is not getting what one wants, and the other is getting it."—D I G G O N'S, Printers, Stationers and Engravers, 1210 Government Street.

CONSTITUTION COMMITTEE REPORT

The Constitution Committee held several meetings under the able chairmanship of Mr. W. N. Finlay.

Many contentious points were thrashed out and the greatest of care was exercised in arriving at conclusions which would give a practical and efficient basis for the future conduct of the organization. To Mr. C. W. Laidlaw, and the Executive of the Manitoba Teachers' Federation, great credit is due, for they prepared during the year the redraft of the constitution which was used by the committee, and which was largely adopted.

The complete Constitution has been printed in

H. W. HUNTLEY, M.A.
Past President C.T.F.

booklet form for the members of the B. C. Teachers' Federation, but it might be well to point out the important sections.

Article 5. Annual Meeting

(a) The Annual Meeting of the Canadian Teachers' Federation shall be held during the summer vacation of each year at such time as the Executive may order and due notice shall be given to each organization on or before May 15th.

(b) The members of the annual meeting shall be the President, the Secretary-Treasurer, and three delegates from each Province.

(c) Representatives from a majority of the Provinces shall constitute a quorum.

(Continued on Page 41)

World Conference on Education

RESOLUTIONS

The following resolutions were passed by the assembled delegates of the World Conference on Education held in San Francisco, June 28th to July 6th, 1923. These resolutions, together with their preambles, constitute a remarkably valuable expression of international educational ideals. They were carefully thought out and worded, and represent group rather than mere individual sentiment. They are all within the domain of education, and lay a suitable foundation for progressive and constructive action.

Educational Attaches

WHEREAS, it is conducive to that mutual national understanding, friendship, and interchange of ideas which form the true basis of international peace and goodwill, that the educational experience and ideals of each nation should become known to all other nations; and

WHEREAS, this can be most fully and successfully accomplished through the medium of a personal channel, therefore be it

RESOLVED:

1. That an educational attache, who shall be a recognized educational expert of the highest rank, should be provided for each embassy or legation.

2. That in cases where, owing to various national circumstances, such a plan is not possible or is not deemed desirable the prominent educational organizations of the country should provide an educational representative of outstanding ability.

Exchange of Teachers and Professors

WHEREAS an effective means of bringing the peoples of the world into more sympathetic relations, of relieving prejudice, and of acquainting one nation with the higher ideals and more liberal practices of another is the exchange of teachers in schools and professors in colleges and universities, therefore be it

RESOLVED

That, the World Conference go no record as endorsing and co-operating with all existing plans and agencies in exchanging teachers and professors.

Scholarships

BE IT RESOLVED:

1. That it is the sense of the World Conference on Education that the various governments, universities, schools, and other organizations of the world should be requested to appropriate reasonable sums available for scholarships for mature graduate students of education desiring to study in foreign countries.

2. That these students should especially devote their attention to international civics, economics and comparative education, and should report the results of their studies and research to their respective governments, universities, schools, and other educational organizations.

Exchange of Educational Periodicals and Articles

WHEREAS, the exchange of articles on various phases of education is one of the most effective means of bringing the educators of the nations together, therefore, be it

RESOLVED: That the World Conference on Education undertake the organization of a permanent bureau of research and publicity, whose duties it shall be to:

1. Make research studies on the various phases of educational development in the different countries;

2. To publish an International Digest of Education;

3. To furnish information concerning the publications on education of different countries so as to facilitate the exchange of periodicals and articles;

4. To publish pamphlets of special studies on education from time to time; and

5. To undertake such other similar tasks as need arises.

Universal Library Service

WHEREAS world progress is dependent upon universal education, and universal education is made possible only through the proper dissemination of knowledge, and the dissemination of knowledge is more effective through the agency of libraries, therefore be it

RESOLVED:

1. That a universal library bureau be established which might ultimately be conducted with a world or international university.

   (a) That this world library bureau supply to any nation, upon request, books, pamphlets and magazines for use upon any subject within the scope of this conference.

   (b) That this bureau co-operate with the various library associations in setting up standards of service for the public libraries existing within the several nations.

2. That the educational organization of every country establish a national library bureau to serve not only the needs of its own country but also to serve as a medium between the citizens of that country and the world library bureau.

International University

RESOLVED: That the World Conference on Education appoint a representative committee which shall investigate the question of establishing a world university and recommend a plan of procedure at the 1925 meeting of the Federation.

Correspondence Among School Children

WHEREAS, it is recognized that in a complete educational process, text books must be supplemented by fresh material from other sources and instruction must be supplemented by habit forming activities in which the children participate; and

WHEREAS, various organizations in many countries are successfully co-operating with their schools to these ends, therefore

BE IT RESOLVED, that this Conference endorse the development of international school correspondence as carried on through such agencies and establish an educational representative in each country to co-operate with the National Red Cross Society, or any other agency operating with the schools to the same end, in the promotion and development of similar programs.

Textbook Materials

WHEREAS, one of the most potent methods of preventing international misnuderstanding is to make sure that the information obtained by the school children about other countries is presented to them with scrupulous accuracy and in a spirit of fairness and good will, therefore,

BE IT RESOLVED, that the international association resulting from this Conference undertake at once a study of ways and means to assist national educational bodies to see that the preparation of the text books and other methods of instruction employed by their own countries is governed by this principle.

The following recommendations are respectfully submitted:—

1. That an exchange of textbooks in use be affected between all countries.

2. That these textbooks be studied with a view especially to correcting misrepresentations about any country and to furnishing material will foster international friendship.

3. That a series of international readers be prepared, based upon the biographies and the best literature of all nations.

4. That especially history, civics, and geography textbooks, including the elements of international law, emphasize the interdependence of all members of the human family, and the necessity of peace as an essential condition of the highest development; and that suggestions be formulated for inculcating the same principle through the teaching of science and arts.

5. That suggestions be formulated for the most effective use of all forms of visual education in the promotion of international justice and good will.

Removal of Illiteracy

WHEREAS, there are millions who can neither read nor write and therefore cannot enjoy the full privileges of citizenship, and

WHEREAS, this situation retards progress toward universal peace and happiness and should therefore be removed,

THEREFORE, BE IT RESOLVED:

1. That an international commission on illiteracy be appointed, consisting of representatives from every nation.

2. That this commission shall work for removal of illiteracy from all countries as soon as possible.

3. That this commission shall form a permanent section of the World Conference on Education and, in addition to meeting at successive World Conferences shall meet, if necessary, at such other times as shall be determined upon by the commission.

4. That this commission shall be formed by this Conference.

5. That the headquarters of this commission shall be decided upon by the committee appointed at this Conference.

6. That this Conference recommends the appointment of a general secretary whose full time shall be devoted to furthering the work of the commission.

NOTE:—*An illiterate person shall be understood to be a person over the age of ten who can neither read nor write.*

World Civics and Ethics

WHEREAS, the only hope for the achievement of permanent peace and good will lies in the realization by future generations that the world is dependent for its very existence upon organized co-operation in every department of life and is thus a single great community in which every individual enjoys certain benefits and bears certain responsibilities, therefore,

BE IT RESOLVED, that the World Conference on Education request the proper educational body in each country to outline for its own schools a system of training that will cultivate in children attitudes of mind and habits of thought and action appropriate to effective membership in this world community, such outlines to be presented to the next meeting of the World Federation for discussion, comparison, and publication throughout the world.

The following recommendations are respectfully submitted:

1. That this training stress the common interest and purpose and the interdependence of mankind.

2. That this training emphasize the need of possible means of co-operation among nations for the realization of these common interests and purposes.

3. That this training be developed, not as a separate subject in the course of study, but as a phase of existing subjects, supplemented by pupil activities.

4. That this training be continuous from the earliest grades throughout the school career.

5. That an essential part of this training be the establishment of actual contact between the children of different countries through the medium of activities in which the children participate.

Balance of Liberal and Vocational Education

WHEREAS, the purpose of education is not primarily to increase the earning capacity of those who possess it but to enable them to live more largely in

the realm of moral and intellectual com;

WHEREAS, it is self-evident that the the state demands that each individual be taught to become self-supporting and to impose no burden upon society through inefficiency of service and lack of thrift; and

WHEREAS, these two ideals can be realized only through a proper balance or co-ordination of the cultural and the vocational, therefore be it

RESOLVED:

1. There should be public provision for training in the specific vocations for all persons who may profit therefrom, regardless of age or condition.

2. In addition to the actual vocational training there should be also public provision for education to the end that narrowness of mind may be avoided and a tolerance toward all other activities of civilized life be developed. This education should stimulate a feeling of responsibility toward the vocation, the state, and the self. It should give the ability to enjoy both work and leisure through a proper and more complete appreciation of true values.

3. There should be public provision for training both boys and girls in the principles and elements of home life, as the home is the fundamental institution in the development of national life.

4. In such a program there should be some plan of guidance to the end that each person in training may select a vocation for which he is best suited, and otherwise adapt himself to his entire social environment.

5. There should be appointed an international committee on the development of the principles of training and education indicated above. This committee shall be known as the Committee on Liberal Vocational Education and shall be thoroughly representative of the types of education recommended in this program, and be a clearing house for all nations.

Equalization of Educational Opportunity

WHEREAS, the provision of equal educational opportunity for all the children of all the people wherever schools are maintained at public expense is the demand of social, political and economic justice, and

WHEREAS, the remoteness of many schools in rural districts entails upon teachers who may teach therein extra effort and expense in getting to their work ,thus tending to make them move to more accessible places, thereby depriving such schools of teachers of experience and to that extent lessening th educational opportunity of the child involved, therefore be it

RESOLVED, that additional compensation should be paid teachers in such schools, and farther

RESOLVED: That such additional compensation should be paid by the largest political unit contributing to the support of such schools.

Better Rural Schools

WHEREAS, the most important problem before the liberal government of the world, for their own safety and perpetuity, is the establishment of systems of public schools which offer equal educational advantages to the growing citizenry of each country, regardless of the race, the economic position or the social standing of the parents, and

WHEREAS, no democracy can properly thrive or permanently endure if a large fraction of the children, and especially that group whose parents produce the raw materials for our food, clothing, and shelter, have educational facilities inferior to those offered to other groups of children, and

WHEREAS, the rural areas of most of the nations of the world present special and additional problems due to various geographical, economic and social conditions, therefore be it

RESOLVED: That this Conference generally endorse all movements which tend to improve the educational opportunities for rural children and particularly advocate:

1. Increased training of teachers for the proper understanding and appreciation of the specific problems of rural life and education.

2. The consolidation of one-room schools in favor of the large and more specialized type of school, wherever the concentration of population and the development of transportation facilities permit.

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3. Where consolidation is not feasible, the erection and maintenance of the best type of one-room schools, instructed by teachers acquainted with rural life and education, and trained specifically for such work.

4. Special state or national aid, or both, to communities lacking the financial resources to maintain efficient schools.

5. The erection of teachers homes where adequate conditions for teachers are lacking.

Thrift Education

WHEREAS, we realize that in this period of World Reconstruction that Thrift is of vital importance in the economical life of every nation, be it

RESOLVED: That we favor the appointment of an International Committee on Thrift, which shall study all phases of the problem and issue reports which shall be made available in all countries.

Education of Women

WHEREAS, the reports of the delegates to the World Conference on Education show that the educational status of women in most countries is unsatisfactory, and needs to be improved, be it

RESOLVED:

1. That it is the conclusion of this Conference that messages should be sent, through the several delegates in attendance, to their respective governments, setting forth the findings of this gathering, and expressing the hope that authorities everywhere will work to end illiteracy among women and to offer opportunities of higher education to them.

2. That to this end, in the several countries where sufficient opportunity for the higher training of women does not exist, we urge that the attendance of women upon state and national institutions of learning shall be permitted.

3. That the Secretary of this Conference shall consider it as one of his official obligations to interest all countries in a concerted effort looking to the removal of illiteracy among women.

We urge this because a nation of educated and intelligent mothers will rear a finer race for the future.

HEALTH EDUCATION

The Contribution of Nurses to a School Health Program

WHEREAS, we appreciate the opportunity afforded the nurses to participate in the development of the Health Education Program, therefore be it

RESOLVED: That we recommend that in all countries of the world there shall be a concerted effort to promote such a progress of nursing education as will produce the type of nurse qualified to take her place with the other leaders in the field of health education in the schools of the world.

That in all countries schools of higher education be encouraged to support universal schools of nursing and to recognize the development of these schools as part of the progress of general education.

The Contribution of Physicians and Dentists to a School Health Program

WHEREAS, we recognize that the contribution of the physician and the dentist to the school health program is of fundamental and vital importance in developing:

(a) Ideal medical and dental examination of pupils;
(b) Frequent and effective inspections to prevent the spread of contagion;
(c) Suitable organization of the body of scientific knowledge upon which health education is based; and

WHEREAS we recognize the need for more careful and accurate physical examination of school children and for further scientific instruction in health education for public health workers, therefore be it

RESOLVED: That there is a vital need of further training in the preventive phases of child health in both medical and dental schools and the further development in universities and schools of public health of specific instruction to train specialists and administrators in the field of school health work.

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Nutrition and Health Education

WHEREAS we realize that food is the only source of energy, building material and vitamines; and

WHEREAS we are impressed by the disastrous physiological results that have been produced in experimental animals by defective diets; and

WHEREAS we know that foods differ fundamentally in their nutritive properties ;and

WHEREAS we are convinced that there is an urgent need for the dissemination of information about the nutritive requirements and the nutritive properties of foods, therefore be it

RESOLVED:

1. Mothers be taught the importance of food, its selection and preparation, for the pre-natal period, the period of infancy, the pre-school, and school periods and for adult life; that mothers be taught the relative values of food in terms of cost in order that the income may yield the largest nutritive returns to the family .

2. That lessons in nutrition be incorporated into the school curriculum.

3. That teachers in training and teachers in service be given instruction in nutrition by properly trained persons.

4. That anyone who is preparing to instruct either teachers or parents in the food requirement should study thoroughly the chemistry of food and nutrition and should have fundamental courses in physiology, psychology, sociology and allied subjects.

Status and Aims of Health Education

WHEREAS, we believe that educators are now feeling the need of definite assistance from specialists in the preparation of courses of study and that the public is ready to support the development of a broad and sound health program, and

WHEREAS, we believe that the school health program must be built around the fundamental principles of positive health teaching—a training in action as well as the giving of facts, imbued with the spirit of joyous living,—therefore be it

RESOLVED: That the fullest co-operation be developed between all experts as well as official, voluntary and non-school agencies in the various fields of health education, and that the cooperation of parents through associations of parents and teachers be secured.

WHEREAS, we realize the importance of training children under five as well as those of school age in habits and attitudes, mental, physical and social, and are convinced of the value of experiments already conducted, therefore be it,

RESOLVED: That further experimentation in this field should be encouraged in all countries in order to give us a sufficient knowledge upon which to base the fundamentals of a program that may be universally adopted. That the removal of physical defects during this period be encouraged so that the child may enter school free from physical handicaps.

Health Education

WHEREAS, the promotion of health is recognized as a fundamental aim in the educational programs of progressive nations, and health education in many instances is granted a prominent place in the courses of instruction, and

WHEREAS, we believe that the advancement of health in education would be advantageously furthered by co-operation of, and intercommunication between the various nations, therefore be it

RESOLVED:

1. That the World Education Conference make provision for an International Health Education Section.

2. That the Report of the Health Education division of the World Conference and other significant pieces of health literature be translated and made available or the nations that make special request for such material.

3. That aid and encouragement be given as far as resources may permit for the improved professional training of teachers and leaders in health education, by the offering of scholarships for study and training in countries which may provide desirable facilities for such professional training.

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Status and Aims of Health Education

WHEREAS, we recognize the value of growth records as a partial but simple and concrete index of health, therefore be it

RESOLVED: That we recommend the value of weighing and measuring school children as a teaching project, in addition to, and as distinct from the use of weight standards as a clinical index.

Character Education

WHEREAS it is agreed that realization of the aims of the World Conference on Education will depend in large measure upon the character instruction and training of the childhood and youth of the world, developing in them a sense of justice and an attitude of good will toward all mankind with habits of action in accord with justice and love of humanity,

THEREFORE BE IT RESOLVED: That this Conference adopt in outline a basic plan of Character Education to be worked out in detail by each co-operating nation.

The following recommendations are respectfully submitted:

1. **As to Research:**

   That the educationists of nations be encouraged to inaugurate research work as to methods of character education so that the most influential ways and means for encouraging and guiding children and youth in their growth into right character may be discovered, and that exchange of knowledge as to effective methods of character education be arranged for between nations.

2. **As to Objectives:**

(a) That character education in the school be regarded as essentially the problem of improving the conduct of children of school age at home and within the community as well as in the school.

(b) That emphasis be placed upon the social give-and-take among children, on the principle that one should do unto others as he would have others do unto him.

(c) That it is imperative that plans for character education provide for positively effecting specific improvements in particular acts of individual children. Character Education must, therefore, be concrete and objective.

(d) That in this undertaking there should be the closest co-operation between teachers and parents, the parents being in the first instance responsible for the character training of their children.

3. **As to Curriculum Materials:**

   That since in all character development ideals and conduct are inseparable, the content of the curriculum should be so selected and organized as to provide definitely for development of ideals and attitudes that will stimulate conduct in agreement with approved moral standards.

   This will include ideals of truth and justice, and attitudes of kindness, love, gratitude, forgiveness, service toward associates, and ultimately towards all mankind.

   In the various school subjects, literature, language, geography, history, art, science, et cetera, there is large opportunity to cultivate ideals and attitudes and to make clear the facts of universal interdependence of the human race and the debt of each individual to humanity as a whole. Inasmuch as modern education shows a marked tendency toward the concrete and practical, and character is involved in all social conduct, it is recommended that the usual school subjects be supplemented by studies of the incidents and experiences of every day life in which moral issues are prominent as in home life, in civic relations and in industrial activities.

4. **As to Ethical Instruction:**

   That the educationalists of the nations be encouraged to arrange for school instruction leading definitely toward sympathy with the ideals of civilization and international goodwill which interpret the wisdom of human experience as to right and wrong. This instruction should be adapted progressively to the developing intelligence of the pupils, culminating in a course in Ethics.

5. **As to School Organization:**

   That all activities of the school, including study and recitation work, be socialized in such a way as to encourage pupil initiative in both thought and action, in both individual and group conduct, to secure for the pupils, as rapidly as possible, the power of self-determination in conformity with approved moral standards, the pupils should be led themselves to adopt these standards as a result of their own experiences and acquired wisdom.

   To this end the classes may form organizations for co-operation with teachers in the conduct of the school, including the carrying out of such projects as will give practice in social service and fix habits of action in accord with moral purposes. Whenever occasion requires, matters of discipline may be brought before the pupil organiaztions for discussion and settlement, the teacher, in case of the younger pupils at least, participating as a guide. This suggestion is based upon the principle that clear understanding of the nature of social conduct and its development by the pupils themselves is more effective than mere dogmatic settlement by the teacher.

   That the teacher be responsible for character study of each pupil having in view personal encouragement and guidance in character de-

velopment according to the needs of the individual child.

Furthermore, that pupils be graded as to character and loyalty to moral ideals, with personal consultation and co-operation with parents.

6. **As to Teacher Training:**

(a) Since character development in the schools is more dependent upon the character and personal influence of teachers than upon any other factor, it is further recommended:

That in all nations systematic effort be made to enlist in the teaching profession for service in all schools, persons of superior character and ability, and that it be made a special duty of educational administrators to encourage such enlistments as an opportunity for great service to humanity.

(b) That certification be required of all teachers, and that the standards of certification be maintained on a high level of scholarship, professional training, and moral character.

(c) That all teacher training institutions provide as part of the professional training, courses in the study of:

Standards of individual and group conduct (theoretical and practical ethics)

The psychology of individual behaviour and of group behavior, child psychology, and the methods of securing in each child control of his behavior in conformity with the standards as determined.

That extension or summer school courses, such as those described above, be provided for teachers in service.

Greater Unification in Science

WHEREAS, science is the most progressive element of modern civilization; and

WHEREAS, a greater unification of terminology would lead to a more effective co-operation between nations; therefore

BE IT RESOLVED: That it is the sense of this group on International Co-operation of the World Conference on Education that steps should be taken to bring about a greater unification of scientific terminology; and be it further

RESOLVED:

1. That the adoption of the Metric System be made world-wide.

2. That other so-called International Units be made more truly international.

3. That science courses in the elementary, intermediate, and high schools be clearly defined as to content.

4. That colleges and university courses be clearly defined as to content.

5. That the sub-divisions of science in all schools, colleges, and universities be clearly defined as to content.

6. That vocational science courses be clearly defined as to content.

7. That the governments of the various nations be petitioned to frank all letters addressed to educational departments or representative educators of other nations.

8 That the National Education Association and educational associations of the various nations be requested to supply stationery for the purpose of communicating with such educational departments and educators.

9. That a committee of three be appointed to become a clearing house for the interchange of such information and suggestion.

World Peace Ideals

The purpose of this World Conference on Education is to promote international respect, co-operation and good-will through education.

One of the greatest tasks of the schools in all lands is to teach the ideals of justice, friendship and goodwill. What lies in the future depends upon the youth of to-day. A new and better world could be made through the training of youth in all countries in the ideals of international justice and co-operation. These ideals can be developed through the regular school program. The subjects which offer the greatest opportunity for this development, are history, including biography, geography and literature.

A universal aim in teaching the history of a country is to teach the social, economic and political development of the nation, and to show the relationships of these three lines of activities to similar lines of development in other countries of the world. The teaching of history should be begun in the early grades and should be taught from the world point of view. Specific principles which can be developed through the teaching of history which directly promote international good-will are: Impartial judgment, justice, national and personal modesty, co-operation and honor.

The welfare of the world demands that the citizens of each nation should become more intelligent about other peoples, their social conditions, their forms of government and their national ideals. This might well become a universal aim in the teaching of geography. Specific principles which can be developed through the teaching of geography are: Interdependence, courage, enterprize, neighborliness and mutual understanding.

The possibilities in the teaching of literature which will develop ideals of justice and good-will are boundless. Specific principles which can be developed through the teaching of literature are: Appreciation, courtesy, unselfishness, service, truthfulness and human sympathy.

The idea which should permeate the teaching in all countries is that of service—service to humanity.

The Debt of the Present Generation to the Future

It is important to keep in mind the great educational background for world friendship and the de-

voted efforts of teachers to promote international comity which has paved the way for this World Conference on Education. In many countries a substantial effort has been made to teach world friendship through the schools, which is evidenced by the courses in citizenship and good-will already in use.

World Good-Will Day

One effective means of promoting the spirit of international good-will is to set aside a day in the year to be observed by the schools as Good-Will Day. This day should in itself be a significant landmark in the movement for international friendship. The EIGHTEENTH OF MAY, which commemorates the opening of the first Hague Conference—the first gathering of the nations in time of peace for the consideration of means of settiing international differences by peaceful methods—is especially appropriate for concentrating upon the ideals of justice and world friendship. The anniversary of this event has been observed in many countries and stands for many people as a symbol of law and order among nations.

On the EIGHTEENTH OF MAY instruction may be given concerning the results of the Hague Conferences, and also the later efforts to bring the world together into a co-operative body. This instruction should be accompanied by songs, both national and international plays and pageants, which carry out the spirit of the day.

We recommend that a World Good-Will Day be obbserved on the EIGHTEENTH OF MAY in the schools of all lands.

We believe in teaching the idea that the economic social and intellectual welfare of humanity demands uninterrupted co-operation among the nations of the earth, and the reign of reason and justice founded upon international good-will. Such instruction will teach the high significance of those things which enter into a true conception of civilization.

We believe that the acceptance and promulgation of these ideals will form a sound foundation for the promotion of higher spiritual values in the schools of the world.

THE BRIGHT BOY

A London boy, who had been transferred to a Liverpool insurance office, was asked one day by a stranger who entered the office: "Can you insure the immortal soul?"

"I don't know," replied the boy, "but if you will take a seat, I will ask the manager of the fire department."

Such a boy will go far, said Mr. Jay of Liverpool, at the Conference of the National Association of Schoolmasters, for, he added, a boy of intelligence was more to be admired than a scholar who could get four sums right.

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(Continued from Page 32)

(d) Each affiliated organization shall appoint its quota of regular delegates, as its governing body shall direct.

(e) Affiliated organizations may, at their discretion, appoint additional delegates who may attend the Annual Meeting at the expense of the Provincial organization appointing them; and in the absence or inability of a regular delegate an alternate delegate may take the place of such absent delegate on the floor of the Annual Meeting or in Committees, announcement of such substitution being made forthwith to the presiding officer by the Provincial delegation affected.

Such additional delegates may, at the courtesy of the chair be allowed the rights of debate in the Annual Meeting.

Article 8. Executive Committee

(a) The Executive Committee shall be composed of the President, the Vice-President, the immediate Past President, the Secretary-Treasurer and one member appointed from and by each Province not thus represented.

(b) Between consecutive Annual Meetings the Executive shall exercise all the powers of the Federation in the direction and supervision of its business and the conduct of the affairs of the Federation during the year. It may appoint committees to carry on the activities of the Federation and shall determine the powers and duties of the same.

(c) Any question submitted to every member of the Executive, by mail or otherwise, and assented to by a two-thirds majority, shall be a resolution of the Executive; provided that questions involving new policy shall require a unanimous vote.

Article 10. Origin of Business

(a) All resolutions dealing with matters of policy to be presented at the Annual Meeting must originate with one or more Provincial organizations.

(b) Such resolutions must be submitted on or before May 1st, to the Secretary of the Canadian Teachers' Federation, who shall forward copies to the Secretary of each and every affiliated Provincial organization.

(c) Motions dealing with matters of Policy may originate at and with the Annual Meeting, but if the representatives of any Province desire a reference of such to its own Executive, it may request such reference and the adoption of such motion shall be subject to ratification by such Provincial Executive.

(d) Each member shall have one vote, a majority to prevail; providing, however, that to carry a question involving a matter of policy, a majority vote from each and every Province represented shall be necessary.

Article 11. Rules

(a) The President or Acting-President shall rule whether a motion deals with a matter of policy or not.

(b) If and when the ruling of the chair is challenged on a question of the method of voting, the Presiding officer shall allow the challenger to state his case; the chair may reply; then, without further debate, the question shall be put: "Shall the ruling of the chair be sustained?" and the majority vote in the negative shall be required to overrule the decision of the chair.

(c) In all other cases, Bourinot's Parliamentary procedure shall govern.

Article 12.

The expenses to the conference of the President, the Secretary and all regular delegates shall be paid from the funds of the Canadian Teachers' Federation.

THE BUDGET COMMITTEE'S REPORT

This committee, under the excellent guidance of Miss N. W. McKillican, did yoeman service. That

H. C. NEWLAND, M.A., LL.B.
President C.T.F.—1923-24.

they placed "business before pleasure," was evident from the fact that they held one of their meetings at Macdonald College while the rest of the delegates were enjoying the beauties of the wonderful buildings and grounds.

As part of their work they prepared a detailed statement of the cost of holding the convention at different places in the Dominion, and also mapped out a budget for the present years' work, as follows:

Budget 1923-24

Expenses

Clerical Help	$ 400.00
Postage	100.00
Printing and Stationery	100.00
Bulletins (Multigraphed)	250.00
Travelling Expenses	330.00
President's Allowance	150.00
Honorarium, Sec.-Treas.	300.00
" Bulletin Editor (1922-23)	75.00
Current Expenses	4,500.00
	$6,205.00

This amount is to be met by the per capita fees of the various Provinces, and a most conservative estimate of these fees was made as outlined below:

British Columbia	$ 700.00
Alberta	900.00
Saskatchewan	500.00
Manitoba	850.00
Ontario Secondary Teachers	700.00
Ontario Women Teachers	1,100.00
Ontario Public S. Men Teachers	125.00
Quebec	500.00
Prince Edward Island	150.00
New Brunswick (?)	300.00
	$5,825.00

It is confidently hoped that most of the Provinces will exceed their estimated quota, and also that Nova Scotia will be in affiliation before the year has ended. There are also some back fees to be added to the amount stated.

The report of the Budget Committee was accepted and the committee warmly thanked for its efforts. Acting in an advisory capacity Dr. E. A. Hardy did great work on this committee.

The Resolutions Committee

This hard worked committee was headed by Mr. G. J. Reeve, who proved a most capable chairman. The resolutions were exceptionally well considered, and introduced to the main convention in a business-like way, which greatly aided in having them thoroughly discussed and acted upon with that despatch necessary to effective work.

The Conference did not follow the somewhat usual practice of passing a large number of academic and theoretical resolutions. It kept the number limited and also of a practical nature.

The resolutions finally adopted were:

(1) Resolved that it be an instruction to the Executive Committee that for the year 1923-24 those provinces unrepresented by the officers should each be asked to elect one member to be added to the Executive. Moved—H. Charlesworth; seconded—Miss McGregor.

(2) Resolved that the Canadian Teachers' Federation affiliate with the World Federation of Educational Associations. Moved—Mr. Laidlaw; seconded—Mr. G. A. Fergusson.

(3) Whereas the Bureau of Statistics of the Federal Department of Trade and Commerce has issued a valuable statistical report on education in Canada, it is hereby resolved that the Canadian Teachers' Federation record its approval of this report, urges the Bureau to extend its scope and express the willingness of the Canadian Teachers' Federation to co-operate in this work in every possible way. Moved—Mr. Reeve; seconded—Mr. Fergusson.

(4) Resolved that in the opinion of the Canadian Teachers' Federation, the minimum professional training required from persons entering the teaching profession, be a one-year course, and that the several departments of education be urged in the case of teachers moving from one province to another, to recognize the certificates thus obtained, provided that the teacher's obligation to the province granting the certificate has been discharged. Moved—Mr. Reeve; seconded—Dean Laird.

(5) Resolved that in future the Canadian Teachers' Federation Bulletin be discontinued, and instead of this, the C.T.F. should send out to the Secretaries and Bulletin Editors in the various Federations a typed or multigraphed statement of any items of interest.

That the name of each provincial organization and that of its official correspondent be published in each issue of the multigraphed circular. Moved—Mr. Reeve; seconded—Mr. Bailey.

(6) That the annual fee of 50c per member be continued. Moved—Mr. Reeve; seconded—Mr. Fergusson.

(7) Resolved that the Canadian Teachers' Federation approve of the inclusion of suitable selections from Canadian literature in the English Literature Courses in our schools. Moved—Mr. Reeve; seconded—Mr. Somerville.

(8) Resolved that the question of Canadian Teachers' Federation excursions in Great Britain in 1924 be referred to the incoming executive. Moved—Mr. Bailey; seconded—Mr. Colling.

(9) Resolved that the incoming executive be instructed to keep the British educational organizations in close touch with Canadian educational conditions. Moved—Mr. Reeve; seconded—Mr. Fergusson.

(10) Resolved that the Canadian Teachers' Federation desires that the several provincial organizations request their members before accepting positions in other provinces, first to communicate with the secretary of the Federation organization in that province, in order that they may receive accurate information concerning such position. Moved—Mr. Reeve; seconded—Dean Laird.

(11) Resolved that the best thanks of the Canadian Teachers' Federation be and are hereby tendered to the Provincial Association of Protestant Teachers of Quebec, to the Government of the Province of Quebec, the Hon. Athanase David, Provincial Secretary; the Hon. C. F. Delage, Superintendent of Public Instruction; Dr. G. W. Parmalee, Deputy Minister of the Department of Public Instruction, for their official welcome, reception and entertainment at this Annual Conference in Montreal; to Sir Arthur Currie, Dr. F. C. Harrison and the authorities of McGill University, and the Macdonald College, for the accommodation and entertainment of the Federation; to the officers and members of the Rotary Club, to the Harbor Commissioners of Montreal and the officials of the White Star Dominion Line, to the daily press of the City of Montreal and of Canada, and to all who have in any way aided in making the Convention such a pronounced success.

(12) That the best thanks of the Federation be tendered to the retiring President, Mr. W. W. Huntley, and the retiring Secretary, Miss Helen S. Arbuthnot, for the excellent services rendered to the Federation during their year of office.

(13) That an honorarium of $75 be granted to Dr. E. A.

Hardy for his work as editor of the Federation Bulletin, and that the honorarium of $250 be paid to the Secretary-Treasurer, Miss H. S. Arbuthnot; also that the allowance in the budget of $100 to the President for incidental expenses and the honorarium of $300 to the incoming Secretary-Treasurer, be honored. Moved—Miss McKillican; seconded—Mr. Parker.

(14) That the next annual convention be held in Victoria, B. C. Moved—Mr. Howe; seconded—Mr. Marshall.

Social Functions

(a) *Banquet by Provincial Government of Quebec.*

Forty delegates were the guests of the Provincial Government of Quebec at a magnificent banquet held in the Rose room of the Mount Royal Hotel. The standard of hospitality reached on this occasion called forth the most generous tributes from all present. The Hon. Cyril F. Delage, Superintendent of Education, acted as toastmaster and welcomed the delegates in his usual charming manner. The Hon. Athanase David, Provincial Secretary, made a profound impression on all present by a wonderfully eloquent and powerful address, in English, on the great work of education in moulding the character of the future citizens of the nation and in Canadianizing the immigrant, and his children. He also reviewed the efforts of his government with regard to rural education, and gave six methods by which it was hoped to retain the farming population on the land. These might be summed up by a pointed phrase of his address: "We hope to make the farmer's son proud to be the son of a farmer." The toast to the Government was most ably proposed in French by Dean Laird, and was responded to, in French, by Hon. Mr. Delage, and in English by Dr. G. W. Parmalee, Deputy Minister. President Huntley, after a short history of the work of the Federation, expressed the sincere thanks of the delegates to the Provincial Government for their wonderful hospitality. It can safely be said that all who were present will long cherish the most happy memories of the evening's function.

(b) *Motor Drive and Macdonald College.*

Thrugh the kindness of the Rotary Club of Montreal, the delegates were motored to Lachine, Ste. Anne de Bellevue and Senneville, where they inspected the historic spots in the neighborhood, including Hudson Bay House, Tom Moore's House, Fort Senneville, and Simon Fraser's Grave. It was a wonderful drive through magnificent scenery while the historic connections made a powerful impression on the minds of those to whom the names had long been known, but who now saw the places in actuality.

Dr. F. C. Harrison, Principal of Macdonald College, entertained the delegates at lunch, and expressed his pleasure at the teachers' visit, in an excellent short speech. Mr. Charlesworth, in reply, voiced the appreciation of the delegates. After lunch the visitors were shown around the College and grounds.

Following this, the delegates were then taken as guests of the Provincial Association of Protestant Teachers of Quebec, on board the steamer "Empress" and had the thrill of shooting the famous Lachine Rapids,—afterwards reaching Montreal Harbor. The sensations experienced on this trip might well form the inspiration for a special article at some future date.

(c) *Banquet by Protestant Teachers' Association of Quebec.*

The members of the convention were entertained at a sumptuous banquet at the Windsor Hotel, when Mrs. E. A. Irwin in a most graceful manner officiated as chairman, and quickly made all the guests feel "at home." There were many exxcellent speeches.

E. A. HARDY, B.A., D. Paed.
Vice-President B.C.T.F.—1923-24

In addition to a representative from each Province, the English and American delegates and the Rev. Mr. Morris, Secretary of the Trustees Association of Canada, also addressed the gathering.

Mr. G. A. Fergusson, as the representative of B.C., was in his best form, and worthily upheld the reputation of the Province.

Owing to pressure of business, the visit to Montreal Harbour as the guests of the Harbour Commission, and to the Chateau de Ramezay, had to be cancelled. Many delegates, however, were able to include these later, while a special party was shown over the Atlantic liner "Montclare," by the courtesy of the Canadian Pacific Company, who granted special privileges in order to give the opportunity desired.

Some Impressions

Before concluding this report it might be well to give a few of the important impressions concerning the meeting:

(a) It was decidely worth while. As a result, the Canadian Teachers' Federation rests upon a firm and secure foundation and is now in a position to extend its scope and its influence upon the educational life of our Dominion.

(b) It was a privilege to meet in Quebec. Every delegate has now a far better appreciation of the Quebec viewpoint and realizes more than ever the many splendid qualities of the Quebec people, and the contribution they have made and are making towards our national life.

(c) The Provinces were all strongly represented. The delegates were all leaders in their respective provinces, and in addition to having great business ability, as evidenced in the meetings, they also showed a broad-mindedness which augurs well for the future of the Canadian Teachers' Federation.

(d) The new members made a great impression. Strangely enough, the chairmen of the three committees, Miss McKillican, Mr. Finlay and Mr. Reeve, were all attending their first meetings, and yet each one carried through the duties with conspicuous success.

(e) While all provinces are proceeding on similar lines, yet each organization seems to retain an individuality of its own, and this variety must be an added source of strength.

(f) The "get-together" spirit was clearly in evidence, and the personal contacts made will serve to bind closer the Provincial units.

(g) It was perfectly evident that the President, Mr. Huntley, and the Secretary-Treasurer, Miss Arbuthnot, had proved faithful and efficient officers, and had given all their energies to furthering the interests of the organization. Canadian teachers in every portion of the Dominion owe them a debt of gratitude.

(h) While the Canadian Teachers' Federation is wonderfully strong, considering its youthfulness, yet it is obvious that—if every Provincial Association were affiliated—and if every teacher in every province were a member of the Provincial organization—then the teaching profession of Canada would quickly take its place alongside the other professions, and all of the petty trials and tribulations of the teacher or teachers who are now called upon to suffer injustices without

MISS H. ARBUTHNOT
Secretary-Treasurer C.T.F.—1922-23

any chance of redress—would become things of the past.

Let us all endeavor to make the coming year the banner year for the C.T.F., both in numbers and accomplishments.

Reports of Provincial Associations will appear in the November issue of this Magazine.

B. C. School Trustees' Association

TWENTIETH ANNUAL CONVENTION

"Impressions"—By *Harry Charlesworth*

Before giving a few impressions of the recent Trustees' Convention, held at Duncan, October 16th, 17th and 18th, I wish first of all to record my deep and sincere appreciation of the cordial invitation etxended to me by the Executive of the Trustees' Association for the fourth successive year, to attend the Convention, as the representative of the B. C. Teachers' Federation. Throughout the whole of the proceedings I was shown every courtesy, and was made to feel quite "at home." The privilege of joining in discussions was freely extended, and the Convention gave every evidence of a whole-hearted desire to co-operate in a practical way with the teachers of the Province for the general advancement of education in B. C.

There was a good attendance of delegates, representative of the various parts of the Province, and one could not help but be impressed with the earnestness and sincerity with which they attacked their many problems. It is a fortunate thing for British Columbia that citizens of such a high type are willing to devote the necessary time and energy to School Board work,

without any thought of remuneration and often with little appreciation on the part of the general public.

This spirt of service was amply exemplified in the person of the President, Mr. Joseph Harwood, of Vernon, who was rightly spoken of as one of the finest trustees in Canada. Everyone knows that his heart is in his school work, and his impassioned pleas for the "boy" and the "girl," particularly of the small one-roomed school, bore eloquent testimony to his untiring devotion to his work of love. During the year he freely spent his time and his money in visiting many parts of the Province, and also attended the World Conference on Education at San Francisco. It was eminently fitting that the Convention should present him with a substantial honorarium, in recognition of his great and valued services.

In Mr. Wilton, of Point Grey, the trustees have an energetic and able secretary, and the Association evidently owes much to his painstaking efforts. He has long been a recognized friend of educational reform in B. C., and is the author of many suggestions concerning school finance particularly, the levying of the one-mill rate for building purposes. This proposal would reduce materially the ultimate cost of school buildings as the heavy interest charges would be saved.

As Vice-President, Mrs. H. Ross, of Nelson, was called upon several times to occupy the chair, and by her quiet, dignified and gracious manner, as well as by her sound knowledge of the business in hand, she proved her worth, and it was fitting that she should be honoured by election to the Presidency for the coming year.

A member much missed by the Convention was Mr. Smythe, who was unfortunately prevented by illness from attending. In addition to being a trustee and a vice-president of the Trustees' Association, Mr. Smythe is also the worthy Mayor of Duncan, and it was through his invitation that the meetings were held in Duncan. The trustees expressed their sympathy and good wishes, both by resolution, and also by sending flowers to his sick room.

A rather remarkable feature of the Convention, and surely a good augury for the future, was the fact that the various educational factors of the province were all represented. The Education Department was excellently represented by the Minister of Education, the Hon. J. D. MacLean, and by Inspectors Stewart, Sullivan, Daniels, and Patterson. The B. C. University's greetings and good wishes were extended personally by Dr. H. T. Coleman, who is always a welcome guest in any educational gathering. The parents and ratepayers were ably represented by Mrs. J. Muirhead, the Provincial President of the Parent-Teacher Federation of B. C., while it was my privilege and pleasure to be the representative of the teachers. In addition, a further pleasing fact, was the presence of Mr. T. O. King, the President of the Alberta Trustees' Association, who conveyed fraternal greetings from the trustees of our neighboring Province.

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Addresses

In order to facilitate business the programme contained few set addresses. On the opening night, Mr. J. S. Gordon gave a report of his recent visit to the Ontario Education Association Trustees' and Ratepayers' Convention, and in response to an invitation by resolution of the assembled delegates, I gave a survey of the World Conference on Education recently held in San Francisco. On the second day Mr. J. G. Lister delivered a telling address on the subject of "Technical Education and What it Leads to;" while Dean Coleman spoke briefly on behalf of the University. In the afternoon, the Hon. Dr. MacLean delivered a strong and effective address on Educational Conditions in B.C., and dealt with many of the unfounded criticisms concerning the excessive cost of education in B.C. He paid great tribute to the work of the Trustees and intimated that he had not the slightest intention of recommending that the schools be placed under the control of Municipal Councils, or under the Provincial Government itself.

Social Functions

The delegates were most lavishly entertained by the Duncan people. The Board of Trade provided for an automobile drive of the district, while the Local Parent-Teacher Association, in conjunction with the School Board, gave a magnificent banquet. This was followed by a complimentary concert by the Duncan Orchestral Society, at the conclusion of which, Mr. A. G. Perry briefly voiced the opinion of all present when he spoke in praise of the high standard of excellence reached by this remarkably efficient organization. An attempt was made to conclude the banquet and toast-list within two hours, but such was the flood of oratory unloosed by the sumptuous feast that most of the speakers, finding the time limit all too short, calmly proceeded to ignore it, in spite of "alluring rewards" held out by the toast-master, Mr. W. M. Dwyer, for all who were brief. Amongst the toasts was one to the "B.C. Teachers' Federation," proposed by Mr. G. A. Grant, of Burnaby. As the time was so short, I felt compelled to confine my reply to a few sentences, but I am sure that all teachers in the Federation will appreciate very fully the courteous compliment paid by the Trustees in including this toast, and will reciprocate most heartily the kind sentiments expressed and implied.

RESOLUTIONS

The resolutions covered a wide range of subjects, and were well discussed before action was taken upon them.

The following is a brief summary of those of particular interest to teachers:

Resolutions Passed

1. That music should be allowed as an optional subject in High School and for Matriculation.

2. That High and Superior Schools in farming districts should include instruction in dairying, fruit growing, poultry raising and bee-keeping.

3. That the Department of Education be respectfully requested to better facilitate the procuring of all School Text Books at a lower cost; and that as few changes as possible be made from year to year.

4. That the Department of Education be petitioned to so adjust the method of taxation or of assessment in rural districts as to create a more equitable distribution of the tax burden.

5. That trustees should be required to visit the schools "periodically," instead of "monthly," as the Act now requires.

6. That the "levying of the mill rate for building purposes" be left with the School Board alone, the power of veto of the Municipal Council being removed.

7. A resolution expressing disapproval of the request of the Union of B. C. Municipalities that City Councils of the various Municipalities be given full control over the affairs of their respective School Boards.

8. A resolution protesting against Daylight Saving Time, being put into operation in the Province.

9. A resolution asking for power for Boards to pay for optical treatment and eye glasses, in cases of indigent pupils.

10. A resolution asking the Government to increase the rate of assistance given towards the payment of teachers' salaries.

11. A resolution favoring the use of Bible selections as literature in the Public Schools.

12. A resolution asking for a Provincial survey of education.

Resolutions Submitted by Boards but Defeated

1. That Cities and Municipalities be encouraged, if not compelled, to give newly qualified teachers the initial experience in teaching for at least two years, so that rural districts may be enabled to more readily obtain experienced teachers for their different administration.—(Not carried.) Convention decided that this was not practical, stating that the remedy was for Rural Boards to offer higher salaries.

2. That it be compulsory for the Lord's Prayer to be used as an opening exercise in all schools in the Province.—(Not carried.)

3. That the disqualification clause for ministers and clergymen, making it ineligible for them to be members of School Boards, be removed.—(Not carried.)

4. That in the event of an educational survey, the commissioners appointed should be residents of Canada, and British subjects, and, if possible, residents of this Province; and that at least one member of the commission should be a man who is not primarily an educationalist, but a successful business man.—(Not carried.)

5. That the schools be closed on June 15th and opened two weeks earlier. This suggested so that fruit pickers might be available during small fruit season.—(Not carried.)

6. That the trustees be paid a stipend of $100 per annum. (This to cover out of pocket expenses.)—(Not carried.)

7. Several resolutions asking for return to old Entrance and High School examinations and abolition of Honor Promotion.—(All defeated.)

8. Resolution asking that an unknown sixth subject be added to Entrance Examination, said subject not to be known by Entrance teachers or pupils until the time of writing, in order that all subjects may receive due attention throughout the year.—(Not carried.)

9. Resolution asking for deletion of School Act Amendment providing for compulsory sick pay for teachers.—(Not carried.)

10. Resolution asking for power to refuse admittance to receiving classes after two weeks of the term have elapsed, if pupils so admitted have not the mental age to keep up with the work.—(Not carried.)

Resolutions Referred to Executive

1. Adoption of standard minimum salaries with joint Board of Trustees, Department, and teachers to investigate and report.

2. Question of recent amendment regarding dates of resignations.

In conclusion, I wish to record my pleasure at renewing so many old personal friendships amongst the trustees, and of making many new ones. By many private conversations I found new avenues of co-operation and obtained excellent suggestions as to how our own Federation work might be made of greater assistance to School Boards as well as to ourselves.

PEACE PRIZE OF $25.000

World Federation of Education Associations Receives Generous Gift

A gentlemen, whose home is in Detroit, Michigan, has given to the World Federation of Education Associations a gift of twenty-thousand dollars to be used as an award for the best plan which will bring to the world the greatest security from war. The donor of this generous gift watched the proceedings of the World Conference on Education, which met in San Francisco in June and July, and believes that lasting peace can come only through education. He desires to encourage a movement calculated to promote friendliness among nations.

The World Federation of Education Associations

The World Federation gratefully acknowledges the generous gift to be used in furthering the world's greatest cause and accepts the offer in the spirit which actuates the giver. The Federation joins the donor in the belief that such a reformation as the award is to promote must await the longer processes of education. It accepts also the belief that textbook materials and teaching attitudes are all essential, and any plan proposed must have as its principal object the bringing about of a better understanding between nations with the elimination of hatreds, both racial and national.

The Peace Plan

A plan of education calculated to produce world amity is desired. There is a distinct difference between this plan and the one called by that distinguished citizen and generous donor, Mr. Edward Bok, inasmuch as this contest calls for a world-wide program of education which will promote the peace of the world. The contest is likewise world-wide and open to interested persons of all countries. The plan does not call for legislative action unless necessary to back up new and fundamental processes. It is the conviction of the giver and of the Federation that universal peace must have universal application and must begin with unprejudiced childhood. We desire also to create a world-wide thinking on the subject of the Golden Rule as applied to international contacts and to produce a psychology or "World mindedness' such as will support any system of diplomacy or any functioning of the state.

Rules of the Contest

1. All manuscripts must be in typewritten form with sufficient margin for the notes of the examiner.
2. The Commission on Award reserve the right to reject such manuscripts as they may desire.
3. The plan should contain a clear, concise set-up of not to exceed 2,500 words, with not more than an equal number of words in argument or clarifying statements.
4. Manuscripts will not be returned and the Federation reserves the right to retain for such use as it may see fit all plans submitted.
5. Only one plan may be submitted by one person or organization, and no person who is a member of an organization which submits a plan shall be allowed to participate further in the contest.
6. In order to secure impartial decision, the manuscript shall be unmarked but should be accompanied by plain, sealed envelope, unmarked, in which shall be given the author's name and address. Any identifying marks will render the manuscript ineligible to compete.
7. Plans must be submitted on or before April 1, 1924.
8. The award will be given $12,500 when the plan is accepted and $12,500 when the plan is inaugurated.

IMPORTANT NOTICE

The B. C. Teachers' Federation makes an urgent appeal to all members who have not already done so, to renew their membership immediately. All records have been broken this year.

We are making special efforts to reach a membership of 2000 this year.

May we ask for your co-operation.

HARRY CHARLESWORTH,
General Secretary.

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