THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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EDITORIAL

IS THIS TIMELY FOR YOU?

IN this year of alleged grace when salaries have been cut until the miserable remnant resembles the caudal appendage of a guinea pig, one hears from many quarters much criticism of the central body of teachers in this province. Within the past week the British Columbia Teachers' Federation has been called a glorified debating society officered by senile old men with one foot in the grave. Other comments of much the same tenor have been made, though not in the public press.

With the annual convention a matter of a fortnight away it may be timely for most of us to do a little soul-searching. If the above estimates of the value of the Federation are fundamentally true, to whom should the blame be ascribed? Who elected the old men to office? Who was responsible for the organization and constitution of the Federation? The answer is obviously, the teachers of the province, or such of them as were interested enough to attend the business meetings of the Federation—even at the expense of a game of golf.

In the hands of the teachers, and in their hands alone, lies the remedy. If it is true that the Federation or any one of its officers has failed to meet the need of the times, it is the duty as it is the right of the teaching body to correct the fault.

The writer does not pose as an expert physicist but he does recall learning many years ago that one cannot get more out of a machine than one puts into it. Even in Seattle one ventures to think that the ancient law still holds. If the law still holds of such inanimate things as the worthy Carnot's engine, how much more is it true of a corporate body of human beings with its conflicting interests and desires.

On the basis of the above law what dividends have YOU a right to expect from the British Columbia Teachers' Federation? What have you contributed to its progress and solidarity?

COST OF EDUCATION

(Editorial reprinted from the Victoria Daily Times, February 27, 1934)

NOBODY will dispute Sir Henry Drayton's contention that the cost of education, which has increased by more than 300 per cent in the last twenty years, is an important factor in the price paid by the Canadian people for government; but, compared with other causes of taxation, it hardly deserves the emphasis it has received from this distinguished missionary for governmental economy who is touring the country under the auspices of the Canadian Chamber of Commerce.

Forty per cent of the federal income is appropriated for charges arising out of the war. Nearly 24 per cent of the cost of all government in Canada, which runs over a billion dollars a year, is for debt charges, amounting to $240,000,000, against the aggregate outlay of $178,000,000 spent on education. We need not labor a comparison between the value of education services and those on which much of the other revenue is expended, for that ought to be obvious to anybody who can see beyond his or her nose.

We could much more easily afford to cut down debt charges than deprive the youth of Canada of educational advantages; and we might add we can much more safely afford to do so, since that youth is not in the mood to be made the sacrificial goat on the altar of an economy which ignores the high cost of money and credit. If the interests which advocate the restriction of education in this country did not have their heads in the sand they would realize that keeping the young people in schools is a vital requirement in these times. They would cost Canada much more than $178,000,000 a year if they were turned on to the streets. We can conceive of no finer agency than this would be for the spread of an aggressive communism. Nor can we conceive of anything more in conflict with the new spirit of these times, more hopelessly reactionary in a young country such as this is, than so heavy a concentration against the cost of education in the name of governmental economy.

Admittedly the cost of government in Canada must come down, but the brunt of the reduction should be borne by services which do not involve the direct and intimate well-being of the people. Moreover, it should not involve any increase in the unemployment problem of the country, since that is really less a financial than a social liability charged with dynamite. And there are other disabilities from which the public has suffered, in contrast with which the cost of education is but a drop in the bucket. For example, countless millions have been lost through stock watering and manipulation, and today people are paying through their noses for the cost of commodities which have been enhanced by over-capitalization.

The Canadian Chamber of Commerce might well turn its guns on this form of piracy without which the public would be able to meet the mounting cost of government without any undue strain. With education we can at least see something of what we get for our money.

We agree that our educational systems can be improved by the elimination of much dead-wood and their readjustment to the requirements of the times. The very fact that so many disabilities exist, both in government and in the conduct of private business, indicates the need of such a reform. A properly-educated people would not permit many of the evils which have grown up in numerous activities, both public and private, in this country.

In Senior High

Sitting On the Fence. The editorial enthusiasm is at a very low ebb and hope seems to be having a rest between springs. High school teachers either shun publicity, prefer to be apathetic, or do not read the Magazine. Last month the Senior High School Section thought to introduce several controversial subjects, but no paeans of praise or tirades of bitter criticism have yet reached our letter box. We conclude that our colleagues do not think about uniform tests, refuse to consider queries about the Latin course, are not interested in the pros and cons of gown-wearing, and do not particularly wish to argue publicly about anything (except salaries). We wish (we can't hope) that they would begin to find their fence a little uncomfortable. There is no Mussolini to keep them there, and we are quite sure that many of them, if they hopped off, might make these columns much more vital and interesting.

* * * *

Another Query. Is the English composition course which is being given at present in the High Schools the most practical course for the large number of students who are not going to the University? Would it not be better to introduce a different course for them—one in which the emphasis is placed on such things as business English, public speaking, debating and the art of conversation. After all, very few of them are going to be writers.

* * * *

Mathematics. As suggested in the previous issue of The B. C. Teacher, the Mathematics Section is at work on a course of study to be submitted to the teachers of the province for their consideration. You have now received by mail a skeleton copy of their findings. We are asking teachers to send recommendations and comments, before the Convention, to the secretary of this committee, H. M. Robertson, King George High School, Vancouver. The committee expects to have a completed form ready for the meeting at Easter. It is expected that a joint meeting of High, Junior High and Elementary teachers will convene at the time to consider the work.

Mr. DeLong, Inspector of High Schools, Dean Buchanan, head of the Mathematics Department at the University of British Columbia, and Mr. H. N. MacCorkindale, Superintendent of Vancouver Schools,

have been consulted with regard to the work which has been done and they are of the opinion that an outline along the lines proposed by the committee would be of great value to teachers and pupils alike.

If the report is adopted by the teachers and is accepted by the Department of Education, then, in a year or so after the outline has been given a trial, all mathematics teachers could send in recommendations for changes in the objectives of each grade, examples under each unit, or for changes in the order of the units, etc. The amount of work to be done on each objective could then well be stated and thus units covered for October, Christmas, Easter and June could be made uniform for the entire province. This would make all transfers possible without loss of time for either teacher or pupil.

The skeleton form for Grades seven and eight has already been approved by the Elementary and Junior High school teachers of Vancouver. The grade nine has been approved by the Junior High and Senior High school teachers of the Lower Mainland.

C. H. CORKUM,
Chairman of the Committee.

Variations in Reviews

By H. L. MANZER, *Principal, Langley High School*

IN the last issue of this magazine I stressed the need of variations in reviews as a means to overcome boredom and stimulate interest. Now I shall set forth the first of these variations I have found to be effective. For reasons you will readily perceive after its explanation by me, and its trial by you, I call it "Cross Questions and Crooked Answers."

Perhaps its exposition can be best rendered by the sacerdotal method of the laboratory report. Here it is.

Apparatus

(a) An easy chair for the teacher.
(b) A pupil with a lusty voice and a flair for "running things," hereafter to be called the "director."
(c) A blackboard panel that is not in constant use each period.
(d) The class enrollment, set out in alphabetical order on said blackboard by two class pets, according to the following form.

A	B	C	D
Surname	No. Questions Asked	No. Questions Answered	Score
Allison - - -			
Bernard - -			
Clemas - - -			

Directions

(a) Teacher seats himself in easy chair with sigh of relief.

(b) The director stands at the board, and calls the first name in column A. At the same time he places "1" in column B opposite the name called.

(c) The owner of this name then asks anyone in the class (except himself) a question on the subject under review.

(N.B.: Each pupil should have several suitable questions written out beforehand on a slip of paper. This avoids any lurking tendency toward sabotage).

(d) The victim is allowed a reasonable time to answer, either orally, or, by writing on board, according to nature of the question.

(N.B.: The teacher must be the final authority on the fairness of the question, the time needed for answering it, and the correctness of the answer).

(e) If question is fully answered the director marks "1" in column C; if only half answered he marks "½."

(No intermediate values between 0 and ½, ½ and 1 should be recognized).

(f) The director then calls the second name in column A, and the procedure is repeated.

(g) No pupil may be asked a second question until everyone in the class has been quizzed once; nor a third question until everyone has been quizzed twice, and so on.

(h) After the fight has gone at least five rounds for each pupil, enter individual scores in column D. Allow these to remain on the board for several days, for effect.

Observations

(a) A developing sense of question values.

(b) A class alertness and interest not apparent in usual type of review.

(c) A wider range of subject matter covered than the teacher usually employs.

(d) A tendency between rivals to settle old grudges.

Conclusions

(a) The review is economical from the standpoint of time, energy and writing materials.

(b) The pupil is exposed to more questions, answers and criticisms, in a given time, than when taking the old type of review.

(c) The class welcomes rather than dreads this type of review.

(d) That it places a minimum load on the teacher.

So endeth the first variation.

Summer Session Notes

(For the Newer Students)

THE February "B. C. Teacher" announced the courses to be offered by the University of British Columbia at the Summer Session of 1934. This month, through the co-operation of the British Columbia Teachers' Federation, the executive of the Summer School is permitted to give some information about its work.

The first Summer Session was held in 1920, and in 1929 the first graduates received degrees. Since then, an increasing number of bona fide Summer Session students have graduated each year. Eight or nine years seems a long time to attend college, but those who have completed the work say they have been more than repaid; and if proof is needed of their sincerity, it is to be found in the fact that many of these graduates are doing or have completed post graduate work at University of British Columbia or elsewhere.

The University offers opportunities not only to the teacher seeking to raise his academic standing but to all teachers; and while the expenditure of time, energy and money required in studying is great, the benefits are greater. Moreover, it must be remembered that the teacher-student, unlike the ordinary student, is enabled to attend college while engaged in remunerative work. Some of the opportunities open to all are:

1. Courses of general interest in English, History, Economics, and Philosophy.
2. Refresher courses to teachers of languages, and of science.
3. Courses in Education, professionally useful.
4. The use of the University library throughout the year.
5. The opportunity to secure the degree of Bachelor of Arts, and of Master of Arts.

Students intending to work towards a degree require an understanding of the fundamental rules and regulations laid down in the Calendar. It is advisable to secure a Calendar and to study, under the section entitled "The Faculty of Arts and Science," the requirements (a) for First and Second Years, and for Third and Fourth Years, and (b) the section on the Summer Session.

These points may be of help:

1. All or part of First Year work may be studied privately as Senior Matriculation work.

2. Two, three-unit courses is the maximum during a summer; this necessitates four hours' attendance at lectures each day.

3. Certain courses are compulsory during First and Second years; and in choosing optional courses the student must plan for major and minor courses in the Third and Fourth years; and also for reading courses.

4. Two private reading courses are permitted during the Third and Fourth years, the pre-requisite being Second Class standing in the subject chosen.

* * * *

Final Examinations

Two final examinations were imposed on Summer Session students at the completion of sixty units of work, before the granting of the degree of Bachelor of Arts. The Executive of the Summer Session, assisted by the British Columbia Teachers' Federation, endeavoured, for a number of years, to bring about the abolition of such an unfair regulation. It is, therefore, with deep satisfaction, that we announce that final examinations have been abolished; and that the degree of Bachelor of Arts is conferred on students of Summer Session, on exactly the same terms as it is conferred on students of Winter Session.

* * * *

Next month information r se eral of the courses will be given. Write at once to the sity for the Summer Session Program of Studies.

What Shall We Do in Our Basements ?

DURING the winter months the problem of basement supervision is the "bete noir" of most staffs. A thundering herd dashing madly about a confined space, with concrete walls and floors, not only causes terrific dust and din, but must almost inevitably result in accidents of a more or less serious nature. Yet two or three hundred young animals must have some outlet for their super-abundant vitality. It is the purpose of this article to give some idea of how the problem was solved in one school.

When the wet weather began, the boys and girls of the two Grade VIII classes were given the responsibility of a large proportion of the basement supervision. Pupils in the lower classes were advised of the authority vested in these pupils, and instructed that there should be no rough play in the basements, nor running on the steps leading thereto. At first a few of the monitors, with an exaggerated idea of their new responsibility, were inclined to be a little rough in enforcing discipline, but a little judicious counselling soon eliminated complaints on that score. Another early difficulty was the occasional refusal of smaller boys to report to teachers for infractions of rules, but a serious talk with the recalcitrants usually had the desired results.

The next step was to get basement play better organized. The

beginning here was in the girls' basement, and the stand taken was that, as the bigger pupils got much the greater proportion of the grounds in fine weather, the basements should fall to the little people. This appeal to their sense of fair play elicited whole-hearted co-operation. A hint was dropped in the ears of some of the more reliable of the senior girls, and soon the basement resounded to the strains of "London Bridge Is Falling Down," "Farmer Wants a Wife," etc. It was really amazing to see the organizing ability of some of those girls, and the way the little ones responded.

In the boys' basement the problem was a little more complicated, but the senior boys, determined not to be outdone by the girls, responded nobly. Quoit tennis lines were painted on the floor, and a volley-ball net strung across the basement. Of course, what followed was not quoit tennis, but it contrived to keep the boys from two primary classes busy, and so long as the tads got a chance to throw the quoit over the net once or twice during a recess, they were happy, and a few older boys placed here and there saw that everyone had a chance. On their own initiative, several of the older boys procured a large corrugated cardboard box, painted a face on it, cut openings for eyes, nose and mouth, to which they gave values, made bean bags, and had always a long line of aspiring marksmen awaiting their turns. In the other side of the boys' section, where intermediate and senior pupils played, squares for checkers and shuffleboard were painted on the floor. The checkers and discs and sticks for shuffleboard were made in the manual training classes. While these games permitted only a limited number of competitors, they always drew large audiences, and the boys were very fair in taking turns. Even during the fine weather they have proved great drawing cards, and we find pupils awaiting us when we arrive in the morning with, "May we get the checkers out?" and staying until four-thirty in the afternoon.

Thus, with the aid of a reading room, improvised from an empty classroom, we solved our basement problem, finding, after the first few weeks, that there was much less call on teachers for basement supervision, an occasional visit during a noon or recess period usually sufficing. The number of minor complaints and accidents has appreciably diminished, and there has been absolutely nothing of serious nature. But, best of all, we have developed in our senior pupils a sense of responsibility, co-operation, self-restraint, and leadership. All in all, we are well pleased with the results of our experiment.

—J. E. CLAQUE.

THE Editorial Board regrets that, owing to the demands upon the space for this issue, it has been found impossible to include the second installment of Mr. A. V. McNeill's article on the Douglas Credit System. The article will be published in the April magazine.

Ramblings of Paidagogos

OF BORES

IF a sense of humility becomes a man, and an awareness of his personal effect upon others is of advantage to him, there can be no more sobering subject for his meditation than that of bores, and I recommend it to his honest thought. This subject, to tell the truth, has suggested itself to me as a result of re-reading some of the "Ramblings of Paidagogos," and I am fain to pursue it for my own sake, if for that of no one else.

I should perhaps admit here that, being doubtful of my own unsupported powers of analysis, I looked about for a little guidance. Like many more deserving men, I have a certain long-suffering friend who can be relied on to speak with experience and judgment, and who has long since been freed from the meaner necessities of tact. To this friend, then, I carried my problem. The outcome of the enquiry was disastrous to my self-esteem, but, since facts are no worse than suspicions—and it may contain some esoteric value—I will set down my friend's response. "Bores," he said, looking me straight in the eye, "fall into three main classes: scribblers, Scotsmen, and school-masters."

Treating this alliterative sally with the smile it deserves—for, like the whole tribe of bores, I regard verbal assault and battery as a species of humor—I am left to come at the subject as best I may.

* * * *

What then? This first, to be sure. On the score of our common humanity alone, it is more than probable that you and I, gentle reader, are put down as bores by a small number of undiscriminating persons. We may take it as an axiom that no man, however sparkling, can hope to interest all his acquaintances—inevitably there is some incompatible spirit who finds his conversation a trial and who keeps a convenient corner against his approach.

And inversely—for which let us breathe our modest thanks—there is never a mind so bleak but it kindles warmth in some responsive bosom. Clod-pate himself and even Dry-as-Dust have their friends.

* * * *

I hesitate to reduce myself to the futility of a definition. But, in general, it would seem that boredom results either from the impact of flint upon lead or of steel upon quicksilver—there is no answering spark. It is a state in which, due to the disharmonious quality of the proximate minds, or to the nature or the iteration of the prevailing subject, there is no community of interest, no mutual plane of enjoy-

ment. In order to bore me, it is not essential for my companion to be a dullard, it is only necessary for him to discuss gardening, or to show himself insensitive to my flagging appetite for economies. Nay, it is enough for him to be merely ill-humored or dogmatic.

Alas! for definitions—I have only succeeded in reasoning to my own despite. For when I am bored, the fault lies substantially with myself—it is largely a consequence of my own defective education. Were the temper of my mind less impatient, were I reasonably familiar with the subject of gardening, were I capable of more sustained attention, were I sufficiently enlightened to maintain my poise in the face of unmannerly assertion—were I all these things, then manifestly my occasions for boredom would be the fewer. And were I all these things, you add hurriedly, I would be ready for translation!

* * * *

But there is a subtle advantage in being bored, a pleasant concomitant of boredom that we would not willingly give up—for to be bored is to experience a certain superiority. Only on the rarest occasions does a man become conscious of the dreariness and ineptitude of words which fall from his own lips—only, perhaps, when those words are mechanical and untouched by personal urgency. Thus it is much less natural for him to exclaim, "Poor Smith, I bored him to death," than to cry out, "Thank heaven, I got away from that proser Smith at last—I was within an inch of yawning in his face." We think of Smith as a foil, as a taper held up to the incandescent glow of our own minds—almost never as occupying the higher ground of boree. And Smith, in his turn, thinks likewise. He is established behind the defences of a parallel conceit, and knows no sting of insufficiency.

* * * *

I have heard it said that boredom can be had in any degree, that it manifests itself through the whole gamut of tedium from a faint sense of disinterest to a murderous desperation. I have even heard it hinted that many of the putative martyrs to religion or science were really put to death because they bored the authorities of those days beyond all endurance. And I can readily imagine that John Knox and Christopher Columbus—to name two who managed to survive—were capable of being prodigious bores. Indeed, there may be something in the idea that the respect we pay to their memories is in the nature of a thank-offering for the circumstance that we have never had to listen to them.

But unfortunately the position cannot be maintained, and the light which it might have thrown on history must be foregone—so the classical historians can put their fountain-pens back in their pockets. The point is simply this: when a powerful emotion takes possession of a man's mind, he ceases to be bored—the nadir of boredom is not a murderous desperation but a spiritless inertia, a state that DeQuincey might well have been describing when he wrote, "Deeper than ever plummet sounded, I lay inactive, for the weight of twenty Atlantics was upon me—"

To end with a happier reflection, it is worthy of curious note that children in their own persons are never bores—though at second hand, of course, they are generally insupportable. Rhadamanthus must have a special torment reserved for those people who wrest childish observations from their proper context, the sparkling eye and the eager voice. Children are interested in everything about them; they are unwearied by all but the most deadening repetition; their minds reach out ardently, and they can find a thousand happy meeting places.

And there is one thing more, one supreme virtue possessed by children alone. By reason of their dependence, their immaturity, and their transparent defencelessness, no rational man is in competition with them. So not even the most encrusted egotist could evoke a sense of superiority from being bored by them.

Easter Convention Resolutions

The following resolutions, together with those referred to the Annual Meeting by the Executive, as indicated in the January issue of The B. C. Teacher, will be placed before the Convention at the Annual Meeting. All resolutions arising out of the deliberations of the sectional meetings of the Convention should be placed in the hands of Paul N. Whitley, Chairman of the Resolutions Committee, at the earliest possible time during the progress of the Convention.

Submitted by Comox District Teachers' Association

1. **Teachers' Qualifications.**

Whereas, a university degree is a necessary qualification for teaching in High Schools and Junior High Schools; and

Whereas, the same qualification may be required in Elementary Schools in the province; and

Whereas, university degrees do not necessarily indicate teaching ability; and

Whereas, it is reported that some system of granting "Degrees in Teaching" is being discussed, and, in our opinion, is a fair and sensible method of indicating a teachers' qualification;

Therefore, be it resolved:

(a) That this Comox District Teachers' Association endorse the idea of a system of granting "Degrees in Teaching"; and

(b) That a resolution urging the Federation to press forward action leading to the establishment of such a system be presented at the Easter Convention, in the name of this Association.

Submitted by the High School Teachers' Association of the Lower Mainland

1. **Examination Fees:**

That whereas, according to the Course of Studies, certain subjects are completed at the end of the Grade XI. and students pay a fee of

$1.00 per subject, and when completing their course in Grade XII are charged the full $5.00 fee;

Be it resolved that the Department of Education be requested to rearrange the fees so that the total payable by a student in such circumstance be only $5.00.

2. **Examination Requirements:**

That, whereas, according to the Course of Studies, certain subjects may be written at the end of three years' work, and students who pass at that time find that they are then regarded as partial students, and are debarred from the advantage of the 60-40 per cent regulation;

Be it resolved, that the Department of Education be asked to try to rearrange matters so that the 60-40 per cent regulations apply to the examinations as a whole.

3. **Professional Standing:**

Be it resolved, that the Department of Education be urged to adopt a ruling that every teacher engaged in teaching in the Public Schools of this province be a member of the British Columbia Teachers' Federation.

4. **Textbooks:**

Be it resolved, that all proposed changes of textbooks or in curricula, in the Public Schools of British Columbia, be submitted, before authorization, to the regularly organized bodies of teachers engaged in teaching the subjects affected.

Submitted by the Junior High School Teachers' Association

1. **Fees:**

Resolved, that the annual fee for membership in the British Columbia Teachers' Federation be one-half of one per cent of the member's yearly salary.

2. **Constitution of Executive (Amendment to Constitution):**

Resolved, that the election of five additional members to the Federation Executive, as provided for in section 12, subsection 5, of the Constitution, be discontinued.

3. **Election of Vice-President (Amendment to Constitution):**

Resolved, that the Vice-President of the British Columbia Teachers' Federation be elected at the annual meeting.

4. **Textbooks:**

Resolved, that before any textbook is authorized it should be submitted, in whole, or in outline at least, to the regularly organized body of teachers concerned in teaching that subject;

And be it further resolved, that, in the opinion of this Federation, the authorization of new textbooks should be based, not upon mere opinion nor aggressive salesmanship conducted amongst teachers, but upon the result of a scientific study of proposed new textbooks and a measurement of them according to precise criteria set down for books in the particular subjects in question.

5. **French Texts:**

Whereas a group of teachers of French in the Senior High Schools have been advocating the authorization of the Active French Course by Hedgecock and have also suggested that this series of books be used in the Junior High Schools; and

Whereas, in vocabulary and other respects these books fail to meet the requirements of a modern textbook for beginners in French:

Be it resolved, that this Federation transmit to the Department of Education the opinion of the Junior High School French Section that the textbooks in question are not suitable for the Junior High School.

Submitted by the North Shore Teachers' Association

1. **Taxation:**

Whereas, the real estate taxpayer is at the present time unjustly carrying the major burden of social service costs in the municipalities; and

Whereas, this excessive tax is causing distress to said owners; and

Whereas, the policy of high taxation on real estate is causing heavy depreciation of said property and results in investors buying other securities such as bonds, stocks, etc., which are not directly taxed for social services, although the holders of such wealth share in the benefits of services paid by monies derived through land tax; and

Whereas, the curtailment of social services such as relief, medical and dental services, education, etc., is detrimental to the health, happiness and future opportunities of the children now in the schools, as well as the citizens of the municipalities;

Be it resolved, that the members of this Association are of the opinion that the present system of real estate taxation for purposes of social service is unsatisfactory, and do therefore go on record as favoring the appointment by the Provincial Government of a commission to investigate and report on a more equitable system of taxation so as to maintain those services at a high standard.

2. **School Accidents and School Law:**

In view of recent court actions for damages involving the Boards of School Trustees of Vancouver and West Vancouver, respectively, (decision in each case being adverse to the Board in question):

Be it resolved:

1. That the British Columbia Teachers' Federation immediately re-examine the School Law of British Columbia on all points regarding the responsibility for the conduct of school children that devolves upon either teachers or School Boards, such examination to be with a view to obtaining amendments of the School Law in order that:

(a) The responsibility of School Boards, and hence of their employees, for school pupils shall be more reasonably and clearly defined, especially at those times when the pupil is outside the hours of the school day, off school property, etc.

(b) Adequate protection shall be accorded teachers from recriminatory action on the part of Boards, or other interested parties, either to avoid or shift penalties to which they are liable or to re-establish their status at the teacher's expense, provided that the teacher has performed his duties in a reasonable manner.

(c) The duties of teachers, especially under the term "supervision" shall be more clearly set forth; and that

2. The British Columbia Teachers' Federation appoint any committees, or take any other action that may be deemed necessary to accomplish the above as soon as possible.

Submitted by the Prince Rupert Teachers' Association

Re Reports to Parents of Children in Elementary Schools:

Be it resolved, that school reports to parents be sent out every two months, or even quarterly, as the pupil's progress from one month to another can hardly be estimated and much valuable teaching time is used in preparing monthly reports.

Submitted by Shop Teachers' Association of British Columbia

1. **Textbooks:**

That no books dealing with Shop Work subjects be listed among the required textbooks unless there is a reasonable similarity between the book content and the content of the Course of Study as laid down for that subject;

And that the Department of Education accord to a committee of the Shop Teachers' Association the privilege of examining such proposed texts before final adoption.

2. **Teacher Training Examinations and Subject Matter of Courses:**

In the accepted conditions governing the High School Teachers' Technical Certificates "A" and "B", the following clause appears: "That examinations in all subjects will be conducted and papers marked by a committee of **three** under the chairmanship of the Organizer of Technical Education." We beg that before the next examination for this purpose is held, that these appointments be made so that candidates may know who are to be their examiners;

And we also urge that the content of the stated courses be exactly defined and be available for prospective candidates.

Submitted by Victoria and District Teachers' Association

1. **Re Federation Fees:**

Be it resolved, that Federation fees be reduced until such time as salaries are again at normal.

2. **Re Federation Membership as a Teaching Requirement:**

Whereas, the Okanagan Valley Teachers' Association has submitted to the Federation Executive a resolution asking that the above

Executive consider fully the possibility of securing from the Department of Education and the Trustees' Association an arrangement whereby only members of the British Columbia Teachers' Federation are employed in the Elementary Schools, Junior High Schools, and Senior High Schools of the province; and

Whereas, it is the considered opinion of the members of the Victoria and District Teachers' Association that such an arrangement would be advantageous to the two employers of teachers mentioned above, as well as to the Federation, in that men and women entirely lacking in professional spirit and co-operative effort would, in the course of a short time, be eliminated from staffs of our schools;

Be it therefore resolved, that the Victoria and District Teachers' Association heartily approve the resolution in question and offer it whole-hearted support.

Be it further resolved, that the Secretary of the Victoria and District Teachers' Association forward a copy of this resolution to the Secretary of the Kelowna Section, Okanagan Valley Teachers' Association, as well as to the Secretary of the British Columbia Teachers' Federation.

Note: Resolutions similar in principle to this one have been received from several Local Associations and Fall Conventions. These will be combined in a resolution to be submitted to the Annual Meeting.

3. **Re New Textbooks for British and Canadian History:**

Whereas, the Okanagan Valley Teachers' Association in convention forwarded to the Executive of the British Columbia Teachers' Federation the following resolution, to wit:

"The Okanagan Valley Teachers' Association wishes to compliment the Department of Education on the decision to provide more suitable textbooks for British and Canadian History. It is suggested that these books be bound separately. With the new books we trust that the allocation for Grade VII will be more equitable."

Be it resolved, that the Victoria and District Teachers' Association heartily support the above resolution with the added suggestion respectfully submitted, that such books be couched in language more suitable to the intelligence of children of tender years than is the present text and that, if possible, they may be more profusely illustrated;

Be it further resolved, that a copy of this resolution be sent to the Secretary of the Okanagan Valley Teachers' Association as well as to the Secretary of the British Columbia Teachers' Federation.

4. **Re Textbooks for Reading and Composition:**

Whereas, textbooks are, henceforward, only to be loaned to pupils;

Be it resolved that the Department of Education be respectfully urged to provide for each classroom requiring them a set of Silent Reading Exercise Work Books and Dominion Language Books, as in certain districts (which more especially need them) the pupils are unable to buy their copy for individual use.

5. **Re Grammar Requirements:**

Whereas, the entire grammar course will be, at some time, required by the pupils in their written and oral work; and

Whereas, a good knowledge of grammar, the mechanism of the language, is essential to intelligent understanding of correct English; and

Whereas, some of the more advanced grammar, such as secondary tenses, mood, and conjugation, cannot be assimilated by the pupils of the Elementary Schools;

Be it therefore resolved, to ask the Department of Education that such advanced grammar as thought advisable be eliminated from the Elementary School and dealt with in the High School.

6. **Re Atlas Maps:**

Whereas, the atlases now authorized for British Columbia do not contain practical maps of our own province; and

Whereas, the maps in general are not the most suitable for classroom use;

Be it resolved, that the Department of Education be asked to issue for 1934-35 a map or maps of British Columbia, the details of which will coincide with the details of the course, and which could be pasted into the pupils' atlasses;

And further to consider the question of an atlas along the same lines and emphasizing the same salient points as laid down in the Programme of Studies.

7. **Re Literature for Grades VII and VIII:**

Whereas, the Course of Study in literature for Grades VII and VIII in Junior High Schools provides a greater variety of selections and is more comprehensive in scope than the course prescribed for the Elementary Schools;

Be it resolved, that the British Columbia Teachers' Federation be asked to recommend to the Department of Education that it substitute the Junior High School course of literature in Grades VII and VIII for the course at present prescribed for these grades in Elementary Schools.

And that the Canadian Books of Prose and Poetry be supplied to the schools as free textbooks.

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FEDERATION NEWS

By S. NORTHROP

THE Executive Committee met Saturday, March 3rd, following a meeting of the Consultative Committee, which was called for 9 a.m.

The morning session was entirely devoted to the consideration of more than a score of letters of an exceedingly varied nature. The high lights were:

(a) Suggestion to close Normal Schools for two years. Will come up at Convention.

(b) Extended time for paying subscriptions.

(c) Reduced fee. See Convention.

(d) Requests from Dr. Willis asking Federation to name members to serve on committees in conjunction with Department of Education to consider textbooks, courses of study, etc. O. J. Thomas, J. H. Creighton and Miss Jack named for Soicial Studies; committee on New Textbooks, and for Textbooks for Shops still to name.

(e) Windermere Valley Teachers' Association received into affiliation.

(f) Amalgamated Civil Servants asked our support in their request for restoration of 10 per cent cut in salaries. Endorsed and acted upon.

(g) Request for establishment of $50 scholarship for Student Teachers of Summer Session for Degree.

The reports received included those of President, General Secretary, and nine committees.

The Finance Committee suggested that the interest on bank deposits be set aside to swell the Contingency Fund, and that some member be appointed as Auditor.

Whilst being almost equal to that of last year the paid-up membership is not what it should be at this date.

Suggested amendments to the School Law will be dealt with at the Convention.

The Convention details, the Constitution and By-laws amendments, and the Resolutions for the Annual Meeting appear elsewhere in this issue.

The deferred resolution re affiliation with the Trades and Labour Council was sent to the Consultative Committee to be prepared for presentation to the Annual Meeting.

Meeting adjourned 6:30 p.m.

Programme of
Fifteenth Annual Convention

THE ANNOUNCEMENT OF THE GENERAL MEETINGS WILL BE FOUND ON PAGE 6 OF THE B.C. TEACHER FOR FEBRUARY.

HIGH SCHOOL SECTION

Subsections:

Wednesday, April 4th, 1934

1. **Classics—10:00 a.m. to 12:00 a.m.**

   Mr. E. A. Munro, Prince of Wales High School.

   (a) **"Objective Tests in Junior Latin."**
   Introduced by **Mr. F. A. Poole** of Magee High School.
   (b) **"Beginners' Greek."**
   Dr. O. J. Todd of University of British Columbia.
   (c) Discussion of subjects introduced by members in course of meeting.

2. **Commercial—10:00 a.m. to 12:00 a.m.**

   Mr. W. T. Abercrombie, Grandview High School of Commerce.

   (a) Suggested changes in the course of study:
      1. Changing present geography course to a two-year course or increasing its unit value.
      2. Making Social Studies IV an option.
      3. Increasing the unit value of the present Secretarial Practice Course.
      4. Including Elementary Economics in the course of study.
   (b) Textbooks.

3. **English and History—10:00 a.m. to 12:00 a.m.**

   Mr. H. Northrop, Britannia High School.

   (a) **"The Work of the Committee on English Composition." Mr. I. Dilworth.**
   (b) Discussion and Resolutions.
   (c) Resolutions on the course in English Literature.
   (d) **"The Work of the Departmental Committee at present revising the course in Social Studies."—Dr. W. N. Sage.**
   (e) Discussion and Resolutions.

4. **Mathematics—9:00 a.m. to 10:30 a.m.**

Mr. L. W. Heaslip, Technical School, Vancouver.

(a) **"A New Course of Study for Grade IX."**
Introduced by Mr. C. H. Corkum, King George High School.

10:30 a.m. to 12:00 a.m.

(b) A Joint Meeting with the Mathematics Sections of High School, Junior High, and Elementary, on the co-ordination of Mathematics throughout the entire school course.

5. **Moderns—10:00 a.m. to 12:00 a.m.**

Miss B. E. Barton, King George High School.

(a) Speaker: **Prof. D. O. Evans,** Head of Department of Modern Languages, University of British Columbia.
(b) General Discussion, and Introduction of Resolutions.

6. **Science—10:00 a.m. to 12:00 a.m.**

Mr. R. Cameron.

(a) **"A Three-year Course in Physics and Chemistry."**
Mr. E. L. Jenks, New Westminster.
(b) **"Correlation between Physics and Mathematics."**
Mr. H. B. Smith, Kitsilano High School.

7. **Rural—9:00 a.m. to 10:30 a.m.**

Mr. F. Wilson, Matsqui.

Programme to be arranged.

8. **Geography—10:30 a.m. to 12:00 a.m.**

Mr. F. M. Painter, Magee High School.

Round Table Discussion on Examinations.
"High School Geography and How It Should be Examined."

9. **Vocational Guidance—10:00 a.m. to 12:00 a.m.**

Mr. R. H. Bennett, John Oliver High School.

(a) **"Problems and Procedure in Vocational Guidance."**
Mr. M. W. Mitchell, King Edward High School.
(b) Discussion.

GENERAL MEETING, Wednesday Afternoon—2:00 to 4:00 p.m.

Chairman: **Mr. W. Y. McLeish,** King Edward High School.

1. A British Columbia Secondary Teachers' Council.

   Dr. N. F. Black.

2. High School Graduation Certificates.

   Dr. J. R. Sanderson, Mr. H. Billing, and Mr. G. S. Ford.

3. The Use and Abuse of Standardized Tests and Objective Tests. **Mr. R. Straight** (Bureau of Measurements, Vancouver School Board).

4. Report from **Mr. Munro** on Attempt to Standardize the High School Graduation Grades.

5. Resolutions, Nominations, etc.

JUNIOR HIGH SCHOOL SECTION

Wednesday, April 4th, 1934

Mathematics Section—9:30 a.m. to 10:30 a.m.

Convener: **Mr. C. C. Watson.**

French Section—10:30 a.m. to 12:00 a.m.

Convener: **Miss D. Partridge.**

Mathematics Section—10:30 to 12:00 a.m.

Mathematics Teachers meet **with High School and Elementary Mathematics Teachers.**

Convener: **Mr. C. C. Watson.**

Social Studies Section—10:30 a.m. to 12:00 a.m.

Convener: **Mr. J. H. Creighton.**

1:30 p.m. to 2:15 p.m.

"The Marking of Citizenship."

Discussion led by **Mr. A. S. Towell,** Supervising Principal of Nanaimo Schools.

Convener: **Mr. J. H. Creighton.**

2:30 p.m.—Junior High School Social Studies teachers are invited to join with the Elementary Section in discussion on **"The Unification of Elementary and Junior High School Social Studies Courses in Grades VII and VIII."**

2:15 p.m.—General Session of the Section.

ELEMENTARY SECTION

Wednesday, April 4th, 1934

Elementary Subsections:

9:00 a.m. to 10:15 a.m.
"Arithmetic Revision in the Grades."
Chairman: **Mr. O. J. Thomas,** Principal, Florence Nightingale School.

10:30 a.m.—Joint Meeting with Mathematics Subsections of High and Junior High Schools. (See Senior High and Junior High School Sections).

Chairman: **Mr. C. C. Watson.**

Elementary Sections:

2:00 p.m. to 4:00 p.m.
"The Unification of the Social Studies in Grades VII and VIII."
Joint Meeting with Junior High School Sections.

Chairman: **Mr. R. P. Steeves,** President, Vancouver Elementary Teachers' Association.

(See Musical Programme).

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SHOP TEACHERS' SECTION

Subsection Meeting, Wednesday, April 4th, 1934

Chairman: **Mr. F. F. Rolston.**
Secretary: **Mr. A. W. Jones.**

9:15 a.m.—Roll Call and Minutes.

9:30 a.m.—Reports.
President of Shop Teachers' Association.
Mr. F. F. Rolston.
British Columbia Teachers' Federation Representative.

9:45 a.m.—Address: **Mr. F. Wilcock;** subject: **"Education For the Unemployed."**

10:15 a.m.—Address: **Mr. S. P. Judge;** subject: **"Art in Relation to Handwork."**

10:45 a.m.—Address: **Dr. J. M. Ewing;** subject: **"Some Minds and Others."**

11:15 a.m.—Resolutions and any other business.

HOME ECONOMICS SECTION

Tuesday Afternoon, April 3rd

Home Economics Teachers and their friends to meet together for Afternoon Tea following the afternoon session of the Federation Annual Meeting. Place and time to be announced later.

Wednesday Morning, April 4th

10:00 a.m.

(a) Address: **"Crafts and Their Educational Value"** by **Miss Grace W. Melvin, D.A.,** of the Vancouver School of Art, to be illustrated with craft work from the school.

(b) Short business meeting.

RURAL SECTION

Wednesday Afternoon, April 4th

2:00 p.m. to 3:00 p.m.

Speaker: **Mr. A. R. Lord.**

3:00 p.m. to 4:00 p.m.

Round Table Conference on Rural School Problems, especially those of the small ungraded school.

CONVENTION SPORTS PROGRAMME

Golf—Quilchena Golf Club
Twenty-ninth Avenue and East Boulevard
Tuesday, April 3rd, starting at 2:00 p.m.

Singles—low gross, low net and hidden holes.

Two-ball best ball—low net.

Green fees, 75c. Bring your handicap. Further information may be obtained from Mr. D. McKenzie, 1236 East King Edward Avenue; Fair. 3047-L.

Badminton—Vancouver Badminton Club
Sixteenth Avenue and Fir Street
Wednesday, April 4th, starting at 4:30 p.m.
(Afternoon and Evening)

Ladies' doubles, mixed doubles, men's doubles. All partners will be drawn.

Open events if time permits (fee extra).

Entry fee, 50c. (This includes team and cost of shuttles). Good prizes. Further information may be obtained from Mr. R. Harris, 2307 West Forty-first Avenue; Kerr. 3150-L.

SPECIAL to CONVENTION DELEGATES!

HOTEL GEORGIA

(Opposite Convention Headquarters)

offers the following special rates, April 1st-7th:

Single Room (tub or shower bath) ..... $2.00 per day
Double Room (twin beds and bath) ..... $3.00 per day
Double Room (3 or 4 persons; with bath) . $1.25 per person

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Club Breakfasts - - - - - 25c to 65c
Luncheon - - - - - - 35c and 50c
Dinner - - - - - - 50c, 65c and $1.00

MAKE RESERVATIONS NOW!

Bowling—Chapman's, Broadway
1312 Broadway West

Thursday, April 5th, 2:30 p.m. to 6:00 p.m.

Ladies' doubles, men's doubles, mixed doubles, singles.

Challenge team game may be arranged.

Entry fee, 50c per event.

Prizes. High scores and hidden scores. Everyone has a chance. Further information may be obtained from Mr. A. McKie, 4434 West Second Avenue; Elliott 1072-L.

Ping Pong—Chapman's, Broadway

Thursday, April 5th, 4:30 p.m. to 6:00 p.m.

Singles championship. Entry fee, 25c. Racquets and balls supplied. Further information may be obtained from Mr. E. Broome, 4945 Boundary Road; Carl. 756-L.

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Teachers today have many opportunities to improve their academic standing. Courses of study leading to the degree of Bachelor of Arts are offered through our Department of Extension and in the Summer School. The Summer School session combines holidays and study.

Registration for summer study should be made by April 10 and for the Winter by September 10.

For information write to the Director, Department of Extension

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QUEEN'S UNIVERSITY
Kingston, Ontario

RURAL SCHOOL DEPARTMENT

"God made the country; man made the town."

Department Conducted by DR. H. R. ANDERSON, *Principal,*
Queen Mary School, North Vancouver, B. C.

THE EASTER CONVENTION

AS never before in our history is it essential that teachers get together upon some of the problems confronting Education at this present moment. We have a new dispensation at the seat of government from which we are hoping great things for the rural areas and which it behoves us to support. Then, too, pessimism notwithstanding, there is an upward trend in trade for which we must be ready. We therefore hope for a record attendance of rural teachers at the Easter gathering. Never mind Vancouver; it can take care of itself; it is the provincial outlook we are interested in. It is no use to sit back and blame the British Columbia Teachers' Federation for all our miseries and injustices. Our neighbours, an architect, a contractor and an electrician, pay fees into their unions which make our paltry honorarium to the British Columbia Teachers' Federation look like a "dim shpeck." What have their unions been able to do for them the last three years? Come on and let us talk things over.

In the Rural Section we are to have an address by Inspector A. R. Lord, who can always give us something interesting and uplifting. Then we are to have a Round-Table Conference especially for small rural schools. Come prepared to talk and ask and if you have problems you care to submit to us in writing any time up to the opening of Convention, we will endeavour to secure you expert advice on the subject.

* * * *

TESTING

From Revelstoke:

"My experience in the ungraded school showed weekly tests, given on Friday, were a very good way of finding the individual difficulties of the pupils since the tests were always based on the week's work and on that which had given the greatest difficulty the previous week. Excepting January and June this did away with monthly tests as the pupils from Grade IV and up were quite capable of averaging the mark for the month. This aroused quite an interest in Arithmetic since a poor mark could be raised before the end of the month by more effort and, of course, the removal of the difficulties, as these were always explained in a special period on the Monday."

BOOKS WE HAVE FOUND USEFUL

"Number Highways," Books 3, 4 and 5, for corresponding grades. by M. E. Lazerte, Ph.D., and G. S. Lord, M.A. Published by Clarke, Irwin & Co. Ltd., Toronto, Canada. These only cost 25c or 35c, and make an excellent review and extra background for our own text.

* * * *

RURAL ROARS

Smart youth to the new teacher: "Say, Miss! Do you punish us for things we haven't done?"

New Teacher, anxious to make a good impression: "Why, no, certainly not! I wouldn't think of doing anything so mean."

Youth: "Then, that's O.K., 'cause I haven't done my homework."

Same bright youth at home, a month later.

"Say, Dad! Can you sign your name with your eyes shut?"

Father (vaingloriously): "Why, of course, Son!"

Son: "O.K. Then shut your eyes and sign this report."

TRANSPORTATION NOTICE

TRANSPORTATION refunds will be available to all **fully paid up** Federation members attending the Convention from points outside the immediate Lower Mainland. "Federation member" means that teacher who has paid a full fee for period July 1, 1933, to June 30, 1934, or for that portion of the year which member has been teaching.

Since transportation is met out of "registration" no guarantee of amount can be given, but is generally based on some percentage of fare and one-quarter rate, which is available to teachers attending Convention. Members are urged to obtain the best rate possible and to make enquiries from passenger agents NOW. **Buy return tickets.**

CLAIMS for transportation refunds must be made on **special forms,** which may be obtained at time of registration, properly filled out and given to Transportation Committee, but in no case will such forms be accepted later than **12 noon on Wednesday.** This is necessary as the rate of payment depends upon the claims made.

Payment of claims will be made in one of the Convention committee rooms, between 11 and 12 noon Thursday, or, after that time, in the Office of the Federation, 1300 Robson street.

Do not be disappointed; register early.

Fill in transportation form; be sure you are in good standing.

Note: Special rates of fare-and-a-quarter may be obtained for teachers if application is made to Mr. J. B. Parker, Canadian Passenger Association, Winnipeg.

Note: Island teachers must use above certificates by Sunday, April 1st. Rates of fare-and-a-quarter, return, may be obtained by organization of groups of 15 or more.

Highlights of February's News

PARLIAMENT got down to business this month, but so far the only important legislative item has been the Central Bank Bill. It proposes a privately owned bank capitalized at $5,000,000 and limited to fifty $100 shares per shareholder, no private bank to be admitted, which it is naively hoped will prevent its being controlled by the "moneyed interests." It is to have a monopoly of gold reserves and Dominion note issue, control (to some extent) credit and policies, be a re-discount agency for the chartered banks, and a fiscal agency for the Government. Directors are to be Government appointed and dividends limited to six per cent, excess profits to go to the Government.

* * * *

A committee of eleven members was unanimously appointed by the House of Commons to investigate "unfair business practices" leading to price-cutting by mass-buying and hence to wage-cutting. Investigations to date have been very enlightening, revealing frequent cases of heads of families receiving from three to ten dollars per week of as much as 72 hours, and this in some cases for skilled work.

* * * *

Interest in the Commons debates has largely centered around resolutions of the C. C. F. opposition. Mr. Woodsworth, besides his motion for a co-operative society, moved for a ban on exports of materials used in armaments manufacture. Mr. Irvine for nationalization of life insurance, Miss MacPhail for a committee to study causes and treatment of crime, Mr. Heaps for reduction of hours of labor and increase of purchasing power, Mr. Lucas for national control of credit, Mr. Spencer for co-operation with provinces for public health, and Mr. Lukhovitch for public control of foreign policy. The surprise speech of the session was drawn from Mr. Stitt (Conservative), by the motion of Mr. Coote for relief work financed by increased currency issue. Mr. Stitt supported the motion by urging a hundred millions be issued, and predicted failure to meet the need or a continuation of the policy of borrowing would involve the Government in deserved defeat. All the motion were withdrawn or defeated.

* * * *

In the British Columbia Legislature the two principal items to date have been the Government's proposed eight-hour day and minimum wage laws and the proposal to call in bonds and force a cut in interest rates.

* * * *

The report of the Harper Commission on Municipal Finance was published on February 15, and indicated a need for relieving burdens

on land by restoring grants of the Provincial Government in aid of municipalities, and possibly by increase of income taxes in the higher brackets.

* * * *

A man whose life story has been closely interwoven with the history of Western Canada has been lost to this country by the death, on February 28th, of Rev. Dr. R. G. MacBeth, a native of the old Selkirk Colony of Red River, the first settlement west of the Great Lakes. He was the author of several books on the history of the West.

* * * *

Revelations of excessive profits in air mail contracts in the United States led to cancellation of all contracts. At the same time the President has secured introduction of legislation for the control of stock market speculation and manipulation with prison terms for violation. Bankers have also been warned of Government ownership of banks if necessary credit for reconstruction is not forthcoming otherwise. One such bank, for the financing of foreign trade, especially with Russia, has already been established.

* * * *

A remarkable juxtaposition of events in Great Britain was the announcement by Chancellor of the Exchequer Neville Chamberlain of a surplus of $150,000,000 on February 28th and the refusal of Parliament to hear a delegation of hunger marchers from the Clyde to protest against extravagance at the opening of Parliament and new burdens proposed for the unemployed. Tom Mann and another leader of the demonstrators were arrested and McGovern, the Clydeside member, left the Common exclaiming "This house is a damn farce!"

* * * *

Rioting and Royalist and Fascist demonstrations in Paris culminated in about fifty deaths, some seventeen hundred injured and eight hundred arrests between February 7th and 9th, and in the resignation of Premier Deladier after ten days in office. The veteran Gaston Doumergue then undertook to organize a government of all moderate groups to restore order while the Federation General de Travail called a general strike for the twelfth in protest against "a wave of Fascism."

* * * *

Decrees issued in Germany early in the month required all university students to serve six months in a labor camp as a prerequisite to matriculation, then to join the Storm Troops and Nazi Party. Reichsbishop Mueller forced the leader of the anti-Nazi church group to leave the Church. Another decree abolished the Reichsrat, the last vestige of power of the seventeen states comprising the Second Reich. The Free City of Danzig went completely under Nazi control on February 6th.

* * * *

Following a raid on Socialist headquarters and seizure of the paper "Arbeiter Zeitung" on the 8th, and an order on the 13th for the

dissolution of the party, a serious Socialist and Communist revolt against the Fascist threat broke out. Fascist "Heimwehr" and police suppressed it and several leaders had been court-martialed within the week. Now Nazis demanded admittance to the Government along with the Fascists on threat of a second rebellion. At the end of the month Dollfuss was still in power though his Fascist allies seemed to be giving him a "John Gilpin's ride."

* * * *

King Albert of Belgium was killed near Namur while scaling a cliff alone on February 17th.

* * * *

The Communist Party Congress at Moscow ratified the Second Five-year Plan after reducing the average annual growth of industry to 16½ per cent.

* * * *

Fully authenticated records on February 2nd showed three young Russian balloonists, killed on January 30th, had ascended to a height of 72,178 feet, a record ascent into the stratosphere.

* * * *

Frequent rumors of shooting down planes along the Manchurian frontier lent significance to Commissar Voroshiloff's statement that Russia's army was the "most highly mechanized in the world," and a Japanese statement in the Diet that if her navy men have their way the forthcoming naval conference will end in a rupture. Nevertheless Gen. Hayashi says there will be no war of Japan's choosing.

* * * *

Owing to the position of the International Date Line, word was received in Vancouver on February 28th of the dedication of Mr. Henry Pu-Yi as Emperor Kang Teh (Peace Virtue) of Manchoukus on March 1st. The new Emperor claimed many virtues for his two-year control in Manchuria, including peace and security in a world stifled by "dictatorships and so-called democracies" and a safeguard against Sovietism in Asia. He did not claim to have put a limit to Japanese imperialist aggression. —J. E. G.

CHAPMAN'S RECREATIONS

EXTEND GREETINGS TO BRITISH COLUMBIA TEACHERS IN CONVENTION!

You are invited to visit our alleys at SEYMOUR AND HELMCKEN and 1312 BROADWAY WEST, "The Home of the Teachers' League."

REMEMBER: Convention Tournament, Thursday, April 5th, 2:30 to 5:30, at Broadway

"KEEPING UP"

By J. E. Gibbard

"'IN our country,' said Alice, still panting a little, 'you'd really get somewhere else if you ran very fast for a long time, as we've been doing.'

'A slow sort of country!' said the Queen. 'Now here, you see, it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!"

'I'd rather not try, please!' said Alice."

That is a difficulty many of us find: to keep up with this fast-moving world in which we live, let alone to anticipate its next move. Our daily papers bring us such a welter of news, significant and insignificant, that, like Alice, we sit down, give it up, and decide to let the world go its own gait.

The problem is difficult but not altogether insoluble. There are three reasons why daily papers, indispensible as they are, so frequently fail to keep us abreast of the times. The first is the mere fact they are daily and therefore give us news in disconnected instalments which we find difficulty in piecing together. The second is that "news value" is a fickle sort of thing, with the result that very often the most important news is given least prominence and also that important news following the same line from day to day grows stale so that the concluding chapters, the outcome of the events, frequently fails to make the front page, if it gets into print at all. The third is that few dailies or news agencies are impartial and we rarely know just what is being suppressed or diminished, what exaggerated or distorted. For the first two difficulties at least the weekly, monthly and quarterly periodicals are generally a remedy. For the last wide and varied reading and careful judgment is the only solution unless we can find a periodical whose judgment we can trust.

It is here proposed to give some suggestions to aid the general reader. It is not intended for the specialist and many will miss their favorite periodical from the list.

For weekly newspapers the English are best, such as the Manchester Guardian Weekly, The Illustrated Sunday Times, The Sphere and Graphic, or Reynolds' Illustrated News. Unlike the weekly supplements of this continent, they aim primarily to summarize the week's news.

In Canada there is no better weekly for keeping abreast of the times than World Wide (Montreal; John Dougall and Son, $3.50 per year). It consists of reprints of articles from the best journals of the world, is progressive but generally unbiased in its views, though many of its articles must be regarded as explanatory or background

material rather than reviews or summaries of events. It contains, however, a resume of the week's news of the world.

If a monthly review is preferred it would be almost impossible to find a better than Current History (New York: Times Publishing Co.) Besides special articles it contains reviews of the month's developments in all parts of the world by experts resident in the principal areas of the world. Review of Reviews (London) is also good in a similar way.

Two periodicals especially devoted to international relations should here be mentioned. The first is Interdependence (Ottawa: League of Nations Society, $1.00) which should be in every Canadian home. The second is International Conciliation, a pamphlet containing expert articles and documents of international relations. Ten such pamphlets are issued in the year by the Carnegie Foundation for International Peace, New York, and the price is the nominal one of 25 cents, or five years for $1.00.

The above list, it will be noticed, has been selected as a means of keeping abreast of the news. It does not contain such excellent journals of opinion as Canadian Forum, The Witness, New Statesman and Nation, Contemporary Review, The New Republic, The World Tomorrow, The Christian Century and a host of others which may be selected according to taste. There are also periodicals available for every area and every special interest in public affairs, but these are of chief concern to specialists. The above suggestions are offered as for the general reader who wishes to see some meaning in the tangle of events, and any one selection from the first three groups will enable him to keep up with the world without getting completely exhausted in the process.

I AM A PESSIMIST

By FRANK WILSON, B.Sc.

ARTICLE I.

SINCE the days when our notables declared that we had finally conquered poverty and that all North America would quickly be on a two-car standard, through the past four years when prosperity has been constantly round the corner according to these same notables until today when things are, at least officially, "definitely on the upgrade," optimism has been our official diet. The man who failed to optimize was a grouch, a kicker and a handicap to progress.

We have been inclined to look upon optimism as one of the civic virtues. It is high time we awoke to the realization that it is a vice, deep-seated and pernicious, and that it is essentially a lazy and self-indulgent refusal to face facts which happen to be unpleasant.

In the merry days before the crash, when we were steaming full speed ahead, if one questioned the skill of our economic navigators and wondered whether they knew where they were going and how

to get there, it was the optimist that said, "Don't kick, haven't we got the most powerful engines ever put in a ship?" And if one suggested that a look-out should be kept for rocks ahead it was the optimist who howled in indignation, "Rocks ahead, don't be silly; don't you know this is the fastest and finest ship ever built?"

The ship ran on the rocks and stuck fast. Ever since the optimist has been saying, "Don't trouble, we're bound to float off next tide. We've run aground before and we've always got off somehow. Everything's fine, let's go back to bed."

It is without apologies therefore that I declare myself a pessimist and add with emphasis that I see no reason to believe that we are getting out of this depression. The evidence all goes to show, on the contrary, that it is settling down to be a chronic condition. The fundamental problem has not yet been faced and is not likely to be until we stop fooling ourselves. Our professional optimists need to be locked up or at least prevented from dispensing their sleep-inducing drug. The next few years are going to demand all the intellectual vigor, all the courage and all the determination which the race possesses, and to feed the people carefully prepared half-truths or wrap them up in a warm protective covering of misrepresentation is not the right way to bring these qualities into operation.

The fundamental facts which need to be kept in mind are not very difficult to understand. All over the world industrial development has been going on during the last twenty years with tremendous rapidity; factory methods have been improving at the same time as the farmer has been increasing his powers of production. In short, the world has been increasing its wealth-producing capacity. Strange as it may seem, the only way in which the wealth-creating machinery can be kept in operation is by increasing the consumer purchasing power to correspond. Wealth producing machinery must be used to make people wealthy, otherwise it will lie idle.

The simple fact is that the distribution of the products of our industrial system has been such as to make a small percentage of the people tremendously rich while leaving the mass of the population with inadequate purchasing power. The wealthy few thus have a large surplus for investment in new factories, improved machinery, but the products of the existing plants are more than adequate for the existing market. Thus congestion develops, the man with the money to invest cannot find any useful outlet for his money because the mass of the population has not sufficient purchasing power.

A great deal of poppycock is talked about restoring confidence. The widely syndicated Mr. B. C. Forbes suggests that Mr. Roosevelt, instead of spending all these billions upon public relief and farm relief, should simply devote half a billion to buying common stocks. The resulting "bull" market would so restore confidence to the businessmen of the country that they would at once start expansion programmes and prosperity would return once more. The term "bull" market is peculiarly appropriate in this connection. Business men are not quite so easily fooled as some of these confidence tricksters suppose. **There is only one thing which makes a business man**

feel confident and that is a buyer with a loose dollar in his pocket. Give a business man that one condition and you cannot destroy his confidence by exchange difficulties, taxation, earthquake, flood or fire. Fail to supply that and he will remain incurably depressed no matter how many budgets are balanced nor how many nations return to the gold standard.

The diagnosis is simple but the cure has not yet begun, and it is a matter of tremendous difficulty, under present conditions to suggest ways in which it may be effected. Stated briefly, the snag is this: Wages and salaries determine effective consumer purchasing power, and wages and salaries themselves are largely controlled by the law of supply and demand. Now in the history of industrialism it has been only rarely that labour has had effective bargaining power. To a competing industrialist wages are a cost to be kept as low as possible, and it is only in periods of extreme-rapid expansion and of exceptional opportunity that labour can claim good conditions. The nineteenth century was abnormal in this respect. One cannot expect to have a brand new continent to exploit every century.

In the early days of industrialism, nations like England were able to carry on with a poverty stricken working population because they could use their surplus wealth to develop new countries. Foreign trade flourished because the needs of the new countries were **complementary** to those of the industrial countries. The one supplied the raw materials while the other did the manufacturing. Today these same nations have become **supplementary.** The newer countries have their own manufacturing plants and no longer need the services of the old industrial nations. There is no need to be surprised then that these older countries are developing their own agricultural resources.

Foreign trade as an outlet for surplus remains friendly and beneficial only between nations with complementary products to exchange. When the products are supplementary the result is trade warfare. For this reason it is futile to look for a revival of foreign trade as a solution of our problem.

With machinery improving at its present rate it becomes possible for industry to displace more and more labour and that labour can only be reabsorbed if the rate of growth not only continues as in the past but actually accelerates. Such acceleration is seen to be neither likely nor desirable when we consider that the frontier has disappeared and recollect the devastation of natural resources which has already taken place.

Wealth producing machinery can only be operated when it actually makes people wealthy, and how, under our present economic organization, it is going to be possible to distribute the wealth which we are capable of producing is a problem to tax our ingenuity to the utmost. It will not be achieved moreover by making magic motions in the air to restore confidence nor by vigorous attempts to restore conditions as they were before the crash. The crash was the outcome of radical faults in those conditions, and confidence will return of itself when we have really corrected our economic machinery.

Proposed Amendments to the Constitution and By-laws

(1) That section 2, subsection 4 of the Constitution be amended by deleting the words "having objects similar to those of this society or corporation."

(2) That section 3 of the Constitution be amended by adding at the end "or in schools under the control of the Dominion Government."

(3) That section 12 subsection 5 be deleted

(4) That section 13 subsection 2 be deleted and the following substitution made: "Nominations for the office of President must be in the hands of the General Secretary at least one calendar month before the date set for the opening of the Convention; and each such nomination shall be signed by at least ten members in good standing; such nominations to be published in The B. C. Teacher before the opening of the Convention.

(5) That section 14 be deleted and the following substitution made: "The Vice-President and Secretary-Treasurer shall be elected at the Annual Meeting, after the election of the President has taken place."

(6) That section 42 subsection 7 be amended by adding "except in the cases of exchange teachers who are still teaching in British Columbia during their period of exchange."

(7) That section 10 of the By-laws be amended by adding thereto: "And it shall be the duty of the Consultative Committee to remit by mail to every Executive Member an accurate copy of the minutes of each Consultative Committee meeting; and to take all necessary steps to keep the Executive in complete touch with all Federation affairs."

(8) That section 11 subsection 1 of Regulations and By-laws be amended by placing a period after the word "Federation" and deleting the rest.

(9) That section 11 subsections 2 and 3 be deleted and in their place the following be substituted: "An Editorial Board of not less than five members shall be appointed yearly by the Executive. This Board shall elect from among their number a Managing Editor, who shall be, ex-officio, a member of the Consultative and Executive Committee."

(10) That the following shall be added as section 12: "No Federation Member shall receive any salary or emolument for services rendered to the Federation, excepting that he may be reimbursed for any necessary expenses incurred by such services."

In Junior High

A Day in an Art Department

By JESSIE FAUNT, *Point Grey Junior High School*

THE Small Member, with considerable effort, had arrived at 8:20 a.m. and for ten minutes had discussed with The Other Member how the students of Grade VII could travel the parallel paths of a show card, a design in a circle, a modern interior and a portrait by Vermeer.

"Sorry, there goes the 8:30 gong! I must toddle. I promised Bill Spinks I would criticize his layout for 'Dawn to Twilight' as soon as school opened, and that youngster is always on time."

Bill's layout meets with approval and after a brief admonition to secure legibility in his lettering while preserving distinguishing characteristics he departs just as the Sponsor of the Photographic Club comes in. Might two of the club members come up during the last period to take a shot at an interior? With pleasure. Which part of the room would be the best? That? Right-o. I'll look after them. Bye-bye.

A knock and another entry.

"Can you attend a meeting of the Concert Committee during noon recess?" The Small Member agrees (after all, successful stage sets, the province of the Art Department, could only be planned with full knowledge of purpose. Implication—attendance imperative).

Now for the colour chart—it must be ready for the first period. Just in time: that roll-call buzzer is as inflexible as death itself.

Forty young aspirants to be greeted, accounted for and started along the path of duty, warned or stimulated by the topic of the day—and the next buzzer sounds. Class 1 departs. Class 35 appears. Forty more potential adults, known as Grade Sevens, gleefully charge their water jars, distribute impedimenta and then seat themselves. Another buzzer commands and forty-one personalities comply.

This is their second period of the week and they are to colour their designs—beautifully. (What arrogance!) Do they recall the pictures of the previous lesson, the harmony between colour and mood? Do their designs suggest daintiness, dignity, repose, liveliness? What colour and its group will interpret the mood? Do they remember the relation between are and colour intensity?

No. Tommy must choose for himself—be unafraid. There is no right and wrong, just an experiment to produce something pleasing. And away they go into a world of feeling and sensation.

The sudden imperiousness of "Study Buzzer" signalizes a great packing up—cosmos crashing into chaos—so that paintings may dry while pencil work is resumed.

Ten whole minutes (think of it) to recapture the most elusive agency known to human consciousness—the creative spirit. Tommy sharpens his pencil, retrieves his eraser, assumes a thoughtful attitude, examines his pencil point, gets an idea, puts it on paper, scrubs it out disgustedly, seeks inspiration from the ceiling, plucks it from the air and vigorously starts anew. Again the insistent clamour of that tiny contraption on the wall forbids further effort, requires the collection of all materials and commands the migration of eighty feet towards the door. Sixty seconds quickly pass during this activity, the buzzer commands again, the eighty feet go out and eighty others rapidly come in. The pattern is established—four buzzers, forty students "six times a day."

Class 28. This is their first period of the school week and they are to make the discoveries about Colour that Class were required to recall. Earnest and eager they thrill to the secret that the colour chart discloses to all who can read its story of the change in seasons, variety, moods, light and dark, advancing or receding quality of a colour, group relationships, contrast, opposition and the difference in effect between one square inch and one square yard of green. Astounding experiments! and Tommy the Second beams joyously as teacher shows picture after picture to prove that "real artists" know all about that same secret. He thoroughly enjoys Laura Knight's "Laughing Lady" and is beginning to warm to Edwin Marsh's "Still Life" when: "Will you please send these students to the Medical Room?" and Tommy's name is first on the list.

"Oh gosh! Do we have to take our books? Will you let us see them when we come back?"

The Small Member promises. But Tommy comes no more that day—the remainder of his class pass through the allotted compartment of time and give place to Class 14.

A group of young people, this, who, while knowing they possess no special gift, have chosen Art in Grade VIII because of their interest. Fully prepared to increase their appreciation by experimenting with traditional principles, they are more concerned with the fearless interpretation of their own ideas than the emulation of work by more talented students. They discover the thrill of co-ordination between conception and expression and, although instruction is given "en masse" the originality and excellence of the individual efforts are similar in degree to each child's personal experience and intelligence.

Nothing is "bad" to the Small Member. If a composition is unsatisfactory, an investigation is imminent. What is the dominant force, quality or idea motivating Jane's arrangement? Jane may have to admit she started something based on nothing. Somewhat abashed, she sets about a simple structure on a firm foundation, thus glimpsing a little of the logic if not the science of art.

Only a few such personal contacts are possible in a single meeting

and Class 14 frowns significantly as the Mother of Bill calls to explain why Bill's work was graded D in his last report.

"You see, he's had scarlet fever and has missed a lot of lessons."

The Small Member and the Mother of Bill look over Bill's work. They find very little and the S. M. laments her inability to grade Bill among the A's when his chef d'oeuvre is still unborn. It is arranged that Bill shall be under special observation for a time, and the Mother of Bill departs contentedly as the Small Member turns to inspect the work in Row 4. But not this period. The 11:42 buzzer screams out. Who would detain a student from the first call to luncheon? Not the Small Member.

Three times in the afternoon fresh groups of students come to suffer or rejoice in the hard-worked atmosphere of an energetic classroom. Among these, Class 1, Grade IX, mustering the magic number forty. A privileged class, this, attending three periods in the school week instead of two.

They are deeply engaged, wrestling with the problem of applying design principles to a simple landscape, when visiting teachers from Washington State invade the room. Class 1 regards the Small Member with an expression of eye strangly reminiscent of the sombre disapproval betrayed by Class 14 earlier in the day. But the Small Member is quite hardened in the matter of Class 1: they should know much and be very independent, consequently the visitors receive sympathetic attention and adequate response to interested queries as they look over the room and examine some of the student's work.

"Oh, you have colours already mixed."

"Yes, that is to prevent disappointment and save time, particularly in Grade VII. Only through the joy of using beautiful colour in the initial stages will children develop the patience necessary to secure it."

"What do you do with students who can't draw?"

"The difference is never emphasized. Composition throughout is the main objective. This acts as a test of understanding, extends the creative power of the student with natural talent and provides the other with a criterion of taste."

Many are the questions and observations of these visitors, and as the last students departs they comment upon the inevitable compartment-like divisions, and the frequent, justifiable interruptions of the Junior High School day.

"Yes, to succeed in these conditions, the art teacher must be submissive to, but not beaten by, the 'make and break' of time," and the Small Member smiles in perpetrating this aphorism. Then, in reply to a question anent the teaching of art:

"Unless Art be regarded as an auxiliary to the study of the greater art of living, its raison d'etre becomes less worthy. Art for Art's sake merely, instead of Art for Life's sake, loses in vitality, aesthetic and communicability. The eye recognizes what the mind may fail to perceive and Art in school should be regarded as a means of training the mind to perceive what is acknowledged by the eye. Thus directed, the teaching of art would lead to the aesthetic enjoyment of what is, otherwise, only emotionally determined and applauded."

G. A. Fergusson Memorial Award

To Presidents and Secretaries of Local Associations:

1. The Trustees of the G. A. Fergusson Memorial Fund will meet on Tuesday, March 27th next, for the purpose of selecting the recipient of the second Memorial Award.

2. The conditions governing the fund make provision for the awarding of a prize of Fifty Dollars and Certificate to the Member or Member Association of the Federation who has made, in the judgment of the Trustees, the best contribution to education.

3. The prize shall be awarded in recognition of outstanding work or ability in connection with:

(a) Research work in Education.

(b) Summer School work.

(c) Special contributions to educational progress in the province.

4. The Trustees therefore request that information be placed before them in regard to any Federation Member or Association that has made a valuable contribution in the educational field.

5. Any Federation Member or any Association may nominate a candidate (or an Association) for the award.

6. **Nominations must be received at the Federation Office, 1300 Robson Street, Vancouver, not later than Monday, March 26th, 1934.**

7. The nomination should be accompanied by a description, and supporting evidence, of the work for which the award is claimed.

8. The presentation of the award will be made by the Chairman of the Fergusson Memorial Trustees, at the Convention Rally Luncheon to be held on Thursday, April 5th, in the Hotel Vancouver.

9. The Trustees particularly desire to have a good list of nominations truly representative of all teachers of the province for such an outstanding honour, and therefore urge that all Associations give this matter their early and serious consideration.

10. The present Trustees are: Mr. J. Elmer Brown (Chairman), Mr. E. H. Lock, Mr. S. D. Meadows.

11. Would you please bring this matter to the attention of your Association as early as possible.

Yours sincerely,

HARRY CHARLESWORTH,
Honorary Secretary,
G. A. Fergusson Memorial Trustees.

THE

Physical Frontier in Canadian History

(Continued from February Issue)

By HUGH M. MORRISON, M.A., PH.D.,
Principal, Vanderhoof High School

BY the end of the War of 1812, the Napoleonic Wars had run their course, and a post-war economic depression descended upon Great Britain. As a result British emigration started its flow into the Canadas. Land companies—the Canada Company, and the British America Land Company—were formed; colonization schemes were fostered, notably that of Lord Talbot; and by 1840 the good lands in the St. Lawrence lowlands were about occupied. The founding of Bruce County on Lake Huron in 1849-50 marked the practical completion of the movement.

It should be noted, however, that by the 1830's the Americans had ceased to come to the Canadas. Why? Because the American frontier had passed beyond Upper Canada, and was venturing out into the semi-prairie lands of Ohio and Illinois. Until this time, due to the lack of wood, lack of water, and difficulty in plowing the land, the settler had feared the prairie land. But with the development of internal communications, and with the invention by John Deere of the chill steel plow, which easily turned over the prairie sod, the settler burst out into the prairies, happy in the thought that he had no more clearing to do.

Now enters the formidable Canadian Shield into our history. The St. Lawrence Valley was filling up rapidly. Where could the Canadian frontier turn? If north, or north-west, it came up against the rough and inhospitable rocks and timber lands of the Shield. Why should the settler go there to starve among rocks, or break his back clearing heavy brush, when he could move, more easily, towards the American prairie country? Harsh economics and physiography turned the scale against Canada. In order to offset this great disadvantage the Canadian government reduced land prices below those of the United States; offered lands on credit in face of an American strict cash policy; and in 1841, actually granted free land in certain districts.[1] It was not until 1862 that the United States threw open the public domain to free settlement.

Despite all the efforts of the Canadian authorities to check it, the Canadian "settler" frontier moved into the United States, and was assimilated by the American frontier. The Canadian had caught what was colloquially termed, "Priary Fever." The Chief Emigration Agent for Upper Canada wrote the following significant words in 1840:

"The temptation to go West where the climate is milder and the land unencumbered (sic) with timber, is much greater than is generally supposed. It has existed to such an extent as to be familiarly known as the 'Priary Fever'."

After 1850, then, the Canadian frontier was lost in the United States. It could not expand in Canadian territory for it was gagged by the Canadian Shield. The problem was baffling and exasperating; investigation after investigation was held by the Canadian Legislature; scheme upon scheme were suggested; the Canadian frontiersmen in Canada West complained bitterly, and gave utterance to their feelings through the mouth of their leader, George Brown, in the famous Toronto "Globe." These men formed the backbone of the "Clear Grit" Party—"Clear Grit, no sand all the way through." This party's profound influence upon Canadian life awaits its appraiser.

Of course, no solution was attained. The only answer appeared to be Confederation and the annexation of the West. Then, The Globe began its famous crusade for the transference of the West from the Hudson's Bay Company. The legality of the Company's charter was questioned. Thomas D'Arcy McGee and Alexander Morris started discussing Canadian "manifest destiny"—talked of a dominion from sea to sea.

Annexation happened in 1869, and Canada, with unbounded optimism, set out to colonize the West. Now she had prairie lands—and could she not compete upon an even basis with the United States? The American system of survey was immediately adopted, and a free homestead act was passed in 1872 without a shadow of objection being raised in the Canadian Parliament.

There was yet, however, one more essential, and that was communication across the Canadian Shield to the Prairie. A railway was needed, and as a result, after long delays and heroic efforts, the Canadian Pacific Railway was completed in 1885.

Yet the West did not advance as had been expected. This was because the Canadian frontier remained still in United States territory, and did not emerge from there until the American frontier had completed its course. This did not happen until the nineties. Then, in 1896, after the economic depression of 1893 had lifted, the American invasion of the Canadian West began in earnest. The population leaped ahead until the year 1913 witnessed immigration to Canada at its peak. By that time the frontier was approaching the Peace River country, and today, that district is recognized as the last frontier. Three years ago, before the present economic debacle, the call was not Horace Greeley's "Go west, young man," but "Go north." To be sure, today, the cry may be only a muttering—but that is another story.

This rough sketch of the Canadian "settler" frontier cannot be completed without passing reference to two more phases of it. While the Americans were pressing into Upper Canada, Lord Selkirk in 1812 formed the famous Red River Settlement. Witness here a handful of Scotch placed out on the bleak prairies, before the American frontiersmen had even thought of daring to venture onto such lands. Here was the germ of a "settler" frontier placed unceremoniously right into the jaws of its natural enemy, the "fur trader" frontier. It is not surprising, therefore, that its nurse, the Hudson's Bay Company, kept it for half a century in swaddling clothes. When Brown started his crusade for annexation, the little settlement, in no

uncertain terms, through the voice of a small newspaper, The Nor' Wester', shouted its approval. The claim was presented that there were only two alternatives, either union with the Dominion, or annexation to the United States. It was assimilated, as we know, by the Canadian frontier.

Let us now merely touch the case of our own province. Here a little settlement took root in Vancouver Island—again under the paternal and not encouraging control of the Hudson's Bay Company. The discovery of gold, which resulted in the advance of a mining frontier, mainly from the United States, spelled defeat once more for the fur trader. British Columbia (the mainland) was founded as a Crown Colony in 1858, and in 1866 Vancouver Island was annexed. The year 1871 witnessed its absorption of British Columbia as a province into the Dominion of Canada. In the province an intermingling mining and settlements frontier pushed northwards and eastwards, until today we stand on its edge.

Such, in a very sketchy and bare outline, is my conception of the internal development of Canada. Here is the skeleton around which the research worker and the teacher must drape their cloth. It is a synthetic analyses involving economic, physiographic, and social factors, and I believe points the way towards a more comprehensible treatment of the story of human growth; a treatment that should indicate to the child how he fits into the scheme of things, and therefore, equip him better for life. Is that not the aim of all true educationists? (Conclusion)

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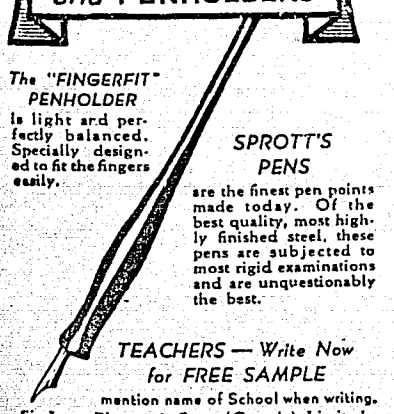

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TEACHERS' PENSIONS ACT

EXTRACTS FROM ANNUAL REPORT, 1932-33.

Report of the Business Done in Pursuance of the "Teachers' Pensions Act" during the Fiscal Year 1932-33.

Section 3.—The total number of teachers contributing to the Teachers' Pensions Fund on March 31st, 1933, was 3,907.

Section 4.—On March 31st, 1933, 206 teachers throughout the Province were contributing at a rate greater than 4 per cent. pursuant to the provisions of this section.

Section 6.—There were 10 contributors making special voluntary contributions as at March 31st, 1933.

Section 8.—Applications were considered by the Teachers' Pensions Board and Orders made for 21 contributors, under the provisions of this section.

Section 14 (a), (b).—During the period April 1st, 1932, to March 31st, 1933, pensions were granted by the Teachers' Pensions Board to 28 teachers.

Section 17.—Five teachers died, and allowances were granted to the widows in accordance with the provisions of this section.

Section 21.—Four teachers died during the year, and refunds were made to the legal representatives.

Section 22.—Refunds amounting to $18,111.59 were made to 178 teachers, who renounced their rights pursuant to the provisions of this section.

Section 36 (3).—One employee of the Department of Education in the Provincial Government was granted a superannuation allowance under the "Superannuation Act," and was also granted a further allowance from the Teachers' Pensions Fund pursuant to the provisions of this section.

Section 37.—Three teachers were granted pensions pursuant to the provisions of this section.

In presenting the Fourth Annual Report of the business done in pursuance of the "Teachers' Pensions Act," it is of interest, although regretable, to note the rapidly decreasing amount of contributions to the Reserve Account, occasioned of course by the non-entry into the teaching service of new teachers, who are required to make ten monthly payments to this Reserve Account.

Another interesting feature is the increase in the number of active

pensioners, there now being 119 persons in receipt of pensions. This number does not include two contributors whose pensions have been suspended owing to their re-employment in the teaching service of the Province.

During the year there were six meetings of the Teachers' Pensions Board.

Certain amendments to the Act were approved during the 1932 session of the Legislature, and are again quoted for the benefit of those contributors who may be unaware of the changes made, the most important amendment probably being the addition of a subsection to section 16, which provides that where a contributor selects a guaranteed plan of pension, if the contributor should die before the expiration of the guaranteed period, payment of the pension for the remainder of the term shall be made to a person nominated by the contributor prior to the granting of the pension. "Where provision is so made, if the person nominated survives the contributor, the pension shall not for any purpose, form part of the estate of the deceased contributor"; and section 38A, which reads as follows:

"Sec. 38A. At the end of a period of five years from the first day of January, 1930, and at the end of each five-year period thereafter, the Commission shall cause to be made an actuarial valuation of the assets and liabilities of the Teachers' Pensions Fund, and on the basis of that valuation the Teachers' Pensions Board shall submit to the Lieutenant-Governor in Council its recommendations for the adoption of such measures as may be considered necessary to maintain the financial stability of the Teachers' Pensions Fund." The significance of this section will be apparent to all contributors.

For the further information of the large number of contributors to the Teachers' Pensions Fund, we wish to emphasize that the Commission has not the authority to approve a refund of voluntary contributions which may have been made by, or on behalf of, a contributor, neither is there authority to approve of any request which may be made for a loan to be charged against the total contributions which are held for the credit of the contributor in the Teachers' Pensions Fund. A refund of all contributions which have been made, over and above the required contributions to the Reserve Account, may be approved when the contributor resigns from the teaching service and completes the necessary disclaimer forms.

The completion by the contributor of the disclaimer forms does not necessarily mean that the teacher may not be re-employed at some future date, and again come under the provisions of the "Teachers' Pensions Act," but it does mean that the benefits which may have accrued to the date of resignation from the teaching service would be cancelled.

NORMAN BAKER,
Superannuation Commissioner.

"TEACHERS' PENSIONS ACT, 1929"

STATEMENT OF REVENUE AND EXPENDITURE FOR THE PERIOD APRIL 1ST, 1932, TO MARCH 31ST, 1933.

Revenue

Cash on hand, April 1st, 1932		$159,820.88
Reserve Account (section 8)		9,565.28
Teachers' contributions (section 3)		218,052.76
Provincial Government grant		25,000.00
Voluntary contributions		3,023.26
Sale of investments		16,000.00
Interest—		
Received on investments	$31,038.61	
Accrued on investments	14,634.66	
		45,673.27
Refund of accrued interest outstanding at March 31st, 1932		138.78
Refund of accrued interest on new investments (as per *contra*)		3,218.25
		$480,492.48

Expenditure

Refunds		$18,907.57
Allowances	$57,679.13	
Less amount refunded	70.31	
		57,608.82
Investment in guaranteed securities at cost—		
Principal	$205,306.17	
Accrued interest	40.69	
		205,346.86
Accrued interest on securities purchased (as per *contra*)		3,218.25
Balance—		
Cash on hand, March 31st, 1933	$180,776.32	
Accrued interest	14,634.66	
		195,410.98
		$480,492.48

BALANCE-SHEET AS AT MARCH 31ST, 1933.

Assets

Cash on hand		$180,776.32
Investments at cost—		
Principal	$805,832.60	
Accrued interest	40.69	
		805,873.29
Investments Adjustment Account		1,070.00
Accrued interest on investments		14,634.66
		$1,002,354.27

Liabilities

Reserve Account (section 8)	$191,195.41
Teachers' contributions (section 3)	804,093.94
Voluntary contributions	6,175.78
Interest Suspense Account	889.14
	$1,002,354.27

Notes Compiled from Report by HARRY CHARLESWORTH, *Teachers' Representative on Pensions Board*

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1. **Re Pensions which have ceased through death of recipients:**

From the tables giving an analysis of the duration of allowances granted to teachers, which have ceased on account of death and expiration as at March 31st, 1933, we find:

(a) That 6 teachers whose retiring allowances were taken over from the Provincial Government by the Teachers' Pensions Fund on April 1st, 1929, have since died.

The average duration of their pension received from the Pension Fund has been 2 years and 8 months.

The monthly pension was in each case $50.00.

(b) That 5 teachers who retired with a pension on the Single Life Plan, have since died.

The average age at retirement was 61.1 years.
The average duration of their allowance was 10.8 months.
The approximate average per month of allowance was $39.54.

(c) That one widow of a deceased contributor has since died.
The age at death was 45 years 7 months.
The duration of the allowance was 1 year 6 months.
The monthly pension was $36.50.

(d) The total amount paid from the Fund to these 12 recipients was $12,392.05.

2. **Statistics concerning pensions now in force:**

(a) There are 74 women and 45 men now in receipt of pensions.

(b) Of the 74 women, 9 are widows of teachers who have died in service.

(c) 104 pensions are on the Single Life Plan.
9 pensions are in the Joint Life and Last Survivor Plan.
3 pensions are on the 5-year Guarantee Plan.
2 pensions are on the 10-year Guarantee Plan.
1 pension is on the 15-year Guarantee Plan.

(d) The total amount per month of pensions at present paid is $5,330.33.

(e) The average monthly pension at present paid is $44.79.

(f) The highest monthly pension paid is $77.84.

(g) The lowest monthly pension paid is $10.58.

(h) The grouping of the present monthly pensions is:

Under $10.00 (Part pension only)	1	$40.01 to $50.00	29
$10.01 to $20.00	1	$50.01 to $60.00	10
$10.01 to $20.00	7	$60.01 to $70.00	29
$30.01 to $40.00	29	$70.01 to $78.00	2
		Total	119

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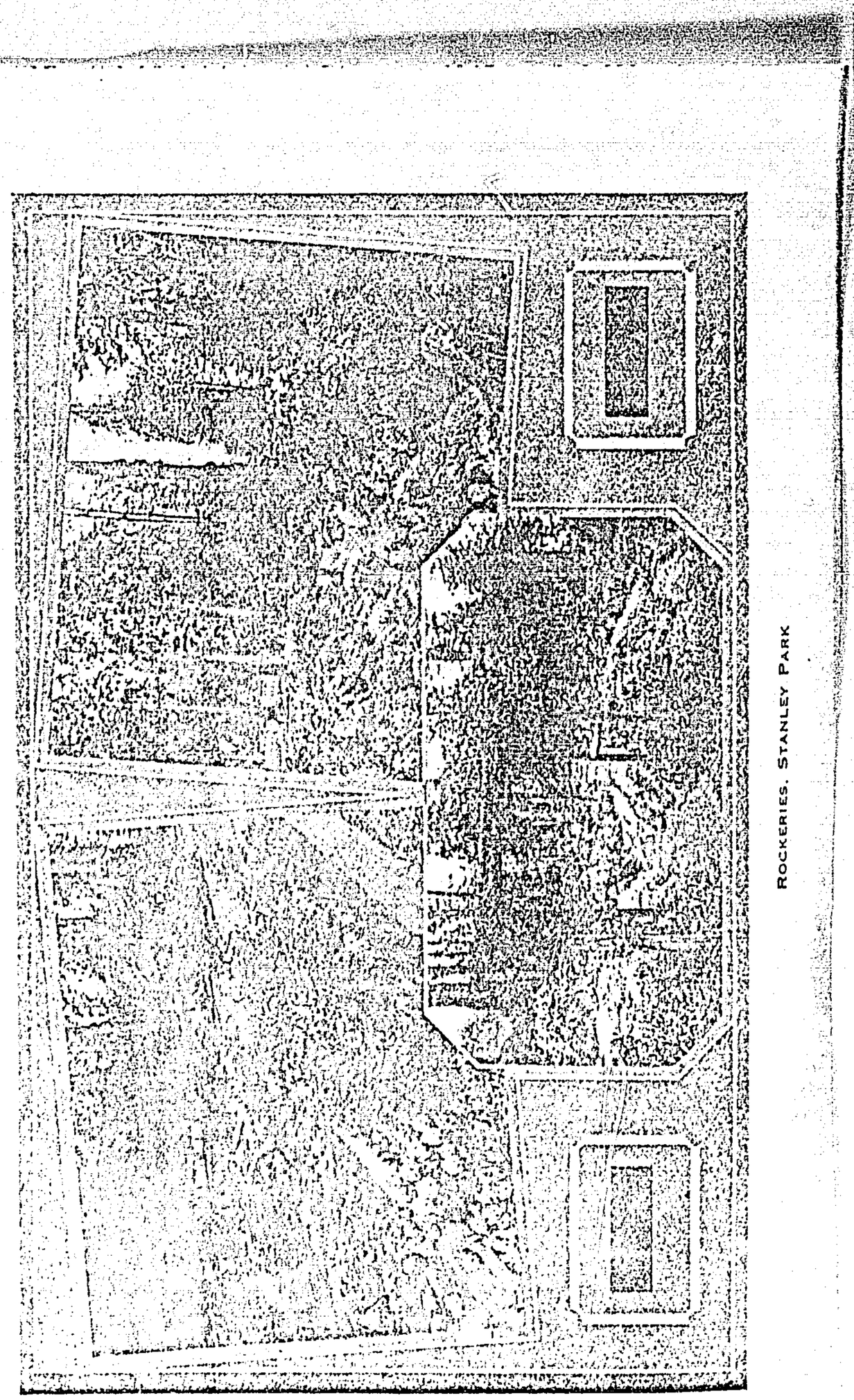

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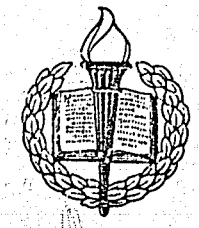

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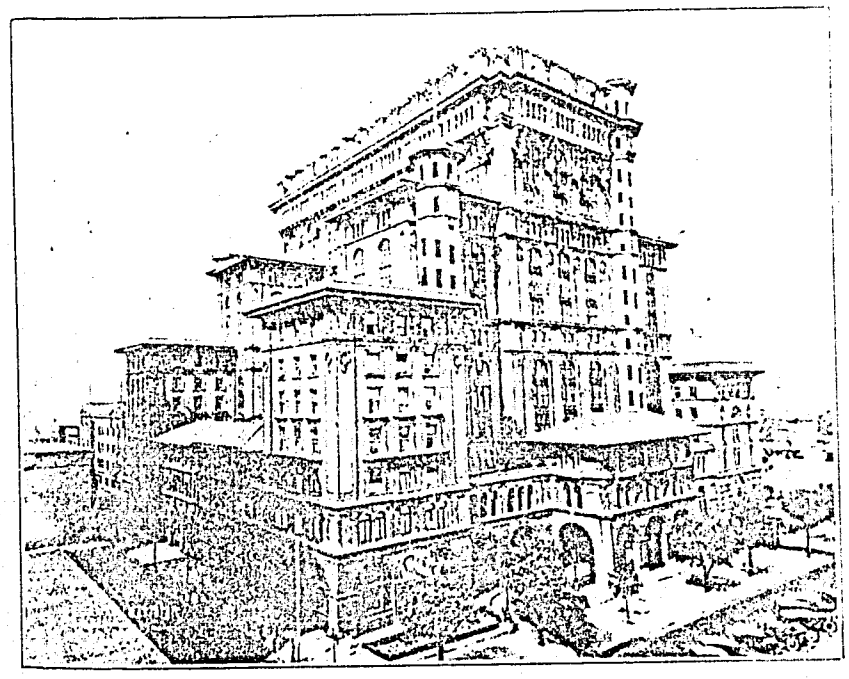

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