

*The* **B.C.**  
**TEACHER**

**OFFICIAL ORGAN OF THE  
B.C. TEACHERS' FEDERATION**

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Vancouver, B. C.

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**THE KIDD REPORT CONCERNING  
EDUCATION AND THE BRITISH  
COLUMBIA TEACHERS'  
FEDERATION.**

**OFFICIAL REPLY.**



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## *Editorial*

### THE KIDD REPORT.

IN view of the widespread interest aroused by the Kidd report, particularly as regards education, this issue is devoted largely to this subject. For the convenience of many who have not yet had the opportunity of reading the report, we reprint the section dealing with Education, and also the Government's published comment on the section. In addition will be found the official reply of the British Columbia Teachers' Federation. A representative committee was appointed to study the Kidd report and to prepare an official statement to be forwarded to the Government and to be given the fullest publicity possible. This Committee devoted much time and thought to the matter, and its report was unanimously adopted by the Federation Consultative Committee, which had been given full power to take whatever action they deemed advisable.

One of the very definite reactions to the Kidd report has been a demonstration of the fact that the common people are very jealous of their schools and resent any attempt at interference with the equal privileges and opportunities which are so rightly given to all by this vital institution of the State. In view of this, it is hardly probable that the drastic recommendations of the Kidd report will be adopted either by this or any other government, but nevertheless it behoves all teachers and friends of educational progress to keep vigilant guard in the interests of the children of today. We would respectfully suggest that all teachers, and teachers' associations, should study the contents of this issue and should use every influence to see that the public is informed as to the danger of retrograde steps being taken in the interests of so-called economy—without regard to the disastrous effects which such steps would have upon the future of British Columbia.

For several years this Province has enjoyed an enviable position in the eyes of the world, on account of the excellence of its school system. Expert scientific ratings have awarded us a leading place.

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Information which has reached us shows that the Kidd Committee recommendations (which, because of their reactionary nature, have received much newspaper publicity), have caused amazement in many provinces and countries. Unfortunately, the public reaction to the recommendations has received very little publicity in other places, and hence the assumption has been that our educational system is to be practically sacrificed in order to help us out of our financial chaos.

Such an opinion has undoubtedly already caused much injury to the Province and will continue to have a harmful effect on many departments of the Province's activities. It is absurd to advertise the splendid resources of British Columbia, in an effort to attract the best people to our Province, if we are to nullify so completely any hopes of success by broadcasting the impression that we are prepared to sacrifice our greatest asset—the children and youth of the Province—in order to re-establish our financial credit.

### WARNING TO TEACHERS

It has been brought to our attention that certain agents and salesmen are soliciting the business of teachers in several parts of the Province, and, in some cases, are making the statement, and, in others, conveying the definite impression, that their plans or offerings have received the approval of the British Columbia Teachers' Federation. We wish to point out most definitely that there is not the slightest authority for such statements or impressions. The Federation (including the Magazine) does not make a practice of endorsing any such business activities.

The Federation does occasionally investigate definitely submitted plans designed to give special benefits to its members, such as Group Life Insurance, but in such cases it issues itself an official pronouncement to all its members. We would therefore advise all teachers to judge any or all propositions submitted to them entirely on their merits, realizing that the full responsibility for any decision they may make rests entirely with themselves. We would also remind teachers that they should read minutely all contracts before attaching their signature thereto, remembering that the agreements they will be called upon to fulfil are those contained in the contract and not those which may have been given verbally by any agent.

The Magazine makes every effort that is reasonably possible to be assured that its accepted advertisements are from reliable businesses—and that all statements are bona fide—but it obviously cannot assume the position of financial expert adviser as to how teachers shall invest their funds.

In making the above statements we are not only seeking to protect teachers, but we are also acting in the interests of the vast majority of business houses who are justly proud of the high ethical standards they exhibit in their dealings with their clients.

HARRY CHARLESWORTH, General Secretary,  
British Columbia Teachers' Federation.



# *The Federation and The Kidd Report*

## **Report of the British Columbia Teachers' Federation Committee Appointed to Consider the "Kidd Report"**

*(This report, as printed below, was adopted by the Federation Executive as the official reply of our organization to that portion of the Kidd Committee report, which deals with Education. Harry Charlesworth, General Secretary).*

**Y**OUR Committee, consisting of Miss J. J. MacKenzie, and Messrs. Calder, Thornber, McLeish, King, Pattison, Ford, Smith and Clark (Convener), has had several meetings to discuss the Report of the Kidd Committee. On occasion we had the assistance of Mr. Charlesworth, the President, Mr. Brown, and Mr. Keenan.

At the outset we would explain that, while we considered the Kidd Report as a whole and found therein inaccuracies of both fact and logic, we decided to confine our discussion to that part of the Report that deals with Education.

An attempt has been made throughout to magnify the importance of the Kidd Committee by comparing it with the May Commission of Great Britain. Only in the single fact that they both made investigations into the financial situation of the governments is there a similarity of the two Committees. In method of appointment, qualifications of the members for the task, basic principles upon which they made their recommendations, and finally the recommendations themselves, they are very dissimilar. The May Commission was appointed by British Government on its own initiative and was made representative of different classes; the Kidd Committee was practically self-appointed (five to be appointed out of a list of eight names submitted), and it represented the business interests only. On the May Commission economic experts were included; on the Kidd Committee, not only were the members not economists, but they did not even consult with economic experts which were available in the Provincial University.

The general consideration of the May Commission report, about the pay of state servants is quoted, by the Kidd Committee—"On the one hand the State should hold the scales even between its own servants and those through whose enterprises its servants are paid. On the other hand, employees of the Crown would have a real ground for complaint if their pay were related to wages in industry only in the time of low wages. If they do not get pay relative to the boom they must be spared of the severity of the slump. The State as a model employer offers security, a pension, a dignified service, and a

moderate wage in exchange for the excitement and possibilities of private employment."

The Kidd Report states, after admitting its "lack of knowledge of the factors to be considered," that "all we can say is that the aggregate saving both from dismissals and reductions should be not less than \$750,000.00 per annum."

Finally, the May Commission's recommendation for the balancing of the budget was to increase taxation by £30,000,000 and reduce expenditure by £96,000,000. The Kidd Committee states, as if it were an axiom, "increased taxation is impossible and the only alternative is reduced expenditure."

While it is recognized in the British Isles that the May Commission was far from perfect, and some of its recommendations were found so far from being equitable that the British Government was constrained to reject some, and modify the application of others; yet it will be seen from the foregoing comparison, that it set out with the idea of attempting to be fair to all classes, while the Kidd Committee gives evidence throughout of being biased in favour of the moneyed interests only.

Your Committee also objects to the inclusion of Education (in 150) under the same heading as unemployment relief, mental hospitals, mothers' aid and old age pensions. Education of the young is a duty of the State that has been recognized as of the very highest importance in all civilized communities for over a century. The other services are quite laudable and with them we are, in principle, completely in accord, but Education cannot by any stretch of the imagination be looked upon as being in the same category as the so-called "social services."

Section 154 of the Report states that the "cost of public education in the Province has risen from \$1,917,263 in 1910 to \$10,061,387 in 1931" and adds that "the above figures can only partially be explained by increased population."

These figures, while correct, are entirely misleading. They convey, whether intentionally or not, an absolutely wrong idea, and imply an unwarranted increase in cost.

First, we might ask why 1910 figures are taken here, and nowhere else in the Report. The figures on Revenue and Expenditure are taken from 1912; those on public debt from 1914; cost of Government House from 1922; but Education from 1910. Let us take 1913 for sake of comparison and we find that total cost of Education was \$4,658,890, and cost in 1931 \$10,061,387.

School enrollment in 1913 was 57,706 pupils

School enrollment in 1931 was 113,914 pupils  
an increase of 97.3 per cent.

Cost per pupil in 1913 was \$80.87,

**NOTE:** As a matter of fact, the Government of Great Britain found it impossible to adopt the May Commission's recommendations, and actually reduced expenditures by only £70,000,000, and increased taxation by £81,000,000, and saved between £20,000,000 and £30,000,000 out of the sinking fund.

Cost per pupil in 1931 was \$88.32, which, when corrected to the 1913 dollar, is equal to \$65.42 per pupil.

Total population of British Columbia in 1913 was 415,000, (estimated from 1911 census).

Total population of British Columbia in 1931 was 694,263, an increase of 67 per cent.

Per capita cost of education was, in 1913, \$11.22.

Per capita cost of education was, in 1931, \$14.47, which, when corrected to 1913 dollar, is \$10.70.

The changed value of purchasing power of the dollar as between 1913 and 1931 is taken from the Dominion Government's Bureau of Statistics own publication.

Thus we find that while school enrollment and population of the Province increased by 97 per cent. and 67 per cent., respectively, in the time between 1913 and 1931, the cost per pupil and the cost per capita decreased considerably, and this notwithstanding the fact that in 1913 only 4.5 per cent. of school enrollment was in secondary schools, while in 1931 16 per cent. of total enrollment was in the secondary schools.

These comparative figures show conclusively that instead of an increased cost in the education, there has been, on the contrary, a decrease in cost, and the difference is made necessary by the increase of school population.

This section (154) also omits any reference to the fact that the increase in population from 1910 on, inaugurated an era of building of schools on the long term bond plan, and the cost of these will explain to a very large extent a great part of the increase in total cost of education.

The premises on which the conclusions of Sections 160 and 161 are based are distinctly not sound. They are assumptions and nothing more. The conclusion of these two sections is contained in the recommendation (Section 161) that free education cease on a child's fourteenth birthday. The assumptions on which this conclusion is based may be given as follows. They are contained or implied in Section 160:

1. *That the sole aim of education is to enable the recipient to make a living.*

Until our modern days, this was never, even in the smallest degree, the purpose of education. And today, it is only one of the purposes. The assumption ignores entirely the fact that education seeks the orderly development of the innate capacities of the child with the idea not only of helping him to make a living, but of helping him to enjoy satisfaction and happiness in his life and to contribute to the satisfaction and happiness of his fellows; in other words, to be a good citizen.



2. *That any part or aspect of education that does not bear directly on the making of a living is without value.*

This assumption is quite false. Education which indicates to a boy or girl how to make proper use of leisure, and which encourages the development of latent talent, quite apart from the practical use of the talent, is useful education. So is education which instils respect for law and order, which teaches the value of team work and co-operation. There are thousands of people today out of employment. Their education is not helping them in the slightest to make a living. But in innumerable instances it is affording them some means of keeping their minds occupied. And, furthermore, it is keeping them good citizens.

3. *That for those who are to devote themselves to the development of the natural resources of the Province in agriculture and industry an elementary education is sufficient and that to give anything more is not only unnecessary but wasteful.*

This ignores, in a curiously blind fashion, the whole development of agriculture and industry during the past half century or more. If the human being is to be a laborer and nothing more—a mere vehicle for the development of energy and its application to material, there is no necessity for giving even this modicum of education. The helots of Greece did not have it, nor did the slaves of Virginia. But modern agriculture and industry are not conducted on any such basis. On farm and in factory, efficiency is in demand and the man who lacks efficiency is quickly squeezed out. Efficiency is not something that can be left to chance. It is the product of education of some sort. In the old days, it was the product of the apprenticeship system. But the apprenticeship system is gone except in a few trades and education has taken its place. This assumption ignores this fact, and it ignores the fact, too, that, for a proper understanding of almost all trades as they are carried on today, a knowledge of the rudiments of various sciences is desirable. Secondary education alone can provide this knowledge.

4. *That secondary education is scholastic or academic education.*

This, of course, is nonsense. A large and growing portion of secondary education is technical and commercial—the latter insisted upon by business men, who refuse to assume, as their grandfathers did, the drudgery of training their clerks.

"A conception of education which is confined to scholastic attainments is far too prevalent. The skill of the agriculturist to produce, the craftsman to create and the salesman to distribute are as worthy of esteem as is any other branch of human endeavor." So runs the report. No schoolman disputes this. Success in the activities named, however, requires education beyond the elementary stage—whether vocational or



academic. The modern schools recognize this and have made provision for it as far as the community can be made to realize the need.

The Committee's ideas on education, unacceptable as they are, do not appear to be adventitious. They are the outgrowth of the Committee's idea of a proper social order, and this idea is not that of a democracy but of a feudal or caste system. What would be the result of a system of education such as is recommended in the report?

1. **Child Labor:** The recommendation is that the majority of children, on reaching 14, should not be continued in school but should be set to work to develop the resources of the province, in agriculture, the coal and metal mines, smelters, lumber woods and mills, pulp mills, fish and fruit canneries, milk condensories and factories. The social clock is to be turned backward. Medical evidence, the facts of physiology, the recorded history of child labor in England all condemn the idea as monstrous and inhuman. But the Kidd Committee puts it forward.
2. **Privilege:** The children of the rich or well-to-do would have advantages denied the children of those less fortunate. These latter classes, unless of such exceptional brightness as to be able to win scholarships, would leave school at fourteen. The children of the well-to-do would continue and, partly at the expense of the poor man, who, denied the privilege of giving his own child a secondary education, would, as a taxpayer, be accorded the boon of paying something toward the education of the child of his more fortunate neighbor.
3. **Lower Efficiency:** The denying of education to labor would lower the efficiency of labor. It would lower the earning power of labor and, consequently, the purchasing power of labor. That would mean a poorer home market than would otherwise be provided. The lowered efficiency would put difficulties in the way of competing effectively abroad. What effect would these two circumstances have on the development of our natural resources, which the Committee regards as so important?
4. **Lower Standards:** The limiting of education would lower the standard of our citizenship, placing the majority of our people—since the majority would get little beyond the Three R's—on a plane not very much above that of the Southern Crackers. Efficiency in government is the aim of the Kidd Committee. But how can there be efficiency in government without the direction and control of an intelligent populace?
5. **Restricted Opportunities:** The depressing of our own youth by denying them the average educational facilities of the day would be tantamount to issuing an invitation to the more fully educated youth of other provinces and countries to come to British Columbia and to exploit and enjoy those natural resources for the development of which we should, by our short-sighted policy, have sacrificed our own people.

6. **Canadian Ideals:** The adoption of the Kidd recommendations would mean the abandonment in this province of long-cherished, long-established Canadian ideals. British Columbia would be abdicating her part in the building up of a Canadian democracy on a basis approaching equality of opportunity.

**Closing of Schools:** In sections 164-5-6-7, the report suggests increasing the number of pupils necessary for the opening and continuing of schools; if this were done it would mean the drastic restriction of education for a very large number of children in the outlying districts. The extension of the correspondence courses, as suggested by the succeeding section 168, could not possibly make up for the loss of the opportunity to attend school.

**Scholarships:** Having stated emphatically its proposal that free education should stop at the age of 14, the Kidd Committee presumably feeling that it has gone much too far, hastens to disguise, as far as it can, the true nature of its proposals. The Committee would not debar all the children of the poor from free education at the age of 14. It would have the Provincial Government and the municipalities provide "a reasonable sum annually for the purpose of establishing a well-considered plan of scholarships so that all pupils of exceptional ability and promise may have an opportunity of enjoying the full benefits of our complete educational facilities." The purpose of the Committee, it would appear, is to avoid arousing the active hostility of the poorer parents of this province—a result which would certainly follow if the cold-blooded proposal of the Committee had been brought forward without sugar-coating of some sort. The provision of scholarships, by injecting the ideas of competition and of honest effort duly rewarded, gives a superficial air of merit to proposals which, at bottom, have none.

Since very few pupils enter the high or secondary schools of this province before the age of 14, it is evident that the proposed plan of scholarships affects particularly secondary education. The Committee suggests that "a reasonable sum" be provided. This at once raises the question, what is "a reasonable sum"? If by "a reasonable sum" is meant a sum adequate to provide scholarships for those pupils who are above the average in intelligence and industry, then it is doubtful if the small saving which might be effected would warrant the change from the present system of free secondary education. But the Committee has pretty broadly hinted just what it considers "a reasonable sum." To use the Committee's own words, it would be such a sum as would provide scholarships "for pupils of **exceptional** ability and promise." In other words, only the select and fortunate few among the children of the poorer classes could possibly receive scholarships entitling them to a free high school education, for "exceptional ability and promise" are rare in all classes. This would mean but one thing: the children of the poorer classes in British Columbia, with hardly an exception, would be limited at best to a primary school education; and a high school education would become the special privilege (as often undeserved as merited) of the children of the rich.

### Control of School Expenditures

The control of school expenditures (with which section 169 deals) has long been the subject of somewhat bitter controversy between Municipal Councils and School Boards. The matter reached a critical stage last year, when definite proposals were made for legislative action of various kinds, but all with the object of limiting the School Boards' powers with regard to finances, or of abolishing the Boards entirely.

The issue came before the Municipal Committee of the Legislature. The Union of Municipalities strongly pressed its claims for control. Believing the question to be of vital importance to the future progress of the schools, the Teachers' Federation, in conjunction with the Trustees' Association, and the Provincial Parent-Teacher Federation, sent a strong delegation, which appeared before the Municipal Committee, and opposed most vigorously the suggestions for interfering with the present composition and powers of the School Boards. This action was followed by interviews with the Minister of Education, and members of the Legislature. Finally, legislative proposals were withdrawn, and the issue was left to the Municipal Councils and the School Boards for a mutually agreeable settlement, failing which the Government signified its intention of making a decision. At the present moment a joint committee of the Union of Municipalities and the Provincial Trustees' Association is engaged in negotiations.

In view of the facts above quoted, all of which have been made public and were, therefore, common knowledge, it is difficult to know how the members of the Kidd Committee can justify their action in making such an official and definite pronouncement in favour of the attitude assumed by the Municipal Councils, as against that taken by the School Boards. Surely when such a contentious issue has been officially referred to the parties concerned, for the purpose of seeking a mutual agreement, it should have been regarded as "sub judice" by the members of the Kidd Committee.

This is the attitude we would prefer to adopt, but in view of the action taken by the Kidd Committee and the wide publicity given to their findings, we feel it at least incumbent on us to restate the position we took when we placed our considered opinions before the Municipal Committee of the Legislature.

In brief, these contentions were:

- (a) The abolition of School Boards would be a distinctly retrograde step and would have a disastrous effect upon our educational system.
- (b) However well the system of substituting a Standing Committee of the Council might work in England, conditions in British Columbia are so vastly different that it would not function effectively here.



- (c) There is nothing in the records of Municipal Councils to substantiate the claim that their civic financial administration is better than that of School Boards; in fact, in many cases it can be shown to be infinitely worse.
- (d) The members of the Council are not elected by virtue of any fitness they might have for dealing with school matters.
- (e) The abolition of School Boards would mean the loss of the services of many public-spirited and highly respected citizens, who, for a great number of years, have given their time and energy and proved ability to the direction of school affairs, without thought of emolument or reward.

In connection with this last point it should be noted that the Kidd Report suggests (evidently in an effort to retain the services of such valuable members) that a *minority* of the standing committee shall be elected by the electors in order that such electors "may be ensured the right of placing on this standing committee *those specially qualified by experience and training in educational matters.*"

The italics are ours, and in connection therewith our only comment is:

- (a) What self-respecting citizen of the high type referred to would accept service on such a "minority" section of an Education Committee?
- (b) The suggestion for the election of such a minority in order to have "those specially qualified by experience and training in educational matters" on the Committee is in itself tantamount to a frank admission that such members are not likely to be found amongst the members of the Council. Yet these latter are to be given majority control.

#### **Teachers' Salaries**

In connection with the recommendations concerning Teachers' Salaries (sections 171-3) we wish to state most emphatically that, in our opinion, the Kidd Committee has flagrantly violated the commonly accepted ethical principles and practices upon which the traditional British spirit of justice and fair play has been based.

The members of the Committee knew that this matter had been referred to a special official Government Committee for report. They knew that this committee consisted of representatives of all interested parties, namely, the Provincial Government, the Municipal Councils, the School Boards, and the Teachers.

They knew that this Committee had not, at that time, completed its work.

They also knew that two of the five members of their own Committee (the Chairman himself being one), were also members of the Government's Teachers' Salary Committee, both of them being chosen by the Government to represent the citizens of the Province.



These two thus had the opportunity, the privilege, and, we claim, the responsibility of bringing any views they or their Committee might have had on the salary question directly before the committee actually charged with dealing with this issue. This, however, they failed to do. Instead, after admitting that it would be unwise for them to attempt the preparation of a new schedule, and admitting also, by inference, that they had not the necessary information, the Kidd Committee boldly takes over to itself the settlement of the really vital issue at stake, namely, the financial amounts which shall be included in the schedules of salaries, and "have no hesitation in recommending that a new schedule be prepared providing for a reduction in the aggregate of salaries by 25 per cent."

In other words, they usurp the functions of the much more representative official Salary Committee, and evidently expect the Teachers' representatives on the Salary Committee to content themselves by joining with the other members in allocating the amount they offer between the various teachers of the Province.

It is surely not surprising that this action of the Kidd Committee has aroused keen feelings of resentment amongst the teachers of the Province generally.

As the matter of Teachers' salaries is still unsettled, we do not desire to deal with it in any detail here.

We would say, however, that their suggestion of a further reduction of 25 per cent. will be vigorously opposed by the Teachers' Federation. Any such measure would constitute a gross discrimination against teachers as a group of the community, and would lead to a justifiable general spirit of discontent and dissatisfaction, which would not be in the best interests of our educational system nor of British Columbia as a whole. Teachers have no wish to escape their legitimate share of the sacrifices which must be made, as they have already proved by accepting reductions and in other ways, but they do insist that they should be dealt with as citizens, and that the burden should be equitably distributed over all citizens.

The Committee quotes the following from the May Report regarding salaries of state workers, and states its agreement therewith: "If they do not get pay relative to the boom, they must be spared of the severity of the slump." How can this be harmonized with the Committee's recommended reduction of 25 per cent. in the salaries of teachers?

In connection with the quotation from the Federation pamphlet, which states that teachers' salaries have increased very considerably since the Federation was formed and that attempts to bring about reductions have been withstood—the following facts may be of interest, and may serve to put the matter in its proper perspective:

- (a) The Committee evidently took the quotation from a publication dated February, 1931, and probably believed that the statement had first been made at that date and referred to

recent times. The actual situation is, however, that the exact statement as quoted was first made and published in a pamphlet of May, 1924; was later repeated without change in February, 1926, and again in 1931.

- (b) As the Federation was formed in 1916 the increases really referred to the period from that time in each case. It would indeed be strange, if, in keeping with all else, salaries should not have increased since 1916.
- (c) We would point out that during and since 1931 the teachers have generally accepted reductions of salary, the Federation's only concern being that such reductions should not be unreasonable and unwarranted.

With regard to the Committee's recommendations concerning the Normal Schools, we would state that every country, province and state in the civilized world recognizes that the training of those who are to teach the children is of the highest concern to the state itself, and must be under the control of the state, and is therefore to a very large extent financed by the state: Here we have one more example of the Committee's lack of knowledge of educational matters. If the recommendations as to the fees being increased (Normal School students do pay fees at present) to the extent suggested, the result would be that the teaching profession would be recruited from other parts of the Empire, as was the case previous to the establishment of the Normal Schools in this province.

The suggestion of further reductions in the University grants has already been answered by the proper authorities and needs little comment here.

In conclusion, your Committee would emphasize as strongly as possible its condemnation of the recommendations of the Kidd Committee with regard to education, which, in our opinion, have been made solely in the interests of the moneyed classes of the province. There is not, in our opinion, a recommendation of the committee that is not a calculated attempt to set up a class barrier as far as education is concerned; to enable the children of the wealthy to continue through secondary schools and university, and to see that the children of the poorer classes do not; in other words, to do away with a system of education which has justly been a source of pride to Canada as a whole and to British Columbia in particular, inasmuch as it offers (rich and poor alike) equal opportunity to all.



# REPRINT OF THE KIDD REPORT CONCERNING EDUCATION

## SOCIAL SERVICES

### General

150.—The following is the estimated cost of Social Services for the year ending March 31st, 1933:

		Percentage
Administration .....	\$41,645.08	0.67
Education .....	3,216,362.21	51.73
Public health, including grants to hospitals .....	988,810.36	15.90
Mental hospitals and Provincial homes .....	654,963.27	10.53
Unemployment relief, employment offices and charities.....	271,667.36	4.37
Expenditure under Pensions and Infants Acts .....	911,033.25	14.65
Workmen's Compensation Board Assessments .....	100,000.00	1.62
Miscellaneous social services.....	33,096.20	.53
	<hr/> \$6,217,577.73	<hr/> 100.00

151.—The enormous increase in the productive capacity of industry resulting largely from the war continued in succeeding years and gave rise to a natural desire on the part of all to share more fully than previously in the increased wealth, resulting in a wave of enthusiasm to benefit the less fortunate members of society. The nourishment of children, the sufferings of the sick, and the infirmities of the poor and aged, combined with the faith of the public in modern education, have inspired innumerable schemes of social service. With all these aspirations we have the greatest sympathy so long as they do not endanger other no less important services. To survive, both for individuals and nations, is essential and in British Columbia, as elsewhere, the capacity of the producer to carry the ever increasing burdens which have been imposed on him has received little consideration. Unfortunately, the ideals of the social reformer with their strong appeal to the general public have in their necessary transit through the political machine into actual practice, become distorted and abused, resulting in an expenditure, which cannot possibly continue.

152.—We are not suggesting that these ideals should be abandoned, but we are most emphatically suggesting that the time has come to call a halt for the purpose of surveying the results already accomplished, with the object of ascertaining whether the same ideals cannot be achieved by some less costly and more equitable method.

153.—The comment of one member of the May Committee in England applies with equal force to British Columbia:

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"Successive governments have, without true appreciation of the economic position of the country and the financial problems arising from the war and from world conditions, embarked upon expeditures on social reforms; granted concessions to various classes of state employees; undertaken obligations to local authorities; and followed a course of increased national expenditure failing to take into account the cumulative effect of their action."

### Education

154.—The total cost of public education in the Province has risen from \$1,917,263 in 1910 to \$10,061,387 in 1931. These figures are taken from the annual report on public schools and include the cost of education to both the Provincial Government and the municipal authorities. The increased cost of public education shown by the above figures can only partially be explained by increased population.

155.—When free education was first introduced in British Columbia it was confined to pupils from 6 years of age to the completion of their fifteenth year. Since then it has been extended until pupils are today receiving an advanced education with little, if any, cost to their parents. It is true that the "Public School Act" empowers School Boards to charge for this instruction after the end of the fifteenth year, but so far few, if any, have enforced payment.

156.—In commenting on the increased cost of education in England, the May Committee stated:

"Educational progress has been a popular plank in election platforms since the war and we fear that a tendency has developed to regard expenditure on education as good in itself without much consideration of the results that are being obtained for it and of the limits to which it can be carried without danger to other, no less vital, national interests."

157.—In addition to the popular appeal, which education provides for the political platform, the Teachers' Federation working in conjunction with the Parent-Teachers' Association have worked constantly for improvement in both instruction and equipment provided by the public for the education of the young. Modern schools with more modern devices in the shape of technical apparatus and textbooks have been strenuously advocated and competition amongst the different school boards for the most skilled and highly trained teachers is continually in evidence.

158.—The teachers themselves, while they quite naturally and properly have had in mind the many benefits to be derived from the best that modern education can give have not been altogether oblivious of the addition to their own prestige and remuneration which the modern attitude towards education has encouraged.

159.—The parents in constant touch with the teachers, anxious for the future of their children, have provided the sympathetic background which the advocates of economy have found it difficult, if not impossible, to resist.



160.—We further question in the interests of many of the pupils themselves, the wisdom of their taking up the study of the more advanced branches of learning when their time might be spent with more ultimate advantage to themselves in acquiring some proficiency in agriculture or some other industrial occupation, in which their lives are to be spent. Once the elementary stage of education has been passed the sooner the majority of the students commence to assist in producing the wealth now lying dormant in our natural resources, the better will it be for themselves and the society in which they live. A conception of education which is confined to scholastic attainments is far too prevalent. The skill of the agriculturist to produce, the craftsman to create and the salesman to distribute, are as worthy of esteem as is any other branch of human endeavour. The capacity of society, as it is at present constituted, to absorb aspirants, whether qualified or not to the scholastic, professional, executive, and similar occupations is limited, and our educational authorities should not ignore this very practical aspect of their problem.

#### **Limit of Age for Free Education**

161.—WE THEREFORE RECOMMEND THAT FREE EDUCATION BE PROVIDED UP TO THE COMPLETION OF THE PUPIL'S FOURTEENTH YEAR, THAT IS, UP TO THE FOURTEENTH ANNIVERSARY OF HIS BIRTH. Should a pupil wish to attend High School after completion of his fourteenth year, he should only be permitted to do so on paying fees sufficient to cover 50 per cent. of the entire cost of his education including interest and sinking fund charges on capital raised for the school building. If he desires to continue attendance at High School after the completion of his sixteenth year, he should only be permitted to do so on paying fees sufficient to cover 100 per cent. of such entire cost.

#### **Night Schools**

162.—The foregoing recommendation is not intended to interfere with Night Schools, which we consider a valuable provision for those who are sufficiently enterprising to take advantage of them.

#### **Scholarships**

163.—If the above recommendation is adopted, we are of opinion that a reasonable sum should be provided annually by the Provincial Government and Municipalities for the purpose of establishing a well considered plan of scholarships so that all pupils of exceptional ability and promise may have an opportunity of enjoying the full benefits of our complete educational facilities.

#### **Opening New Schools**

164.—The "Public Schools Act" provides that a public school may be established in a rural school district if there are not less than ten children between the ages of six and sixteen years residing within its boundaries and available for attendance at public school. We

recommend that this be amended so that there must be a minimum of fifteen children between the ages of six and fourteen years.

165.—The Act also provides for the establishment of a High School if there are fifteen persons available as pupils at such school. We recommend that this number be increased to twenty.

#### **Closing of Schools**

166.—The Act provides that a public school in a municipal school district shall be closed if the average attendance falls below 8, or below 6 in a rural school district. We recommend that both these numbers be changed to 10.

167.—The Act also provides that a High School shall be closed where the average attendance falls below ten. We recommend that this figure be increased to fifteen.

#### **Correspondence Courses**

168.—The existing correspondence courses which provide the only source of education today for a large number of children in the Province will be available for those children for whom no school education will be available if these recommendations are adopted.

#### **Control of School Expenditures**

169.—In a municipal school district the Board of School Trustees makes an estimate of the ordinary expenses for the year and the amount thereof is by law payable by the municipality, which is authorized to recoup itself by levying a special rate for school purposes. In other words, the Municipal Council has no control over the amount of these expenses. We disapprove of this principle. We think the control of expenditures should be vested in the body charged with the duty of raising the taxes to pay them, namely, the Municipal Council. But merely to give this control to the Municipal Council would create a divided authority in regard to school matters. It seems to us, therefore, that the only feasible way of attaining the object we recommend is to abolish School Boards in municipal school districts and turn over their functions to the Municipal Council, who will act through a standing committee which it will appoint for that purpose. This will ensure to the municipality control of all ordinary and extraordinary expenses. But to meet any objection that may be taken to the standing committee being limited to members of the Municipal Council, we make the further recommendation that a minority of this standing committee shall be elected by the electors. This will ensure to the electors the right of placing on this standing committee those specially qualified by experience and training in educational matters.

170.—The principle of which we disapprove as regards municipal school districts obtains in rural school districts where the Board of School Trustees present their estimate of operating costs to the Government, which is required to pay over the amount of the estimate periodically, recouping itself by levying a school tax. We recommend that the expenditures of Boards in rural school districts should be made subject to the control of the Education Department.

### Teachers' Salaries

171.—In a pamphlet published by the B. C. Teachers' Federation entitled "What It Is; What It Has Done; What It Aims to Do," under the heading of "Salaries," the following remarks appear:

"The average salary of all teachers in British Columbia has increased very considerably since the Federation was organized and the remuneration now offered is attracting many of the best students of our High Schools and Universities to the teaching profession. Several attempts have been made to reduce salaries but the teachers have generally been able to withstand such attempts owing to the activities of the Provincial and local organizations."

Of the truth of this contention there can be no question. We regret that the same consideration of their own interests has not been displayed by that unorganized and inarticulate body of sufferers known as taxpayers, in which case their punishment would not be as severe as it is today, a punishment which is likely to continue for many years.

172.—In making the foregoing comments, it is not our intention to criticize in any way the legitimate ideals of all those associated with education to uphold and improve the standard of education. All we are suggesting is that these ideals have been pursued without sufficient reference to the cost and that the taxpayer has not protected his interests by doing like the same effect as the teachers.

173.—The salaries of teachers are at present based on a schedule which takes into consideration the length of the teacher's service, the position he occupies and the class of school in which he is engaged. The present Minister of Education has formed a committee consisting of nine teachers and nine laymen representing the school trustees and other interests for the purpose of drawing up a more equitable schedule of salaries than the one at present in force. It would therefore be unwise on our part, even assuming we had the necessary information, to attempt the preparation of a new schedule, but we have no hesitation in recommending that a new schedule be prepared providing for a reduction in the aggregate of salaries by 25 per cent. This reduction of 25 per cent. should be in addition to such economies as may accrue from the reduced number of teachers which would result from the adoption of all the recommendations made by us in connection with education.

### Normal Schools

174.—These schools were started at a time when it was difficult to secure qualified teachers, but that condition has long since disappeared, and we therefore recommend that such fees be charged in these schools as will cover the full cost of their education including interest and sinking fund charges on capital raised for the school building. We see no reason why those entering the teaching profession should be given their technical instruction at the expense of the Province any more than those entering any other profession.

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## University of British Columbia

175.—The estimates of Provincial expenditure for the year ending March 31st, 1933, include a grant of \$250,000 for the University, which in our opinion the Government will be unable to continue next year. What effect the discontinuance of this grant will have on its ability to maintain its existence, we cannot say without an examination of the affairs of the University, which is outside the scope of our inquiry. Should it eventually be found that the financial resources of the University are so meagre as to impair its efficiency, the question will have to be considered whether it may not be in the best interests of higher education to close the University and rely on the proposal contained in paragraph 163 to establish scholarships to furnish the means of attending a University elsewhere in the Dominion.

176.—The difficulty of estimating the economies which would result if the foregoing recommendations were adopted is apparent, but in our opinion they should effect a reduction of approximately \$2,000,000 in the total cost of education, of which about 30 per cent. would accrue to the Provincial Government.

### *Government Comment on Kidd Report Concerning Education*

Paragraph 161.—There may be some ground for the idea that it would tend to economy and be advantageous in other ways if a definite age-limit were fixed, beyond which the young people of the Province would not be provided with schooling entirely at the public expense. This Government, however, is not prepared to reduce that age-limit to 14 years as recommended.

Paragraph 162.—While the Committee in a general way approves of night-schools, it makes no recommendation whatever as to how the cost of operating such schools should be met, nor up to what age a student should be allowed to attend night-school at the public expense.

Paragraph 163.—To a limited extent this Government adopted the principle of bursaries or scholarships in the "Education of Soldiers' Dependent Children Act" of 1930. The plan adopted is working satisfactorily and proving to be of great advantage.

Paragraphs 164-167.—Before these recommendations can be seriously considered by the Government it will be necessary to examine the whole system of taxation for school purposes. As far as possible, equal opportunities of obtaining instruction should be given to all the children in the Province, where the expense is borne by the State.

Paragraph 168.—Correspondence Courses.—While the Committee in a general way approves of Correspondence Courses, it makes no recommendation whatever as to how the cost of operating such courses



should be met, nor up to what age a student should be supplied with these courses at the public expense.

Paragraph 169.—Control of School Expenditures.—The whole question of the financial relationship between Municipal Councils and School Boards was laid before the Provincial organization of those bodies as early as May last. It is expected that committees from those bodies will consider this question, and it is hoped that some arrangement satisfactory to the School Boards and to the Councils will be arrived at. Until these bodies have considered the question, this Government is not prepared to accept or reject the recommendation made.

Paragraph 170.—The Committee is not entirely informed in regard to the situation that obtains in rural school districts, which is not, as the report indicates, similar to the situation that obtains in municipal school districts. The Board of School Trustees does not present its estimate of operating costs to the Government until that estimate has been submitted to and approved by a meeting of the qualified voters of the district, who vote an amount of money to be contributed by themselves by taxation.

This Government cannot adopt the recommendation to take the control of school expenditure in rural districts out of the hands of the local ratepayers themselves, and put such control in the hands of the Department of Education.

Paragraph 171.—Teachers' Salaries.—As the report points out, this matter is being considered by a committee that was appointed some months ago. The Government must await the report of this committee (unless it be unreasonably delayed) before coming to any decision concerning this recommendation.

Paragraph 174.—Normal Schools.—It may be reasonable to expect that a student attending Normal School should pay a fair share of the cost of the training he receives, yet so long as the laws of the Province compel children to attend school the Provincial Government is under an obligation to provide those children with properly trained teachers, whether those teachers have been able to pay the full cost of their training or not. The Government feels, therefore, that the recommendation that Normal School students must pay the full cost of their training could not be carried out literally.

Paragraph 175.—University of British Columbia.—This Government has already given careful consideration to a system of scholarships. As a matter of fact, such a system was tried out last year in connection with the University and Normal Schools, and many data and much information have been collected.

It is generally recognized that the University occupies a most important position in the educational system of the Province, and is rendering most useful service. The Government feels, therefore, that the question of closing the University should not be entertained unless the financial inability of the Province to continue its operation is clearly shown.

## *The Economics of The Kidd Report*

*Notes of an address by PROFESSOR H. F. ANGUS, head of the Department of Economics, University of British Columbia.*

### **1. Advice or Propaganda?**

WHEN I first read the Kidd Report I thought that I had before me the considered advice of five business and professional men concerning the reform of our provincial finance. I have come very reluctantly to the conclusion that the report should rather be viewed as propaganda compiled in the interest of a limited class in the community. It seems to be the work of debaters rather than of judicially minded men or dispassionate experts.

I have a great respect for debaters; quite as much respect as I have for experts. But I consider that debaters should say frankly that they are debaters defending a cause rather than neutral seekers after truth. A debater who pretends to be giving expert and confidential advice is a wolf in sheep's clothing, albeit as seems certain in the present case an unconscious imposter. I am not for a moment accusing the Committee, which consists of highly honorable men, of deliberately publishing argument in favor of their own opinions at the public expense. But I do think that, without quite realizing what they were doing, they have put themselves in the humiliating position of having appeared to do so. For this opinion of mine, I am going to give you my reasons.

### **2. The Report Unfair to the Honorable Mr. Jones.**

My first objection to the Committee's report is that it is very unfair to the present government. It recites the rarely broken series of deficits which has disfigured the provincial finances for the last twenty years. For those which preceded the war it is lenient. At that time, it tells us, heavy immigration from Europe was anticipated. For the deficit of nearly five millions in the year ending March 31st, 1931, for the estimated deficit of six and a half millions in the following year, and the large deficit anticipated in the current year it advances no extenuating considerations.

Yet to me these were the most excusable of all our deficits. All governments have had deficits in the depression years. No government foresaw the depression and prepared adequately to meet it. No doubt an ideal government would have done so. But are business men in a position to complain? How many business men have foreseen the depression and avoided losses? How many have never been concerned with businesses which created fixed charges in the expectation that the income of good years would continue? How many have urged the government to prepare for a depression in time: by accumulating an unemployment insurance fund; by penalizing indus-

tries likely to thrust masses of unemployed men on the public for support; by setting aside reserves in good years out of which public works could be financed in poor years; or in any other way?

The plain fact is that neither business nor government can be well conducted when changes in price levels double the weight of old debts in periods of deflation or cut debts in half in periods of inflation. This fact is at the root of a large part at least of the more recent deficits. The Committee makes no allowance for it.

Let me add that while I hold no brief for party politics—and none for the present government—I think that anyone who has read both the Committee's Report and that budget speech of Mr. Jones for 1932, must consider the latter the more candid statement of our position, and its proposals the more competent attempt to meet the situation.

### **3. No Estimate of Taxable Capacity.**

My second objection to the Committee's report is that it makes no estimate of taxable capacity, and, by implication, substantially denies its existence. Apart from an increase in the succession duties, higher taxation is said to be impossible. And yet to multiply our present provincial income taxes by four would inflict no greater burden even on the richest taxpayers than the Committee is prepared to inflict on the better paid of the school teachers. Nor is it at all obvious that even this fantastic increase would be a great burden to industry, since in the main it would transfer money from one set of pockets to another, and relief orders are more likely than big incomes to be spent on local products.

Of course, increased taxation would be disagreeable. The delicate and important problem of public finance is to balance the evil of foregoing desirable expenditure against the evil of increased taxation, and to choose the lesser evil. The Committee burks this problem by saying that further taxation is impossible. The public will revive it by saying that the Committee's economies are impossible. Then the problem will have to be considered by some more representative group than the Committee which represented employers but not labour, rich but not poor, men but not women. The Manufacturers' Association had a glimpse of this problem when it passed its cautious resolution supporting such of the proposed economies as were "practical and in the best interests of the province."

### **4. Misleading Use of Statistics.**

My third objection to the Committee's report concerns its discussion of education. I am not going to debate whether the University of British Columbia is worth five per cent. of the present income tax; though if I had been taught salesmanship at the age of thirteen (a suggestion of the Committee) I might be able to sell you the University at this figure or better! What I am going to discuss is the following section (154) of the Report.

"The total cost of public education in the province has risen from \$1,917,263 in 1910 to \$10,061,387 in 1931. These figures are taken



from the annual report on public schools and include the cost of education to both the Provincial Government and the municipal authorities. The increased cost of public education shown by the above figures can only partially be explained by increased population."

This statement is absolutely and literally true, but it is, in my opinion, grossly misleading. I want you to be sure of the impression which it has made on your minds: a five-fold increase in twenty-one years. As a standard of reasonable care in handling figures I suggest that you keep in mind the accuracy which you would expect in a statement of the earnings of a business contained in a prospectus.

The figures do not tell the whole story. The Committee chose as the basis for their comparison the year 1910. Why they made this choice they do not say and I do not know. In other instances they go back for twenty years and not for twenty-two. The year 1910 happens to be well suited for the effect that they wish to produce. From then until 1913 education costs rose very fast. Indeed they more than doubled in this period. You may remember that the Committee could find excuses for optimistic extravagance in the years before the war when immigration was anticipated. Had 1913 been used as a base the increase by 1931 would have been a little more than two to one and not five to one.

Then the Committee, without giving any reason for its procedure, compares the increase in the cost of education with the increase in population rather than with the increase in the number of children attending school. When it suits them to do so the Committee does take account of changes in the age-grouping of a population which is ceasing to be recruited by immigration. It tells us, for instance, that we must expect the number of old age pensioners to increase. But it makes no allowance for the equally natural increase in the number of school children. Then, too, as wealth increased, parents would keep their children longer at school. Between 1913 and 1931 enrolment increased nearly twice as fast as population.

Then the Committee made no allowance for the difference in the purchasing power of money. A school built in 1921 would cost more than a similar school built in 1913. Salaries had to be higher because the cost of living was higher. No one of you would like it if your wife criticised your personal expenditure in terms of unweighted dollars and asked you to return to your standards of 1913!

If we make appropriate allowance for these things, we can say (using figures compiled by Professor Drummond for an article published in 1929) that the cost per pupil enrolled was lower, in terms of 1913 dollars in the year 1929 (the peak year in unweighted dollars) than in the year 1913, or, using a better base, than in the average of the years 1911, 1912 and 1913. To be precise it was 83.06 per cent.

You see what I mean when I spoke of propaganda masquerading as the confidential advice of experts. The Committee used true figures, but highly selected figures. A theologian would ask: "Accident or design"? For men of the world the alternative is too

harsh, and I prefer to borrow a phrase of Lord Cromer's, "That want of accuracy which often characterizes those whose emotions predominate over their reason."

##### **5. Financial Reasons Used to Advance Social Policy.**

This brings me to my fourth objection. When education is discussed by the Committee, emotion does predominate over reason. How else are we to explain the sentence, "Once the elementary stage of education has been passed the sooner the majority of the students (sic) commence to assist in producing the wealth now lying dormant in our natural resources, the better it will be for themselves and the community in which they live."

What has reason to say on this subject? Modern technic is so good that adequate wealth for all can, physically speaking, be produced by fewer workers than are actually available. Most plans for the future, therefore, aim at reducing the number of men-hours in industry so as to prevent the over-production of primary products or of manufactures. There are various possibilities: promiscuous unemployment; shorter hours; a shorter working week; earlier superannuation; better provision for sickness; the creation of a class of subsistence farmers; an increase of the numbers in non-industrial occupations which furnish services rather than physical wealth; a longer period of education. It has remained for the Committee to assume that it is appropriate to increase the men-hours in industry by shortening the period of education. This step is to be taken for the benefit of the child and of society. The child can benefit if, for bad education (as the Committee seems to think ours is) work is substituted. Society is presumed to benefit because, in the Committee's opinion, "The capacity of society, as it is at present constituted, to absorb aspirants, whether qualified or not, to the scholastic, executive and similar occupations is limited." Every occupation is overcrowded from the standpoint of those in it who would like it to be better paid. Here is a proposal to restrict access to certain occupations to those who can pay for their own training and "pupils of exceptional ability and promise," who may receive scholarships. To secure the comfort of those two classes the "majority" are to be forced into handicrafts, salesmanship and agriculture, for which they will have special training. Labor in these occupations will be cheap. But today these occupations are quite as overcrowded as any others. What if society cannot absorb more farmers without being confronted with more food than it can, with due regard for health, consume? We none of us want a class war in our province! While this report is not a declaration of class war, it is a highly provocative act in inter-class diplomacy!

##### **6. Moral Issues.**

My fifth objection is that while too much place has been accorded the emotions, and the prejudices which they reinforce, too little has been given to moral considerations. With the exception of our bonded indebtedness, none of our obligations receive serious consideration. We are to pay our debts, presumably, not because it is

honest, but because our credit will suffer if we do not. Honesty, if it were the aim, would require respect for other obligations. Can the abandonment of the P. G. E. be discussed without taking account of our obligations to the settlers who have invested their money and their lives on the faith of its continued operation? Can the closing of the University be considered without considering the vested interests which have arisen, the houses built at the site, the apartment houses, the commercial development of West Point Grey? Can the salaries of civil servants and teachers be cut without really giving them the protection of the maxim which the Committee quotes with approval from the May report, that those who do not benefit by the boom should not be asked to bear the severity of the slump? In disregarding all these moral claims the Committee sets an incredibly enticing example for those who would recklessly inflate our currency or openly repudiate our debts. Expediency not honesty has been made the standard. To lower the moral sense of the community in this way is a dangerous experiment.

#### **7. No Appeal to Moral Sentiments in the Community.**

My sixth objection is that the Committee makes no appeal to the moral sentiments of the community. Perhaps it is skeptical of their existence. I do not share this skepticism. Our people are not monsters in ingratitude and selfishness. In a crisis such as the present the solidarity or interdependence of our society can be brought home very forcibly to ordinary men and women. They can be asked for sacrifices and they will respond generously, if they can be assured that corresponding sacrifices will be made by the rest of the population, and that the purpose for which the sacrifices can be made is worth while. The problem is to create a government which can give these assurances and be believed. The task of a government today is largely that of apportioning burdens with regard for social justice. No one trusts anyone else to set up a fair standard of social justice, but I think that some confidence would be extended to any group which was obviously making a bona fide attempt to do so. To be specific, I think that it would be easier to get the electorate to accept higher taxation for the sake of giving their children relatively as good educational advantages as the poorer pioneering generation gave to them than it would be to persuade them to economize at the expense of their children. I think, too, that those fortunate enough to be in employment would make substantial sacrifices to help the unemployed if they were convinced that they and all other taxpayers were putting their money into a well-thought-out scheme likely to accomplish its purpose without wastage or demoralization. My point is that we should direct every effort to restoring confidence in our government—or, if you will, to creating a government worthy of our confidence. To be worthy of our confidence a government must be not merely businesslike, but inspired by high ideals, far-seeing and courageous.

#### **8. Conclusion.**

This brings me to my conclusion. The Committee has been courageous—up to a point. It has called attention to our situation

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and this is an important and valuable contribution to public discussion. It has stated its own views boldly even if, as I have suggested, it has implicitly claimed for them the prestige of expert or impartial opinion which they do not deserve. It has proposed substantial economies. Some of these are obviously quite unacceptable to the electorate. It is difficult to resist the impression that the Committee must have known that some of its economies were impracticable; that to take them seriously was not business. We have seen that the Manufacturers' Association had its misgivings. But many of the suggested economies are important. My regret is that the Committee has weakened its sound proposals by putting them side by side with others which are impossible to maintain, and that it has done so without indicating any order of importance. Then its courage seems to have evaporated before the question of alternatives was faced. It must have known that more taxation was necessary. It did not say so frankly or face the question of ways and means. The heroes were incomplete heroes!

After saying this, I must not shrink from stating my own opinion. I am convinced that, after every reasonable economy suggested by the Committee has been made, there will still be a prospective deficit of several millions (particularly if unemployment relief is to be met from revenue. I think that this situation should be met by increasing the present income taxes by whatever proportion is necessary to clear away the deficit. In other words, I should treat the income tax level much as the mill rate is treated in municipal finance. We have had our income tax bills. The present rate balances the present budget--on paper! Had the estimates been more exact, the Committee thinks that a deficit would have been shown. My idea is that the estimates should be very conservative and that the income tax should be calculated last. If this had been done and it had been found that we needed twice the revenue that our present tax is really expected to yield, then the bills which we have received would have been multiplied by two. Had an increase of one-half been sufficient they would have been increased by 50 per cent.

Under such a system there could never be another deficit. This measure and our obvious determination to face our liabilities should improve the market for our bonds and make it possible to save money in interest whenever short or long term loans matured. Such a measure would provide a strong bulwark against extravagance because the income tax is not a popular one. My own fear is that it might make us too parsimonious. But with increasing prosperity the rates would decrease, falling, let up hope, to a fraction of the present level.

In making this suggestion, I do not feel that I am at variance with the fundamental aims of the Committee, but rather that I am proposing the only way in which their basic aims can be accomplished. For I take the basic aims to be the rehabilitation of our public finances and the restoration of our credit. In the discussion of the report I must admit that I have been rather shocked by the fact that even those who have denounced the Committee's proposals most

energetically have suggested no practicable alternative. In addressing you today I have tried to play the part of a very frank critic, but at the same time of a responsible critic.

I have tried to place an economist's view side by side with that of business men. The advantage seems to be this: A man with a rifle, if he has a definite target, closes one eye and lays his shot. In business you have a definite target and are inclined to close one eye! A man with a rifle waiting for his target to appear keeps both eyes open in order to broaden his field of vision and to be able to judge of distances. Society or government is in a position of this sort. Both eyes are needed. The Kidd report is at best one-eyed. As men and as citizens we need the other eye as well—that of the economist. We need the advantages of bifocal vision.

## *Ramblings of Paidagogos*

**E. H. B. Arlington, Esquire.**

**T**HOUGH E. H. B. Arlington has no individual existence, he is nonetheless real on that account. For, in one respect, an imaginary character resembles a river: its reality is not lessened by the number of its tributaries. If, however, anyone sees in Arlington a speaking likeness to himself, I admonish him to be more humble, because Arlington is no ordinary man.

To begin with, Edward Huntly Beaufort Arlington is no ordinary name, nor one that would be attached to an individual lightly. It bears clear witness to the fact that its owner has reasonable knowledge of his great-grandfather, and suggests further that the old gentleman was a man of substance and worship. With such a name, the bearer has been destined, at least by his parents, to something better than mediocrity.

To say that Arlington is an Englishman may now appear to the reader to be unnecessary; to say that he was educated at a public school is perhaps scarcely less so. But at the risk of being thought obvious I will sketch in a few details, because—current opinion to the contrary—English public school men differ from one another quite a lot.

Twenty-five years ago, upon reaching his majority, Arlington came to Canada with the idea of doing a bit of shooting and fishing while his apples grew; and, aside from a visit to France early in 1915, he has been in Canada ever since. Yet, meeting him casually, one would imagine that he arrived last week. He is English in speech, manner, and appearance; and when he speaks of "home" he refers to a vicarage in Kent. He is perfectly happy in Canada, but at some vague future date he intends to go "home." And the acid test of a Canadian is not so much where he was born as where he expects to be buried.

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Prior to the war, Arlington's experiences in Canada were romantic and varied. When he lost faith in apples, he became acquainted with those instruments of an Englishman's salvation, the pick and shovel, and wielded them with a success which spoke eloquently of a sturdy back and an easy mind. Everything was fish that came into his net: mining, lumbering, storekeeping and track-laying. Twice he was badgered out of his serenity by foul aspersions cast upon his native land—on one occasion by a naturalized Swede and on the other by a muscle-bound Italian from Dakota—and in each instance he settled the matter with a straight left to the offending jaw. He saved no money and made no apparent progress during these years, but they were not wasted for all that.

In 1919 he returned to Canada with the rank of Major and a slight limp, bringing also a couple of medals which he never wears. It is characteristic of him that he rarely mentions the war, and that he treats with coolness any attempt to address him by his military title.

How Arlington became connected with private schools is one of the little humors of Destiny—he was introduced to a school-master over a glass of beer and went home with him. Next morning he began to teach. His qualifications for teaching in a private school were perfectly satisfactory: he was a sportsman and a gentleman, and he had been to Charterhouse. With these credentials he was successful from the beginning. He started right in to develop sportsmen and gentlemen, and he has been doing so ever since.

Today, of course, he has a school of his own, with a matron and fifty boarders; and his masters are English public school men, with the single exception of a Scottish graduate of Edinburgh who is temporarily down on his luck. Arlington believes in Oxford and Cambridge degrees only, and regards a matriculation to either of these universities as the second best academic standing; so he has assigned the unfortunate Scotsman—whose accent is not quite the thing—to teach the junior boys. The Scotsman, naturally, has different views, and, although he is treated in a most gentlemanly way, is merely waiting for an opening in some high school.

I had met Arlington on several occasions before he invited me to visit his school, and I had always regarded him as a courteous, easy-going sort of chap, though rather quieter than the average. I was quite unprepared to find that in his professional character he is a Viceregent of Jehovah at the very least. He is surrounded with the most convincing respect: not only the boys but also the masters address him as "Sir," and his progress about the place is as impressive as that of an Oriental despot. I have been in a good few schools in my time, but never before have I seen such an example of absolute authority, and I believe that I followed Arlington round his school in a state of unusual submissiveness. If he had suddenly commanded me to prepare for a caning, on my soul, I might have obliged him. I know him much better now, but there are some things I keep to myself.



Arlington is quite mad about games. According to him there is no surer agency for the development of moral fibre, no criterion which more clearly marks off the work of the private from that of the common school. Out of politeness to me, he does not in my presence condemn public elementary and high schools, but I feel sure that he has no great opinion of them. He shudders a little when he tells me of football matches played by his boys—for want of more suitable opponents—against the pupils of these institutions. I fancy that when he saw the nondescript costumes, and listened to the vernacular remarks of the enemy, he found it difficult to regard them in the light of gentlemen.

As a matter of fact, Arlington merely tolerates football; for him the only game is cricket. He will talk cricket by the hour. He makes an intellectual tour of the world—with a long sojourn in England—and collects every sporting virtue and every noble attribute which has been manifested by man since the Trojan War. These he combines in the warm crucible of his love, and calls the result "cricket." There is no use in arguing the point. He has played rugby, grass-hockey, and racquets; he still plays tennis, badminton and golf; he knows a great deal about billiards, chess and bridge. He can defeat you on any ground you choose. I find it best to agree with him that cricket is both a game and a religion—and to wonder privately how Englishmen became virtuous before cricket was invented. By means of cock-fighting and bear-baiting, I suppose.

In another respect, and a tremendously important one, Arlington is true to his breed: his school is a little bit of England. Very few Englishmen boast out loud—they have found a much better way to do it. They simply remain Englishmen. A Scotsman, on the other hand, adjusts himself easily to every feature of his new environment, and then—to save his conscience—joins the St. Andrews and Caledonian Society, eats haggis for the first time, and makes passionate speeches about Prince Charlie.

Thus, although he came to Canada twenty-five years ago, and has rubbed shoulders with every sort of person in the country, Arlington is undoubtedly devoting his life to the business of turning young Canadians into Englishmen. I imagine that he is not fully conscious of this; though I doubt whether he would see anything odd about it, if he were. When one regards an Englishman as the noblest work of God—assisted by Charterhouse—an ideal has been set up which is independent of time and place. Arlington would use precisely the same educational methods among the Chinese or Bantus; and, with due allowance for the short-comings of original nature, he would be successful.

It is simply a part of Arlington that he should cultivate in his pupils an admiration and reverence for England and all things English. Other parts of the Empire are excellent in their way; but for scenery, for sportsmanship, for historical splendor, and for decent tailoring, one must look to England. The world's greatest men have been Englishmen: Shakespeare, Nelson, Chatham, Henry the Fifth

and W. G. Grace. Where can you find swifter race horses, more beautiful women, finer courage, better beer? Is it not the duty of every Englishman to plant the sturdy virtues of his race, and to carry its tradition and culture into every corner of the Empire? Arlington has probably not troubled to develop this reasoning, but there is no question that he would modestly support it.

In pedagogical thought, it must be admitted that Arlington is a reactionary: he teaches as he was taught, he canes as he was caned. He has heard a rumor that educational theory has changed in the last twenty-five years, but he takes no stock in it. The new books have not affected him because he has simply not read them. His little world is a thing apart—a serene island amid these turbulent waters of educational flux—a place of certainty in the midst of doubt. New teaching procedures, new ways of examining, new methods of discipline—all these, for Arlington, would be fitful winds of heresy which ruffle, for a moment, the surface of truth. The truth itself was discovered by Colet, and has been established for ten generations in England. As well criticize the principle of monarchy as seek to improve upon the traditional training of a gentleman!

Yet I will now say, on the word of an honest pedagogue, that Arlington has fashioned a good school—I will go further, and call it a great school. According to all the theory, this outcome is just outrageous. At least it is an outrage to theory, and I can see the educational philosophers hurriedly filling their fountain pens.

But, to my mind, the greatness of Arlington's school is founded upon a principle so old, so potent, so inclusive, as to be the very rock of education itself. Here, in our midst, is proof of the fact that methods and procedures, routines and disciplines are no more than channels through which personality is expressed by the driving force of character. The school is great because there is not a mean fibre in Arlington's body, and no baseness in his soul.

I hold no special brief for private schools—there are too many bad ones. But I suggest that a few more of the sort run by E. H. B. Arlington would do Canada no harm. The English top-dressing of his boys will rub off in a year or two, but the deep-laid strength of their sportsmanship and character is likely to endure.

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In the near future an announcement will be made of transportation agencies and cost of itineraries in European countries, especially of interest to the United States and Canadian teachers. The Irish Teachers' Organization, seconded by the English and Scottish organizations, have extended the invitation to the Federation and will leave nothing undone in the way of local arrangements for the welfare and pleasure of visiting teachers. Several hundred persons, teachers and their friends from the United States and Canada, should avail themselves of this opportunity. Transportation charges will be light and the expenses of the trip will cost little, if any, more than the ordinary vacation.

The clouds appear to be lifting and by next summer we shall feel much better and in a year or two we shall be back again on the old level. Make arrangements now to attend the Dublin meeting and write to the Federation Office for information.

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THE B. C. TEACHER



## TALKING ABOUT MILK!

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