

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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PROVINCIAL SCHEDULES OF SALARIES

IN this issue will be found a comprehensive report of the history and progress to date of the Provincial Salary movement. We would strongly urge that every teacher should give serious thought and study to this report, for it is essential that all should understand the intent and purpose of the work to be accomplished, and the methods by which the schedules are to be formulated.

We would emphasize the fact that the Federation Committee, acting for the whole teaching profession of the Province, will welcome suggestions from any individual teacher, school staff, group of teachers, or Local Association, and such suggestions will be given full consideration by the Committee. All letters in this regard should be forwarded to the General Chairman, Salary Committee, at the Federation Office.

As may well be imagined, the Federation Salary Committee has been charged with a difficult and responsible task in being asked to decide upon the various professional factors which should have consideration in the preparation of salary schedules. However, its meetings have been exceedingly successful, for all members have shown a keen and sincere desire to enter into the work in a fine spirit of professional co-operation. Many sectional misunderstandings have already disappeared as a result of the fuller knowledge which has been gained from mutual discussion, and one can already see much hope for the future in the broader and more comprehensive viewpoints which have been developed in the Committee's conferences.

Salary Reductions

In most former times of economic depression, when it became necessary for our public bodies to practise economy, it was usual to single out educational costs as the first point of attack, and, as teachers' salaries formed a large part of such costs, it was natural for the cry of reduction to go forward in no uncertain tones.

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Fortunately, however, in the present strenuous period, through which we are passing, the Department of Education and School Boards throughout the Province have generally adopted a much more reasonable and progressive attitude towards the question. There has been, on the whole, an absence of "panicky" action, and each situation has been dealt with on its merits in a practical common sense manner. As a result, it has been found that, in most cases, salary reductions were not necessary, and were, in fact, not, by any means, the best and most logical way of overcoming the financial difficulties in which the various districts were involved. Where it has been shown that some action was really necessary, the teachers have had no hesitation in volunteering to pass over a portion of their salaries, to some mutually-agreed-upon fund or objective, where it would accomplish the greatest practical benefit both for the relief of municipal finances and for the relief of unemployment. This method proved extremely successful last winter, and there is no reason why it should not be continued and extended this year. As a matter of fact, this extension has already taken place, for in several centres where action was not necessary previously, the teachers have now found changed conditions, and they have been the first to provide relief by a voluntary contribution of a portion of their salaries. Such offers on the part of the teachers have been most highly appreciated by the municipal authorities, who have commended the civic spirit so practically evidenced by the teaching body.

There may be those who will wonder what real difference there is between a reduction of salaries by a School Board, and a voluntary contribution by all of the teachers. From the point of view of actual personal finances there may be little or no difference, but personal finances, important as they may be, are not the greatest factor of the question. There are, we believe, at least three factors of even greater fundamental importance, and, for the sake of brevity, we will summarize them.

First: A teacher has a right to expect that a School Board will keep its contractual and moral obligation to pay the salary to which both parties have agreed. A reduction of salary, therefore, unless again mutually agreed upon, is a violation of an agreement, and as such can not be a matter of pride to the School Board, nor can it be a source of pleasure to the teacher. It follows therefore that the relationship between the teacher and the Board can hardly be retained at the high level which is essential for the best interests of education. How much better feeling is possible when the teachers can feel assured that the School Board will pay its salaries in full according to schedule, and the Board can likewise feel assured that the teachers will always be prepared to do their share to help in financing difficult periods.

Secondly: A teacher surely should have the right to receive in full the salary he has duly earned, and likewise should also have the right to determine in common with his colleagues and fellow citizens what portion of such salary he is agreeable to contribute to such assistance as may be necessary to help over periods of financial depression.

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This latter right is surely not one which should be arbitrarily determined by any School Board, or any other public body.

Thirdly, and most important of all: **A teacher is a citizen, and has a right to expect to be treated as a citizen in all matters affecting citizens in common.** It is perfectly obvious that the financial difficulties of a city should affect every citizen and should be the concern of every citizen. The cost of social services, unemployment and relief funds, etc., should be shared equitably by all. Teachers in British Columbia stand ready to do even more than their share as citizens, in common with all other citizens. There should be, however (to use the phrase of Premier Macdonald in the British crisis) an "equality of sacrifice." How can there be fairness, or "equality of sacrifice," if teachers first have an arbitrary reduction of salaries, and, afterwards, in addition, are subject to the same taxes, impositions and levies as are those private citizens whose incomes can not be touched by reduction. In other words, why should teachers (and other public servants) be discriminated against, merely because their salaries, being payable from public funds, are easily accessible to the so-called economy experts, while the ordinary citizen, whose salary or income is not accessible, should escape this first impost?

Perhaps the following true story will drive home the vital point: During last year's negotiations between a certain School Board of this Province and its teachers, the Board proposed a reduction of 10 per cent. in salaries. One of the spokesmen for the teachers pointed out that this was an unfair proposal, inasmuch as it called upon the teachers for much greater sacrifices than those to be borne by other citizens. To illustrate his point he compared his financial position with that of his next door neighbour, who happened to be manager of a financial house in the city. The manager had a fine 7-room house, completely paid for; fine furniture; valuable car; and an income of over \$3000 a year. The teacher had a 6-room house, with substantial mortgage; ordinary furniture; an old car; and an income of \$2600 a year. Both had the same services provided by the city. The city's financial position was no more of a concern to the one than to the other. Yet the Board wished to take \$260 from the one citizen as an aid to the city's finances, knowing that the other, though a wealthier citizen, would make no such contribution. Upon being challenged by the teacher as to why such a course should be followed, one of the trustees, who at least should be commended for his frankness, replied "It no doubt is unfair, but you see we can easily collect from you, but we cannot collect from your neighbour."

The teacher's position this year, as last, is that it is possible for the burden to be equitably distributed over all citizens in accordance with their wealth. Teachers will willingly bear their share, and even more than their share on such a basis. As citizens they cannot be expected to do more. As citizens they will certainly not wish to do less. The essential thing is, however, that they shall be dealt with as citizens. The fact that they work for the public service and are paid from public funds does not deprive them of their rights, privileges or responsibilities as citizens.

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Teachers' Provincial Salary Scales

HISTORY AND PROGRESS TO DATE

By HARRY CHARLESWORTH, General Chairman,
Federation Salary Committee

AS is now generally known, definite steps are being taken at this time to establish standard schedules of salaries for all teachers of the Public Schools of the Province. In view of the vital importance of this matter, it is desirable that every teacher should be fully informed of the proposals which have been considered to date, and of the plans which are to be evolved for the future.

In answer to the frequently heard question "How did the Provincial Salary Scales issue arise at this time?" it will be well to trace the history of the matter and to follow its development in the three bodies concerned, namely: the Federation, the Provincial Trustees' Association, and the Department of Education.

As far as each of these groups is concerned, it has long been evident that there was an utter lack of any definite comparative basis for salaries of teachers in British Columbia, and that in consequence there were many anomalies and injustices in the remuneration received. A reference to any issue of the Annual Schools Report will make these facts apparent.

Each of these groups has also felt that an effort should be made to establish some reasonable and fair basis of provincial salaries, so that as many anomalies as possible might be removed.

This is the essential purpose of the present plan. It is not, as some people would have us believe, an effort to reduce salaries; it is an effort to place them on a fair, reasonable and just basis.

The Federation's Attitude

Teachers and Associations have often asked the Federation to give attention to this matter, as the following references from the official Minutes of the Federation will show:

- (a) At an Executive Meeting in January, 1920, the Federation adopted a minimum salary of \$1200 as its objective for the Province.
- (b) At the Annual Meeting of July, 1921, the Federation adopted a Uniform Minimum Salary Schedule for every teaching position in the Province, and such schedule was published in the magazine.

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- (c) At the Annual General Meeting of September 1st, 1921, the General Secretary, in his annual report, is recorded as follows on the subject of salaries:

"He first dealt with the necessity for making a definite move in the matter of 'Standardization of Salaries' for the Province, referring to the questionnaire which had been sent to every teacher in the Province in connection with this matter.

"He quoted a few particulars from the returns to show that there was absolutely no uniform basis for the payment of salaries. **Glaring salary differences in places quite close to each other showed that similarity of qualification, similarity of experience, and similarity of service rendered, were by no means a guarantee that there would be similarity of salary.**

"These differences, he continued, were largely responsible for the constant changing of teachers, particularly in rural districts. Complaints were made by trustees in some districts that their good teachers were always leaving them for positions carrying greater remuneration. Surely the remedy was simple enough. By paying salaries in keeping with the standard of the district, such a movement of teachers could be avoided, and the schools would be given a fair chance of becoming efficient centres of education.

"Mr. Charlesworth suggested that the Federation should approach the Trustees' Association and the Department of Education to ask for the appointment of a Joint Committee to make a thorough enquiry into the matter of teachers' salaries and working conditions throughout the Province, with a view to bringing about some system of standardization."

(Note: This statement, made over ten years ago, is almost equally true of the situation today).

- (d) At the Annual General Meeting of April, 1922, the Federation adopted a resolution submitted by the Nelson and District Teachers' Association, asking:

"That the Federation should take such steps as it deems advisable in order to secure the adoption of a general scale of salaries for the Province and the maintenance of this scale by pledge and otherwise."

- (e) At the Executive Meeting of October 6th, 1923, the Federation asked the Department and the Trustees' Association to consider the framing of a model salary schedule.

- (f) At the Annual General Meeting of April, 1925, the following resolution, forwarded by the Trail-Rossland Teachers' Association, was adopted:

"That the Federation go on record as being in favor of the standardization of salaries."

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- (g) At the Executive Meeting of June, 1925, it was reported by the General Secretary that negotiations had taken place with the Department of Education and the Trustees' Association in the matter of salaries, and that a preliminary meeting had been held.
- (h) At the Executive Meeting of November 2nd, 1929, it was decided to name a Committee to consider the question of salaries, and standardization of salaries throughout the Province. This Committee was appointed, but as it became evident that the Department of Education was considering the appointment of a Joint Provincial Committee, it was decided to await further developments.

The Trustees' Association Attitude

The Trustees' Association has also often discussed this matter, and, at Vernon in 1930, a resolution was passed asking the Trustees' Executive to bring in a scale of uniform salaries for similar, comparable districts.

It will be noted that this resolution did not call for a Joint Committee, but requested the Trustees themselves to work out uniform scales. However, as the trustees soon became aware of the probability of the Department's action, no further action was taken on the resolution.

The Department's Attitude

The Department of Education, in response to frequent requests from trustees and municipal authorities for additional aid in school finances, decided to pay educational grants on a basis of "percentages of teachers' salaries," instead of the old system of a definite amount for each teacher, irrespective of salary. This fact necessarily brought up the question as to what provincial salaries should be, and gave the Government a direct interest in them, for necessarily the amount of grant which would be payable by the Government would depend entirely upon the amount of teachers' salaries, and, so far, teachers' salaries were fully in the control of the Trustee Boards.

Hence the Minister decided to have a review of salaries, with the idea of establishing same on a fair and reasonable basis, so that the Department might have definite schedules which they would recognize for "payment of grant" purposes.

Accordingly, at the last session of the Legislature, legislation was passed to this end, as follows:

"It shall be the duty of the Council of Public Instruction, and the Council is hereby empowered to prepare and authorize standard schedules of salaries for all teachers, nurses, and dental surgeons employed regularly for purposes of the public schools of the Province, which schedules may vary for different districts, and when considered expedient to revise the schedules."

It should be noted that the Council of Public Instruction is the

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authority in the matter, and is charged with the duty of preparing and authorizing the schedules. It was, however, understood that a Provincial Joint Committee would be formed to carry out the work and report to the Council of Public Instruction.

In the Minister's address to the Federation at our last Easter Annual Meeting at Victoria, he outlined the plan to be followed, and the Federation was given adequate assurance of fair representation on the Committee.

The Federation, at the Minister's request, also empowered the Executive Committee by unanimous resolution "to act on behalf of all members as it, in its discretion, shall deem necessary in connection with the progress and development of the plan."

In all actions, therefore, taken to date, and in all future actions, it should be remembered that the Federation Executive is acting officially, and that it is empowered and authorized to take such steps as it feels will best accomplish the desired ends, and will safeguard the general interests of the teaching profession of the Province.

The Provincial Salary Committee

It is not possible to go into details concerning the many informal discussions which have been held with the Minister of Education by the Federation's representatives, the President and General Secretary, nor of the official negotiations which have taken place concerning the full development of the plan. Suffice it to say that the Minister finally announced that the Provincial Salary Committee was to consist of:

- 3 **Trustees**, chosen by the Provincial Trustees' Association;
 - 3 **Municipal Representatives**, chosen by the Union of Municipalities;
 - 3 **Business Representatives**, chosen by the Provincial Government.
 - 9 **Teacher Representatives**, chosen by the Federation;
- With a Judge as Chairman.

The Federation's View of the Committee

As far as the teacher representation on the Committee is concerned, the Federation's firm contention that one-half of the Committee should consist of representatives of those who **receive** the salaries, and the other half of representatives of those who **pay** the salaries, was finally conceded. It was the opinion of the Federation that the representatives of those who pay the salaries might well have been considered to be the Department of Education and the Trustee Boards, and should not have included representatives of the Union of Municipalities, nor general business representatives of the Province. However, as the Federation's fundamental principle of equality between those who receive and those who pay had been granted, it was felt that any objection as to the other side of the Committee was more a matter for the Trustees' Association.

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The Trustees' View of the Committee

The Trustees' Association took strong objection to the inclusion of the representatives of the Union of Municipalities on the Committee, and also of the small number of Trustees on the Committee, and carried their protests to the Minister of Education. Some of the Trustees felt that there should have been at least as many trustees as teachers on the Committee, losing sight of the fact that such a plan would, with the presence of the representatives of the Municipalities and Government, have placed the teachers in a hopeless position, and would have broken completely the equality of representation between "receivers" and "payers."

The Minister of Education's View of the Committee

The Minister of Education has stated that in his view the Committee should be so composed that it would satisfy, and have the confidence of the Legislature and the public generally; and it was therefore necessary to include representatives of the municipalities and the Government. He felt that the findings of the suggested Committee would be accepted generally by the people of the Province. There is probably some point in this argument. At any rate, if the Committee, with so many interests represented, can come to general mutual agreement as to what constitutes fair and reasonable schedules of salaries for the various schools of the Province, there would seem to be no valid reason why objections from any source should be allowed to prevent the complete adoption of such schedules by all School Boards.

Further Points Concerning the Committee

In connection with the functioning of the Committee the Federation made some very specific suggestions and most of these were agreed to by the Minister. Among the more important so agreed upon were:

- (a) The Chairman should be preferably a Judge, who should have no power of voting. His work would be to preside over the Committee generally in its deliberations and to endeavour to bring about mutually agreeable decisions. He would be able, from his judicial experience, to see that only relevant matters were allowed in discussion, and that all evidence was of an admissible nature.
- (b) That where the Provincial Salary Committee might recommend a lower salary for any individual position, or a lower scale of salaries for any group of teachers than that now paid, such lower salary or scale of salaries should not apply to those now so engaged, but should be effective only for new appointments. This would mean that no present teacher would suffer financial loss by reason of the Provincial Salary Committee's decisions, as long as he remained in his present position. As far as the Minister of Education is concerned, he was quite agreeable, for it was in line with his stated

policy of not interfering in any way with contracts already in existence between teachers and their respective Boards. At the same time it is necessary to remind all teachers, however, that in this matter the Department has no provision at present whereby it can prevent any School Board from reducing its present salaries to teachers, or from adopting a lower scale of salaries than that now in existence. It is presumed, however, that School Boards generally will not wish to interfere with present contracts for present teachers.

Preparation for the Provincial Salary Committee's Work

Before the Committee could be called together, to decide upon the actual salaries which would be recommended for the various scales, it was quite evident that some preliminary work must be undertaken.

The Minister of Education himself took the first step. Following a personal trip of investigation to schools in Northern British Columbia, he prepared what he termed a skeleton basis for salary schedules, for the Assisted Schools. This basis included no salary amounts but dealt merely with the factors which should be taken into account in determining the salary. These factors consisted of such items as:

- (a) The special costs of living and general living conditions;
- (b) Size of classes;
- (c) Size of schools—number of divisions supervised;
- (d) Number of increments necessary;
- (e) Type of work done: High School, Superior School, etc.

This skeleton basis was then submitted by the Minister to the Federation for its opinion, and, after consideration by a Committee of the Executive, it was approved as a good basis for the preparation of salary scales for Assisted Schools, and the Minister was so notified. His next step then was to ask the Federation to proceed with the preparation of similar skeleton bases of salary schedules for all other schools of the Province without, of course, applying any salary figures, and to submit such schedules to the Department. In following this course, the Minister was taking the position that the purely professional questions entering into a salary consideration might with advantage first be decided upon by the Department and the teachers, following which the Provincial Salary Committee would be asked to evaluate financially the various professional factors which were agreed upon.

This plan will, of course, considerably lighten the work of the Provincial Salary Committee, and will also save much expense in the holding of the extra meetings which would be necessary if such preliminary work were not done.

As may be imagined, this preparatory work which the Federation has been asked to do is an exceedingly difficult and complicated one, and has already entailed a tremendous amount of work.

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After very full consideration, the Federation Executive decided to appoint a thoroughly representative Committee to carry out this task. A carefully chosen representative Nominating Committee was selected, and asked to bring in names of teachers who could best represent the various groups of teachers in the profession. As will be seen from the composition of this Committee, as well as its personnel, every effort was made to have every teaching interest given a voice on the Committee, in fact, seldom has any Committee of the Federation worked so faithfully, and so sincerely as did the Nominating Committee. They held four long sessions, and every choice was the result of considered, unbiased and impersonal decision.

Faced with the fact that the Federation Committee's work would have to be completed within a few weeks, it became imperative that the Committee members should all be within easy reach of Vancouver. This does not mean, however, that teachers' interests in other districts will be overlooked, for it must be remembered that actual salaries are not the basis of discussion, so much as the professional factors, as already indicated.

Furthermore, interior teachers are being consulted by correspondence and questionnaire. **Again it cannot be too strongly stated that the Federation Committee will welcome any suggestion from any individual teacher, school staff group, or association in the Province, and such suggestions will be laid before the Committee for consideration.**

Lastly, the Federation Executive has already decided to call a special meeting of the Federation with official representatives from every Provincial Association to consider the final report of its Salary Committee.

The Federation's Salary Committee has already held many general and sub-committee meetings, and excellent progress has been made to date. Amongst the matters under consideration are such as the following:

- (a) What method of classification, or zoning shall be adopted in determining the salary schedule for any district?
- (b) What provisions shall govern salary increments?
- (c) Shall size of classes affect salary?
- (d) Shall number of grades taught effect salary?
- (e) Shall principal's salary depend upon number of rooms supervised?
- (f) Shall the basic initial salary be the same in all divisions of the same type of school? That is, say, shall all assistants in an Elementary School be on the same salary scale irrespective of whether they are teaching in Primary, Junior, Intermediate, or Senior grade?
- (g) Shall the grade of Certificate held affect the salary or should the principle of work done be the chief factor?
- (h) What relationship shall exist between the salaries of men and women occupying similar positions?

- (i) Should extra curricular activities and extra duties be compensated financially?
- (j) Upon what basis—qualifications, training, experience, responsibility, etc.—shall salary relationships be established between teachers in the various schools?, i.e., upon what factors should the difference in salary between assistant teachers in the elementary, superior, junior high, and high schools be based?
- (k) What relationship shall exist between the salaries of Manual Training, Home Economics, Special Teachers, and Assistant Teachers on the general staff?
- (l) What regulations should govern?
 - 1. Interim Certificates;
 - 2. Probationary Service;
 - 3. Temporary Certificates;
 - 4. Special Certificates;

in their relation to Salary Schedules?

A study of these questions will at once reveal the contentious issues arising therefrom.

Their solution will demand that all sectional differences and individual prejudices, etc., must be submerged for the common good. All teachers will need to take a broad view of the situation, and accept the principle of the greatest good for the profession generally. The successful completion of this work constitutes a ringing challenge to the teaching profession of British Columbia. We cannot afford to fall down.

The main and final work will be done by the Provincial Salary Committee. Its success will depend very largely upon its personnel and upon the spirit with which the negotiations are carried on. There will be many difficult questions, but the Federation will do its part to achieve success, and doubtless the other bodies represented will adopt a similar attitude.

The teachers' nine representatives on the Provincial Committee have not yet been chosen. The Executive, however, will see that the best possible people are selected, having in mind the interests of all teachers in all parts of the Province.

The Union of Municipalities and the Trustees' Association have named their choices, and while it would, of course, be out of place to comment thereon in any detail, may we at least be allowed to record our opinion that the representatives chosen are men of ability and experience, who will, we believe, form worthy members of the Committee and will make every effort to adopt fair and reasonable attitudes.

As a conclusion, may I as General Chairman of the Federation Salary Committee, and also as General Secretary of the Federation, be permitted a personal word.

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It has long been my firm belief that the greatest necessity for the teaching profession of British Columbia is a spirit of absolute unity throughout the whole of its departments. It has also been just as firm a belief that in any time of necessity such absolute unity would be very speedily shown in concrete and practical ways. I felt convinced that sectional misunderstandings would rapidly disappear if we got around a common table and, in a frank and honest manner, exchanged valid opinions at first hand and face to face.

I am sincerely happy to state that such has already proved to be the case in the Salary Committee work undertaken. It has been a real pleasure to see the various Committees at work. The absolute sincerity of purpose of all members, the high plane of discussion, and the splendid progress already accomplished is something of which the Federation has every right to be proud. Whatever the final outcome may be, the members of the Federation (and even in a greater degree the non-members) will owe a great debt of gratitude to the Committee leaders and members who are giving so freely of their time and talents in an effort to improve the teaching profession, and therefore also the educational efficiency, of our Province.

Such work should inspire the loyal support of every teacher, and surely every Association in the Province will see to it that it enrolls a record membership to support the Federation in the vital task to which it has been called at this time.

Vancouver, B. C., October 29th, 1931.

PERSONNEL OF FEDERATION SALARY COMMITTEE

Report of Nominating Committee Adopted by Federation Executive

1. It was agreed that the Federation Executive should announce to all members of the Federation that the personnel of the Committee was limited to teachers of the Lower Mainland and Vancouver Island, in order that business might be completed with the least difficulty, and that a special meeting of the Federation would be held when the Teachers' Committees had prepared their reports so that Federation members from all parts of the Province would have opportunity of discussing the findings before a Committee of the Teachers' Federation meets with representatives of the Department of Education, Trustees' Association, and Union of British Columbia Municipalities.

2. The Nominating Committee recommends that the Committee to draft the skeleton of the salary scheme should work under the chairmanship of Mr. Harry Charlesworth, General Secretary, and that it consist of three sections, representing High Schools, Junior High Schools, and Elementary Schools, each working under a separate leader. Sections should, in turn, divide into sub-sections to discuss particular problems. The leader of each section should arrange joint meetings of all representatives of the section to compile a complete report, and should in turn aid in bringing a proper

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relationship between the findings of his section and those of the other sections.

Chairman.....Mr. Harry Charlesworth

High Schools

Leader.....Mr. G. S. Ford, Duke of Connaught High

City:

Principal.....Mr. W. H. Morrow, Lord Byng High School
Vice-Principal.....Mr. W. R. Smith, Prince of Wales High School
Male Assistant.....Mr. G. W. Clark, King George High School
Female Assistants.....Miss J. J. MacKenzie, So. Vanc'r High School
Miss M. W. Hamilton, Victoria High School.

Municipality:

Principal.....Mr. C. G. Brown, Burnaby South High School
Mr. J. D. Jones, Surrey High School.
Male Assistant.....Mr. J. R. Mitchell, West Vancouver High School
Female Assistant.....Miss R. A. MacWilliam, Richmond High School

Small High Schools:

Principal.....Mr. A. H. Taylor, Courtenay
Assistant.....Miss M. Gammie, Kitsilano High School

Technical:

Representative.....Mr. Francis Fairey, Technical High School, Vanc.

Commercial:

Representatives.....Mr. Graham Bruce, High School of Commerce
Miss L. MacL. Howell, High School of Com.
Manual Training.....Mr. A. J. Michelmores, King Edward High School
Household Science.....Miss Mabel D. Allen, King Edward High School
Special.....Subject to call of Leader

Junior High Schools

Leader.....Mr. John Sanford, Kitsilano Junior High School
Principal.....Mr. H. N. MacCorkindale, Point Grey Junior High School
Vice-Principal.....Mr. F. C. Boyes, Templeton Junior High School
Male Assistant.....Mr. F. A. McLellan, Kitsilano Junior High School
Female Assistant.....Miss M. Agnew, Templeton Junior High School
Shop Work.....Mr. D. P. McCallum, Fairview Junior High School
Household Science.....Miss C. S. Black, Kitsilano Junior High School
Special.....Subject to call of Leader

Elementary Schools

Leader.....Mr. T. W. Woodhead, Model School, Vancouver

City:

Principal.....Mr. J. B. Bennett, Ridgeway, North Vancouver
Vice-Principal.....J. T. Boyes, Lord Selkirk School, Vancouver
Male Assistant.....Mr. E. Whatmough, Central-Hudson, Vancouver
Female Assistants.....Miss N. M. McKillican, North Ward, Victoria
Miss A. L. Bigney, Lord Roberts, Vancouver
Miss J. K. Anstie, Aberdeen, Vancouver.

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Municipality:

Principal.....Mr. W. T. Fennell, Edmonds, Burnaby
Male Assistant.....Mr. Bruce Clark, Lord Byng, Richmond
Female Assistant.....Mrs. M. A. E. Bilton, Murrayville

Rural.....Mr. A. S. Matheson, University Hill
Manual Training.....Mr. Wm. Steele, New Westminster
Household Science.....Miss C. E. Maxwell, New Westminster
Special.....Subject to call of Leader

Superior Schools.....Mr. P. E. Wilkinson, Chemainus
Mr. D. E. Breckenridge, Brechin School

British Columbia Teachers' Federation

SUPPLEMENTARY LIST OF MEMBERSHIP, 1930-1931

Name--	Association	Name--	Association
Bertrand, Clemence	Unattached.	Gwyer, Patricia E.....	Prince Rupert T.A.
Buckley, Hubert L.....	H.S.T.A.L.M.	Jantz, Leo.....	Trail-Tadanac T.A.
Gillander, Morley G.....	Normal Graduate	Kirkwood, Iva L.....	V. & D.H.E.A.

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Ramblings of Paidagogos

THE TYRANNY OF THE NEW.

THIS is surely the new era—the golden age of the new. New methods, new movements, new terminologies are in such continuous demand that being old-fashioned is become synonymous with being damned. A writer who wishes to secure an enthusiastic hearing has only to label his book "The New Humanism" or "The New Pedagogy," and his ideas, however hackneyed or flimsy they may in the main be, will straightway beat upon the public ear.

Undoubtedly the background of all this is the Machine Age with its accelerating advancement of technological science, since newness is the very essence of discovery and invention. On every side we are surrounded with facilitations and comforts which are authentic fruits of the tree of knowledge. We would be lost without an amazing scientific development to stimulate our appetite for breakfast every morning.

Thus newness is associated in our minds with very many pleasant and satisfactory things—conquest of disease, delightful entertainment, ease of travel, a more generous scale of living. It is by no means strange that novelty should threaten to be cherished for its own sake, that our power to discriminate should be overwhelmed by a thousand industrial analogies.

There is a fallacy here, of course—the fallacy of confusing man with his machine. In the case of the machine, technical improvement is continuous, so that novelty is quite correctly significant of progress; but, in the case of man, the new and the true have realized no such happy conjunction—frequently "those things which are true are not new, and those things which are new are not true."

In education we are rather surfeited with newness, and especially with its affronting air of superiority. The man who would be leader requires seven-league boots, so that he can place one foot upon the sea and the other upon the clouds—he is so precariously balanced that his essential qualification must needs be agility, and, despite his ostensible fluency, he is forever intellectually short of breath.

With practice, however, he becomes proficient in equilibrating himself upon the void; he assumes a professional smile, favors his earthbound brethren with his esteemed condescension, and achieves expertness in the fine art of mystification. But beyond and above all, he hitches his wagon to a magical adjective with which he uniformly modifies every significant noun.

It follows that the new pedagogy is written around a new philosophy, a new methodology, a new curriculum and a new discipline. But since there is no true analogy between man and his machine, since inventiveness is so abundantly manifest in the latter field and

so exceedingly rare in the former, it also follows that the verdant promise of the title is very infrequently redeemed in the arid reaches of the book.

How often has the eager student picked up a book with some such title as "A New Educational Procedure," to find, on closer acquaintance, that he is gnawing old bones! How often under such circumstances has he met with thoughts which Quintilian probably recaptured from Antiquity, and with methods which were doubtless re-emphasized by Pestalozzi! Beneath the plausible cloak of newness, he falls in with a multitude of his old friends, each one devoutly thankful for his incognito, and most of them extremely surprised to be found in one another's company.

Is it any wonder that the plain man is almost ashamed to show his face? That at his first hint of opposition he is howled down as a reactionary and an ignoramus? The man is not only an ass but a menace! He must be discouraged, confounded, put in his place! Does he know the extensive writings of Professor Blank? No. Has he read the voluminous works of Doctor Dash? He has not. Can he claim acquaintance with the latest findings of experimental science in the fields of Heredity, Neurology, and Endocrinology? Alas! no—the poor fool has been too busy with practical teaching and administration. Then away with him for an opinionated dunce!

But it may be that the plain man has tormented himself with all the new books. He may have found that, after shaking Comenius out of Professor Blank's latest volume, there was nothing left save some twenty thousand words. He may have discovered Doctor Dash's formula for the production of each chapter of his "New Philosophy," namely, the selection of a reliable aphorism from the Book of Ecclesiastes, the obscuring of it in mystical terminology, and its sudden precipitation in the final paragraph. The plain man may be an acute and discriminating reader, who has a hard-headed sense of practical values, who lacks neither wisdom nor experience.

He can be dealt with nevertheless! He is obstinate and inert. He holds fast to a large body of traditional practice because he is too confoundedly lazy to advance with the times. Away with him for a senile obstructionist!

And so we have an amusing variant of Morton's Fork—a "Heads 'win, and tails you lose."

It is all superficially very alarming. Inspired books—they must be inspired because they bear so slight a relationship to anything on earth—pour from the presses. Eloquent gentlemen crowd the platforms. We are deluged with fantasies, sentimentalities, and platitudes. Our emotions are delicately fingered. We are exhorted to weep over the besotted blindness of the past, and to rejoice over the clear-sighted vision of the future. We are invited to contemplate the educational millenium, and to give thanks that we live in these progressive days. Everything is beautiful and everything is new.

Our alarm is not altogether without cause. Some few of us have swallowed the fiction of the universal method, and others have been caught up on the Icarian wings of intrinsic interest. The second

Law of Learning has been unduly subordinated—soft pedagogy is by no means unknown.

Yet we are in the main perfectly safe. The tyranny of the new—which is to be interpreted as a tremendous current emphasis upon the new for its own sake—has fortunately influenced only the shifting penumbra of the teaching profession. Teaching and administration are not in the hands of sky-cleaving visionaries and intellectual gymnasts; they are in the hands of plain men.

Lest it be thought that this essay is a condemnation of the new for its own sake—as egregious an error as its antithesis—let us close with a brief characterization of the plain man aforesaid.

Above all things he is a teacher. His class-room experience is amplified and enriched by practical idealism and steady common-sense—like Antaeus, he receives both virtue and strength from the earth. He resembles a nobly-proportioned building in that the vagaries of ornament are out of keeping with the strong simplicity of his architectural design.

His intellectual credo may be summed up in a few words—to read widely, to listen impartially, to sift thoughtfully, and to believe slowly. It is the credo of a scholar who advances with sure steps, of a man who places some importance upon the accumulated wisdom of the race. It places the new in proper relationship with the old, and, until we hear something rather good from the vapors of Delphi, or from the rustling leaves (octavo) of Dodona, it will answer our purpose very well.

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THE B. C. TEACHER

The World Conference at Denver

THE World Conference on Education, held at Denver, Colorado, from July 27 to August 1, by the World Federation of Education Associations has gone into history as one of the most successful of international meetings. The programme, which covered a wide range of general and special educational topics, proved highly satisfactory, the interest manifested being most gratifying. The paid registration numbered 3834. Representatives were present from thirty-one countries, as follows: Alaska, Belgium, Bulgaria, Canada, Canal Zone, Chile, China, Czechoslovakia, Dominican Republic, England, Finland, France, French Equatorial Africa, Germany, Guatemala, Hawaii, India, Iraq, Ireland, Japan, Mexico, New Zealand, Northern Ireland, Palestine, Panama, Philippines, Scotland, Sweden, Syria, the United States, and Wales. Attendance at the group conferences was open without charge to all persons, so the total attendance was larger than that indicated by the registration figures.

The general sessions of the Conference were held in the City Auditorium, with an attendance ranging from three thousand to four thousand people at each meeting. Among the important general themes selected for these meetings were the following: International Understanding Through Service; Methods Peculiarly Adapted to the Promotion of Mutual Appreciation Among Nations; and National Life in the New World Order. The meetings of the fourteen special sections, which covered a wide variety of subjects, and of the five Herman-Jordan Committees, attracted much interest.

The presidents of many of the chief educational associations of the world were among the speakers, including Miss Florence M. Hale, National Education Association of the United States; Count Hiroto Hayashi, Japanese Education Association; Harry Linville, American Federation of Teachers; R. B. Miller, Educational Institute of Scotland; Robert Neilly, Irish National Teachers Organization; Angus Roberts, National Union of Teachers of England and Wales; P. Seshadri, All India Teachers Federation; Benjamin Skinner, recent President, Educational Institute of Scotland; and Willis A. Sutton, recent President, National Education Association of the United States. Among the general secretaries of national organizations outside the United States appearing on the program were Sir Frank Goldstone, National Union of Teachers of England and Wales; Thomas Henderson, Educational Institute of Scotland; Dr. Masanori Oshima, Japanese Education Association; G. R. Parker, Honorary Secretary, Association of Assistant Masters in Secondary Schools of England and Wales, and Mrs. U. Gordon Wilson, Association of Assistant Mistresses in Secondary Schools of England and Wales.

One of the most attractive features of the Conference was the exhibition of rapid transmission of dispatches to various parts of the

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world, messages being telegraphed from the platform at one of the general meetings and answers being received in a few minutes from many eminent educators in the United States, Europe, Asia, and South America.

The extensive education exhibits, both of books and of samples of educational work in various cities, were of excellent character and attracted numerous visitors.

Important resolutions were adopted, calling upon teachers everywhere to assist in advancing the cause of education in the fields represented by the various sections of the Conference, and carrying out the policies of the Herman-Jordan committees in the interest of world peace.

The accommodation offered by the city of Denver was excellent, and the entertainment provided by the teachers and citizens of Denver and Colorado was of outstanding character, affording much pleasure of all participating. Special mention should be made of the scenic trip to the mountains—a trip more than one hundred miles in extent through the highest and finest parts of the great front range of the Rockies.

Officers for the next biennial period were elected as follows: President, Dr. Paul Monroe of Columbia University, New York; Vice-Presidents: Europe—Mr. Thomas Henderson, Edinburgh, Scotland; Asia—Dr. P. W. Kuo, Shanghai, China; Americas—Mr. Harry Charlesworth, Vancouver, Canada; Secretary-General, Dr. Augustus O. Thomas, Augusta, Maine; Secretary, Charles H. Williams, Columbia, Missouri; and Treasurer, Dr. E. A. Hardy, Toronto, Canada.

Executive Committee: Chairman, Dr. Paul Monroe, U. S. A.; Harry Charlesworth, Canada; Angus Roberts, England; P. Seshadri, India.

Members elected or re-elected on the Board of Directors were as follows: Miss Selma M. Borchardt, Washington, D. C., U. S. A.; Mr. Harry Charlesworth, Vancouver, Canada; Count Hirotaro Hayashi, Tokyo, Japan; Mr. Thomas Henderson, Edinburgh, Scotland; Dr. P. W. Kuo, Shanghai, China; Mr. Thomas J. O'Connell, Dublin, Ireland; Mr. G. R. Parker, London, England; Mr. Angus Roberts, Durham City, England; Mr. P. Seshadri, Cawnpore, India; Dr. Otto Tacke, Stettin, Germany; and Miss Annie C. Woodward, Somerville, Massachusetts, U. S. A.

Members of the Board holding over are as follows: Dr. Poling Chang, Tientsin, China; Mr. John W. Critchley, Southport, England; Sir Frank Goldstone, London, England; Mr. P. A. Inamdar, Aundh, India; Mr. Uel W. Lamkin, Maryville, Missouri, U. S. A.; Dr. D. D. MacDonald, Toronto, Canada.

The time and place of the next World Conference were left to be determined later, though several invitations were received. The holding of a Regional Conference in Honolulu, Hawaii, in the summer of 1932 was approved by the Board of Directors, the details of arrangements being left in the hands of the Executive Committee.

Message of Acceptance From President Monroe

Dr. Paul Monroe, Director of the International Institute, Teachers College, Columbia University, who was elected President of the World Federation at the Denver Conference, is recognized as one of the leading educators of America and of the world. Dr. Monroe has held many important appointments not only in Columbia University but in a number of other leading universities of America, including the University of Chicago, University of California, and Yale University. He is a member of a number of educational commissions, and has held many important appointments as educational adviser in nations other than the United States. He is the author of numerous texts and treatises in the field of education. Since 1923 he has been in charge of the work of the International Institute.

WITH full appreciation of the honor, the responsibility and the opportunity involved, I accept the presidency of the World Federation of Education Associations.

The Federation has been in existence now for eight years, and during this time, under the leadership of Dr. A. O. Thomas, has accomplished much. These achievements are in three lines especially. The first is that it has brought together for collective effort some of the largest and most influential of national education associations. The membership now includes twenty-two nation-wide organizations, and one hundred and ten regional organizations. The second is that through the biennial meetings large numbers of teachers have been brought together to consider various educational topics that have significance in various or all nations. The third is the emphasis placed on international peace in the biennial meetings in the Herman-Jordan Committees and in the various publications of the Federation.

Perhaps I can indicate in a few words what in my judgment should constitute the main objectives of the Federation in the immediate future. First, should be formulated a few,—not many,—objectives of a strictly educational character, which would appeal as of immediate interest and significance to many if not all national education associations, to which might be given the full influence and hearty support of the Federation. Above all the Federation should be an educational association. Second, through its biennial meetings and the appropriate sections, the leading educators of the several countries represented in the Federation should be brought together to form acquaintanceships. Some of these sections might be organized around major educational problems as well as now around interests and activities of a professional or semi-professional character. Through dealing with a common problem, people come to know one another. Third, through some of these sections of the Federation, much might be done to increase acquaintance among the teachers of various countries. Much is now done in the sphere of

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higher education in the exchange and visitation of professors and of students. Much might be done to secure similar results among teachers, administrators and even of pupils of the secondary and elementary schools. Such contacts need to be organized, directed and supervised directly. The Federation should offer channels for bringing these contacts about. Fourth, emphasis on international peace would naturally come about through the fostering of the three objectives first mentioned, perhaps, more effectively than if striven for directly. The direct method calls for much attention and much talk at the biennial meetings. But after all international peace comes chiefly from understanding between the responsible leaders of people and through a like-mindedness of those who make public opinion. Who can have greater influence in shaping the attitudes of the people than those who direct the development of the minds of the people? But such objectives as these cannot be accomplished immediately nor can they be developed at all without a clear comprehension of objectives to be striven for.

There are very many things which the Federation may accomplish in the future. The future holds out an enchanting vista of possibilities. Especially with a properly equipped secretariat, and research staff, many worth-while and greatly needed things may be done.

But the first needs I believe to be those emphasized above. Until these are at least clearly developed, no adequate basis will exist to build upon and inadequate assurance can be given those who might desire to assist the organized educators to accomplish larger social ends.

Since most national educational organizations exist to help the teacher, the Federation has a marvelous opportunity to offer the channel through which education and international understanding through the schools may be advanced.

The constitution of the Federation offers the opportunity to the individual teacher and the regional educational organization, and educational institutions as well as to national organizations to unite for these purposes. The invitation to so unite should be given wide publicity and invitation made also to unite in forming a clear cut program of objectives which will afford the greatest promise to such co-operation.

—Paul Monroe.

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Biennial Conference of the World Federation of Education Associations

Herman-Jordan Committees

Committee No. 1

SINCE truthful information is basal to international understanding and peace, and correct geographical knowledge is contributory to those ends, the World Federation of Education Associations recommends that a committee be appointed to study geography materials and to compile a list of sources for geography teaching materials by countries, whereby more complete and accurate data may become available for schools and homes in order to establish:

- (1) A more definite understanding of the inter-relations between men and the various natural environments throughout the world;
- (2) A clearer appreciation of:
 - (a) The common life problem of peoples;
 - (b) The contributions of peoples in various regions to present day world civilization, as such contributions result from the inter-relations between life and natural environment;
 - (c) The resulting interdependence among peoples and places, and
- (3) A firmer realization of the necessity for international understanding that will aid world peace and world prosperity.

Note: Existing educational and geographical organizations can be used as agencies of co-operation in this study.

Committee No. II.

The World Federation of Education Associations endorses and desires to encourage the writing and teaching of the history of civilization, particularly in the social studies, thus placing the history of each nation in its proper international setting.

Committee No. III.

- (1) The World Federation of Education Associations urges colleges and universities to establish courses in International Relations and to place increased emphasis upon subjects in the curriculum which promote international understanding and friendship, such as the history of international relations, international law, treaties and agreements, arbitration cases, international organizations, comparative government, etc.

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(2) The World Federation of Education Associations recommends that a Committee be appointed by the Board of Directors to consider the possibility of the formation of an international University Board with the following purposes in view:

- (a) To establish a uniform system of evaluating entrance credits;
- (b) To assist in adjusting the foreign student to his new environment by suitable means, such as the International House, and to study the problem of fitting him to readjust himself upon his return home so that his usefulness and service to his own country will be increased.

(3) The World Federations of Education Associations recommends:

- (a) The teaching of plays and games of various countries, correlated with social studies, and urges that literature and directions dealing with this type of instruction be made more generally available;
- (b) The holding of play days, which, by their nature, eliminate competition between nation and nation, in order to bring together the youth of different countries of the world.

(4) The World Federation of Education Associations recommends the formulation of a plan whereby young people may broadcast, by radio, speeches describing the life, customs and ideals of their respective countries and exchange messages of goodwill and amity.

(5) The World Federation of Education Associations urges colleges and universities to establish bureaus for the purpose of disseminating information concerning the people of the various countries by furnishing speakers from among their foreign students and by supplying articles written by them to newspapers and other periodicals.

Committee No. IV.

(1) The World Federation of Education Associations pledges its active support to the purpose of the conference on the reduction and limitation of armaments to be held at Geneva in 1932, and calls upon its affiliated organizations to urge upon the respective governments participating in the Conference to support measures for a drastic reduction of all armaments.

(2) The World Federation of Education Associations recommends that, in view of the above Conference:

- (a) Facts and references bearing upon the purposes of the Conference be collected and a bibliography be prepared;
- (b) These data and materials be made available to schools through existing agencies, so far as possible, to the end that more complete teaching content be at hand for the study of this current world problem; and
- (c) Adequate instruction on this subject be given in the schools of all nations early in the coming school year.

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Committee No. V.

(1) The World Federation of Education Associations is of opinion that, as a basis for an understanding of the principles of co-operation underlying governmental movements towards international goodwill which should be taught during school life, it is wise for all children in schools to gain knowledge of those historic experiences where peoples have carried out joint projects demonstrating international goodwill and confidence.

Note: Such as the International Arch and Park celebrating the century of an unarmad boundary between Canada and the United States, the monument, "Christ of the Andes," on the boundary between Chile and Argentine, the Peace Bridge at Buffalo, and other that make the desired appeal to children.

(2) The World Federation of Education Associations recommends to educators in all lands that the machinery of peace be studied with increasing emphasis throughout school life.

(3) The World Federation of Education Associations urges all institutions for the training of teachers to make the study of International Relations and World Peace a required subject in the curriculum.

(4) The World Federation of Education Associations urges authors and publishers to revise their text-books in history and other social studies, in the light of the Paris Pact, so as to include a record of the various steps which have been taken to promote world peace.

Combined Herman-Jordan Committees.

The World Federation of Education Associations recommends that a concise publication be issued that will summarize:

- (1) The findings and recommendations of the Hedman-Jordan Committees since their inception; and
- (2) The specific references to materials that will be useful in the promotion of the purposes of the Herman-Jordan Plan.

Teachers' Organizations

(1) The World Federation of Education Associations authorizes the Section on Teachers' Organizations to collect and interchange information relative to the work of teachers' organizations and particularly to those problems connected with the welfare of the teaching profession; and

(2) Recommends the Board of Directors to provide some financial assistance for this purpose.

Home and School

The World Federation of Education Associations recommends:

- (1) That all home and schools associations, in co-operation with the school and other community agencies, give encouragement to

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practical measures for the conservation and improvement of the health of children; that an integrated conception of physical, mental, social, and spiritual health be the objective to be reached through adequate consideration of growth and nutrition, mental hygiene, social hygiene, safety and physical activity.

(2) That the important position of the teacher in the mental hygiene of the child be recognized by including adequate instruction in this subject in teacher training institutions.

(3) That, as far as is practicable, trained workers be employed by school authorities to assist in promoting understanding between home and school.

(4) That inasmuch as inter-racial antagonisms are not natural to children, parents and teachers use all possible means to create and foster friendly attitudes between children of different races.

(5) Recognizing that the Junior Red Cross activities which are carried on at school have a beneficial repercussion in the family, especially as regards health and the ideas of solidarity and altruism, and that thus the Junior Red Cross is capable of creating a living bond of sympathy and active interest between the home and school, and believing that the Junior Red Cross greatly furthers the work of mutual and international understanding, the World Federation of Education Associations recommends that the teaching body and the family support the Junior Red Cross and encourage pupils to become members.

(6) The World Federation of Education Associations recommends action throughout the world to encourage those phases of the cinema which are constructive in their effect upon home and community life and upon the moral ideals of young people and which tend to remove barriers between peoples through true representation of national life and characteristics.

Health

(1) Whereas the investigations of the Health Section since its origin in 1923 reveal an extensive growth in the school health program of many countries and an increased interest in health among educators throughout the world, the World Federation of Education Associations recommends each of the various countries to set up a committee representative of the organizations in these countries, which are concerned with the health of the school child, in order to provide a medium of exchange and a basis of representation.

(2) Inasmuch as the success of the school health program is in a large measure dependent upon the mutual understanding and co-operation of all professional groups involved in school health, the World Federation of Education Associations recommends the various national committees and national professional organizations to provide opportunity for the development of mutual understanding between all concerned in this work.

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(3) The World Federation of Education Associations is of opinion that a medium for maintaining a continuous contact by means of a periodic bulletin devoted to technical material regarding the various phases of the school health program is desirable.

(4) The World Federation of Education Associations recognizes the need for some machinery for maintaining a continuous contact between research workers and administrators in the field of school health.

Rural Education

(1) The World Federation of Education Associations recognizes as a pre-requisite for the greatest success in rural teaching such understanding of rural life on the part of the teachers as will enable them to base instruction upon the child's environment, and such sympathetic appreciation of rural life as will make possible the fullest co-operation of educationists in furthering the development of the rural school, not only as an educational factor in child education, but as a social, educational, ethical and civic centre for the entire community.

(2) The World Federation of Education Associations recommends that the attention of the governments of all countries be called to the necessity in the interest of the economic welfare and the stability of their countries:

- (a) Of providing the best possible education for young people in rural areas;
- (b) Of affording the advantages of a well-balanced curriculum within reasonable distance of the pupils' homes; and
- (c) Of securing for service, in the rural schools, teachers thoroughly educated, fully trained and adequately remunerated.

Preparation of Teachers

(1) The World Federation of Education Associations recommends the initiation of a study of the curricula of teacher training institutions of all countries in their bearing upon the education of future teachers in nationalism and in international understanding.

(2) The World Federation of Education Associations recommends that teachers' colleges and schools of education having graduate departments offer courses in Comparative Education where this is not already done, and that qualified students be encouraged to choose such courses. It also recommends that, when qualified instructors can be secured, Comparative Education be offered in summer schools and university extension divisions for the benefit of teachers in service.

Pre-school and Kindergarten

The World Federation of Education Associations endorses programs of parental education dealing with the pre-school child, those programs to be directed by efficient trained and lay leaders.

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International Auxiliary Languages

The World Federation of Education Associations recommends the appointment of a commission for the study of the question of International Auxiliary Languages, such as Esperanto, as a means of promoting the aims of the Federation, this commission to report at the next convention.

International Understanding

(1) The World Federation of Education Associations recommends to the Directors the appointment of a committee whose function shall be: first, to discover those countries whose people and culture are at least known or inadequately understood by school children in other lands because of a paucity of effective literature; second, to invite writers of talent in those countries to produce the needed type of literature and to select existing literature for translation into other languages; and, third, to devise ways and means of procuring funds for this purpose.

(2) The World Federation of Education Associations recommends:

- (a) That Governments and States should, where necessary, bring about such modifications of the existing laws as will make the interchange of teachers a real possibility;
- (b) That the interchange of pupils during vacations or in the course of the school term should be encouraged;
- (c) That the interchange of correspondence and publications between schools should be extended;
- (d) That schemes be considered whereby individual schools in different countries should be paired with similar schools in other countries with a view to the development of mutual understanding.

(Note: The scheme instituted by the Anglo-American Committee under the auspices of the secondary department of the University of Pennsylvania is an illustration).

- (e) That adequate time should be given to the study of foreign languages in order to facilitate intercommunication and good understanding;
- (f) That in the curriculum or in extra-curricular activities adequate attention should be given to the development of international understanding.

(3) The World Federation of Education Associations recommends that a committee be created within the Federation to study existing methods in the various countries and to develop definite projects for the promotion of adult education in international understanding.

Radio and Cinema

(1) The World Federation of Education Associations records its appreciation of those governments which use their radio broadcasting facilities for the education of their citizens and urges all national governments to include a representative of their respective education administrations in the delegation sent to the International Radio Convention to be held in Madrid in 1932, in order that these official representatives of public education may participate in the formulation of the regulations which will govern the distribution and use of radio facilities throughout the world.

(2) The World Federation of Education Associations, recognizing the possibilities of promotion of international understanding and goodwill through such agencies as the radio and the cinema, hereby requests the Directors to appoint a committee to study the best utilization of these agencies for this purpose, to make recommendations to this effect, and to co-operate in organized efforts having this end in view.

(3) That in view of the possibilities of its use in developing greater mutual understanding and friendliness among nations, the World Federation of Education Associations commends the study of the feasibility of international radio broadcasting of educational programs for school children of other nations, to the national educational authorities and to those in charge of radio broadcasting in each country in the hope that a plan of co-operation to this end may be worked out.

(4) The World Federation of Education Associations commends to the proper educational authorities and organizations the study of the possibilities of the use of tonal moving pictures for the true presentation of life in foreign countries for the benefit of school children of all nations.

Illiteracy

The World Federation of Education Associations recommends:

(1) That illiteracy statistics of all nations be uniformly reckoned from the age of not less than ten years;

(2) That all nations be earnestly urged to use strenuous efforts and financial means to eradicate illiteracy and to appoint a commission, when necessary, empowered to bring about a realization of this general and fundamental enlightenment of nations.

Educational Attaches

The World Federation of Education Associations reaffirms its recommendation that Educational Attaches be appointed in all embassies and urges upon its affiliated associations increased activity in their respective countries to this end.

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General

The World Federation of Education Associations urges all its affiliated organizations to give to the above resolutions as wide publicity as possible, by furnishing them to the educational journals, to be published, with the request that other publications copy them and that individuals reading them bring them to the attention of still other publications for copying.

Thanks

The World Federation of Education Associations wishes to express its best thanks to the Denver Executive Committee, in charge of local arrangements, the members of sub-committees, the State Teachers' Association, the University of Denver, the other educational institutions of the State, the office of the State Superintendent of Public Instruction, the Denver Public Schools, the Chamber of Commerce and the Convention Bureau, and to all those individuals who did so much for the entertainment and comfort of the delegates and visitors.

Members of Resolutions Committee

Chairman: G. R. Parker, England.

Secretary: Harry Charlesworth, Canada.

Randal G. Condon, National Education Association of the United States.

Benj. Skinner, Educational Institute of Scotland.

Angus Roberts, National Union of Teachers of England and Wales.

Dr. Oshima, Japanese Education Association, Japan.

Robert Neilly, Irish National Teachers' Organization, Ireland.

Otto Tacke, Bund Entschiedener Schulreformer, Germany.

Miss Ruth Hardy, American Federation of Teachers, United States of America.

Mrs. U. Gordon Wilson, Association of Assistant Mistresses in Secondary Schools, England and Wales.

Mrs. H. L. Constable, Parents' National Educational Union, England and Wales.

Prof. C. D. Zdanowicz, National Federation of Modern Language Teachers, United States of America.

A. Ross, Institute of Handicraft Teachers, Canada.

H. L. Constable, Association of Assistant Masters of England and Wales.

P. Seshadri, All India Federation of Teachers' Associations, India.

Miss H. Elliott, National Council of Geography Teachers of the United States of America.

Dalmacio Martin, National Federation of Teachers of the Philippine Islands, United States of America.

Miss Ethel Gardner, National League of Teachers' Associations, United States of America.

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THE B. C. TEACHER

Teachers and the Economy Crisis

*Joint Manifesto by National Union of Teachers of England and Wales
and Educational Institute of Scotland*

IN defining the attitude of teachers towards the proposals of the National Government for effecting economies in the education service the National Union of Teachers of England and Wales and the Educational Institute of Scotland, representing 165,000 teachers in Great Britain, take their stand on the principle of equality of sacrifice to which homage has so repeatedly been paid by the Prime Minister. As citizens they will be prepared to meet the national emergency with public spirit and to bear their due share of the national burden distributed justly over the income of the whole nation, whether earned or unearned. In determining their contribution to the national sacrifice necessary to meet a financial crisis that is admittedly temporary, they demand that Parliament shall deal with them on the basis of their citizenship and not on the basis of reduction in their standard rates of salary as public servants merely because their earnings are easily accessible to the Government.

They decline to accept the findings of the Economy Committee as an embodiment of the principle of equality of sacrifice, and they protest against the action of the May Committee in using the Economy Report as the instrument of a savage attack upon education and the professional position of teachers. The budgetary deficiency is estimated by the Economy Committee to be £120,000,000. That represents 3 per cent. of the national income. The application of the principle of equality of sacrifice cannot possibly justify the proposal of the May Committee to cut down the salaries of teachers by 20 per cent., to which would be added other demands which, as citizens, they would be compelled to meet. The recommendations of the Committee were arrived at without the evidence of a single representative of the Teachers being invited, and on the basis of incomplete and inaccurate data. Teachers have not had a square deal from the May Committee. They look for a square deal from the National Government.

If the National Government carry into effect the recommendations of the Report they will cripple the schools of the nation and inflict grave injustice upon teachers. Staffs of schools will be depleted. Many teachers will be faced with the prospect of unemployment. Parents of the working and middle class will find it difficult, or even impossible, to maintain their children in secondary schools if the school fees are heavily increased. The finances of Education Authorities will be deranged and additional burdens placed upon the rate-payers, while teachers deprived of one-fifth of their income will in many cases find it impossible to meet their normal financial obligations.

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It has been the proud boast of the schools of Great Britain that they have made a valuable contribution to the development of the character of the people and to the social security of the nation. It is the desire of the teachers of Great Britain to continue to make their contribution to orderly progress and social solidarity, but the performance of this important task will be made increasingly difficult, if not impossible, should the National Government impose upon the schools the crippling restrictions recommended in the Economy Report or inflict upon teachers so vindictive a reduction of their earnings.

Teachers claim to be dealt with by the National Government in accordance with the principles of justice and equity which the Prime Minister himself has enunciated, and the National Union of Teachers of England and Wales and the Educational Institute of Scotland will use every legitimate weapon at their command to secure such treatment for their members.

ANGUS ROBERTS, *President,*
National Union of Teachers.

F. MANDER, *General Secretary,*
National Union of Teachers.

R. BENNETT MILLER, *President,*
Educational Institute of Scotland.

THOMAS HENDERSON, *General Secretary,*
Educational Institute of Scotland.

—The Schoolmaster and Woman Teacher's Chronicle.

DOES ORGANIZATION PAY?

Editor's Note: We wish to extend our sincere congratulations to our British colleagues upon the magnificent fight they have so successfully waged against the unfair and unjust discrimination which the Economy Committee and the National Government of Great Britain inflicted upon them—a fight which has already brought wonderful success, inasmuch as the contemplated 20 per cent. reduction, and a later 15 per cent. demand, have now been lowered to a 10 per cent. basis. The leaders, whose names are attached to the above firm, frank, but nevertheless dignified, manifesto, together with their Executives, have come through a tremendously difficult situation with flying colours, and have added another glorious chapter to that fine record of successful accomplishment which has so long been associated with the progress of the British teachers' professional organizations.

We wish them continued success in the further work which lies ahead, and we have every confidence in the ultimate result.

A most significant lesson for all teachers may be taken from the fact that the National Union of Teachers (which has a remarkably strong financial position) spent in one week the sum of \$50,000 in publicity, placing their case before the public through the medium of the press. As a result of their effort the teachers have already been granted a concession the aggregate value of which to teachers exceeds \$10,000,000. Does organization pay?

Thirty-two.

THE B. C. TEACHER

Voluntary Supervisory Areas for Saskatchewan Schools

By A. R. BROWN, Director of Rural Education

IT has been apparent for many years that our rural and small village schools have been sadly in need of increased supervision. A large proportion of the teachers in such schools are young and inexperienced. The inspector of schools is unable to visit them in the classroom for more than two or three hours, two or three times a year. Under the circumstances, even admitting that the teachers were conscientious, normally intelligent and duly certified to teach, it is quite apparent that the task of handling many grades in all subjects without adequate supervision must be one of tremendous difficulty.

To meet this situation the Minister, the Hon. J. T. M. Anderson, has proposed that a number of voluntary supervisory areas for experimental purposes should be organized. One each are in operation in the Kindersley and Glidden district and two others, one adjacent to Raymore and the other southwest of Radville, are in course of organization. These regions were chosen for the development because a great many inquiries had reached the Department from these territories indicating there was a strong desire on the part of trustees and ratepayers to enter into such an undertaking.

The Kindersley scheme covers thirty-nine class-rooms, chiefly rural, but including a few village rooms. This is roughly one-third the number usually placed under an inspector. There is this further important difference: an inspector is responsible for all types of administrative problems in his territory in addition to the supervision of teaching services whereas the supervisor will be responsible for only one type of service, the improvement of the teaching given the children in the schools in her territory.

The supervisor for this district, Miss Mary Isabella Grant, whose appointment was announced recently, is western born and trained. She holds a permanent First-Class Professional Certificate obtained in this province. She has taken several summer courses and in addition studied Primary Methods at Teachers' College, Columbia University, for one year. During the past summer she conducted a course in Primary Methods in the Summer School of the University of Saskatchewan. She is well qualified for the position and should make a success of her work.

The supervisor is directly responsible to the Department of Education. Her relation to boards of trustees is advisory. Her relation to the teachers in her area is similar to that of a school principal.

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The main duties of the supervisor are:

- (a) to direct the work of teaching in the schools of the area;
- (b) to outline and plan the work to be done in each grade;
- (c) to hold conferences with groups of teachers at regular intervals for the discussion of problems;
- (d) to visit all teachers in their schools regularly and as frequently as possible;
- (e) to give particular attention to assisting newly appointed and inexperienced teachers;
- (f) to advise boards of trustees in the selection of teachers to fill vacancies;
- (g) to co-operate with teachers in giving helpful advice relative to the maintenance of the health of all school children;
- (h) to co-operate with the inspector and to report to him conditions requiring his advice.

The cost is shared between the Department of Education and the school districts, the former paying the salary and the latter the expenses of the supervisor. The financial responsibility of the district is limited by agreement to a maximum of thirty dollars per classroom operated.

The duration of the experiment is for a period of five years, but if at the end of three years the majority of the boards concerned wish to terminate the agreement, they may do so by notifying the Department in writing to that effect.

If the experiment proves a success it will undoubtedly be extended to other areas. Boards of trustees interested in the scheme and hoping to develop a similar idea in their own territory should discuss the matter with their ratepayers and the trustees of neighboring districts. Where the response is satisfactory the proposal should then be referred to the Department of Education for consideration.—"The School Trustee," Saskatchewan.

SASKATCHEWAN NORMAL SCHOOL ENTRY LIMITED

ENTRY of students to the Saskatchewan Normal Schools at the coming fall term will be limited to 798, according to a statement made by Premier Anderson on his arrival at Saskatoon to attend the conference of premiers of the three prairie provinces.

Six rooms will be operated at Saskatoon with an enrolment of 252, six at Moose Jaw with a similar enrolment, and seven rooms at Regina, with an enrolment of 294. The total enrolment this year will be approximately 500 less than last.

A recent census of the teaching profession revealed the fact that there are 800 teachers now out of employment, said Dr. Anderson, and more than 1,200 graduates will be leaving the Normal Schools in a few weeks.

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THE B. C. TEACHER

Comparative Efficiency of Rural and Consolidated Schools in Canada

THE increased financial difficulties of rural schools at the present time, particularly in the western wheat growing provinces, seem to have given a new impetus to consideration of the reorganization of many districts, especially to the possibilities offered by consolidation with the schools of neighbouring towns or villages, or even with other rural schools. It may be of interest, then, to examine comparatively the results that are being produced by one-room rural and consolidated schools. The movement toward consolidation in the western provinces has not been as rapid in the past few years as in the decade preceding, but consistent advances have been made in other parts of the Dominion, notably in the Protestant municipalities of Quebec, where five new consolidations and one enlargement are reported in 1930, and others in each of the years immediately preceding.

Comparative Services

Manitoba, where consolidation has gone to greatest lengths, shows a very marked advantage in favour of the consolidated school. The table below gives the average grade attained by pupils at each year of compulsory school age in both classes of schools. After starting together at the age of seven each year produces a wider gap between the average pupil in the two kinds of school, until at the age of fourteen the consolidated school pupil is well advanced in the work of Grade 8, and the pupil of the one-room school has not completed Grade 6. Apart from this advantage of distinctly more than a year on the part of the pupil of the larger school, when attendance becomes no longer obligatory, there must be a much stronger incentive for him to remain in school and complete the entrance grade. He is already well started on his final year, while the pupil of the small school sees the entrance examination more than two years distant. Indeed only 45 per cent. of the 14-year-olds continue in the small school after they have reached 15, whereas in the consolidated school the 15-year-olds are 85 per cent. as numerous as those a year younger. This means unmistakably greater opportunity for the rural children within the larger school unit.

Nor does all the advantage accrue to the rural district. The table below also shows the average attainment of pupils in town, village, and rural schools of more than one room that are not consolidated. And they, too, are seen to be at a disadvantage compared to those of the consolidated districts. Their average pupil at 14 has not finished Grade 7. True, this is nearer than the rural school comes to producing the consolidated school's results, but there appears to be a definite gain to be made by the central school through amalgamation.

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Moreover, where the drop in enrolment between the ages of 14 and 15 is only 15 per cent. in the consolidated schools, it is 27 per cent. in this third group.

AVERAGE GRADE AT EACH YEAR OF AGE

AGE	RURAL	CONSOLIDATED	TOWN AND VILLAGE NOT CONSOLIDATED
7	1.61	1.66	1.66
8	2.12	2.48	2.33
9	3.05	3.39	3.19
10	3.85	4.33	4.01
11	4.68	5.21	4.92
12	5.46	6.17	5.88
13	6.36	7.14	6.83
14	6.95	8.21	7.97

ENROLMENT AT EACH YEAR OF AGE

14	3,165	1,272	2,649
15	1,439	1,087	1,930

Turning to Saskatchewan, the same general relations are seen to hold between consolidated and each of the other two classes of schools. The next table presents data for Saskatchewan comparable to that above for Manitoba, except that the "town and village" group includes consolidated as well as non-consolidated town and village districts.

AVERAGE GRADE AT EACH YEAR OF AGE

AGE	RURAL	CONSOLIDATED	TOWN AND VILLAGE
7	1.70	1.75	1.88
8	2.42	2.63	2.63
9	3.35	3.62	3.59
10	4.20	4.57	4.39
11	5.04	5.49	5.47
12	5.91	6.27	6.34
13	6.79	7.55	7.46
14	7.64	8.52	8.51

ENROLMENT AT EACH YEAR OF AGE

14	11,427	410	5,396
15	6,652	356	4,494

Comparative Costs

The teacher of the Manitoba one-room school has, on the average, 3.7 years' experience and receives a salary of \$867; the consolidated school teacher 6.6 years' experience and \$1213 salary. The 40 per cent. higher salary naturally secures not only a more experienced but also a better trained teacher. But in the larger school she teaches 35.6 pupils in comparison with 28.6 in the country school, with the result that her salary means only 13 per cent. more per pupil taught. And since she succeeds in getting her pupils through 7.2 grades in

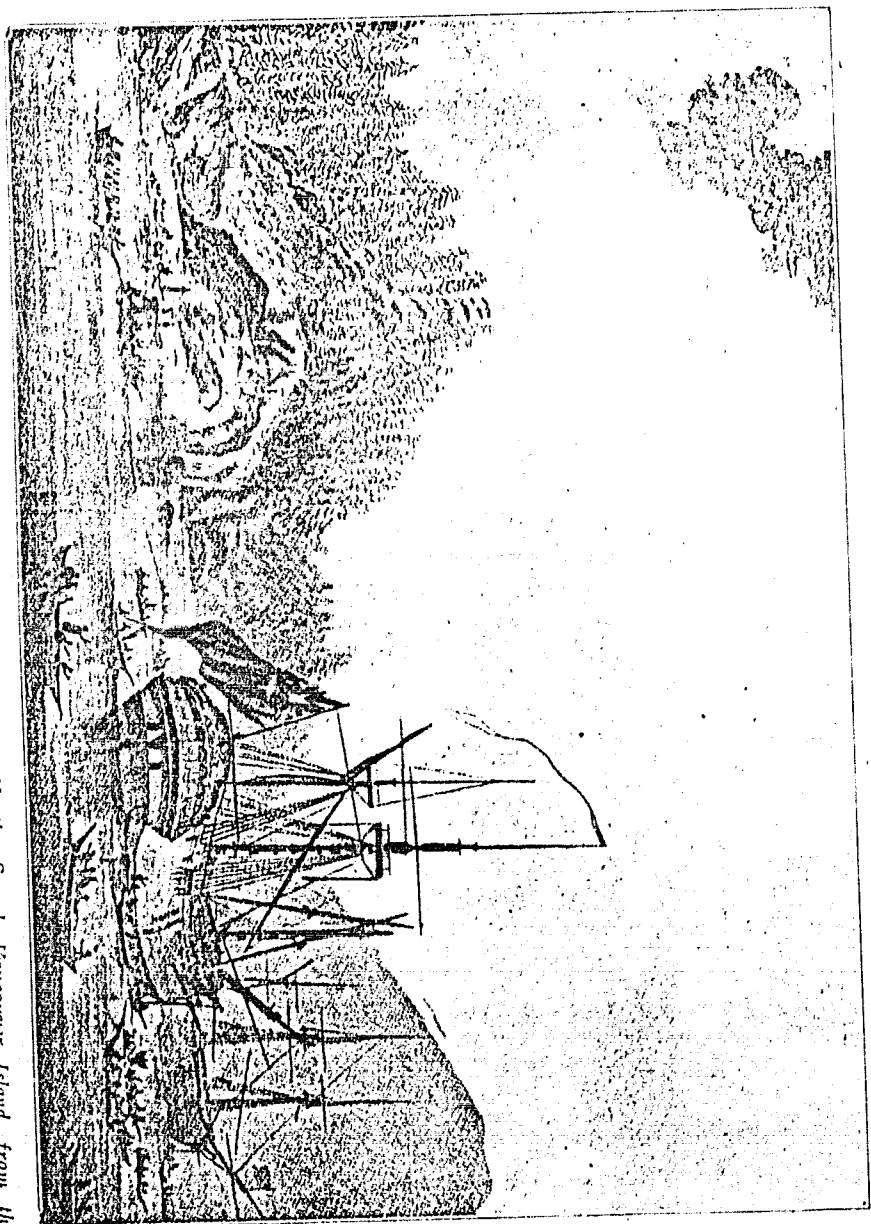
THE B. C. TEACHER

place of the other teacher's 5.9 grades, her cost per year of work successfully completed by her pupils is only 93 per cent. of the cost of the much lower salaried teacher of the ungraded school. In other words, the consolidated school teacher, although she gets a salary 40 per cent. higher, actually costs 7 per cent. less in terms of work successfully done. This, of course, should not be construed as derogatory of the work of the rural teacher. Her average pupil attends only 139 days in the year, while the consolidated school's pupil attends 167 days. She can not be expected to cover as much work with the pupil in a year that is 28 days (almost a month and a half) shorter. Expressed in terms of attendance, the one-room teacher puts her average pupil through each grade in 188 school days, the consolidated school teacher in 185. In other words, the fact that the latter's pupil attains only 5.9 grades, and the former's 7.2 in eight years is accounted for practically entirely by poorer attendance; and the greater cost of the former, in terms of work accomplished, is more than accounted for by this irregular attendance together with her smaller number of pupils.

The teaching staff of the bigger school, then, provides instruction from Grades I to XI or XII at a smaller cost per pupil per grade than the rural teacher is able to do for Grades I to VIII (in some cases to Grade IX). This much can be said for the comparative costs of teachers, and teachers' salaries represent about one-third of the total expenditure of consolidated schools. While all of the foregoing except the last statement is deduced from Manitoba data, there is no apparent reason why it should differ substantially in other provinces.

There is a marked difference between provinces, however, in the matter of the second major factor in consolidated school outlay,—conveyance costs. In Saskatchewan, where the size of such districts is particularly large, transportation costs practically as much as teachers' salaries alone, less than the cost of the smaller. To illustrate: In Alberta the annual cost per pupil enrolled in one-room schools is recorded as \$61.08, in consolidated schools \$86.29—or 41 per cent. higher. When allowance is made for the rate at which the grades are covered in the two classes of schools (on the basis of what is shown above to take place in the Manitoba and Saskatchewan schools) the cost per pupil per grade is only 18 per cent. higher. Allowing further for the greater proportion of high school students in the larger schools, again on the Manitoba and Saskatchewan basis (the cost of a year in high school averages more than twice the cost of an elementary year) the expenses of the consolidated schools are less than 98 per cent. of the small ones. The larger school, then, appears at least as cheap in terms of work done, and its added conveniences (such as healthier buildings, absence of the necessity of parents transporting their own children, etc.), are at the same time obtained.—(Dominion Bureau of Statistics).

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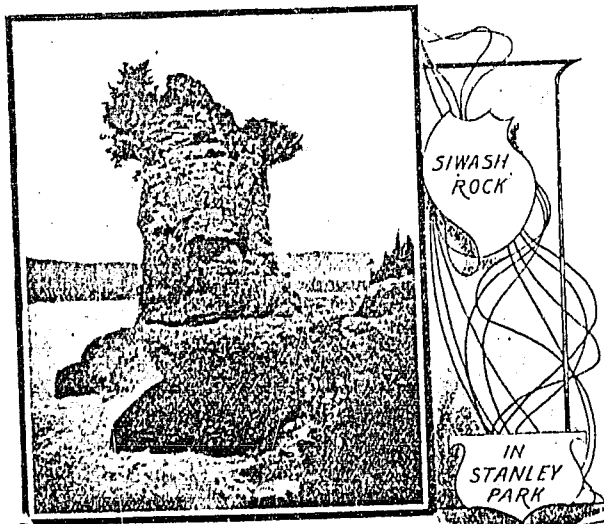
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