

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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EDITORIAL

An "International" Christmas Number.

It is particularly appropriate that at this time of "Peace on Earth and Goodwill to Men" our magazine should partake of the nature of an international issue. Amongst the articles published are contributions from prominent educators in England, Scotland, Persia, Mexico, Panama, Czecho-Slovakia, Japan, Switzerland, United States, as well as from British Columbia and other Canadian provinces. The interchange of educational thought between the countries of the world is becoming more and more evident, and it is a remarkable thing that the ideals, progress and development in all cases bear such a notable similarity. It augurs well for the future of humanity that the teachers of the world are so closely co-operating in the establishment of those basic ideals of friendship and goodwill which are essential factors of world peace, and are taking such concrete steps to remove ignorance and prejudice which have been, throughout the ages, the persistent enemy of civilization.

Economies in Education.

The coming year is to be one of economy in education. The necessity is recognized on all sides. All are agreed that expenditures must be kept at the lowest possible level, but there are differences of opinion as to the interpretation of the meaning of "lowest possible level." There are two broad classifications. Firstly, those who think only in terms of the dollar; and, secondly, those who think in terms of the child. The former are in no way concerned as to the efficiency of the school system; they pay no attention to the obvious injustice despite the economic situation of depriving present day children of their inalienable right to a sound education; they would willingly shift the burden and consequences of their own social, financial and commercial mismanagement upon the shoulders of others, even though it involves a definite handicap upon the rising generation.

In order to prevent this tragic exhibition of selfishness from
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becoming effective, it is necessary for all those vitally interested in the child of today to stand together as a solid defence against an unwarranted interference with those fundamental opportunities to which every child of every generation has a right. Foremost in this defensive array will be found the teaching profession itself, and they will be supported by all true parents. During the financial crisis in England, when education was being ruthlessly attacked, one of the most prominent statesmen of the day issued a ringing and challenging slogan, namely, "The child is the nation's finest gold reserve."

What leader of finance, commerce, or industry would dare to assert that this was not an absolute fact. Indeed, such leaders, when presenting school prizes at public functions, or when addressing conventions (particularly teachers' conventions) are never known to miss the opportunity of uttering similar sentiments concerning the value of the child, and incidentally, the tremendous importance of the teaching profession. The time has now come, therefore, when such noble sentiments are being put to the acid test. The friends of the child will judge by actions and not by pious platitudes. Reasonable economy there must be—but if our leaders of business, our governmental and civic leaders, deal in figures and percentages only, and forget the supreme importance of souls, then such so-called economy will be the worst possible kind of extravagance, for the future generations will pay a tremendous price for the short-sightedness of those who preceded them and sacrificed them in order to obtain immediate material benefits for themselves.

We would strongly urge our School Board members (the majority of whom have a high sense of their responsibilities and obligations) to remember especially at this time, that they are **trustees**—responsible not only for the interests of the ratepayers, who should be able to look after themselves, but, in a far more important way, responsible for the interests of the children of today and tomorrow, whose future depends largely upon the opportunities accorded to them by their elders.

Federation Office—Change of Address.

Commencing with the New Year the new registered office of the B. C. Teachers' Federation will be "Aldine House, 1300 Robson Street, Vancouver."

Through the courtesy of J. M. Dent & Sons and their local representative, Mr. W. G. Stephen, we have been able to secure the suite of rooms on the upper floor of their well known Western Headquarters. These rooms will give us excellent accommodation, not only for general administration, but also for committee work. The location is convenient, being right on the Robson Street car line, and there will be no parking difficulties for those with cars, for they will be able to secure ample space in the vicinity at all times. So walk, ride, or drive right up and visit us. We shall be happy to see you.

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HARRY CHARLESWORTH,
General Secretary.

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Must Saskatchewan Close Its Schools ?

A TIMELY EDITORIAL

THE time has come when many services must be curtailed if the needy are to be fed, clothed and sheltered during the approaching winter, if feed is to be supplied for stock, and seed for next year's crop. It may not be possible to continue the usual financial assistance to education. It may even be necessary to reduce the general grants hitherto payable. The fact must be faced and faced courageously, that public institutions cannot be carried on without public funds; borrowing cannot go on indefinitely, and it may be that a sacrifice must be made that everyone hoped could be avoided.

"Fortunately, many school districts still have financial reserves, and these will be able to keep their schools in operation. Others can maintain their schools for a considerable period, but will close during the coldest winter months. Others, and it is hoped the number will not be large, will close for a longer period. In these distressing circumstances it behooves all those concerned with education to exercise the utmost co-operation and to economize in every way possible to the end that schools may be kept in operation as long as possible."

The above excerpt from Premier Anderson's statement issued on October 15th last, indicates that a crisis has been reached in educational affairs in this province. If public funds are not available for the carrying on of governmental services it goes without saying that those services will have to be discontinued; but the public generally, and the teachers in particular, will have to be satisfied as to why public funds are not available for such an all-important task as education. It is true that taxes have not been paid, and probably will not be paid, over large sections of our province that have been hard hit by drought. It is true that the world-wide depression has affected business conditions and revenues have fallen off to a marked extent. It is true that the condition of the financial markets of the world is such that the flotation of a foreign loan by the province is well-nigh impossible. But is it true that the people of our province are in such dire straits that they must jeopardize the future well-being of their children, and handicap them irretrievably in the race of life by curtailing or removing those educational opportunities which they now possess?

Premier Anderson speaks of the closing of our schools as a sacrifice that everyone hoped could be avoided. Truly it would be a sacrifice, but it would be a sacrifice of our children upon the altars of commercialism and of pleasure. So long as our people can spend, and spend freely on theatres and "talkies," on automobiles and on radios; so long as our cities and towns can find the means to send

rugby teams, and hockey teams, and basketball teams up and down through our province, and halfway across the continent and back in quest of championships in sports; so long as our government can pour out money in the building of highways and bridges; so long will it be extremely difficult to convince thinking men and women that the closing of educational institutions is an imperative necessity.

Certainly it is a situation that calls for sacrifice and the teachers of Saskatchewan have done their share to see that the educational advantages which our children enjoy are not taken from them. They have accepted salary reductions, averaging approximately 35 per cent. of the total salary roll of 1930, and many well-trained and competent teachers have been unable to find employment at all because of the return to the profession of hundreds of men and women who had left it when it did not seem such a desirable or lucrative vocation. Many are teaching with practically no pay but promissory notes. It would seem that the teachers are not shirking their share in the task of maintaining the high standard of educational efficiency, of which we used to boast. But are the citizens of Saskatchewan generally alive to the situation as it exists today? Are they sharing the burden of making Saskatchewan's future secure?

The Premier says that borrowing cannot go on indefinitely. Is this a belated acknowledgment of the fact that borrowing went on at too prodigious a rate in the past? Perhaps if the public debt of Saskatchewan had not increased by 50 per cent. in the past two years, the borrowing power of Saskatchewan would not be impaired. We read that savings accounts have increased tremendously during the years since the collapse of the stock market. Might not the scheme of floating a loan within our own province be feasible? In the time of national crisis, when the enemy were at our gates, Canadians responded to the need and Victory Loans were raised, which made possible the pressing of the war to a successful conclusion. Why not appeal to the people of Saskatchewan for a loan for educational purposes which would make possible the safeguarding of the future manhood and womanhood of Saskatchewan?

There is some justification, too, in making the cost of education a charge upon the future. The boys and girls who profit directly from such a loan today, will be the men and women of twenty or thirty years hence who will have to raise the money to retire the loan, and if we mistake not the spirit of the boys and girls in the classrooms of our schools today we should say that they would infinitely prefer to pay in this way for the educational advantages which they need today than to have those advantages curtailed or entirely cut off.

—Saskatchewan Teacher.



Educational Costs and Consequences

*A Radio Address given over CNRV, December 11th, by
Professor G. M. Weir of the University of British Columbia.*

THE present period of widespread unemployment and actual destitution in many communities is obviously a time for the exercise of careful economy. Moreover, it is a time for universal—as opposed to partial or discriminatory—sacrifice, in terms of ability to pay, on the part of all citizens who enjoy the protection and numerous other advantages afforded by the modern community.

I.—Equality of Sacrifice and Effort

Owing to the prevalent discussion of educational costs, with special reference to teachers' salaries, it may be advisable, even at the risk of some repetition, briefly to re-examine some of the fundamental principles of social philosophy that have been commonly accepted in civilized countries. In too many instances, unfortunately, these principles have degenerated to the level of pious platitudes to be trotted out as embellishments to the oratory of the social reformer or to be attacked by the so-called hard-headed businessman.

In the first place, from the viewpoint of rights and obligations, there is no peculiar significance attached to the alleged distinction between so-called employers and employees. All are citizens first, and employees or employers only secondarily; and it is as citizens that they are entitled to an equality of rights and privileges as well as to an equality of sacrifice in meeting obligations to the community. The ultimate good is obviously that of the community; and the ultimate authority is that neither of employer nor employee, but is rather the real will of the people as expressed in and through properly constituted government.

The exponents, at least by implication, of economic serfdom appear to assume that economic might is right—in other words, that “justice is the interest of the stronger.” Hence it is believed to be defensible, if not really ethical, to apply compulsion to employees—such as teachers—when it appears expedient to take a 10 per cent. slice off their earnings; whereas employers, such as storekeepers, newspaper proprietors and others, should remain masters of their economic fate—so far as compulsory seizure of income is concerned—and voluntary dispensers of their contributions, if any, to unemployment projects. The fact that the teacher, for instance, has fully earned, and hence is entitled to receive, her salary, equally as much as the merchant is entitled to the legitimate fruits of his business, apparently does not occur to the mind of the reactionary or autocrat. From the viewpoint of ease of collection, it is a simple matter to

deduct from the teacher's salary, whereas the employer's income is more difficult to get at. But the teacher's salary is no more the legitimate field for community or private exploitation or seizure than is the income of the employer. The end in such cases does not justify the means.

Let us examine more fully, by way of illustration, the case of the newspaper proprietor and that of the teacher. When times are good it is obvious that the newspaper owner is in a much better position than is the teacher to share in the profits accruing from increased business, mounting prices, and the general economic fruits of prosperity. The same is true in the case of the merchant and other classes of employers. In seasons of prosperity, however, there is no manifest tendency for the reactionary type of employer to advocate sharing profits with the teacher or even to advocate an increase in teachers' salaries. But when the pall of depression settles down upon the community, the teacher is to be **forced** to share the losses—forced by an external authority operating in a partial and discriminatory fashion in the sense that it applies coercion to a certain class of citizens, the so-called employees, while the employer is left to follow the dictates, if any, of his own volition. True it is that the employer is obliged in times of depression to take losses; while, on the other hand, the teacher, in times of prosperity, is obliged, in a relative sense at least, to forego profits or proportionate increases in salary.

The question is manifestly one of simple justice, involving the uniform application of the principle of compulsion to all classes of the community and not the singling out of any class, such as the teacher, to be made the object of coercive measures. Otherwise that slogan of democracy—equality of opportunity—like so many modern platitudes, becomes a mere ethical vacuity. Such a condition is probably a residue of the erstwhile system of social stratification and economic serfdom which operated with undue severity against the so-called masses.

But to return to our comparison. Both the newspaper proprietor and the teacher are, or should be, creators of real wealth whether intangible or otherwise. Both have the rights and obligations of citizens. The newspaper man is entitled, for instance, to defray the cost of erecting a public building; the teachers, if they so desire, of erecting a public school. Both may be mistaken in their judgments; but, if so, both are equally entitled to the privilege of making their own mistakes. Neither the teacher nor newspaper proprietor should be subservient to the other or to any group of employers or employees. The same principles of compulsion, if just at all, should apply uniformly to all classes of citizens. And the proper agency to apply such compulsion is that which expresses the real will of the community, namely, constituted government, which ordinarily has access to income tax information and hence can reasonably appraise ability to pay. Under such circumstances, the State, if the situation so warrants, could, and should, say to teacher, newspaper proprietor and other classes of the community: "We shall take a

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portion of your income to meet the present crisis. Equality of sacrifice, on the basis of ability to pay, applies without discrimination to all classes alike. Employers do not belong to a preferred class."

There is nothing sacro-sanct in the status of the employer that entitles him to preferential treatment—when coercive measures are to be applied—in comparison with the teacher or other employee. As citizens, all classes should be treated alike in the meeting of obligations as in the enjoyment of rights. In other words, there is no more logical or other justification for differential (as between classes) economic conscription in times of national depression than for discriminatory military conscription in time of war. The fact that a 10 per cent. reduction was made in the earnings of certain classes of employees does not alter the essential justice of the situation. If such deductions were made as voluntary contributions from the employees, well and good. But two wrongs never made a right.

11. Some Exaggerations.

Within recent weeks certain worthy, if mis-informed, citizens have been making exaggerated and misleading statements regarding the comparative costs of education in Canada. As certain of these statements would be appalling if they were true, it appears desirable to correct some of the false impressions that might otherwise prove prejudicial to the educational welfare of British Columbia. As already stated, the present is a time for searching economy in all branches of the public service. The real teacher is ready and willing to co-operate with other classes of the community—on a basis of equality of sacrifice—in shouldering his or her share of the burden. At the same time it should not be forgotten that, especially in the fields of education and of health, there is a niggardly economy that would starve the child to save a dollar, and a wise economy that would spend two dollars to save the child.

Fortunately, the following statement, made by America's foremost educational philosopher, Professor John Dewey, is perhaps less applicable to Canada than to certain other countries. As an historical truth, however, Dewey's statement is worthy of serious thought:

"Elementary education," writes Dewey, "the education of the masses has been not only 'learning for earning,' but a badly conceived learning, an education where the ability of the learner to add to the earnings of others rather than to his own earnings has been the main factor in selecting materials of study and fixing methods"

"Reading, writing, figuring, with a little geography and a smattering of other things, are what the great mass of those who leave our schools leave with. A few get something more. These things, when nothing else is added on to them, are pretty nearly pure economic tools. They came into the schools when the better-to-do classes discovered that under the conditions an elementary ability to read, write and figure was practically indispensable for salesmen and shop workers. He who is poorly acquainted with the history of the efforts to improve elementary

education in our large cities does not know that the chief protest against progress is likely to come from successful business men. They have clamored for the three R's as the essential and exclusive material of primary education—knowing well enough that their own children would be able to get the things they protest against. Thus they have attacked as fads and frills every enrichment of the curriculum which did not lend itself to narrow economic ends."

The following are typical of a number of grossly exaggerated and incorrect statements made publicly by certain prominent and misinformed critics of educational expenditures:

(a) "British Columbia, on a per capita basis, pays three times as much proportionately for education as does Ontario." If the citizens of Ontario heard such a wild statement their hearts would go out in sympathy to us poor British Columbians! But such sympathy, in the light of the facts, is quite unnecessary, as is shown by the following tables based on official departmental returns:

Tables From Provincial Returns

TABLE I.

Per capita expenditure, for all citizens, on education in Nova Scotia rose from \$6.60 in 1925 to \$7.21 in 1930. In the other provinces the corresponding data, based on estimated population in the years indicated, are as follows:

Saskatchewan (1927)	\$20.68
Alberta (1929)	20.18
Manitoba (1929)	16.56
Ontario (1929)	16.01
British Columbia (1928)	15.43
Quebec (1927)	11.12
New Brunswick (1928)	7.21
Prince Edward Island (1930).....	5.71

The above table was compiled by the Superintendent of Education for Nova Scotia.

TABLE II.

Percentage of Government Revenue Spent in Schools

Another interesting comparison is the relation of the provincial expenditures on education to the total expenditure for all governmental purposes, as shown in the following table based on data for the year 1929:

	Government Expenditure on Education	Total Govt. Expenditures, All Purposes	Percentage of Education Expenditure to Total
Nova Scotia	\$ 8,729,448	\$ 917,707	10.4
New Brunswick	6,566,860	560,924	8.5
Pr. Edward Island	1,069,954	297,368	27.8
Quebec	35,964,487	4,152,312	11.5
Ontario	61,906,824	10,278,187	16.4
Manitoba	12,433,105	1,950,261	15.7
Saskatchewan	15,971,231	2,340,536	14.7
Alberta	13,686,261	2,420,893	17.7
British Columbia	24,596,393	3,765,920	15.3

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The Government of British Columbia takes the Income Tax. In Ontario, for instance, the Income Tax is taken by the municipalities.

TABLE III.

Annual Cost Per Pupil in Average Daily Attendance

Saskatchewan	\$109.48
Manitoba	98.66
British Columbia	90.07
Ontario	89.17
Alberta	81.66

TABLE IV.

Teachers' Salaries

Ontario	\$1256.00
Manitoba	1210.00
Saskatchewan	1158.00
Alberta	1223.00
British Columbia	1502.00

The differences in bookkeeping used in the various provinces should not be allowed to confuse the issue. If the British Columbia Government takes the Income Tax it should pay a relatively larger proportion of school costs than in cases where the municipalities collect the Income Tax. This is a simple matter of apportionment of funds and does not affect per capita costs of education. The money for education ultimately comes out of the taxpayer's pocket in either case. Salary differences in the above table are largely due to the relatively larger proportion of teachers in the higher school grades in British Columbia.

TABLE V.

Some University Data (For the Year 1928-29)

University	Grants from Government	Number of Students Univ. Status	Grant per Student
(1) Toronto	\$1,893,043	6,422	\$295.00
(2) Western (at London)..	355,000	1,060	335.00
(3) Saskatchewan	673,382	1,225	550.00
(4) Alberta	471,303	1,356	260.00
(5) University of B. C.....	570,200	2,190	260.00

In a comparative sense, at least, expenditures on the University of British Columbia have been far from extravagant.

It is enlightening also to consider the total assets—the money spent on land, buildings and equipment—of the three Western Universities.

The figures are as follows (Canada Year Book, 1931):

Saskatchewan	\$3,957,840
Alberta	5,073,920
The University of British Columbia.....	3,911,915

The University of British Columbia is again lowest. The combined assets of Alberta and Saskatchewan Universities amount to \$3,500 per student of University standard enrolled in these two institutions, as against \$1,800 per student in the case of the University of British Columbia. But if the student of comparative costs wishes a real thrill he should turn to the Canada Year Book, 1931 (page 685) to see how British Columbia compares with the Prairie provinces in the matter of high class roads. British Columbia needs good roads, but, after the depression lifts, she may be willing to spend relatively less on highways and more on higher education.

(b) Other types of loose statements about unoccupied school auditoriums and unemployed University graduates, while partially true, are more largely untrue and are scarcely deserving of analysis. Unemployment among University graduates in all civilized countries at the present time is unfortunately too general—as is unemployment in all trades and professions. University graduates, like other classes of the community, are not immune from the defects in our economic and social system.

III.—Obvious Conclusions

(a) Teachers in British Columbia are—in the light of the investment of time, money and effort they have put into their training—far from overpaid. The higher average salary of British Columbia teachers is in great measure due to the larger proportion of teachers in the upper grades in this province. A comparison between Winnipeg and Vancouver, for instance, shows that two years ago principals of Junior High Schools and Collegiate Institutes in the former city were paid from \$700 to \$1000 more per annum than principals of the corresponding types of high schools in Vancouver. The average salaries of elementary school teachers in British Columbia in 1929 were as follows: Cities, \$1325; rural municipalities, \$1211; rural districts, \$1106.

(b) Expenditures on higher education in British Columbia have, in a comparative sense, been very modest.

(c) British Columbia's expenditures on education in general have not been extravagant.

The "Pay-As-You-Go" Plan in Municipal Finance

By GEO. WILSON, Commissioner of Finance, Toronto.
(Address delivered at the Canadian Tax Conference, the Citizens'
Research Institute of Canada, Hamilton, October, 1931)

NEARLY half a century ago, a wise student of economics said, "In America in times of prosperity we make our debts; in times of depression we pay our debts, and then we start again." How forcefully is the truth of those words of wisdom borne upon us today. During the past twenty-five years the percentage of increase in municipal assessed values, total expenditures, net debt and tax levies is out of all proportion to the increase of population in urban centres. In thirteen cities of the United States the disproportionate increase of debt, compared with the increase of population during the period 1905-1930, is startling:

	Per cent. of debt increase was	3½	times	per cent.	of population	increase
New York	3½	times	per cent.	of population	increase	
Chicago	15	"	"	"	"	"
Philadelphia	14	"	"	"	"	"
Detroit	15½	"	"	"	"	"
Los Angeles	9	"	"	"	"	"
Cleveland	5½	"	"	"	"	"
St. Louis	7	"	"	"	"	"
Baltimore	17	"	"	"	"	"
Boston	2	"	"	"	"	"
San Francisco	8	"	"	"	"	"
Buffalo	7½	"	"	"	"	"
Minneapolis	4½	"	"	"	"	"
Cincinnati	4½	"	"	"	"	"

To a considerably lesser degree, Canadian municipalities, generally, have also recorded disproportionate increases of debt. The principal factors responsible for this condition of affairs—particularly during the past decade—are: the increased popularity of municipal facilities for borrowing, the decreased value in the purchasing power of the dollar, the general improvement in the character and efficiency of civic services, and elaborate schemes of town planning and extensions and widenings of public highways incidental to the phenomenal increase of automobile traffic. It is also true that the widespread development of buying homes, and needed—and oftentimes unneeded—accessories of the home on the "instalment plan" has undoubtedly

superinduced similar practices in the upbuilding and overbuilding of our cities and towns.

In eras of business prosperity—one of which the world enjoyed prior to the economic debacle of two years ago—individual and public expenditures are often recklessly made, without regard for the inevitable day of reckoning. It is only with the arrival of evil days of slackened business and shrunken private and public revenues that profligacy of expenditures in the past and the necessity for retrenchment in the future are painfully realized.

The most important trust which can be imposed upon man by his fellows is the custody and administration of public funds. For governments and municipalities—be they large or small—the measure of the responsibility is the same, as recurring regional demands and political pressure upon public treasuries is inevitable and inescapable.

These introspective observations naturally lead one to the consideration of formulating financial policies which spell conservation and economy, which are so greatly needed in these difficult times.

The "Pay-asyou-Go" system, as the name implies, is the substitution of cash for credit—and it needs no elaborate elucidation to prove that the adoption of the system in any municipality, as far as may be consistent, without impairment of the public services, will, in the end effect astonishing savings.

It is realized that municipalities which now have substantial bonded indebtedness, and consequent heavy annual debt charges to provide for in the future, may feel that, in these abnormal times, when subnormal revenues and unusual tax delinquencies are in evidence, that "Tis better to bear the ills we have than fly to others that we know not of." The sound principles underlying the "Pay-as-you-Go" system are nevertheless inviolable in good times and bad, and there is no doubt that every municipality—large or small—can alter its policy by paying cash for some of the things which it has been accustomed to acquire on credit in the past. Under the best of conditions, the "Pay-as-you-Go" plan cannot be accomplished overnight; if adopted at all, it must be by a gradual and methodical process.

In cities or towns which have steady growth of population year by year, additional capital outlays for schools, fire halls, police stations, parks, etc., are unavoidable if the installation of such services is to keep fair pace with the growth of the population, and if the annual cost of such necessary capital expenditures remains fairly level in each succeeding year, present and future generations would effect enormous savings of interest payments by adopting the "Pay-as-you-Go" plan as far as it is possible to do so.

The following table, illustrating the great saving effected by paying cash compared with debenture costs, will probably prove to be a revelation to the average citizen:

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Savings to Taxpayers Under "Pay-as-you-Go," Compared With Cost of Serial Debentures—Term 5 to 30 Years Assuming Cost of Work \$1,000,000 and Debenture Interest Rate 5% P.A.

Term of Repayment	Annual Debt Charges	Annual % of \$1,000,000 Cost	Total Cost	Saving Under Pay-as-you-Go
5 years	\$230,974.80	23.10	\$1,154,874.00	\$154,874.00
10 years	129,504.58	12.95	1,295,045.80	295,045.80
15 years	96,342.29	9.63	1,445,134.35	445,134.35
20 years	80,242.59	8.02	1,604,851.80	604,851.80
30 years	65,051.44	6.51	1,951,543.20	951,543.20

The financing of the schools of any municipality probably affords the best illustration of the advantages of the "Pay-as-you-Go" system, as the demand for additional school services synchronizes consistently with the growth of population. If, for instance, the school system of the City of Toronto, which has cost thirty-three millions of dollars, had been financed on the "Pay-as-you-Go" plan since the erection of the school, the scores of magnificent buildings now comprising the school plant would have been even finer today, at a gross cost approximately one-half the amount mentioned.

Many municipalities in widely separated areas of the United States have partially adopted the "Pay-as-you-Go" system, with the intention of extending it progressively every year. In Massachusetts several municipalities have formulated the plan of gradually increasing a portion of the cost of each public work to be met from current revenues, and ultimately plan to finance most of their capital expenditures from that source. The City of Cleveland in 1925 imposed a direct tax levy for school purposes, and anticipate that the school debt will be entirely liquidated by 1939—and that thereafter schools will be financed on the "Pay-as-you-Go" basis, with only a nominal increase in the tax rate. Detroit has devised an elaborate plan for financing its future school requirements, under which the tax rate for schools will be cut almost in half, and the existing school debt liquidated in thirty years.

It is a well-established practice of well-administered cities and towns in Canada to issue debentures for varying terms, ranging from ten to thirty years, to correspond with the expected lifetime or usefulness of the relative work. A simple method of effecting a gradual transition from this system to the "Pay-as-you-Go" plan would be to systematically reduce the term of all new debenture issues to an extent which would not impose an undue burden of additional taxation.

Any slight increase in the rate of taxation, involved in the adoption of a modified "Pay-as-you-Go" system, would be borne cheerfully by the taxpayers in the knowledge that the economies effected would ultimately result in a stabilized tax rate and consistently balanced capital budgets.

International Understanding and Co-operation Through Education

A report of activities in England presented to the Denver Conference of the World Federation of Education Associations, July, 1931, by Mr. Angus Roberts, M.C., M.A., President of the National Union of Teachers of England and Wales.

THE steps which have been taken in England to see that boys and girls in the schools receive instruction in the recent growth of international co-operation and in the League of Nations and its activities have already been recorded at a meeting during this Congress. But there is a growing realization on the part of teachers that "new knowledge alone, without some change of feeling and of purpose, will not suffice to make international co-operation the normal method of conducting world affairs. A sense of world citizenship has to be created. Along with the change of feeling towards this wider loyalty, we want to see a change of purpose: a will to seek first the welfare of the world-wide society of mankind." This kind of education can be carried out as effectively, if not more effectively, through those additional activities which take place outside school hours, as through the formal instruction of the classroom. We believe that international co-operation can only be based on mutual understanding and friendship between one people and another, and therefore the main problem is to bring boys and girls of our country into contact with the boys and girls and grown-up people of other lands.

The School Journeys' Association has in recent years done remarkably good work in taking abroad boys and girls from British schools of every kind. More than 200 continental journeys were recorded during the year 1930 as having been undertaken by this organization. Sir Charles Trevelyan, lately Minister for Education, describes its work as an agency through which the teacher "is often able to ring up the curtain on a fuller life for children who, but for it, would have few opportunities of seeing anything beyond the surroundings of their own school." And he added: "I look to the time when by the making of contacts and the substitution of sympathy for insularity, the movement may play its part in the achievements of that understanding among nations to which all men of goodwill aspire."

It is becoming increasingly common for parties of boys and girls from schools in this country to exchange visits with boys and girls abroad, living with the families of their hosts and taking part in the usual school activities, both work and play, during their visit.

Most organizations of boys and girls and young people now include in their programmes some work calculated to promote better

international understanding. Notable amongst these are the Boy Scouts and the Girl Guides with their international camps and the Great Jamborees which bring together some thousands of boys from many countries. Both Boy Scouts and Girl Guides now have badges which are awarded for World Friendship or a knowledge of International Affairs, including the organization and activities of the League of Nations.

Then there are League of Nations Societies (the great majority of them Junior Branches of the League of Nations Union) which have been established in our schools. The Union has now formed more than 1,000 of these Junior Branches in schools, and, in addition, nearly 28,000 boys and girls who read the Children's Newspaper have joined the Union as junior members and are being formed into Junior Branches.

Whenever possible these junior members correspond with children in other countries. They cut news and pictures of events in other countries from the newspapers, including, when possible, foreign newspapers. They keep scrap books of news and poems and songs. They make maps illustrating in colors and with flags the more important events taking place in different parts of the world. They have lectures, talks and debates on international questions, and whenever possible arrange for a visit from a foreign student or lecturer. They see films and slides, and, in many cases, they organize model meetings of the League of Nations Assembly, Council or International Labor Conference. They wear in their buttonholes a badge of the world, surrounded by stars (a star for every state member of the League) to show that they are loyal to the whole world as well as to their own country. Every summer a large party of junior members from the Public and Secondary Schools visits Geneva for one week's intensive study in that centre of world politics.

In Wales great use has been made of the wireless, and on Goodwill Day each year the children of Wales broadcast a message of greetings to the children of other countries and regularly receive a very large number of replies. Similar messages are now broadcast on Goodwill Day from other parts of the country.

In the schools, in addition to the regular instruction, most teachers now take the opportunity provided by the celebration of special occasions to promote better international understanding. Such opportunities are perhaps best provided by Armistice Day and Empire Day. This year some 13,000 teachers made use of the Empire Day Leaflet issued by the League of Nations Union to explain the relation of the British Commonwealth of Nations to the League, and in November last 27,000 copies of the Armistice Day message, signed by Lord Cecil, Lord Grey and Professor Gilbert Murray, were distributed to local education authorities to be read in schools on Armistice Day. On these and other occasions during the past year trained lecturers used to addressing boys and girls were also provided by the Union for special lectures in more than 500 schools.

But education for international understanding is not merely a matter of occasional lectures and special celebrations. It means a

re-setting of the whole life and work of the school. It used to be said, perhaps with very little truth, that the Battle of Waterloo was won on the playing fields of Eton, and now we are, most of us, coming to see that the problem of winning world peace is first and last a problem of education.

It is not merely a matter of teaching History so that the peaceful pursuits and co-operative achievements of mankind receive their proper relative importance in the history course, not merely a matter of teaching Geography so that our boys and girls learn how much their country depends economically upon the contributions of others. It is necessary that in every subject, whether Medicine, Science or Mathematics, the Arts or Music, boys and girls should realize how progress has only been made possible by the interweaving of contributions from many national sources. Recent investigations have suggested that prejudices against foreign people may be formed in the earliest stages of school life or in the nursery, and we cannot begin too soon to emphasize, not the idiosyncrasies of other peoples, but the features which we share in common and the contributions which other countries make to the needs of everyday life. Above all the teacher himself must be impregnated with the spirit of international co-operation. For it is through personal conviction alone that effective work may be done in this vast task of encouraging the young to demand the substitution of arbitration and conciliation for the sword as the means of settling international disputes.

But we are not considering this subject in relation to the schools alone and a few words should be added about the Universities and Colleges and adult education in general.

One of the most hopeful developments in the Universities since the war has been the enormous increase in communication between the Universities of one country and another. Much of this work is centred in the International Institute of Intellectual Co-operation and in the various national Committees of Intellectual Co-operation which collaborate with it. It is satisfactory to note that after an experiment lasting over several years the Committee's Institute in Paris has now been placed on a sound foundation with a better defined programme for the promotion of such collaboration between learned organizations and academic institutions of every kind.

Even more remarkable, perhaps, has been the extent to which the students of the world have organized themselves internationally through some six or seven International Associations of Students. One of these, the Federation Universitaire Internationale Pour la Societe des Nations, devotes itself entirely to the promotion of international study in the universities. Its British section, the British Universities League of Nations Society, has formed a branch in every university and university college and 55 of the teachers' training colleges. In Cambridge there are some twelve hundred subsidiary members, or one-quarter of the total number of students, many of whom meet every week for a discussion lunch on international affairs, whilst other discussion groups meet in the separate colleges. In Oxford, with its smaller total number of students, there are about

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700 members and thirteen or fourteen study groups, each group holding a series of meetings to study in detail and formulate a report on some specific international problem. The work in the other universities is similar: a public lecture by some outstanding personality to arouse the interest of the whole university, a series of lectures on particular problems, invitations being extended to foreign professors and lecturers or sometimes post-graduates from foreign universities, to give these talks, and finally the study circles for those who are prepared to give more time and thought. The work of these study groups is aided by the Royal Institute of International Affairs, and some of them receive assistance from the Carnegie Endowment for International Peace.

The work of the British Universities League of Nations Society is also partly carried out in international conferences by students from many countries and held sometimes in England and sometimes at Geneva. This month a representative group of thirty students from the British universities has been meeting with a similar group chosen by the Carnegie Endowment from the American universities to study intensively for one week at the University of Ann Arbor, Michigan, international questions which are of fundamental importance to the United States and Great Britain.

In all this work foreign students in the British universities take a most important part, and in the University of London 2,000 foreign students maintain, with their British colleagues, a Students' International Assembly to debate reports upon international problems prepared in a number of small representative International Student Commissions.

In the field of adult education the Royal Institute of International Affairs and the League of Nations Union exist side by side. The Royal Institute, co-operating with the University Chairs and Departments of International Politics, represents the intensive and scientific study of international questions by experts. The business of the League of Nations Union is the general education of the whole country on international questions and it has formed more than 3,000 branches so that every town and every village of any importance now has its League of Nations Society, a programme of lectures, its library, perhaps some study circles or a wireless discussion group, a week-end school, or one-day conference. Picked students from these branches from time to time attend the week-end schools and longer summer courses organized by the Union's Headquarters in Great Britain and at Geneva.

The University Extension Departments and the Workers' Educational Association now include in their programme tutorial classes on international affairs, including the work of the League.

I think it is safe to claim that already public opinion in Great Britain recognizes that isolation is no longer possible, that for us the Channel no longer exists, that we have a national interest in the preservation of world peace and that we must expect to be called upon to take our part in securing the maintenance of peace. Certainly no political party and very few individual candidates now dare

to face an election without explaining fully to the electors their policy on all important international questions.

In conclusion it is an encouragement to know that the work which is being done in our country is only part of a world movement. The World Federation of Teachers' Associations can be of invaluable service to the whole world of education by collecting information about the methods most successfully employed in every country and, so providing a clearing house through which those who are pioneering in this new work may exchange ideas and the results of their experience.

For School and Home Libraries

The New World Book Encyclopedia

TEACHERS who are contemplating additions to the School and Home Libraries for next year would do well to consider the New World Book Encyclopedia, which we feel stands in the foremost ranks of such works. This has been proved by actual comparative tests undertaken in some of our educational institutions. The set may be examined at the Federation Office by any so desiring. We have pleasure in printing the following opinion of Mr. Robinson, Librarian, Vancouver Public Library:

The World Book has held an important place on our reference shelves for many years, especially in our Boys' and Girls' Department; and when the new edition was ready this spring, we purchased three new sets for use with adults as well as with young people.

The features which we like are: (1) the good arrangement, making reference quick and easy, (2) the splendid lists of cross references to subjects closely related, (3) the many good and suitable illustrations, (4) the numerous maps which we find up-to-date, clear and comprehensive, and lastly the full treatment which things Canadian have received which is often not the case in encyclopedias. This last feature we may trace to the careful editing of Dr. George Locke, Librarian of the Toronto Public Library.

I feel justified in giving this letter of approval to The World Book because in so doing I am certain that purchasers will get full value for their investment, which is not always true with subscription sets of books. You may be interested to know that this is the only letter I have ever been moved to write of this nature, which alone should assure of the high place The World Book holds in my estimation.

I have no hesitation in recommending it for home, school or public library use both as a children's encyclopedia and as a popular encyclopedia for adults.

Yours faithfully,
E. S. ROBINSON, Librarian.

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Renaissance in Persia

By A. BEIJAN, *Delegate from Persia.*

Address delivered at the Fourth Biennial Conference of the World Federation of Education Associations, Denver, Colorado, U. S. A., July 27th—August 1st, 1931.

Mr. Chairman, Ladies and Gentlemen:

WITHIN our generation so many media of communication have come into existence that the world appears to have become smaller and the different nations are becoming close neighbors. International economic structure of our day has become so inter-dependent that depression in any country now does not fail to have its repercussions in other countries. Particularly since the war a corpus of world public opinion has been in process of formation. The progress of this world-mind is being anxiously watched by every decent thinking man and woman in the civilized world. This very gathering of the World Federation of Education Associations is the evidence of this world opinion.

I believe the object of this world organization is two-fold:

- (1) To have fresh facts about what our neighbors are doing;
- (2) To exchange notes.

As educators we are not merely dreaming. We are after a more desirable order of things and we are determined to get them.

My country, Persia, one of the earliest homes of the Aryans, is your neighbor. No doubt you would like to know what this land of the Arabian Nights is doing in these contemporary days.

I have had the privilege to report the progress of education in my country during the last two Biennial Conferences of our Federation. I am happy for this opportunity to report to you the social progress of my country in recent years. Just to remind you where Persia, or Iran, is located.—From west to east it is surrounded by Arabia, Iraq (or Mesopotamia), Turkish Republic, Soviet Russia, Afghanistan India and Egypt toward the south.

At times Persia has been the centre of light, throwing its rays of culture all around. Other times it has been a bridge on which hostile hordes from East and West have been trampling with heavy boots. These days, they are flying on it.

The post-war period has brought surprises to various countries—in Russia, Lenin; in Italy, Mussolini; in Turkey, Mustafa Kemal, and in Persia, Reza Pahlavi, whom I dare say to be the most romantic figure of them all.

Pahlavi came to public eye in Persia in 1920, when he was most needed, excepting the years that have followed. He is a man of tall

stature, soldierly bearing, and determined eyes. He is fervently patriotic, a real fighter and an amazing administrator.

In 1925, after he had transformed a pitifully bankrupt country into a determined and buoyant nation, the National Assembly of the nation rewarded him with the highest gift it could conceive—namely, the Crown of Cyrus and Darius.

The policies of His Majesty Reza Shah Pahlavi have been identical with the national aspirations of Persia. The amazing change which has taken place in Persia during the last ten years is phenomenal. As in Turkey and Italy, in Persia the reconstruction centered around a single dominant personality inspired by the ideal of effective national independence as against foreign powers and effective national sovereignty at home.

In 1924 the Turkish National Assembly had proclaimed a Republican form of government in Turkey. There had been some repercussion in Persia. But after thorough deliberations the Persian Parliament abolished the flickering corrupt Kajar dynasty, and decided that the continuation of a constitutional monarchy for Persia was more desirable. The subsequent convention of the Constituent Assembly decided that a Constitutional Monarchy should be able to do all the miracles that Republicanism is expected to do, and, subsequently, the new Shah was elected.

The new leader, a self-made man, has proved himself a true statesman. After the organization of an effective national defence, he has realized the need for a concomitant reform of the finances of the civil administration of the Empire.

It was in this belief that a mission of financial experts from the United States were employed in 1922 who, under the leadership of Dr. A. C. Millspaugh, worked hard with the hard-working Persian leader and in five years the financial house was in order, the budget balanced and a substantial saving in the treasury.

A Changing Persia

The changes taking place in Persia in rapid succession during the last ten years may be classed as material and cultural.

The material changes in outline are as follows:

- (1) More motor roads have been constructed in Persia during the last ten years than ever before in its history;
- (2) Railroads are still under construction with the aid of American, German and Scandinavian engineers;
- (3) Modern ports in North and South have been constructed;
- (4) An efficient air passenger service has been in operation for about four years in Persia as a paying proposition and no serious accidents;
- (5) The army has been made an efficient force in policing and defence;
- (6) The budget has been balanced and nearly doubled in ten years.

- (7) Gold standard has been established with a satisfactory reserve and a strong central national bank, and branches in every city have been organized, and
- (8) Civil efficiency has been greatly improved.

Foreign Relations

Internationally Persia has made rapid strides. New treaties of amity, commerce and reciprocity have been formed with most of the nations of the world.

In 1928 Persia was elected by a large vote to fill one of the non-permanent seats on the Council of the League of Nations.

Judicial System Reformed

Ever since the advent of the constitutional regime, Persia has been keen in gradual maturation of its judicial system. The reconstruction of the laws were industriously expedited during the Pahlavi Regime, and the abrogation of the extra-territorial privileges took effect in May, 1929. Another national ideal had been thus realized.

Persia could not have abrogated capitulations without assuming a sense of national dignity.

Her people cannot travel by motor or aeroplane without revolutionizing ideas of value, speed and success.

Persia ten years ago was lethargic and dormant. Today it is a beehive of activity. This is an achievement.

The changes, cultural and educational, have consisted mainly in a new intrinsic self-confidence.

The Shah, the hardest working man in Persia, has inspired love for effort and activity. A public opinion has been formed which is imbued thoroughly with the ideas of the leader. Before Persia had no confidence in the ability of Persians to reconstruct the country. Now it has an over-dose of it.

The Persian Red Cross (Red Lion and the Sun) has been organized with branches in every part of Persia. Pasteur Institute has been opened at Teheran and medical facilities have been spread, although it must be confessed that to have female nurses in the hospitals is still a luxury for most male patients.

Education

The emergency educational programme of the government appears to be the sifting out annually of the intellectual elite, and giving them all necessary education at the national expense.

In order to assure a constant supply of specialists, in various technical lines, and teachers, the government is annually selecting some 200 young Persians, 50 of them young women, and sending them to different institutions of learning in Europe.

The next objective, only partially realized as yet, is the achievement of free popular elementary education for all citizens.

Compulsory physical education has been established in all the schools of Persia. A large body of French educators have been employed for the normal schools. Agricultural education is being developed, with the use of agricultural machinery and model farms.

A new form of adult education has resulted in consequence of the compulsory military training period. As a result of this all classes of society are brought together annually and given a thorough physical training, while the illiterates among them learn the three R's.

A New Nationalism

Ladies and gentlemen, our objective truly is the development of an effective international consciousness. But before effective international consciousness can be possible, I maintain that it must be preceded by national consciousness. Nationalism is a bliss when it is rational, but a curse when it is irrational. Fire, indeed, is a useful thing when it cooks your food, but fire is a dangerous thing when it burns your hand; and, indeed, in 1914 it burned everybody's hands.

The nationalism in Persia, ladies and gentlemen, so far has been a bliss; however, at any time, should the Persian ultra-Nationalists say: "In its intercourse with other nations Persia may be sometimes right and sometimes wrong, but Persia first, right or wrong," that would be a dangerous dogmatism, and it is one of the pitfalls of nationalism. While Persian nationalism has not, fortunately, shown that symptom, it is facing some other problems, which cause anxiety.

Problem No. 1

Frankly, we, in Persia, are facing some serious problems. One is over-centralization.

In Persia the government has realized the importance of education for national development.

The nation as a whole has not fully attained an effective realization of this fact.

The government is too paternalistic and the people are too self-conscious about their immaturity.

This self-consciousness is not tending to self-criticism and self-improvement as it should (under healthful circumstances), but it leads to more dependence on the Central Government. The Central Government is expected to initiate. The Central Government is expected to spend, to lead; and when things do not move faster, when miracles do not take place over night, some people would either say the Central Government is to blame, or some would say, "it is just our lot."

The Central Government, in virtue of the people's dependence on it, moves along paternalistically and does the thinking for the people.

Still choosing the easiest way out, it concludes that Persia is to lead the same way to progress as others have done. "Hasn't France attained a high place, and isn't the temperament of the French like that of the Persian. Well; why not adopt their system. Isn't it

highly centralized?—which we admire—and don't all the children in France do the same task at the same minute of the day, the month of the year?" A great machine! eh? That settles it.

The programme of the French schools is imported, translated almost word for word and the youth of the country is required to learn it. As for laboratories and practical training, they would say, "how can we expect to equal France so soon?"

In short there is too much centralization in education, consequently the following result:

- Too much bureaucracy;
- Too much undesirable uniformity and regimentation;
- Lack of sufficient number of trained men to administer affairs;
- Lack of team-work and co-operation;
- Lack of encouragement for self-government, self-help, and initiative;

Necessity for inspection on the European lines, and fault-finding rather than supervised growth and guidance;

Favoritism in administration, etc.

These weaknesses are inherent in any highly centralized system, whether in Persia, France or Timbuctoo.

Problem No. 2

My country appears to have a peculiar hysteria in the form of a snuper-faith in unconditional integrity of Western standards. The corollary is carte blanche adaptation in many respects and imitation; and the consequence is sad, extrinsic results. The better day is, however, dawning—as efforts are made to adapt education to local needs.

Problem No. 3

The final problem which concludes my report is a problem which touches tenderly the hearts of educators in every nation, namely, finances. I know I have touched a tender chord. Today, the people of my country are coming to the realization that the only hope of their present and future rests on education. But somehow this ideal cannot be measured by the salaries paid to teachers in Persia. It is not surprising that lots of respect is paid to teachers and social workers, the reason being that without exception they are all under-paid.

But, ladies and gentlemen, there is no one present who dares to challenge me that the amount of the national budget of his respective country devoted to education meets the needs!

In my country it does not. Here is the situation. About fifty per cent. of the budget must needs be devoted to national defense, and only four per cent. to education—and yet there is no one in my country who can deny how education is direly needed, and fifty per cent. of the budget should more reasonably be devoted to education rather than only four per cent.

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If I were to quote the comparative percentage of expenditure in armaments and education in many other countries, it would astonish and perhaps embarrass you in the same way. What is the matter? Security and shelter is a primal instinct of man. We are afraid. But of what outlaws is my country fearful, and of what international economic and political outlaws is your country fearful? I am sure every country is not spending large sums on defense and armaments for fear of attack from imaginary foes.

What is wrong with the Treaty of Versailles? What is short in the League of Nations, the Locarno spirit, the Kellogg Pact, that they do not furnish true security?

No existing nation would permit being identified as the outlaw—and yet they all are arming, and continue exchanging compliments and wreaths. There is indeed a joke somewhere.

We, as educators, cannot afford to be disinterested because, as educators, we cannot fail to realize that an unsuccessful disarmament conference will not only directly affect the expenditures on education in each of our countries, but it will also affect the national policies of every country with respect to the process and content of education.

I trust that this Conference, as the corpus of the opinion of the educators of the world, will pass a resolution for the success of the forthcoming disarmament conference.

News of Associations

AN interesting event last week was the social evening given by the West Vancouver teachers in honor of the North Vancouver City and District members of the North Shore Teachers' Association. One of the primary objects of this association, which is a branch of the B. C. Teachers' Federation, is the fostering of greater friendship and co-operation among the teachers of the North Shore; and the large and representative attendance on Wednesday evening testified eloquently to the interest of the members. Through the kindness of the Board of School Trustees of West Vancouver, the use of Inglewood School was granted to the teachers, and an energetic committee, under the convenership of Mr. Leslie Brooks made all arrangements. During the early part of the evening the guests enjoyed a thoughtful and witty address by Dr. Sedgewick of the University of British Columbia on "Some Modern Tendencies in Art," which the speaker illustrated by examples of modern work in the realms of painting, music and poetry. After the address, bridge and a badminton tournament were enjoyed, followed by supper and the presentation of prizes. Through the courtesy of the B. C. Electric Company, splendid music was supplied by a Philco radio. J. R. Mitchell, President of the Association for the current year, presided over the gathering, which was brought to a conclusion by the singing of Auld Lang Syne.

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PRESENT DAY MEXICO

By GABINO A. PALMA, Delegate for Mexico.

Address delivered at the Fourth Biennial Conference of the
World Federation of Education Associations, Denver, Colorado.
U. S. A., July 27th—August 1st, 1931.

Teachers of the World:

ONE of the highest honors I have ever had is to express, from this International Tribune of Truth, a certain point of view of the present Mexican generation, not only in regards to the actual social problems of my people, but the fundamental causes of the Mexican Revolution and the responsibility we recognize as ours among the nations of the world.

Mexico has 2,000,000 square kilometers, more or less, the population being nearly 17,000,000 and the density eight inhabitants per square kilometer. The land is a plateau between two chains of mountains that follow the coastline. In regard to the climate, it is tropical in the south, temperate in the centre, and desert in certain parts of the north. Life is easier, then, in the centre of the Mexican plateau. According to the last census, the Mexican population is distributed as follows: 29.16 per cent. of Indian race; 59.83 per cent. of mestizos, which are practically the nucleus of the nation; 9.80 per cent. whites, and 0.71 per cent. of other races. So, the Indians make up one-fourth, the mestizos nearly the three-fourths of the population, and the rest are whites and others.

The material wealth is distributed among the whites and the mestizos, the former holding by far the greater part. The Indians have been exploited in every way, and, for this reason, occupy the lowest social and economic level. This condition started at the time of the conquest of the Indians by the Spaniards, and has remained, with certain varied aspects, up to the present day.

It is important to know what the educational conditions of the Indians were under the Spanish regime. The first educators in New Spain were the missionaries. These were the first pioneers of Mediterranean civilization in Mexican lands, and the work realized was marvelous as a human achievement and as an effort to incorporate the new lands to the Spanish crown or under the dominion of the Roman Church. Nevertheless, and as far as the Indian civilization or population is concerned, we must confess that the generous work done by the missionaries was of more critical results than that done by the armies of Cortes. For the missionaries dominated the spirit of the native inhabitants, imposing on them a new religion and a new language, and thus curtailing any self-expression of the race. In the name of European civilization they even destroyed many evidences of Indian culture and spirit. The conquest of the soldier was of a material character. The other was spiritual, of benefits judged by the

aims of the conquerors, but not for the real interests of the conquered. Since colonial days, the men of European civilization have been trying to demonstrate that the felicity of the Indians or of any other race lies in adopting European ways and fashions. In Mexico we have been praising the Indian intelligence, the Indian sensibility and artistic temperament, but, at the same time, we have been struggling to show that no race in the world can be happy but through the western European organization and form. Because of this idea, racial, political and social prejudices have been fostered all over the world, and land, wealth and educational opportunities concentrated in a few groups favored by economic or political power, in every people or nation.

These social conditions were prevailing in Mexico until the breaking out of the revolution. Let us look at the educational field. What were the conditions in Mexico before the revolution of 1910? It will not be difficult to understand them by considering the following statistics: From 1870 to 1874, near the practical end of the Juarez administration, the public schools increased approximately from 4,000 to 8,000 in number. This was in a period of four years. Later on, from 1876 up to 1910, there were established in Mexico 4,000 more public schools, the total being 12,000. It was the Porfirio Diaz government which in this period of over thirty years established 4,000 public schools. I don't believe it is necessary to make any other comment. The country had peace, but a peace imposed by force. Economic conditions improved. Credit was built up. But the darkness of ignorance reigned in more than 80 per cent. of the whole population, and there was no civic or social training preparing the people for democracy and self-responsibility.

What has the revolution done in Mexico? The revolutionary governments have been making great efforts to develop and foster public education. Laws have been enforced to protect workers, peons, women and children in every factory or field of production. Rural communities and wretched Indians have received their parcels, to cultivate land and stimulate agriculture. And it is necessary to declare, for the knowledge of this Assembly, that the division of granted lands affects just 1.87 per cent. of the whole surface of the national territory. This is a very important piece of information, since the enemies of the revolution have been speaking outside of Mexico of unlawful and violent expropriations.

And what has the revolution done in the field of education? According to the latest statistics, we have the following figures: The general budget for education, including the Federal Government and the States loyal governments, has been in the last years over 52,000,000 pesos. 62 per cent. of this amount has been expended for education in primary, rural and technical schools. Actually, 42 per cent. has been devoted to primary schools; about 12 per cent. to rural schools, and 8 per cent. to industrial schools, etc. Attendance at primary schools is compulsory. The above figures show the necessity of increasing the amount expended for rural education, since two-thirds of the Mexican population is of a rural character, and yet

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receive only one-eighth of the educational budget. As to the sum expended for each Mexican child, the amount is different for each State or District. In Lower California, for instance, the yearly amount is more than \$45.00 per capita, while in the Federal District it is about \$30.00.

Comparing the years of 1925 and 1929, we had throughout the country:

	1925	1929
Kindergartens	74	385
Rural schools	6,532	11,349
Primary	6,548	6,200 over
Normal	50	81
Sec. and Prep.	50	79
Professional	69	65
Com. and Indus.....	27	276
Budgets	41,000	52,000,000
Teachers	29,000	43,310
Pupils	1,000,000	1,300,000 approx.

As you will have noticed, the number of schools is increasing every day. The illiteracy is calculated to have decreased from 80 per cent. in 1910 to 54 per. cent at present. The authorities are working very hard in favor of industrial, rural and agricultural schools, since the future of the country is based on education, agriculture and industry.

Among our Normal institutions, the National School for Teachers deserves, according to the opinions of some famous educators from Europe and the States, one of the first places among the leading schools of its character on the American continent.

The National University of Mexico is working at present to find a way to accomplish not only the scientific and social research of any university, but to play its national and historical role as its name indicates. Some years ago it depended direct on an official source. But since 1929 the government granted the autonomy of the University, subsidizing the institution with a yearly amount. We have five universities in the country, four of them directly controlled by the States' local governments. The official tendency of the government is to stimulate the development of private educational institutions, just providing that they must not work against the fundamental laws and organization of the people, being, for that reason, submitted to the official supervision. No sectarian or religious tendencies, but the supreme interest, as a whole, of the Mexican nation is the goal. The private universities or colleges should counterbalance the official thought with independent thought. We may consider it of fundamental interest to have these two tendencies representing past and present to prepare for the future. We can but have in view that private institutions are, as far as education is concerned, particularly and ordinarily conservative, and some times even sectarian. In the government and administration of our University, students play an important role, sharing all kinds of responsibilities with their teachers. One of our main ideals is that the principal aim of the University must not be to only prepare technicians ignorant of and strange to

other fields of human thought, life or social achievement. The noblest of all professions is not to be a lawyer, engineer or teacher, but to be a man, with universal sense of his time and mission, which is the highest attainment that human education can reach.

The specialization and mechanical character of our present day is making us strangers to one another. We have no time for soul, but just for rush. We are forgetting not only "thinking," but how to think. And we are becoming simply pieces of machinery, running along with other machines.

The exchange of teachers, students and social leaders, discussing in international and round table meetings these fundamental questions, may rectify, to a certain degree, our principal wrongs. And it is a pleasure for me to inform you that the University of Mexico has been working, since ten years ago, very successfully in this respect. We have had as our guests some of the foremost teachers from Europe and the United States. The names of these would make a long and illustrious list. And the number of American students going to the Summer Courses in Mexico City is increasing yearly. At this very moment there are in our capital over three hundred American students and teachers. We Mexicans confidently expect that they will be ambassadors of truth and international goodwill. The University sends abroad exchange professors and students, to get in closer touch with the educational movements and teachers of the other countries of the world. And we professors and Mexican students support the idea that education must be inspired in the deepest respect of one for the rights of others, in an earnest desire for universal welfare, and in the consciousness that we cannot get a fair education but with those whom we love and whom we feel really love us.

The Mexican plateau is at present an international stage set to play an important act in the growth of American culture (both Latin and Saxon) under the influence of the inter-oceanic conditions. Our continent is at present the home of Humanity, rather than just the home of the American peoples. And this will be so until the Indian Ocean becomes the centre of the last stage of human culture, in which last development the white from Europe, the yellow from Asia, and the negro from Africa, will work together in a symbolical triangle. In the future, Saxon-Americans as well as Latin-Americans must know quite well our own destiny, and inspired in universal justice we must struggle to displace all the text-books speaking wrongs of any nation. To avoid any segregations from our own public schools, based on the differences of culture, race, social or religious creed, since these are unbearable violences and outrages which unavoidably create resentments, we must scrutinize our text-books carefully. Let us pave the way to human brotherhood by deleting unjust or insulting prejudice. And working for international peace, let us demonstrate that the military budgets must be displaced by educational budgets and expenditures. Because it is the darkest of all shames to make the people work so hard and endure so many privations, to prepare children and youth, I mean, our own flesh and hearts, for savage butcheries and bloodsheds. The necessities of

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public education must take precedence over any other kind of debt or obligation, being of both national and international character.

Every nation, race or individual is a neighbor for every other nation, race or individual. The supreme interest of every one of us must be to keep the best relations not only toward our distant friends, but especially with the nearest ones. To accomplish such a task, we must condemn everything that can hurt or humiliate the other nations, peoples or individuals. This is the message I bring from the country and heart of Mexico to deliver it to the world from this Tribune of Universal Truth.

English — the Ideal International Language

By OTAKAR VOCALDO, Czechoslovakia
(A B. B. C. Radio Talk)

IN my opinion, the English language is pre-eminently fitted for international use. I have just come from an international congress in Paris, an international congress of historians; and the problem of an international language forced itself upon us as it always does in such international gatherings. As the place was Paris and most people knew French we spoke in that language. Now French is a language I much admire, partly for sentimental reasons, but I think English is the ideal international language, with qualifications, of course. Let me qualify my enthusiastic advocacy first. Spelling—Pronunciation: these are bugbears which have been allowed to engross everyone's attention too long; neither offers insurmountable difficulties. There are other obstacles, less feared perhaps, but, in my opinion, more difficult to overcome. Your predilection for idioms, for example. When I was learning English I used to be greatly puzzled by words like "box," "set," "flat," "cross," and so on, which can be used in so many different ways. "I give you a box of chocolates." "I give you a box on the ear." How is the poor foreigner to know that these are not equally pleasant? And then the way in which you use words like "hand," "nose," "finger," "eye," as verbs. "She eyed me curiously." "She fingered it lovingly," and so on. I remember my amazement on reading in my youth a little poem about "little waves nosing the pebbles."

Almost as perplexing is your habit of making animals into verbs—"aping nobility," "monkeying about." "You dog my footsteps." and yet you will now allow me "to cat my footsteps." You use the word "lionize," but not "tigerize" or "ostrichize." And then those incalculable phrases like "pull up," "put down," "hard up" (why on earth not "hard down"?—it would seem more sensible). A few years ago there appeared a volume of poetry under the mysterious title

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"This Blind Rose." I was horrified when I discovered that "blind" was not a noun nor "rose" a verb. Your children must have a hard time of it learning such a perplexing vocabulary. How on earth do they learn, without any associations to help them, that "hand" is connected with "manual," "book" with "library," "sun" with "solar," "bones" with "skeleton," "God" with "divine," "water" with "aquatic," and so on.

Your English language is really two languages under cover of one—a sort of Siamese twin. One part of it is Anglo-Saxon or Teutonic and the other is Graeco-Latin in origin. The result is a perfectly double vocabulary of Saxon and Latin words. It makes your language one of the richest in the world, of course, but the existence of so many synonyms is a definite drawback in an international language. I think you will have to make up your minds which of these vocabularies shall be in common use if English is to be the channel of international communication. Let me explain what I mean.

It happened to be my birthday a few days ago. A Slav friend of mine living in London sent me a little note, which read:

"Permit me to tender to you my cordial congratulations on the anniversary of your nativity. Please accept this volume of verses as an expression of my profound regard. My spouse associates herself with my affectionate felicitations."

You laugh. You think the phrases are conventional, pompous, the words heavy with cumbersome syllables. Yet this is the kind of English which foreigners find it easy to write and understand. It is full of highly latinized words with which they are familiar. You are probably horrified when I say that I love those sonorous, elegant, friendly phrases. Dr. Johnson is one of my favorite stylists. Now let me translate my birthday message into Anglo-Saxon. An Englishman would probably have written:

"Good wishes for your birthday. I am sending you this little book of rimes with my love. My wife sends kind greetings, too."

How natural! How friendly! you say. How simple, beautiful and concise! Good, hearty, sweet-smelling English words—"greetings," "love," "birthday," "wife." Oh, yes, I know your feelings. These words appeal to your sentiments and to your patriotism and your sense of fitness. They are short, and for you short words seem to have a peculiar power of expression, although to me short words are rather dull and monotonous:

"I went to see him and he said he would like to go for a walk with me and asked me if I cared to go to the park . . ."

I could go on like that for a long time. There is no mistaking that for English, you say. It sounds very simple. But that is where you make a great mistake, for Anglo-Saxon words and phrases are much more difficult to acquire and to remember, and are much more difficult to communicate than Latin ones.

Perhaps the real reason why you appreciate Anglo-Saxon is that it has got a reputation for being democratic. Perhaps it is democratic. It is certainly the language of everyday folk. In politics you can see this democratisation of "parliamentary" language at work. We foreigners find it a good deal easier to read and understand what used to be called parliamentary language—Asquithian rhetoric—than the plain speaking which goes on in Westminster today. Asquith's speeches may have sounded pontifical and tautological, but at least we could understand them. When he said, "This measure is transient, ephemeral and temporary," you laughed, but we understood. I have spent many interesting hours pouring over Hansard. Those matter-of-fact pages show clearly how, during the last fifty years the highly latinized phraseology of the followers of Disraeli has changed to the plain Anglo-Saxon statements used by those who came into the House with Ramsay MacDonald. I would like you, for example, to compare a Conservative slogan like "Evolution, not Revolution," or "Imperial Preference"—sonorous Latin phrases—with the sharp, short electioneering cries of the Labor Party: "No dole cuts," "No more war," "Not a penny off wages," "Your food will cost you more." You may be able, moreover, to reflect on the nature of Liberal reforms by studying the percentage of Latin phrases in some famous Liberal shibboleths, "Peace, retrenchment and reform," and so on. You can study the same struggle between Saxon and Latin words in literature, too. The conscious and deliberate use of Anglo-Saxon words which we call purism has been quite an obsession with some of your writers. It is a form of linguistic nationalism which you also find among certain German patriots. In its extreme form it is a painstaking patriotic theory based on the assumption that a pure language is an index of a pure race—whatever that may mean. You in England have always had your purists—Nathaniel Fairfax in the seventeenth century pleaded for a return to the Anglo-Saxon language. He tried to introduce words like "moreness" for plurality, "mayness" for possibility, "spreadingness" for extension; he even suggested "unthroughfaresome" for impenetrable, and the word "atom," which is on so many people's lips at the present time, he called "letsting." And then there was William Barnes, the Dorsetshire poet, who coined some priceless words. He suggested "pushwainling" for perambulator, "wirespell" for telegram, "tie stroke" for hyphen, "folkdom" for democracy. On his deathbed he heard of a new invention called the bicycle, and he exclaimed: "Oh, why did they not call it a 'wheel-saddle'?" In 1917 there appeared a "Word-Book (Dictionary) of the English Language." Unfortunately, some Latinized words have no Anglo-Saxon equivalent, and it was a sad loss to find no word for "music," for example. But we get "gleemote" for concert. How would you like to ask a friend to go to a "gleemote"? Then for philosopher we get "thinker," "truth-seeker," and better still, "wiseling." But this is sheer fetishism. Such a language could never have any international significance. Moreover, a purist is imposing upon himself and others artificial restrictions, and he loses many fine shades of meaning. It is as if you were playing an instrument and decided to confine yourself to two chords instead of using four. You could then play only very primitive tunes.

I know you make much play with your Latin words. Latin phrases can be used with humorous effect, and are in fact the source of much of your verbal humor. Dickens and Gilbert have exploited this trick to the full. Your malapropisms, for example, are examples of the misuse of complicated Latin words by those who would far better play for safety by using Saxon ones. "Comparisons are odorous." "I have got it in ridicule," and a hundred more we could all reel off. You play with your Latin words, using them in jest or irony. When you talk of someone's mellifluous voice or benevolent countenance you wish them to appear slightly ridiculous. And in the same way you use Latin words to hide or cover with a cloak of sarcastic humor anything which you feel to be disturbing or improper or rather shocking. You refer to your "simian ancestry," "plebian origin," to "prohibition," to the "materialistic interpretation of history," and so on.

Nevertheless your scientists speak in an English language which is full of Latinized words and phrases, and the language of the scientist, remember, has the international ideal ever before it. Surely you are not going to sacrifice the international understanding brought about by the use of Latinized English to the patriotic insularity of an Anglo-Saxon vocabulary. Now I am not advocating the exclusive use of Latinized English. It is true I like it and understand it, but I want to make a plea that you resist the work of the purists. Anglo-Saxon words may be short, lovely and patriotic, but they run counter to the great destiny of your English language, which is its use as a vehicle of international understanding.

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A Message From Panama

By INES FABREGA DE PRIETO, Panama, Representing Association
de Maestros and Sociedad de Profesores.

Address delivered at the Fourth Biennial Conference of the
World Federation of Education Associations, Denver, Colorado,
U. S. A., July 27th—August 1st, 1931.

Mr. President, Ladies and Gentlemen:

I MUST say in all sincerity that I am to speak in a language in which I have not acquired enough fluency to express all that I would wish, but I have the distinguished privilege of addressing to you a few words of greetings in behalf of my country, Panama; of presenting the message of sympathetic interest which the Educational Associations of Panama send through me to the teachers from all other countries here assembled in this convention.

A teacher by temperament and by training, I feel that a magnetic current binds us all together because we have an identical aspiration: that of raising the cultural level of humanity through the education of individuals, because we contribute to the spiritual prosperity of our respective countries by furthering great ideals, such as that of fraternity among men. I mention this especially because I believe that humanity is hungry for peace and for union; because I believe that we teachers are called upon to plant in the minds of children and of youth, entrusted to our hands, the benevolent seeds of tolerance and of mutual respect.

We must keep in mind that we are all dependent upon each other; absolute sovereignty of men and of countries does not exist, but rather interdependence among nations and individuals limits all sovereign rights. The millionaire, with all his gold cannot live in isolation. He has to show certain courtesies to those who serve him, he depends upon all those who work for him. And nations—which are no more than great groups of individuals—must abide by the same principles; they must listen to the words of the others; they must heed their complaints when they are just; they must repay favors with generosity.

My country is the neck of the American continent. In the words of Bolivar—our South American Washington—"if the world were to choose a capital, Panama would be the logical place for it, situated as it is between two Americas and between the two great oceans, looking toward Europe on one side and Asia on the other." Our situation causes us to believe that all nations must be solidly united; that if there are conflicting characteristics, and undoubtedly there are, we must have mutual understanding, complementing each other, unifying thus our interests and our aspirations.

May these few words of mine be taken as the expression of the cordiality which Panama hopes may reign among men, that constitutes our highest aspiration.

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A Message From Scotland

By MR. R. BENNETT MILLER, M.A., F.E.I.S.
President, Educational Institute of Scotland

*Address delivered at the Fourth Biennial Conference of the
World Federation of Education Associations, Denver, Colorado.*

MR. MILLER said that, to a simple person travelling for the first time in this great land, probably the most interesting social phenomenon observed was the general claim of Americans to be descended from the Scotch; and the more wild and warlike, and, indeed, predatory the ancestor, the prouder the claim. Among the people who had shown to himself and to his colleagues over their memorable stay in Denver the finest flower of courtesy and thoughtfulness beyond belief and hospitality beyond expression, not one had claimed descent from the industrious, unspectacular people who inhabited the Scottish peaceful plains. It was a queer anthesis in a highly cultural and indeed not unsophisticated people; and he was tempted to wonder if this was not symptomatic of their well established admiration for big, healthy, primitive things and wide open spaces.

However that might be, it certainly compelled him to draw attention to the fact that there were two well-defined types of character in Scotland—the Highland and the Lowland—both, of course, of first-rate excellence in their different ways, but inherently different.

The moving story of his little land was written on its face. Most of his audience, he was sure, would have the map of Scotland in their minds and would remember that north of a line drawn across the country in a north-east direction from the town of Edinburgh to Stonehaven were the Highlands of Scotland; and that south of a line drawn from Girvan to Dunbar were the Southerland Uplands; and that between these lines was a rift belt of country fifty miles wide called the Central Plain.

That structural grouping determined that in the Highlands and to some extent in the Southern Uplands the people, living in like conditions, were segregated in their narrow valleys between high hills, and, consequently, their traditionally, warlike and, indeed, predatory character. In the Central Plain, on the other hand, there being no hills high enough to afford protection in any time of crisis, the people were compelled to live at peace; and with peace came developing industry. So in the little land of Scotland for centuries and, indeed, to some extent to the present day there were two peoples differing essentially in habit and bent of mind; and that was the bed-rock fact in Scottish history. The physical barriers that made war had been broken down by engineering science; and all that remained lacking was understanding, which it was the purpose and the privilege of the World Federation of Education Associations to provide.

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The Fighting Instinct and the Utilization of Peace

By COUNT HIROTARO HAYASHI, *Tokyo, Japan.*
President, Japanese Education Association

Address delivered at the Fourth Biennial Conference of the World Federation of Education Associations, Denver, Colorado, U. S. A., July 27th—August 1st, 1931.

INSTINCT is the native endowment of every creature. It is the natural spontaneous impulse that moves animals, without reason, toward the actions that are essential to their existence, preservation and development. We call it, sometimes, animal sagacity. The reflex theory explains one phase of the origin of instinct. Its supporters hold that instincts have developed by the gradual accumulation of reflex adjustment to the environment.

Some say that instinct possesses four distinct qualities, namely, (1) innateness; (2) in the individual, immutability; (3) in the species, universality; (4) it is aroused in response to a specific situation. It is generally accompanied by a definite craving or want.

Some psychologists deny that fighting is an instinct as it does not meet these criteria well. Instincts appear to be universal within the limits of the species and they manifest themselves by definite and specific responses to definite and specific stimuli. But the fighting instinct fails to meet the requirement of having a specific stimulus which calls it into play.

The all symptoms of a disease do not express themselves in each patient; there are many exceptional cases. typhus is still typhus. There are many varieties and phases of the manifestations of instincts. The true nature of instinct is blind; inexplicableness should be its strongest characteristic.

Some say animals have no inborn desire to fight. Many animals announce their intention to begin hostilities by a special pose; for instance, the coiling of snakes, the crouching of tigers, and the clenching of the fists in man. These are excellent devices for preventing quarrels and conflict. If the threatening enemy is gone, the animal does not pursue it and returns again quite composed. If two animals quarrel or fight each other and one is conquered, the enemy runs away and the first is finished.

Professor Thorndike maintains also that the tendency to fight is certainly inherent in man's nature and he explains the situation, responses and bonds concerned in seven ways.

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Self-preservation is a very strong self-protective factor. The fighting instinct might be counted as a manifestation of the great instincts, as imitation, food getting, protective responses, anger, fear, etc.

It is dangerous to confine several wild animals in one cage. They take an aggressive attitude because each works to live and fighting is necessary for his own safety. The male pheasant fights when an enemy assaults his dominion because it threatens his self-preservation. Cannibalism, which still exists in savage tribes, can be explained by the fundamental nutritional motives.

Fear is an indispensable instinct for self-preservation. National groups living in close proximity to one another tend to become friendly rather than to become affiliated. Fear drives nations to mysticism and suspicion. They burst to fight sometimes. This fact can be explained by self-preservation.

Most of the instincts are likely to be explained by the law of self-preservation. Even social instincts can be explained by it.

I do not maintain that modern warfare does not arise directly from a fighting instinct. We are living in a very complex civilization and our lives are no longer blind, but artificial and intellectual. War is conducted by technical devices based upon natural sciences. It is a purposeful warfare. Still it is a matter of fact that artificial war is a far devised transformation of the same fighting instinct due to the law of self-preservation deeply rooted in us during many hundred thousand years.

Can we stop war? I say "yes." Because the principal cause of fighting is stupidity. Most animals fight because their intelligence is limited. They lack ingenuity to solve the problem of group life. Men are rational beings. We must find means to solve our difficult problems without engaging in war. But we do not know whether at this stage of civilization we are ready to stop war, still we must try to solve it intelligently, even by means of international interference.

We blame egoism. Egoism is also a very strong innate force, seen everywhere in individuals and nations and it can be traced in animal life. Egoism tends also to help self-preservation.

Egoism is theoretically quite opposed to altruism, but inborn disposition which tends to egoism can be transformed into altruism. Innate disposition should not be crushed down; but it must be raised to a higher stage. Our civilization is dynamic, and is transforming its present stage to a higher. Our instincts and innate dispositions are always transformable and changeable. Otherwise we could not adapt ourselves to the new higher stage of culture; and if our innate dispositions are unchangeable, culture must remain the same always. Society is raising itself in order to approach the ideal of a pure

humanity. We individuals are also pursuing pure humanity which is imminent in us.

The fighting instinct must change its mode of expression to the newer aspect of culture, this is, to a higher stage. The struggle for existence cannot be avoided in human life; but we can raise this instinct to a higher elevated stage of spiritual competition and this spiritual competition must be elevated to a stage where it does not damage the interests of others. Antagonism must become merely differentiation. The old education was oppressive and modern education is liberalizing. Liberalization means the free development of an innate nature in response to modern culture. Without competition there is no progress, no light, no development. Individual with individual; nation with nation, so the world culture progresses.

The opposition of the individual versus the community or every other kind of antagonism should be conciliated in a synthetic way and this synthesis will meet a new opposition and again thesis and anti-thesis will conciliate themselves and so on. This dynamical antagonism and conciliation will continue forever in this world culture.

Where this conciliation or synthesis succeeds there is a distinct development. In the school rooms pupils learn by association, work much quicker than doing their isolated tasks. Melancholy pupils work more cheerfully and slow pupils work more alertly without any hesitation. By tests we have reached the conclusion that home lessons are not recommended for this reason.

The fighting instinct, together with others, should be utilized in this way in a spiritual competition to promote human culture, both individual and social.

For example, when we play golf, we learn from the instructor the correct attitude of the body, how to lift the clubs, how to hit the ball, what the distance between the ball and feet should be, etc. After a fortnight, a month, and even years, we do not make pronounced progress, whereas a boy who has not learned but only looked on, plays golf far better than we do. Adults are more logical than children. Adults analyze everything into its minutest detail and finally can unify them as a totality. Boys tend to grasp everything as a whole directly. The limbs, and the whole body concentrate as one for some purposeful action. The resultant is far more than the sum of its elements. This psychological fact was known by Wundt, and he called it the "Law of Creative Synthesis." And now the so-called "Struktur psychologie" is becoming popular.

In this way all human instincts, including that of fighting, should not be crushed but raised to a higher degree owing to the modern, complex structure. Every individual, every nation must endeavor to do it. In this way we hope it may stop wars in the future; and international co-operation with peaceful competition will promote world happiness.

Who Knows ?

By ELBERT HUBBARD.

I HAVE a profound respect for boys. Grimy, ragged, tousled boys in the street often attract me strangely.

A boy is a man in the cocoon—you do not know what it is going to become—his life is big with many possibilities.

He may make or unmake kings, change boundary lines between states, write books that will mould characters, or invent machines that will revolutionize the commerce of the world.

Every man was once a boy. I trust I shall not be contradicted; it is really so.

Very distinctly and vividly I remember a slim, freckled boy, who was born in the "Patch," and used to pick up coal along the railroad tracks in Buffalo. A few months ago I had a motion to make before the Supreme Court, and the boy from the "Patch" was the judge who wrote the opinion granting my petition.

Yesterday I rode horseback past a field where a boy was plowing. The lad's hair stuck out through the top of his hat; his form was bony and awkward; one suspender held his trousers in place; his bare legs and arms were brown and sunburned and briar-scratched.

He swung his horses around just as I passed by, and from under the flapping brim of his hat he cast a quick glance out of the dark, half bashful eyes and modestly returned my salute. His back turned, I took off my hat and sent a God-bless-you down the furrow after him. Who knows?—I may go to that boy to borrow money, or to hear him preach, or to beg him to defend me in a lawsuit; or he may stand with pulse unfastened, bare of arm, in white apron, ready to do his duty, while the cone is placed over my face, and Night and Death come creeping into my veins.

Be patient with the boys—you are dealing with soulstuff.

Destiny awaits just around the corner. Be patient with the boys.

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THE B. C. TEACHER

The Provincial Salary Committee

AT its Executive meeting, held recently, the B. C. Teachers' Federation appointed the following members as its representatives on the Provincial Salary Committee:

Dr. H. R. Anderson, North Vancouver;
Miss J. J. MacKenzie, Vancouver;
Mr. T. Aldworth, Armstrong;
Mr. H. McArthur, Nelson;
Mr. I. Dilworth, President, Victoria;
Mr. G. S. Ford, Chairman, High School Sub-committee;
Mr. J. Sanford, Chairman, Junior High School Sub-committee;
Mr. T. Woodhead, Chairman, Elementary School Sub-committee;
Mr. Harry Charlesworth, Chairman, Federation Salary Committee.

The meeting was attended by representatives from all parts of the province, and, after very thorough consideration of all aspects of the situation, the above were unanimously chosen. It should be borne in mind that a Federation Salary Committee of over forty members representative of all groups of teachers has carried out the preliminary work, under the guidance of the Chairmen indicated above, and the inclusion of such Chairmen, who are now conversant with the opinions of the various representatives, ensures that the views of all groups will be adequately interpreted.

It has been agreed that the application of the Provincial Salary Schedules shall become operative in September, 1933, instead of September, 1932, as was originally intended. This will make it possible for the Committee to carry out its work in a much more careful and satisfactory manner, and will also allow ample time for all School Boards and teachers to become acquainted with the schedules before they become operative. It will also avoid the necessity of having to adopt new scales during the present stage of financial and economic depression.

Reduction of Government Grants for Education.

The announcement that the system of grants adopted by the Government last year is to be modified this year, and that reductions in the amount are to be made is a matter of grave concern to all teachers as well as to all School Boards. We do not intend at this

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time to make any comment on the necessity for Government economy, nor to attempt to indicate in what fields it might or might not be made. We do wish to point out, however, that unless the greatest vigilance and care is exercised, there is a grave danger that the economy of the Government will be largely, if not entirely, at the expense of the teachers alone. Already some School Boards have notified their teachers that if the grants are reduced the salaries will be proportionately reduced to take care of the difference in revenue received from the Government, and, in one case, the Board has asked its teachers to pledge themselves to such a proceeding, up to a maximum of ten per cent. of their salaries.

Obviously, such action is grossly unjust, and shows little consideration of the nature of the issue. The Government grants are provided by all the taxpayers of the province—all contributing on a supposedly fair basis. Any reduction of grants will benefit all taxpayers to the same comparative degree, though the actual saving to the individual may be very small. But, if, in order to make up for this saving on the part of the thousands of taxpayers of the province, the comparatively few teachers have to stand a loss of salary of considerable proportion, and have thus to take over the burden, it constitutes a discrimination of a drastic and unjustifiable character. Whatever economies are necessary should be borne by all citizens in equal manner. There should be equality of sacrifice. It is not a question of salary reduction, it is the far more vital question of one small group of the community being called upon to bear a load which rightly belongs to the whole community.

If such a proceeding should be carried out, we feel it will be the teachers and not the Government or the School Boards, who will actually be responsible for saving the taxpayers' money, and yet, we know, that in spite of this fact, the Government and the School Boards will follow the usual custom of taking unto themselves the credit for such saving and for such consideration of the taxpayer. Economy at someone else's expense is a most pleasant form of economy, unless one happens to be the "someone else."

We would urge that all teachers keep in close touch with their Boards, and endeavour to meet whatever situation should arise by a calm, fair-minded joint review, and by a solution mutually fair and satisfactory. We would also suggest that it would be well to await details from the Government before any definite final action is taken.

HARRY CHARLESWORTH,
*General Secretary and Chairman of Federation
Salary Committee.*



Ramblings of Paidagogos

ON BIGNESS:

FROM time immemorial man has been a worshiper of bigness; it has captured his imagination and stirred his awe. Our myths, our legends, and our traditions are full of it; our records abound in the deeds of mighty men; even today we view our millionaires with reverence, and are thrilled by the prodigious figures of the national debt.

The objects of man's love change but little save in their outward expression. Titan and Cyclops, behemoth and leviathan have given place only to the monstrous brood of the dinosaur; the Colossus of Rhodes and the Avenue of Kings have made way only for monuments more tremendous, for handiwork more terrifying. Thus science has out-fabled fable, and man himself has never ceased to embody his passion for the gigantic with increasing vastness.

Say what we will to the contrary, we are forever apt to confuse size with strength, and strength with merit. By making a mental effort we may be able to disentangle these ideas, but emotionally we feel that they are very happily conjoined—worship is seldom affected by intellect. Thus we pay lip-service to David, but in our heart of hearts we cherish Goliath; we burn a little incense before the shrine of ancient Athens, while we are secretly lost in admiration of modern London or New York.

The situation is no different when we turn to literature and the arts. By virtue of its sheer weight and length, an epic has conclusive advantage over a sonnet, be the beauty of the latter what it may. To make a lasting impression, a musical composition must be on the grand scale and require the services of a full orchestra. Canvasses which are measured in any unit beneath the dignity of the square foot are not likely to receive much notice. When we come to architecture the point is so obvious that there is no need to say a single word more.

Surely there must be some hidden virtue in bigness, since the belief in it is so universal, and its achievement is sought with such insatiable ardor. Perhaps the old saw about quantity and quality is based on distinction without difference, on the mere turning of a mental somersault. Can our love of giants depend upon a feeling that they symbolize an aspect of man himself, and that in our contemplation of them we tower up to our true stature? Or, to put it bluntly, does the creation of something really big, be it an airship or a penitentiary, swell our sense of mastery and increase our self-importance?

Frequently we are mocked by the huge unwieldy idol we have raised. Our institutions—political, economic, educational,—have reached so vast a bulk that their full proportions are beyond the range of the human eye. They overtop the mountains and invade the oceans. Our devotional

approach to them can be made only in mass formation, and our control of them has been delegated to an army of disputing experts.

You will note that I have duly brought in education, that I am at last come to the challenge of schools and school-masters in this matter of worshipping a false god. When the sons of men boast blatantly of having within the borders of their city the biggest pork-packing factory in the world, or the tallest chimney, it is not surprising that the school-master should hold out for the biggest school. It is not even to be wondered at that universities should compete on the basis of their total enrolment—humanly assuming that with the addition of every thousand students, the value of the degree goes up ten points. Arguments are daily advanced to the effect that every increase in the size of a school is a step towards democracy, in that a richer variety of optional courses may be offered, and equality of opportunity may more widely prevail. Up to a certain point these arguments contain some truth, but beyond that point, the advocate of bigness is merely showing forth the ancient propensity of man to think with his emotions.

Conceivably, on the economic side, there is an advantage in the bigness of a pork-packing factory—there may even be a benefit in its being the biggest pork-packing factory in the world. But the principles which govern production do not apply to education: a school is not remotely related to a factory. In the process of turning it into a factory it simply ceases to be a school. When it is made unduly big, it only becomes small.

A paragraph or two may very well be devoted to reflection upon the underlying fact which must forever divorce education from bigness—the fact that education must of necessity remain within the borders of human capacity for genuine intercourse, for the play of one personality upon another.

Man has a limited power of intimate association; there is a numerical boundary to his friendships. In the course of his ordinary activities he may rub shoulders with several hundred people, but there are only a few of these whom he can really know. Put him in a large group, and he will inevitably throw in his lot with a small section of it. True intimacy is hard to gain and harder to hold.

Some people there are, and doubtless many teachers are to be included among them, who have a gift for friendship, whose sympathy and interest have an uncommon range, who are not only genial but sensitive. Yet even for these there is a "thus far and no farther," a limit which may not be passed without a watering down of affection and a shallower interchange of spirit.

Education may be defined as conditioning, as adjustment, as the presentation of weighted stimuli, as the forming of new bonds, as socialization—all of which, although in a sense they are abstractions from the total situation, are useful intellectual standpoints from which to view the process. This I may whole-heartedly grant, and yet ask a far deeper question. In what atmosphere can education more truly flourish than that in which the intimate relationship between teacher and taught is warmed by affection and illuminated by understanding?

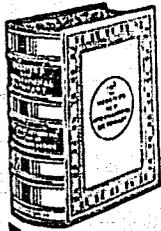
And here is the crux of the matter—the condemnation of the great sprawling school, with its drove of humanity, its emphasis upon organization, and its impersonal relationships. Is not this last enough to make

Sisyphus take pleasure in the rolling of his stone! The fashioning of ropes from sand and the carrying of water in a sieve are easy tasks as over against the impersonal achievement of personal understanding!

If the size of our schools is to be the measure of their greatness, we might as well choose for inspectors men who can estimate cubic contents and count noses, and for principals men who can charm School Boards into the addition of new classrooms. We might advertise our schools after the manner of the steamship companies, with detailed dimensions, and the glorious tidings that ours is for the moment the biggest school in the world.

But I have probably exaggerated the danger. Surely the teacher or trustee who feels his heart swell with a suffocating sense of his own importance as he looks upon a vast building and a swarming multitude of bewildered children—surely such a being is a figment of my imagination.

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THE B. C. TEACHER

International School Correspondence

By M. ALBERT MALCHE

Professor at Geneva University, Vice-President of the Geneva
Section of the Junior Red Cross

The Role of the Junior Red Cross in the Reconciliation of Peoples.

THE Junior Red Cross has required little more than a decade to reveal itself as one of the most powerful present-day factors for international understanding.

Firmly implanted in forty-eight countries, the Junior Red Cross, with its twelve million members, has become a force to be reckoned with. Its propaganda for the diffusion of health habits, its health activities, its prophylactic and humanitarian work are known and appreciated throughout the five continents.

One of its lesser-known activities, however, is equally deserving of success: we refer to the exchange of international correspondence from school to school and from class to class—an entirely original enterprise designed, among other things, to hasten the reconciliation of people through educational channels. The mechanism of the system has frequently been described in all its aspects, and it would therefore be superfluous to dwell here on the technical side of the work. What we are proposing to do now is to examine the fundamental interest and ethical importance of these exchanges.

At first sight, it may be asked if it is really worth while for a group of school children to spend a month in preparing for another group an illustrated album, accompanied by commentaries and a joint letter. Are such far-away and necessarily intermittent contacts not fortuitous, even a little artificial? What advantage can the children derive from them?

Experience has demonstrated the vanity of such scruples. Every one of the school-masters who has given inter-school correspondence a trial avers that it is beneficial to both parties. For the senders, it constitutes a first-rate centre of interest. All the time they are preparing an album, compiling, sorting out and collating the material for it, writing the explanations and the covering letter, drawing up explanatory charts, etc., there reigns throughout the class a spirit of emulation and an enthusiasm which not only make the work a pleasure but also facilitate the task of the teacher by infusing fresh zest into the lessons.

As regards its effect on the recipients, it has been remarked that the arrival of an album is invariably greeted with the liveliest curiosity and pleasure. Each item—translated, if need be, through the kind offices of the League of Red Cross Societies—is read over and over again by the children, even to its smallest detail. The photographs are scrutinized with avidity, if not with a magnifying glass. Long

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debates ensue on the information imparted by these far-away comrades, who speak of their country with authority, and in whom they have the most entire confidence. It goes without saying that an intelligent teacher is not slow to take advantage of the magnificent opportunity thus offered to vary and animate his lessons.

Another proof of the lively interest aroused by this inter-school correspondence is provided by the fact that several schools have received requests from parents to see these famous albums of which they have heard so much from their children. Their wish has, of course, been granted and it is gratifying to note that they have been returned two months later, after having gone the rounds of several families and been fingered in all manner of conditions, absolutely clean and intact.

All albums thus received remain the property of the school, and in time form an incomparable documentary collection.

To sum up: at its departure, inter-school correspondence fosters the diffusion of modern methods; it compels the pupils to study more closely and comprehendingly the multiple realities which go to make up the life of their country. On arrival, it serves to lend a new and more vivid meaning to the geography lessons and adds to the store of general knowledge, which is still too apt to be overlooked in the majority of school curricula.

The cause, therefore, would seem to be won. But if we pass from the school of today to the society of tomorrow, how infinitely more important does that cause appear! In truth, what such exchanges inspire most strongly in the pupils is sympathetic understanding of their comrades in other countries, the desire to know more of their mode of life, to meet them in the flesh (and this sometimes happens), or, at the very least, a benevolent curiosity anent foreign lands. In place of the abstract existence they once imagined, they discover a country peopled with children very like themselves, who go to school, have their games, their studies, their family lives. They learn that, in these hitherto indeterminate regions, there are trams, parks, hospitals, theatres, factories, and, above all, beautiful landscapes just as admirable, in their way, as those of the other country and just as well-loved: here they catch a glimpse of glaciers resplendent in the days of the winter sun, there a coral shore nestling in the shade of the palm trees.

Child's play all that, the sceptics will murmur. But such child's play is not without grandeur, be it remarked, since the playground extends over the whole surface of the globe. Nor is it without significance for the future. The diffusion of inter-school correspondence is ringing the knell of a prejudice as old as Mother Earth herself, based, like all other prejudices, on ignorance—that form of ignorance which consists in regarding the foreigner as an enemy, or at least a strange being, either ridiculous or vaguely improper. All primitive peoples cherish this conviction. Even the Greeks were not immune; it is, in fact, to them that we owe the word "Barbar" which Julius II., at the very height of the Renaissance, applied to all who were not inhabitants of his own country. And what of our own era? Even leaving aside the excesses of opinion which led to the World War, can

we deny the persistence of the general tendency to picture the foreigner primarily in the light of his defects, or, worse still, in the light of the defects wrongly ascribed to him? It is true that cultured people who have travelled abroad are reacting more and more vigorously against this tendency, but how tenacious are still the jests or uncharitable impeachments of which certain races are still the butt, whereas the foreigners who dwell among those races are able to appreciate in them virtues of whom no one ever dreams of speaking.

That all the nations have not yet attained the same degree of evolution cannot be gainsaid, and this has always been so; but all are striving hard to improve their standard of life and to progress, all desire and are seeking the ideal. It would be a crying injustice to pass over, in our judgments, the natural inequalities, the distances, the ethnical or historical difficulties which hamper the progress of certain races while favoring that of others. We might go even further and say that the more a region is refractory to human efforts, the more worthy of respect are those of our species who live in that region and are attached to it. They it is who hold the outposts and are the hardy pioneers of a humanity of which we are the beneficiaries.

Our mentality is so devised that, to reach the simplest truths, we must struggle through the most complicated maze of errors. When, little by little, prejudices of race, color, creed, language and caste shall have vanished, it will at last be realized that the world is full of people waiting to be understood and appreciated, that the fate of each individual is bound up with the fate of all the others, and that the wisest course is to collaborate.

If we bring to that task the same zest which we have hitherto devoted to destroying our fellow-creatures, this will perhaps prove our salvation.

We are only just beginning to realize that there is a vast amount of good-will in the world waiting to be turned to account. A certain section of the press, the educational cinema and foreign travel have done much to foster this new spirit. Tomorrow, television will add its contribution.

In a sense, we are now engaged in making the moral discovery of the world.

The methods which are suited to adults, however, are not always those which are best adapted to children. And this is where inter-school correspondence comes in. It opens upon the world one of the windows of the school. It enables young folk to guide one another's hesitating first steps along the road to mutual discovery. It provides a connecting link between the emotional impulses, which are so strong at that age, and the intellectual and moral problems which modern man henceforth owes it to himself to solve if he is to remain a worthy representative of his species.

We have seen where war leads. We have a foretaste of what the death of civilization might mean. It is only rational now to devote ourselves, loyally and without ulterior motives, to works of peace.

Proofs have not been lacking, especially in late years, of the

disastrous consequences of national egoism. The dawn of an intelligent spirit of altruism between the peoples of the world will, we are convinced, confirm the truth of the axiom that the more we give the richer we are, that the more we think of others the better we learn to know ourselves. These conceptions must be firmly implanted in the rising generation. It is hardly necessary to be a prophet to foresee that the world of today, separated into watertight compartments, is destined either to sink to the miserable level of primitive civilizations or, like the phoenix, to rise from its ashes to new life.

We are awaiting another Renaissance. That of the sixteenth century renewed Europe by its faith in mankind and in life. It may be that the late twentieth century will renew the world by proclaiming its faith in the unity of the human family, at least respected, consecrated and loved by all its children. This again is a problem of sentiment and intensity. The human sense may become the dominant characteristic of the future mentality.

Now, modest though the educational work of which we have just defined the ideal may appear, does it not open out splendid prospects for the future? And is it not worthy of every encouragement. A net work of school exchanges is already spread across the oceans and the continents. The children of the world are calling to each other and conversing across the seas. Long after our own voices have been hushed forever, they will still be talking. Let us help them to build up a new and wider conception of human brotherhood.

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