

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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EDITORIAL

HERE AND HEREAFTER

WHILE the above title reads like the title of a Sunday evening sermon by one of our popular preachers that which follows is in no sense a sermon. It is, in brief, merely a statement of what you may find of interest in this issue and in those to come.

Wherever teachers meet two topics of conversation seem to have precedence following the time-honored salary problem. Among high school teachers there is the problem of examinations and the ever-present hope of "the accredited school". The Editorial Board feels particularly happy at this time to present an article by Dr. S. J. Willis, the Deputy Minister of Education, on this vital matter.

The article is one that was prepared for the 16th National Conference of Canadian Universities held at Hamilton in May of this year. Following the conference the article was published in an eastern journal. When the editor sought Dr. Willis' permission to publish it in these pages not only did the author grant the permission but with characteristic generosity offered to revise and enlarge the original. It is the revised article that is printed in this issue. The Editorial Board is indebted to Dr. Willis for his kindness.

The second question that looms large in the minds of all teachers, be they elementary or secondary, is that of curriculum revision. It has long been the hope of the Board that someone might be persuaded to deal adequately with this vexed not to say vexing problem. That hope seems now to have been achieved for, beginning in our

OCTOBER, 1934

Page One

Lumberman's Arch, Stanley Park



November issue, there will be a series of articles by Mr. Elmer W. Reid, principal of Seymour School, Vancouver, on the whole question of curriculum revision. Though these articles will be, no doubt, of particular interest to teachers in the elementary grades there will be food for thought for all teachers to be found in them. Mr. Reid brings to his task a wide experience in teaching and in educational experimentation as well as a keen and enquiring mind quite unfettered by the chains of orthodoxy.

One more surprise awaits you in the November issue but that is to be a real surprise so you must wait until the issue appears.

—E. L. Y.

SOME IMPORTANT APPOINTMENTS

Mr. J. Elmer Brown.

Space forbids full recognition of other important appointments at this time but we wish to extend our congratulations to Mr. J. Elmer Brown, Principal of Strathcona School, Vancouver, on his promotion to the Inspectorate. He has had a successful and somewhat unique career as a teacher, his school being widely known on account of the many nationalities represented in its student body. His educational tour of Japan as the guest of a Japanese society also greatly enriched his knowledge of modern world movements in education.

Mr. Brown is a keen student of educational affairs and is a strong supporter of practical progressive trends. He has held many important offices in teacher-associations, and has at all times enjoyed the respect and esteem of his colleagues. We wish him every success in his new field.

* * * *

Mr. F. C. Boyes.

Mr. F. C. Boyes, Principal of Alexandra School, Vancouver, and Elementary Department Editor of the Magazine, has also taken up his new position as Head of the Boys' Industrial School of British Columbia. As under his capable direction the whole plan for dealing with juvenile delinquency in the province is to be remodelled, and as we know that all teachers will be vitally interested in developments along this line, we are hoping to obtain a feature article on his work for publication in an early issue of the Magazine.

Mr. Boyes' study and experience in Elementary and Junior High School work, together with his fine personality and the popularity he has always enjoyed with his students, fit him eminently for such a highly important position. In the plans made by the Minister of Education for the reorganization of our institutions for delinquents, and in the appointment of Mr. Boyes to work out and superintend such plans, we are confident that one of the most outstanding and one of the most profitable contributions to the progress of society will be achieved. To restore a delinquent child to useful citizenship instead of confirming him in his delinquency is a consummation well worth while, and upon such restoration the emphasis will certainly be placed under Mr. Boyes' administration and guidance and the Department's full and sympathetic support.

OCTOBER, 1934

Page Three

FEDERATION NEWS

(By S. NORTHROP)

YOUR Executive Committee met at 9:30 a.m. on Saturday, September 29th, and continued in session until late in the evening. and even then some matters had to be referred to the Consultative and other committees for settlement.

The passing of President C. L. Thornber, J. M. Campbell, and A. Finlayson was observed, the Executive standing during a silent period after an expression of regret at the loss of such earnest supporters of the Federation.

It was agreed that unemployed teachers be carried as members, provided they pay \$1.00 as subscription for the magazine.

Mr. G. W. Clark, teachers' representative on the Board of Reference, gave a brief summary of the Board's work during the summer. This was received with general satisfaction.

Mr. J. N. Burnett, Chairman of the Membership Committee, reported a paid-up membership of 2381 for 1933-34, which is the highest to date. He expressed surprise that some teachers should be so unethical as to sign a membership enrolment form and then default on payment.

A resolution that defaulting teachers be not admitted to membership until the defaulted fees be paid was referred to the Constitution and By-laws Committee.

The application of the Physical and Health Teachers' Section for affiliation was placed in the hands of the President and Secretary for conference and advice.

Letters were read from Mrs. L. Stewart and Mrs. A. A. Lister, to whom photographs had been sent.

The Open Forum of the Socialist Party of Canada invited us to send speakers for their meetings. A list will be forwarded to them. If you desire to be one of these apply to our General Secretary.

Five additional members of the Executive were co-opted to represent interests or districts as yet unrepresented: Mr. A. A. Webster, Mr. J. N. Burnett, Mr. H. K. Beirsto, Mr. R. H. Heywood, and Mr. H. McArthur.

The following are the results of the various elections:

President: Mr. J. R. Mitchell (elected at Annual Meeting).

Vice-President: Mr. H. K. Beirsto, Vernon.

Secretary-Treasurer: Mr. A. A. Webster, Vancouver.

Chairman, Finance: Mr. W. Morgan, Vancouver.
" Constitution and By-laws: Mr. J. H. Creighton,
Vancouver.
" Membership: Mr. J. N. Burnett, Vancouver.
" Radio: Mr. R. H. Bennett, Vancouver.
" Resolutions for Convention: Mr. P. N. Whitley.
" Education Week Programme: Mr. R. P. Steeves,
Vancouver.

The Consultative Committee is now constituted as follows: Mr. J. R. Mitchell, Mr. H. K. Beairto, Mr. C. G. Brown, Mr. A. A. Webster, Mr. W. Morgan, Mr. J. H. Creighton and Mr. J. N. Burnett.

Consideration of Easter Convention was postponed to a later meeting.

Mr. Charlesworth gave a report on this year's meeting of the Canadian Teachers' Federation. Among many important decisions were the formation of a Research and Statistical Bureau, and the adoption of a Canadian Education Week.

The fields of research suggested were Taxation Costs, Salaries, Administration, Teacher-Training, Teacher Tenure, Curriculum, Group Insurance, Sick Pay.

Mr. Charlesworth was appointed Chairman by the Canadian Teachers' Federation and your Executive granted the use of our office facilities for such co-operation as would be necessary, costs, if any, to be borne by the Canadian Teachers' Federation. Your Executive agreed to work with the Canadian Teachers' Federation in the matter of Education Week and regretted that the first week in February, suggested by the Canadian Teachers' Federation, was inconvenient, but the all-important Dominion-wide idea must be upheld. You will be asked to do your utmost to make the 1935 Week a greater success than ever.

Early in the morning's session, Mr. R. P. Steeves reported on the Bursary Fund. He moved that a Federation Trust Fund be established for such purposes as shall be determined by the Consultative Committee. There was a lack of unanimity but finally the motion was carried. The Consultative Committee was instructed to draw up necessary details, and when these are complete a mail vote is to be taken of all members of the Executive.

There was much discussion in connection with the terms to govern future awards of the Summer Session Scholarship. Finally the following resolution, adopted by the Consultative Committee, was confirmed by the Executive Committee and will be a governing condition for future years:

"That for the purpose of conferring the Summer Session Scholarship, membership in the British Columbia Teachers' Federation be interpreted as follows:

- (a) Membership for five years preceding application;
- (b) Continuous membership during active service as a teacher."

Mr. Charlesworth, who was present as the Federation's fraternal delegate at the Provincial Trustees' Convention, gave a brief report in which he stressed the friendly spirit which had been displayed by the Trustees, not only to himself personally but to the teachers of the province generally, throughout the discussions. He voiced his sincere appreciation of the many courtesies which had been extended to him. The matter of Teachers' Contracts and the Board of Reference constituted one of the main items of business, no less than eight resolutions appearing from various Boards on these subjects. Finally these were combined in the two following resolutions:

1. "Whereas the conditions governing employment of teachers by school boards as at present enjoined by school laws have, for various reasons, proved to be unsatisfactory;

Resolved, that this Convention of School Trustees assembled recommend that, as provided for in subsection (n) of section 12, the Council of Public Instruction prepare a form of contract to be used between teachers and school boards."

2. "Whereas it would appear from the Public Schools Act that in teachers' contracts liberty of action to terminate such contract is not equally apportioned between boards and teachers;

"Resolved, that such contract be a continuing contract, subject to cancellation by the unanimous vote of the board or by the teacher by giving 30 days' notice prior to the end of any school year, and that the School Act be amended accordingly."

Another important resolution unanimously adopted concerned the teachers in isolated rural districts, as follows:

"Whereas conditions governing employment and disposition of teachers in isolated rural districts call for special consideration; be it therefore resolved that this Convention of School Trustees strongly recommends that teachers in isolated rural districts be appointed and employed directly by and under the Department of Education."

The brief on "The Financing of Education" prepared and presented by our Federation to the Commission on Education consists of nine pages of foolscap size closely typed, and cannot therefore be reproduced in the magazine, but members may be assured that keen minds had given much thought to the preparation of numerous suggestions in the interests of the education of the children of British Columbia. The brief was unanimously endorsed by the Executive, and Messrs. Mitchell, Creighton, Knott and the General Secretary were accorded thanks for their good work in this connection.

There are many omissions and curtailments in this report. May I remind you that Mr. Yeo, new Chairman of the Magazine Board, invited your aid in forming a correspondence column. Now is your opportunity. Don't sit back and wait for others to do it, and, for pity's sake, don't grouse to others in your group but set your ideas on paper and send them to Mr. Yeo at once. Any criticism or suggestion from you towards improvement, will greatly encourage those less favored men and women who are still working in your interests.

THE B. C. TEACHER

Movement Towards The Establishment of Accredited High Schools in British Columbia

(By S. J. WILLIS, B.A., LL.D., Superintendent of Education,
British Columbia)

(Paper Prepared for Sixteenth National Conference of Canadian Universities)

Promotion from Elementary to High Schools

SEVERAL years ago the Department of Education for British Columbia took the first steps towards making a reduction in the number of the various examinations held each year. The first step in this direction was the adoption of a system of limiting the numbers writing the regular High School Entrance examination. When this system was first adopted exemption from that examination was confined to the top 60 per cent of the pupils in the Grade VIII classes of the schools of seven or more divisions. In time the above quota was abolished and exemption from examination greatly extended to embrace all graded and some ungraded elementary schools. Under the Department's present regulations, principals of all elementary schools as well as teachers of ungraded elementary schools in districts in which High Schools or Superior Schools (continuation schools) are situated may recommend for admission to High Schools all their Grade VIII pupils who have reached, in their opinion, the required standard of scholarship. All such recommendations made on behalf of pupils are not necessarily accepted. As a precautionary measure all recommendations in each district must be carefully scrutinized and approved by an Inspector of Schools and the principal of the High School the recommended pupils propose to attend. The principal or the teacher making the recommendations must submit for the approval of the Committee on Admissions a complete record of each pupil's standing on tests conducted throughout the year and must justify each recommendation made. The Committee on Admission pays particular attention to the names on the lower brackets of the recommended list. Any pupil who fails to secure promotion to High School by recommendation has the privilege of writing the regular examination conducted by the Department of Education.

Promotion from Grade to Grade Within the High School

For many years the principals of High Schools have had full authority to promote the students under their charge from grade to grade and a like authority to promote their students to the Senior High School has been given to the principals of Junior High Schools established a few years ago.

The system of promotion from elementary to High Schools and

from grade to grade in the latter has worked out quite satisfactorily and has probably produced equally as good results as those formerly obtained by means of written examinations conducted at considerable expense and with a great deal of extra work for the officials of the Department of Education. No serious complaints have been registered with that Department as to the lack of fitness for High School work of the pupils being admitted from the elementary schools under the promotion system now in force.

Four-year High School Course

In 1929 a four-year High School course was inaugurated and provision made for the issuance of High School Graduation Diplomas without examination to those students who had completed that course satisfactorily. High School Graduation Diplomas were issued in July, 1933, for the first time by the Department of Education on the recommendation of High School principals to those students certified as having obtained at least 120 *units of credit made up of the required constants (i.e., compulsory subjects) and free electives as prescribed in the High School Programme of Studies. As yet a High School Graduation Diploma obtained on a principal's recommendation is not accepted as a certificate of qualification for admission to the local university or to one of the Provincial Normal Schools.

Desirability of Granting Exemption from External Final Tests

For some time there has been a growing feeling, not only on the part of High School principals and teachers but also on that of the Department of Education, that steps should be taken at an early date to reduce the number of students required to write the final examinations set and conducted by the High School and University Matriculation Board of Examiners as a test of the student's fitness for admission to the local university or to one of the Provincial Normal Schools. It is now plainly evident that with suitable safeguards a considerable reduction in the numbers writing those examinations can be made without any serious risk of lowering existing standards. The establishment of a four-year course has provided a much greater opportunity for sounder work to be done in our High Schools. During the past few years the teachers on the High School staffs have been improving their academic and professional qualifications and are thoroughly conversant with all modern trends in education. Each year approximately 50 per cent of the candidates who write the Matriculation or the Normal Entrance examination are successful in passing the full examination at the first sitting. The subjecting of these candidates to the expense and the nervous strain involved seems to be quite unnecessary and altogether unjustifiable.

There is every reason to believe that the adoption of exemption from the final external examination of those students who have obtained a reasonably high standing on such examinations should

* A unit of credit is a subject taken one period (of 40 to 45 minutes) per week throughout the school year.

THE B.C. TEACHER

result in raising rather than lowering the standard of the work done in our High Schools. The knowledge that work well and faithfully done throughout the year would earn exemption from the final test should act as a "spur to prick the sides of the intent" of the majority of the students. The granting of exemption to the best students should also tend to remove from the minds of principals and teachers the cramping fear of a poor "pass list" and all that that implies. With the removal of that fear would probably go much of the concomitant violation of sound pedagogical practice in connection with the preparation for a final test, the results of which are regarded by some school boards as an unerring gauge of the quality and effectiveness of the service rendered by the teachers.

A Tentative Plan for the "Accrediting" of High Schools

It now seems possible and desirable that steps be taken as soon as possible to adopt a system of exemption for the best students in the larger High Schools from the Matriculation and Normal Entrance examinations. As there are many small High Schools rather poorly equipped in which teachers, many of them with little or no experience, are endeavoring to give instruction in subjects in which they are not specially qualified, no general exemption regulation applicable to all High Schools can be adopted at first. If satisfactory arrangements could be made with all vitally concerned for the granting to certain schools the privilege of limited exemption, the following are the probable conditions under which such privilege would be extended:

The High School must be equipped and staffed to the satisfaction of the Department of Education. The science laboratory must afford opportunity for each student or group of two students to perform the prescribed experiments. The teacher of each of the subjects that the students propose to offer at the final external examinations must be a specialist (that is, he must have obtained at least twelve units of university credit in the subject taught). He must also have had an experience of more than two years in teaching the subject in a High School.

The principal and teacher concerned must certify that each student recommended for exemption from the Junior Matriculation or the Normal Entrance examination has covered thoroughly the complete High School course, Grades IX to XII, inclusive, as outlined in the High School Programme of Studies, in each subject to be offered at either of those examinations, and that each student so recommended has obtained an average standing of at least 65 per cent with not less than 50 per cent in each subject on the combined results of at least three examinations conducted by the principal and his staff during the final year of the High School course. These High School examinations must be held the last week in November, the last week in February and the first week in May. The combined results of these term examinations should be available not later than the last week in May and decisions then made as to those students who are deemed worthy of exemption. In order to assist in the maintenance

of a fairly uniform standard of achievement, the Board of Examiners on which the High Schools of the province would be well represented, might compile a set of examination papers for the final school test in May and distribute them to the High Schools. Students who are recommended for exemption should not be notified of their success until June 10th. Students not recommended and those who wished to write with a view to securing scholarships would be given the opportunity of sitting for the examinations conducted by the Board of Examiners.

All examination papers given by the school must be available to the High School Inspector for criticism and for modification if deemed advisable by him. The candidates' answer papers on the final school examinations must be kept for at least six months after the date of the examinations and must be open at all times for the critical eye of the High School Inspector.

The principal must submit to the Department of Education for consideration by the Board of Examiners a full and complete statement (on standard forms supplied by the Department) showing the combined standing obtained in each subject by each of the students on the school examinations in the final year. The principal's report must indicate the students recommended for exemption and must show the teachers' experience in High School work and their academic qualifications for teaching the subjects from which exemption has been recommended. The Board would have full authority to approve the full number of recommendations made or to reduce that number, at its discretion.

If the system of promotion as outlined above were adopted and were found to produce satisfactory results on the whole, it could be gradually extended to the smaller High Schools meeting the requirements in the matter of staff and equipment. As the privilege of promotion by recommendation would be dependent on the experience and qualifications of the staff and the quality and extent of school equipment, including school libraries and science laboratories, greater care would be exercised in the selection and appointment of new teachers and an incentive given for the improvement of teaching facilities.

After some such system of promotion had been in use for a few years sufficient information would then be available for forming an estimate of its efficacy. Each year the Board of Examiners would have before it a detailed statement of the standing assigned by principals to recommended and unrecommended candidates. The standing obtained in the Grade XII examinations held at the end of June, by the latter candidates, especially those close to the line separating them from the former, would furnish a partial test as to the validity of the recommendations made and the fairness of the examinations set by the Board of Examiners. The High School Inspectors' reports would show whether or not there had been any decided slackening of effort on the part of principals and staffs and any general lowering of standards. From reports from the University and the Normal

THE B.C. TEACHER

Schools it would be ascertained whether or not there had been a marked deterioration in the quality of the material being admitted on recommendation. Should there be sufficient evidence accumulated to prove unfitness on the part of the principal and staff of any school to be entrusted further with the privilege of promotion by recommendation this privilege might be completely withdrawn or very greatly curtailed insofar as that school is concerned. Unfitness for the continuance of that privilege would be shown by failure to maintain reasonably high standards; by want of soundness of judgment in making recommendations and by lack of the moral stamina necessary to resist any local pressure brought to bear to force recommendations of unworthy students. The high reputation for thoroughness of work done in our High Schools must be maintained and to this end the greatest precautions must be taken to prevent the insidious growth of a laissez faire attitude on the part of staffs and students and the deluging of our University and Normal Schools with indifferent students altogether lacking in aptitude, training and scholarship and quite unfitted to derive any benefit from attendance at those institutions. Only such High Schools as are found to confine their recommendations year after year to a reasonable number of candidates, whose fitness for promotion without examination is beyond question, should be designated in time as fully "accredited" and be granted such measure of relief from existing regulations as is implied in that designation.

Manners are the happy ways of doing things; each one a stroke of genius or of love, now repeated and hardened into usage, they form at last a rich varnish with which the routine of life is washed and its details adorned. If they are superficial, so are the dewdrops which give such a depth to the morning meadows.—Emerson.

I have always felt that in this country, where so much depends upon universal education not only for the happiness of the people but for the safety of our form of government, it was a pity some way had not been devised by which the interests of everyone could be focused on public education.—Mrs. Franklin D. Roosevelt.

AN APPRECIATION . . .

Just to thank the Teachers of B. C. for their support of our last Tour of the Orient. It was splendid. Already enquiries for next year's plans are being made. Tentative reservations have been arranged. Shall be pleased to give further particulars of our Oriental Tours.

MISS ANNE STEWART

909 East 28th Avenue, Vancouver, B. C. Phone: Fair. 2855-L

Education in Other Lands

FROM HERE AND THERE

IN these days of codes for this and codes for that a gleam of interest may be found in a "Code of Ethics" for teachers, and we presume the term includes principals, adopted by the New Zealand Educational Institute to come into effect January 1, 1935.

Former members of the N.U.T. will no doubt recognize the fount and origin of the code.

The following actions are declared to be unprofessional:

1. For any teacher to apply for and accept a position from which, in the judgment of the New Zealand Educational Institute Executive, a member of the Institute has been unjustly dismissed.

2. For any teacher to make a report on the work or conduct of another teacher without at the time acquainting the teacher concerned with the nature of it, if it be an oral report, or if it be written, without showing it and allowing the teacher concerned to make a copy of it.

3. For any teacher to canvass for scholars, either personally or by means of the school staff, by circular, or otherwise.

4. For any teacher systematically, and in his professional capacity, to instruct scholars on the school premises, before or after school hours, for the purposes of examination, e.g., proficiency.

5. For any teacher to censure other teachers or to criticize their work in the hearing of the scholars.

6. For any teacher to impose upon another teacher, out of the ordinary school hours, an excessive and unreasonable amount of work of any kind.

7. For any teacher to be found guilty of conduct detrimental or injurious to the interests and honor of the profession or of the Institute.

* * * * *

So much publicity has been given to the case of Mr. M. J. Coldwell and the Regina School Board that teachers everywhere are interested in the outcome. Thanks to the energy of the newly constituted publicity committee of the Canadian Teachers' Federation, we are able to give here the terms of settlement. On the surface it does not strike one as any very great triumph for the teacher and the teacher's rights as a citizen.

At a meeting of the Regina School Board, held on Tuesday, Sep-
Page Twelve THE B.C. TEACHER

tember 18th, Mr. M. J. Coldwell was granted leave of absence for one year, the vote being four to three. The agreement between Mr. Coldwell and the Board is as follows: "If I am granted leave of absence to August 15, 1935, I agree by that date to either resign my position on the Regina Public School staff or withdraw from all political activities and resign from all positions then held by me at variance with your regulations passed July 19, 1934, and observe the provisions of all regulations of the Regina Public School Board."

The granting of leave brought to a close two months of controversy that began with the Board passing a regulation banning political activities by school teachers. Mr. Coldwell preserves his right of seniority and he agrees that, if he should return to the school, to abide by the Board's regulations. It remains, therefore, for the Regina teachers, whose corporate opinion has not been declared, to discuss the new regulations with the Board if they so desire. So far as the teachers of Regina are concerned, therefore, the regulation passed two months ago by the Board remains in force.

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Surveys as well as codes seem to be much to the fore. Here are a few highlights of the Manitoba survey. This item again goes to the credit of the Canadian Teachers' Federation Publicity Board.

In accordance with the decision of the last session of the Provincial Legislature of Manitoba a Select Committee of the House was "appointed to enquire into and report upon Administration and Financing of the Public Educational System of the Province". The Chairman of this committee is the Honorable R. A. Hoey, Minister of Education, and the committee consists of ten members of the Legislature, representing all of the parties. Briefs have been submitted by a number of organizations, including the School Trustees' Association, the Inspectors' Association, and the Manitoba Teachers' Federation.

The Inspectors recommended (a) that the unit of administration for school purposes should be larger than the local school district; (b) that a schedule of salaries for teachers and principals be set up by the Provincial Government which is to assume responsibility for said minimum instructional costs. These are the main recommendations in their brief.

The School Trustees' Association recommended: (a) that the Administrative and Academic sections of the Department be made separate; (b) that representation on the Advisory Board be extended; (c) that legislative grants be at least \$2 per teacher per teaching day; (d) that a booklet for the guidance of school trustees be furnished by the Government.

The brief of the Manitoba Teachers' Federation drew attention to the grave danger facing the educational system of the province, owing to the widespread feeling of discouragement and despondency in the ranks of the teaching profession. It recommends (a) that provision be made through contract or through legislation for the

better protection of teachers in the matter of tenure; (b) that the Provincial Government in its grants assure a minimum salary of \$600; (c) that salary schedules be set up for teachers.

The Federation accepts, in general, the recommendations made in the Report of the Joint Committee of 1933. This report recommended: (1) That the Provincial Government assume responsibility for minimum instructional costs throughout the province; (2) That a body to be known as "The Provincial Board of Education" be created; (3) That larger units of administration be established.

* * * * *

If there are still surviving any Romanticists among the teachers of literature of the province the following item from a recent issue of the "Scottish Educational Journal" may hearten them:

"With the fairy tale restored to good standing for Soviet children," writes the Moscow correspondent of the Christian Science Monitor, "the literature of fantasy, which was also in disrepute for a time, is emerging again and is immensely popular. The fantasies of H. G. Wells and Jules Verne are being published by the State and are sold out as rapidly as they can be printed. A scientific fantasy, "Ruler of the World," by the Soviet writer, A. Blav, has sold more than 20,000 copies and is still in demand.

"The Soviet critic, A. R. Palci, urges more Soviet writers to attempt fantasies. They serve, he declares, a useful purpose in stimulating imagination but foreign writers cannot provide the proper 'ideological content' for Soviet readers. So far, he avers, Soviet writers have merely imitated foreign writers, and he expresses the hope that some of the best Soviet writers will turn their attention to this kind of work. He suggests three requisites—literary excellence, scientific accuracy, and avoidance of the supernatural."

Confidence in another man's virtue is no slight evidence of a man's own.—Montaigne.

If you would be pungent, be brief; for it is with words as with sunbeams—the more they are condensed, the deeper they burn.—Southey.

"Dear me," said the absent-minded professor as he fell down the stairs. "I wonder what is making all that racket?"

Let us endeavor so to live that when we come to die even the undertaker will be sorry.—Mark Twain.

Without distinction, without calculation, without procrastination, love. Lavish it upon the poor, where it is easy; especially upon the rich, who often need it most; most of all upon our equals, where it is very difficult, and for whom perhaps we each do least of ail.—Henry Drummond.

Page Fourteen

THE B.C. TEACHER

Highlights of September's News

FOLLOWING an announcement he had made to the trade union gathering at the Canadian National Exhibition on September 3, Hon. Arthur Robbuck, Attorney-General of Ontario, invited all provinces to send delegates to a conference for the purpose of codifying Canadian industry and improving industrial relations.

Liberals won four out of five federal by-elections in Ontario on September 24.

Municipalization or government ownership of all electric power business was demanded by the Union of Quebec Municipalities.

The appointment of Graham F. Towers, assistant general manager of the Royal Bank of Canada, as Governor of the Bank of Canada, and putting shares on the market makes the new central bank a reality.

Labor made gains in the Australian general elections on September 15, but not sufficient to overthrow the Lyons Government, which won 28 out of 74 seats. The Government will have the support of the Country Party with 14 seats, while the Labor opposition was only able to be sure of 24 supporters.

"Private money monopoly which creates 90 per cent of English money out of the blue leads directly to dictatorships," declared Hewlett Johnson, Dean of Canterbury. He concluded that industry today is the slave of money interests, and demanded that the nation recover sovereignty in money and finance. None of the English papers which usually give a column to the Dean's utterances even mentioned his speech of September 29.

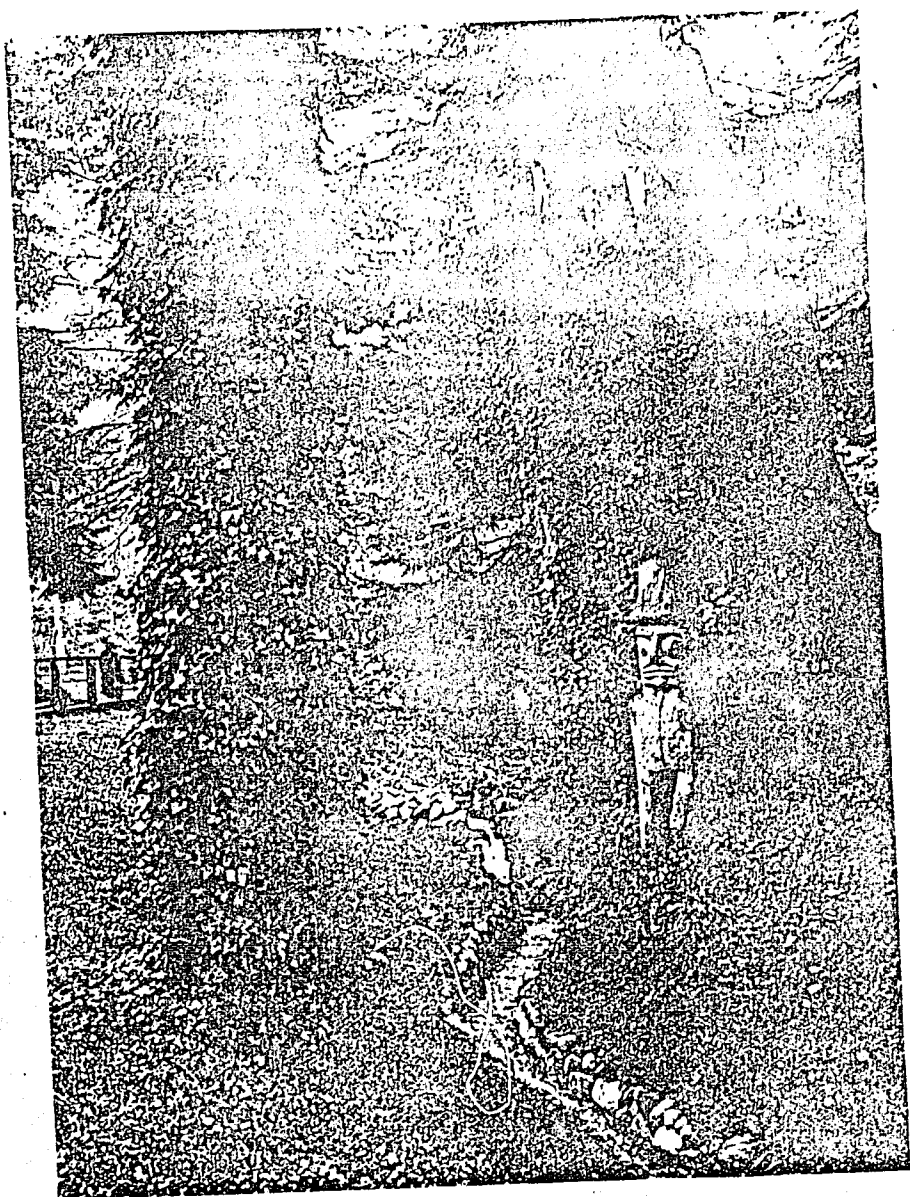
The Irish Free State Senate has voted a pension to all veterans of the 1916 Rebellion and the Civil War (1922), regardless of party.

Unemployment relief has cost the American nation over \$3,000,000,000, a survey revealed on September 2.

A complete reorganization of the N.R.A. is announced following the appointment of Donald Richberg to succeed Hugh S. Johnson, who resigned as administrator on September 25. The change is believed to be a move in a more liberal direction.

The United Textile Workers' strike reached a critical stage during
OCTOBER, 1934

Page Fifteen



Stanley Park, Vancouver, B.C.

ing the month, especially in the Carolinas and Rhode Island, where in the name of patriotism the employers appealed for state aid to break the strike. Most of the mills reopened on September 24, following appointment of a mediation board, but owners in many cases refused to re-employ strikers and in some cases to reopen the mills.

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The America's Cup remains in America despite the challenger's protest of Vanderbilt's sailing methods. Sopwith declared he would never challenge again because "we . . . who sail yachts because we love sailing can never win the America's Cup until we make it a business, too."

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The United States Senate Committee investigating sales methods of armaments firms has brought to light much information on the subject and gone far to justify the accusations that the business is an "international monopoly" and a "racket". The report of its findings will be worth careful study.

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Poland announced to the League of Nations Assembly on September 13 she would henceforth handle minorities in her own way regardless of international rules. A sharp reproof was delivered jointly by Britain, France and Italy the next day.

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On September 18 Mussolini ordered compulsory military training for all from 18 to 32, inclusive.

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Hitler proclaimed the Nazi revolution ended on September 5 and declared Germany's way of life is fixed for 1000 years. The revolution had fulfilled all his hopes.

* * * * *

Led by Rev. Martin Niemöller, thousands of German pastors read from their pulpits on September 23 a declaration ending with: "Reichsbishop Mueller and Dr. Paeger and their followers have divorced themselves from the Christian Community, abandoned the bases of the Christian Church, and have forfeited all rights thereto."

* * * * *

With only Holland, Portugal and Switzerland opposed, Russia was voted a place in the League of Nations, with a permanent seat on the council, and was formally admitted on September 18. On September 13 the Congress of Ecuador authorized the government of that country to seek admission to the League also.

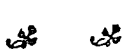
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Foreign Minister Hirota and Ambassador Yourenoff had reached a definite agreement on a price for the transfer of Russia's half interest in the Chinese Eastern Railway to Manchoukuo, it was officially announced in Tokio on September 24. This agreement, negotiated entirely between the Japanese and Russian governments, ends the most dangerous single factor in the threat of a Russo-Japanese war.

—J. E. G.

OCTOBER, 1934

Page Seventeen



In Senior High



The Greatest Good for the Greatest Number. The Senior High School is entering upon a new era of expansion and freedom. Its ends and aims are no longer determined by the

Junior Matriculation Certificate; and the High School Graduation Course is offering students a wider and wider choice of subjects suitable to their individual needs. The Junior High School plan has invaded the senior field and it is hoped that the variety of options will result in a more interested and satisfied type of student. Many of the Vancouver High Schools have already broadened their curriculum, and in addition to the Home Economics and Technical options, they are now offering, in their general course, classes in music, biology, junior business, typing and shorthand.

After High School, Where?

The Junior College may be the next step, and if we lose our good friends across the border, probably will be. We must eventually provide for the student who wishes to continue his education yet who has not taken the steps required for University entrance.

Education Travels. Floating Universities, Colleges on Wheels, and Educational Tours are becoming more and more popular in the United States. A definite program of class and field work is adhered to, and most of the courses are for credit. Such summer classes would work in well with our new flexible system of promotion by subject and graduation upon obtaining 120 credits. A student could polish off botany on Garibaldi, health at a camp, French in Quebec, Canadian history on a cross-Canada jaunt, agriculture in the Fraser and Okanagan valleys, geography on a series of cruises in coast waters, and foods in a summer tea room in the Rockies. The possibilities are inexhaustible. Also, the summer cheque problem would at last be solved.

Czech Examinations.

Much has been said and written of the shadow cast by examinations upon the life of the Canadian youth. A comparison of his lot with that of the young Czech might prove illuminating. Gertrude Gleeson, writing in The Education Outlook on "Czech Ideals in Education" states that if you fail to pass the school examination at the end of the summer term you study during the summer holidays and attempt it again in the fall. If you still fail you are allowed another three terms to prepare for it. In the event of another failure you are sent to a mentally deficient school or have it stamped on your papers that you are ineducable. As these papers have to be produced when you are applying for a job considerable pressure is brought to bear upon you by your parents to avert such a tragedy.

Page Eighteen

THE B.C. TEACHER

Manual Arts Column

(By D. P. McCallum)

YOU will remember the Edison questionnaires—one to test the inventory of the goods in the worker's mental storehouse, the other to pick a personal assistant. Both covered the gamut of many things, from poker to polytechnics. Perhaps we, too, can set out a test to make us do a little thinking along manual arts and allied lines. Do you get any joy out of the following brain meter?

1. How has Mr. Reeves helped industrial education?
2. Who is National Director of Technical Education?
3. What did Sir William C. MacDonald do for education in Canada?
4. How long is a ten-penny nail?
5. Of what is solder made?
6. Where do we get the mahogany used in British Columbia?
7. What has been the effect of immigration decline on education in Canada?
8. What province produces the most social better ideas?
9. What do you understand by "wasted years"?
10. What was the net effect of Comenius (1593-1671) on language study?
11. From what place can we get bulletins on educational subjects?
12. What is prevocational training?
13. What provinces have compulsory continuation schools?
14. What shop tool revolutionized the making of machinery?
15. Define industrial arts.
16. When and where was industrial education first placed on this continent?
17. Name the largest university in Canada.
18. What does membership in the British Columbia Teachers' Federation cost and what are the privileges?
19. What member of Ottawa Cabinet controls National Technical education?
20. Suppose you are the inspiration of one good idea daily and that

OCTOBER, 1934

Page Nineteen

each in turn propagated at the same rate as the parent idea after one day. How long to get five great grand-children ideas of the parent idea?

21. You are a teacher of industrial arts and learn of a position through a teacher's agency in the same mail that you are told by a political friend that the position exists and advises that you apply. You get the position. The agency in due course claims 4 per cent commission. What are you going to do?
22. You are before the game board as a candidate. You are asked point blank your opinion of the other candidate who has just been interviewed. You know that he is inefficient, is a boaster and is going to lose his job. What will you say?
23. Who first organized manual training in Canada?
24. Name the first Canadian organization for the promotion of general education.
25. When and where was manual training first begun in England?
26. How does the Federal government try to aid technical education in Canada?
27. In what is the educational value of shopwork?
28. Where is there a college course on vocational guidance?
29. Name four institutions where young men can get professional training in shopwork.
30. Where do the bamboo workers of China and Siam get their skill?
31. What three Canadian coins make a dollar?
32. Name the greatest manufacturing city in Canada.
33. Why is there so much metal ware in a forest province instead of woodenware?
34. Measure out a gallon of linseed oil using three and five-quart measures without any marks on the cans.
35. If this is the cycle of prosperity and depression: (1) Stocks decline; (2) food prices down; (3) realty values lowering; (4) general depression; (5) low money rate comes; (6) Bond prices increase; (7) stocks go up; (8) food prices rise; (9) realty value up; (10) interest rate rises; (11) general prosperity; then where are we now? How long before we reach the "good times" again? Ad infinitum.

We always succeed when we only wish to do well.—Rousseau.

It is a luxury to learn; but the luxury of learning is not to be compared with the luxury of teaching.—R. D. Hitchcock.

❁ ❁ News of the Schools ❁ ❁

BELIEVING that Junior High School teachers are interested in the movements of fellow members of their profession, the Departmental Editor decided to include in this issue of the magazine a list of appointments made for September, 1934, which affect Junior High Schools. Space will not permit inclusion of the changes on all the Junior High staffs in one issue. Appointments affecting one staff are given this month. Should "News of the Schools" prove to be interesting this issue, information relative to other staffs will be published in succeeding months. We would appreciate it, therefore, if representatives of staffs of Junior High Schools outside of Vancouver would send us similar information concerning their schools.

Changes in the Staff of Templeton Junior High School, Vancouver

Teachers Leaving	Transferred to	Nature of New Work
Mr. F. Burnham	-Kitsilano Jr. High (Van.)	- - - Latin.
Mr. G. B. Cant	-King Edward High (Van.)	- - - Commercial.
Mr. H. W. Gamey	General Brock (Van.)	- - - - Principal.
Mr. D. R. Jones	-Grandview H. S. of Comm. (Van.)	Social Studies.
Mr. V. M. Mulvin	Vancouver Technical	- - - - Social Studies.
Miss J. G. K. Bailey	Sir Matthew Begbie (Van.)	- - - Elem. Subjects.

Miss W. Straight resigned in June prior to marriage to Mr. Frank Waites, a former member of the Templeton staff, now in the Actuarial Branch of the Dominion Government Service, Ottawa.

New Teachers Joining Staff	From	Nature of New Work
Miss M. Campbell	Penticton	- - - - Physical Educ.
Miss G. H. Gladwin	Course at Columbia	- - - - Librarian.
Mr. H. S. Johnston	Vice-Principal, Dawson	- - - Social Studies.
Mr. T. D. Kirk	- El. Relieving Teacher	- - - French.
Mr. C. J. Oates	- Van Horne	- - - English.
Mr. R. Osborne	- U. B. C.	- - - Physical Educ.
Miss G. Savage	- Pitman Business College	- - - Commercial.
Mr. C. H. Shoemaker	Vice-Principal, Tecumseh	- - - Mathematics.
Mr. J. Sparks	- Chilliwack	- - - English.

A politician thinks of the next election; a statesman, of the next generation.—James Freeman Clarke.

OCTOBER, 1934

Page Twenty-one

Ramblings of Paidagogos

ON BEING AN INSPECTOR

SETTING the lamp on the rickety table, Morrison opened his portfolio and drew out a sheaf of correspondence. There was time enough, he told himself, to write a few letters before turning in. He unscrewed the top of his fountain-pen and approached his task without distaste and without enthusiasm—after fourteen years of it, a steady routine upheld him.

There was no privacy in the place! He could distinguish every sound—the clash of dishes, the footsteps, the raised voices. On the other side of the partition his neighbor was already settling into a rasping snore. The air was heavy with heat and the rank smells of the kitchen. Morrison frowned wearily. An unassuming and sociable man in the main, somehow tonight the crudities of life in a third-rate country hotel irked him abominably. He thought of his home with its gracious rooms, of his long cool garden that stretched down to the green edges of the river, and laid his pen on the table with a sigh. What was the good of it all?

His mind drifted vaguely away, and he made no effort to bring it to a focus. It was easier so—pleasant sometimes to slip off the yoke of consecutive thinking. An old man's trick! Well, he wasn't old—he'd been appointed Inspector of Schools at thirty-nine, and that made him fifty-three. At fifty-three, a man might indulge in reverie without invidious inferences.

Inspector of Schools!—it had been a great day in his life, the day of his appointment—a proud day. Virtue had been rewarded at last! He smiled a little as he remembered the conscious dignity and the traces of professional superiority that had accompanied him through the first two or three years. Amusing now, of course, but pretty important at the time. He had carried the whole weight and responsibility of the Education Department about with him! But that Barr Creek incident had worked a tolerably good cure—the Office had made some pointed comments on his judgment—some very pointed comments. Funny, how his skin prickles still at the recollection of it.

How much did an Inspector of Schools accomplish anyway? That was a stubborn thought for a man. Seven official trusteeships—pettifogging details—those people at Sorqua Point—and at Clayfield—they seemed to consult him every time a child wanted to sharpen a pencil. Supplies and repairs—repairs and supplies—he was the target for endless importunities.

If he could only devote himself to the business of teaching, to the raising of standards and the widening out of horizons! At the beginning, that's what he had conceived his task to be—he was to be the wise counselor, the inspirer. Under the influence of his enlightenment and zeal the teachers in his inspectorate were to be aflame with

educational purpose. Well, somehow it hadn't worked out quite like that. Perhaps he couldn't get round to them often enough—perhaps if they didn't change schools so freely—perhaps he himself—

He felt that he was going a bit stale, that his ideas were not so clean-cut as they used to be. What was the fundamental aim and the legitimate extent of formal education anyway? He wondered if democratic society really knew what it wanted, if a lucid and authoritative statement could anywhere be had. Ten years ago, he had regarded the term "social efficiency" as the last word, but now he was not so sure—the term was capable of so many interpretations—it was nebulous enough to provide backing for so many points of view. Society was in a state of flux—efficiency was relative—

He'd take in a summer school somewhere and get his mind cleared up. Obviously that was the thing to do. He'd have a chance to think then, to see education as a whole. A man couldn't do much meditating on the road.

The "special" he was dealing with came back to him with unpleasant abruptness. A childish affair—irrational to a degree. He had settled it twice already and each time it had meant a hundred-and-thirty-mile trip. Now it was on his hands again. It all boiled down to a quarrel between two cantankerous women—but what good did that piece of knowledge do him? Tomorrow he must listen for the third time to the dreary tissue of animosity and lies, must listen with patience and understanding. Only by doing that could he make the teacher's life tolerable. He knit his brow and gazed out of the window unseeingly.

Voices broke in upon him from the floor below. "The Inspector?—sure he's here. If it wasn't for him, pretty soon there'd be no school. The Inspector's a good guy, Shorty—no foolin'."

Morrison drew a quick breath and straightened his shoulders. That was something—not a mark of high accomplishment or genius certainly—but it was something to be a "good guy". His job was to straighten out difficulties, to keep schools open, to make it possible for the teacher to carry on. Without his directing hand, conditions would be deplorable in six months.

But he mustn't dramatize himself—there were a score of men doing exactly that work in the province, doing it as quietly and capably as himself. The thought pleased him and warmed his heart to his colleagues—Anstruther, Williams, Kendrick, and the rest—fine fellows—better men than he was. His smile wavered a trifle as he remembered that Anstruther had just been given a new high-priced car. But he pulled himself together. Why not?—his own car got him around, didn't it?—Anstruther was all right.

Esprit de corps? Well, he might call it that for want of a better expression—it went a lot deeper than that. Here at the back of nowhere, in the midst of discomfort and with trouble on his hands, he had a sense of support—he felt that he was not alone.

Steadied, and more in sympathy with his surroundings, Morrison took up his pen and applied himself industriously to his correspondence.

OCTOBER, 1934

Page Twenty-three

❧ Democracy and Effectiveness ❧

(By FRANK W. JON, B.Sc., Matsqui, B. C.)

DEMOCRACY is a word of many meanings. At its best it implies a society in which everyone has the right and the opportunity to live the kind of life which brings the greatest satisfaction to himself, a society in which everyone has equal opportunity for self-development and achievement, limited only by his abilities and energy and in which he feels, consciously and effectively, a participator. At its worst it implies a society in which everyone's opinion has equal weight whether based upon knowledge and judgment or upon crass ignorance and prejudice, in which leadership is impossible except through demagoguery and propaganda, in which the mob has to be intellectually debauched before it can be governed.

Democracy is still one of those words which wear a halo and because of this sacrosanct quality we are still willing to put up with unlimited futility and corruption so long as it emanates from an organization bearing this label. We on the North American continent pride ourselves on having the most democratic society in the world, but never stop to consider that our much boasted democracy is almost entirely of the valueless second kind and hardly at all of the first. We have been so busy admiring our democracy that we have never realized that we have slipped socially and politically to the level of the more backward peoples of the world. The consequent futility and corruption of our governments steadily saps all civic spirit and national pride and produces a fatigued cynicism as the characteristic mood of the youngest of nations.

We resolutely submit to the judgment of a people almost entirely misinformed and untrained, complex economic questions on which they cannot possibly have valid opinions. On the other hand, we maintain expensive universities from which poor students are effectively barred. We have, in other words, grasped in all their fullness the stupidities of democracy and rejected its essence.

In the name of democracy we cripple the people who are really trained and capable of guiding our complex social and economic machinery, we make it impossible for our leaders to lead by making them subject to the irresponsible will of the crowd. In our civic government we allow elected representatives to interfere actively in the running of highly technical departments and we make it impossible for technicians to prepare long-term plans and budgets. And as civic government becomes ever more corrupt and inefficient, we suggest as a remedy, initiative, referendum and recall, to bind the elected representative still more closely to the whims of the propaganda-fed crowd. Yet all this obtrusive "democracy" doesn't prevent the

Page Twenty-four

THE B. C. TEACHER

growth of snobbery privilege and nepotism as gross as any in the old world.

It is surely time that we stopped being fooled by a word of high emotional content and settled down quietly to consider the conditions under which democracy functions, its limitations as well as its virtues. The question is of fundamental importance no matter what direction we wish government to take, whether to the right or to the left. Effective government which commands respect is a prerequisite to any kind of successful grappling with our present problems.

Sir Henry Hadow in "Citizenship" says this: "Oligarchy believes that the train should be run by the first class passengers because they pay most for their tickets, democracy, by the third class passengers because they are most in number. We venture to urge that it should be run by the engine driver because he knows most about it." This suggests that the true function of democracy is to find the best "engine drivers" and to establish the conditions under which they can do their best work. In other words, it should be passive rather than active, defensive rather than executive. It is rather curious that democracy is in fact most successful when intimately blended with a certain amount of the aristocratic spirit and a belief in leadership.

It will probably be generally admitted that democracy sits most firmly in the saddle and gives most general satisfaction today in England with the possible exception of the Scandinavian countries and Switzerland. It is, of course, far from perfect there, but it is reasonably efficient, fairly honest and probably more comfortable to live under than most other governments. Now it is not a coincidence that steadily and consistently the trend in that country has been to put the active planning and administration on the shoulders of the permanent officials, in as far as humanly possible insure that such officials shall be secure against irresponsible interference. The elected representatives accept as their functions the direction of the general line of policy, the airing of grievances and a watchful defensive attitude towards the liberties of the public.

In the civic elections the voter is called upon to do two things only: to vote for councillors and poor law guardians. The council selects its own mayor, whose duties are more in the nature of chairman than chief executive. Since school boards were abolished in 1902 the council has also been responsible for the selection of a sub-committee, generally containing one or two outsiders chosen for knowledge and interest to supervise the educational system, through a highly trained and experienced superintendent. Moreover, councillors who have had many years experience are generally made aldermen and thereafter retain their seats without further election.

The machinery is therefore much less "democratic" than ours in the field of civic affairs. In the national field, the higher branch of the civil service is a true aristocracy of talent engaged in the administration of the nation. Secure and respected and free from interference by elected representatives except through the formal decisions of Parliament and the minister in charge they are the very

Page Twenty-five

OCTOBER, 1934

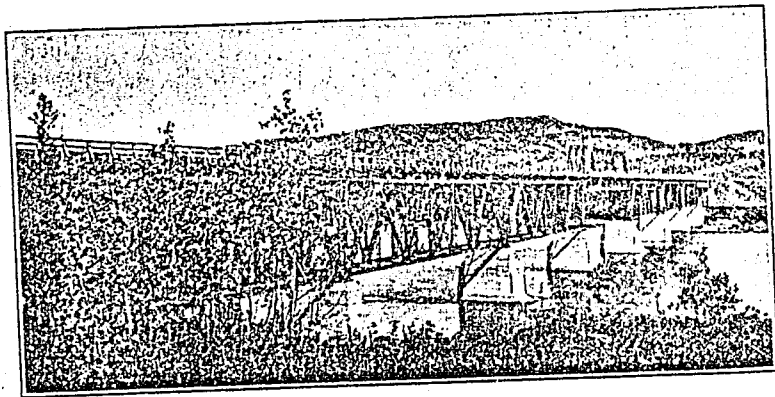
efficient "engine drivers" who run the train, while Parliament decides the direction of any new tracks or necessary changes in the old ones.

While the machinery is much less "democratic" than ours, the spirit which animates it is in most cases different, too. The assumption is generally, "take the advice of the permanent official. If he is worthy of being employed he is worthy of confidence". It is not assumed that the voice of the people being the voice of God, its selected representatives are endowed with omniscience.

Leadership and a certain measure of discipline are not only essential to good government and to effective handling of present complex problems, they are essential to any kind of real liberty and enthusiasm. The right to express an opinion every five years or so on issues which one has neither the time nor the opportunity to understand is in itself a worthless privilege, and often something worse, since it makes it worth the while of certain groups to poison the wells of truth and to taint our intellectual food.

It is rather significant that at this time the two most whole-hearted defenders of our so-called democracy are The Financial Post in Canada and The Saturday Evening Post in the United States, and that the most reactionary elements on the continent are uniting to protect our ancient liberties. It is probably no coincidence also that what we now call democracy in government became effective at about the same time as the principle of "Laissez Faire" became the dominant philosophy of government. So long as it was considered to be in the best interests of the nation that government should be ineffective and weak, the principle of counting noses would do as well as another, but now that we are faced with the necessity of controlling our economic system some form of stronger and more effective machinery is needed.

What then is the answer to the problem. I wish I knew. All that I am certain of is that it is time we pulled our old ideas out of the cupboard into the strong light of day and subjected them to a most rigorous search for moth holes.



Leisure and The Teacher in France

(By STANLEY WORMALD)

MY first week in a French lycée as "professeur d'échange" produced many surprises, and perhaps the pleasantest of all was the amount of teaching I was expected to do and the considerate manner in which my hours of work were arranged. The time-table in a lycée is planned out by the Censeur, who ranks next in the educational hierarchy to the Proviseur or Headmaster. When the Censeur presented me with my time-table and told me that he had given me as many free afternoons as possible, I felt duly grateful and thought that he was perhaps being specially kind to me as a foreigner. An analysis of the time-table showed me to be in possession of what most of my colleagues in English schools would call an ideal arrangement. In addition to Thursday, Saturday and Sunday, which were completely free, I had two afternoons free. After my two "free" afternoons in England, Wednesday and Saturday, generally occupied with games, that was a delightful prospect. I soon found out that I was not being specially favored and that the hours of teaching laid down by the Minister of Education for "professeur licencié" are sixteen a week. An "agrégé" does less. Furthermore, the official instructions, which I quote below, show clearly that an adequate amount of leisure is regarded as necessary for the well-being of both teacher and taught.

The time-table should be so arranged as "to avoid an excessive parceling out of the service of the teachers so that they will not be compelled to come to school oftener than is necessary." (May 31st, 1902). This is a pleasant contrast to the habit of some school authorities in England, who do not like their teachers to leave the school premises even in "free periods."

Further on in the same circular one reads, "Heads of schools ought to be considerate of the time of their teachers; much liberty is necessary for them, not only for the rest of mind and body, not only for the work of preparing lessons, but also for the more independent work by which they keep up and renew their intellectual equipment. That benefits both masters and pupils alike, and it can be said that the high value of our secondary teaching is a consequence of its being preserved from routine and constantly rejuvenated and revived by the personal studies of the teachers. All facilities possible and all the husbanding of their time compatible with the efficient performance of their work should be afforded to the teachers."

The spirit of these instructions is carefully observed in French secondary schools and this results in a freshness in the staff even in the last lesson of the day which is absent from most English secondary schools. That dreadful disease of "termenditis," which afflicts most English schoolmasters three times each year, does not appear. Go into a French Common room and you will not find masters hastily trying to

snatch time for corrections in the precious minutes of the "break." Walk along the corridors of a French school during the mid-day interval and you will not find a colleague trying to lessen the pile of exercises he has to correct at home by stealing a few minutes in some quiet corner during his duty tour. Indeed, you will not find a "professeur" doing a duty tour at all, for supervision is in the hands of specialists in that function—"surveillants." This rigid separation of functions may not, perhaps, be worthy of imitation, but the spirit of the circular quoted above is surely admirable.

If we add to the usual sixteen hours of service in a lycée four to six hours for marking at home, that still leaves ample leisure. French colleagues who have had experience in English secondary schools are always astonished at our lack of free time. They point out, with justice, that while we are supposed to occupy a position intermediate between elementary school and university teachers, yet we are treated far worse than both. We require more time for preparation and marking of exercises than the elementary teacher, but, apart from "free periods," which very often disappear when colleagues are absent, we teach as long hours as our elementary colleagues and have less leisure.

Time for personal studies is extremely difficult to find under our English system. The French authorities actively encourage teachers to pursue their studies after having taken their first degree, the "licence," which is equivalent to a good honors degree. For instance, the "agrégation," which is, in the majority of cases taken by teachers holding full time posts, makes a difference of eighty pounds a year to a teacher's salary. It is one of the stiffest competitive examinations in the world and bears on the subject on which the candidate is specialising in school. For instance, there are separate "agrégations" for German and English. In England the majority rest content with their first degree. That is no wonder, for, in order to work for another degree whilst teaching all day, it is necessary to half kill oneself during term time and renounce the pleasures of leisurely reading or open air life during most of one's vacations. Indeed, some headmasters dislike their staff to work for a further degree for they think, with some reason, that it detracts from their vigor in school. Let me hasten to add that this is not my personal experience of headmasters.

The French professeur regards his holiday as sacrosanct. Some, indeed, do of their own free will conduct school excursions or camps. But it is very noticeable that, while the different French universities organize vacation courses for foreign teachers, the Ministry does not imitate our Board of Education by running special courses for teachers at which they shall be taught how to do their job efficiently. The French implicit trust in their secondary teachers to do their work satisfactorily without pedagogical training either before or during their teaching career, may be adversely criticized. But the Ministry no more thinks of organizing pedagogical courses for secondary teachers than our authorities would of providing courses to give university teachers useful wrinkles in, say, how to teach Anglo-Saxon.

The bugbear of term and examinations for the whole school is

unknown here. During term each master gives to all his classes an examination ("composition") in his own subject. These occur regularly at the rate of one subject a week throughout the whole term from the first week onwards. This means that the most any master will have to correct at the end of term will be the papers of one class. It is not unknown in England for the term end examination to be marked during the holidays. Furthermore, end of term reports are very simple compared with our English ones and most of the clerical work is done by the "administration" instead of by that maid of all work, the English form-master, who, indeed, has no counterpart in French schools. Also there are none of the astronomical totals of terms marks which in some schools in England harass the non-mathematically minded members of the staff. The only marks which a professeur submits are those for the termly "compositions," which, except the final one which counts double, are always marked out of twenty. There is no attempt to add the totals for different subjects together in order to find the "top" boy in a form.

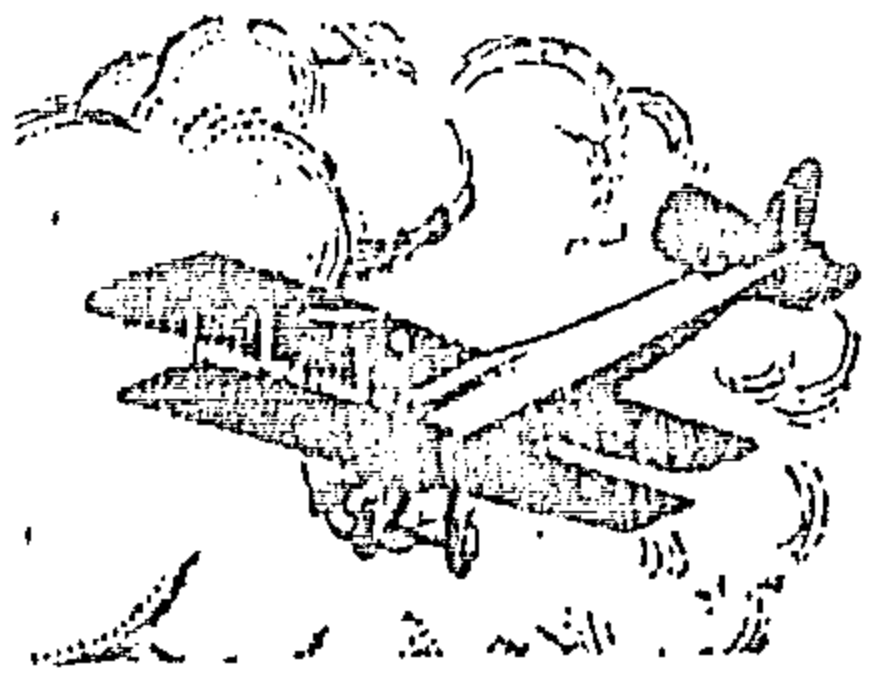
Another illustration of French authorities' attitude towards leisure is the fact that any classes taken by the teacher in addition to his statutory quota are paid for at overtime rates. This is, perhaps, too mechanical a view of what should be the position of the teacher in the school. It has, at any rate, the merit of clearness and, instead of being in his school somewhat in the position of the mother of a family whose day is never done and who gets no overtime, the French teacher has accepted a definite bargain with the State, his employer, and he knows where he is.

Leisure is, however, not only important for the pursuit of one's studies, which may be merely a very narrow kind of selfishness. An adequate allowance gives one the opportunity of taking an active part in the general life of the community. I have been very much interested to notice what a big proportion of my French colleagues are engaged in social or political work. It is looked on as quite fitting that a teacher should give public expression to his political opinions, though, of course, in front of his class he is expected to be as impartial as is humanly possible. This active sharing in the life of the community surely results in an enriching of the quality of the teacher as a man. If part of the time he is a mere pedagogue, he can, at least in the periods away from school in which he is not jaded by excessive teaching hours, show that he is fully aware of his responsibilities as a citizen. The value of his example will not be lost on his pupils, who will, no doubt, be inspired when they leave school to seek in social service a means of paying that quit rent which we all owe to the community which enables us to live and, in the fullest sense, to find the expression of our personality.

(Reprinted from The A. M. A.)

None can love freedom heartily but good men; the rest love not freedom, but license.—Milton.

The prosperity of a country depends, not on the abundance of its revenues, nor on the strength of its fortifications, nor on the beauty of its public buildings; but it consists in the number of its cultivated citizens, in its men of education, enlightenment and character.—Luther.



Trans-Canada Air Service

Dear Readers:

It is time for Canadians to be thinking seriously of Air Transport, Coast to Coast in Canada, not via the United States, now that we have about 25 air clubs with 3000 members, 100 airdromes of sorts, 500 aircraft, and 1000 personnel.

Trans-Canada passenger-mail-express planes could be prepared to operate up to 600-mile hops, 135 miles per hour cruising speed, carrying 2300 pounds made up of two pilots, stewardess, 7 passengers, and up to 1000 pounds of mail.

The carrying of 1000 pounds of mail per Trans-Canada trip daily would require \$1000 guarantee by Post Office Department, or, roughly half present postage plus 2 cents per letter. This is one cent cheaper than the United States rate and would be just about cost plus 25 per cent. Passenger fare of 3 cents a mile, and 5 cents return, should supply the profit of about 50 per cent on the invested capital. In two years the capital should be returned for some further expansion of air lines and more modern equipment.

The schedule could be daily with Trans-Canada in 24 hours. Ten twin engine 16-passenger planes required with four of them in reserve. The staff required would be at least 20 pilots, 10 air engineers, 10 stewardesses, 20 agent-radio operators, 5 traffic despatchers. Gasoline is quoted in tank car lots 4 to 6 cents a gallon, Atlantic and Pacific seaboard and Great Lakes ports. One thousand gallons are needed per trip, coast to coast.

Twin engine British commercial planes are now available to meet all above conditions. The total cost of equipment ready to operate would be about \$750,000 and then Canada would have some real semblance of the kind of postal services we need to knit Canada together coast to coast. Such service could be nationally owned or a real money maker for private interests. Feeder lines to be added as traffic grew. Tentative schedule might embrace the following, and 20 flag stations in between:

Leave—	4:00 p.m.	0	Vancouver	3000	10:00 a.m.—Arrive
	5:30 p.m.	225	Grand Forks	2775	8:30 a.m.
	7:00 p.m.	450	Calgary	2550	7:00 a.m.
	8:30 p.m.	650	Medicine Hat	2350	5:30 a.m.
	10:00 p.m.	925	Regina	2075	4:00 a.m.
	0:30 a.m.	1250	Winnipeg	1750	1:30 a.m.
	1:30 a.m.	1375	Kenora	1625	0:30 a.m.

Page Thirty

THE B. C. TEACHER

3:00 a.m.	1575	Fort William	1425	11:00 p.m.
4:00 a.m.	1675	Schreiber	1325	10:00 p.m.
5:00 a.m.	1850	Sault Ste. Marie	1150	9:00 p.m.
7:00 a.m.	2050	Owen Sound	950	7:00 p.m.
8:00 a.m.	2150	Toronto	850	6:00 p.m.
10:00 a.m.	2400	Ottawa	600	4:00 p.m.
11:00 a.m.	2500	Montreal	500	3:00 p.m.
1:00 p.m.	2700	Quebec	300	1:00 p.m.
3:00 p.m.	2900	St. John	100	11:00 a.m.
Arrive— 4:00 p.m.	3000	Halifax	0	10:00 a.m.—Leave.

This time table has a few good points like:

- (1) Calgary and eastern British Columbia people can spend six business hours in Vancouver and home the same day.
- (2) Owen Sound people can use shopping day, Toronto.
- (3) Toronto-Hamilton people can use one day to do business in Ottawa or in Montreal.
- (4) Flying Owen Sound to the Rocky Mountains at night.
- (5) One day quicker than United States for business papers.

Please argue this in the organization in which you are active. An extra copy can go on the notice board.

This plan is not patented, copyrighted or perfect, but if we ever want to have an air service across Canada then we must get at least 100,000 voters interested first. It does not take long to run off 1000 copies on a duplicator of some kind. You can always find 20 or 30 fellow air enthusiasts in your part of the country.

Aviation in the United States seems to have prospered under the Department of Trade and Commerce. Ours is still under the Department of National Defense. The recent air mail activities of the United States Defense forces were very disastrous and unsatisfactory.

D. P. McCALLUM,
845 West 15th Avenue, Vancouver, B. C.

TOMORROW

Today is past and the die is cast where laughter lies round the bend.
The white moon gleams and the dark sky dreams in a trance that
has no end.

While over the hills an echo thrills of a bugle-note clear and far,
And the road leads on to the jewel-hung Dawn and the new day's
molten star.

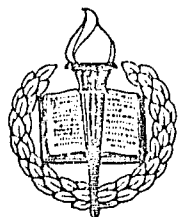
Follow the road and look ahead.
Follow adventure in custom's stead.
Follow tomorrow: today is dead!
Onward! Never look back.

—Peggy Hicks.

OCTOBER, 1934

Page Thirty-one

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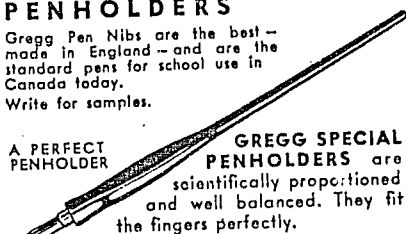
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SUPPLEMENTARY LIST OF MEMBERSHIP, 1933-1934

Name	Association
Brunton, Louise J.	Vanc. E.T.A.
Grant, William E.	H.S.T.A.L.M.
Harwood, Norris	Prince George T.A.
Manuel, Leon W. L.	J.H.S.T.A.
Truceman, Allan S.	Unattached