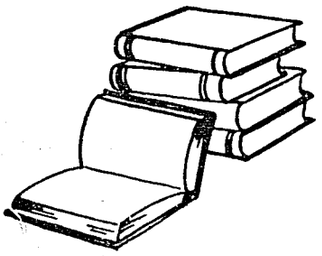
THE B·C·TEACHER



OFFICIAL·ORGAN OF·THE·B·C· TEACHERS' FEDERATION

VOLUME XIX, No. 4. DECEMBER, 1939. VANCOUVER, B. C.

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THE B. C. TEACHER

VOL. XIX, No. 4. DECEMBER, 1939. VANCOUVER, B. C.

OBJECTIVES OF TEACHERS' ORGANIZATIONS

THE Editor of *The B. C. Teacher* doubts whether he has attended more than fifty teachers' conventions and realizes that upon the basis of such limited experience it is dangerous to generalize. However, he is inclined to believe that about thirty-five times out of every thirty-six that teachers meet in conference, they consider the objectives of teachers' organizations.

The statement of objectives is not intended to arouse argument, but to indicate the obvious. It is like reciting a theological creed. Led by someone with a three-syllable start, the congregation can enjoy its own unanimity without disturbing any nervous centres located higher than the *medulla oblongata*. We all know what the objectives of teachers' organizations are. To be sure. And we are all agreed about them. To be sure. Their recitation from time to time is, of course, simply our way of manifesting our own professional respectability. To be sure. If therefore you find yourself falling asleep over this editorial, the Editor will interpret your attitude as an indication of your faith in his orthodoxy. If, on the other hand, he disturbs anybody's somnolence, he will nevertheless not be sorry beyond measure.

Certainly as to the primary objective of teachers' organizations there is no room for difference of opinion. Teachers' organizations exist to improve teaching. Speaking *ex cathedra* we adjudge that to be a self-evident proposition and *The B. C. Teacher* therefore does not feel called upon to demonstrate its truth. However, there is a possibility that as yet we may not all have given due consideration to some of the corrollaries of the thesis that the basic and all-inclusive objective of our professional associations is the improvement of teaching. Indeed, trite as is the title of this editorial, it appears to the writer that there are certain aims subsumed under the basic objective as defined above that have not yet been adequately examined by British Columbia Teachers' Federation and its member associations.

It is obvious that the teaching cannot be any better than the teachers. Consequently, if we are to improve teaching, we must see to it that a fair share of the young people of maximum ability is secured for service in the schools of Canada.

Of course, the readers of this editorial are very superior people; but are teachers in general as superior as they should be? Are our professional organizations and their members doing whatever may be necessary to guarantee that the schools of tomorrow will be in the hands of a teaching body adequately representing the upper strata of the general population in such matters as intellectual ability, scholarship, culture, reading habits, social effectiveness, and the like?

Reference has more than once been made in the columns of *The B. C. Teacher* to Bulletin 29, published last year by the Carnegie Foundation for the Advancement of Teaching and entitled *The Student and His Knowledge*. Has it been given all the attention that it deserves?

That rather breath-taking report was based upon studies of the scores attained by teachers-in-training and other students in dozens of typical colleges and schools in Pennsylvania. The same tests as to intelligence and scholarship were given to some 4321 students. Many of the results

Greetings
B.C. Electric

were disconcerting. For example, the intelligence-test average of the 158 men in teachers' colleges was lower than that revealed in arts colleges. Don't ask how the women students looking forward to teaching compared with the general student body! We have forgotten. And we wouldn't tell, anyway. However, it might be worth while for you to get a copy of this document (if you have not already studied it) and to retire to a secluded corner where you can read the facts in privacy. The report presents this rather startling conclusion: "In every field where the numbers are sufficiently representative, the students who expect to teach are likely on the average to possess an equipment inferior to that of students going into other vocations".

That does not mean that Pennsylvania is not getting into its teaching ranks numerous men and women of conspicuous capacities and attainments; but it does indicate that the state is not getting into its teaching ranks anything like an adequate proportion of its young men and women of conspicuous capacities and attainments. The authors of the report place their imprimatur upon this statement: "It is a sad fact that many of the clearest and most perceptive minds distrust and dislike teaching; they have too long observed it operating upon themselves".

Of course, we have been talking about Pennsylvania; and if we choose we may emulate a famous biblical character by thanking God that we are not as other men are, particularly Pennsylvanians. On the other hand, maybe here is something that the teachers and teachers' organizations in this part of the world should be looking into.

What about the students in your own school? Is an adequate proportion of the best of them going into teaching? If not, then you and the teachers' organizations with which you are associated had better face the question as to whether failure in an important objective should be recorded. At all events, in the opinion of *The B. C. Teacher*, it is our job to improve teaching by seeing to it that service in the people's schools is attracting a fair share of our young people of exceptional ability.

On the other hand, if teachers' organizations exist primarily to improve teaching, it is also their business to forestall the admission of the obviously unfit into the ranks of the teaching profession. That is a duty which we owe to those who should be excluded, as well as to the school-children and ourselves.

Fairly to be compared with the worst cruelties of the Inquisition is the cruelty of turning over to the tender mercies of a horde of youngsters and miscellaneous local ratepayers a decent young man or woman whose only crime is that he or she is the victim of some handicap that precludes possibility of success as a teacher. We all know colleagues of that type; many of them men and women whom we respect for sterling virtues and often for outstanding ability, but men and women who are at the wrong job because teachers' organizations and other bodies did not fulfill their responsibility for the exclusion from teaching of the obviously unfit.

Even if the doors of admission are intelligently guarded, mistakes will occur; and to date the doors have been open to almost whosoever would enter. Accordingly, if the primary objective of teachers' organizations is ensuring that the youth of the land shall be well taught, it is their duty to facilitate the painless transfer of the unfit to walks of life in which happiness and usefulness are possible. What are we doing about that?

Of course, everybody knows that teachers of real capacity sometimes get off to a bad start. They may become the subject of discouraging reports, official and unofficial, and are forced to envisage the ruin of all their professional hopes. Perhaps the advice or suggestion of their teachers' organization might make the difference between ultimate success and heartbreaking failure. Are we standing up to that responsibility and opportunity for service? Good reports, in this connection, come from Alberta.

But even the best teachers will not provide the best teaching if they are hagridden by fears; fear of unjust dismissal; fear of inability to meet legitimate economic responsibilities; fear of old age, disability and unemployment. Teachers' organizations are making real progress toward the goal of improving teaching by providing remedies for these and other crippling fears. Are you supporting and taking full advantage of the machinery provided to these ends,—group insurance, sick benefits and funds set up to meet the case of some colleague, known or unknown, who is confronted by a major disaster or expense for which it is impossible that he should have budgeted? It is surely an objective of teachers' organizations to become real brotherhoods, in which the members will bear each other's burdens as decent Christians should, caring for the incapacitated, protecting widows, serving as big brothers and big sisters to orphans of colleagues who have "joined the great majority".

Effective teaching implies effective academic and professional training. It implies courses of studies, classroom procedures and administrative methods that subserve the ends of education. It implies supervision that is helpful, unostentatious and sympathetic; the supervision of a respected colleague by a wise friend; supervision that means encouragement of the personal growth of the classroom teacher, with the development of free initiative that such growth entails. Effective teaching is conditioned by wide and interested reading. Discussion of what the teachers' organizations are doing and could do along these various lines must be postponed for the present.

If teaching is to be of maximum efficiency, the social conditions surrounding the teacher must help him or her to be and to remain a normal human being. Butchers, bakers, bankers and teachers should be citizens first and butchers, bakers, bankers and teachers second. As citizens they should insist primarily upon freedom for themselves and others; mingling as equals among equals,—tolerant, appreciative, unafraid; ready to teach but still readier to learn.

Finally—though we are leaving unmentioned many other objectives all of them involved in the one primary objective of the improvement of teaching—it is time that our organizations took means to remedy another ill which we are going to mention here though it be the last thing we do! It is an ill easy for the humorist to smile at, but actually far from being really funny.

The teaching profession includes an entirely abnormal proportion of celebates. They in turn include an abnormal percentage of the best members of our associations. This does not make for happiness; and, since happiness is the emotional concommitant of normal relationships and activities, the failure of so disproportionate a number of teachers to find, as soon as they should, the mates for whom they are looking, makes for inefficient teaching. We are the folk immediately involved and as a professional body we suffer in usefulness and prestige because not enough of

us are living as normal, adult human beings should be living, as heads of families. Maybe there is little that our professional organizations can do about it; but *The B. C. Teacher* thinks that they could at least do more than they are doing. They should at least be seeing to it that young teachers have abundant opportunities for varied social contacts. Beyond that, we may have to leave them simply to God and their own devices. But if she likes him well enough, he will ask her to marry him and they will live happily ever after.

And that is an objective that is well worth while!

THE TEACHING OF ENGLISH

IN a recent issue of *The B. C. Teacher* the Editor had great pleasure in publishing an article by Mr. E. W. Reid, bearing upon the reasons for success or failure in the efforts of teachers to make readers out of their pupils. We looked upon it as one of the cleverest and most thought-provoking contributions offered to our readers in many months. Mr. Reid mixes a good deal of acid with his ink but his work is none the less readable and suggestive on that account.

We had hoped that a constructive discussion of the topic raised would promptly ensue. We still entertain such a hope. However, the reactions —intended for publication—have as yet been very few. In his article on *Music and Poetry,* "C. F." quoted in this connection the biblical adage, "Faithful are the wounds of a friend" and adventured to affirm that "the average English teacher probably does about as satisfactory a job as does the instructor in any other department of the secondary school". In this affirmation the Editor, as an English teacher of long standing, is naturally inclined to concur. The present issue includes a letter spanking the Editor for allowing Mr. Reid to have his say uncensored. We are a solemn lot, we teachers, but we are in a parlous state if and when we cannot appreciate a little good natured satire at our own expense.

If "C. F." and the Editor—and our Prince Rupert colleagues—are right in their appraisal of the capacities and professional skill of the teachers of English, as a body, then it is pretty evident that these capacities and skills are not being invested to the best possible advantage.

The B. C. Teacher is quite sure that the best teachers of English include those who are least satisfied with the results that are being secured.

The sad fact is that a not inconsiderable though lessening proportion of our students go through our elementary and high schools without becoming readers. A very large proportion of them emerge with a vocabulary that equips them to read the comics (which the Editor habitually explores with industry, in quest of something to smile at in a world not full of smiles) but unequipped to read the editorial columns or to make use of available libraries. Moreover, it often happens that the required reading of school days is so ill-adapted to the needs and capacities of many individual students that the net result may easily be a lifelong prejudice against some of our greatest writers. More than once we have heard highly qualified teachers of English deplore the inclusion, in the course of studies, of masterpieces which they love, because they knew from experience that there would be in

their classes pupils who some day might find delight in these productions but who at present could not possibly appreciate them.

We do not intend in this article to discuss the methodology involved in the development of initial skills in the reading process. However, we are prepared to offer a suggestion which will probably arouse more ire than Mr. Reid has succeeded in doing but which may help us to find a way towards the solution of our problem.

How would it be if in place of traditional courses in English literature we provided for a daily period of wisely supervised joy reading? If one is going on a journey he must start from the point where he is. Our youngsters come to school from widely different social backgrounds and with widely differing tastes and abilities. Could we not give more practical recognition to the principle of individual differences?

More than 35 years ago the writer tried out such an experiment as he has here advocated and the results were very highly encouraging. All of his pupils read more intelligently that year than thitherto and many of them, who previously had read little or nothing apart from their school books, laid the foundation of a habit which was rewarding from the first.

The previous reading of every child was carefully explored and suggestions were offered as to books that each individual would be likely to find adapted to his idiosyncracies and stage of development. The youngster who reported that the worst books he had read during the preceding year had been *Barnaby Rudge* and *The Pilgrim's Progress* and that he wanted books about pirates and savages was naturally steered in the direction of *Treasure Island*. No formal book reports were required but if anybody discovered a book that was so obviously something that the others should read at their first opportunity, that he felt compelled to proclaim the fact, he was given the privilege of telling the world.

Space does not permit a detailed exposition of procedures that might be followed in such a course of free but intelligently guided reading. Nor is such exposition necessary.

We are strongly inclined to the opinion that children, who through a long term of years had had daily opportunity at school to read good books adapted to their needs, would in the great majority of cases develop permanent reading habits that would be an asset to them throughout life.

There will always be some place for specific instruction and experience in written composition. A good composition must, however, be based upon a social situation which provides an intelligible motive for its production. Almost every subject in the curriculum provides such situations and suitable subject matter. When every teacher of every subject is a teacher of English composition, the net result will be that children will learn to write easily and effectively about the things that directly concern them and that, in the main, simply involve the setting forth of information with which they are already familiar. There is a pla[illegible]d a place much greater than has hitherto generally been recognized, [illegible]reative writing also. For example, it is quite possible for many norma[illegible]hildren to find in the composition of original poetry a real outlet for their emotions, observation, reflection and imagination. Most of them will never become poets whose works will be read in after years but they will have learned something from the internal compulsion to find and employ *le mot juste*.

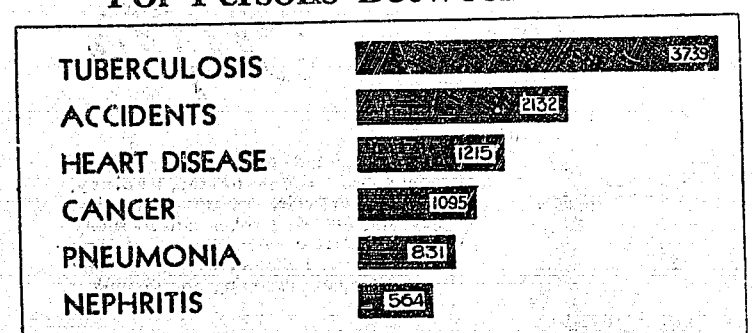
OBITER DICTA

ONE of the most serious problems facing this country is that of determining what is to be done with and to the young Canadians of Oriental extraction who are asking for full citizenship. Wise decisions in this connection will be conditioned in part by familiarity with the point of view of these young people. As a contribution to that end *The B. C. Teacher* is publishing an essay by a 17-year-old girl in which she tells her comrades that if indeed they are to achieve citizenship, they "must lose to win". This essay won for its author first prize in the annual essay contest conducted under the auspices of the Japanese Canadian Citizens' League. The essays submitted and the various speeches delivered in an associated oratorical contest were of remarkably high standard as to spirit, form and content. Each dealt with some aspect of the same dominant theme and did so in a fashion that justified pride on the part of their friends.

* * * * *

NO attribute of humanity is more valuable than the unconquerable hope that sustains it in all its failures and disappointments. It is a long day since the prophet felt himself enabled to peer into a future when men would beat their swords into plowshares and their spears into pruning hooks. And yet today,—but to complete the obvious can serve no useful purpose. However, faith though staggering is not destroyed. The good time coming is not as near as some of us had been optimistic enough to suppose; but it is

Tuberculosis Leads Death Figures For Persons Between 15 and 45



"White Plague" is far ahead of other diseases as killer of people in their most productive years. Accidents are second cause. While tuberculosis kills 3,739 people in the 15 to 45 age-group in one year, the disease that takes the next highest toll is heart disease, with 1,215 victims.

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coming. Therefore, once again we turn, even if with faces ashamed and hearts full of grief, to the Prince of Peace, whose nativity a sad world is about to commemorate. Every day makes it more obvious that national and international problems will remain unsolved until they are solved in accordance with the spirit of his teachings. A Merry Christmas *The B. C. Teacher* can scarcely wish for you this year unless you are so fortunate as to be surrounded by little folk whose right it is to laugh though the heavens be falling; but we wish for you and for ourselves a time of refreshing that will strengthen our faith in the possibility of a peaceful world and our determination to do and to support whatever may be necessary to that end.

ONCE again the Editor ventures to call special attention to the fact—announced every month in a conspicuous place in the magazine—that "copy intended for publication in the current issue must be in the hands of the Editor before the second day of the month". No month elapses in which important news items and other contributions do not reach us too late for inclusion or at so late a date as seriously to add to the burdens and perplexities of the Editorial Board.

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* * * *

"JUST what the doctor ordered" is a fair description of *Hygeia* (American Medical Association, 535 N. Dearborn St., Chicago, Ill., $3.25). In it away back in September there is an article telling of the numerous ways in which parents annoy their children. (Read that again — slowly). Another contribution answers questions most frequently asked by parents of adolescent children. Teachers of hygiene would do well to include this publication on their "must have" list for the coming year.

* * * *

DESIGN (Design Publishing Co., Box 267, Columbus, Ohio; $3.00) is a magazine dedicated to demonstrating the growing importance of art in life and education. Obviously our present age has an art expression of its own and the average person has become keenly interested in the new place of design in the daily routine of life. In the September number "Clay Plaques in School Publications" was a revealing contribution and so was "Sunset on Mars—Inspired by the Clavilux". "Toward an Ideal School" and "Mural Painting" and the section on motion pictures, conducted by Elias Katz, impressed me favorably in the October issue.

* * * *

SCHOOL Activities (1515 Lane St., Topeka, Kansas; $2.00) is the only magazine in its particular field, namely, extra-curricular interests and activities. It claims the distinction of being the only educational magazine of national circulation published west of Chicago. Anyone with ideas that he believes would be helpful to this periodical is invited to send them in for examination with a view to publication. If space permitted we would gladly reproduce the bulletin sent us on "How to write for *School Activities*." The suggestions offered are extremely practical. We also wish our geographical situation made it possible for Mr. C. R. Van Nice, the managing editor, to include Vancouver in his itinerary of lectures. His topics range from "If I were in High School Again" to "They Didn't do That When I Went to School."

* * * *

NATIONAL Best Sellers—in order of popularity (fiction): *The Grapes of Wrath, Children of God, Black Narcissus, Watch for the Dawn, Next to Valour, The Web and the Rock, The Brandons, Christ in Concrete, Captain Horatio Hornblower, The Ownley Inn;* (non fiction) *Inside Asia, Not Peace but a Sword, Country Lawyer, Day of our Years, Reaching for the Stars, Wind, Sand and Stars, The Revolution of Nihilism, Let the Record Speak, Mein Kamfpt, Autobiography with Letters.* We have quoted from *The English Journal* (University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.; $3.35) for November.

* * * *

THE October edition of *Our Dumb Animals* (Massachusetts Society for the Prevention of Cruelty to Animals, 46 Central St., Norwood, Mass.; $1.00) congratulates Canada for what she has done to preserve the elk from extermination. Mention is also made of our successful efforts with regard to the continuation of our species of buffalo. To say the least, in a world torn by war the gentle tone of all the articles and pictures in this publication is certainly soothing to the nerves! Perhaps some day their excellent services may even inspire some worthy soul to suggest an organization along similar lines for the prevention of cruelty to human beings.

* * * *

THE Education Gazette (New South Wales) comes to us regularly with news of the "underworld". I always look for the detachable Safety First bulletins on electrical hazards in the home.

Another department of interest to me is the library of films available for use in schools.

* * * *

CURRICULUM Research, Review, New Publications, are permanent departments of the *Curriculum Journal* (Society for Curriculum Study, George Peabody College, Nashville, Tenn.; $2.80). This publication comes in a plain blue cover, no pictures or diagrams, short stories or humorous articles are employed to intrigue the reader, but if you desire practical curricular information in condensed form, here is where to obtain it.

* * * *

"SCIENCE for Leisure Time," "The Classroom Film," "Testing the Clarity of Mathematical Concepts" and "How to Study a Technical Subject" are all articles worth reading in the October *School Science and Mathematics* (450 Ahnaip St., Menasha, Wis.; $2.50).

* * * *

IF you pick up a certain educational magazine and find an author's summary prefacing each contribution to facilitate your choice of article for reading and study, then you are probably holding a copy of *The Modern Language Journal* (450 Ahnaip St., Menasha, Wis.; $2.50) published by the National Federation of Modern Language Teachers. We consider this aid to examination an excellent idea. "Neglected Treasures" in October lists inexpensive and easily obtained phonograph records suitable for modern language study.

* * * *

WHO says the classics are behind the times? Right here on my desk is a copy of *The Classical Journal* (George Banta Publishing Co., Menasha, Wis.; $2.75) for December—a month ahead of all others! Editorial, Notes, Book Reviews, Hints for Teachers, and Current Events, are "standard equipment" in every issue. I found "Latin in the Schooling of British Authors" amusing and informative.

* * * *

HAVING enjoyed last month Dr. Black's "Impressions of Jamaica," I read with interest another article "The South American Cruise" which also tells of a journey to the convention of World Federation of Education Associations.

"VICTOR" IS THE CHOICE!

"VICTOR" receives largest single school order for 16-mm. sound projectors in industry's history.

The VICTOR ANIMATOGRAPH CORPORATION is proud to announce that it has just filled the largest single order for sound equipment for school use in the history of the industry.

This order was for 100 "VICTOR" machines for use in the Audio-Visual Educational Programme of the Los Angeles Public School System.

"VICTOR" equipment was selected in preference to all other makes because of its excellent performance record in Los Angeles and other school programmes throughout the nation.

The order was secured by Donal Ree, Vice-President and General Manager of Bertram Willoughby's West Coast Ideal Pictures Corporation, exclusive "VICTOR" School Distributors for Southern California.

"VICTOR"—the world's most widely used 16-mm. Sound Projector

Before selecting equipment for your school, request a demonstration of the new "VICTOR" MODEL 40. "VICTOR" welcomes comparisons, for where tests precede purchase, "VICTOR" proves its superiority.

FOR FURTHER DETAILS WRITE:

GENERAL FILMS LIMITED

REGINA 710 SEYMOUR ST., VANCOUVER, B. C. TORONTO

This I found in the *Pittsburgh Teachers Bulletin* (1020 Bessemer Bldg., Pitt., Pa., $1.00) for September. In the October magazine the Buhl Planotarium is fully described. It is the fifth of its sort on the American continent. Imagine the thrill of seeing the movements of the sun, moon, stars, planets, across the sky, in any period of time and from any point on the earth's surface! I also found out what an "orrery" is. Do you know?

* * * *

DETROIT Film Laboratories Incorporated, 66 Sibley St., Detroit, Michigan, have produced five reels of practical instruction demonstrating training fundamentals and playing technique called "The Post Graduate School of Football". In the September *Athletic Journal* (6858 Glenwood Avenue, Chicago, Ill.; $1.75) excellent enlargements have been made from these films of a series of pictures to illustrate place and drop kicking. Another important feature found in every copy of this journal is the use made of diagrammed play to show various football and basketball strategies.

* * * *

"THAT government is best which best promotes the full development of individual integrity, initiative, capacity and power; just distribution of the fruits of human effort; and compassionate regard for human need." In searching for a sentence to summarize the philosophy underlying most of the articles in *The American Teacher* (The American Federation of Teachers, 506 South Wabash Avenue, Chicago, Ill.) the above quotation from one of the contributions seems to fill the bill fairly well. In the better sense of the word, this magazine may be said to be frankly propagandistic. Teachers favoring affiliation with labor groups will find much to admire in this publication.

* * * *

ADMITTEDLY one of the chief desires of French-Canadian born Sir Wilfrid Laurier, when alive, was to see English-speaking and French-speaking peoples of Canada living in mutual respect and understanding with their racial differences buried in a common Canadianism. *The New Canadian* (396 Powell St., Telephone TRinity 0309; $2.50), The Vanguard of Nisei Opinion, a weekly newspaper expressing the views of the rising generation of Japanese-Canadians, in an article entitled "We Follow Sir Wilfrid Laurier" states: "If Sir Wilfrid Laurier could see another racial group, the Japanese-Canadians, a rising generation from those whom the chances of fate or their own choice had brought to Canada; if he could see that group, trying, whether conscious of it or not, to follow in his footsteps, trying to be good Canadians, trying to win the recognition of their common Canadianism, and striving at all times to erase a racial prejudice, even as he himself had had to do, would he not bless their efforts!"

2nd Annual Teachers Bowling Tournament

SINGLES—BROADWAY ALLEYS—WED., DEC. 20th

TIME: TWO GROUPS—2:00 and 3:30.

HANDICAP:

LADIES: Scratch average of 160; all below will receive two-thirds of difference.

MEN: Class A, 220 to 180—two-thirds handicap.

Class B, under 180—two-thirds handicap.

PRIZES TO BE GIVEN IN EACH CLASS.

SIXTY ENTRIES LAST YEAR—A GOOD AFTERNOON'S SPORT!

WHO ARE CHAMPIONS

Chapman's Recreations ***YOUR OWN ALLEYS!***

B. C. T. F. and Kindred Associations

YOU CANNOT AFFORD TO REMAIN OUTSIDE!

NO member need show the slightest hesitation in saying to colleagues who are non-members that they simply cannot afford not to be members of this Federation. It is easily proven, as shown below:

1. The cost of Sickness and Accident Protection in the average commercial insurance company—an indemnity of $100 per month.....(in excess of) $30
   Let us be *very* conservative and place the figure at $15
2. Cost of B. C. T. F. fee—salary $1500 ..... $5
   Sick Benefit contribution—Indemnity of $100 per month $5
   Total cost $10
   Cash saving.....(in excess of) $5
   Cost of *all* other services which members enjoy .....NIL

REMINDERS

1. B. C. T. F. fees and sick benefit contributions are due not later than December 31, 1939.

2. District Councils and local associations should appoint a member whose duty it will be to forward news regarding local activities, meeting, etc.

3. Benevolent Fund — Donations welcomed.

The committee in charge of this very worthy Federation activity invites individual and group donations, no matter how small.

4. The Editor of *The B. C. Teacher* invites articles, particularly brief discussions dealing with some aspect of any subject on the curriculum.

B. C. T. F. INTERESTED IN MEMBERS, THEIR FAMILIES AND DEPENDENTS

ONCE more the Federation has demonstrated its whole-hearted interest in the welfare of its members. At a recent meeting the Executive charged the Benevolent Fund Committee with the responsibility of keeping in touch with the dependents of members who have passed on, in order that the Federation may be informed regarding any who may be in needy circumstances.

CANADIAN TEACHERS FEDERATION SALARY REPORT

A GREAT deal of interest has been aroused among members by the summary of the C.T.F. Salary report which we included in the November issue of *The B. C. Teacher*. The Executive has since forwarded a copy to each local association for the use of its members. Individuals who are interested in securing a copy may do so by applying to Mr. John W. Barnett, General Secretary-Treasurer, Alberta Teachers' Association, Imperial Bank Building, Edmonton, Alberta.

The printed copies contain pages 1—28 of the report which is the main body of the report, and cost 10 cents per copy. The mimeographed copies of the complete report cost 28 cents each.

REPLIES OF THE DEPARTMENT TO RESOLUTIONS PASSED AT THE 1939 ANNUAL CONVENTION

MIMEOGRAPHED copies of the above have been prepared and forwarded to all local associations, the Provincial Associations, and district councils. Members are requested to ask these groups for information regarding resolutions in which they are specially interested. Elsewhere in this issue will be found replies to the resolutions of a general nature.

NORTHERN B. C. TEACHERS HOLD SUCCESSFUL CONVENTION AT SMITHERS

AT the Northern British Columbia teachers' fall convention, the Fededation Executive was ably represented by Mr. J. S. Wilson of Prince Rupert. It was our good fortune to read Mr. Wilson's enthusiastic report on his visit, and we are taking the liberty of quoting excerpts from it:

"I left Prince Rupert on the Wednesday evening and arrived at Smithers the following morning at 5:30. As soon as convenient I got in touch with Mr. Crockett and discussed with him the programme outlined. I attended various demonstrations and then at the afternoon session spoke officially as the representative of the Federation. Mr. Denis Smith, geographical representative from Prince George, was also in attendance.

"Mr. Smith spoke first, dealing with Federation matters from the point of

view of the geopraphical set-up and the amount of interest taken by the Federation and the amount of money spent in furthering the work of the district from which the teachers had come. I am sure this was of value and Mr. Smith's very evident sincerity must have made a good impression on the convention.

"I followed and was accorded an attentive hearing. I suppose I followed the course that is generally followed. I stressed the fact that the Federation was a combination largely made up of their less favourably situated colleagues. I need not recapitulate.

"Mr. Crockett was also good enough to ask me to say a few words at the public meeting and again at the closing banquet. I should like to go on record in expressing my great appreciation of the continuous consideration extended to me by Mr. Crockett and his very evident desire to have the Federation given the fullest publicity.

"There were thirty-four teachers registered."

We take this opportunity of congratulating Mr. Wilson and Mr. Smith on their excellent work and we express the hope that the Executive will, at all times, have the good fortune to have such enthusiastic and conscientious representatives.

CONGRATULATIONS TO SLOCAN AND SOUTH KOOTENAY

AS indicated by the following news item quoted from the local press, two newly formed local associations have been welcomed into the Federation as a result of the enthusiasm and initiative of active Federation members:

DISTRICT TEACHERS MEET AT DENVER

The Slocan local of the British Columbia Teachers' Federation was organized here Saturday evening at a meeting of the teachers from the schools of New Denver, Hunter Siding, Roseberry, Sandon and Silverton.

Len Grodski, principal of the New Denver Public School and a graduate of Nelson High School, was elected president of the newly-organized branch of the Federation. Miss Edith Tattrie of Rosebery is vice-president; W. R. F. Seal of Silverton is secretary-treasurer, and James Keenan of the New Denver High School is key-man.

The position of key-man is new to Federation organization. It has been established at the suggestion of the West Kootenay District Teachers' Convention, which was held in the Trail High School last month. The primary duty of the key-man is to obtain professional assistance through the Federation for the teachers of rural schools. Federation members in the larger schools are having the seat work, maps, tests, etc., that they prepare for their own classes made available for the teachers of rural schools. It is expected that key-men of Federation locals in the rural districts of the province will obtain material for use to rural teachers and distribute it in their districts.

Miss Ann Kennett of the New Denver Primary room served refreshments to the meeting. All the teachers of the New Denver District are members of the Slocan Local and of the B. C. Teachers' Federation. Memberships were received on Saturday night from Miss Rosalie Dumont, L. Grodski, Miss Anne Kennett, T. J. Keenan, Mrs. Lois Lind, Miss Edith Tattrie and W. R. F. Seal.

The Executive of the new South Kootenay District Association consists of the following members: Mr. R. Sprinkling, president, Fruitvale; Mr. L. F. Spearing, vice-president, Ymir; Mr. J. Page, secretary-treasurer, Fruitvale; Miss W. McAlpine, Salmo; Miss K. Gallaher, Second Relief Mine; Miss E. McKenzie, Sheep Creek.

We extend our heartiest wishes for a successful year.

SLOCAN SETS AN EXAMPLE

THE letter reproduced below is an example in the manner in which B. C. T. F. local groups are functioning to assist members in their respective areas:

"Dear Teacher:

"This is a rush letter; and I do hope that replies will come with adequate speed. Of necessity I write as Key-man of the Slocan Local since it has not been possible to have a meeting of the Executive.

"My job is to write at once for material that will be of value to the teachers in the local. Each teacher of the local has given me the number of pupils in the different grades. I am trying to get copies of seat-work, etc., for distribution to the different schools. Inspector Jewett was in New Denver today and I mentioned the matter to him. He spoke at once of the material that had been on display at the West Kootenay District Convention and also promised to supply some from his own stock. My first letter

will be to Trail. Please answer promptly that I may get a supply for your pupils along with the rest.

"Brian Thompson's letter came from Trail today telling me that our Council had met in Nelson on Saturday and had asked that he urge us to include the Nakusp area in our local. He said that the West Kootenay District Council of the Federation would be pleased to send a representative to a joint meeting of the Nakusp area and the Slocan Local. Mr. Thompson, a former Nakusp teacher, is chairman of the Council.

"I suggest that you send your numbers to me at once; further I suggest that Mr. Truscott get in touch with the Nakusp area at his convenience and write to our secretary-treasurer. I think that the teachers may anticipate an invitation from Mr. Seal to attend a meeting we have planned for 7 o'clock, the first Saturday evening of the new term. Meeting of one hour to be followed by a social evening. Wives and husbands are included in the party.

Yours truly,
JAMES KEENAN,
Key-man for the Slocan Local of the B. C. T. F."

(NOTE—We publish the above letter as a suggestion to other local officers.)

FRASER VALLEY TEACHERS HOLD SUCCESSFUL FALL CONVENTION AT MISSION

THE Fraser Valley Teachers' District Council Fall Convention was exceedingly well-organized and consisted of a most interesting program throughout. The section meetings and the general sessions compared notes on various phases of elementary and secondary education particularly as applied to the country school.

Over 400 teachers gathered in the auditorium of the Mission High School. The chief speakers were the president, Mr. J. H. Sutherland, who spoke on the general work of the Federation, and Mr. Wm. Morgan, who dealt with the matter of pensions. Other speakers dealt briefly with various phases of Federation activity.

A feature of the luncheon meeting was the address by Mr. N. M. MacGregor of Chilliwack High School, in which he outlined the type of agricultural courses which are being introduced.

The afternoon was given over to section meetings, chief speakers being Dr. H. B. King, Mr. Straight, Vancouver School Board Bureau Measurements, and Inspector H. H. McKenzie, Professor Thorlief Larsen, Graham Bruce, Ernest Lee, K. McKee, Wilfred Ashley, Norman Clark and C. D. Smith.

Guest speaker at an evening banquet was Col. F. T. Fairey, director of technical education.

Delegates were welcomed to Mission by Reeve A. B. Catherwood, village commissioners and school trustees.

The convention's entire arrangements were a credit to the Fraser Valley teachers and should serve as a model to other areas in planning future fall conventions. The only criticism which the writer heard, and it is a common one with regard to all our B. C. T. F. conventions, was that insufficient time was allotted on the program for a full discussion of vital Federation matters at the conclusion of the addresses. Federation officials are endeavoring to devise means whereby such conventions shall be improved in this and other respects.

LEAGUE OF NATIONS SOCIETY

ADDRESSING the annual autumn conference of the Vancouver Branch of the League of Nations Society in the

GIVE A "CHALLENGER" WATCH!
Smart in appearance — Accurate in performance
The "Challenger" is always correct — everywhere!
Send for your Free copy of Birks' 1940 Year Book.
Orders by mail receive prompt, efficient attention.
Birks
VANCOUVER

Hotel Georgia on November 10th, Professor J. A. Irving described democracy as "the greatest heresy of the 18th century, the great experiment of the nineteenth century, and the great quandary of the twentieth century."

"The terrific depression of the 1930's made it quite clear that democracy has displayed no less ability than autocracy in coping with the critical problems of economic readjustment."

He voiced the belief that the surviving democracies of the world will emerge from the present war, not unscathed, but with renewed hope and courage.

"If the world has not been made safe for democracy, but more unsafe, yet from the crucible of this heightened insecurity an invaluable lesson may be gained—the lesson of how to make democracy safe for itself and secure against subversion. By taking stock of its own strong and weak points, its own true and false principles, democracy may yet avert disaster and give the world a new and sounder pattern of government."

Professor Irving contended that the biological and psychological research conducted by twentieth century political scientists had not produced positive proof of their claim that democracy rests on insecure foundations.

CONSENT NEEDED

"Let it be granted that in a democracy, as in all other forms of governument, the reins of authority are inevitably gathered into the hands of a few," he continued. "What of it? Does that prove that in a democracy the many are merely the mechanical puppets of the few? May it not just as logically prove that the few are the servants of the many?

"Never is it possible for the few to govern without the acquisence of the many. In a democracy acquiesence results more from consent than force."

Dr. C. W. Topping, past president of the branch, was chairman at the luncheon, and Dr. W. N. Sage, also a past president, at the afternoon session. This was featured by an address by Dr. F. W. Norwood of St. Andrew's-Wesley Church, on "Is There a Future for the League?" and by panel discussions led by Dr. Sylvia Thrupp, Prof. George Drummond, Robert McKenzie and John Jopson. Dr. W. G. Black took the chair during the discussions.

THE HIGH COST OF SUMMER COURSES

AN alert district council located in an area which, despite low salaries, many teachers year after year are sacrificing both their summer vacation and their limited means to attend summer courses, conducted an investigation to ascertain the average cost of attendance at summer school.

The results of the questionnaire which was sent out are quite illuminating. One interesting fact shown by the investigation is that teachers in the lowest salary brackets take the greatest number of courses. One is inclined to wonder how they can manage to afford to do so, especially those teachers who have families and dependents and who earn less than $1,000 a year. One is also forced to the conclusion that the B. C. T. F. must exert every effort to improve the status of those in the low income level who are striving, despite economic difficulties, to improve their professional and academic qualifications.

Amongst other facts, the investigation revealed the following:

FOR THE YEARS 1935-FEB. 1939 (*Inclusive*)

Total Fees	$ 6,382.35
Total Board	4,697.00
Transportation	1,829.05
Books, etc.	1,337.00
Total amount of money spent by 99 teachers in approximately four years	$14,245.00
Average per teacher	143.89

FOR THE YEAR 1938 ONLY

Total Fees	$ 1,927.50
Board	1,373.00
Transportation	553.75
Books, etc.	465.80
Number of teachers taking courses in 1938 (or about 66% of those who filled in forms)	66
Total	4,320.00
Average per teacher	66.46

LET'S TALK ABOUT B. C. T. F. FINANCES

NO doubt observant members noticed that the financial statement published in the November magazine showed a deficit for the year 1938-39. What were the causes of this over-expenditure and what is the remedy? An examination of the very careful analysis submitted by the Finance Committee provides the answer. Parts of the report are reprinted below:

"A careful study of B. C. T. F. finances during the past ten years has been made. This study reveals that over a period of years there has been a gradual and continuous growth in our expendi-

ture, without a corresponding increase in revenue. This trend has been even more marked during the past two or three years as expenditures have risen even more sharply during that period.

"New departments have been established, and increasing demands for financial assistance have been forthcoming from all sections of the organization, and, at the same time, operating overhead, including salaries, have been rising as a result of heavier demands for added services.

"An outstanding example is the annual bill for travelling which is five times what it was ten years ago. Travelling expense in 1929-30 was $1050, as compared with $5082 during 1938-39. Another expenditure, which has been added in recent years, has been the annual grants to Provincial Secondary, Elementary and Principals' Associations, which last year amounted to $700. The total salary bill, over the same 10-year period, has risen from $6200 to $7400, an increase of $1200. Other expenditures have tended to show the same trend, although less rapidly.

"On the other hand, in 1929-30 revenue from fees was $14,733 as compared with $14,497 in 1938-39, a decrease of $236.

"It is obvious that we cannot continue to operate at a loss without seriously depleting our surplus account. We must choose one of two alternatives. Either revenues must be substantially increased, through a higher scale of fees, or expenditures must be curtailed."

A careful study of B. C. T. F. expenditures reveals that the money is carefully spent on essential services, which members are reluctant to have curtailed. The remedy, therefore, is in the direction of securing additional revenue. In the last analysis, members must provide the money, although they may have the choice of paying it either through a higher local fee or by increasing Federation fees.

If local associations and district councils would accept greater financial responsibility for local activities and so relieve the Federation, the latter could operate on its existing revenue. This could be done if local associations would charge a local fee of at least one dollar and be prepared to make a grant to their district council. Fall conventions, moreover, could be made self-supporting by levying an adequate registration fee, as is done by the Fraser Valley Teachers' district council.

Officers could co-operate by keeping travelling and other expenses at the lowest possible minimum. The example of some executive members in this regard could well be followed. Mr. Levirs of Kimberley, who has served for a number of years on the Provincial Secondary Association, has consistently refused to accept travelling expenses on the grounds that his visits to the coast would be made whether he attended executive meetings or not. The widespread adoption of this commendable attitude on the part of Federation members and executives would greatly contribute towards the solution of balancing our budget.

THE NEW CURRICULUM VS. SALARIES

INFORMATION given to us from time to time that many rural teachers feel that the new curriculum, which was made possible largely as a result of the teachers, is now re-acting unfavourably on salaries, because of the additional equipment and increased expenses which it entails.

For instance, school boards are spending more money on libraries, equipment and books, and then the fact that there is an increase in the total school board expenses is used as an excuse to defer salary restorations and to refuse salary increments which are long over due.

It is to be hoped that the strong Salary Committee which is now actively engaged on the problem will formulate a policy acceptable to the Federation, which will insure steps being taken at an early date to provide better salaries for those who are conscientiously endeavoring to improve the quality of their service to the public.

PROFESSIONAL AIDS—CENTRAL MIMEOGRAPH SERVICE

STEPS are being taken to co-ordinate the efforts of the provincial associations to provide mimeographed tests, lesson-aids, etc., by establishing a central mimeograph department at the Federation offices. It is hoped that these will be furnished free or at nominal cost to teachers in small rural schools who have many classes to teach and who lack duplicating facilities. Further details will appear in a later issue.

PROVINCIAL LIBRARY SERVICE FOR TEACHERS

THIS department is taking steps to secure full details regarding the services which are available to teachers

through the Provincial Library. Watch for details in the next issue of the magazine.

P.-T. A. NEWS

THE publicity convener of British Columbia Parent-Teacher Federation requests *The B. C. Teacher* to communicate its thanks to all those teachers who attended and supported the course of lectures given in October and November. If resumes of any of the lectures are desired they may be obtained by writing to the Parent-Teacher office, mezzanine floor, David Spencer Ltd.

MANY letters of commendation have been received from outside points, Vancouver Island included, on the recent broadcast by Dr. J. M. Ewing, instructor of psychology at the Vancouver Normal School, entiled "The New Report Card." It was a particularly informative talk and vastly interesting. The following is the radio program of the Vancouver Parent-Teacher Federation for December:

Dec. 7th—Choosing Wisely for the Child at Christmas, Mrs. F. A. Wilson, Study Group convener for B. C. Parent-Teacher Federation.

Dec. 14th — School Chorals, under direction of Burton Kurth.

Dec. 21st—Christmas in other lands, Mrs. T. Stamadis and Mrs. M. Lindfors.

Dec. 28th—New Year's Resolutions, Mel Chater of the Y.M.C.A.

DR. H. B. King, Chief Inspector of Schools for the province, has asked the co-operation of the British Columbia Parent-Teacher Federation in securing good used magazines which may be shipped to schools in isolated areas of B. C. for use in the school and community. He has suggested that individual parent-teacher associations adopt certain isolated country schools where many families are barely making a living on sub-marginal land.

Gladly accepting this suggestion, associations are rallying to the need and aim to supply their "adoptions" with games, pictures, story books as well as good magazines. Last year, magazines were sent to country schools and the letters of appreciation were more than gratifying. We hope we may add still more cheer in the future.

WE have received word that the National Biennial Convention of Home and School Associations is to be held in Calgary, Alberta. The time has been set for the week of August 26, 1940. There will be more information regarding this convention as time goes on.

VICTORIA is setting the pace for membership in the Parent-Teacher Federation. Last year, the number of their parent-teacher members was in the 600's, but to date this year the membership is 1169. Congratulations, Victoria. Take up the challenge, other associations.

AN excellent parent-education library is maintained by the British Columbia Parent-Teacher Federation. Anyone wishing a book or the list of books in the library will be supplied gladly Just send your requests to Mrs. J. S. Salter, 601 West 22nd, Vancouver, B. C., with 10 cents enclosed to cover postage. We invite you to make use of the library.

THE B. C. INSTITUTE OF CINEMATOGRAPHY

MUCH publicity has been given the initial production of the British Columbia Institute of Cinematography. The scenario in question is entitled "You Bet Your Life". It tells of the fortunes or rather the misfortunes which befall a careless pedestrian. The theme is Traffic Safety. On November 26 the first "shots" were taken on the corner of Hastings and Burrard Streets. Both production and educational committees are active—one concerned with the actual making of films, the other with the classroom use of available motion pictures. Every month a bulletin is issued and in it are full reports of all activities. Full membership fees are $2 per annum, associate membership dues, which entitle one to all literature sent out by the Institute, are $1. Anyone desiring membership should write to Mr. Leonard Chatwin, Extension Department, University of British Columbia.

The British Columbia Institute of Cinematography will hold its next meeting December 11th at 8 p.m. at the University of British Columbia, Science Room No. 200. Dr. D. O. Evans will speak on "The Documentary Film." As an example, the new Canadian documentary film Paths of Learning will be

shown. This will be the first showing in B. C. of this film, which was produced by Queen's University. Readers may recall that it was given special attention in a recent issues of *The B. C. Teacher*.

J. C. C. L. CONVENTION

THE fourth annual convention of the Japanese Canadian Citizens' League was held November 10-12 at Vancouver. The sessions were open to the public though voice and vote were restricted to official delegates. The social, educational, vocational and political problems of Canadian born sons and daughters of Japanese parents were freely debated not only at the ordinary business sessions but in an oratorical contest and an essay contest—both of them annual events in which brilliant young people from all parts of the province take place.

S.S.T.A.L.M. COMES OF AGE

By F. C. H.

"GOD bless us, and help us to justify the good opinion we have of ourselves", said Dr. Norman F. Black by way of grace, and the banquet opening the twenty-first anniversary party of the S.S.T.A.L.M., held in the Hotel Vancouver on December 1st, was under way.

Members with their wives (their several wives, according to President C. D. Smith) and friends, to the number of approximately 550, packed the main dining room and later the ballroom as the secondary association "went to town" in celebration of having reached its majority.

The President gave an impressive resume of the achievements of this rather famous association and challenged his associates to still greater educational service in the future history of the S.S.T.A.L.M.

Featured speaker of the evening was Dr. G. M. Weir, Minister of Education, who spoke briefly on salaries, pensions, and educational finance. The minister assured the assembly that the teachers' pensions scheme, although at present in difficulties, would be subjected to readjustments and that the teachers need not fear having to bear the entire cost of such changes. Nor need they fear the elimination of necessary provision for compulsory arbitration so long as the speaker should remain Minister of Education. The public was in need of enlightenment on matters of public education, the speaker stated. Such enlightenment should come in part from the teachers themselves, not entirely from the department. Dr. Weir concluded by suggesting that the B. C. T. F. form a commmittee to provide for the presentation to the public of information which was of importance to the educational system, with the aim that misunderstandings be forestalled or corrected with the utmost promptitude.

Following the address by the minister, Mr. Alex. Sutherland of King Edward High School, Vancouver, welcomed the guests of the evening. Dr. Daniel Buchanan dug into his inexhaustible supply of anecdotes to reply. Members appreciated the distinct Scottish flavour of the two speakers' remarks.

After J. R. Mitchell had conducted the assembly in 21 verses of a song dedicated to past presidents of the association, after a crystal-gazer of dubious standing had peered into the future, and after a sextette had attempted to puzzle out the intricacies of a quizz invented by W. Y. McLeish, members and guests moved to the ballroom where Mart Kenny and his Western Gentlemen held court until the small hours of Saturday morning. Meanwhile cards and moving pictures and opportunity for conversation provided non-dancers with pleasurable employment.

It certainly was a dandy party, and all concerned in its success deserve congratulations.

KELOWNA AND DISTRICT

MARY E. KIDD

AT the November dinner-meeting of the Kelowna and District Branch of the O. V. T. A. a report of the O. V. T. A. executive meeting was given by Mr. Marriage. Then Miss Cunliffe of the Kelowna High School, who attended the Drama School in Banff last summer gave a most interesting talk on the "Trends of the Modern Theatre". She stressed the sincerity of the modern theatre—a play is an illusion and the theatre admits it. The finest actors are those who can put themselves wholeheartedly into the character they are portraying. Miss Cunliffe explained the space stage, and described what happened when a Shakespearean play was acted in modern dress. She mentioned so many

plays and playwrights that we were all inspired to find time for more reading.

PORT ALBERNI ITEMS

TEACHERS of the Alberni District held their second monthly meeting in the form of a turkey dinner at the Somass Hotel on Friday evening, Nov. 3rd. Trustees of the District were invited as guests and Mr. C. B. Wood, assistant registrar of the University of B.C., was the guest speaker, giving a very useful talk upon modern trends in education. Mayor Hamilton joined the party later. Almost perfect attendance was recorded.

The stork recently visited the homes of of Mr. R. A. Gale and Mr. M. C. Wright of the Port Alberni Elementary and the Alberni District High Schools respectively, leaving a daughter at each home.

We are glad to report that Mr. Fagervik of the Cherry Creek School has returned to work after his recent serious illness.

NORTH OKANAGAN TEACHERS' FEDERATION

J. L. MONK, *Grindrod*

ON Friday, November 3rd, the first general meeting of the North Okanagan Teachers' Association was held in the Chateau Cafe in Vernon with fifty-one teachers in attendance.

The meeting was called to order at 7:30 after a dinner and a short sing-song period. The president, Mr. J. MacLean, opened the meeting with a report on the past year's activities. Mr. Clay then read the financial report which was adopted as read.

The election of officers resulted in the following slate of officers being elected for the present year:

President, Mr. G. Falconer, Lumby; Vice-President, Mr. J. Murray, Armstrong; Sec.-Treasurer, Miss E. Asher, Vernon; Reporter, Mr. J. Monk, Grindrod; Extra members, Miss Bailey, Vernon, and Mr. Linfield, Armstrong.

Mr. Falconer and Mr. MacLean were then appointed to represent the N. O. V. T. A. on the executive of the O. V. T. A.

Mr. Clay presented a detailed report of the O. V. T. A. executive meeting held in Kelowna in September and brought to the notice of the teachers the library service that is offered for the use of the Okanagan teachers.

Miss Cryderman, of Vernon, then presented a full report on the last B. C. T. F. executive meeting held in Vancouver. The report included a comprehensive discussion of the financial situation, and the various schemes being considered to remedy the teachers' pensions.

The representatives to the O. V. T. A. executive meeting to be held the next day were then instructed as regards a list of proposed resolutions drawn up by the teachers at the October convention in Armstrong.

The meeting was then brought to a close after a very successful evening of discussion.

CEASE FIRE! Some time during the next decade or so you are going to receive the command to cease fire, stop! **WHAT WILL YOUR PENSION BE?** Unfortunately, many have witnessed pensions of faithful servants drastically reduced years after retirement, causing considerable hardship. For 68 years this company has lived up to its guarantee to policyholders 100 per cent, and is the largest annuity company in the world. You are under no obligation in enquiring about pensions.

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SUN LIFE ASSURANCE CO. OF CANADA,
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Address .....

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Calgary	37.20
Saskatoon	49.40
Regina	52.65
Winnipeg	58.35

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HAVE you ever fully realized the enormous amount of governmental legislation and activity which is devoted to the purpose of achieving and maintaining Canadian unity?

We have 96 Senators and 245 elected Members of Parliament to maintain political unity.

To achieve the geographical unity of our Dominion, we have built 43,000 miles of railroad with a capital liability of $4,500,000,000, also a transcontinental highway and air service; all sponsored by departments at Ottawa.

To build up a balanced national economy and ensure the healthy industrial development of our country we have imposed customs duties ranging in post-war years from $187,000,000 (1929) to $66,000,000 (1934); every man, woman and child in the Dominion contributing according to their "effective consumer-demand" to the industrialization of the St. Lawrence Basin.

To safeguard agricultural interests we have Grain Commission and Railway Commission, with grain prices and freight rates operative from Lake Superior to far-off Pouce Coupe.

We have a common Criminal Code, a National Defence organization, a Dominion Bank Act and Currency regulation, a C.B.C. and a national Post Office.

Not to be too tedious about it, we have a national society laboriously and intimately regulated with respect to industry, commerce and property. Uniformity is its keynote. Members of Parliament from the Yukon, Weyburn and Montreal alike receive $4000 a year indemnity. The wage schedules of the railways are operative from Atlantic to Pacific. Soldiers' pay is the same in Military District 13 as in Military District 1.

Cinderella

Of all the indispensable community services, Education remains in a state of chaos. "Anything goes". Here is a school in a poor district, barely staggering along. "Staggering? — let it stagger". Here is a province in which the Government embarks valiantly upon a modern administrative plan which pools the resources of a hundred school areas to provide good educational service in all of them. Irresponsible broadcasts, political knavery and taxpayers' strikes yap about its heels.

Here is a province of modest agricultural holdings, with little industrial life. The annual per-pupil expenditure on Education is $30.20. (To match that elsewhere you go to the Negro States). Here is a province blessed and pampered and built up by the national tariff policies until it is one of the show-places of the Empire. Its annual per-pupil expenditure is $71.23. The pupils in both cases are Canadian children.

It means that if young Johnnie Canuck is raised in New Brunswick, he gets three slices of opportunity pie; in Ontario he gets seven; in Manitoba he gets five; and so, capriciously enough, across the Dominion. And this highly discriminative treatment goes on all through his school days.

The Reason

We know that in Canada each province is separately responsible for provision and maintenance of its educational service. (We know also that because of religious considerations deeply rooted in the past, it would be extremely difficult, not to say impossible, to make Education a function of the Dominion government).

In the U. S. A. the plight of Education in the more backward States has for same years been a matter of research, and Professor P. R. Mort of Teachers' College, Columbia University, has been a leading exponent of the view that the resources of the nation must be tapped for the support of education in those states which are comparatively poor.

But it is not enough to have an opinion that this State is wealthy and that State is poor. If tax-paying ability exists in this State and that, it can be measured in such a way as to compare the two States with some accuracy. We quote now from the C. T. F. Report on Salaries:

"In an attempt to get on a basis of scientific measurement, Professor Mort

* C. T. F. Bulletin No. 3, prepared by the Director of Publicity for the Canadian Teachers' Federation and slightly abbreviated to fit space available in this issue, addressed to every teacher in Canada.

The C. T. F. Salary Report (of which these Bulletins are an expansive review) has been printed in an abridged form. Five thousand copies are now being distributed over the Dominion.—Editor.

has evolved a plan for reducing the taxable capacity of every State in the U. S. A. to a decimal fraction of the taxpaying ability of the entire Union, and, complementary to it, a plan for similarly reducing the educational need of each State to decimal terms. The logical procedure based upon these two plans may be illustrated thus: If Idaho has .057 of the taxable capacity of the U. S. A., and .073 of the educational need, then Idaho should receive as Federal Aid towards the provision of a 'foundation programme' a sum equal to .016 of the total Federal Aid for a given year (where x is the sum of the tax-paying-ability-deficiencies of all the poorer states).

"Professor Mort's Method of Computing Ability Index' is a delicately constructed statistical device whose mathematics must be accepted in faith by most students, including the present writer; and it is not to be assumed as an efficient working device for use in Canada, without being measured against certain criteria of the kind employed by its author. Nevertheless, Canada is part of the same continent, with a very similar social and economic pattern of life, with great commercial centres and a vast agricultural inland. The Mort formula is not likely to produce accurate measures of tax-paying ability in the U. S. A. and utterly inaccurate measures in Canada".

It has not been possible (within the limits of information available through the Dominion Bureau of Statistics) to follow exactly the details of Professor Mort's method; but a very laborious and conscientious job was done with the available data.

The full tabulation is too complex for the general reader, but if you study the few lines of figures below you will know a good deal more about the problem of raising money for Education in Canada.

Canada—	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
Population	.0084	.0488	.0396	.2808	.334	.0645	.0845	.0700	.0676
Tax-paying Ability	.0047	.0295	.0256	.222	.453	.0646	.049	.0605	.0902
Education Revenue	.0044	.0352	.0261	.1970	.4220	.0675	.0815	.0914	.0770

Note:

(a) The population distribution is based on official 1936 estimate.

(b) Tax-paying ability distribution is obtained as explained above, by modified use of the Mort formula.

(c) Educational Revenue is an average of four years, 1932-36, (in three cases, 1931-35).

Some Contrasts

Each column tells its story. Please don't skip the figures. They tell you quite a lot about the educational effort of your own province. Prince Edward Island has 80 ten-thousandths of Canada's population, but only 47 ten-thousandths of Canada's tax-paying ability. That is a terrible handicap for public finance. But read on. Prince Edward Island raises only 44 ten-thousandths of all educational revenue in Canada. She meets her financial handicap not with sacrifice but with apathy.

Ontario has 334/1000 of Canada's population and 453/1000 of Canada's tax-paying ability. She has the most highly deevloped school service in the Dominion, and carries it easily by raising 422/1000 of Canada's educational revenue.

Saskatchewan has 845/10,000 of Canada's population and only 490/10,000 of Canada's tax-paying ability. But somehow she meets her financial handicap by raising 815/10,000 of the educational revenue in Canada. You might think that was sacrifice to the Nth degree, but for the staggering declaration made by Saskatchewan's delegation at the C. T. F. Conference last August: "In the year ending March 31, 1937, Saskatchewan's liquor bill was $6,720,000, while her payment to teachers was $4,501,000".

Alberta, so often smiled upon as the political maverick of the Dominion, shows up splendidly here. With 700/10,000 of the population, and only 605/10,000 of the tax-paying ability, she raises 914/10,000 of all educational revenue in Canada. And she does it without undue suffering. The secret lies in enthusiastic and fearless teacher organization. An equal educational effort in Quebec would treble the salaries of those 7500 submerged rural teachers; and in Manitoba would raise every rural teacher to $900, with a million or so left over.

John Bull Rolls Up His Sleeves

The A.T.A. Magazine has the following paragraph from The Schoolmaster

The Canadian Home Economics Association

By MARION HUNTLY*

Home Economics Teacher, Kelowna Junior High School

FOR many years Home Economics has been established as a profession in Canada. Provincial and city groups have been organized for over 30 years, some of which have been associated with the American Home Economics Association. During the past 10 years, opportunities for trained Home Economists opened up many new fields, and continued to do so as the need for their services are recognized. With this growth of the profession has developed inter-provincial interest in similar branches of the profession, and the feeling of the need for knowledge and understanding of like problems and exchange of ideas. Two years ago the Manitoba Home Economics Association began corresponding with eastern and western groups as to the advisability of calling an All-Canadian meeting, with the possibility of forming a national group. Finally, the Manitoba group took the initiative, making definite plans which culminated in the first convention of Canadian Home Economists. Meetings were held at the Royal Alexandra Hotel, Winnipeg, July 4th, 5th and 6th. The many details in connection with the constitution, and programme were carried out with zeal by the various groups represented. It was a difficult task, but the committee headed by Miss Anna Speers, Nutritionist for the Children's Hospital, and Miss Catharine Middleton, Home Service Director for *The Winnipeg Tribune*, Winnipeg, were rewarded by the success produced by their efforts. There were 115 attendants. Delegates from Ontario, Alberta, Saskatchewan, British Columbia and New Brunswick were at one with the Manitoba group. The following are the aims decided upon by the association:

1. To bring about a closer co-operation between all branches of Home Economics.
2. To coordinate the aims and objectives of all branches of the profession, and of the provincial and other Canadian groups.
3. To promote the welfare of the Canadian home, and serve the community life of Canada.
4. To encourage and aid investigation, research and surveys, and make available reports, pamphlets, etc., relating to Home Economics.
5. To study the problems of Home Economics as they develop in the field.
6. To develop the standards of the profession.

It was the general opinion that too many people think of Home Economics as something to do with recipes and patterns and have no conception of what it really means to the people of Canada, or what it is providing in specialized help to public institutions, hospitals and homes; and that is only touching on the fringe of its possibilities. We hope that some day it will be recognized with the other professions and its teachings reach the hinterlands. It should be known every place where men and women are found and children are brought up.

Mrs. Katherine Ansley, secretary of the American Home Economics Associa-

*British Columbia's representative to the Canadian Home Economics Convention, Winnipeg, July, 1939.

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in the place of honour upon its front cover for November:

A nation, whose political sagacity and moral courage become more apparent every day, offers us this timely example. Snap out of it, Canadian teachers. Here is the paragraph, and its message is for you:

"The English Board of Education Estimates for the year 1939-40 show another increase in the amount of money allocated by the Government for educational purposes. The increase amounts to nearly a million and a quarter pounds, and the total is the largest in the history of the country. The chief factor in the increase is the additional amount devoted to higher education (£590,000). On elementary education there will be an increase of £165,400, despite a prospective decline in the number of children on the rolls. It is encouraging to find that the large expenditure now being undertaken by the nation in connection with armaments and defence has not had the effect of reducing the allocation for education. The increase in allowance for higher education is to be devoted chiefly to the technical branch".

tion, Washington, D. C., a guest speaker at the convention, said that she once asked a farmer's wife what the A. H. E. Association had done for her and the answer was: "I don't eat what I used to eat, I don't sleep as I used to sleep, and I don't wear what I used to wear".

Mrs. Ansley declared that living in the family group is the best preparation for democratic living, because home and family life give one his first experience in group life.

Home Economics in the United States was given an impetus by the war and depression, and is now recognized because no community can afford to be without it.

The A. H. E. Association helps the public in many ways; for example, housing suggestions, family budgets, child care, and education of the consumer.

Miss Edith Elliot, head of the marketing division, Ottawa, stated that Canada led the world in laws protecting the consumer. These laws govern purity, packaging, grading, all help the consumer to buy to the greatest advantage.

However, as Miss Elliot says, this is not enough. The consumer still has to make a choice—which is why Canadian women must be further educated to get the *full* benefit of these various pieces of legislation.

This helps to explain the recent changes in the school curriculum, said Miss Charlotte Black, Assistant Director of Home Economics in British Columbia, where the teachers are being put into the background in the hopes of developing in children the ability to think, reach conclusions, and take the responsibility for their conclusions.

The executive of the new national group consists of the President, Miss J. L. McLenaghan, Director of Home Economics, Department of Education, Victoria, B. C.; the Secretary-Treasurer, Miss Charlotte Black, Vancouver, and one representative from each province of the Dominion. Chairmen of standing committees, to be appointed by the executive, will also be members of the governing body. The next convention is to be held in British Columbia in 1941, with activities divided between Vancouver and Victoria. We are hoping to have registration in Vancouver while the meetings will be in Victoria. Members of the Vancouver and District Home Economics Association are already working on the plans.

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HOTCHKISS' GEOMETRY EXERCISES AND WORK BOOK (5th Edition) entirely covers the scheme of Grade IX Geometry issued by the Department of Education. It has proved to be an invaluable aid to both teachers and students.

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A WEEKLY RECORD OF THE WAR

The Teachers' Pensions Act

By HARRY CHARLESWORTH

Teacher Representative on Teachers' Pensions Board

IN the last issue of *The B. C. Teacher* it was stated that teachers would be given, from time to time, accurate and authoritative information concerning the Teachers' Pensions Fund, in order that their opinions and suggestions might be based on facts and actualities rather than upon misinformation and unfounded rumours.

To this end we reprint herewith the "Tenth Annual Report of the business done in pursuance of the Teachers' Pensions Act for the year ended March 31st, 1939". This constitutes the Official Government Report prepared by the Superannuation Commissioner, laid before the Provincial Secretary, submitted by the latter to the Lieutenant-Governor of the Province of British Columbia, and presented to the Legislative Assembly at the session just ended. This Government Report, like all other such reports, is printed by the King's Printer and becomes a public document available to anyone desiring the same. In view of the provision that these Pension Reports must, by law, be presented annually to the Legislature, and have been so presented each year since the initiation of the Teachers' Pensions Act, we can make a very definite statement of fact which we hope will remove effectually from the minds of teachers and others a wrong impression which has, unfortunately, gained much currency. This fact is that there has never been, is not now, and never can be, any secrecy concerning the finances of the Teachers' Pensions Act, for the Official Financial Statement is available to the public at the end of each fiscal year. The same is true also of the Civil Service Superannuation Act and the Municipal Superannuation Act.

Those who have studied past Annual Reports of the Teachers' Pensions Act will know that the Pensions Commissioner has indicated on more than one occasion the need for financial readjustment as shown by the figures presented.

It should also be remembered that the Teachers' Pensions Board asked for and obtained an amendment to the Teachers' Pensions Act providing for an actuarial valuation at the end of each five-year period commencing in 1935, in order that the fund might be placed and kept on an actuarially sound basis. Such valuations have been made and will constitute the basis for suggested amendments to the Act. As is already known, however, it was not possible to complete negotiations and reach agreement in time for action at this year's session of the Legislature. Such negotiations, however, will proceed, and the actuaries will still continue their work in order to have the necessary amendments ready for presentation to next year's session.

All teachers should keep in mind that the fundamental factor of the whole situation is the necessity for obtaining *additional* revenue of 6 per cent of the total teacher payroll, or approximately $360,000 per annum.

Anything which will help to accomplish this end is valuable and should be fully considered. Anything which will hinder this accomplishment should be avoided. In the meantime there is no necessity for teachers to become alarmed over the situation, on the one hand, or to minimize its

seriousness, on the other. It is a problem which can, and must, be solved. All that is necessary is well directed, united effort on the part of the teachers, in an endeavour to bring to a mutually satisfactory conclusion the difficult negotiations which your representatives must carry on with the various parties concerned.

* * * * *

A FULL historical and statistical report of the Teachers' Pensions situation will be presented to the Executive of the British Columbia Teachers' Federation at its meeting to be held on December 20th next, and as much as possible of the material so presented will be printed in the January and succeeding issues of the magazine.

Teachers' Pensions Act – Annual Report, 1938-39

TENTH ANNUAL REPORT OF THE BUSINESS DONE IN PURSUANCE OF THE "TEACHERS' PENSIONS ACT" DURING THE FISCAL YEAR 1938-39.

Section 3.—The total number of teachers contributing to the Teachers' Pensions Fund on March 31st, 1939, was 4,129. In addition, 312 teachers who were temporarily unemployed on March 31st, 1939, and therefore not actually contributors, still had amounts in the Teachers' Pensions Fund.

Section 4.—On March 31st, 1939, 171 teachers throughout the Province were contributing at a rate greater than 4 per cent., pursuant to the provisions of this section.

Section 6.—There were 12 contributors making special voluntary contributions as at March 31st, 1939.

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

Section 11.—Pursuant to the provisions of this section, the annual grant of $25,000 was received from the Minister of Finance, this being the tenth and final payment.

Section 13 (*a*), (*b*).—During the period April 1st, 1938, to March 31st, 1939, pensions were granted by the Teachers' Pensions Board to 19 teachers.

Section 16.—One teacher died, and an allowance was granted to the widow in accordance with the provisions of this section.

Section 20.—Eight teachers died during the year, and refunds amounting to $2,661.24 were made to the legal representatives.

Section 21.—Refunds amounting to $72,083.06 were made to 267 teachers, who renounced their rights pursuant to the provisions of this section.

Section 35.—Two allowances were granted pursuant to the provisions of this section.

NORMAN BAKER,
Superannuation Commissioner.

"TEACHERS' PENSIONS ACT, 1929"

STATEMENT OF REVENUE AND EXPENDITURE FOR THE PERIOD APRIL 1ST, 1938, TO MARCH 31ST, 1939.

Revenue

Cash at Treasury, April 1st, 1938	$1,802,234.11
Reserve Account (section 8)	14,196.84
Teachers' contributions (section 3)	235,031.82
Voluntary contributions	828.92
Provincial Government grant	25,000.00
Interest paid by B. C. Government	88,965.60
	$2,166,257.29

Expenditure

Refunds—		
Ordinary contributions	74,510.45	
Voluntary contributions	233.85	
		$74,744.30
Allowances paid	$142,589.32	
Less amounts refunded	176.35	
		142,412.97
Balance—		
Cash at Treasury, March 31st, 1939		1,949,100.02
		$2,166,257.29

BALANCE-SHEET AS AT MARCH 31ST, 1939.

Assets

Cash at Treasury	$1,949,100.02
Allowance Account (cash overdraft)	83,881.57
	$2,032,981.59

Liabilities

Teachers' Contributions Account (section 3)	$2,016,682.24
Voluntary contributions	16,299.35
	$2,032,981.59

SICKNESS AND ACCIDENT INSURANCE GROUP

YOUR Sickness and Accident Insurance Group Policy is daily proving of great benefit to many teachers. It fills your needs no matter how varied. If you don't know just how it fits your case a note of enquiry to the Federation Office will bring you full particulars. You can't afford to be without this protection.

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TEACHERS' PENSIONS FUND

COMPARATIVE STATISTICS, APRIL 1ST, 1929, TO MARCH 31ST, 1939

Fiscal Year	No. of Contributors.	Contributions. Government (Sec. 12).	Contributions. Teachers (Sec. 3).	Contributions. Reserve (Sec. 8).	Refund of Contributions. No.	Refund of Contributions. Amount	Pensions Granted. No.	Pensions Granted. Amount Paid.	Deaths and Expirations.	No. in Force at end of Year.
1929-30	3664	$25,000.00	$112,305.07	$132,461.49	19	$ 232.08	9	$ 11,638.99	....	25
1930-31	3922	25,000.00	234,917.74	20,936.57	200	9,059.45	38	26,853.40	6	57
1931-32	4031	25,000.00	243,875.21	15,235.49	200	15,115.99	30	43,245.72	....	87
1932-33	3907	25,000.00	218,052.76	9,565.28	182	18,907.57	37	57,608.82	3	121
1933-34	3845 318*	25,000.00	193,021.60	7,993.27	246	39,674.62	34	73,271.93	6	149
1934-35	3917 301*	25,000.00	205,698.83	11,265.85	282	49,655.94	35	87,331.65	2	182
1935-36	3947 318*	25,000.00	213,649.59	12,008.75	235	47,784.11	34	105,080.26	8	208
1936-37	4004 339*	25,000.00	215,246.85	12,947.34	246	56,251.39	44	120,719.22	6	246
1937-38	4074 365*	25,000.00	224,785.89	14,744.41	278	72,258.65	25	132,193.79	12	259
1938-39	4129 312*	25,000.00	235,031.82	14,196.84	275	74,744.30	22	142,412.97	9	272
Totals	.....	$250,000.00	$2,096,585.36	$251,355.29	.....	$383,684.10	....	$800,356.75	....	.....

* Non-active accounts of teachers who are temporarily unemployed or who have permanently left the teaching profession.

Ramblings of Paidagogos

THE ANALYST

THE old saying goes that it takes all kinds of people to make a world, but one occasionally suspects that this is over-generous. The analyst, for instance—what about him? Should a man be encouraged, who goes through life analyzing the behavior, the motives, and the character of everyone he meets? Probably not, but for my part I feel he is more to be pitied than blamed.

Of course he is a pessimist. Men and women being what they are, it could hardly be otherwise. He is never done uncovering basic urges, elemental desires, real reasons—and it is a curious fact that these are rarely quite respectable. So the poor fellow is forced to the unhappiest conclusions about human nature, and looks out upon life with a wry face.

As a mitigating circumstance, if such it be, I must not fail to record that he applies the same analytical procedure to himself. In consequence he has the lowest opinion of his own worth. He is suspicious even of his impulses and intuitions, and searches his most altruistic behavior for evidences of rationalization. It is his fixed conviction that nothing he or anyone else does can be taken at its face value, that beneath the plausible surface of action there is always an ulterior and sordid motive.

Sadly enough, one finds a good deal of justification for this view—if regard is paid only to human motives in their basic and crude form. Since man is an animal, he requires food and shelter in order to exist; since he is a social animal, he requires significance, approval, and love in its various manifestations, in order to live. So much is undeniable. But to say that he pursues these ends with selfish indifference to the needs and desires of other people is to talk nonsense. The bon mot that "everything a man really wants is either illegal, immoral, or fattening", depends upon superficiality for its cleverness.

A moment's thought will elucidate the matter. It is inherent in group life—apart from which no individual can fully express his nature—that a fair balance be maintained between the satisfactions of those who compose the group. Where men satisfy their needs at the expense of their neighbor, society disintegrates. And in the long run the effect of this disintegration is to frustrate the desires of all. The choice is not between altruism and selfishness, but between altruism and chaos.

This is the truth about altruism. It is not a lovely flower that springs mysterious and adventitious in the human heart. It arises out of the plain necessities of group life. The degree to which it affects behavior is governed by the conditions, economic and otherwise, under which the society in question operates. The altruism essential to the pursuit of peace-time activities cannot, for example, be transferred without serious modification to the battlefield. In brief, we are altruistic for the reason that our social existence demands it, and to the extent that the particular conditions of our society require it.

But the unhappy analyst sees none of this. He holds to the lovely flower theory, but attaches a rider to the effect that in 99 cases out of 100 the lovely flower proves on closer view to be something of a skunk cabbage. His first premise is that our altruistic bourgeonings have no roots at all, and his second is that they are rooted in corruption. Thus he believes in two antithetical absurdities at once and the same time—and it is surely no great wonder that he is perplexed.

The trouble with the analyst is that his analysis is lacking in true depth. Here, as with the Pierian Spring of fabled antiquity, a man must drink deep or not at all. No man—though for practical purposes we except the justice whose duty it is to serve society in the courts—has a right to judge the motives and character of his neighbor until he has himself achieved a clear and sensitive insight into the whole complex of human experience. For the rest of us, only tentative and partial judgments are in order. Not only are we lacking in our knowledge of the man we judge, but we observe him always in the uncertain light of our own preferences and prejudices. We even endow him with our own failings.

There is, however, one province in which the analyst may function to great advantage, and to this—for his comfort's sake—I now direct him. It is a pity that his well-developed powers of ratiocination should not be put to use. So I suggest that he give up the tiresome and unfruitful practice of dissecting people and address himself to the dissection of ideas.

If there is one worm that dieth not, one fire that is not quenched, it is a false idea. Challenged and exploded in one age it reappears in precisely the form that will be most acceptable to the next. Our human capacity for being humbugged is inexhaustible. In fact, objective and scientific though we believe ourselves to be, we are inveterate supporters of whatever form of magic is in style. True, we no longer mumble abracadabras, or thrust needles into wax effigies, or brew love philtres, or drown witches. Of course not. But we subscribe to utopian formulas, carry luck charms, swallow patent medicines, and visit fortune tellers.

All of which is trite and obvious enough. But beyond this, and on a higher plane if you will, lie a host of erroneous ideas in sociology, economics, ethics—even in education. In these fields and in a host of others there is an amazing commixture of superstition with truth, a fantastic blending of mediaevalism with modernity.

So the task I have set the analyst is no mean undertaking. If he will embark upon it in earnest, he is assured before hand of one tremendous gain—the clarification of his own mind. Whatever he may accomplish for the world at large—and I suspect this will be quite inconsiderable—he will genuinely enlighten himself. At the very least he will emancipate his reason from a labor similar to that of making ropes from sea-sand, and direct it to an enterprise within the scope of his ability and knowledge. Moreover, in so doing he will take long steps away from cynicism.

And now—because it may be objected that my advice is too abstract by half—I conclude with a suggestion as to where the analyst may begin. Let him closet himself with a friend of his own analytical kidney, and discover through close and sustained discussion the true meaning of each of the following terms: Rights, Duty, Justice, Equality, and Freedom. Which will be an adequate agenda for the first year.

Anxious Days In the Baltic Lands

A Letter from MISS GERTRUDE LANGRIDGE

FRIENDS have placed at the disposal of *The B. C. Teacher* an extremely interesting letter from the pen of Miss Gertrude Langridge of Vancouver staff, who is this year on exchange in the Old Country and spent some time in visiting on the continent. The letter is dated August 22, from "S.S. Vironia", Tallinin, Estonia, to Stockholm.

"My best greetings to you one and all, working hard as you will be when this reaches you. Excuse the pencil, but my pen has given out and in this part of the world it is not so easy to find ink everywhere. I have just discovered another of the immediate effects of preparing for war. This ship was due in Stockholm at 9 this morning and now we shall not arrive till about 12:30, the reason being that the ship can get only poor coal. All the best is being stored for war. Isn't it awful? On the surface life is perfectly normal, but it has been very illuminating to come up against a number of little things that reveal that ever-present fear. In Scandinavia it is Germany they fear, and in the Baltic states it is rather the threat to their independence that comes from Russia in the event of further German aggression. In Finland and Estonia they cannot forget the days of old Russian oppression. As I talked to these people in their own homes, I got an entirely new point of view on their situation. They have progressed amazingly in their 20 years of freedom, and they are prepared to do anything to maintain their liberty. They say their one desire is to remain neutral.

"But I did not set out to give you a political discourse, and I'll be boring you to tears. This summer has been above all a delightful experience in meeting people. My English visit was brief, but my visit to my school at East Ham, London, was very pleasant and helpful. They one and all were most kind to me and told me all they could. It was a bit of a shock though when the Headmistress outlined to me my evacuation duties, for I automatically come under government service after September 1st.

"After that Mary Lade and I went to Holland and Germany. The German visit was a study in contrasts. The country friends believe all is well and that Germany is progressing daily to better things, the Polish Corridor being accepted as an accomplished fact. They asked us if we thought there would be war with England, but they said they absolutely wanted no such thing, no time for such. They were fairly well fixed for food and living generally, but they admitted the scarcity of coffee and the heavy taxes. The Berlin friends are very bitter about the whole situation and can see no way out other than a revolution that might come with war. Their food is poor and everything is synthetic. The city looked very down-at-heel and the people depressed. For example, they have pulled up the iron railings of the parks and thus left the sidewalks dusty. Everywhere, though, people were kind, courteous and helpful to us.

"I breathed more freely again when I reached Denmark. There I had the great pleasure of meeting a former Victoria woman who has been living in that country for two years, loves it and knows it thoroughly. For three days she devoted herself to showing me the sights, rural and urban. Especially was the National Museum there interesting, for it is there that I with my own eyes saw that girl's dress from the Bronze Age of 1000 B.C.

"The University Women's Congress at Stockholm was a joy from first to last. The common background created at once an atmosphere of interest and friendliness. I talked to women from all over—to some for only a few minutes, to others on several occasions; to most in English, to some in French, and to a few in halting German even. Some were college deans, some doctors and scientists of more than local renown, and I felt very much the simple schoolmarm from the wild west, but that made no difference to our intercourse.

"It was at the Mayor's Reception in Stockholm's famed Town Hall that I met my charming little Estonian, a lawyer from Tartu. At once we were attracted to each other and she asked me why I did not come to see her country while I was so near. I did not even know I was near, such was my black ignorance, but she drew a map that convinced me. But it was at the end when she sought me out again to give me her card and say that if ever I came she would be glad to show me the country,—it was then that the wheels began to turn and I realized at once it was an opportunity I must grasp

and grasp at once. The next night at the Farewell Dinner the details for my trip were settled. I should go first to Finland with the University group, then meet her in Tallinin, seaport of Estonia, on Friday.

"Her name is Mme. Viirman-Kanemagi, which is foreign enough, don't you think? As my Estonian and her English are both nil and her French better than my German, it was French we used as our language, and we found ourselves quite kindred souls.

"In the country the buildings, woods and general landscape are so much like ours that I could believe myself very well in my own homeland. She took me into her own home, for she wished to show me everyday Estonian life, food, hours, etc. So charming was she that I felt quite at home, having coffee and blackbread for breakfast, coffee and rolls about noon, dinner about three, and supper with tea made in a samovar about 7 or 8. One night we even had supper late at 11, with Boeuf a la Strogonoff, and mixed vegetables. Time was when I thought I needed an orange or grapefruit for breakfast, fairly regular hours for eating and nothing too heavy before retiring. Gone are all those notions and I find my digestion perfect and my sleep dreamless. Once, too, I thought I could wear only light shoes with a summer dress. Miles and miles of walking over cobblestone sidewalks, stone-paved courtyards and ancient stairways has changed all that. Now for such walking my feet are clad in a neat little pair of square-toed, flat-heeled clod-hoppers from New York, and cotton mesh hose from Stockholm! Thus shod, I try to keep my companions sufficiently interested in conversation that their eyes do not wander down to my feet. Often in vehicles the eye of a fellow traveller catches sight of my feet, and looks up quickly to see what kind of a face can go with such extremities.

"So many times, too, have I had to change my plans at a minute's notice that I have learned anew to adjust myself to circumstances. For example, today, because of this poor coal, I am missing my boat on the Gota Canal. But, as usual, someone kind comes to my assistance and they say I can spend the night on this boat for 2 Kr. (50c) and take tomorrow's boat. That throws out my arrival at Amsterdam to stay with my Dutch friend from the boat. But I am learning not to try to fit in the various stages of my travel like a jig-saw puzzle. And last week I had a wonderful flight from Stockholm to Abo, Finland, over the islands. It was a fascinating sight. That was because a girl in the travel bureau misinformed me as to the time of departure of the party for Finland. I missed the boat and had to fly to catch up. Thus has this holiday been ever-varied and full of the unexpected.

"I haven't told you about Finland. We were 25 in all with two of the Helsinki members taking charge. We stopped first at Abo, or Turku, as the Finnish call it, and there we saw first the town, then the President's summer home. Then we went bathing—in the Baltic—swimming in Suomi! That night we took train for Helsinki, a fine modern city of fine modern buildings, the Houses of Parliament being especially fine,—rich but simple. The members were most kind,—tea at the country home of the brother of one of the members,—evening coffee at the town flat of another. From these University women, outstanding in the life of their country we were all able to learn much of what is going on, particularly in the lines of social welfare, culture and education. Their Art Gallery was a revelation both in quality and quantity. They put our picture in the paper, but I cannot read what they said about us!

"In all these Baltic lands I have learned much history, and the Thirty Years War has come to life. Gustav Adolphus is now an old friend.

"In these lands of fair hair and blue eyes I feel like an Ethiopian, and they know at once I do not belong. For food I have eaten like a horse, and now turn westward with the reputation of having a small appetite! We are now in the Stockholm Archipelago which is just our own Gulf Islands transplanted to the Baltic Sea".

(The Editor is informed that, upon reaching Goteborg, Danzig having been reported captured, Miss Langridge determined to get to England without further delay. She went by train to Copenhagen, met there her friend who told her the East Ham teachers, among others, had been ordered back to duty by the radio the preceding evening, and then flew to London via Hamburg. They were kept in an immigration room for 20 minutes while waiting for the plane to refuel, but did not have to pass customs, or money-control or immigration. On arrival, Miss Langridge immediately became engaged in the evacuation preparations).

Education and Democracy*

By J. M. THOMAS, *Second Vice-President, C. T. F., 3115 Quadra Street, Victoria*

THIS week of November 5-11 is known throughout Canada and the United States as Education Week. In Canada Education Week is sponsored by the Canadian Teachers' Federation—a national organization of affiliated provincial associations representing a membership of over 30,000 teachers in the public schools of Canada.

The purpose of Education Week is to focus attention upon the place of education in a democracy and upon the related educational problems—to take stock of the way in which we, as a people, are assuming the responsibility of education in and for a democracy—and to examine ways and means of bringing nearer to fulfilment that democratic ideal of an equal educational opportunity for every child and an equitable distribution of the burden of educational costs. It is, in brief, stock-taking week in education.

In the time available tonight I shall comment on two aspects only of our Canadian education system. The special subject for attention for Education Week, 1939, is Education Finance. The theme suggests itself readily to any student or close observer of educational conditions as they exist in Canada today. By whatever avenue of action progress in education is sought, across it lies the barrier of an inadequate and inequitable system of financing education coupled with a system of administration rapidly becoming obsolete. One province only has taken definite action to modernize its administrative system. Yet educationists across Canada recognize in our administrative system with the small district as the unit, an obstacle in the path of progress and service. No leader in any post in education will defend on its merits the system now in operation. Briefly, the small-unit system is the division of a province into hundreds or thousands of small areas composing, in many cases, only a few square miles each. In each of these districts is an elected School Board which administers education in the district within the scope of its jurisdiction and of its financial resources. The School Board finances largely through taxation on land and improvements, aided by government grant. In all progressive thought and action the larger administrative area has supplanted the small area. The small-unit system stands condemned as being inequitable in providing educational service—as being financially uneconomical and wasteful—and as being most undemocratic in many of its aspects. Canada today lags far behind all the other great British democracies in its system of educational administration.

Closely interwoven with the administrative system as an obstacle to democratic equity in education is our system of financing. It has been argued that the B. N. A. Act places the responsibility for education on the provinces. It is a fact that the provinces have delegated financial responsibility to a very large extent to smaller units within the provinces—to the small school districts or municipalities, etc., where the burden falls largely upon one very limited source of revenue—taxation on land and improvements. This shifting of responsibility has now reached the point where the provinces out of provincial revenues assume only a minor portion, about 16 per cent, of the cost burden in the form of grants in aid to the local districts without any equitable basis upon which to establish the amount of the grants.

From the standpoint of the child—the future citizen—the situation has little defense. It is unjust to the child that it should be penalized in educational opportunity because of the geographical location of the parent's domicile. From the standpoint of national welfare the situation is subversive of our professed ideals. It is bad for the state for such educational conditions to exist as do exist today for hundreds of thousands of Canadian children. From the standpoint of the taxpayer the situation is inequitable and uneconomical. From the standpoint of the teacher the system means sweatshop conditions for many thousands of our rural and small-town teachers. It is unjust and indefensible that teachers in thousands of rural districts and rural municipalities and small towns should be carrying their heavy load of responsibility and service required without

*Education Week broadcast under auspices of Canadian Teachers' Federation.

remuneration sufficient to maintain a reasonably fair standard of living. It is a reasonable and feasible proposition to submit that all teachers should be on salary schedules taking into consideration training, experience and position, with a minimum salary clause and with provision for annual increments.

I submit the following quotation: "The political scene today presents no spectacle more arresting than the struggle of democratic peoples to attain efficiency along the path of freedom in order to save themselves from subjection to other people who have (supposedly) attained efficiency along the path of regimentation. We are told that we are approaching a showdown between mass intelligence coordinated by parliamentary institutions and mass obedience compelled by an oligarchic intelligence. The people of Canada still pay allegiance to democratic ideals, and they, with other British peoples, are engaged in this struggle in which mass intelligence is to prove its survival value to retain and enhance its heritage of freedom. Mass intelligence and education are inseparable ideas especially when efficiency is the alternative to political extinction. The person who does the first-hand job of educating the masses has become as in no previous period the key man and the indispensable producer—*It is the teacher in your school.*

"And yet 32 per cent of Canadian teachers are paid less than $50 a month; 52 per cent of Canadian teachers are paid less than $67 a month; 62 per cent of Canadian teachers are paid less than the mean minimum of unskilled factory labor".

The time has come when we must recognize education as a national problem with national responsibility in, at least, its financing. Children in Victoria or Halifax are not educated as local townspeople or provincials but as Canadians. The Canadian Teachers' Federation has urged in its presentations that the federal government should provide grants-in-aid to the provinces specifically for education so that some measure of equality of educational opportunity may be provided for all the children of Canada. The welfare of Canada and of Democracy demands a basic minimum programme of educational services in buildings, equipment and teaching for all the children of Canada. Nothing less than this will do and to the achievement of this end the resources of all Canada should be available. *Canada can do it if Canada will.*

I quote: "A national policy which cradled and nurtured the industrial growth of Canada must now go further and nurture the cultural and intellectual growth of the Canadian people in a national way on a national scale by taxing Canadian wealth *where it is* and distributing aid where it is needed. Education must be regarded as a national undertaking serving a national purpose". If Democracy is to be saved and developed it will be by and through the schools and teachers of Canada presenting a programme of education for living in a democracy. The schools of the world are the battlefields where Democracy is to be won or lost for the world of tomorrow.

Our political safety lies in education. If we want a democratic state in Canada where education for citizenship will provide a background and foundation for a creative, happy and noble life then we must be insistent that public policies regarding education, throughout Canada, shall be in line with progressive democratic thought in education. The standard of educational services in various communities must not be left to the varying economic abilities and whims of thousands of local districts. In the final analysis the standard of state education is what is actually being carried on in and through the schools in daily practice —not what may be found written between the covers of a printed programme.

Neither can it be said that we are spending too great a proportion of our national wealth on education. The total expenditure on education in all institutions of learning is less than 4 per cent of the national income. It is inconsistent with demonstrable fact to argue that the money cannot be found to provide a reasonably adequate system of education for democratic Canadian citizenship. *We can be democratic in education if we wish to be so.*

The first step is to eliminate the wastage in money, ability and services arising from the administrative system to which we cling—an administrative system that has been discarded in all other parts of the British Commonwealth. There is an economy which finds expression in getting more and better value for dollars expended. This we could do.

A second step is to distribute equitably throughout Canada and in the provinces all available resources in support of education. Here we see opportunity to put the theoretical principle of Canadian unity into practical operation. Even as the local districts within a province differ widely in resources and ability to pay, so do the provinces within the Dominion. To equalize support in order to provide equality of educational opportunity the Federal government should, from the national resources available to it, and available to it alone, make equalization grants.

I close with this: The exigencies of the world situation should not be allowed to undermine and to hurt the foundation stone of democracy here in Canada, that is, its educational system. These exigencies should not be allowed to delay progressive reform in education—should not be accepted as a valid reason for postponement of much-needed reform for at this time all the resources of Canada should be available for the service of all the people in the cause of democracy. Regardless of federal-provincial relations as they now are or as they may be in the future, each province can do much to put its own house in order relative to education. Each province can make great adjustments in financing and administration within the scope of its own present jurisdiction and resources. These reforms and adjustments, I insist, need not wait for adjustment of federal-provincial relations. Indeed the present Canadian educational set-up with reference to elementary and secondary education might very well be considered as constituting a factor in the condition described as a state of national emergency calling for prompt and vigorous action. Education in a democratic state is a function of importance second to no other.

The provinces should recognize and accept fully their primary responsibility for education—the federal government should recognize its obligation by means of grants-in-aid to the provinces for education—the burden of the bulk of education costs should, to a very large extent, be removed as a direct and specific education tax on land and improvements from the local districts and municipalities—the local district and small area as an administrative unit should be abolished. This is a programme of practical action well within the range of feasibility. Merely to talk of democratic patriotism is not enough. Equality of education opportunity and equity in the distribution of the burden of cost: these are marks of a democratic state but unfortunately these marks do not characterize the educational system of the provinces of Canada today. It is for these objectives in education that the democratic patriot must strive in co-operation with others of like mind. There is a struggle for democracy going on within the boundaries of Canada. It is a struggle which holds out clearly and surely before us, in its winning, the hope of some measure of fulfilment of the democratic ideal in society.

I leave this thought with you: We cannot preserve the measure of democracy we have—neither can we evolve toward a more ideal democracy—unless we have a democratic system of education educating our people for living in a democracy. The choice is either to reform our educational system or to give up the hope of preserving and developing the democratic state.

Democracy and Education do go hand in hand. Let us educate for democracy and let us be democratic in our education.

SECRETARIAL STUDIES...

By RUPERT P. SoRELLE and JOHN ROBERT GREGG

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Summer Session, 1940

JULY 3rd to AUGUST 17th

Courses will be arranged for time-table purposes in 3 groups:

A—Biology 4, Chemistry 2, Economics 2, Social Service 5/6, Education 12, Education 23, English 2, English 9(b), Geography 2, History 24, Mathematics 1, French 3(c), Philosophy 2, Physics A/1.

B—Biology 1, Chemistry 4, Economics 3, Education 10, English 17, Geography 1, History 18, Mathematics 3, Mathematics 12S and 15S, French 1, French 2, German (Beg.), Latin 1(a)/2(a), Psychology 6, Music, Education 24.

C—Chemistry 5, Economics 12, Government 3 (or equivalent new course), Education 20, English 10, History 3, Mathematics 13, German 1, Latin 3, Philosophy 7, Psychology 5, Physics 5, German 3(a), Librarianship.

The courses in Music and Librarianship, as well as a course in Physical Education (time table to be arranged), carry credit with the Department of Education.

TIME-TABLE

	Group A	Group B	Group C
July 3-19.....	8-10 a.m.	10 a.m.-12 m.	1-3 p.m.
July 22-Aug. 2...	10 a.m.-12 m.	1-3 p.m.	8-10 a.m.
Aug. 5-15.....	1-3 p.m.	8-10 a.m.	10 a.m.-12 m.
Examinations			
August 16.....	8-10 a.m.	1-3 p.m.	.....
August 17.....	.....	.....	8-10 a.m.

All inquiries should be addressed to the Registrar's Office

Our Rural Teachers' Question Box

TEACHERS in rural areas would do well to secure a copy of *The Pointer*, a teachers' bulletin published in the Peace River district. The magazine is an informative, newsy, co-operative enterprise which speaks well for the initiative of the teachers in the district, and if the example set by this energetic group were followed in districts similarly situated, teachers in these localities would benefit greatly. Mr. J. Phillipson of Pouce Coupe, editor of *The Pointer*, has been most kind in furnishing the following information. The magazine is financed by a 40c levy per year on all members, plus a $25 grant from the local association. There are seven issues, each consisting of eight mimeographed pages (the maximum that can be mailed for 1c). The articles and projects are written by the teachers of the area for their mutual aid. An orchid to *The Pointer* and its genial editor.

The following article, contributed by Mr. R. J. Downey of High Ridge School, appeared in *The Pointer* and is being printed here as the project suggested is of interest to all teachers in rural areas.

GESSO—*By* R. J. DOWNEY

Gesso is one of the most fascinating projects in practical arts, but it is rather expensive; and is practical only when enough articles can be sold to cover the cost. It can be used in many ways such as making vases from any type of jar, flower pots from tin cans, picture frames, book ends, etc.

The following ingredients are essential (and a fair supply to start in with is best): Le Page's liquid glue (1-qt. size is cheapest), small tin varnish, linseed oil, 4 or 5 lbs. whiting and such enamels and bronzes as you want.

This formula will accommodate about 10 pupils, depending somewhat on what they are making:

1 1-3 cups whiting (roughly 1 lb).
1 gill Le Page's glue (½ cup).
3 teaspoons clear varnish.
3 teaspoons linseed oil.

Place whiting on flat dish or smooth board. Make a hole in centre. Pour in other ingredients in order named, and stir till all the whiting is mixed. If too stiff add a little water. Stir for two minutes. It should be of about the same consistency as icing. Too much glue or too little oil causes cracking.

Apply and make designs with a pointed stick about the size of a lead pencil. Informal designing is best.

Any system of colouring may be used. In order to get an oxidized silver effect first cover the whole surface with silver or aluminium paint, varnish, apply a coat of very thin black enamel, and rub off highlights with a dry cloth while still wet. Be sure aluminium is dry before applying the enamel. The purpose of applying the varnish is to prevent the silver from rubbing off with the black. The same may be done with bronze and brown to secure an old bronze effect. Or any enamels may be used and lightly dusted with bronze. The coloured bronzes produce beautiful effects.

QUESTION: *Is agriculture in High Schools practical?*

ANSWER: By James S. Campbell, Telkwa High School:

After answering this question in the affirmative the writer would like to deal with the answer from two viewpoints—vocational and avocational.

Obviously, in a rural high school the subject of agriculture is vital. Students coming from farm homes realize a need for a careful explanation of various agricultural procedures. They are accustomed to observe a variety of practices all carried out presumably for a common end—the successful production of a commodity, but they are at a loss to know which practice is most satisfactory unless they understand the underlying principles. Without a knowledge of these principles and their practical applications the student graduating from high school into the field of agriculture will be very much at sea. Our enriched agricultural curriculum, properly handled, should prevent such bewilderment.

Since many of the boys and girls in high school do not expect to become farmers or farmers' wives, the subject should not be made purely vocational. The study of general agriculture will enable the student to understand more fully the relationships that exist between town and country and the interdependence of these two important members of the wider community. Such understanding is essential for good citizenship, one of the main aims of modern education. These avocational values are measured by the new, enduring interests created, which lead to certain favourite pursuits

or hobbies outside of school or in later life.

Properly taught, this subject may create such interests just as truly as do other subjects taught primarily for their avocational value.

REQUEST: *Please send us the plans for the terrarium mentioned in your October issue.*

ANSWER: This request has been so frequent that instructions are published below, by courtesy of Miss K. Scanlan.

HOM TO BUILD A TERRARIUM

The name Terrarium comes from the Latin word "terra", meaning "earth" and it is really a small piece of earth in its own container. You could use an old aquarium, but it is good fun to make one. Have a rectangular cake tin with straight sides; five pieces of window glass cut to the exact size to fit the sides of your pan with one for a top cover; transparent tape; a box of paraffin, and a little paint or enamel.

The cake tin is for the bottom of the terrarium. Painting it on the outside will improve its appearance and will prevent the tin from rusting. Next, take the four panes of window glass and join the edges together with transparent tape. Be sure to tape the edges of the top and bottom, too, so they will be smooth and not cut your fingers. Also tape the edges of the piece for the top. Set the sides into the cake tin, and pour in melted parawax to a depth of about half an inch. This will soon cool and harden, and is put there to prevent the bottom from rusting and to support the sides, which must be set firmly in place if they are to protect the tiny plants which will form your indoor jungle. When you wish to move your terrarium, lift it from the bottom, and never from the glass sides.

Now you have finished building, see if you can plan your garden. If plants and flowers are to be healthy and strong, they must have proper food. In the bottom of the terrarium place a layer of fine gravel (not sand) about one inch thick. This is to take care of drainage. Cover this with one-quarter inch of powdered charcoal (wood charcoal) to keep the soil sweet and to neutralize any acid waters from the plants. Last of all comes your layer of loam, which should be dark and rich—a soil rich in decayed vegetation. This may be found in your own back yard or a nearby wood. The layer of loam should be an inch or more deep, and is very important because it furnishes the food for your hungry little plants. You must not let them starve, or die of thirst.

Your terrarium should now be ready for the seeds, or mosses and ferns which you have brought in from the woods. When these are planted, place your garden in the warm sunlight and watch it grow. Keep the cover over the top of it so the delicate plants will not become too dry and wither before they are full grown. Water them just enough so that the vapour does not cloud over the sides of the glass and hide the garden from view.

QUESTION: *Are rural schools going to have their own Programme of Studies?*

ANSWER: This is an oft-repeated query. An attempt to provide an answer will be made here soon. What do you, the rural teachers, think should be done about the Programme of Studies? Why? *The B. C. Teacher* would welcome a free expression of your views and it would no doubt be of interest to the Department of Education itself.

CAN YOU SUPPLY AN ANSWER?

1. *To what extent may grades be combined in ungraded schools without serious injury? Which grades would you suggest combining?*
2. *What self-teaching seat-work is available for the lower grades?*

D. R. J.—Thank you for your list of suggestions. They are splendid and will be used in later issues.

R. T.—*Please tell me how I can use my sand-table for two projects at he same time.*

ANSWER: The following brief suggestion by Miss M. A. Gildersleeve should help.

THREE DIMENSION PICTURES

In a rural school where the sand-table has to be shared among the grades, the making of a three-dimension picture will often take the place of a sand-table "set-up". As an example I will outline a project which makes a good activity for the finishing of the study on Eskimos —Grade III.

After studying about the Eskimos, reading stories, and looking at many pictures, the pupils wanted to make an Eskimo scene. As the sand-table was being used by another grade I said I'd help them make a three-dimension picture. For this we used a large shoe-box set on its side. In the background (which was the bottom of the box) they drew and coloured in crayon a scene showing a light blue sky, white icebergs, dark blue sea and an Eskimo in his kayak.

On light cardboard they drew and cut

Notes from Another Rural School

By LEE GIDNEY

MY evenings usually begin pleasantly enough with supper spent in eating the wholesome country food and listening to the no less wholesome country talk provided by my landlady. She has numerous children who are blessed with equally numerous wives and multinumerous children, so when their day's doings have been recounted, fully, by her and commented on, monosyllabically, by me, the meal is over.

But this evening began even more auspiciously with a late walk home from school through a bleak greyness—silvery, shaded, grey on my right where the sea comes near the path I walk, more darkly grey on my left from the cliff above me which throws shadows in patches and blackness across this same path, and above the more luminous greyness of the sky.

This clear grey is of a piece with my mind. It is something I know. In one of Elinor Wylie's sonnets she says:

"I love the look, autere, immaculate,
Of landscapes drawn in pearly monotones.
There's something in my very blood that owns
Bare hills, cold silver on a sky of slate".

This, said more perfectly than I can, is what I feel.

From this peace of the eyes I arrived home to some pre-supper reading of Van Wyck Brook's *The Flowering of New England.*

The prose of the New England writers was so exactly my mood become articulate that some supernatural collusion might be suspected.

But any such folly would quickly perish in this clear atmosphere of reason. My only lament of the moment was that I had not yet reached those chapters given over to Concord and Thoreau.

There are some books I would I had written. One of them (with Carl Van Doren) is Clarence Day's *This Simian World.* Another, no less certainly, is Henry David Thoreau's *Walden.*

I happened on *Walden* last year when I was some few hundred miles from books, happened on it, that is, through the good graces of a friend who sent it to assuage my aloneness. As indeed it did. Made me feel less alone by giving aloneness meaning.

This Mr. Brooks seems to have taken some of Thoreau's austere ease to his own prose, fitting the various men in to form a pattern of the New England mind.

But this evening went on.

I had intended to listen to the Montreal Orchestra at 7 and, by some fortuitous accident, tuned in 20 minutes early to "see" what I could hear. And I came on the Editor of my favourite magazine, *The Atlantic Monthly,* Mr. Edward Weeks, interviewing Pearl Buck. In the closing portion of his programme he read some "Repartee" on his previous programme. One from a man in Vancouver—one, David Brock—who was moved to verse by the Boston habit of "spitting on the street". The idea was delightfully incongrous in Mr. Weeks' chill Boston voice.

And then the Montreal Orchestra played me a Mozart Symphony. . . . Enough, you say. What more could one ask?

And yet, being human, I do ask more: someone to tell this to; to dole out in precious words what these things give me. And as I have no one I must write.

I think the writing of most men could be used as a psychological clue to their various frustrations—there you see an almost perfect woman described, a "Candida" for example, and you wonder; and here a very demon lover; "Heathcliffe", and again you wonder.

And the anatomy of my frustration? The lack of a present, listening ear. In which need I hie me to *The B. C. Teacher.*

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out an igloo, leaving a half-inch tab along the bottom for pasting. On similar material they cut out a sleigh with a string of dogs, a man to drive them, two children and some seals. It was really very attractive when it was finished.

This same idea can be worked out for almost any unit.

The Vertical File*

By MARY ELIZABETH COLMAN

IF you teach in an up-to-date, well equipped school, you will find that the vertical file of your library is a handsome metal or wooden cabinet with drawers of "legal" size for clippings and pamphlets, large shallow drawers for maps and over-size pictures, and small drawers for post cards and film slides. Many an efficient file, however, is housed in an apple box fitted with several thin wooden partitions to keep the clippings upright, and provided with a cover of heavy cardboard hinged with adhesive tape so that top and sides are protected from dust.

WHAT DOES IT CONTAIN?

Its contents approach in versatility those of the bag that Mrs. Robinson of Swiss Family fame carried away from the wreck. There are clippings and pamphlets on almost any subject under the sun; from Christmas customs to the origin of the willow plate pattern, from the abalone to the zither and the zylophone. The clippings most in use are mounted on light board like pictures, those that are asked for but seldom, or whose value is still unproved, are filed in large envelopes or in light weight folders. Pamphlets usually stand in their places among the clippings.

For convenience most vertical files are arranged by subject, and each subject division alphabetically. The filing word or subject heading is placed in the upper left hand corner, and agrees with those used in the book catalogue. There should be a subject index listing headings used easily available to save wearisome "pawing" through the files.

No librarian will mind your searching for material in the vertical file, but none will be willing to allow you to replace it. There is only one correct place for any pamphlet or clipping, and an item misplaced is an item lost, so let the librarian put it away.

WHERE DOES THIS MATERIAL COME FROM?

Pamphlets come from many sources, chief among which are commercial companies desiring to educate the public in the merits of their products and Government departments. Many of these booklets are very well prepared, contain much useful information and are free or sold for purely nominal sums. Insurance companies publish useful pamphlets on the subjects of health and dietetics, The League of Nations, the Carnegie Hero Fund, and other altruistic organizations distribute free material of value to the school library. In accepting free booklets one must make sure that they are factual and not merely propaganda. "Queer" cults and dietetic fads, not to mention patent medicine firms, frequently prove generous with printed matter as attractive in appearance as unreliable in content.

The most important and authoritative source of pamphlet material are the Governments, Provincial and Dominion. Bureaus and departments have a wealth of material, all of it authoritative, much of it interesting and well written, upon a great variety of subjects. Most of this material is free.

Magazines and newspapers offer a fertile field for the clipping hunter. If the magazines subscribed to by the school are not kept for binding, they should—after three years or so—be clipped by some intelligent person, either the librarian or the teacher most interested in the subject field, and articles likely to be of permanent value filed for reference.

For use in debating societies and current events groups the newspapers and weekly magazines are of especial value. These should be clipped as soon as possible after arrival.

Where there is a large collection of pamphlets they may well be filed in pamphlet boxes, marked on the outside with the subject and alphabetically arranged on the shelves. It is useful to have an index to the contents of a box pasted on the outside. These boxes are sometimes shelved with the books on the same subject, but a better plan is to treat them as a separate collection and keep them on a special shelf in the reference department.

HOW CAN I HELP TO BUILD UP THE VERTICAL FILE?

In a large school each department is apt to be exceedingly jealous of its own

*From this valuable article, as it appeared in the November issue, a section was inadvertently omitted, with results disastrous to the continuity of thought. It is reproduced corrected because there must be many teachers who would be glad to get guidance based on Miss Colman's familiarity with school library problems.—**Editor.***

equipment, but it is definitely to the interest of the school as a whole that all informational material be concentrated in one place—the library—so that all of it is always available to every department. Pamphlets, clippings, pictures, overlap in their spheres of usefulness; a pamphlet on floods will be of value not only in the Home Economics Department but in the Health and Science Departments also; an article about Galapagos Island will be of interest, not only in the Social Sciences classes, but in the Natural Science classes as well; short biographical sketches in article or pamphlet form will be used in the study of literature and history as well as in the field in which the subject made his mark; a picture of village life in the 15th century will have its use not only to illustrate the history and literature lessons, but also to assist the Dramatic and Physical Education Departments to achieve correct costuming for their activities.

Every teacher can collect, and encourage his pupils to collect, useful material for the school vertical file. It is a hobby that appeals to many boys and girls, especially those of high school age. Not only are these young people capable of supplying their school with a surprising amount of valuable informational material, but they are embarking upon a pursuit that will prove richly and cumulatively rewarding in adult life.

How Can *I* Make the Best Use of the Vertical File?

Whether you teach in a large school that has a library in charge of a trained librarian, or in a small one where the most good-natured member of the staff administers a shelf of books and an apple-box full of clippings, the answer is the same: you must take the time, and make the effort to become well acquainted with the contents of the vertical file if it is to serve you as well as it should.

Pupils even in Grade VI are capable of using the vertical file for themselves and should be encouraged to do so. Every library needs a vertical file intelligently administered and kept supplied with up-to-date material, but the apogee of its usefulness, the climax of its utter indispensability probably occurs in the small high school where needs are great and funds scanty. Organizing and maintaining a vertical file in such a school should be a co-operative effort of interested students under the leadership of a teacher who has acquired some knowledge of the essential techniques. Such a project has educational and social values and implications far greater than merely those inherent in the gathering of information, however useful that may be.

A Short Bibliography: Orvitz, D. G. and Miller, Z. K.; "A vertical file in every library". Revised edition; Remington Rand Library Bureau; 1932.

Wilson, Martha: "School library management", 6th edition; H. W. Wilson Co. 1939. (This book should be in every school library).

For Subject Headings: Abridged readers' guide to periodical literature; H. W. Wilson Co.; sold on a service basis.

Sears, ed. List of subject headings for small libraries, H. W. Wilson, $1.50.

For Sources of Material: Vertical file service—monthly; H. W Wilson Co.; sold on a service basis. "Annotated list of pamphlet material arranged alphabetically by subject. Subscription to the service includes utilization of the service as a clearing house for free and low-cost material".

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History of British Columbia Salary Situation

By HARRY HAYWARD, *White Rock*

IN an article under the same title I pointed out, in the October issue of *The B. C. Teacher,* that at one time teachers' salaries in this part of the world were relatively generous and paid upon a remarkably uniform basis. As more and more of the responsibility for school finance was transferred to local authorities, the government left the amount of the teachers' salaries to be determined by the school board and the relative uniformity that had formerly prevailed rapidly disappeared.

Up to the early 'Nineties the government continued to pay all educational expenses outside the four cities, but by 1906 part of the burden was shifted to the rural municipalities and regularly organized school districts and finally all assisted schools were put in the same category. It was at this time that the divergence between rural and urban salaries began.

A change was introduced under which a grant was made per teacher instead of per pupil as formerly; and to reduce the divergence of salaries to which reference has been made, larger grants were made to poorer districts than to richer districts. But the system has not worked successfully. Growth in the wealth of rural areas did not keep up with growth of wealth in cities and the rural areas were not as conscious of the importance of education.

In 1929, the boom year, school boards were showing progressive ideas concerning teacher salaries, though there was no recognition of the necessity of equalization as between the salaries of one district and another. The government was dissatisfied. It reconsidered the plans previously followed and found none of them satisfactory. The ultimate findings of the government were set forth in what is popularly known as the King Report, page 19:

"The government decided to return to the method of paying a portion of the cost of teachers' salaries, including the salaries of dental surgeons and nurses. If this basis for the making of grants should be established, it logically followed that the government, in its capacity as Council of Public Instruction, should either determine the absolute salary which should be paid for each position, or for each teacher, or should lay down a standard or basic salary of which it should pay a portion to be determined by legislation".

To give effect to government plans an amendment to the School Act was passed in 1931, introducing a clause which in the 1937 edition is Section 18 and reads as follows:

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

(2) "The schedules of salaries authorized under this section, and any revision of those schedules, shall come into effect on a day or on days to be fixed by the Lieutenant-Governor by his Proclamation".

Implementing the foregoing, the following statement is made on page 20 of the King Report:

"As the Government did not wish itself arbitrarily to determine the salaries . . ., it appointed a Departmental Committee to do the work. This Committee consisted of two panels, one composed of laymen and described as the people's panel, and one representative of the teaching body. This Committee spent much time and energy upon the subject but failed to agree and (the panels) reported separately in October, 1932".

There the matter rested until the question was revived by the teachers of British Columbia, who at the convention at Easter, 1939, declared themselves as favouring a scale to solve their problem. I am of the opinion that progress has been delayed largely because of lack of such information as this and my preceding article are intended to supply.

In this connection reference must be made to the steps taken by the Government after the failure of the Departmental Committee to propose a scale satisfactory to the different parties concerned.

New economic conditions were prevalent; the depression was upon us; and the Government felt compelled to take some action.

Salaries of teachers, the last to rise in a boom, but the first to fall in a depression, began to slide. In some cases the depression apparently became an excuse to undermine the whole fabric of salary structure erected up to 1929. Increments were denied, refused, and

forgotten, and have not since revived; in fact, the idea of increments appears in some cases to be relegated to the limbo of the past. and this particularly where the salaries were poorest. Salary cuts were in vogue, agreed to generally by teachers in realization of the times. The bottom of the salary structure was falling out entirely, when the Government stepped in with a scale of minimum salaries for the calculation of grants. The scale had one beneficial effect—it preserved a bottom. But it had one damaging effect, too, through misconception or misuse. It did not stop the slide from above the minimum figure. Many higher salaries fell to the minimum. It would appear in some cases that the minimum salaries proposed by the Government became a focussing point, at which it was respectable to pay nearly all and sundry; regardless of experience and years of service.

The minimum became the maximum. The experience gained at this time definitely proves that any scheme of salaries which only concerns itself with establishing minimum salaries is unfair and must not be accepted as permanent.

Such a state of affairs concerning salaries led to numerous disagreements between teachers and trustees, and so provision was made for voluntary arbitration to settle such disputes. But this voluntary arbitration idea proved practically useless. Where the difference over salaries was with school boards who realized some adjustment should be made it worked with a fair amount of success, but where school boards were determined to manage their schools at the lowest possible salary costs, requests for arbitration were blandly refused. Voluntary arbitration failed where arbitration was most needed.

In 1937 compulsory arbitration was introduced, and it is still in force. By this either one or other of the parties in dispute can compel arbitration proceedings to obtain some satisfaction. Under this provision certain arbitration cases have been held both during 1938 and 1939 with varied results, but with some degree of satisfaction.

It must be definitely understood, however, that arbitration is a paliative, it is not a cure. It will never, never straighten out the chaos of the salary situation of British Columbia teachers.

Another change took place in the School Act in 1937. Section 21 (18) above mentioned was amended to read as follows:

"It shall be the duty of the Council of Public Instruction and the Council is hereby empowered to prepare and authorize schedules of standard basic salaries for the computing of salary grants pursuant to the provisions of Section 19 for all teachers, nurses and dental surgeons employed regularly for purposes of the public schools of the Province, which schedules may vary for different districts, and when considered expedient to revise the schedules; and for the purpose of fixing minimum salaries, to prepare and authorize and when considered expedient, to revise schedules of minimum salaries that shall be payable to all teachers, nurses and dental surgeons so employed.

Legal advice states that this section still embraces the idea of a Provincial Salary Scale. Then why delay action?

For eight years the Provincial Salary Section has stood on the Statute Books—an this during the lowest period of the depression. For eight years it has been an invitation to the teachers of the province to press for and secure equity in salary matters. For eight years this invitation has been ignored. Now it must be embraced.

But more is required than is contained in Section (18). Schedules of fixed minimum salaries are not sufficient. Schedules of equitable salaries for all teachers must not only be prepared and authorized—they must be made compulsory.

Parliament is made up of our neighbors. They understand the equity of salary scales. They are familiar with salary scales in other walks of life, and union wages for engineers, masons, carpenters, scales of salaries for civil servants and municipal employees all come under the same category for solution—the same work, the same pay.

Teachers must want action—vigorously.

It is hoped that the reader will leave this article, inquisitive, critical and reflective, with a reflectiveness that will give candid answers to the following questions:

(1) How do you feel about the situation?
(2) If your salary is in the higher brackets how would you feel if conditions were reversed??
(3) If your salary is in the lower brackets, are you satisfied that it should remain at its present level?

Let each decide! Then let us unanimously adopt plans that will be unfair to none and that will give new hope and courage to the multitude of underpaid teachers labouring for the public in this Province of British Columbia.

What We Are Reading

THE Empire Story; Grade VIII.; F. S. Rivers, C. C. Goldring, and G. Paterson; 1939; Toronto; The Ryerson Press; 239 pp.; 65 illustrations; 85c.

It has been the definite aim of the co-authors of this book to present their story in an as interesting and digestible form as possible. The methods of approach to the different topics are modern as they are varied. The conversational tone frequently used is always helpful in holding pupil interest. Mr. Knight and his class of Grade VIII. pupils began their study with the Roman occupation of Britain and carry it through with reports, discussions and addresses to the present British Commonwealth of Nations.

The material of the text is simply and clearly organized. It is divided into four parts: Great Britain, The Dominions, The Colonies, Empire an Commonwealth.

Part I. traces briefly the growth of early Britain up to the Norman Conquest and reviews mediaeval England which began, towards the end of the Middle Ages, to take an important part in foreign trade. The discoveries of new lands and water routes which shifted the trade centres west to Britain, France and Holland are described and the growth of the great English trading companies of the seventeenth and eighteenth centuries which rapidly led to the acquisition of a world empire. A section traces the industrial growth of England from its beginnings in the home through the Industrial Revolution to the scramble for world markets with increasing competition of other manufacturing nations. The evolution and functioning of the government of Great Britain is described. A section is devoted to a geographical sketch. Under the final heading "Problems," the very pertinent question of defense is discussed.

Part II. of the Empire Story is headed Dominions. The discovery, settlement and development of New Zealand is taken as an example. Suggestions only are advanced for a similar study of the remaining Dominions.

Under the heading, Colonies, the history, development and industry of Budma is studied in detail.

The fourth sub-division of the book is called Empire and Commonwealth. Here is presented the Empire of oday with its variety of races, languages, forms of government and problems. Each Empire unit is seen progressing gradually toward complete independence, yet still bound to the others and together wielding a powerful influence in the world.

Comprehensive reference material is provided at the end of each part. Suggestions for student activities and study are numerous and a great deal of ground is covered in this way alone.

The real motives behind Empire-building, so often omitted, are clearly presented. Illustrations, maps and charts are particularly good.

Recommended for Grade VIII., this text covers a full year's work in Social Studies—a course varying from our British Columbia curriculum. However, for any detailed study of the British Empire, here is to be found a highly interesting and helpful text.—M.P.D.

REVISTA DE EDUCACAO

IT is probably due to the fact that the Editor of *The B. C. Teacher* was a member of the party of North American school men who visited Sao Paulo and other Latin American cities during the past summer that we have been favored by the receipt of the educational review named above.

The *Revista de Educacao* is the official organ of the Education Department of the State of Sao Paulo. It is a quarterly, but the volume which we have received includes the four issues for the academic year ending in June.

It is interesting to note the space and attention that the educational authorities of Sao Paulo devote to topics bearing upon the health of their school children. Detailed information is given regarding means that might be taken for the control of mosquito-borne diseases and for the recognition of those members of the mosquito tribe who are most dangerous to mankind. It would appear to be the view of the department that teachers should be specially equipped to recognize and to take up arms against prevailing forms of infection.

Much attention is also devoted to the problem of proper food for school children. Explanations are given regarding the foods necessary to the processes

of growth and to sources of the most important vitamins.

Various articles are devoted to pedagogical topics. One deals with the so-called analytic method of teaching primary reading and reaches the judgment that the teacher is more important than the method and that methods adapted to children of a certain type and background will not necessarily be the best methods for children of a different type and background.

The teaching of history was also given special attention. The tendency to over-emphasize factual data at the cost of interest is deprecated and teachers of young students are advised to devote themselves to "stories" rather than to "history". The teacher should equip himself with interesting anecdotes, legends and other materials subsidiary to the topic in hand and adapted to the problem of capturing the interest of the young. The writer advocates the formation of history clubs, the capitalizing of national adversaries and the encouragement of voluntary assemblies at which historical topics would be given prominence. It is pointed out that the wise use of lantern slides may be of much practical value. History will be successfully taught only when the teachers themselves are duly conscious of the contributions that historical studies may make in the interest of general culture, and of citizenship in particular. If teachers understand their objectives and adopt proper methods, they may confidently expect to cultivate in the pupil a civic consciousness. In this connection, the author uses a significent term, "Brasilidade,"—which perhaps may be translated as "Brazilianism". The development of this quality or point of view is looked upon as a supreme objective.

The inaugural lecture incidental to the opening of a department of experimental psychology in the state normal school deals with the familiar problem of the place of psychology in the training of a teacher. Due deference is paid to those authorities who think that the teacher should approach his task as an artist undistracted by scientific theory; but the view of Brazilian educationists is that teachers should be given some preparation for an approach to their tasks which will be sufficiently scientific to emancipate them from the almost universal tendency to substitute prejudices, emotional reactions, and wishful thinking for a dispassionate investigation of facts.

The problem of guidance is prominent in Brazilian schools as well as here in British Columbia. The *Revista de Educacao* believes that it is the business of educators to discover aptitudes that will lead to the selection of occupations in which the individual concerned is most likely to be happy and efficient.

It is impossible to review in any detail the many other interesting and valuable contents of the *Revista de Educacao*. The State of Sao Paulo is perhaps the richest and most progressive section of Brazil and this journal reflects much of the spirit and many of the basic ideas that characterize the best schools of that part of the world.

For necessary and much appreciated aid in studying this Sao Paulo journal, published, of course, in Portuguese, *The B. C. Teacher* is indebted to Professor Ronald Hilton, who recently joined the staff of the University of British Columbia.

We shall be glad to see further numbers of *Revista de Educacao,* even though it so severely taxes our linguistic resources. The importance of any exchange of ideas that may foster mutual good understanding between diverse lands cannot be exaggerated.—N.F.B.

TOWARDS Mental Health in School: By C. Rogers Myers, M.A., Ph.D.; 151 pp.; Toronto, The University of Toronto Press, 1939; $1.50.

Dr. C. R. Myers, besides being Assistant Professor of Psychology at the University of Toronto, is Consultant Psychologist for the Ontario Department of Health. His book *Towards Mental Health in School* might well bear the sub-title "A Mirror for Teachers." Its chief, though unstated purpose is not to inform the teacher, but rather to reform him.

Teachers reasonably familiar with even one standard work on child psychology will add little to their store of factual information by reading this book. They will, however, undergo two very stimulating experiences.

First will be the vitalization of their technical vocabularies. The very title, "Towards Mental Health" rather than the more pretentious "Towards Mental Hygiene" is a case in point. It is easy enough to forget actual children when speaking of "escape mechanisms" and "rationalization". But it is by no means so easy to make the same mistake when considering Dr. Myers' apt phrases for

the same attitudes. Consistently eschewing psychological jargon he refers to them as the "ostrich" and the "corkscrew" method, respectively.

The second benefit will be that teachers will, on more pages than one of this book, be brought face to face with some of their most objectionable though unrecognized faults. Their complacency will be jolted by brief, simple and at times almost trite "eyeopeners" such as the following:

"The only people who really overwork are people in poor mental health."

"To describe an unsatisfactory pupil as inattentive is one of the most naive habits a teacher can develop."

"Meticulous concern over unimportant details is not shown by people who are in good mental and emotional health."

And, to crown it all:

"There is probably no greater hazard to the mental health of teachers than downright narrow-mindedness."

Among the most valuable of the fourteen chapters are numbers IV. and V. on mental defect as distinguished from mental illness and number IX. on "The Model Child." In this last Dr. Myers deals in turn with the dangers of excessive neatness, conscientiousness, courtesy and honesty and fully justifies his assertion that: "Teachers customarily either ignore or admire (and, therefore, encourage) those forms of behaviour which reflect poor mental health in their pupils."

At the conclusion of the text is a list of 26 books for further reading. The titles range from Wm. Seabrook's *Asylum* to Wm. James's *Talks to Teachers on Psychology.*

Their perusal requires, according to Dr. Myers, only "sufficient ability to read seriously; sufficient sense to read critically, and sufficient intellectual curiosity to read widely." We hope this is not said cynically or despairingly.—S.M.

* * * *

MASTERING Our Environment: By H. O. English; J. M. Dent and Sons, Vancouver; 1939; 414 pp.; $1.40.

There probably are few social groups in which the old Latin proverb "so many men, that many opinions" is more conspicuously applicable than in the teaching profession. All the same, there are certain things in relation to which we are marching toward unanimity. For example, practically all teachers who have made a serious effort to keep abreast of critical thought in the field of education are agreed as to the desirability of giving a major place to General Science as a means of making our boys and girls increasingly at home in the world they must live in. In schools for all the children of all the people we cannot afford to postpone their looking at the world around them until they are ready for specialization in some one or more of the mutually isolated departments into which erudite professional scientists have found it convenient to analyse their own studies. Youngsters must not be excluded from observation of and reflection upon plants and animals, on the grounds that as yet they are neither botanists nor biologists. The hills and valleys and rocks and soil must be made to talk to them intelligibly, long before they have any notion of what is meant by geology, even if many of the messages of these silent teachers must still remain baffling to our children—as indeed possibly to the most learned as well. Folk are going to run motors and burn electric lamps, and stoke furnaces, and use labor saving devices of all sorts even if they are not fated to become physicists or chemists or "ists" of any other denomination; and to the whys and hows of all these and kindred things it is the business of the schools to supply keys, if keys there be which are adapted to juvenile hands. Few are the intelligent adults who, as they take stock of their own mental equipment, are not painfully and continually conscious of hiatuses that need not have been so flagrant, if only some teacher had had wisdom and opportunity to induct them into more effective thinking about the everyday world of practical experience.

Therefore, General Science.

The trouble is that to teach it adequately one requires an equipment of scholarship to which few of us—even of those who as university students specialized in some or other of the natural sciences—would care to lay claim.

Consequently we need text books. A new type of text book for a subject which itself is new, though (parenthetically) it would have seemed less new to the scholars of a century ago.

And the books for which we have been longing are coming. Our friends Messrs. Limpus and Shore made their contribution, with the needs of junior high school pupils and their teachers specially in mind. Now comes Mr. H. O. English, who last year was promoted to the post of science instructor to the Normal School at Victoria. He in turn has had

specially in mind the needs of high school pupils and teachers of Grades IX and X.

Mr. English's book, just off the press, will be a source of relief to a regiment of distracted teachers and of joyous mental adventuring to whole armies of adolescents. In form and spirit the book is thoroughly adapted to the requirements of British Columbia high schools. The girls who use it will wonder why their grown-up sisters, many of them, didn't like science; thought it a boys' subject. The book is scholarly without being pedantic, and its language is simple without being condescending or reminiscent of the nursery. It concerns itself with intriguing problems that have an obvious significance in every day life. It will lead youngsters to be investigators and observers and reasoners on a modest scale themselves. The book is so planned as to fit into the procession of the seasons. It is profusely, delightfully and intelligently illustrated and will be preserved as part of the reference library of the boy or the girl or the family concerned, long after the studies of Grades IX and X have been completed. It will lay a foundation of rational interest and of habits of observation that will be invaluable to those who in due course proceed to more formal and systematic scientific studies and will open windows interesting and useful to those who during their schooldays go no further than General Science can take them.

Incidentally, the book under review will make possible for many teachers a more rewarding investment of their time and energies.

This year *Mastering Our Environment* is listed as a reference book for pupils and teachers in Grades IX. and X. in the schools of British Columbia.

Next year it should be a text book.

Mr. English is to be congratulated; so are the schools of this province. Moreover, we venture to predict that the book will find as hearty a welcome in other parts of the world.

This reviewer likes to be the object of well-earned gratitude. He therefore advises you to buy a copy of *Mastering Our Environment* and to see to it that other copies are placed in your school library. This advice is directed to you on the assumption that you are a highly qualified science teacher; if not, it is still more to the point. If when you examine the book your judgment does not confirm this review, come and see us and we will do what we can about getting your money back.—N.F.B.

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BASKETBALL METHODS; By John W. Bunn, Dean of Men, Stanford University, New York; The MacMillan Company, 1939; $3.60.

Basketball Methods, John Bunn's contribution to the science of the favorite maple court pastime, is an excellent word-picture of the game as it is played today in the American colleges. The game is covered from every point of view, from a simple coaching philosophy to the intricate offensive and defensive plays used in Conference matches.

It is interesting to find in this book a philosophy based on the principles of pleasure rather than on an intensive search for a title or a mythical All-American rating, and from this point of view the game is judged wholly on its merits. The book would be of greatest value to men who were planning to make basketball work their vocation but it will also have value to those who wish to look on it as merely an avocation.

The chapters on "Coaching Methods and Principles," "Program of Practice," "Picking the Team" and "Scouting" would only be of value to the highly-organized colleges which engage in these Conference matches but would hardly be beneficial to Canadian Universities or Commercial Leagues.

The groundwork of basketball comes from the imparting of the fundamentals of passing, shooting, dribbling, and guarding, and these are too frequently omitted from books on general basketball. Bunn's book deals clearly with these fundamentals before presenting the technique of the highly-developed plays of offense and defense.

Modern basketball, with its blocking and screening are dealt with in such a way that even the lay-man can clearly understand their mechanism. To clarify the play, excellent diagrams are put into frequent use. Photographs are given a wide use and they include the play of such men as Hank Luisetti, the greatest college player known. Other men who played championship ball for Stanford in 1936,1937 and 1938, are used to illustrate the various phases of the game brought out in the book.

I would recommend this book without hesitation both for basketball players and coaches. It is so clearly and simply written that even boys in Junior High School would find it very beneficial. I believe it will prove a most worth-while contribution to the development of the game. —C. W. McLachlan, First Vice-President, Canadian Amateur Basketball Association.

* * * *

AUTOBIOGRAPHY With Letters: By William Lyon Phelps; New York; The Oxford University Press; 982 pp.; 1939; $3.75.

It is the fashion these days for critics to be supercilious over the spate of literary autobiographies that has descended upon us. Granted, they say, that the writer *is* an outstanding man (or woman) of what interest is it to us that he (or she) almost succumbed to certain childish illnesses, enjoyed certain kinds of food, crossed certain oceans and met, corresponded with, or almost met, certain other contemporary celebrities?

For such critics, *Autobiography With Letters* will be a happy-hunting-ground. Its nine hundred odd pages positively bulge with trivial experiences, inconsequential reflections and letters whose only claim to preservation is their signatures.

But, for all that, *Autobiography With Letters* makes very enjoyable reading. Provided we can spare the time for it most of us are uncritical enough to take pleasure in just such a simple, unaffected narrative of the day-to-day existence of one who is (by his own account) an average human being who is (by general acclaim) a distinguished member of our own profession.

Among the literary men of whom Dr. Phelps speaks from closest personal knowledge are Thomas Hardy, Sir James Barrie, Henry James, Santayana and Vachel Lindsay. His accounts of these men are a valuable addition to our knowledge of them. Two very commendable things about Dr. Phelps' literary criticisms are that he is never swayed by his personal feelings for the writers concerned and that he is honest enough to record instances where he made serious errors of judgment which later he acknowledged and deplored.

Finally, most irritating and most praiseworthy, depending upon the reader's point of view, is Dr. Phelps' unfailing optimism which at times becomes absolutely reminiscent of Pollyanna herself. Of course, as Don Marquis observed, "It is a cheering thought to think that God is on the side of the best digestion" but, even at that, nine hundred pages without a serious cloud is a little too much to bear.—S.M.

News, Personal and Miscellaneous

CLARA E. STEWART
HELEN LENTSMEN

IT is with great sadness that this month we have to report the deaths by drowning of two teachers of the Kootenay district. On November 5th, a car in which the two ladies were passengers went over the bank and into the Kootenay River when the driver attempted to negotiate a difficult curve leading to a bridge.

Clara Stewart was formerly of Vancouver, and Helen Lentsmen of North Vancouver.

The B.C. Teacher and the teaching colleagues of the deceased extend their sincerest condolences to the grieving parents and other relatives.

INSPECTOR MILLER RETIRES

AT the conclusion of the Fall convention of the North Kootenay Teachers' Association, Inspector A. E. Miller and Mrs. Miller were guests of honour at a social affair of exceptional interest.

Inspector Miller is retiring after 30 years of service in the educational system of British Columbia. He came to British Columbia from Ontario and was principal of the Revelstoke School for a time. Later, Mr. Miller transferred to Vancouver where he served as an inspector for one year. After his Vancouver inspecting experience, Mr. Miller was appointed as an inspector for elementary schools in the interior of British Columbia. It is this 30-year inspectorate period that Inspector Miller is now leaving.

The many friends that Inspector Miller has made in his long and useful service to this province wish him and Mrs. Miller many happy years of leisure.

PERSONALS

MRS. Ralph Staples, formerly Miss B. E. Woodsworth of Kitsilano Junior High School Home Economics staff, is now living in Cavan, Ontario.

Miss Dorothy M. Bishop, last year at Maple Grove School, is now Mrs. Jack Merifield and is living near Powell River.

Miss Rose Yielding has given up the comparative security of Western Canada and David Lloyd George School to reside in London, England, as Mrs. Peter Wilson.

Miss Elva M. King of Strathcona School is now Mrs. A. Mutten of Vancouver.

Miss H. V. Lundy and Mr. Robert Ferris, last year teaching colleagues at Selkirk School, are now Mr. and Mrs. Ferris.

THE PONTINE MARSHES

A DOCUMENTARY or record film, recently exhibited by Vancouver Branch of the National Film Society, dealt with the reclamation of the notorious swamplands of Italy.

Land reclamation on a very large scale has redeemed vast zones from uselessness and malaria, and the work is still going on. From 1922 to the 1st of July, 1938, 5,700,103 hectares (a hectare is about two and a half acres) have been already reclaimed or are in process of reclamation.

New cities—Littoria, Sabaudia, Aprilia, Pontinia, Guidonia, Pomerzia, Mussolinia—have grown up in districts which were formerly abandoned to malaria.

The land is returning to man, and giving to him the reward of his tenacity and hard work.

ANIMATOPHONE

TEACHERS in small schools who have envied the teachers in larger schools where good visual educational equipment is on hand may find, on examining current folders of Victor Animatophone Corporation of Davenport, Iowa, that good talking picture apparatus can be secured in add-a-unit form. The basic machine is a 16-mm silent projector for which there are available over 600 regular films. Units to permit the use of talking pictures, multiple speakers, greater volume, public address system, and phonograph record reproduction are available as these extra features are needed.

GREAT PLAYS

SUNDAY, from 11 to 12 o'clock in the morning, the National Broadcasting Company will present over its Blue Network one of a series of "Great Plays". The series will continue till May 5th and will include: December 17th, "Beggar's Opera"; January 7th, "The Rivals"; January 14th, "William Tell"; January 21st, "Ruy Blas"; Jan-

uary 28th, "Rip Van Winkle"; February 4th, "Arrah-na Pogue"; February 11th, "Peer Gynt"; February 18th, "The Pirates of Penzance"; February 25th, "Pelleas and Melisande"; March 3rd, "The Second Mrs. Tanqueray"; March 10th, "The Secret Service"; March 17th, "L'Aiglon"; March 24th, "Captain Jinks"; March 31st, "The Three Sisters"; April 7th, "The Playboy of the Western World"; April 14th, "Strife"; April 21st, "Liliom"; April 28th, "The Return of Peter Grimm"; and May 5th, "Winterset".

COLUMBIA'S SCHOOL OF THE AIR

THE Teachers' Manual and Classroom Guide of the Columbia's School of the Air contains lesson material on each of the broadcasts. The broadcasts most useful to Canadian teachers will be the re-broadcasts given over KVI immediately following the news programme, say, about 5:05 p.m. P.S.T.

The theme for Mondays is "Frontiers of Democracy"; for Tuesdays, "Folk Music of America"; for Wednesdays, "New Horizons"; for Thursdays, "Tales From Far and Near"; and for Fridays, "This Living World". Specifically the programmes for the next few weeks are: January 2nd, "Nonsense and Animal Stories"; January 3rd, "Yankee Sailors Round Cape Horn"; January 4th, "Sajo and the Beaver People" by Grey Owl; January 5th, "America's Foreign Trade"; January 8th, "Racing to Feed a Nation"; January 9th, "Square Dances"; January 10th, "Conquest of the Great Divide"; January 11th, "The Cocoanut Monkey" by Elizabeth Morse; January 12th, "Defending Our Shores"; January 15th, "Living on Wheels"; January 16th, "Play Parties and Negro Reels"; January 17th, "Boom Days in the Fur Trade"; January 18th, "The 500 Hats of Bartholomew Cubbins" by Dr. Seuss; and January 19th, "Keeping Out of War".

THE REGISTRAR MAKES ANNOUNCEMENTS

GEOGRAPHY has now been added to the list of subjects for Majors in Section A (2) and in Section B, page 77, calendar 1939-40.

Psychology has been added to the list of subjects for Majors in Section A (1), page 77, calendar 1939-40. Both these changes are operative in the present session.

The B. C. Teacher congratulates the University of British Columbia on these forward steps. They will be of vital concern to numerous teachers.

PILGRIMAGE IN POETRY

AFTER two years of preparation the National Broadcasting Company has just launched its "Pilgrimage in Poetry". The N.B.C. Blue Network is sending its poetry commentator, Ted Malone, every Sunday morning at 10 o'clock until May 26th, to the shrines of some American poets, poets that Canadian teachers of English will want to know more about.

The vote of the heads of the departments of English of more than 500 colleges and universities selected the poets for the Pilgrimage, and thus established for N.B.C. the shrines for Mr. Malone's broadcasts. Mr. Malone will, from each place, endeavour to recreate for his listeners the actual surroundings of the famous poet as the poet knew them.

The scheduled broadcasts for this Pilgrimage is as follows: December 17th, John Greenleaf Whittier; December 24th, John Bannister Tab; December 31st, William Vaughn Moody; January 7th, Sara Teasdale; January 14th, Oliver Wendell Holmes; January 21st, Henry Wadsworth Longfellow; January 28th, James Russell Lowell; February 4th, Lizette Woodworth Reese; February 11th, Sidney Lanier; February 18th, Joel Chandler Harris; February 25th, Stephen Collins Foster; March 3rd, Paul Laurence Dunbar; March 10th, James Whitcomb Riley; March 17th, Vachel Lindsay; March 24th, Eugene Field; March 31st, Joaquin Miller; April 7th, Bret Harte; April 14th, Harriet Monroe; April 21st, Edwin Arlington Robinson; April 28th, Ralph Waldo Emerson; May 5th, Amy Lowell; May 12th, William Cullen Bryant; May 19th, Emily Dickinson; and May 26th, John Howard Payne.

The N.B.C. will send free, in answer to requests, literary maps of the Pilgrimage which contain artist sketches of the homes and shrines of these poets. On receipt of 25c, the National Broadcasting Company, New York City, will send a booklet, "An Album of Poetic Shrines", fully illustrated.

THE Canadian Passenger Association announces that teachers and pupils provided with the customary vacation certificate (Form 18W) may purchase return tickets for a fare and a quarter, valid from November 25 to New Year.

Correspondence

HOW DREADFUL!

Prince Rupert, B.C., Nov. 6, 1939.

Editor, *The B. C. Teacher*:

At the last meeting of the Prince Rupert Teachers' Federation a motion was passed expressing regret that the Editor of *The B. C. Teacher* had not deleted from the article "The Reading Situation," by E. W. Reid, the passages ridiculing teachers of English.

Yours very truly,
MARY EASTHOPE, Secretary.

"LESSON-AIDS" COMMITTEE

3486 West Second Ave.,
Vancouver, B. C.

Editor, *The B. C. Teacher*:

The Secretary has been almost snowed under with orders as the result of the Price List in the Appendix to last month's *B. C. Teacher*. We ask the kind indulgence of those teachers who have not yet received all the units of work ordered. Owing to the serious illness of Miss Gladys Gwyther, who is in charge of our multigraphing department, some of the new units have been held up for a short time, as also are some reprints of old units. However, arrangements have been made to carry on with the work, and all orders which have had to be sent out incomplete will soon be completed.

ERRATUM: Will all teachers kindly note that Unit 12 in the Grade V list should have been listed under Grade VII?

The Committee would like to hear from teachers anywhere who have worked out good science units for the upper grades, and also those who have formulated really good tests on any unit. An excellent unit on Medieval England is in preparation now, and will soon be ready.

We take our hats off to Giscombe and New Westminster, which lead in the matter of orders.

HARRY G. BOLTWOOD,
Hon. Sec'y-Treas.

PRAISE FOR PROF. LARSEN

R. R. 2, New Westminster,
November 14, 1939.

Editor, *The B. C. Teacher*:

Those assembled at the Fraser Valley Teachers' Convention at Mission on November 10th, had the privilege of hearing the finest and most uplifting address ever given to a gathering of teachers in this province.

This inspired address given by Prof. Larsen of the University of British Columbia, should be published far and wide. His vital message, of deep spiritual and practical significance, should reach every teacher in Canada—to be read and pondered by all who have "ears to hear and eyes to see".

Will you please see what can be done about publishing Prof. Larsen's address in full in an early issue of *The B. C.* Teacher?—and receive the lasting gratitude of

Yours most sincerely,
FRANCES H. ATKINS.

ON EXCHANGE IN ONTARIO

179 Spruce St. N., Timmins, Ont.,
October 14, 1939.

Editor, *The B. C. Teacher*:

Yesterday I received my September *B. C. Teacher*—it had been held up somewhere—and it seemed like a visit to British Columbia. I particularly enjoyed your article about the Bahamas. You were certainly right when you emphasized the fact that they are lovely; I am sure that any of us who were so with you. . . .

I shall be looking forward to receiving my *B. C. Teacher* each month and thus keeping in touch with what is going on in British Columbia.

ETHEL BOOTHBY.

SUMMER FEES TO BE RECONSIDERED

Armstrong, B. C., Oct. 30, 1939.

Editor, *The B. C. Teacher*:

As many teachers will be wondering what has happened about the fees for Summer Session at the University, the committee would appreciate it if you fortunate as to share in the W. F. E. A. would advise them through *The B. C. Teacher* that the matter is to come up at the October meeting of the Board of Governors. A further letter has been sent in to support the one submitted in July.

C. E. CLAY, Chairman,
Committee on Fees for Summer Session.

MESSAGE FROM WEST LONDON TEACHERS' ASSOCIATION

29 Burlington Road, W.4., Nov. 7, 1939

Editor, *The B. C. Teacher*:

A Canadian teacher has just handed me your September magazine. As President of one of the biggest Associations in London, I wish to offer my congratulations on your Editorial. The views expressed are endorsed by many of your British colleagues and it is sincerely to be hoped that our noble profession, the world over, will follow the directions contained in your excellent article.

Yours sincerely,
GEORGE PAIN.

In view of the source of the foregoing greatly appreciated letter of commendation, we hope we may be pardoned for making an exception to the decision as to policy under which we declared correspondence on this topic closed in our November issue. We trust that other appreciative critics in Ontario and elsewhere, whose letters have been withheld from publication, will pardon the discrimination exercised in the case of this communication from the heart of the Empire.—EDITOR.

AN OPEN LETTER

3027 West 28th Avenue,
Vancouver, Dec. 3, 1939.

Editor, *The B. C. Teacher*:

Enclosed is "An Open Letter to the President of the British Columbia Teachers' Federation".

I would respectfully ask you to publish this in your December number which you informed me this evening was still open.

It is felt that this matter is of vital concern to the membership at large.

Yours,
J. N. BURNETT, *Major*,
Irish Fusiliers (Vancouver Regt.)
C. A. S. F.

AN OPEN LETTER TO THE PRESIDENT OF THE TEACHERS' FEDERATION

3027 West 28th Avenue,
Vancouver, Dec. 3, 1939.

1300 Robson Street,
Vancouver, B. C.

Dear Sir:

On November 3, I received the following letter from the Assistant Secretary of the B. C. T. F.:

November 2nd, 1939.

"Major J. N. Burnett,
"Stanley Park Armouries,
"Vancouver, B. C.

"Dear Mr. Burnett:

"At a meeting of the Executive Committee, held on October 21st, the following resolution was passed:

"That this Federation suspend, for the duration of the war, the fees of such of its members as are (or shall be going) on Active Service, and be retained as Active Members.

"We are therefore placing your name in our 'Fees Allowed' file. Copies of the magazine will be mailed to you, and you will have the benefits of membership, without payment of fees, until you are out of uniform and back in the teaching profession.

"Yours very truly,
"B. C. TEACHERS' FEDERATION,
"Assistant Secretary".

I was extremely gratified by this action, and it was my intention to acknowledge its receipt and express my thanks for the action taken. Before I could do so, however, I received a copy of the Executive minutes of October 21st, at which the matter of the membership of teachers who had enlisted in His Majesty's Service was discussed.

The following minutes are those dealing with the subject, and are quoted in full:

"Moved by Mr. J. M. Thomas, seconded by Mr. A. T. Alsbury, that those teachers on Active Service be officially listed as Honorary Members of the Federation during the period of their enlistment as provided in Section 9 (1) of the Constitution.

"Moved in amendment by Dr. N. F. Black, seconded by Mr. B. Thorsteinson, that this Federation suspend, for the duration of the war, the fees of such of its members as are (or shall be going) on Active Service, and be retained as Active Members. Carried, 14 voting for, 10 voting against).

"Moved by Mr. H. W. Creelman, seconded by Mr. H. L. Buckley, that the Constitution and By-laws Committee be instructed to prepare the necessary amendment to the Constitution for submission to the Annual General Meeting.—Carried."

It should be noted that the vote, 14 to 10, was recorded, leading one to imagine that a considerable difference of opinion existed in the Executive on the question.

The close vote (a switch of two votes would have meant a tie vote), has caused me to pause before accepting the membership rights tendered, as I would not consider any such honour with so great an opposition recorded against it.

I have been informed that the opposition was occasioned by the fact that our Constitution did not provide for membership under conditions such as we are faced with today. This, of course, is quite correct as I am well aware that "Membership without fees" can only be granted to:

(*a*) Members suffering from protracted illness, occasioning more than three months' absence from duty.

(*b*) Members in good standing, who are on leave of absence for the purpose of further study.

It would appear reasonable to me that, if the above views were seriously held, a resolution that, *"membership be granted to enlisted teachers subject to the approval of the Annual General Meeting"*, should have been proposed by those in opposition. As it was, the original motion to give Honourary Membership implies that it is not the desire of some to have their fellows, who have volunteered in this war to preserve democratic institutions, take any active part in Teacher Association or Federation matters. This view, I may say, may have been held by those, who are also members of the Consultative, and who gave as their reason at the meeting of that body early in September, when the question was first broached, that, "enlisted teachers would no longer have the teacher viewpoint".

I understand that the Vancouver Principals' Association, and the Vancouver Elementary Teachers' Association, to which I belong, both sent in resolutions to the Federation urging, "membership without fee" to enlisted men. There is no mention made of these in the Executive minutes.

May I say that I cannot consent to accept the Federation membership given under such opposition in the Executive Meeting. I would respectfully suggest that, under the circumstances, this question should be referred to a referendum of the Member Associations as provided for in Section 40 of the Constitution at the earliest possible moment. I am sure the members of the Federation would be pleased to record its decision in no uncertain manner on this question.

A copy of this letter has been sent to the Editor of *The B.C. Teacher* (for publication); the Vancouver Principals' Association; and the Vancouver Elementary Teachers' Association.

Yours,
J. N. BURNETT, *Major*,
Irish Fusiliers (Vancouver Regt.)
C. A. S. F. Bn.

Chairman: Teachers' Pensions Committee; Teacher Representative on U. B. C. Senate; Member of B. C. T. F., B. C. Teachers' Association, and B. C. P.-T. A. study group.

Formerly: Past President of B.C.T.F.; Chairman of Membership Committee (3 years); Chairman of and Secretary of Convention Committee (for 4 years); Chairman of Committee on Larger Administrative Areas; Past President of Vancouver Principals' Association.

Organizer and Principals' Representative on present Vancouver Teachers' Council; etc.

(The foregoing letter is being published in this December issue upon the urgent request of Major Burnett. As President of the Federation I should have preferred that, before its publication, the letter should have been dealt with by the Executive Committee, which meets December 20. I am confident that body will clarify the issue and remove some apparent misunderstandings and that the solution arrived at will be fair to all concerned and consonant with the interests of the Federation. To reply to Major Burnett's communication in any detail in this present issue would involve further regrettable delay in the publication of the magazine, which is already overdue.—J. H. SUTHERLAND, President, B. C. T. F.)

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Appendix — Report of Constitution Committee

The Constitution and By-Laws Committee was instructed by the Executive Committee to draft a proposed new Constitution, in conformity with the New Westminster resolution of 1938, and to present it to the Easter Convention of 1939.

This was done and the Convention ordered it tabled for one year for study.

The Constitution Committee on instruction of the Executive Committee now presents the proposed new Constitution with amendments to the draft as outlined in "The B. C. Teacher" of March, 1939, and in accordance with instructions of the Annual General Meeting.

The proposed new Constitution would require a definite specification of Geographical Districts. Such an organization of the Province into districts has been outlined in "The B. C. Teacher" of March, 1939, and modifications have been made since to conform with the requests of local associations.

Copies of the present Constitution as amended by the Annual General Meeting of Easter, 1939, will be available in pamphlet form and through Local Associations before the end of December, and should be used in connection with the draft of the proposed new Constitution for purposes of comparison and study.

Yours sincerely,

WILLIAM McMICHAEL, Chairman, Constitution Committee.
H. W. CREELMAN, Committee Member.
H. E. BLANCHARD, Committee Member.

BRITISH COLUMBIA TEACHERS' ASSOCIATION BY-LAWS

1. NAME

The society shall be known as the British Columbia Teachers Association.

2. OBJECTS

The objects of the Association shall be:

To foster and promote the cause of Education in British Columbia;
To raise the status of the teaching profession in British Columbia;
To promote the welfare of the teachers in British Columbia;
To provide for the enlargement of the scope of the foregoing objects by permitting an alliance or affiliation to be made between the said Society or Corporation and any other Society or Corporation having objects similar to those of this Society or Corporation;
To organize and administer a Benevolent Fund among its members.
To organize and administer a Sick Benefit Fund among its members.

3. DEFINITION OF "TEACHER"

In this constitution the word "teacher" shall be understood to mean "any person holding a certificate of qualification to teach, issued by the Department of Education of the Province of British Columbia, and actively engaged as a teacher (1) in any public school of British Columbia, or (2) in any school in British Columbia under the control of the Dominion Government".

4. MEMBERSHIP

(a) **Active Membership.** Any Teacher may become a Member of the British Columbia Teachers Association through application to the Executive Committee and on payment of a fee according to the scale of fees then in force.

(b) **Student Membership.** A student of a British Columbia Normal School, or of an Education Class of the University of British Columbia, may become a Member of this Association, through application to the Executive Committee.

(c) **Associate Membership.**

(1) Any person holding a Teacher's Certificate, but who is not actively engaged in teaching, may become an Associate Member of the Association by making application to the Executive Committee, and on payment of a fee according to the scale of fees then in force.

(2) Associate Membership without fee may be granted by the Executive Committee to retired Members who are Teachers of long experience in the Province of British Columbia.

(3) Associate Members may not vote, and may not hold Executive office.

(d) **Honorary Membership.** Honorary Members may be elected at any General Meeting, or by resolution of the Executive Committee.

(e) **Life Membership.** An Annual General Meeting may vote to any of its Members the honour of Life Membership in the British Columbia Teachers Association.

(f) **Duration of Membership.** Membership of the individual, once entered into, shall be continuous until terminated by resignation, or by failure to continue compliance with any of the regulations governing membership.

(g) **Termination of Membership.** If a Member's fees are 12 months in arrears, his name shall forthwith be removed from membership.

(h) **Exclusion.** Officials of the Department of Education and School Trustees shall not be eligible for membership in this Association.

5. LOCAL ASSOCIATIONS

A division of the British Columbia Teachers' Association to be known as a Local Association may be formed at any time, by any group of Teachers, provided always that all members of Local Associations are Members of the British Columbia Teachers' Association, and that no clause of the Constitution of the Local Association is in any way at variance with the Declaration and By-laws of the British Columbia Teachers' Association.

6. GEOGRAPHICAL DISTRICTS

Geographical Districts shall be such areas of the Province as are set up as such by the Executive Committee, and each such Geographical District shall be represented on the Executive Committee by one or more Geographical Representatives.

7. OFFICERS OF THE ASSOCIATION

The Officers of the Association shall consist of a President, a Vice-President, the Junior Past President, and a Secretary-Treasurer.

8. EXECUTIVE COMMITTEE

The Executive Committee shall consist of the following:

The Officers of the Association;

A Geographical Representative or Geographical Representatives from each Geographical District;

The representative of the British Columbia Teachers' Association on the Senate of the University of British Columbia;

The Chairman of the Editorial Board of "The B. C. Teacher";

Three co-opted members.

9. STANDING COMMITTEES

The Standing Committees of the Association shall be as follows:

The Consultative Committee, which shall consist of the President, the Vice-President, the Junior Past President, the Secretary-Treasurer, the Chairman of the Finance Committee, the Chairman of the Declaration and By-laws Committee, the Chairman of the Membership Committee, the Chairman of the Pensions Committee, the Chairman of the Editorial Board of "The B. C. Teacher";

The Finance Committee, which shall consist of the Secretary-Treasurer and three other members of the Executive Committee;

The Declaration and By-laws Committee, which shall consist of three members of the Executive Committee;

The Membership Committee, which shall consist of three members of the Executive Committee, with power to add to its number by co-opting members from the general membership;
The Pensions Committee, which shall consist of three members of the Executive Committee.

10. NOMINATING COMMITTEE

The Executive Committee shall appoint a Nominating Committee, whose duty it shall be to nominate at least one member of the Association for the office of President, and at least one member for the office of Vice-President. Such nominations and any other nominations signed by at least ten members in good standing, shall be published in "The B. C. Teacher" before the Annual General Meeting. Further nominations may be received from the floor of the Annual General Meeting.

11. ELECTIONS

(a) **President.** The President shall be elected by ballot at the Annual General Meeting.

(b) **Vice-President.** The Vice-President shall be elected by ballot at the Annual General Meeting, following the election of the President.

(c) **Secretary-Treasurer.** The Secretary-Treasurer shall be elected by and from the Executive Committee at the first meeting of the new Executive Committee; such election to become effective at the end of that meeting.

(d) **Geographical Representatives.** In districts represented by only one Geographical Representative, the incumbent Geographical Representative for that area shall receive before May 15th of each year any and all nominations for the position of Geographical Representative, for the ensuing year, and shall provide all Members with ballots before June 15th. Each Member in the area may register his vote by mailing his marked ballot to the General Secretary not later than June 30th.

In districts represented by two or more Geographical Representatives, the various Presidents of the Associations within each of such areas shall at the call of the Geographical Representatives constitute a committee for providing that the nominations for, and elections of, Geographical Representatives for that area shall be made in the way most equitable and most agreeable to the majority of Members within the area. The results of such election are to be forwarded to the General Secretary by that committee not later than June 30th.

For the year 1940, the Executive Committee of the British Columbia Teachers Association shall provide for the election or the appointment of all Geographical Representatives.

(e) **Representative of the British Columbia Teachers' Association on the Senate of the University of British Columbia.** The Representative of the British Columbia Teachers' Association on the Senate of the University of British Columbia shall be elected by the Executive Committee for a term of three years.

(f) **Three Co-opted Members.** Three Co-opted Members selected so far as is practicable from sections of the membership deemed to be inadequately represented are to be elected by the new Executive Committee at its first meeting, such elections to become effective at the end of that meeting, and such Co-opted Members to continue in office until the election of their successors becomes effective.

(g) **Standing Committees.** Each Chairman and other member of any Standing Committee, whose appointment or election is not otherwise provided for, shall be elected by and from the new Executive Committee at its first meeting.

12. DUTIES

(a) **President.** The President shall be the Presiding Officer of the Association and shall, ex-officio, be the Chairman of the Executive Committee, and of the Consultative Committee, and shall also be a member, ex-officio, of all committees appointed by the Executive Committee and of all groups or other bodies which may be formed to further the interests of the Association. He shall, at the first meeting of the new Executive Committee, call for written

reports from all committees, either standing or special, and shall have general supervision of all matters and affairs of the Association.

(b) **Vice-President.** The Vice-President, in the absence of or during the disability of the President, shall perform the duties of the President.

(c) **Secretary-Treasurer.** The Secretary-Treasurer shall have charge of the seal and of all the archives of the Association, shall prepare and preserve a record of all meetings, general or otherwise, of the Association and its Executive Committee, and shall sign and execute all instruments in the name of the Association when authorized to do so by the Executive Committee, affixing thereto the Seal of the Association in the presence of the President or Vice-President. He shall be the legal custodian of all the property of the Association. He shall submit to the Executive Committee, at least fifteen days before the Annual General Meeting, a written report of the business of the Association for the preceding year.

He shall have the care and custody of all moneys of the Association, whether as membership fees or otherwise; shall deposit same in such bank as shall be designated by the Executive Committee, and shall disburse and dispose of the same at the order of the Executive Committee.

He shall keep a proper set of books of account of the Association, and shall exhibit the same to the Executive Committee when required. He shall submit, at the Annual General Meeting of the Association, report of the accounts and financial condition of the Association, and of all moneys received and expended by him, and shall cause the Annual Financial Statement to be published in "The B. C. Teacher" at least two weeks before the Annual General Meeting. He shall be required by the Executive Committee to execute a bond for the faithful discharge of his duties in such sum as the Executive Committee may require, the premiums of such bond to be paid from the funds of the Association.

(d) **Executive Committee.** The Executive Committee shall, subject to the action of the Association in General Meeting assembled, exercise all the powers of the Association, the direction and the supervision of its business and the conduct of the affairs of the Association.

The Executive Committee may from time to time authorize the formation of a Local Association of the members of the British Columbia Teachers' Association teaching in any area of the Province. All members of the British Columbia Teachers' Association within such are shall be, ipso facto, members of the Local Association in that area.

It shall have power to:

Divide the whole Province into Geographical Districts, and decide how many Geographical Representatives there shall be from each such Geographical District;

Appoint advisory committees, standing and special, to carry on the activities of the Association;

Provide, at its discretion, for the establishment of a District Council in any or each Geographical District;

Prescribe the duties of committees and District Councils;

Appoint, fix the remuneration of, and dismiss a General Secretary and other assistants;

Define the duties of the General Secretary and his assistants;

Appoint, fix the remuneration of, and dismiss an editor and an advertising manager of "The B. C. Teacher";

Define the duties of the editor and the advertising manager of "The B. C. Teacher";

Fill, until the next Annual General Meeting, any vacancy that may occur in the Executive Committee, due to death, resignation or other causes;

Appoint at the first meeting of the new Executive Committee an auditor or auditors;

Modify the policy or veto the action of a Local Association or of a District Council if in the opinion of the Executive Committee such policy or action may adversely affect the interests of the British

Columbia Teachers' Association or may be contrary to accepted fundamental Association policy;
Enforce the provisions of these By-laws.

(e) **Consultative Committee.** The Consultative Committee shall function in a capacity subordinate to that of the Executive Committee and shall:

Carry out business referred to it by the Executive Committee;
Deal with urgent matters arising between Executive Committee meetings, subject to ratification by the Executive Committee;
Remit by mail to every member of the Executive Committee reasonably comprehensive and detailed minutes of each Consultative Committee meeting; and
Take any other steps necessary to keep each member of the Executive Committee in complete and up-to-date touch with all activities of the Consultative Committee.

(f) **Finance Committee.** The Finance Committee shall:

Prepare a budget for the Executive Committee;
Adhere strictly to the budget, except by authorization of the Executive Committee;
Supervise expenditures of the Central Office;
See that the funds of the Association are used in the best possible way to secure efficiency with all reasonable economy;
Control the finances of "The B. C. Teacher".

(g) **Declaration and By-laws Committee.** The Declaration and By-laws Committee shall deal with all matters pertaining to the Declaration and By-laws, and Regulations.

(h) **Membership Committee.** The Membership Committee shall organize and implement means to maintain the highest possible membership.

(i) **Pensions Committee.** The Pensions Committee shall:

Confer on behalf of the British Columbia Teachers' Association Executive Committee, with the Pensions Board established under the Teachers' Pensions Act;
Collect data on pensions, both from the Teachers' Pension Act and elsewhere, with a view to developing and recommending policies and action to the Executive Committee;
Keep the members informed on matters relating to pensions.

(j) **General Secretary.** The General Secretary shall:

Devote his whole time to the work of the Association or to such matters as may be decided by the Executive Committee;
Observe regular office hours such as those of the British Columbia Education Office, except when otherwise engaged in Association business;
Consult with the President on matters outside of ordinary routine business;
Give assistance as required to committees appointed by the Executive;
So arrange his work as to permit of opportunity of personal assistance to Local Associations, with a view to increasing membership.

13. TERMS OF OFFICE

(a) **Officers and Members of Executive Committee.** Unless otherwise provided for in this Declaration and By-laws, the terms of office of all Officers and Members of the Executive Committee shall commence on August 1st and shall continue until the election of their successors becomes effective.

(b) **Standing Committees.** Unless otherwise provided for in this Declaration and By-laws, the terms of office of Standing Committees shall continue until their successors are appointed.

(c) **Special Committees.** The terms of office of all Special Committees not previously discharged shall terminate at the first meeting of the new Executive Committee.

14. MEETINGS AND CONDUCT OF MEETINGS

(a) **Annual General Meeting.** The Annual General Meeting shall be held at such time each year as the Executive Committee may order, but at least thirty days' notice shall be given through "The B. C. Teacher" to all Members of the Association.

(b) **Special General Meeting.** A Special General Meeting shall be held (1) upon the decision of the Executive Committee, or (2) through the Executive Committee upon the written request of a majority of the Members from each of at least two Geographical Districts, provided always that at least fourteen days' written notice be given to each Member.

(c) **Voting Bodies.** The voting body at Annual General or Special General Meetings shall consist of the Executive Committee, delegates from each Local Association, and delegates representing Members other than those who are members of Local Associations.

(1) Each Local Association shall have the right to representation in the meeting in the proportion of one delegate to each ten of its Members, and where the membership is in excess of an exact multiple of ten, one additional delegate shall be added. Each Local Association whose membership is less than ten shall be entitled to one delegate.

(2) Members in each Geographical District, other than those who are members of Local Associations, upon the initiative of the Geographical Representative and through the mails, will select their delegates on the same basis of representation as do the Local Associations.

(d) **Voting.** At the Annual General Meeting or at a Special General Meeting voting shall be by a show of hands and count of delegates' cards unless a demand for a ballot be made by not less than one-third of the votes possible at that time.

(e) **Proxy Voting.** Members of the Executive Committee and delegates to Annual General and Special General Meetings shall be entitled to vote by proxy on all questions, provided that no one Executive Committee member or delegate may hold more than five proxy cards, and provided further that the proxy cards so held must be those of delegates from his own Local Association or, in the case of the delegates of Unattached Members, from his own Geographical District.

(f) **Business of General Meetings.** The business of the Annual General Meeting shall be:

(1) Receipt of Reports.
(2) Receipt of Financial Statement.
(3) Nomination of Officers.
(4) Election of Officers.
(5) Election of Auditors.
(6) General Business.

The business of a Special General Meeting shall be as specified in the notice thereof.

(g) **Quorum.** The Quorum at the Annual General Meeting, or at any Special General Meeting, shall be 20 per cent. of the voting body as provided in Clause (c) of this Section.

(h) **Rules of Order.** Bourinot's Rules of Order shall govern procedure of all meetings, etc., when not inconsistent with this Declaration and By-laws.

15. REFERENDUM

Upon the decision of the Executive Committee, or through the Executive Committee upon the written request of at least 50 Members, any question may be submitted to referendum by mail, but no action shall be taken by the Executive Committee upon the results of such referendum, except such as is authorized by a two-thirds majority of those voting.

16. POWERS

(a) **Amendment of the Declaration and By-laws.** The Association may, by a three-fourths majority, alter, amend or add to the Declaration and By-laws

only by extraordinary resolution of the Association submitted at a General Meeting, of which 10 days' notice shall have been given.

(b) **Borrowing Powers.** The Executive Committee shall have power to borrow from any person or persons any sum or sums of money, and for that purpose shall be entitled to charge the assets of the Association either by way of mortgage, lien or otherwise, provided, however, that such power as aforesaid shall not be exercised except it be assented to by at least two-thirds of the Executive Committee.

(c) **Right to Examine Records and Books.** Any Member, upon giving to the proper officer in that behalf due notice in writing, may examine, at the office of the British Columbia Teachers' Association, any or all books, documents, and other papers, either directly or indirectly in the custody of the Secretary-Treasurer.

17. FINANCIAL YEAR

The Financial Year shall commence on July 1st of each year.

18. FEES

(a) **Amount Payable.** Each member shall pay into the Association treasury a fee according to the scale of fees then in force; such scale to be determined by the Annual General Meeting.

(b) **Time of Payment.** The annual membership fees of this Association are due and payable on July 1st of each year, and shall be decreed to be in arrears unless paid on or before that date.

(c) **Student Members.** Student Members without previous experience in teaching who have during their training signed an agreement to join the Association shall be admitted to active membership upon the payment of a fee of one-half the rate applicable according to the scale fixed by the Annual General Meeting, from the date they commence teaching in British Columbia until the last day of the June following.

(d) **Beginning Members.** Teachers joining the Association for the first time (or returning after a retirement from active teaching) after December 31st, shall pay one-half of the fee, according to the scale of fees then in force, for the unexpired portion of the Association year.

(e) **Absentee Members.** Members in good standing who are on leave of absence for the purpose of further study, and Members who are teaching on exchange outside British Columbia, shall be retained as Members in good standing without payment of fees during the time they are thus engaged.

(f) **Temporarily Retired Members.** Members in good standing whose fees for the current year have been paid, and who, for reasons other than those specified in (e) above, and who have provided, in writing, to the Association office notification of their absence, may, after their return to active teaching in the province and upon application to the Executive Committee, have their paid-up membership extended to cover a time equal to that period of their absence for which fees have been previously paid.

(g) **Delinquency in Payment.** When a Member defaults in payment of fees, he shall, upon rejoining, be required to pay the fees in default before being re-admitted to membership.

19. LEVIES

For extraordinary expenses, the Executive Committee may by a 65 per cent majority vote make a levy upon the entire membership of the Association. Such levy shall be paid forthwith to the Treasurer by each Member, and each Member shall be considered delinquent until such levy is paid.

20. MAGAZINES

The Association shall publish monthly, except in July and August, a magazine to be known as "The B. C. Teacher" and this magazine shall be an official organ of communication as from the British Columbia Teachers' Association to each of its members.

REGULATIONS

1. **The Association Office.** The Office shall be open regularly from 9 a.m. to 5 p.m. on week-days, and from 9 a.m. to 1 p.m. on Saturdays, unless otherwise authorized by the Executive Committee or the Consultative Committee.

2. **Staff Holidays.** The General Secretary and the Assistant Secretary shall have six weeks holiday per year. Four of such weeks shall be during the summer vacation and shall not run concurrently; and two weeks spread throughout the year. Any and all other full-time employees of the Association shall have four weeks holidays each year; such holidays are to be taken at a time determined by the General Secretary.

3. **"The B. C. Teacher".**

(a) The Editor and the Advertising Manager of "The B. C. Teacher" shall be appointed by the Executive Committee and shall, subject to the discretion of the Executive Committee, hold office for the Association year commencing July 1st, or for the balance of such Association year if a vacancy shall have occurred;

(b) (1) The Editor shall be chairman of the Editorial Board organized under these Regulations of the Association and shall be charged with the allotment of duties among its members;

(2) The Editor shall be solely responsible to the Executive Committee for all matters, exclusive of advertising, pertaining to the publication, editorial policy and general content of "The B. C. Teacher".

(c) There shall be an Editorial Board which shall consist of:

(1) The Editor of the magazine;

(2) The Advertising Manager;

(3) A member appointed by the Executive Committee of British Columbia Elementary Teachers' Association or Department;

(4) A member appointed by the Executive Committee of British Columbia Secondary Teachers' Association;

(5) At least two members, and not more than three, appointed by the Magazine Committee, one of which persons shall be selected on the grounds of special familiarity with the problems of rural public and high schools and another as an expert in Primary Education; and

(6) Not more than two additional members appointed by the Editor; and

If a vacancy occurs, or if any of the aforementioned authorities fail to make the appointments authorized by this section, the Executive Committee may make the required appointment or appointments.

(d) A Magazine Committee shall be appointed annually for the Association year beginning July 1st next following, to consist of the President of British Columbia Teachers Association, who shall ex-officio be its chairman, the members of the Editorial Board, and such other persons as may be elected or appointed in accordance with Regulations of the Executive of the Association.

THE Editor apologizes for the prolonged delay in the publication of certain articles that have been in type for some time. We also regret that circumstances over which the Editorial Board has no control have delayed publication of this December issue so that in some cases it will not reach our readers until after they have left their school for the Christmas vacation.

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