

# THE B. C. TEACHER

*Official Organ of the B. C. Teachers' Federation*

## EDITORIAL BOARD

O. J. Thomas (Chairman)	Vancouver	Hazel McLeod	- - -	Vancouver
Ira Dillworth (President)	Victoria	May Cameron	- - -	Vancouver
T. W. Woodhead	- - -	W. M. Armstrong	- - -	Vancouver
L. A. Elliott	- - -	C. L. Campbell	- - -	Victoria
Margaret N. N. McKillop - Victoria				

Managing Editor - HARRY CHARLESWORTH  
Advertising Manager - - - W. F. HOUSTON

Published on the 15th of each month, except July and August, by the  
B. C. Teachers' Federation.  
614-616 Credit Foncier Building, Vancouver, B. C.

Annual Subscription - - - \$1.50      Federation Members - - - \$1.00  
Printed by Wrigley - - - Printing Company, Limited

VOL. X., No. 2

OCTOBER, 1930

VANCOUVER, B. C.

## Editorial

### The Pensions Act.

IN response to many requests we have reprinted in this issue the full text of the Teachers' Pensions Act, with the amendments passed at the last session of the Legislature incorporated. We have also included the Interest and Annuity Tables which are used in connection with the computation of Pensions.

The November Magazine will contain a number of questions which are frequently asked in connection with the Act, together with the answers thereto. Illustrations will also be given as to the method of using the tables to find the amount of any individual pension, for the majority of teachers are, naturally, anxious to know just how the Act will work out in their own particular cases.

We would therefore suggest that all teachers should file this number of the magazine so that it may be available for future reference.

### Federation Enrolment.

MAY we again urge upon all teachers the necessity of filling in the enrolment forms for the present year, and forwarding the same to the Federation Office at the earliest possible date. Such action will be of the greatest value to the Federation, and will make the work of the Membership Committee much more effective. The enrolment system gives us a definite indication of our possible membership for the year and enables us to concentrate our membership drive.

ship campaign on those teachers who have not yet become associated with our organization.

Our present year's objective is a membership of 2500. This is going to be an important year for the Federation, inasmuch as there are several vital questions, affecting all teachers, to be settled in the near future. One of these questions involves the matter of a Provincial system of salaries, based upon some principles of uniformity. In this connection there will be much work to be done by Local Associations, and we would urge a large and active membership in all centres of the province.

## *B. C. School Trustees Annual Report*

(By HARRY CHARLESWORTH, General Secretary)

THE Annual Convention of the B. C. School Trustees' Association was held in Vernon on September 22nd, 23rd and 24th, 1930. The Association extended an invitation to the B. C. Teachers' Federation to send a representative to the Convention, and, at a meeting of the Federation Executive, I was appointed to act in this capacity, and was asked to convey to the Trustees' Association the Federation's high appreciation of the courtesy and goodwill evidenced by their annual invitation to us to be represented at this most important educational gathering. This message I was privileged to convey at the opening session.

At the outset, let me record my deep sense of gratitude for the kindly reception extended to me both by the Convention at large, and also by the officers and individual trustees present. Throughout there was abundant evidence of the friendly relationship which exists between the Federation and the Trustees' Association.

The Convention was a most successful one, and was conducted in an admirable manner. The President, Mr. C. B. Lefroy of Vernon, proved an excellent chairman, and carried through the business of the meeting with promptness and dispatch. The Secretary, Mr. G. A. Grant of Burnaby, had all matters well prepared, and the smooth running of the Convention gave ample testimony of the good work done by him during the year.

The debates were, to my mind, of a higher order than usual, and the discussions were confined more closely to matters of practical importance from a trustee's point of view. There were many excellent short and concise speeches made, particularly by members who were subject to a time limit of two minutes. The contributions made by the lady trustees were a special feature of the Convention, their remarks being generally of a definite practical nature, well thought out, and clearly and briefly expressed.

As is usual in Vernon, the social functions were well arranged, and all delegates felt that everything possible had been done to ensure

THE B. C. TEACHER



their personal comfort and enjoyment. Many expressions of appreciation were voiced of the good work done in this connection by the Vernon School Board and the Vernon citizens who so ably assisted them.

The main business of the Convention was the consideration of the Four-year High School Course, definite resolutions opposing it having been introduced by various School Boards. It was quite evident that the pronounced and very general opposition was largely due to two causes: First, a fear of the financial obligations involved, and, secondly, a misunderstanding of the fundamental principles involved in the change.

As a result of a masterly address by Hon. Joshua Hinchliffe, Minister of Education, in which he gave actual statistics proving the entirely unsatisfactory nature of the three-year course, and showed how the new course had been designed to meet actual necessities, the majority of the delegates were convinced that the 4-year course should be supported, and the resultant vote recorded this decision.

A resolution asking that trustees might receive indemnities for their services, was, as in former years, decisively defeated. Assistance was asked from the Government in connection with the payment of Teachers' Sick Pay Allowances. A resolution asking for the yearly termination of all teachers' engagements was withdrawn. Such a resolution, of course, would completely destroy the security of tenure which is so essential in the teaching profession, and would be a decidedly retrograde step.

A thorny question was again involved in a resolution asking that the "Nelson" School Bible be introduced into the schools as a supplementary reader. Mr. C. M. Woodworth of Vancouver made a most able and effective appeal to the delegates to oppose the suggestion, and his arguments received a practical endorsement from Mrs. E. Mahon, Provincial President of the Parent-Teacher Federation, who outlined briefly the history of a definite, well directed survey made by the parent-teacher body into the whole question, the final result of which was a decision that such a course was not desirable as it would not be in the interest of educational progress and harmony in the province. The resolution was defeated by a large majority.

A resolution of direct concern to every teacher in the province was the following, introduced by the "Greater Vancouver and New Westminster Branch," and finally adopted by the Convention:

"That the present by-law governing appointment and payment of substitute teachers be amended to read:

The Board shall appoint every substitute employed in the place of a teacher who is absent and shall pay the salaries of all substitutes so appointed. The salary of a teacher, who is absent owing to illness during the period of sick leave allowed under section 33, subsection 1, Enumeration i of the Act, shall not be deducted from the salary of the teacher, but in all other cases of absence whether due to illness or otherwise, howsoever, the Board may.

OCT 7 1910

Five

from time to time and at any time, deduct from the salary of the teacher for each day's absence, the sum the teacher would have been entitled to for the day had she not been absent, or such less sum as the Board shall determine, and the Board may apply the money so deducted in or towards payment of the salary of the substitute."

This resolution opens up once again a question which in the past caused considerable difficulty by reason of the many various practices adopted by individual Boards, but was ultimately settled by mutual agreement between representatives of the Trustees' Executive, the Federation Executive, and the Department of Education at a conference called specially to seek a solution. The present deduction of one two-hundred-and-fiftieth of the annual salary for each day's absence over and above the sick pay allowance was the agreement reached at that conference.

A few exceptional cases have shown the necessity of safeguarding the provision where very long absences take place, and in this connection, upon invitation of the President of the Trustees' Convention to speak to the resolution, I made an offer on behalf of the Teachers' Federation to again agree to settle the matter at a similar joint conference. This course seemed to commend itself to the Trustees generally, but upon a last-minute appeal by one of the delegates, who objected strongly to such a course, the Convention passed the resolution as printed.

In this connection it might be well to state here that the Federation Executive, at its meeting the week following the Trustees' Convention, considered this matter and decided unanimously to ask the Department of Education to make no change in the existing regulations unless such change should be mutually agreeable to all of the parties concerned, as was the case with the existing regulation. It was also brought to the attention of the Department again that several vital legal and implied problems were involved in the question, and that these had evidently not been considered in the framing of the Trustees' resolution. As the Federation's request is so obviously reasonable and fair, and as the Department is itself directly concerned as far as the Assisted Teachers are involved, and has therefore a practical knowledge of the situation, there is every reason to believe that the matter will be considered from every angle before any change is made.

A further resolution which directly affects teachers is the one concerning salaries, submitted by Richmond School Board and endorsed by a majority of the delegates. The resolution is as follows:

"Whereas, the greater proportion of Municipal School Boards have adopted the principle of a definite schedule of salaries for school teachers;

"And whereas, at the present time the schedules in use in the various school districts show a very wide variation, even as between Cities and Districts which, having regard for the status

THE B. C. TEACHER



of their schools, their total assessable values and like measures of comparison, would ordinarily be considered comparable:

"And whereas, this absence of a uniform schedule as between comparable districts is the cause of much dissatisfaction among teachers and many disappointments to school authorities:

"Therefore be it resolved, that this Association go on record as favoring the adoption of the principle of a uniform salary schedule as between comparable districts and that a committee be appointed to bring to the next annual meeting of this Association its recommendations both as regard grouping of school districts here represented and a uniform salary schedule for each group."

This resolution is a timely one, for the question of teachers' salaries is likely to be involved in the readjustment of educational finances which the Minister of Education has already outlined as being in course of preparation for submission to the next sitting of the Legislature. The Federation had already appointed a research committee to investigate the whole field of teachers' salaries, and to be ready to present a report to any joint committee or commission which might be formed to deal with the many complicated issues which will arise in the practical application of some system of uniformity. Here again any provincial system must have the approval of the Education Department, the Trustees' Association and the Teachers' Federation if it is to be effective and satisfactory.

At the concluding session of the Convention a splendid executive for the coming year was elected, as follows:

Honorary President—The Hon. Joshua Hinchliffe.

President—S. Howell, New Westminster.

First Vice-President—Mrs. T. A. Barnard, Nanaimo.

Second Vice-President—J. P. Carr, Matsqui.

Executive—Miss A. B. Jamieson, Vancouver; A. G. Perry, North Vancouver City; J. P. Dickson, Burnaby; E. Bush, Mission.

Secretary-Treasurer—Geo. A. Grant, Standard Bank Building, Vancouver.

### PATENT NOTICE

We are the owners of Canadian Patent No. 284553 for Asbestos Black-Board, and it is our intention to protect our rights thereunder by taking action against all infringement of same, either by making, selling, or using boards such as are covered by our patent.

**Asbestos Manufacturing Co., Limited**

714 Victoria Square

Montreal, P. Q.

1930

Seven

## Canadian Teachers' Federation Convention

By C. G. BROWN

THE Albertans are a hospitable people. This was the unanimous opinion of the delegates from each province of the Dominion who enjoyed the generous hospitality of Alberta during the Canadian Teachers' Federation Convention in July.

In Calgary the visiting teachers were entertained at a joint banquet tendered by the Calgary Board of Trade, the Calgary Public School Board, and the Probus Club. Following the banquet, the delegates were taken on a tour through the Turner Valley oil district. This tour was personally conducted by the Honourable Perren Baker, Minister of Education, Mr. R. W. Brown, Superintendent of Street Railways, and Commissioner Graves. The intimate knowledge of the oil fields possessed by these gentlemen, and their untiring courtesy made this expedition a most enjoyable and instructive one.

At Edmonton the delegates were the guests of the Edmonton Council, the Chamber of Commerce, and the Public School Board. These bodies banqueted the Convention and provided liberal entertainment. The delegates were received at Government House by His Honour the Lieutenant-Governor, and later were tendered a public reception by the Government of Alberta. The University of Alberta, too, extended its cordiality to the visiting delegates. Dr. R. C. Wallace, President, invited the members of the Convention to take dinner with the students and to hold its evening business session in the University Auditorium. This meeting was attended by several Alberta educationists who were in attendance at the summer session of the University.

The final days of the Convention were held at Alberta's mountain resort, Jasper Park. Here the delegates were warmly received and entertained through the courtesy of the Jasper Assembly of the Native Sons of Canada. Mr. D. R. Sutherland, President, extended the welcome on behalf of his organization and took personal charge of the entertainment, which included a trip to Mount Edith Cavell, Maligne Canyon and Jasper Lodge.

These functions and outings were refreshing recesses and helped to balance the sober deliberations which occupied the greater part of the Convention week. There is one significant point in connection with this formal and social side of the Convention of which one must not lose sight. The recognition of the Canadian Teachers' Federation.

(Continued on Page 45)

Eight

THE B. C. TEACHER



# Literature and Life

By R. B. FORSYTH, B.A. (Calgary)

## What Literature Is.

VERY early in the history of the human race the desire to express human feelings by permanent means found outlet in rude carvings on caves and cliffs. This was the beginning of art, but it was also the beginning of literature. Prehistoric man thrilled with awe and terror at the sight of some mastodon in those bye-gone ages, scratched rude lines in the shape of the animal. He felt a thing which he could not as yet express in words and turned to pictorial representation as the fitting medium of expression.

Likewise, barbaric men, exulting in the thrill of victory, found expression in leaps and gestures which by repetition grew into rhythm. Then followed inarticulate sounds which timed the movements and these in turn gave place to words, moulded gradually into rude verse by the measures of the dance. And so the impulse which urges mankind to expression, which moves us to make others share our thoughts, our experiences, but, most of all, our emotions has resulted in the steady growth of a great world literature. It is but another name for art.

Art, then, is the expression of emotion and any book to be a work of art must embody sincere emotion. But to be truly great it must be general and in some degree typical of the experience of mankind as a body. Otherwise, if it is only what the few can or may experience, its appeal is limited to that class alone. Mankind, says Arlo Bates, tests art by unusual experience.

But the great work of fiction must go farther than this. Is it convincing? Has the author been able to make what he has written seem true to the imagination of the reader? Clearly, the writer must be in earnest himself or he cannot convince the reader. Some one has said that to the novelist who is convincing his characters are as real as the friends he meets. And this is true, he must live their life, share their thoughts, their hopes, enter whole-heartedly into their struggles. But he must be able also to sing the song of these lives; he must be able to make the reader share the throbbing of his heart.

Great fiction too must deal with emotion which is wholesome and normal. Mankind looks to literature for the expression of genuine strong, healthy human emotion. The exhilaration of joy or the frenzy of grief it may be, but always the emotion which under given conditions would be felt by the healthy heart and soul.

It is this sanity, this truth to life which distinguishes fiction of the better class from the lurid, over-sensational penny dreadful. Take for example, *Les Misérables*. Side by side with Jean Valjean, the central character of Hugo's masterpiece, we must place M.

Myriel, the bishop, whose charity toward the fallen, whose kindness and tolerance of heart prompts him to give until there is nothing left. He is one of the world's greatest heroes in literature, so benign, so kindly, so self-effacing.

A masterpiece such as this has rightly won an enduring place in our literature. Morbid literature sees life as through a glass darkly. It may, to quote Bates, produce a profound sensation, but it is incapable of creating a permanent impression.

The difference of effect between books which are not literature and those which are seems to be that while the former amuse or entertain they do not, like the latter, touch the deepest springs of being.

### The Approach of Literature.

Literature! What is it that we should expect it to give us? Entertainment? Escape from the realities of life? "Not," says Ernest Raymond, in his *Through Literature to Life*, "for adult souls but to have life and to have it more abundantly." "Life," says Drummond, "is conscious contact with environment. A tree is alive because its roots are in active contact with the soil." And what is man but a mass of contacts, an instrument alive to countless things to which lower organisms are dead? By far the greatest of these devices for increasing life is the written word whereby he sets up communication with the master spirits, seeing with their eyes, hearing with their ears, thinking with their subtler brains. Literature, because it is the expression of the greatest joys or sorrows of the race makes us not only feel about more things but feel more about them. It reveals the significance of one object after another; and with every new significance we are larger beings of more sympathy, more reverence—and above all, more alertness, more interest in the things about us.

John Masfield, poet laureate, in his poem, *Cargoes*, turns the light of beauty on a tramp coasting vessel and shows us that even in this battered hulk there is something worth preserving.

Likewise, Arnold Bennet finds in the homely old woman of a Paris restaurant, a suggestion of something worth while, something that the passing of the years has not taken from her.

And so it is here, there, everywhere—a little hint of beauty amid sordidness like the faint gleam of the glow worm in withered grasses. To requote Raymond, "we feel about more things."

But literature and reading does more than this. It makes us feel more about the simple, homely things of everyday life. The final result of this is to make us see significance in every single thing and as previously stated, the hidden beauty too.

Some thought of such a kind was perhaps the inspiration of Ralph Hodgson's poem "After." It begins:

"How fared you when you mortal were,  
What did you see on my peopled star?"



and his reply:

"I saw blue flowers and the merlin's flight  
And the rime on the wintry tree.  
Blue doves I saw, and summer light  
On the wings of the cinnamon bee."

This is the power to discover this romance, this beauty in everyday things. Some one has called it the credit-balance of life. The author has paid for the pains of living in the joy of a new discovery. He has proved to us that he has found things worth while above the material of gains of life.

Raymond, from whose *Literature to Life* I quote freely, tells us in the opening chapter of his book of a schoolmaster, Elam, under whom he sat at school, one of the better known English schools. Elam he describes as a slovenly, little splay-footed creature of irascible temper, an odd character, indeed, who used to sleep with his feet on the desk and his bandana handkerchief over his eyes. Even the headmaster respected this departure from duty and walked out quietly so as not to disturb the slumberer.

But odd character that Elam was, he had the magic gift of words. he could recreate the past so that the class forgot everything but the spluttering little person who could make the characters of fiction live before their eyes.

"There was silence in Elam's class-room. We sat back in our desks, put our hands in our pockets and abandoned ourselves to the restfulness of pure recipience. We hardly smiled when in his gathering excitement he stuttered for words and even spat a little over the boys in the front row. The clock, alas, showed us all too soon that the hour was spent; a vile bell jangled in the corridors and called us to Algebra and French or other such lifeless things. Elam came to a breathless pause and muttered: "There. People'd maintain I ought to have been stuffing you with those twenty lines of Ovid."

And it is the author's tribute to this master who led him at the age of blossoming and rapid development through the winding ways of literature that a large proportion of his pupils attained to some degree of prominence in literature, art and the stage. So much for the unconventional but effective study of literature.

Fiction naturally divides itself into the two great fields of Romance and Realism.

Romance lies behind everything in the world, everything from the largest to the smallest, from the sublimest to the most ridiculous. And once literature has revealed its full message to us, and we have surrendered ourselves to it, all things will be flooded with a new interest, a new meaning. Even the printed page of the book before us has its significance. The Chinese invented paper a thousand years before it reached Europe and the compositor's letters were invented by the Phoenicians, who, in the dim dawn of civiliza-

tion, came trading for tin in Cornish creeks. These letters were for them a solution to a method for registering trade, discarding the older Egyptian symbols as unsuited for keen business men. From the Phoenicians these letters passed to the Greeks, then to the Romans, modifying and adding as circumstances demanded and then on to the monks of the middle ages laboring over their manuscripts and creating for us the running hand, which, for the printed page of today, has become the little letters of our script. Likewise, the language brought by Saxons and Vikings from Scandanavian creeks, replenished by the Normans and invigorated and enriched by the Renaissance has been a steady vigorous growth of new peoples, new ways, new modes of living.

Over it all lingers the spirit of romance, the romance which pervades literature and life. Romance turns its eyes from the brutalities of life and provides an easy escape into a world of finer beings. There is a place for illusion in life. "Lift the stone and you shall find me; cleave the wood and there am I." It is the writer's province to interpret this spirit of romance to the reader in a wholesome interesting way.

And now to realism. In many minds, perhaps, there exists a distaste for this class of literature. Perhaps this is because we have learned to associate realism with the sordid things of life, murders, robberies, the yellow journals, and because it suggests to us all the hardness and grimness of life without the beauty with which the greater writers of our time invest the subject.

Many lives, we know, are lived amid sordid surroundings, but this does not mean that such lives are of themselves unworthy of our interest or sympathy. It remains for the author of realism to interpret for us these phases of the world, the social order or nature as he has himself envisioned it. He deals with fact rather than fancy. He does not attempt to argue the crudities of life. But he sees beyond the narrower range of the character's immediate surroundings and attempts to find something bigger than the plain facts of living. He is like a skilled translator transferring the thoughts of a people not readily accessible to ourselves into the current coin of our thought and experience.

In the greater writing of this kind there is a sublimity, a power of vision, a power of understanding and sympathy which the reader feels and respects.

Thus in "Sussex Gorse," by Sheila Kaye-Smith, there is unrelled the story of a tough old Sussex farmer's fight with a hill whose soil he is determined to bring under the plough. This determination to conquer the hill becomes an obsession in which he loses everything. His family is broken up and at the end he is old, white and entirely alone, but the slopes of the hill are gay with corn and the old man, looking over his conquest, says in the closing words of the book: "I, who have lived so near to the earth all my life, shall not now be afraid to lie in it at the last."

Twelve

THE B. C. TEACHER



Realism of this kind goes deeper and farther than the obvious beauty of romance and it has remained for Sheila Kaye-Smith to show us that the merciless obsession of this selfish farmer has in it the echo of something sublime.

Another example perhaps more familiar to most in Hamsun's "Growth of the Soil." Here the canvas is broader, the central character, Isak, more gentle and lovable. With his indomitable spirit he stakes out his claim among the virgin forests and mountains of the north, the patriarch of his race. Through the ups and downs of life, through the changing seasons, the gradual extension of his conquest goes forward. It is a tale of persistence and silent progress, of little tragedies and simple pleasures.

There is beautiful significance in the final picture of Isak as he walks over the fields of his conquering:

"Isak at his sowing; a stump of a man, a barge of a man to look at, nothing more. Clad in homespun wool from his own sheep, boots from the hide of his own cows and calves. Sowing--and he walks religiously bareheaded to that work: his head is bald just at the top, but all the rest of him is shamefully hairy. 'Tis Isak, the Margrave. A tiller of the ground body and soul, a worker on the ground without respite. Nothing growing there? All things growing there: men and beasts and fruit of the soil. The evening sunlight lies on the seed that flashes out in an arc from his hand, and falls like a dropping of old gold on to the ground. All is majesty and power--a sequence and purpose of things."

Elsewhere in his book, "Through Literature to Life," Ernest Raymond speaks of the joyous overplus. Put into simpler words, his creed is that the essence of life is zest and zest is good, always beautiful. In all living things there is a boundless excess of life over the needs of living. The flowering of hedgerows, the songs of larks and nightingales, the romping of children are but forms of expression. These the poets sing and the novelists and others.

Maurice Hewlett, the novelist, writes of the wisdom that may be found on a mountain's summit:

Here is an excerpt:

"I got up the mountain edge and from the top saw the world stretch out--cornlands and forest, the river winding among meadowflats, and right off, like a hem of the sky, the moving sea, with snatches of foam, and large ships moving forward, outbound. And then I thought no more, but my heart leapt to meet the wind, and I ran and I ran. I felt my legs under me, I felt the wind buffet me, hit me on the cheek; the sun shone, the bees swept past me singing; and I too sang, shouted 'World, World, I am coming!'"

Or again in "The Story of My Heart," Richard Jefferies finds expression to the song that the blood of the climber sings:

"By the time I had reached the summit I had entirely forgotten the petty circumstances and the annoyances of existence. I felt

myself, myself. . . I was utterly alone with the sun and the earth. Lying down on the grass I spoke in my soul to the earth, the sun, the air, and the distant sea far beyond sight. . . Through the grassy couch there came an influence as if I could feel the great earth speaking to me . . . the air touched me and gave me something of itself.

"I spoke to the sea—green at the rim of the earth and blue in deeper ocean. . . I desired to have its strength, its mystery and glory. . . I turned to the blue heaven over, gazing into its depth, inhaling its color and sweetness. . . The rich blue of the unattainable flower of the sky drew my soul toward it, and there it rested, for pure color is rest of heart. . . By all these I prayed . . . prayed that I might touch to the unutterable existence infinitely higher than deity."

John Masfield, in his little poem "Biography," has these lines:

"Best trust the happy moments. What they gave  
Makes man less fearful of the certain grave  
And gives his work compassion and new eyes,  
The days that make us happy make us wise."

The days that made him were days when the glow of delight at Nature's handiwork or man's filled his mind or the glow of well-being tingled in his body. These are the moments to trust, he says: these moments that are like bursting fountains, sparkling with living springs.

"The days that make us happy make us wise."

The call of life is a joyous thing: and literature not only adds to this excess a brimming measure, but also refines and rarifies and spiritualizes the whole content, putting us into real possession of the happiness which should be ours. Literature fills us with imagination, with sympathy for life, with understanding, with power to respond to every breeze of thought that blows, with eyes that can catch the romance, the interestingness of everything in the world. Only by reading and understanding the great writers of the world may we hope to see, even in the smallest and ugliest things, the beautiful significance that lies behind. Books are our servants. They are also our companions, imparting the fullest, deepest, widest, high-powered life of which we are capable.

And this, I take it, is the function of the worth while writer.

"He wakes desires you never may forget.  
He shows you stars you never saw before.  
He makes you share with him for evermore  
The burden of the world's divine regret.  
How wise were you to open not! And yet  
How poor if you should turn him from the door!"



## *Ramblings of Paidagogos*

### **The University Professor:**

HAVING on one occasion narrowly escaped lynching, by reason of sundry well-intended observations upon janitors, Paidagogos approaches his present theme with a great deal of diffidence. Not only is the subject itself peculiarly august, but it is evident that his ability to be misunderstood surpasses his wildest aspirations. However, as the professor represents, in no uncertain measure, the intellectual aristocracy of our profession, there is a reasonable possibility that his eye may penetrate through the garment of motely to the reverent heart within; that his ear may detect beneath the tinkling bells an awe-struck palpitation.

As everyone in the school world knows, there is a great gulf fixed between the university teacher and his humble confreres in the elementary and secondary schools. Erudition is about him as a mantle; remoteness and aloofness are the symbols of his dignity; he thunders from Olympus and the inhabitants of the earth tremble. Yet with all these awe-inspiring powers, the difference between us is in degrees only and not in kind: all dogs are dogs, but some bite harder than others.

Do not for a moment imagine that Paidagogos is being jocose in his reference to the Olympian artillery: how can any man view with levity the monographs, the treatises, the astounding revelations made before learned societies, the threats against continental and even solar stability, the scientific exploitation of the fourth dimension, and the immanence of synthetic protoplasm? How can any man fail to be strangely moved when he is informed by a professor of undoubted standing that cigars are smoked and waistcoats worn in the trans-Stygian Abode? He can only wonder in his weak way whether contract bridge has now penetrated to those shores.

It is, of course, a truism to say that many of the finest and most brilliant men in any nation are to be found in its universities: that these men have done great things both in science and the arts. All this is so fundamental and so cheerfully acknowledged that there is no need to labor it. Boreds are to be found everywhere—even in our own classrooms—boreds of all types and dimensions. Is it, therefore, wonderful that upon the university rostrum, where big guns are numerous and their average calibre enormous, there may sometimes emerge a bore of surpassing magnitude? If a solemn-faced humbug occasionally appears among the faculty, we may account for him by the excellent law of averages. Our only sorrowful query would relate to the fact that he lasts so much longer in the university than he would do in the school.

FORER, 1930

*Fifteen*

There is a curious myth to the effect that professors are absent-minded; that their cortical processes are so devoted to contemplation of the absolute and sublime as to leave no energy for the mundane and practical. Perhaps in some remote period a professor may have apologized to a cow or consulted his watch to see if he had time to go home and fetch it; it is conceivable that he may have done these things, but they were certainly not due to aberration. On the contrary, the professor in question was keenly alive to his social surroundings, and to the traditional requirements of his position: he was merely humoring his obtuse public with a view to enhancing his professional reputation. Your modern professor may pour out a generous libation to Nether Jove: he may cultivate alarming sartorial effects or unshorn locks; but he will keep a sensitive finger on the pulse of the stock market nevertheless, and will know the price of gasoline to a hair.

It is in the matter of personal opinions that the average professor presents his oddest aspect. On one side of him stands the learned authority, basing definite assertions upon original investigation or synthesis; and on the other is that knowing fellow, the man in the street, who has the strongest opinions on all subjects, and who is not only prepared to argue any given point, but will upon serious provocation implement his argument through its ultimate sanction of assault and battery.

Between the two, and in extraordinary contrast to them both, is the average professor, who, for the most part, seems to have no personal opinions whatever, but contents himself with a fluent quotation of current theories and rests the case. On those awkward occasions which are precipitated by some irritating student who insists upon a direct answer, the average professor girds his opinion about with so many reservations, and clothes it in such a richly-hued garment of eloquence that no very definite result is reached,—except that the inquirer is baffled and subdued.

Do not presume, however, that the professor does not know the answer,—the trouble is that he knows half-a-dozen: he is embarrassed by the wealth of his eclectic alternatives.

Let us turn now to the pleasant subject of academic distinctions, for it is here that the professor is in his proper element. He has piled up so many credits in his distinguished career, that, like the owners of certain ubiquitous automobiles, he may turn them in every year or so, and with the addition of a small cortical payment, obtain a new degree. He has as many degrees as a Fahrenheit thermometer, and more graduations than a pipette. Indeed the doctorate in philosophy has become so portentous that all the colleges,—and even some of the universities,—demand it.

While it is unfortunately true that degrees are subject to a species of mean intellectual pot-hunting, such a consideration is unworthy of our professor, who in the main is far too keen on his own field to waste his time on baubles. The serious trouble with degrees is to be



found in the microscopic delimitation of every field of scientific or literary study. "The specialist," according to a famous surgeon, "is one who knows more and more about less and less." Apparently sane men engage in monumental labors upon the Homeric diphthongs, or the significance of sand to the Arabs, and are rewarded with Ph.D.'s, for these original contributions to knowledge and their subsequent enrichment of human life. Paidagogos is himself contemplating a research into the undoubted relationship which exists between indolence and ignorance, but he never seems to have the necessary energy to begin.

One peculiarity of the professor is a perpetual conundrum to his lowlier brethren: his profound horror of "method." This topic nearly always brings out the worst side of his character, and may reduce him,—if too logically pursued,—to a savage gnashing of his dentures. Why this should be, no man knows (unless it be the child of specialization and inertia), because lecturing is indubitably a method, and one may surely assume that psychological laws do not cease to function in later adolescence. It might be added in a whisper that a few professors were not born to the pedagogical purple, and might be improved by a knowledge of educational principles.

All argument, however, is to no purpose, because bell, book and candle have been invoked, and our most reasonable inquiries will be met with crushing irony or sounding anathema. We are in the presence of a conventional neurosis; a conscious refusal on the part of a group to apply in its entirety the objective criterion.

But after all, we do not yearn for archangelic perfection in our professors: the discovery of an Achillean heel bears witness to their mortality, and makes our affectionate admiration possible. We would have been happier though, if they had selected some other subject than "method" for their negation of the scientific standpoint: they might have denied the truth of Boyle's Law or the Theorem of Pythagoras without any serious outcry from us. Indeed they might have lauded pecuniary speculation or asserted that *vers libre* is a form of art, and we would have said little or nothing. But they have chosen their foible, and they evidently mean to stick to it.

There is probably no other class of people which esteems the professor as we do: we owe much to him, we have sometimes been inspired by him, we look to him for leadership, we need him very urgently in our business; and our love for him is not decreased by the fact that in one respect we have surpassed him.



# Teachers' Pensions Act

## An Act Respecting Teachers' Pensions

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

### Preliminary

Short title.  
Interpretation.

1. This Act may be cited as the "Teachers' Pensions Act."
2. In this Act, unless the context otherwise requires:

"Board of School Trustees" means the Board of School Trustees of any school district within the meaning of the "Public Schools Act":

"Commission" means the Civil Service Commission constituted under the "Civil Service Act":

"Contributor" means any teacher who has contributed to the Teachers' Pensions Fund pursuant to the provisions of this Act:

"Prescribed" means prescribed by this Act or by the regulations:

"Teacher" means a person appointed or employed by a Board of School Trustees as a teacher, instructor or lecturer in a public school within the meaning of the "Public Schools Act," and includes the General Secretary of the British Columbia Teachers' Federation, and, in the case of the municipal school district of Vancouver, includes a municipal Inspector of Schools, an official of the School Bureau of Measurements, and the Superintendent of Schools, Vancouver; and "teaching service" has a corresponding meaning:

"Teacher's pension" includes every pension or allowance or sum mentioned or referred to in section 15 which may be granted or paid to any person under the provisions of this Act.

Teachers' Pensions Fund.

3. (1) For the purpose of establishing and maintaining a fund for the payment of teachers' pensions under this Act, to be known as the "Teachers' Pensions Fund," there shall be deducted from the salary from time to time payable to each teacher an amount equal to four per centum of the amount of the salary as a contribution from that teacher to the Teachers' Pensions Fund.

Deduction of teachers' contributions.

(2) Where the salary is payable in whole or in part by the Minister of Finance direct to the teacher, the Minister shall make the deduction in respect of the whole salary monthly at

Eighteen

THE B. C. TEACHER



the time of the payment; and in all other cases the Board of School Trustees shall cause the deduction to be made at the time of the payment of the salary to the teacher, and shall forthwith transmit to the Minister the amount of money deducted, with a statement showing the salary payable to each teacher, and the amount of the deduction; Provided that in the case of the General Secretary of the British Columbia Teachers' Federation the Executive of the Federation shall make the deduction and shall forthwith transmit the amount of money so deducted to the Minister.

(3) Where a contributor is granted leave of absence from the teaching service without salary, the contributor, with the approval of the Teachers' Pensions Board, may pay into the Teachers' Pensions Fund a sum equivalent to the contributions which he would have paid into the fund had he not been granted such leave of absence.

Contributions during leave of absence.

4. If any teacher who is of the age of thirty-five years or upwards when section 3 first applies to him files with the Minister of Finance and with the Board of School Trustees by which he is employed a request in writing that the deductions from his salary as his contributions to the Teachers' Pensions Fund be made at a rate per centum greater than four per centum, but not greater than seven per centum if the teacher is under fifty years of age, nor greater than six per centum if the teacher is under forty-five years of age, nor greater than five per centum if the teacher is under forty years of age, nor greater than eight per centum in any other case, the deductions shall be made in the case of that teacher at the rate per centum named in the request; but no request under this section shall be acted on unless it is accompanied by the payment of such sum as is necessary to be added to the deductions already made and placed to the credit of the Reserve Account under section 8 (if any) in order that they may conform to the rate so named.

Deductions at increased rates.

5. If any contributor from whose salary deductions have been made pursuant to this Act for a period of not less than thirty-five years files with the Minister of Finance a request in writing that no further deductions be made from his salary, no deduction shall be made from the salary payable to that contributor after the filing of the request.

Discontinuance of deductions.

6. The Minister of Finance may receive special voluntary contributions made by or on behalf of any contributor in addition to the contributions arising from prescribed deductions from salary.

Voluntary contributions.

7. The Provincial Treasury shall be the custodian of the Teachers' Pensions Fund, and all moneys therein shall be accounted for as part of the Consolidated Revenue Fund; and

Accounting.

OCTOBER, 1930

Nineteen

account shall be kept of all moneys received and all moneys paid out under the provisions of this Act, and of the assets and liabilities of the Teachers' Pensions Fund.

Reserve  
Account.

8. All contributions from each contributor who is employed as a teacher at the time of the commencement of this Act arising from the first five prescribed monthly deductions from his salary, and all contributions from each teacher who is not so employed but who is subsequently employed and becomes a contributor arising from the first ten prescribed monthly deductions from his salary, shall be placed to the credit of an account in the Teachers' Pensions Fund to be known as the "Reserve Account": Provided that where a teacher has been employed in the Province prior to the commencement of this Act and has not permanently retired from the teaching service, but is temporarily unemployed as a teacher at the time of the commencement of this Act by reason of ill-health, failure to secure employment, absence for purposes of study or travel, or for other necessary cause, then, if the teacher is subsequently employed and becomes a contributor, and if the Teachers' Pensions Board on application of the teacher is satisfied as to the bona fides of the applicant and as to the sufficiency of the reason for the temporary unemployment, the Board may make an order giving that teacher the status of a teacher who is employed at the time of the commencement of this Act, and thereupon that teacher shall, for the purposes of this section, be deemed to be a teacher who was employed at the time of the commencement of this Act.

Payments  
from  
Reserve  
Account.

9. No moneys shall be paid from the Reserve Account so long as there are other moneys in the Teachers' Pensions Fund sufficient to meet the payments required by this Act to be made from the Teachers' Pensions Fund.

Teachers'  
separate  
accounts.

10. A separate account shall be kept for each contributor showing the amount at his credit in the Teachers' Pensions Fund arising from the prescribed deductions from his salary, other than deductions placed to the credit of the Reserve Account, and showing the amount at his credit arising from contributions under section 6, and also showing the amount at his credit in each case after the addition of accrued interest.

Interest  
additions.

11. Interest shall be credited by the Minister of Finance to each contributor's separate account and to the Reserve Account respectively on the last day of March and September in each year, computed at the rate of five per centum per annum on the amount at the credit of the account on the last preceding first day of October and April respectively; and if the income accruing from time to time from the investments of the moneys at the credit of the Teachers' Pensions Fund is insufficient to meet the amounts of interest required by this subsection to be so credited by the Minister of Finance, the deficiency shall be provided for out of moneys appropriated by the Legislature for



that purpose, or, if no appropriation is available for that purpose, from the Consolidated Revenue Fund.

12. For the purpose of aiding in the establishment of the Teachers' Pensions Fund, the Minister of Finance shall, during the period of ten years from the date of the commencement of this Act, pay from moneys appropriated by the Legislature for that purpose, or, if no appropriation is available for that purpose, from the Consolidated Revenue Fund, an annual grant of twenty-five thousand dollars, payable on the second day of April in each year.

Provincial grant.

13. The Minister of Finance, at his discretion, may from time to time invest any moneys at the credit of the Teachers' Pensions Fund, not required for immediate use, in securities of the Government of the Dominion or any Province of the Dominion, or in securities the principal and interest of which are guaranteed by the Government of the Dominion or any Province of the Dominion, or in securities of any municipality in the Province, or in any other securities authorized by the "Trustee Act" for the investment of trust funds; and may, at his discretion, realize and assign or release any security, and may reinvest the proceeds thereof.

Investment of moneys at credit of fund

### Teachers' Pensions

14. Each contributor within the scope of this Act shall be entitled to a teacher's pension:

Contributors entitled to pensions.

(a) If he has become incapacitated by mental or physical disability from properly performing his duties as a teacher, and he is retired from service as a teacher by the Teachers' Pensions Board; or

(b) If, being a male and having attained the age of sixty-five years, or being a female and having attained the age of sixty years, and having completed not less than fifteen years' employment as a teacher in the Province, covering at least ten months' actual teaching service each year, he or she is retired from service as a teacher by the Teachers' Pensions Board, or on his or her own behalf makes application for a teacher's pension.

15. (1) Upon a contributor becoming entitled to a teacher's pension under the provisions of this Act, he shall be granted a pension of such sum as double the amount at his credit in the Teachers' Pensions Fund, arising from deductions from his salary and the accrued interest thereon, would entitle him to according to the prescribed tables then in force.

Amount of pension.

(2) There shall be added to the amount of the pension granted to a contributor under subsection (1) such further sum as the total of the special contributions (if any) made by him or on his behalf under section 6, together with accrued

Additional allowance from special contributions.

OCTOBER, 1930

Twenty-one

interest thereon, would entitle him to according to the prescribed tables then in force.

Additional allowance in respect of service.

(3) Where the contributor to whom a pension is granted is a teacher who was employed and became a contributor at the time of the commencement of this Act, or is a teacher in respect of whom an order has been made by the Teachers' Pensions Board under section 8, the pension so granted shall be increased by the addition thereto of an allowance equivalent to an annual allowance at the rate of twenty-five dollars for each year's employment as a teacher in the Province, covering at least ten months' actual teaching service, prior to the commencement of this Act; and for the purposes of this subsection, time spent in active naval or military service in the Great War, in any capacity whatsoever, by a person who immediately preceding his joining the forces for service therein was engaged in teaching in a public school in the Province, or was attending a course for the training of teachers at some normal school in the Province or for the further training of teachers at some other educational institution in the Province, shall be counted as time during which the teacher was actually engaged in the teaching service in the Province, but no additional allowance under this subsection shall in any case exceed seven hundred and fifty dollars per annum.

Plans of teachers' pensions.

16. The teacher's pension may be granted in accordance with the prescribed tables on any of the following plans:

- (a) Single life, payable for the life of the contributor.
- (b) Guaranteed pension, payable for the life of the contributor, or for any term of years certain, whichever period shall be the longer;
- (c) Joint life and last survivor, payable during the joint life of the contributor and any person nominated by him prior to the granting of the teacher's pension, and during the life of the survivor.

Allowances to relatives.

17. (1) Upon application therefor in the case of a contributor not already in receipt of a teacher's pension who dies after having been employed in the teaching service in the Province for a period of not less than fifteen years, covering at least ten months' actual teaching service each year, a monthly allowance shall be granted from the Teachers' Pensions Fund to any relative of the contributor who was dependent on him for support, and who has been nominated by the contributor with the approval of the Commission by a nomination in writing signed by the contributor and filed by him with the Commission, or, if there is no relative so nominated, to the widow of the contributor, the said allowance to be based on the age of the relative or widow and to be calculated on the single-life plan pursuant to the prescribed tables then in force.



(2) An allowance granted under subsection (1) shall be in lieu of any refund or payment in respect of the deceased contributor provided under section 21.

17 18. The retiring allowances now being paid to certain former teachers from the Provincial Treasury under Vote Number 163 (a) of the Estimates of Expenditure for the fiscal year ending the thirty-first day of March, 1929, or which at the time of the commencement of this Act are being paid under any similar appropriation of the Legislature, as shown by the list thereof on file in the office of the Commission, shall upon the commencement of this Act be charged to and be payable from the Teachers' Pensions Fund; and thereafter a total retiring allowance of fifty dollars per month, payable for the life of the teacher, shall be paid from the Teachers' Pensions Fund to each teacher named on that list, but no such teacher shall be entitled to any other right or privilege under this Act.

Retiring allowances to former teachers

19. Every teacher's pension and every other allowance under this Act shall be paid monthly from the Teachers' Pensions Fund.

Monthly payments of pensions.

20. No teacher's pension or other allowance under this Act shall be assigned or charged, nor shall a teacher's pension or other allowance be seized or attached by process in any Court.

Assignment or attachment of pensions.

### Refunds

21. If a contributor dies before he has been granted a teacher's pension, and if there is no person entitled to an allowance under section 17 in respect of the contributor, or if the person so entitled renounces all rights under that section, the total amount at the credit of the contributor in the Teachers' Pensions Fund shall be paid to any person nominated in writing signed by the contributor and filed with the Commission; or if there is no person so nominated, to the widow of the contributor; or if there is no person so nominated or widow, to the personal representatives of the contributor. Where the amount is payable to a person nominated by the contributor or to his widow, the amount shall not be subject to the control of the creditors of the contributor or form part of his estate.

Refund in case of death

22. Where a contributor who is not entitled to a teacher's pension voluntarily retires from the teaching service and files with the Commission a written disclaimer of any further rights under this Act, or where the contributor's certificate of qualification to teach is cancelled, the total amount at his credit in the Teachers' Pensions Fund shall be paid to him upon request in writing signed by him.

Refund in case of voluntary retirement or cancellation of teacher's certificate.

### Administration

23. The Department of the Provincial Secretary shall be charged with the administration of this Act.

Administration by Department of Provincial Secretary.

OCTOBER, 1930

Twenty-three

Teachers' Pensions Board

24. (1) There shall be a Board to be known as the "Teachers' Pensions Board," which shall consist of the Superintendent of Education and the member for the time being of the Commission, as members ex officio, and a representative of the teachers to be appointed from time to time by the executive of the British Columbia Teachers' Federation. The Superintendent of Education shall be Chairman of the Board.

Notice of appointment of teachers' representative.

(2) The executive of the British Columbia Teachers' Federation shall promptly notify the Provincial Secretary of every appointment or revocation of appointment of a representative of the teachers as a member of the Teachers' Pensions Board.

Expenses.

(3) No member of the Teachers' Pensions Board shall be entitled to any remuneration for his services, but the amount of the travelling and other expenses necessarily incurred by the members in the discharge of their official duties shall be paid as a part of the expenses of administration of this Act.

Powers of Teachers' Pensions Board.

25. (1) The Teachers' Pensions Board, of its own motion, may, and at the request of any Board of School Trustees or of the contributor shall, inquire into the circumstances connected with the employment of any contributor, and if the Teachers' Pensions Board finds:

- (a) That the contributor has become incapacitated by mental or physical disability from properly performing his duties as a teacher; or
- (b) That the contributor, being a male, has attained the age of sixty-five years, or, being a female, has attained the age of sixty years, and has completed not less than fifteen years' employment as a teacher in the Province covering at least ten months' actual teaching service each year,

the Teachers' Pensions Board, after considering any allegations or representations made by or on behalf of the contributor, the Board of School Trustees, and any Inspector of Schools or other person interested may, in its discretion, make an order permanently retiring the contributor from the teaching service.

Power to make orders for purposes of Act.

(2) The Teachers' Pensions Board shall also have full power to decide any matter and to make any order for the purposes of section 8 or 30, or in the exercise of any other power vested in the Board by this Act.

Review of decisions.

(3) The Teachers' Pensions Board may review, vary, or rescind any decision or order made by it.

Effect of orders of Board.

26. (1) Every order made by the Teachers' Pensions Board shall be binding on the contributor named therein, and on all Boards of School Trustees, and on the Commission; and permanent retirement from the teaching service shall be compulsory

Twenty-four

THE B. C. TEACHER

on every contributor whose retirement is ordered by the Teachers' Pensions Board, and to whom a teacher's pension as provided by this Act is offered.

(2) The refusal or failure of the contributor named in any order made by the Teachers' Pensions Board to observe the provisions of the order shall render the contributor liable, at the discretion of the Board, to the forfeiture of all rights and benefits under this Act, other than the right to a refund of the amount at his credit in the Teachers' Pensions Fund.

Enforcement  
of orders.

27. Subject to the provisions of this Act and the regulations, the Commission shall have exclusive jurisdiction and full power:

Powers of  
Commission

(a) To determine whether or not any person is within the scope of this Act, and entitled to receive a teacher's pension or other allowance or payment thereunder:

(b) To determine the amount of any teacher's pension, or other allowance, or payment to be granted or made under this Act.

28. Every contributor applying for retirement from the teaching service and for pension who is under sixty-five years of age in the case of a male, or under sixty years of age in the case of a female, shall be medically examined by a duly qualified medical practitioner approved by the Teacher's Pension Board, and the practitioner's report of that examination shall be furnished to the Board for consideration in dealing with the case.

Medical  
examination  
of applicants  
for retire-  
ment.

29. (1) No contributor shall be entitled to a teacher's pension unless, in addition to his contributions which have been placed to the credit of the Reserve Account, he has at the credit of his separate account in the Teachers' Pensions Fund contributions arising from deductions made from his salary for a period of at least five months.

Limitations  
as to  
rights of  
contributors.

(2) No contributor, so long as he continues in the employ of a Board of School Trustees as a teacher, shall have any claim or right to any part of the Teachers' Pensions Fund or to a payment therefrom.

(3) If, on the granting of a teacher's pension to any contributor, he is, in the opinion of the Commission, unfit to manage his own affairs, the amount payable to the contributor may be dealt with for the benefit of the contributor or of his wife or children or other dependents in such manner as the Commission determines.

30. A contributor to whom a teacher's pension has been granted upon voluntary retirement, or upon retirement by order of the Teachers' Pensions Board under clause (b) of subsection (1) of section 25, and who, with the approval of the Teachers' Pensions Board, re-enters the teaching service, shall not be

Suspension  
of pension  
in case of  
teacher  
re-entering  
the service.



of his special account in the Superannuation Fund as a special contribution made by him or in his behalf pursuant to section 9 of the "Superannuation Act."

(2) In case a contributor referred to in subsection (1) is at any time granted a superannuation allowance under the "Superannuation Act," and in case he was employed as a teacher at the time of the commencement of this Act, or is a person in respect of whom an order has been made by the Teachers' Pensions Board under section 8, he shall be entitled to receive in addition to his superannuation allowance under the "Superannuation Act" a further allowance payable from the Teachers' Pensions Fund under this Act equivalent to an annual allowance at the rate of twenty-five dollars for each year's employment as a teacher in the Province, covering at least ten months' actual teaching service, prior to the commencement of this Act.

(3) In case a person who was in the Civil Service as an employee in the Department of Education at the time of the commencement of this Act is at any time granted a superannuation allowance under the "Superannuation Act," he shall be entitled to receive in addition to his superannuation allowance under the "Superannuation Act" a further allowance payable from the Teachers' Pensions Fund under this Act equivalent to an annual allowance at the rate of twenty-five dollars for each year covering at least ten months' actual teaching service during which he was employed as a teacher in the Province prior to the commencement of this Act; but every person to whom an allowance is granted under this subsection shall forthwith pay into the Reserve Account of the Teachers' Pensions Fund a sum equivalent to twenty per centum of the salary that he received for the calendar month immediately preceding the time of his retirement from the Civil Service.

37. (1) Where a contributor who is employed as a teacher at the time of the commencement of this Act, within the meaning of section 8, is by reason of age or disability eligible for permanent retirement from the teaching service before the expiration of the period referred to in subsection (1) of section 29, and where the contributor makes application to the Teachers' Pensions Board for retirement under this section and proves to the satisfaction of the Board that he should be permanently retired forthwith, the Board, notwithstanding any other provision of this Act, may make an order permanently retiring the contributor from the teaching service, and may fix the amount of the teacher's pension which under the provisions of this Act shall be paid to that contributor.

Special  
retirement  
of aged or  
disabled  
teachers.

(2) Where any teacher, at the time of the commencement of this Act, was temporarily not employed in active teaching service by reason of disability, and where the disability can be shown to be the direct cause of the non-employment and to be

OCTOBER, 1930

Twenty-seven

subject to any further deductions from his salary under this Act unless he elects by a writing filed with the Commission to resume his contributions, in which case the further deductions shall be made and shall be credited to a new separate account of that contributor; but the teacher's pension previously granted to him shall stand suspended during the time he continues in the teaching service, and on his again retiring from the teaching service, either voluntarily or by order of the Teachers' Pensions Board, payment of his teacher's pension shall be resumed, and he shall be paid an additional pension of such sum as double the amount at his credit in his new separate account, arising from deductions from his salary during the period of his re-employment and the accrued interest thereon, would entitle him to according to the prescribed tables then in force.

Administra-  
tion  
expenses.

31. All salaries and expenses necessarily incurred in the administration of this Act shall, in the absence of any special appropriation of the Legislature for that purpose, be paid from the Consolidated Revenue Fund; but, except in the manner and to the extent expressly provided in this Act, the Provincial Treasury shall not be liable to contribute to the Teachers' Pensions Fund or to the payment of pensions or retiring allowances to teachers.

Annual  
return to  
Legislature.

32. The Provincial Secretary shall lay before the Legislature, within fifteen days after the commencement of each annual session, a return containing a full and clear statement and account of all business done in pursuance of this Act during the last preceding fiscal year, and showing the condition of the Teachers' Pensions Fund.

#### General Provisions

Reports by  
beneficiaries.

33. Every person receiving a teacher's pension or other allowance under this Act shall keep the Commission informed of his whereabouts, and at least once each year shall report in person, or furnish such credentials as the Commission may require.

Claims  
against  
fund.

34. Except as expressly provided in this Act, nothing in this Act shall be construed to confer upon any person any right to demand or enforce the repayment of any amount contributed to the Teachers' Pensions Fund, or the payment of any interest thereon.

Saving  
clause.

35. Nothing in this Act shall be construed to impair or affect the power of a Board of School Trustees to remove or dismiss from its employ any teacher.

Superannu-  
ation rights  
of teachers  
who enter  
service of  
Department  
of Education.

36. (1) In case a contributor under this Act becomes appointed to the Civil Service as an employee in the Department of Education, the total amount at the credit of the contributor in the Teachers' Pensions Fund shall be transferred to the credit

Twenty-six

THE B. C. TEACHER

of such nature as will prevent future resumption of teaching duties, and where the teacher makes application to the Teachers' Pensions Board for retirement under this section, and proves to the satisfaction of the Board that he should be permanently retired forthwith, the Board, notwithstanding any other provision of this Act, may make an order permanently retiring the teacher from the teaching service, and may fix the amount of the teacher's pension which shall be paid to that teacher; but every teacher applying for retirement under this subsection shall be medically examined by a duly qualified medical practitioner approved by the Teachers' Pensions Board, and the practitioner's report of that examination shall be furnished to the Board for consideration in dealing with the case.

**Regulations.**

**38.** (1) For the purpose of carrying into effect the provisions of this Act according to their true intent, the Lieutenant-Governor in Council may make such regulations, not inconsistent with the spirit of this Act, as are deemed necessary or advisable. All regulations so made shall forthwith be published in the Gazette, and thereupon shall have the same force and effect as if incorporated in this Act.

(2) Without thereby limiting the generality of the provisions contained in subsection (1), it is declared that the power of the Lieutenant-Governor in Council to make regulations shall extend to:

- (a) Regulating the Teachers' Pensions Board and the Commission in the performance of their duties under this Act;
- (b) Prescribing tables for determining the value of teachers' pensions;
- (c) Regulating the manner of making application for and the granting of teachers' pensions;
- (d) Prescribing the forms to be used for the purpose of this Act or of the regulations;
- (e) Prescribing the method of proving any fact necessary to be proved for the purpose of granting or paying teachers' pensions or other allowances, or for any purpose of the administration of this Act.

(3) If, in the opinion of the Teachers' Pensions Board, the condition of the Teachers' Pensions Fund at any time warrants the making of regulations under this subsection, the Lieutenant-Governor in Council, upon the recommendation of the Teachers' Pensions Board, may make regulations providing for the retirement of contributors at lesser ages than those hereinbefore specified, and for the granting of teachers' pensions to contributors based on the length of teaching service in the Province.

**39.** This Act shall come into operation on the first day of April, 1929.



# TABLES FOR DETERMINING THE VALUE OF SUPERANNUATION ALLOWANCES

NOTE: The following tables govern the payment of superannuation allowances for Civil Servants under the Superannuation Act. Similar tables will be approved by the Lieutenant-Governor in Council for use in connection with the Teachers' Pensions Act.

The following shall be the tables for determining the value of superannuation allowances. For ages other than those shown the Commission shall determine rates equable with the rates shown.

Table A.—Single Life, payable for the Life of the Contributor

Age last Birthday	Value of a Superannuation Allowance of \$100 per Annum for Life		Age last Birthday	Value of a Superannuation Allowance of \$100 per Annum for Life	
	Male	Female		Male	Female
20	\$1,926	\$1,943	64	\$918	\$1,028
25	1,860	1,881	65	887	994
30	1,782	1,808	66	857	961
35	1,691	1,725	67	827	927
40	1,586	1,633	68	797	893
45	1,466	1,533	69	767	859
46	1,441	1,512	70	738	825
47	1,415	1,490	71	709	792
48	1,388	1,468	72	681	759
49	1,361	1,446	73	653	727
50	1,334	1,423	74	625	695
51	1,306	1,400	75	598	664
52	1,278	1,376	76	572	634
53	1,249	1,351	77	546	604
54	1,220	1,326	78	521	576
55	1,190	1,299	79	496	548
56	1,160	1,272	80	472	521
57	1,131	1,244	81	449	495
58	1,100	1,216	82	427	469
59	1,070	1,186	83	405	445
60	1,040	1,156	84	384	421
61	1,009	1,125	85	364	399
62	979	1,093	90	265	290
63	948	1,061	95	157	175

OCTOBER, 1930

Twenty-nine

Table B.—Guaranteed Allowance, payable for the Life of the Contributor or for the  
Term of Years stated, whichever Period shall be the longer

Age last Birthday	Value of a Superannuation Allowance of \$100 Per Annum							
	Guar'nt'd 5 Yrs.		Guar'nt'd 10 Yrs.		Guar'nt'd 15 Yrs.		Guar'nt'd 20 Yrs.	
	Male	Female	Male	Female	Male	Female	Male	Female
50	\$1,346	\$1,433	\$1,388	\$1,470	\$1,457	\$1,527	\$1,548	\$1,601
51	1,319	1,410	1,363	1,448	1,437	1,508	1,534	1,585
52	1,291	1,387	1,339	1,426	1,417	1,488	1,519	1,569
53	1,263	1,362	1,314	1,403	1,397	1,468	1,505	1,553
54	1,236	1,337	1,290	1,380	1,378	1,448	1,492	1,538
55	1,207	1,312	1,265	1,356	1,359	1,428	1,479	1,523
56	1,179	1,285	1,241	1,332	1,341	1,407	1,467	1,508
57	1,150	1,258	1,217	1,307	1,323	1,387	1,456	1,494
58	1,122	1,230	1,193	1,282	1,306	1,367	1,445	1,480
59	1,093	1,202	1,169	1,256	1,289	1,347	1,436	1,467
60	1,065	1,172	1,145	1,230	1,272	1,327	1,427	1,455
61	1,036	1,142	1,122	1,204	1,256	1,308	1,418	1,443
62	1,007	1,112	1,100	1,178	1,241	1,289	1,411	1,433
63	979	1,081	1,078	1,152	1,227	1,271	1,404	1,423
64	951	1,049	1,057	1,127	1,214	1,254	1,398	1,415
65	923	1,018	1,036	1,102	1,203	1,238	1,393	1,407
66	896	987	1,016	1,077	1,192	1,223	.....	.....
67	869	955	997	1,054	1,182	1,209	.....	.....
68	842	924	979	1,030	1,173	1,196	.....	.....
69	816	893	962	1,009	1,165	1,185	.....	.....
70	791	863	946	988	1,157	1,175	.....	.....
71	766	834	930	969	.....	.....	.....	.....
72	742	805	916	951	.....	.....	.....	.....
73	719	777	903	934	.....	.....	.....	.....
74	696	751	892	918	.....	.....	.....	.....
75	675	725	881	904	.....	.....	.....	.....
76	654	700	.....	.....	.....	.....	.....	.....
77	634	677	.....	.....	.....	.....	.....	.....
78	616	654	.....	.....	.....	.....	.....	.....
79	598	633	.....	.....	.....	.....	.....	.....
80	582	613	.....	.....	.....	.....	.....	.....

Thirty

THE B. C. TEACHER

**Table C.—Joint Life and Last Survivor, payable during the Joint Life of the Contributor and any Person nominated by him prior to the granting of the Superannuation Allowance, and during the Life of the Survivor.**

Age last Birthday	Value of a Superannuation Allowance of \$100 Per Annum							
	Beneficiary							
	50	55	60	65	70	75	80	85
Dependent								
40	\$1,793	\$1,754	\$1,721	\$1,694	\$1,673	.....	.....	.....
45	1,725	1,678	1,638	1,606	1,581	\$1,563	.....	.....
50	1,656	1,599	1,550	1,511	1,481	1,459	\$1,445	.....
55	1,588	1,518	1,457	1,408	1,370	1,344	1,325	\$1,314
60	1,523	1,438	1,362	1,299	1,250	1,214	1,190	1,175
65	.....	1,365	1,272	1,191	1,125	1,076	1,043	1,021
70	.....	.....	1,196	1,096	1,011	945	898	867
75	.....	.....	.....	1,021	918	834	771	727
80	.....	.....	.....	.....	850	749	669	611
85	.....	.....	.....	.....	.....	688	594	523

**JUST PUBLISHED!**

## A Social and Industrial History of England

By F. W. TICKNER — *Illustrated*, 90c.

Many boys and girls look on the history of their country simply as a record of the achievement of notable individuals. Nevertheless they are ordinary men and women who keep the country going.

Dr. Tickner, in sketching the social and industrial development of the people, has aimed not merely at explaining how arose the conditions under which we now have to live, but at giving a more accurate historical perspective to the young folk for whom his book is designed.

**Longmans, Green & Company**  
128-132 University Avenue      Toronto 2

OCTOBER, 1930

Thirty-one



Table Showing Value of Contribution on Basis of \$1 Per Month, with Interest at 5 Per Cent. Per Annum Compounded Every Six Months

End of 6 months	Paid Amount	Total Amount Paid	+ Int. on Previous Balance	Total Amt. of Interest Earned	Total Amt. at Credit
1	\$6.00	\$ 6.00			\$ 6.00
1 1/2	6.00	12.00	\$ 0.15	\$ 0.15	12.15
2	6.00	18.00	.30	.45	18.45
2 1/2	6.00	24.00	.46	.91	24.91
3	6.00	30.00	.62	1.53	31.53
3 1/2	6.00	36.00	.79	2.32	38.32
4	6.00	42.00	.96	3.28	45.28
4 1/2	6.00	48.00	1.13	4.41	52.41
5	6.00	54.00	1.31	5.72	59.72
5 1/2	6.00	60.00	1.49	7.21	67.21
6	6.00	66.00	1.68	8.89	74.89
6 1/2	6.00	72.00	1.87	10.76	82.76
7	6.00	78.00	2.07	12.83	90.83
7 1/2	6.00	84.00	2.27	15.10	99.10
8	6.00	90.00	2.48	17.58	107.58
8 1/2	6.00	96.00	2.69	20.27	116.27
9	6.00	102.00	2.91	23.18	125.18
9 1/2	6.00	108.00	3.13	26.31	134.31
10	6.00	114.00	3.36	29.67	143.67
10 1/2	6.00	120.00	3.59	33.26	153.26
11	6.00	126.00	3.83	37.09	163.09
11 1/2	6.00	132.00	4.08	41.17	173.17
12	6.00	138.00	4.33	45.50	183.50
12 1/2	6.00	144.00	4.59	50.09	194.09
13	6.00	150.00	4.85	54.94	204.94
13 1/2	6.00	156.00	5.12	60.06	216.06
14	6.00	162.00	5.40	65.46	227.46
14 1/2	6.00	168.00	5.69	71.15	239.15
15	6.00	174.00	5.98	77.13	251.13
15 1/2	6.00	180.00	6.28	83.41	263.41
16	6.00	186.00	6.59	90.00	276.00
16 1/2	6.00	192.00	6.90	96.90	288.90
17	6.00	198.00	7.22	104.12	302.12
17 1/2	6.00	204.00	7.55	111.67	315.67
18	6.00	210.00	7.89	119.56	329.56
18 1/2	6.00	216.00	8.24	127.80	343.80
19	6.00	222.00	8.60	136.40	358.40
19 1/2	6.00	228.00	8.96	145.36	373.36
20	6.00	234.00	9.33	154.69	388.69
20 1/2	6.00	240.00	9.72	164.41	404.41
21	6.00	246.00	10.11	174.52	420.52
21 1/2	6.00	252.00	10.51	185.03	437.03
22	6.00	258.00	10.93	195.96	453.96
22 1/2	6.00	264.00	11.35	207.31	471.31
23	6.00	270.00	11.78	219.09	489.09
23 1/2	6.00	276.00	12.23	231.32	507.32
24	6.00	282.00	12.68	244.00	526.00
24 1/2	6.00	288.00	13.15	257.15	545.15
25	6.00	294.00	13.63	270.78	564.78
25 1/2	6.00	300.00	14.12	284.90	584.90
26	6.00	306.00	14.62	299.52	605.52
26 1/2	6.00	312.00	15.14	314.66	626.66
27	6.00	318.00	15.67	330.33	648.33
27 1/2	6.00	324.00	16.21	346.54	670.54
28	6.00	330.00	16.76	363.30	693.30
28 1/2	6.00	336.00	17.33	380.63	716.63
29	6.00	342.00	17.92	398.55	740.55
29 1/2	6.00	348.00	18.51	417.06	765.06
30	6.00	354.00	19.13	436.19	790.19
30 1/2	6.00	360.00	19.75	455.94	815.94
31	6.00	366.00	20.40	476.34	842.34
31 1/2	6.00	372.00	21.06	497.40	869.40
32	6.00	378.00	21.74	519.14	897.14
32 1/2	6.00	384.00	22.43	541.57	925.56
33	6.00	390.00	23.14	564.71	954.71
33 1/2	6.00	396.00	23.87	588.58	984.58
34	6.00	402.00	24.61	613.19	1,015.19
34 1/2	6.00	408.00	25.38	638.57	1,046.57
35	6.00	414.00	26.16	664.73	1,078.73
35 1/2	6.00	420.00	26.97	691.70	1,111.70

## *Sketches of Canadian Authors*

### Tom McInnes

**T**OM McINNES was born in Dresden, Ontario. He was educated in the public and high schools, and in the University of Toronto. His father became Lieutenant-Governor of British Columbia, and so the Pacific Province became the home of a family which has produced more than one writer of note.

A few years after being called to the bar, Mr. McInnes served as secretary of the Bering Sea Claims Commission, and later spent some time at Skagway as a member of the Yukon special police and the customs force. He made some interesting acquaintances during those years. Still later he was secretary of the British Columbia Salmon Fisheries Commission.

Mr. McInnes was one of those interested in organizing a street railway company in Canton, China. He is unusually conversant with things Oriental. Many of the leading Chinese of B. C. are numbered among his friends and acquaintances, and at least one Chinese, whose brief law career was most successful, studied under him. He still holds a position with The Canton Street Railway Co., unless he has relinquished it very recently. A few years ago, travelling on a Japanese liner to Yokohama, from whence he meant to go on to Canton on the company's business, he became seriously ill, and was removed to hospital when the ship docked, in so dangerous a condition that it seemed very unlikely that he would recover. Fortunately for Canadian literature, good care worked wonders, and he pulled through to go on with his writing, for at least one book has appeared, bearing his name, since that time.

He is well-known as a poet. His first volume of poems came out in 1909, and was entitled "Lonesome Bar and Other Poems." Others followed, and a few years ago "The Collected Poems of Tom McInnes" appeared. He is the author of a charming little book of legends and reminiscences of Vancouver and its vicinity, called "Chinook Days." It contains many odd and interesting bits of information, as well as some very pretty little tales, such as "The Legend of the Blue Grouse," "The Legend of Wa-Wa Rock," and "The Legend of Ko and Klon"—the latter an entirely new idea concerning our Lions.

Mr. McInnes is also the author of a volume of Chinese philosophy, "Teachings of the Old Boy," which exemplifies his familiarity with Oriental thought in a high degree.

OCTOBER, 1930

Thirty-three

## Correspondence

Editor, B. C. Teacher,  
Credit Foncier Building, Vancouver, B. C.

Dear Sir,—The programme of studies for the Junior High School and the new programme for the High Schools have put the terms Educational and Vocational Guidance into the current professional vocabulary of the teachers of the province. The result is that frequent enquiries are being made for literature upon Guidance. It has therefore occurred to me that it would be of help to many teachers to bring to their attention some useful books of recent publication.

There have been many books on Guidance published in the last twenty years. It would be a laborious task to read them all. Fortunately, this is not necessary, and I offer a minimum list. The teacher who masters these will be well in touch with the theory of guidance as it is at present:

1. Myers—The Problem of Vocational Guidance. McMillan Co., N. Y., 1929.  
This book is recommended as being a suitable introduction to the study. It will give a good apperceptive basis for the study of other books.
2. Arthur J. Jones (University of Pennsylvania)—Principles of Guidance. McGraw-Hill Book Co., 370 Seventh Avenue, New York City, 1930.  
This is the best book upon the subject. It deals with all aspects of Guidance, and is valuable for any type of teacher.
3. The Vocational Guidance Magazine, Boston, Mass.
4. Proctor and Proctor—Vocations. Houghton Mifflin Co.  
Vocational Guidance involves the study of occupations. This is the best book yet published upon occupations. While intended for American schools, a Canadian teacher can learn much from it. He can learn from it the kind of information which should be given in a course upon occupations.

I am, yours very truly,

H. B. KING.

**VISIT THE  
GROTTO BRIDGE SHOP**

Every hostess, whether entertaining at Luncheon, Tea, Shower, Bon Voyage or Bridge Party, should become acquainted with our Grotto Gift Shop. There is an endless variety of prizes, favors, decorations, etc., attractively arranged on priced tables.....50c, 75c and \$1.00

Wide selection of Booby Prizes from.....15c to 50c

Glass Tulips in a variety of colors and sizes; each.....20c, 25c and 40c

Box of 10.....\$1.75, \$2.25, \$3.75

Dainty Buttonholes of Violets and Roses. Each.....25c, 35c, 45c and 50c

The latest in Cards and Tallies.....25c

The latest party novelty is Colored Cube Sugar—every pastel shade, including orange, for your Halloween Party. 1/4-lb.....25c

**DAVID SPENCER, LIMITED** Hastings at  
Seymour

Thirty-four

THE B. C. TEACHER



## Sixty Educational Books of 1929

*With Reviews of Those Considered Especially Useful.*

### Educational Psychology

BODE, B. H. *Conflicting Psychologies of Learning.* 305p. Heath. \$2.

\*BROOKS, F. D. *The Psychology of Adolescence.* 652p. Houghton Mifflin. \$3. Especially valuable contribution to educational psychology. The first comprehensive summary of the facts on adolescence, including a wealth of precise research and case material upon which the author bases his interpretations and conclusions. Adopts the modern viewpoint that development is a continuous function through childhood and adolescence, and that personality development is the most important factor in education. The mental and physical growth of adolescence are traced side by side from childhood. Significant chapters on growth of intelligence, social tendencies, emotional life, adolescent interests, the problems and disturbances of personality, and the hygiene and guidance of adolescence. A clear and logical presentation. Recommended to the cultured parent and indispensable to libraries of grade and high schools.

PINTNER, RUDOLF. *Educational Psychology: An Introductory Text.* 387p. Holt. \$2.50.

### Tests and Measurements

\*RUCH, G. M. *The Objective or New-type Examination: An Introduction to Educational Measurement.* 478p. Scott, Foresman. \$2.20. A serious study of the theory and practise of the objective examination. Technical topics discussed in closing chapters. Full discussion devoted to the criteria of a good examination, to objections to the old type of examination, and to the advantages and limitations of objective examinations. Part II. tells how to construct an objective examination; Part III. is devoted to experimental and theoretical considerations; Part IV. to statistical treatment and interpretation of test results. A volume for the student seriously interested in measurement of achievement from the pen of one who has keen influence in developing the new type of examination. Excellent classified bibliography.

### Exceptional Children

\*ZACHRY, C. B. *Personality Adjustments of School Children.* 306p. Scribner's. \$1.80. The author maintains that the teacher must do more than teach. Offers five types of case studies to show how teachers may study the nature and disabilities of individual children. Describes in detail, discusses, and interprets symptoms of maladjustment. Analyzes their implications in the classroom and outlines practical treatments. Offers a scientific, sympathetic basis for a new and enlightened type of school discipline. Of interest to those working with elementary school children in school and at home.

OCTOBER, 1930

Thirty-five

### Teachers and Teaching Methods

\* BURTON, W. H. *The Nature and Direction of Learning*. 595p. Appleton. \$2.25. Advances three theories in the theory of learning—Herbartianism, emphasizing teacher purpose and direction; the principles of Dewey, Kilpatrick, and McMurtry, emphasizing pupil purpose; and the third theory stressing the use of statistics and all available data in support of these principles. The learning process is presented in coherent fashion and from this all the pupil activities involved in learning and the teacher activities need to stimulate learning are handled. The teachers in either normal schools or college classes should find a valuable organization of material giving methods for developing a good technic in questioning, recitation, assignment, grading. All matter has gone through minute process of refinement and organization.—Bibliographies.

CHARTERS, W. W., and WAPLES, DOUGLAS. *The Commonwealth Teacher-training Study*. 666p. University of Chicago press. \$4.

PALMER, A. R. *Progressive Practices in Directing Learning*. 300p. Macmillan. \$2.

### Preschool, Kindergarten, and Elementary Schools

(See also Administration and Supervision, Social Studies, and Health and Physical Education).

BLATZ, W. E. and BOTT, HELEN. *Parents and the Preschool Child*. 340p. Morrow. \$3.

FOSTER, J. C., and MATTSON, M. I. *Nursery School Procedure*. 220p. Appleton. \$2.25. Fills long felt want as general book of principles and instruction. Organization and equipment and general operating of school receive full attention. More attention given to habit training, diet, sleep, growth, social habits. Distinctly a book for teachers and represents considerable experience of several specialists. Helpful also to parents.

MOSSMAN, L. C. *Principles of Teaching and Learning in the Elementary School: An Interpretation of Modern School Procedure in the Light of Our Present Knowledge of the Laws of Learning*. 292p. Houghton Mifflin. \$1.90.

\*NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *The Twenty-eighth Yearbook: Preschool and Parental Education*. 875p. Public School Publishing Company. \$3.75.

### Junior High School

(See also Health and Physical Education)

\*Cox, P. W. L. *The Junior High School and Its Curriculum*. 474p. Scribner's. \$2. The author holds that the junior high school, like the democracy of which it is a part, must be in a process of constant readjustment. Offers keen discussion of the emerging curriculum and contributes definitely to the solution of specific junior high problems—civic attitudes and knowledges, the core curriculum and electives, articulation,

Thirty-six

THE B. C. TEACHER

administration, and so on. The purpose of the volume is to express for junior high teachers and administrators an adequate philosophy and a program which harmonizes with it. It is a buoyant philosophy and the program expresses the thinking and experience of an expert in the field. Bibliography.

MCGREGOR, A. L. *The Junior High School Teacher*. 284p. Doubleday, Doran. \$2. Presents in detail pupil and teacher relations of junior high years and suggests the atmosphere and outlook which make for wholesome environment. Discusses the teacher as a director of learning in the classroom, a counselor in the homeroom, a co-worker in the community, and a student in the educational world. A general discussion based upon the working experience of the author.

#### Reading, Writing, and Languages

COLEMAN, ALGERNON. *The Teaching of Modern Foreign Languages In the United States: A Report Prepared for the Modern Foreign Language Study*. 299p. Macmillan. \$1.50.

GRAY, M. D. *The Teaching of Latin*. 235p. Appleton. \$2.

\*LYMAN, R. L. *Summary of Investigations Relating to Grammar, Language, and Composition*. 302p. University of Chicago Press. \$2. Assembles, classifies, summarizes, and interprets the most important studies in this field with the expectation that educators may have in compact form for curriculum revision and methods work the major facts and principles as they have been revealed by such researches. Shows how the scientific movement in education has been applied in this field. Work of a competent English research scholar. Reliable compendium of information concerning the presentations of this subject with indication of the most needed, most promising lines of future development. A major contribution to education.

\*MEARNS, HUGHES. *Creative Power*. 396p. Doubleday, Doran. \$3.50. Mr. Mearns, formerly of the Lincoln School, for whom New York University founded a special chair of Creative Education, gives his interesting experiments in breaking through the conventions of teaching and developing the creative instinct which, he holds, is found to a greater or less degree in every normal individual. Illustrating with examples in verse and prose, which he has drawn out of the hidden powers of ordinary children, he explains how he obtained these amazing results. An important, unusual book, a companion volume to his *Creative Youth*.

#### Mathematics

CLARK, J. R., OTIS, A. S., and HATTON, C. *First Steps in Teaching Number*. 225p. World Book Co. \$1.48. The sort of book from which primary teachers get real help. Skillfully designed by competent authors, working on sound ideas, and after painstaking testing and proving under actual classroom conditions. Provides for a complete and up-to-date course in arithmetic, with suggestions for individual pupil practice, oral and written testing, and recording of pupil progress. Takes up such topics as pupil's needs, attainment of objectives, first steps in learning.

OCTOBER, 1930

Thirty-seven



work in addition, subtraction, measurement, and problem solving. Review questions at end of each lesson.

### Social Studies, Arts, and Music

CRAWFORD, C. C., and McDONALD, L. P. *Modern Methods in Teaching Geography*. 306p. Houghton Mifflin. \$1.90.

KIMBALL, R. S. *Current-events Instruction: A Textbook of Principles and Plans*. 310p. Houghton Mifflin. \$2.

MATHIAS, M. E. *Art in the Elementary School*. 180p. Scribner's. \$2.50.

THORNE, A. G. *Music For Young Children*. 158p. Scribner's. \$1.25.

WHITFORD, W. G. *An Introduction to Art Education*. 337p. Appleton. \$2.25.

### Vocational

BREWER, J. M. *Cases in the Administration of Guidance*. 304p. McGraw-Hill. \$2.50.

COHEN, I. D. *Principles and Practices of Vocational Guidance*. 471p. Century. \$3.

KITSON, H. D., ed. *Commercial Education in Secondary Schools*. 374p. Ginn. \$2.20.

TRUMBULL, F. M. *Guidance and Education of Prospective Junior Wage Earners*. 298p. John Wiley & Sons, Inc. \$3.

WRIGHT, J. C., and ALLEN, C. R. *Efficiency in Vocational Education*. 443p. John Wiley & Sons, Inc. \$3.

### Health and Physical Education

COBB, W. F. *Values and Methods in Health Education: A Handbook For Teachers and a Textbook for Normal Schools*. 362p. Row, Peterson. \$2.

\*KEENE, C. H. *The Physical Welfare of the School Child*. 505p. Houghton Mifflin. \$2.40. A comprehensive, well-arranged survey of the whole field, presenting a unified program for preventing some of the enormous loss from ill health. Discusses standards and costs for such a service, the direction of the program, the school physician, nurse, dentist and clinics, physical education, playgrounds and athletics, the teachers and health work, mental hygiene, and health in the rural school. Marked by a sensible viewpoint and cites hundreds of interesting cases of effective work.

STACK, H. J. *Safety Education in the Secondary Schools: Objectives and Materials of Instruction*. 157p. National Bureau of Casualty & Surety Underwriters. \$1.75.

TANNER, J. R. *A Game Program in Physical Education; For the Elementary School and the Junior High School*. 257p. Ginn. \$1.48.

Thirty-eight

THE B. C. TEACHER

### Extracurriculum Activities

McKOWN, H. C. *School Clubs*. 489p. Macmillan. \$2.50.

ROEMER, JOSEPH, and ALLEN, C. F. *Readings in Extracurriculum Activities*. 844p. Johnson Publishing Company. \$3.

### Higher Education

GOOD, C. V. *Teaching in College and University: A Survey of the Problems and Literature in Higher Education*. 557p. Warwick & York. \$3.

### Adult Education

FRIESE, J. F. *The Cosmopolitan Evening School; Organization and Administration*. 388p. Century. \$3.

\*GRAY, W. S., and MUNKOE, RUTH. *The Reading Interests and Habits of Adults: A Preliminary Report*. 305p. Macmillan. \$3.50. A scientific examination of adult reading of newspapers, magazines, and books based on numerous elaborate questionnaires, library records, publishers' sales, circulation figures, and individual interviews with readers of many types. Also summarizes other scattered studies in this field. What it is, in the experience of some people, which causes them to read what they do, the nature and significance and possible effect of this reading, make a very interesting social and psychological study of greatest import to all educators, whether teachers, librarians, or school administrators.

"For theme and reference work  
they are indispensable"

## The Ryerson Canadian History Readers

By LORNE PIERCE and ARTHUR YATES

THESE charming, easily read, little books are ideal for Supplementary Reading. They fill in the inevitable gaps of the formal textbook, add color and variety to the class lesson and serve to create interest in our historic personages. They come very conveniently in pocket-size in paper covers. The series covers one hundred titles under various heads. Just a few, suggestive of these, are given below:

Pathfinders to America, S. P. Chester.

Jacques Cartier, J. C. Sutherland.

Samuel de Champlain, A. Macdonald.

Frontenac, Helen E. Williams.

General James Wolfe, J. C. Sutherland.

Sir Isaac Brock, T. G. Marquis.

Madame La Tour, Mabel Burkholder.

Madeleine de Vercheres, E. T. Raymond.

Sir John A. Macdonald, W. S. Wallace.

George Brown, Chester Martin.

Samuel Cunard, A. MacMechan.

Lord Strathcona, H. A. Kennedy.

Jean de Brebeuf, Isabel Skelton.

Rev. John MacDougall, Lorne Pierce.

The Hudson's Bay Company, R. Wilson.

The Building of the C.P.R., H. A. Kennedy.

PRICE, 10c PER COPY, POSTAGE 2c EXTRA.

**THE RYERSON PRESS**

QUEEN AND JOHN STREETS, TORONTO

Founded by Egerton Ryerson in 1829

## *The Geographic News Bulletins*

Washington, D. C., U. S. A.

Mr. Harry Charlesworth, Managing Editor,  
The B. C. Teacher,  
B. C. Teachers' Federation,  
614-616 Credit Foncier Building,  
Vancouver, B. C., Canada.

My dear Mr. Charlesworth,—The National Geographic Society's bulletin service to teachers, the Geographic News Bulletins, will be renewed in September.

The Society will appreciate your co-operation in informing teachers who wish the bulletin service that they are requested to send application to The Society's headquarters in Washington, D. C., as early as possible.

News of geographic changes and events from correspondents, from official reports, from the foreign and American press, pour into The Society's headquarters daily. The cream of this stream of geographic news is collected in the Geographic News Bulletins illustrated from The Society's voluminous picture files and sent to teachers.

To teachers who request the Geographic News Bulletins the reports are sent each week for 30 weeks of the school year. Five bulletins accompanied with illustrations and maps go out with each issue. A request for the bulletins should be accompanied with twenty-five cents to cover mailing costs for the 30 weeks.

Very truly yours,

J. R. HILDEBRAND.

### WHEN IN VICTORIA VISIT **KELWAY'S CAFE**

Our "Specials" have given us a reputation as  
"THE HOUSE THAT CHIMES WITH QUALITY"  
We Cater for Parties and Banquets for from 25 to 500 Persons.  
FIRST CLASS SERVICE  
KELWAY'S FOODS OF EXCELLENCE  
1111 DOUGLAS STREET, (Near Fort Street) VICTORIA, B. C.

Forty

THE B. C. TEACHER

## Thirty Books for Young People

A LIST prepared by Jean C. Roos, head of the Stevenson Room for Young People, Cleveland Public Library; and presented to the School Libraries Section at the recent annual conference of the American Library Association in Los Angeles.

Auslander, Joseph & Hill, Frank; *Winged Horse*; Doubleday, Doran.  
Becker, Mrs. May Lamberton; *Golden Tales of Our America*; Dodd.  
Boas, Mrs. L. S.; *Great Rich Men*; Longmans.

### The Acid Test

What more exacting test can there be of dictionary leadership than the judgment of the educational world?

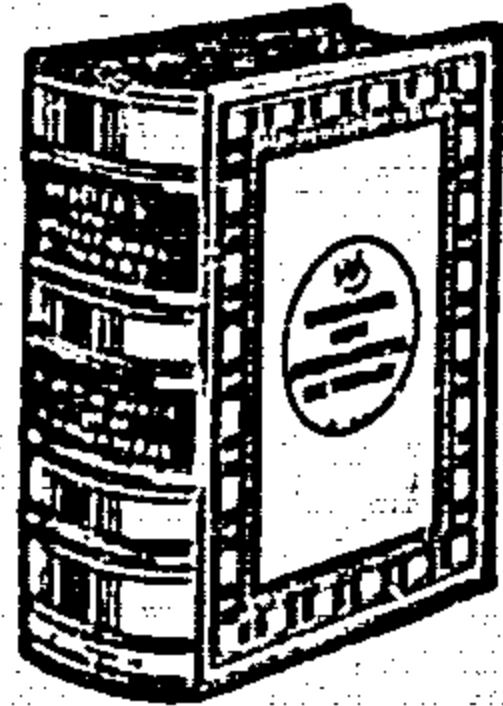
Every State that has adopted an unabridged dictionary for use in its schools has chosen exclusively

#### WEBSTER'S NEW INTERNATIONAL DICTIONARY

The Colleges voted overwhelmingly in favor of Webster as the standard of pronunciation, in answer to questions submitted by the Chicago Woman's Club.

Nearly 100% of all schoolbooks are based on the New International for pronunciation, spelling, compounding, and division of words.

The New International has been universally accepted by those best fitted to judge.



It is in accord with the best modern practice.

Use it in your own schools.

Write for our free booklets of interesting ways to teach the use of the dictionary.

GET THE BEST

G. & C. MERRIAM COMPANY  
SPRINGFIELD, MASS.

## Badminton

Shuttlecocks,  
Rackets,  
Nets

Athletic Supplies

SEY.  
5476

SEY.  
6404

A. G. SPALDING

& BROS. OF CANADA, LTD.

Vancouver, B. C.

## Key to Stanley and Smith Arithmetic

by the Authors.

Complete Solutions of All Problems. Price \$4.00, post paid.

WESTERN CANADA  
INSTITUTE, LTD.

18 Mackie Block, Calgary, Alta.

OCTOBER, 1930

Forty-one



Boyd, T. A. *Mad Anthony Mayne*; Scribner.  
 Buchan, John; *Courts of the Morning*; Houghton.  
 Burdekin, Katharine; *The Burning Ring*; Morrow.  
 Chapman, Mrs. Maristan; *Homeplace*; Viking.  
 Cleugh, Sophia; *Spring*; Macmillan.  
 Davis, W. S.; *The Whirlwind*; Macmillan.  
 Eadie, Thomas; *I Like Diving*; Houghton.  
 Eaton, Jeanette; *A Daughter of the Seine*; Harper.  
 Eipper, Paul; *Animals Looking at You*; Viking.  
 Ellsberg, Edward; *On the Bottom*; Dodd.  
 Ferris, Helen; *Love Comes Riding*; Harcourt.  
 Finger, Charles; *Courageous Companions*; Longmans.  
 Gould, Bruce; *Sky Larking*; Liveright.  
 Hodgins, Eric & Magoon, F. A.; *Sky High*; Little.  
 Leonard, J. N.; *Loki: The Life of Charles Proteus Steinmetz*; Doubleday, Doran.  
 Looker, Earle; *White House Gang's T. R.*; Revell.  
 Loth, David; *The Brownings*; Brentano's.  
 Lovelace, M. H.; *Early Candlelight*; John Day.  
 Maitland, L. J.; *Knights of the Aid*; Doubleday, Doran.  
 Matthiessen, F. O.; *Sarah Orne Jewett*; Houghton.  
 Millay, Edna St. Vincent; *Poems: Selected for Young People*; Harper.  
 Priestley, J. B.; *Good Companions*; Harper.  
 Repplier, Agnes; *Père Marquette, Priest, Pioneer and Adventurer*; Doubleday, Doran.  
 Sherriff, R. C.; *Journey's End*; Brentano's.  
 Thomas, Lowell; *Raiders of the Deep*; Doubleday, Doran.  
 Van Doren, Mark, ed; *Junior Anthology of World Poetry*; Boni.  
 Villiers, A. J.; *Malmouth for Orders*; Holt.

## HEATHER

**SETS THE PACE FOR BIGGER COAT VALUES**

By every standard by which quality coats are judged—style, cut and workmanship—HEATHER COATS LEAD! Look over the new models in

HUDSON AND REAL SEAL,  
MUSKRAT,  
CARACULE,  
SQUIRREL AND LAMB.

We invite your inspection at our show-rooms.

**G. G. HEATHER FUR CO.**  
1026 GRANVILLE STREET  
PHONE: DOUG. 5119

THE B. C. TEACHER

## *"Wander-Thirst"*

Beyond the East the sunrise, beyond the West the sea,  
And East and West the wander-thirst that will not let me be;  
It works in me like madness, dear, to bid me say goodbye;  
For the seas call, and the stars call, and oh! the call of the sky!

I know not where the white road runs, nor what the blue hills are;  
But a man can have the sun for a friend, and for his guide a star;  
And there's no end of voyaging when once the voice is heard,  
For the river calls, and the road calls, and oh! the call of a bird!

Yonder the long horizon lies, and there by night and day  
The old ships draw to home again, the young ships sail away;  
And come I may, but go I must, and if men ask you why,  
You may put the blame on the stars, and the sun, and the white  
road, and the sky. —Gerald Gould.

## *Banking and Thrift*

PERHAPS nobody has so tersely expressed the difference between thrift and extravagance as did Mr. Micawber in "David Copperfield." Though this gentleman was generally in the habit of using six words where one would suffice, and then of using the longest words he could, his illustration in this case was a very apt one. "If a man has twenty pounds a year," said Micawber, "and spends nineteen pounds nineteen shillings and sixpence, he will be happy; but if he spends twenty pounds one shilling, he will be miserable." Micawber himself belonged to the second class, who habitually spend more than their income, for he was always in debt; and so he was well able to judge what misery it brought.

There is, however, a great deal of truth in what he said, for the difference between thrift and extravagance is the difference between happiness and misery. He who puts aside a little out of what he earns every day paves the way for happiness in his future years.—The New Zealand School Journal.

### **INSURANCE**

#### **Fire, Automobile, Accident and Sickness, Burglary**

By special arrangement we are insuring B. C. Teachers' Federation members at the lowest possible cost. We can also arrange time payments on your premiums for your convenience.

#### **MAKE USE OF YOUR MEMBERSHIP.**

For particulars regarding rates, etc., phone or write

### **E. P. MARDON & CO.**

Office: Bay. 2696  
Residence: Kerr. 754-Y

114 602 West Hastings St.  
Vancouver, B. C.

OCTOBER, 1930

Forty-three

# J. M. DENT & SONS, LIMITED

PUBLISHERS

ALDINE HOUSE - 224 BLOOR STREET WEST - TORONTO

Seat work books save time and are rapidly gaining in popularity with our teachers.

Alongside CANADIAN GEOGRAPHY EXERCISES, by Lord and Anstey, which was accorded such a splendid reception last year, we now offer you the following which we believe will prove equally popular in their respective fields:

## NATURE LANGUAGE WORK BOOK

By R. S. SHERMAN and E. W. REID.

Our first books to be printed in British Columbia. It consists of a series of fascinating and informative nature stories, profusely illustrated, and accompanied by numerous instructive exercises which serve the double purpose suggested by the title. For use in Grades 4, 5 and 6. Price, single copies, 32 cents; quantity orders, for class use, 25 cents per copy; postage extra.

## Reading Work Book for Beginners

By MISS JESSIE E. R. FISHER of the Staff of the Vancouver Model School.

A beautiful and well arranged series of exercises for use in primary grades, compiled by an expert. Price, single copies, 60 cents; quantity orders, for class use, 44 cents per copy; postage extra.

## Two More New Books You Will Want

THE BOOK OF NEW CANADIANS, by D. J. Dickie; being Book 3 of our popular Canadian Geography Readers. Price, 75 cents; postage extra.

CURIOUS THINGS IN THE PLANT WORLD, by Francis J. Lewis, Professor of Botany in the University of Alberta. Price, 75 cents; postage extra.

MAIL ORDERS, REQUESTS FOR CATALOGUES, ETC., TO

**W. G. STEPHEN**

Western Representative

401 CREDIT FONCIER BUILDING

VANCOUVER, B. C.

(Continued from Page 8)

tion, given by the various public organizations, the civic and administrative bodies throughout the province, certainly can be taken as an indication of a growing appreciation of the value and importance of our profession and of our organization. Is this not a challenge, then, for our provincial organization to strive to hold this public esteem and to add to the prestige already attained, so that the Teachers' professional organizations will become established as integral and indispensable adjuncts of our national life?

The Convention began its business sessions in Calgary, where, by the way, the Canadian Teachers' Federation had its inception eleven years ago; a pilgrimage was made to the little room where the first organization meeting was held. The first meetings were rather stock-taking affairs. Each delegation contributed a record of progress and accomplishment for the province it represented. Soon the Convention became a veritable clearing house of ideas.

The provincial reports were marked by optimism and were filled with interesting information. Manitoba representatives reported upon important educational legislation recently secured. A **Superannuation Act** has been adopted in that province, and an **Advisory Board** has been provided for. Saskatchewan also reported the securing of a similar Act. Alberta delegates appeared confident of obtaining legislation in the near future which would ensure a Teachers' Retirement Fund. The Prince Edward Island delegation revealed a serious complication which stands in the way of the teachers there obtaining the benefit of the recommendations made in the Report of the Royal Commission this spring. The Government, while expressing sympathy with the plan of the Teachers' Federation, feels obliged to submit the question of educational legislation and increase in salaries—which are ridiculously low—to a plebiscite; and a plebiscite which involves expenditure is not popular with the Prince Edward Island public. The Canadian Teachers' Federation pledged its support to the Federation of this province.

Some interesting educational research has been conducted by several of the provinces. Alberta has been investigating the examination system and gave a very extensive survey of the situation. It was recommended that Alberta continue this investigation, and that provincial federations co-operate in this work.

Manitoba is engaged in a survey of salaries throughout the Dominion. The Manitoba Federation was also authorized to continue its survey and the provincial bodies requested to forward their findings to the Manitoba Central Committee. Quebec reported upon a comprehensive investigation into the teaching of English. Ontario reviewed the progress made in that province in the development of school drama. Completed reports from both provinces are expected for the next Canadian Teachers' Federation Convention. New Brunswick and Nova Scotia intimated interest and progress in several of the matters which featured the reports of the other provinces.

OCTOBER, 1930

Forty-five



British Columbia made a contribution through its report on Curricula Reform and on Group Insurance.

The Canadian Teachers' Federation has undertaken a number of worthy objectives for the coming year. A movement is on foot to hold a "Teachers' Congress" at Toronto in 1932. If this plan succeeds, it will mark the inauguration of a new body that may have great possibilities. The National Research Bureau is being requested to recognize, through substantial financial support, the valuable research work authorized and undertaken by the Canadian Teachers' Federation. The question of larger administrative units will be thoroughly studied by several of the provincial organizations. The exchange of teachers, the promotion of Educational Week, and the question of Curricula and Textbooks are other problems which will receive attention during the year. The matter of Curricula and Texts has been delegated to British Columbia for study and report.

To assist in the work of research and in the dissemination of progressive educational ideas, a bureau of publicity has been established by the Canadian Teachers' Federation with headquarters at Winnipeg. Mr. E. K. Marshall, General Secretary of the Manitoba Teachers' Federation (who has recently been honored through his appointment as President of the Canadian Authors' Association) is to be the Director of the Publicity Bureau.

After attending one of these annual conferences one cannot fail to note the upward trend in educational thought which is permeating the various provincial organizations. The high character of the work fostered and carried out by the Canadian Teachers' Federation is proof of its virility, and the high plane of discussions which characterized the Convention is ample evidence that the Canadian Teachers' Federation is establishing itself as an authoritative and influential body in the educational life of the Dominion.

Next year's Convention will be held in Fredericton, N. B.

#### Officers 1930-1931

President—Mr. John W. Barnett, Edmonton, Alta.

Immediate Past President—Mr. C. N. Cruitchfield, B.A., Shawinigan Falls, Que.

First Vice-President—A. S. McFarlane, M.A., LL.D., Fredericton, N. B.

Second Vice-President—Miss M. C. Straith, Windsor, Ont.

Secretary-Treasurer—Mr. M. J. Coldwell, Regina, Sask.

#### Executive Members:

Mr. Leo. F. MacDonald, B.Sc., Charlottetown, P. E. I.

Mr. F. G. Morehouse, Amherst, N. S.

Mr. O. V. Miller, Fredericton, N. B.

Miss Jessie M. Norris, Montreal, Que.

Mr. J. H. Hardy, B.A., B.Paed., Perth, Ont.

Mr. J. N. Clark, Selkirk, Man.

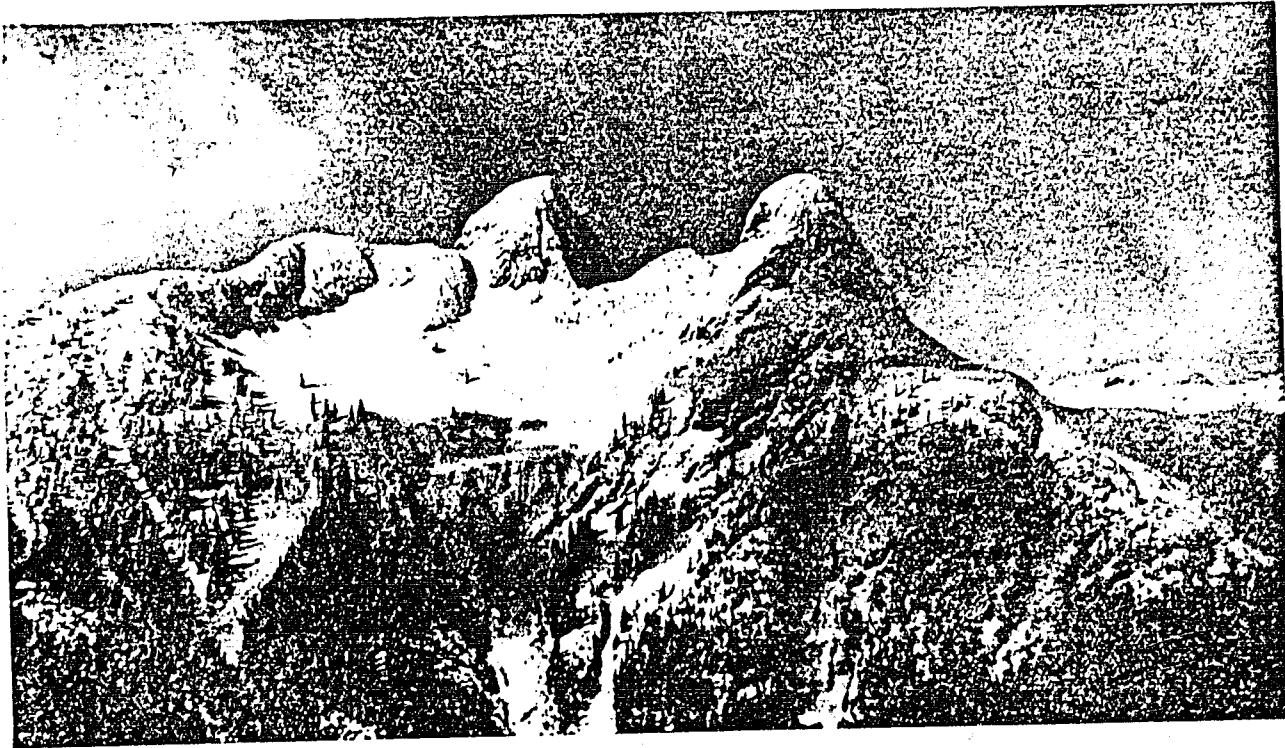
Mr. O. L. Latam, Regina, Sask.

Mr. R. D. Webb, Calgary, Alta.

Mr. Ira Dilworth, M.A., Victoria, B. C.

Forty-six

THE B. C. TEACHER



**THE LIONS OF VANCOUVER, B.C.**

The Lions, towering 6000 feet above the city. "They catch the earliest hint of sunrise, they hold the last colour of sunset. Twin mountains they are, lifting their twin peaks above the fairest city in all Canada, and known throughout the British Empire as 'The Lions of Vancouver'."—Pauline Johnson.

—Photo copyrighted by Leonard Frank.

## October Advertisers

**W**HEN answering advertisements, please mention "B.C. Teacher." In doing so you insure the continued patronage of the splendid firms who advertise through our magazine. Checking results in advertising is a difficult matter, and a word of recognition now and then goes a long way. This month patronize:

Wrigley Printing Company, Ltd.,  
All kinds of Printing.

Clarke & Stuart Co., School  
Supplies.

David Spencer, Ltd., Fine Coats.

A. G. Spalding & Co., Sporting  
Goods.

E. P. Mardon & Co., Insurance.

Eyerson Press, Publishers.

Victor Talking Machine Co.,  
Educational Music.

Ginn & Co., Publishers.

Western Canada Institute.

Longman Green, Publishers.

Gregg Publishing Co., Publishers.

Merriam & Co.

J. M. Dent & Sons, Publishers.

Asbestos Manufacturing Co.

G. G. Heather, Fur Coats.

Kelway's Cafe, Victoria.

LET US HAVE YOUR NEXT PRINTING  
ORDER AND NOTE THE

# Superior Printing

AND

# Unexcelled Service

## Wrigley Printing Co., Limited

ARTS & CRAFTS BLDG., VANCOUVER, B.C.

576 SEYMOUR STREET