

# THE B. C. TEACHER

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

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## Editorial

### THE EASTER CONVENTION

THE Annual Convention will be held this year in Victoria, on Monday, Tuesday and Wednesday, April 6th, 7th and 8th, with Thursday, April 9th, being devoted to sports, recreations, and excursions. The Annual Federation Meeting will convene on Wednesday afternoon, April 8th. With the idea of arranging a "different" convention many changes have been made from our usual procedure. All of the sessions will be held in the Empress Hotel, which will be Convention Headquarters. Special rates and privileges have been granted to us. The beauty and comfort of the Empress is well known throughout the world, and there can be no doubt that our meetings there will be such as will long be remembered.

Then, again, the programme has been so arranged as to provide a combination of inspirational and recreational features. The sessions will be shorter; many of the addresses will be devoted to general rather than strictly practical class-room topics; while definite sports programmes, consisting of golf, bowling, swimming, miniature golf, badminton, are being included. Championship trophies and prizes will be awarded for all events.

The teachers of Victoria and district particularly, with the assistance of the civic and community leaders, are making special efforts to ensure that this will be a memorable convention.

The Provincial Government is again tendering us an official reception at the Parliament Buildings.

The Convention is open to **every teacher in British Columbia** as well as to Inspectors, Officials of the Department and School Boards.

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and any Trustees or others interested in education will be heartily welcome. We extend a most cordial invitation to all.

We expect a full attendance, particularly of all teachers on Vancouver Island, who will doubtless show, by their presence, their appreciation of having the Convention in their section of the province.

A general outline of the programme appears in this issue. Full details will be given in the March magazine, which will be received by all Federation members, and will be sent to any others who may make request for it, for the sum of 15 cents.

Make your arrangements now to be with us. The change, the rest, the inspiration, the meeting with old friends, the making of new ones, the thrill of keen sport—all will combine to give you that renewed incentive and enthusiasm which will add to your efficiency during the last and most arduous term of the year.

### ARE FEDERATION FEES HIGH?

**W**E sometimes receive isolated complaints that the Federation fees are too high.

These fees are set by the members themselves at the Annual Meeting each year, and are only sufficient to guarantee the continuation of the present type and quality of service given by the Federation. Those who know most of this service, and particularly the large number who have had direct evidence of it, are agreed that Federation members receive much more value for their fees than do members of the majority of professional or craftsmen's organizations, and our fees are only fractional compared with those required by other organizations.

For example, compare the following:

Professional Fees			
	Initial Fee	Annual Fee	
Doctors .....	\$100	\$15	
Lawyers .....	\$100	\$25	
Dentists .....	\$100	\$10	Local \$5
Chartered Accountants .....	\$50	\$25	
Druggists .....	\$50	\$10	
Optometrists .....	\$20	\$20	

When lawyers from outside the province desire to come to British Columbia to practice, a very high fee must be paid to the Law Society.

It should be remembered that teaching is a profession, and therefore comparisons should be made with other professions. In case, however, there are those who will seek refuge in the argument that the remuneration paid to members of the other professions makes such fees possible, perhaps we may be allowed to quote also a few of the fees paid by craftsmen to their organizations:

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### Initial Fees

Stone Cutters .....	\$50	Monthly dues \$2.50
Bricklayers .....	\$50	Monthly dues \$5.00
Carpenters .....	\$25	Monthly dues \$1.75
Common Labourers .....	\$5	Monthly dues \$1.25
Typographical Union .....	\$25	2½% total earnings
Plumbers .....	\$25	Monthly dues \$1.50
Miners .....	\$15	Monthly dues \$1.50
Garment Workers .....	\$3	Monthly dues \$1.00
Musicians .....	\$25	Quarterly dues \$8.00

### B. C. Teachers

### ation Scale of Fees

For a salary of \$1000 .....	\$4.00
For a salary of \$1001 to \$1200 .....	\$5.00
For a salary of \$1201 to \$1400 .....	\$6.00
For a salary of \$1401 to \$1600 .....	\$7.00
For a salary of \$1601 to \$1800 .....	\$8.00
For a salary of \$1801 to \$2000 .....	\$9.00
For a salary of \$2001 to \$2500 .....	\$10.00
For a salary of \$2501 to \$3000 .....	\$11.00
For a salary of \$3001 and over .....	\$12.00

No initial fee. Fee also includes Annual Subscription to Magazine, and also membership in the Canadian Teachers' Federation.

Why not be professional, and do your share while you remain in the teaching profession, to make it a profession indeed?

The Federation is the teachers' organization. Teachers choose its leaders; teachers decide how it shall be administered; teachers shape and direct its policy. As a teacher, why not take your share in these privileges and responsibilities?

### FEDERATION MEMBERSHIP—AN INVITATION.

THIS issue of the Magazine will be received by every teacher in British Columbia. From the Federation point of view, the teachers of the province may be divided into the following five groups: (a) Paid-up members, (b) enrolled members, (c) last year's members carried until February 28th of this year by constitution regulation, (d) members in previous years who have allowed membership to lapse, (e) teachers who have never at any time been members.

To those of the first two groups we wish to record our sincere thanks for their support and co-operation. To those of the last three groups we desire to extend a special invitation to join with us at the present time.

While the Federation membership at this date has exceeded all previous records, yet we cannot be satisfied until we have obtained  
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# Easter Convention

## GENERAL SUMMARY

1. The Convention will open with a Public Meeting on Monday evening, April 6th, at 8 p.m., in the Empress Hotel Ballroom.
2. All sessions of the Convention will meet in the Empress Hotel, which will be Convention Headquarters.
3. The programme will be made up as follows:

April 6th—**Monday evening, 8 p.m.**—Public Meeting.

April 7th—**Tuesday morning, 10:00 a.m.**—General Session.

April 7th—**Tuesday afternoon, 2:00 p.m.**—Sectional Meetings.

- (a) High School Section.
- (b) Technical High School Section.
- (c) Junior High School Section.
- (d) Elementary School Section.
- (e) Home Economics Section.
- (f) Manual Training Section.

(Note: There will be no subsections into Grades or High School Departments, as in former years).

April 7th—**Tuesday evening, 8:30 p.m.**—Government Reception at Parliament Buildings.

April 8th—**Wednesday morning, 10:00 a.m.**—General Session.

April 8th—**Wednesday afternoon, 2:00 p.m.**—Annual General Meeting of the Federation.

April 8th—**Wednesday evening, 9:00 p.m.**—Supper Dance and Social Evening, Empress Ballroom.

April 9th—**Thursday (all day) and between sessions on other days**—Sports, Recreations, Excursions, Federation Championships.

### Convention Speakers:

**Public Meeting—Dr. Willard Brewing, Vancouver.**

### General Sessions—

**The Hon. Joshua Hinchliffe, Minister of Education.**

**Dr. S. J. Willis, Superintendent of Education.**

**Mr. B. C. Nicholas, Editor, Victoria Daily Times;**  
subject: "The Teacher and Human Progress."

**Dr. H. T. J. Coleman, University of British Columbia;**  
subject: "Education and Leisure."

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**Prof. F. H. Soward**, University of British Columbia;  
subject: "Russia in the Modern World."

**Mr. C. B. Wood**, Victoria Normal School; subject:  
"Education in Present-day Germany."

(Note: Mr. Wood spent a portion of last year visiting  
in Europe, studying European educational  
systems).

**Dr. H. S. Thompson**, Field Secretary, Canadian Den-  
tal Hygiene Council; subject: "Education and  
Health."

**Welcome and Greetings—**

Mr. Herbert Anscomb, Mayor of Victoria.  
Mr. George Jay, Chairman, Victoria School Board.  
Mr. S. Bowell, President, British Columbia Teachers'  
Association.  
Mrs. Edward Mahon, President, Provincial Parent-  
Teacher Federation.

**Reply—**Mr. C. G. Brown, Vice-President, B. C. Teachers'  
Federation.

**Annual Meeting of the B. C. Teachers' Federation, Wednesday  
Afternoon, April 8th, at 2 p.m.**

**Fifteenth Annual General Meeting of the B. C. Teachers' Federation.  
(Open to all teachers, and others interested).**

- (1) Minutes of 1930 Annual Meeting.
- (2) Business arising from Minutes.
- (3) Correspondence.
- (4) Extraordinary resolutions for the amendment of  
the Constitution and By-laws, as submitted by  
the Constitution and By-laws Committee.
- (5) Receipt of Reports:
  - (a) President.
  - (b) General Secretary.
  - (c) Chairmen of Committees.
- (6) Receipt of Financial Statement.
- (7) Nomination of Officers.
- (8) Election of Officers.
- (9) Election of Auditors.
- (10) General business.
  - (a) Resolutions from Executive.
  - (b) Resolutions from Local Associations.
  - (c) Resolutions from Convention.
- (11) Any other business.

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### **Sports and Recreations—**

1. Golf Championships; Mr. H. O. English and Committee.
2. Bowling Tournament and Inter-city Matches; Mr. A. A. Campbell and Committee.
3. Swimming Championships; Crystal Garden Committee.
4. Miniature Golf Championship.
5. Badminton.

### **Special Hotel Rates—**

**The Empress Hotel** has given the following special rates:

- Single room with bath, 1 person, \$4.50 per night.
- Single room without bath, 1 person, \$3.00 per night.
- Double room with bath, 2 persons, \$7.00 per night.
- Double room without bath, 2 persons, \$5.50 per night.
- Room with bath, 3 persons, \$9.00 per night.
- Room without bath, 3 persons, \$7.50 per night.
- Room with bath, 4 persons, \$10.00 per night.

### **Meals at Empress Hotel—**

- Breakfast: 50 cents, 75 cents, and à la carte.
- Luncheon: 75 cents, \$1.00, and à la carte.
- Dinner: \$1.25, \$1.50, and à la carte.

Early application to the Manager for reservations is desirable.

**Note:** There are many other fine hotels in Victoria, all situated close to the Empress. Amongst these may be mentioned:

The Strathcona Hotel,  
Glensheil Hotel,  
James Bay Hotel,  
Dominion Hotel,  
Windermere Hotel.

Single rooms (without bath) may be obtained from \$1.50 up.

Single rooms (with bath) may be obtained from \$2.50 up.

Fuller information concerning these will be advertised in the March magazine.

### **Home Economics—**

#### **Sectional Meeting Programme—**

1. **Chairman's Remarks**—Miss E. M. Switzer.
2. **Business Meeting.**
3. **Three Short Talks:**
  - (a) **The Denver Conference**, June 30, Miss Hathaway.
  - (b) **Rayon**; Miss Lyons.
  - (c) **European Tours for Home Economics Credit**; Miss Elliott.
4. **Address—"The Five K's"**; Miss Alice M. Ravenhill, a pioneer in Home Economics Education.

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## Important Convention Notices

1. Every person attending the Convention is required to fill in the registration form.
2. By unanimous decision of the Annual Meeting of last year, a registration fee of Two Dollars will be charged to all members of the B. C. Teachers' Federation attending, and of Three Dollars to all teachers who are not members of the Federation.

**Note:** Federation members also contribute to the Convention Funds through the Federation fee, part of which is used to defray Convention expenses.

"Federation members" here includes:

- (a) Those who have paid fees for the period, July 1st, 1930, to June 30th, 1931, or for any period thereof.

### 3. Transportation Refund:

By unanimous resolution of the Executive, all members of the Federation (as defined below) registering at the Convention will receive a refund of a portion of their transportation expenses.

Reduced Convention rates will enable all to purchase return tickets for half single fare upon presentation of validated standard certificates. Purchase **single one-way ticket to Victoria** and ask for **standard certificate form** from the ticket agent.

**Note:** This refund applies only to:

Federation members who have paid the full fee for the period July 1st, 1930, to June 30th, 1931, or to such portion of that period as they have been teaching, in the case of new appointments.

By means of the registration fee and the refund, the Federation is making an earnest effort to adopt a system as fair to all members as is practically possible. It should be remembered that, under this plan, members coming from distant points will still be called upon to bear individually the expense of half their fare, in addition to berths, meals, and hotel expenses, while those in the Convention district have no such costs to meet.

4. Those desiring refunds must fill in the Transportation Form immediately upon arrival.

They must also attend at the announced time for payment and must have attended more than half of the sessions of the Convention and the Annual Meeting. Those failing to observe these rules will have no claim upon the fund.

5. **Standard Certificates** should be handed in to Miss N. M. McKillican at the Empress Hotel immediately upon arrival in order that they may be validated.
6. **Validated Standard Certificates** should be obtained from Miss N. M. McKillican at the Hotel after 4:00 p.m., Wednesday afternoon, April 8th.
7. **Validated Certificates** should be presented at the booking offices of the transportation companies at least **thirty minutes before**

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time of departure of train or boat, when a return ticket will be issued for half single fare.

8. Note: The Annual Meeting of the Federation, on Wednesday afternoon, April 8th, is a most important part of the Convention.

It is not merely a delegates' meeting. Every teacher in British Columbia is welcome, and all Federation members are particularly urged to be present this year, as we desire a record attendance, and a real business-like meeting.

Voting is restricted to official delegates, and all Associations are urged to have a full quota present. One delegate is allowed for each ten members or for any fraction of ten. Please appoint delegates and forward names to Federation Office so that delegates' cards may be made out.

### In Memoriam

MISS ELIZABETH M. FERNIE.

THE Vancouver teaching staff suffered yet another sad loss through the passing of Miss E. M. Fernie of Edith Cavell School. She was a teacher of very high ideals, which she put into practice in her daily life, and was greatly respected and esteemed by her pupils and colleagues, to whom she was at all times a great inspiration. She was most loyal to her school, and to the Federation, and she was enthusiastic in her support of all things that would improve the efficiency of the teaching profession. She had a remarkably wide teaching experience, and she was always willing to share the value of her experiences with those who had not had her opportunities.

She was born in Greenock, Scotland, where she received her early education. After four years as a student pupil-teacher she attended Glasgow Normal School for two years. After teaching for a few years at Johnston and Greenock with great success, she was chosen by the British Government to proceed to South Africa, where three and a half years were spent in Rustenburg, Orange River Colony, as missionary and teacher. Following this she became Principal of one of the schools in Johannesburg, where she remained for seven years. Recalled home by her mother's illness and death, she afterwards came to Vancouver and, for the last eight and a half years, she has been attached to the Edith Cavell School staff. In 1926-27 she went overseas again as an exchange teacher and taught for the year in Glasgow.

She will be greatly missed by her fellow teachers, particularly those with whom she has been so long associated at Edith Cavell. We extend our sincerest sympathy to her sister (of Vancouver) and brother (of Winnipeg) in their bereavement.

## *Ramblings of Paidagogos*

### THE PRINCIPAL.

CONSIDER the principal,—the very source of scholastic authority: and, like the mountain peak, austere in his lonely elevation. With what reverent glances does the young teacher follow his serene course, and with what delightful trepidation do the pupils receive his laconic word and his quizzical regard. Surely to no other human being is it given to assume god-like attributes,—to achieve apotheosis in his own lifetime. But let the casual observer beware! For beneath the rich mantle of authority may be found the garment of heaviness,—the hair-shirt which betokens one who knows sorrow and is not unacquainted with grief. Despite the bravery of his outward apparel, and notwithstanding the dignity of his appearances, the principal is nothing more nor less than a buffer, and his chief duty is to act as a shock-absorber for the rest of the educational system.

His is the privilege of balancing the frequently divergent interests of trustee, teacher, pupil and parent. To him it is given to attend every meeting of the Parent-Teacher Association, that uninformed enthusiasm may be restrained, and personal criticism held within the bounds of public decorum. Family feuds are sometimes aired in his office; tales of financial woe beat upon his ears; staff discords demand his harmonizing touch; and, in good sooth, he is forever pouring the oil of joy upon the troubled waters of human discontent,—he is the kindly interpreter of humanity to itself. Whatever else he may be, and it is said that many other things are expected of him, the principal is primarily a buffer.

Since it may be imagined that being a buffer is as simple a matter as building a bridge or pruning a rosebush, Paidagogos hastens to correct such an impression. The minimum qualifications required of even a second-rate buffer are extremely varied. He must possess the manners of a Chesterfield, the guile of a Ulysses, the diplomacy of a Metternich, and the patient endurance of an early Christian Martyr,—especially the last. With these qualities, and such others as may result from his study of the lives of Machiavelli, Gandhi, and Samuel Smiles, he has about an even chance of success.

In his capacity of correspondent and form-filler, the principal has few equals and no superiors. He can write letters and answer questionnaires with the unwavering assurance of the expert. Information on every kind of subject is always at his finger-tips. Does the School Board wish to ascertain how many baseballs were purchased for school use in, let us say, 1921? The principal can supply the correct figure. Does someone require to know the area of the boys' basement in square feet; the amount of electricity used in the boiling of

water for teachers' lunches; the temperature of any classroom at any given time; the size of hat worn by the janitor; or the height of the flag-pole? The answer is forthcoming in the twinkling of an eye. Experienced principals have no difficulty with such matters, they use a rule like leading the fourth card of your longest suit against a no-trump: they divide the actual aggregate attendance for the previous month by the estimated I. Q. of the enquirer, and multiply the result by the number of clerical employees maintained in the School Board Office,—and presto! the thing is done.

All this, however, is not enough: the principal must be a tremendous mathematician: he must mind his percentiles and quartiles and know his medians. It is his function to produce without hesitancy the Achievement Quotient of any pupil, in any subject, for any month of that calculated individual's school life. He has more graphs than a meteorologist; casts more horoscopes than an astrologer; and occupies his leisure with the playful eccentricities of an age-grade table. The great advantage of statistics is, of course, the fact that the end can never be reached,—they may always be treated from another angle,—there is invariably another correlation in the offing. They thus perform a useful function in teaching the great moral lessons of life: they symbolize for the principal the infinitude of the universe and the inevitable lot of man, and direct his attention to a host of philosophic implications which Paidagogos asks to be excused from developing at this time. To put the matter briefly: the principal, while he adds up his limitless column, may reflect upon the esoteric significance of his task, as a slight compensation for the fact that its exoteric significance may have eluded him.

It might be imagined that the foregoing would justify the existence of any principal, but such is not the case. He has noteworthy judicial and penal aspects. To the acumen of Dupin or Sherlock Holmes he must add the judgment of Solomon and the finality of the Privy Council. On occasion he must even descend from the bench to assume the formidable role of executioner: he must exchange the gavel for the ferule, and forthwith implement his own sentence with his own right arm. And of all his tasks this last is the most repellant, carried out as it is in cold blood. So far as Paidagogos is aware, there is no other situation in the world in which a man is required to thrash his personal friends. Theorists may stigmatize corporal punishment in all its branches; they may heap their scorn on what we are pleased to call righteous indignation, and speak scathingly of a reversion to the primitive and barbaric. The principal knows all the arguments,—probably he knew them ahead of the theorists,—and if this armchair idealism could be shown to work, his delight would only be equalled by his relief. The difficulty is that there are a number of occasions upon which it most lamentably fails. It is not suggested here that corporal punishment is the keystone of the disciplinary arch; indeed, the rarity of its use might be a just criterion of authority; but it is submitted in all seriousness that this ultimate measure is correlative to the present imperfect state of childish morality, and that the principal is the reluctant victim of our



incomplete social evolution. It is one thing to be a profound educational philosopher, but quite another to administer a Canadian public school.

Let us depart, however, from so controversial a subject, easy in the knowledge that eventually science tends to justify the general practice of mankind. In another ten years or so, some keen pedagogical mind will probably discover the benefits of corporal punishment, and will gravely enunciate them to a gaping world; meanwhile the principal, whose claims upon public attention are extremely modest, can doubtless carry on.

The readers of these ramblings are probably wondering when Paidagogos purposes to touch upon the more ostensible duties of the principal: his organization, supervision, and personal teaching. But we are not here concerned with minor phases of the subject. True, the man in the street is still under the impression that it is for the performance of these functions that the principal receives his notable stipend; but here, as in most other matters, the man in the street is a fallible guide. Time undoubtedly was, when the principal exclusively engaged himself in such pursuits, but the inevitable march of progress has changed all that. Business efficiency, with its forms and filing-systems, has invaded the quiet purlions of the school-world: the principal, good lack! is become an executive; kindly personal relations give way to the objective exactitudes of system and measurement. So great is our glorification of modern business, and so closely do we imitate its methods, that no self-respecting principal in this fortunate era would dream of writing his letters in longhand.

In the light of so much accumulating wisdom, it is regrettable that many principals are still so old-fashioned as to place their chief emphasis upon class-room work, and to insist upon knowing all their pupils at first hand. How these men remain in the schools is a perpetual mystery; for obviously, a card-index system is vastly more dependable than the unorganized and utterly unscientific residue from crude social contacts and emotional judgments. Let these reactionary principals beware! Let them read the handwriting upon the card. The world has moved past them and their snivelling humanism,—they can never hope to become executives.

But it is high time to conclude this wandering discourse, especially as principals refuse to conform to a standardized type, and cannot therefore be classified in a neat workmanlike fashion. Let us nevertheless end upon a full note of truth: individual principals may be rangy or stout, benevolent or truculent, high-brow or mezzo; they may be executives or simple-hearted school-men; but every principal without exception, be he die-hard or visionary, is a buffer.



## *The Yukon*

By THE HON. GEORGE BLACK,  
*Speaker, House of Commons, Canada.*

### AN ADDRESS

*delivered over C.N.R.V., Vancouver, under the auspices of the  
Vancouver School Principals' Association.*

**Y**UKON in the minds of many is a land of extreme cold, snow and ice, where only hardy, adventurous people can survive in their search for gold. True, Yukon does have extremely cold weather at times in winter—so has the most of Canada. Yukon has not the blizzards of the Middle West. Stock turned out in the fall comes through the winter in good shape without feeding and without shelter. That could not be done in Eastern Canada. Stock would perish there. Yukon, because of its latitude, as well as being a land of long winter nights, is a land of delightful summer sunshine and flowers. We have a summer day there nearly three months long, during most of which the sun shines continually.

Yukon is really a continuation of British Columbia northerly, for only an imaginary line divides them. Yukon extends from British Columbia, on the south, to the Arctic ocean, in the north. It is bounded on the west by Alaska and on the east by the North West Territories. It is in the extreme northwest corner of Canada and has an area of 220,000 square miles.

The Yukon River, one of the largest rivers of the world, nearly 3000 miles in length, rises in British Columbia, and flows north-westerly through Yukon and Alaska to the Behring Sea. It has many large tributaries in Yukon, some five and six hundred miles in length, draining a great network of lakes, teeming with fish, and the breeding ground of countless migratory birds. One of those tributaries is the famous Klondike River.

### **Klondike**

On August 17th, 1896, now nearly 35 years ago, prospectors found placer gold in fabulous quantities on Bonanza Creek, a tributary of the Klondike River, and on other creeks in the near vicinity. People rushed to the scene from all parts of the world, literally in thousands. Then, as now, the way to the goldfields was up the Pacific coast to Skagway, Alaska, thence across either the Chilcoot or the White Pass to the headwaters of the Yukon River, where boats were built and floated down through the lakes and rapids and rivers. It was a great stampede. People were wildly excited. Every day fresh reports of new discoveries of gold were flashed about. There were no transportation companies to give one passage or to transport one's

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goods over the mountain pass. That had to be done personally. It was every man for himself in the scramble for gold.

Possibly some of you don't know what placer gold is. Well, it means gold in an alluvial state, lying about in the earth with the sand and gravel, in the form of gold dust and nuggets, to be picked up and recovered by the most primitive methods. Thousands of people made fortunes who had never seen a mine before and had no knowledge of mining.

In the great Klondike area the ground is perpetually frozen and to a depth greater than has yet been drilled or dug. It is known to be frozen to a depth of 1000 feet. Even in summer the hot sun thaws the ground only a few feet in depth from the surface. In the early days the method of mining was to build a fire on the surface, scrape away the thawed earth, build another fire in the hole and repeat the performance until gold was reached below. Tunnels and drifts were run from the shaft by the same method. The gravel and bedrock containing the gold was hoisted to the surface by hand-windlass and piled in heaps called dumps till spring, then when the snow melted and the water ran, the dumps were shovelled into sluice boxes so constructed as to retain the gold and spill the waste, and the great spring clean-up was on all over the goldfields. Millions of dollars' worth of the shining yellow metal was gathered in in a few weeks. Bills that had been standing all winter for supplies and labor were paid off in gold and the camp hummed with activity and wealth.

There was little currency in circulation. Gold was the medium of exchange. All places of business and professional offices had gold scales to weigh the gold offered in payment for goods and services. The commercial dust, as it was called, was valued at \$16 an ounce; and an ounce was about the smallest amount paid for anything.

Newcomers were called Cheechakos; old-timers—those who had spent a winter in the country—were called Sourdoughs, and so those words were applied to all manner of things. Anything native or locally made was dubbed sourdough, and imported things were called cheechako. As gold was sourdough money, bills and currency were called cheecako money; native dogs were sourdough dogs, imported dogs were cheecako dogs. If a new girl came to town she was a cheecako girl. Locally-made furniture, like chairs and tables out of cream cases and soap boxes, was sourdough furniture, and the imported article, cheecako.

Methods of mining have continually improved. Wood fires gave way to thawing by steam; now it is done by cold water forced into the gravel and bedrock by pressure. The mining is done in summer by great dredges operated by hydro-electric power. This is so of the Klondike goldfields. In the remote districts the old methods are still in vogue, and, in fact, the only methods that can be used.

Before the ice age Yukon was evidently a tropical area, for down on bedrock all the way to 100 feet below the surface are found imbedded in the ice the skeletons, bones, tusks and, in some instances,



fish, hide and hair of huge prehistoric animals, some carnivorous, others herbivorous. The latter could not have lived on the vegetation now growing in those parts. What upheaval of nature overwhelmed, buried and encased those great animals in perpetual frost among the gravel and placer gold remains a mystery.

### Yukon Territory

Yukon was formerly part of the North West Territories, but when the big population trekked in there after gold, the Dominion Parliament, in 1898, passed the Yukon Act, forming the Yukon Territory and giving it a constitution and government of its own in the form of a Territorial Council, which is now elected for a three-year term, and has the same power to make laws as a provincial government.

Mining, of course, is the chief industry and will remain so for many future years, though some day when this North American continent fills up, the fertile valleys of Yukon are quite capable of supporting a population. Vegetables of most every sort grown in Canada are grown there. Wheat, oats, timothy, brome grass, western rye grow and ripen to perfection. Potatoes as good as any in the world are grown. One farmer planted 9 pounds of seed from which he raised 1135 pounds of potatoes. One potato was 24 by 17 inches in size. Wheat sown on April 27th was ripe and reaped July 26th.

Yukon is a hunter's paradise, abounding in big game, moose, big horn sheep, grizzly bears, wolves, with caribou literally in masses, both the big woodland species and the barren land variety. So plentiful are the caribou that it is a usual sight for tourists to see them, from the river boats, in great herds, swimming the river and swarming along the banks. Frequently I have known power to be shut off to allow the steamer to drift through a herd without damaging the animals. This affords splendid opportunities for taking moving pictures and snapshots at close quarters.

Fine catches of fur are made every winter in Yukon; marten, mink, beaver, otter, lynx, muskrat, fox, coyote, wolf, ermine, and in that northern climate the fur is of the very best quality. Fur farming is an important industry, and silver fox and mink raising is engaged in at great profit.

Yukon offers wonderful opportunities to the prospector. Its vast area has not been explored let alone prospected. About 250 million dollars' worth of gold has been taken from the Klondike gold fields alone, and it will take a quarter of a century to mine the known deposits of gold at that point. Prospects are found all over the country, and today distant points are readily accessible by 'plane in a few hours that it would take months to reach by the old methods of poling boat and pack animals. Commercial 'planes, thoroughly equipped and properly manned, are available to travel to any part of the country. Young men with a little capital could not do better in these days of depressed business than to turn their attention to

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prospecting for gold in Yukon. It requires little or no geological knowledge to find and recognize placer gold. Some knowledge is, of course, desirable, and that can be acquired before starting, or a partner that understands placer mining can be found without much trouble. The Chamber of Mines of the Vancouver Board of Trade is conducting free night classes in elementary mining, at which useful knowledge can be had by anyone contemplating a prospecting trip.

### Silver-lead Mining

Of recent years silver-lead mining has attracted more attention than gold mining in Yukon. In the past few years 60,000 tons of concentrates and crude ore have been shipped out of the Territory, of a market value of 15 million dollars. Most of this has been handled by the Treadwell-Yukon Company, Ltd., a United States company that has made big money in Yukon and put it back in prospecting and development at Sudbury, Ontario, where they are mining on a very big scale. This company alone paid out chiefly in Yukon last year:

For roads and landing fields.....	\$62,000
Mining tax and income tax.....	27,000
Customs duties .....	38,000
Wages .....	550,000
Freight .....	456,000
	<hr/>
	\$1,133,000

It is by no means a one-company camp. There are four major mining concerns in there:

1. Treadwell Yukon, Limited, a Bradley Company;
2. Keno Hill, Ltd., a Guggenheim corporation;
3. The Reserve Mining Company, owned by Marcus Daly Estate, of which Hon. J. W. Girard of New York, is president;
4. Consolidated Mining and Smelting Company of Canada.

The Treadwell Company has, say, 50 claims; Guggenheims, 20; Daly Estate, 10; Consolidated, 10. Not over 100 claims in all. There are a couple of thousand claims in the field, and, with the exception of that 5 per cent., they are held by individuals and in process of development. Many individual prospectors and miners have made independent fortunes in the silver mines of Yukon within the past few years.

At the present moment, due to the low price, silver mining is not so attractive, but it is predicted by many that this is only a temporary condition. If and when prices are restored to anything like

normal, there will be wonderful development in Yukon. They have quantities of high grade ore just waiting to be turned into cash.

In the meantime, prospecting for gold becomes doubly attractive. The price of fine gold is fixed at \$20.67 per ounce. It does not fluctuate like silver. The world's supply of gold is very limited. In fact, the gold standard is a myth; a profession of faith rather than a physical fact. It is said that the total gold reserves are only about 10 per cent. of the notes and currency issued against them. If people demanded gold for the paper money which is supposed to represent gold, they couldn't get it because there isn't gold enough to go round. There's lots of it up there in the Yukon, and it only requires energy, pluck and determination to get it.

Vancouver people should not view Yukon's affairs in any spirit of detachment. The gold fields of Yukon gave Vancouver its real start on the way to being a city of importance. Affairs were in the doldrums here in 1896 and '97. When the Klondike rush started in the fall of '97 gold poured in here from north, south, east and west. Thousands of people northward bound came here to outfit and take passage. They brought hundreds of thousands of cash money here to Vancouver and left it in exchange for all manner of goods. Then when the stream of gold began to pour forth from the Klondike gold fields lots of it came right here to Vancouver and was put into lands and business. Old-timers here can look around and name the concerns that were put on their feet and kept there by Klondike gold. Every year for nearly 35 years past thousands of dollars' worth of goods have been purchased in Vancouver for the Yukon trade and are still being purchased. Increased prosperity in Yukon means increased prosperity in Vancouver. Over 300,000 tons of Canadian goods have gone to Yukon at a price of over 100 million dollars. Yukon produces practically nothing but gold, silver, lead and furs. Yukon buys and imports all machinery, tools, clothing and food, a large proportion of it from Vancouver.

Travel to Yukon now is a pleasure trip. Thousands of tourists make the trip every year. Sailing from Vancouver on palatial boats at reasonable fares, the route is up the inside passage, protected from the sea practically all the way by groups of islands, through water smooth as a mill pond, stopping to view live glaciers and British Columbia and Alaska coast towns; ashore at Skagway to pass over the route of the Klondike gold rush in fine observation cars; to see the marks of the old trails still visible on the hill sides; across the coast range on what is one of the finest scenic railway in the world, running along the bank of the famous White Horse Rapids and Miles Canyon, spots that took toll from the greenhorns among the stampedeers, to transfer to comfortable river boats and slip down the mighty Yukon, through the caribou ranges under the midnight sun to old Dawson City, where the giant gold dredges are digging out the native yellow metal; then on through Alaska to the coast and southward by the outside passage back to Vancouver. People who have visited the coast of Norway say that this northern Canadian trip, for grandeur, is equal to two Norways all rolled into one.

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## *The Student's Turn*

SIR JOHN ADAMS,

*Sometime Professor of Education in the University of London.*

**A**N ominous rumble is disturbing the peace of Academe in the United States. The campus is beginning to tremble, and the universitaires who remember the history of the old *studia generalia* are throwing their minds back to the time when certain universities—then known as *studia scholarium*—kept the professors in their place. There the professors were the under dogs, and their successors today are beginning to wonder whether the bad old times are coming back again. In certain of the universities south of the border the professors are being put under the microscope, and the eyes at the instruments are students' eyes. Questionnaires are being put into the hands of the rank and file of the campus, and on the results the regents, trustees and presidents seem inclined to act. It looks as if the tables were being turned, and that the active part in the university quiz is passing from the professorial chair to the students' bench.

*The New Republic*, living up to its amiable slogan, "a thorn in the flesh to complacency," offered a little while ago prizes for contributions to a symposium in its pages on the subject of "College as it Might Be." The number of papers received, and the seriousness with which they were written, gave the paper such satisfaction that it not only printed in its own pages the best three papers, but proceeded to publish a little book containing twenty-two of the most striking contributions from all over the great republic. The title of the little volume is *The Students Speak Out*, and it cannot be denied that they speak with some emphasis. It is true that a careful reader would have no difficulty in making a dainty collection of contradictions among the contributors. But the reader will be more struck by the general unanimity than by the occasional conflict. What one would like particularly to know is on what principle the selection of the twenty-two has been made. One is strongly inclined to believe that those selected are not the most violent. It is easy to imagine much more vigorous denunciation than is to be found in the pages of this little book. It does the editors all the more credit that they have not sought to pour oil on the embers of what promises to be a rather sensational conflagration.

Naturally the substance of the book may be classified into the various headings that make up a vigorous "Down with . . . !" The things that the students want "downed" make a respectable total at the very top of which ranks everything connected with quizzes, grades, memory work. Freedom is to be the keynote of the student of the future. As freshman, perhaps the student may still be put under some form of restraint and guidance, but he is to be "free from requirement at least

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by the end of the second year." Another writes that "elective methods should be used exclusively," for the excellent reason that students do best what they like best. We seem to hear the echo of Tranio's advice at Padua. Memory work is assailed with virulence. The students cannot abide it. Perhaps in the high school memory may have a place, but at college we must fall back upon *reasoning*—and quizzes give no scope, the students think, for this high-class function. Grading is an intolerable nuisance—here the professorial reader vents a fervent Amen! though policy forbids his uttering it aloud. One writer claims that there should be only three grades: *Outstanding*, *Average* and *Failing*—and again comes the professional echo of approval. But the remarkable point is that the students have the courage of their opinions, carry the condemnation of quizzes to its logical conclusion, and vote for the abolition of degrees. With commendable, if colloquial, directness one writer remarks: "Degrees must be junked."

#### The Lecture Method

The next on the expurgatorial list is the lecture method in teaching. Most of the writers have a contemptuous thrust at this "survival from the middle ages . . . a dull and effective way . . . a droning . . . should be kept for inspiration only." Not quite consistent it will be noted, but sufficiently condemnatory. Yet when one examines the various essays it is found that what the students really object to is not the method in itself. Indeed it would appear that they almost like it, inasmuch as it leaves them free to listen or not as they please. What they genuinely object to is the large classes that this method makes possible. There is a striking unanimity among the writers on the need for closer personal contact with the professor, and their bitter cry is that a professor's consciousness divided up among from 150 to 1,200 students does not make up a sufficiently imposing fraction. It is here that professors who read the book come into their own again. Their self-respect gets a pick-me-up. After all, these exacting students are not entirely without grace. They see something worthy in the professor, though they go out of their way all through the little volume to keep him in his place. No doubt the students would explain that what they object to is not professors as such, but merely bad professors. They admit that the professors "are the people." Have we not a whole essay under the title, "Only as Good as its Worst Professor"? One writer suggests the merciful theory that maybe really good professors are rare because university students are mediocre. No doubt another rather spoils this fine effect by suggesting that the faculty is "a haven for mediocre talent, worn-out or timid spirits and retired missionaries." Another writer tells the professors that they must win the respect of their students by sound work and "not as an ingratiating vaudeville actor." One student, this time a lady, uses the gratifying phrase, "charming white-haired professors," but unfortunately the connection in which it is used rather takes the gilt off the gingerbread. On the whole, however, the professors get off rather well. There is no vindictiveness in the book, or at the worst very little. When the student has to say a disagreeable thing he is inclined to put it in quotation marks.

Thus Robert Ingersoll is made responsible for the sarcastic remark that "College is a place where pebbles are polished and diamonds are

dimmed." Bernard Shaw's well-known epigram: "He who can, does; he who cannot, teaches," is worked for all it is worth, though one writer, when dealing with *Out of the Dark Ages*, tells us that the future will put that all right. Even as things stand the students are inclined to take the side of the professors against the mere administrators. A whole essay is devoted to *The Administrative Menace*, and things are said there that warm the heart of the teacher in all grades of the profession. "Teaching should be made the all-important function of the professor, and adequate salaries offered from the funds now devoted to million dollar stadia." Elsewhere we are told that the professor's "first right is academic freedom." This reference to the cost of the stadia is an indication of the general attitude these students take with regard to athletics. One would be astonished at their opposition to the athletic side if one did not realize that those who write competition essays are not usually of the athletic type. If the college athletes were articulate there is no doubt they would have a different point of view to present.

#### Text-books

Text-books are not popular with our student essayists. They are practically unanimous in their condemnation and all apparently agree with the sentiments represented in the essay devoted to them under the broad title, *Burn the Text-Books*. These books are used in fact as a stalking horse from behind which the essayists take pot shots at colleges and professors alike. The text are accused of suffering from "verbal apoplexy," and professors of churning up the matter found within their bindings. The suggestion is made that the average professor gives nothing new to his students, so "all you need in the professorial chair is a card index." The text-book in fact is labelled in one essay as "the teacher's crutch."

#### Readers

But, as one who knows the American universities from within would expect, the feature that the students set up for the most violent condemnation is the system of *readers*. This type of university agent is the inevitable outcome of the big classes that the lecture system fosters. No professor could possibly do his teaching work and yet read the huge mass of papers written by the students. Accordingly, senior students are appointed by the professors to read the papers prescribed for the students during courses. These readers are paid at a very low rate, but the students think they are well enough paid for the sort of work they do. The essayists have nothing good to say of them. One describes them as "those most pitiable and degenerate academic parasites." The American professors are far from satisfied with the reader system, but do not at present see any practicable way out of the deplorable mess. The students naturally take a short cut, and demand a considerably increased expenditure. They are no doubt right; and one good effect of the publication of the little book will be the education of the public in its responsibilities, in the way of securing the full value of the money it is already expending, by spending a little more to bring out the full value of the present outlay.

It is interesting to note the political attitude of the students. One

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of them describes the colleges in the words "as undemocratic institutions as can be found in the United States." We are told that "Trustees and alumni control the universities, not the faculty." Then there is the ominous remark, suggestive of the *studia scholarium*, about the time when the students "do get control of their own universities." As an indication of the attitude towards democracy it is noteworthy that there is a general tendency to include *fraternities* among the institutions that are to be "downed" in the students' ideal universities. They are regarded as undemocratic, and a part of that system that seeks to give "exclusiveness to the masses." It is claimed that fraternities foster social-class spirit, and tend to establish caste. One student describes them as "those regulators of thought and action." Another in describing his ideal college makes the remark: "Utopian College may have no social fraternities," where the emphasis must obviously rest on the adjective *social*.

"A dumb mind in a husky body" is the description of the product of the existing American college given by one of the students. The British reader must be warned that "dumb" here is current slang for dull, stupid, unintelligent. The implied criticism is not unwholesome. The essayist has in view the improvement of the present situation, and his attitude is typical of the majority of the twenty-two contributors. There is an unusual absence of that arrogant cocksureness that is so characteristic of the ordinary student when dealing with such subjects. It comes out now and again, of course, as in the case of the essayist who objects to glorifying a place where great men have lived. "What of reading where John Adams read? . . . . For me it is *my* feet that have hallowed this ground, not the feet of the illustrious dead." But this strain is unusual in our text. Even the demand for freedom is not carried to a ridiculous excess. One essayist draws the line skilfully at Rabelais' Abbey motto—

"Do What Thou Wilt,"

and only demands "the courage and honesty to see things as they are, and to say them."

The *New Republic* has deserved well of the colleges and universities by providing this wide and candid expression of opinion from those who are undergoing or have just undergone the training of the existing system. What gives it special importance is the appearance of various indications that action is likely to be taken in response to such criticism. It is not without significance that Chicago University has secured a phenomenally young president, and that he has already announced a startling change in academic policy. With such encouragement from the upper heights of Academe, the chances are that the students will speak out with even greater emphasis.





## *A Short Account of the French Summer School of 1930*

*By Miss K. A. HAMMOND, B.A.*

ON July 2nd we sailed from Quebec on board the Empress of Australia. The voyage was perfect, so perfect that I feel I can truthfully say no one was seasick. Owing to the fact that each day was calm and clear, we crossed the Atlantic too quickly. We could have arrived in Cherbourg twenty-four hours before we were due, but during the last day we floated on a still sea until towards evening. Then the engines began to hum again and we dropped anchor at 10 p.m., although we were not due until the next day.

The morning we landed we were called at 5:15. There was a great deal to be done before we went ashore at 8:30. After an early breakfast we filed into the first class section, showed our passports and received our landing cards. Once this landing card was obtained we returned to our own quarters and waited until we were all ready. Then we crossed the bridge to a small vessel called a "tender." This vessel was to take us into dock. From the deck of the "tender" I watched the two ships salute each other, and the Empress steam away. Oh! She was a beautiful sight! Until then I had no idea of her size and beauty. Before we were permitted to leave the "tender" all our baggage was carried into the custom-house and arranged on a large oval-shaped table in alphabetical order. Each passenger had to find his or her own and remain beside it until it was examined and passed. After it was passed you could take it and pass on to your compartment in the train.

There were many porters ready to carry our things, and also ready to overcharge us for their service. I heard one porter demand a dollar. Some people are foolish enough to pay a large tip. I have learned since I returned to France that the usual tip is three francs a piece, and there are not many French people who pay that much. But the people from Canada and the States are looked upon as tourists willing to pay well. The Frenchman and the experienced traveller give from one to three francs, according to the size of the package, and after having paid they fail to see the porter when he waits in hopes of more.

The run of several hours from Cherbourg to Lisieux is beautiful. You begin to realize that France is "La Belle France" and you continue to realize it more each day you are in France. At Lisieux we had very comfortable rooms in the Hotel Regina, a new and modern hotel, not far from the station. Here we spent four perfect days, and from this centre we were taken by motor coach to visit cities and places of importance. These visits are well arranged.

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At noon of the day following our arrival we left for Falaise, the birthplace of William the Conqueror. There we saw the statue to William the Conqueror and the Dukes of Normandy. Close by the statue is the entrance to the fortress. We entered and went up the winding road to the castle. It was thrilling and wonderful! In fancy I could see the knights of old, armour clad, passing up that road, across the drawbridge and through the portal. The party went too fast for me. I wanted to spend a day there. There is still today as it stood before 1066. It is the same in all but life. A solitary guide, a girl, takes you through the parts of the old fortress you are allowed to see, and tells you the story in French. You see the dungeons, the tremendously thick walls, the room in the wall where William was born. At the entrance to that room you look through "The Devil's window," and there below is the same tannery William saw when he looked from that window and saw Arlette. That tannery is still doing business. You see it as William saw it, and the same smell greets your nostrils as must have greeted his. You see it as he saw it, but you must fancy you see Arlette. Then you enter the tower and see Arlette's well in the wall, and you mount the winding stairway in that wall until at last you come out upon the flat roof of the tower.

### Falaise

What a sight greets your eyes! There far below you is the city of Falaise. A glorious sight! Beyond the city are hills dotted with hundreds of small farms which show between the trees as far as the eye can see. You forget it is the twentieth century and fancy you are living in 1066. The sight you see is what William saw day after day from the top of that old tower. The day was a perfect one, the whole view was bathed in golden sunlight. My emotions were so strong that I could scarcely speak. I felt, that one afternoon, that one sight was worth all I had paid for the trip and Summer School, and it was only the beginning of a wonderful six weeks. We had to leave it and go on. How I wanted to remain longer!

In returning to Lisieux we passed what is called Swiss Normandy. It was a most beautiful drive. In all our drives the scenery was beautiful beyond words. As we passed quickly along, the landscape seemed to be flying past us as if we were seeing a continual screen picture of splendid scenery: A picture of quaint old Norman houses, magnificent flower gardens, picturesque small farms which you can never understand until you see them, numerous small villages which seem barely a mile apart, each with its old-fashioned houses nestled by the walls of a grand old church whose tower points skywards, so high that as you leave one village you see the steeple of the next above the trees and hills. Sometimes you see several steeples at the same time. This is the changing picture you continually see when driving through France. You must see it to fully appreciate it. It was 8 p.m. when at last we arrived, tired and hungry, before the Hotel Regina, and hurried into the dining room to enjoy the good dinner they had waiting.

### Honfleur

The next day we visited the famous seaport of Honfleur. There among many other sights we saw the beautiful little chapel which was

rebuilt during 1500-1600; and the boat-shaped church of St. Catherine. Then we went on for a brief visit to the fashionable seaside resort of Deauville and for a drive along the coast through Houlgate and Cabourg to visit Dives sur mer, where William the Conqueror once lived. In this city we saw the kitchen of his old house, a kitchen which looks for all the world as if it is ready to cook him a meal. We also saw the church he used to attend. Written upon the walls of this church are the names of all the knights who accompanied William upon his voyage to conquer England. It is exciting to try to read those names, and see if there are any there you know.

The third day we visited Caen. Here we entered the great churches with schools adjoining them, which were built by the orders of William and his wife, Matilda, in order to win the Pope's pardon. They are magnificent buildings which I cannot take time to describe. In this same city we saw the church of St. Peter.

### Fontainebleau

The next day was Sunday. We left by the noon train for Fontainebleau. To get to Fontainebleau it was necessary to go to Paris, cross that city by motor coach and take a train from another station. It is impossible to describe the thrill one feels on first entering Paris. You will feel it when your turn comes and then you will understand. It was evening when at last we arrived in that city in the grand old forest. We were taken to an old chateau which is today an hotel. Again we had very comfortable rooms, and, to our joy, breakfast was served to us in our rooms.

In Fontainebleau we had three wonderful days. Among the many places and things we saw we had two visits to that grand palace and a long drive through the famous forest. In that forest there are miles of strange rock formation; rocks of all sizes and shapes. Once you see through them you can well understand how the robbers of old were safe within those woods. One afternoon I went for a long stroll. Upon entering the woods I saw there were paths leading in all directions. In order not to get lost and in hopes of being able to get above the trees and get a good view, I followed the paths which ascended. It was a thrilling walk. I examined the rocks at my leisure and continued climbing until at last I was rewarded. I reached a spot on the top of a hill which overlooked Fontainebleau and a sister city to the left. Here a road curved into the brow of the hill. There were a number of seats, and in the centre of the clearing rose the "Croix de Calvaire," which stands there as if guarding the city below. While I rested and gazed on the view before me several cars of tourists arrived, paused a brief moment and passed on. Later I returned by the same paths, satisfied that I had seen the real beauty of the forest and the city of Fontainebleau.

### The Summer School

Wednesday afternoon, July 16th, we left Fontainebleau for the second part of the Summer School, which is held in the Lycée Victor Duray, Paris. It is only a short run from Fontainebleau to the city, and we were

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soon there. During that evening we were busy unpacking and getting settled in our rooms and acquainted with the place, in order to be ready for classes the next day. No time was lost. During the first day we had classes in the morning and a reception in the afternoon. The reception was given in order that we might meet our teachers and some of the patrons of the Summer School. After that day a regular routine was followed; with the exception of Thursdays and Sundays, we had classes every morning from 9 till 12 and every afternoon we were taken to visit places of note in or near Paris. Explanations in French were given us, by different teachers, concerning these places. During that month we had eight delightful drives, four for sightseeing within the city, and four to places some distance from Paris. One of these out-of-Paris drives was for the purpose of seeing a modern chateau, where we were entertained by a charming countess. The other drives were also for the purpose of seeing chateaux, whose owners kindly invited us to visit their homes and grounds. We spent one day sightseeing in Versailles, where we were the guests of the Lycee of Versailles. It was a delightful day and one I shall never forget. The Summer School closed with a concert given by the students. August 16th we left France for England via Dieppe and New Haven, and proceeded to London, where we had very pleasant rooms at the Albemarle Court Hotel.

### London

Our week in London was called free. You could go where you wished and do as you wished. But there was also a well-arranged programme for those who wished to follow. The evening we arrived, there was an illustrated lecture for the English Summer School which we were invited to attend. It was splendid and although I was very tired after that dreadful crossing of the English Channel, and, although \*Professor Walker continued at great length, I would willingly have listened several hours longer.

One morning we were taken through the Tower of London. It was thrilling! Our guide was good, and, while seeing the different places and listening to him tell the story of those who once were prisoners there, English history seemed to stand out before me as a real living thing. Another morning we were taken through Westminster, and once again English history became a living thing. One whole day was spent visiting London by motor coach. Professor Walker, who arranged the drive, made our visits delightful, interesting and instructive, a day we shall never forget.

This is a very brief outline of our summer's doings. There is so much one could tell, but I have told enough to give you an idea of the wonderful time you will have when you decide to go. All teachers who intend to continue teaching French should go. After you have been you will be able to teach French as you could not before. French will be a living thing to you because you will know something of conditions in France, and you will have a true French background to draw upon.

The course at the Lycee is well arranged and splendid. The teachers are all enthusiastic and willing workers; they love their language and

country, and, during the month you are with them, they are keen to give and to show you all they can. The most remarkable thing about them is they never tire, and they cannot understand why we tire. They will do anything to help you learn French and know France. If you enter into your studies with one-half the energy they do you will get remarkable benefit from the course.

During the evening you can see as much as you wish of the very best that theatres can give. You can get seats as cheap or as expensive as you like. Fancy seeing grand opera for 32 cents.

If there are long delays before drives or trains, it is through no fault of the leaders. It is the fault of some member of the party who has a habit of arriving late. Because there is always some member who will not arrive on time, the leaders have to make provision for this by setting an earlier hour for departure in order that all are certain to be there. If the hour set is nine, be there at nine. When travelling by train the whole party travel on one joint ticket, and if a member of the party is late it means one of two things: either the whole party must wait, standing, until that member arrives, or, if they enter and take their seats, when the late member arrives she will have to buy herself a single ticket before she can pass through the gate and take her seat. Of course, the party wait until the last minute. Consider your companions and always be on time.

If you think of attending the French Summer School this year, decide early and send your name in to The Secretary, Overseas Education League, Boyd Building, Winnipeg, Manitoba. Those who apply first get their choice of cabins, and those who apply last get what is left. Decide to go this year. You will never regret it. It will be an event in your life. Don't put it off from year to year, as I did, and then when you go, have the soul within you continually cry: "Oh! Why did I not come before?"

\*(Professor Allan Walker addressed the B. C. Teachers' Convention held some years ago at Penticton, and is an Honorary Member of our Federation.—Editor).

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## *Holland: a Small Country, but an Important International Centre*

By MRS. R. P. STEEVES.

### AN ADDRESS

*Delivered over C N R V, Vancouver, under the auspices of the Vancouver School Principals' Association.*

IN the title of my talk tonight I have emphasized the fact that Holland is a small country. To you Canadians and Americans who seem to think nothing of travelling for two or three days in order to get to some place where you want to transact a piece of business, it may seem rather ludicrous to think of a country where six or seven hours in a train takes you right from one boundary line to another. In fact, you may think that the people who live in such a pocket-edition of a land hardly can be dignified with the name of nation at all. Nevertheless I can assure you that although Holland is so tiny she has a national tradition and character, an individuality, and achievements, both material and cultural, which give her a distinctive status among the nations of the world.

Holland is not only a very small country, but also a very low land. Holland's correct name, the Netherlands, or, as the French have it, the Pays Bas, means, literally translated, the low lands. One-fourth part of the country is below the level of the sea, while the mean height of the rest is only 30 to 33 feet above sea level. This low country is protected from the incoming ocean waves partly by dykes, built, in former times of mud and wood, but nowadays for the most part of concrete, and partly by natural means, by sand-dunes, ridges of sand gradually heaped up by the ocean waves. The Dutch strengthen these dunes by growing a very ugly, peculiar kind of tough bindgrass on them, which sends its strong roots all through the sand and welds it together, as it were, thus making the dunes a most efficient barrier against the sea.

Small as Holland now is, we can see, if we look at a map of Europe as it was 2000 years ago, that at that time it was merely a pinhead. A large part of the country was then still submerged under the sea. The land has been gradually dyked in through the successive centuries and has been, as it were, inch by inch wrested from the waves. Possibly you know the saying: "God made the world, but the Dutch made Holland." Through Dutch history runs the continuous thread of one long struggle with the water, so much so that in the old Dutch legends the water is spoken of as a sort of ravening beast, the Waterwolf. In spite of this, or perhaps because of it, the Dutch have succeeded finally in turning the water into their best friend, and into a highroad towards prosperity. As one of their poets puts it: "The water is our element; the sea roars to

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our glory." It is indeed fitting that the province of Zeeland, which at one time was entirely submerged under the waves, has as its coat-of-arms a lion struggling with the waves and the motto "*luctor et emergo*," "I struggle and I emerge." The great rivers have given the Dutch lands their fertility; the piercing of the dykes and the flooding of the country with water has time and time again driven invading armies out of Holland; and, last but not least, during the great period of Dutch colonial expansion their intrepid navigators led the way to the foundation of a great overseas empire, many times larger than the mother country.

Holland has not only her sea dykes, but also her inland dykes. She is a very marshy country and covered with little lakes, which now have mostly been drained and turned into polders, as the reclaimed land is called. This reclaimed land is very fertile and excellent for agriculture and stock-raising. The last and most spectacular undertaking in this line is the partial drainage of the Zuiderzee, Holland's little inland sea, an enormously expensive piece of business, of course. A part of this reclaiming of the Zuiderzee was completed a short while ago, and already voices have gone up to advise against any further drainage of the sea, in spite of the fact that every inch of land is of such utmost value to Holland. In the first place it has proved so enormously costly, far more so than was originally estimated, that it is feared that the original outlay plus the cost of upkeep will not ever be justified, even by the addition of precious land to the country's area. The drainage of the Zuiderzee, moreover, has thrown a large and vociferous group of people out of work, namely, the South Sea fishermen. Fishing is one of Holland's traditional industries and has been a great source of revenue to the country since time immemorial, fish being one of the most important and remunerative of the Dutch exports. Of course, the fishermen, now deprived of their occupation by the draining of the waters where they used to reap their rich harvests, are being taken care of by government reimbursements, so this is merely a transitional evil. A more serious objection to the draining of the Zuiderzee is that certain engineers claim that by the diversion of the waters undue pressure is put upon the dykes and there is great danger of floods in the future. At any rate, it goes to show that, although it is gratifying to be able to create land by means of clever engineering, nevertheless it is a business which requires constant care and vigilance, the utmost in scientific calculations and enormous financial sacrifices.

#### **Holland's Industries**

Although Holland's area is so tiny compared to that of Canada's vast spaces, yet she has a population almost as large as that of the whole of this Dominion. Being so densely populated, the country is, of course, industrialized to a very high degree. Although Holland is traditionally considered to be an agricultural country, she has metamorphosed herself, in common with many other countries of today, during the last half century, into a highly industrialized nation. Her metal industries, her shipyards, her wool-spinning works, the aeroplane factories at Amsterdam, the world-renowned electric bulb factories of Philips in Brabant, are of the foremost importance. Then there are Holland's traditional manufactures, for instance, fine porcelain, such a characteristically Dutch product that Delft, the little old town where porcelain was made originally as a home industry, has become a generic name for china. Amsterdam

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has been the international diamond exchange and a historic centre for the fine art of diamond-cutting for centuries, and the diamond-cutting works there are extremely interesting and well worth a visit to any stranger passing through that city.

### Agriculture

Side by side with this newer industrial world the old, traditional occupation of agriculture is still carried on by the same type of conservative, thrifty, God-fearing peasant population which has been engaged in tilling the soil for centuries, for the most part still clad in their picturesque national costumes and steeped in traditions of the past. Farming in Holland is, of course, very intensive, specializing particularly in dairy products and fine quality vegetables, a large amount of which is exported to neighboring countries, in particular, England and Germany. The Dutch soil seems to be particularly suited to sugar beets, and they are very largely produced, also a certain quantity of wheat, but not much, for the soil is too damp. It may interest you to learn that even Holland, just now is grappling with her wheat problem, and the Dutch government, in order to aid native farmers to market their wheat, is trying to pass an act making it compulsory to mill a certain percentage of native-grown wheat together with every quantity of imported wheat. The act is meeting with a great deal of opposition owing to the fact that this will put up bread prices, and it is feared that retaliatory measures might be taken by countries affected in their wheat exports to Holland, such as Canada; measures, for instance, limiting imports of Dutch bulbs. I am mentioning this because it shows how the wheat question is at present affecting the whole world, even countries such as Holland, where comparatively little wheat is grown. Straws show which way the wind blows. The Dutch farmer is at present in rather a bad way and the Dutch government is being kept busy seeking methods to relieve him. All this will have quite a familiar ring in your ears, I am sure. Holland, of course, is hit by the general malaise no less than other countries just now. The only branch of farming which seems to be fairly prosperous there just now is the bulb business, in spite of the American embargo on bulbs. Some people think that the bulbs grow so well in Holland because the soil is so fertile. This is not so I might say; the Dutch do not grow their bulbs on particularly rich soil, but in the rather sandy, well-drained strips of land immediately adjoining the sand-dunes which line the Dutch coast. The bulb fields are not laid out with an eye to beauty, but they are a wonderful sight in spring. As you get near to them, the scent is wafted to your nostrils long before you actually see them, and these acres and acres of delicate strips of color, the one blending imperceptibly into the other, are a delightful and never-to-be-forgotten spectacle.

As my time is very limited I cannot go into any details as to the way Holland is governed, but I would just like, in passing, to remind you that Holland is an independent monarchy. I am saying this because I find, to my astonishment, that many people in this part of the world seem to think that Holland is in some way connected with Germany, or even that she is one of the former German states. This, of course, is entirely erroneous. Holland is a free and independent nation and has not been an appanage of Germany or any other country since the sixteenth century.

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### **An International Centre**

I wish particularly in my talk tonight to lay stress on the fact that Holland is a centre for international thought. In the first place, historically, as the country which gave birth to Hugo Grotius, the great international jurist of the 17th century, who, so many years ago, predicted the establishment of some such organization for the purpose of arbitrating international differences as we now see in the League of Nations; and, secondly, in actuality at the present time. One of the reasons for this is Holland's geographical position, which makes her a natural centre for all kinds of international conferences. I think one might almost say that Dutch people of this generation are steeped in the idea of international round-table conference. They have been brought up in that environment from birth.

The first two Peace Conferences, which were held in 1899 and 1907, at the original instigation of Tsar Nicholas, met at The Hague, Holland. These conferences were idealistically conceived, but, as we know, somewhat abortive in results, owing to the novelty of the idea, and to international distrust. The Peace Palace was built as a home for further conferences and inaugurated in 1913, a very beautiful building, adorned by choice gifts which were lavished on it by all the nations—marvellous embroideries from Japan, porcelain from China, rare wood for the panelling from Norway, stained glass from England, and so forth. Unfortunately, the spirit to inspire all these beautiful objects was wanting. Germany added the finishing touch by her donation of the wonderful wrought-iron gates, and a year after the inauguration added a finishing touch of another nature by invading Belgium. On the night of August the 3rd, 1914, the notice "to let" was fixed on the Peace Palace gates by a practical joker. The third Peace Conference, which was to have been held there in 1915, never came to pass.

Holland's war-time experiences were a great lesson to her on the practical application of the laws of neutrality, laid down by The Hague Conventions of 1907. It was only due to her very astute government leadership at that time that she was able to keep herself out of the general landslide.

### **The Peace Palace**

After the Versailles Conference, Holland was one of the thirteen states originally invited to become a member of the League of Nations. An international organization of this nature was no novel idea to the Dutch, as schemes and concepts of World Leagues, World Courts, and international police forces had been discussed by Dutch thinkers and jurists in the universities and the press all during the war and before. The Peace Palace was finally made use of as a home for the Permanent Court of International Justice. Holland houses the judicial department of the League of Nations. An Academy of International Law has also been established in the Peace Palace, to which students of international questions come from all over the world to attend lectures and to make use of the very fine library of international law.

It is quite natural that the young Dutch man or woman who grows up in this atmosphere becomes an internationalist. I might point out, too, that languages are very well taught in the Dutch schools; they make a

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specialty of them. Holland is situated between large and important world powers, and it is essential that her people should know their neighbors' languages. A student matriculating from a Dutch high school must have a good working knowledge of English, French and German, not only in understanding them, but reading and writing them. It is a constant source of wonder to the traveller in Holland, how well the common, ordinary man in the street is able to speak foreign languages. There is no doubt that a knowledge of foreign languages is one of the greatest factors for bringing about understanding of, and feelings of friendship for, other countries.

Of course, being so centrally situated the Dutch are also able to acquire authentic first-hand knowledge of other countries by means of travel. They are in the habit of visiting the European countries generally and are so enabled to see the good and the bad points in each one of them. They become, therefore, essentially neutral and able to form an unbiased judgment on European questions. Public opinion on international matters is exceptionally well-informed in Holland, and this is shown particularly by the utterances of their press, which is after all the reflection of public opinion. The press in Holland is distinguished by qualities of moderation and tolerance and, above all, by absence of Chauvinism.

### Foreign Policy

The day when Holland pursued an aggressive, imperialistic policy is long past. Holland is now content to sit back quietly and enjoy that, which she has, to till her own profitable little garden without seeking any fresh fields or pastures new. The Dutch foreign policy of today is exceedingly reserved and self-contained. Holland finds she gets on best if she relies on herself and forms no entangling friendships or enmities. She is very chary of forming alliances of any kind with other nations. Her foreign policy has been described by a prominent Dutch statesman in these words: "To be good friends with every one of the great powers—and a fortiori with the little ones—but not too good with any one of them." And it is furthermore very well characterized by an old-fashioned Dutch proverb which says: "It is a bad thing to eat cherries with important gentlemen," meaning, of course, that the important gentlemen take unto themselves all the juicy cherries and leave the decayed ones and the pips for the smaller fry. So the Dutch are inspired by deadly anxiety at all times to keep themselves out of these international cherry-eating contests, and have done so with fairly good success so far.

Indeed, Holland has absolutely no reason to wish to pursue other than pacifistic and non-aggressive policies. She is in the very fortunate position of being absolutely satisfied with the extremely well-situated strategic little corner of Northwestern Europe which she occupies. It is a most advantageous geographical position, but at the same time a dangerous one in times of war. In fact, Holland's geographical position makes it absolutely essential for her that she should, at all costs, preserve her neutral status. She is situated, as you know, between Great Britain, France and Germany, at the mouth of the three great international rivers—the Rhine, the Meuse, and the Scheldt. Through Holland enter all the inland waterways, leading to Belgium, Switzerland, most of Germany and a large part of France. Holland is the traditional country of international

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waterways and her prosperity depends very much on that factor. Any encroachment on the international acts governing navigation on the rivers, such as took place, for instance, during the Allied occupation of the German Ruhr district, has immediate and far-reaching effects on Holland.

### Colonial Possessions

I must remind you, too, that the Dutch Kingdom does not consist merely of this very small strip of land on the west European coast, but that Holland is one of the great colonial powers of the world. Although she has, bit by bit, lost most of her colonial possessions, which her bold navigators of the 17th century acquired for her by the naive act of hoisting the Dutch flag—for imperial expansion was a simple matter in those days—still a territory remains in the East and the West Indies, nearly sixty times as large as the mother country, with a population of fifty million people. The defense of her East Indian colonies is a very serious problem to Holland, situated as they are in a very exposed position on the threshold of the Pacific Ocean, which is now rapidly becoming a centre of political activity, and it was a great source of gratification to Holland that, at the Disarmament Conference of Washington, each of the great powers declared that it was firmly resolved to respect the rights of The Netherlands in relation to their insular possessions of the Pacific.

In summing up the Dutch international attitude I reiterate again that Holland cannot possibly afford to pursue any aggressive policies in her foreign relations; international conventions and obligations are most meticulously observed. Dutch custom duties are amongst the lowest in the world; an open door policy is observed with regard to the admission of foreign individuals and foreign enterprises; and, lastly, you will find that the average man in Holland has an open mind towards, and tolerance for, the people of other nations. A country with a mentality like this is well-fitted to take the lead in international thought. Holland has taken a leading part in the organization of the League of Nations ever since its inception. A Dutchman became the first president of the Permanent Court of International Justice. An ex-burgomaster of The Hague was made chairman of the second assembly of the League of Nations. Another eminent Dutchman was put in charge of the economic reconstruction of Austria, one of the most important economic achievements of the League.

I would not like to leave you, after all this, with the impression that the Dutch are so international that they have no national feelings; on the contrary, Dutch people have a deep, if perhaps a somewhat inarticulate love for their little flat, green country; they are intensely proud of their national history and traditions, their unexcelled national art, painting and their later achievements in the world of science. They are passionately, yes, even a bit romantically attached to their reigning house—the house of Orange-Nassau.

In spite of these national feelings though, I think that what a well-known Dutch statesman once said about his countrymen is quite correct, namely, "that the best and the truest quality of the Dutch is their internationalism, their open eye for, and their understanding of, what is not Dutch."

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## Directory of Canadian Provincial Teachers' Associations

A DIRECTORY OF EDUCATIONAL ASSOCIATIONS RELATING PARTICULARLY TO ELEMENTARY AND SECONDARY EDUCATION IN CANADA.

**Canadian Teachers' Federation.** Founded, 1920. Annual meeting, 1930, at Edmonton, Alberta, in July. Next annual meeting, July, 1931, in New Brunswick. While the Federation is limited to three delegates from each province it welcomes to its meetings all teachers who can attend. President, Mr. J. W. Barnett, Edmonton, Alta. Secretary, Mr. M. J. Coldwell, 131 Connaught Drive, Regina, Sask.

**Ontario Secondary School Teachers' Federation.** Founded, 1919. Number of members, 2800. President, A. F. Zavitz, B.A., Peterboro. Secretary, S. H. Henry, M.A., 226 Evelyn Ave., Toronto. Last annual meeting was held December 30, at the Royal York, Toronto. The next annual meeting will be held December, 1931, at Toronto. Official organ, *Ontario Secondary School Teachers' Federation Bulletin* (five issues per annum).

**Federation of Women Teachers' Associations of Ontario.** Founded 1918. Number of members, 4000. President, Miss M. C. Straith. Secretary, Miss H. E. Carr, 1139 Bay street, Toronto 5. Last annual meeting was held on April 23, 1930, Toronto. The next annual meeting will be held on April 8, 1931. The official organ is *The Educational Courier*, Vol. 1, No. 1, October, 1930. (Published five times a year).

**Ontario Public School Men Teachers' Federation.** Founded, 1920. Number of members, 900. President, Mr. D. G. Anderson. Secretary, Mr. J. E. Robertson, 16 St. Clair Gardens, Toronto. The next annual meeting will be held in Toronto. Official organ is *The Educational Courier*, Vol. 1, No. 1, October, 1930. (Published five times a year).

**Provincial Association of Protestant Teachers of Quebec.** Founded 1864. Incorporated March 21, 1889. Number of members, 1500. President, Mr. Stanley A. Kneeland, B.A., Westmount High School. Secretary, Miss Mabel K. Simpson, Lauretide School, Grand Mère, Que. General Secretary, Mr. W. E. Black, M.A., B. Comm., Westmount High School. The 66th annual meeting was held in Montreal, October 2, 3 and 4, 1930. The next annual meeting will be held in October, 1931. Organ, *The Teachers' Magazine*.

**Nova Scotia Teachers' Union.** Founded, 1896. Reorganized 1920. President, F. G. Morehouse, M.Sc., Amherst, N. S. Secretary, S. C. Gordon, B.A., Pugwash Junction, N. S. Annual meeting, April 3-4, 1931, at Halifax. Organ, *The Nova Scotia Teachers' Union Bulletin* (monthly).

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**New Brunswick Teachers' Association.** Founded, 1918. The biennial meeting was held in Moncton, June 26, 1930. Number of members, 1000. President, Mr. W. McL. Barker, Principal, Moncton Aberdeen High School. Secretary, Mr. C. T. Wetmore, Consolidated School, Rothesay, N. B. The next biennial meeting will be in June, 1932. Organ, *The Educational Review* (monthly).

**Prince Edward Island Teachers' Federation.** Founded, 1924. Continuing the P. E. I. Teachers' Union, previously known as the P. E. I. Teachers' Association, founded about 1880. Annual convention was held at Prince of Wales College, Charlottetown, April 15-17, 1930. Next meeting, April, 1931, at Charlottetown. President, Mr. Leo. MacDonald, Charlottetown. Secretary, Miss Jacqueline Macdonald, 135 Upper Prince St., Charlottetown. Organ, *The Educational Review*.

**Manitoba Teachers' Federation.** Founded, 1918. Number of members, 2600. President, Mr. A. E. Hearn, B.A. Secretary, Mr. E. K. Marshall, M.A., 403 McIntyle Block, Winnipeg. Last annual meeting was held Easter week, 1930. The next annual meeting will be held Easter week, 1931. The official organ is *The Manitoba Teacher* (monthly).

**Saskatchewan Teachers' Alliance.** Founded, 1916. Number of members, 3000. President, Mr. O. L. Latam, Regina, Sask. Secretary, Mr. A. E. Cooke, Battleford, Sask. The last annual meeting was held Easter week, Saskatoon. The next annual meeting will be held Easter week, 1931, at Regina, in affiliation with 125 local organizations. Organ, *The Saskatchewan Teacher*.

**The Alberta Teachers' Alliance, Inc.** Founded, 1917. Number of members, 3100. President, Mr. R. D. Webb, B.A., 932 Eighteenth Avenue West, Calgary, Alta. Secretary, Mr. John W. Barnett, 10701 University Ave., Edmonton, Alta. The last annual meeting was held in Calgary, Easter week, 1930. The next annual meeting will be held in Edmonton, Easter week, 1931. The official organ, *The A. T. A. Magazine* (monthly).

**The British Columbia Teachers' Federation.** Founded, 1916. Number of members, 2200. Annual convention, 1930, met April 21-24 at Vancouver. Next meeting at Victoria, April 8, 1931. President, Mr. Ira Dilworth, Victoria. General Secretary, Mr. Harry Charlesworth, 614-616 Credit-Foncier Building, Vancouver, B. C. Official organ, *The B. C. Teacher*.



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## Overseas Education League 21st Anniversary Programme

1931

1. **SIXTEENTH ANNUAL VISIT OF TEACHERS (55 to 59 days)**  
(Including Members of the Medical Profession, the Clergy, Senior Under-graduates and recent Graduates).  
Programme No. 1—Ireland, Scotland, England and France.  
Programme No. 2—England, Gibraltar, Toulon, Italy and France (including the Riviera).  
Programme No. 3—England, Gibraltar, Toulon, Naples, Egypt, Palestine and France.  
Programme No. 4—England, the Rhine, Switzerland and France.  
Programme No. 5—Motor Tour of England, Wales and Scotland.  
Programme No. 6—England, Norwegian Fjords (Northern Capitals) and France.  
Programme No. 7—Scotland, England, Norwegian Fjords (Northern Capitals) and France.
2. **EIGHTH ANNUAL VISIT OF UNDERGRADUATES (63 days)**  
Scotland, Wales, England, The Rhine, Switzerland and France.
3. **FIFTH ANNUAL SUMMER SCHOOL IN FRENCH (55 days)**  
Geneva and Paris (with holiday week in London).
4. **THIRD ANNUAL SUMMER SCHOOL IN ENGLISH (59 days).**  
English Lake District, Stratford-upon-Avon, Oxford, Malvern and London (with holiday week in Paris).
5. **SECOND ANNUAL SUMMER SCHOOL OF MUSIC (55 days).**  
London, Lausanne (July 31st to August 7th, for Second Anglo-American Music Education Conference), Salzburg, Germany and Paris.
6. **SECOND ANNUAL SUMMER SCHOOL IN SPANISH (55-67 days)**  
(in co-operation with the University of Liverpool) Santander, Spain.
7. **FIRST ANNUAL SUMMER SCHOOL OF FOLK DANCE AND THE DRAMA (55 days)**  
(In co-operation with the English Folk Dance Society and Sir Barry Jackson) London, Stratford-upon-Avon and Malvern.
8. **SECOND VISIT OF BRITISH TEACHERS AND EDUCATIONISTS TO CANADA**  
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"Duchess of Bedford".....	June 30th	"Empress of Britain".....	August 26th
"Empress of France".....	July 4th	"Empress of France".....	September 2nd

Arrangements can be made for Members wishing to sail on other dates or desiring transportation only.

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## Alberta Teacher Wins Libel Case

### Appeal Court Reverses Trial Judge's Decision

THE action of Miss Elma R. Milne against Mrs. George Taylor and the Board of Trustees of the Moore School District No. 3337 for damages by reason of injury suffered "in her credit and reputation and her profession as a school teacher" succeeded in the Supreme Court of Alberta, Appellate Division, on January 21st, last, before Chief Justice Harvey and Justices Walsh, Clarke, Mitchell and Lunney.

The Appeal Court reversed the judgment of his Honour Judge Mahaffy, before whom the case was tried in the District Court at Coronation during October, which judgment was appealed to the higher court on the following amongst other grounds:

1. The said judgment was contrary to law, evidence and the weight of evidence.
2. The Learned Trial Judge erred in **not** holding that each and every of the statements complained of, made by the defendant Taylor in the letter to the General Secretary of the Alberta Teachers' Alliance, Inc., were false and written maliciously.
3. The Learned Trial Judge erred in holding that the defendant Taylor did not comprehend that the statements made in the said letter were false.
4. The Learned Trial Judge erred in not holding that even if Barnett, the said General Secretary, was an interested party, and even if the said Alliance was a protective organization, that the plaintiff was, nevertheless, entitled to succeed.

The Appeal Court award was as follows:

Damages .....	\$100.00
*Costs to Trial .....	155.65
*Costs of Appeal .....	141.45
Total .....	\$397.10

\*This covers taxable costs only.

The libel complained of was contained in a letter addressed to J. W. Barnett, General Secretary-Treasurer of the Alberta Teachers'

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**The Ryerson Press**  
TORONTO

Alliance, Inc., by Mrs. Georgia Taylor while acting as Secretary of the Moore School District, and with the knowledge and authority of the respondent School Board.

The letter read as follows:

"The Board of the Moore School District No. 3337 refer you to the Act as set forward in page 71, chapter (i.e., section) 202, paragraph B. C. and G. which Miss Elma R. Milne failed to carry out. Also wish to inform you of the fact that the said teacher marked up the school register and collected for Good Friday when she was away visiting. Also wrote cheque against Moore School District No. 3337 and cashed it at the bank."

Enquiry led the Alliance to believe without any shadow of doubt that the charges were false, so a withdrawal of the damaging charges was courteously requested, and this refusal led first to threat of, and, finally, with considerable regret, to court action as the only possible remedy.

There had been a typical school quarrel and the teacher's agreement had been terminated. At the "Clause 6" meeting the only reason was that the Board could not afford to pay the salary provided for in the agreement. The teacher in question was given no opportunity of accepting service for less salary; she had had eight years of very successful experience; had taught in the Moore School District for one and a half years; her inspectors' reports, without exception, had commended her work highly; no complaints or criticisms of any kind had been made to the teacher herself; and it appeared to the Alliance that there was some misunderstanding between the two parties easy of adjustment, and that an offer to mediate between board and teacher would be beneficial to teacher, board and pupils. The General Secretary therefore wrote in a conciliatory way to the School Board and received, with surprise, the letter quoted above.

The evidence showed that the bank had mistakenly charged a cheque signed by Miss Milne to the School Board's account; that Mrs. Taylor, the Secretary, discovered the error and complained to the bank; that the bank manager had explained "absolutely" to Mrs. Taylor **five days before** the libelous letter was sent that "it was the bank's mistake," and that the same would be adjusted immediately; and that Mrs. Taylor admitted under examination that: "When I recognized that the banker was to make it straight I figured it was his mistake, and not Miss Milne's."

Regarding the alleged collection of pay for Good Friday. It was admitted that the teacher had inadvertently marked up the register for that day, and that it was discovered months before and explained satisfactorily to the board. The school had operated more than two hundred days in the year without counting Good Friday, therefore, in any case no money could be paid for that day—neither Government Grant nor teacher's salary.—The A. T. A. Magazine.

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TORONTO

## *Report of Research Committee*

Duke of Connaught High School,  
New Westminster, B. C.,  
January 24th, 1931.

Mr. Ira Dilworth, President,  
B. C. Teachers' Federation,  
615 Credit Foncier Building,  
Vancouver, B. C.

Dear Sir:

The work of the Research Committee of the British Columbia Teachers' Federation is well under way.

At two meetings of the Consultative Committee the work of the various research committees was outlined and a chairman nominated for each committee.

The following committees have been formed:

1. Committee on "Teacher Training (Public School)"; T. W. Woodhead, chairman.
2. Committee on "Teacher Training (High School)"; W. M. Armstrong, chairman.
3. Committee on "Larger Administrative Units"; W. Gray, chairman.
4. Committee on "Application of Programme of Studies for Junior High Schools"; H. B. Fitch, chairman.
5. Committee on "Application of the Four-year High School Course"; T. H. Calder, chairman.
6. Committee on "Provincial Salaries"; G. W. Clark, chairman.
7. Committee on "Accredited High Schools and Examinations"; Dr. N. F. Black, chairman.
8. Committee on "Teachers' Exchanges"; J. E. Brown, chairman.
9. Committee on "School Reports"; Mr. W. H. Morrow.

The organization of committees 1 to 6 is completed, and a list of the members on each committee is attached to this report.

Committees 7 to 10 have not completed organization yet, but should be ready for action in a week or two.

At a meeting of the General Research Committee, held in the Federation Office on January 21st, interim reports were made by the following chairmen: Mr. G. W. Clark, Mr. H. B. Fitch, Dr. N. F. Black, and Mr. T. H. Calder. Mr. W. M. Armstrong, who was unable to attend, sent in a written report. Mr. W. Gray, who was also unable to attend, telephoned January 21st that his committee was busy collecting data. Mr. T. W. Woodhead reported that he had been appointed chairman of the Committee on Teacher Training (Public

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School) by the committee appointed by the Vancouver Principals' Association. All chairmen reported progress in the work of their committees.

Respectfully submitted.

(Signed) THOMAS H. CALDER,  
Chairman, Research Committee.

**Committee on Teachers' Training (Public School):** Mr. T. W. Woodhead, Kitsilano School (chairman); Mr. Alex. Martin, Carleton School; Mr. H. E. Patterson, Prince of Wales School; Mr. J. Elmer Brown, Strathcona School; Mr. F. C. Wilson, Henry Hudson School; Mr. E. W. Reid, Franklin School.

**Committee on Teachers' Training (High School):** Mr. W. M. Armstrong, Magee High School (chairman); Mr. N. Murray, Magee High School; Mr. J. E. Smith, Magee High School; Mr. D. Ogilvie, King Edward High School; Mr. W. C. Wilson, King Edward High School; Mr. G. W. MacKenzie, Kitsilano High School; Mr. J. H. Sutherland, Magee High School; Miss K. H. McQueen, King Edward High School.

**Committee on Larger Administrative Units:** Mr. W. Gray, North Vancouver High School (chairman); Mr. E. R. Chamberlain, North Vancouver High School; Mr. James Mitchell, West Vancouver High School; Mr. P. Kitley, Kelowna.

**Committee on Application of Programme of Studies for Junior High Schools:** Mr. H. B. Fitch, Templeton Junior High School (chairman); Mr. Ross Smith, Prince of Wales High School; Mr. H. N. MacCorkindale, Point Grey Junior High School; Mr. H. MacArthur, Nelson Junior High School; Mr. C. J. Frederickson, Kelowna Junior High School.

**Committee on Application of the Four-year High School Course:** Mr. T. H. Calder, Duke of Connaught High School (chairman); Mr. H. B. King, Kitsilano Junior and Senior High School; Mr. J. V. MacLeod, North Vancouver High School; Mr. C. G. Brown, Burnaby South High School. Corresponding Members: Mr. J. F. K. English, Kamloops Junior and Senior High School; Mr. L. B. Boggs, Penticton Junior and Senior High School; Mr. W. R. Pepper, Fernie High School (5 rooms); Mr. M. A. Cameron, Powell River High School (3 rooms); Mr. Eric J. Dunn, Port Alberni High School (3 rooms); Mr. A. H. Taylor, Qualicum Beach High School (2 rooms); Mr. A. Sutton, Agassiz High School (2 rooms); Mr. A. P. Robertson, Pitt Meadows Superior School; Mr. D. E. Breckenridge, Brechin Superior School; Miss E. Macfarlane, Victoria High School.

**Committee on Provincial Salaries:** Mr. G. W. Clark, King George High School (chairman); Mr. J. B. Bennett, North Vancouver; Mr. E. H. Lock, Duke of Connaught High School; Mr. G. V. Van Tausk, Penticton.

**Committee on Accredited High Schools and Examinations:** Dr. N. F. Black, Kitsilano High School (chairman); Mr. J. F. de Macedo, Prince of Wales High School; Mr. W. Gray, North Vancouver High School; Mr. H. I. Spurr, Duke of Connaught High School; Mr. J. R. Sanderson, King Edward High School; Miss Portsmouth, Magee High School.

Mr. A. S. Towell, Nanaimo; Mr. W. de Macedo, Kelowna; Mr. J. F. K. English, Kamloops; Mr. L. V. Rogers, Nelson; Mr. J. C. Barclay, Cranbrook; Mr. V. Woodworth, Chilliwack; (and two or three members nominated by V. I. H. S. T. A.)

**Committee on Teachers' Exchanges:** Mr. J. E. Brown, Strathcona School, (chairman).

**Committee on School Reports:** Mr. W. H. Morrow, Lord Byng High School (chairman).

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## EDITORIAL—(Continued from Page 3)

practically one hundred per cent. membership throughout the province. There never was a time when this need was more imperative than now.

### Teachers' Salaries

As is well known from experience, times of financial and economic depression are always critical times for teachers in common with other public servants. The cry for reduced taxation soon reaches the point when demands are made that teachers' salaries should be decreased. Such demands are not based upon any reasonable or logical study of the question, as they should be, but merely on the fact that generally the cost of teachers' salaries constitutes the major portion of educational expenditure, and therefore offers the greatest opportunity for saving. Furthermore it offers the easiest method of dealing with the financial situation, as is evidenced by the following somewhat typical attitude. Recently in connection with salary adjustment negotiations the teachers pointed out the unfairness of a small selected group of the community being called upon to sacrifice so much in the public interest, when the majority of the citizens were not called upon to make any similar sacrifice. One teacher gave a concrete example showing that his neighbour was much better off financially than he, and that his neighbour had a much higher salary than he. Yet the teacher was asked to recognize his duty as a citizen and agree to a percentage reduction of his salary, while the neighbour was not called upon to contribute in any special way to the municipality's needs. One of the Board members frankly admitted the injustice, but remarked: "You see we have no means of getting at him as we have with you."

Without attempting to debate the whole issue, there are a few fundamental principles which must be established and recognized.

- (1) One of the compensations of the teaching profession is the fact that it offers steady employment, and a regular and fixed income.

Conversely it does not offer opportunity for speculative investments with the chance of making money quickly and easily. A wealthy retired teacher is somewhat of a phenomenon.

- (2) A teacher has no opportunity for profit when times are good and flourishing. Business conditions do not affect his salary. He receives no bonus on account of such conditions. Why then should he be called upon to make sacrifices when times are not good, in order to provide "company" for those whose profits have been temporarily decreased?

- (3) The main causes which bring financial hardship to municipalities are not in any way due to the teachers. In fact, the teachers have no voice in the matter. Often the causes are



over-borrowing for municipal development, over-development, such as building of paved roads, etc., and other municipal enterprises, far in advance of requirements, with the purpose of raising the value of speculative property, and "boosting" the municipality. These things all have to be paid for, and, when paying time comes, those who benefit most and are responsible for agitating for such developments should be prepared to meet their adequate share, and should not pass undue burdens on to any one group of the citizens, such as the teachers.

The teachers, as a class, will not be found wanting in civic loyalty, but they are generally opposed to the unjust and inequitable proposals so readily brought forward whenever civic retrenchment is talked of.

It is a matter for gratification that, during the present situation, no School Board has made any arbitrary demands of its teachers. In the few places where an adjustment has been considered, the Board has made it clear that it had no desire of itself to make any reductions, but that pressure was being brought to bear on them from the Councils and from public sources. In each case, the Teachers' Associations have been invited into conference to discuss the situation. Under these circumstances there is every hope of mutually agreeable solutions being reached.

The present salary situation is generally satisfactory in British Columbia, but the issue is not over yet. The future largely depends upon the ability of the Teachers' Associations to hold their positions. To do this they will need the support of every teacher. A unified profession will be able to prevent unfairness and injustices. Every additional member means increased strength. Every non-member means increased weakness.

Join now—by forwarding fee, or by filling in the enrolment form in this issue.

### CONGRATULATIONS

WE extend our hearty congratulations to Mrs. L. J. Manning, President of the National Union of Teachers, England, on her recent election to the British Parliament as the representative of East Islington, and also to the Union of Teachers on the honour and distinction thus achieved by their leader.

Through "The Schoolmaster and Woman Teachers' Chronicle," we keep in close touch with the progress of the N. U. T., and it has been very evident that Mrs. Manning has made an outstanding and conspicuous success of her year of office. In her splendid addresses, in her conduct of business meetings, and in the critical negotiations which have been carried on with the Government concerning the

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important educational legislation now before the Parliament, she has unquestionably won the esteem and admiration of her colleagues. She has an excellent record of educational and professional attainments. From our contemporary we learn that, as a member of the Cambridge University Fabian Society, she met and worked with such well-known leaders in the Labour Movement (undergraduates themselves, at that time) as Clifford Allen, Dr. Hugh Dalton (now Parliamentary Under-Secretary of State for Foreign Affairs), and Rupert Brook, the poet. She has long been associated with the Labour Movement.

While the National Union of Teachers has for some years had several of its members as representatives of various constituencies in the House of Commons, Mrs. Manning has the added distinction of being the first woman member of the Union to be so honoured. We wish her the same success in her new field of endeavour as she has merited in those of the past.

### *Convention Transportation Notice*

**D**URING the past two years the cost of transportation to the Convention has been a heavy drain on the finances of the Federation. Though it was felt that the money was very well spent, some more equitable method of meeting this obligation was desirable.

At a meeting of the Executive the whole question was discussed, and the following resolution was passed:

"That transportation would be paid out of registration fees, the proportion to depend on amount available, but in no case to exceed one-half the actual cost of transportation."

e.g. In the case of a one-way fare to Victoria being \$10, a return may be bought for \$5 (provided purchaser has a validated standard certificate). The total fare paid is \$15. The Federation, according to the above resolution, will not pay more than \$7.50. Meals and berth are not included in above.

**Standard Certificates** are receipts given by a railway company at time tickets are purchased, if demanded by purchaser. When these are validated at the Convention, teacher may purchase return fare for half-price. Be sure to buy single fare and ask for standard certificate. Teachers coming by stage are urged to obtain receipts.

**Motorists:** Teachers motoring to Convention, if owners of car, will receive transportation allowance to amount payable if they came by train or boat. Teachers who are not owners of car, but who are brought as passengers, must make their own arrangements with driver of car.

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*THE B. C. TEACHER*

## *The Contribution of Junior Red Cross in Education*

MISS JEAN E. BROWNE

*National Director, Junior Red Cross in Canada*

TO those who have not seen the Junior Red Cross actually in operation in the class-rooms, the converging of the Red Cross and education may seem an almost improbable hypothesis. We have to bear in mind that the Red Cross is a comparatively recent organization, while education is as old as the human race itself; its organization may possibly be said to have begun in the Greek age, and ever since that time it has developed—with ups and downs of course—until today the school system stands as the most firmly entrenched of all our institutions. With the development of the school system moreover, there has grown up a body of experts, teachers, men and women not only of high scholastic attainments, but of understanding minds and broad sympathies with whom we have to deal.

In recent years there has been a great multiplicity of voluntary organizations whose leaders realize that the schools offer a very tempting opportunity for making contact with the children, and so establishing their organization. In consequence, school officials, principals and teachers have been bombarded with requests to go into the schools and establish that contact, with the result that they have become very chary indeed about allowing any voluntary organization in at all. The advent of the peace-time programme of Red Cross was met with extreme wariness because of this attitude, but the fact that Junior Red Cross has won its way into the schools of the world and is being welcomed more and more from year to year by educational authorities is proof positive that Junior Red Cross has a great contribution to make to education.

What is that contribution? How can it most effectively be put into operation, and how did it develop as an offshoot of the Red Cross?

In the first place what is the contribution that Junior Red Cross makes to education? First let me say what it is not. Junior Red Cross is not a new method of education, it introduces no new idea, no new startling method which has hitherto been unknown to teachers. Rather its genius consists in offering a practical programme through which ideals well known to teachers for very many years may be put into operation without upsetting the machinery of the class-room at all, and which provides a deep motive which stimulates the children and inspires them to practise that programme with satisfaction and enthusiasm.

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To express the programme simply, it is Health, Service to Others and International Friendliness. That programme is so subtly adapted to any school system—because it has been tried in 41 countries—that it can be worked into any modern curriculum without adding an extra burden to the teacher. That is why we are in the schools, because our programme can be worked into the curriculum without adding extra burdens or upsetting the school system.

After having introduced this programme into the school, the Red Cross leaves its operation in the hands of the teacher. So long as the main objectives of the Junior Red Cross are adhered to, any amount of latitude is left to the teacher and to the child members in working out that programme with all the initiative and resourcefulness they can put into it, and therefore there can be no criticism from a body of expert professional men and women that an outside voluntary organization is attempting to interfere with their special duties. Of course, I must add that once organization takes place in a class-room the necessary literature, and all connected with it, is sent from the headquarters of the Red Cross to the class-room, and the teacher and the pupils are made to understand that any further help that they need will be supplied when they ask for it. By working in this way with the teachers, Junior Red Cross has been welcomed into the schools and has not upset the school programme.

No matter how indispensable we Red Cross people think Junior Red Cross is in the class-room, we cannot rush it in, we must first establish confidence with the leaders of educational thought—with the school officials, the superintendents, the principals and the teachers themselves. As a general rule some alert, interested teacher will try it as an experiment in his or her school-room. The experiment practically always proves successful, and so it spreads from class-room to class-room, and school to school. I think in 100% of cases one is safe in saying that the teacher who has given Junior Red Cross a fair trial is an enthusiastic exponent of our movement.

It is, however, to the children themselves that we must attribute the really phenomenal success of a movement which in ten years has gained a membership of over eleven million children in 41 countries of the world. No one can see Junior Red Cross in operation in a class-room without realizing the profound influence that this organization has on the lives of the children, an influence which leads to purposeful action.

I think perhaps we can say that the result of this is more evident in connection with health education than in other ways. The rules of healthy living are very simple—nutrition, fresh air, sleep, exercise, proper elimination, habits of cleanliness and precautions against the transmission of communicable diseases. These things can be learned by any child, whether he belongs to the Junior Red Cross or not, but it is one thing to know the rules of healthy living and quite another thing to practise them. There has to be another factor besides knowledge introduced into the child's life. As Sir George Newman

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has said, it is obviously idle and redundant to instruct people how and in which direction to brush their teeth if they have no desire or intention to brush them at all. They need stimulus, not merely instruction. To arouse enthusiasm and a desire for good health, to awaken a health conscience—this may be called the stimulative function of a voluntary organization, and it is just that motivation, that stimulating factor that teachers of health education have been looking for for years, that we know we have found in Junior Red Cross.

Many methods, of course, have been used in the realm of motivation. Most of them have proved unsuccessful, but one method which I think has proved universally successful is that of allowing children to take responsibility themselves, to participate in our plans for their welfare. This can be done through the voluntary self-governing club through which the children manage their own affairs by means of their own duly elected officers. It is one thing to do things because we want to do them, and quite another to do them because we must do them. We are introducing into our schools that element of free will, opposed to coercion, and it is operating very successfully. You see, the child's adherence to the ideals of his organization is judged not by grown-ups, not by his teacher, but by his fellow-members.

If we can introduce another element into that club, that of appealing to the altruistic emotions which are strong in all normal children, we have added enormously to that motivating force, and this we do through our work for the sick and suffering children, in the Junior Red Cross. We appeal not only to their emotions of compassion but straight away we give them a practical means for satisfying and expressing those feelings. In Canada, through the small contributions of our child members to our Crippled Children's Fund, we have been able to treat over 7,000 crippled children.

If in addition to this we can introduce another element which is very strong, that enormous indefinable force we speak of as *esprit de corps*, that pride in belonging not only to a national organization which is strong in itself, but also to a great international organization, we have done yet more. This always, I believe, impresses itself on the minds of the children, and when you get children thrilling with pride in belonging to their organization, there is practically no limit to what you can accomplish by harnessing that emotion.

The third question is, how did Junior Red Cross develop as an offshoot of the Red Cross? One can only ascribe to the delegates to that great Conference of 1919, when the peace-time programme of the Red Cross was being planned, and when a place was given for the children and youth of the world to participate in this great peace-time programme, a prophetic vision of the future, because never before in the history of the world has such a role of responsibility and importance been given to children or young people. I think the results of the last ten years, during which this method has been on trial, have amply justified the faith of the delegates when that Conference was being planned.

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In conclusion let me say this: The Red Cross has introduced a living, vital factor into every class-room where it has gone. That vital force breaks up and destroys that inaction which is still too often found in class-rooms in every country, and it substitutes for that passive attitude of children, which is deadly, alertness, eagerness and enthusiasm, which are not only displayed in the definite programme of Junior Red Cross, but permeate the whole life of the school. It is because of that vital contribution to education that Junior Red Cross is being welcomed into the class-rooms of the world and that the leaders of educational thought themselves are now saying, "We must have Junior Red Cross in our Schools."

(EDITOR'S NOTE: Teachers interested in the establishment of Junior Red Cross should communicate with Miss Alice White, Secretary, 315 Belmont House, Victoria, B. C., who will forward full particulars and interesting literature. The Junior Red Cross is particularly valuable in Practical Health Teaching in Rural Schools).

### ***An Important Appeal from Victoria College Alumni Association***

Victoria College, 1047 Joan Crescent,  
Victoria, B. C., February 16th, 1931.

Dear Sir, Madam:

Some time ago the Alumni Association of Victoria College and friends decided to honour the Principal Emeritus, Dr. E. B. Paul, M.A., by securing a bronze bust of him and placing it, suitably mounted, in the hallway of the College.

Dr. Paul has been so prominently identified with education in this city during the last forty years as Principal of the High School, Municipal Inspector of Schools, and Principal of Victoria College, that it was believed that those associated with him in this work and many others would highly approve and support such action.

Mr. Earl Clarke, of the Victoria High School Staff, was asked by representatives of the Alumni Association of Victoria College to undertake the work of preparing a bronze bust of Dr. Paul. Mr. Clarke has completed the work. It will be mounted on a marble base and unveiled in the near future at an appropriate ceremony in Victoria College, to which all contributors will be invited.

The bronze bust with marble base cost \$800.00, of which some \$250.00 has already been donated. It is now proposed that the remaining \$550.00 be raised by donations of from \$1.00 upwards contributed by those who would like to honour a grand old gentleman while he is still among us.

Send your contribution, or promises, to Mr. P. H. Elliott, Principal, Victoria College, within the next three weeks, and an acknowledgment will be mailed you at once.

Yours very truly,

J. M. CAMPBELL,  
Secretary of Committee.

NOTE:—There are doubtless many friends of Dr. Paul throughout the province, who will welcome the opportunity of joining in this fitting tribute, and we have pleasure in giving further publicity to this matter.—EDITOR.

## In Memoriam

MISS J. E. TUCKER

AGAIN Vancouver must record the passing of another of her outstanding teachers, Miss J. E. Tucker, a valued member of the Lord Tennyson Platoon School. Miss Tucker has had charge of School Music for the entire school, having devoted full time to the subject for the last six years. She has been a highly esteemed member of the Tennyson staff for eighteen years.

Personally, the writer counts it a rare privilege to have worked with one who scattered sunshine as she did,—always bright, ever willing, co-operating to the limit, never sparing herself, doing her part in life's daily tasks with a charm of her own, indeed a charm that endeared her to pupils and associates alike.

Miss Tucker had a wonderful sense of the realities of life. One had to work with her but a short time to recognize the deep spiritual background which dominated her whole effort. To thousands of Vancouver young people and children, her passing will be a distinct loss, while on the other hand the lives of these will ever be the richer for having come in contact with her.

Miss Tucker was an active worker in St. James' Church, and her passing will be keenly felt by those with whom she was associated there. "Well done, thou good and faithful servant, enter thou into the joy of thy Lord."

To her relatives, and particularly to Miss W. M. Tucker, her sister and a member of the same staff, we extend our sincerest sympathy.

G. E. McKEE, Principal.



## An Exceptional Opportunity for Obtaining Teaching Aids

(EDITOR'S NOTE: The National Geographic Society, through its Chief of School Service, has offered the following valuable opportunity to British Columbia teachers. As is well-known, the Society is not engaged in selling texts or supplementary material from a commercial standpoint. It is simply desirous of making its material available so far as it is desired, and particularly to rural schools, where it is much needed. It is hoped British Columbia teachers will avail themselves of the privilege so offered).

**R**URAL schools will find of special interest two types of material which may be obtained at nominal cost from the School Service Department of the National Geographic Society.

As a contribution to the enlivened teaching of geography in rural schools The Society recently announced it will send packets of ten different copies of the National Geographic Magazine, to **Rural Schools only**, upon payment of 50 cents to defray cost of packing and carriage charges.

The National Geographic Magazine is edited from the standpoint of permanent value of its contents. Hence ten copies of "The Geographic," containing some 35 authoritative and interesting articles on world lands, peoples and explorations, and more than 1,000 illustrations, many of them in colour, form the nucleus of a working geography library.

The Society requires that teachers sign a blank stating "The Geographics" are for school use, so that back copies at this price may not fall into the hands of commercial dealers, and these blanks may be obtained by addressing The Society's headquarters, at Washington, D. C.

The Society also publishes weekly illustrated Geographic News, Bulletins, five bulletins to a weekly set, which are issued for 30 weeks of the school year. These Bulletins are prepared from the standpoint of giving the geographic, historic and scientific background of news events, and have from six to ten illustrations each week. Hence they are widely used in current events classes as well as in geography, history and social science studies.

They may be had, **by teachers only**, upon application to the National Geographic Society's headquarters, Washington, D. C., and a remittance of 25 cents to cover the cost of handling and mailing the 30 issues should accompany the request.

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*Read, that you may receive not only facts, but the significance of those facts*

WEDNESDAY, FEBRUARY 18, 1931

## CHEAP SCHOOLS MEAN CHEAP CITIZENS

That attack that is being made upon the school board's proposed bylaws of \$799,958 for school purposes is an attack upon the growth and progress of Vancouver.

The schools of this city constitute one of our greatest assets. All money that is spent upon them intelligently is an investment that will return greater dividends than almost any other "buy" in the market.

For when we spend money on schools, we are not speculating. We are contributing to a "sure thing." We cannot develop good citizens with poor equipment, crowded classrooms and cheap teachers.

If we want the rising generation to be capable, efficient and useful, we must pay for it. We must have high-class teachers at high-class salaries, fine light sanitary buildings with full equipment and conveniences.

There is bound to be money lost in experimentation. But all scientific progress is based on experimentation, and no successful school system can be evolved without experimental measures in the way of buildings and curricula, all of which cost money.

There is a tendency in Vancouver today to think too much about the money required for schools and too little about the 40,000 children that money will educate.

Vancouver parents have brought those 40,000 children into the world, and it is the responsibility of Vancouver people to educate them, no matter what it costs.

Cheap schools mean cheap citizens.

Do those who object to this bylaw want the 40,000 children of Vancouver to be second or first-rate citizens?

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