THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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

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

VOL. X., NO. 9 MAY, 1931 VANCOUVER, B. C.

Editorial

The Easter Convention:

THE Convention held in Victoria quite evidently established itself, in the opinion of all who attended, as the best ever held by the Federation. Messages of appreciation, both verbal and written, have reached the Federation Office in far larger number than usual, and there is an unmistakable enthusiasm and sincerity underlying such messages. The general hope is expressed that future conventions will be modelled on similar lines. The main points of favorable comment are concerned with: (a) The holding of all meetings in an hotel, giving a new environment and making possible, through the many provisions therefor, a friendly and social attitude impossible in the school buildings; (b) The centralization of all meetings and functions in the one building; (c) The absence of the small sectional and subsectional meetings; (d) The general inspirational and instructive nature of the topics of the addresses, and the excellence throughout of the speakers selected; (e) The remarkable success of all the social functions, and the sports tournaments; (f) The excellence of all arrangements resulting in the smooth working of the convention; (g) The improved and extremely successful methods of registration and refunds of transportation.

In addition to these factors, it is most gratifying to be able to report that from the administrative and financial side, the convention plans were most successful, and resulted in splendid economies in the amount expended from Federation funds. When the original arrangements were made for the convention it was suggested that we endeavor to evolve a "different" type of meeting, and all developments kept this fact in view. Thus the undoubted endorsation which has been so fully given to the

Victoria Convention is highly appreciated by the Executive and Committees who performed such valuable services in connection therewith.

The annual meeting of the Federation was also by far the best ever held in our history. The attendance was larger than at any previous gathering, and the interest was sustained throughout, almost all remaining to the end of the meeting. The full minutes are printed in this issue, and we invite a study of the proceedings by all members.

Space does not permit of our mentioning any of the many individuals whose services gave us our success, but perhaps this is a fortunate circumstance, for the fundamental fact is that it was the magnificent team work of the many individuals and groups who responded so splendidly to the general directions, and co-operated so whole-heartedly and enthusiastically in the working out of the general plans and purposes. To each and every one we tender our most sincere thanks, and it will, no doubt, be pleasing for all to know that their efforts have been so greatly appreciated.

Educational Legislation of 1931:

Attention is called to the printing in this number of the full amendments to the Schools Act as passed by the Legislature of 1931. There have been many requests from teachers who wished to know just what changes were contemplated, particularly in connection with the new form of salary grants, the suggestions for uniform scales of salaries, and the regulations governing size of classes. These are dealt with in Sections 6, 14 and 30 of the Amendments.

The Minister's Address:

We give also a verbatim report of the address of the Hon. Joshua Hinchliffe, Minister of Education, who dealt with the subject of Educational Legislation, and gave a concise account of the various amendments. We are sure this will be read with great interest by all teachers, and that much comfort and assurance will be derived from his explanations of the important changes evolved and the methods to be adopted in the working out of such changes.

Teachers are naturally vitally interested in the question of future salary scales. The whole issue is bound up in the composition and personnel of the committee which will undertake this important work. We therefore welcome and appreciate the statement of the Minister that the Federation would have adequate representation on such committee and would be consulted concerning its composition, and scope of activities. The Federation Executive has been kept in close touch with developments, and while the Committee has not yet been appointed, present indications are that the teachers will have ample opportunity of receiving just treatment throughout the proceedings. It is absolutely essential that the committee shall undertake its duties in a spirit of goodwill and friendliness with the single idea of arriving at a fair and reasonable basis for teachers' salaries in the various

districts of the Province, and the composition and personnel of the committee, as well as the general principles covering its work, should be such as will best accomplish this fundamental purpose. There will, doubtless, be many difficulties, but there should be none which cannot be overcome if the right spirit prevails.

Size of Classes:

In connection with the regulations governing size of classes, we wish to make a few brief but important observations:

(a) It should be noted that the regulations are not iron-bound and need not **necessarily** be decided on a **strictly** mathematical basis, if such a proceeding would seriously impair the efficient working of any school, for there is a governing clause as follows, i.e., that the regulations shall govern, unless some modification shall have been **"approved by the Lieutenant-Governor in Council."**

If, therefore, any extreme difficulty arises we would suggest that Principals forward, through their School Boards, to Dr. S. J. Willis, Superintendent of Education, a statement of their special circumstances, outlining what exceptions they feel should be made to meet the situation. We are assured that such requests will be decided on their merits, and that every consideration will be given to them.

(b) It is rather a serious thing that, at a time of economic stress when unemployment is so wide-spread, there should be a movement which will tend to lower considerably the number of teachers required in the Province. A number of teachers now in employment will possibly have to be relieved of their positions, and it will not be easy for them to be absorbed into other districts. Then again the graduates of this year's Education Class and Normal Schools will have increased difficulty in securing positions after their long and expensive period of training. For this reason we feel that every reasonable latitude should be allowed and that the regulations, even if desirable in themselves, might well await a return of normal times before they are rigidly enforced. Such a course would remove what otherwise is going to prove a distinct hardship on many. It should be remembered that even if a deposed teacher were successful in obtaining a temporary position in other walks of life (and this is not easy to accomplish) he or she does so only at the ultimate expense of some one else who therefore remains unemployed.

(c) To clear up a misunderstanding which has naturally arisen from the Minister's address, the facts concerning the Federation's attitude towards the size of classes regulations should be stated:

(1) Upon hearing rumours of the suggested regulations, the Federation Consultative and Research Committees held a

meeting to discuss the situation. It was decided to ask the High School Teachers' Association to co-operate with the Federation in drafting a memorandum to the Department outlining the views of the teaching body. This was done and several important adjustments were asked for. This written memorandum was laid before the Minister of Education and Superintendent by a delegation consisting of President Dilworth and the General Secretary. Consideration of the suggestions was promised, but ultimately only a part of such recommendations were adopted.

(2) As the situation was still undesirable and would work great hardships, further representation was made by President Dilworth to the Minister of Education.

(3) Later, Mr. Deane, Municipal Inspector of Schools for Victoria, and Mr. Dilworth (this time quite evidently in his capacity as Principal of the Victoria High School) were called into consultation by the Minister, and, after long discussion, Mr. Dilworth was asked to send in written recommendations governing the suggested amendments. This Mr. Dilworth did, but again he asked for many changes, giving greater freedom and allowing for such changes as would permit all necessary options being continued as required for the Four-year High School Course. When the amendments finally appeared, only a portion (although a valuable portion) of Mr. Dilworth's suggestions were adopted.

Therefore it should be understood that while we appreciate very highly the attitude of the Minister in considering the recommendations of the Federation and Mr. Dilworth, as Principal of a most important High School, and while we appreciate the modifications made, yet neither the Federation nor Mr. Dilworth personally can accept responsibility for the regulations in their present form.

We feel that the matter will be worked out during the coming year, with the aid of the governing clause to which we have already made reference, and that perhaps, as a result, it may be possible to revise the regulations in the near future.

Inasmuch as the Minister, by his reference to Mr. Dilworth in his convention address, unwittingly placed the latter in a somewhat delicate position, and, knowing the Minister's deserved reputation for fairness and frankness, we feel that he himself will welcome this explanation, which we hope will prevent any undesirable misunderstandings.

Annual Meeting of The British Columbia Teachers' Federation

Wednesday, April 8th, 1931

THE annual general meeting of the British Columbia Teachers' Federation was held in the Lower Lounge, Empress Hotel, Victoria, B. C., on Wednesday, April 8th, 1931, commencing at 2:30 p.m.

There were present President Dilworth and members of the British Columbia Teachers' Federation Executive Committee; representatives and delegates from Member-Associations in the Province; a number of Unattached Members, and others; also Mr. Harry Charlesworth (General Secretary) and Miss Charlotte Clayton (Assistant Secretary). The total attendance approximated 350 persons.

Moved by Mr. J. S. Wilson, seconded by Miss J. J. MacKenzie, that the minutes of the annual meeting of April 24th, 1930, be taken as read and adopted. Carried.

Business Arising Out of Minutes

Reports of Principals and Supervisors:

Moved by Miss R. A. MacWilliam, seconded by Mr. A. Sutherland, that the following resolution concerning reports of principals or supervisors be adopted:

1. That in all cases where a Principal or Supervisor is asked to give a report on the teachers under his charge, it should be understood that such report may be seen by any teacher so desiring, but in all cases where any teacher's report contains adverse comment, which may seriously affect his status, he shall be made acquainted with the contents of such report before it is forwarded to the authority asking for the same.
2. That in all cases where a teacher's work is so unsatisfactory as to warrant a request for resignation or a notice of dismissal, such action shall not be taken by the board until, in addition to the Principal's or Supervisor's report, a further report has been made on the teacher's efficiency, either by a Municipal Inspector or by a Provincial Inspector. Carried.

Fraternal Greetings:

Messages were read from:

Mr. J. W. Barnett, Alberta Teachers' Alliance, extending fraternal greetings.

Mr. E. K. Marshall, Manitoba Teachers' Federation, extending fraternal greetings.

Mr. S. H. Henry, Ontario Secondary School Teachers' Federation, extending greetings.

Correspondence ordered received, suitably acknowledged and filed.

President's Report:

President Dilworth next submitted his report on the activities of the Federation, and expressed his thanks to the members for the co-operation that had been shown during his term of office as President; thanks were also extended to the Executive Committee, to the members of the Federation who have been untiring in their efforts, and to the Research Committee. Continued co-operation was asked in regard to this important work. Special mention was made of the splendid feeling of friendship and good-fellowship which had prevailed throughout the entire convention.

Moved by Mr. G. W. Clark, seconded by Mr. O. J. Thomas, that the report of the President be received and adopted. Carried.

Amendment to Constitution:

Mr. G. W. Clark Chairman of the Constitution and Bylaws Committee, next presented suggested amendment to the Constitution as follows:

> "That Clause 8, re Associate Membership, be amended by inserting as sub-section 5: 'That Associate Membership, without fee, may be granted by the Executive Committee to retired teachers of long experience in the Province'."

Passed as presented, on motion of Mr. G. W. Clark, seconded by Miss J. J. MacKenzie.

Report of General Secretary:

The General Secretary next submitted report for the year, dealing with outstanding activities, especially with the following: Excellent membership, organization of new local associations, and the re-organization of old ones; the value of organizations; invitation of boards to meet with teachers on the question of salaries; a summary of negotiations with boards re salaries.

In the matter of educational legislation of 1931, regarding salaries, the General Secretary reported that we had consulted with the Trustees' Association of the Province. At that conference it was decided that the trustees and teachers should appear before the Department together. In an interview with the Minister, protest was registered re power of the Council in the matter of teachers' salaries, and the Federation's position regarding the composition of the Salaries Committee was stated. The Minister gave assurance that no steps will be taken until the Federation has been consulted.

In the matter of teachers' pensions, Mr. Charlesworth reported that the Act is working satisfactorily; the administration of all forms of pensions in this Province has now reached such a point that it is a tremendous task, and it was found necessary to appoint a special Commissioner for this purpose alone. In the matter of compulsory retirement, reference had been made through the press that certain school boards planned to retire their teachers at the retiring age; Mr. Charlesworth pointed out that the Pensions Act is so drawn up that it is not possible for any school board in the Province to so retire its

teachers. They would be, of course, quite within their rights in asking a teacher to resign by reason of inefficient service, or in asking the Pensions Board to retire any teachers who, by reason of age or disability were unable to carry on effective work.

In connection with the convention, Mr. Charlesworth expressed appreciation of the fine co-operation on every hand; thanks were extended to the hotel management, to the various convention committees, to the speakers, etc., all of whom had most willingly agreed to render service.

Moved by Mr. G. W. Clark, seconded by Miss J. J. MacKenzie, that the report of the General Secretary be received and adopted. Carried.

Report of Committees

Membership:

Mr. C. G. Brown, Chairman, next submitted report on membership for the year, showing a paid-up membership to date of 1934, and an enrolled membership of 522, which, with Honorary Members and "Fees Allowed" makes a total to date of 2522. Thanks were extended to Treasurers and to Staff Representatives and members for their help, and further support was enlisted.

Moved by Mr. G. W. Clark, seconded by Mr. J. S. Wilson, that the report of the Membership Committee be received and adopted. Carried.

Finance:

Mr. J. Sanford, Chairman, next submitted report of the Finance Committee and Auditors' report for the Federation year ended June 30th, 1930, and for the half-year ended December 31st, 1930. (Reports on file). The financial position of the Federation was shown to be most satisfactory. (Note.—The financial statement appeared in full in the September, 1930, issue of the Magazine).

Moved by Mr. J. Sanford, seconded by Miss Clara Maxwell, that this report be adopted. Carried.

G. A. Fergusson Memorial Fund:

In the matter of the G. A. Fergusson Memorial Fund, the General Secretary advised that besides the B. C. Power Bond, which bears interest at 5½%, there is a balance of $77.72 in this fund, which amount is made up of the balance on hand after the purchase of the $1000.00 bond, plus bank interest and interest on bond. It was suggested that the present Trustees continue in office for another year.

Moved by Mr. A. T. Hunkin, seconded by Mr. J. M. Campbell, that the terms of office of the three Trustees of the "G. A. Fergusson Memorial Fund" be extended for one year.' Carried.

Moved by Mr. G. B. Carpenter, seconded by Miss J. J. MacKenzie, that the report of the "G. A. Fergusson Memorial Fund" Committee be adopted. Carried.

Editorial Board:

The General Secretary reported on the progress of the Magazine

during the past year, and indicated plans for a re-organization of the Editorial Board for the ensuing year.

Moved by Mr. G. B. Carpenter, seconded by Miss J. J. MacKenzie, that the report of the Editorial Board be adopted. Carried.

Election of President:

Mr. T. W. Woodhead, Chairman of the Nominations Committee, next submitted the name of Mr. I. Dilworth for the office of President for the year 1931-32.

Mr. C. G. Brown, Vice-President, in the chair.

Moved by Mr. W. J. Williams, seconded, that nominations close. Carried.

Mr. Dilworth was thereupon declared re-elected by acclamation.

Auditors:

With regard to the election of Auditors for the ensuing year, it was moved by Mr. J. Sanford, seconded by Mr. O. J. Thomas, that the matter of the appointment of Auditors be left in the hands of the Executive Committee. Carried.

Tribute and Vote of Thanks:

After commenting on the tremendous strides the Federation has made during the past few years, and paying tribute to those responsible, Mr. H. W. Creelman moved, seconded by Mr. J. M. Campbell, that this meeting records its thanks for and appreciation of the splendid way the Federation has progressed and of the work of its officers and officials. Carried unanimously.

Resolutions

Mr. T. H. Calder, Chairman of the Resolutions Committee, next submitted resolutions as follows:

From the Executive Committee, re Salary Legislation:

That the British Columbia Teachers' Federation appreciates the action taken by the Minister of Education and the Provincial Government in contributing a greater portion of assistance to the cities and municipalities in connection with educational expenditure;

But regrets that any portion of teachers' salaries has been classed as extraordinary expenditure, subject to the will of the Municipal Councils, thus removing full control of salaries from the School Trustees, who are elected by the people for the special and definite purpose of providing efficient education in their respective districts;

Furthermore, inasmuch as the whole success of the plan for fixing fair and reasonable salary schedules depends largely upon the composition and work of the Committee to be formed for this purpose, the Federation welcomes the definite statement of the Minister to the Convention, that the Federation will have just representation on such committee and will be consulted in connection with the composition thereof;

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Educational Legislation of 1931

Address by the Hon. J. Hinchliffe, *Minister of Education, at the Convention*

MR. Chairman, Ladies and Gentlemen,—Let me thank you for the round of applause with which you have greeted me. I rather like to hear applause, especially at the beginning, because we don't always hear it at the end, so we might as well have it some time.

Before I begin to speak about the subject that has been assigned to me, I want to welcome the teachers of British Columbia to the capital city of Victoria. I hope that your Convention, which I understand has been an exceedingly successful one so far, may continue so to the end, and when you go away from this gathering you will go back to your schools with a little more inspiration—a little more courage to carry on the great work in which you are engaged.

The subject assigned to me this morning is "The Legislation of 1931," which, I am told, is of exceedingly great interest to some of you. I propose to go through this legislation step by step, in order to show you the extent and variety of the problems that come before the Education Department, and, secondly, in order, perhaps, to strengthen the hopes of some of you, or perhaps even to confirm the worst fears of some of you, because I am told some of you have very great fears.

The Public Schools Act is an Act that comes up year by year for amendment, and every year we find some little thing that is not working quite properly, some little thing that may be improved, and occasionally something that may be taken off. I will deal very briefly with those items in the Bill which was brought in last session and which became law.

The first is the definition of Public Schools. Well, there are definitions of Public Schools already in existence, and this is only just one little item, adding one word —"subsisting"—to the definition, so that a public school must now really be in existence and at work.

The next is the definition of "pupil." It may seem strange to some of you that the word "pupil" has never been defined in the Public Schools Act at all, and I found it was necessary to have a definition of the word "pupil" in the Act, for this reason: You remember the previous Government established a correspondence course, and we have had the children taking this correspondence course all over the province. Some of the school teachers have, very wisely and properly,—and I now take the opportunity of expressing my appreciation of the work they have done,—some of the school teachers have

devoted their spare time to assisting children taking this correspondence course. Of course, they are beyond the grades in the schools, but occasionally room has been found for these correspondence pupils in the school. The question is, whether these children who were taking the correspondence course, and who were assisted from time to time by the teachers, were pupils or not, and so could be entered on the register. We now have a definition of pupils which establishes the fact that children taking the correspondence course, although they may be going to school and receiving assistance from the teacher, are not in any sense pupils in the school at which they are attending.

Another provision is in regard to the closing of High Schools: For years it has been the custom to close country district schools when the attendance gets below six. These was no provision for a High School being closed on account of diminished attendance. Now there is a provision for closing a High School if the average attendance drops below ten.

The next provision of importance to the Department is the power to establish a Text Book Bureau. This matter has been brought up year by year. We now have authority to establish a Text Book Bureau, and the Department will purchase these books, will sell these books to retailers throughout the province, and the maximum price at which retailers may sell will be fixed. In future, if you have any difficulty in your own town or village in obtaining a book at a fair price, all you will have to do will be to write to the Department at Victoria, and you will be able to obtain any text book, delivered right at your own door, at that fair price which your own bookseller should charge, if he were dealing fairly with you. This is an expansion merely, of that free text book system founded upon the system followed in Alberta, although we don't go quite so far as that province does. We don't prohibit other people from importing text books to the province. Anyone can do so if he likes, and if he can sell cheaper, then the pupils will have the advantage.

Now it will be asked, why we do not fix a minimum that may be charged for a book. I don't think I need protect the people from low prices; the only thing I am working to provide is protection for the people against high prices, and anybody may sell just as low as he likes, as far as I am concerned. It would be the height of foolishness for me to say to Woodwards, for example, in Vancouver: "When you have your book sale, you must not sell books below these prices." What would it mean? You know just when schools are assembling in September a dealer has a sale and is selling books. He may sell a book for 25 cents less than it costs him, but he may get $2.00 worth of trade from the woman who buys it, so I would have deprived the good women of Vancouver of the one holiday in the year when they may get bargains.

Now the next matter of importance—I cannot deal with this very fully, but it lies at the very foundation of my ideal for education in British Columbia—is the power the Department now has to use cer-

tain sums of money by way of scholarships or bursaries. To my mind, very often some of the best brains in British Columbia are being wasted, because the parents have not the opportunity or the money to give the education that their children deserve—not that they want, that they deserve by their shown ability. When I was in the Old Country last year I was told by the Secretary of Education for England and Wales that in the very best universities in the Old Country today are students that come from the very poorest families, and when they are in the universities, because they have earned their way there and shown that they have the ability and the ambition, and are likely to become national assets, the Government takes care of them. Just so long as they show they are able to imbibe more education, with a possible chance to make use of it, so long will the Government advance them. Two very important things the Secretary told me: "We make an allowance to the young people in the university, not merely an allowance that will enable them to stay at the university and black the boots of other students, but that will put them practically on the level of the rest of the students." And, secondly: "And we find that very often those students who come from the very poorest families, who would never have been able to take advantage of the higher education at all, if it were not for the scholarship system—these students are very often leading in the universities of the Old Country in the matter of achievement." I have often wondered whether we are not losing to a great extent the advantage of the best brains in British Columbia, simply because a lot of people who have the brains and ambition never have the opportunity of having more definite assistance of this kind, and I am hoping in years to come to see a system established in British Columbia whereby the child of the poorest citizen, who shows he has the ambition to get along may have the advantage of the scholarships offered by the Government.

Now I come to the question which perhaps is of the greatest interest to you, and to some members of school boards, because it is all tied up together. It has to do with the alterations in the method of giving grants from the Government by way of assistance to school districts. I don't know whether you have made a study of the system that was revoked on the 1st April, because if you have, you must have come to the conclusion that there was no sense or reason in it from beginning to end. It had simply grown—and here let me say when I remark there was no sense or reason in it, I am not blaming my predecessors. The system has just grown and as necessity arose alterations were made here or there, but there was no general definite plan from beginning to end that ought to govern such a system as the educational system of a province like British Columbia.

Now let me tell you of some of the apparently inexplicable things that were found in the methods of giving grants. You know very well that up in Atlin—is there a teacher from Atlin here? [I will just let you know what sort of a place Atlin is]. I was in Atlin a few years ago, and I came down by the last boat from Atlin. The C. P. R. hotel was closed, the manager and I left, and he locked the door as

we left it. In the morning I met the boat and there was a lot of children on the wharf, as the school teacher was coming in. They did not know what the teacher would be like, and I heard them talking, and one said: "I wonder what **it** will be like." They did not know whether it was a man or woman, so they said **it.** They tell you in Atlin that it costs $40 a ton to get potatoes into that town. You could not expect a teacher, or two or three teachers, to work and live in Atlin for the same salary as in the Fraser Valley, for instance. Yet the Government gave the School Board in Atlin $580 per teacher, and in the Fraser Valley $580 per teacher, regardless of the fact that they may have to pay four or five times as much for living as in the Fraser Valley.

I am thinking also of two schools in the country, one-room schools. The cost of living in both those school districts is the same. One teacher gets $900, and the other gets $1500. Why? Why the difference? The work is the same, the qualifications required are the same, the conditions of living are the same. Why the difference? And as I look at things like that, I am driven to one of two conclusions, namely: That there are some school boards, not very many thank goodness, nevertheless there are some school boards who are exploiting the teachers, or some boards that are exploiting the taxpayers. I picked up my report last year and I found that there are school boards in British Columbia who are paying their teachers the munificent sum of $800. We give them $580, so they don't have to make up a very large sum. Some districts get by with about $140 a year, the rest being from the Government. Hence the conclusion that some districts have been exploiting the teacher. In the other district, paying nearly double the amount of money, that school board was probably exploiting the taxpayer. And here let me impress this upon my hearers: I have a multiple duty to perform—to the teachers, children, school boards and taxpayers. So that we cannot all have it all our own way every time, and my great object is to find some intermediate way, some fair way of giving the best satisfaction to everybody. Of course, I know what will happen when I honestly try to do that—I won't satisfy anybody, and they will all be after me. However, that does not matter.

Here is another difficulty. I find two districts side by side. In one district their mill rate for school purposes may be one mill, in the next district it may be 35 mills on the dollar. Why? There is something manifestly wrong when you find such variations in salaries and in tax rate as you find in British Columbia, and I have been told over and over again since I came into office that it was 10, 15, 20—I don't know how many—years since the Government gave any additional assistance towards teachers' salaries, although the teachers' salaries have gone up by leaps and bounds during these years.

I formulated a plan which some day will be put into execution; I don't know whether by me or not. As I look at what has been done in other parts of the world, I realize that along this line alone will we find satisfaction in British Columbia. My plan was, instead of giving a flat grant of $580—. Just let me point out another thing. We have

close to Victoria a municipality called Oak Bay. It is not a municipality—I don't mind telling you this, because it is in my own riding—we have the municipality of Oak Bay; it is not a municipality in reality; it is a city, just as much a city as Victoria is, and yet, because it is called a municipality, up to the end of March the Government gave $580 for every teacher, but in Victoria, just across the way, they gave $460.

We had this peculiarity, too, that so long as you had 999 children attending the school in your city you received $520 per teacher assistance from the Government, but if you ever got another one—if there were 1000—then every teacher in that city only received $460 from the Government.

So there were very peculiar things, and we are trying to get away from them, and trying to make them better. There are to be no more flat grants. We pay a percentage of what is actually paid the teacher—not this year, because we would not want to reduce at all, but when the time comes those school boards that pay $800 a year will get their percentage on $800, and that is all, and those who pay larger salaries will get their percentage on the larger salary, up to a fair and reasonable salary for the work. Yes, I know what is troubling you—we will get there after a while.

Now there you see the idea. I don't care what the mill rate is; I don't care what the cost of living may be, and if they find, for example, in Atlin that a just and fair salary is $2400 a year, while a just and fair salary for the same work in the Fraser Valley may be $1200 a year, why should we not help the people in Atlin at the same rate as the people of the Fraser Valley; that is, pay them the proper share of what it costs them to pay their teachers. That is what it is to be from now on. It does not mean that you are going to get any more; that depends on yourself; but it does mean this, that in some of these districts where the people have been paying pretty high taxes for school purposes, they will be getting a little more assistance from the taxation of the country, and that taxation of the country—some of it, at any rate—will be drawn from those who have not been paying taxes before, but who have been enjoying a great deal of the benefits and advantages that come from living in British Columbia.

Let us see how this plan works out. I find that none of you need fear anything until September, 1932, so you have a little life left yet.

When I was in London I heard a story about the Bishop of London. He was walking along a street, and a street urchin met him and said: "Sir, will you please tell me the time." The Bishop pulled out his watch, and said kindly: "It is half past nine, my little man." The urchin retorted: "Well, at half past ten you go to hell." And the Bishop walked on, reflecting on the depravity of the human race. He met a friend, and the friend said: "What's the matter, London, you look sad?" The Bishop told the story, and when he had finished his friend looked at his watch. It was 20 minutes to 10, so he said: "Why worry, Bishop? You have 50 minutes more left yet."

So don't worry. There is no possibility of change until September, 1932, and in the meantime the position is a standard salary for the coming year has been fixed. The salaries paid for December, 1930, have been taken as the standard. I did not fix them; you agreed to them; they were the salaries you are working under, and these are adopted as the standard salary till the 1st of September, 1932. If any additional new teachers are engaged, the grant on account of salary will be paid to them. If you have been working for a school board under a written agreement for a rise in salary, that written agreement will be recognized. So there cannot possibly be any hardship to anybody until the 1st of September, 1932.

Now the 1st of September, 1932, is the day of days. Let us see what is to be done on the 1st of September, 1932. Let me say—and this is where the school boards feel just a little sore, some of them, but not those who really understand the situation: During this year to September, 1932, unless you are under a written agreement which allows for an increase of salary, you will not have any increase, at least the Government will not be responsible for the increase; you may still get your increase from the school board. The school boards have two ways of getting that money for an increase. They cannot get it from the Government. Let me tell you (and perhaps that is the biggest injustice of all that I am trying to straighten out) the country school district or school board does not fix your salary. It may regulate your salary, and then it has to go, not to the City Council merely, but to the ratepayers in that district to get that salary authorized, and your ratepayers in the annual meeting have the final say as to what that salary shall be. Now I propose to alter that, and I am proposing to alter it in this way: that when a fair, just and reasonable salary for the rural school that you are teaching in is fixed, your school board may pay you up to that salary without going to the ratepayers. Similarly in the cities, it is working the other way, but it is bringing you all under the same level. The school boards in the cities, instead of doing, as they have done in the past—that is, fixing your salaries regardless of reference to anybody else—will, if they wish to pay more than the just and reasonable salary that is fixed, have to go to the City Council and ask for its consent. The rural teacher and the municipal teacher are now exactly in the same position. Their salaries, above this particular limit, are fixed by the people who are going to pay.

Let us see how this will work out. I am proposing not to fix these salaries myself, but I am proposing, with the aid and co-operation of the Teachers' Federation, to have a committee appointed, to go through the whole question and to make recommendations to the Council of Public Instruction. And let me give a word of advice here. I think it would be well for this Federation at this meeting to authorize its Executive to take any action during the coming year that may be required, such as appointing members of the committee or any other action that may be required in connection with this matter. I hope that you will remember to do this.

This committee will be able to divide the province into zones, and to recommend that "the north country salary should be bigger; and that in the country districts salaries ought to be more stabilized." Let me tell you here that I have a big sympathy for the boy or girl that is being brought up in the country. [I understand exactly what Mr. Dilworth meant this morning when he said that he was largely left to his own resources, and any of the scholastic success he may have achieved he can trace back to that time, when he was left on his own resources, with the occasional assistance he could get from the country teacher]. I have great sympathy with the man or woman bringing up their children in the rural districts of the province, because these are the men, women and children we need to build up this province of ours, and if there is anybody who should receive special concessions at the hands of the Government of British Columbia it is the children of those parents who in the outlying districts are hewing out homes for themselves and laying the foundation of British Columbia's real prosperity.

I notice everybody does not agree. I am not surprised, because I heard this morning that nearly every teacher in the rural school districts came from Vancouver, but I am trying to look at this matter from the broad standpoint of a big British Columbia.

This committee will meet and make its recommendations, and if it is a fair committee and has done its work fairly and honestly—I cannot make any promises, I am only one member of the Council of Public Instruction—but if it is a fair committee, does its work fairly and honestly, and makes recommendations to the Council of Public Instruction that are just, I can see no reason why its recommendations should not be accepted.

Is there anything more you want to know upon that particular point? If there is any question, I would like to have it advanced now. Again let me tell you this, that as far as I am concerned, the teachers in British Columbia will have just representation on that committee (applause). And I also want to say that before that committee is formed, or before any steps are taken towards its formation, the British Columbia Federation of School Teachers will be consulted through its Secretary.

These are some of the important things. There is another: I don't know whether it ever affects the teachers very much, but up to the present we have been paying our grants to the municipalities every three months. I don't know whether you get your salaries every month, but I know in some municipalities teachers did not get their salaries until the 15th, and when it came to holidays and they had to go away without the month's pay it was awkward. In future, instead of paying municipalities every three months, every municipality will have its cheque forwarded to it as soon as it reports at the end of the month what the salaries for that month are. So there will be no waiting for three months.

There is one sub-section that we have dropped entirely. I want to call your attention to the reason why this sub-section has been

dropped. [I have learned that people forget very quickly. There was a time when I was too shy to remind people, but I have got over that wonderfully in the last few years, and I don't mind reminding people now]. The sub-section has been dropped which provided that the school board might enter into agreement with the school teachers for superannuation. The reason for dropping that sub-section is because, two years ago, we put through your Teachers' Superannuation Scheme, which I know you are taking advantage of, and I hope you will all live long enough to draw some benefit from it.

There is another rather important matter, and this affects country schools again. You remember that, two years ago, an amendment was brought to the Act, providing that where a child had passed through eight grades in your elementary school, and where there was no high school in your district and it was necessary for the boy to make arrangements to go to some other high school, that the school board of the district in which the boy resided should have to pay his fee. Now that was right and proper, because the father had still to go on paying taxes. He was not relieved of his taxes because the boy was not going to school. So a law was made that up to a certain amount the school board should be liable to assist in paying these fees. We found there was a little danger in this, and there always is danger when you come to helping people. Let me illustrate: Some years ago the province of British Columbia brought in the Mothers' Pensions Act, and it was not long before widows were trekking into British Columbia. They never knew of it before, but they heard of that Act, and so they said: "British Columbia for me!" And a regulation had to be made requiring a certain length of residence in the province before they obtained the benefit of the Act. Another instance: It has been the rule for some time to pay the railway fares of students who were attending Normal School. That was all right as far as it went, but you would be surprised if you saw the letters on my desk, condemning me for not giving students their fares so that they could go home for the Christmas holidays. So there is danger in this law I am speaking about. Although the first case that came to my attention was a perfectly bona fide case, still it showed the danger. A young boy who had passed Grade 8 in another school district, came to live on a farm that his father had bought, and so the school board in this new district where he had never attended school had to pay for his education at a high school. We therefore added that where the student has been attending in the primary school for one full year only, the board shall pay up to $2 per month for his fees, but, if longer, he is looked upon as a bona fide pupil, and the school board has to give the regular assistance up to $5 per month.

Now I come to show you another difficulty the Department has found itself in.

For years we have been beset with the request to define the word "resident." What is a resident? You cannot define a resident. It is impossible. If there are any lawyers present they will know how difficult it is to define the word "domicile." It is just as difficult to define resident. And yet we find this peculiar situation—and here

let me say that although the people of Canada, and especially of British Columbia, are fair, honest, straight-dealing men and women, yet every now and again we find one, to put it, perhaps, in colloquial terms, whom Bret Harte's "Heathen Chinee" never had anything on at all.

It had been brought to my attention that in a certain school district an individual was keeping a private school. He had brought in children from outside, and even from outside the province. He was charging fees for pupils at this private school. But the pupils were not taught entirely, if at all, in this private school. They were sent every day into the public school over the street. But they are outsiders and the heads of the school are taking the money and the public schools are doing the work. Now the difficulty has been to define the word "resident" so as to reach situations of this kind. I have done it in an indirect way (following the example of Euclid) and instead of defining what a resident **is,** we have decided what, for the purpose of this Act, a resident shall **not** be.

Something now that will interest you, and especially high school teachers, and I think what I am going to tell you will show you, if you did not know it before, that I am trying to take into my confidence men and women who understand, men and women who know, and that I am always ready to listen to expert advice and information when it is given. This will interest high school teachers. You will remember that recently we instituted a four-year high school course. I don't mean Matriculation; that used to be three years. You can take four now for Matriculation, but this new course is not intended for Matriculation at all, because a very small number of those who take Matriculation ever make any use of it. In a country school I went to I enquired: "How many of your students who matriculate go on to the University?" The principal said: "About three per cent." I said: "Yet all the organization of your high school is based on giving University Matriculation." The same story was told to me by the principal of the next high school, and we all know that it is a fact that it is a very small percentage of those who matriculate who eventually go on and finish in university. So we instituted another course that does not lead to University Matriculation; we did not interfere with that, but instituted another course for that vast number of students who may not want to matriculate, but have a different purpose in view and want to learn those things which they are going to make use of in carrying out that purpose.

Look back at a number of "Punch" about five months ago, and you will find an article dealing with education that will be a real eye-opener to some of you, as it was to me, although it is a skit; but then I very often find things in "Punch" are meant to be a wonderfully defined and clear lesson.

So we instituted this four-year high school course, in order that a boy may say, when he gets to high school: "I have just one year I can stay in school and then I have to go and help my father (he is a little contractor or carpenter). I cannot afford to stay in school

longer than one year. What is the best use I can make of my one year?" When you had only University Matriculation to offer, the boy had to sweat blood over his Latin, and when he was one-third prepared for matriculation he stepped out into life. Now a boy who understands and know that he only has one year may say: "My father is a small contractor; what do I want to know in the carpenter's shop? First of all I want arithmetic and mensuration so perfect that I can figure out bills of quantities, so I must concentrate on these subjects. I want an idea of the elements, at any rate, of architecture, so far as common plan drawing is concerned"—(and he can get it). "I want an idea of wood-work designing, so that I can design built-in features for my father. I want those things that are going to help me to be of most use in the walk of life that is opening up before me." We all know that one-third preparation for University Matricuation is not going to help anyone, and so we instituted the four-year high school course that has brought in a lot of options, and it is the question of these options that has brought in difficulty to high school teachers. They say "We cannot organize our school. We have not sufficient teachers, and we cannot get teachers, because your Act prohibits; it says that you must have so many children for so many teachers."

What do you think I did? I called up Mr. Dilworth, your principal of the outstanding high school of the province, in this way, that it is the one high school in Victoria, and therefore it has to provide everything that is provided in Victoria. In Vancouver you are in a different situation. If 10, or 15, or 20 want to learn Spanish, you can say: "You will all go to this or that high school and there will be a Spanish class." You cannot do that in Victoria, because it has only one. So I handed the proposition over to Mr. Dilworth, and the section that is comprised in this Act dealing with the distribution of teachers, and the number of children that may be allowed for different teachers was, I think, almost exactly as Mr. Dilworth recommended. [Is that so? (Mr. Dilworth: Pretty well). Perhaps not quite so far, but we went quite a long way. It is unfair to bring Mr. Dilworth in on an occasion like this, when he hardly dare say "No" to me, or "Yes" to you. But the fact remains that Mr. Dilworth and Mr. Dean were called into consultation. They sent forward certain recommendations, and although these recommendations were not adopted in their entirety, they were adopted as far as the Department felt it could go. So I want you to understand we do call in men who are acquainted with the work of the schools].

Another thing, and I may apologize for its being there, no insult was intended to the teaching profession of British Columbia: "Where any teacher sends in monthly or annual returns which are misleading or false in whole or in part," [and to the credit of the teachers, let me say such instances are very few, although unfortunately they are not unknown, and it is necessary to have some power], "the Superintendent of Education shall report the fact to the Council of Public Instruction, which may"—[the only thing it can do in the matter]—

"suspend the certificate of that teacher for such period as the Council may deem expedient."

Now that finishes with the legislation of 1931. I can tell you it was all most interesting to explain a great many things in regard to this Act to the members of the Legislature. Many of them are very much interested in the subject of education, not merely financially, but for the sake of their children and grandchildren. And I want you to remember this, just in closing, I want you to remember that you are taking your part in the building up of the future people of British Columbia. These boys and girls will be the men and women who are going to rule and decide the destinies of British Columbia. You may not always have opportunities, but you do have opportunities sometimes to arouse the higher ideals, higher ambitions, the love of country and love of humanity in your pupils, even though you may be training those who you know perfectly well have not the ability to rise above the position in life of an ordinary, common, every-day British Columbian. Yet these men and women, with their high ideals, their aspirations, their love for their country and their ambition for the welfare of the people of British Columbia, are to hand on their traditions to their children and their children's children, and the influence you are exerting is not going to stop when the children graduate from your school, but will be handed on to generation after generation. And I want to say just before I sit down that all that I am trying to do and have tried to do is for the betterment of the system of education in British Columbia.

Some day I want to talk to you about education and tell you what education means, not in my words, but in the words of some of the biggest men of the present day; men who are thinking and acting according to the best ideals of today. I had intended, perhaps, to give you that talk on education today, but I was requested to explain this legislation, especially as to your salaries, because some of you were worrying as to what would happen after September, 1932. If you will assist me in getting the best committee we can possibly get, the time is coming when you, as teachers, in conjunction with the many who have written to me in British Columbia, will say that this legislation, giving assistance which has never been given to you before, will be much to your advantage, and you will look back upon it, perhaps, as one of the finest things that has ever been done for the teachers of British Columbia. You will range it along with the Teachers' Superannuation Fund as being the charter of your independence.

Thank you very much. (Applause).

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SCHOOL ACT AMENDMENTS OF 1931

R.S.B.C. 1924, c. 226; 1925, c.46; 1926-27, c. 63; 1929, c. 55; 1930, c. 63.

An Act to amend the "Public Schools Act."

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

Short title.

1. This Act may be cited as the "Public Schools Act Amendment Act, 1931."

Amends s. 2.

2. (1) Section 2 of the "Public Schools Act," being chapter 226 of the "Revised Statutes of British Columbia, 1924," is amended by striking out the definition of "public school," and substituting therefor the following:—

"'Public School' means any subsisting school or college established or maintained under the provisions of the Act repealed by this Act, and any subsisting school or college established and maintained under the provisions of this Act, but shall not include any school established and maintained as a normal school."

(2) Said section 2 is further amended by inserting thereinafter the definition of "public school" the following definition:—

"'Pupil' means a person who is enrolled in one of the grades of an elementary school or in one of the first eight grades of a superior school, and who is in attendance for the purpose of receiving instruction in the school in all the subjects prescribed for the grade in which he is enrolled; or a person who is enrolled in Grade IX. or X. of a superior school or in one of the grades of any public school, other than an elementary or superior school, and who is in attendance for the purpose of receiving instruction in the school in such subjects as are required to complete one of the courses prescribed for the grade in which he is enrolled; or a person who, while in attendance in any previous year at a public school, secured standing in some of the subjects of the junior-matriculation or the senior matriculation course

or in some of the subjects prescribed for the final year of any one of the other courses, and who is enrolled and in attendance for the purpose of receiving instruction in the school in the remaining subjects of the course."

Amends s. 6.

3. Section 6 of said chapter 226 is amended by striking out clause (*h*), and substituting therefor the following:—

"(*h*) To close any public school where the average attendance falls below eight in municipal school districts and community school districts, or below six in rural school districts; to close any high school where the average attendance falls below ten; and to lower the status of any superior school to that of an elementary school where the average attendance of high-school pupils thereat falls below six."

Amends s. 12.

4. (1) Section 12 of said chapter 226 is amended by striking out clause (*d*), and substituting therefor the following:—

"(*d*) When considered expedient by the Council of Public Instruction or when application is received therefor from the respective Boards of School Trustees of two or more adjoining school districts, to unite the districts into one school district, and to alter the boundaries of or to abolish any united school district."

(2) Said section 12 is further amended by striking out clause (*e*), and substituting therefor the following:—

"(*e*) When considered expedient by the Council of Public Instruction or when application is received therefor from the respective Boards of School Trustees of two or more adjoining school districts, to unite the districts for the purpose of constituting a high-school area and establishing therein in one or more high schools, and to alter the boundaries of or to abolish any high-school area."

(3) Said section 12 is further amended by striking out clause (*o*) as enacted by section 5 of the "Public Schools Act Amendment Act, 1925."

(4) Said section 12 is further amended by striking out clause (*s*) as enacted by section 6 of the "Public Schools Act Amendment Act, 1929," and substituting therefor the following:—

"(*s*) To acquire, by purchase or otherwise, prescribed text-books, authorized readers, supplementary readers, and reference books for pupils, and

necessary school supplies which the Council of Public Instruction may supply free or sell to Boards of School Trustees, teachers, and pupils, including teachers and students of normal schools, summer schools, and correspondence courses, or may sell to book-sellers and stationers; but subject in every case to such terms and conditions and to such regulations governing the further sale or disposition thereof as the Council of Public Instruction may prescribe."

Amends s. 13.

5. (1) Section 13 of said chapter 226 is amended by striking out the word "pupils" in the last line of clause (*b*), and substituting therefor the word "students"; and by striking out clause (*e*) as enacted by section 6 of the "Public Schools Act Amendment Act, 1925," and substituting therefor the following:—

"(*e*) To conduct and maintain a school for the deaf and blind children of the Province, and to admit to the school children from other Provinces, and to fix tuition fees to be paid in respect of the children so admitted."

(2) Said section 13 is further amended by adding thereto the following clause:—

"(*f*) To grant from funds voted by the Legislature for the purpose, upon such terms and conditions especially with respect to character, intellectual ability, and financial circumstances as the Council of Public Instruction may by regulations prescribe, bursaries or scolarships to persons who hold the necessary qualifications for admission to the normal schools or to the University of British Columbia, or to persons who are undergraduates and desire to continue their studies at the University of British Columbia."

Re-enacts ss. 20 to 22.

6. Sections 20, 21, and 22 of said chapter 226 are repealed, and the following sections are substituted therefor:—

"20. It shall be the duty of the Council of Public Instruction and the Council is hereby empowered to prepare and authorize standard schedules of salaries for all teachers, nurses, and dental surgeons employed regularly for purposes of the public schools of the Province, which schedules may vary for different districts, and, when considered expedient, to revise the schedules; and, subject to section 24, the grant payable under section 22 in respect of each teacher, nurse, and dental surgeon shall, in case the salary does not exceed the amount payable under the schedule authorized for the school district, be based upon

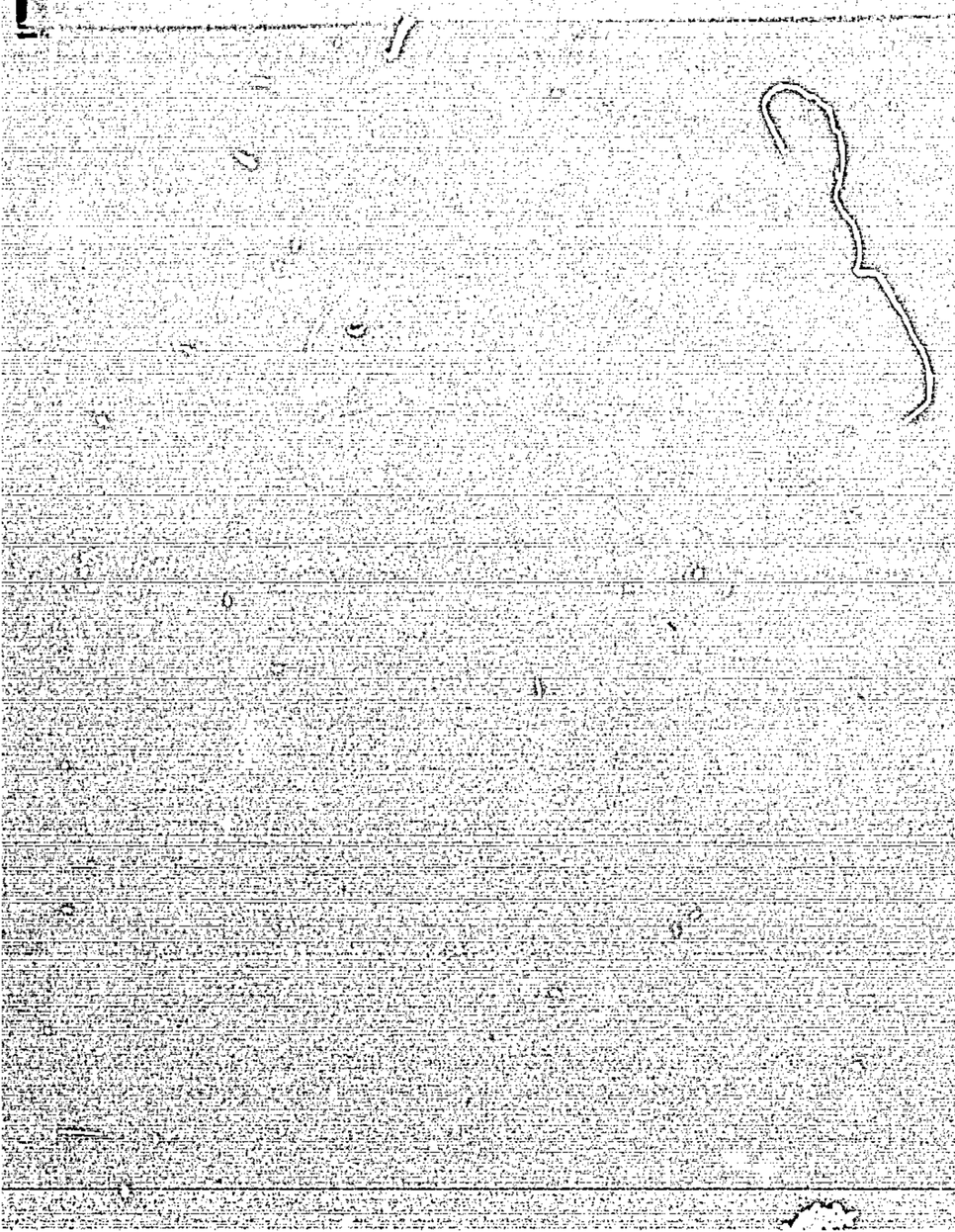
the salary actually paid, but in any other case the grant shall be based on the amount authorized under the schedule.

"21. (1) The schedules of salaries authorized under section 20 shall come into effect on the first day of September, 1932, and the grant to be paid under section 22 in respect of each teacher, nurse, and dental surgeon from the first day of April, 1931, until the first day of September, 1932, shall be based upon the salary actually paid; but the grant shall not, except as provided in sub-section (2) of section 51, exceed the grant that would be payable on a salary equal to that paid to the teacher, nurse, or dental surgeon for the month of December, 1930.

"(2) In the case of a teacher, nurse, or dental surgeon employed by a Board of School Trustees during the period between the thirty-first day of March, 1931, and the first day of September, 1932, who was not so employed during the month of December, 1930, the amount of salary upon which the grant payable under section 22 in respect of that teacher, nurse, or dental surgeon shall be based shall be determined by the Board, subject to the approval of the Superintendent of Education.

"(3) For the purposes of section 22, the Lieutenant-Governor in Council shall divide city municipality school districts into four sub-classes, to be known as Sub-classes A, B, C, and D, and District municipality school districts into three sub-classes, to be known as Sub-classes A, B, and C; and shall assign each city municipality school district and each district municipality school district to its proper sub-class. The sub-classification of school districts under this subsection shall be based on the location of the respective school districts in the Province, the extent of the extra-municipal area comprised in any school district, the respective population of school districts, and such other matters as the Lieutenant-Governor in Council deems worthy of consideration; and the Lieutenant-Governor in Council may from time to time transfer a school district from one sub-class to another.

"22. (1) Subject to the provisions of sections 24 and 142, the Minister of Finance shall as soon as possible after the end of each month, except the months of July and August, pay to the municipality comprised in each city municipality school district a grant based on the salaries of the teachers, nurses, and dental surgeons regularly employed therein during that month, as ascertained in accordance with the provisions of sections 20 and 21, at the following rates, namely; thirty-three and one-third per centum of the amount of the salaries in city municipality school districts of Sub-class A; forty per centum of the



amount of the salaries in city municipality school districts of Sub-class B; forty-five per centum of the amount of the salaries in city municipality school districts of Sub-class C; and fifty per centum of the amount of the salaries in city municipality school districts of Sub-class D.

"(2) Subject to the provisions of sections 24 and 142, the Minister of Finance shall as soon as possible after the end of each month, except the months of July and August, pay to the municipality comprised in each district municipality school district a grant based on the salaries of the teachers, nurses, and dental surgeons regularly employed therein during that month, as ascertained in accordance with the provisions of sections 20 and 21, at the following rates, namely: forty-five per centum of the amount of the salaries in district municipality school districts of Sub-class A; fifty per centum of the amount of the salaries in district municipality school districts of Sub-class B; and sixty per centum of the amount of the salaries in district municipality school districts of Sub-class C.

"(3) Subject to the provisions of sections 24 and 142, the Minister of Finance shall as soon as possible after the end of each month, except the months of July and August, pay to each teacher, nurse, and dental surgeon regularly employed in a regularly organized rural school district during that month a grant based on the salary of the teacher, nurse, or dental surgeon, as ascertained in accordance with the provisions of sections 20, 21 and 109 at the rate of sixty-two per centum of the amount of the salary or a grant of fifty-eight dollars whichever may be the greater."

Re-enacts s. 24.

7. Section 24 of said chapter 226 is repealed, and the following is substituted therefor:—

"24. (1) A reduction of any grant payable under this Act in aid of public schools may be made in the case of any school district in which text-books not prescribed or supplementary readers not authorized by the regulations are used in any school.

"(2) A reduction of any grant payable under this Act in aid of public schools may be made in the case of any school district in which the average attendance of the resident pupils is less than forty per centum of the total number of pupils enrolled.

"(3) Subject to clause (*i*) of subsection (1) of section 133, a reduction of the grant payable under section 22 and of the salaries payable under section 25 may be made in respect of the services of any teacher who has not taught the full number of prescribed school-days and of teachers who have been employed for the purposes of the public school for part time only."

8. Section 25 of said chapter 226 is amended by inserting in subsection (2), as re-enacted by section 9 of the "Public Schools Act Amendment Act, 1929," after the word "voted," in the nineteenth line, the words "by the Legislature." Amends s. 25.

9. Section 26 of said chapter 226 is amended by striking out subsection (1), and substituting therefor the following: Amends s. 26.

"26. (1) Where the Board of School Trustees of any school district provides suitable accommodation, in connection with any school under its jurisdiction, for a course of instruction pursuant to this Act in manual training, or in home economics, or in agricultural, commercial, technical, or vocational education, or in physics or chemistry, there shall be granted by the Council of Public Instruction and paid out of the Provincial Treasury to the corporation of the municipality in which the course of instruction is provided or to the Board of School Trustees of the rural school district, as the case may be, a sum not exceeding one-half of the total amount expended for the necessary equipment, not including replacements, and in no case to exceed the total sum of five hundred dollars in respect of any one such course of instruction."

10. Sections 31 and 31A of said chapter 226, as enacted by section 4 of the "Public Schools Act Amendment Act, 1930," are repealed. Repeals ss. 31 and 31A.

11. Section 33 of said chapter 226 is repealed, and the following is substituted therefor:— Re-enacts s. 33.

"33. The Council of Public Instruction may, upon receipt of a report from an Inspector or the Superintendent of Education or the Minister regarding the granting of special aid to a school district, and upon taking into consideration the position and circumstances of the district, grant to the Board of School Trustees of the district such additional amount payable from the Provincial Treasury as the Council may deem necessary."

12. Section 44 of said chapter 226 is amended by striking out the first two lines, and substituting therefor the following:— Amends s. 44.

"44. In case a vacancy exists in the Board of School Trustees of any municipal school district."

13. Section 50 of said chapter 226 is amended by inserting after the word "provide," in the first line of clause (*a*) of subsection (1), the words "subject to the provisions of sections 58 and 59." Amends s. 50.

14. Section 51 of said chapter 226 is amended by numbering the present section as subsection (1) and inserting Amends s. 51.

at the beginning of that subsection the words "Subject to subsection (2)"; and by adding thereto the following subsection:—

"(2) All increases in the salaries of teachers, nurses, and dental surgeons as payable at the thirty-first day of December, 1930, except such increases as were provided for by written agreement entered into prior to that date, and also all increases in such salaries provided for after the first day of September, 1932, which are not in accordance with the schedules prepared and authorized by the Council of Public Instruction, shall be regarded as extraordinary expenditures and shall not be included in the amounts of salaries on which the grants payable under section 22 are based."

Amends s. 52.

15. Section 52 of said chapter 226 is repealed, and the following is substituted therefor:—

"52. The Board of School Trustees of each municipal school district shall at the end of each month, except the months of July and August, cause to be prepared and laid before the Superintendent of Education a detailed statement giving the names of the teachers, nurses, and dental surgeons that were employed regularly at each school of the district during that month, the number of prescribed teaching-days each was employed, the position held by him, and the amount of salary that was paid to him for services during the month."

Amends s. 55.

16. Section 55 of said chapter 226, as enacted by section 9 of the "Public Schools Act Amendment Act, 1927," is amended by striking out the figures and word "20 or 21" in the eighteenth line of subsection (6), as renumbered by section 14 of the "Public Schools Act Amendment Act, 1929," and substituting therefor the figures "22."

Amends s. 73.

17. Section 73 of said chapter 226 is amended by striking out the words "thirty-first day of March" which were inserted in the third line of subsection (2) by section 18 of the "Public Schools Act Amendment Act, 1927," and substituting therefor the words "tenth day of January."

Re-enacts s. 89.

18. Section 89 of said chapter 226 is repealed, and the following is substituted therefor:—

"89. Special school meetings of qualified voters may be held in any rural school district:—

"(*a*) Upon a call of the Board of School Trustees, to fill any vacancy in the Board or in the office of auditor, or for any necessary school purpose, including that of authorizing the borrowing of money, but not including the voting of money:

"(*b*) Upon a requisition of a majority of the rate-

payers of the district submitted to the Board or upon the call of the Superintendent of Education, or of any person authorized by him in writing, for the purpose of voting money or for any other purpose authorized by this Act; but no special school meeting for the purpose of voting money shall be held before the second Saturday in July or after the second Saturday in October in any year."

Amends s. 95.

19. Section 95 of said chapter 226 is amended by inserting after the word "place," in the fifteenth line, the words "or written notice of the irregularity is sent by a qualified voter to the Superintendent of Education within five days after the date of the meeting."

Amends s. 99.

20. Section 99 of said chapter 226 is amended by inserting after the word "members," in the second line of subsection (1), the words "or some other person."

Re-enacts s. 100.

21. Section 100 of said chapter 226 is repealed, and the following is substituted therefor:—

"100. It shall be the duty of the Board of School Trustees of each rural school district and the Board is hereby empowered to provide, when authorized by a regularly called school meeting of the qualified voters of the district, school accommodation and tuition free of charge, except as provided in section 140, to all children in the district between six and sixteen years of age; and also, if considered advisable by the Board, to children in the district between five and one-half and six years of age and to persons over sixteen years of age. The Board shall have power also to admit to school pupils from other school districts, and, subject to section 101, may exact from the parents or guardians of the pupils so admitted such reasonable tuition fee as may be sanctioned by the Superintendent of Education. It shall not be incumbent on the Board to provide school accommodation for a child seeking admission to Grade I. in any school, unless the child presents himself for admission within two weeks of the time the reclassification of the pupils in the school is made at the beginning of a term."

Re-enacts s. 101.

22. Section 101 of said chapter 226 is repealed, and the following is substituted therefor:—

"101. Where the parent of a child between six and sixteen years of age is liable to assessment and taxation under the 'Taxation Act' and this Act in respect of property situate within a rural school district in which the child does not reside, and where the provincial taxes, including school taxes, assessed in respect of that property during the last preceding calendar year amounted to at least fifty dollars, if the parent of the child requests that school accommoda-

tion and tuition be provided for the child in that school district the Board of School Trustees of the district shall provide sufficient school accommodation and tuition for the child accordingly, without the payment of tuition fees except as provided in section 140."

Amends s. 113.

23. Section 113 of said chapter 226 is amended by striking out the words which were added to that section by section 12 of the "Public Schools Act Amendment Act, 1930"; and by adding to said section 113 the following subsection:—

"(2) Every person liable to assessment in respect of personal property within a rural school district, or within unorganized territory which does not form part of any school district, or within any rural school district in which the school has been closed, shall, within twenty-one days after the receipt by him of a request from the Provincial Assessor, make and file with the Provincial Assessor a return in the form approved by him showing the nature, amount, and value of all the personal property in respect of which the person is so liable to assessment."

Amends s. 121.

24. Section 121 of said chapter 226 is amended by numbering the present section as subsection (1); and by adding thereto the following subsection:—

"(2) The Assessor shall apply the provisions of section 118 of the 'Taxation Act' to the assessment of property for school purposes, and in doing so he shall tax the property on any supplementary assessment roll at the same rates of taxation as were charged against property assessed for school purposes in the school district for the corresponding period under the provisions of this and the last preceding section; and no assessment shall be deemed invalid by reason only of the fact that by the addition of the amount assessed on the supplementary assessment roll the aggregate amount assessed for school purposes exceeds the amount voted to be raised in the school district, nor shall any apportionment theretofore made by the Assessor pursuant to section 120 be disturbed or affected in any way by reason of the making of the supplementary assessment roll. Upon the order of the Superintendent of Education, the net amount of every assessment so made on a supplementary assessment remaining after the deduction of the portion corresponding to the amounts added by the Assessor under subsection (2) of section 120 and subsection (1) of this section shall be made available for school purposes in the school district by addition to the payments made to the Board of School Trustees under the provisions of section 123."

Amends s. 135.

25. Section 135 of said chapter 226 is amended by striking out subsection (3), and substituting therefor the following:—

"(3) In the case of a pupil under sixteen years of age who attends high school or Grade IX. or X. of a superior school in a school district in which he does not reside, and who is resident in a rural school district within which no high school or grade corresponding with that which he so attends is maintained, and where no agreement between the Boards of School Trustees of the respective districts fixing the amount to be paid for the accommodation and instruction of that pupil pursuant to subsection (1) exists, the Board of School Trustees of the rural school district in which the pupil resides shall be liable to pay to the Board of School Trustees of that other district for the tuition charged for that pupil in the high school or superior school to the following extent, namely: in case the pupil had been in attendance at a public school of the rural school district in which he resides for at least two years immediately preceding the time of his admission to the high school or superior school, to an amount not exceeding five dollars a month; or in case the pupil had been in attendance at a public school of the rural school district in which he resides for a period of one year but less than two years immediately preceding the time of his admission to the high school or superiod school, to an amount not exceeding two dollars a month: Provided that in case the principal of the high school or superior school attended by the pupil and the High School Inspector concur in reporting in writing to the Board of School Trustees of the respective districts that the work of the pupil is unsatisfactory, the liability of the Board of School Trustees under this subsection for the payment of tuition fees for that pupil shall cease."

Enacts s. 135A.

26. Said chapter 226 is amended by inserting therein the following as section 135A:—

"135A (1) In this section 'boarding-house' includes any private dwelling or apartment, any lodging-house or hotel, and any institution in which children may board other than a charitable institution approved for the purposes of this section by the Lieutenant-Governor in Council; and 'boards' includes lives, abides, dwells, and lodges.

"(2)) For the purposes of this Act, a pupil whose parents or guardian reside elsewhere shall not be deemed to be resident in a school district or municipality by reason only of the fact that the pupil boards at a boarding-house in the school district or municipality, unless he is the only pupil who boards at that boarding-house whose parents or guardian reside elsewhere than in that school district or municipality.

"(3) The provisions of subsection (2) shall apply where the board and lodging of the pupil are supplied free and also where they are paid for in money or by work or services."

Amends s. 136.

27. Section 136 of said chapter 226 is amended by adding thereto the words "A Board of School Trustees may enter into a contract for the conveyance of pupils pursuant to this section covering any period not exceeding five years; but a Board of School Trustees of a rural school district shall not enter into such contract without the approval of the qualified voters obtained at a school meeting regularly convened in that district."

Amends s. 139.

28. Section 139 of said chapter 226 is amended by striking out the word "pupils" in the seventh line, and substituting therefor the word "persons."

Amends s. 140.

29. Section 140 of said chapter 226 is amended by striking out the words "any superior school" in the third line of subsection (1), and substituting therefor the words "Grade IX. or X. of any superior school maintained by the Board, or attending any."

Re-enacts, s. 142.

30. Section 142 of said chapter 226 is repealed, and the following is substituted therefor:—

"142. (1) The number of teachers in the service of a Board of School Trustees toward whose salaries grants shall be paid by the Minister of Finance shall not, unless approved by the Lieutenant-Governor in Council, exceed the number as ascertained according to the following standards:—

"(*a*) For each elementary school having thirty-five or fewer pupils in regular attendance, one teacher; for each elementary school having thirty-six to eighty pupils, inclusive, in regular attendance, two teachers; and for each elementary school having over eighty pupils in regular attendance, one teacher for each forty pupils and for any fraction of that number:

"(*b*) For each superior school, one teacher for the pupils enrolled in Grades VIII., IX., and X., and one teacher for each forty pupils and for any fraction of that number in regular attendance enrolled in Grades I. to VII., inclusive:

"(*c*) For each public school other than an elementary or superior school:—

"Having twenty-five or fewer pupils, one teacher:

"Having twenty-six to fifty pupils, inclusive, two teachers:

"Having fifty-one to eighty pupils, inclusive, three teachers:

"Having eighty-one to one hundred and

twenty pupils, inclusive, four teachers:

"Having one hundred and twenty-one to one hundred and sixty pupils, inclusive, five teachers:

"Having one hundred and sixty-one to two hundred pupils, inclusive, six teachers:

"Having two hundred and one to two hundred and forty pupils, inclusive, seven teachers:

"Having two hundred and forty-one to two hundred and eighty pupils, inclusive, eight teachers:

"Having two hundred and eighty-one to three hundred and twenty pupils, inclusive, nine teachers:

"Having three hundred and twenty-one to three hundred and sixty pupils, inclusive, ten teachers:

"Having three hundred and sixty-one to four hundred pupils, inclusive, eleven teachers:

"Having four hundred and one to four hundred and forty-one pupils, inclusive, twelve teachers:

"And for each such school having over four hundred and forty-one pupils in regular attendance, one teacher for every thirty-four pupils.

"(2) For the purposes of subsection (1), in reckoning the number of teachers in the service of a Board of School Trustees, every teacher of manual training, home economics, or shop-work shall be counted as a half-time teacher; but, subject to section 24, the full grant shall be paid in respect of the salary of each. Grants shall also be paid in respect of the salary of any teacher employed to give instruction in optional subjects which are prescribed by the Council of Public Instruction, unless his appointment brings the average enrolment of pupils per teacher employed in the school below thirty."

Amends s. 152.

31. (1) Section 152 of said chapter 226 is amended by inserting at the beginning of clause (g) the following words: "To use or permit to be used as text-books in the public schools only such books as are prescribed or authorized by the regulations"; and by striking out the word "pupils" in the second line of clause (k) as enacted by section 16 of the "Public Schools Act Amendment Act, 1925," and substituting therefor the word "students."

(2) Said section 152 is further amended by adding thereto the following subsection:—

"(2) Where any teacher sends in to the Superintendent of Education monthly or annual returns which are misleading or false in whole or in part, the Superintendent of Education shall report the facts to the Council of Public Instruction, which may suspend the certificate of that teacher for such period as the Council may deem expedient."

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Miss W. Greig	119	30	89
Miss S. Hiscocks	125	33	92

Miss Archibald was awarded the prize for the best net score. She also won the prize for the best gross score, but selected the other prize.

Miss Gibson was awarded the prize for the second best net score.

Miss Greig was awarded the prize for the best gross score.

Miss McPherson was awarded the prize for the best score on the six hidden holes.

Men's Championship (the ten best scores):

	Gross	Handicap	Net
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T. S. Whittemore	97	24	73
J. T. Somerville	94	20	74
S. Brynjolfson	83	8	75
H. O. English	84	8	76
P. G. Barr	100	24	76
A. T. Hunkin	102	24	78
D. E. Smith	102	24	78
W. F. Houston	92	11	81
A. P. Smith	102	20	82

The prizes awarded included:
Best net score: W. H. Muncy.
Second best net score: T. S. Whittemore.
Best gross score: S. Brynjolfson.
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Mrs. H. O. English and H. O. English: Gross, 106; net, 84.
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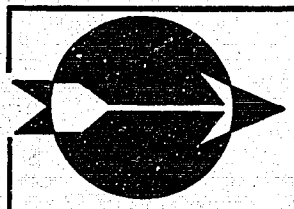
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World Federation of Education Associations

ANNOUNCEMENTS OF THE PUBLICITY COMMITTEE

DENVER, Colorado, U. S. A., will become the centre of educational interest for the world from July 27th to August 1st, when the Fourth Biennial Conference of the World Federation of Education Associations will be held in that city. The object of this meeting will be to promote international understanding and co-operation through education. Mutual appreciation of national ideals, national cultures, and national aspirations in the fields of literature and education will be stressed in the addresses, which will be made by leaders of education from many countries.

One of the chief features of the meeting will be the reports of the Herman-Jordan Committees on Education for International Understanding and Goodwill. Among the important questions covered in these reports will be Education for Peace, International Relations of Youth, and the Possibility of Substituting Peaceful Diplomacy for the Evils of War.

In addition to the general sessions, featuring international goodwill through education and interpretation of national life, there will be approximately twenty sections dealing with individual educational problems such as Health Education, Social Adjustment through Education, Rural Education, Illiteracy, Adult Education, Pre-school and Kindergarten, Elementary Education, Secondary Education, and Colleges and Universities.

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A general attendance of four thousand persons representing fifty or more countries of the world is expected.

The American Child Health Association will hold its annual convention in conjunction with the Health Section of the World Federation.

Educational exhibits from various school systems of the United States and numerous foreign countries will be on display in the new and beautiful West High School of Denver.

The list of distinguished guest speakers includes, in addition to the three presidents of national education associations, Dr. Edward Ellsworth Ross, of the University of Wisconsin, noted sociologist and author; Honorable William Green, president of the American Federation of Labor; P. Seshadri, Cawnpore, India, prominent in educational fields of India; Loftus H. Reid, trustee, City Schools, Toronto, Canada; Professor H. Radlinska, editor of the Annuaire Pedagogique, Warsaw, Poland; F. W. Goldstone, general secretary of the National Union of Teachers of England and Wales; Dr. Ping Wong Kuo, Shanghai, China, former president of the University of Nanking; Harry Charlesworth, Vancouver, Canada, general secretary of the British Columbia Teachers' Federation; Professor don Pablo Martinez del Rio, Mexico.

Members of the local executive committee in charge of arrangements for the convention are: A. L. Threlkeld, superintendent of schools, Denver, chairman; Frederick M. Hunter, chancellor of the University of Denver; W. B. Mooney, executive secretary, Colorado Education Association; Inez Johnson Lewis, state superintendent of public instruction; and Mary C. C. Bradford, former state superintendent of public instruction.

NOTE: Teachers of British Columbia who are interested in attending the Denver Convention are asked to communicate with the General Secretary, at the Federation Office. As this trip will make a delightful and profitable holiday, several are already contemplating being present. Plans are being considered for making a special travelling party, if numbers warrant it.—Editor).

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(Continued from page 8)

In accordance also with the specific request of the Minister for such action, this annual meeting hereby empowers the Executive of the Federation to act on behalf of all members, as it in its discretion shall deem necessary in connection with the progress and development of the plan.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Mr. G. W. Clark.

Education Week:

That the Executive be instructed to make plans for the carrying out of an "Education Week."

Moved by Mr. C. G. Brown, seconded by Mr. W. M. Armstrong, that the resolution be endorsed, and referred to the Executive Committee for action. Carried.

Four-Year High School Course:

Whereas the only course of studies prescribed for Senior High Schools is the Four-Year Course, and

Whereas certain pupils, in the discretion of the principal, may complete their course in three years, and

Whereas it is impossible to cover the requirements of the Four-Year Course in three years, and there is no alternative course offered which may be completed in three years of equal standing to the Four-Year Course, and

Whereas various Boards of School Trustees have exerted pressure on principals to compel them to attempt to provide a three-year course, the content of which has not been prescribed;

Be it resolved, that the Department of Education be respectfully asked to declare plainly that the High School Course is a Four-Year Course.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Miss J. J. MacKenzie.

Research Report on Application of the Programme of Studies of Junior High Schools:

(a) That the Programme of Studies should be considered as subject to revision and improvement.

(b) That the possibility of providing better texts, especially Canadian, be investigated.

(c) That some revision of the Programme of Studies regarding texts or subject matter, its arrangement or limits in Social Studies, English, Mathematics, French and General Science be undertaken by the Department of Education.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Mr. G. W. Clark.

Research Report on the Accrediting of High Schools and Reform of the Departmental Examination System:

(a) That a High School Graduation Certificate Board be consti-

High Schools for the issue of University Matriculation

tuted by the Minister of Education to deal with the accrediting of High Schools for the issue of High School Graduation and leaving diplomas.

(b) That a University Entrance Certificate Board be constituted by the Minister of Education to deal with the accrediting of diplomas.

(c) That the present Examination Board be replaced by a Provincial Examination Committee.

(d) That, to commence with, each accredited school be permitted to name those of its candidates: (1) who have completed four years of High School studies since promotion from the eighth grade; (2) who are certified by the principal in consultation with his staff to be well fitted to proceed with University work, and (3) who in the final year of their study of every subject required for matriculation shall be ranked in the upper two-thirds of the applicants for matriculation diplomas attending the school in June; and that matriculation diplomas be issued without further examination to all candidates thus named and recommended.

(e) That, to commence with, each accredited high school be permitted to name in addition any other candidate who in the final year of his study of any given subject required for matriculation shall have ranked in the upper one-third of the students that in the last month of the academic year are enrolled in the school and have completed the authorized course in such subject; and that every such candidate be granted matriculation standing in such subject without further examination.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Mr. G. W. Clark.

Research Report on the Training of Teachers for Secondary Schools:

(a) That specialization be encouraged in one or more subjects, since 85% of the teaching positions in high schools offer opportunities for specialization, and that prospective teachers proceed to an Honor's Degree, or its equivalent.

(b) That the Education Department of the University take over all branches of the professional training: (1) students should observe lecturers on methods of teaching high school subjects under actual conditions; (2) practice teaching should be done under the supervision of these same lecturers; (3) lecturers on methods would then become critic teachers.

(c) That, in lieu of (b) (2), selected secondary teachers be used as: (1) lecturers on methods; (2) teachers for student observation, and (3) critic teachers, and that adequate relief be awarded them in the matter of the teaching load, and that a suitable remuneration be awarded for such extra work and responsibility, especially when lectures and conferences on methods are carried on after regular class-room hours.

(d) That, until a model secondary school is attached to the University, and in order to promote continuity in training, selected high schools be used in rotation, according to equipment in staff and material resources, in some particular subject or group of related subjects. (Thus for a given year all observation, practice teaching, criticism, and lectures on methods in a particular subject would be carried on in one school and not in several as at present. Most schools would provide ample opportunity for observation. Training centres in Great Britain now make use of such a plan).

(e) That, in order to encourage and afford opportunity for higher pedagogical training, the University institute the degree "Bachelor of Education," the work for this degree to be done intra- or extra-murally; such degree to be granted after the completion of the prescribed courses, and after three years of successful teaching.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Mr. G. W. Clark.

From Victoria and District Teachers' Association:

Teachers' Pensions Act:

(a) Re Teachers' Pensions Act: That teachers be permitted, if they so desire, to retire at the ages of: Ladies, 55; Gentlemen, 60.

(b) Re Teachers' Pensions Act: That the Act be so altered that teachers many increase their contributions to the Pensions Fund at an earlier age than 35.

(c) Re Nomination Papers: That the British Columbia Teachers' Federation see that proper nomination papers are sent to every teacher in the Province, that the purpose of these papers be explained, and an effort be made to have them returned to the Department.

Passed as presented, on motion of Miss Charlotte M. Martin, seconded by Mr. T. H. Calder.

Moved by Mr. G. W. Clark, seconded by Mr. R. P. Steeves, that these three resolutions be referred to the Pensions Board. Carried.

Text-books:

(d) Whereas, in the opinion of this Federation, the group of readers contain many selections not suitable for the grade for which they are at present prescribed, and

Whereas the present plan of providing one book only for grades V. and VI. has not proved satisfactory owing to the the fact that many pupils before promotion to grade VI. have read much of the latter part of the book,

Therefore, be it resolved that this Federation express its approval of steps taken by the Department of Education in the matter of revision of the reader and respectfully suggest that separate books be provided for grades V. and VI.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Miss C. E. Maxwell.

(e) That some attention be paid to obtaining new arithmetics; and that the present arithmetic in use in grades VII. and VIII. be discarded.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Mr. G. W. Clark.

(f) That an enquiry be made into the subjects of Grammar and Composition. That some attention be paid to the co-relation in general of these two subjects.

Deleted, as resolution from the West Vancouver Teachers' Association covers this point.

Suspension and Re-admission of Pupils:

(g) Whereas, from time to time, circumstances arise in the schools of the Province which call in question the powers assigned to Board of School Trustees and to teachers under the provisions of the Public Schools Act and the Rules and Regulations of the Council of Public Instruction in the matter of the suspension and re-admission of pupils, and

Whereas there is at present time uncertainty as to whether it is within the power of a Board of School Trustees to exclude a pupil permanently from the schools,

Therefore, be it resolved, that the Department of Education and the Council of Public Instruction be respectfully requested to make such alterations in the wording of the Public Schools Act, Section 133, clause (a) of sub-section (1), and of the Rules and Regulations of the Council of Public Instruction, Article 8, as may be necessary to define more clearly and explicitly the powers of the trustees and the principal or teacher in relation to the granting or refusal of a request for re-admission made by a pupil who has been suspended from school.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Mr. J. O. Welch.

West Vancouver Teachers' Association:

(a) That the Programme of Studies for the Elementary Schools include a statement of standards of achievements or minimum essentials for the different subjects by grades, and that these standards be designed as a guidance for teachers and to test the pupils in their activities.

Moved in amendment by Major H. B. King, seconded by Mr. A. S. Towell, that the resolution be amended to read as follows:

Programme of Studies Elementary Schools:

"That the Programme of Studies for the Elementary Schools include a statement of the objectives and standards of achievements, or minimum essentials."

The amendment carried.

Compositi[illegible] and Grammar Text-books:

(b) Wi[illegible]eas the present texts in English Composition and Gramma[illegible] are, in the opinion of many teachers, inadequate and unsuitable in material and arrangement thereof for the teaching of Composition and Grammar, and

Whereas the material of these two text-books is insufficiently related one to the other, and

Whereas the wording and arrangement of these texts are such that it is practically impossible for the pupils to study from them themselves, and

Whereas teachers of these subjects are put to a great deal of unnecessary trouble to furnish the pupils with exercises such as should be in the texts themselves,

Be it resolved, that this annual general meeting of teachers request the Department of Education to consider the advisability of replacing these books by more suitable and up-to-date texts.

After deleting the word "thereof" in the third line, the resolution passed as presented, on motion of Mr. T. H. Calder, seconded by Mr. G. W. Clark.

School Librarian's Association: Library Training:

"On account of the growing importance in teaching of the use of books other than texts, and on account of the large sums of money being spent on libraries, and because of the poor library conditions existing in many schools, we, therefore, respectfully suggest that the Department of Education be asked to provide that library training be incorporated in the course of study of the two Normal Schools of the Province, and the Teacher Training Course of the University."

Moved by Mr. H. W. Creelman, seconded by Mr. T. W. Woodhead, that this resolution be referred to the Executive Committee for consideration and action. Carried.

Unattached Member, re Special Classes for Subnormal Children:

Whereas partial surveys in this Province, borne out by experience elsewhere, indicate that 2% of school children are incapable of benefitting by the ordinary school curriculum, and

Whereas their presence in the ordinary class-room is not only of little use or benefit to themselves, but a heavy and costly handicap on all others,

We, therefore, recommend the establishment of special classes for mentally deficient children in all school centres having a school population of 500 or more, on the general plan of such classes now being operated in Vancouver, Victoria and other Canadian cities.

Moved in amendment by Mr. H. W. Creelman, seconded by Mr. T. W. Woodhead, that this resolution be referred to the Executive for consideration, and also that they consider the possibility of including in "Special Classes" a number of the more gifted and brilliant pupils. Carried.

RESOLUTIONS FROM CONVENTION

Suggestions re Convention Speaker, 1932

Manual Training Section:

Resolved, that an effort be made for next convention to have a well-known technical-industrial speaker on the programme.

Technical Section:

Resolved, that the Executive consider having a technical man as the principal speaker for the next convention.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Mr. William Nelson.

High School Teachers' Section:

Size of Classes Regulations:

Resolved, that a committee composed of Messrs. Calder and Dilworth be formed, with power to add, to consider the effect of the new regulations concerning the size of classes upon various schools in the Province, and to give publicity to their findings.

Moved in amendment by Mr. A. S. Towell, seconded by Miss R. A. MacWilliam, that the following be added:

"and that the Executive of the British Columbia Teachers' Federation should have the power to take such action as shall be deemed advisable in connection with these regulations."

The resolution as amended carried.

High School Teachers' Association of the Lower Mainland

Results of Departmental Examinations:

Resolved, that the results of departmental examinations be given publication according to the following principles:

(a) Pupils' names not to be published until the pupil has finally passed all examinations required and otherwise fully qualified for High School Graduation.

(b) That there be only one common list for High School Gradution, including those who have obtained their graduation cer-

tificates through one of the recognized routes: General Course, Normal Entrance, Matriculation, Technical, Commercial, and so forth.

(c) That the practice should be dropped of reporting that a certain number of students obtained partial standing.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Mr. G. W. Clark.

Resolutions of Thanks:

1. To the Empress Hotel management for the excellent co-operation that they have given the Federation officials in all arrangements for holding this convention.
2. To the various speakers on the programme.
3. To the Executive Officers of the Federation for their work during the year.
3. To the General Secretary, to Miss Clayton, and to the office assistants for their very efficient work during the year.
5. To the President, Mr. Dilworth, for the manner in which he has conducted the affairs of the Federation, entailing as it did an exceptionally heavy load of responsibility in the past year, and for his unfailing tact in handling difficult situations.
6. To Mr. Calder, Chairman of the Research Committee of the Federation, and to all the chairmen and members of the various sub-committees, for the work done by them, which must have been a severe tax on their time, already over-filled with scholastic work.
7. To the Minister of Education, for his readiness and courtesy in receiving, at various times, delegations from the Federation.
8. To the Superintendent and Officials of the Education Department for their assistance and advice, at various times, during the year.
9. To the members of the Vancouver Island High School Teachers' Association, and the members of the Victoria and District Teachers' Association, for their kindness in arranging the various social functions and entertainments for visiting teachers.
10. To the teachers who have arranged the many forms of entertainment in the way of sport, and to those who have given freely of their time in managing the various tournaments.
11. To the many members of the Federation who have given, at great personal inconvenience, so much of their time to the work of registration, standard certificate duties, and other matters which contributed to the success of the Convention.

12. To the Chairman and members of the Magazine Board for their efforts in connection with "The B. C. Teacher."
13. To the press of Victoria for their excellent reports of Federation meetings.
14. To the Arion Club, the Victoria Schools Orchestra, and other artists, who, by their musical numbers, contributed so materially to the enjoyment of those attending the meetings of the Convention.
15. To those who so kindly donated prizes in the various sport events, held in connection with the Convetion.
16. To Miss Margaret Clay of the Victoria Public Library for her kindness in inviting the teachers to the Library for the purpose of seeing the educational work carried on in connection with the schools.
17. To the Minister of Education and the Provincial Government for the reception at the Parliament Buildings.

Passed as presented, on motion of Mr. T. H. Calder, seconded by Mr. G. W. Clark.

Silent Tribute:

At the meeting held on Monday evening, tribute was paid to the memory of Mrs. Edith K. Quigley, Miss Annie E. Fraser, Miss A. E. McCallum, Miss L. D. Davidson, Miss A. H. Rankin, Miss Ruth Freeman, Miss Mary A. Jopling, Miss Bessie Fernie, Miss Julia Tucker, Miss Flora MacDonald, Mr. J. G. Lister, Mr. F. H. Dodson, Mr. A. H. MacDonald, Mr. J. E. King, and Mr. W. E. Evans, whose passing constitutes a distinct loss to the teaching profession throughout the Province.

While a vote of condolence and sympathy was passed to those bereft, the meeting assembled stood in silent tribute.

Remuneration for Critic Teachers:

Moved by Mr. H. W. Creelman, seconded by Mr. G. H. E. Green, that in the event of the Executive Committee approaching the Department and asking for adequate remuneration for High School and Junior High School teachers acting as critic teachers, the Executive also consider the matter of asking for adequate remuneration for Elementary teachers acting as critic teachers. Carried.

Summer Session:

In the matter of Summer Schools, Mr. F. C. Hardwick read a letter sent to the Minister of Education, containing resolution submitted by the Executive of the University Summer School Students' Association.

The resolution dealt with the necessity of providing an appropriation for the Summer Session, and asked that all possible steps be taken to again secure financial support from the Government, which had unexpectedly withdrawn its grant this year.

Moved by Mr. Harold Northrop, seconded by Mr. G. W. Clark, that the principle of Mr. Hardwick's letter be endorsed by this meeting. Carried.

Summer School:

Moved by Miss H. R. Anderson, seconded by Miss E. A. Mercer, that as soon as they deem it advisable, the incoming Executive approach the Department with regard to the resumption of Summer School. Carried.

Publication and Distribution of Reports of Board of Examiners:

Moved by Mr. W. M. Armstrong, seconded by Mr. G. B. Carpenter, that the Department of Education be requested to publish and distribute the reports of the Board of Examiners on the several High School Examinations conducted by the Department in June. Carried.

Size of Classes:

President Dilworth appealed for information concerning size of classes, and asked that such information be sent through the Federation Office; a statement was also asked for, concerning the effect of this new legislation in the respective districts.

Submit Problems Through Federation:

Mr. T. H. Calder, Chairman of the Research Committee, appealed to all teachers to submit their problems through the Federation Office, which is the clearing-house of all teachers in the Province.

On motion, duly seconded, the meeting adjourned at 6 p.m.

TEACHERS' BOWLING TOURNAMENT REPORT

Results of Team Matches

Ladies' winning team: Victoria—Miss Elliott, Miss Newcomb, Miss Coursier, Miss Yard, Miss Stewart; total pins, 2049.

Gentlemen's winning team: Victoria—Mr. Smith, Mr. Chatfield, Mr. Muncy, Mr. MacKenzie, Mr. Hurn; total pins, 2861.

Highest Ladies' Five-pin score: 219; Miss Dora Heap, Victoria.

Highest Gentlemen's Five-pin score: 341; Mr. W. F. Houston, Vancouver, B. C.

Highest Gentlemen's Ten-pin score: 171; Mr. J. MacKenzie, Victoria, B. C.

The British Columbia Teachers' Federation wish to thank the Victoria and District Teachers' Association, the Victoria Teachers' Bowling Leagues, and the Olympic Recreations, Ltd., for donating prizes for the above events.

A. A. CAMPBELL,
Chairman of Committee.

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Ramblings of Paidagogos

SANCTUM SANCTORUM.

SHIELDED by the furnace, and in close proximity to the janitor's work-bench, there is in every considerable school a crypt-like chamber. Here the dust gathers plentifully on superannuated chairs, and in the general roar of mechanical things there is refuge from the endless movement and voice of childish humanity.

Mankind has a knack of hiding the significant in unattractive disguises, and of keeping the most important places out of sight altogether. Appearances are notoriously deceptive. It will not therefore be too incredible if we surmise that a school does not wear its heart upon its main floor. True, the classrooms have their function; the teachers' room serves more purposes than coat-hanging; the principal's office has every appearance of authority; but we are much too wise—much too sophisticated, if you will—to fall victim to the obvious.

So we wander off on a little quest of our own; we make trial of the ancient facilis descensus Averni; we penetrate the labyrinth of the basement; we discover the furnace-room; we are deterred neither by threatened suffocation nor by natural delicacy; and we are rewarded—perhaps beyond our merits—with a glimpse of reality. For it is here and here alone that we may view the deep and measured heart-beats of the school.

Moreover, the presiding Genius need be summoned by no vain rubbing of lamps: there he stands in stained overalls, peaked cap over one eye, properly impersonal but not wanting in hospitality. His morning paper and package of tobacco are at our disposal—as also are his observations upon education, religion and politics. Much may be learned of him. He has, for example, a rating scale for teachers which will some day be picked up by an enterprising educationist and made the basis of a profound work. Since the janitor would be embarrassed by a Ph.D. he will probably not mind this. In any case, his scale is pragmatic and has not even been committed to paper—let alone to statistical treatment. Teachers are rated very simply, in accordance with the amount of wastepaper and rubbish left about in their rooms after school. Ink-stains call for five points deduction, and ten points are subtracted for thumb-tacks driven into the plaster. In his more drastic moments, the janitor takes off twenty-five points for detention of pupils in the afternoon—other sins being venial, but this mortal. We submit that inspectors might well confer with the janitor before writing reports, so that careless teachers missed by the first barrel might be brought down by the second.

All this, however, is a digression—a mere filling in of time until recess, when the life of the little chamber is at its peak. Male

teachers, even the principal, come briefly upon the scene. If male teachers smoked—of course, no teachers smoke—they would draw two or three great gusts of aromatic peace into their vitals, and shed for a little while the heavy garment of scholastic responsibility. At all events, the informal atmosphere of the place exerts a mellowing influence and teachers resume their common humanity.

Problms which require untold circumspection and finesse for their solution on the main floor can be settled out of hand in the furnace-room. A few unvarnished remarks couched in the vernacular—terse unguarded statements of fact—lay bare the pith of the matter in the twinkling of an eye. Upstairs it is somehow more difficult to arrive at conclusions, to grasp the true inwardness of events: human purposes seem more involved, so that policies of Department and School Board, desires of parent and pupil, are clouded by inference and conjecture.

Descend, therefore, my perplexed brother, into the furnace-room. Seek awhile the context of reality and the forthright word. For down there, amid noise, twilight and dust, there shall come upon your spirit a strange peace, and all things shall be made clear.

Statement of Attendance Easter Convention

Members:

Association	No. Present
Aggasiz T. A.	1
Burnaby T. A.	7
Chilliwack T. A.	5
Comox District T. A.	9
Esquimalt T. A.	3
Fernie District T. A.	1
H. S. T. A. L. M.	41
J. H. S. T. A.	21
Mission T. A.	1
Nanaimo District T. A.	24
Nelson District T. A.	6
New Westminster T. A.	18
Nicola Valley T. A.	4
Normal Graduates	8
North Vancouver City T. A.	7
North Vancouver Dist. T. A.	3
Okanagan Valley T. A.	21
Parksville District T. A.	2
Port Alberni T. A.	2
Prince Rupert T. A.	8
Revelstoke T. A.	1
Richmond T. A.	3
Skeena-Omineca T. A.	2
South Atlin T. A.	1
Surrey T. A.	1
Thompson Valley T. A.	10
Trail T A.	3
Unattached	58
V & D H. E. A.	5
V. I. H. S. T. A.	33
Vancouver E. T. A.	90
Victoria & District T. A.	89
West Vancouver T. A.	7
Exchange Teachers	3
Alberta T. A.	1
Total members present	504

Non-Members:

Non-members	62

Guests:

Inspectors	8
Trustees	6
Provincial Normal School	6
Normal Students	5
Exchange Teachers	4
Sundry	49
Total guests	78
TOTAL REGISTRATIONS	644