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The BC Teacher Volume XVIII Number 7

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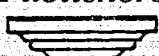
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# THE B. C. TEACHER

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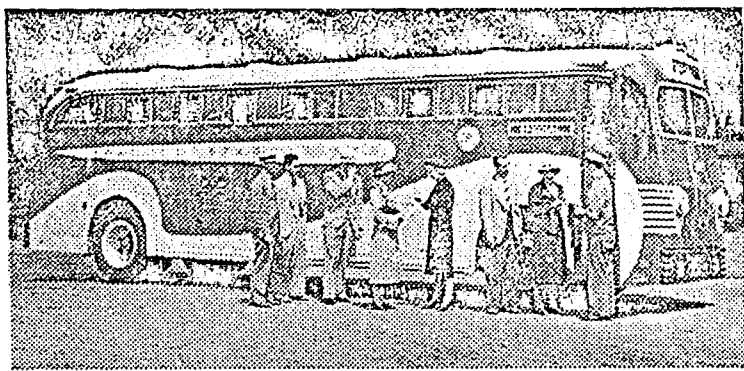
## FINANCING EDUCATIONAL SERVICES

IN an ideal democracy the educational opportunities of children will depend less upon the wealth and place of residence of their parents than they do today; and to remedies for existing social injustice in the educational field teachers and all other disinterested patriots should be devoting much attention. J. W. Noseworthy—well known in Canadian Teachers' Federation circles—contributed to the last number of *The Canadian Forum* an exceedingly informative article emphasizing, among other things, the disparity in educational opportunities as between different provinces and as between different parts of the same provinces.

Some of the underlying causes for such inequalities were discussed last month in a radio address by Dr. M. E. LaZerte, president of the Canadian Teachers' Federation. As he pointed out, the problem of school maintenance in 1939 is very different from that in 1867 when the British North America Act was passed. Apart from disparities in provincial revenues, the new problems that face the educational authorities of the several provinces as a result of new tendencies in education are perplexing in the extreme.

"There is a growing opinion, which the Canadian Teachers' Federation shares", said Dr. LaZerte, "that the federal government must assist the provinces financially if educational opportunity is to be maintained at a level high enough to safeguard national interests. . . . We advocate aid without control—a policy with many precedents". For the 30,000 members of the Canadian Teachers' Federation, President LaZerte proposed the slogan: "Security—Standards—Service".

In a contribution to this issue of *The B. C. Teacher* Mr. A. V. McNeill offers suggestions that deserve serious consideration as to how the financial



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difficulty may ultimately be solved. Mr. Gilmour, our guest from the Union of South Africa, offers us the example of his Dominion as a possible guide to the solution of some of our riddles. Meantime we cannot wait in passive acquiescence upon basic monetary reform or upon possible revision of the Canadian constitution or far-reaching changes in federal financial policies in relation to what are so generally looked upon as provincial responsibilities, or even the discovery of untapped sources of revenue. The better must not wait upon the best.

The readers of this journal are immediately and personally concerned. Many of them, as well as a still greater number of their pupils, are the victims of indefensible injustices. Let us do all we can to hasten a happy millennium but in the meantime there is surely more that could be done to remedy the more intolerable features of the present salary situation right here in British Columbia.

It would be easy for *The B. C. Teacher* to name teachers of excellent academic and professional scholarship and successful practical experience who face an economic blind alley. Many of them are family men who have reached a maximum in their own community and cannot afford to accept the initial salary that might be secured by them if they transferred to cities where more reasonable ultimate salaries are paid. Hundreds of teachers are doing for a pittance work identical with that for which their more fortunate brethren are receiving twice the pay. A whole army of rural teachers are being paid the legal minimum with the knowledge that it is to be also the ultimate maximum.

The salary committee of the Federation has long been struggling with these problems. If the sacrifice of what comes near to being a whole generation of teachers is to be avoided, practical proposals should be forthcoming in the very early future under which at least that measure of relief would be secured which would be incidental to such changes in the system of government grants as will provide substantial encouragement to school boards to make provision for annual increments in the salaries of successful employees.

Many things that we would like the Government to do and that the Government itself would like to do are for the moment impracticable. That the Government could initiate and enforce legislation that would give rural teachers in particular some hope for the future by subsidizing fairness and efficiency in local school administration, *The B. C. Teacher* is convinced.

What is going to be done about it?

Is it going to be done forthwith?

"Tomorrow and tomorrow and tomorrow creeps at this petty pace from day to day . . ."

#### A TOAST TO MISS RUTH A. McWILLIAM

**T**HE *B. C. Teacher* offers its felicitations to the Secondary School Teachers' Association of the Lower Mainland, and particularly to its president, on the enterprise manifested in securing for British Columbia a visit by that outstanding British publicist, Professor Harold J. Laski of the School of Economics in London University. His speech of February 24th, delivered before a great concourse of citizens at Vancouver Auditorium, will long be remembered.



With some of the views and conclusions enunciated with such forensic skill by their distinguished and eloquent guest, many members of the teaching profession in this province doubtless disagree. If we all listened only to those voices that echo our own sentiments, the possibility of progress through the learning and understanding and critical consideration of divergent opinions would come to an end. Democratic freedom rests upon recognition of the duty of independent thought and upon not merely a generous toleration in relation to those with whom one differs but an earnest desire to know what other citizens of the Commonwealth are thinking and the reasons that lie back of their convictions. "Prove all things; hold fast that which is good," said a wise man to the people of Thessalonica.

It is therefore all to the good that some thousands of us were able to hear at first hand what leading people in the British Labour Party have to say in face of the disconcerting situation that today confronts democracy. An opportunity to hear recognized spokesmen of other great units of the British citizen body would be similarly welcome.

It is a matter of special satisfaction that this remarkable assembly was under the auspices of a body of teachers. Those responsible for the education of youth in a democratic country are in a special sense the custodians of human freedom. It is theirs to train up a generation that values its heritage; it is theirs to see where and how that heritage is endangered; it is theirs to be studying earnestly how it may be strengthened; and particularly it is theirs to stand shoulder to shoulder for the protection of freedom of thought and speech. With these precious things all education worthy of the name is so indissolubly bound up that the teacher—if such there be—who in this hour of crisis is unconcerned for the preservation and further development of democracy is out of place in a Canadian school. Teaching is no job for the intellectually invertebrate and emasculate.

This journal is glad to offer special congratulations to Miss Ruth A. McWilliam, who as president of the Secondary School Teachers of the Lower Mainland presided over the great assembly with such grace, dignity and efficiency. Her fellow teachers were proud of her. Hers was a difficult task, especially in the period when questions from the floor of the house were invited and poured in so torrentially, and no one could have performed it better.

Ladies and gentlemen, we invite you to fill your glasses, stand and drink a toast to Miss McWilliam.

#### OBITER DICTA

MUCH inconvenience and frequent disappointment result from failure to observe an announcement which always appears on the first page of *The B. C. Teacher*: "Copy intended for publication in the current issue must be in the hands of the Editor before the second day of the month". Promptitude was particularly necessary in connection with the March issue as it is highly desirable that the April number be in the hands of delegates before the Annual Business Meeting.

\* \* \* \* \*

FROM the point of view of the Federation at large, probably the most important part of the contents of this March issue of *The B. C. Teacher*

is the report of the committee entrusted with drafting proposed changes in the Constitution of British Columbia Teachers' Federation. Briefly, the aim of those responsible for the suggested revision of our Constitution is to incorporate as many as possible of the alleged advantages of the Constitution formerly proposed in what has come to be called "The Draft Bill", while avoiding those features relative to compulsory membership which lead to its rejection. The Report of the Constitution Committee is a lengthy document and technical in character, but it deserves the careful study of all those who are vitally interested in the welfare of the teaching profession in British Columbia. In the nature of things such a report could not conform to the requirements of an ordinary magazine article but it appears in an Appendix to this number of *The B. C. Teacher*.

\* \* \* \* \*

IN the proposed revised constitution there is no mention of the Magazine Committee as one of the standing committees of the Association. This is probably an oversight. The present By-laws provide that "A Magazine Committee shall be appointed annually for the Federation year beginning July 1st next following; to consist of the President of British Columbia Teachers' Federation, who shall *ex officio* be its chairman, the members of the Editorial Board, and such other persons as may be elected or appointed in accordance with Regulations of the Executive Committee of the Federation".

\* \* \* \* \*

ALL friends of *The B. C. Teacher* are reminded of the Magazine Tea and Annual Meeting of the Magazine Committee, which will occur as usual on Wednesday of Convention Week.

\* \* \* \* \*

DESPITE the fact that there is no dearth of available manuscripts, attentive readers of *The B. C. Teacher* will observe that important departments of the curriculum are remaining undiscussed. That means in every case that someone, the official representative of the particular section or subject concerned, has not succeeded in fulfilling his functions as a member of the Magazine Committee and that somebody else is waiting too long "to be asked". The first concern of the Editorial Board is for quality. Our contributors are successful in meeting this demand; and when that is satisfied the Board is more concerned for variety than merely for quantity.

Help us, please, to meet the needs and legitimate wishes of every type of conscientious teacher in every type of school.

And, if you love us, or if you love yourself, or if you love your readers, or if you love your topic, make your contribution short!

\* \* \* \* \*

THIS month *The B. C. Teacher* is somewhat more voluminous than usual and it does not contain some material which was expected but did not reach us before the magazine went to press; nevertheless we were unable to find space for anything like all the material offered for publication. Some of the articles now appearing after long delay have been in type for a very considerable time and certain of these and other contributions

(Concluded Overleaf)

## B. C. T. F. and Kindred Associations

### B. C. T. F. REMINDERS

1. Teachers who have not on any previous occasion been members of the B. C. T. F. are eligible to join for a half fee. To participate in pooling at the Convention, however, the full fee must have been paid.
2. Local associations are reminded that delegates to the Annual Meeting are allotted on the basis of one for every ten paid up members.
3. Mr. E. R. G. Richardson has been named chairman of the Credentials Committee for the Annual Meeting.
4. Mr. W. R. McDougall is chairman of the Resolutions Committee. Get your resolutions in early.
5. Members are reminded that it is their duty as members to notify the executive of any infractions, or proposed infractions, of the regulations laid down by the Department of Education.
6. Criticisms of the activity of the B. C. T. F., or constructive suggestions, if forwarded to the chairman of Membership, will be placed before the executive bodies of the B. C. T. F. for their consideration.
7. District Councils are invited to forward a report to the Membership Committee for inclusion in the report to the Annual Meeting.

### FIELD NOTES

**BURNABY.**—The Burnaby teachers were informed that the Board proposed to provide a flat increase of thirty dollars per teacher for 1939. The teachers are taking further steps to bring about a satisfactory adjustment.

**Revelstoke.**—In Revelstoke, arbitration brought forward a new turn. The Board proposed to the arbitration board that the salaries of certain teachers should be

cut. The award brought increases for some teachers, but, most important of all, it provided the basis for a schedule. Mr. Hurst, we understand, is the authority to consult when the old battle cry of the teachers' five-hour day is trotted forth.

\* \* \*

**Ladner.**—Credit is coming to the teachers' representatives before the arbitration board in Ladner. The award gave the teachers over two thousand dollars. The spokesman, Mr. Campbell, gave unsparingly of his energies, though he stood to secure no increase himself.

\* \* \*

**Langley.**—The arbitration board brought in a unanimous award, granting some \$2900 to the teachers. The Langley board and council have announced they will not pay the award. Only members of the Association were eligible to benefit by the findings. This case is the one to watch.

\* \* \*

**Victoria.**—The High School members lost their case before the arbitration board. Associations must learn from Victoria's experience. One of the terms of reference was that the salaries for 1939 were inadequate. The arbitration board ruled that the salaries were not inadequate, with the teachers' representative, Mr. Charlesworth, dissenting on the grounds that it was not the board's duty to decide whether the salaries were adequate but rather to decide what the salaries should be for 1939.

\* \* \*

**Chilliwack.**—The school board has given its assurance that a settlement of the salary question will be made at an early date.

\* \* \*

**Length of School Day.**—The B. C. T. F.

have had to be cut seriously to find room for them. We are sure, however, that the writers will sympathize with the Editor in his dilemma.

\* \* \*

**CORRESPONDENTS** who have written to the Editor relative to the proposed B. C. T. F. Sick Benefit Fund are requested to look upon Mr. Alsbury's article as reply. *The B. C. Teacher* congratulates Mr. Alsbury and the other members of the committee on having laid the foundations of what we hope will prove to be one of the most valuable of the many services rendered by the Federation to the teachers of British Columbia.



has a committee investigating infractions of the regulations governing length of the teaching day. Good B. C. T. F. members will recognize that infractions of this regulation affect all members, not just those in the area where the infractions occur.

*Educational Finance.*—The committee is pleased to report an excellent response. The issue is now resolving itself into a question of new sources of revenue. The committee is asking two sub-committees to report further on this side of the question.

*Sick Benefit Fund.*—In this issue will be found the report of the committee. If all goes well, the Federation should have an attractive fund in operation next year.

*S. S. T. A. L. M.*—On Friday, February 24, the S. S. T. A. L. M. held a most stimulating meeting. H. W. Laski, professor of political economy at the University of London, and a member of the executive of the British Labour Party, presented his views on the present world situation. Of interest particularly to teachers was his statement that teachers often hold themselves too much aloof from activities which are essential if freedom in education is to be retained. He warned that the first action of Fascist governments is to break the trade unions, the channels for collective bargaining. Teachers, therefore, should realize that any efforts to break their organizations savors of tactics found in dictatorships. To frustrate such efforts further organization is essential.

Our thanks are due to Miss Ruth MacWilliams and the executive of the S. S. T. A. L. M. for their contribution to the cause of education.

*Matsqui - Sumas - Abbotsford.* — The teachers in this area should see their efforts come to a satisfactory conclusion this year.

*Credit Union.*—A committee, with Mr. Steeves as chairman, is investigating the possibility of establishing a credit union in conjunction with the B. C. T. F.

*New Westminster.*—The New Westminster teachers succeeded in securing a restoration, which brings them to within 7½ per cent. of schedule. It is interesting to note that in this city a representative of the teachers meets with the school

board secretary to determine at what place on the schedule a new teacher should be placed.

*Pensions.*—The Pensions Committee met on Saturday, March 4, with Mr. Baker, commissioner of pensions, and with Mr. Pipe, actuary reporting on the teachers' pension fund.

*Surrey.*—It has been brought to our attention that some members are not meeting their share of the arbitration costs. This action, we feel sure, must be due to an oversight. Surely no member who has profited by a co-operative undertaking would wittingly fail to meet the costs of such an undertaking.

*Salmon Arm.*—A local association, we understand, is being organized in this area. Our thanks are due to the Shuswap Teachers' Association and to the Okanagan Valley Teachers' Association for their efforts in this regard.

*Home Economics Association.*—Sixty-five per cent. of the teachers in this group are B. C. T. F. members. Any help that the Membership Committee can give to bring in the other thirty-five per cent. will gladly be given.

*Castlegar.*—In the Membership Committee report an error was made with regard to this association. Our thanks are due to Mr. F. L. Irwin of Nelson for his excellent work done in this area.

*Rossland.*—In this area there is quite a large number of teachers who are non-members. The Membership Committee would welcome any suggestions which would result in an effective association being formed here.

#### FACTS ABOUT THE B. C. T. F.

1. It is the collective effort of B. C. Teachers' Federation members that has made possible negotiation between teachers' associations and school boards. Without organization the relationship between school boards and teachers would still be on an individual basis with the resultant disadvantages. Non-members profit by the efforts of their organized colleagues, and non-members will suffer with their colleagues if they do not help to solidify and extend their organizations.

2. It was through representations of the B. C. Teachers' Federation that the regulation stating that no teacher shall be asked to teach more than thirty-five

40-minute periods per week was introduced.

3. Some of the Fraser Valley school boards are challenging the validity of the compulsory section in the arbitration clause. In one area the board proposes in future to disregard the association in salary negotiations and to deal with teachers on an individual basis. Only one organization is capable of taking up such challenges — the B. C. Teachers' Federation. Are the critics of the B. C. Teachers' Federation prepared to give full support to the B. C. Teachers' Federation in its efforts to forestall the present challenge to the democratic rights of teachers?

#### SHUSWAP TEACHERS

ON Saturday afternoon, January 28th, the Shuswap Teachers' Association held a meeting at the home of Miss F. Burne in Salmon Arm. Some of the teachers came as far as 60 miles to attend the meeting, which we think shows considerable enthusiasm.

During the business session, Appendix 2 of the King Report was discussed, plans were made for a membership drive, and the possibility of starting an association in Salmon Arm was given some thought.

Due to difficulties of transportation the Shuswap Teachers' Association is unable to hold more than the absolutely necessary meetings in the winter, when travelling conditions are uncertain.

After the business meeting very enjoyable refreshments were served by Miss Burne.

#### SABBATICAL LEAVE

AT the request of the other members of the Committee on Sabbatical Leave, named in the January issue of this magazine, the Department of Education has lent its valuable co-operation. The representatives named by Dr. Willis are Inspectors DeLong, Daniels and Manning.

The committee is meeting regularly, various subcommittees are doing important work in collating information and suggestions, and there is reason to hope that unanimous findings will be ready for submission to the proper authorities in the early future.

#### ANNUAL MUSICALS AND DANCE

IN connection with the approaching Easter Convention due provision is being made for the aesthetic and social

entertainment of members of the Federation and their guests. As so often in the past, and with such uniformly excellent results, the Convention Committee has placed arrangements for music in the efficient hands of Mr. Jack Hamilton.

He reports to *The B. C. Teacher* that the "Sing-Song" which seemed to appeal to so many of the audience two years ago will once again be the introductory feature of the programme. Mr. Ifor Roberts will lead in the songs of long ago as well as in others of recent origin. We anticipate an enjoyable half-hour with Mr. Roberts, who is well known to very many of our readers as Vancouver's Assistant Supervisor in Music.

Following the "Sing-Song" there will be a Musicales which will undoubtedly provide general pleasure. As in past years, the programme will consist of vocal and instrumental items provided by some of Vancouver's most outstanding musicians. Jack has 'em all "on his list" and the generous spirit in which they co-operate with him and the Convention Committee is always a matter for grateful comment. Two or three choirs will take part, including, it is expected, a choir of folk-singers in costume.

After the Musicales, which will provide a delightful evening's programme even for those who feel compelled to leave early, there will be the annual dance. The Federation is very fortunate in again securing Mark Kenney's "Western Gentlemen", one of the best orchestras in Canada.

Running concurrently with the dance will be bridge and whist, either or both, as the players may prefer. Miss Elsie Frost is assisting in convening this drive. As in past years, prizes will be awarded.

During the dance there will be available a buffet supper in the Oak Room of the hotel.

The "Sing-Song", the Musicales and the dance will take place in the Crystal Ballroom, and the card players will occupy the gallery of the Oak Room in Hotel Vancouver.

#### G. A. FERGUSON MEMORIAL AWARD

TO Presidents and Secretaries of Local Associations, and to All Members of the British Columbia Teachers' Federation:

1. The Trustees of the G. A. Ferguson Memorial Award will meet on Saturday, April 8th next, for the purpose of selecting the recipient of the seventh Memorial Award.

2. The conditions provide that the Award shall be made annually to the Federation Member (or Member-Association) who has made, in the judgment of the Trustees, an outstanding contribution to education.

3. Nomination of candidates for the Award may be made by any Federation member, or by any Local Association of the Federation.

4. Nominations must be received at the Federation Office, 1300 Robson Street, Vancouver, not later than Friday, April 7th, 1939.

5. Each nomination should be accompanied by a description and supporting evidence of the work for which the Award is claimed. Meritorious work on behalf of any Association may rightly be included.

6. The presentation of the Award will be made by the Chairman of the Ferguson Memorial Trustees, at the Federation Easter Convention to be held at the Hotel Vancouver, Vancouver.

7. The Trustees particularly desire to have for such an outstanding honour, a good list of nominations, truly representative of all teachers of the province, and therefore urge that all Associations and members give this matter their early and serious consideration.

Trustees: Norman F. Black, Chairman, Vancouver; Franklin P. Levirs, Kimberley; George S. Ford, New Westminster.

On behalf of the Trustees.

HARRY CHARLESWORTH,  
Honorary Secretary.

#### TEACHER EXCHANGES

THE committee which the executive requested the president to appoint to report upon the present system of teacher exchanges and to make recommendations in this connection, consists of the following persons:

Miss Ethel Brown, 1585 West 14th Avenue, Vancouver, chairman; Mr. Edward White, Technical High School, Vancouver; Miss Elsie Frost, Selkirk School, Vancouver; Miss Margaret Muirhead, Kitsilano High School, Vancouver; Mr. Harry Charlesworth, general secretary, British Columbia Teachers' Federation.

#### NORTH OKANAGAN

THE N.O.T.A. (North Okanagan Teachers' Association to the uninformed) is a lusty organization entering its third year. It is a local organization under the O.V.T.A. and is comprised

of teachers from Armstrong, Vernon and Lumby centres and neighbouring school districts.

The executive is: John McLean, Vernon High School, president; Mike Clay, Armstrong Elementary, secretary; George Faulkner, Lumby Superior, treasurer. Misses Colhick of Armstrong and Ethel Ashier of Coldstream also serve on the executive.

The feature of the February meeting of the N.O.T.A. was an address by Mr. Clarence Fulton. His topic was "The Ukraine," a most suitable one, in view of the fact that his audience was composed of teachers who have many Ukrainian pupils. He gave an excellent outline of the political and economic history of the Ukraine right up to the present day.

Mr. F. T. Marriage of Kelowna Elementary School was a guest at the meeting and brought the best wishes of his local association.

Three matters brought up for general discussion were: That hardy perennial regarding the limiting of the junior grades entering the Okanagan track meet; Salaries in twelve monthly payments as against the present system of ten; The distribution of the teaching load.

#### NORTH WEST FRASER

ON February 25 a well attended meeting was held at the new Coquitlam Junior High School, Mr. Brand, the president, being in the chair.

Mr. Johnson has evidently been making progress with paid-up memberships and anticipates further success by the next meeting. An opportunity was given for further discussion of Mr. Mouat's talk on affiliation with Trades and Labour, but it was decided to leave this until the next meeting. Mr. Morrison reminded the elementary teachers of the availability of mimeographed outlines of units of their course of study as prepared by the Elementary Teachers' Association, and recommended that more extensive use be made of these valuable aids. Mr. Brand stressed the availability of reference and library books and suggested that this service might well be used by teachers in rural areas.

The teachers enjoyed the facilities of the school fully and badminton and other games made the evening very pleasant. After refreshments the school was admired and Mr. Mouat congratulated on his splendid arrangements. The next meeting—a pre-Convention one—will be held in Central School, Port Coquitlam.

—D. G. M.



## Canadian Teachers' Federation

By M. E. LAZERTE, President C. T. F., Edmonton

WE are now at the middle of our Federation year, and, believing that you would like to know what has been taking place, I shall comment upon a few executive activities.

### Major Project for 1938-1939

It was decided in Winnipeg in August last that the major topic of the 1939 Conference would be "Salary Schedules and Problems of Negotiation". The President immediately gave the Research Committee the task of gathering data for our conference. The Research Committee reports that all provinces are co-operating and that a fairly comprehensive report may be expected.

In view of the fact that the General Secretary will be very busy with this report in the weeks immediately preceding the Conference, the Executive requests that the regular provincial reports be filed with the Secretary not later than the end of May and that each report be accompanied by a resume covering those policies and problems which are to be discussed by the Conference.

### Educational Research

It is a real pleasure to report that efforts to have a research council formed are at last meeting with success. The Canadian Teachers' Federation has been working in full co-operation with the Canada and Newfoundland Education Association during the last three years. The C. N. E. A. instructed its incoming executive in August to proceed if possible with the formation of a research council. As President of the C. N. E. A., Deputy Minister McNally has shown keen interest in this undertaking. He called together in Toronto on January 23rd and 24th a sub-committee of the C. N. E. A. Executive representatives of Provincial Governments, university schools of education, and the Canadian Teachers' Federation. The advisory committee appointed a Canadian Council for Educational Research. The council consists of seven members: Dr. H. B. King of Victoria representing British Columbia; Dr. Quance of Saskatoon representing the Prairie Provinces; Dr. Sandiford of Toronto representing Ontario; Father Leo representing Quebec; H. P. Moffatt representing the Maritimes; Dr. Robbins of the Bureau of Education, Department of Statistics; and Dr. LaZerte (Chairman) representing the C. T. F. Each

province will be asked to appoint an advisory council through which the central council may contact the workers in each province. A certain amount of money is now pledged for the work of the council and efforts are being made at the present time to supplement this fund.

It appears quite certain that before many months have passed the council will be receiving applications for scholarships, evaluating research topics submitted, assigning projects and supervising the work. A few topics that the council thought to be of major importance are the following:

(1) A study of relations between the school systems and occupations; to include:

- (a) Collection of occupational information.
- (b) Relationship of high school work to the occupational situation.
- (c) Preparation of instructional material (visual and otherwise) on occupational information.

(2) A study of the effectiveness of instruction by correspondence with a view to ascertaining the grades and subjects in which it is applicable, and the most effective methods of instruction.

(3) Investigations in the field of teacher training:

- (a) Selection.
- (b) Curriculum.
- (c) Techniques of instruction.

(4) The selective character of Canadian education.

(5) Co-operative research in the development of tests and examinations designed to measure the outcomes of modern programmes of study.

(6) The development of educational records which will give the maximum amount of useful information and facilitate the scientific study of education.

(7) A study of the effectiveness and practicability of instruction by means of radio and visual material.

(8) To give assistance to individuals, groups, or institutions for the conducting of research on topics approved and authorized by the council.

### Pensions

The Secretary of the Ontario Teachers' Council has urged repeatedly that some action be taken to secure mutual exchange privileges among the provinces in regard to credit for pensions. The

General Secretary is now asking each Provincial Association to study this question and advise its delegates to the 1939 Conference what action they should recommend. At its next meeting on August 2nd, the C. T. F. will appoint a Pensions Committee to consider the provincial recommendations and submit a policy for the approval of the C. T. F. Conference. This definite recommendation will be laid before all Provincial Pension Boards in September.

#### Action on C. T. F. Resolutions

Together with a committee of the C. N. E. A. your executive representative interviewed the Federal departments concerned in an attempt to secure a reduction in the postal rates on library books and the elimination of custom duties on all intelligence, attainment, aptitude and personality tests imported from the United States for use in Canadian schools. No definite report can be given on this matter until August.

Vice-President F. N. Stephen has been appointed chairman of a committee to press for the establishment of national scholarships. The undergraduate student body of Canadian universities is making a similar request and it is hoped that a general appeal may be possible.

Your Executive is pleased with the co-operation given by all Provincial Associations and we thank particularly the representatives on the Research Committee for the work which they have so willingly undertaken in preparation for the 1939 Conference.

#### MAGAZINE DISPLAY

**T**EACHERS who intend to attend the Easter Convention please note that Mr. Leask is arranging to have a very complete selection of journals for your inspection. Be sure to take advantage of this opportunity to see what material is available in magazine form. Rural teachers are urged to inspect the *Canadian Teacher*.

The number of teachers taking advantage of this economical purchase of journals is increasing weekly. During the last week of February over \$80 worth of magazines were purchased. Please remember to enclose sufficient stamps to cover postage when writing for sample.

#### THE ELEMENTARY SECTION OF THE CONVENTION

**Y**OU cannot afford to miss this year's convention. A programme has been arranged that will appeal particularly to

the teacher in the smaller cities and in the one-roomed rural areas. A demonstration school will be in session at the Dawson School, Helmcken and Burrard streets, on Tuesday, April 11, from 9:30 till 11:00 in the morning. Here you will see work being done by classes in several grades. In grades I and II, units of work in the "learning and doing" stage will be integrated with Reading and Number. Primary teaching methods and devices will be shown. Concluding the morning's work, a demonstration of the Percussion Band should be of great interest to many. Classes in Grades IV, VI and VIII will be conducted by able teachers in Oral Reading, Poetry, Language, Social Studies and Science, according to the grade. If you have any particular problem which is causing you some worry, you owe it to yourself to come, see these lessons actually taught, and then remain from 11:00 till 12:00 in order to discuss your problems with these teachers, who will conduct a round-table conference immediately after the dismissal of the children.

A class in Manual Arts will also be in session, working on a project in book-binding, and a complete display of work has been arranged. Miss Henderson will be only too pleased to assist you by answering that question you have been longing to ask.

A display of Art, too, has been arranged in Room 303, top floor, and the Art Section will be in session during the morning.

Over in the Aberdeen School a special class of subnormal children will be at work so that you may get some idea of the procedure in these centres, and the work these children do.

Then, comes a new departure. The Elementary Teachers for the first time are going to have luncheon together. We are going to the Hudson's Bay Company, where the price is only 50c and the food is good. To top off the luncheon there will be a speaker, none other than the inimitable Dr. J. M. Ewing, whose keen, scintillating wit and humour is as refreshing as a draught of good brown ale. He has promised that his topic will not be about school-teaching.

Over in the Vancouver Hotel, where the afternoon sessions will be held, you will find a grand display of units of work and Seat-work, prepared by your Factual Information Committee. If you have not yet been using this service, you are the loser, but it is not yet too late; for two clerks will be on the job to take your

order and money, right then and there. If you will call back on the following day, you may pick up your Unit or it will be mailed to your address.

In the Primary Grades Miss E. Roy, Primary Supervisor of Vancouver Schools, will speak on "Teaching Arithmetic in the Primary Grades," and Miss Louise Noble of Victoria has some excellent remarks on "Speech Training in Elementary Schools."

The last period will be the opening and discussion of questions which you, yourself, will have sent in to the Question Box. Now, the success of this depends absolutely and positively on you. You primary teachers have problems, so why not admit it and let the others help you. Shake off that professional inertia, sit down and write that problem out, mail it, unsigned, to Miss Bertha Efford, 3575 West 20th Ave., Vancouver, and come to the meeting.

For the other grades, Mr. O. J. Thomas, Inspector of Schools, Vancouver, will ably present the answer to the present cry in our schools, "Reading Readiness." This will be followed by an interesting and enlightening panel discussion led by the teachers of the Okanagan.

How does the above programme sound to you? We feel that we have something to offer—come along prepared to get something useful, and if you like it (or don't) you will get your refund on your railway fare.

#### UNATTACHED MEMBERS

C. R. TATE, *Red Lake, Representative for Unattached Members*

UNATTACHED members are reminded that a meeting of all Unattached Members of British Columbia Teachers' Federation attending the Convention will be held on the first day of the Convention. Please look for notice on the bulletin board at Convention headquarters regarding the time and place of the meeting.

At this meeting delegates' cards will

be distributed, which allow members to vote in the general sessions. As you are probably aware, one card is allowed to every ten paid-up members.

Also, at the meeting a discussion will follow leading to a final draft of the list of resolutions to be presented to the Chairman of the Resolutions Committee at the general meeting.

#### NOMINATIONS

March 2nd, 1939.

Mr. Harry Charlesworth,  
General Secretary, B. C. T. F.,  
Aldine House, 1300 Robson St.,  
Vancouver, B. C.

Dear Sir:

The Nominations Committee met on Saturday, February 25th, 1939, when the following were duly nominated for 1939-40:

#### PRESIDENT:

Miss A. J. Dauphinee, Vancouver.  
Mr. J. H. Sutherland, Vancouver.

#### VICE-PRESIDENT:

Mr. H. W. Creelman, Esquimalt.  
Mr. P. N. Whitley, Vancouver.

Further nominations may be received from the floor of the Annual General Meeting.

Yours sincerely,

J. N. BURNETT,  
Chairman, Nominations Committee.

Committee: W. J. Logie  
R. P. Steeves  
J. N. Burnett, Chairman.

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We see Honolulu, Japan, China, and the Philippines. Interesting . . . safe and a wonderful holiday.

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(Miss) Anne Stewart, 909 East 28th Ave., Vancouver, B. C.  
Or J. J. FORSTER, C. P. R. DEPOT, VANCOUVER



## B. C. S. S. T. A. Convention Programme

TUESDAY, APRIL 11, 1939

Secondary Luncheon, 12:30 p.m.—"The Relation of the Library to the School Curriculum"; by Miss Ethel Sawyer, Browsing Room Librarian, University of Oregon.

General Meeting for Elementary and Secondary Teachers, 9:15 a.m. to 10:00.—Speaker: Dr. Jasper H. Stenbridge, F.R.G.S., noted geographer and author.

### SUBJECT SECTION MEETINGS

#### PRACTICAL ARTS AND SCIENCE

Chairman: John Sandford, Kitsilano Junior High School.

9:30 a.m.—What an Employer Expects from Youth," by Mr. Harry F. Kidd, hardware merchant.

9:45 a.m.—"Modern Furniture Designing and Manufacturing," by Mr. W. G. Ferry, designer, Restmore Manufacturing Co.

11:00 a.m.—Discussion on Correlation of Mathematics with Grade IX Shop Work; led by Mr. Harry A. Jones, Inspector of Technical Classes.

2:00-4:00 p.m.—Tour of Industrial Plants.

#### ART

Chairman: W. R. T. Brooks, Grandview High School of Commerce.

9:15-12:30 a.m.—Art appreciation and illustrative material; Mr. Judge. Time and the Act—An art teaching problem and a solution; Mr. Ozard. Business meeting.

p.m.—(Art School)—Art Section Luncheon, Art School Cafeteria, Cambie and Dunsmuir Streets. Three 10-minute talks by out-of-town teachers. Group projects for Junior High School Art Classes. Exhibition of creative child art (on loan from the Vancouver Art Gallery) and exhibit of Art School work.

#### GEOGRAPHY

Chairman: H. Northrop, Britannia High School.

9:15-10:30 a.m.—Talk by Dr. Jasper H. Stenbridge.

10:30-12:30 a.m.—Exhibition of film and slides. Discussion of new Geography II course. Business meeting. Exhibit of Geography Section's Library of Texts.

#### PHYSICAL EDUCATION

Chairman: L. E. Brown, Kitsilano Junior High School.

9:15-12:30 a.m.—Discussion on "Problems of Teaching of Physical Education and Health." Moving pictures in the field of Health and Physical Education. Business meeting.

#### LATIN

Chairman: Miss E. B. Bell, King George High School.

10:00-12:30 a.m.—Address by Dr. H. B. King, "The New Curriculum in Latin," and followed by discussion. Business meeting.

#### MATHEMATICS

Chairman: C. L. Campbell, Victoria High School.

(1) "The Integration of Mathematics and Industrial Arts in Junior and Senior High School." Speaker, Mr. H. A. Jones, Inspector of Technical Classes. (2) Discussion on Grade XI Algebra course. (3) Discussion on Grade XI Geometry course. (4) General discussion of points brought up by any teacher at the meeting.

**COMMERCIAL**

Chairman: Miss S. E. MacKenzie, Fairview High School.

10:00-12:30 a.m.—"What We Expect from Our Commercial Graduates;" by Miss Morley, Personnel Director, Hudson's Bay Co. "Apprenticeship Council;" by Mr. Berto. "Requirements for Stenographers;" by Mr. Straight. Business meeting.

**ENGLISH**

Chairman: Geo. White, Technical High School.

10:00-12:30 a.m.—"An Art, a Craft, a Headache;" by Mrs. J. Creighton, M.A., Lecturer of the Extension Department, U. of B. C. Discussion of English IV course, led by Mr. J. B. MacLean, M.A., John Oliver High School. Business meeting.

**GUIDANCE**

Chairman: Miss F. Mulloy, Point Grey Junior High School.

2:00- 4:00 p.m.—Talks on "Civic Guidance," "Social Guidance," "Vocational Guidance"; introduced by Misses Olive Herritage, S. M. Boyles, Marion Lawrence, Mr. A. Dodd, Mr. C. C. Watson, Mr. Leslie Broolce. Discussion on the above. Business meeting.

**SOCIAL STUDIES**

Chairman: E. R. Chamberlain, North Vancouver High School.

2:00- 4:00 p.m.—Discussion on the new courses. Business meeting.

**MODERN LANGUAGES**

Chairman: A. H. Hutson, John Oliver High School.

2:00- 4:00 p.m.—Address by Dr. D. O. Evans, French Department, University of British Columbia. Discussion on topics of interest to teachers of Modern Languages. Business meeting.

**SCIENCE**

Chairman: Norman Clark, Magee High School.

2:00- 4:00 p.m.—Discussions on new special courses in Senior High School Science: (a) "The Biological Course," led by Mr. D. M. Flather, Britannia High School; (b) "The Chemistry Course," led by Mr. W. T. Reid, Lord Byng High School; (c) "The Physics Course," led by Mr. H. B. Smith, Kitsilano High School. Discussion on Achievement Tests in General Science, led by Mr. T. B. Edwards, Britannia High School. Business meeting. Display of texts, books, and periodicals.

**RURAL**

Chairman: E. R. G. Richardson, Comox High School.

2:00- 3:00 p.m.—Discussion on the problems of teachers in rural schools. There will be a rural demonstration under Mr. J. Russell of East Richmond, who will bring his class to convention for the purpose. A panel discussion will be followed by a talk from Inspector McArthur on conditions in rural schools. Business meeting.

**LIBRARY**

Chairman: Miss B. M. Carruthers, Magee High School.

2:00- 4:00 p.m.—Talk by Miss Ethel Sawyer, Librarian, University of Oregon. Discussion. Business meeting. Display for the entire week of children's books in the Boys' and Girls' Department of the Public Library.

## Notice of Convention Resolutions

### VANCOUVER PRINCIPALS' ASSOCIATION

**Canadian Teachers' Federation Convention.**—That we favour the holding of a biennial convention of the Canadian Teachers' Federation, and the holding of an interior meeting of the table officers of the Executive during the alternative year if such meeting be considered necessary.

**Fees.**—That we recommend to the Canadian Teachers' Federation that each Province be asked to pay a flat fee (say 25c) for each paid up member of each Federation or Association and that a prerequisite to representation at each Convention be the payment of the said authorized fee.

**Salaries.**—That we are not in favour of the proposed two-day discussion of salaries at the 1939 Canadian Teachers' Federation Convention but recommend that the Canadian Teachers' Federation ask each province to submit a brief covering its own salary situation, and that such briefs be handed to a committee, to be set up by the Canadian Teachers' Federation, for study and consequent report to the Provinces.

**Scholarships.**—That the Canadian Teachers' Federation be urged to establish at least one worthwhile scholarship in each Province, and

That the sums saved by holding a biennial convention rather than an annual convention be used for this purpose, and

That the Canadian Teachers' Federation be urged to set up a committee forthwith to arrange all conditions which shall govern the giving of such scholarships.

**Delegates.**—That the General Secretary or other permanent official of each Provincial organization should be an accredited delegate at each Canadian Teachers' Federation Convention, but that such officials should not be elected to office or be appointed in charge of permanent committees.

### PROVINCIAL PRINCIPALS' ASSOCIATION

**Visual Education.**—That the British Columbia Teachers' Federation request the Department to include in its estimates adequate provision for a grant to install and maintain visual education equipment and supplies.

**Radio.**—That we express our appreciation of the work of the Radio Committee and ask the continuance and extension of their work.

That the British Columbia Teachers' Federation ask the Department to include in its estimates adequate provision for a grant to place radio equipment in all schools.

### RURAL TEACHERS' SECTION

That the British Columbia Teachers' Federation favour the formation of a separate Rural School Department within the Department of Education.

### ARROWSMITH ASSOCIATION

**Summer School.**—That the Department of Education be requested to allow those teachers who have already attended four or more Summer Sessions, free attendance to lectures or be allowed to enroll in such courses at reduced rates.

That in Victoria Summer School Courses equal prominence be given to each grade of the course.

### WEST KOOTENAY ASSOCIATION

**Visiting Teachers.**—That the Department of Education be asked to set up machinery whereby visiting teachers from other countries may divide their time among several schools in order that they may gain experience in various types of schools and thereby take away with them a more complete idea of our educational system.

**Textbook Branch.**—That the textbook branch be asked to be more careful in the future in the listing of books required by the various courses, and in the issuing of the latest editions of such books.

**Promotion.**—That some system of promotion be set up throughout the Province in order that recognition may be given to seniority and efficiency.



## FRASER VALLEY ASSOCIATION

**Tenure.**—That we are opposed to any changes in the School Act by which the security of tenure of the teachers of British Columbia shall be diminished.

**Certificates.**—That we oppose any action towards cancelling the life-certificates of the teachers of British Columbia.

That we oppose any action towards the abolishing of the practice of granting life-certificates to teachers of British Columbia.

**Educational Finance.**—That we recommend to the Provincial Government that it take immediate measures towards the adjustment of the present unequal bases of taxation for Education purposes.

## OKANAGAN VALLEY ASSOCIATION

**Art Manual.**—That an Art Manual having a direct instead of a general reference be prescribed.

**Library Lists.**—That a minimum library list be drawn up and kept up to date.

**Library Lessons.**—That a list of lessons on library works be compiled.

**High School Composition.**—That the Curriculum Revision Committee be asked why Modern Composition used in Grades 9 to 12 was changed to three texts, "Dominion Language Series", "English Apprentice", and "Mawdsley and Leeming".

That the High School Curriculum in Grammar and Composition be delineated more clearly.

## CENTRAL AND NORTHERN VANCOUVER ISLAND ASSOCIATION

**Salary Cheques.**—That we favour the payment of teachers in 12 monthly instalments.

**Provincial Salary Scale.**—That the principle of a Provincial Salary scale be endorsed.

**High School Scholarship.**—That the scholarship system be amended to allow students to write some of their examinations in Grade XI and in Grade XII.

## (SUBMITTED BY THE SICK BENEFIT FUND COMMITTEE)

**Sick Benefit Fund.**—The Association may create and administer a fund to be known as the "Sick Benefit Fund" for the purpose of assisting members who for some reason such as sickness or disability are unable to continue teaching.

(The committee will also submit to the Convention a series of clauses incorporating regulations to govern the administration of the fund. Owing to lack of space, it is not possible to include these clauses in the magazine. Copies will be mailed to all Local Association).

## TRANSPORTATION REFUNDS

AS you are aware—or are you?—that the Federation Executive pay back to you, out of registration receipts, as much as possible of the cost of your transportation to the Convention. The amount you will receive depends on two things; one, the amount they receive in registrations—everyone possible should register—and, second, the total amounts paid out by you for transportation.

Now, you can aid the committee greatly by following this procedure:

1. Come to the Convention at the lowest cost, with comfort. That means, obtain the fare and one-quarter rate where possible. Write to the Federation office for your forms NOW.

2. Keep a record of the exact fare paid. You would be surprised how many forget what has been paid in fare, and in you put down too much we find it out

and are annoyed; and if you do not put down enough, then you are annoyed—so why should anybody be annoyed?

3. As soon as you have registered, see the Transportation Committee and fill in the *transportation form*—registration is not enough.

4. Be sure your membership is in good standing before you make claim, for refunds are only paid to Federation members.

5. Register and fill in forms early. The dead-line will be printed in the programme. Supplementary forms will not be received.

6. Even if your transportation is 50c. you have a right to make a claim—and some have done so—but in the interest of good fellowship, please do not make small claims. This will leave a larger amount to refund those who live so far from the city that their cost is very heavy. THANKS!

## Our Magazine Table

**BE HONEST.** Ask yourself the following question: "As a teacher, have I a really broad professional outlook on teaching as a whole, or am I in danger of degenerating into a narrow-minded specialist, neither knowing nor caring what my classes have learned or should learn in the grades and subjects preceding or following my own?"

Unfortunately, it is impossible for teachers to visit, intensively or extensively, other grades or schools. The best practical solution of the difficulty is found in habitual reading of educational journals—those dealing with the general problems facing all teachers as well as those dealing in particular with our respective special fields.

To reduce the expense incidental to such reading, *The R.C. Teacher* continues to conduct its gratuitous subscription agency, responsibility for which rests chiefly upon Mr. J. R. Leask, 3555 West Fourteenth Avenue, Vancouver. Write now, right now.

**E**ACH month I look forward very much to, receiving my copy of the *Magazine of Art* (American Federation of Arts, Barr Building, Washington, D.C.; \$5.50). Painting, graphic arts, sculpture, architecture and planning, dance music, theatre, cinema, archaeology, photography and industrial design all find dignified treatment within its copiously illustrated pages.

**I**F you think the word "cultch" is a typographical error for "clutch" or that "tonger" means a Chinese gangster you are due for an enlightening surprise when you read "Oystering in the Chesapeake" in the *Journal of Geography* (450-454 Ahnip Street, Menasha, Wis., or 3333 Elston Avenue, Chicago; \$2.50) for January. Did you know that the oyster industry is the most valuable fishery of the United States and the Chesapeake Bay is one of the finest oyster grounds in the world? Other articles are about "The Teaching of Home Geography", "The Anglo-Egyptian Sudan", and an activity unit called "Old World Museum". A full account is also given of the New York meeting of the National Council of Geography Teachers.

**I** AM always intrigued by the startling frankness of the Editor's Outlook in

the *Journal of Chemical Education* (20th and Northampton Street, Easton, Penn.; \$3.50). In the February issue following the disarming caption of "Read Your Favourite Author in the Journal—Contribute", a recent correspondent who complains of too many articles on college chemistry instead of high school chemistry is told: "The sad truth is that if high school teachers want their professional literature handed to them on a silver platter they will have to find an angel to fill the platter. If they are willing to exercise the co-operative effort that the college and the research men exercise, they can create a first class professional literature for themselves." Come, on British Columbia teachers of chemistry, there's an open challenge and you are quite capable of answering it. "Methods of Fire-making Used by Early Man" is a top-flight article of general interest in the January number. If you miss reading it I hope your lighter quits on you the next time you need it—so there!

**A** MAGAZINE for Canadian school executives and Canadian educationists interested in educational organization and the promotion of education in Canada" defines to a nicety the mission of *School Progress* (2 College Street, Toronto, Ont.; \$1.00). In the December edition you will find a well-illustrated article on "Opportunity Classes in the Protestant Schools, Montreal". Education Week comes in for considerable mention. "Why Should Canadian Schools Develop School Orchestras?" is a question asked and answered by Leonard Richer in the January issue. The February number, in reproducing Lord Bessborough's address to the Headmasters' Conference, London, England, discusses "Youth City" as an integral part of the Empire Youth Movement. The larger administrative unit, general shop night classes, school railroad cars, and "The Bible in Motion Pictures" also comes in for special mention.

**B**EFORE me are copies for the last three months of the *Curriculum Journal* (George Peabody College, Nashville, Tenn.; \$3.00). This publication defies being read profitably with the radio as a background, but if you are really in search of concise information on such a subject as how to organize a curriculum laboratory, see the December issue. If

you wonder what relation a curriculum can have to the problem of housing, read the answer in the January number. All issues contain interesting News Notes, important material on Curriculum Research, and reviews of new publications.

**I**f you are a teacher of modern languages, are you actively connected with the National Federation of Modern Language Teachers and do you bear your share in responsibility for the efforts made to promote its growth and influence? Join this organization right now by subscribing to *The Modern Language Journal* (National Federation of Modern Language Teachers, 284 Hoyt Street, Buffalo, N. Y.; \$2.50). Everyone interested in the improvement of modern language teaching will find the journal valuable. This magazine carries to all its readers reports of its activities, accounts of educational progress, book reviews, and material which every teacher needs for professional growth. More than all else it binds modern language teachers into one great professional organization with a common purpose, a common understanding and common ideals.

**I**n the early days of the silent movie it is said that directors of pictures were faced with the problem of doing away as much as possible with long explanatory titles. The villain must be identified easily and quickly. What simple action could he do which would at once earn him universal hatred? It was decided to have him kick a dog. From then on there was no doubt at all as to who was who. We mention this bygone incident mainly to emphasize the point that the sight of cruelty to animals is almost instinctively hated by everyone, and the magazine that is definitely dedicated to relieving the distress of helpless creatures is *Our Dumb Animals* (Massachusetts Society for the Prevention of Cruelty to Animals, 46 Central Street, Norwood, Mass., or Boston Office, 180 Longwood Avenue; \$1.00).

**T**he *Social Studies* (McKinlay Publishing Co., 1021 Filbert St., Philadelphia, Pa.; \$2.00) for January and February, in the "Motion Picture Study Period", describe films on carrying American products to foreign lands, the Panama Canal and the romance of glass. The illustrated section deals with life in

the Colonial period and the American revolutionary period. Reproductions of old documents, newspapers and pictures, make this part extremely valuable and exceedingly interesting. Whenever I pick up this magazine, that is the first section to which I turn. In the January number "Latin Visits the Social Studies" should be read thoughtfully by teachers of both the subjects mentioned. In this article we are informed that Latin as a traditional subject has been accused, and justly, of past smugness, but having admitted this fault, is now adapting itself to modern conditions, and bids fair to make an excellent comeback. Teachers of Social Studies are warned by "the rider at the gate" not to take too much for granted with regard to the permanent status of their own subject. "Tenure for Teachers", "A Socialized Recitation" and "Excursions to Local Industries" provide informative reading in the February issue.

**B**EFORE me is a copy of the *Canadian School Journal* (30 Bloor St. W., Toronto 5; \$1.00) for February. Almost the entire magazine deals with a specific phase of child life and education, namely, health. Beginning with a message from the Minister of Public Health in Ontario, continuing with an appropriate editorial, dental service for school children is next discussed, followed by articles on a safe water supply and practical procedures in the control of communicable diseases among school children. The Junior Red Cross training for health education, health teaching in rural schools and state medicine in Canada all have separate articles assigned to them.

**H**AVE you ever wondered just what became of the brilliant students selected years ago by intelligence tests as being very superior? No less an authority than L. M. Terman answers most of your questions in "The Gifted Student and His Academic Environment." See *School and Society* (The Science Press, Lancaster, Pa., published weekly; \$5.00) for January 21st. Again, did you know that the "American School of the Air" of the Columbia Broadcasting System has been made a part of the course of study in New York city schools? . . . If you are the type of progressive teacher who desires to feel the pulse of educational activity weekly, rather than monthly, *School and Society* will keep you up-to-date.



## Ramblings of Paidagogos

### AN EXCURSION IN ABSTRACT THINKING

WE were gathered round Balmain's fireside—Balmain, young Jeffers and I. Our pipes were drawing nicely and the spirit of peace was upon us. For my own part, I should have been pleased to drift into a pleasantly aimless conversation about anything at all; and young Jeffers, for once in his exuberant life, seemed much of the same mind—probably because we had just risen from a capital dinner. But our quiescence was transitory—we had reckoned without our host.

Despite his seventy-two years (or perhaps because of them) Balmain is always in relentless pursuit of some idea; he never relinquishes the chase until his luckless prey has been tracked to its lair and divested of its last illusion—a procedure that taxes the mental capacity of everyone except Balmain. He holds that clear thinking results only from the possession of sound fundamental ideas, and his method of acquiring such ideas is to analyse and ultimately to define every abstract term that comes to his attention. Which is a rational but exhausting process.

At dinner we had been discussing "rights" by no means for the first time—and had agreed rather easily that these derive from law or from custom with the force of law. We had had a small dispute about the existence of "inalienable rights" as mentioned in the American constitution. Jeffers having manifested a weakness for the theory that "life, liberty, and the pursuit of happiness" are inherent in the very conception of individuality and even of manhood. It was an amiable weakness, but Balmain had asked him how these three "inalienable rights" came to be alienated from a man undergoing penal servitude or a man legally sentenced to execution. At which point Jeffers had returned a little gloomily to his beef-steak.

As usual, Balmain had continued to churn up the whole matter in his mind, and was now hard on the heels of a cognate idea. I can do no better than report the ensuing conversation.

\* \* \* \* \*

BALMAIN (suddenly producing the rabbit from the hat): How would you define the word "privilege"? What's the relationship between a privilege and a right?

PAIDAGOGOS (helpfully): That should be easy.

BALMAIN: No doubt—no doubt—but where do you propose to begin?

JEFFERS: Well, if rights derive from the state as you two pundits believe, it seems to me that privileges derive from membership in some lesser organization. A member is said to have the privileges of his club, for example.

PAIDAGOGOS: Pundits be hanged!

BALMAIN: Never mind that. The lad has raised an excellent point. Tell me this, though—would a member not be said to have rights? It seems to me that it is a visitor who has the privileges of a club. So long as a man retains his membership he can be denied nothing that is granted to members under the rules. He can insist if need be.

JEFFERS: Quite so, but what about your theory that rights derive from the state? The club isn't a state, you know.

BALMAIN: But a club is organized within the laws of the state, isn't it? If the state were so disposed it could put an end to clubs.

PAIDAGOGOS: And that seems to be that.

JEFFERS: All right, Paidagogos, you can make the next effort yourself.

BALMAIN: Exactly what do you mean? Jeffers and I find you a little cryptic. Eh, Jeffers?

PAIDAGOGOS (a little ruffled): Well, I'm thinking of the so-called "privileged classes" or of the so-called "underprivileged child". Isn't there an economic factor somewhere? I would define privilege as the capacity somehow or other to take advantage of one's rights.

JEFFERS (looking hopefully at Balmain): Isn't he getting a bit mixed?

BALMAIN: Of course he's mixed. According to his definition, it is a privilege for a man to wear a suit of clothes or to eat his dinner. Carry the thing far enough and there would be no rights at all—only privileges. This introduction of the economic factor is irrelevant to the point at issue and merely befogs it.

PAIDAGOGOS: Hold on a minute! Maybe my statement is too sweeping, but you haven't accounted for the use of the words "privileged" and "under-privileged" in the connections I mentioned.

BALMAIN: That's not hard to do. Both the expressions—"privileged classes" and "underprivileged child"—have a pink tinge. They convey a sense of contempt and revolt, of anger aroused by inequality. They are under-dog expressions, if I may call them that. I suggest that their emotional saturation makes them useless to our present purpose. Because in each case the genuine meaning of "privilege" has become secondary and is therefore lost. A proper analysis, don't you think?

PAIDAGOGOS (reluctantly quitting his position): Very well, Balmain; if my suggestion won't do—and I see it won't—suppose you have a try yourself.

BALMAIN: Fair enough—though I probably won't have any more luck than you and Jeffers had. How would it be to go back to the derivation of the word? Among the Romans, a *privilegium* was a law passed either against or in favor of some individual or special group. Does that definition meet the case?

JEFFERS: I'm confoundedly suspicious of derivations, especially of Latin derivations. Meanings change a lot in the course of two thousand years.

PAIDAGOGOS: Didn't we agree that rights derive from law?

BALMAIN: Certainly.

PAIDAGOGOS: Does a law cease to be a law when it advantages or disadvantages an individual or special group?

BALMAIN: In the general sense, no.

JEFFERS: Aha! It seems that your *privilegium*—whether in the general or the particular sense—turns out to be nothing but a right.

BALMAIN (still struggling feebly): A restricted right.

JEFFERS: Not a bit restricted so far as the interested parties are concerned. A clear right according to our agreed premises. Do you give up?

BALMAIN: But we're getting nowhere.

JEFFERS: Yes we are. We've tried three wrong hypotheses and dis-

carded them. That's something. And it isn't all—I begin to have the glimmering of an idea.

PAIDAGOGOS (to Balmain): Don't breathe for a minute.

JEFFERS: Breathe as much as you like. No doubt I'm out on a limb as usual, but when we think of privilege isn't there a notion that somebody's rights have been laid aside? When I—that is, if I were to kiss a girl, wouldn't that be a privilege?

PAIDAGOGOS: My dear Jeffers, that would be a pleasure.

BALMAIN (with sudden energy): Leave the boy alone! He might have chosen a more dignified illustration, but he has hit the nail on the head.

PAIDAGOGOS: More probably the girl.

BALMAIN (ignoring the interruption): He has it—he has it! The key to the whole problem is in the word "waive". A privilege is derived from the voluntary waiving of rights in favor of an individual or group. The thing's clear as day. A privilege can be withdrawn, don't you see?—granted and withdrawn. The club member voluntarily waives his rights in favour of the visitor, but he still retains them. He can—by due process—rid his club of a visitor who has for any reason become unwelcome. The girl—but perhaps I'd better not go into that!

JEFFERS (with becoming modesty): Well—once in a blue moon it seems as if I get a good idea. Of course, I wouldn't have got it without the previous discussion. (Knocking out his pipe and rising to his feet) You men won't mind if I move out now, will you? There's something I have to do.

PAIDAGOGOS (to Balmain): Absolutely the correct scientific attitude. He's off to verify the last hypothesis.

BALMAIN (getting up): Pay no attention to him, my boy. You've done the job and we're indebted to you. If you must go, you must—and I only hope that the privilege you hinted at may soon become a right.

THERE is an incessant influx of novelty into the world, and yet we tolerate incredible dullness.—HENRY THOREAU.

A TASTE for the beautiful is most cultivated out of doors, where there is no house and no housekeeper.—HENRY THOREAU.

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## Educational Finance

By ARTHUR V. McNEILL, *John Oliver High School, Vancouver*

TWO features of the articles and editorials published in the popular press on the question of educational finance or on the raising of money for social services are:

- (1) An absence of authoritative quotations from widely recognized financial experts, taken from the reports of bankers or economists who have had practical experience in raising public funds; and
- (2) The assumption that the only source of public funds is the taxpayer's pocket.

Under these circumstances and at a time when the matter of raising funds for educational purposes in British Columbia is becoming acute, it seems to me that it is the part of wisdom for us to treat this question in a scientific spirit, i.e., by giving the fullest publicity to the findings of financial experts, as we give publicity in other matters to the discoveries of scientists and other authorities in their different fields of learning. It is for this reason that I submit the following excerpts, all taken from the writings of men of world-wide repute in the financial world. As I am assuming that space is limited in *The B. C. Teacher*, especially in March, I am submitting only a few, though I am prepared, if needs be, to give many more confirming these. The reader will note that none of them makes the assumption that the taxpayer's pocket is the only source of public funds, and that all assume or imply that "banks create the means of payment out of nothing", and supply credit to individuals or public bodies in this way when they grant loans or purchase securities.

Perhaps I may be allowed to point out that in publishing these extracts we are not committing ourselves to anything more than acknowledging in public that the *Encyclopaedia Britannica* says that "banks create the means of payment out of nothing", and that most financial authorities agree with it, facts which can be verified in any good public library. We can accept this assertion, if we want to, without assuming an expert knowledge of public financing, just as we can believe that the world is round without posing as expert physicists. The suggestion which I make and emphasize here

is that if this is so, i.e., if what these and other financial experts say is true, then it is only the community, its services of hand and brain, its organization, material, etc., which give value to the money which the banks create. Furthermore, on the validity of this suggestion, we can base a definite policy which we can put forward both as citizens and as teachers, framed more or less in the following way:

"In view of the fact, as stated by eminent Banking and Government authorities, that banks lend by creating credit, and that they create the means of payment out of nothing, we demand that the Legislature make money available to local authorities for educational purposes and social services, at a charge sufficient to cover the bookkeeping expenses incurred on the issue of such money, say at  $\frac{1}{2}$  of 1% initial payment only, and free of annual interest charges".

In the meantime, as no one can form an opinion if evidence is withheld, I am submitting the extracts mentioned in order that teachers throughout the province may form their opinions well before the Easter Convention:

### EXTRACTS

1. "Banks lend by creating credit, they create the means of payment out of nothing".—*Encyclopaedia Britannica*, Vol. XV, p. 698.

2. "There are enough substantial quotations in existence to prove to the uninitiated that banks do create credit without restraint, and that they do create within themselves the means of repayment".—From an editorial in *Branch Banking* for July, 1938; possibly the most widely read professional banking periodical.

3. "It is not unnatural to think of the deposits of a bank as being created by the public through the deposit of cash representing either savings or amounts which are not for the time being required to meet expenditure. But the bulk of the deposits arise out of the action of the banks themselves, for by granting loans, allowing money to be drawn on an overdraft or purchasing securities a bank creates a credit in its books, which is the equivalent of a deposit".—From the Re-

## Glands and Our Pupils

By Miss A. J. DAUPHINEE, Supervisor of Special Classes, Vancouver

YESTERDAY nobody talked about glands unless in a doctor's office but nowadays they provide a growingly familiar topic of conversation. They have got from the vocabulary of the surgeon into that of the humourist. And in that increasing familiarity there is an element of danger. The wisdom of experience is embodied in the proverb regarding the relation between familiarity and contempt.

Accordingly, *The B.C. Teacher* has asked for an informal discussion of certain practical schoolroom problems as illuminated by the dicta of modern science relative to glandular activities and inactivities. While with regard to this problem teachers of certain special types of classes are more concerned than others of their colleagues, no teacher can afford to be entirely ignorant of what the endocrinologists have to tell us of the effects of disturbed glandular action upon our pupils' chances of success.

In every class there is a certain or uncertain percentage of pupils who fail. One cannot have been a supervisor in city schools for 20 years without becoming familiar with the reasons which

teachers advance in explanation of why given pupils are not successfully accomplishing the work of their grades.

"He won't or can't concentrate". "He is not growing, physically or mentally". "He forgets overnight". "If things do not please him he goes into a temper tantrum". "He is never still a minute; always fidgeting, tapping with his feet or twisting his pencil or tie". "He is restless and irritable or quarrelsome". "He is too energetic; I can't give him enough to do". "He is a slow thinker". "He is growing too fast. Look at his arms and legs!" It all sounds very familiar, does it not? You and I could continue the list of such criticisms almost indefinitely. What do they mean? What have they in common?

Certainly these schoolroom judgments make it plain that the behaviour reactions of a child determine his attitude toward study and make all the difference between success and failure in the schoolroom.

In an effort to find the cause of the pupil's inefficiency we use standardized tests of mentality and manual dexterity; we get family history, school history, social quotient, emotional reactions, home behaviour, playground behaviour. We study the child's medical card and his progress record card, and we try to place him in the group in which he can function to the utmost of his capacity. But many, many times one has wondered whether, once in a while, there might not be some physical and remediable cause.

Recently an authority on gland therapy said in my hearing that medical care was needed in 95 per cent of educational failures.

Take the pupil who, as we say, cannot or will not concentrate, who is inattentive and who (quite probably) is continually bothering the other children. Schoolrooms will less often be unnecessarily unhappy when teachers realize that ordinary disciplinary measures may merely make such a child more troublesome. The fact is not that he will not work but that he cannot work. He does not know what the matter is, but he is distracted, over-aware of his own body.

In such a case the tension is probably due to insufficiency of calcium. The

port of the Committee on Finance and Industry, London, 1931; par. 74.

4. "The credits created by the Bank of England in favour of its depositors . . . caused a large increase in the deposits of the bank. Further, the need of the Government for funds wherewith to finance the war in excess of the amounts raised by taxation and by loans from the public has made necessary the creation of credits in their favour with the Bank of England. Thus, the total amount of the bank's deposits increased from, approximately, £56,000,000 in July, 1914, to £273,000,000 on the 28th July, 1915 . . . The balances created by these operations passing by means of payments to contractors and others by joint stock banks have formed the foundation of a great growth of their deposits, which have also been swelled by the creation of credits in connection with the subscriptions to the various war loans".—From the Cunliffe report on currency and foreign exchanges, p. 4.

youngster's conduct will in such circumstances be characterized by restlessness, fidgeting, foot-tapping, wriggling, and other such annoying habits only too familiar to teachers. If we check with the home we probably find that the child's sleep is disturbed—owing, of course, to his inability to relax; that he is hard to feed and dislikes milk—the best source of calcium; that he has poor teeth; possibly that in babyhood he had a history marked by rickets, an indication of the extreme of lime deficiency.

Calcium is the insulating material of the nervous system, and the child deficient in calcium lives in a body unprotected against over-stimulation.

Today, thanks to cod liver oil and similar preparations, viosterol, orange juice, etc., lime-starved children are not so numerous as formerly they were; but there are enough of them still, and adults of any age—whether rich or poor, bright or stupid—may also suffer from lime-deficiency, revealing itself in many diverse symptoms. There may also be need for phosphorus, as well as vitamins and sunshine, but it seems necessary here to emphasize the fact that if our pupils are lacking in calcium, they and we are terribly handicapped.

The glands essentially concerned with calcium absorption and utilization are the parathyroids, situated in the vicinity of the throat, and the pituitary gland, at the base of the brain.

Calcium is a simple thing to give and take but its effects are ramified widely throughout an individual's life. It is strongly urged that such medication be considered when one has to deal with a non-concentrating, irritable individual, particularly one of school age. It means all the difference between success and failure for many a child. Yet caution must be urged against indiscriminate use of calcium. There is an exact technique for the determination of the calcium content of the blood, and the need, dosage, and so forth, must be determined by a physician. Children can be given too much viosterol, too much calcium. Avoid over-enthusiasm for these remedies and remember that not all irritability is due to calcium deficiency.

Now let us look at another reason commonly given for school failure. "He forgets overnight". Forgetfulness assails us all at times and we are inclined to blame it on the multiplicity of data that we are called upon to remember; but surely that excuse does not explain the lapses of children who (for example)

forget their spelling words as soon as they are "learned". Possibly the trouble should be traced to a low I.Q., or to some infection of eye or ear, or to ground work not properly taught, or again, to a lack of the normal amount of thyroxin, the secretion from the thyroid gland. Forgetfulness is a common symptom of hypothyroidism. However, it may be that the child is deficient in pituitrin, the secretion of the pituitary gland, disturbance of which may manifest itself in many forms.

Thyroid medication has been an established procedure for many years but pituitary feeding is still somewhat new and careful control is necessary.

The pituitary gland has a determining part to play in matters ranging all the way from sex to gigantism, from stomach ulcers to strabismus. Indeed the pituitary is the master gland of the body. Its normal functioning makes for clear thinking and excellent physical growth and, correspondingly, a disturbance of its functions may mean a small and stunted body and poor mental growth. These things may be remedied by wisely directed pituitary feeding.

Sometimes the pituitary is exhausted by the heavy demands of a rapidly growing body. We have all met the excessively long-armed, long-legged individual who fails to make his grade. In such cases, handedness is seldom well established. Often in the simplest academic tests there is manifested a conflict between the hemispheres of the brain.

A large percentage of the reading problems that so perplex everybody concerned arise in the case of children having a pituitary deficiency. When physical handicaps are cleared up by means available to the physician, improvement in learning begins and annoying behaviour ceases. Indeed it is very often simply a kind of compensation for low pituitary.

When the pituitary is functioning normally, exercising its controlling influence over the other glands, there come to our classrooms children who—granted the normal initial endowment of intellectual capacity—are eager to learn and easy to discipline. They will show natural interest in their tasks and will be able and willing to concentrate attention upon them. They will progress from step to step and grade to grade as normal children—the type for which our new curriculum was designed.

A deficiency of pituitrin seems to cause even more disturbance in everyday behaviour in the case of normal children



than in the case of subnormals. Such disturbance may reveal itself in many ways but, as a general rule, the hypopituitary pupil is over-weight; his wrists and ankles are unduly slender; he is phlegmatic; his memory span is poor and in consequence his achievement in reading and in any other subject dependent upon reading is likely to be poor; his pulse is likely to be slow and his temperature subnormal; his eyes do not function well; he fatigues rapidly, concentrates poorly and learns slowly. The longer he is compelled to stay on the job, the more errors he makes. It is enormously important for the teacher to realize that in spite of all this the child's intelligence quotient may be normal, perhaps higher than the average. The earlier a diagnosis is made and the indicated medication is begun, the better will be the chance of such a child for complete recovery and for success in his school work.

Children suffering from remediable pituitary deficiencies but possessed of normal intellectual abilities may be misjudged as feeble-minded or subnormal, because unattractive, immature, and unable to make good in school or in their social group. If nothing is done for them,

as time passes the iron enters into their soul. Their intelligence quotient apparently lowers with the passage of the years and the disuse of their powers. They drop out of school at the earliest legal age to swell the sad army of the permanently hopeless and inefficient.

But all pituitary deficient are not of the type I have been describing. Some are high strung, emotionally unstable, and (at the least departure from routine) even hysterical—kicking, screaming, perhaps biting. Bad habits become fixed, under such excuses as poor eyesight, nervousness, illness, and so on, and thus are established two things requiring cure instead of only one. The need for corrective gland treatment is complicated by the need for corrective habit training. Often the teacher is left to cope with unsocial habits that are the fruit of physical conditions while the poor body of the unfortunate pupil is left to struggle unaided, lacking the secretion which it craves and needs and which would make all the difference both in the learning process and in behaviour.

The discussion of related aspects of our problem must be left for some future number of this magazine.



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## Shortcomings and Possibilities in Rural Education

By H. N. CAIRNS, Principal, Okanagan Falls School

AFTER having spent a few years as teacher in rural communities, the writer has come to feel that the lot of rural youth is not what it should be. One has only to look around and see that country youth is, probably through no fault of its own, developing a defeatist attitude. Can one wonder? Here is the average rural boy or girl of today provided with few or no opportunities to earn himself or herself a profitable living. He can no longer look to the city for employment as one can readily see there is a large surplus of employable young men and women who are only too eager to seize any opportunities for modes of livelihood in the city. What can be done to aid rural youth to become self-helping?

Let us consider the chances that young people, residing in the country, have for rehabilitation today. Most country boys and girls leave school at the end of the eighth or ninth grades, and in spite of, yet because of our system of rural education, they are not equipped to earn themselves a living with much of any future attached to it. All due credit must be given to the Department of Education for providing excellent High School Correspondence Courses, but it requires a boy or girl with remarkable will-power and ambition to complete his or her secondary education without the aid and guidance given by regular high schools. Then again the subjects offered by the correspondence courses are academic in nature and interest many but slightly as they have no intention of entering any occupation demanding university training. We find rural young people asking for training along practical lines to assist them in securing gainful occupations.

The situation is not, however, without a brighter future. Much is being done nowadays to help these young people to help themselves. Most admirable work is being carried on in many rural areas by the Provincial Recreational Centres in providing young people with wholesome physical activities, exemplifying the motto: "Healthy minds in healthy bodies". The Department of Education is to be congratulated for its efforts to supply young men and women with vocational instruction which they could not

otherwise obtain except by attending technical or vocational schools. The writer could not go without warm words of praise for the recently established Dominion-Provincial Youth Training Schools under the direction of the Department of Extension of the University of British Columbia.

Having been connected with local efforts to bring one of these schools to this district, the writer was profoundly impressed by the results achieved by the Youth Training Plan in this, its initial year in this province. As many readers likely know, these travelling schools attempt to bring rural youth practical instruction in agriculture, home economics, and handicrafts as well as non-vocational experience in public speaking, co-operative effort, folk dancing, and physical recreation. Space does not permit the writer to delve into all the merits of these folk-schools, but he hopes the Editor of *The B.C. Teacher* will prevail upon Mr. K. P. Caple, the chief instructor of the Youth Training Schools in this province, to write an article for our magazine some time in the near future.

The solution to this problem of rehabilitating rural youth can't be reached in a year or by the efforts of the country people themselves. They must have help. It is of little avail to expect rural school authorities to provide the boys and girls with a practical and satisfactory system of education. Even the consolidation of several school districts will not present a solution to this problem of financing schools on a basis of land taxation. The writer believes that the government should enact legislation to provide for some other and more satisfactory method of paying for education.

It is, of course, within the power of school boards to impose a poll tax on all persons, resident in a district, who do not pay any property tax; but to collect the aforementioned poll tax is another thing. The writer certainly appreciates the extremely difficult task of arriving at a fair and workable method of financing schools and while he does not suggest any definite means of deriving the tax, asks that there be a broadening of the basis of taxation. His opinions are shared by the

## Science Readers in the Elementary School

By SHIRLEY MAYSE, *Lord Nelson School, Vancouver, B. C.*

THE policy of supplying elementary schools with incomplete sets of supplementary science readers seems, in part at least, to be dictated by a holy horror of their use as "textbooks". This implies that the science teacher, if entrusted with 40 identical books, would immediately assign a number of pages to his pupils, retire to his desk for a brief nap, then re-emerge to catechize rigorously on the assignment. Such a policy speaks little for either the calibre of the teachers or the quality of the supervision.

At present all the child's science information has to be presented to him *viva voce* by the teacher, written on the blackboard, stencilled on time and paper consuming mimeographed work-sheets or obtained by individual "research" in the library. Undoubtedly individual supplementary reading assignments in the library are of great value. But to teach pupils how to use reference books intelligently and speedily requires many carefully supervised lessons—far more than the library teacher can afford to offer. Proper habits of reading for information would be greatly helped along by careful classroom instruction by teachers of science (and other subjects) to classes provided with identical books and thus able to take concerted action. Contrast with this the time-wasting and often, of sheer necessity, inadequately supervised page-turning and unintelligent skimming

school boards of neighbouring municipalities which have just presented their school budgets for 1939 and their opinions of our present form of financing education.

If and when we can secure a suitable method of financing rural education, would it not be ideal and very practical to have established in the more populous rural and semi-rural areas trade or vocational schools in which rural youth could obtain instruction suited to its needs and desires. The writer firmly believes that such an innovation in rural education would do away with, as Mr. J. A. Smith of Birch Island School, terms "a shocking waste of brains".

As the writer is in as great a quandary as anyone as to the possible and probable solutions of the pressing problems of rural education, he trusts the reader will forgive him for wandering off on tangents in this article.

over the surface that often now goes on when a single class is provided with two or three different "supplementary" readers.

Teachers who prefer to have their classes work with full sets of books can circumvent the present policy only by having their pupils sit two in a seat. But this is by no means wise, involving, as it does, health hazards, unequal reading rates, the confusion attendant upon seat-changing and the inevitable dissipation of concentration. Also, under such conditions written assignments on reference reading are almost impossible. True, written exercises can be done by the pupil on his return to his own seat but such a plan induces slavish memorization of isolated facts and places a premium upon feats of memory rather than upon the intelligent use of material that is for use rather than for memorization and will always be available except on the hypothetical desert island.

A second plan resorted to by teachers who wish to make use of the excellent supplementary reading matter and illustrations, under optimum conditions—one pupil one book—is to arrange classwork in two or more shifts. This method, however, is quite impracticable under present time allotments and over-stuffed programmes of study.

In conclusion, one is tempted to ask, "Why, after all, this abhorrence of the 'textbook'? Why this timid avoidance of the mastery of certain rudimentary facts presented in a suitable graded basic text?" Adults, when faced with the task of mastering some new subject or phase of a subject betake themselves first of all to some elementary and basic "text" rather than to a superficial exposure to half-a-dozen reference books which may prove misleading by their very brevity.

My contention, and I realize that it is not a fashionable one today, is that in certain subjects at least, children should still have facilities for digging out for themselves and mastering a number of the simpler and more elementary facts of the subject they are studying. (Shades of Mr. Gradgrind may fittingly be evoked here!) A few carefully planned and supervised assignments of the old discredited "textbook" variety do place upon the pupil a responsibility for real mental exertion that is all too seldom met with in the elementary schools today.



## Education in South Africa with Particular Reference to Transvaal Education Department

By JOHN GILMOUR, *Exchange Teacher from South Africa, Penticton*

THE system of education in the Transvaal may be compared with that of British Columbia in the following general terms. The Transvaal has a highly centralized system that brings the child to the school, and is regarded as a state responsibility; while it seems to me as if the system in British Columbia is more or less decentralized, the school is taken to the child and the responsibility is divided amongst the Provincial authorities, municipalities and local trustees in the province. With so many differences existing in the various school boards I am basing my opinions on what I have seen in the Okanagan Valley.

It would help to understand the system if I mentioned very briefly how each province is financed for its education. In the Union Parliament (we have only *one* parliament and it is equivalent to the one at Ottawa) there is the Minister of Education who is responsible for education throughout the whole Union of South Africa. Each year he budgets for a certain amount of money from the Union treasury for the administration of education in each of the provinces. This money from the general state revenue is then divided amongst the provinces and is used to pay for 100 per cent of the expenses of education in the province. There is no Education Tax as known in British Columbia.

The Provincial authorities use this grant, received from the Minister of Education, to pay for the administration, salaries, books, material, equipment, tuition up to matric, buildings, grounds, pensions, training of teachers, etc. Because the state pays for all this without getting any financial assistance from the municipalities I have described education as "a state responsibility".

In each province there is *one* Education Department, and it determines the salaries, pensions, appointments, dismissals, promotions, purchases and distribution of textbooks and material, upkeep of buildings and grounds, courses of study (in co-operation with the Teachers' Associations), conditions of service, inspection and administration of the schools in the province. This centralized system means that all teachers are under the

same conditions of service, pensions, appointment, dismissal, and that each teacher is paid a salary according to his qualifications and experience no matter whether he teaches in the rural school or in a city school. Since his salary and annual increments are on a fixed scale, a teacher is not barred from considering appointment in a country school because of financial differences in salaries, as might be the case where the rural salary is lower than that of the city. Nor is the salary of a teacher affected by rich cities and poor municipalities, or drought or insect pests or any of the many things that influence the taxes in local areas. In the matter of school material and textbooks each child is allotted a certain amount of money to be spent at the discretion of the Principal of the school, so that the children receive the same financial treatment in the rural schools as they do in the city schools: because of one central authority in all matters I have described the system as a "highly centralized system".

There still remains an explanation of the statement, "brings the child to the school". Instead of having several small schools each with one or two higher grades and a few pupils in each grade, or several *one-man* schools with eight or nine pupils in each, the Transvaal method is to build one school in a fairly central position and bring the scholars from the small communities to the central school. Some children are loaned donkeys to come to school, others are brought in by bus, and those that live too far away to come back and forth daily are allowed to stay in the hostels attached to the school. These hostels are maintained and supervised by the Education Department. The argument for *bringing the children to the school* would be something like this. It is more economical to pay for the keep of two teachers and 50 scholars in a hostel and one school than for the salaries of five teachers in five schools with 10 pupils apiece. This method of having a central school is carried out wherever it is practicable.

Rather than go into any more detailed descriptions, I think the best interests could be served by taking many of the

salient points of difference and crystallizing them under headings with occasional statistics.

#### Normal Training

This comes three or four years after matriculation, for the lower or higher certificate respectively. A 4-year student generally graduates with a university degree and a professional certificate, because the Normal is attached to a university. While in training the academic and professional sections of the certificate are taken at the same time. There are no summer school courses. Tuition at the Normal is free, and in certain cases the Education Department helps a worthy student to become a teacher by advancing him the necessary money to pay for his university fees and boarding expenses while in the Normal hostel. This money is loaned without any interest charges, and is paid back in small instalments from the monthly salary. My own parents could not afford to send me to the university, so I borrowed money under the scheme mentioned above and qualified as a teacher under the Transvaal Education Department. This is just by the way, Mr. Editor.

#### Staffing

For the last 10 years there have been on an average 25 pupils per teacher in the elementary schools and 22 in the senior schools. The latest report I have shows there are about 60 per cent men and 40 per cent women in the profession.

Schools commence about 8:30 a.m. and close at about 1:30 p.m. with a short recess about 11:00 in the morning. Enrolments of over 600 are not encouraged, the school is split if the numbers exceed this, so that the Principal has more opportunity of having individual contact with his pupils. The opinion of experienced Principals is that 600 is about the greatest number to which any one principal can give individual attention.

#### Pensions

Men are retired at 60 and women at 55. The contribution is about 5 per cent of the salary, and upon retirement the teacher receives one-sixtieth for each year of service of his final salary: e.g., 30 years service would entitle a teacher to thirty-sixtieths or one-half of his final salary per annum. Women teachers upon marriage must resign and are paid back their pension contributions plus 5 per cent interest.

#### Leave

The school year is made up of 200

teaching days. Besides the ordinary school holidays and sick leave, there is "accumulative leave", better known as "long leave" by the teachers. For each year of service you are credited with 12 days long leave on full pay. After about eight years a teacher has sufficient leave to cover a school term, and is then entitled to apply for it. If the leave is granted, and it usually is, the teacher is in the happy position of having three months leave on full pay. Many go overseas to spend their leave.

#### Courses of Study

These are planned by the Department after consultation with its Inspectors and the Teachers' Associations. There is a course for the urban schools and another with an agricultural bias for the rural schools. The courses are not worked out in so much detail as are those in British Columbia.

#### Inspection

It is interesting to note that in the Transvaal the Inspector is officially known as "An Inspector of Education" and not Inspector of Schools. This change was made a few years ago because the newer title gives a more accurate description of his duties. The Inspector makes his rounds regularly, but does not report on a teacher individually unless the teacher has been considered inefficient. Under those circumstances the Inspector makes a special visit to that particular teacher. Otherwise and normally the Inspector reports on the school as a whole, and the Principal reports annually on the individual teachers on his staff. The Teachers' Association as well as the Inspectors is of the opinion that it is impossible to truly and accurately assess a teacher's value in one visit of one day or half a day a year, and that the Principal, who is there all the year round, will know the strong and weak points of his staff individually. When teachers are applying for appointment, Inspectors' or Principals' reports are not required to accompany the application, but they can be called for if desired.

#### Subjects Taught in the Elementary Schools

The subjects are the same as in British Columbia with the following additions: Bible History, Needlework in all grades, Manual Training (Woodwork) for the boys, and Domestic Science for the girls in the two upper grades. Being a bilingual country all pupils are taught a second language.

#### Salaries

There are several grades of Principal-



ships, and different types of assistants and professional certificates, higher or lower, with and without a degree, elementary or senior high school. I shall give the salaries of a few of the typical examples. For several years in the past the Department has given a teacher an extra allowance of \$150 if he has a degree. (I have assumed an exchange rate of £1=\$5.00).

#### High Schools:

Principals: Men, \$3625—\$125 (increment) \$4625 (maximum); Women, \$2800—\$100 (increment) \$3600 (maximum).

Assistants: Men, \$1800—\$100 (increment) \$3000 (maximum); Women, \$1425—\$75 (increment) \$2250 (maximum).

**Elementary Schools:** As there are five classes of these schools I will give the highest and lowest commencing salary for Principals:

Men, (highest grade) \$2800—\$3750, lowest grade, \$2250—\$3150).

Women (highest grade) \$2125—\$2945, lowest grade, \$1665—\$2425).

For Assistants there is no grading of salary except on the basis of higher or lower certificate:

Men (higher certificate) \$1350—\$75—\$2700, lower, \$1150—\$50—\$2100.

Women (higher certificate) \$1100—\$50—\$2100, lower \$950—\$50—\$1575.

#### The School Farm

The rural child who desires education of a standard higher than that of the elementary school has two avenues open to him. First, he can go to a boarding school with hostel attached, as described in an earlier section, or, second, he may go to a school farm. This is one of the most recent and most interesting developments undertaken by the Transvaal Education Department, and is helping to stem the tide of rural children that were drifting to the cities.

At the School Farm the Government provides the initial buildings, the seed, ground and implements. The boys, under

the guidance of the teachers, till the soil, plant the seeds and then harvest the crops. The produce is then sold back to the Domestic Science section of the school so that the boys can learn the marketing of their crops. The girls buy the food for the school and have to cook and serve it, and they attend to the laundry, mending, and any household duties that are required in the home on a farm. In the early mornings the boys milk the cows and sell the milk and cream to the girls, who make butter, cheese, etc., for the whole school. When the boys and girls have done their duties about the farm they go to the school where they receive the best of tuition up to Form III (Grade X in Canadian rating).

The school becomes to a large extent a self-supporting unit, and any outside expenses are met by the Education Department. The children receive agricultural education along practical lines and, not having been educated under a city code, they do not have that hankering after city life. They are anxious to get back to their homes and try out for themselves what they have learnt at the Farm School.

Do I need to explain that when I say the girls buy the food from the boys, etc., that no actual cash is handled? The ruling market prices are taken and all the transactions are in reality only paper transactions, but records are kept and at the end of the year they can balance their budgets in exactly the way they would have to do if they were actually working on their own farms. Also these School Farms are available for any children in the rural areas, and not limited to the sons of rich parents.

The teachers and children are resident in the Farm School hostel.

If there are any other points readers of *The B. C. Teacher* would like to have explained in more detail I will do my best to supply the required information.

#### MARCH

GEO. K. SANGSTER, *Livingstone School*

**H**ERE'S March,  
With blustering gales, and glints of sunshine,  
Peering through the hustling haze;  
With swelling buds and catkins bringing  
Promise of more fruitful days;  
Yet bearing still the nodding Winter,  
Anxious lest he wake, and with some dawn  
It find those gracious promises withdrawn.



## Proposed B. C. T. F. Sick Benefit Fund

By A. T. ALSBURY, Chairman, Sick Benefit Fund Committee

THE Editor of *The B. C. Teacher* tells me that he is receiving letters from readers of the magazine enquiring as to progress and proposals relative to the organization of a Sick Benefit Fund to the advantages of which all members of the Federation would be eligible. Accordingly, the following summary of the report on that subject which is to be dealt with during the April convention is submitted, though with a full consciousness that it is not in the form most suitable for a magazine article.

I wish first to express grateful appreciation of the work that has been done in laying the foundations of such a scheme by my colleagues on the committee charged with that responsibility: Mr. R. Atkinson of Vancouver Principals' Association, Mr. Ewart Whatmough of Vancouver Elementary Teachers' Association, and Mr. Edgar of West Vancouver Teachers' Association.

The Federation Executive Committee authorized the appointment of the above committee at a meeting held last December. Since that time the committee has studied similar schemes operated by the Ontario teachers and the Vancouver secondary teachers.

As a result of its investigations, the committee has prepared the following proposed plan which will be submitted for consideration at the annual convention:

I.—*Membership*—Open to B. C. T. F. members only.

II.—*Benefits*—For the purposes of benefit payments and contributions it is suggested that the members be divided into three groups as follows:

A—Teachers employed by school boards which do not allow sick pay to accumulate, and whose annual sick pay privileges for teachers do not exceed 10 days:

Contributions	Benefits
\$3.00	\$3.00
\$4.00	\$4.00
\$5.00	\$5.00
\$6.00	\$6.00
\$7.00	\$7.00
\$8.00	\$8.00

(i) That, in this group, benefits shall be payable at half the rates as shown above, from the 11th to the 20th (inclusive)

teaching day of absence from duties on account of sickness or accident.

(ii) That benefits at full rates, as shown above, shall commence on the 21st day of absence.

B—Teachers employed by school boards which allow 10 days' sick pay plus 10 days' accumulated sick pay, a possible total of 20 days in any one school year:

Contributions	Benefits
\$2.70	\$3.00
\$3.60	\$4.00
\$4.50	\$5.00
\$5.40	\$6.00
\$6.30	\$7.00
\$7.20	\$8.00

(i) That, in this group, benefits at full rates, as shown above, shall be paid commencing on the 21st teaching day of absence on account of sickness or accident.

C—Teachers employed by school boards which allow 10 days' sick pay plus 20 days' accumulated sick pay, a possible total of 30 days in any one school year:

Contributions	Benefits
\$2.40	\$3.00
\$3.20	\$4.00
\$4.00	\$5.00
\$4.80	\$6.00
\$5.60	\$7.00
\$6.40	\$8.00

(i) That benefits at one-half the rates shown above shall be paid from the 21st to the 30th (inclusive) teaching day of absence on account of sickness or accident.

(ii) That benefits at full rates, as shown above, shall be paid from the 31st teaching day of absence on account of sickness or accident.

(NOTE: The foregoing suggestions attempt to adjust the plan to the varying sick privileges enjoyed by teachers without jeopardizing these privileges in any way, and at the same time to make the plan attractive to all teachers).

Some attempt has been to make the contributions slightly smaller for teachers who, on account of additional sick pay

accumulation, will not be entitled to draw benefits for short illnesses. This group may feel that a greater range of contributions should have been made.

Another view would be that this is a co-operative enterprise and that all should pay the same contribution, especially in view of the low cost of this protection. Some teachers may not object to paying the same contribution for slightly less attractive benefits in view of the fact that they enjoy better sick pay privileges.

The convention delegates must decide which is the most desirable plan of levying for contributions.

III.—That, in each group, the maximum number of days for which benefits are payable in any one year shall not exceed 60 teaching days.

IV.—That there be an initiation fee of \$2.00.

V.—That members who join later be required to pay an additional \$2.00 for each year eligible to join and not a member, in order that they may bear their share of the accumulated reserve fund.

The decision as to the advisability or otherwise of inaugurating such a fund rests with the Convention. If the decision is a favorable one, it is desirable that early steps be taken to implement the plan. In order to comply with constitutional requirements, the committee is presenting notice of motion embodying the necessary amendments required to establish a sick benefit fund. Should the Convention be opposed to any proposal in this direction, the amendments will be withdrawn by the committee.

Copies are being forwarded to all Local Associations prior to the Convention. Owing to lack of space in this issue of the magazine, it has not been possible to publish the amendments referred to above. However it seems desirable to include here certain additional information showing how attractive sick benefits plans may be.

A.—Examples of maximum benefits which may be drawn by a member (Group A) who is entitled to draw the maximum amount of benefits for a lengthy illness:

Monthly Salary	80% of Salary	Group	Max. Benefits Which May Be Drawn	Annual Cost of Protection	Cost per Month
\$75	\$60	\$3 per day	\$150	\$3.00	*30c
\$100	\$80	\$4 per day	\$200	\$4.00	40c
\$150	\$120	\$6 per day	\$300	\$6.00	*60c
\$200	\$160	\$8 per day	\$400	\$8.00	*80c

VI.—That members of the fund shall not be eligible to join any group in which the benefits payable are in excess of 80 per cent of their salary.

#### Advantages of Such a Fund

1. Low cost protection for teachers who are unfortunate enough to have a long illness.

2. Provides protection at cost. The surplus over operating costs does not become the profits of an insurance company but remains the property of the members of the fund.

3. Members' attention is drawn to the fact that the plan is quite attractive in that while there is a waiting period before benefits are drawn for the first illness in any school year, benefits commence on the first day of absence for any subsequent illness.

The plan outlined by the committee is submitted merely to serve as a basis for discussion. The details of the plan may be modified in any manner the Convention delegates suggest, provided that proper safeguards for the building up of a stable fund are borne in mind.

(\*Less unexpended portion of contributions per member which is carried in the reserve fund).

#### B. Ontario Secondary:

1. In operation over 10 years.
2. Total benefits paid: In excess of \$19,000.
3. Accumulated reserve: In excess of \$15,000.
4. Benefits: \$10 per day from 21st day.
5. Annual Contributions: \$4.00.

#### C.—Vancouver Secondary:

1. In operation since March 1, 1938 (12 months).
2. Total benefits paid: \$380.00.
3. Total accumulated reserve: \$2,700 (approximately).
4. Operating cost per member during 12-month period: \$1.30 (370 members).
5. Analysis of individual benefits paid to date: Teacher "A", \$66; teacher "B", \$330; teacher "C", \$20; teacher "D", \$32; teacher "E", \$32. Total benefits paid to date, \$480.

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# Teachers - Students

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## How Do You Want Your Salary Paid?

By H. E. MURRAY, *Port Alberni*

YEAR after year at Fall and Easter conventions the annual question of 10-Pay versus 12-Pay comes up and will continue to arise, I fear, until such time as a change is made or until some means is found to take a fuller expression of opinion of all teachers of the province rather than the opinions of a group. I am one of a number of teachers who firmly believe this question has never really been voted on by any group truly representative of a cross-section of the teaching body of British Columbia. I give as a reason the fact that those teachers most vitally affected by the present system are the very teachers who cannot attend the Annual Convention. Truly enough, we have delegates armed with proxies; but the use of these proxies has been in too many instances, I think, a joke.

I am not writing this for selfish interests entirely but at the request of a considerable group of teachers who think the question should be taken up more fairly. I firmly believe in the 12-Pay system and know it is in use in many places having very successful educational systems. I think it makes the teacher more contented.

The present 10-Pay system continually gives rise to false impressions of a teacher's salary. It is also used as propaganda by our opponents who are usually so blind they will not see. Some may argue that this is not so, but the fact still remains that it can be proved to be so. Candidates seeking municipal honours, council members seeking to trim down school board estimates, tax-payers seeking relief from taxation and, in many cases, school boards themselves still argue that \$1800 is \$180 per month instead of \$150. This stubborn insistence has a psychological effect that has cost the teachers of British Columbia thousands of dollars because all the people we have to deal with are not enlightened nor broad-minded. This argument was used with such success during the depression that many teachers were forced to take cuts at that time who never would have had to do so if a true picture had been drawn. Many of these cuts were a long time being restored; some have never been restored. Only two evenings ago I had to listen to an alderman who

is fighting the school estimates as he has done for the last seven years. He has had the above untrue statements pointed out to him forcefully each and every year but is still using his favourite propaganda, knowing very well it gives a false picture but might help him to gain his point. It is too good a weapon to drop.

I feel quite sure the present system is unfair to the lower salaried class. (According to the last Annual Report, 398 teachers received \$65 per month gross salary). Pension and income tax had to be taken from this. One-half our teachers get less than \$100 per month net. This unfairness is effective in varying degrees according to whether a person is married, teaches near home or has to travel to the far corners of the province to reach his school.

It works a distinct hardship upon teachers with low salaries who have homes to keep up or who have to help folks at home. Right after a long period with no pay comes Autumn with its extra clothing for the family and extra fuel that must be got in before winter in many cases. These often add to debts already accumulated during last summer. Many of these could save money by buying in August if there were such things as August cheques. August sales are quite common.

It is also a very unfair arrangement to these same teachers, some of whom wish to attend Summer School to improve their status, but who are immediately faced with fees, travelling expenses, rent to pay at home and board to pay away from home, with no cheque from July to October. Many can not afford to run the risk because they have no borrowing power with banks because of their small salaries. I have known two cases where teachers have been in difficulties and borrowed through loan sharks on personal belongings, being forced to repay almost twice the sum borrowed through false interest rates disguised as registration fees, administration fees, etc.

The present system also works a hardship on teachers who take ill or have operations during the summer holidays. Anyone unfortunate enough to be so afflicted would feel better, especially if their salary was not very high, to know

that there would be cheques before the first day of October.

From bitter experience in trying to collect fees for registration in the B. C. T. F. I am forced to believe that fees would come in much more promptly and willingly if the change were made.

I think the arguments used against the 12-Pay system are not quite sound or applicable today. The most common one I hear is intended as a crusher. It amounts in plain words to this: "If you had any business ability you should be able to budget for the summer". Almost invariably one notices that the teacher using this argument either gets a good salary, or is fortunate enough—financially—not to have family ties and responsibilities. He can pack a couple of suitcases and a trunk and be off without summer rent to face. Very often he is

able to go home where he has no board to pay or may even be allowed to run Dad's car.

Again it is argued that several teachers lost their August cheques in the dim past. This could not happen today with the organization we have in the B. C. T. F., cancellation of school boards who do not play the game, etc. Even if it could it would be only a drop in the bucket to what the present system has cost the teachers in reduction of salaries.

Surely there is some way of getting a more representative opinion on this important question than has been expressed in the past.

If teachers in favour of this change feel like supporting it they should instruct their delegates to vote for it at the coming convention.

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B—Biology 1, Chemistry 1, Economics 6, Education 10, English 13, Geography 1, French 1, French 4a, History 10, Mathematics 2a/2b, Mathematics 10, German, Beginners', Latin 1b/2b, Philosophy 3.

C—Botany 1a, Government 1 (or equivalent new course), Economics 10, Education 21, English 19, French 2, History 4, Mathematics 1, German 2, Philosophy 6, Psychology 4, Physics 4, Music Appreciation, Guidance.

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

### TIME-TABLE

	Group A	Group B	Group C
July 3-14:	8-10 a.m.	10 a.m.-12 m.	1-3 p.m.
July 17-28:	10-12 m.	1-3 p.m.	8-10 a.m.
July 31-Aug. 16:	1-3 p.m.	8-10 a.m.	10-12 m.
EXAMINATIONS			
August 17:	8-10 a.m.	1-3 p.m.	
August 18:			8-10 a.m.

*All inquiries should be addressed to the Registrar's Office*

## Why I Shall Vote Against Affiliation with Labour

By R. MORRIS WILSON, *Mission City, B. C.*

THERE is a more or less vaguely realized feeling among teachers that their standing and influence are not all that they desire. With their ambition to make themselves an important and properly-recognized force as community leaders, surely there can be no quarrel. In the pursuit of this great aim, however, the greatest care must be taken lest some will-of-the-wisp be rushed after down some enchanting path which, unfortunately, leads to some other end.

To show that labour affiliation is a danger of this kind, and that there is another course open, is the purpose of this article.

It is emphasized that Trades Unions have always shown themselves to be supporters of advances in public education and of improvements in the position of teachers. While the teachers must necessarily value this assistance, there is no particular reason to suppose that the amount of aid forthcoming is dependent on whether or not the teachers affiliate. Union members are alive to their own interests, and see in bigger and better education the avenue for the advancement of their own sons and daughters.

The fact that certain organizations have at time of depression often endeavoured to cut down on education costs to an unjustified extent does not mean that capitalists all wish for the existence of a large and ignorant surplus of labour. Employers are not notoriously enthusias-

tic over the products of our educational system, and it would seem that closer personal contacts of teachers with employers and similar community leaders could very well be just as advantageous to the standards of education as the formation of similar associations with those in the ranks of Labour, and might well result in more generous and ready support. Both contacts are desirable, even necessary. Education needs the assistance of all sections of the community, and this will be obtained only if all are convinced of the value of the instruction given.

Then there is the argument that the place of teachers is among the "workers with hand and brain," which, on the surface at least, is logical enough. However, on examination it appears that most of those who use this expression have an arbitrary meaning for it, for not all real workers are included. To suggest that high-salaried executives and owners of businesses and such like lordly capitalists do not in general work, often extremely hard and effectively, with their brains, is the height of the ridiculous. The financial criterion is not the gauge either. There are plenty of persons and other professional men who are no better off than many of our teachers. If a fear of, or a belief in, capitalist or some kind of financial exploitation is required to enable one to be termed a "worker" or "producer" in the restricted sense referred to, then there are many besides teach-

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ers who might well be invited to affiliate with Labour. The farmer and the clergyman come most readily to mind. All in all, the argument that teachers should align themselves with members of Trade Unions simply because both do useful work for a not always satisfactory amount of money is not conclusive.

It is also stated that affiliation would do much to remove the barrier of isolation which separates teachers from the Industrial Life of the Community, and to remove the impression of standoffishness often held by Labour. These are most desirable objectives, but it must be queried just how much affiliation would actually tend to bring increased personal contacts between individual teachers and members of Trade Unions. Even assuming this to be accomplished satisfactorily, it surely cannot be argued that this is the only direction in which we should look to form associations. It may be held that affiliation with organizations of employers might well be even more valuable in broadening teachers' viewpoints and in enabling them to realize more fully what the world expects of those leaving school. All teachers are to some extent giving instruction in guidance, and this most valuable function can best be carried out if the teacher has at least a vicarious experience of as many phases as possible of the everyday world through which his pupils must someday scatter themselves. This experience teachers can best gain by cultivating numerous varying personal contacts, without any form of affiliation, which would tend to erect a barrier between those in the affiliation and those outside.

Other statements assure us that, for the sum of \$500 or \$600 a year, the teachers can form an alliance, profitable both materially and otherwise, and yet with nothing to worry about in the way of political movements, or local affiliation, or strike support, or anything in the least inconvenient. The money should not cause hesitation if we knew that it would definitely enable us to get assistance in our aims that we do not get now, but this is not all that would be expected of us. The delegate from the Trades and Labour Congress who spoke at the Fraser Valley Convention last November made it quite clear, and rightly so, that the Congress would expect the teachers to contribute much in thought and effort to the Labour movement.

Again, there is no assurance that the Labour movement will remain even nom-

inally non-political, or that Labour will be free from internal disputes, and the risk of being involved in political entanglements or a Labour civil war appears very real and very much to be avoided.

Then, too, if one of the blessings of affiliation is to be the *rapprochement* of teacher and trades unionist, it is difficult to see why the non-existence of local affiliation should be considered a point in favour of the wider alliance.

It is altogether idle to suppose that affiliation can commit us to almost nothing. If it is to be more than mere word or gesture, then it must involve some curtailment of our freedom of action in consideration of our affiliates. We would not wish to join in some lukewarm, half-hearted manner. The suggestion that we could disaffiliate ourselves if we found the situation not to our liking, indicates a possible course, but not one that we should receive great credit for following. The inference taken would be either that we were fair-weather friends, or that we were inclined to hasty, ill-considered action. Let us look before we leap, for, especially in a matter of this gravity, we should lose if a step were taken which had shortly to be retraced.

There has yet to be placed before the teachers of the province a clear, detailed statement of all that is involved in the proposed affiliation—what the teachers can expect, and what is expected of them, as affiliates. What definite aid could we call on the Congress for that would not now be given us? How could a Dominion body assist us, a provincial body, effectively if we have not also local affiliation? How often, and under what circumstances, would our representatives meet the Congress? To what extent would we be bound by decisions of the Congress? To what extent can the Congress call on us for aid or work? Without definite answers to questions like these, the path of affiliation appears most uncertain.

One point advanced in favour of affiliation is that it could not affect our professional standing because that can scarcely be said to exist. This may be true at present, but it must be remembered that Labour affiliation would be no help in gaining professional standing, if it is considered that that should be striven for. And surely this is so. The great names in teaching—Pestalozzi, Arnold, Montessori, for example—are worthy to rank with the leaders in any profession. If any from the ranks of



# Oregon Summer Sessions

Teachers of British Columbia, if they are going away for summer school, are invited to come to the Oregon Sessions. There are seven from which to select:

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July 31—September 1

PORTLAND SUMMER SESSION, Portland

June 19—July 28

INSTITUTE OF MARINE BIOLOGY, Coos Bay

June 12—July 21

OREGON NORMAL SCHOOL, Monmouth

SOUTHERN OREGON NORMAL SCHOOL,  
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EASTERN OREGON NORMAL SCHOOL,  
La Grande

June 5—July 14

July 17—August 18

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Trades Unions are equally deserving of remembrance, it is not because of their skill as artisans, but rather because of organizing ability and contributions to social philosophy. The elevation of teaching to the status of a profession may take time, but it will be productive of far more good to society and to the teachers than could any affiliation with any group.

If our relation to the community is not to involve closer association with Labour only, some other view of this relation must be formulated. It is most strongly submitted that it does not mean affiliation with any section, labour, capital, or other, but rather the cultivation of friendly contacts with, and sympathetic understanding of, all groups into which humanity tends to divide itself. The teachers' organization should not definitely align itself with any body which represents a division of the community.

Teachers, like doctors, lawyers, and clergymen, play a role which differs from that of ordinary labour groups in that they do not produce the material things of life, and in that they come in direct contact in their daily work with members of all possible sections. As they have to instruct those of all classes (or whatever one chooses to designate these divisions), so they must, as teachers at least, maintain an attitude of impartiality on all matters which tend to split the citizens of the country into two or more factions. To judge from letters to the press and remarks heard here and there, parents and others are not all satisfied even now that there have been no attempts, conscious or otherwise, at indoctrination by the occasional teacher. Affiliation with Labour would afford these critics further ammunition. Indeed, if this step were effectively taken, the tendency would be for the teaching profession to be recruited solely from the ranks of those with "labour views." This would cause a lack of the vigour and balance coming from variety in the teaching personnel, and would make it more difficult, if not impossible, to avoid a certain bias to the influence teachers cannot help exercising over their pupils. No enthusiasm for a cause can justify teachers taking advantage of their position, nor can allowing themselves to be blindly led along a path excuse the logical results of such action.

The great duty of teachers in this respect is to make democracy more than a mere catchword, more than a belief to which only lip-service is paid. The pecu-

liar pride of democracy is that it gives opportunity to opposing ideologies to struggle freely for supremacy. It is the birthright of our teachers that they be instructors in the principles and practice of the democratic ideal, and they need beware lest they sell it.

To conclude, affiliation would only be justified if there could be simultaneous affiliation with all other large groups, if teachers were unanimous in its favour, so that it could not cause an internal schism, and more important, if the attitude of other sections of the community were such that education could be saved only by a Teacher-Labour alliance. None of these conditions holds today.



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It's easy to see why teachers stress and dentists encourage these classroom drills in gum massage. They know how little healthful exercise modern soft foods give the gums, and how prevalent is the tendency toward lazy, soft and sensitive gums. Robbed of the work and

stimulation they need to remain healthy, gums often signal their distress by that warning tinge of "pink" on your tooth brush.

To help invigorate these lazy gums, says modern dental science, give them the regular stimulation of massage. Many modern teachers follow this precept by holding classroom drills, explaining the simple technique of gum massage. The index finger is placed on the outside of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. The children are told to practice this massage at home to speed up circulation in the gum tissues—to rouse sluggish gums to a new and healthier soundness.

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*Published in the Interest of Better Health by Bristol-Myers Company of Canada, Ltd., Montreal, Que.*



## Some Saline Solutions

By D. COCHRANE, *Ocean Falls*

**A** LESSON on saline solutions seems to belong to Science III, Unit II, Sections E and F; but some of it can be used wherever children are discussing solutions, or mixtures, or metals, or molecules.

Snow and salt are chemicals easily come by in these days, and every country store keeps saltpeter, for use in salting meat. Sardine cans (their edges well hammered down by Bill) make good demonstration dishes for a small class. Half-fill three of them with water as hot as Mary can comfortably keep her finger in; then add to No. 1 two heaping teaspoonfuls of saltpeter, to No. 2 the same amount of salt, leaving the third blank. Mary, Bill and Jack stir the three cans with their fingers until the salt dissolves; then they discover that the saltpeter solution is cold, while the other two are still warm.

Then put the two solutions on the ice for a few minutes; the salt shows no change, but the saltpeter settles down like snowflakes. Now you can teach those who have ears to hear the fundamental lesson of science that every rule works both ways. We could know that the saltpeter would be less soluble in cold water, as soon as we found out that it absorbed heat (or gave out cold) in dissolving; while salt, which went into the water without cooling it, could be cooled without coming out again. (Note that in these cases, there is no formation of hydrates to complicate things).

You have already prepared the children for this idea in your study of ice, when you showed them that ice is slippery because it melts under pressure, and that it melts under pressure because it expands in freezing. This is the principle of Equilibrium on which the Universe is run: and if they learn nothing else in Science, this alone will pay them for all the time they spend on it.

Now freeze your solutions with salt and snow. The clear water freezes easily; the saltpeter slowly, because it has a little of the solute still in it; the salt solution freezes very slowly or not at all. From this we learn that anything dissolved in a liquid lowers its freezing point. (The balancing fact that solutes raise the boiling point is harder to show, unless you have a thermometer; but it is common knowledge among those who have met with a drop of boiling candy).

Let us apply our new knowledge to mixtures of metals. If we melt any metal, and dissolve another one in it, we may expect that the melting point (that is, the freezing point) will be lowered. And so it is. Pure iron is practically infusible in a coal furnace, and carbon even more so; but the mixtures of them, called steel and cast iron, melt very nicely at a white heat. Similarly the copper mixtures called 18 karat gold and sterling silver melt much more easily than the pure metals. Wood's metal, a mixture of lead, tin, cadmium and bismuth, will melt in a cup of tea. The fusible links in automatic sprinklers are made of it.

Now comes one more fact, which perhaps we could not have known: the mixture of metals is harder than either pure metal. Coin gold, sterling silver, steel and type metal come to mind at once. From this you deduce that a very light and strong alloy can be made by mixing our two lightest metals, magnesium and aluminum. It is called magnalium—but look where we've got, just from messing with a little salt water! This physical chemistry is a terrible habit; better swear off, while you are still young and strong-willed.





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## Practical Arts in the Rural School

L. B. MATTHEWS, *Happy Valley School*

(The following article is the second of a series on Practical Arts, presented by experienced teachers in rural schools in the hope that other teachers, similarly situated, will find assistance in the techniques suggested.—D. G. M.)

A STUDY of Practical Arts is very essential in rural communities for here children and adults must in most cases make their own amusements. The teacher must exercise ingenuity in adapting his or her projects to the tools and materials available, in making use of brown paper, magazines, string, wool and similar supplies which the pupils bring from home.

In Practical Arts it is necessary to do more than keep minds and fingers busy. Greater satisfaction is derived from making articles of a useful nature and many such articles can be made by weaving, sewing, modelling in clay, working with cardboard, or with wood.

Weaving is one form of Practical Arts that may easily be adapted to any rural school. For example, in paper weaving, the paper, washed with paint or coloured with crayon, can be secured at little expense. Leaving borders half an inch wide, sheets of paper are cut into one-half inch strips. Into these mats may then be woven strips of similar width in harmonious colours. For loom weaving, looms of sheet metal are much more satisfactory than those of cardboard. The teacher can construct either a combined heddle and reed loom or the more complicated four-heddle loom and reed. Basket weaving can be done very well with no expense with grasses, willows, cedar or birch bark strips. Students usually find loom weaving the most interesting, and by using old rags suitably dyed, in place of wool, the expense of this type of weaving can be greatly reduced.

Sewing projects, using flour sacks and odds and ends from home, may be made both interesting and useful. Our students with the help of their mothers made a patch-work quilt—each child contributing a nursery rhyme square. (This quilt realized \$16 for the sports fund).

In modelling this year we are using blue clay found in the district. This we are shaping and burning in the school stove in a lard pail, and making into

many useful articles which we hope to glaze later.

Little need be said about cardboard work. It may be somewhat difficult to obtain materials but if one can judge by the number of cardboard boxes seen in schools, there must be some source available. In this connection it would seem wise to stress that boxes should be made for some use and not just for the sake of making something. Surely there are many more valuable projects such as making teapot stands, letter holders, bridge tallies, book corners or bindings, which possess utility and please both parent and child. Wallpaper samples obtained from supply houses are very useful in this type of work for their ornamentation frequently improves a simple project and makes it more worthwhile.

Bookbinding may well be utilized in the rural school, especially in such projects as making looseleaf books and homework books. If possible, an eyelet punch and eyelets should be procured; the paste, however, can easily be made by boiling a mixture of flour and water (see Encyclopedia or other recipe for paste). Teachers inexperienced in bookbinding will profit by taking to pieces some discarded book, such as a Thorndyke Arithmetic, in order to discover the method used for binding. In our school we have bound *Geographic* magazines, using cardboard boxes for covers, old blinds for binding, and fancy wrapping paper for cover paper. We are very proud of the results.

Woodwork, my own particular hobby, is more difficult and the projects are limited. Hanging baskets can be made from twigs and wire by boring holes at each end of the twig and threading them on the wire to form a square. Bird-house construction was a very popular project at our school, and by giving a prize to the builder of the house first occupied in the spring, interest was maintained without the necessity of judging the actual construction.

To carry out the above projects in Practical Arts requires time. (I use about an hour a week, plus recess and noon hours on rainy days—for in rural schools there is no basement and the pupils must remain indoors when it rains). The teacher must not only use



## Helping Children Appreciate Music

By SYLVIA P. MOULD, *Lord Kitchener School*

WE may hear these days from young children and from those of high school age the proud assertion, "I belong to the Sir Ernest MacMillan Club." If we pause long enough in our busy day to look into the shining eyes of the young person who makes this statement and ask "What is it all about?" we may be surprised and unduly interested in the answer.

Briefly, the answer is this: the Club was formed to teach an understanding and appreciation of the finer arts; to help develop apparent and sometimes hidden talent in the field of music and to encourage solo performances. It takes but a few words to describe the objectives of such a club but the influences are far-reaching.

Already a new line of thought has been awakened in many young children. Boys and girls go home from school to search through magazines and newspapers for pictures of and information about the great artists of the present and the great masters of the past. The compiling of scrapbooks proves to be a pleasant and profitable pastime.

Young pianists, violinists and singers turn to their practicing with renewed interest when they know they are to be called upon for a performance at a future club meeting.

Performers and non-performers alike are given the opportunity of hearing Vancouver's leading talented artists and

one special group meets, before attending the final rehearsal of the Vancouver Symphony Society, to listen to stories of the composers and their music.

Since the Sir Ernest MacMillan Club does not limit itself to music appreciation, Folk-dancing groups have been formed and children with light hearts and dancing toes dance the dances of England, Sweden, Holland, France and many other far-off lands. For more practical children, hobby groups have come into being and busy 10 and 11-year-old fingers are already constructing model aeroplanes.

Such activity is going on among the younger children of Lord Kitchener School, Templeton Junior High, and King Edward Senior High Schools. Clubs have recently been formed in Vernon, Princeton and as far east as Calgary. In time it is expected that they will be found right across Canada.

A bulletin is published outlining the activities of the club and issued once a month.

Sir Ernest MacMillan himself is the club's sponsor and is keenly interested in watching its development. On his recent visit to Vancouver he visited the three schools mentioned and was given a rousing reception.

It will be interesting to watch the movement grow for it will provide this and future generations of young Canadians with much enlightened enjoyment which only the knowledge and understanding of the finer arts can give.

time but also great ingenuity and resourcefulness in adapting to the local situation all the aims, objectives and techniques suggested. In a word, the rural teacher makes his own course of study. This task is well worth while when the teacher shows the pupils how to use their hands, thus giving them access to many hobbies.

### SUGGESTED REFERENCES:

*Ontario High School Manual of Manual Training.*

Dennisons' (Paper Work).

Technical Department of Department of Education (blueprint of looms).

Reference material from Women's Institute re weaving and spinning.

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## A Project Activity in Geography I

By P. B. CROCKER, B.Sc., Terrace High School

THE following project in Geography I, performed by the students of a two-division high school, may be of value and interest to teachers in that subject.

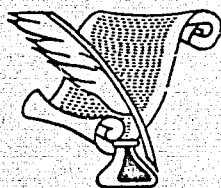
The students each have a copy of Dr. Black's *Geographical Work Book*, Part I. These books are an invaluable asset to any busy teacher, as definite outlines are provided for the students. After completing a class discussion of the unit on maps and map drawing, a follow-up project was suggested. Each student was asked to submit a map of the town and vicinity, including an area of about nine square miles. The map was to include all the important roads, the river, creeks and lakes, the railroad, and the sites of the most important buildings. Relief was to be indicated in 75-foot levels in whatever manner they chose. Distances were to be given both in natural and bar scales.

The actual work of surveying the district was done by the students out of school hours. Pencil and notebook were carried on these excursions, noting distances, directions, and relationships. Time was given during class periods to exchange maps and make marginal notations where errors were observed. Two weeks were allowed for the actual work, grading being done on the basis of accuracy and neatness.

The knowledge acquired incidentally during this work was varied, and the enthusiasm grew as the work progressed. Using the Physics Laboratory compasses to find the true magnetic deflection for the district, gave rise to a discussion on the causes for the irregularity of isogonic lines. A brief study of geology followed,

there being deposits of magnetite in the vicinity. One student made a device out of a carpenter's level, a protractor, and a metre stick to find the latitude of the region by determining the elevation of the North Star. This interested some of the others to read up on surveyor's instruments, sextants, chronometers, and even the gyroscopic compasses. A fossilized mollusc, found in the vicinity by one of the students, opened up a brief period for the study of paleontology. On the whole, the students gained a more intimate knowledge of the community than they had previously had, despite the fact that they had lived in it for years. One student remarked, "I never knew there was as much to this place as all that".

At present the students are making a survey of the grocery departments of the local stores, compiling a list of all the local and foreign products carried. The foreign products will later be entered on a base map of the world. The names and addresses of the packers and distributors, in as far as it is possible, will be determined from the wrappers. The purpose is to give the students a clearer conception of inter-relationships existing between other countries and their own, and how trade and commerce links them to practically every country in the world. This is done in connection with the study of the various natural geographical regions. It is felt that this work, supplementing the texts and references, has a stimulating effect upon the imagination of the student; and further, that it more forcibly drives home the general objectives aimed at in teaching geography to a high school class.



## THE ESSENCE OF WISDOM: SECOND ERUPTION

By F. D.

"THE essence of human wisdom is involved in the habit of hopefully anticipating the worst", remarked the Philosagogue.

"That principle underlies my attitude to the pensions question", replied the Pedopher. "There won't be a penny for us when the time comes to retire".

"Certainly not", replied the Philosagogue. "Everything happens sometime. The oftener it doesn't happen, the greater are the mathematical probabilities that the happening is about due. I am expecting a prolonged and severe drought at Prince Rupert, and when that sets in does any sane man suppose that Mr. Pattullo will care a hoot about thirsty school teachers when the fish in his own constituency are gasping for a drop of water? I trow not".

"Just so. And when the Okanagan fruit growers have all agreed among themselves and have eliminated the middleman and when so many people are taking the gold cure that mining is permanently booming, with the result that hundreds are paying income tax to one that is doing so now, will people contentedly hand over their hard-earned surplus to the government to make good our deficits? Not much. It is bad enough to pay ten dollars taxes when you are poor. To be made pay a hundred dollars just because you are rich is class legislation that the ratepayers are bound to get wise to".

"And recall our basic mathematical proposition about the increasing probability of things that haven't happened lately. There is Dr. Weir. He has been playing square with the teachers for a long time now. I'd bet my chances of a pension to a poor cigar that just when we need the funds we'll find that the hitherto impeccable Dr. Weir has—"

"Do not say it", interrupted the Pedopher. "It might be actionable. Anyhow I know what you meant. Such things will come as no surprise to folk like you and me. We at least are wise enough to expect the worst".

"It is the essence of human wisdom", reaffirmed the Philosagogue.

## AN AUTHORITATIVE REVIEW OF

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"The book represents a successful effort to make method function in practice. To appreciate such a text one must see it"—W. G. B., "The School" Magazine, February, 1939. Send for examination copy.

THE GREGG PUBLISHING COMPANY

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## News, Personal and Miscellaneous

## WILLIAM WILSON: AN APPRECIATION

THERE passed away in Vancouver on February 21st, after a short illness, one of our most loved teachers in the person of Mr. William Wilson of Vancouver Technical High School. Few in our profession have won so widely the respect, confidence and affection of his fellow workers and those whom he taught as did "Willie" Wilson.

A member of the Seaforth Territorials in pre-war days, Mr. Wilson went overseas in 1915 with the 72nd Seaforth Highlanders, and was invalided home December 31, 1916.

He was a member of Mount Moriah Lodge, No. 102, A. F. & A. M., holding the position of Worshipful Master in 1936. In Masonic circles he was especially well-known and esteemed.

Mr. Wilson was perhaps most widely known in Vancouver and British Columbia as a lawn bowler, being a member of the Cedar Cottage Lawn Bowling Club and president in 1925 and 1926. He was skip of teams which won various cups, including the Nelson, Oakland, Wee McKay, Malkin and Hudson's Bay, and he repeatedly participated in the British Columbia finals championship competitions.

Always an ardent church worker, Mr. Wilson was a member of the Official Board of the St. Paul's Presbyterian Church.

As an instructor of woodwork, Mr. Wilson was appointed to the staff of the Simon Fraser School, Vancouver, in September, 1918, later spending part time at Beaconsfield School. He was a member of the Templeton Junior High School staff from September, 1927, to 1938, where he was an unusually efficient Staff Representative. In September, 1938, he joined the staff of the Vancouver Technical School.

The following expressions of esteem show the regard in which he was held. From a 15-year-old pupil: "He was a swell guy!" From a janitor: "Best man I ever ran across". From a fellow teacher: "You grew more fond of Willie the longer you knew him". From a message the principal of Templeton Junior High School gave to the pupils of that school: "It seems fitting at this time to pay a tribute and point to the last lesson of this teacher. Here was a

man who fully believed that any job should be well done, who believed that all should meet upon the level, act upon the square, and live a perfectly upright life. These things he did in his quiet kindly way and they made him a shining example to all who knew him. Templeton was fortunate indeed to have had him here so many years. He was very widely respected, admired and loved and therefore we may say that in many ways his life was a great success. Though he has gone, his influence remains in the life of the many teachers and pupils who worked with him here and have tried to copy him".

Our sympathies are extended to his relatives, especially to his widow, two daughters, Mrs. J. Griffin and Margaret, his two sons, Robert and William.

—G. F. TURNER.

## EDUCATIONAL BROADCASTS

TO be presented by the Canadian Broadcasting Corporation in co-operation with the Canadian Teachers' Federation and the Canadian Association for Adult Education. The discussion group, which participates in each programme, has been organized by the Ontario Teachers' Council in co-operation with the C. B. C.)

March 15th: "Education and Employment". Speaker: Hon. Norman L. Rogers of Ottawa.

March 22nd: "What Course Should My Boy or Girl Take?" Speaker: H. R. Low, Assistant Professor of Education, University of Manitoba.

March 29th: "Education and Citizenship". Speaker: M. J. Coldwell, M.P., of Ottawa.

April 5th: "Why the Frills?" Speaker: Dr. Ewing of the Provincial Normal School in Vancouver.

April 12th: "Can Education Prevent Crime?" Speaker: Charles A. Krug of Mount Allison University, Sackville.

April 19th: "Can Parents Help the School?" Speaker: B. A. Fletcher, Professor of Education, Dalhousie University, Halifax.

April 26th: "Education and Rural Life". Speaker: Agnes Macphail, M.P., of Ottawa.

May 3rd: "Education and National Health". Speaker: Dr. Grant Flem-



ing, Dean of the Faculty of Medicine at McGill University.

May 10th: "Where is the Money Coming From?" Speaker: J. W. Noseworthy, President of Ontario Teachers' Council, Toronto.

May 17th: "Larger School Units". Speaker to be chosen.

May 24th: "Where Does Education Stop?" Speaker: E. A. Corbett, Toronto.

The Broadcasts will be on Wednesdays, from 9 to 9:30 p.m. E.S.T. (6-6:30 p.m. P.S.T.)

The discussion group is to be formed in Toronto, under the Ontario Teachers' Council, with a nucleus of at least six participants, two of whom are to be teachers. Dr. Blatz has consented to act as chairman of this group. They will follow the speakers each evening and will have about 10 minutes — no more — for their discussion.

**T**HE B. C. School Drama Guild, with which all the High School Players' Clubs can affiliate without cost, has been organized by the School and Community Drama Branch of the Education Department. All those schools which have affiliated by Easter of this year will receive a Foundation Member's Charter in the Guild, bearing portraits of Their Majesties in memory of the royal visit to British Columbia. Over 80 schools have applied for membership in the guild.

#### FREE BOOKLET ON COMMUNITY DRAMA

**M**AJOR L. Bullock-Webster, organizer of school and community drama for the Provincial Department of Education, has prepared, in convenient pamphlet form, an excellent series of informal talks on "Community Drama in British Columbia". Some of the titles noted are "Acting", "Directing" and "Preparation for Festivals". These instructive booklets are free. Address your requests to the secretary, Miss Jean Burnett, Community Drama, Department of Education, Victoria, B. C.

#### OUR OWN UNIVERSITY

**"B**REATHES there a man with soul so dead . . ." applies with equal force in regard to our own University as it did to Scott's beloved "native land."

At this time of year we are wondering what we shall do in the summer; and

to most teachers it means, Where shall I study this summer? And where can we go to get those educational requirements to better advantage than to our University in Vancouver?

For years the Summer Session Association have worked overtime to build up something that would fit the needs of British Columbia, and they have been backed by many of the faculty. But in the past two or three years there has been a development, both in numbers and courses, that portends a future for our U. B. C. Summer Session, as fine as any in Canada.

The calendar for this year shows an enriched programme and a wide range of courses. Another noteworthy fact is that the heads of the departments in the Winter Session are, in most cases, remaining for the Summer Session. You will find the names of fifteen visiting instructors, and three of these, Dr. Faigle, Dr. Leonard and Dr. Davis, have been with us before.

Before you decide what to do, just write in for a Summer Session announcement.

You need the University and U. B. C. needs and wants to serve you. So what!

**M**RS. H. M. Streight, who was Miss Margaret Bannatyne before her marriage in June of 1938, died on February 20th. Mrs. Streight was in charge of the Domestic Science Department of the T. J. Trapp Technical High School, New Westminster, and will be well-remembered by the teachers of that city, where she taught for 15 years. Previously she was engaged in educational work in Regina.

The teachers offer her husband their sympathy in his bereavement.

**M**ISS E. B. Swanson of Strathcona Elementary School was married on February 11th to Mr. J. Glynes of the Royal Bank of Canada. Mr. and Mrs. Glynes will live in Kerrisdale. Much happiness to them both.

Miss Marjorie Bonsall of Vernon Public School has left the teaching profession to become Mrs. McKay. She and her husband will make their home at Westholme.

#### HEAD OF COMMERCE

**D**URING last month the Board of Governors of the University of British Columbia appointed Ellis H. Morrow, B.A. (Queens), M.B.A. (Har-

vard), as professor and head of the Department of Commerce.

After he had finished his master's course with distinction in business administration at Harvard, Professor Ellis organized, in 1922, the Department of Business Administration at the University of Western Ontario. In 1928 he left to join McLean's Publishing Company as director of business research. Professor Ellis came to the University here from his last position, that of sales manager of the Macmillan Company of Canada Ltd.

The teachers of British Columbia congratulate Professor Ellis and assure him that he will find in them very warm friends.

#### RADIO PROGRAMMES

THE following are among the best bets for educational radio programmes in the next few weeks:

##### SUNDAYS:

March 12th, C.B.S., 10:30 a.m.—The orchestra and voices from "La Scala" and the bells from St. Peter's in Rome on the Italian broadcast. CKWX, 6:45 p.m.—The Word Man; 8:45 p.m.—Interview with Major J. S. Matthews, Vancouver City Archivist.

March 19th, C.B.S., 10:30 a.m.—The Royal Hungarian Opera House Orchestra on the Hungarian Programme.

April 2nd, C.B.S., 10:30 a.m.—Prince Chichibu, eldest brother of Emperor Hirohito and heir presumptive to the Japanese throne, and Prince Kenoye are on the Japanese programme.

April 9th, C.B.S., 10:30 a.m.—The Stockholm Symphony Orchestra will be heard with King Gustav V of Sweden.

April 16th, C.B.S., 10:30 a.m.—Typical Brazilian music and prominent speakers will join President Vargas from Rio de Janeiro.

##### MONDAYS:

March 13th, C.B.S., 10:30 a.m.—Keeping Them Alive; medical science's campaign to save people from the ravages of preventable diseases.

March 20th, C.B.S., 10:30 a.m.—Our Aging Population. Lives are longer now that medicine aids us; what are we doing about old age pensions?

March 27th, C.B.S., 10:30 a.m.—The Emergence of Woman.

April 3rd, C.B.S., 10:30 a.m.—New Voices. The voices of the minorities, the foreign-born, the poor, and the natives all join to make democracy.



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Ask for a copy of "Queen's in Pictures"



April 17th, C.B.S., 10:30 a.m.—Machines and Men. Are machines Frankenstein's creations? Do they raise or lower the standard of living?

## TUESDAYS:

March 14th, C.B.S., 10:30 a.m.—Music and Poetry. Commentator is Archibald MacLeish, Pulitzer prize poet, and editor.

March 21st, C.B.S., 10:30 a.m.—Incidental Music with Aaron Copland, American composer, educator, and writer, as commentator.

March 28th, C.B.S., 10:30 a.m.—Opera Music with Irving Kolodin, music critic of *The New York Sun*, as commentator.

April 4th, C.B.S., 10:30 a.m.—Music and the Prose Narrative. Commentator: Whit Burnet, Editor of *Story*.

## WEDNESDAYS:

March 15th, CKWX, 7:30 p.m.—Traffic Situation Broadcast. Review of Series by Ald. Fred Crone, F. W. Smelts, and Fire Chief A. McDiarmid. C.B.S., 10:30 a.m.—The Frozen Continent. Antarctica with its gigantic ice cap seven or eight thousand feet deep and seams of coal a hundred miles long and forty feet thick will be the theme.

March 22nd, C.B.S., 10:30 a.m.—Jungle Corners. Among the guests will be Colonel Theodore Roosevelt.

March 29th, C.B.S., 10:30 a.m.—Empire of the Feathered Serpent. The mystery of the Mayan people, the builders of the mighty temple cities found in the midst of the Yucatan jungle.

April 5th, C.B.S., 10:30 a.m.—Arctic Quest and Conquest. Captain Bartlett (whose amazing seamanship took Admiral Peary as the first to the North Pole) and Vilhjalmur Stefansson will unfold a truly astonishing story of life within the Arctic Circle.

April 19th, C.B.S., 10:30 a.m.—Land of Lions, Africa.

## THURSDAYS:

March 16th, CKWX, 7:15 p.m.—Great Britain Today. C.B.S., 10:30 a.m.—On March 16th, March 23rd, March 30th, and April 20th, the subjects are of timely interest in American and international affairs. These Thursday offerings are called "This Living World" and, in this regard, C.B.S. is now affiliated with the New York Board of Education. As a result, each Thursday C.B.S. will broadcast a dramatization of some current event from the auditorium of a New York high school. Following the dramatic part of each programme there will be an informal discussion by the students of the high school concerned. The dates and names of high schools follow:

March 16th, Grover Cleveland High School.

March 23rd, Girls' High School.

March 30th, Evander Childs' High School.

April 20th, Brooklyn High School of Automotive Trades.

April 27th, James Monroe High School.

## FRIDAYS:

March 17th, C.B.S., 10:30 a.m.—Richard Bennett will tell the story of his book, *Shawneen and the Gander*, a delightful story of magic for children.

March 24th, C.B.S., 10:30 a.m.—The story will be *Billy Butler* by Berta and Elmer Haders, who have together written many splendid books for children.

March 31st, C.B.S., 10:30 a.m.—Charles J. Fimger's book, *Give a Man a Horse*, in which a pent-up office worker gets his wish-horse and learns, in a most undreamed-of experience in the southernmost tip of South America, more of treasure and boats than was known by the Patagonian Indians.

A teacher's reference biography for almost any of the C.B.S. American School of the Air programmes (10:30 a.m. on school days) may be obtained by writing to this magazine.





## What We Are Reading

**THE COMMUNITY**, by John MacDonald; 232 pp.; J. M. Dent & Sons. Price, 80c.

This volume, whose sub-title is "First Steps in Sociology," will prove valuable to the teacher of Social Studies. Although it is marred by carelessness in proof-reading and in the arrangement of some of its sub-headings, it is a model of clearness and coherence.

The student into whose hands it falls will easily learn the meaning of such terms as the state, the nation, democracy, oligarchy, autocracy, and so forth. He will be led to think about representative government, about industrialism and nationalism, and about crime and its punishment. He will see how he can take a practical part in human affairs by allying himself with an association of some kind. He will be shown the causes of poverty and the chances of its cure. He will become interested in such things as: the mob mind, propaganda, and survivals from the age of barbarism. He will be initiated into the use of statistics, and he will see how these can be abused. Finally, he will be made vividly aware of the dangers that lie in wait for democracy, and learn that only by true education can democracy be made safe for the world. —E. T. OLIVER.

\* \* \*  
**THE SAFE-WAY CLUB**, by Katherine Bryce; illustrated by K. Alexander; Thomas Nelson and Sons, New York, 1938. Price, \$1.50.

Here is a delightful and valuable children's book that has as its theme the prevention of accidents and the protection of life.

The boys and girls of your junior grades will be most interested in reading about the adventures of Peter, Don, Betty, Mary, Lucy, Jane, Charles, John, Billy, Ned, Jack, and little Tom, and as they read they will absorb simple, everyday rules that will keep them safe at home, at school, and at play. They may also be inspired to form a safety club of their own.

The school librarian will not make a mistake in adding this book to her "Public Health and Safety" shelf. The teacher of the junior grades will find this an interesting story to read to the class during the weekly safety lesson. —N. C. R.

**SPEECH TRAINING for Elementary Schools**, by Louise M. Noble, L.R.S.M.; J. M. Dent and Sons, Toronto. Price, \$1.25.

This is a splendid book, and one which should prove very valuable to elementary teachers in particular. The first part of the book deals with the organs of speech. The importance of the proper use of these organs is stressed and the advantages of proper use well illustrated under the heading "The Elements of Speech."

Chapter 4 is what might be called the dividing point and deals with the application of the principles studied to the class work in the teaching of language.

In chapter 8 the author deals with the following texts:

Highroads to Reading;  
Far Horizon Readers;  
Ontario Readers;  
Canadian Children's Own Readers;  
Beacon Literary Readers.

Suggestions are given for every lesson in these texts.

This book deserves the highest recommendation, not only because it is a valuable piece of work, but also because it fills a long felt need. —JOHN McGECHAEN.

\* \* \*  
**FAMOUS Men and Women of Canada**, by Mabel Burns McKinley; Longmans, Green and Company, Toronto-London-New York; 1938. Price, 60c.

The preface to this book says: "In the guise of biographical sketches, the author has dealt with the period of settlement that followed exploration in what is now Canada, and has endeavoured to portray the hardships that our forbears experienced. A description of the social life and customs of the time has been woven into the stories."

The persons dealt with are: Alexander Henry (the elder), Henry and the Fro-bischer Brothers, Catherine McPherson, Sir James Douglas, Nellie McClung, Lord Strathcona, Sir William Van Horne, Elizabeth Simcoe, Sam Bricker, Susanna Moodie, Ralph Connor and Pauline Johnson.

This book makes interesting reading and will no doubt appeal to children, particularly in the upper grades. —JOHN McGECHAEN.

**THE Guide Book Series in Social Studies for Ontario Schools**, by C. E. Stethers and Mary I. Rupert; The Ryerson Press, Toronto. Price, 60c.

This is an excellent book for Grade 3 social studies. It consists of stories about Argentina, Egypt, Norway, China, Mexico, Holland, Spain, South Africa, Switzerland, India, the West Indies, Italy and Japan. It is written in an easy and simple style and should prove very valuable to Grade 3 teachers.

**OUR World Has Changed**, (for Grade 4), by J. C. Walsh and Virginia M. Stumpf; The Ryerson Press, Toronto. Price, 65c.

In this book the authors have illustrated by interesting stories many of the past civilizations. Aside from being informative it should form a good basis for class discussion. The main theme is the change that has come over man since prehistoric times.

**NEW Worlds for Old**, by Corbin A. Brown and Maude E. Blanchard; The Ryerson Press, Toronto. Price, 70c.

Although this book deals with work that has been well covered in other texts, it is a very useful volume. Two characteristics recommend it. First, it is concise and, second, it is written in very readable style. There is no shortage of detail in spite of the fact that it covers a period from Marco Polo to Richard E. Byrd.

**WEST by South**, (for Grade 6), by J. C. Stethers and Elva Armitage; The Ryerson Press, Toronto. Price, 75c.

Teachers of Canadian History will find this book useful, since it is well suited to the Grade 6 curriculum. It deals with the various peoples that have come to the North American Continent: The Vikings, the Spaniards, the French and English. The latter part of the book treats the expansion to the west in a most interesting manner. The style is good and a generous bibliography is supplied.—JOHN McGECHAEN.

**RED WILDERNESS**, by Frank J. Tate; 461 pp.; Oxford University Press, Toronto. Price, \$2.00.

This book takes you to a logging camp in Northern Ontario. The company, fearing that a strike is brewing, sends a young doctor to watch its interests as he goes about his professional work. All his resourcefulness is needed, as he has for an ally the rather stupid manager of the company and for an enemy the eloquent and ruthless agitator, Jenkyns. Mary, the daughter of the manager, and a preacher by the name of Knowles, figure prominently in the story. While some stirring incidents occur, leading up to and during the strike, the novel could almost be called a debate regarding the respective rights of capital and labour. This is a weakness of the book, for the moral everywhere obtrudes itself: the magic touch of the story-teller is missing. However, it is a wholesome yarn with some very fine descriptions—which, by the way, are much more persuasive than some of the incidents—and will, no doubt, appeal to many boys.—E. T. OLIVER.

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## Correspondence

## THE PRESIDENT'S THANKS

Cobble Hill, B. C., Feb. 22, 1939.

Editor, *The B. C. Teacher*:

Some weeks ago the Local Associations of the province were circularized asking for expressions of opinion in connection with "Educational Finance". A copy of Appendix II of the King Report was enclosed as a basis for discussion. On behalf of the Committee of Educational Finance I wish to express the thanks of the Committee for the splendid response by Locals throughout the province. Too frequently there is cause for complaint that requests for expressions of opinions by Locals do not meet with the attention they should but in this case we are happy to report that the response has been most encouraging. To all those Locals who sent in written reports and to those who sent delegates to make personal presentations of views the Committee extends its thanks.

J. M. THOMAS,  
Chairman of Committee.

HELP FOR CHILDREN OF  
SPANISH REFUGEESShawinigan Falls, P. Q.,  
February 21, 1939.Editor, *The B. C. Teacher*:

Enclosed you will find a copy of a letter which has been received from Messrs. Dumas and Lapierre, joint secretaries of the International Federation of Teachers' Associations.

The Canadian Teachers' Federation endorses their request and believes that many teachers may wish to make voluntary contributions.

I am willing to accept any contributions that may be sent for this purpose and will see that they are forwarded promptly to the Secretaries of the I. F. T. A.

It is hoped that you will publish this request in the next issue of your magazine.

Yours sincerely,

CANADIAN TEACHERS' FEDERATION,  
C. N. CRUTCHFIELD, Sec.-Treas.

(Copy)  
International Federation of Teachers'  
Associations  
Palais-Royal,  
2, Rue de Montpensier,  
Paris, (1er Arr.)  
January 31, 1939.

The President,  
Canadian Teachers' Federation,  
Shawinigan Falls, Que.

Dear Colléague:

The National Union of French Teachers informs us about the tragic situation of tens of thousands of Spanish children who actually cross the French frontier without clothes, suffering from all kinds of illness and being exposed to rain and coldness. Many of them die on the way from starvation and privations. Tens of thousands of others wait for entering France.

The frontier is open but the evacuation is made difficult by the state of Spanish roads at the frontier.

The National Union of French Teachers takes immediately all steps in view of receiving these children, this in agreement with the French authorities. The National Union of French Teachers appeals to all its members in view of raising funds. It wants also to address an appeal to all teachers' associations.

The Secretaries of the International Federation joins its appeal to that of the French teachers.

Hoping that your association will be able to contribute to this important task of humanity.

With best thanks.

Yours faithfully,

(Signed) L. DUMAS, G. LAPIERRE,  
Secretaires.

HOW ONE ASSOCIATION  
DOES IT

Celista, B. C., Feb. 9, 1939.

Editor, *The B. C. Teacher*:

I am enclosing a report of the last meeting of the Shuswap Teachers' Association and I feel that a little explanation might be acceptable, as it is a new name to your pages.

The Shuswap Teachers' Association is a member Association of the Central Mainland District Council, and comprises the easternmost territory covered by that body. The teachers which belong to this association come from a roughly triangular area stretching from Salmon Arm on the south to Notch Hill on the west and to Anglemont and Eagle Bay on the northeast. Due to topographical difficulties it is most convenient to hold meetings at Salmon Arm, and this means that the teachers on the north side of the



Shuswap Lake must travel from 50 to 60 miles in order to get to meetings. In spite of this difficulty we have 11 members enrolled out of a possible 14 in this area. Not content with this, however, we are trying to persuade the other three members to enroll in our association and thus make it 100 per cent. The Shuswap Teachers' Association has only been in existence for a little over a year, but we are all enthusiastic and have done our best to overcome the difficulties imposed on us by the distances that we have to travel.

We are all rural teachers and as a result all have much the same problems, and though we are unable to hold regular meetings during the winter we manage to meet one another fairly often to exchange ideas and to borrow them. Thus wherever we meet we really have an informal meeting. I should like to suggest to other small associations which cover a large area that this method is one that will help a great deal in holding together such small organizations.

I have found the teachers in this district very easy to work with and always willing to be of assistance in any way that they can. This makes for a very pleasant spirit in the association.

If you should think that this letter would be of interest to other teachers in the province you have my full permission to publish it in *The B. C. Teacher*.

Yours faithfully,  
RUSS L. MARTIN, Chairman,  
Shuswap Teachers' Association.

#### SCHOOL DRAMA ESSAY CONTEST WINNERS

Department of Education,  
Parliament Buildings,  
Victoria, B. C., Feb. 22, 1939.

Editor, *The B. C. Teacher*:

The Provincial Drama Association announces the winners of the School Drama Essay Contest as follows:

First, North Vancouver High School, with an average of 76.77 marks.

Second, Oak Bay High School, average 75.61.

Third, Kitsilano High School, average 68.22.

The best essay was written by E. Lamb of North Vancouver High School.

L. BULLOCK-WEISTER,  
President.

March 1st, 1939.

Editor, *The B. C. Teacher*:

The following information re special fares will be of interest to teachers coming to the forthcoming Easter Convention, and who previously were unable to obtain the usual fare-and-a-quarter rate:

"The Union Steamship Company is prepared to issue tickets to teachers and pupils on presentation of Certificate (Form 18-W, revised) at the special rate of single fare and one-quarter for the round trip to the following groups:

1. Howe Sound and Local Gulf Coast.
2. Stillwater, Van Anda and points on Powell River, Cortez Island, Stuart Island routes.
3. Menzies Bay, Loughborough Inlet route.
4. Kingcome Inlet route.

"Tickets on sale March 23rd to April 11th, 1939. Final return limit, April 18th, 1939. Rates do not apply on Prince Rupert, Northern B. C. routes."

We have written to the P. G. E. and Pacific Stages as well, but to date have not had a reply. Should this information come in time for inclusion in the March issue, we shall advise you.

We have a supply of Forms 18-W for the use of teachers and pupils, and shall be glad to forward same on request.

Yours very truly,  
CHARLOTTE CLAYTON,  
Assistant Secretary.

JUSTICE BRANDEIS retired from the American Supreme Court on February 13.

45,000 government employees in the United States came under civil service regulations on February 1, but the President expressed dissatisfaction that the Congress had made an exception of those employees paid out of relief funds.

President Roosevelt, on February 1, defended his policy of selling about 650 fighting planes each to Britain and France.—J. E. G.

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## Highlights of the World News

**T**HERE are 22,075 Japanese in British Columbia, 120 fewer than in 1931, according to a report of the Canadian Japanese Association.

Peter Veregin, spiritual head of Canada's 15,000 Doukhobors, died in Saskatoon on February 11.

Using a threat of applying Quebec's Padlock Law, police prevented a public welcome to returning members of the Mackenzie - Papineau Regiment from Spain in Montreal, February 13.

Resignation of his House of Commons seat was the last act of Rt. Hon. R. B. Bennett before sailing for England, his future home, January 28.

Main estimates tabled in the House of Commons, January 21, totalled \$457,000,000 as compared with \$430,000,000 for 1938. The largest increase was in defence, up \$27,500,000 to \$63,500,000, and the largest cut was in public works, down \$6,000,000 to \$12,500,000. The Royal visit will cost \$425,000.

**D**ESPITE the expenditure of £1,000,000 daily on armaments, Britain's unemployed passed the 2,000,000 mark in January for the first time in three years.

The National Executive of the British Labour Party on January 25 voted to expell Sir Stafford Cripps because he had appealed over its head to the rank-and-file to join a united front of all opponents of the Chamberlain policy. The lone vote against the expulsion was cast by Ellen Wilkinson, M.P.

Sir Stafford continued with his plans for a six-point front to defend democracy, plan for plenty, seek alliance or support from Russia and the United States, control armaments and vital industries, provide protection against air raids and starvation, and end exploitation of one race by another.

Prime Minister Chamberlain declared February 6 that Britain would aid France against any threat to her "vital interests... from whatever quarter it came."

**W**HILE police attributed bomb outrages in Britain to the illegal Irish Republican Army in support of an ultimatum demanding the unification of Ireland, Prime Minister De Valera took steps on February 8 to maintain the "position and authority" of the government as the sole voice of Eire. On February 16 he told the Dail that Eire could

not remain neutral if Britain were attacked.

The announcement of the opening of the Dominions and Colonial Office to women leaves the Foreign Office the only one from which they are debarred.

An Arab conference, representing Palestine, Egypt, Saudi Arabia, Yemen, Syria and Iraq, opened in Cairo January 17 to demand complete abandonment of Jewish immigration to Palestine and establishment of an Arab National Government there. At the Arab-Jew Conference, called by the British Government at London on February 7, representatives of this group quarrelled with a more moderate group directly from Palestine, prevailing upon the latter to withdraw. With the statement of rival Arab National and Zionist claims the conference was deadlocked.

A resolution of the National Congress Party to withdraw India from the League of Nations in protest against British policy in Palestine, was passed by the Indian Legislative Assembly on February 10. The vote was considered ineffective in London, both because the Assembly has no authority in foreign policy and because it does not represent the native states.

**A**FRENCH GENERAL has been appointed war minister in the cabinet of the Bey of Tunis for the first time in the history of the protectorate.

French troops on February 18 occupied territory on the Eritrean border, ceded to Italy in 1935 by a treaty renounced by the latter last month.

Despite of pledge to the contrary in the London-Rome pact, Italy was reported in London in mid-February to be shipping large gifts of arms to the Imam of Yemen in return for control of islands in the southern Red Sea.

**B**ARCELONA fell to General Franco on January 26. On February 6, Premier Negrin entered France, one of the 270,000 refugees crossing the Pyrenees. He later joined General Miaja in Madrid, where the latter had decided to "carry on," in view of Franco's demand for unconditional surrender of Republican Spain. On February 13, Franco announced a "Law of Political Responsibilities," giving full citizenship to those who deserved it, but "taking certain

rights from those who have been politically responsible for subversive movements."

British and French forces were sent to Minorca to arrange its surrender to Franco, which took place on February 9. Port Mahon was bombed by Italian planes while they were there. The Anglo-French move was allegedly to prevent the island falling into Italian hands.

**A**PPPOINTMENT of Dr. Martens, Flemish Activist, to the Academy of Medicine, led to a personal assault on Premier Spaak of Belgium and to the downfall of his government during the second week of February. This show of Walloon strength was probably evoked also by growing Flemish strength, which had succeeded in changing hundreds of French place and street names to Flemish. For example, Ypres is now Ieper. Louvain is Leuven, and Mons is Bergen. With Walloon opposition growing, the Flemish parties have formed a united front to demand "language autonomy" and a federal state.

**G**ERMANY and Italy, on February 15, concluded a trade agreement intended to increase German exports to the latter 25 per cent. and to make Trieste rank next to Hamburg in export of German products.

Chancellor Hitler, on February 15, inaugurated a scheme to double the width of the Kiel Canal in two years, while Marshall Goering decreed any worker might be commandeered to aid in any work necessary to the nation.

The Y.M.C.A. has been banned from six German cities under a decree for "the protection of the people and the state."

The second \$100,000,000 instalment of a \$400,000,000 fine was collected from Germany's Jews on February 15. All Jews must go out of Europe and a "reservation" for them should be established in, say, Madagascar or British Guiana, Dr. Rosenberg declared, February 8. After Hitler had agreed, on February 13, to allow Jews to return to industrial jobs and trades, pending other arrangements and to permit 150,000 young Jews to emigrate if they would assist relatives to do the same later, an international corporation was founded in London the next day to remove the 150,000 within a year, others to follow later.

Chancellor Hitler, on January 20, removed Dr. Schacht from the presidency

of the Reichsbank and instructed Dr. Funk, minister of economics, to take over the task and to "guarantee the unconditional stability of prices and wages . . . to open up the capital market," and to make the bank "unconditionally subordinated to the sovereignty of the state".

**H**UNGARY, on January 13, officially announced adherence to the Rome-Berlin "axis." Premier Imredy resigned on February 14 because he had discovered Jews in his family tree, and was succeeded by Count Teleki with virtually the same cabinet which will continue the anti-semitic policy.

While a Carpatho-Ukrainian "sitch," or storm troop organization, is being organized and trained under German direction in eastern Czechoslovakia, the German government is making every effort at Berlin to bring about a reunion there of Ukrainian rebel movements from the Ukrainian Soviet Republic and from Polish Galicia. Czechoslovakia is also interested in forming a united Ukraina as a Slavic make-weight to counteract German influence. The Japanese and Italian governments each employ the services of a special adviser on Ukraina.

A Soviet-Italian trade agreement was completed February 7, expected to increase trade between the two countries 150 per cent. to 1,000,000,000 lire.

**F**OREIGN MINISTER WANG of China, on January 20, suggested the United States, Britain and France try to induce Japan to agree to a peace based on the Washington Nine-Power Treaty. The next day, Premier Hiranuma threatened to exterminate all who oppose Japan's plan for a "new East Asia . . . linked together for active collaboration."

China, on February 8, appointed a Supreme National Defence Council without one Communist member.

Japanese troops, on February 10, occupied Hainan, an island off Tonkin, which, though officially declared only a temporary measure, was hailed by the Japanese press as reducing Hong Kong to impotence and giving Japan a key to British, French, and Dutch possessions.

**P**RESIDENT CASTRO CORTES of Costa Rica, on January 30, refused re-nomination because he did not wish to become a "tyrant."

Mexico, on February 14, expropriated 250,000 acres from the United States Sugar Company.



# Report of Constitution Committee

## Section A — Covering Letter

To the President and Members of British Columbia Teachers' Federation:

The Constitution Committee is presenting to you a number of resolutions having to do with matters of Constitution and By-laws.

1. A resolution, sponsored by the New Westminster Association, was passed at the last Annual Meeting. It called for presentation, at the next Annual Meeting, of a new draft Constitution embodying the idea of greater centralization in the British Columbia Teachers' Federation with direct individual membership, as replacing the present method of membership by and through Associations.

The Executive Committee instructed your committee to prepare, in consultation with the President of the New Westminster Teachers' Association, a draft of such Constitution. This has been done.

May we suggest that there may be much difficulty in expeditiously handling this piece of business at the Annual Meeting, and recommend the advisability of all teachers studying it principally from the point of view of the main issue. Within the new draft may be found minor points quite debatable, but not essentially basic. The Committee therefore begs that delegates, wherever possible, come to the Convention prepared first, to vote on the general idea and policy of the draft plan, and second, to discuss minor clauses, important but not necessarily basic and primary in their nature.

Thus if the draft carries, time can then be taken for amendment of clauses within it; if the plan fails, discussion of details will have been obviated.

The necessary resolutions together with the Draft appear herewith under the title "Proposed New Constitution".

2. If the new draft constitution does not carry, then it becomes the duty of this committee to submit recommended amendments in the present Constitution and By-laws. Such recommendations appear herewith under the title, "Suggested Amendments to the Present Constitution".

3. The proposed new constitution would require a definite specification of Geographical Districts. Furthermore, the work of the committee to date has evidenced the importance of such definite specification, even under our present set-up. Accordingly we are recommending to the incoming Executive a certain division into areas, hoping that during the next two months many suggestions may come in for improving the present plans. Mr. McMichael of this committee has canvassed the situation most carefully in preparing this plan, but he realizes the futility of endeavouring to know all the local exigencies which should affect the matter. This publication of proposed Geographical Districts should, we feel, result in many helpful suggestions for modification. The plan appears herewith under the title, "Proposed Geographical Districts".

Yours very truly,

H. W. CREELMAN, Chairman, Constitution Committee.

H. E. BLANCHARD, Committee Member.

WM. McMICHAEL, Committee Member.

## Proposed New Constitution

To bring into effect the proposed new constitution it will be necessary to adopt, with or without amendments, the draft By-laws and Regulations, and to resolve to amend the present Declaration under the Societies Act.

Accordingly the Constitution Committee gives notice of motions as follows:

### 1. RESOLVED that the following By-laws and Regulations be adopted: BRITISH COLUMBIA TEACHERS' ASSOCIATION BY-LAWS

#### 1. NAME

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

#### 2. OBJECTS

The objects of the Association shall be:

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

#### 3. DEFINITION OF "TEACHER"

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

#### 4. MEMBERSHIP

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

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

##### (c) Associate Membership.

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

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

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

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

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

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

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

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

#### 5. LOCAL ASSOCIATIONS

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

#### 6. GEOGRAPHICAL DISTRICTS

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

#### 7. OFFICERS OF THE ASSOCIATION

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

#### 8. EXECUTIVE COMMITTEE

The Executive Committee shall consist of the following:

- The Officers of the Association;
- A Geographical Representative or Geographical Representatives from each Geographical District;
- The representative of the British Columbia Teachers' Association on the Senate of the University of British Columbia;
- The Chairman of the Editorial Board of "The B. C. Teacher";
- Three co-opted members.

#### 9. STANDING COMMITTEES

The Standing Committees of the Association shall be as follows:

- The Consultative Committee, which shall consist of the President, the Vice-President, the Junior Past President, the Secretary-Treasurer, the Chairman of the Finance Committee, the Chairman of the Declaration and By-laws Committee, the Chairman of the Membership Committee, the Chairman of the Pensions Committee, the Chairman of the Editorial Board of "The B. C. Teacher";
- The Finance Committee, which shall consist of the Secretary-Treasurer and three other members of the Executive Committee;
- The Declaration and By-laws Committee, which shall consist of three members of the Executive Committee;
- The Membership Committee, which shall consist of three members of the Executive Committee, with power to add to its number by co-opting members from the general membership;
- The Pensions Committee, which shall consist of three members of the Executive Committee.

#### 10. NOMINATING COMMITTEE

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

#### 11. ELECTIONS

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

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



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

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

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

For the year 1939, the Executive Committee of the British Columbia Teachers' Federation shall provide for the election or the appointment of all Geographical Representatives.

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

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

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

## 12. DUTIES

(a) **President.** The President shall be the Presiding Officer of the Association and shall, ex-officio, be the Chairman of the Executive Committee, and of the Consultative Committee, and shall also be a member, ex-officio, of all committees appointed by the Executive Committee and of all sections of the Association. He shall, at the first meeting of the new Executive Committee, call for written reports from all committees, either standing or special, and shall have general supervision of all matters and affairs of the Association.

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

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

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

He shall keep a proper set of books of account of the Association, and shall

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

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

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

It shall:

- Divide the whole Province into Geographical Districts, and decide how many Geographical Representatives there shall be from each such Geographical District;
- Appoint advisory committees, standing and special, to carry on the activities of the Association;
- Provide, at its discretion, for the establishment of a District Council in any or each Geographical District;
- Prescribe the duties of committees and District Councils;
- Appoint, fix the remuneration of, and dismiss a General Secretary and other assistants;
- Define the duties of the General Secretary and his assistants;
- Appoint, fix the remuneration of, and dismiss an editor and an advertising manager of "The B. C. Teacher";
- Define the duties of the editor and the advertising manager of "The B. C. Teacher";
- Fill, until the next Annual General Meeting, any vacancy that may occur in the Executive Committee, due to death, resignation or other causes;
- Appoint at the first meeting of the new Executive Committee an auditor or auditors;
- Modify the policy or veto the action of a Local Association or of a District Council if in the opinion of the Executive Committee such policy or action may adversely affect the interests of the British Columbia Teachers' Association or may be contrary to accepted fundamental Association policy;
- Enforce the provisions of this Declaration and By-laws.

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

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

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

- Prepare a budget for the Executive Committee;
- Adhere strictly to the budget, except through authorization of the Executive Committee;
- Supervise expenditures of the Central Office;



See that the funds of the Association are used in the best possible way to secure efficiency with all reasonable economy;  
Control the finances of the Magazine.

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

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

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

Confer on behalf of the British Columbia Teachers' Association Executive Committee, with the Pensions Board;

Collect data on pensions, both from the Teachers' Pension Act and elsewhere, with a view to developing and recommending policies and action to the Executive Committee;

Keep the membership body informed on matters relating to pensions.

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

Devote his whole time to the work of the Association or to such matters as may be decided by the Executive Committee;

Observe regular office hours such as those of the Education Office, except when otherwise engaged in Association business;

Consult with the President on matters outside of ordinary routine business;

Give assistance as required to committees appointed by the Executive;

So arrange his work as to permit of opportunity of personal assistance to Local Associations and personal contact with unattached Members, with a view to increasing membership.

### 13. TERMS OF OFFICE

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

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

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

### 14. MEETINGS AND CONDUCT OF MEETINGS

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

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

(c) **Voting Bodies.** The voting body at Annual General or Special General Meetings shall consist of the Executive Committee, delegates from each Local Association, and delegates representing unattached Members.

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

(2) Unattached Members in each Geographical District, upon the initiative



of the Geographical Representative and through the mails, will select their delegates on the same basis of representation as do the Local Associations.

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

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

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

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

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

(g) **Quorum.** A Quorum at the Annual General or at a Special General Meeting shall be 20 per cent of the possible voting body.

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

#### 15. REFERENDUM

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

#### 16. POWERS

(a) **Amendment of the Declaration and By-laws.** The Association may alter, amend or add to the Declaration and By-laws only by extraordinary resolution of the Association submitted at a General Meeting, of which 10 days' notice shall have been given.

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

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

#### 17. FINANCIAL YEAR

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

#### 18. FEES

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

(b) **Time of Payment.** The annual membership fees of this Association are due and payable on July 1st of each year.

(c) **Student Members.** Student Members without previous experience in teaching who have during their training signed an agreement to join the Asso-

ciation shall be admitted to active membership upon the payment of a fee of one-half the rate applicable according to the scale fixed by the Annual General Meeting, from the date they commence teaching in British Columbia until the last day of the June following.

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

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

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

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

#### 19. LEVIES

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

#### 20. MAGAZINES

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

#### REGULATIONS

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

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

#### 3. "The B. C. Teacher".

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

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

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

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

(1) The Editor of the magazine;

(2) The Advertising Manager;

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



- (4) A member appointed by the Executive Committee of British Columbia Secondary Teachers' Association;
- (5) At least two members, and not more than three, appointed by the Magazine Committee, one of which persons shall be selected on the grounds of special familiarity with the problems of rural public and high schools and another as an expert in Primary Education; and
- (6) Not more than two additional members appointed by the Editor; and

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

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

2. In the matter of the Declaration of the British Columbia Teachers' Federation under the Societies Act;

**Resolved:**

- (1) That in the title of the Declaration the words "Teachers' Federation" be deleted, and the words "Teachers Association" be substituted therefor;
- (2) That in section 2(f) of the Declaration the words "Teachers' Federation" be deleted, and the words "Teachers Association" be substituted therefor.
- (3) That, following section 3(d) of the Declaration, the following words be added: "To organize and administer a Benevolent Fund among its members".
- (4) That in section 3 of the Declaration the letters (a) (b) (c) (d) be deleted from the beginning of each of the four respective sub-sections.

NOTE: It will be noticed that the above "constitution" is not called a constitution. Under the Societies Act there is required simply a "Declaration" and "By-laws"; with "Regulations" if we so desire. The Declaration, now certified and recorded, is virtually our constitution and it contains absolutely nothing of a controversial nature.

## Suggested Amendments to New Constitution

NOTE: Your committee has endeavoured to keep these recommended amendments to a minimum, feeling that discussion of the Proposed New Constitution may take considerable time.

May we remind delegates that any further amendments which they may bring forward (perhaps some suggested by the Proposed New Constitution) will be in order for reception on the floor of the meeting.

The Constitution Committee gives notice of motions as follows:

1. Resolved that in section 3 of the present Declaration of the B. C. T. F., under the Societies Act, immediately after sub-section (d), the following sub-section be added:

"(e) To organize and administer a Benevolent Fund among its members".

NOTE: The provisions of the Act require this addition to harmonize with a previously-made change in our present constitution. The recommendation is purely technical.

2. Resolved that immediately after section 10 of the Constitution the following sections be added:

11. **Duration of Membership.** Membership of the individual, once entered into, shall be continuous unless terminated by resignation, or by failure to continue compliance with any of the constitutional regulations governing membership.



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

3. Resolved that the wording of section 42(8) be deleted and the following substituted therefor:

"In the case of a member whose membership has lapsed under the provisions of section 12, such member shall be required, upon rejoining at any future date, to pay for the full year for which his fees were in arrears".

4. Resolved that Section 42(10) be deleted.

NOTE: Resolutions 2, 3 and 4 are for the purpose of discontinuing annual re-enrolment, and of providing for continuity of membership. The amendments, if carried, provide that membership shall automatically continue unless terminated by discontinuance of teaching, delinquency in payment of fees, etc. The idea is in accordance with recommendation of the Membership Committee.

5. Resolved that in Section 9(1) of the Constitution following the words "Any person holding a," the words "British Columbia" be added.

NOTE: A purely technical point is involved in resolution 5.

6. Resolved that immediately following Section 24(4) the following new sub-section be added:

"(5) The Pensions Committee, which shall consist of three members of the Executive Committee".

7. Resolved that in Section 24(3) immediately following the words "Membership Committee" the following be added: "The Chairman of the Pensions Committee".

8. Resolved that following Section 10 of the By-laws a new section be added as follows:

"11. The Duties of the Pensions Committee shall be:

- (1) To confer, on behalf of the Executive Committee, with the Pensions Board.
- (2) To collect data both from The Teachers' Pension Act, and from elsewhere, with a view to developing and recommending policies and action, to the Executive Committee.
- (3) To keep the membership body informed on matters relating to pensions".

NOTE: Resolutions 6, 7 and 8 would provide for changing the Pensions Committee from the status of a special committee to that of a standing committee, and would provide that a representative of the Pensions Committee would have a seat on the Consultative Committee.

9. Resolved that the wording of Section 10 of the By-laws be deleted, and the following substituted therefor:

1. The Duties of the Consultative Committee shall be to carry out business referred to it by the Executive.
2. To deal with urgent matters arising between Executive meetings, subject to ratification by the Executive Committee.
3. To remit by mail to every member of the Executive Committee reasonably comprehensive and detailed minutes of each Consultative Committee meeting.
4. To take any other steps necessary to keep each member of the Executive Committee in complete and up-to-date touch with all activities of the Consultative Committee.

NOTE: Resolution 9 is in accordance with an instruction from the Executive Committee, that provision be made to clarify and make explicit the duties of the Consultative Committee.

10. Resolved that to Section 5 of the By-laws the following be added:

"Any and all other full-time office employees shall have four weeks holidays per year, such holidays to be taken at such time or times as may be most suitable to the General Secretary".

NOTE: The proposal in resolution 10 is to provide holidays for all members of the office staff.

11. Resolved that in Section 38 of the Constitution, immediately after the words "show of hands", the following be added: "and count of delegates' cards".  
NOTE: Resolution 11 is to make simpler the work of the Credentials Committee.

12. Resolved that in clause 39 of the Constitution, the words following "Executive member or delegate" be deleted, and the following substituted therefor: "Shall be entitled to hold more than five proxy cards".

NOTE: Resolution 12 would preclude any delegate holding a total of more than six cards.

13. Resolved that there be made any and all amendments necessary to bring into effect Geographical Districts and Geographical Representatives on the same basis as that indicated in the "Proposed New Constitution".

NOTE: Resolution 13 is rather general in nature but if it were not so it would be necessary to have a large number of resolutions involving many sections of our Constitution, and making difficult in General Meeting the handling of this matter. The committee will be prepared with all necessary re-wording of the Constitution to cover the point in this resolution.

14. Resolved that there be made any renumbering necessitated by the addition of new sections; and further that in any section in which reference is made by number to some other section, such number be deleted, wherever necessary, and the new number of such section be substituted therefor.

## Proposed Geographical Districts

The suggestion of the Constitution Committee is that the whole province be divided into Geographical Districts, subject to annual revision when necessary. The following table and the map indicate the proposal of the committee for the year 1939-1940.

There would be fifteen districts; nine with one representative each, four with two representatives each, one with three representatives and one with four representatives. The basis of representation used is as follows:

	No. of Teachers	No. of Representatives on Executive Committee
1	199	1
200	399	2
400	999	3
1000	—	4

This table provides for twenty-four representatives and would, under the proposed new constitution, give an Executive Committee of the same size as the present one.

### LIST OF SCHOOLS IN EACH GEOGRAPHICAL DISTRICT

(Names of Electoral Districts are in black face type)

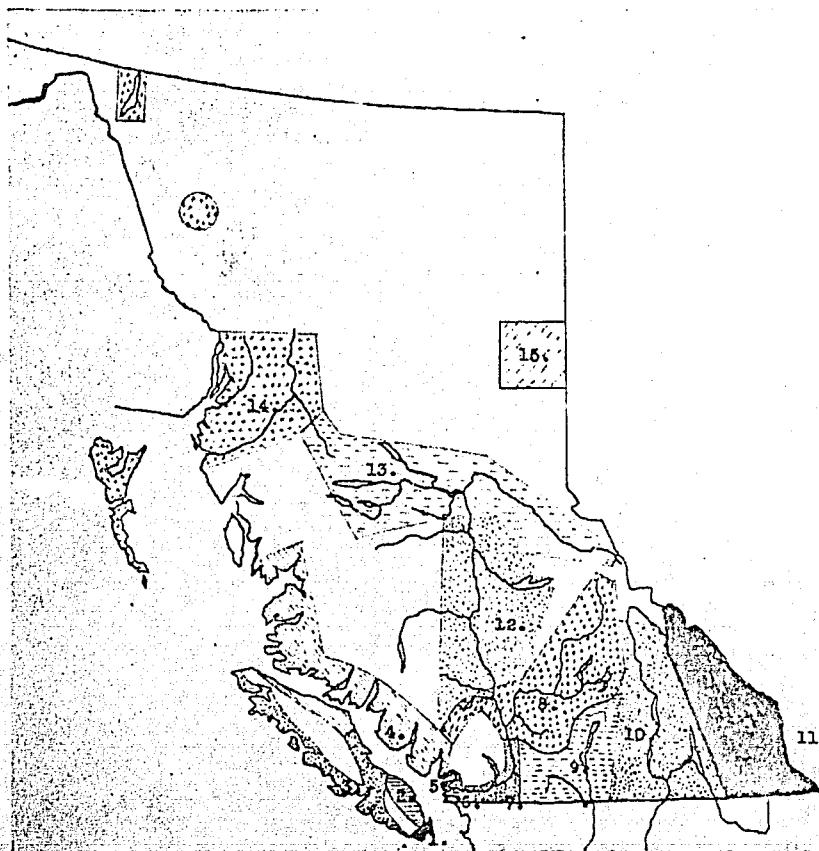
#### No. 1—SOUTHERN VANCOUVER ISLAND

Victoria  
Victoria, Oak Bay.  
Saanich  
Esquimalt  
Esquimalt.  
Rural—Albert Head, Colwood, Goldstream, Happy Valley, Jordan River, Kapoor, Langford, Metchosin, Otter Pt., Shirley, Sooke, Sooke East, Sooke North.  
Islands  
Salt Spring Island High School, Ganges Harbour, James Island, Sidney, North Saanich, Deep Cove, South Pender.

Representation on Executive Committee—2.

#### No. 2—CENTRAL VANCOUVER ISLAND

Esquimalt  
Bamberton, Cobble Hill, Malahat Station, Mill Bay, Shawnigan Lake, Shawnigan Lake West, Solarium, Sylvania.  
Islands  
Beaver Point, Burgoyne Bay, Divide, Galiano, Galiano North, Isabella Point, Mayne Island, Pender Island, Retreat Cove, Saturna Island, Vesuvius, Vesuvius North.  
Cowichan - Newcastle  
Bench, Cedar East, Cedar North, Cedar South, Chemainus, Cowichan,



Cowichan Lake, Cowichan Crossing, Duncan, Fairbridge, Gabriola United, Glenora, Koksilah, Ladysmith, Mayo, Mount Prevost, Nixon Creek, Oyster North, Rounds, Sahtlam, Silvey, Waterloo, Yount.

**Alberni - Nanaimo**

Brechin, Chase River, Departure Bay, Extension, Harewood, Nanaimo Bay, Nanaimo, Northfield, Red Gap, Wellington, Wellington South.

Representation—1.

**No. 3—NORTHERN AND WESTERN VANCOUVER ISLAND**

**Comox**

Bevan, Bloedel, Bowser, Campbell

Falls, Campbell River, Comox, Courtenay, Cumberland, Deep Bay, Denman Island, Hillier, Hornby Island, Fanny Bay, Kyuquot, Minto, McGuigan, Oyster Bay, Oyster River, Port Alice, Qualicum Beach, Little Qualicum, Quatsino, Royston, Tsolum, Union Bay.

**Alberni - Nanaimo**

Alberni, Bainbridge, Bamfield, Beaver Creek, Cherry Creek, Clayoquot, Errington, French Creek, Gill, Great Central, Lantzville, Montrose, Parksville, Port Alberni, Sproat Lake, Tofino, Ucluelet, Port Renfrew.

Representation—1.



**No. 4—COAST****Mackenzie**

Bella Bella, Bella Coola, Blind Channel, Blubber Bay, Coast Logging, Cranberry Lake, Egmont, Elphinston Bay, False Bay, Half Moon Bay, Hardwicke Island, Howe Sound, Irvine's Landing, Kingcome Inlet, Kleindale, Lund, Maple Grove, Mackenzie, Noosatsum, Ocean Falls, Okeover Arm, Pender Harbour, Port Mellon, Robert's Creek, Sechelt, Simoon Sound, Southview, Tucker Bay, Vananda, Westview, Wildwood, Woodfibre.

**Comox**

Alert Bay, Beaver Creek, Cape Mudge, Cortez Island, Englewood, Garrett, Gowland Harbour, Granite Bay, Heriot Bay, Hornby Island, Malcolm Island, Port Hardy, Quathiaski Cove, Read Island, Rock Bay, Sayward, Sayward Upper, Seymour Narrows, Squirrel Cove, Stuart Island, Thurston Bay, Whaletown.

**Lillooet**

Alta Lake, Brackendale, Britannia Beach, Britannia Mine, Squamish.

Representation—1.

**No. 5—VANCOUVER & DISTRICT****Vancouver - Burrard****Vancouver Centre****Vancouver East****Vancouver - Point Grey****North Vancouver**

North Vancouver City schools, district, West Vancouver, Bowen Island.

Representation—4.

**No. 6—NEW WESTMINSTER AREA****New Westminster****City.****Burnaby**

District, Coquitlam District, Port Coquitlam City, Essondale, Ioco, Port Moody City, Sunnyside No. 2.

**Delta**

Barnston Island, Delta District, Langley District, Richmond District, Surrey District.

Representation—3.

**No. 7—LOWER FRASER AREA****Chilliwack**

Abbotsford (Matsqui, Sumas, Abbotsford), Cheam View, Chilliwack City and District, Chilliwack River, Columbia Valley, Cultus Lake, Popcum, St. Elmo, Vedder River.

**Dewdney**

Concord, Deroche, Dewdney, Hatzic Prairie, Hope, Kent District, Maple Ridge District, Mission District, McConnell Creek, Nicomen, Pitt Meadows District.

**Yale**

Boston Bar, Keefers, North Bend, Yale.

Representation—2.

**No. 8—KAMLOOPS AREA****Kamloops**

Anderson Creek, Avola, Barriere River, Birch Island, Blackpool, Blucher Hall, Blue River, Brocklehurst, Cahilly, Chu Chua, Clearwater, Darlington, Floral Creek, Forks, Fruitlands, Heffley Creek, Kamloops City, Little Fort, Long Lake, Louis Creek, McGillivray, McMurphy, North Thompson West, Red Lake, Rose Hill, Round Top, Savona, Savona Road, Squam Bay, Star Lake, Tranquille, Vavenby, Vinsulla, Walhachin, Westsyde.

**Salmon Arm**

Anglemont, Balmoral, Barnhart Vale, Blind Bay, Cambie, Campbell Ranch, Carlin Siding, Celista, Chase, Chase Creek Lower, Craigellachie, Eagle Valley, Magna Bay, Malakwa, Martin's Prairie, Meadow Creek, Monte Creek, Monte Lake, Notch Hill, Pemberton Range, Pinantan, Pritchard, Robin's Range, Salmon Arm City, Salmon Arm District, Shuswap, Sicomous, Solsqua, Sorrento, Sunnybrae, Tappen, Tappen Valley, Turtle Valley, Westwold, White Lake.

**Yale**

Aspen Grove, Canford, Merritt City, Nicola, Nicola Lower, Pine.

**Lillooet**

Ashcroft, Big Bar Creek, Birken, Bonaparte Valley, Bralorne, Brexton, Bridge River, Clinton, Foster's Bar, Gold Bridge, Lillooet, Lytton, Minto City, Pachelqua, Pavilion, Pemberton, Pemberton Meadows, Pioneer Mine, Spence's Bridge.

Representation: 1.

**No. 9—OKANAGAN AREA****Salmon Arm**

Falkland, Glenemma, Hendon, Heywood's Corner, Salmon Bench, Salmon Valley, Silver Creek.

**North Okanagan**

Armstrong City, Ashton Creek, Coldstream District, Creighton Valley,

Deep Creek, Enderby City, Enderby North, Ewing's Landing, Grandview Bench, Grindrod, Hillcrest, Hilton, Hupel, Kedleston, Kingfisher, Lumby, Mabel Lake, Mara, Oyama, Reiswig, Richlands, Shuswap Falls, Springbend, Trinity Creek, Trinity Valley, Vernon City.

**South Okanagan**

Bear Creek, Benvoulin, Black Mountain, Ellison, Glenrosa, Joe Rich Valley, Kelowna City, Kelowna East, Kelowna South, Meadow Valley, Mission Creek, Mount Boucherie, Naramata, Okanagan Centre, Okanagan Mission, Peachland District, Rutland, Summerland District, Westbank, Winfield.

**Similkameen**

Allen Grove, Cawston, Hedley, Jura, Kaleden, Keremcos, Nickel Plate Mine, Okanagan Falls, Olalla, Oliver, One-Mile Creek, Osoyoos, Penticton District, Princeton, Stirling Creek, Testalinda.

**Yale**

Blakeburn, Brookmere, Coalmont, Tulameen.

Representation: 2.

**No. 10—GRAND FORKS-  
GREENWOOD**

Beaverdell, Boundary Falls, Bridesville, Brown Creek, Cascade, Fife, Fruitova, Gilpin, Grand Forks City, Greenwood City, Kettle Valley, Midway, Myncaster, Rhone, Rock Creek, Rock Mountain, Westbridge.

**Rossland-Trail**

Blueberry Creek, Castlegar, Columbia Gardens, Rossland City, Trail, Tadanac City.

**Kaslo-Slocan**

Ainsworth, Appledale, Argenta, Arrowhead, Arrow Park East, Arrow Park West, Beaton, Box Lake, Burton, Carroll's Landing, Deer Park, Edgewood, Fauquier, Forest Glen, Galena Bay, Glenbank, Hall's Landing, Hunter Siding, Inonoaklin Valley, Johnson's Landing, Kaslo City, Mount Ingersoll, Nakusp, Needles, New Denver, Perry Siding, Renata, Retallack, Rondel Sandon, Shuttly Bench, Silverton, Slocan City, Vallican, Winlaw.

**Revelstoke**

Albert Canyon, Begbie, Big Eddy, Cartier, Glacier, Greenslide, Mount McPherson, Revelstoke City, Sproat, Twelve-Mile Ferry.

**Nelson-Creston**

Arrow Creek, Balfour, Belford, Bonnington, Boswell, Brilliant, Camp Lister, Canyon, Crawford Bay, Crescent Valley, Creston, Creston West, Erickson, Erie, Fruitvale, Gibson Creek, Gray Creek, Harrop, Kitchener, Lodore, Longbeach, Meadow Spur, Nelson City, Park's Siding, Proctor, Queen's Bay, Robson, Salmo, Sanca, Shoreacres, Sirdar, Slocan Park, Slocan South, Sproule Creek, Taghum, Thrums, Willow Point, Ymir.

**Cranbrook**

Yahk.

Representation: 2.

**No. 11—COLUMBIA VALLEY AREA**

**Cranbrook**

Bull River Bridge, Cranbrook City, Kimberley, Larchwood, Lumberton, Marysville, Mayook, Meadowbrook, Moyase, Moyie, Wardner, Wycliffe.

**Fernie**

Baynes Lake, Coal Creek, Crow's Nest, Elk Bridge, Elko, Fernie City, Fort Steele, Galloway, Grasmere, Hosmer, Jaffray, Michel-Natal, Newgate, Roosville, Big Sand Creek, Sheep Creek, Waldo.

**Columbia**

Athalmer-Invermere, Beavermouth, Blackberry, Brisco, Canal Flats, Castledale, Edgewater, Field, Galena, Golden, Harrowgate, Horse Creek, Moberley, Mountain Ridge, McMurdo, Parson, Radium Hot Springs, Wilmer, Windermere.

Representation: 1.

**No. 12—CARIBOO AREA**

**Cariboo**

Alexandria, Alexis Creek, Australian, Barkerville, Big Lake, Bouchie Lake, Bridge Lake North, Buffalo Creek, Canyon Creek, Castle Rock, Dog Creek, Dragon Lake, Forest Grove, Harper's Camp, Lac La Hache, Lansdowne, Lone Butte, Meldrum Creek, Menzinger Creek, Milburn Lake, Miocene, Moose Heights, Narcosli Creek, 144-Mile House, 150-Mile House, Quesnel, Quesnel Dam, Quesnel West, Rose Lake, Sheridan Lake, Sister's Creek, Springhouse, Strathnaver, Wells, Williams Lake, Wingdam.

Representation: 1.

**No. 13—BULKLEY-NECHAKO-  
UPPER FRASER AREA**

**Fort George**

Alexa Lake, Beaverley, Beaver River, Bend, Cale Creek, Camp Creek, Chief Lake, Cranbrook Mills, Croydon, Dome Creek, Dunster, Ferndale, Fort George, Fort George South, Giscombe, Isle Pierre, Lee, Longworth, Longworth South, Loos, Mountain View, Mud River, McBride, Ness Lake, Newlands, Perny, Prince George City, Red Pass, Reid Lake, Salmon River, Shere, Shelley, Sinclair Mills, Snowshoe, Sylvan Glade, Tabor Creek, Tete Jaune, Thompson, Willow River.

**Omineca**

Alexander Manson, Burns Lake, Colley Mount, Decker Lake, Ellesby, Endake, Fort Fraser, Fort St. James, Francois Lake, Francois Lake West, Fraser Lake, Grassy Plains, Houston, Hubert, Hulatt, Lakes District, Mapes, Meadowvale, Nithi Mountain, Nithi River, Omineca, Orange Valley, Palling, Perow, Prairie Dale, Quick, Savory, Sheraton, Tatalrose, Tchesinkut, Telkwa, Tintagel, Topley, Uncha Valley, Vanderhoof, Walcott.

All the above report is respectfully submitted on behalf of the Constitution Committee.

**Skeena**  
Smithers.  
Representation: 1.

**No. 14—PRINCE RUPERT AREA**

**Prince Rupert**

Digby Island, Haysport, Inverness Cannery, Massett, Oona River, Osland, Port Clements, Prince Rupert City, Queen Charlotte, Sandspit, Simpson, Skidegate, Sunnyside Cannery.

**Skeena**

Cedarvale, Claxton, Copper City, Driftwood Creek, Essington, Evelyn, Four Mile, Glentanna, Hazelton, New Hazelton, Kitsumgallum, Kitwanga, Lakelse Valley, Pacific, Remo, Sealey Lake, Usk, Woodcock.

**Atlin**

Alice Arm, Atlin, Premier, Stewart, Telegraph Creek.  
Representation: 1.

**No. 15—PEACE RIVER AREA**

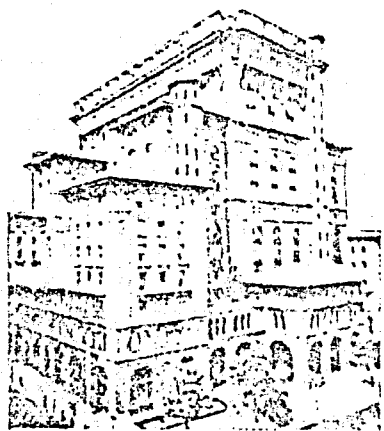
**Peace River**

Dawson Creek, Fort St. John, Peace River, Rolla.

Representation: 1.

H. W. CREELMAN, Chairman.





# The Hotel Vancouver



HEADQUARTERS TO THE  
British Columbia Teachers' Federation

## .. Convention ..

April 10th, 11th, 12th, 13th, 1939

Offers especially arranged Convention  
Rates to All Delegates:

Single room with bath	- . . .	\$2.50
Double room with bath	-	\$1.75 per person
Single room without bath	- . . .	\$1.50
Double room without bath,	\$1.25 per person	
Two rooms, connecting bath (4 persons)		\$1.00 per person

*Reservations should be made early and addressed directly to*  
**W. J. MYLETT, Manager**