

the
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teacher

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NOTICE OF ANNUAL MEETING

The Tenth Annual Meeting of the B.C.T.F. Credit Union will be held on Monday, April 3, 1961, in the Hotel Vancouver, Salon A, starting at 10:00 a.m.

BUSINESS

1. President's Report.
2. Credit Committee Report.
3. Supervisory Committee Report.
4. Treasurer's Report.
5. Distribution of Profits. (In this connection the directors recommend that a 4% dividend be paid to shareholders.)
6. Election of Officers.
7. Any New Business.

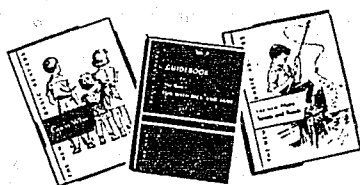
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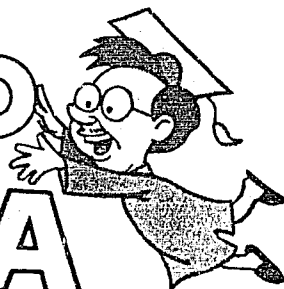


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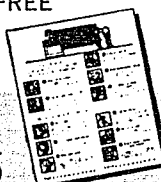


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the **BC** teacher

THIS ISSUE

On page 284, Mr. Spragge has analyzed the section of the Chant Report which deals with the salaries of teachers. He finds that some of the statistics on which recommendations are based, are of questionable validity.

There has been a study of the English educational system recently. Commencing on page 286 is the first of two articles by L. H. Garstin which will summarize the findings of this study.

Teachers who are undertaking training to increase their qualifications should read the article on page 289. Here Mr. J. H. Wallis, Assistant Registrar of the University of B.C., outlines the procedures which should be followed in applying for changes in certification.

The teaching of Physics has recently been under review. G. H. Cannon's article on page 291 outlines the progress of a study and what it aims to accomplish.

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TABLE OF CONTENTS

FEATURES

	Page
Chant on Salaries.....	J. A. Spragge 284
England's Royal Commission.....	L. H. Garstin 286
Your Certification.....	John H. Wallis 289
A New Approach to the Teaching of Physics	G. H. Cannon 291
Playing by Ear.....	D. A. Webster 293

DEPARTMENTS

The Editor Comments	
The Policy Makers.....	282
For Your Information.....	299
B.C.T.F. Convention Time Table.....	302
Section Time Table.....	319
On Your Behalf.....	323
What's the Answer?.....	326
Across the Desk.....	328
New Books.....	331
About People.....	335
It's News to Us.....	337

MISCELLANY

Aftermath—Our Cover Story.....	283
The Federation at Work.....	295
Departure from Principle.....	D. J. S. Smith 340

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The Policy Makers

EACH YEAR ABOUT this time, as our Annual General Meeting approaches, we think about the appropriateness of urging B.C.T.F. members to read, mark, digest and reflect upon the committee reports and resolutions which will be presented; then to attend the meetings of their association devoted to this phase of Federation activity to express their approval, criticism or suggestions for change; then to offer their services as association delegates to the A.G.M.; then to enter freely into the business of that A.G.M.

Such an appeal is ever timely, for each year brings forth some aspects of Federation activities and the school system which require special attention.

What are the special interest areas this year? They will vary with individual teacher interest but there are certain subjects which everyone will agree are significant at the present time.

What does the Federation think about the Chant Report recommendations? In thinking of this question we must determine who is the Federation and how Federation opinion is obtained.

Our 220-page brief to the Chant Commission contained 100 recommendations on curriculum and text-books, pupil progress,

school organization, supervision practices, the gifted child, the slow learner, teacher education, in-service education, the school day and school year, school buildings and equipment and other subjects. It contained also the submissions of ten provincial specialist associations, each with its own recommendations. The Federation Executive has reconstituted the Chant Commission Committee which collated the work of numerous Federation committees in preparing our report to the Commission. This committee is now directing evaluation studies of certain sections of the Chant Report by these Federation committees. They will also study reports from local associations and provincial specialist associations in compiling teacher reaction to the Chant Report recommendations. Only after this work is completed can we answer the question, "What does the Federation think of the Chant Report?"

The Federation is its members and their voice is the voice of the Federation. The Chant Report is one subject that needs much thought and study before it is considered at the Annual General Meeting. Federation policy on many of the subjects dealt with in the Report will be affirmed or altered by the delegates. Each should come as well prepared as possible to par-

participate in these policy-making discussions.

Would some change in the activities and organization of the Federation make it possible to work more effectively towards its objectives?

Can the present program of Federation activities be financed on the present basis or is an increase in fees required? If some adjustment is required, should services be curtailed rather than fees increased? Should any increase in fees be earmarked for particular purposes?

And what about the proposals of the Special Committee on Membership relative to the classification of members? The 1960 A.G.M. adopted four basic principles and instructed the committee to draft a detailed plan which would incorporate them. A copy of the report of the committee, providing such a detailed plan, has been sent to each Federation member. Will the delegates to the A.G.M. accept or

modify the committee's proposals for implementation or will further consideration be required? Certainly, whatever be the disposition of this matter, action should be taken only after the members have given this subject full discussion in their local associations.

These are just a few of the significant subjects which must be acted upon by the delegates to the A.G.M. Others just as important to Federation members are embodied in the recommendations of the various committees and in the resolutions.

Obviously this is a year when A.G.M. delegates will be required to make important and far-reaching decisions. They should be prepared for their role as the Federation Policy Makers by giving the necessary individual attention to the committee reports and resolutions. They should be further assisted by local association discussions.★

Aftermath—Our Cover Picture

JOHN DOBEREINER, the teacher-artist whose work is our cover picture this month (another second-timer), was born in Yorkton, Saskatchewan, but left there in his early years. He attended Vancouver School of Art after the War, graduating in 1949, and he also holds a B.Ed. degree from the University of British Columbia. He has been teaching in British Columbia since 1951, having been one year at J. Lloyd Crowe High School in Trail and the past eight years at Richmond High School. Besides his work in the schools, Mr. Dobereiner has been director of the Child Art Program at the Extension Department of

the University of British Columbia for a number of years.

Mr. Dobereiner's work has been exhibited at the Vancouver Art Gallery, the University Art Gallery, the Burnaby Municipal Hall and the Marine Museum in Vancouver.

Of this painting, which he calls *Aftermath*, Mr. Dobereiner says, "It was composed from sketches done in an area north of Squamish which was raped about twenty years ago. Although the area is slowly recovering, the forms that remain seem to carry some desperate message."★

Remember Your Membership Card

DELEGATES COMING TO the Convention should check before leaving home to see that they have with them their Federation membership cards. These are necessary for admission to the meeting hall. (The Delegate's card is a voting card,

not an admission ticket.) They are also required when delegates claim refunds from the Transportation Pool.

Registration of delegates commences at 9:30 a.m. on Monday, April 3, in Salon D of the Hotel Vancouver.

Chant on Salaries

J. A. SPRAGGE
B.C.T.F. Executive Assistant

THE SECTION OF the Chant Report which deals with teachers' salaries is a disappointing performance, not only in terms of the conclusions reached, but more essentially in terms of the fragmentary, superficial data upon which the conclusions appear to be based.

Table 121, on page 202 of the Report, compares salary levels in B.C., Alberta and Ontario, at elementary and secondary grade levels and at various percentiles. The conclusion drawn by the Commissioners is that despite "incidental variations" the British Columbia salaries are comparable with those of the other provinces. Two significant contrasts appear to have escaped the notice of the Commissioners. First, in B.C. the spread between the salaries of men and women is much narrower than in the other provinces, so that the relative attractiveness of B.C. salaries is greater for women and lesser for men. Secondly, B.C. salaries are somewhat inferior to Alberta's and markedly inferior to Ontario's at the secondary school level, especially at the higher percentile levels, indicating a weakness in B.C.'s recognition of top qualifications.

A more important criticism is the Commission's failure to relate the salary comparison to a comparison of qualification and experience levels, or to make allowance for the effect of separate schools on the Ontario averages. The Commissioners have committed the cardinal statistical sin of comparing quantities which are not directly comparable. Nowhere is there evidence that they have taken the trouble to

obtain a comparison of the salaries paid in British Columbia and elsewhere to teachers having equal experience and the same or equivalent qualifications.

Table 122, page 204, purports to show that the variations which exist among the salary schedules of the several school districts in B.C. are extreme. For each qualification category, the range quoted is from the highest figure in any district to the lowest, regardless of whether or not any significant number of districts approach the extreme positions. To eliminate the effect of occasional quite atypical scales, one might examine the range from the 5th to the 95th percentile, in which case, as illustrated in the following table, the striking feature is the degree of uniformity, rather than the occasional disparity.

	Range Quoted in Chant Report	Range 5th to 95th Percentile	Of 82 District Scales, the Number Falling within this Range
EC Min.	\$ 930	\$550	75
EB Min.	550	350	78
EA Min.	460	300	76
SB Min.	870	470	74
SA Min.	1060	650	76
EC Max.	\$1200	\$900	75
EB Max.	900	600	79
EA Max.	800	500	75
SB Max.	1675	700	76
SA Max.	1475	570	74

The common custom, among statisticians, of quoting ranges in such a fashion as to

exclude the unusually extreme cases is based on the assumption that such extremes reflect unusual, and often temporary, conditions. Examination of some of the extreme cases included in the Commission's table reveals just such conditions. At the SB and SA maxima, for example, the schedule in McBride School District was some \$500 below the lowest scale to be found in any other district. The existence of such a discrepancy was bound to be temporary; it did not exist in 1958, and it had again been eliminated by 1961. Yet, in respect of the year 1960, it added \$500 to the range reported in the Commission's table. Similarly, the total range reported at the SA minimum is extended through the existence of a few school boards, notably in Southern Okanagan, Kitimat and Princeton districts, whose deliberate policy has been an endeavor to attract well qualified beginning teachers. Again, the range at the EC maximum level is substantially extended through the policy of a group of four metropolitan districts of discouraging this type of certification by denying any experience increments at the EC level. In some instances, a district will, in pursuit of deliberate school board policy, adopt figures unusually high at one point on the scale, and unusually low at another. Examples are Burnaby, with its low EC and EB scales and high SA maximum, and Southern Okanagan, with high minima and moderate maxima. Such cases contribute to the wide ranges found by the Commissioners in the various categories, yet reflect normal total salary costs.

Is Variation Undesirable?

Moreover, the Commissioners appear to assume that a wide variation is necessarily undesirable. The possibility that even wider variations in salary might alleviate the chronic inability of remoter districts to compete for the services of qualified teachers with the metropolitan areas receives no more than cursory attention. The Report simply fails to present either evidence or argument as to the degree of variation, if any, which is justifiable or in the general interest.

Table 125 sets forth starting salaries of

University graduates in Canada by occupational group. The starting salaries in Education are shown as equal to those of general arts and science graduates, superior to those of nurses, therapists and articled students in accounting, and markedly inferior to those in twenty other professional groups. Yet the Commission's recommendation is that starting salaries of teachers *continue* to be set at a level comparable to those paid in other professions that require equivalent qualifications. In view of the evidence in the Commission's own table, one is impelled to ask how one can continue to do that which is not now being done.

Moreover, the Commissioners base their tacit assumption that teachers' salaries are now at levels comparable with those in these other professions on an examination only of starting rates. No attention is paid to the fact that the starting teacher is normally given a full load of responsibility, while the beginner in many other professional occupations starts in a very junior capacity, and receives a substantial boost over the starting rate, generally during his first six months of employment. The subject of average and maximum salary rates in the various groups is studiously avoided.

Statistics not Valid

In all of the foregoing cases, the Commission appears to have given uncritical acceptance to a series of statistical tables, without testing the material as to its validity or its significance. The tables are clearly recognizable as data prepared by the B.C. School Trustees' Association for use in arbitration cases, and hence designed to support a case against increases in teachers' salaries, rather than an objective examination of the issue. They have been less keenly scrutinized by the Commission than by the arbitration boards for whom they were originally prepared.

The Commission errs even more grievously when it quotes, and apparently accepts unquestioningly, mere allegations unsupported by any evidence. On pages 205 and 206 of the Report appears the statement that "it has been reported to the Com-

Continued on page 324

England's Royal Commission

The first of two articles summarizing the report of a special study on the English educational system.

L. H. GARSTIN

The author is principal of McKim Jr. High School, Kimberley. It was on the basis of his committee's report in 1948 that Federation policy on teacher education was established.

NOT ALONE ON this side of the Atlantic is it the fashion these days to establish Royal Commissions and issue reports on the state of a country's educational system. In England, too, the Central Advisory Council for Education, chaired by Sir B. Geoffrey Crowther, was asked in 1956 "to consider, in relation to the changing social and industrial needs of our society — the education of boys and girls between 15 and 18 — and to examine the inter-relationship of the various stages of education."¹ The outcome of this was the Crowther Report presented the British Ministry of

Education in August, 1959, under the title *15 to 18*.

The report begins with a survey of educational progress in the Old Country during the past sixty years and a summary of the education system at mid-century. It then sets out to explore the many problems facing British secondary education today and to make recommendations for educational reform.

In view of the soul-searching through which North American (and British Columbian) education is passing, the Report is not lacking in significance to our own situation.

The Structure of British Secondary Education

In order to understand the viewpoint of the Report, it is necessary to have at least a passing knowledge of the structure of British secondary education.

Unlike Canada, where the great majority of schools are comprehensive schools, that is, schools within which the full range of intellectual ability is fully represented, in England schools are differentiated into various types with distinct aims and objectives:

(1) Grammar — providing an academic education from 11 to 16 or 18 years of age and the main route of access to the universities and professions;

(2) Secondary Technical — providing an integrated academic and technical curriculum from 11 to 16 or 18, with a vocational flavor and leading to the universities and colleges of advanced technology, as well as directly into industry, commerce and the professions;

(3) Secondary Modern — providing education for those children not selected at 11 years of age for Grammar or Technical schools.

In addition there are a small number of Comprehensive schools, as well as the so-called bi-lateral and multi-lateral schools, variations on the Comprehensive school itself, for children between 11 and 19 years. There are also some 2,297 All Age schools containing children throughout the statutory age range from 5 to 15.

Selection of pupils for these various schools is, as Sir Geoffrey points out, "de-

terminated (with relatively few exceptions) by a decision taken when he or she is 11" — as a consequence of the controversial eleven plus examinations and data available on each individual pupil.²

Attendance at School 15 to 18

In England school attendance is compulsory in theory from 5 to 16 but in fact from 5 to 15, the reason being that the Education Act of 1944 provided for the extension of compulsory school attendance from 15 to 16 and for those leaving school at 16. However, because of a shortage of teachers and facilities, and for other reasons, the 1944 Act has not been enforced and the effective leaving age remains 15.

One of the main concerns of the Report is therefore to survey ways of making the 1944 Act enforceable and to state reasons why it should be enforced.

Who, under present conditions, does obtain full time education beyond the compulsory leaving age? the Report enquires. The matter is summed up concisely: "Four-fifths of the boys and girls have left school before they are sixteen."³ Conversely, only 20% of boys and girls continue full time education beyond the school leaving age.

Who are these students who do continue into what is roughly equivalent to our secondary education system? It is immediately apparent, the Report states, that they are recruited from the more favorably endowed economic and social groups. Social background is the greatest determinant in the decision of boys and girls as to whether they will remain in school.⁴

"Among the families of manual workers it is still the exception for a child to stay at school after he is legally free to go," as the Report puts it.

Figures on drop-out rates by age 15 for various occupational groups bear this out:⁵

Occupation of Father	percent drop outs
Professional and Managerial	25
Clerical and other non-manual	59
Skilled workers	78
Semi-skilled workers	85
Unskilled workers	92

The Report rejects the idea that drop-out rates are closely related to intelligence or

ability. In one survey it was found that "while nine-tenths of those in the top 10 percent in ability stayed in school voluntarily for *at least one year* more than they had to, over four-tenths (42 percent) left by 16. . . . Among the next ability group very nearly two-thirds left school as soon as they were allowed."⁶ In another survey it was found that while only 9 percent of those in the top 10 percent in ability, among the general population, dropped out by age 15, some 19 percent of the sons of manual workers dropped out. Among the next 10 percent in ability, 65 percent of the general population had dropped out by 15 and 75 percent of the sons of manual workers.

To those who claim that these drop-outs do in fact obtain further education through part time means such as apprenticeship training, part time release from jobs for educational purposes, night schools, correspondence schools and the like — the Report argues that this is not entirely the case. For example, it is pointed out that less than 2 percent of those released part time by employers for further education are studying non-vocational courses. A further small percentage gain part-time release for training in skills required in their jobs. And a rather limited number of employers provide their own training schools, but the provision is too often limited to a brief induction period and to training in specific work skills.

The situation in regard to correspondence and evening classes is no better. Some 37 percent of the boys and 40 percent of the girls taking evening classes give up within six months of enrolling. As for correspondence courses, the Report maintains such a route to further education "is arduous and progress probably slower than it need be if other methods of teaching were adopted."⁷

Thus, the Report concludes, "it seems clear that the majority of boys, and nearly all girls, who leave school as soon as they are legally entitled to do so, are without that help in growing up which is acknowledged to be necessary. They do not get day release, nor are they enrolled within

the four other forms of part-time education that we have just considered."⁸

Types of Schools Attended — 15 - 18

The Report turns its attention also to the types of school attended by the 20 per cent who do continue in full time education from the fifteenth year and gives the following figures for 1958:⁹

Grammar Schools	84.9%
Technical Schools	11.0%
Comprehensive Schools ..	4.1%

By the age of 17, the 20 percent enrolled in these schools at age 15 has fallen to roughly 10 percent, with the following distribution by type of school:

Grammar Schools	95.0%
Technical Schools	3.0%
Comprehensive Schools ..	2.0%

It seems clear that the drop-out rate between the 15th and 18th year is very high even for those who do remain on. In fact it dropped from 173,432 pupils to 53,469 pupils in 1958, a drop of approximately 68 percent. Furthermore, there are in England four Grammar schools to every Technical school and six Grammar school pupils to every Technical school pupil.

The feelings of the writers of the Report regarding this situation are well summed up in the following words:

"There is a tendency of long historical standing in English educational thought to concentrate too much on the interests of the abler pupils . . . and to forget about the rest. It is a tendency which should be resisted. . . . Many boys and girls are at present deprived of educational facilities which they could use well and which they are legally entitled to receive."¹⁰

Why Educational Opportunities Should be Extended

Quite obviously the Report is of the opinion that present educational opportunities for those 15 to 18 should be extended. Why? Such an extension would not only be of benefit to the individual but would prove also a vital part of the nation's capital investment, the Report contends. From the point of view of the personal and social needs of 15 year olds, education is one of the basic rights of the citizen. "A boy or

girl of 15 is not sufficiently mature to be exposed to the pressures of the world of industry and commerce. He needs an environment designed specifically to develop his powers and not one in which he finds a place only or mainly, in so far as an employer can make use of him."¹¹

From the viewpoint of the national interest, an extension of educational opportunity is advisable because "The country is a long way from tapping all the available supply of talent by present methods."¹² Moreover, "The present part-time route is an arduous one . . . is becoming more so every year as the complexity of modern technology increases. It is very difficult to climb the part-time ladder to the top and will soon be impossible."¹³

Furthermore, "The average worker in industry and commerce requires much more education than was needed only a short time ago. On the one hand the people of superior intelligence who used to spend their lives in middling jobs now pass into the Grammar schools and universities or colleges of advanced technology and finish up in the professions. On the other hand there has been a great increase in the number of skilled and professional jobs, which have sucked up into higher ranks many whose ability would never in the past have got them so high. The result has been to create a universal upgrading of the sort of post that is filled by a given level of intelligence."

All this has "deprived the middling jobs in industry and business of the level of ability they formerly attracted. But the jobs have to be done, and call for very much the same level of attainment as of old. If they are not to be done by people of superior ability, more time and care must be spent on education and training of people of only average intelligence. . . . The scientific revolution of our times needs to be reflected in a longer educational process."¹⁴

The Solution

The Report expresses the opinion that the most satisfactory solution to the educa-

Continued on page 341

Your Certification

An outline of procedures to be followed when planning or applying for a change of certificate.

JOHN H. WALLIS

DURING THE LAST five years the Registrars of the Department of Education and of the University have discussed on innumerable occasions problems common to the Department and to the University in their relationships with the teachers of the province. Consequently this opportunity to discuss some of these problems is appreciated, and as another Summer Session approaches it seems opportune to offer some suggestions to teachers seeking information on their certification and its relationship to degree programs.

These remarks can be prefaced by mentioning some changes in regulations concerning Summer Session which will be initiated this year. The last day for registration without payment of late fee for most courses will again be June 1. However, the last day for registration in courses of limited enrolment will be May 1. This change will permit students who are refused enrolment in limited courses to make a second choice at a reasonable date. Registrations in classes in which the limit has not been reached by May 1 will, of course, be accepted after that date. The last day for change of course will be the first day of lectures. Students must be in the courses of their final choice during the second day.

Three main problems concern the teacher, the Department, and the University:

1. Principles of certification and the classification of certificates;
2. Methods of applying for certificates;
3. Problems in obtaining advice.

Certificate classification and principles.

Before 1956 the certificates were the Elementary Conditional (E.C.), the Elementary

tary Basic (E.B.), the Elementary Advanced (E.A.), the Secondary Conditional (S.C.), the Secondary Basic (S.B.), and the Secondary Advanced (S.A.). Since 1956 the certificates have been: the Elementary Conditional (E.C.), the Elementary Basic (E.B.), the Elementary Advanced (E.A.), the Professional C. (P.C.), the Professional Basic (P.B.), and the Professional Advanced (P.A.). Although the Department has related its certification regulations to University degree programs, it still retains complete jurisdiction over the issuing of certificates. Progress toward a particular certificate is now measured by progress in the degree program which the teacher has chosen. It is, therefore, necessary for a student wishing to proceed to a higher certificate to choose a definite degree program, even though he or she may not intend to complete that degree. Thus, to qualify for the Elementary Advanced certificate, assuming basic teacher training has been completed, the teacher must be able to obtain from the University a statement of completion of Second Year Arts (or some equivalent program such as Science, Commerce, or Physical Education), or Third Year Education, Elementary or Secondary. Consequently the teacher must ensure that the requirements of his particular degree program are met before the University can certify that the program is being completed according to Calendar regulations. For example, Second Year Arts requires successful completion of English 200, a foreign language at the "200" level, and three Second

Mr. Wallis is Assistant Registrar at the University of British Columbia.

Year electives; if any one of the component parts is missing, the program is not complete and the advancement of certification is not granted by the Department of Education. Similarly Third Year Education (Elementary or Secondary) requires English 200 and any other five courses which form part of the program leading to the chosen degree.

Methods of applying for certificates.

The teacher, the University, and the Department of Education are all concerned in the process of raising the teacher's certificate. The teacher plays his part by choosing a degree program, by selecting courses from the University Calendar to meet regulations of this program and by applying at the appropriate times during his training for a change of certificate.

For the Winter Session the University sends to the Department of Education in June a statement of the standing of all Faculty of Education students who might qualify for a teacher's certificate. At the same time that students are mailed their individual marks they are given application forms to be completed and mailed to the Department of Education carrying the request for the issuance of a particular certificate. If the University's statement and the teacher's request agree, the Department issues the certificate; if the statements disagree the Department asks the University for a clarification of standing. Students of any faculty other than Education during the Winter Session, or students who complete an Extra-Sessional or Correspondence course, must not only request the Department for a change in certificate but also ask the Registrar of the University to send a statement of standing to the Department.

In the Summer Session these two steps are combined. An applicant completes a card in his registration booklet which is a request for change of certificate; at the end of the Summer Session the University notes the student's standing on this card which is subsequently forwarded to the Department. In any case where the student's evaluation of his position differs from the University evaluation the student is so informed. It is hoped that teachers' claims

can be checked during the Summer Session so that apparent conflicts can be resolved.

Problems in obtaining advice on certification and degree programs.

In general questions on degree planning and Calendar interpretation can best be answered by the University, while those regarding the issuance of certificates and special requirements for a change in certificate must be referred to the Department of Education in Victoria. Inasmuch as a large proportion of the over 4,000 students attending Summer Session request some advice in the months immediately preceding registration, it should be obvious that lengthy or detailed discussions and planning cannot be completed effectively during this period by either the University or the Department of Education. For this reason teachers should make basic decisions such as choice of degree and majors early. Full details of the various degree programs are given in the Calendar; it is the responsibility of each student to familiarize himself with the regulations and to ascertain that the courses he selects are in conformity with the regulations governing degree requirements. In cases where variations in a student's background or preparation make a departure from such general regulations necessary, the Registrar's Office of the University is pleased to assist the student in interpretation and evaluation of his position and in outlining the minimum requirements of the degree program he elects; within this framework the student can then choose the necessary courses from the Calendar. The departments in which the student chooses his majors are best qualified to give further advice on course selection when it is required.

Specialization in Agriculture, Commerce, Home Economics, Music, and Physical Education can be attained by degrees granted in these subjects. When a combination of such special subjects or a combination of academic teaching subjects and special subjects is desired, the teacher must work in the Faculty of Education toward the Bachelor of Education (Secondary

Continued on page 301

A New Approach to the Teaching of Physics

*Course context and laboratory work:
revised as a result of a special study
by the Physical Sciences Study Committee.*

BECAUSE OF THE advances of physics and technology over the past two decades it is reasonable to assume that there should be a need for commensurate advances in the methods of teaching physics in our schools. Many educators have realized this need for some time. However, the conventional physics course is essentially the same today as it was in the days before television, jet aircraft, Hiroshima, Sputnik, and Lunik.

It is true, revision committees in different areas, during their course reviews, have left out some topics, e.g., the gas laws, specific gravity, or something similar, or have returned some of the same topics or added others to the curriculum. But no real change has been made in the curriculum except for gradual transformations in the course from a fundamental physics to a technology.

Text-book writers have added new pictures to old books, reworded the problems to include modern examples, varied the order of presentation of the topics, or changed the format of the books by adding little boxes containing formulae for memorization. The pictures made the books look more interesting but the problems provided no greater challenge. The variations in order of presentation appealed to our personal whims but the context was still mechanics, heat, light, sound, magnetism, electricity, etc., each branch treated separately as a unique field of study. No attempt was made to show their interrelation and the little boxes only encouraged rote learning without true understanding.

This was the position in 1956. Generally speaking, no thorough enquiry into the teaching of secondary school physics had taken place up to this time. Since then the Physical Sciences Study Committee has been formed under the chairmanship of Professor J. Zacharias of Massachusetts Institute of Technology. With the guidance of this committee, a large group of scientists and teachers in the United States has carried out a thorough revision of secondary school physics. The committee had the close co-operation of teachers across the whole of America and the financial backing of the National Science Foundation, The Ford Foundation and the Alfred P. Sloan Foundation. It is safe to say that never has a revision committee had such massive support from the active scientists of the country and from the teachers in secondary schools and colleges.

The result of the committee's investigation has been a new approach to the teaching of physics on the North American continent. A complete reorganization of course context and revision of laboratory work has resulted from the application of new perceptions in this field of study. The course which has been developed is designed to show students the structure of physics. The presentation of the course is designed to show students how physics was discovered and understood by man.

The author is a former Vancouver teacher, now on the staff of the College of Education.

The course concentrates on fewer facts than are usually included in an elementary physics course. Understanding ideas is emphasized; memorization is not encouraged. The interrelationships of the branches are stressed by spending considerable time on the continuity running through physics which ties the facts together with explanations. Reasoning and careful observation are required to understand the stories.

To this end the laboratory revision has placed the laboratory work on a level with the text-book. The laboratory is an important tool in learning ideas of science. In the laboratory we learn physics, we don't just read about physics. The design of the laboratory apparatus is simple. The main purpose is that the student be able to see how he uses his developing ideas to steer his experiment. The experiments are truly experimental, not demonstrational, and form an integral part of the course. Thus concepts are developed not just asserted.

Realizing that it is not sufficient merely to revise a course or write a text-book, the committee has also developed simple laboratory equipment, produced films to apply directly to the course, constructed a set of achievement tests, and provided supplementary reference books produced under their direction. The committee has developed an extensive set of teacher's guides and has encouraged the setting up of in-service training institutes to give instruction to practising teachers on how to present the course.

Designed for High School Students

The course has been designed for students who would normally take high school physics. This group does not only include future scientists but other students as well. Early results indicate that the course might be suited for a larger group than originally intended. The program is being thoroughly tested in its experimental stages. The number of schools participating is increasing each year, growing from 270 in 1958-59 to 560 in 1959-60 to 1,100 in 1960-61. Test results and teacher reactions indicate the committee's objectives are being attained. A statement of these aims is:

"(1) to plan a course of study in which

the major developments of physics up to the present time are presented in a logical and integrated whole;

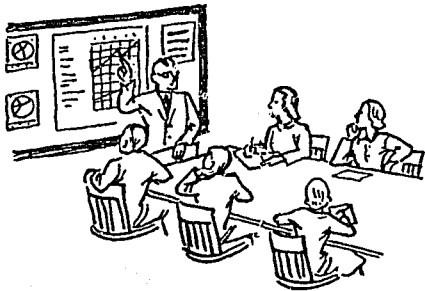
(2) to present physics as an intellectual and cultural pursuit which is a part of present-day human activity and achievement; and

(3) to assist physics teachers by means of various teaching aids to carry out the proposed program."

This year the University of British Columbia, as part of its Summer School program, will initiate an in-service training course based on P.S.S.C. methods under the course description Education 565 (Physics). Dr. D. L. Livesey of the Department of Physics has served as an associate of P.S.S.C. during the past year while on leave of absence. He will return to present the course, along with myself, of the College of Education, and Mr. Walter Boldt, the physics teacher at Delbrook High School, who has had P.S.S.C. experience. In order that the intensive tuition required is not dispersed, we have been driven to the unattractive necessity of limiting the enrolment to the first twenty-five registrants. The organization and demands of the course will limit any registrant to this course only. No other course can be carried at the same time. In order that each registrant will have all the necessary laboratory equipment, the School Board which employs the registrant is being asked to underwrite the cost (approximately \$90 per set) of purchase through the Physics Department of the University of British Columbia, of one set for each registrant in their employ. After the course, this equipment is to go to the School Board which employs the registrant so that the level of teaching of the present courses in the school may be enhanced by the introduction of fresh ideas into the instruction.

It is the fresh approach to the investigation of fundamental ideas in physics that makes the P.S.S.C. program appealing. This course could lead us back to the teaching of science rather than the teaching about science towards which we tend today. ★

*A Status Report — Gilbert C. Finlay, 1959, Progress Report, Educational Services Incorporated.



Playing by Ear

D. A. WEBSTER

Mr. Webster is a member of the Federation's Research Committee. He continues the series of articles through which the committee hopes to encourage greater research activities among teachers.

RESEARCH, IN ONE or more of its many forms, has managed to penetrate into almost every facet of modern life. Almost, but not quite. At least one field of enquiry remains relatively untouched by the harsh logic of research — one profession still harbors many who sincerely feel that they can play their tune best by ear. One of the few remaining havens for those who are wary of the methods of the scientific age is the field of education.

Perhaps this position is a little extreme and certainly it is unfair to a great many fine teachers. However, the fact remains that, though we frequently pay lip service to the role of research, very few of us bother to avail ourselves of presently obtainable results from research, and fewer yet endeavor to embark on worthwhile research-type experiments that could directly help our teaching. Far too many in our ranks are content to carry on with the methods that have been used for years without considering the possibility of improvement.

Research is an invaluable tool in clarifying vague problems and often leads to the discovery of possible solutions. The purpose of this article is not to describe specific methods of conducting investigations, but to underline the need for research and to suggest some topics that require study by educators in this province.

In the opinion of the Research Committee, the following topics should be of immediate concern to teachers in British Columbia. They are worthy of detailed examination.

ACHIEVEMENT

- Values and effects of public and private kindergarten training.
- Relationship between age of entry in grade one and subsequent achievement, retardation and acceleration.
- Effects of acceleration in the secondary grades on achievement at the university level.

CURRICULUM

- Optimum age for beginning oral and written study of a second language.
- Pupil programming (university or general) in the secondary school.
- Responsibility of public schools for vocational training.
- Effectiveness of specific programs such as physical education, art, music, etc.

INSTRUCTION

- Evaluation of methods employed in specific subjects such as spelling or arithmetic.
- Relationship between interest in a subject such as reading and progress in that subject.
- Relationship between class size and progress.
- Effectiveness of external examination as a stimulus for learning.
- Television as an instructional supplement.
- The effect of accreditation on work habits between Easter and June.
- The effect of direct instruction in study habits.

SCHOOL ADMINISTRATION

- Optimum length of school day, week or year.
- Limits of free education related to age, grade and ability.
- Effectiveness of elementary, junior high or junior high schools at the grade seven to eight level.
- Cost per pupil of different subjects, courses and instructional levels.
- Methods of forming school policy.

SCHOOL OPERATION

- Adequacy of school buildings as judged by teachers.
- Design and practicability of laboratories for subjects such as social studies or the languages.
- Selection and cost of equipment for various school subjects.

STUDENTS

- Minimum age at which satisfactory forecast of future academic success can be made.

- Factors, other than mental age, affecting student achievement.
- Provision of opportunities for gifted children.
- Provision, and limits of responsibility for retarded children in public schools.

TEACHERS

- Relationship between academic background of a teacher and pupil achievement in specific subjects.
- Effect of pupil-teacher ratio on teaching quality.
- Value of Teacher Aides.
- Optimum academic training for teachers of specific subjects at various grade levels.
- Apprenticeship or internship for teachers.

No attempt has been made to list all possible topics under any given heading. Only problems that are suitable for investigation by classroom teachers or administrators have been included. It may be noted that many of the topics on this list have been considered by the Chant Commission. This does not mean that these areas have been adequately studied. On the contrary, far more research will have to be completed before we can justify action on some of the major proposals. It is hoped that the above list might serve to inspire investigation of some of these problems.

There is one topic that has not been mentioned above. A concerted effort must be made to discover exactly what research has been done elsewhere, and what remains to be done on particular topics. Many of the problems stated above have already been partially investigated and unnecessary duplication of work could be avoided if the results of completed research on these problems could be made available to interested teachers. Providing such a service is a long-term aim of the Research Committee. In the meantime, individuals will have to search all available findings before embarking on their own projects. Naturally, the B.C.T.F. Research Committee is interested in knowing what studies are being carried on throughout the province, so please inform us if you do start an experiment that could be called research. ★



Some of the members of the Executive pictured at the Christmas Meeting.

The Federation at Work

PRACTICALLY ALL WORK within the Federation is done by committees. The Federation Executive has the support of numerous members who devote considerable time and energy to furthering the objectives of the Federation. Pictured here and on page 297 is the Federation Executive in session. Commencing fourth from the left above you will see J. W. Stewart, Secretary-Treasurer; H. M. Palsen and K. M. Aitchison, Vice-Presidents; W. H. Janzen, President; C. D. Ovans, General Secretary, Miss A. B. Macfarlane, Recording Secretary, and R. B. Cox, Past President.

This outline of the purposes of the committees will be concluded in the next issue.

Committee on Academic Standards

In March, 1959, the committee prepared terms of reference which were approved by the Executive, as follows: "The committee will undertake an historical study of the contribution made by the Department of Education to the maintenance of standards in the Province of British Columbia at the secondary level with special reference to Grades XI and XII."

This study was divided into three sections, viz.,

1. Dealing with the field of tests and measurements.

2. Dealing with the field of departmental examinations in Grades XI and XII.

3. Dealing with the field of curriculum.

Work on Section 1 has been completed and reported to the Federation. Section 2 has not yet been released by the Department of Education to which it was submitted for final approval. Section 3 is in the final stages of preparation but has yet to be submitted to the Department of Education for approval.

Members:

D. Falconer, Victoria; R. Huddleston, Victoria; E. Livesey, Vancouver (University of B.C.); J. Muir, Victoria; Miss C. Shaw, Victoria; R. Temple, Victoria; Miss K. Thompson, Victoria; Miss V. Turner, Victoria; Miss O. W. Heritage, Victoria (Chairman).

Acceleration and Gifted Child Committee

The purposes of this committee are:

To study experiments in acceleration and enrichment in this province and elsewhere.

To formulate ideas on:

(a) methods of improving instruction of the gifted—choice of textbooks, class-

room equipment, reference materials, workshops, aids to teachers.

- (b) solution of administrative problems arising from special groupings.
- (c) appropriate curriculum, assignments, and examinations for the gifted.

To take concrete action where possible to provide for assistance to teachers of the gifted:

- (a) requests for revised units of work from schools in B.C.; such units to be lent out by the B.C.T.F. office on request.
- (b) arranging of Summer Session courses in the form of lectures and workshops for 1961.

Members:

D. A. Moir, Vancouver (Consultant at V.S.B.); H. E. Cullis, West Vancouver; J. A. McAllister, Steveston; A. C. Kendrick, Penticton; Mrs. E. R. Pain, Vancouver; Miss R. L. White, Vancouver (Chairman).

Agreements Committee

The Agreements Committee has two distinct functions. The first of these is to act as an advisory committee to the Executive Committee and the Annual General Meeting on policy in the field of salaries and other aspects of collective agreements. Secondly, it is a group of co-ordinators whose function is to advise the agreements committees in local associations as to desirable policies, strategy and tactics and legal procedures in carrying out their duties at the local level, and to promote communication between local associations and the Federation office during the negotiation season.

Members:

R. B. Bennett, Prince Rupert; E. H. Bowring, Southern Okanagan; T. C. Campbell, Kamloops; A. H. Child, Sechelt; D. E. Forrest, Langley; W. S. Foster, West Vancouver; C. A. Galibois, Peace River South; R. W. Huestis, Nelson; N. Keis, Quesnel; D. H. McKay, Ladysmith; S. White, Creston; A. H. Gooding, Richmond (Chairman).

Benevolent Fund Committee

An allocation of ten cents a year from each membership fee has built up the

Benevolent Fund of approximately ten thousand dollars. Any member of the Federation who finds himself in emergent circumstances may borrow, without interest, from this fund.

The committee in charge of these monies has the responsibility of determining whether the circumstances of the individual requesting the loan are such that a loan shall be granted and of deciding how repayment shall be made. In certain extraordinary situations they may recommend to the Executive that the money paid out shall be in the form of a gift.

Members:

H. J. Grant, Vancouver; R. Bates, Vancouver; L. C. Curtis, Vancouver (Chairman).

Canadian Teachers' Federation Affairs Committee

The main purpose of C.T.F. is to obtain co-operation and co-ordination of all provincial teachers' organizations upon policies and activities of common interest. Our provincial committee has the responsibility of reflecting B.C.T.F. policy when national policy is being considered. We do this through an A.G.M. held during the summer and through representation on the Board of Directors.

Membership on the committee consists of the following table officers:

Wes Janzen, Surrey; K. M. Aitchison, Burnaby; H. M. Palsson, Sooke; R. B. Cox, Penticton (Chairman).

Constitution and By-Laws Committee

The Constitution and By-Laws Committee is a standing committee of the B.C.T.F. Executive Committee. It acts on authority of the Executive Committee from which it receives its instruction. It recommends the methods by which policies bearing on the Constitution and By-Laws, and established by the Annual General Meeting or recommended to the Annual General Meeting by the Executive Committee, may be put into effect. It has the further function of determining that the constitutions of Local Associations, District Councils, and Provincial Specialist Associations are in no

way at variance with the B.C.T.F. Constitution. The recognition of Provincial Specialist Associations depends upon approval of their constitutions.

The members of this year's committee are:

H. D. Dendy, Kelowna; W. L. B. Hawker, Kelowna; R. J. Wunderlich, Kelowna (Chairman).

Consultative Committee

The Consultative Committee consists of the elected officers of the Federation and the chairmen of the other standing committees -- Finance, Constitution and By-Laws, Agreements and Executive Committee on Ethics. The Consultative Committee meets periodically between meetings of the Executive to conduct the Federation's affairs. Specifically it deals with business referred to it by the Executive or with urgent matters which develop between Executive meetings. Its decisions must be made in conformity with established Federation policy, and in that sense it is an administrative body.

The present members of the Consultative Committee are:

R. B. Cox, Penticton; K. M. Aitchison, Burnaby; H. M. Palsso, Sooke; J. W. Stewart, Coquitlam; N. L. Ornes, Vancouver; R. J. Wunderlich, Kelowna; A. H. Gooding, Richmond; Wes Janzen, Surrey (Chairman).

Convention Committee

The Convention Committee takes no

part in policy formation. It is a work committee which makes the physical arrangements for the A.G.M. Its work includes arranging for: accommodation for meetings of the convention, accommodation for the Tuesday section meetings, selection of a main speaker, the delegates' luncheon, etc.

Members: K. M. Aitchison, Burnaby; W. J. Brown, Vancouver; J. S. Church, Vancouver; G. Davies, Vancouver; W. G. Dunlop, North Vancouver; W. G. Mayo, North Vancouver; H. Pankratz, Vancouver; K. Stainton, Burnaby; J. W. Stewart, Coquitlam; B. W. Taylor, Vancouver; and Miss E. F. Burke, Burnaby (Chairman).

Curriculum Committee

The Curriculum Committee is composed of representatives from each of the Provincial Specialist Associations and Subject Sections, as well as 8 Curriculum Directors appointed by the Executive Committee.

The purposes of this committee are to organize and co-ordinate curriculum work in the P.S.A.'s and Subject Sections and to initiate studies of curriculum resolutions and other problems affecting the curriculum. The committee receives resolutions and briefs from District Councils, Local Associations, and Fall Conventions and may, after suitable study, refer them to the Annual General Meeting or to the Department of Education.

The Curriculum Committee advises the Executive Committee and the Annual General Meeting on curriculum matters and also maintains liaison with the Director



Representatives from all parts of the province form the Executive Committee of the Federation.

of Curriculum of the Department of Education.

The Curriculum Directors are: Miss Norma Smith, North Vancouver; J. R. Wilson, Burnaby; T. M. Chalmers, Burnaby; J. S. Church, Vancouver; Mrs. L. Hanney, Burnaby; S. Trueman, Sechelt; G. Shantz, Coquitlam; and J. S. Young, Burnaby (Chairman).

The Curriculum Committee members are: F. E. Deuel, West Vancouver; F. W. Cadman, Burnaby; Miss A. G. Gray, Burnaby; R. Holmes, Vancouver; F. Bertam, Chilliwack; Miss S. Berkey, North Vancouver; F. W. Whitman, Vancouver; E. Burchak, Vancouver; C. E. McLeod, Chilliwack; Miss F. V. Rowell, West Vancouver; Mark Rose, New Westminster; S. D. Lawson, Vancouver; Mrs. L. Hay, North Vancouver; Mrs. E. S. Paul, Vancouver; B. C. Gillie, Victoria; V. L. Chapman, Vancouver; B. G. Fonseca, Vancouver; Mrs. M. Kucin, North Vancouver; and Mrs. I. L. Robertson, Langley.

Education Finance Committee

This committee has existed to study the method of financing education in British Columbia, to assess it in terms particularly of its educational implications, and to make recommendations to the Executive Committee as to what modifications should, from time to time, be recommended to the Government by the Federation.

It now functions under the following terms of reference:

To maintain a watching brief on any matters affecting education finance and to keep the Executive informed.

To analyze proposals advocated publicly re education finance which are in opposition to the Federation's fundamental principles, for report to the Executive.

To encourage thinking along the lines of the Federation's established policy on the part of organizations wherein it may have influence.

To keep the membership informed as to B.C.T.F. policy re education finance.

Members:
A. A. Andersen, Victoria; G. J. Greenaway, Surrey; N. K. Preston, Victoria; L. J. Prior, Burnaby; J. H. Sutherland, Vancouver; A. J. Welsh, Vancouver; E. L. Yeo,

Vancouver, (Retired); D. J. S. Smith, Alberni (Chairman).

Ethics Committee

The Executive Committee on Ethics always consists of the two Vice-Presidents and the Junior Past President, who is chairman. It is the duty of this committee to investigate all complaints referred to it and to make recommendations to the Executive, which then acts as the B.C.T.F. Ethics Committee.

It should be emphasized that although all cases are investigated by the Executive Committee on Ethics it can only make recommendations to the Executive. This committee in itself does not have the power to finally determine guilt or to punish.

Members: K. M. Aitchison, Burnaby; H. M. Palsson, Sooke; and R. B. Cox, Penticton (Chairman).

Finance Committee

The Finance Committee is one of the five standing committees of the Federation. Generally its purpose is to advise and recommend to the Consultative and Executive Committees and general meetings on all matters dealing with Federation finances.

The Finance Committee has a series of duties. It

(a) studies the financial statements presented by the auditors,

(b) prepares the annual budget,

(c) considers claims and requests for grants of all kinds,

(d) assesses present financial policies and practices,

(e) receives and advises on specific problems as they are referred,

(f) sits as the Salary Indemnity Committee to invigilate and advise on the operation of the Fund.

Having carried out its duties the Finance Committee, from time to time, recommends establishment of new policy or the reaffirmation and/or revision of present policy in all fiscal matters of the Federation.

Specifically, to Annual General Meetings it recommends the

Continued on page 342

for Your information—

Luncheon Accommodation Limited

As a means of getting the Convention off to an enthusiastic start, the annual Delegates' Luncheon has been a huge success. Its popularity is now so great as to create problems for us.

The various local associations this year are entitled to a total of approximately 800 delegates. All associations will not send a full complement of representatives, but there is no doubt whatever that the number attending will be greater than the 500 who can be seated at the luncheon. That is our problem, and the close co-operation of all concerned is required if we are to make the most effective use of the space available.

We think that, being aware of this problem, delegates will co-operate with us in observing the following suggestions:

1. Luncheon attendance must be limited to delegates. Please do not ask for tickets for others.
2. Please do not pick up a ticket unless you plan to attend. You may be robbing another delegate of his opportunity to be present.
3. If you change your plans at the last minute, either turn in your ticket at Salon D or, if that is not convenient, phone the Salon so that a substitute ticket may be issued.
4. Although the luncheon begins at 12:15 p.m., please be seated at 12:00 sharp. At that hour we shall count the empty seats and issue tickets to enough late applicants to fill them. Ticket-holders arriving later than 12:00 o'clock may thus find their places have been taken.

All these regulations and requests would be unnecessary, of course, if luncheon accommodation were available large enough for all who wish to attend. As it is, we must do all we can to minimize the number of delegates that are disappointed.

Primary People — Preregister

The morning meeting of the Primary Section will be held at Highland Elementary School, North Vancouver, on Tuesday, April 4. There will be only one Vancouver Tours bus leaving Hotel Vancouver to accommodate out of town teachers without transportation. There will be no charge made for this service. The bus will return to the Hotel Vancouver at 4:00 p.m. Others will travel the following route: from Lions Gate Bridge east on Marine Drive to Capilano Road, north on Capilano to Ridgewood Avenue, east on Ridgewood to Highland Boulevard, across Highland and onto Colwood Drive. People travelling across Second Narrows Bridge will follow the Upper Levels Highway to Capilano Road.

A smorgasbord luncheon by Golden Horseshoe Caterers will be held in the school. Luncheon tickets will be available by preregistration only. Registration closes March 30. If you are planning to attend, please send your name and address to: Primary Luncheon, B.C. Teachers' Federation, 1815 West 7th Ave., Vancouver 9, B.C. Your ticket may then be picked up either in Salon D on Monday or at the meeting Tuesday morning. Price of the luncheon is \$2.00. You may send the money with your preregistration, or pay when you pick up your ticket.

Meeting of Teachers of Classics

The B.C. Association of Teachers of Classics will hear an address by H. T. Logan, Esq., B.A., M.A., Professor Emeritus and former head of the Department of Classics, U.B.C., on Wednesday evening, April 5.

Colonel Logan will speak on "The Classics and Life" at 8:00 p.m. in the Unitarian Church Hall, 1550 West 10th

Avenue, Vancouver. Discussion will follow. Classics teachers also plan a "quid pro quo" session (an exchange of ideas and helpful teaching hints), followed by refreshments. Chairman of the program is Mr. F. A. Poole.

B.C. Science Teachers' Association

Dr. Ian McTaggart Cowan, of U.B.C., will address members of the B.C. Science Teachers' Association and other interested persons at a dinner and social evening on Wednesday, April 5.

Dr. Cowan's topic is "Science, Far and Near." The dinner will commence at 6:00 p.m. at Marine Drive Golf Club, 57th Avenue and Marine Drive. Tickets at \$3.50 each should be obtained in advance by mail from Mr. T. A. Harrison, 1550 Nelson Avenue, West Vancouver. Some tickets will also be available from the Science Teachers' Executive during their meeting April 4 at David Thompson High School.

In planning a dinner of this type, the Executive of the Association hopes to provide science teachers with a relaxing, congenial atmosphere in which they may discuss their common interests.

On Tuesday, April 4, the Science Section meeting will be held in David Thompson High School. As well as the business noted in the Section Timetable (See page 319), there will be displays of visual aids arranged by the Visual Aids Committee. There will also be science book displays. Test materials and worksheets have been collected from a variety of sources and will be available for examination. A number of industries will provide displays of their products and processes.

Teachers with visual aids and display materials which could be used by the Visual Aids Committee should contact Mr. Lyall Wade, 1875 Mountain Highway, North Vancouver, B.C.

B.C. Principals' Association Meeting

The annual general meeting of the B.C. Principals' Association will be held in South Burnaby High School, 6626 Kingsway, Burnaby, on Monday, April 3 and in John Oliver Secondary School, 41st Avenue and

St. George Street (just off Fraser Street) Vancouver, on Tuesday, April 4. Both meetings will commence at 9:30 a.m.

The agenda for the meeting is as follows:

Minutes of the 1960 A.G.M.

Minutes of the July, 1960, A.G.M.

President's Report

Treasurer's Report

Editor's Report

Conference Report

Recommendations: (a) Constitution (b) Chapters

Unfinished Business

New Business: (a) Report of Nominating Committee (b) Election of Officers.

Conference of Adult Education

Directors

This conference is jointly sponsored by the Department of Education, the University Extension Department, the B.C. School Trustees' Association and the Federation. It will be held Monday and Tuesday, April 3 and 4, from 8:45 a.m. to 4:30 p.m. Lunch will be available at the place of meeting.

The topics for Monday are: The School Act as it Affects Night Schools and Adult Education; Patterns and Problems of Adult Education; Financing of Adult Education.

Tuesday's topics are: Program Clinic—the problems of the Directors in different types of communities will be dealt with in workshop sessions.

Chairman will be Mr. J. H. Panton, Director of Community Programs, Department of Education.

The meeting will be held in the Y.W.C.A. Building, 997 Dunsmuir Street. This is the corner of Burrard and Dunsmuir Streets.

Special Counsellors' Association of B.C.

This is a new organization, officially approved by the Consultative Committee at its meeting on January 14, 1961. Membership at present is 38 out of the known total of 41 special counsellors in the province. It is expected that there will be 100% membership very shortly.

The first annual meeting of the Association will be held on Tuesday, April 4, at John Oliver Secondary School, 41st Avenue and St. George Street (just off Fraser

Street), commencing at 9:00 a.m. The special speaker will be Dr. R. G. E. Richmond, Medical Officer at Oakalla Prison Farm. Full details of the program will be found on page 321.

Shop Teachers Plan Special Events

The B.C. Shop Teachers' Association has planned several events which should be of general interest to teachers and their wives or lady friends.

A fashion show is being organized by Miss Betty Runcie, of the *Vancouver Province*, which will be presented in the Auditorium of David Thompson Secondary School from 1:30 to 3:30 p.m. on Tuesday, April 4. Tickets \$1.00.

At the same time, some industrial displays in the Shop Teachers' Section may be of interest to teachers of science. There will be films on the making of iron and steel, demonstrations of casting aluminum, welding aluminum, fibre-glassing, electronic testing of automobile motors, etc.

At 6:30 p.m. at Victoria Drive Community Hall, 2026 East 43rd Avenue, there will be a symposium on the theme: "Present Trends and New Horizons in Industrial Arts." Full details of speakers are given on page 320.

Provincial Special Class Association

The Tuesday morning meeting of this Association will feature Dr. S. R. Laycock of the College of Education, University of B.C. Dr. Laycock has had an outstanding career in education, culminating in six years as Dean of Education at the University of Saskatchewan. He has written

voluminously on education, mental health and psychology. He is in great demand as a speaker and lecturer. Dr. Laycock has made a special study of the educational needs of mentally retarded children.

Workshop sessions will be held on Tuesday afternoon as follows:

Workshop Sections:

Elementary:

Primary: Chairman, Miss Shelagh Snedden; Speaker, Mrs. M. Renville; Topic—"Discussion of Basic Subjects"; General discussion.

Intermediate: Chairman, Miss Sylvia Danylchuk; Speaker, Mr. A. Worth; Topic—"Simple Science"; General discussion.

Senior: Chairman, Mrs. P. Cormack; Speaker, Mrs. M. Kucin; Topic—"Day to Day Program in the Senior Elementary Class"; General discussion.

Secondary:

Jr. High School: Chairman, Mrs. B. Gibson; Speaker, Mrs. J. Etter; Topic—"Pre-employment Program and Job Training"; General discussion.

Any teacher who has "D" or "E" pupils may find something useful in the above program.

Vacancy List Service

Once again the Federation will offer its Vacancy List Service to those seeking positions. The first bulletin will be available during the Convention, in Salon D of the Hotel Vancouver and at the Federation office. The first bulletin is free of charge, but there will be a fee of \$1 for further issues.

Your Certification

Continued from page 290

Field). If academic majors are chosen, a Bachelor of Education (Secondary), a Bachelor of Arts or a Bachelor of Science degree would be elected. Those interested in teaching only elementary grades and subjects would normally choose a Bachelor of Education (Elementary Field). Specific guidance regarding the latter program can be obtained through Dr. F. H. Johnson or

Mr. E. B. Broome, and for the Secondary program in Education from Dr. J. R. McIntosh or Miss S. M. Boyles of the Faculty of the College of Education.

To increase the speed and efficiency with which questions can be answered it is essential that all details pertaining to a teacher's previous training, certificates, and experience be included with the initial request. Subsequent inquiries, where necessary, should be made at as early a date as possible preceding registration. ★

B.C.T.F. Convention Time Table

MONDAY, APRIL 3, HOTEL VANCOUVER

- 9:30 a.m. to 12:00 noon—
Registration and Registration for Pooling. (Salon D)
- 9:30 a.m. to 11:30 a.m.—
Provincial Teachers' Medical Services Annual Meeting. (Ballroom)
B.C.T.F. Credit Union Annual Meeting. (Salon A)
B.C.T.F. Co-operative Association Annual Meeting. (Salon M)
- 12:00 noon to 2:30 p.m.—
Delegates' Luncheon. (Banquet Room)
Presentation of G. A. Fergusson Memorial Award.
Address by Mr. Alan Thomas, Extension Department, U.B.C.
Topic: The Learning Society.
- 2:30 p.m. to 3:00 p.m.—
Registration and Registration for Pooling. (Salon D)
- 3:00 p.m. to 5:30 p.m.—
*(1) Annual General Meeting, First Session. (Ballroom)
Election of Scrutineers and Steering Committee.
Report of the President.
Report of the Executive Committee.
- 7:30 p.m. to 10:00 p.m.—
*(2) Annual General Meeting, Second Session (Ballroom)
Presentation of Charlesworth Memorial Award.
Presentation of Christie Scholarship.
Address by Hon. L. R. Peterson, Minister of Education.

TUESDAY, APRIL 4, JOHN OLIVER AND DAVID THOMPSON SECONDARY SCHOOLS (and elsewhere as listed).

- 9:30 a.m. to 11:30 a.m.—
Registration and Registration for Pooling.
- 9:30 a.m. to 12:00 noon—
*(3) Morning Section Meetings.
- 1:30 p.m. to 4:00 p.m.—
*(4) Afternoon Section Meetings.

TUESDAY, APRIL 4, HOTEL VANCOUVER

- 7:30 p.m. to 10:00 p.m.—
*(5) Annual General Meeting, Third Session. (Ballroom)

WEDNESDAY, APRIL 5, HOTEL VANCOUVER

- 9:30 a.m. to 12:00 noon—
*(6) Annual General Meeting, Fourth Session. (Ballroom)
Election of Officers will begin promptly at 9:30 a.m.
- 2:00 p.m. to 5:00 p.m.—
*(7) Annual General Meeting, Fifth Session. (Ballroom)
- 3:00 p.m. to 6:00 p.m.—
Payment of Transportation Refunds. (Salon D)

THURSDAY, APRIL 6, HOTEL VANCOUVER

- 9:30 a.m. to 12:00 noon—
*(8) Annual General Meeting, Sixth Session. (Ballroom)
- 9:30 a.m. to 5:30 p.m.—
Payment of Transportation Refunds. (Salon D)
- 2:00 p.m. to 5:00 p.m.—
*(9) Annual General Meeting, Seventh Session. (Ballroom)
- * Numbers refer to pooling claims. Attendants punch cards for one hour after commencement of meeting. At least five numbered sessions must be attended and card punched to qualify for Transportation Refund.

Summary of
Salary Scales
March, 1961

Summary of British Columbia Salary Schedules (1961)

DISTRICT No.	Category	Minimum	Maximum	Increments	Principal's Allowances, Larger Schools	Remarks
1. Fernie	EC	3000	3600	6 X 120	% of max. sal., EB (EI), PB (Sec.) Elem.: 8% first 2 teachers, incl. prin.; 2% (b), 1% (over 10). After 3 teachers, EL-Sec. and Sec.: 12% (b), 1% (8), 1% (over 15). Vice-prin.: 1/2%.	P.T.M.S. Plan A. E in sec. \$300 plus \$25 per year of experience to \$600.
	EB	3500	5450	10 X 195		
	EA	3900	5950	10 X 205		
	PC	4330	6600	10 X 220		
	PB	4800	7300	10 X 250		
	PA	5200	7900	10 X 270		
2. Cranbrook	EC	3000	3750	6 X 150	% of max. sal., EA (EI), PA (Sec.) 3% (b), 2% (b), 1% (10), 1/2% (over 20). Vice-prin.: 1/2%.	P.T.M.S. Plan A. E in sec. next higher scale. Tuition paid for credits be- yond EB perm.
	EB	3550	6650	10 X 200		
	EA	3900	6100	10 X 220		
	PC	4350	6650	10 X 230		
	PB	4800	7400	10 X 260		
	PA	5200	8000	3 X 280, 1 X 280, 6 X 250 1 X 280, 6 X 270		
3. Kimberley	EC	3100	3650	3 X 150, 1 X 100	Elem.: 15% to 35% of EB max. Sec.: 17% to 31% of EB max. Plus amount of base scale final incr. Vice-prin.: approx. 1/2%.	P.T.M.S. Plan A. E in sec. PC less \$500 (EC), \$300 (EB), \$100 (EA). \$100 per 6 units to higher cert. credit for experience in Canada. \$150 for one-yr. rural schools. After 10 years, \$10 per month.
	EB	3500	6600	6 X 225, 6 X 195		
	EA	4000	6100	4 X 240, 6 X 190		
	PC	4350	6575	4 X 250, 6 X 200, 1 X 225		
	PB	5000	7600	10 X 260		
	PA	5200	8250	10 X 305		
4. Windermere	EC	3200	3950	6 X 150	\$300 EL, \$400 Sec. and EL-Sec. \$100 (3), \$50 (over 8). Three incr. of \$150. Vice-prin.: 1/2%.	P.T.M.S. Plan A. E in sec. PC scale. Perm. and Class paid EB to 7th step. \$100 per 3 credits Summer School. After 1 year \$20 annual bonus for continuous service. \$200 for one-yr. schools.
	EB	3600	6600	10 X 200		
	EA	4000	6100	10 X 210		
	PC	4350	6875	6 X 225, 5 X 220		
	PB	5000	7600	10 X 260		
	PA	5350	8250	10 X 290		
5. Creston	EC	3400	4200	6 X 160	Admin.: \$200 ET, \$250 Superior, \$300 Sec. Superv.: \$100 (10), \$50 (over 10). Three incr. after scale max. Vice-prin.: 1/2%.	P.T.M.S. Plan A. Perm. and Class paid EB Full credit for outside ex- perience. \$75 for one-yr. schools.
	EB	3700	6800	10 X 190		
	EA	4000	6200	10 X 220		
	PC (EL)	4600	6800	10 X 225		
	PB	4800	7600	10 X 280		
	PA	5200	8200	10 X 300		
6. Kootenay Lake	EC	2900	3900	5 X 200	Admin.: \$300 (ET-Sec.) Superv.: \$90 (3), \$25 (over 8). Three incr. of \$60. Vice-prin.: 1/2 admin. and superv.	Medical Plan E in sec. \$300. Full credit for Commonwealth experience. \$100 for one-yr. schools.
	EB	3500	5570	6 X 210, 5 X 162		
	EA	3800	5970	6 X 225, 5 X 162		
	PC	4200	6670	6 X 260, 5 X 182		
	PB	4700	7670	6 X 300, 5 X 214		
	PA	5050	8070	6 X 350, 5 X 184		
7. Nelson	EC	2900	3900	5 X 200	P.T.M.S. Plan A. E in sec. taking further train- ing. PC scale; otherwise \$300.	
	EB	3600	5970	6 X 225, 5 X 162		
	EA	3800	5970	6 X 225, 5 X 162		
	PC	4200	7670	6 X 300, 5 X 214		
	PA	5050	8070	6 X 350, 5 X 184		

DISTRICT No. NAME	Category	Minimum	Maximum	Increments	Principal's Allowances, Larger Schools	Remarks
8. Slocan	EC EB EA PA	3050 3550 3850 4300 5200	3690 5700 6100 6600 8250	2 X 210, 2 X 110 10 X 215 10 X 225 10 X 230 11 X 269 10 X 280, 1 X 250	Elem.: \$300 plus \$100 per room (8), \$35 (over 8), Sec.: \$400 plus \$150 per room (8), \$25 (over 8).	P.T.M.S. Plan A. E transferred to sec. paid P.C. Full credit for outside ex- perience to 4 years.
9. Castlegar	EC EB EA PA	3000 3600 3800 4300 5200	3600 5600 6000 6500 8250	2 X 200, 2 X 100 10 X 200 10 X 220 10 X 230 12 X 235 11 X 250, 1 X 300	Elem.: \$300 first 4 teachers; \$100 (6), \$65 (over 10), Sec.: \$1000 first 4 teachers; \$100 (6), \$70 (over 10), Incr. of \$200 after 4, 6, and 8 years. Vice-prin.: 1/2. Prin's assistants: 1/2 allowance, 1/2 incr.	P.T.M.S. Plan A. E in sec. P.C. scale. E on stat. max. \$5000.
10. Arrow Lakes	EC EB EA PA	3000 3500 3800 4200 5000	3400 5500 5900 6500 8000	2 X 200 10 X 200 10 X 210 10 X 220 10 X 230 10 X 280		P.T.M.S. Plan A. E in sec. P.C. scale. E \$200 for 6 credits toward EB. \$100 for one-yr. school with 6 grades (experienced teach- er).
11. Trail	EC EB EA PA	3000 3600 3800 4300 5200	3400 5300 6000 6500 8250	2 X 200 3 X 200, 5 X 220 10 X 220 10 X 230 12 X 235 11 X 250, 1 X 300		P.T.M.S. Plan A. E in sec. \$400. Perm. 2nd Class salary \$1000. Perm. 2nd Class salary for odd year of outside experience.
12. Grand Forks	EC EB EA PA	3000 3500 3800 4250 5000	4150 5650 6200 6800 8234	5 X 230 10 X 215 10 X 240 10 X 265 11 X 264 11 X 294		P.T.M.S. Plan A. E in sec. 1 inc. above scale E in sec. 2 inc. above scale Perm. 2nd Class with 10 years' experience paid \$4610.
13. Kettle Valley	EC EB EA PA	3020 3540 3840 4440 5410	3820 5630 6340 6840 8080	5 X 160 11 X 190 12 X 200 12 X 210 12 X 220	Elem.: 10% to 36% of EB or EA max. Sec.: 10% to 36% of EB or EA max. Vice-prin.: 10% to 15% of base salary.	P.T.M.S. Plan A. E over 80% in sec. P.C. scale E over 80% in sec. P.C. scale to 7th step.
14. Southern Okanagan	EC EB EA PA	2980 3390 3800 4300 5560	4010 5410 5980 6556 7800	5 X 170, 1 X 180 8 X 190, 2 X 200 3 X 190, 7 X 200 8 X 200, 2 X 210 2 X 200, 8 X 210 6 X 220, 4 X 230	% of PB max. salary. Admin. per division: 1.66% EI. and Superior: 1.8% EI-Sec. and Jr. H.; 2.06% other. Superv.: 1/2% per teacher. Extra: 2% if SA or over. Vice-prin.: 30% of prin's a.	P.T.M.S. Plan A. E in sec. taking further train- ing. P.C. scale less \$100 (EB), \$700 (EB), \$200 (EB), Perm. 2nd Class paid EB to 7th step. University degree plus teach- ing cert. allowed 3 or 4 years' experience.
15. Penticton	EC EB EA PA	2900 3300 3800 4300 5300	3700 5390 5900 6650 7930	5 X 160 11 X 190 10 X 200, 1 X 100 11 X 200, 1 X 150 11 X 220, 1 X 230		P.T.M.S. Plan A. E in sec. next higher scale. E in sec. 2nd Class paid EB to 7th step.

16. Keremees	EC EB EA PC PB PA	3000 3400 3800 4300 4800 5200	3675 5500 5900 6500 7100 7700	5 X 156 10 X 200, 1 X 100 10 X 205, 1 X 100 2 X 200, 10 X 180 10 X 200, 2 X 180 4 X 225, 8 X 200	Elem.: 10% to 35% of EB or EA max. Sec.: 10% to 35% of PB or PA max. Vice-prin.: 10% to 15% of base salary.	P.T.M.S. Plan A. E in sec. PC scale less \$400 (EC). \$300 (EB). \$200 (EA). Perm. 2nd Class paid EB to 7th step.
17. Princeton	EC EB EA PC PB PA	3125 3625 4025 4425 4825 5225	3775 6525 6925 7325 7725 8125	6 X 130 10 X 200 11 X 200 11 X 200 12 X 200 12 X 200	Admin.: \$500. Superv.: \$50 (8). \$75 (over 8). Type Inct. of \$200. Vice-prin.: prin. less \$300 (EL), prin. less \$100 (Sec.).	Figures include \$125 "zonal adjustment." Medical plan. E in sec. ES scale to max. for cert. held. Perm. 2nd Class paid EB to 7th step. \$100 per 3 units to higher cert. up to PA. \$200 for one-room schools.
18. Golden	EC EB EA PC PB PA	3000 3400 3800 4200 4600 5000	3700 6400 6800 7200 7600 8000	2 X 250, 2 X 100 2 X 250, 2 X 100 2 X 270, 2 X 250 2 X 270, 2 X 250 2 X 270, 2 X 250 2 X 270, 2 X 250	Admin.: \$300 EL, \$350 EL-Jr., \$500 EL-Sr. and Jr.-Sr. Superv.: \$100 (\$10), \$90 (1), \$80 (1), etc. \$30 (over 16). Three Inct. equal to average on scale. Vice-prin.: 1/2.	P.T.M.S. Plan A. E in sec. PC scale less \$600 (EC). \$400 (EB). \$300 (EA). Perm. 2nd Class with 10 years' exp. paid EB to 7th step. EB to 7th step. \$50 per 3 units to higher cert. Full credit for outside experience. \$100 for one-room elementary schools.
19. Revelstoke	EC EB EA PC PB PA	3000 3400 3800 4200 4600 5000	3600 5400 5800 6200 6600 7000	5 X 120 10 X 200 10 X 210 10 X 230 10 X 250 10 X 270	Elem.: 10% to 35% of EB max. Sec.: 17% to 35% of PB max. Vice-prin.: 10% to 15% of base salary.	P.T.M.S. Plan A. E in sec. PC scale. Perm. 2nd Class paid EB to 7th step. \$75 per 3 units to higher cert. up to PA. \$100 for one-room schools.
20. Salmon Arm	EC EB EA PC PB PA	3000 3400 3800 4200 4600 5000	3600 5200 5600 6000 6400 6800	4 X 150 10 X 175 10 X 200 11 X 200 2 X 250, 10 X 210 12 X 225	Elem.: 10% to 33% of EB max. EL-Sec.: \$300 up to 250 students. Jr. H.: \$1850 up to 450 students. Sr. H.: \$2150 up to 450 students. Higher enrollment \$300 extra. Inct. of \$200 EL-Sec., \$250 Sec. Vice-prin.: approx. 1/2.	P.T.M.S. Plan A. E in sec. taking further training next higher scale. Perm. 2nd Class paid EB to 7th step. PB or PA in el. sec. schools teaching 60% sec. one Inctement. \$100 for one-room schools.
21. Armstrong-Spallumcheen	EC EB EA PC PB PA	2910 3310 3710 4110 4510 4910	3635 5335 5735 6135 6535 6935	5 X 145 11 X 175 12 X 175 12 X 185 12 X 210 12 X 215	Elem.: \$1300, Sec.: \$1400. Vice-prin.: \$700.	P.T.M.S. Plan A. Perm. 2nd Class paid EB to 7th step.
22. Vernon	EC EB EA PC PB PA	2800 3200 3600 4000 4400 4800	3500 5200 5600 6000 6400 6800	5 X 140 11 X 200, 1 X 100 12 X 200, 9 X 200 2 X 300, 9 X 200 3 X 300, 8 X 200	Elem.: 10% to 35% of EB or EA max. Sec.: 10% to 35% of PB or PA max. Vice-prin.: 10% to 15% of base salary.	P.T.M.S. Plan A. E in sec. outside Vernon taking further training. PC to 8th step. Perm. 2nd Class paid EB to 7th step. \$25 per unit up to \$5300 salary. One-room schools, 1 Inctement above scale.

DISTRICT No. Name	Category Minimum Maximum	Increments	Principal's Allowances, Larger Schools	Remarks
23. Kelowna	EC 2940 EB 3195 EA 3800 ES 4025 PC 4250 PB 4100 PA 6250	5 X 113 10 X 170, 1 X 190 10 X 190, 1 X 190 10 X 200, 1 X 115 10 X 220, 1 X 190 10 X 280, 1 X 115 10 X 280, 1 X 185	Negotiated separately.	P.T.M.S. Plan A. E in sec. taking further training. ES scale.
24. Kamloops	EC 2900 EB 3200 EA 3800 PC 4200 PB 4500 PA 6100	4 X 150 5 X 210 10 X 220 10 X 220, 1 X 200 7400 10 X 260, 1 X 200	% of max. sal. EA (El.), PB (Sec.) and El. (Sec.). Admin.: 13% El., 12% Sec., 16% El. Sr. H. Superv.: 1% per teacher. Three incr. of \$160 after scale max. Vice-prin.: 1/2 admin., 1/2 increments.	P.T.M.S. Plan A. Perm. EC with 5 years' exp. E in sec. paid 3 increments above EB or EA toward PC. Full credit for outside ex- perience. Up to \$300 in Gr. 1 with 3 years' primary experience. \$200 for one-room schools.
25. Barriere	EC 2660 EB 3200 EA 3700 PC 4100 PB 4500 PA 4800	5 X 145 10 X 160, 1 X 100 10 X 200, 1 X 100 11 X 200, 1 X 100 10 X 250, 1 X 200	Admin.: \$800. Superv.: \$100 (8), \$50 (over 8). Three increments after scale max.	P.T.M.S. Plan A. E in sec. PC scale. Perm. 2nd Class paid EB to 7th step. \$200 for one-room schools.
26. Birch Island	EC 3100 EB 3500 EA 4000 PC 4400 PB 4800 PA 5300	5 X 150 10 X 175 10 X 200 10 X 225 10 X 260 10 X 280	% of base sal. 6% El., 8% Sec., plus \$125 per teacher. Vice-prin.: 1/2.	P.T.M.S. Plan A. \$50 per 3 units to higher cert. Full credit for experience in Canada. Sabbatical leave after 5 years.
27. Williams Lake	EC 2675 EB 3200 EA 3650 PC 4070 PB 4470 PA 6070	5 X 150 8 X 175, 3 X 200 10 X 200, 1 X 130 10 X 225, 1 X 200 10 X 250, 1 X 300 10 X 250, 1 X 300	First 5 teachers: \$875 El., \$1000 Sec. El.: \$100 (3), \$50 (over 3). Sec.: \$100 (4), \$50 (over 9). Sec. sch. with 21 teachers: \$2500. Vice-prin.: 1/2.	P.T.M.S. Plan A. E in sec. \$200. \$150 per 6 credits to degree above perm. certificate.
28. Quesnel	EC 2900 EB 3450 EA 3550 PC 4350 PB 4750 PA 5200	5 X 175 10 X 190, 1 X 100 10 X 200, 1 X 100 11 X 200, 1 X 100 11 X 220, 1 X 100 11 X 230, 1 X 250	\$150 first 6 teachers: \$80 each (over 6). \$200 extra if no vice-prin. (over 6 teachers). Vice-prin.: 1/2 first 3 years, then 1/2.	P.T.M.S. Plan A. E in sec. \$300. \$100 for one-room schools.
29. Lillooet	EC 3100 EB 3500 EA 3900 FC 4300 PB 4700 PA 6100	4 X 200 10 X 200 10 X 210 10 X 240 10 X 270 10 X 290	\$100 (14), \$50 (over 14). \$25 (14), for each of first 2 years' ex- perience. 1/2. Vice-prin.: 1/2.	P.T.M.S. Plan A. E in sec. PC scale. S in el. by own choice. EA scale. \$100 per 3 units above EB to higher cert. up to PB. Full credit for outside ex- perience.

30. South Cariboo	EC EB EA PC PB PA	3000 3400 3850 4250 4650 5100	3700 6450 6000 6650 7400 7950	4 X 175 10 X 215 10 X 215 10 X 215 10 X 275 10 X 285	Elem.: \$250 (1), \$100 (over 1). El. Sec. and Sec.: 11% of PB max. plus 1% per teacher. Three incr. after scale max. Vice-prin.: 1/2 admin.	P.T.M.S. Plan A E in sec. \$300.
31. Merritt	EC EB EA PC PB PA	2900 3500 3900 4300 4800 5300	3600 5500 6000 6700 7400 8000	5 X 140 10 X 200 10 X 210 10 X 220 1 X 300, 10 X 230 1 X 300, 10 X 240	% of max sal. EB (El.), PB (Sec.) Elem. 6 to 9 rooms: 11% to 18%. Two Elem. over 9 rooms and Sec.: 20%. Two incr. of 5%. Vice-prin.: 1/2.	P.T.M.S. Plan A E in sec. PC scale. Six years exp. on perm. EC counted 2 years on EB. \$150 for one-room ungraded schools.
32. Fraser Canyon	EC EB EA PC PB PA	3000 3800 3850 4300 4800 5200	3400 3550 3850 4550 4850 7850	2 X 200 10 X 175 10 X 200 10 X 225 10 X 230 11 X 250	\$160 (3), \$80 (over 3). Vice-prin.: 1/2.	P.T.M.S. Plan A E in Jr. High. \$265. \$100 for 6 units up to PC.
33. Chilliwack	EC EB EA PC PB PA	2800 3400 3850 4300 4700 5200	3400 5100 6750 6300 7200 7900	4 X 150 6 X 150, 4 X 200 4 X 155, 6 X 200 8 X 155, 3 X 250 6 X 200, 5 X 300 6 X 200, 5 X 300	Elem.: 3% of EB max. (4 rms.), 2% (4 rms.), 1% per teacher. (over 8 rms.). One or two incr. of 3%. Sec.: 2% of PB max. (6 teachers). 1% (12), 1/2% (over 18). Two incr. of 5%. Vice-prin.: 1/2.	P.T.M.S. Plan A E in sec. taking further train- ing \$150.
34. Abbotsford	EC EB EA PC PB PA	3100 3500 3800 4200 4600 5200	3600 5000 5800 6400 7350 7950	5 X 100 10 X 150 10 X 200 11 X 200 11 X 250 11 X 250	% of max sal. PC (El.), PB (Jr. H.). PA (Sr. H.). Admin.: 6% El., 7 1/2% Jr. H., 9% Sr. H. Superv.: 1 1/2% (3), 1% (3), 1/2% (over 16). Vice-prin.: 1/2.	P.T.M.S. Plan A E in sec. taking further training, next higher scale (Jr.H.) or PC scale (Sr.H.). S in elem. not above PB (except principals)
35. Langley	EC EB EA PC PB PA	3100 3300 3800 4800 4800 5300	3500 5100 5600 6550 7300 8000	2 X 200 2 X 250, 1 X 400, 4 X 225 2 X 150, 1 X 400, 4 X 250 2 X 150, 1 X 400, 4 X 275, 3 X 150 2 X 150, 1 X 400, 4 X 200, 3 X 200 2 X 150, 1 X 400, 4 X 325, 3 X 200, 1 X 100	% of max sal. EB (El.), PB (Sec.). Elem.: 8% first 2 divs.; 5% (7), 1% (over 3). Sec.: 32% to 44%. Vice-prin.: 1/2.	P.T.M.S. Plan A \$188 for one-room schools.
36. Surrey	EC EB EA PC PB PA	2900 3200 3500 4350 4600 5100	3500 5000 5800 7350 7850 7980	4 X 150 10 X 190 10 X 200 11 X 200 12 X 230 12 X 240	% of max sal. EA (El.), PB (Jr. H.). PA (Sr. H.). Elem.: (per 40 pupils): 3% (240), 2% (160), 1% (over 400 pupils). Jr. H. (per 100 pupils): 7% (300), 5% (100), 3% (over 450), 7% (400), 5% Sr. H. (per 100 pupils): 7% (400), 5% (200), 3% (over 600). Vice-prin.: 1/2.	P.T.M.S. Plan A E in sec. taking further training, next higher scale. EC in sec. next higher scale. on further training. on further training. Special Class. \$200 for one-room schools \$300 for one-room schools
37. Delta	EC EB EA PC PB PA	3000 3500 3800 4150 4600 5050	3400 5255 5800 6610 7530 8270	2 X 150, 1 X 100 9 X 195 10 X 205 12 X 205 13 X 230 14 X 230	% of max sal. PB (El.), PA (Sec.). Admin.: 4% El., 7% plus \$400 Sec. Superv.: 2% (4), 1% (4), 1/2% (over 8). Vice-prin.: 1/2.	P.T.M.S. Plan A E in sec. \$300.

DISTRICT No. Name	Category	Minimum	Maximum	Increments	Principal's Allowances, Larger Schools	Remarks
38. Richmond	EC EB EA PC PB PA	3000 3500 3800 4100 4600 5000	3500 5500 5800 6700 7700 8200	1 X 200, 3 X 100 10 X 200 10 X 200 13 X 200 13 X 230, 1 X 110 13 X 230, 1 X 210	Enrollment 1-500 501-700 701-900 901-1100 Two inc. of \$200. Vice-prin.: ½	Sr. H. & Jr. Sr. \$1300 \$1600 1900 2400 2700 3000 P.T.M.S. Plan A.
39. Vancouver	EC EB EA PC PB PA	3000 3500 3800 4100 4600 5000	5500 5800 6100E 6400JH 6700SH 7160E 7460JH 7760SH 7900JH 8200SH	10 X 200 10 X 200 10 X 200 11 X 200, 1 X 100 12 X 200, 1 X 30 12 X 230, 1 X 100 13 X 230, 1 X 170 13 X 230, 1 X 70 13 X 230, 1 X 140 13 X 230, 1 X 210	Enrollment 1-400 401-600 601-800 801-1200 1201-2000 2001-2400 All administrators paid PA max. Two inc. of \$300 (small EL: 1 X 300). Vice-prin.: ½	Sr. H. & Jr. H. \$1500 \$1800 \$2500 \$2600 2950 3950 4400 Medical Plan—School Board pays up to ½ credit for Or experience limited to 8 years, but outside expe- credited in full up to this limit.
40. New Westminster	EC EB(EL) EB(Sec) EA SC PC FC/SC PB PA	2900 3500 3500 3900 4100 4100 4100 4600 6900	3700 5100 5500 5900 6100E 6300E 6400JH 6700SH 7460JH 7760SH 7900JH 8200SH	4 X 200 8 X 200 10 X 200 10 X 200 10 X 200 11 X 200 11 X 200, 1 X 100 12 X 230, 1 X 100 12 X 230, 1 X 170 13 X 230, 1 X 140 13 X 230, 1 X 210	Enrollment 1-400 401-800 801-1200 1201-1600 All administrators paid PA max. Two inc. of \$300 (small EL: 1 X 250). Vice-prin.: approx. 40% min., full inc.	Sr. H. & Jr. H. \$1300 1300 1650 2650 3100 P.T.M.S. Plan A.
41. Burnaby	EC EB EA SC PC PB PA	3050 3350 3500 4375 4575 5100	4550 5450 5850 6275 7275 8400	5 X 200 3 X 200, 4 X 250 1 X 150, 1 X 200, 4 X 250 3 X 200, 6 X 230, 2 X 220, 2 X 200, 1 X 100 2 X 200, 6 X 250, 2 X 200, 1 X 100	Paid PB max. plus % of PB max. Admin.: 8% (EL) 12% (Sr. H.) 9% (Jr. H.) 40% plus \$100 Sr. H. \$200 Sr. H. Super.: 9% per 100 pupils. Less 10% if under PB cert.; plus 5% if 6 yrs. university, 40% of prin's (EL) 70% (Jr. H.), 45% (Sr. H.). Superv.: ½	P.T.M.S. Plan A. 150 to \$300 per 6 units. Full credit for B.C. exp. ½ credit outside, to 8 yrs.
42. Maple Ridge	EC EB EA PC PB PA	3100 3500 3800 4250 4700 5250	3400 5200 5800 6550 7400 8000	2 X 150 10 X 170 10 X 200, 2 X 150 10 X 220, 2 X 250 10 X 225, 2 X 250	% of max. sal. PC (EL), PB (Jr. H.), PA (Sr. H.) 2½% (4), 2% (3), 1½% (3), 1% (over 10). Includes prin. in elementary only. Vice-prin.: ½	P.T.M.S. Plan A. E. teachers: \$100 for 6 units to higher cert. \$150 for PC with B.Ed. (EL) degree. Sabbatical leave without specified pay.
43. Coquitlam	EC EB EA PC PB PA	2750 3550 3850 4300 4805 5305	3200 5550 5850 6575 7775 8380	3 X 150 10 X 200 10 X 200, 5 X 215 6 X 215, 1 X 220 6 X 215, 1 X 265	% of PB max. salary. Elem.: 9½% first 4 divs., 1½% (3) % (over 7). Two to four inc. of \$150. Sec.: PA max. plus 25% to 40%. Four inc. of 3¼% \$200 for Sr. Matric. Vice-prin.: approx. ½	Medical Plan. Perm. cert. plus M.A. paid PA. IA: \$75 per 2 years' jour- neyman experience to \$400 or scale max. Sabbatical leave.

44. North Vancouver	EC	3000	3200	1 X 200	% of regular PA max. sal. (\$7990).	P.T.M.S. Plan A
	EB	3300	5100	8 X 200	\$51,700 pupils: 18% EL, 26% Jr. H.,	Last P.C. in for B.Ed. only.
	EA	3300	5300	10 X 200, 1 X 100	33% Sr. & Jr. Sr. Over 100, 23% EL,	Let P.C. in for B.Ed. inc. for M.A.
	PC	4100	6900	14 X 200	32% Jr. H., 39% Sr. H. & Jr. Sr.	teaching own subject.
	PA	4600	7800	14 X 230	Two inc. of 4%.	Mileage allowance for relieving teachers.
	PA	5000	8400	1 X 230, 1 X 180	Vice-prin.: 1/2 EL, 3/5 Sec.	

45. West Vancouver	EC	3000	5100	8 X 200	% of PA max.	P.T.N.S. Plan A
	EB	3300	5600	8 X 250, 1 X 100	Employment: EL, Jr. H., Jr. Sr.	Perm. cert. paid EB to 5th step.
	EA	3300	6000	8 X 250, 1 X 200	1-400 10%-16% 27%	
	PC B.Ed.	4300	7000	10 X 250	401-800 17%-21% 31%	
	PC	4150	6250	12 X 250	801-1200 35% 43%	
	PB	4100	7500	12 X 250, 2 X 250	1201-1600 47% 51%	
	PA	5100	8350		1601-2000	
					Sec. allowances partly based on no. of teachers.	
					Two inc. of 2% (EL), 3% (Sec.).	
					Vice-prin.: 1/2 (EL), 53% (Sec.), 2nd v.p. 20%.	

46. Sechart	EC	2900	3400	3 X 200	First 5 teachers: \$600 EL, \$800 Sec.,	P.T.M.S. Plan A
	EB	3200	5600	6 X 250, 3 X 300	\$75 (4), \$50 (over 9).	E in sec., P.C. scale less \$300
	EA	3200	5900	6 X 250, 4 X 300	Inc. of \$250 after 2, 4, and 6 years.	(EC), \$200 (EB), \$100 (EA). S in elem. \$200 under scale.
	PC	4200	6500	4 X 300, 2 X 250, 5 X 200	Vice-prin.: 1/2 admin. and superv., full inc.	Summer Sch. \$100 to \$150; corresp. course \$50 to \$100.
	PB	4500	7300			\$150 for one-room schools.
	PA	5000	8000	8 X 300, 3 X 250		

47. Powell River	EC	3000	3700	4 X 175	% of PA max. salary.	P.T.M.S. Plan A
	EB	3500	5500	10 X 200	Elem.: 3% (2 rms.), 2% (2), 1% (over 4 rms.)	E in sec. \$200, 1A with 2 years as journeyman, \$200.
	EA	3800	6900	10 X 250, 1 X 70	Sec. and EL-Sec.: 1% per teacher.	\$50 per unit. Summer School \$200.
	PC	4400	6970	10 X 250, 1 X 85	Extra \$50 for Gr. X-XII.	Full credit for outside experience for permanent staff.
	PB	4700	7855	10 X 300, 1 X 100	Inc. of \$200 after 3, 6, and 10 years.	\$300 for Special Class, \$200 for Gr. I with 2 years' experience.
	PA	5100	8200		Half credit outside district.	\$200 for one-room schools.
					Vice-prin.: 60%.	

48. Howe Sound	EC	3200	5:25	9 X 225	Admin.: \$300 EL, \$400 Sec., \$500	P.T.M.S. Plan A
	EB	3500	6300	10 X 230	El-Sec.	E in sec. \$200.
	EA	4000	6900	10 X 250	Superv.: \$100 (9), \$50 (over 9).	\$50 per unit to higher cert up to \$300.
	PC B.Ed.	4400	6650	9 X 250	Three inc. of \$200 after scale max.	\$200 for one-room elementary schools.
	PC	4400	6650	9 X 250	Vice-prin.: 1/2.	
	PB	4800	7700	10 X 290		
	PA	5200	8500	10 X 230		

49. Ocean Falls	EC	3300	3900	4 X 150	Elem.: \$700 first 4 teachers, \$100 (4),	P.T.M.S. Plan A
	EB	3600	6700	10 X 210	\$50 (over 8).	E in sec. \$200.
	EA	3600	6100	10 X 220	El-Sec.: \$800 first 4 teachers, \$100	\$50 per 3 units above perm. to \$175 to \$250 for Summer School.
	PC	4350	6770	11 X 220	(3), \$75 (8).	
	PB	4800	7495	11 X 245	Inc. of 7% of base salary after 2 years.	
	PA	5250	8275	11 X 275	Vice-prin.: 1/2 admin. and superv., full inc.	

DISTRICT No.	Category	Minimum	Maximum	Increments	Principals' Allowances, Larger Schools	Remarks
50. Queen Charlotte	EC EB EA PC PB PA	3250 3200 4250 4500 5000 5400	4150 5600 6250 6750 7750 8200	4 X 200 10 X 190 8 X 250 9 X 250 10 X 270 10 X 280	10% of max. for cert. held plus 2% per teacher.	P.T.M.S. Plan A. E in sec. \$300. \$50 per unit Summer School. \$200 for one-room schools. Travel allowance \$100 to \$125.
51. Portland Canal	EC EB EA PC PB PA	3400 3350 4115 4450 4950 5250	4150 6800 6400 7200 7950 8010	5 X 150 10 X 200 7 X 220 10 X 220 12 X 230 1 X 210, 1 X 225, 1 X 250, 1 X 260		P.T.M.S. Plan A. E in sec. \$300. Perm. EC paid EB to 6th step. \$50 per unit to higher cert. \$100 for one-room schools. \$200 after 3 years to \$400. Travel allowance to \$400.
52. Prince Rupert	EC EB EA PC PB PA	3200 3350 3950 4400 4850 5300	3950 6450 6950 7400 7850 8300	5 X 150 10 X 190 10 X 200 10 X 220 11 X 225 12 X 250	% of 1961 min.-max. average: EB 5% (EI) PB (Sec.) 1% (5) 1/2% (over 15). Specific maxima set for larger schools. Vice-prin. 1/2%.	P.T.M.S. Plan A. E in sec. taking further training \$300. Perm. EC paid to \$380. \$100 per 3 units above perm. Full credit for Commonwealth experience, 5 years outside. \$100 for one-room elem. schools. Travel allowance to \$400.
53. Terrace	EC EB EA PC PB PA	3200 3600 4000 4450 4850 5335	3900 6600 7100 7400 8125	4 X 150 10 X 200 10 X 210 10 X 235 10 X 235, 1 X 215 10 X 235, 2 X 220	Admin.: \$300 EI, and EI-Sec. \$550 Sec. Superv.: First 8 techs. each: \$75 EI; \$80 EI-Sec. \$100 Sec.: \$50 (5). \$25 (over 16). Vice-prin. 1/2%.	P.T.M.S. Plan A. E in sec. \$400 JA or HB with training paid PC or Hiner. \$50 per unit Summer School to \$300. 75% credit for Commonwealth experience, 25% outside.
54. Smithers	EC EB EA PC PB PA	3100 3500 3775 4290 4750 5035	3750 5590 5975 6600 7390 8107	4 X 165 10 X 200 10 X 220 11 X 231 10 X 246 12 X 255	Admin.: \$220 EI, \$330 Superior, \$440 EI-Sec. and Sec. Superv.: EI: \$82.50 (8) \$27.50 (over 8). Superior, EI-Sec. and Sec.: \$110 (8), \$55 (over 8). Vice-prin. 1/2%.	P.T.M.S. Plan A. EC in sec. \$300; EB \$400; EA \$500. Elem.: \$60 per credit to \$300. Hiner: \$50 per credit to \$100. \$50 per 3 credits to \$100. Educational leave after 5 years.
55. Burns Lake	EC EB EA PC PB PA	3100 3550 4000 4450 4900 5350	4000 5350 6025 6700 7375 8050	4 X 225 8 X 225 9 X 225 10 X 225 11 X 225 12 X 225	Elem.: \$110 (10, incl. prin.), \$66 (10), \$44 (over 20). Jr-Sr. H. \$33 more. Sr. H. \$44 more per teacher. Vice-prin. 1/2 less 2 teachers.	P.T.M.S. Plan A. E in sec. \$500 up to PC scale. \$50 per unit up to PA. \$165 for one-room schools with Gr. 7 and 8.

56. Vanderhoof	EC	3100	4000	4 X 225	Elem.: \$110 (10, incl. prin.), \$66 (over 10). Superior: \$143 (10, incl. prin.). Sec.: \$156 (10, incl. prin.), \$100 (over 10). Vice-prin.: ½.	P.T.M.S. Plan A. B in sec. PC scale, less one inc. Max. governed by cert. held. \$50 per unit above EB. After 1 year, full credit for Commonwealth experience. One-room schools: \$125 plus \$20 month over 20 pupils.
	EB	3550	5575	9 X 225		
	EA	4000	6025	9 X 225		
	PC	4450	6700	10 X 225		
	PA	4900	7600	12 X 225		
	PA	5350	8050	12 X 225		

57. Prince George	EC	3660	3950	4 X 225	Elem.: \$122 (10, incl. prin.), \$79 (10) more. Sr. H. approx. \$26 more. Superior: \$172 per teacher. Vice-prin.: approx. ½.	P.T.M.S. Plan A. \$50 per unit Summer School. \$198 for one-room schools with Gr. 7 and 8.
	EB	3950	5310	9 X 225		
	EA	4410	5935	10 X 225		
	PC	4860	6660	11 X 225		
	PA	5310	7235	12 X 225		

58. McBride	EC	3950	3950	4 X 225	Admin.: \$150 per room to 8 rooms. Superior: \$50 per teacher. Three inc. of \$100 (EL), \$150 (Superior), \$200 (Sec.).	Figures include \$200 "re-floal differential." P.T.M.S. Plan A. B in sec. PC scale. \$50 per unit up to PA.
	EB	3950	5300	9 X 225		
	EA	4400	5975	10 X 225		
	PC	4850	6650	11 X 225		
	PA	5300	8000	12 X 225		

59. Peace River South	EC	3950	3950	4 X 225	Under 10 divisions: \$860. Over 10 divisions: \$110 per teacher (EL), \$125 (Jr. H.), \$140 (Sr. H.). Vice-prin.: approx. ½.	Figures include \$100 "re-floal differential." P.T.M.S. Plan A. Perm. 2nd Class paid EC to 3rd step. \$50 per unit Summer School. \$50 per 3 units correspond. \$125 for one-room ungraded schools.
	EB	3950	5400	8 X 225		
	EA	4050	6075	9 X 225		
	PC	4525	6775	10 X 225		
	PA	5425	7450	11 X 225		
	PA		8125	12 X 225		

60. Peace River North	EC	3950	4100	4 X 200	Elem., under 10 teachers: First 3 teachers, incl. prin.: \$46; \$100 (6) more. 10 or more teachers: \$135 per teacher (EL, incl. prin.), \$135 (10). \$110 (over 20). Vice-prin.: ½ less 2 teachers.	P.T.M.S. Plan A. B in sec. \$100 to higher cert. \$50 per unit for correspondence courses \$10 month for one-room ungraded schools with 20 pupils.
	EB	3950	5650	8 X 250		
	EA	4025	6215	9 X 250		
	PC	4475	6950	10 X 275		
	PA	5000	7700	12 X 300		
	PA	5350	8350	10 X 300		

61. Greater Victoria	EC	3900	3600	4 X 150	\$15 per tchr. not registering division. For teachers registering division: First 4, Jr. H. \$800, Sr. H. \$900. Next 5, ea. 75. Next 11, ea. 50. Over 20, ea. 25. Three inc. after scale max. Vice-prin.: ½.	P.T.M.S. Plan A. B in sec. ½ credit for 10 years' journeyman experience to Perm. 2nd Class paid EC to max. of Prov. Grant. \$150 for special class.
	EB	3900	5400	10 X 200		
	EA	3800	5300	10 X 200		
	PC	4100	5950	12 X 215		
	PA	5000	7430	14 X 250		
	PA		8220	14 X 250		

62. Sooke	EC	2900	3400	3 X 200		P.T.M.S. Plan A.
	EB	2900	4400	10 X 200		
	EA	2900	5800	10 X 200		
	PC	4400	6350	10 X 225		
	PA	4800	7300	10 X 250		
	PA	5100	7950	11 X 250		

DISTRICT No. Name	Category	Minimum	Maximum	Increments	Principals' Allowances, Larger Schools	Remarks
63. Saanich	EC EB EA PC PB PA	2800 3450 3800 4100 4700 6000	3400 5250 5800 6300 7300 8220	4 X 150 10 X 150 10 X 200 11 X 200 13 X 200 14 X 230	First 4 teachers: \$675 El., \$1025 Sec.; \$75 (5), \$50 (over 9), \$175 (El.), \$350 (Sec.), after 1, 3, and 5 years. Vice-prin.: ½.	P.T.M.S. Plan A E in sec. next higher scale.
64. Gulf Islands	EC EB EA PC PB PA	2900 3400 3700 4200 4600 5100	3620 5200 5700 6450 7350 8100	4 X 150 9 X 200 10 X 200 9 X 250 11 X 250 12 X 250	First 4 teachers: \$600 El., \$800 Sec.; \$100 El. Sec.; \$75 (5), \$50 (over 9); Vice-prin.: ½.	P.T.M.S. Plan A P.C. scale. After 1 year 1/3% raise to next higher cert. per 3 units. "Educational leave" after 3 years.
65. Cowichan	EC EB EA PC PB PA	2350 3200 3500 4100 4600 5000	3550 5200 5800 6450 7240 7850	4 X 150 10 X 100 10 X 200 10 X 235 11 X 240 11 X 260		P.T.M.S. Plan A
66. Lake Cowichan	EC EB EA PC PB PA	2900 3450 3850 4350 4700 5200	3600 6450 6850 7400 7400 8000	4 X 150 10 X 200 10 X 200 10 X 250 10 X 250, 1 X 150 10 X 260, 1 X 200	% of max salary EA (El.), PA (Sec.) 17% plus 1% per teacher. Five incr. of 1%. Vice-prin.: ½.	P.T.M.S. Plan A E in sec. 2 incr. above scale. \$22 per credit above EB up to \$330.
67. Ladysmith	EC EB EA PC PB PA	2850 3400 3800 4200 4700 5000	3510 5200 5800 6510 7340 7915	4 X 155 10 X 150 10 X 200 11 X 210 11 X 240 11 X 265	Admin.: \$300 El., \$600 Sec. Superv.: \$100 (5), \$350 (over 7), after scale max. Vice-prin.: ½.	P.T.M.S. Plan A E in sec. PC less \$300 (EC), \$300 (EB), \$100 (EA), to \$400 above scale max. Perm. 2nd class paid EB to 7th step. \$175 for 3 grades in 1 div. \$100 for one-room schools.
68. Nanaimo	EC EB EA PC PB PA	2900 3400 3825 4250 4675 5100	3650 5400 5925 6550 7315 7850	5 X 150 10 X 200 10 X 210 10 X 230 11 X 240 11 X 250	Admin.: \$300 El., \$500 Sec. Superv.: \$175 (3), \$50 (over 3), Four incr. of \$150. Vice-prin.: ½ admin. and superv. full increments.	P.T.M.S. Plan A E in sec. next higher scale. \$100 per 5 units above perm. cert.
69. Qualicum	EC EB EA PC PB PA	2800 3400 3800 4100 4600 5000	3550 5300 5800 6300 7240 7850	5 X 150 10 X 190 10 X 200 10 X 220 11 X 240 11 X 260	Sec.: Admin.: \$300 first 250 pupils; \$25 each 25 pupils over 250. Superv.: \$75 (3), \$50 (over 3). Three incr. of \$150. Vice-prin.: ½ admin. and superv.	P.T.M.S. Plan A E in sec. \$300. \$75 per 3 units advanced study.

70. Alberni	EC EB EA PC PB PA	2500 3435 3400 4500 4800 5150	3700 3435 3400 6250 7385 7900	4 X 200 10 X 200 10 X 200 11 X 235 11 X 250	% of max. sal. EA or prin's scale, whichever higher (EL), FA (Sec.) Elem.: 4-9 techs. 12%; over 9, 15%; plus 1% per tech. Jr. H.: 1-6 techs. 20%; over 6, 25%; plus 1% per tech. Sr. H.: 35%; plus 1% per tech. Vice-prin.: approx. 50% (EL); approx. 55% (Sec.).	P.T.M.S. Plan A. E in sec., taking further training, next higher scale, term 2nd Class paid EB or PB according to grant. Full credit for Common-wealth experience for perm. sal. for special classes. One incr. for 3 grades in one room.
71. Courtenay	EC EB EA PC PB PA	2800 3400 3400 4200 4700 5200	3400 5200 5200 6500 7200 7950	4 X 150 10 X 180 10 X 200 10 X 230 10 X 250 10 X 275	% of PC max. salary, Superv.: 3% (3), 2% (4), 1% (5) 1/2 (over 12). Admin.: EL: 25% of superv. Sec.: 45% of superv. Vice-prin.: 1/2.	P.T.M.S. Plan A. Other classes not settled at time of publication.
72. Campbell River	EC EB EA PC PB PA	2900 3400 3400 4250 4700 5200	3500 5200 5780 6500 7300 8000	4 X 150 9 X 200 9 X 220 9 X 250 10 X 280 10 X 280	First 5 techs. incl. prin.: \$950 EL, \$1000 Superior and Sec. Elem.: \$95 (5), \$140 (over 10), Jr. H. and Superior: \$100 (3), \$15 (over 10), Jr.-Sr.: \$120 (5), \$60 (10), \$40 (10), \$25 (over 30) Three incrs. of \$200 EL, \$225 Jr. H. and Superior, \$250 Jr.-Sr. Vice-prin.: approx. 1/2.	P.T.M.S. Plan A. E in sec. \$200. \$100 for one-room schools without rent-free teacher-ages.
73. Alert Bay	EC EB EA PC PB PA	3500 3800 3800 4400 4800 5200	3800 5420 6160 6740 7500 8350	3 X 100 9 X 180 9 X 240 9 X 260 9 X 300 9 X 350	EL: Admin.: 3% of EA max. Superv.: 2% of EA max. per tech. Sec.: % of EA max. for el. techs. PA max. for sec. techs. 3% (2), 2% (2), 1% (over 4). Vice-prin.: (sec.): 1/2.	P.T.M.S. Plan A. E in sec. EB plus 3 incrs. \$50 per unit to higher cost. 3% of EA max. for one-room schools.
74. Qualtsino	EC EB EA PC PB PA	3500 3800 4100 4650 5050 5450	4100 6700 6300 6950 7750 8250	3 X 200 3 X 300, 5 X 200 2 X 300, 8 X 200 2 X 300, 7 X 200 2 X 300, 6 X 200 4 X 300, 3 X 200	Admin.: \$500 (EL-Sec.), \$25 (over 8). Superv.: \$100 (8), \$25 (over 8).	P.T.M.S. Plan A. \$150 per 3 credits.
75. Mission	EC EB EA PC PB PA	3100 3500 3800 4200 4700 5300	3400 5200 5800 6500 7400 8000	2 X 150 10 X 210 10 X 210 10 X 230 16 X 270 10 X 270	Elem.: 5% of base sal.; 2% of PC max. (6), 1% (4), 1/2% (over 12). Sec.: % of max. sal.; 1/2% (Jr.-Sr.), 1/2% (Sr.-H.), 2 1/2% (4), 2% (3), 1 1/2% (3), 1% (over 10). Vice-prin.: 1/2.	P.T.M.S. Plan A. \$200 for one-room schools.
76. Agassiz	EC EB EA PC PB PA	3000 3500 3900 4400 5000 5400	3500 5125 5750 6250 7250 7900	2 X 130, 2 X 135 5 X 200, 5 X 195 8 X 175, 2 X 225 8 X 175, 2 X 225 5 X 260, 5 X 250 10 X 250	\$150 (8, incl. prin.), \$75 (over 8). Vice-prin.: 1/2.	P.T.M.S. Plan A. Substantial raise after 7 years.

DISTRICT No. Name	Category	Minimum	Maximum	Increments	Principals' Allowances, Larger Schools	Remarks
77. Summerland	EC EB EA PC PB PA	2800 3850 3750 4200 4650 5100	5600 5400 5950 6600 7300 7900	6 X 160 10 X 190, 1 X 150 11 X 200 12 X 200 10 X 230, 2 X 175 10 X 335, 2 X 225	20% to 30% of basic salary. Vice-prin.: 1/2.	P.T.M.S. Plan A E in sec. next higher scale to max. for cert. held. Perm. 2nd. Class paid EB to 7th step.
78. Enderby	EC EB EA PC PB PA	2970 3870 3800 4280 4750 5230	3550 5250 5830 6530 7370 7920	4 X 120, 1 X 100 10 X 160, 1 X 180 10 X 190, 1 X 130 10 X 310, 1 X 150 10 X 440, 1 X 220 10 X 350, 1 X 190	Elem.: 10% to 12% of EB max. Sec.: 15% to 30% of PB max. Vice-prin.: 10% of base salary.	P.T.M.S. Plan A E in sec. next higher scale. E in 2nd. Class paid EB to 7th step. to 7th step 3 units to higher cert. above EB. marks over 65% \$150 for one-room schools.
79. Ucluellet-Tofino	EC EB EA PC PB PA	3100 3600 3900 4400 4925 5400	3700 5300 6000 6600 7225 8000	4 X 150 9 X 200 10 X 210 10 X 210 10 X 250 10 X 360	Admin.: \$200 EL, \$500 EB-Sec. Superv.: \$100 (15. inc. prin.), \$25 (over 15). Vice-prin.: \$300.	P.T.M.S. Plan A. Perm. 2nd. E in sec. paid EC to \$4300. \$25 per unit above perm. cert. to \$150. 1 1/2 credit for vocational ext. to 5 yrs. \$100 for one-room schools. After 2 yrs. \$200.
80. Kitimat	EC EB EA PC PB PA	3200 3740 4160 4610 5090 5600	3880 5260 5960 6810 7620 8360	4 X 170 8 X 190 9 X 200 10 X 200 10 X 240 12 X 250	Negotiated separately.	P.T.M.S. Plan A. \$50 per unit Summer School. Credit for outside experience equal to service in district. Travel allowance \$100.
81. Port Nelson	EC EB EA PC PB PA	3300 3850 4025 4475 5000 5350	4100 5550 6275 6650 7700 8350	4 X 200 8 X 250 9 X 275 9 X 300 10 X 300 10 X 300	Admin.: \$350. Superv.: \$100 (+), \$75 (over 4). Five incr. of \$50.	Plus northern allowance of \$400 to \$500. P.T.M.S. Plan A. E in sec. EC scale. \$75 per 3 units plus \$300 travel allowance. \$100 prior incr. \$100 leaving after 3 years.
University Hill	EC EB EA PC PB PA	2900 3600 3800 4300 4600 4900	3500 5600 6600 6400 8175 8475	4 X 150 10 X 200 10 X 200 11 X 200 13 X 275 13 X 275	Max. sal. EC (EL), PA (Sec.), \$1700 EL, \$2600 Sec. Vice-prin.: base scale plus 1/2 prin's.	P.T.M.S. Plan A.
Transit River	EC EB EA PC PB PA	3900 4200 4750 5050 5500 5850	6000 6600 7000 7500 8200 8500	8 X 250 8 X 300 8 X 350 8 X 350 9 X 350 9 X 350	Admin.: EL: \$100 plus \$100 per year; Sec.: \$200 plus \$150 per year; to 4 steps. Superv.: \$75 (3), \$25 (over 3).	P.T.M.S. Plan A. E in sec. EC scale. \$50 per unit to higher cert. \$300 after 2 years. Travel allowance.

Section Time Table

MEETING MONDAY, APRIL 3

ADULT EDUCATION DIRECTORS—See announcement, page 300, of Conference of Adult Education Directors.

DIRECTORS AND SUPERVISORS—Chairman, Mrs. Merle R. Peele.

9:30 a.m., in Auditorium, Teachers' Building, 1815 West 7th Avenue.

9:30 a.m.—Coffee and visiting.

10:00 a.m.—

- (1) Mr. R. K. McKenzie: a report on the "Canadian Conference on Children" in Quebec, 1960.
- (2) Group discussions.

12:00 noon—Luncheon in Auditorium.

1:30 p.m.—Business meeting.

PRINCIPALS—Chairman, Mr. A. G. Robertson.

9:30 a.m., in South Burnaby High School, 6626 Kingsway.

9:30 a.m.—Business meeting.

MEETING TUESDAY, APRIL 4

At David Thompson Secondary School, 55th Ave. and Argyle St. (just off Victoria Drive).

COUNSELLORS—Chairman, Mr. G. W. Shepherd.

9:30 a.m.—

- (1) "The Training Needs of Counsellors": Dr. J. Beattie MacLean, Supervisor of Counselling, Victoria College.
- (2) Business meeting.

12:30 p.m.—Free box lunch for active members.

2:00 p.m.—Special Tours to the Burnaby Vocational School and Vancouver General Hospital. During the afternoon there will be a fashion show for wives of members.

DIRECTORS AND SUPERVISORS—Choice of attendance at sections planned for other areas.

ENGLISH—Chairman, Mr. J. H. Sutherland.

9:30 a.m.—

- (1) Report on Reading: Mr. J. H. Sutherland.
- (2) "Teaching Load": discussion. Appointment of committee to report on this subject next year.

1:00 p.m.—Business meeting.

MODERN LANGUAGES—Chairman, Mr. H. R. Barnes.

9:30 a.m.—

- (1) Business meeting.
- (2) Short discussion of Chant Report re modern languages.
- (3) The Russian Experimental Group: led by Mr. I. A. Dyck, Lester Pearson High School, New Westminster.

12:00 noon—Box lunch, \$1.00, followed by demonstration of audio-aural techniques by Mme. Geneviève Bird, M.A.

PHYSICAL EDUCATION—Chairman, Mr. D. L. Larsen.

9:30 a.m.—Business meeting.

10:30 a.m.—Demonstrations.

12:15 p.m.—Speaker: Dean Arthur A. Esslinger, School of Health, P.E., and Recreation, University of Oregon.

SCIENCE—Chairman, Mr. M. C. Schmid.

9:30 a.m.—Business meeting.

1:30 p.m.—Election of officers and viewing of displays.

NOTE: Science Teachers also see important announcement on page 300.

INDUSTRIAL ARTS SHOP TEACHERS—Chairman, Mr. G. Durose.

9:00 a.m.—Registration.

9:30 a.m.—Annual meeting, B.C. Shop Teachers' Association.

11:30 a.m.—Viewing displays.

12:30 p.m.—Box lunch sold in cafeteria, 60c.

1:30 p.m.—"Scrambled session" and fashion show.

NOTE: the following activities will be held at Victoria Drive Community Hall, 2026 E. 43rd Ave.

4:00 p.m.—Cocktail hour.

5:00 p.m.—Banquet, \$2.25, tickets from Mr. Walter Diedrickson, 1332 Keith Rd., North Vancouver.

6:30 p.m.—Symposium: "Present Trends and New Horizons in Industrial Arts". Dean N. V. Scarfe, B.A., M.A.; D. H. Board, B.A.; W. R. F. Seal, B.Ed.; Ralph Thompson, B.A., M.A., Ed.D.; T. M. Chalmers, B.A., M.A. Moderator: P. H. Atterberry, B.S., M.S., Ed.D.

8:00 p.m.—Social evening.

SOCIAL STUDIES—Chairman, Mr. P. H. Andres.

9:30 a.m.—

- (1) Consideration of pertinent sections of the Chant Commission Report.
- (2) International Affairs Committee.
- (3) Business meeting.
- (4) Guest speakers: Mr. W. L. Holland on Asian Studies; Miss Cottingham on Team Teaching.

Lunch break from 12:00 noon to 1:30 p.m.

MEETING TUESDAY, APRIL 4

At John Oliver Secondary School, 41st Ave. and St. George St. (just off Fraser St.)

ART—Chairman, Mr. Ian McIntosh.

9:30 a.m.—

- (1) Annual meeting, B.C. Art Teachers' Association.
- (2) Report and discussion of Chant Commission Report.

1:30 p.m.—

- (1) Panel: "Training, Appointment, and Certification of Teachers of Art". Mr. E. Ozard, College of Education, U.B.C.; Mr. F. Amess, Vancouver School of Art; third speaker from Department of Education Registrar's Office.
- (2) "Design and Technique of Stained Glass Windows": Mr. D. Babcock, Vancouver School of Art.

Further details in Association newsletter.

COMMERCIAL—Chairman, Mr. A. Halleran.

9:30 a.m.—Business meeting.

10:30 a.m.—"The I.Q. (Interest Quotient) in Shorthand": Miss Edith Tourgis, Head of Commercial Department, Mimico High School, Toronto.

12:00 noon—Luncheon.

1:30 p.m.—"Metamorphosis—Classroom to Office": Miss Tourgis.

For admission to luncheon, participants should complete the coupon in the February newsletter, and send it with \$2.00 to Mrs. Ruth Philp, 223 E. 15th St., North Vancouver.

INTERMEDIATE—Chairman, Mr. E. L. Thomas.

9:30 a.m.—

- (1) Speaker.
- (2) Business session.

MATHEMATICS—Chairman, Mr. J. M. Lydiard.

9:30 a.m.—Business meeting.

10:30 a.m.—Panel on Mathematics 7E:

- "Introduction": Mr. L. J. Costley, Supervisor of Secondary Education, Burnaby.
"What is Mathematics?": Mr. D. H. Heise, Alpha Junior High, Burnaby.
"Area, Volume, Weight, and Time": Mr. C. G. Norman-Martin, Kensington Junior High, Burnaby.
"Non-Metric Geometry": Mr. M. C. Deane, Kensington Junior High, Burnaby.
"Testing Program; Future Plans": Mr. Costley.

Lunch break from 12:00 noon to 1:30 p.m.

MUSIC—Chairman, Dr. D. Evan Davis.

9:30 a.m.—

- (1) Demonstration and workshop: Elementary music with emphasis on Social Studies.
- (2) Business meeting.
- (3) Demonstration and workshop: High school music.

PRINCIPALS—Chairman, Mr. A. G. Robertson.

9:30 a.m.—Business meeting.

2:00 p.m.—Speaker.

RETIRED TEACHERS—Chairman, Miss Jessie Parkes.

9:30 a.m.—Registration.

10:30 a.m.—Business meeting. Report on Reid Manor by Mr. R. R. Smith.

12:30 p.m.—Luncheon. Speaker: Rev. J. Gordon Jones, O.B.E., Ph.D., D.D.

2:00 p.m.—“Pensions”: Mr. J. A. Spragge.

SPECIAL CLASS—Chairman, Mrs. Marjorie Bates.

9:30 a.m.—Viewing displays.

10:00 a.m.—“Understanding the Slow Learner”: Dr. S. R. Laycock, College of Education, U.B.C.

11:15 a.m.—Business meeting.

12:00 noon—Luncheon; details to be announced at business meeting.

1:30 p.m.—Workshop and general evaluation. See page 301 for details. Teachers interested in a program for their D and E pupils may find these workshops useful.

NOTE: Please notify Mrs. Jean Etter, 954 Wentworth Avenue, North Vancouver, if you will attend the luncheon and which workshop section you prefer to attend.

SPECIAL COUNSELLORS—Chairman, Mr. C. H. Bramwell.

9:00 a.m.—Committees will be appointed, study, and report on new constitution.

12:00 noon—Luncheon.

1:30 p.m.—“Homosexuality: Origin, Identification, and Treatment”: Dr. R. G. E. Richmond, Medical Officer, Oakalla Prison Farm.

2:30 p.m.—Discussion.

3:00 p.m.—General meeting and election of officers.

MEETING TUESDAY, APRIL 4

Elsewhere as listed.

ADULT EDUCATION DIRECTORS—See announcement, page 300, of Conference of Adult Education Directors.

HOME ECONOMICS—Chairman, Mrs. R. Begbie.

9:00 a.m., in Hillside Junior High School, 2295 Queens Avenue, West Vancouver.

9:00 a.m.—Registration.

9:30 a.m.—“Color, Fabrics, and Style Trends for Spring”, with demonstration. Speaker supplied by Elysée Fabrics.

10:45 a.m.—Business meeting, introduced by Mr. W. V. Allester.

12:00 noon—Luncheon, North Vancouver Senior High School, \$1.50.

1:30 p.m., at Hillside Junior High School. Panel and Discussion: “Is Home Economics a Frill?”. Miss Charlotte Black; Mrs. W. V. MacDonald; Mrs. Margaret Murphy; Mrs. Jessie Munton. Further details in the T.H.E.S.A. newsletter for February. For admission to luncheon, participants should complete the coupon in the February newsletter and send it with \$1.50 to Miss Audrey Dieno, 1826 Barclay St., Vancouver 5.

LIBRARY—Chairman, Miss M. Wylie.

9:30 a.m., in Auditorium, Vancouver Public Library, Burrard and Robson Sts.

9:30 a.m.—Business meeting.

10:30 a.m.—

- (1) “Early Children’s Books”: Mrs. Anna Smith.
- (2) “Book Illustrators”: Miss Margaret Turnbull.

12:30 p.m.—Luncheon, Devonshire Hotel; tickets at morning session.

2:00 p.m.—“Chant Commission Report in Relation to School Libraries”: Dean N. V. Scarfe, College of Education, U.B.C. Discussion period.

Display—There will be a display of books in the Schools Department of the Library.

PRIMARY—Chairman, Mrs. L. Hay.

9:30 a.m., in Highland Elementary School, 3150 Colwood Drive, North Vancouver.

NOTE: Bus transport arrangements for out-of-town teachers, and directions for those driving to Highlands School, are given below.

9:30 a.m.—Demonstration lessons: Cuisenaire and Physical Education.

11:15 a.m.—Annual meeting, B.C. Primary Teachers' Association.

12:30 p.m.—Luncheon, \$2.00. “Hong Kong Highlights”: “Penny Wise” (Miss Evelyn Caldwell), Vancouver Sun.

2:30 p.m.—Committee reports.

NOTE: Primary Teachers also see important announcement page 299.

How to Get There

From Hotel Vancouver

John Oliver Secondary School—41st Ave. and St. George St. (one block west of Fraser St.)

- Cross Granville Bridge; drive south on Granville to 41st; turn left and proceed east to school.
- Board Granville bus on Granville; at 41st, transfer to 41st Ave. bus eastbound; alight at St. George St.

David Thompson Secondary School—55th Ave. and Argyle St.

(two blocks west of Victoria Drive).

- Cross Granville Bridge; drive south on Granville to 49th; turn left and proceed east to Argyle; turn right and proceed south to school.
- Board Victoria bus northbound on Granville; alight on Victoria Drive at either 53rd or 54th; the street that leads west to the school is midway between those two bus stops and is closed to vehicular traffic by a white barricade at Victoria Drive.

Teachers' Building—7th Ave. and Burrard St.

- Cross Burrard Bridge; drive south on Burrard to 7th.
- Board 10th Ave. or Dunbar bus on Granville or Arbutus bus on Howe; alight on Broadway at Pine St.; walk one block west and two blocks north.

Unitarian Church Hall—1550 West 10th Ave.

- Cross Granville Bridge, using Fir St. exit; drive south on Fir to 10th; turn left on 10th.
- Board Granville bus on Granville; alight at Broadway; walk one block south and a half block west.

Marine Drive Golf Club—Southwest Marine Drive at 57th.

- Cross Granville Bridge; drive south on Granville to 57th; turn right and proceed west to Marine Drive; club entrance faces you.

South Burnaby High School—6626 Kingsway

- Cross Granville Bridge; drive south on Granville to King Edward; turn left and proceed east to Kingsway; continue eastward on Kingsway, through most of Burnaby; school is on your right.

Hillside Junior High School, West Vancouver

- Drive west on Georgia, through Stanley Park and over Lion's Gate Bridge; follow cloverleaf marked “West Vancouver”; and Marine Drive, to Taylor Way; turn right and proceed up Taylor Way to Upper Levels Highway; turn left and proceed west to 22nd St. exit; turn left on 22nd.

Highland Elementary School, North Vancouver

- Drive west on Georgia, through Stanley Park and over Lion's Gate Bridge; follow exit marked “North Vancouver”; and Marine Drive, to Capilano Road; turn left; follow Capilano Road, Ridgewood Drive and Colwood Drive to school.
- A special bus will leave Hotel Vancouver at 8:45 a.m., returning from Highland School at 4:00 p.m.

From David Thompson School

Victoria Drive Community Hall—2026 East 43rd Ave.

- Drive north on Victoria to 43rd; turn right on 43rd.

on Your behalf

MANY COMMITTEES met during the period January 15 to February 14, some of them several times. These were the committees which met in the B.C. Teachers' Building: Agreements, Chant Report Assessment, Consultative, Convention, Curriculum Directors, Curriculum Committee, Finance, Gifted Child, International Affairs, Pensions, Property Management, P.S.A. Publications, Resolutions, Supervision Practices, Television Advisory, Workshop.

January 16

The two Vice-Presidents, K. M. Aitchison and H. M. Palsson, General Secretary C. D. Ovans and Assistant General Secretary S. Evans were in Victoria for a meeting with the Deputy Minister of Education concerning the Chant Report. Executive Assistant J. A. Spragge discussed pensions at a meeting of the Lower Mainland Principals' Association.

January 17

Mr. Spragge represented the Federation at a meeting of the B.C. Education Research Council at U.B.C. Also attending was L. B. Daniels, chairman of the Federation's Research Committee.

January 18

President W. Janzen and Executive Assistant W. V. Allester attended a meeting of the committee planning for the Adult Education Workshop, to be held in April.

January 19

Mr. Spragge was in Abbotsford to discuss pensions with the teachers there.

January 20

Mr. Janzen and Mr. Evans represented the Federation at the Future Teachers' Conference at U.B.C. Mr. Evans also attended a meeting of the directors of the B.C. Council on Education.

January 21

Mr. Evans attended further sessions of the Future Teachers' Conference.

January 22, 23

Mr. Janzen and Mr. Ovans were in Ed-

monton to attend a meeting of Western presidents and secretaries. The topic was possible legislation arising from Royal Commission Reports. Alberta, British Columbia and Manitoba have all recently had Royal Commissions on Education.

January 23

Mr. Allester participated in a panel discussion on the Chant Report under the auspices of the P.T.A. of Delbrook High School, North Vancouver.

January 25

The Federation delegation of Messrs. Aitchison, Palsson, Ovans and Evans again were in Victoria to meet the Minister and Deputy Minister of Education.

January 26

Mr. Aitchison and Mr. Ovans attended the Opening of the Legislature and the State Ball. Mr. Janzen was in Ottawa, where he entertained several B.C. Members of Parliament at luncheon. Mr. Allester met at U.B.C. with Dean Scarfe and Dr. Argue to discuss Summer School courses.

January 27, 28, 29

Mr. Janzen attended a meeting of the Board of Directors of the Canadian Teachers' Federation in Ottawa.

January 31

Mr. Janzen and Mr. Ovans were in Victoria to attend sessions of the Legislature. Mr. Spragge discussed pensions and other matters at a general meeting of the Vancouver Secondary School Teachers' Association.

February 1, 2, 3

Mr. Janzen attended sessions of the Legislature in Victoria and addressed a meeting of the Saanich Teachers' Association.

February 3

Mr. Aitchison represented the Federation at the Vancouver Counsellors' Workshop.

February 3, 4

Mr. Allester was in Victoria to attend a

special demonstration of closed circuit TV at S. J. Willis Jr. High School and to confer with the engineer on the techniques of TV. Mr. J. S. Young, chairman of the Curriculum Committee, also attended the demonstration.

February 6

Mr. Evans attended a meeting of the directors of the B.C. Council on Education.

February 6, 7, 9

On these dates Mr. Janzen was in Victoria, attending sessions of the Legislature. He also addressed meetings of the Teachers' Associations at Ganges and Sooke.

February 8

Mr. Evans was in Victoria to interview newspaper personnel and to meet with the Minister of Education. Mr. Janzen and Mr. Allester attended Surrey Teachers' Convention to discuss membership and the Chant Report. Mr. Allester also attended a meeting of the Adult Education Workshop planning committee. Miss A. B. Macfarlane, Office Assistant, represented the Federation at the Career Night held by Nanaimo Senior High School.

February 9

Mr. Ovans met with the Minister of Education in Victoria and attended a meeting of the sub-committee of the Joint Board of the College of Education.

February 10

In Victoria Mr. Ovans attended a meeting of the Department of Education's Recruitment Committee. Mr. Janzen and Mr. Allester attended the second section of the Surrey Teachers' Association convention.

February 11

Mr. Janzen attended the final sessions of the Surrey Teachers' convention. Mr. Allester met with a committee of the Principals' Association which is planning a summer workshop for beginning principals.

February 13

Mr. Ovans was in Langley to meet with a group of elementary school principals concerning a proposed reorganization of elementary school administration in that district. Mr. Evans was in Victoria for a meeting with the chairman of the Victoria School Board and to meet with the chairmen of the P.R. committees for Victoria, Sooke and Saanich.

February 14, 15

Mr. Janzen was on a trip in northern B.C. He attended association meetings in Williams Lake and Quesnel.

February 15

Mr. Allester attended a meeting in North Vancouver of the Provincial Special Class Teachers' Association.

Chant on Salaries

Continued from page 285

mission that the agreements reached in some school districts provide for high maximum salary levels, which do not apply in those particular districts because no teachers with such qualifications and experience are employed." No evidence is shown as having been presented to the Commission or obtained by the Commission in support of this proposition. The more common actual experience is that maximum salaries tend to be emphasized during negotiations in those districts where a large proportion of the teachers are at these levels, and to be neglected in districts which employ few such teachers. In the year referred to in the Report, 1960, the two districts having the lowest maxima

for teachers of top qualifications were McBride and Barriere, while high maxima at these levels were characteristic of the metropolitan districts, with University Hill topping the list. Similarly, teachers in the lowest qualification categories constitute a majority in some of the isolated districts but a small minority in the metropolitan districts; in consequence, low EC maxima are general in the metropolitan area, and the lowest EB scale in the province is in Burnaby.

In general, it may be said that the Commission has arrived at rather sweeping recommendations concerning salaries on the basis of research which is merely cursory. The total inadequacy of the data quoted creates grave doubts as to the validity of the Commission's conclusions.★

THE B.C. TEACHER

SCHOOL DISTRICT No. 38 (Richmond) 689 No. 3 Road, Richmond, B.C.

This school district, in the Vancouver Metropolitan Area, comprising Lulu and Sea Islands is growing at the rate of ten percent each year. In September there will be an additional seventeen secondary and fifteen elementary teachers required to provide for increased staff in District Schools.

Teacher vacancies will include:

SECONDARY

- (a) Senior Matriculation, German and Biology
- (b) Senior Mathematics and Science
- (c) Senior English
- (d) Junior High and General Subjects
- (e) Junior High Art
- (f) Girls' Physical Education
- (g) Boys' Physical Education
- (h) Junior High Typing
- (i) Librarian

ELEMENTARY

- (a) Primary
- (b) Intermediate with Music
- (c) Intermediate with Physical Education

SALARY SCHEDULE:

	EC	EB	EA	PC (SC)	PB (SB)	PA (SC)
Minimum:	3,000	3,500	3,800	4,100	4,600	5,000
Maximum:	3,500	5,500	5,800	6,700	7,700	8,200

Apply, enclosing copy of last inspection report, to Board of School Trustees.
Telephone — CR 8-5511.

Interviews may be arranged with the District Superintendent of Schools during regular office hours and on Saturdays, at the above address or in Vancouver.

OVERSEAS EDUCATION LEAGUE LILIAN WATSON TRAVEL SERVICE 51st Year of Overseas Tours—1961

TRANSPORTATION BY AIR . . .

from Canada — June 30, July 2, jets.
from Britain — jets daily from August 25 to Sept. 4.

Land Tours in British Isles on dates shown:

London, Devon and Cornwall —
July 1-12 \$150.00
Ireland — July 5-12 \$125.00
Scotland — July 12-18 \$125.00
England and Wales, July 18-30 \$175.00

Continental Tours, commencing at London on date shown:

Our own special de luxe tour to Holland, Germany, Switzerland, Austria, Italy and France, July 30, 24 days \$575.00
France, Switzerland, Austria and Italy, July 30, 14 days \$215.00
Belgium, Germany, Austria (Salzburg and Vienna), Switzerland, France, July 31, 14 days \$210.00
Belgium, Germany, Switzerland, France, August 4, 9 days \$125.00
Belgium, Germany, Denmark, Sweden, Norway, August 5, 15 days \$258.00
France and Spain, August 6, 14 days \$201.00

We Build Tours to Suit Individual Needs

240 Somerset Building, WINNIPEG 1, Manitoba.
Phone WH 2-2819

SCHOOL DISTRICT No. 57 (Prince George)

TEACHING POSITIONS AVAILABLE September, 1961

APPLICATIONS ARE INVITED NOW

CITY ELEMENTARY
RURAL ELEMENTARY
JUNIOR HIGH—General Subjects & Specialists
SENIOR HIGH—English, Social Studies, Girls' P.E., Science, Industrial Arts, Commerce, Music

Salary Schedule:

E-C — \$3060 — \$3960 — 4 years
E-B — 3510 — 5310 — 8 years
E-A — 3960 — 5985 — 9 years
S-C — 4410 — 6660 — 10 years
S-B — 4860 — 7335 — 11 years
S-A — 5310 — 8010 — 12 years

Summer School Bonus:

\$300.00 for teachers in the district or moving into the district.

\$198.00 bonus to one-room schools of 8 Grades.

Provincial Teachers Medical Services.

University Courses offered—Resident U.B.C. Professor.

Opportunity in Rapidly Expanding District.

Apply to Secretary-Treasurer,
School District No. 57 (Prince George),
1835 Sixth Avenue, Prince George, B.C.

What's the Answer?

Salary Indemnity and Income Tax

Would you please advise me if I should include the \$988 I received from the Salary Indemnity Fund as income when I file my Income Tax returns?

You do not include Salary Indemnity payments as income.

Teachers and Workmen's Compensation

Are teachers covered by Workmen's Compensation? If so, how much do we pay for the coverage and what coverage is offered?

Teachers are covered by Workmen's Compensation for accidents occurring while they are carrying out duties normally associated with their positions. Accidents occurring in school, on the playground, or while the teacher is going to or coming from school should be reported so that the Workmen's Compensation Board may make its ruling.

This coverage doesn't cost the teachers anything. No employee pays for the coverage, nor does the government participate. Employers pay the entire cost.

The amount paid by any employer is determined by the cost of the accidents in his particular type of industry or occupation. Those industries with the greatest cost rate pay the largest share of the total cost of compensation. Among employees generally teachers experience relatively few on-the-job accidents and thus the cost to school boards would not be great. The cost to an employer varies from year to year depending on the accident experience of his particular industry.

For temporary or permanent total disability (full loss of earnings) by accident, compensation, within limits fixed by the law, equals 75% of the employee's average earnings. No compensation is paid on that

portion of earnings over \$5,000 a year. There is also provision for compensation for partial disability. Medical aid and hospital care are provided within certain limits. Eye-glasses and dentures broken as a result of an accident covered by Workmen's Compensation may be replaced. Medicines, dressings, etc., as are prescribed by the attending physician and deemed necessary by the Compensation Board may also be provided.

Teachers who meet with accidents while performing their normal duties should:

- (1) Get first aid immediately.
- (2) See a physician or qualified practitioner.
- (3) Notify the Secretary-Treasurer of the school board as soon as possible, giving all details of the accident and names of witnesses. (Sometimes the school principal has been authorized to perform the duties of the employer in this respect.)

(4) Complete an application (Form 6) which may be got from the school board office, physician or qualified practitioner. (Time loss compensation is not payable unless the teacher files Form 6 within the specified period.)

(5) Request the Secretary-Treasurer to complete the Employer's Report (Form 7) and send it to the Workmen's Compensation Board. (A claim can not be accepted or medical aid paid without this report.)

(6) Request the physician or qualified practitioner to complete his report (Form 8) immediately and send it to the Compensation Board. (Sometimes busy physicians delay in sending in this form.)

All claims should be filed as soon as possible after accidents but the statutory limit for filing an application is within one year of injury or death.

Teachers are also concerned as to how the receipt of Workmen's Compensation benefits in case of absence from duty affects the sick leave provisions and eligibility for

the Federation's Salary Indemnity benefits.

Different school boards relate Workmen's Compensation benefits to sick leave in different ways. If no policy has been established, the executive of the local association should discuss this subject with the school board. Here is one method. Suppose the teacher's salary amounts to \$18 a day and the compensation payments are \$12 a day. The teacher agrees to turn over to the school board the compensation payments and receive full salary. This represents a cost to the school board of \$6 a day, which is one-third the daily pay rate. Therefore each day's absence is counted as one-third of a day as a charge against the sick leave of the teacher.

If a teacher is eligible for Federation Salary Indemnity benefits these are paid even though the teacher is receiving partial salary from the school board. (Usually for

30 school days after full payment ceases, the teacher receives the difference between his salary and 1/250 of it for each of these days.) If the sum of this partial payment and the normal Salary Indemnity benefits exceeded the regular salary, the Salary Indemnity payment would be reduced so that the sum equalled the regular salary. The same principle applies when a teacher is in receipt of Workmen's Compensation.

Teachers are generally covered by the Provincial Teachers' Medical Plan or the Vancouver Teachers' Medical Plan. If a teacher is entitled to medical coverage by the Workmen's Compensation plan, expenses should be met by the Workmen's Compensation plan and not by the Teachers' Medical services. Teachers should advise the physician to file his account with the Workmen's Compensation Board and not with the Provincial Teachers' Medical Services.

Do You Want a Handbook Next Year?

This is the seventh year in which the B.C.T.F. Handbook has been distributed to B.C.T.F. members. The 1961-62 edition will again be distributed free of charge but only to those members who specifically request a copy.

If you want a copy of the Handbook next year, complete the coupon and mail it to the British Columbia Teachers' Federation office by June 1, 1961.

Requests received by June 1, 1961, will determine the number of copies to be printed. Only those requests received by that date will be honored.

Staff Representatives may order for all members of a staff by sending in a list of names and summer addresses.

Notify the B.C.T.F. office immediately of any change of address.
Mail this coupon to:

HANDBOOK, B.C. TEACHERS' FEDERATION
1815 West 7th Avenue Vancouver 9, B.C.

Please send me a copy of the 1961-62 edition of the B.C.T.F. Handbook.

Mr.
Name Mrs.
Miss

Address

School District

Across the desk

Lower Fares for Easter

Montreal 25, P.Q.
January 30, 1961

Mr. C. D. Ovans,
General Secretary.
Dear Sir:

The member lines of this association have again, this year, granted reduced fares in favor of teachers and students, on the occasion of the forthcoming Easter vacation.

The basis of the reduction will be the one-way fare plus one half either first or coach class for the round trip, and presentation of C.P.A. Form 18 will be required. The dates for the start of the going journey will be March 15 to April 3 inclusive; the return journey must commence not later than midnight of April 17, 1961.

Yours truly,
D. MOWAT,
Secretary,
Canadian Passenger Association.

Editor's Note: Teachers are reminded that they should also look into the possibility of reduced fares for this same period from bus and stage lines.

Too Much Jargon

North Surrey, B.C.
January 28, 1961

Editor,
Dear Sir:

Your magazine generally has a good cross-section of interesting articles and I enjoy reading it.

But what a gem of educational jargon in the last issue! I refer to the article: "What Makes an Effective Principal?" taken from *Administrator's Notebook*. This article takes up two full pages to make its case, where two paragraphs would suffice.

Probably, before the article is half-read, your readers would not even care, let alone be interested in, what makes an effective principal. In my opinion, this is the kind of writing which bolsters the criticism that educators too often resort to jargon.

Yours truly,

PETER G. CORDONI

Editor's Note: I agree that the article contains what you call "educational jargon." I expected that some of our readers would react unfavorably to the manner in which it is written, but thought its style plus its content would cause some discussion.

We Reach Japan

9 Tsunamachi Shiba Mita,
Minato-ku, Tokyo, Japan,
December 23, 1960.

Sir:

I appreciate your kindness of sending me *The B.C. Teacher* which I have been reading with so much interest. I took an interest in "What We Said" best of all, for I have realized we should do something for gifted children to develop what they have in Japan. We stick on to systems too much to have a flexible method in the education world.

Our professor of education philosophy gives us a good lecture and we had a wonderful time discussing the aim of the education and how we can carry out it.

Some day when I study enough to write something about Japanese teachers, I would like to send some short essays.

Yours sincerely,

(MISS) TOMOKO HAIKO

Editor's note: The B.C. Teacher is sent to Miss Haiso as the gift of Mr. L. C. Fletcher of Salmo.

A Tour is Planned

6958 Churchill St.
Vancouver 14, B.C.

The Editor,
Dear Sir:

A reminder to teachers: a few places are still available on the "Round the World" jet cruise conducted by Walter and Iris Hardwick this summer, but travel details should be completed soon.

The tour is a social studies teacher's dream: its cost—45 days for \$1,995, all found—a real travel bargain. A lecture-arm-chair preview is being arranged during the Easter Convention. For time and brochure, write the undersigned.

Yours very truly,
WALTER H. W. HARDWICK,
Principal, Maple Grove School,
Vancouver.

North Vancouver School District

In September of this year, two new secondary schools and one new elementary school will open. Applications are invited to help staff these schools and to fill other vacancies in this rapidly growing District in the Vancouver Metropolitan area.

SECONDARY:

1. Senior English and/or Social Studies.
2. Senior Mathematics and/or Science.
3. French and/or Latin.
4. General subjects; junior high — state preferences.
5. Junior High Mathematics and/or Science.
6. Girls' Physical Education plus other subjects.
7. Boys' Physical Education plus other subjects.
8. Industrial Arts.
9. Home Economics.
10. Commercial.
11. Counsellors plus other subjects.
12. Librarian.
13. Choral Music.
14. Art.

ELEMENTARY:

1. Primary.
2. Intermediate with special ability in Music, Art or Physical Education.
3. Special Class — small groups of very slow learners.

SALARY SCHEDULE:

EB —	\$3,500 to \$5,100 (increments—\$200)
EA —	\$3,800 to \$5,900 (increments—\$200)
PC —	\$4,100 to \$6,900 (increments—\$200)
PB —	\$4,600 to \$7,820 (increments—\$230)
PA —	\$5,000 to \$8,220 (increments—\$230)

Application forms may be received from and interviews arranged with the Superintendent of Schools, 721 Chesterfield Ave., North Vancouver. Telephone YUkon 7-8141.

IN CANADA

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WANTED
CATALOG OF
Leathercraft



Canadian Teachers have discovered a new educational tool for growth and development. Leathercraft. 3000 schools are now offering instruction in Leather work. They like the wholesome emotional outlet, its challenge to self-expression. WRITE TODAY for special information for Teachers, and the big 64 page Catalog.

TANDY CLARKE & CLARKE
P.O. Box 340-EE BARRIE, ONTARIO

MARCH, 1961

TO ALL P.T.M.S. MEMBERS

Please notify the P.T.M.S. office if you:

1. Change your address.
2. Transfer from one School District to another.
3. Change your marital status.
4. Increase or decrease the number of your dependents.

When you transfer from one School District to another, you do not automatically continue P.T.M.S. membership. You must advise your School Board Secretary to make deductions for your fees, and also notify this office.

Teachers Wanted for Northern Canada

SALARY — \$3,720 to \$9,300

(depending upon Qualifications and Experience)

PLUS: Isolation Allowance

\$480 - \$2,100

(depending upon location and marital status)

PLUS: Administrative and Supervisory Allowances for Principals, Vice Principals and Teachers in one-room schools.

PLUS: Bonus of \$300 per annum for Home Economics and Industrial Arts Specialists.

ANNUAL INCREMENTS: \$240 to \$300 per annum according to salary schedule.

POSITIONS AVAILABLE: Teaching positions in schools containing 1 to 26 classrooms, Principalships, Vice Principalships, Teachers for Industrial Arts, Home Economics, Physical Education and Teacher-Librarians.

QUALIFICATIONS:

(a) Elementary - a First Class Teaching Certificate or equivalent.

(b) Secondary - certification equivalent to basic requirement in provincial secondary schools.

DUTIES: In addition to regular teaching duties, teachers will be required to participate in community activities, including adult education.

TERMS OF EMPLOYMENT:

(a) Teachers are employed on a 12-month basis with 3 weeks' annual holidays, including travel allowance to main centres in southern Canada.

(b) Six weeks' educational leave every 3 years with pay.

(c) Transportation from place of recruitment to place of appointment in Northern Canada and return on separation provided teacher has served at least one academic year.

(d) Furnished housing, including heat and electricity available at reasonable rent.

(e) Rations supplied at cost in isolated centres.

ADDRESS APPLICATIONS TO:

Chief, Education Division,
Department of Northern Affairs and National Resources,
410 Kent-Albert Building, OTTAWA, Canada.

APPLY EARLY - APPOINTMENTS WILL BE MADE FROM MARCH 1st ONWARD

SCHOOL DISTRICT NO. 15 (PENTICTON)

McNicoll Park Elem.-Jr. High School

1. PRINCIPAL
2. VICE-PRINCIPAL

Applications for above positions will be received up to March 25, 1961.

Penticton Jr.-Sr. High School

1. SENIOR ENGLISH
2. SENIOR SOCIAL STUDIES
3. JUNIOR HIGH GENERAL

City Elementary Schools

1. Applications for Primary and Intermediate positions invited.

Address applications to Mr. C. E. Clay, District Superintendent of Schools, 274 Eckhardt Avenue East, Penticton, B.C.

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VISUAL TEACHING TOOLS...

*For more effective teaching,
"more meaningful learning"*

- Maps
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new Books

ESTHER G. HARROP, Book Review Editor

SPECIAL REVIEW

What Happens in Literature, by Edward W. Rosenheim, Jr. University of Chicago Press, Chicago, 1960. \$3.00

This eminently usable little (162 pp.) handbook subtitled "A Student's Guide to Poetry, Drama, and Fiction," is a really worthwhile addition to the resource material available to the serious student of our language. Although designed for students in the introductory course in the Humanities at the College of the University of Chicago, the text is well within the comprehension of University Program students at the English 40 level and above. It is certainly worth recommending for purchase by students majoring in English.

In his preface the author states: "The pleasure . . . afforded by works of art, literary or otherwise, . . . is a pleasure which inevitably involves a certain amount of effort and which can regularly be enjoyed only by those with certain habits of mind. . . . It is as a modest instrument for the cultivation of these habits that this handbook is offered." In his "modest instrument" the author makes use of lyric poetry, narrative fiction and drama to lead the thoughtful reader to a new, rich sense of literary appreciation. To those familiar with the analytic processes discussed, the author's presentation is worthy of note.

Dr. Rosenheim starts with the assumption that any literary work must be viewed as a unique experience, made unique by the blending of all the complexities of the genius of the artist, his literary genre and his historical context. His development is evolutionary, beginning with an overly-simple definition of poetry and leading, through analysis of specific lyrics, to an appreciative understanding of the explicit and connotative meanings of the word. Common elements of various literary genres provide transition from one to another with minimum difficulty.

Although all the standard technical terminology is used freely throughout the text, it is always introduced in a special context which gives it an air of vitality too rarely encountered in the standard classroom texts. The lyric poems used for analysis are reprinted in full in the text, but the references to longer works are obviously made with the intention that readers to whom they are not familiar will read them.

Here is a book which will be a welcome addition to any high school library. Teachers who buy it will find that it justifies re-reading, both in whole and in part. An alphabetical index makes it a handy pocket reference—T.B.B.

EDUCATION

The Legal Status of the Canadian Public School Pupil by P. F. Bergen. Macmillan Company of Canada, Toronto, 1961. \$4.00

This readable book discusses in a full and authoritative manner, the rights and responsibilities of the Canadian child in his relationship to the community and particularly in his relations to the school. Beginning with the British North America Act, it assembles much pertinent information regarding provincial legislation and court decisions as they affect the school pupil in the several provinces. Topics such as pupil admission, compulsory attendance, instruction, punishment, suspension and expulsion, and injuries due to negligence are discussed with clarity and definiteness.

The author's comments on the decisions handed down in many court cases are particularly interesting and informative. The summaries at the end of each chapter, as well as the summary of conclusions at the end of the book, are valuable features. This is a valuable contribution to a phase of school administration in which there has been little research or writing in Canada.—F.G.B.



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The Guidance Centre, 371 Bloor St. W.,
Toronto. 76c

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useful data regarding "planning for uni-
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classes. Principals will find it good for PTA
talks and parental guidance. To be really
effective it should be used this year and
constantly revised by Prof. Parmenter.
—N.A.McI.

SOCIAL STUDIES

Canadian Problems, by C. Tallant. Gage,
Toronto, 1959. 176 pp. Paper-cover. \$1.75

This book provides in a compact form
material which can be obtained nowhere
else in one book that I know of. For ex-
ample, Chapter 4, "Social Security," deals
with such matters as the Beveridge, Marsh,
and Heagerty Reports, old age pensions,
special allowances, Federal and provincial
health programs, etc. Other chapters deal
with political development and organiza-
tion, co-operatives, transportation, agricul-
ture, labor relations, education and interna-
tional affairs. There are excellent questions
and topics for discussion, with good, up-to-
date bibliographies. This should be a valu-
able addition to the reference shelf for
Social Studies 30 and History 102.—F.S.

The Hill People of North-East India, by
Elwin Verrier and Victor Coverley-Price.
People of the World Series. Oxford Uni-
versity Press, Toronto, 1960. Illus. No
price given.

Information about the people living in
the heights of North-east India in the
valley of the Brahmaputra River is given
in easily-read detail in this booklet. The
different tribes of people, their social cus-
toms, their religions and their ways of life
are interestingly described. The animals
that live in the area are wild and some are
fierce. Games, dances, beliefs, crafts and
marriage customs make good additions to
facts for the Social Studies courses, espe-
cially that part which tells of the monasteries
such as the one belonging to the Lamas.
—E.G.H.

RECOMMENDED BOOKS

Moccasin and Cross, by Sara Eaton. Copp, Clark, Toronto, 1959. illus. \$2.95

The author, Canadian-born, tells an exciting story of the days when Huron and Iroquois tribes fought ferociously and of the efforts of Jesuit priests to Christianize them. This is the tale of Fathers Brebeuf, Lalement, and Daniel, who died heroically when the mission stations of Ste. Marie, St. Louis and St. Ignace, in Huronia, were destroyed by the Iroquois in 1649.—E.G.H.

The publishers have also prepared a very useful school edition of this book which contains Explanatory Notes and Questions based on each chapter. Price \$1.25

Becky and her Brave Cat, Bluegrass, by Miriam E. Mason. Brett-Macmillan, Galt, 1960. illus. \$2.75

Interesting pioneer story of Daniel Boone in Kentucky. Useful reading in Grades III, IV and V.—E.G.H.

The Story of Canada, by S. J. Totton and B. Biro. Bouverie House, London, 1960. illus. \$3.00

An excellent interesting coverage, yet brief, of Canadian history. Junior high school level.—E.G.H.

Henry Hudson, by Nina Brown Baker. Knopf, New York, 1959. illus. \$2.75

Captain Henry Hudson's four Atlantic voyages and his tragic disappearance in Hudson's Bay. Intermediate grade social studies material.—E.G.H.

OTHER BOOKS RECEIVED

Teaching Music in Canadian Schools, by Vera E. Russell. Holt, Rinehart and Winston of Canada, Toronto, 1960. 140 pp. \$2.95

A good book but not considered suitable for B.C. schools—M.W.R.

Reading and Making Technical Drawings, by A. E. Bradshaw. 50 Albemarle St., London, 1960. Diagrams. No price quoted.

A good text but with English terminology which makes it somewhat unsuitable for B.C. courses in Industrial Arts.—G.McL.

MARCH, 1961

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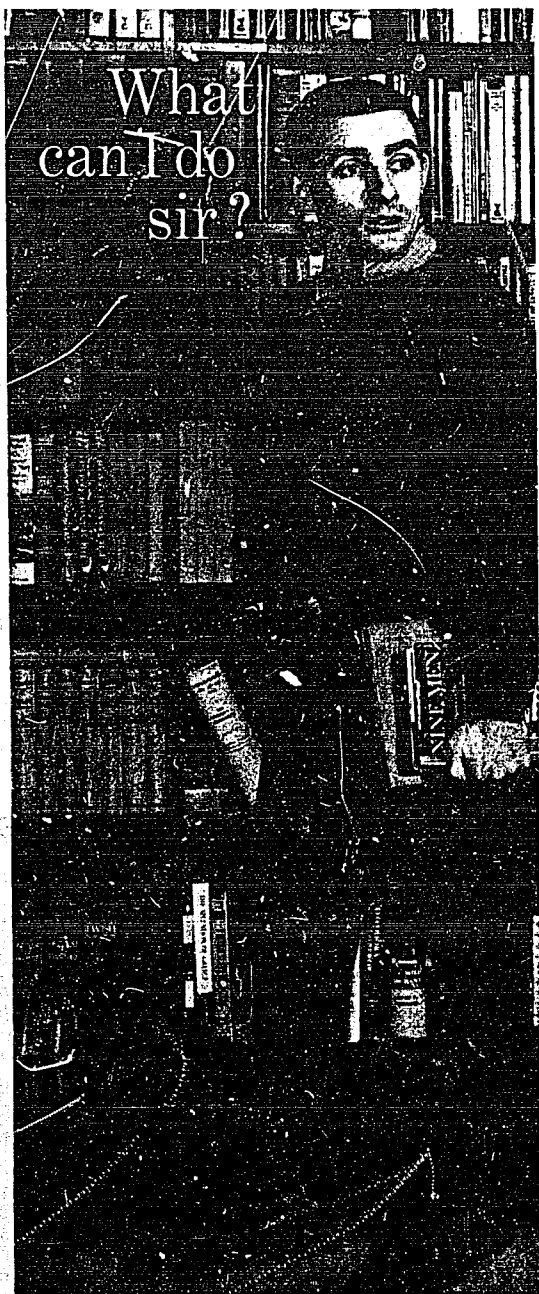
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about People

Representative from Northern B.C.



Roy W. Berry, Geographical Representative for Northern B.C. on the Federation Executive, was born in England, but was educated in Quebec, where he graduated from Bishop's University. He taught for three years in Quebec before joining the Royal Canadian Air Force, where he was an Armament Instructor. Mr. Berry came to British Columbia in 1945. He taught for four years at Duncan and was principal at Lillooet for four years. This was followed by two years at Vernon Senior High School. Mr. Berry has been at Kitimat since 1955, both as a teacher and, now, as principal of Mt. Elizabeth High School. Mr. Berry is active in Federation affairs, having been president of Kitimat District Teachers' Association recently. He has also served in various offices in the local associations in which he has been a member. Mr. Berry is married and has two sons, one of whom is at U.B.C. while the other is in high school. His special interests are badminton, dramatics and choir work.

Another teacher who has won civic office in the recent elections is Ken Wright, of New Westminster, who was re-elected to the New Westminster City Council, heading the polls.

MARCH, 1961

Harry Hayward

Harry Hayward, who retired in 1953 from the staff of Cambie Junior High School, died on February 4, 1961.

Mr. Hayward was teaching in White Rock in the 1930's when the Federation fought for the inclusion of the right to arbitrate teachers' salaries in the Public Schools Act. He was the first to appear before an arbitration board to present the teachers' case.

Later in his career Mr. Hayward went to Richmond Junior-Senior High School and, when the school was divided, remained on the staff of Cambie Junior High School, where he taught mathematics and science. Mr. Hayward was always looking for new methods of teaching and new approaches to different problems. He maintained a keen and critical interest in education after his retirement, and presented a one-man brief to the Royal Commission on Education. He was a man of wide interests, interested in people, both young and old. His tenacity of purpose was notable.

Mr. Hayward leaves his wife, a son and a daughter.

J. Campbell Glass

Retired only two years ago after 46 years of teaching in British Columbia, J. Campbell Glass died on February 20, 1961.

Mr. Glass was born in Ontario and graduated from Vancouver High School, now King Edward High School, and Vancouver Normal School. From 1913 to 1921 he taught at Douglas Road, Inman Avenue and Edmonds Street Schools, in Burnaby. After six years at Coal Creek, near Fernie, and one at Webster's Corners, he came to Vancouver, where he taught in a number of elementary schools before being appointed vice-principal. He served in this capacity at Simon Fraser and Strathcona Schools.

Mr. Glass is survived by his wife, two sons and two daughters.

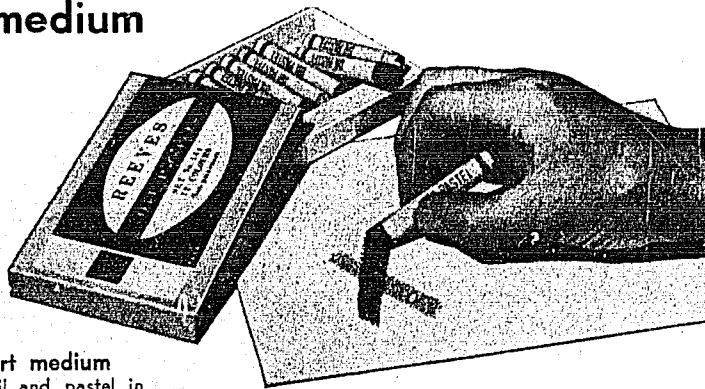
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Assistantships in Education

Ten graduate assistantships of \$1,500 each will be offered by the U.B.C. College of Education for those wishing to spend a full year working towards a Master's degree in Education.

Several undergraduate assistantships of \$1,000 each for experienced elementary teachers who wish to spend a year at the College completing their final year for the B.Ed. (Elem.) degree will also be available.

Full information can be obtained from the Dean of the College of Education, University of British Columbia, Vancouver 8, B.C.

Graduate Course in English

The Faculty of Graduate Studies has approved a graduate course in English to be given during the 1961 Summer Session. The course is English 515, Shakespeare Criticism; the instructor will be Dr. Marion Smith. The course will consist of a brief survey of the history of Shakespeare Criticism and production, followed by more intensive study of contemporary approaches to the problem of criticism and scholarship.

There are a number of stipulations which must be observed by those entering the course, and one of these has a deadline of May 15, 1961. Full information can be obtained from the Department of English, University of British Columbia, Vancouver 8, B.C.

Reading Conference and Workshop

The Twenty-fourth Annual Reading Conference will be held at the University of Chicago from June 27 to 30. The central

theme is "Controversial Issues and Promising Solutions."

The Ninth Annual Workshop in Reading will be held under sponsorship of the Department of Education of the University of Chicago from July 3 to 28, 1961. The Workshop is open to classroom teachers, reading consultants, supervisors, administrators, librarians and remedial teachers of reading. Registration in the Workshop is for one and one-half course credits.

The advance program for the Conference and application forms for the Workshop can be obtained from Mrs. Helen M. Robinson, Director, 5835 Kimbark Avenue, Chicago 37, Illinois.

Riverway West Reunion

The Parent-Teacher Association of Riverway West School, 4150 Carson Street, South Burnaby, is sponsoring a reunion at the school on March 24, 1961, at 8 p.m. Teachers who taught at the school from 1923 to 1960 are especially invited to attend. Mrs. Curley, at HEmlock 1-7969, has further information.

Summer Course in London

The University of London Institute of Education has announced that it will repeat in 1961 the Summer Vacation Course on Education in England. This course has been arranged to present an account of the educational system in England today by means of lectures and discussions and visits to educational institutions. Dates are from July 11 to 23, 1961.

Apart from the visits, the course will be held at the University of London Institute of Education, whose buildings adjoin Russell Square, in the heart of London.

Application forms should be sent to the Adviser of Teachers not later than May 13, 1961. The fee for the course will be £30, including residence, meals, tuition and organized excursions.

Full details can be obtained from The Adviser to Teachers, University of London Institute of Teachers, Malet Street, London, W.C.1.

Art Exhibition and Sale

The Vancouver School of Art will hold a two-day exhibition and sale on March 24, from 7 to 10 p.m., and on March 25, from 2 to 5 p.m. and from 7 to 10 p.m. Admission will be 75c; students will be admitted for 25c. Tickets are available at the Art School, 590 Hamilton Street; Duthie Books, 901 Robson Street, and the New Design Gallery, 1157 W. Pender Street. The program will include exhibition and sale of work by staff and students; demonstrations of drawing, painting, pottery, sculpture, etching, printing, and stained glass; entertainment; free portrait drawing and refreshments. The proceeds of the event will be used for scholarships.

Writing for Young Canada

This program is sponsored by W. J. Gage Limited to encourage Canadian authors to create Canadian literature for children from six to twelve years of age. Its purpose is not to encourage children, themselves, to write, but rather to encourage adults to write for children. Any Canadian citizen or permanent resident of Canada may submit a manuscript, for which payment will be \$150 for any short story, essay, or one-act play chosen for publication and \$1 a line for poems chosen. The publisher hopes that the response from writers will make it possible to publish at least two anthologies each year. An Award of Merit of \$300 (in addition to the pur-

chase price) will be made for the selection in each anthology that is adjudged the most distinguished.

Full information on this program is available from W. J. Gage Limited, 1500 Birchmount Road, Scarborough, Ontario.

A Month in Paris

A month of study in Paris and a month free to travel is offered by the World University Services of Canada, in the tour commencing July 2 and returning to Canada on September 2. Total cost is \$750, which includes travel to and from Paris, accommodation and all meals with a Paris family, all group visits and outings, and French lessons. While this tour is primarily for university students, it is also available to teachers.

Further information may be obtained from Mr. J. Warwick, Department of Romance Languages, University of Western Ontario, London, Ontario.

Red Cross Month

The month of March has been designated as Red Cross Month, during which attention will be directed to the work of this humanitarian organization. The Red Cross is prepared to go into action in time of disaster, but it also maintains many services of a day to day nature — blood donor clinics, outpost hospitals, volunteer assistance to hospitalized veterans and the handicapped, and many others.

Its work is commended to the attention of all.

Canadian Library Week

The third observance of Canadian Library Week will be April 16 to 22, 1961, under the patronage of the Prime Minister. The purpose of the week is "a general calling of attention to library facilities and services and to the value of books."

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Departure from Principle

D. J. S. SMITH

The first two articles in this series dealt with the inadequacies of the period preceding the Cameron Report and the philosophy behind Dr. Cameron's suggested solution to the problem. In spite of its title, this article must begin with the adoption, in toto, of the Cameron principles.

THE 1946 LEGISLATIVE program included the necessary amendments to the Public Schools Act which, along with orders-in-council, were necessary to introduce the larger school districts and the foundation program.

The first report of your Education Finance Committee dealt with the evaluation of the first year's experience in the new era. Why had Dr. Cameron's blueprint forecast a governmental contribution of 55% while the actual contribution amounted to approximately 43%, as revealed by experience? Should observers have been disillusioned?

Since government grants were a fixed number of dollars, the only explanation for the reduced percentage of total costs which these dollars represented was that those costs had risen unexpectedly. There were two reasons.

First, the very act of creating the larger districts lifted much of the province from the shoe-string finance of the earlier era.

Secondly, the Federal Government of the day, in precipitous haste to return to a "free economy," scrapped price controls. The economists told us that "too much money chased too few goods." We called it inflation.

A half-hearted attempt was made in the following year to adjust the calculation of grants to school districts. These adjustments were, regrettably, not based on the experience of the previous year. They rep-

resented simply an attempt to reduce the pressure on school-district financing.

Before we proceed to the major deviation from the Cameron Report principles, which occurred in 1948, we must digress to look at certain fundamental facts.

From 1932 to 1945 there was no increase in the number of pupils attending school in British Columbia. The reasons for this strange situation can be discovered in birth-rate figures and in the low "holding power" of the secondary schools during a period of acute labor shortage. At the end of the period the proportion of the population enrolled in schools was not only the lowest in Canada but also the lowest in the history of British Columbia. It was known that there would be an increase in school population. People talked about the post-war inflated birth rate. What was not realized was that there would be a return to a more normal population distribution. This, coupled with a deliberate policy of making secondary education available to "every man's child," was to result in a tripling of school enrolment in fifteen years while there was only about half that increase in population.

Here, then, was the situation. There was a public demand for higher educational standards, particularly in the less favored areas of the province. Result: higher unit costs. It was a period of material shortage, labor shortage, teacher shortage. Result: higher unit costs. It was the beginning of a period of greatly expanded enrolment. Result: more units.

The Government's solution was to leave the level of grants per unit static for a period of seven years!

However, there was money from another source that prevented bankruptcy from overtaking school districts and municipalities. 1948 was the year of the advent of

British Columbia's sales tax. One third of the revenue from this new tax was, for this seven-year period, distributed to the municipalities. The grants were payable directly to the municipal councils. The yield was used to decrease (sometimes even to eliminate) the general tax rate. The school tax rate assumed astronomical proportions. It was difficult to persuade the average citizen, who had just seen his tax bill, that school costs were not the number one enemy of the landholder.

There was an added complication. Not all the residents of the province live in municipalities. All contributed to sales tax revenue, but not all were in a position to benefit from its distribution. To meet this inequity, the Government resorted to another and even more serious departure from principle. It was announced that school tax rates (for current expenditures) in non-municipal areas would not be permitted to rise beyond a level of eight mills.

A promise of this sort is like telling your teen-age offspring that he may spend what he likes, but it will not cost him more than so many dollars a week. You are going to have to keep a close check on his financial transactions! The undertaking applied to only about one-quarter of the people of the province, but they lived in 72 of the 77 school districts which were operating at the time.

So began the era of "blue-pencilling" of school-district budgets. No longer were the elected representatives of the people permitted to make their own decisions on expenditure, with the full knowledge that excessive expenditure would result in high tax rates. This was the great departure from Cameron principles. More will be said about it in future articles.

Reference should be made at this time to the one aspect of school-district autonomy which miraculously survived this seven-year period. In terms of the number of dollars involved, the biggest annual decision of a school board is its salary agreement with its teachers. During this period, districts which were exclusively rural (about half of the total) were negotiating with their teacher-employees with Government money. A story is told that one school district agreed to a schedule which was designed to give the high-school principal a salary commensurate with his responsibilities. These responsibilities were equated with those of the superintendent of a local industrial establishment. It seems that the resulting salary was precisely equal to that of a senior Departmental official. There was some indignation expressed.

To sum up: Municipal school taxes rose to fantastic heights. Rural (and partly rural) school districts lost their autonomy. ★

England's Royal Commission

Continued from page 288

tion of children between 15 and 18, who do not at present receive it, is to enforce the terms of the Education Act of 1944, and to encourage more children to attend Grammar and Technical schools, and Comprehensive schools organized on a "streaming" basis.

"Both the unfulfilled provisions of the Education Act... affecting older children—the raising of the school leaving age to 16, and the creation of County Colleges for compulsory part-time day education to 18—should be re-affirmed as objectives of national policy," it is recommended.¹⁵ "We

should expect this to be followed by a growing wish for an education to 17 or 18 by Grammar school parents, and others too."¹⁶

1. *15 to 18* — Report of the Central Advisory Council for Education — England, Vol. 1 (Report), London — H.M. Stationery Office.
2. Ibid, p. 16. For a further discussion of the 11 Plus examinations see Hannon, Leslie F. "Are British 11 year-olds Being Made Second Class Citizens?" in *Maclean's Magazine*, p. 13, December 3, 1960.
3. Ibid, p. 63.
4. Ibid, p. 6.
5. Ibid, p. 8.
6. Ibid, p. 8.
7. Ibid, p. 169.
8. Ibid, p. 169.
9. Ibid, p. 201.
10. Ibid, pp. 87, 202.
11. Ibid, p. 108.
12. Ibid, p. 13.
13. Ibid, p. 120.
14. Ibid, pp. 123-124.
15. Ibid, p. 452.
16. Ibid, p. 125.

The Federation at Work

Continued from page 298

- (a) annual fee, and its allocation,
- (b) rates for the Salary Indemnity Fund benefits,
- (c) appointment of auditors.

The members of the committee are: N. H. Brown, Vancouver; Miss E. Dodson, Vancouver; Mrs. Lilian Hill, Vancouver; C. Van Morrison, Vancouver; E. L. Pearson, Vancouver; J. W. Stewart, Coquitlam (Secretary-Treasurer); and N. L. Ornes, Vancouver (Chairman).

Honorary Awards Committee

This committee is composed of three members. Until this year they were chosen from the membership in any part of the province. However, last year it was felt that the work of this committee could be done by a group of table officers. Meetings could then be held at the same time as the Executive or Consultative meeting and thus save the expense of extra travelling. The two Vice-Presidents and the Junior Past President were named as the members of the committee. Its duties are to advise the Executive on any matter relating to honorary awards, and to choose the recipient of the Fergusson Memorial Award.

The members are: K. M. Aitchison, Burnaby; H. M. Palsson, Sooke; and R. B. Cox, Penticton (Chairman).

International Affairs Committee

One of the newest committees of the Federation is that on International Affairs. The purpose of the committee is to foster a greater understanding of the cultures throughout the world. Because of the scope of this objective, the committee considers it wise to concentrate on a specific region. For this reason, emphasis is being placed upon the nations of the Far East.

It is the intention of the committee to convey the results of its work to all teachers in the province. It is hoped that they, in turn, will pass such information along to their students. To date, this body is in the formative stage and has not actually settled into the actual purpose for which it was created. It has been limited to teachers from the Greater Vancouver

area to facilitate organization. However, the membership is being enlarged to include teachers from various parts of the province.

Committee members are: K. M. Aitchison, Burnaby; Miss N. Farina, Vancouver; J. W. Gilmore, Burnaby; R. G. Kaser, Vancouver; Bernard G. Holt, West Vancouver; Mrs. A. M. Fraser, Saanich (Corresponding Member); Miss H. Hill, Trail (Corresponding Member); and A. Suttie, Vancouver (Chairman).

Local Attendance Survey Committee

This was a special committee struck to study a special problem. Its purpose was to try to establish trends in attendance at local association meetings. It also wished to find out what the executives of the associations thought about meeting content, and what the ordinary members thought about local association meetings. A report has been submitted to the Executive Committee for action.

Members:

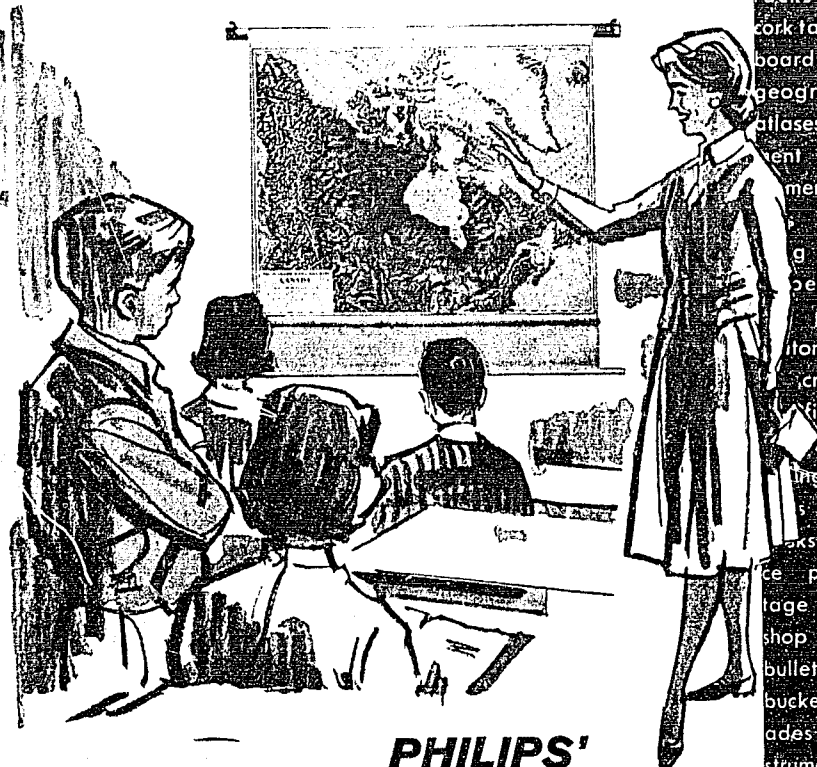
A. R. Devlin, Nanaimo; F. A. Kearney, Nanaimo; E. R. Miles, Nanaimo (Chairman).

Special Committee on Membership

The committee was given the task of studying the present basis and organization of membership in the Federation with a view to developing a plan which would give greater control of membership and membership qualifications than is the case at present, and at the same time make it possible to insure high standards of professional competence and certification. The committee has been working on this task for the past two years, and will present to the 1961 Annual General Meeting a plan devised to achieve these general objectives.

Members: A. J. Bryant, Saanich; N. H. Brown, Vancouver; J. S. Ewen, Burnaby; C. F. Goulson, Victoria (College of Education); H. C. O'Donnell, Victoria; Miss E. Pakeman, Vancouver; L. J. Prior, Burnaby; W. Kitley, Victoria; T. D. McKie, Salmon Arm (Corresponding Member); G. D. Watkins, Duncan (Corresponding Member); and B. C. Gillie, Victoria (Chairman).

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