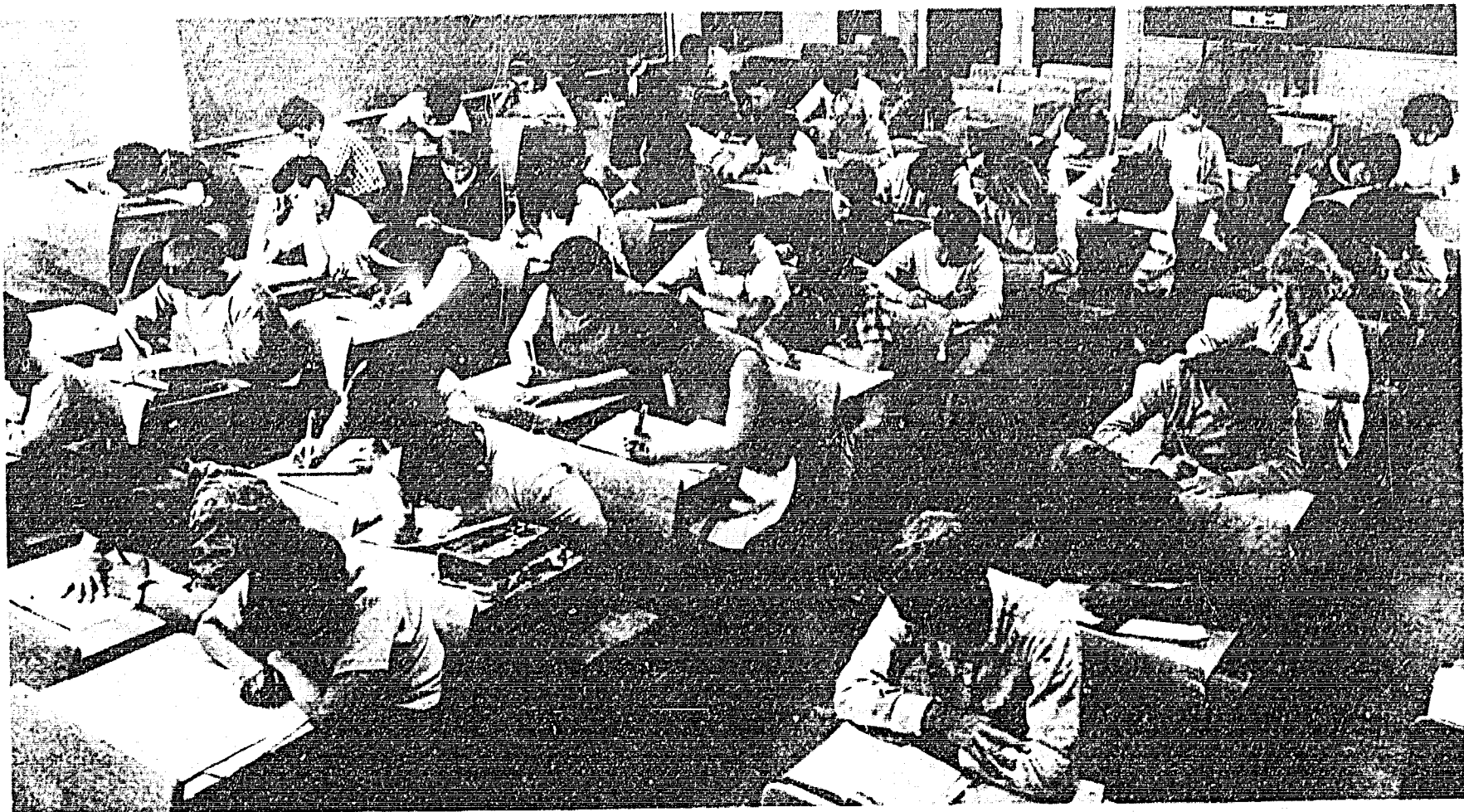


Critical Problem in Elementary Schools

2,908 Classes Larger Than Chant Asked



This is what a more than 40 pupils looks like. Although this picture was posed, there are 509 elementary classes over 40 in our schools. There

are 2,908 elementary classes over 35, the size recommended by the Chant Royal Commission. Photo by the Division of Visual Education.

A BCTF survey has revealed that, six years after the Chant Report, there are 2,908 elementary school classes with more than 35 pupils — 40.6% of the classes surveyed. The Chant Report recommended a pupil-teacher ratio of 30-1 to 35-1 in the elementary schools.

In 1960-61, the year following the Chant Report, B.C. had 588 classes with more than 40 pupils (Dominion Bureau of Statistics figure). The BCTF survey shows there are now 509 such classes. This figure excludes classes in elementary-secondary school, which were not included in the survey.

The purpose of the survey was to determine the current practice of school boards in hiring teachers in relationship to the entitlement formula.

Questionnaires were sent to 108 elementary schools. Replies were received from 1023 schools employing 97.7% of the province's elementary teachers.

Formula for Grants

Because kindergarten and special class teachers are not included in the regular entitlement formula they were excluded in calculating the results of the survey.

The entitlement formula indicates the number of teachers for whom the provincial government will pay grants. It does not indicate the number of teachers each school district should hire. However, the entire cost of any teachers hired above entitlement must be borne by the school district concerned.

The survey reveals that 28 school districts appear to hire teachers exactly according to the entitlement formula, 47 districts have one or more teachers above entitlement and seven seem to be

staffed at a level lower than that permitted by the entitlement formula.

The survey indicates that the districts which hire additional teachers at their own expense have smaller classes than the districts which do not.

Commenting on the survey, A. I. Isaacson, Chairman of the Effective Teaching and Learning Conditions Committee, stated, 'Districts which hire additional teachers are better able to provide high quality education than schools in districts which neglect to supply the human resources required.'

He added, 'The survey indicates that most school boards want to employ more teachers than the government is willing to support financially. It is equally evident that a slavish adherence to the entitlement formula and a propensity for finding excuses for not supplying enough teachers is resulting in teaching conditions in some districts which cannot do justice to the pupils.'

BCTF Opposes National Testing Service

The Executive Committee has decided to oppose the formation of a proposed national testing service for universities.

Representatives of the Departments of Education of the ten provinces and of most of the Canadian universities agreed recently to establish a Service for Admission to College and University.

The service intends to become a Canadian counterpart of the College Entrance Examination Board of the United States. The service will develop both scholastic aptitude and achievement examinations in both national languages.

Administration of the service will involve a Board of Directors and a General Assembly. Membership in the service will be

restricted to Education Departments and universities.

W. V. Allester, who attended the founding conference of the service, reports, 'I was disturbed to find I was the only representative of a teachers' organization there. The Canadian Teachers' Federation had not been invited — although the conference was in Ottawa!'

On returning to Vancouver, Allester reported to the Curriculum Directors, who noted that the establishment of the proposed service would 'nationalize' the present weaknesses of provincial external examinations.

'Will the service be an anachronism?' asked Mrs. I. A. Cull, Chairman of the Curriculum Directors. She added, 'The emphasis in education today should be placed on discovery, enquiry, a wide choice of learning materials, experimentation, creativity, and divergent thinking, not on memorizing irrelevant facts for objective-type exams.'

Because of the possible harmful effects on student growth of a national testing service which will provide only objective-type examinations, the Executive Committee agreed to recommend to CTF that it oppose the establishment of the proposed SACU organization.

These Districts Employ Additional Elementary Teachers

Of the 47 district which employ teachers beyond entitlement, the leading districts in terms of the number of additional elementary teachers employed are:

Rank	District	Number of Teachers Over Entitlement	Extra Teachers as a Percentage of Regular Staff
1	University Hill	2	27.0%
2	Ocean Falls	2	17.5%
3	Kitimat	2	16.4%
4	Keremeos	2	15.8%
5	Sechelt	5	11.5%
6	Vancouver	114	9.3%
7	Kimberley	4	8.5%
8	Powell River	6.2	7.8%
9	Howe Sound	3	7.7%
10	South Okanagan	2	7.3%
11	Campbell River	6	7.1%
12	Trail	6	7.0%

These Districts Have No Elementary Classes Over 40

Thirty-five districts have no classes of more than 40 pupils:

Fernie	Agassiz	Merritt
Slocan	Ucluelet-Tofino	Sechelt
Arrow Lakes	Fort Nelson	Ocean Falls
Kettle Valley	Portage Mountain	Portland Canal
Keremeos	Vancouver Is. North	McBride
Barriere	University Hill	Qualicum
Lillooet	Windermere	Summerland
Fraser Canyon	Castlegar	Kitimat
Howe Sound	Grand Forks	Chilcotin
Queen Charlotte	South Okanagan	Vancouver Is. West
Vanderhoof	Princeton	Stikine
Gulf Islands	Birch Island	

These Districts Have the Elementary Classes Over 40

The survey reports that 509 classes or 7.1% of the classes surveyed have 40 or more pupils enrolled. Districts with small schools will not normally have many large classes. In these districts classes will often be smaller but multi-grade. However, that very large classes do not necessarily occur more frequently in the very large districts is shown by the following table.

District	No. of 40+ Regular Classes	Percentage of 40+ Regular Classes	District	No. of 40+ Regular Classes	Percentage of 40+ Regular Classes
Courtenay	17	23.3	Powell River	5	6.8
Creston-Kaslo	9	20.5	Aiberni	8	6.2
Prince George	34	17.9	Burnaby	27	6.1
Peace River North	11	17.5	Saanich	4	5.7
Revelstoke	5	14.7	Ladysmith	2	5.7
Vernon	12	13.5	Enderby	1	5.6
New Westminster	14	13.5	North Vancouver	19	5.5
Nelson	9	13.0	Kamloops	10	5.1
Armstrong	2	12.5	Vancouver	51	4.6
Peace River South	10	12.0	Nanaimo	6	4.3
Richmond	29	11.9	Salmon Arm	2	4.2
Penticton	6	10.9	Campbell River	3	4.1
Chilliwack	14	10.9	South Cariboo	1	4.0
Victoria	51	10.9	Cranbrook	2	3.9
Burns Lake	3	10.7	Sooke	3	3.8
Kelowna	15	10.6	Golden	1	3.7
Coquitlam	28	10.3	Abbotsford	4	3.6
Prince Rupert	7	10.3	Terrace	2	3.6
West Vancouver	12	9.8	Quesnel	2	3.3
Delta	9	8.7	Lake Cowichan	1	3.0
Mission	5	8.6	Cowichan	2	2.6
Maple Ridge	31	7.4	Kimberley	1	2.2
Surrey	7	7.3	Williams Lake	2	1.9
Langley	7	7.1	Trail	1	1.3
Smithers	2	6.9			

More Large Classes Than Small Ones In These Districts

The BCTF survey on class size in elementary schools indicates that classes with more than 35 pupils outnumber smaller classes in nine districts. These districts, with the number of classes over 35 shown as a percent of the total number of elementary classes in the district concerned, are:

Victoria	67.7%
Grand Forks	60.9%
Courtenay	60.3%
Prince George	55.3%
Smithers	55.2%
New Westminster	54.8%
West Vancouver	54.5%
Coquitlam	52.8%
Terrace	50.9%

PSA Membership Deadline Extended

The Executive Committee has extended from October 31 to November 15 the period in which teachers may apply for membership in the Federation's specialist associations.

Present memberships expire on June 30.

Application forms will be available from the BCTF office during the summer, and copies will be distributed to all teachers in September.

Present members are asked not to renew their memberships until they are sure of their 1966-67 addresses.

NEWSLETTER

Editor: K. M. AITCHISON

Editorial Offices: 1815 West 7th Avenue, Vancouver 9, B.C.

Authorized as second class mail by Post Office Dept., Ottawa, and for payment of postage in cash.

A Lack of Responsibility

The results of the BCTF survey of class size in the elementary schools are convincing proof that the provincial government has for far too long used the teacher shortage as an excuse for inaction on its pledge to reduce the entitlement formula for the elementary schools.

Six years ago the Minister of Education announced that the government would reduce the formula from one teacher for 40 pupils to one for 35, in successive reductions. The first reduction, to 1-39, was accompanied by a return of Grade 7 pupils to the elementary school, with a consequent change in the entitlement formula for their teachers from 1-24 to 1-39. Some reduction!

The following year the formula was reduced to 1-38, but it stayed there for three years. Last year the formula was reduced to 1-37.

This year, despite a report of Dr. C. B. Conway, the Department of Education's Director of Tests and Standards, that the anticipated enrollment in elementary schools would go down by 1967, and despite an increase of 23% in the number of students in the Faculties of Education, no reduction was made in the formula. Moreover, because of rising construction costs, brought on in large part by the hydro policies of the government itself, the Minister has announced restrictions on classroom construction. In other words, classes will probably get even larger for lack of classrooms.

The government has rationalized its lack of leadership in attacking the class size problem by citing the shortage of teachers. Indeed, it has suggested that school districts which em-

ploy teachers beyond the entitlement formula are not playing fair, i.e., taking teachers from more fortunate districts.

The fallacy in this argument is that it assumes a total pool of teachers for September which can be estimated accurately by the Legislature the previous spring. The fact that one-quarter of our present teaching force was trained outside this province is enough to demolish the pool concept. However, it also ignores a source of qualified teachers who would probably be willing to teach, but only in certain areas. We're referring, of course, to married women teachers who would, of necessity, have to teach in the areas of their husbands' employment.

Maintaining large classes to stretch the available supply of teachers is sheer folly. Such action—or should we say inaction—will perpetuate the shortage rather than alleviate it. Large classes are driving people out of the profession just at the time we need them most. Moreover, the prospect of large classes deters people from entering or returning to the profession, particularly married women.

Perhaps the aspect of the survey most damning to the government is the almost insignificant reduction in the number of elementary classes of more than 40 since the time of the Chant Report. Six years ago there were 588 such classes; there are 509 today. Yet the Chant Report recommended a pupil-teacher ratio of 30-1 to 35-1 in the elementary grades. The government prides itself on its implementation of many of the recommendations of the Chant Report, but it has obviously turned a blind eye to one of the most significant ones.

School Boards Must Act

In the absence of leadership from the provincial government, local school boards must take the initiative in insisting on quality education. The problem of large classes has remained virtually untouched for the past five years. We suggest it is time school boards set their own objectives for class sizes, independent of the teacher entitlement formula.

School boards are not directed to spend a given number of dollars for buses, custodians, supplies, stenographers or salaries. Nor are they compelled to adhere to the entitlement

formula in hiring teachers. Indeed, a provincially determined entitlement formula mandatory for all districts would be incompatible with the concept of local responsibility which permeates all sections of the Public Schools Act.

School boards have policy statements regarding such matters as travel on buses, procedures for school functions and the burning of electric lights. Surely there is room among these minutiae for immediate and long term objectives regarding the size of classes.

Citizens Must Prod Them Both

Do the citizens of this province really want quality education for our young people — as opposed to merely saying they want it? If so, they should press the government and school boards to act now to reduce the size of classes. Surely today's students have been deprived long enough of the individual attention they need.

We often hear from taxpayers about how students are not taught to do this or that, but those same people are remarkably silent about calling on the provincial government and local school boards to reduce classes to a size in which students can be taught properly. Surely it is obvious to anyone that children are denied the individual attention they need when they are grouped with 40 or more others.

Fifteen years of research at Teachers' College, Columbia University, has indicated that smaller classes are better than larger ones by every criterion. In most small classes a variety of enrichment materials is used, but larger classes tend to be almost totally

textbook classes. The superiority of the smaller classes is not so much a matter of their size per se as the opportunities for interaction between teacher and pupils.

Large classes have another disastrous effect on education. Teachers are constantly being exhorted to experiment and to try new teaching methods, yet large classes make it impossible for them to do so. Students therefore lose twice by being placed in large classes; they do not receive as good instruction as they could from present teaching methods, and they are denied the benefits that might come from new, experimental approaches.

The provincial government must be persuaded to reduce its entitlement figures. School boards must be persuaded to hire teachers beyond entitlement. More teachers will, of course, mean more money. This is why we wonder if B.C.'s citizens really want quality education. If they do, they must be prepared to pay for it.

No Wonder There's A Shortage!

Civic outside workers in Vancouver have struck for higher pay. Their average benefits now are reportedly \$6,400 a year. In 1967 the provincial base hourly rate for plumbers will be \$3.52

an hour; for construction electricians, \$4.52.

These rates may appear to be far removed from teachers' salaries, but they serve as a definite foil to the \$4,200 a year being

offered in one larger school district for newly-certificated industrial education teachers able to teach electricity courses. And we wonder why there is a shortage of teachers!



'They say he can squeeze 45 students into a class — used to be with a subway.'

The Commercial Value Of An Education

By G. R. KIRBY
Assistant Director
of Economic Welfare

The commercial value of education is now a prime factor in the economic calculations of the business world. Many prominent authorities state that the ceiling for business expansion is established primarily by levels of education in all echelons of business. If this be so, the normal reactions of the market place should be reflected in an increasing demand for better educated people, in an increased investment in buildings and facilities, and in increased rewards to primary producers — teachers.

U.S.A. Ahead

Why is the hard-headed business world now so concerned with a quality which traditionally has been cherished only because of cultural values? This year's report of the Economic Council of Canada, indicated that average incomes in Canada were 25% below those in the U.S.A. Census figures indicate that Canadian levels of education are significantly below those of the U.S.A.

Men 55 to 64 years old average 8.3 years of schooling in Canada, 9 in the U.S.A. Men 45 to 54 average 9 years of schooling in Canada and 11.1 in the U.S.A. Men 25 to 34 average 10 years in Canada, 12.0 in the U.S.A. In the U.S.A. 15% of the work force has a university degree; 6% in Canada. Fifty-seven percent of the U.S.A. work force has a minimum of 4 years of high school; 28% in Canada.

Education Important

If we examine a third set of facts, we are left with an inescapable conclusion. Contrary to what is a widely accepted notion, the investment per worker is not the factor which accounts for the difference in income. While the Canadian investment per employed person in agriculture is below that of the U.S.A., our investment is 1/3 higher in manufacturing and 2/5 higher in other non-farm sectors. That 25% difference in income levels, then, must

be related to the obvious difference in educational levels.

The Economic Council gives some concrete evidence of this relationship. The return to the economy on dollars invested in education is in the range of 10% to 15%. The return to the individual is even more impressive. An average salesman with Grade 8 education can expect to earn \$142,000 in his lifetime; his university-educated competitor will earn \$258,000.

Faculty Raises Larger

There are also other signs of market responses. In a year when other employees in the public sector are receiving increases of 5.6% or 5.5% — e.g., Vancouver Firemen, Vancouver Police, other city employees, B.C. civil servants — the UBC faculty received an average increase of 10%. Most other Canadian universities granted median salary increases of 12.6%.

There is no valid economic reason to reject these trends. Indeed, until such time as we have eliminated pockets of poverty and have eliminated economic obstacles to health and well being, an ever increasing proportion of our resources should be devoted to education. When we can afford to export our educated and our educators, then and only then should market influences change.

Teachers Must Earn More

We should expect these trends to be duplicated in B.C. during the coming year. Boards should plan and build increasing numbers of schools and fill them with the latest in facilities and equipment.

Economic rewards to teachers should be more favorable than those in the other public sectors. This would simply be sound business procedure designed to ensure the continued growth of our economy.

New UBC Degree

A master's degree in higher education is now available from UBC's Faculty of Education.

Full programs are available for those who wish to train for work in regional or school district colleges.

Single courses in community college work are available for those specializing in an academic master's degree.

Hiring More Teachers Lowers Size of Classes

The effect on class size of a district's employing additional teachers at its own expense is illustrated in the following examples. Schools A and B have small enrollments; schools C and D have large enrollments. Schools A and C are in districts which provide additional teachers; Schools B and D are in districts which adhere closely to the entitlement formula.

• School A has 242 pupils and a teaching staff of 9.4 (including relieving teacher). Nine hours of clerical help a week are provided, and a visiting teacher provides four half-hour periods a week of conversational French to Grades 5 and 6. Class sizes are:

Grade	Class	Grade	Class
6	21		
6	19	2-3	22
5	34	2	30
4	33	1	26
3	31	1	26

• School B has 227 pupils and a teaching staff of 6.2 (including relieving teacher). It has the services of a district librarian one day every two weeks and six hours of clerical help a week. Class sizes are:

Grade	Class	Grade	Class
7	33	3	32
5-6	45	2	38
4-5	43	1	36

• School C has 575 pupils and a total staff of 21.2. Ten teachers each receive two preparation periods a week when their classes are in the charge of the full-time librarian. The school also has

full-time clerical help. Class sizes are:

Grade	Class	Grade	Class
7	25		
7	29	3	33
6	32	3	24
6	35	2	31
5-6	29	2	38
5	34	2	37
4-5	26	1	25
4	32	1	29
4	30	1	29
3	31	1	26

• School D has 520 pupils and a staff of 15. It has no special classes, no librarian, and no preparation time for any teacher. The vice-principal teaches full time. Clerical help is limited to 12 hours a week. Class sizes are:

Grade	Class	Grade	Class
7	33	4	34
7	34	3	40
6	35	3	40
6	35	2	40
5	38	2	40
5	37	1	40
4	34	1	40

Three Schools In U.N. Project

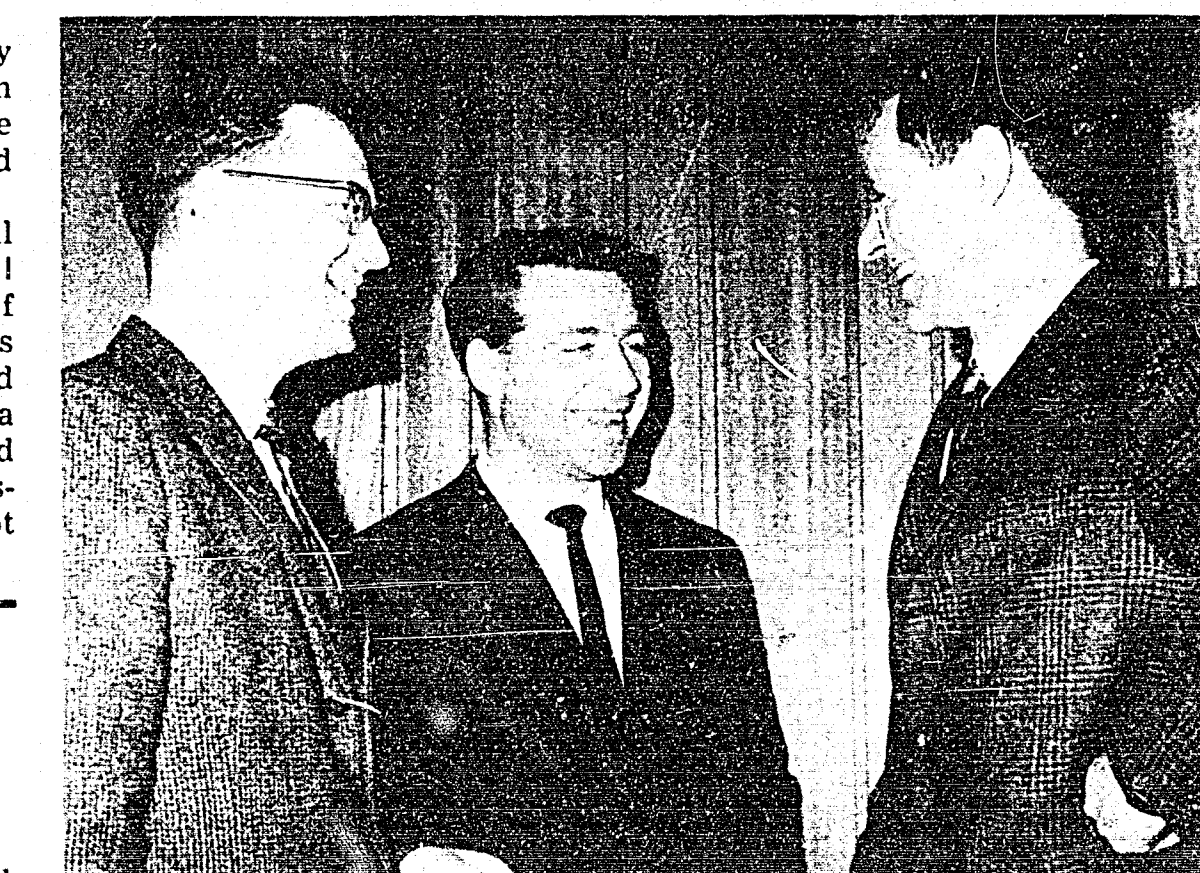
Three B.C. secondary schools have been selected to participate in the UNESCO Associated Schools Project.

Mount Elizabeth (Kitimat), Max Cameron-Brooks (Powell River) and Magee (Vancouver) are the schools chosen.

The aim of the UNESCO Project is to further international understanding by emphasizing international matters in the classroom and in extra-curricular programs.

The schools emphasize one or more of three areas: (a) teaching about the United Nations and its specialized agencies; (b) teaching about human rights; (c) studying another country or region of the world, stressing the social aspects.

The objects of the project are to increase the knowledge of the world and its people, to engender sympathetic attitudes, to develop understanding of the need for international co-operation, and to encourage respect for human rights.



Three of next year's BCTF officers share a light moment at last month's Executive Committee meeting. President J. H. Robertson (right) faces First Vice-President R. M. Buzza (left) and Second Vice-President T. Hutchison. R. G. Kaser will be Past President.

Handbook Deadline Nears

Requests for copies of next year's BCTF Handbook must be submitted to the BCTF office by June 15.

The printing order will be based on the number of requests received by that date.

All BCTF members may request a free copy of the handbook, but each request (including multiple requests submitted by staff representatives) must be accompanied by a home mailing address for the teacher concerned.

The handbooks will be mailed in August. Teachers who have changed their address by that time are asked to notify the BCTF office of the change or indicate now a summer address to which the booklet can be sent.

Economic Boom Accelerates

What happened to the Canadian economy in 1965?

The growth which began in 1961 speeded up. During the year the Gross National Product rose by 9.6%. An increase in prices of 3% reduced the real increase to 6.6%.

The increase was wide ranging and reflected significant gains in all segments of the economy. This continuing boom resulted in an 11% increase in labor income, which was double the increase in average weekly wages of 5.3%. The difference was due mainly to a high level of employment.

The percentage of the labor force unemployed was a minimal 3.9%, the lowest since the 3.4% registered in 1956. The highest unemployment level in the ten-year period was 7.7%. The average for the decade was 5.6%.

Employment High

High levels of employment and record wage levels resulted in an 8% increase in personal consumption. This demand for goods and services was reflected in increased imports and resulted in an unfavorable balance of payments.

The pressure for increased production capacity created a strain on the construction industry which has resulted in a shortage of a skilled labor. The attendant cost increases produced an inflationary trend in this industry near the end of the year.

British Columbia led the country in economic expansion. The growth was solidly based on a continuing demand for products of primary industries — lumbering, pulp and paper, mining, manufacturing, electric power, fisheries and petroleum.

Labor Shortage

Large hydro-electric developments have created shortages of skilled labor in the construction industry. While this produced a sharp increase in construction costs, it also ensures a high level of labor income over a protracted period.

Price increases were less marked in B.C. than in Canada as a whole. The Consumer Price Index in B.C. rose by 2.4%. The index for Canada as a whole increased 3.6% in the same period.

Average weekly wages in B.C. in 1965 increased 7.1% over those of 1964.

Six B.C. Teachers To Go to Africa

Six B.C. teachers will join 22 other Canadian teachers in CTF's Project Africa this summer. They are Miss N. Mary Ashworth (Vancouver), G. H. Johnstone (North Vancouver), R. A. Hibberd (Powell River), W. R. Long (Kitimat), R. V. Poole (Vancouver) and O. S. Sostad (Vancouver).

Long, Johnstone and Hibberd have participated in Project Africa before, and will serve as leaders of groups going to Kenya, Uganda and Tanzania respectively. Long will also serve as overall leader of the project.

R. V. Poole will go to Uganda. Assignments have not yet been confirmed for the other B.C. teachers.

Each summer Project Africa sends groups of Canadian teachers to African countries to assist with training sessions for African teachers. Expenses are borne by the provincial teachers' organizations.

This year the project will be extended to include the West Indies and French-speaking countries in Africa.



BILL LONG
Project Africa Leader

IN-SERVICE COMMITTEE ACTIVE

Record Number of BCTF Courses Planned This Year

This summer the In-Service Education Committee will sponsor 38 non-credit short courses—a record number—with an anticipated enrollment of more than 1,000 teachers.

Last summer 830 teachers registered for 21 BCTF courses. In addition, nearly 6,000 teachers attended summer sessions at the Universities of B.C. and Victoria.

Several one and two-week courses — in such areas as biology, chemistry, language arts and mathematics — will acquaint teachers with curriculum changes.

Two courses will concentrate on new teaching methods — a two-week course (July 18 to 29) on educational television at the B.C. Institute of Technology and a four-week course (July 4-29) on 'Educational Change and the New Technology' at Eric Hamber Secondary School, Vancouver.

Most courses will be held in Vancouver and Victoria. A Grade 3 Language Arts workshop will be held in Prince George, July 18 to 22. Two workshops are planned for the Okanagan — Mathematics 12 at Winfield (July 18 to 29) and Biology 11 and 12 at Kelowna (July 25 to August 5).

Commenting on the record number of teachers who are now returning to universities and to participate in non-credit short courses, one BCTF spokesman observed that B.C. teachers are proving that Martin Mayer was right when he predicted that 'every other summer, the teacher would return to the universities for scholarly labor, to keep the central faith that nobody is worth much as a teacher unless he is primarily a learner.'

Information and registration forms are available from the BCTF office.

PD Seminar Includes PSA's

A Professional Development Seminar will be a new feature of the Summer Conference, to be held this year in Prince George, August 21-28.

One representative of each of the 22 provincial specialist associations will attend the seminar at BCTF expense, and several PSA's plan to send a second person.

The Curriculum Directors and the members of the Federation's In-Service Education Committee will also participate in the seminar.

R. M. Buzza, BCTF Second Vice-President, hopes the seminar will assist PSA's to recognize their need and capacity to play a more dynamic role in improving the quality of education in B.C.

Separate sessions of the Curriculum Directors will consider such topics as individualization of instruction and pupil evaluation.

The In-Service Education Committee will also meet independently to discuss and plan various workshops and seminars for the next school year.

New PTMS Rates

New premium rates become effective October 1 for members of the Provincial Teachers' Medical Services.

The new rates, all based on ten monthly premiums, are:

Single Member \$ 6.00
Member, one dependent 12.00
Member, more than one dependent 15.00

Any enquiries should be made to the PTMS office, 1815 West 7th Avenue, Vancouver 9, or call 731-8121.

If teachers require medical attention while outside B.C., they must pay the doctor's bill and obtain a detailed receipted account, with information about the nature of the illness and the treatment received. They are then reimbursed at B.C. rates.

Schools Centennial Project Set for Fall

The centennial project for B.C.'s students during the next two years will be to contribute to a fund for educational facilities in the developing countries of the Commonwealth.

The fund is being set up by a special projects group headed by C. G. Archibald, principal of Nelson and Sussex Elementary Schools in Burnaby.

Two short campaigns for funds will be staged, one in November 1966, the other in November 1967 — the two years marking milestones in the heritage of our province and our country respectively.

Giving to the fund will be completely voluntary, individually or by projects, as each school decides.

A brochure outlining the project will be prepared for all teachers and schools. The cost of the brochure and any other administrative expenses will be paid by the B.C. Centennial Committee, so that every penny donated by students will go to help students in other Commonwealth countries.

The project is the result of a suggestion made by L. J. Wallace, general chairman of the B.C. Centennial Committee and a former teacher.

'The proposal is that students in all our schools — public or independent; primary, secondary and university — help some of the young people in the developing countries of the Commonwealth who haven't the educational advantages taken for granted in Canada,' says Wallace.

'Gifts are usually received on birthdays, but it is most appropriate that our students give instead of receive during our centennial birthdays,' he adds.

Success Predicted

Archibald is confident of the project's success. He expects an enthusiastic response from the students, for 'they have an abundance of everything, including an opportunity for education, something that is denied their less fortunate counterparts in the developing countries.'

The project has been approved by the Representative Assembly, and Archibald is sure that all teachers will support it enthusiastically.

'We teachers expect to make contributions to the centennial celebrations commensurate with the worth we ascribe to our profession. This project will give us an opportunity to show that we do not merely mouth the concept of world co-operation, but that we are truly committed to extending a helping hand to the disadvantaged.'

The type of educational facilities to be provided by the fund and the number of countries to be assisted will depend on the amount of money contributed. The decisions will be made by a special committee which will include student representatives.

Forest Booklets Free To Teachers

The second in a series of illustrated booklets offering information on forest management and conservation in B.C. is now available free of charge to every teacher and student in the province.

MacMillan Bloedel Limited has published Building Better Forests in British Columbia, a booklet for teachers, and a shorter version, entitled Forests Forever, for students.

First booklets in the series were Management of Forest Lands in British Columbia, for teachers, and Modern Forest Management Through Tree Farm Licences, for students.

The teachers' booklet contains a list of additional references and a postage paid postcard for ordering copies of the student booklet.

Inquiries should be addressed to E. G. Stroyan, MacMillan Bloedel Limited, Harmae Division, Nanaimo.

CTF Names Research Man

Edward H. Humphreys, of Toronto, has been appointed Research Director of the Canadian Teachers' Federation.

Humphreys will begin his duties September 1.

He is a doctoral candidate, now serving as a research assistant with the Department of Planning, Ontario Institute for Studies in Education. He has taught at the secondary school and university levels.

He succeeds Dr. T. Barr Greenfield, a former B.C. teacher, who left CTF last summer to join the staff of the Ontario Institute for Studies in Education.



Four members of the group planning the centennial project for schools. Seated are students Wendy Sylte (Burnaby South) and Rosalind Kellett (Crofton House). Standing are L.J. Wallace (left) and C.G. Archibald.

Attention, Retired Teachers

The Superannuation Commission will contribute in part to your monthly premiums for membership in the Provincial Teachers' Medical Services or Vancouver School Teachers' Medical Services Association. If your last teaching position was not in Vancouver you are eligible for coverage under PTMS. Vancouver teachers may continue their coverage with VSTMSA.

Teachers retiring June 30 have coverage to September 30 through payroll deduction in June.

Application forms will be forwarded to all retired teachers now receiving contributions from the Teachers' Pension Fund. Forms are to be returned to the PTMS or VSTMSA offices by July 4. Coverage will begin October 1.

Categories of Membership:

	PTMS	VSTMSA
• Single Member — 12 months	\$ 5.00	\$4.17
From Pension Fund	2.25	2.25
From pensioner	\$ 2.75	\$1.92
• Member, one dependent — 12 months	10.00	6.25
From Pension Fund	4.00	4.00
From pensioner	\$ 6.00	\$2.25
• Member, more than one dependent — 12 months	12.50	6.25
From Pension Fund	4.00	4.00
From pensioner	\$ 8.50	\$2.25

The above applies also to widows of pensioners. The member's share of the premium is deducted from the pension cheque and remitted directly to PTMS or VSTMSA.

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BCTF Members Win \$8,250

Twelve teachers have won BCTF scholarships for next year totalling \$8,250.

The winners were selected by the Awards and Scholarships Committee from 54 applicants.

Each year the BCTF offers its members 14 scholarships totalling \$8,500. One of the scholarships was not awarded this year.

Winners were as follows:

Summer Session, \$250, B.Ed. (Elementary)
A. Ingram-Jones, Victoria; Miss M. Neudorf, Burnaby; Mrs. A. L. Walsh, Vancouver.
Summer Session, \$250, B.Ed. (Secondary)
Miss R. R. Izumi, Greenwood; J. O. Leake, Grand Forks; L. Stratholt, Victoria; K. L. Walach, Vancouver.
Summer Session, \$250, Post-Graduate Study
D. B. Gallacher, Duncan; G. J. Sherry, Nanaimo.
Winter Session, \$1,500, B.Ed. (Elementary)
Mrs. G. McComas, Port Alberni.
Winter Session, \$1,500, B.Ed. (Secondary)
Miss R. R. Izumi, Greenwood.
Winter Session, \$1,500, Post-Graduate Study
Mrs. G. Funk, Kelowna; C. E. Hodgkinson, West Vancouver.

May-June Workshops Discuss New Courses

The In-Service Education Committee, in co-operation with the B.C. Counsellors' Association, the B.C. Shop Teachers' Association, the Teachers of Home Economics Specialist Association and the Commerce Teachers' Association, has arranged a series of workshops for May and June.

Creston Ass'n. Donates \$1,000

The Creston Valley Teachers' Association got Creston's centennial project away to a fine start with a donation of \$1,000 to a fund to build a community library and archives.

The project is designed to permit future expansion of the library, and the building will become part of a block plan for a future city hall complex.

Will You Be Away Next Year?

Teachers who will be on leave of absence next year for further study, on exchange, teaching in a Department of National Defence school overseas, or teaching overseas under the auspices of the External Aid Program should notify the BCTF office. Arrangements can be made to send such teachers The B.C. Teacher and the tabloid newspaper.

Three Win Dept. Awards

Three teachers have been awarded Department of Education Scholarships for a year of advanced study at a university of their choice.

They are: G. W. Broadley, Victoria; Miss Anna Molberg, Vancouver; and R. J. Wilson, Haney.

Each scholarship is for \$1,700.

Broadley will study toward an advanced degree in mathematics at UBC. Miss Molberg will attend Western Washington College for work toward a Master of Education degree in music. Wilson will attend the University of Washington to work toward an advanced degree in the teaching of English.

The three winners were selected from 34 applicants.

Books Needed For Overseas

L. C. Curtis, Chairman of the B.C. Branch of the Overseas Book Centre, has asked schools and school boards to send surplus books to the Centre's warehouse, 150 West 1st Avenue, Vancouver 10.

Books should be sent prepaid, for the Centre's funds are used to send the books to developing countries. Curtis hopes to ship 300,000 books this year.

All textbooks except those in foreign languages are needed. They should be clean and the binding in good condition.

Rutland Teacher Wins Shell Award

Glyn M. Jones, physics and mathematics teacher at Rutland Secondary School, is one of 10 Canadian secondary teachers who have been awarded Shell Merit Fellowships for advanced study.

Jones will attend a special seminar at Stanford University this summer. The seminar will provide advanced training in mathematics, physics, chemistry and the techniques of teaching, and will also provide first-hand experience in some of the latest applications of science and mathematics in industry.

The Kelowna teacher and four others from Western Canada were chosen by Stanford for their outstanding merit and leadership qualities. Five Fellows from Eastern Canada will attend a similar seminar at Cornell University.



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