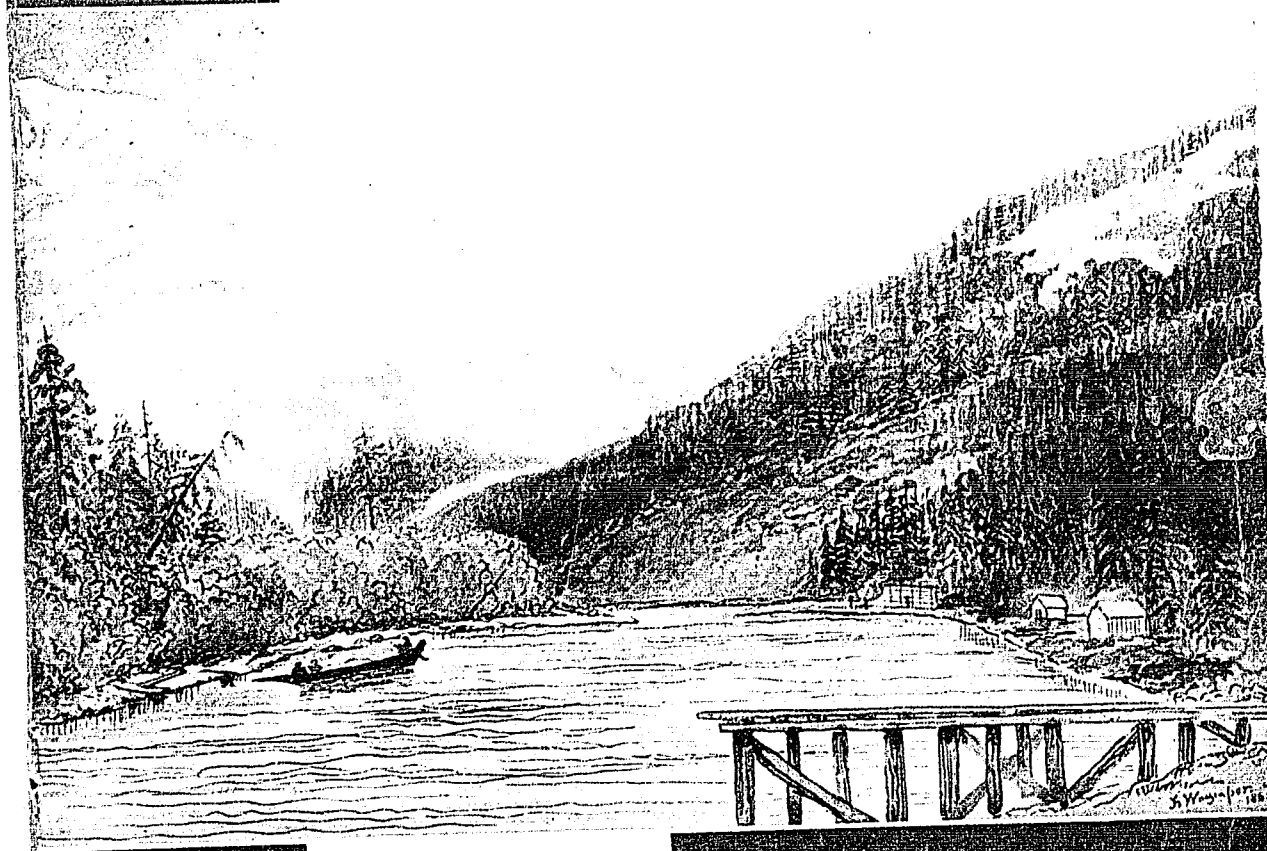
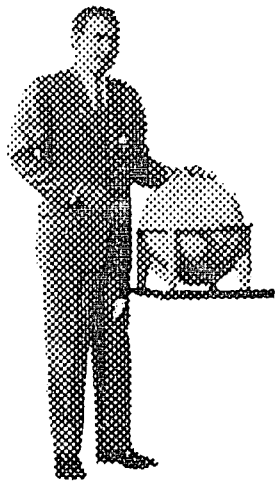
the BC teacher

OFFICIAL ORGAN OF
THE BRITISH COLUMBIA
TEACHERS' FEDERATION



MOUTH OF HOMATHCO,
1865

SEE BACK PAGE



What about the to-morrows of your profession?

"This is a period of continuing shortage of qualified members in the teaching profession", states Mr. A. McCallum, Past President of the Canadian Education Association.

This is a problem that vitally affects every person in every community in Canada. The film "Appointment with Youth" sets forth in human terms the worth and challenge of teaching.

Showing it to Senior Students, Home and School clubs, or wherever people gather, will help ensure that there will be teachers of to-morrow as skilled as those of to-day.

Write for full information on "Appointment with Youth".

MOYER SCHOOL SUPPLIES LIMITED

"Serving the nation's Schools since 1884"

MONCTON • MONTREAL • TORONTO • WINNIPEG
SASKATOON • EDMONTON

The Fall Executive

October 4 and 5, 1958

- *Workshop Change Considered*

- *Meetings on Pensions Reported*

- *Delegates to A.G.M. to be Assisted*

The Fall Executive Meeting

. . . A Report to B.C.T.F. Members

TWENTY Geographical Representatives, five table officers and four members of the office staff attended the Fall meeting of the Executive Committee to conduct Federation business. Several chairmen of committees and visitors were also present.

Because Miss Cottingham, Junior Past President, has been appointed to the staff of the College of Education and Mr. Ian Boyd has been elected First Vice-President of the Canadian Teachers' Federation, the B.C. delegation to C.T.F. named Mr. Parrott as B.C. representative on the Board of Directors. This appointment was approved by the Executive and it became policy that, in future, the President should be the chairman of the C.T.F. Affairs Committee. In the past, the Past President has been chairman of this committee.

The Executive agreed that the B.C.T.F. should urge that a Master's degree from the University of British Columbia, or its equivalent, in a teaching field confer on its holder P.A. standing. This decision arose from a discussion of teacher certification.

In order to enhance the office of Geographical Representative, it was decided that the policy of electing these representatives for a two-year term should be encouraged. Geographical Representatives, also, should try to make more visits to local associations to discuss Federation business.

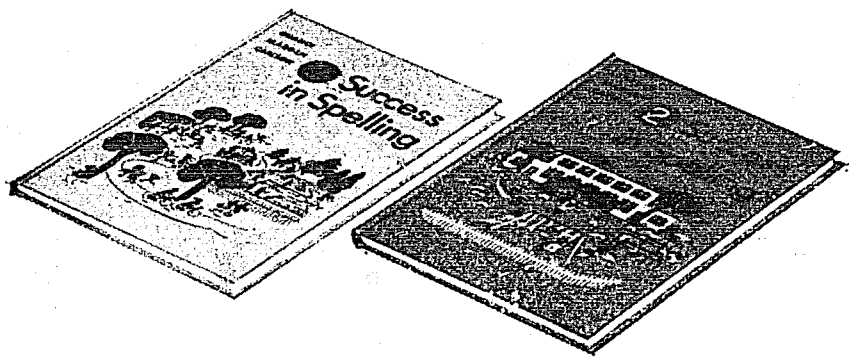
A recommendation from the Table Officers' meeting at Nelson concerned a possible change in the type of workshop sponsored by the Federation. The recommendation that the Federation develop leadership-type workshops to replace the present type was referred to the Workshop Committee for study and report as to various alternatives. Geographical Representatives were asked to discuss this matter at District Council meetings and to report to the Workshop Committee by December 1.

The Federation will invite Miss Gene Morison, of Nova Scotia, President of C.T.F., to attend the Easter Convention. If Miss Morison is unable to attend, a representative of C.T.F. will be invited.

The C.T.F. Affairs Committee is to prepare a full statement as to applications for membership in the Canadian College of Teachers. This will be distributed to members of the Executive and to secretaries of local associations.

In discussing the report of the Curriculum Committee, the matter of deciding which resolutions should be submitted to the A.G.M. received attention. The Curriculum Committee will be instructed to refer to the A.G.M. any resolution which is opposed by any one local association, district council or provincial specialist association, but not to refer a resolution if objection is registered only by individual teachers.

To make learning more interesting



From GAGE . . . .

"SUCCESS IN SPELLING"

by Frank M. Quance, Richard Madden, Thorsten Carlson

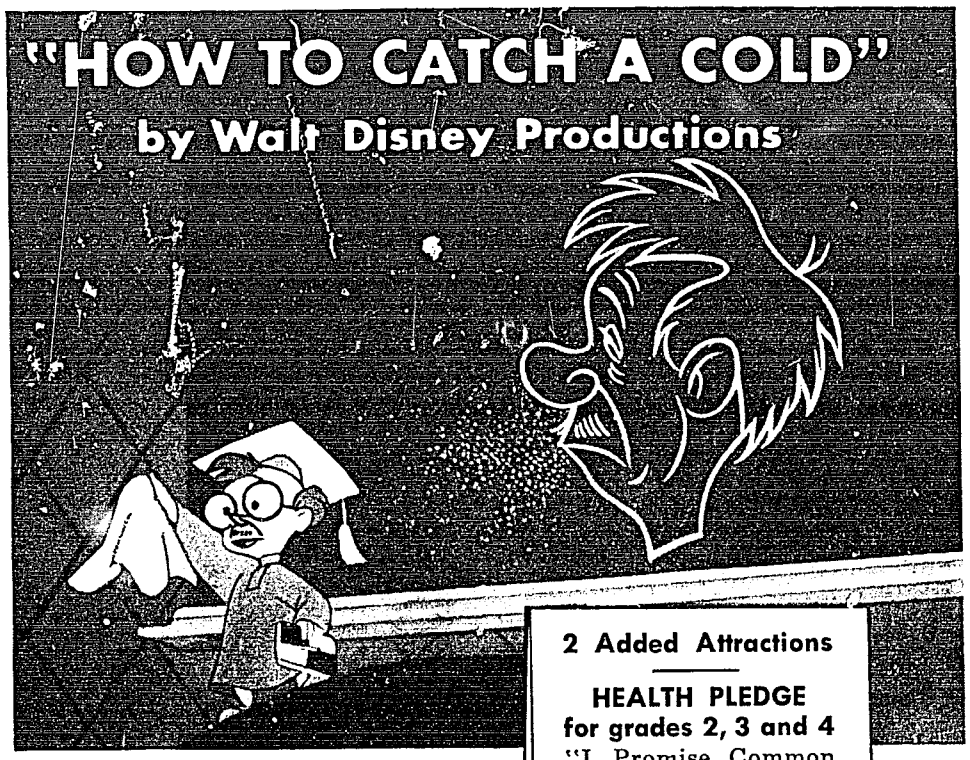
Extensive and careful field research preceded the Success in Spelling series. Authored by men thoroughly familiar with classroom practice and requirements, this Series presents scientifically selected word lists skillfully organized for individual needs. Emphasizes phonics and word building, teaching "how to spell" with a word study skills programme. It drives home word characteristics and generalizations. Each book is a continuous maintenance programme of thirty-six weekly units, in which the learning pattern is clear and easy to follow.

Grades 2 and 3 of the Success in Spelling Series are now printed . . . list price $1.20 each. Grades 4 to 6 will be ready soon. In active preparation are Grades 7 to 8. Teacher's Editions, with clear, specific suggestions for each lesson as well as unit-by-unit reproduction of textbook pages are being prepared. For additional information please write:

GAGE TEXTBOOKS

DIVISION OF W. J. GAGE LIMITED

Box 550, Scarborough, Ontario



Copyright 1951, Walt Disney Productions

16mm. sound and colour film presented free by Kleenex* tissues

Teach your youngsters cold prevention in ten delightful minutes of Walt Disney fun. They'll enjoy the antics of lovable Common Sense and bungling Common Man. Even if youngsters have seen this film before, a repeat performance is a valuable review of good health rules.

2 Added Attractions

HEALTH PLEDGE for grades 2, 3 and 4

"I Promise Common Sense" is a health pledge for youngsters to sign and keep; it lists the lessons taught in the film.

POSTERS highlights of the film

Six full-colour posters, 14 x 20 inches, for classroom or school bulletin board.

*Reg. Trade Mark

CLIP AND MAIL TODAY!

Educational Dept. BC-584
Kimberly-Clark Canada Ltd.,
50 King St. W., Toronto, Ont.

Please send me free on short-term loan (except for return postage) the 16mm. sound film "How To Catch a Cold"

Day wanted (allow 4 weeks)..... 2nd Choice (allow 5 weeks).....
3rd choice (allow 6 weeks).....

In addition please send:

.....copies of "I Promise Common Sense" (for grades 2, 3 and 4).

....sets of posters (large schools may require more than one set)..

Name..... (Please Print)

School .....

Street.....

City ..... **Prov.**.....

This Issue

ONE topic which has received major consideration of the Federation during the past five years has been merit rating and everything obtainable has been studied by the office staff. So that teachers can have some idea of the pro's and con's, we have included two articles in this issue. The first is on page 78 and the second on page 81.

YOUNG Canada's Book Week is in mid-November. *Books that Enchant,* by Frances Clarke Sayers, discusses the factors that make a children's classic. Her article commences on page 98.

DR. CLIFFORD CARL'S *How's Your Nature Study?* will be found on page 92.

MR. R. W. ALLEN has had fifteen years of experience in producing Christmas concerts. He makes suggestions for streamlining procedures, commencing on page 124.

THIS month the cover story is by Dr. Dorothy Blakey Smith, who tells of the attempt to drive a road from the head of Bute Inlet to the Cariboo Trail. See page 126 for her article.

EDITORIAL BOARD

STAN EVANS,
Editor and Business Manager.

A. BARBARA MACFARLANE,
Associate Editor.

ESTHER G. HARROP

H. S. JOHNSTON

F. P. LIGHTBODY

C. D. OVANS

H. N. PARROTT

MEMBER EDUCATIONAL PRESS ASSOCIATION OF AMERICA

EDITORIAL OFFICE: 1815 W. 7th Avenue, Vancouver 9, B.C. Published every month except June, July, August and September. Advertiser's copy received up to the 1st of the month preceding month of publication.

Annual Subscription: $2.25; Federation Members, $1.50.

Authorized as Second Class Mail, Post Office Department, Ottawa. Printed by Evergreen Press Ltd.

the BC teacher

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

(Affiliated with the Canadian Teachers' Federation)

VOLUME XXXVIII, No. 2 NOVEMBER, 1958

TABLE OF CONTENTS

FEATURES *Page*

Acceleration and the Gifted Child.....*Elsie R. Pain* 71
"Of Mice and Men".....*Maurice Gibbons* 74
Merit Rating—as Seen by a Trustee.....*John A. Long* 78
Blueprint for Merit Rating.....*Roberts Reed* 81
How's Your Nature Study?.....*Clifford Carl* 94
Books that Enchant.....*Frances Clarke Sayers* 90

DEPARTMENTS

The Editor Comments
A Harmony of Understanding..... 70
On Your Behalf 110
Across the Desk..... 112
New Books 114
It's News to Us..... 121

MISCELLANY

Cover Picture Portfolios..... 80
Another Successful Workshop.....*Stan Evans* 81
Out-of-School Training for Commerce Students.....*S. J. Gowland* 100
B.C.T.F. Financial Statement..... 106
A Shell Merit Fellow at Stanford.....*F. J. Templeton* 109
On Christmas Concerts.....*R. W. Allen* 124
Mouth of Homathco, Bute Inlet, 1865.....*Dorothy Blakey Smith* 126

OFFICE STAFF

C. D. OVANS,
General Secretary.

STAN EVANS,
Assistant General Secretary.

J. A. SPRAGGE,
Executive Assistant.

W. V. ALLESTER,
Executive Assistant.

B.C.T.F. OFFICERS

H. N. PARROTT,
President.

R. B. COX
First Vice-President.

WES JANZEN
Second Vice-President.

HAZEL E. HODSON,
Secretary-Treasurer.

the Editor comments

A Harmony of Understanding

IN his presidential address to the W.C.O.T.P. last summer, Sir Ronald Gould urged teachers to win public support for education. His appeal was for a greater awareness of the public relations implications of our many activities as individual teachers, school staffs, as local associations and as provincial associations.

There are many definitions of public relations. One often quoted is that of Howard Wakefield of Ohio State University. Mr. Wakefield defines public relations "as an interactive process which seeks to bring about a harmony of understanding between any group and the public it serves." This classifies public relations as a sort of partnership and not a "selling" or "telling" campaign.

In the promotion of this harmony of understanding between those of us in education and o[illegible]public, the school is the most significant un[illegible]And with all due deference to the staff r[illegible]bers, the principal is the key person in[illegible]veloping a school public relations progr[illegible]. Without dominating to the extent that the suggested program becomes objectionable to the staff, the successful principal develops a team spirit among his teachers, co-ordinating their ideas and his own into a number of workable activities. He is careful to display enough enthusiasm to win the support of his staff without going overboard on a program that is so ambitious that it is too demanding on the time and effort of his staff.

Many of our schools have developed very effective programs. The differences in school organization have made it necessary for elementary and secondary school staffs to develop different approaches but all are based on the premise that the school must take the lead. Specific activities have been organized rather than relying on the theory that we don't have to plan a program because all parents know they can come to the school anytime. Parents generally *don't* think they are welcome to come to the school at any time. They want specific invitations.

It is our responsibility as principals and staff members to create opportunities for the parents of our pupils, and the general public, to become acquainted with the school's program. Many staffs have given careful consideration to practical methods by which parents can be brought to the school or the school taken to the parents.

Booklets for parents, providing information on the problems to be encountered by pupils as they enter Grade I or the junior high school or the senior high school, have been used most effectively. Teacher-parent conferences, particularly at the elementary school level, have been very successful. At the secondary school level group conferences at which the principal, vice-principal and counsellors lead discussions have been worthwhile. In many cases P.-T.A. meetings have provided an excellent medium for an exchange of ideas and information. "Career days" have provided an opportunity for some people to participate in a very limited way in the life of the school.

There is ample evidence that principals and staff members can, by a little careful planning, devise many workable public relations techniques. We here recognize the excellent work being done.

People are usually down on what they are not up on.

Effective school public relations programs are our best guarantee that the parents and general public are up on the school system of our area.

ELSIE R. PAIN

Acceleration and the Gifted Child

The Federation's committee discusses present policy on this topic

IN the fall of 1955 the B.C.T.F. Executive appointed a committee to study acceleration experiments initiated by the Department of Education in three senior high schools. The first group of students has already graduated, but due to the necessary reorganization of courses theirs was a slow start. It seems fair, therefore, that the committee's report, expected in 1959, should be based on the work of those who entered the accelerated course in September, 1956.

The committee's terms of reference have been widened to include a study of all methods of dealing with the gifted: acceleration or enrichment in the regular class; and special schools and classes for acceleration, enrichment, or both.

Acceleration is practised to some extent in most Canadian school systems. One interesting example is the Hamilton unit system, which permits progress at approximately each student's normal pace during the first six years. For lack of a better term, this is labelled "acceleration." The word, has, however, an unfortunate connotation of "speeding up," and it is regrettable that no better name has been found to describe what is for most bright children nothing more than *progress at their normal learning rate.*

Most educators appear to believe that limited acceleration is of value, but qualify their approval by affirming that covering the standard curriculum more quickly or "turning the pages" is not education for the gifted child. The assumption that education consists of the learning of a certain amount of subject - matter, and that children of varying abilities should have the same curriculum seems extremely dubious. The gifted must be given the opportunity to delve deeper and range more widely than the average. Acceleration must therefore go hand in hand with enrichment, the two being inseparable in any satisfactory interpretation of the former.

Educators are reassured regarding the social adjustment of the accelerated student by Terman's studies, which demonstrate that one or two years of acceleration do not result in social maladjustment, and that on the contrary if the able student is not challenged, social maladjustment may occur.

Enrichment in the regular classroom is a plan which is favored by many, but which offers for the teacher in the average classroom problems that seem insurmountable. It appears unrealistic to expect the teacher to deal with forty pupils of varying interests and abilities in such a way as to ensure their maximum physical, social and intellectual growth.

Special schools are possible only in a large centre. The Hunter College Elementary School, New York, and the University of Chicago's Laboratory School are two examples. They enjoy an international reputation for enrichment by provision of experience in greater variety and in additional areas which develop the creative and experimental powers of the gifted. Large cities such as New York are also in a position to provide specialized academic High Schools of Science, Music, Art and Technical Education, for students of high intelligence who show a special aptitude in one of these fields.

Mrs. Pain and her committee have been following the experiments in Acceleration now going on in several B.C. high schools. This report is based on their observations and on concurrent studies of material from across Canada and the United States.

Special classes, completely or partially segregated, may be illustrated by well-established experiments in Winnipeg and Cleveland. Winnipeg's Major Work Classes allow no content acceleration, but much enrichment through the use of special socialized methods and resource materials, and the addition of subjects such as French in the elementary school. Cleveland's Major Work Classes have become a model for many other centers in their utilization of the unit method, seminars, conferences, research projects, individualized teaching and education for leisure.

It is not the purpose of this report to suggest what particular method or combination of methods of educating the academically talented should be adopted in our province. At present there seems to be very little scientific proof of the superiority of any one system, and it will be some years before present experiments provide valid evidence. Certain general conclusions can however be substantiated: that homogeneous grouping can be beneficial to students of all levels of ability; and that in all plans which have proved successful, the gifted students have been offered a different program and teaching methods, additional materials and books, and teachers carefully chosen and trained. These teachers receive much assistance from the community, parents, administrators and staff, as they endeavor to challenge their bright students to grow in skills, to experiment in areas of strong personal interest, and to develop a love of learning and a highly ethical philosophy of life.

Committee Recommendations Adopted

In support of these conclusions the committee prepared a number of recommendations which were adopted as B.C.T.F. policy at the recent Annual General Meeting, and which have been placed before the Minister of Education. The recommendations are designed to raise the general level of education for all superior students, not solely the top ten percent who may now comprise the special accelerated classes in the experimental areas.

The first resolution recommends *gradual* expansion of the present program. The gifted child is in fashion, but he is also in danger, since pressure from society to produce experts quickly could result in headlong adoption of programs, without sufficient planning. We see the need for a new basic framework in planning for the gifted. Since our objective is not simply to cover the standard course in less time, but to develop critical thinking and train these students to become leaders in their particular field of creative endeavor, simple acceleration is not the answer. We require a well-planned program with continuity of content and method, different and varied texts, a type of examination which will test critical thinking and teachers with special skills and attitudes. If provision is not made in each of these respects, we foresee danger of damage to the students involved in the experiments and a reaction against giving special help to the potentially gifted.

Assessment of Experiments

The second recommendation deals with assessment of the present experiments in acceleration and enrichment Evaluation should not be based entirely on objective evidence of growth in knowledge, but, if we think in terms of the aims cited above, should measure such abilities as logical analysis and creative thinking. Such assessment should therefore involve more than questionnaires. Provision should be made for frequent visits to classes and for interviews with staff, parents, and students, by a person of insight and experience in this field.

Since there is need for coordination and unity of purpose, the B.C.T.F. has asked the Department of Education to consider the advisability of appointing a Department official to direct and to supervise the teaching of the superior student. There is much to be done in identification of rapid learners, helping to plan programs, assisting teachers to meet the needs of their bright youngsters, informing the community, and initiating follow-up studies of graduates to determine the value of special methods and the need for improvement. Other functions of a full-time coordinator might include working with teachers to develop suitable courses of study, determining the extent of special books and equipment needed, providing appropriate teacher-training classes, procuring scholarship

assistance for exceptional graduates and establishing suitable relationships between school and college so that development of the gifted is continuous. The committee feels that not only is a full-time Department official necessary to supervise such province-wide activities, but in large centers much effort could be saved by the appointment of a local coordinator and a resource person in each academic field.

To ensure success of any program for the gifted, there must be understanding and appreciation of its objectives by all teachers of the school system, but most especially by those who will be teaching the brighter classes. It is not simply a question of organization and curriculum; it is also supremely a matter of method. In the courses required for certification, teacher training institutions have provided little or no preparation in this field. The B.C.T.F. advocates the initiation of workshops, the purpose of which would be to discuss course content and teaching methods for the training of teachers of the superior student, under the direction of teachers with previous successful experience in challenging this type of student. It is interesting to note that some cities, such as Winnipeg, offer bursaries to teachers of the gifted for Summer School work. Such an incentive might well be considered.

Challenging Program Asked

We have asked the Department to develop an appropriate and challenging program for superior students. Basic to its success would be an element of flexibility in content and materials used. Such courses might be those already offered in the curriculum, but revised to become more substantial and enriched in breadth and depth, or advanced and special courses not already among the regular course offerings. Most authorities express considerable doubt as to the wisdom of ability grouping unless there is an accompanying differentiation of curricula.

Such flexibility of program, with the examination the only control, predicates development of materials and methods in terms of the situational requirements of the talents of the students—that is, different provisions for different students. It is our conviction that more appropriate and challenging text-books and additional equipment must be provided, and that schools should be allowed flexibility in the choice of texts. A study of outstandingly successful programs elsewhere has strengthened our belief that such changes are basic to their success.

Mention has been made of the need for a special type of examination for superior students. The committee believes it should be more subjective and designed to measure their thinking processes rather than mere retention of facts.

We have urged the Department to make available a more generous provision of scholarships, in order to ensure continuation of study by superior students. We have ample proof that the present paucity and inadequacy of scholarships does not ensure this continuation, nor does it provide an incentive for excellence.

Changes Needed at University

The two Ford Fund projects in Early Admission to College and Advanced Standing include in their framework special services to the gifted throughout their university years. These have entailed changes in the policies of the higher institutions concerned. The committee has asked the Department to urge the University of B.C. to organize for the superior student in such a way that the objectives of the secondary program may be continued. Gifted first year students would profit immeasurably from instruction by the top-flight members of each department. The renowned nuclear physicist, Professor Rutherford, did not feel he was wasting his time in teaching a first-year science class at Cambridge University.

With particular reference to the present experiments in acceleration, we have recommended to the Department that special attention be given at the Grade VII and VIII levels to potential candidates for this program. We stress that such preparation should be in terms of quality, not quantity of work covered; and in depth of understanding and critical thinking, not coverage. We see at this level opportunity for the consolidation of skills and work habits, and the development of attitudes and understanding necessary for the success of the accelerated high school course.

Continued on page 104

"Of Mice and Men"

MAURICE GIBBONS

EUSTACE PRIM stood at one of the staff room windows, breathing on the glass and waiting, preoccupied, for the mist to clear. Behind his unblinking eyes flashed visions of rockets and Maria Palpitalli, but his thoughts dwelled on Akrid Grimsby. "Big hero; his physics club launches a rocket and suddenly Grimsby's a big hero . . . As if he had anything to do with those boys getting the thing up . . . Now if they could build one big enough to put him into orbit . . . But the amazing thing," continued Prim, wading through his stream of consciousness, "is that Maria . . . er . . . Miss Palpitalli was so impressed by this little display . . . I always thought she was more concerned with the finer things in life; art, music, good books . . . still, Grimsby said that she had invited him to dinner on Friday night to celebrate." Eustace blanched when he remembered their conversation. "Pompous ass!" he had blurted when Grimsby told him about the invitation.

"A pleasure," he had replied, "and mine's Akrid Grimsby."

"One of these days," thought Eustace, breathing an extra big patch of mist on the window, "one of these days I'll do something really important . . . nothing petty like Grimsby . . . I'll . . . I'll . . ."

Prim's reverie was disrupted by a tap on his shoulder. He turned to see Art Konstant, the young librarian, offering him a book.

"This is the sample of description that I was telling you about, Eustace," the librarian said gravely. "I think it's a perfect example for teaching artistic description."

"Oh, that's fine. Just in time for my first class. Who's it by?"

"John Steinbeck."

"*Of Mice and Men.* Say do you think it's all right? I mean it isn't too . . . "

"Eustace, I think it's time we chose books for school because they have literary merit not because they're sufficiently innocuous. This is a great book. If I had any senior classes, I'd use it myself."

Prim was in no mood to appear reluctant where danger was concerned. He took the book, jammed it under his arm and, raising his chin, turned to leave. "Thank you," he said with unflinching daring, "I'll use it."

When Eustace finished reading the passage to his students, he was surprised and, at first, pleased to see they were interested.

"Hey, that's pretty good. Who wrote it, sir?" asked Oswald.

"It's from a novel called *Of Mice and Men,* by John Steinbeck."

"Is that the guy that wrote *Wayward Bus*?"

"Why, yes," answered Prim, suprised at Oswald's knowledge. "How did you know that?"

"Oh, I read it on a sign for a movie."

"Yeah, I saw that one. Jayne Mansfield was in it," added Epsom.

"Uglуglugll" gurgled Jensen in approval.

"I'm afraid that's all the time we have to discuss the selection now," cut in Eustace. "We must get down to writing our own descriptions." And in a moment he had them busily writing and was able to relax at his desk.

That evening, Oswald Bunsen was sitting

quietly at the table, pushing large chunks of lemon meringue pie onto his fork with a surreptitious finger when his father turned to him idly and asked, "Well, Skipper, what did you learn at school today?"

"Nuthin'."

"Oswald!" snapped Mrs. Bunsen, "sit up and answer your father properly."

The boy swallowed and mumbled, "Prim . . . ah . . . Mr. Prim took up about *Mice and Men* but that's . . ."

"What? In the biology class?" laughed his father.

"They weren't talking to you about . . . about . . . ," Mrs. Bunsen faltered, searching for the right euphemism, "about how they get little mice and little men?"

"No. It was English. "It's a book by . . . by . . ."

"By John Steinbeck," his father put in.

"Not the man that wrote that awful *Cannery Row*?" asked Mrs. Bunsen.

"Yeah! And he wrote the movie *Wayward Bus*, too; the one that had Jayne Mansfield. We were talking about it in class."

"Jayne Mansfield! So that's what you learn about in school, is it? John Steinbeck and Jayne Mansfield indeed!" Mrs. Bunsen was standing. "Well, a few people are going to hear about this."

"Now, Clara," soothed Mr. Bunsen. "Don't do anything foolish. Remember how you used to . . ." But she was gone.

"What's wrong, Dad? Is there something bad about John Steinbeck?"

"I guess he'll do as well as anyone else," replied Oswald's father, picking up his fork.

Mrs. Bunsen went directly to the phone and dialed Mrs. Jensen's number. After the second ring, she answered.

"Hello, Faith. This is Clara," began Mrs. Bunsen.

"Clara! What's wrong? You sound upset, dear."

"Little wonder. My boy was just telling me that his teacher, Mr. Pimm or something . . . you know, the sly one with the glasses."

"Oh, yes. He was at the P.-T.A. meeting last month. Seemed like a nice . . . "

"Nice! Why, Faith, he's been telling these kiddies they have to read John Steinbeck's books."

"You don't mean it!"

"Yes, and he said some pretty suggestive things about this Steinbeck and Jayne Mansfield too."

"Not Steinbeck at their age! I can't believe it. I never did like the look of that Mr. Pimm. We'd better do something about this, Clara."

"Not just yet, Faith. I'm going to look into it first. We have to protect our children from these obscenities."

"You're so right, my dear, but . . ."

"Yes, Faith?"

"Who's John Steinbeck?"

As soon as Mrs. Bunsen had finished the conversation, Faith Jensen phoned Alice Shapeley's mother.

"Hello, Denise," she began excitedly, "wait till you hear this."

"Oh, Faith. What's up now?" asked Mrs. Shapeley.

"Well, that Mr. Pimm has finally done it. What we suspected all along. He's been using unapproved books in his class. Why, just today he told them to read some book by John Standback . . ."

"John Steinbeck . . ."

"That's what I said. And he was telling them obscene stories about Jayne Mansfield and him."

'Don't be silly, Faith. Mr. Prim just isn't the type. Which novel is he supposed to have read?"

"Something about mice and men."

"*Of Mice and Men*. Why, that's a literary classic. I read that when I was fifteen and it didn't do me any harm."

"Oh, it was published that long ago, my dear?" answered Mrs. Jensen, miffed at this setback. "Well, if you aren't aware of it, our children's minds are very . . ." she paused, not sure of the word, "very suggestive and it's up to us to see that they're protected. Why, even when I was a child, reference to such literature was unheard of."

"But . . . "

"I don't want to argue. You'll see how right we are at the investigation." The receiver clicked down.

At eight-thirty the next morning, Mr.

Permission to reprint any of the stories about Eustice Prim must be obtained from the author, a teacher at West Vancouver High School.

Boomer swung through the main entrance to the school. He pulled out his key ring and, as he rattled the lock, his eyes glanced down the hall. Although she was walking away from him at the far end of the concourse, the principal recognized Maria Palpitalli's expression. He turned to call her back, then stopped. "Better to visit her room later and suggest that I represent the administrators at the meeting of the salary committee on Friday night. Yes! Yes! Much better to visit . . . " And with that, he opened the door and scribbled a note to Miss Downs, the secretary, telling her he was not to be disturbed.

AFTER locking the door to his office, Boomer hung his jacket on the door knob and, taking a small book from his pocket, went to his swivel chair and wriggled his bulk into a comfortable position. For almost an hour, oblivious even of the necessity of making the morning announcements on the public address system, he studied the pages before him; underlining important passages, making notes in the margins, and turning down the corners of significant pages. So intense was his concentration that he did not hear the first rap of Miss Downs' knuckles on the door.

On the second, louder summons, Boomer sat up, blinking. "Miss Downs, I said I was not to be disturbed. I have some important business to complete," he gruffed.

"I'm sorry, sir," replied the secretary tremulously, but some ladies from the P.-T.A. are here on urgent business."

"Ohhhh! Of course. Well, ah . . ." Boomer leaped to his feet and having tucked the book back into his jacket, he opened the door and called cheerily, "My, what a pleasant surprise. Won't you come in, ladies?"

Mrs. Bunsen and Mrs. Jensen marched into the principal's office and set their feet as firmly as their jaws.

Boomer tried to maintain a semblance of composure as he pulled up two chairs and said sweetly, "Sit down, ladies, sit down and tell me what I can do for you this morning."

The ladies remained standing. "We're here to see that you put a stop to this teacher forcing our children to read obscene literature. We're here to protect . . . "

Boomer had stiffened and turned. "Obscene liter . . . literature," he stuttered. "Who has done this? What teacher? I can hardly believe that . . . "

"A Mister Pimm. We're here to see that he is dismissed immediately."

"But what has he . . . "

"Among other things, he's been telling our kiddies to read John Steinbeck."

"John Stein . . ." Boomer sprang up, grabbed his jacket and locked it in his closet. "You don't mean it! Well, this is certainly serious but I don't think we can dismiss a . . . "

"Mr. Boomer, we are not on the executive, but we have already had a meeting organized to investigate the matter. And we might remind you that without our Fall Fair there will be no cheque this year."

"Well, of course I think that we should look into this in the near future but . . . "

"The meeting has been called for tonight, Mr. Boomer."

"Oh! Yes! Well . . . fine. We may as well find out if some reprimand is necessary and . . . "

"Dismissal, Mr. Boomer. Good day!" The ladies turned and marched away.

Boomer stood in a daze for a moment, then slowly closed the door and locked it. "Prim!" he spat. "I never would have guessed it. Now if it had been Konstant the whole thing would be understandable. He's been after me to supplement the *Kidnapped's* and *Abraham Lincoln's* with modern works since he came here. But Prim . . ." He was rapidly lapping the desk, muttering aloud. "Now what am I to do? Support my teacher and by going against the P.-T.A. chance losing that big donation, or throw Prim to the wolves and swell the coffers? . . . It's clearly a public relations job . . . 'must maintain good public relations at all cost' the manual says. Hmm!" Boomer stared into the stern eyes of Oliver Wendell Holmes' bust which sat on the desk. "There's only one thing to do," Boomer said aloud turning the sculptured face to the wall, "maintain public relations at all costs." And as he went to the closet and took out his book, he was smiling at the vision of a deserted drinking fountain outside Maria Palpitalli's classroom. "Just think," he muttered, "no more Prim," and with a

contented sigh he settled down to read his book, *The Wayward Bus,* by John Steinbeck.

THAT night, Eustace Prim sat in the school office, twisting a moist handkerchief in his hands and pondering the news Grimsby had delivered with a smirk. He was still dazed at the sudden turn of events which left him on the brink of dismissal, and yet he was not too stunned to curse Art Konstant for providing him with the fatal novel which had caused his plight. It was at this moment that Konstant himself slipped silently through the door carrying a small square suitcase and a sheaf of notes.

"I realize I'm partly to blame for all this, Eustace," he began, "so I thought I should bring these along to help the defence."

"It's too late for anything to help now," said Prim, turning away, but he did listen carefully, in fact, very carefully. And ten minutes later, when he was summoned to the meeting, there was even a faint trace of a smile on his thin lips.

Mrs. Bunsen did not wait for Mrs. Shapeley, the President, to introduce the issue, but sprang to her feet and ripped into Mr. Prim.

"This man is a threat to our children. He has read loathsome trash to our children and encouraged them to read books which belong in the garbage can."

Mrs. Jensen was standing now, too. "There is only one thing to do . . . see that he is dismissed from our . . ."

Mrs. Shapeley rapped her gavel sharply on the desk. "Ladies, please. Mr. Prim, will you please give us your point of view on this matter of the books."

Eustace rose. He was pale, but when he shuffled the notes before him and began, his voice was not without confidence. "Ladies and gentlemen, I did read a passage from John Steinbeck's book, a passage which described a farm hand in vivid language. But this is not the real issue. Some of us believe that books should be chosen on their literary value and that such books should not be rejected because the author has used a few phrases which we consider naughty. It is as unrealistic to believe that such language will corrupt your children as it is to believe that such language will be new to them. The main factor in judgment is that the author must have created a true . . . "

While the other teachers present listened to Prim in open-mouthed surprise, Mrs. Jensen and Mrs. Bunsen were on their feet exclaiming that their children had never heard or read any obscenities before, and that if Prim was going to add insult to his misdemeanor, it showed the meeting the course it must take.

Prim smiled serenely, and without reply lifted the suitcase to the desk, opened it, adjusted the rolls of recording tape and turned the machine on.

A boy's voice crackled from the loudspeaker. "Yeah but *Cannery Row* isn't as good as a book I got from our library at home. It's called *Peyton Place* and boy! Wow!"

"Aw, I read that," added another boy's voice. "It wasn't that good. I found one upstairs in my old lady's trunk . . . *Amboy Dukes* or something . . . all about juvenile delinquents after the war . . . how they were always out with their dames and how they zip-gunned their teacher . . . it was real neat."

"Hey, how about lending it to me?"

"Sure, come on over . . . there's *Kitty* up there, *Duchess Hotspur* . . . and everything . . . even some book with all the good parts underlined, *Ulysses* or something . . ."

When Eustace snapped off the tape recorder, a hush settled over the room. He could hear the clock ticking in the hall. "I was going to announce the cast of that little skit but . . . "

Mrs. Bunsen cut him off. "Well, now that you've explained it so clearly, Mr. Prim, I think we all see the mistake we've made and there's really no need . . ." she was speaking quickly, "no need to go any further."

"In fact," added Mrs. Jensen, "it would be a good idea if our library had more *good* books to interest our children and . . . " She sat down and stared at the floor.

Art Konstant decided this was the right moment and sprang to his feet. "I move we donate a hundred dollars to the school library for new books," he called. Mrs. Bunsen quickly seconded the motion and it was carried unanimously.

Continued on page 105

Merit Rating . . .
as Seen by a Trustee

JOHN A. LONG

In order to present both sides of the debatable merit rating question, we reprint this article and the one commencing on page 81

SALARY SCHEDULES for teachers are commonly geared to two considerations only: (1) Academic and professional preparation, and (2) Years of experience. Little or no regard is had for classroom efficiency or the over-all quality of the service rendered. The poorest teachers on a staff share, for the most part, in all the benefits enjoyed by the best. To trustees such an arrangement appears to be quite inequitable. It doesn't obtain in most other professions. The more competent doctor tends to enjoy the more remunerative practice. Variations in the competence of lawyers are roughly reflected in variations in income from $5,000 to over $50,000 a year. It appears to be inconsistent that competence, initiative, and industry in the teaching profession should not be similarly recognized; and in seeking for a cure for the defect in teachers' salary schedules in this regard, trustees tend to turn to merit rating. The arguments in support of merit rating, in support of attaching monetary reward to superior service, are obvious. The contrary arguments are slightly more obscure. Some of them are set down here as a "Go Slow!" warning.

Experience has demonstrated that merit rating is almost impossible to administer in such a manner as will be recognized by everyone as fair. The success of merit rating among industrial workers can not be assumed to constitute an argument for its applicability to teachers. The contribution of a factory worker can be estimated with relative ease. His rate of production can be determined with a high degree of accuracy, and the excellence of the finished product can readily be assessed. No one can estimate accurately the worth of the widely varied and subtle contributions of any teacher. How can we compare the contribution of a teacher who is but a drill-master and has no interest in his pupils beyond getting them successfully through their examinations with that of a teacher whose pupils achieve no more than average academic success, but who exerts an outstanding influence on their character development. Mr. Smith drives his pupils to a high degree of efficiency, but in the process he engenders in his charges a hatred for him and a distaste for schooling in general. Do we give him a bonus, or do we deny him his increment. Mr. Jones is popular with his pupils but is a disruptive influence in staff relations. Will his total influence be counted to him for righteousness—or the reverse?

There may be no great difficulty in distinguishing between an outstandingly good teacher and outstandingly bad one: it's the large number of debatable cases in between that cause trouble. Merit rating tends to engender suspicion and foster charges of "apple polishing" on the part

of the teachers, and favoritism on the part of the principal. It tends to breed, in a staff, rivalry, jealousy and resentment, when the surest foundation for the effectiveness of a staff as a whole rests in a spirit of harmony and co-operation. The schooling of a child is a group project, not an individual one; and the excellence of his education will depend in large measure on how whole-heartedly and unselfishly all his teachers co-operate in the effort. While merit rating will go a short distance in the direction of introducing an added measure of fairness into the salary schedule, it is all too likely to weaken the overall effectiveness of the staff.

No merit system likely to be introduced by any Board will begin to reward merit at all adequately. If a range of from $5,000 to $50,000 in the incomes of experienced lawyers is defensible, teaching should probably enjoy something in the nature of a comparable range, since it can be assumed that teachers vary as widely in competence as do lawyers. Every large Board has teachers on its staff who are worth, not a few dollars more, but four or five times as much as some other teachers. To recognize this by a bonus of a couple of hundred dollars is just toying with the matter. So feeble a recognition is hardly worth the trouble it is likely to cause.

Merit rating will complicate the matter of advertising for teachers. If a Board operates under a merit rating salary schedule, all the particulars of this scheme should be made known to potential applicants. Does the schedule offer bonuses, and in what amounts, for superior performance? Are increments denied, and in what degree, to teachers whose service is deemed unsatisfactory? Where a hard and fast schedule prevails, the applicant knows rather accurately what sort of financial future is offered. Where a merit rating schedule operates, the future, to some extent at least, is a gamble; and, for the most part, teachers are not enthusiastic gamblers. Security is ordinarily held out as one of the main attractions of the teaching profession. A merit rating schedule is almost certain to breed resentment among teachers who, with swollen estimates of their own worthiness, join the staff in the expectation of experiencing preferential treatment. Many will necessarily be disillusioned and consequently embittered.

Another fault of merit rating, which might well be overlooked entirely by trustees, is the fact that it is almost certain to provoke such irritation among parents as will embarrass the Board, the principal and the teachers. When applied in industry, a merit rating scheme involves only management and the workers: in the school it reaches out to all the pupils and all the parents. No Board can institute merit rating in secrecy. Its existence will be a matter of common knowledge throughout the community within a day or two of its adoption. Once the parents know that the Board is assessing the worth of its teachers, they will want to be informed on the results of this assessment. Since they pay taxes which provide the salaries, they probably have the right to demand that the salaries be made

Executive Assistants Allan Spragge and Bill Allester peruse the wealth of pro and con material which the Federation has received on the subject of merit rating. Any opinions which the Federation has come to on merit rating have resulted from an exhaustive study.

known. In any event they can always discover the information for themselves through readily available official reports. During the summer months Jimmy's parents are concerned over which teacher he will have in the fall. If there are two Grade VI teachers they are praying he may have Miss Brown, not Miss Smith. They have no proof that Miss Smith is a poor teacher, but she is unpopular with her pupils and under her charge Jimmy might be expected to have an unhappy year. Because of such thinking principals are under constant pressure and heir to a host of resentments. Merit rating will aggravate the difficulty. Can't you see the situation in many a home? Dad's arrived home from work, and he no sooner enters the house than Mother unloads her sad story. "Billy brought his report home, and he's down in two subjects. But what could you expect? I always knew that Miss Hall was a poor teacher, but now I have proof. I just found out that she didn't get her increment this year. The Board officially admits she's no good. Why don't they fire her? Tommy Slade was in a few minutes ago. All his marks are good. But look who's teaching him! Miss Anderson; and she got a bonus for being one of the best teachers in the school. Believe me, I'm not going to take this lying down. I'm going up to the school tomorrow and if I can't get any satisfaction from the principal I'm going right up to the Board." Now that the Board has declared officially that Miss Hall's performance is so inferior as to disqualify her for full recognition in the salary schedule, her future in the school is painful to contemplate. As for the Board, it can be assumed that once it has officially labelled its teachers as superior, average and inferior, it is in for trouble in any community in which the parents maintain a close liaison with the schools and harbor a deep concern for the quality of the instruction received by their children.

Merit rating is rather generally opposed by teachers and their professional organizations. If the opposition is strong, this, in itself, is enough to condemn it. To force it on a resistant staff almost certainly foredooms it to failure.

It should not need to be pointed out that so obvious a device as merit rating in the salary schedules of teachers has, over the years, been extensively explored. Hundreds of Boards have tried it: they have resorted to all sorts of careful study of its history and the reasons for its failure in other places.

Avoid Hiring Poor Teachers

In their desire to experiment with merit rating I don't know whether Boards are motivated mainly by a desire to reward superior teachers by paying bonuses or to punish inferior teachers by withholding their increments. As for the latter, Boards should be able to avoid engaging poor teachers by exercising reasonable care in the matter. Of course, if the salary we offer is such as will attract only inferior applicants, we must be content with what we can get. But in normal times if we offer reasonable salaries we should be able to exercise some choice in our selection. Teachers can be engaged on probation. At the end of the first year a second probationary year can be imposed if the Board is not completely satisfied. If at the end of two years the Board gives a permanent contract to a teacher about whom doubts are entertained, it has only itself to blame. Trustees are, for the most part, kindly people, but I think that in the interests of the pupils they should be sufficiently hard-hearted to put teeth into their probationary provisions. I realise, of course, that in times of teacher shortage, when there are just not enough teachers to go round, my advice to Boards to screen applicants for positions carefully loses much of its validity. Many Boards will have to be content with whatever is offered, or do without altogether.

This article was originally part of an address to the 1957 Annual Meeting of the Canadian School Trustees' Association by the late Dr. Long, who was Chairman of the Forest Hill Board of Education and first Chairman of the Metro Board, Toronto. He was Director of Educational Research at Ontario College of Education.

Blueprint for Merit Rating

ROBERTS REED

MERIT Rating and merit salary schedules have been the subjects of such heated controversy among teachers, administrators and interested laymen that the June 1957 issue of the *Journal of Teacher Education* devoted most of its pages to this question.

In discussing the difficulties and obstacles inherent in merit rating for teachers, Finis E. Engleman made two statements worthy of quotation:

"If a system can be devised which does not do violence to sound principles of human relations, stimulates professional improvement, and improves services to children, it should be seized upon . . . But what are the difficulties inherent in this problem? The first of these is the exceedingly complex character of the professional task of the teacher; the second is the great range of specialization inherent in the modern school system; and the third is the difficulty of finding merit raters who can rate with validity and fairness. These three factors make it exceedingly difficult to have a rating system that allows broad generalized comparisons of one teacher with another."

Firstly, one must divorce the question of teacher evaluation (merit rating) from the question of compensation, be it "professional," "incentive" or other benefits that may be offered.

The following account is the story of the study undertaken by the board of education, the teachers and administrators of Summit, New Jersey, aided by Barrington Associates, a business management consulting firm. This study set out to find the answers to: What is the teacher's job? How can it be defined and, knowing what the job is, to how valid a degree can an individual teacher's performance be evaluated?

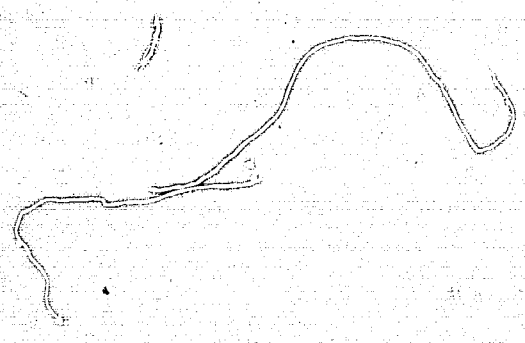
Summit had had a merit salary schedule in effect for some time, but it was felt that the time had come to work out a rudimentary merit rating scale in an attempt to justify salary increments made.

Taking first things first, a committee of 40 teachers met with the superintendent and board of education and decided that the most important step was to define the teacher's job. It is virtually impossible to evaluate what you are incapable of defining. The members of the committee researched all available literature; they corresponded with other school systems to find out what other systems had done; they conferred with authorities on this matter. For over a year they vacillated between ill-defined lists of teachers' duties, desirable attitudes, instructional objectives, commendable personality traits, varying philosophies of instruction and even, affirmation of moral ends and means. In short, they found that no one had successfully put down on paper (1) the basic function of the teaching job; (2) the major responsibilities to carry out the basic function; (3) the key duties which discharge the responsibilties.

"Basic Function" Statement

After long deliberation by a special committee, a terse but all-inclusive statement of the basic function of the public school teacher was developed:

"To impart to pupils approved skills, knowledge, appreciations, principles and fundamental attitudes; and to develop each pupil to his capacity in ways which promote the general welfare."



Reprinted from *The School Trustee*, published by the Saskatchewan School Trustees' Association, this article gives a background of the development of a merit rating scheme for the Summit, New Jersey, teaching body. Mr. Reed is Superintendent of Summit schools.

While the "basic function" subcommittee was working on its task, the other subcommittees were working on major responsibilities of the teaching job (as opposed to people in the job) at the elementary, junior high and senior high levels. The subcommittees worked independently and found that:

1. despite semantic differences expressed of major responsibilities at the three levels, the lists were fundamentally the same.

2. a list of ten major responsibilities served admirably to describe the public school teaching job in broad outline.

Not only must the teacher's basic function and responsibilities be described, but the active duties required by the job to discharge each responsibility must be spelled out. (These are included in the complete Position Analysis for which there is insufficient space in this article.) It was not an easy task for the committee to reduce to words those observable actions which must be performed to support each responsibility. Yet this is what they did.

Knowing the function, the major responsibilities, and the duties of the job, could reasonable standards of performance now be developed and prove acceptable to Summit teachers? To be effective, these standards had to embody two characteristics:

1. They must represent observable results arising from the efficient discharge of the duties.

2. They must take into realistic account that the teacher is only one of the many influences upon pupil behavior.

Also understood was the fact that any evaluator of a teacher's actual performance would have to be reasonably versed in the teaching profession and sophisticated enough to judge his observations.

With these considerations in mind, the committee and subcommittees developed the content and wording of the standards of performance which are found in the Position Analysis directly below each major responsibility.

Up to this point, our only concern had been with the job, not with the person performing the job. Thus far, we had achieved:

1. a clear definition of the job;

2. a series of realistic standards against which any individual teacher's performance could be fairly evaluated;

3. a tool which would aid in counselling teachers regarding their job weaknesses;

4. a tool which would serve as a guideline to new teachers.

Now the problem was how could a means be developed to evaluate teacher performance which would eliminate or minimize the exercise of bias by the rater. How could one effectively discriminate between varying degrees of teaching competence? How could one state with any assurance that one method of evaluation was more valid than another method?

Army Report Studied

In casting about for a suitable criterion for the validation of an evaluation procedure, the consultant came upon a report of the work done for the Department of the Army by the Personnel Research Section of the Adjutant General's Office in the development of a new Army rating scale for officer performance. This study underscored the fact that "to determine the validity of any rating system, it is obviously necessary to compare rating produced by it with some independent measure of each man's merit."

This approach to the problem and the techniques developed by the Army researchers were adopted on the Summit study. All the teachers in the Summit system were asked to identify those teachers they considered to be most and least competent in their schools. For example, a teacher was asked to identify the three most competent teachers by the designations A-1, A-2 and A-3, and the three least competent by B-1, B-2 and B-3. This system, of course, left many teachers unrated and these were to be considered average.

In general, it was felt that if a high degree of unanimity resulted in locating the best and the poorest, this internal consistency would do much to increase confidence

in the criterion ratings. Out of the 155 teachers in the system, there were a few who went on record against participation.

At the same time, the superintendent, principals and assistant principals also followed the same procedure and rated the teachers.

Based on the results of the evaluation, there can be little doubt that Summit teachers can identify and agree upon the best and least efficient teachers in the system. One thing is certain, the teachers were much tougher in their ratings than was the administration. We now had a reasonably sound criterion against which to test the effectiveness and accuracy of any form of teacher evaluation that might be developed for us by the administration.

Tied in with the Position Analysis form discussed previously, is the Performance Appraisal form shown in Table A similar to one used in industry and business. The consultant submitted a list of names to the superintendent called at random from the three criterion groups, "A," "B" and "Average" for rating. Since the administration had never seen the teachers' names associated with criterion standings, the superintendent, principals and assistant principals had no way of knowing the criterion status of the teachers named. They were asked to rate these teachers according to the directions on the rating form reproduced in Table A.

To Use Rating Form

The use of the rating form pre-supposes several conditions, namely, that the rater:

1. is familiar with the position analysis of the job involved;
2. understands the meaning and implications of the standards of performance;
3. has made sufficient personal observations of the ratee's work to have soundly based opinions on those persons' performance in terms of the duties and responsibilities of the position analysis;
4. is himself enough of a professional with sufficient training and experience to interpret what he has observed in terms of the requirements of the job.

The consultant received the appraisals from the members of the administration and assigned numerical designations as follows: 1) meets in an outstanding manner; 2) fully meets; 3) meets in an average manner; 4) does not meet at this time; 5) fails miserably.

There are ten responsibility areas to be rated; an outstanding teacher would be rated 10 (1x10) and a teacher who received all ratings at the lowest level would receive a total rating of 50. Individual ratings, of course, could be at any point between these extremes.

On the basis of the ratings received by members of the two criterion groups, "A" and "B," it can be concluded:

1. No one in the "B" group received a performance appraisal that overlapped or even approached any rating received by a member of the "A" group.
2. The outstanding are more easily identified than are the least proficient. In any event, the spread of ratings received by the "A" group is much smaller than the spread of ratings received by the "B" group.
3. The difference between the average ratings received by the "A" group and the "B" group is statistically significant, indicating that the difference found is not attributable to chance.

Accurate Appraisal Possible

The names of another group of teachers who had fallen in neither the "A" nor "B" criterion groups had been furnished to the administration for rating on our experimental appraisal form. It was assumed that these teachers were "average."

What does all this demonstrate? It shows that it is possible to select with unusual accuracy the outstanding and below average teachers out of a rather homogeneous group of highly selected professional teachers. In short, a performance rating scale or teacher evaluation scale such as we have used in this study does discriminate with sufficient fineness the identification of:

1. top professionals for commendation or promotion;
2. below standard professionals who might profit from closer guidance and supervision;
3. those who fail to meet set standards and who deserve dismissal or transfer;
4. those top people who deserve extra compensation if and when it is available.

POSITION ANALYSIS

Position Title Public School Teacher
Town of Summit, New Jersey

Elementary and Secondary Levels

The basic function of the position is: to impart to pupils approved skills, knowledge, appreciations, principles, and fundamental attitudes, and to develop each pupil to his capacity in ways which promote the general welfare.

MAJOR RESPONSIBILITIES:

1. Classroom Management
2. Character Development
3. Curriculum Development
4. Daily Preparation
5. Knowledge of Subject Matter
6. Public Relations
7. Pupil-Teacher Relationships
8. School-wide and System-wide Effectiveness
9. Techniques of Instruction (Motivation)
10. Pupil Evaluation

II.. RESPONSIBILITY

CHARACTER DEVELOPMENT

The standard of performance for this responsibility is met when the social and moral behavior of the pupils is at a level characteristic of the age group involved with due regard for the effect of outside factors which might affect their behavior.

KEY DUTIES

1. Sets an example of socially acceptable behavior which will serve as a pattern for the pupil to emulate.
2. Endeavors through discussion, commendation, reward, reprimand, punishment and such other resources as may be at the teacher's command to develop socially acceptable pupil behavior.
3. Monitors group situations involving moral stresses which test pupil integrity and takes corrective action in these situations.
4. Inculcates respect for rights, opinions, property and contributions of others.
5. Exposes pupils, to the degree possible, to biography and anecdote of famous or morally outstanding personalities in order to encourage behavior by proper example.

Teacher Reaction Sought

The teachers of Summit were given the results of the study and devoted concentrated attention to it. The discussions soon showed most teachers in favor of applying varying weights to the different teaching responsibilities, e.g., more weight should be placed on performance in pupil-teacher relations than on curriculum development. As a result, a subcommittee was set up to study the weighting problem. With its own ideas, and suggestions revealed in a questionnaire to the total teacher group, it finally came up with the weighted Performance Appraisal Form shown in Table A.

The new form was then applied to the data previously accumulated to ascertain whether any appreciable change in teacher standings had come about because of the weighted ratings. Since no appreciable difference in results was obtained between the two scorings, it was concluded that:

1. there exists a psychological bias in favor of weighting the major responsibilities that comprise a teacher's job;

2. that since the use of a weighted form would be more acceptable to the Summit faculty, a final weighted scoring form would be developed and used.

It was pointed out that if a high degree of unanimity had been achieved by having administrators rate teachers independently without attempting to reconcile the few rating differences, how much more unanimity would likely occur if the raters conferred with one another (after their independent activity) and, if possible, reconciled their differences. By adopting this conference approach, teachers would benefit from a common rater point of view because each rater would be trained and would use identical standards with identical emphasis.

Concurrent with the efforts to refine the appraisal scale, another committee was working on the details of a compensation scale to achieve the following objectives:

1. teacher quality to assure maximum pupil development commensurate with reasonable costs to the taxpayers;

2. to attract above average teachers;

3. to reward these teachers in a tangible but economical manner;

4. to provide economic goals that will serve as an incentive for improving teacher performance;

5. to provide an orderly plan for the equitable compensation of teaching services at all levels of competence which is understood by the teachers and is designed to minimize Board Executive decision in time and frequency.

Such a scale has been developed but is awaiting final decision about its application and acceptance by the board and by the teachers concerned.

B.C.T.F. Studies On Merit Rating

IN addition to the material listed below, all of which is on file in the Federation office, the reader's attention is called to various articles in *The B.C. Teacher*. Published first were two articles by Mr. R. E. Cooper which gave both sides of the question. These articles were in the February and March issues of 1954. Since that time there have been a number of other articles on the subject.

BIBLIOGRAPHY ON MERIT RATING

Alberta School Trustees' Assn., "The Cranbrook Experiment," *Alberta School Trustee*, XXVII, 4. Edmonton: A.S.T.A., April 1958, p. 2.

American Assn. of School Administrators and National Education Assn., *Appraisal and Promotion Procedures in Urban School Districts, 1955-56.* Washington: Educational Research Service, Circular No. 8, Sep. 1956.

Association for Supervision and Curriculum Development, *Better than Rating: New Approaches to Appraisal of Teaching Services.* Washington: N.E.A., 1956.

Ball, D. G. and Campbell, A. E., "Changing Role of the Inspectorate: a New Zealand View," *Canadian Education*, XI. March 1956, p. 33.

Batson, R. J. *Employee Evaluation: A Review of Current Methods and a Suggested New Approach.* Chicago: Public Personnel Report No. 571, June 1957.

B.C. School Trustees' Assn., *B.C. School Trustee*, XIV, 1. Vancouver: B.C.S.T.A., March 1958. Three articles: "Cranbrook Evaluation Plan" p. 11; "Should All Be Paid Alike?" p. 13; "Automatic Salary Increases Cannot be Justified" p. 16.

California Teachers' Assn. Research Bulletin No. 98, *Information on Merit Rating of Teachers.* San Francisco: C.T.A., 1956.

Canadian Teachers' Federation Research Divn. Information Note 25, *New York State 1956 Minimum Salary Law Removes Merit Rating.* Ottawa: C.T.F., April 1956.

TABLE A

SUMMIT BOARD OF EDUCATION

EVALUATION OF TEACHER SERVICES

NAME..... SCHOOL

GRADE or SUBJECT..... DATE.....

Directions: This evaluation should be done in conjunction with the "Public School Teacher Position Analysis." The standard of performance for each responsibility should be read by the rater and be related to the observed performance of the teacher being rated.

Enter in the column "Numerical Rating" the number which best describes the teacher's performance in terms of the standard, using:

5 for "Meets in an outstanding manner" the requirements
4 for "Fully meets" the requirements
3 for "Meets in an average manner" the requirements
2 for "Does not meet at this time" the requirements
1 for "Fails miserably to meet" the requirements.

Then multiply the rating by the weight as indicated to get the score for aech responsibility. Add the ten scores to get the total score.

MAJOR RESPONSIBILITIES	*Numerical Rating*	*Weight*	*Score*
1. Classroom Management		x2=	
2. Character		x2=	
3. Curriculum Development		x1=	
4. Daily Preparation		x2=	
5. Knowledge of Subject Matter		x3=	
6. Public Relations		=1x	
7. Pupil-Teacher Relations		x3=	
8. School-wide and System-wide Effectiveness		2x=	
9. Techniques of Instruction		x3=	
10. Pupil Evaluation		x1=	
TOTAL SCORE			

Comments on attached sheet.

.....
Appraiser's Signature

.....
Appraiser's Position

.....
Teacher's Signature

Citizens' Advisory Committee on Teachers' Salaries, *Report*. Winnetka, Ill.: C.A.C.T.S., January 1958.

Engleman, F., "Does Merit Pay Merit a Try?—No" *Indiana Teacher*, CII, 4. Indianapolis: I.S.T.A., December 1957, p. 162.
Four-man symposium with Essex (No), Hill (Yes), and Husted (Yes).

Goodman, E., "Financial Incentive Plans Boost White-Collar Workers' Production." *Canadian Business*, XXXI, 3. Montreal: Canadian Chamber of Commerce, March 1958, p. 108.

Grieder, C., "How About Academic Ranks?" *Kansas Teacher*, LXVI, 6. Topeka: K.S.T.A., February 1958, p. 18.

Long, Dr. J., "Salary Schedules and Merit Rating," in Canadian School Trustees' Assn. *Annual Report*. C.S.T.A., 1956.

Long, J. A., "Merit Rating as Seen by a Trustee," *The Bulletin*, XXXVII, 3. Toronto: Ontario Secondary School Teacher' Federation, May 1957, p. 136.

McDowell, S., *Merit Rating, a Survey of Some of the Literature*. Saskatoon: Saskatchewan Teachers' Federation, 1956 (mimeo).

National Education Assn. Special Memo, *Superior-Service Maximums in Teachers' Salary Scales, 1956-57*. Washington: N.E.A., July 1957.

National Education Assn., Dept. of Classroom Teachers, "Merit Rating," *News Bulletin for Classroom Teachers*. Washington: N.E.A., November 1956, p. 10.

National Education Association, *Journal of Teacher Education*, VIII, 2. Washington: N.E.A., June, 1957.
Issue devoted to Merit Salary Schedules for Teachers.

New England School Development Council, *Teacher Competence and its Relation to Salary*. Cambridge: N.E.S.D.C., May, 1957.

New Jersey Education Assn. Research Bulletin No. 57-1, *Information on Merit Rating*. Trenton: N.J.E.A., July, 1957.

New York State Teachers' Assn. *Teacher Merit and Teacher Salary*. New York: N.Y.S.T.A., 1957.

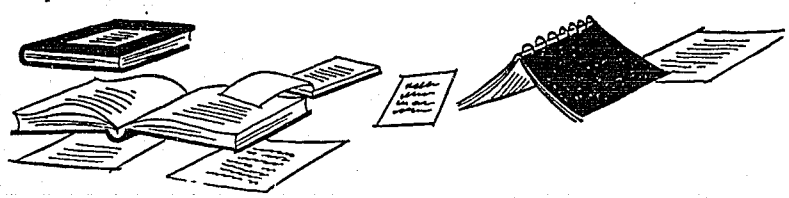
Ohio Education Association, *School Personnel Development Plans: a Guidebook of Plans to help School Boards, Teachers, Administrators and Other Employees Achieve Higher Levels of Performance*. Columbus: O.E.A., 1958.

Ontario School Trustees' Council and Ontario Teachers' Federation Joint Committee Report, "Merit Rating, Pay and Tenure of Teachers." *The Argus*, XVI, 7-8. Toronto: Public School Trustees' Assn. of Ontario, July-August, 1957, p. 189.

Pitkin, F. E., *Why They Don't Choose to Teach*. Boston: Massachusetts Teachers' Assn. Bulletin No. N26, January, 1956.

Reller, T. L., Howsam, R. B., and Jones, R. V., *Merit Pay? — What Are the Issues?* Berkeley: U. of California, 1957 (mimeo).

Travelstead, C. C., and Reed, V., "Views on Merit Rating." *New Mexico School Review*, XXXVII. Portales: N.M.E.A., May, 1958, p. 20.



Cover Picture Portfolio

WITH the December issue we will conclude the series of historical colored covers which began in November last year. We hope our readers have enjoyed them.

The pictures have been selected purposely to highlight some aspects of the history of our province in recognition of its one hundredth anniversary. Mr. Willard Ireland, Provincial Librarian and Archivist, has provided the accompanying stories.

We have preserved the color plates used in printing the cover pictures and Mr. Ireland's interesting and informative stories. If enough of our readers to justify the undertaking are interested in purchasing at cost a portfolio of the pictures, we shall have them prepared. The pictures will be reproduced on paper suitable for framing or for mounting on heavier paper for classroom use. The stories will be compiled in a suitable booklet. The cost will be $1.25 a set.

Any of our readers desirous of obtaining one or more sets should complete the coupon on page 108 of this issue (if they have not already submitted one) and return it to the B.C.T.F. office immediately. The coupon will appear in the December issue also.

If this project is undertaken, the portfolios should be available toward the end of January.

Another Successful Workshop

STAN EVANS

Mrs. Lois Haggen spoke on the history of the West Kootenay. Mrs. Lillian Hill presided at the meeting.

FROM August 24 to 30 Notre Dame College at Nelson played host to approximately 90 B.C.T.F. members in what proved to be the most successful workshop of the nine held to date.

The purpose of the workshop is to provide representatives of local associations with experiences which will qualify them to offer more effective leadership in their associations. Emphasis is placed on subject and panel discussions on those aspects of education which will be of major concern to the Federation during the current year. The principles of group dynamics are followed where possible.

In a week of discussions and addresses suitably interspersed with work and fun this objective was met.

When we arrived on the hot afternoon of Sunday, August 24, the welcoming committee of the Nelson Teachers' Association was on hand to greet us with cold pop. Mrs. Della Irwin had assisted in making motel reservations for those "living out." Earl Jorgensen and Al Cartier saw that we were properly housed in the dormitory and generally assisted where they could. Through the courtesy of the Nelson T.A. we received daily copies of the local paper. Earl and his committee made the arrangements for the family beach party which has become a workshop tradition. We are indebted to the Nelson T.A. for their many courtesies which added greatly to our week's pleasure.

The accommodation and food at the College were excellent. The four-year-old dormitory provided very convenient and comfortable living quarters. Father Smith and his hospitable staff did everything possible to make us comfortable.

In the opening address Mrs. Lois Haggen, M.L.A., recounted many interesting incidents in the history of the West Kootenay. Dr. J. F. K. English, Deputy Minister and Superintendent of Education, addressed us on his philosophy of education and challenged us to develop our philosophy. At an evening session Dr. Eric Taylor, labor relations consultant of Toronto, discussed public relations. In another interesting evening address Dr. H. M. Scargill, of the University of Alberta, acquainted us with developments in linguistics.

A panel discussion by some of the area representatives provided us with interesting information on salaries, procedures of negotiations and merit rating. Friday evening was given over to the customary "skit night" when some of the groups put on entertaining playlets.

A morning and an afternoon were devoted to group discussions on each of four topics:

"B.C.T.F. Objectives and Activities," led by Miss M. E. Cottingham and B.C.T.F. President H. N. Parrott; "Fall Convention Planning," with Bert Curtis of the U.B.C. Extension Department in charge; "Public Relations," with C. M. Bayley, Director of

Publications for the Vancouver School Board as discussion leader; and "Philosophy of Education," conducted by Mrs. Lorill Hanney of Sperling Avenue School, Burnaby, a member of the B.C.T.F. Philosophy of Education Committee.

The Saturday morning evaluation session and the post meeting reaction slips indicated that once again the delegates had experienced an enjoyable and profitable workshop.

General workshop arrangements were under the direction of Mrs. Lillian Hill of Windsor Street School, Burnaby and her efficient committee. Workshop Director was Stan Evans, B.C.T.F. Assistant General Secretary, with Ken Aitchison of Burnaby South High School assisting. Miss Connie Prendergast of the B.C.T.F. office staff served as Workshop Secretary.

The fact that the Executive Officers and the area representatives also met during the workshop provided the delegates with an opportunity to meet these members.

Fall Conventions

B. E. Curtis

"And when she was good
She was very, very good,
And when she was bad—
She was horrid. . ."

THE girl in the above lines had much in common with a fall convention. It too may share the feminine character. That it may be expensive, unpredictable, vague, dull, and sometimes dangerous is a commonplace. It is equally evident that it may be gay, organized, lucid, stable, and a good investment of time and money.

Your delegates to the Nelson Workshop applied the above quotation to fall conventions and set themselves to four days of discussion of which only the highlights may here be reported. The heterogeneity of group members at the workshop precluded detailed discussion of convention planning. Many of the participants had not been involved in the planning of a convention. It was necessary to take the wider view of conventions—drawing on the relatively common experience of convention attendance.

What makes a convention good? What makes it horrid? We asked ourselves these questions. We did not expect to find all of the answers—and of course we expected and found many more questions. "Why do we have fall conventions?" "Are they worth the time and effort?" "What is their history?" "Have conventions outlived their usefulness?"

The answers to these questions were many and varied. At least twenty-one separate and distinct reasons ("breakdown of 'isolationism' in large schools" to "consideration of A.G.M. resolutions") were suggested as "good" reasons for holding conventions. While many delegates expressed a degree of dissatisfaction with the present state of conventions in their areas, there was a strong desire expressed to have conventions improved rather than dropped.

It was repeatedly recognized by those present that each convention is a distinct entity. Different conventions serve different purposes. Each must be tailored to suit its own area. That this tailoring can be done was never in doubt.

Your delegates suggest each teacher should ask about his own convention: 1. Does it provide inspiration? 2. Does it suit the needs of our own district? 3. Does it promote professional growth? 4. Does it provide an active center for discussion of B.C.T.F. affairs?

Unless it does these things (at least) your convention may not be doing its job. If it is not, our deliberations suggest that the problem may lie in one or another of these three areas:

1. *The Discontinuity of Convention Committees*

In many areas the convention committee is newly appointed each year. It is unable to profit from past mistakes and may find itself forced to follow a fairly rigid established pattern. This and the lack of evaluation procedures during or after conventions make annual improvement difficult if not impossible.

2. *The Unavailability of Planning Time*

In many areas the total planning of conventions must be done after school hours or on weekends by hardworking committee members who receive little if any recognition from the general membership. The possibility of providing some free time from

other duties to key committee members was suggested as was the possibility of employing a convention convener to mastermind the arrangements.

3. *The Financial Circle*

It was observed that money alone does not make a successful convention. On the other hand, a convention committee usually works on very restricted funds simply because nobody likes to buy an unknown. There is a natural reluctance to put more money into convention this year if last year's was not too successful. This year's committee is thereby prevented from experimenting with improvements which might be the very things the convention needs.

Finally, each group in the workshop session came back again and again to the age-old proposition that "It is very difficult to please everybody."

Your delegates felt that fall conventions in most areas are changing from a role primarily designed as an aid to isolated teachers to that of an integral aspect of the teaching year directed to in-service education.

Individually and collectively, both in and out of the workshop sessions, your representatives expressed a desire to see further detailed local or regional study directed to the whole picture of fall conventions with both theoretical and practical improvement as the end in view.

Philosophy of Education

LORILL HANNEY

TO DELIMIT the topic somewhat, the statements of the B.C.T.F.'s policies (in the report of the Philosophy of Education Committee to the A.G.M. 1958) were used as a guide for discussions by Groups A, B, and C.

These policies were discussed for two purposes: 1. to examine the underlying philosophical concepts for agreement (or disagreement); 2. to discover in what areas we appear to be in agreement but have not as yet stated our beliefs.

Group D's discussions were along similar lines. As a starting point for their discussions, they composed a statement of the aims of education.

What are the professional qualifications of a teacher?

After much discussion all groups finally agreed with the statement "Whatever his subject field, and whatever the grade level of his pupils, a teacher should be a professionally-trained person, prepared for his elementary or secondary placement by equal years of training."

Group B also expressed the opinion that although there may be other training and experience which could be considered comparable to university training, there is no effective way of evaluating such experience.

All groups agreed that outside teaching experience should carry full credit as long as that experience is comparable in nature to teaching in B.C.

It was also agreed that some form of orientation to the B.C. system in the field of School Law and Philosophy of Education was necessary for teachers from outside the province and for those returning to the profession after a long absence.

Group A was opposed to compulsory

Continued on page 101

The Federation's philosophy of education is under discussion by this typical Workshop group. Mrs. Lorill Hanney, of Burnaby, acted as resource person for these discussions.

FRANCES CLARKE SAYERS

Books that Enchant

RECENTLY I eavesdropped as I watched one inveterate reader indoctrinate a disciple who had come within the sphere of her influence.

The scene was a school library in California, a library which invites reading, first by its situation. Walk through its doors and you appear to be walking straight into a wood, for the great window opposite the door is held in the embrace of a huge redwood tree seemingly shoring up the side of the building.

A hillside stretches beyond, peopled with marching eucalyptus trees, and on warm days, the scent of pine and sun-baked leaves pervades the place. To this semblance of the out-of-doors is added the bounty of well-stocked book shelves.

The inveterate reader was a little girl, 9 or 10 years old, I should judge, who spread the enthusiasm she felt by the tone of her voice, as she slowly paced the distance of the fiction shelves, her friend walking behind her.

"Have you read *The Secret Garden*?" she asked, not waiting for a reply, and stroking the back of the book as if she were petting a kitten.

"And *Little Women*?" she went on, like someone reciting a poem with compulsive pleasure. "Have you read *Hans Brinker; or, The Silver Skates*? I'm on chapter seven, right now. And *Ballet Shoes*? And *Heidi*? You must read *Heidi*!"

What struck home was the fact that here was a child reading books some of which had been the delight of my own childhood, half a century ago. I sat there, staring at the big tree, comforted and warmed by this spontaneous proof of the continuing hold of well-loved and well-remembered titles on the mind of a contemporary child. And I found myself asking the question, "How does it happen?"

Of course, a large measure of the answer lies in the personnel of that library, for back of the inveterate reader's contagious voice I could hear the echo of the voices of the librarians; articulate librarians they are, whose schedules of story hours and book talks choke the calendar, and whose conversations with individual children about books and reading have made me a frequent eavesdropper, without conscience, in that place.

"I don't suppose children today read the wonderful books that we read as children?" This is frequently the opening remark of strangers upon discovering one's interest in children's books. But children do read these books! *Little Women, Tom Sawyer, Pinocchio, The Wind in the Willows,* the *Blue Fairy Book, The Jungle Book,* and *The Story of a Bad Boy* still hold their own in the lush and extravagant present, when books for children roll from the presses month after month in undreamed of liberality.

What quality in a book gives it this breath of life which keeps it fresh for succeeding generations?

A hundred years ago Hawthorne's *Wonder Book* was already five years old. It endures, a familiar link between the classic myths of Greece and American children.

The *Swiss Family Robinson* was being read a hundred years ago, as was that other great tale of shipwreck and man against nature, *Robinson Crusoe,* and these, along with *Gulliver's Travels* and *Pilgrim's*

Progress, still have their measure of readers—three of these titles, to be sure, were never intended for children but were adopted by them.

Here is an unlikely combination! The Greek myths, the cluttered improbability and moralizing of *Swiss Family Robinson*, the shipwrecked Crusoe, Gulliver on his journey, and the great Pilgrim encountering giants and other marvels of the imagination in pursuit of his own soul.

Yet there is common ground in all of these. They are magnificent stories. The events are breath-taking in themselves: Phaëthon racing his father's chariot, the Sun, across the sky; Crusoe finding the footprint in the sand; the haunted Pilgrim; and Gulliver awakening to find himself a-swarm with little men no bigger than his own thumb. The magnitude of the adventure and the substantiating choice of incident make real the unimaginable.

Some stories are great in themselves, quite apart from the manner of their telling or the characters which people them. The ingenuity of the invention, the originality of concept are matchless. Odysseus, the story of Troy, Roland at the pass—these stories out of the childhood of the world have about them an aura of the miraculous and of the ultimate excitement of events themselves.

Reality Has Great Appeal

Stories such as these endure. And in a smaller way, *Hans Brinker* shares this quality. What wealth of dramatic incident it holds: the poor but brave family, the stricken father, the mysterious money hidden away, the race itself for a prize of silver skates, and the background of a country that has always captured the imagination of the world. The excitement of the story held my inveterate reader, as it had held me long years before.

Reality of people in fiction and the growth of character have greater appeal for children than we realize. The development of character is difficult to come upon in books for children, since we think of psychological development and the nuances of personality and circumstance as being themes belonging to the world of the adult. But it exists in books for children, and young readers are drawn to it.

The appeal of *The Secret Garden* lies largely in the drama of the change that is wrought in the character of its heroine, a believable transformation which takes place before one's very eyes. Children mistrust the too-sudden conversion, resenting it as an insult to their intelligence and to the truth of human nature. But the possible and plausible mutation—this is as fascinating to children as it is to the adult.

"I like stories where people are one way at the beginning of the book, and different at the end," a child once said to me, attempting to express what she sought in her reading. She touched upon one of the most profound themes of literature and one which puts to the test the genius of novelist and dramatist alike. I suspect that the little books of Beatrix Potter—*The Tale of Peter Rabbit, The Tale of Squirrel Nutkin*, and all the others—owe much of their long lives to this inner theme in each of them: character in the making.

Character Change Important

Each small animal encounters and combats his own selfishness or wilfulness of character in relation to the moral laws of his small universe. It sounds like a sombre subject, but in the hands of Beatrix Potter, it is always touched with humor, even though it remains vital, tough, and inherent to the story. The repentance is valid and sensible, and one can see exactly where it happens.

Simpkin "went home *considering in his mind.*" So writes Beatrix Potter of her hero cat, Simpkin. There is the first indication of a change of heart, which comes just in time to save the tailor of Gloucester, the lord mayor's Christmas wedding, and the place of Simpkin himself as a memorable character in one of the greatest of Christmas stories, *The Tailor of Gloucester*.

Mrs. Sayers, a former librarian, is a lecturer in English at the University of California at Los Angeles and an author of children's books.

This article reprinted from *NEA Journal*, January, 1957.

Children seek real people in the books they read. Personality is as appealing in fiction as in life, and perhaps more difficult to create in books for children than in the wider realm of fiction for adults. One can count on the fingers of two hands the three-dimensional young people who are as convincing in print as though they were flesh and blood.

The characters in *Little Women*, especially Jo, transcend their time and hold the interest of the modern girl because everything about them has a universal quality. They are all the girls with whom one shared or is sharing one's youth.

Both boys and girls appreciate having good books to read.

What others are there so clothed with reality? Tom Sawyer, of course, and Rebecca of Sunnybrook Farm, and Penrod. Also Kipling's Kim of India, Caroline Snedeker's Dencey of *Downright Dencey*, Janey Larkin in *Blue Willow*, Ruth Sawyer's Lucinda in *Roller Skates*, perhaps Miguel in *And Now Miguel*, and Laura of the Laura Ingalls Wilder books, with their documentation of pioneer life and their mounting emotion.

"He is a character," we say of someone blessed with marked and interesting or beguiling traits. Such characters do not always inhabit the world of fictional realism. Toad of *Wind in the Willows* is recognizable in many forms beyond his own essence of being which is the world of fantasy.

A young college student, reporting on an educational conference she had just attended, said in all seriousness, "I sat next to Mary Poppins at the meeting," and to judge from her description, so she had!

The highest peaks of originality in all literature are to be found in the fantasies of childhood. *Alice in Wonderland, The Wind in the Willows, Winnie-the-Pooh, The Hobbit, Mary Poppins, The Borrowers* —these books, written for children, and often for the delight of one particular child, transcend the limits of age, and set the fancy soaring for every reader.

Fantasies Endure

For children, they interpret the fun, the hilarity, the deep sense of wonder, the unexpectedness of life which children encounter every day of their lives in one way or another.

For adults, they are experiments in Utopias: worlds created from aspects of reality which each writer has most deeply loved: Lewis Carroll playing with logic and language and the concept of ideas; Kenneth Grahame singing in *Wind in the Willows* the praise of English life, the English countryside, and man's mysterious bond with nature; Milne's delight in his own son and his relationship to his toys; J. R. R. Tolkien's absorption in the Anglo-Saxon language and culture.

I suspect the fantasies endure because each is illuminated inwardly by the love of its author for some great gift of life.

Certain books enchant by their ability to establish an atmosphere of charm, or warmth and felicity of life. Children hold fast to stories of family solidarity, or stories in which the small pleasures of the ordinary day are so selected and described as to furnish the inner mind of childhood with memorable emotion.

A child returning to the desk of a library a book she had read was seen to give it a little pat of affection before she relinquished it entirely. "It made me feel so nice," she said, by way of explanation. The book was *The Moffats* by Eleanor Estes.

What richness of child-like observation is in that book: the pleasure of watching Mother paring apples; the manner in which Jane observed the world upside-down by bending over and looking at it through

her own stout legs, spread as far apart as was safe.

The vividly remembered response of the author to her own childhood enlivens her books for children. It is a remembrance that has no shadow of the sorrow of remembrance, no touch of nostalgia, but seems immediate to the child who reads it in his own time.

The long life of *Heidi* is attributable to its atmosphere of place, a little idyll of childhood, with its account of the out-of-doors, the life shared with animals, the good food, and above all the aura of loving kindness.

Genuine emotion on the part of an author quickens the interest of children in their reading. They will sniff it out, like hounds following a scent, and they will gladly range through endless brambles and briars of sickly sentimentalism in search of it.

Reading *Black Beauty* as an adult, one can hardly stomach the tale, but for many children it remains to this day among the best of the horse stories, because the author, Anna Sewell, wrote out of genuine feeling for animals, and with a zeal to better their treatment at the hands of humans.

Maturity Alters Readers

Recently, in a class of teachers engaged in the reappraisal of books for children, a young man who confessed to having loved *Black Beauty* as a boy denounced the book to the class in the light of his mature judgment. "Of all the sentimental, Victorian tear-jerkers, this is the worst," he said, "and what we mean by giving children such drivel, I'll never know."

The class went wild, some of them welcoming this break with tradition, and others acting as though the young man were dangerously subversive. The argument was ended for all time when one member of the class rose and declared simply, "What he says is true, but the fact remains that when you read *Black Beauty* you feel like a horse."

The intensity of feeling and the absolute sincerity of the author—to these elements *Black Beauty* owes its long life. Children know, in eerie ways of their own, the genuine attitude from the assumed, and they will endure the dated, the old-fashioned, and the wordy if the intent is clear and the emotion has its own integrity.

One of the rewards of having read books for children over a period of some 30 years is the vindication of one's judgment and the pleasure of seeing long life assured for certain titles acclaimed at the time of their appearance.

Everyone recognized *Millions of Cats* for what it was: a complete work of art in story, pictures, layout, binding, even the very shape of the book. It made its initial appearance in 1928. Now it appears, time and again, in the college students' autobiographies of their childhood reading as a first and lasting experience.

Classics in the Making

There are perhaps half a hundred children's books written in the past 30 years which give promise of becoming classic, a word which can be defined as "capable of long life by choice and use of children."

It is a matter of supreme significance that even the youngest children, in the period of their first reading experience, are capable of responding to the great elements of art: to drama and originality, to conflict and resolution, to feeling of place and atmosphere, to the emotions of fear and love and hate, to the inevitability of character and the mystery of personality, to humor and nonsense, to truth, and to the wizardry of words in the hands of the masters.

And never doubt that the vitality of the books children read, the books they choose, depends upon these great elements of art.

What judges of books children become once they are interested in reading! For judgment grows by what it feeds upon. The lucky among the children, like my inveterate reader, roam a wide field which has been well prepared for them. In such a place, they learn to take what they need most at any given time seeking on different days different dangers, pleasures, scenes, people, truths, nonsense, reality, and dream, until they have accumulated a rare wisdom, a wisdom that endures for all time.

How's Your

More in the series of
mals and vegetation,
Carl of the Provinc

Spotted Skunk

A COMMON resident of lowland thickets and heavy cover on the mainland in the Vancouver area and north to Alta Lake.

This little skunk, scarcely measuring 20 inches in total length, is easily recognized by the pattern of white lines, spots and irregular markings along the back from head to tail.

Although it may be fairly numerous, it is seldom seen since it is strictly nocturnal in habit, remaining in an underground burrow by day.

For food the Spotted Skunk eats mice, birds, frogs, snakes, insects and occasionally fruit. It may occasionally rummage through open garbage cans in suburban areas.

Pileated Woodpecker

OUR largest and most showy woodpecker, found throughout the province in timbered areas.

The Pileated Woodpecker is easily recognized by its large size and conspicuous red topknot which is sported by both sexes. It also has patches of white on the wings which flash when the bird is in flight.

Although it may not be sighted, its presence in an area may be revealed by its loud strident call, like that of a flicker but more powerful. Piles of chips at the base of a tree also mark the presence of this bird.

The food is primarily insects but it also feasts upon berries and other fruits, particularly in the fall and winter.

No. 78: Enderby—
(1) W. J. Mouat, City Hall, Salmon Arm, B.C.
(2) O. B. Carlson, P.O. Box 108, Enderby, B.C.

No. 79: Ucluelet-Tofino—
(1) H. C. Ferguson, 1100 Redforn Avenue, Port Alberni, B.C.
(2) ....., P.O. Box 6, Ucluelet, B.C.

No. 80: Kitimat—
(1) A. D. W. Jones, Box 228, Nechako Center Postal Station, Kitimat, B.C.
(2) P. T. Sampson, Box 700, Nechako Center Postal Station, Kitimat, B.C.

No. 81: Fort Nelson—
(1) D. H. Campbell, Box 850, Fort St. John, B.C.
(2) Mrs. N. Armstrong, Otter Park, B.C.

No. 82: Chilcotin—
(1) D. G. Chamberlain, Box 790, Williams Lake, B.C.
(2) F. A. McLellan (O.T.), Parliament Buildings, Victoria, B.C.

The information on School Districts, District Superintendents and Secretaries of School Boards was not available at the time the Handbook was prepared. Those interested may wish to remove these pages and insert them in their Handbooks.

FOLD HERE—THEN CUT ON DOTTED LINES

SCHOOL DISTRICTS, DISTRICT SUPERINTENDENTS AND SECRETARIES OF SCHOOL BOARDS

(1) District Superintendent; (2) Secretary.

No. 1: Fernie—
(1) F. J. Orme, Box 9, Cranbrook, B.C.
(2) E. T. Chambers, Drawer 1174, Fernie, B.C.

No. 2: Cranbrook—
(1) F. J. Orme, Box 9, Cranbrook, B.C.
(2) Mrs. G. McNeil, Box 850, Cranbrook, B.C.

No. 3: Kimberley—
(1) L. A. Matheson, Box 580, Kimberley, B.C.
(2) Miles Adam, Box 1329, Kimberley, B.C.

No. 4: Windermere—
(1) L. A. Matheson, Box 580, Kimberley, B.C.
(2) D. H. Macleod, Invermere, B.C.

No. 5: Creston—
(1) H. D. Abbott, Box 149, Creston, B.C.
(2) R. D. Gardner, Creston, B.C.

No. 6: Kootenay Lake—
(1) H. D. Abbott, Box 149, Creston, B.C.
(2) A. Watson, Kaslo, B.C.

No. 7: Nelson—
(1) N. A. Allen, c/o Government Agency, Nelson, B.C.
(2) J. S. Livingstone, 554 Stanley St., Nelson, B.C.

No. 8: Slocan—
(1) N. A. Allen, c/o Government Agency, Nelson, B.C.
(2) H. R. Mills, Box 111, Slocan City, B.C.

No. 9: Castlegar—
(1) C. S. McKenzie, Box 597, Castlegar, B.C.
(2) C. H. King, Drawer 820, Castlegar, B.C.

No. 10: Arrow Lakes—
(1) C. S. McKenzie, Box 597, Castlegar, B.C.
(2) E. B. Clark, Nakusp, B.C.

No. 11: Trail—
(1) S. J. Graham, 1145 Cedar Avenue, Trail, B.C.
(2) R. G. Rogers, 1145 Cedar Avenue, Trail, B.C.

No. 12: Grand Forks—
(1) C. E. Ritchie, Box 290, Oliver, B.C.
(2) J. A. Hutton, Box 380, Grand Forks, B.C.

No. 13: Kettle Valley—
(1) C. E. Ritchie, Box 290, Oliver, B.C.
(2) F. Presley, Greenwood, B.C.

No. 14: Southern Okanagan—
(1) C. E. Ritchie, Box 290, Oliver, B.C.
(2) R. W. Sladen, Box 250, Oliver, B.C.

No. 15: Penticton—
(1) C. E. Clay, 274 Eckhardt Ave. E., Penticton, B.C.
(2) J. F. Bennett, 274 Eckhardt Ave. E., Penticton, B.C.

No. 16: Keremeos—
(1) C. E. Clay, 274 Eckhardt Ave. E., Penticton, B.C.
(2) L. Neal, Keremeos, B.C.

No. 17: Princeton—
(1) R. S. Price, Box 700, Hope, B.C.
(2) J. C. Wright, Princeton, B.C.

No. 18: Golden—
(1) L. A. Matheson, Box 580, Kimberley, B.C.
(2) W. G. Hart, Golden, B.C.

No. 19: Revelstoke—
(1) W. J. Mouat, City Hall, Salmon Arm, B.C.
(2) J. M. Cameron, Box 459, Revelstoke, B.C.

No. 20: Salmon Arm—
(1) W. J. Mouat, City Hall, Salmon Arm, B.C.
(2) D. Gooden, Drawer 140, Salmon Arm, B.C.

No. 21: Armstrong-Spallumcheen—
(1) F. L. Irwin, Drawer 1028, Vernon, B.C.
(2) Mrs. A. M. Hiles, Armstrong, B.C.

No. 22: Vernon—
(1) F. L. Irwin, Drawer 1028, Vernon, B.C.
(2) J. W. Green, Sr. High School Bldg., Polson Park, Vernon, B.C.

No. 66: Lake Cowichan—
(1) H. S. Hurn, Drawer 367, Duncan, B.C.
(2) Col. J. H. Boyd, Lake Cowichan, B.C.

No. 67: Ladysmith—
(1) H. S. Hurn, Drawer 367, Duncan, B.C.
(2) R. W. Ovenden, Box 373, Ladysmith, B.C.

No. 68: Nanaimo—
(1) C. L. Campbell, 436 Selby Street, Nanaimo, B.C.
(2) Miss Ruth Brown, 436 Selby Street, Nanaimo, B.C.

No. 69: Qualicum—
(1) W. D. Reid, Box 1014, Campbell River, B.C.
(2) James H. White, Box 249, Qualicum Beach, B.C.

No. 70: Alberni—
(1) H. C. Ferguson, 1100 Redforn Avenue, Port Alberni, B.C.
(2) A. F. Taylor, 1100 Redforn Avenue, Port Alberni, B.C.

No. 71: Courtenay—
(1) C. T. Rendle, Box 1179, Courtenay, B.C.
(2) A. Mortimer, P.O. Box 88, Courtenay, B.C.

No. 72: Campbell River—
(1) W. D. Reid, Box 1014, Campbell River, B.C.
(2) R. E. Holloway, P.O. Box 8800, Campbell River, B.C.

No. 73: Alert Bay—
(1) R. F. Thorstenson, Ocean Falls, B.C.
(2) Mrs. Jean Gordon, Alert Bay, B.C.

No. 74: Quatsino—
(1) R. F. Thorstenson, Ocean Falls, B.C.
(2) H. L. Martin, Port Alice, B.C.

No. 75: Mission—
(1) J. Chell, Box 968, Mission, B.C.
(2) J. S. Metzler, Box 520, Mission, B.C.

No. 76: Agassiz—
(1) R. S. Price, Box 700, Hope, B.C.
(2) W. R. Daubney, P.O. Box 402, Agassiz, B.C.

No. 77: Summerland—
(1) C. E. Clay, 274 Eckhardt Avenue E., Penticton, B.C.
(2) B. A. Tingley, West Summerland, B.C.

No. 56: Vanderhoof—
(1) J. A. Thomas, Court House, Drawer 760, Smithers, B.C.
(2) C. W. Weeks, P.O. Drawer 129, Vanderhoof, B.C.

No. 57: Prince George—
(1) K. F. Alexander, 1835 Sixth Ave., Prince George, B.C.
(2) R. Gracey, 1835 Sixth Avenue, Prince George, B.C.

No. 58: McBride—
(1) J. E. Beech, 523 Columbia Street, Kamloops, B.C.
(2) Mrs. A. Oddleifson, Box 250, McBride, B.C.

No. 59: Peace River South—
(1) W. A. Marchbank, 1029A—105th Avenue, Dawson Creek, B.C.
(2) J. R. Pearse, 1029B—105th Avenue, Dawson Creek, B.C.

No. 60: Peace River North—
(1) D. H. Campbell, Box 850, Fort St. John, B.C.
(2) V. B. Jackson, Box 949, Fort St. John, B.C.

No. 61: Greater Victoria—
(1) J. Gough and A. Turnbull, 1047 Joan Crescent, Victoria, B.C.
(2) T. L. Christie, Box 700, Victoria, B.C.

No. 62: Sooke—
(1) F. A. McLellan, Parliament Buildings, Victoria, B.C.
(2) L. W. Wheeldon, 3071 Jacklin Road, R.R. No. 6, Victoria, B.C.

No. 63: Saanich—
(1) B. Thorsteinsson, Parliament Buildings, Victoria, B.C.
(2) A. G. Blair, Box 100, Sidney, B.C.

No. 64: Saltspring—
(1) B. Thorsteinsson, Parliament Buildings, Victoria, B.C.
(2) C. N. Peterson, P.O. Box 128, Ganges, B.C.

No. 65: Cowichan—
(1) F. A. McLellan, Parliament Buildings, Victoria, B.C.
(2) G. F. Dyson, P.O. Box 911, Duncan, B.C.

No. 23: Kelowna—
(1) G. E. Johnson, 599 Harvey Avenue, Kelowna, B.C.
(2) F. Macklin, 599 Harvey Avenue, Kelowna, B.C.

No. 24: Kamloops—
(1) E. Marriott, P.O. Box 98, Kamloops, B.C.
(2) A. V. McLeod, Box 399, Kamloops, B.C.

No. 25: Barriere—
(1) J. E. Beech, 523 Columbia Street, Kamloops, B.C.
(2) Miss B. Mitchell, Barriere, B.C.

No. 26: Birch Island—
(1) J. E. Beech, 523 Columbia Street, Kamloops, B.C.
(2) J. A. Smith, Birch Island, B.C.

No. 27: Williams Lake—
(1) D. G. Chamberlain, Box 790, Williams Lake, B.C.
(2) G. L. Yorkston, Box 370, Williams Lake, B.C.

No. 28: Quesnel—
(1) G. H. Nelson, Box 508, Quesnel, B.C.
(2) B. G. Hirst, Box 939, Quesnel, B.C.

No. 29: Lillooet—
(1) G. H. Nelson, Box 508, Quesnel, B.C.
(2) Mrs. D. W. Down, Box 57, Lillooet, B.C.

No. 30: South Cariboo—
(1) D. G. Chamberlain, Box 790, Williams Lake, B.C.
(2) W. A. Munro, Box 250, Ashcroft, B.C.

No. 31: Merritt—
(1) J. E. Beech, 523 Columbia St., Kamloops, B.C.
(2) R. T. A. Waters, Box 308, Merritt, B.C.

No. 32: Fraser Canyon—
(1) R. S. Price, Box 700, Hope, B.C.
(2) E. C. Doberer, Box 617, Hope, B.C.

No. 33: Chilliwack—
(1) J. G. Kirk, Court House, Chilliwack, B.C.
(2) H. W. Shannon, 235 Yale Road East, Chilliwack, B.C.

No. 34: Abbotsford—
(1) W. H. Grant, Abbotsford, B.C.
(2) E. H. Carson, Drawer 1060, Abbotsford, B.C.

No. 35: Langley—
(1) H. D. Stafford, Drawer 610, Langley, B.C.
(2) L. V. E. Mercer, 20869 Trans-Canada Highway, Langley, B.C.

No. 36: Surrey—
(1) K. B. Woodward, Box 820, Cloverdale, B.C.
(2) C. D. Christian, Box 820, Cloverdale, B.C.

No. 37: Delta—
(1) T. G. Carter, 736 Granville St., Vancouver 2, B.C.
(2) R. D. Kean, Box 100, Ladner, B.C.

No. 38: Richmond—
(1) J. N. Burnett, 689 No. 3 Road, Richmond, Vancouver, B.C.
(2) A. H. Bassett, 691 No. 3 Road, Richmond, Vancouver, B.C.

No. 39: Vancouver—
(1) Dr. R. F. Sharp, Supt. of Schools, 1595 W. 10th Ave., Vancouver 9, B.C.
(2) J. E. Robertson, 1595 West 10th Ave., Vancouver 9, B.C.

No. 40: New Westminster—
(1) J. J. McKenzie, Box 735, New Westminster, B.C.
(2) J. F. Bradbury, Box 735, New Westminster, B.C.

No. 41: Burnaby—
(1) C. J. Frederickson and R. C. Grant, 6285 McKay Ave., Burnaby 1, B.C.
(2) A. C. Durkin, 6285 McKay Ave., Burnaby 1, B.C.

No. 42: Maple Ridge—
(1) J. Chell, Box 968, Mission, B.C.
(2) P. A. Barber, Box 370, Haney, B.C.

No. 43: Coquitlam—
(1) R. B. Stibbs, 822 Alderson Avenue, New Westminster, B.C.
(2) R. C. Smith, 822 Alderson Avenue, New Westminster, B.C.

No. 44: North Vancouver—
(1) W. E. Lucas, 721 Chesterfield Avenue, North Vancouver, B.C.
(2) H. G. McConnell, 721 Chesterfield Avenue, North Vancouver, B.C.

No. 45: West Vancouver—
(1) C. I. Taylor, 1735 Inglewood Avenue, West Vancouver, B.C.
(2) G. W. Smart, 1735 Inglewood Avenue, West Vancouver, B.C.

No. 46: Sechelt—
(1) I. H. R. Jeffery, Drawer 1030, Powell River, B.C.
(2) Mrs. Anne Burns, Box 19, Gibsons, B.C.

No. 47: Powell River—
(1) I. H. R. Jeffery, Drawer 1030, Powell River, B.C.
(2) D. I. Reid, Drawer 220, Powell River, B.C.

No. 48: Howe Sound—
(1) T. G. Carter, 736 Granville St., Vancouver 2, B.C.
(2) F. D. Ross, Box 247, Squamish, B.C.

No. 49: Ocean Falls—
(1) R. F. Thorstenson, Ocean Falls, B.C.
(2) H. W. North, Box 580, Ocean Falls, B.C.

No. 50: Queen Charlotte—
(1) J. Phillipson, Court House, Prince Rupert, B.C.
(2) Mrs. A. M. Butcher, Queen Charlotte City, B.C.

No. 51: Portland Canal—
(1) J. Phillipson, Court House, Prince Rupert, B.C.
(2) A. L. Lawrence, P.O. Drawer E, Stewart, B.C.

No. 52: Prince Rupert—
(1) J. Phillipson, Court House, Prince Rupert, B.C.
(2) Mrs. M. M. Roper, P.O. Box 517, Prince Rupert, B.C.

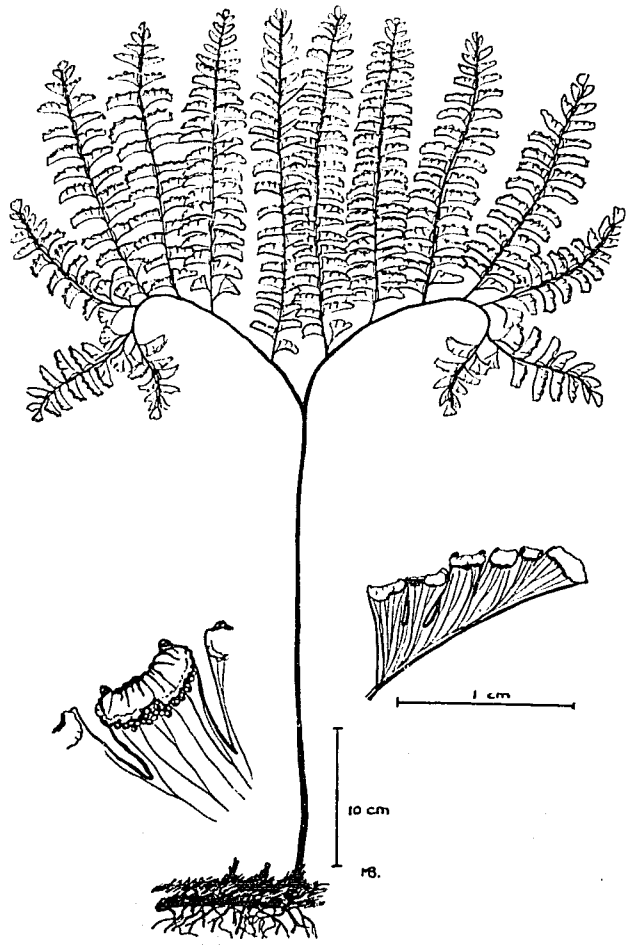
No. 53: Terrace—
(1) A. D. W. Jones, Box 228, Nechako Center Postal Station, Kitimat, B.C.
(2) E. Wells, Terrace, B.C.

No. 54: Smithers—
(1) J. A. Thomas, Court House, Drawer 760, Smithers, B.C.
(2) H. L. Crysler, Box 758, Smithers, B.C.

No. 55: Burns Lake—
(1) J. A. Thomas, Court House, Drawer 760, Smithers, B.C.
(2) T. Forsyth, Burns Lake, B.C.

Nature Study?

common B.C. birds, ani-
prepared by Dr. Clifford
ial Museum in Victoria.



Northern Maidenhair

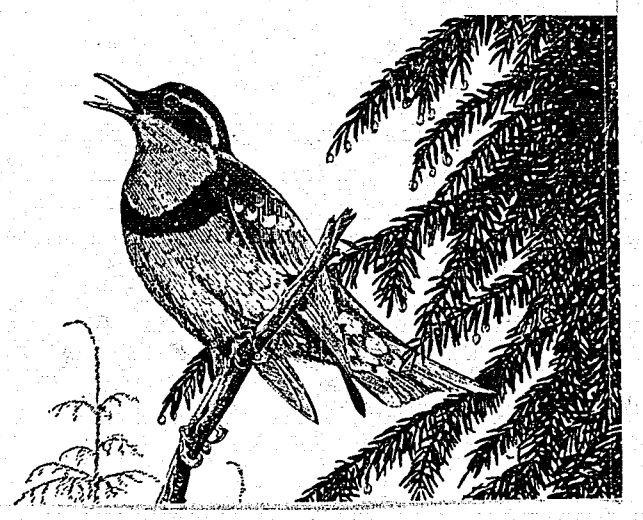
THE Maidenhair is easily recognized by its fan-shaped frond arising from two main branches of the stem. It grows in shady places in damp soil rich in humus as is found along stream banks. It is most common along the coast and in the Columbia valley but may be found throughout the province wherever suitable habitat occurs.

Varied Thrush

EACH fall numbers of Varied Thrush move into suburban areas particularly on the coast where they may be seen until the following spring.

The bird is readily recognized by its tawny-orange breast prominently marked with a dark necklace. An orange patch extends behind the eye like an elongated eye-brow and orange wing-bars are conspicuous. The call is a mournful note in a minor key and with a vibrant quality followed by one at a slightly lower or higher pitch.

Varied thrushes feed upon insects, berries and seeds which they find by scratching under shrubbery. They often come to feeding trays particularly during cold weather.



Out-of-School Training for Commercial Students

S. J. GOWLAND

FOR the past three years Nanaimo Senior High School, in conjunction with thirty local firms, has operated a scheme of out-of-school training for its commercial graduates. The aims of the program are threefold — firstly, to acquaint students with actual day to day office procedures in the area; secondly, to assist students in obtaining permanent posts after graduation, and thirdly, to keep the commercial staff of the school in close contact with local business men and methods.

Students spend all of the second week of the spring term working in local offices, two days in one and three days in some other office, preferably of a different nature. An attempt is made to place students in the type of work they hope to take up permanently. Normal office hours are worked.

Each student is required to complete a written report on the offices she has visited, describing such things as the type of work done, the office procedures followed, with special attention to any variations from the methods taught in school, the different office machines used, and the part played by the firm in local industry. On their return to school students also give oral reports and these form the basis of several interesting discussion periods. Students are unanimous in their enthusiasm for the scheme and during the last three years many have obtained permanent jobs in June with one of the firms they have visited.

This report on an out-of-school training scheme may suggest to other commercial teachers a method of arranging practical training for their students. Mr. Gowland teaches commercial work at Nanaimo Senior High School.

Employers are asked to complete a simple rating form on each student, to list any deficiencies in training and suggest ways in which it can be improved. In view of the criticisms of high school graduates often made these days, a short summary of the ratings of this year's students might be of interest. The totals do not balance because a few of the rating forms were not returned and some were only partially completed. It should also be noted that the short period of time involved does not allow for great accuracy in rating, thirty different employers are making the ratings, and the opportunity is not always available to check all aspects of a student's work.

Summary of Employers' Reports on Visiting Students, 1958

	Good	*Satisfactory*	*Poor*
Standard of typing	26	13	3
Standard of shorthand	3	4	1
Standard of accounting	7	13	
Standard of English	27	12	
Standard of arithmetic	15	6	
Knowledge of office procedures	15	16	
Attitude towards work	37	5	1
Accuracy of work	26	14	2
Personal qualities and appearance	32	5	
If you had a vacancy would you consider employing this student permanently in your office?	*Yes* 37	*No* 3	

It has been found locally that businessmen are very willing to co-operate in a scheme of this nature and go to considerable trouble to welcome students, show them as much as possible, and give them

a wide variety of jobs to attempt. It has been suggested, however, that rather than have students visit two offices during the course of the week, they should spend all their time at one office. This has some obvious advantages, although from the point of view of students seeking knowledge of the type of work they hope to take up permanently it is rather limiting. However, it is hoped to experiment with this system next year.

We believe that this scheme was one of the first of its kind to operate in Canada. (Halifax is now operating a similar project for four days) and the value to students and teachers of greater liaison with industry is so great that the scheme might well be used in other areas.

Another Successful Workshop

Continued from page 89

credit courses in this orientation process. They believed it would be preferable for the B.C.T.F. to hold their own seminars on such subjects, because the more control we have over the qualifications of the teaching body, the more professional we become.

Group B suggested that the B.C.T.F. had a responsibility to aid actively in the orientation of teacher recruits from outside the province. They recommended a local sponsor be appointed in each local area. These sponsors would be of great value in passing on the information supplied to them by the B.C.T.F. and in playing the role of host to newcomers.

Group C suggested the B.C.T.F. explore the possibility of holding a short compulsory course to brief teachers new to the province and those returning to teaching after a lengthy absence on all matters of School Law, Philosophy of Education and Federation policies that are pertinent to their effective operation in the schools.

It was also suggested that the Federation look into the policy of the Department to see if it is necessary for outside teachers to take 6 units of study in School Law and Philosophy, and to then explore the possibility of having a B.C.T.F. seminar to replace these units. This was felt to be a step toward the control of our own profession.

What conditions foster a "professional" level of work?

All groups agreed with the statements in the report that for the trained teacher to perform his duties on a professional level favorable conditions of work should pertain. The size of classes must be limited. Split shifts are to be avoided. Adequate cumulative sick leave should be a right. Sabbatical leave is desirable. Leave of absence for study should be available without penalty. Advantageous exchanges should be encouraged by the Boards and the Department.

Group A strongly supported the idea of sabbatical leave and felt it was something we should be striving for in our negotiations with the school boards.

Group B pointed out we have no stated policy regarding discrimination against married women or on the basis of sex.

What administrative, supervisory or advisory posts are needed in schools to assist teachers to do a professional job?

The discussions on this aspect of our topic were quite lengthy in each group.

Group A supported the idea that the principal's chief role is one of an educational leader. He should teach one period a day and actively assist the other teachers on his staff.

Group B brought up the problem of a principal with jurisdiction over more than one school plant which may lead to inadequate administration. They felt it was a problem for the local associations to investigate and discourage if it weakens administration.

All agreed that there was a definite need for the role of supervisor to be clearly defined.

Group A stated a supervisor should be a guide to teachers, very carefully chosen and well trained.

Group B suggested our policy of recognizing the importance of supervisors for professionally trained teachers needs re-

examination. If teachers are trained properly they will not require directors or supervisors. In the interim period of our growth professionally we must have some direction but eventually the necessary guidance should come from ourselves.

All agreed on the value of a consultant to assist new teachers or teachers teaching a specific subject for the first time.

Group C stressed the idea that a consultant should be a practising teacher who would occupy the position for a limited time.

Group D recognized the value of a consultant as a resource person and suggested that he or she work through the principal to assist the teachers. They also recommended the use of capable experienced teachers within each school to act as resource persons. They felt the effectiveness of the consultant was directly related to the degree to which the consultant's ideas were taken and adapted to the situation and not taken and copied blindly. In summary they stated we are professionally trained people when we no longer need consultants or supervisors.

How should the work of teachers be appraised?

Group B agreed with the policy that the professional work of teachers should be formally assessed only by persons themselves professionally trained, such as inspectors and principals. The appraisal should be the result of a number of supervisory visits, with consideration given to the teacher's general work throughout the school. "Merit rating" by school boards is opposed, as is the use of rating scales by principals.

Formal inspection should ordinarily be limited to cover probationary and unsatisfactory teachers, but any teacher should be entitled to receive a special inspection upon request.

Before reporting adversely on a teacher, a principal should ask the inspector to assess that teacher's work. Copies of a critical reports should go to the teacher concerned as well as the inspector. The latter alone should report to the school board.

The Federation supports the principle that proven inefficiency is a sufficient reason for cancellation of a teacher's certification, provided that the appropriate legal procedure is followed and that the Federation has full opportunity to study each case.

Group B also felt that until such time as we have control over our own membership and can "clean our own house" we will not achieve full professional status.

Group C also agreed with the policy. The discussion of merit rating led to a request for information on the report of the committee that studied merit rating.

What direction or help should teachers expect from provincial authorities?

Groups B, C and D agreed that the less direction we have from provincial authorities the better.

Group C suggested that our help to teachers will be more effective when more subject sections organize into provincial specialist associations to co-ordinate requests and needs from various areas of the province and if necessary take the requests to the Department of Education through the proper channels.

How can the professional training of teachers be improved?

Groups A, B and C were in agreement with the policies set forth:

At the formal level, the University should be the focal point of the training program and should expand its services, with emphasis on "subject" courses to the S.A. level. A School of Music is favored, together with a degree program for Industrial Arts teachers. Refresher courses—not necessarily for credit—are desirable at Summer School, as well as Departmental summer courses in leadership. Credits from universities outside B.C. should be applicable toward B.C. certification, so long as the academic standards of those universities are acceptable.

For training beyond standard qualifications, the Federation endorses the establishment of a Graduate School in Education. In addition, it feels that the creation of a "Canada College" under the sponsorship of the C.E.A. would be a forward step.

Informal training through the teachers' own efforts is a firm aim of the Federation.

In-service training is a major objective. Workshops at the local level for professional advancement are needed. New teachers should be assisted by their colleagues in individual schools and through B.C.T.F. lectures.

Group A suggested that the Federation should have more say in determining the type and content of the courses given at the College of Education.

Group A suggested the University should be more rigid in its selection and training of teachers at the College of Education.

Group C went on record as favoring continuation of the extra-sessional courses by the Colleges in various areas of the province.

What extraordinary professional treatment is required to meet the individual differences of pupils?

Here again the groups were in favor of the basic principles as stated in the report:

The Federation position with regard to individual differences implies acceptance of the principle that the public schools system has a responsibility for the training of handicapped children of all kinds. It has urged that arrangements be made for the clinical testing of retarded children on a regional basis. It advocates a School Act amendment to require school boards to provide schools for retarded children in addition to an extension of "slow learner" classes. It wants to see establishment of residential observation and treatment centers for emotionally disturbed children.

Teachers specifically trained as mental health co-ordinators are required throughout the school systems of the province. The service of special counsellors should be extended to rural as well as metropolitan areas.

Reading is regarded as the fundamental basis of learning. Reading teachers should receive specialized training in "the field." In-service courses in reading should be available to teachers. Reading clinics are needed for diagnosis of reading handicaps.

Rural schools are regarded as presenting a special challenge to the extent that courses should be particularly designed or adapted for the use of rural teachers.

The Federation believes that investigation is desirable to determine the best ways of meeting the needs of unusually bright children.

Group C stressed the need for prompt treatment for emotionally disturbed children. They felt the system of helping disturbed children broke down at the treatment level because of the apparent lack of staff and facilities.

Group B stated there is a great need for more schools (or classrooms) for retarded children. They also suggested that there should be courses at the College to train teachers in this field. If teachers have to go to outside universities for these courses, they should receive credit toward advanced certification. They would like to see more emphasis placed on the clinical testing of retarded children.

Group A stressed the need for more technical schools to meet the needs of the pupils.

Group D emphasized the importance of the teacher to "tap the intellectual urge inherent in children and maintain it through the grades." They agreed it was the duty of the teacher to direct students, through wise counselling, to attempt courses in accord with their ability.

Group D stated their conception of the aim of education was "to educate each child to the limit of his or her ability, to make him a useful and well-adjusted citizen to the limit of his potential." They stressed the significance of the spiral nature of true educational experience and the transition from grade to grade to more mature techniques of studying on the part of the students.

In discussing what should have priority in our statement of the aims of our educational system, Group C stated that character building and the teaching of skills are inseparable and therefore one can not be given priority over the other.

The discussions were lively, interesting and informative. The groups were most willing to share ideas and receive others to come to an enlightened decision on matters of policy. The time, of course, was a factor in limiting the scope and length of our discussions.

B.C.T.F. LESSON AIDS

1815 West 7th Avenue
Vancouver 9

BAyview 8121

Teaching Grade VIII Prose
No. 195 ..... $1.00
Dashwood-Jones In-service Training booklet.

Phonics Booklet for Grade I No. 197...50c
Auditory and visual presentation of initial consonants.

C. & G. Arithmetic Fundamentals
Drill Tests No. 241 ..... 15c
7 cards, 14 tests and answers to each set. Answers written in cut-away spaces, cards fold over for marking. Class lot of 40 sets costs only $5.00. This drill set will save much time and money as well as thoroughly test or drill.

Summary of Languages by Family
No. 351 ..... 1c
Map rates: 40 for 30c.

Diagram of the Races of Mankind
No. 352 ..... 1c
Map rates: 40 for 30c.

Social Studies 20 Course Outline
No. 681 ..... 40c
Detailed outline by unit.

SHOP TEACHERS! Read your next Bulletin for news about LESSON AIDS for you. All diagram items will be sold at map rates: 1c each or 40 for 30c.

Dispel the fog
With a catalog

IT'S FREE

Acceleration Report

Continued from page 73

The Department has been asked to provide a similarly more challenging program for superior students who are not capable of acceleration. Such a program should, in the opinion of the committee, be developed in accord with the principles outlined in the preceding recommendations.

It will be argued that providing adequate facilities for the development of children costs money, and this is as true of providing such facilities for gifted children as for others. However it can be argued also that the inefficient education which many gifted children now receive is expensive education, since it is not a good investment from the standpoint of either society or the individual. A study of the financing of various programs involving individual testing, enrichment with the services of teacher-consultants and extra teachers, and provision of supplies and instructional aids revealed a maximum excess cost of $96 per pupil per year. In this particular city (San Diego) the additional per pupil cost of the program for the severely retarded amounts to $388!

As teachers we must make the general public aware of the characteristics and needs of gifted children and the right they have to maximum development. Without presuming to present a blueprint for action in the schools, we must bear in mind that success in any attempt to meet the challenge depends on certain basic priniciples. A number of these have been presented in this outline of proposals made on your behalf to the Department of Education. The committee hopes that their continued study and that of individual teachers may contribute to the realization of our common goal, the education of each gifted child to the limit of his potential ability.

Certification

THE British Columbia Teachers' Federation has received word from the Department of Education that there will be no change in the deadline date of December 31, 1958, for the completion of S.A. requirements.

"Of Mice and Men"

Continued from page 77

When the meeting was adjourned, everyone gathered around Eustace to congratulate him on his fine defense of the arts. Boomer slapped him on the shoulder and boomed, "I knew you could do it, Prim. We were behind you all the way." And then Miss Palpitalli appeared. Prim had to take off his fogged glasses when she said, "I'm very proud of you, Eustace, and I hope you'll tell me all about your ideas at dinner on Friday."

On Friday! He was amazed. "I thought Mr. Grimsby was . . ."

"Yes, he was to tell you the three of us are having the first meeting of the salary committee over dinner on Friday night."

"Oh well, I have been informed in a far more pleasant way," Eustace said with a slight bow. "But I see it's getting late, Miss Palpitalli. Perhaps I could see you home."

As he turned to escort Maria from the room, Prim was too preoccupied to notice Art Konstant at the back of the library, staring up at his shelves of books and smiling with satisfaction. Prim was busy savoring his moment of glory.

"Is it really so important that he learn so much about reading? He's going to spend most of his life watching television."

(Reprinted by permission of the Chicago Tribune-New York News Syndicate, Inc.)

B.C.T.F. CREDIT UNION

1815 WEST 7th AVENUE
(at Burrard)
Vancouver 9, B.C.

OFFICE HOURS:
9:00 - 5:00
Tuesday to Friday
9:00 - 1:00
Saturday

PHONE:
BAyview 8121

Save With Safety

The Credit Union Way ! !

•

Here are the reasons your Savings Program should be through your B.C.T.F. Credit Union

Your savings, which are in terms of $5 shares, will earn a 3½% dividend.

Every dollar saved, to a maximum of $2,000, is matched by a dollar of free insurance.

Our unexcelled loan record, the best of any B.C. Credit Unions.

Withdrawals of share capital can be made at any time.

The accumulated savings of the membership are used to make loans to your fellow teachers.

Not for Profit — Not for Charity
BUT FOR SERVICE

British Columbia Teachers' Federation
Financial Statement – June 30, 1958

Vancouver, B.C.,
August 28, 1958.

The Members,
British Columbia Teachers' Federation,
Vancouver, B.C.

Gentlemen:

We attach hereto the financial statements of your Federation for the year ended June 30, 1958.

We have verified the balance on deposit with the B.C.T.F. Credit Union, your bank account, and the securities held by your bank for safekeeping. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary under the circumstances.

The annexed Balance Sheet is, in our opinion, a full and fair Balance Sheet, and is drawn up to exhibit a true and correct view of the Federation's affairs as shown by the Books.

All our requirements as Auditors have been complied with.

MARTIN, BROWNING & CO.,
Chartered Accountants.

BALANCE SHEET AS AT JUNE 30, 1958

ASSETS

CURRENT			
Cash — on hand and in bank	$ 969.92		
Cash on Deposit—B.C.T.F. Credit Union	8.07		
Accounts Receivable	3,641.29		
Inventory — Lesson Aids	1,251.25		
			$ 5,870.53
INVESTMENTS			93,058.86
BENEVOLENT FUND			
Accounts Receivable			3,636.14
DEPOSITS			675.00
FIXED			
Office Furniture and Fixtures	$ 51,661.38		
Less—Depreciation Reserve	20,638.38		
		$ 31,023.00	
Building	$317,783.64		
Less—Depreciation Reserve	7,944.59		
		309,839.05	
Real Estate		91,331.60	
			432,193.65
DEFERRED			
Expense			4,435.25
			$539,869.43

LIABILITIES

CURRENT			
Deferred Credits	$ 101.56		
Accounts Payable	1,660.45		
			$ 1,762.01
DEBENTURES			
6%—First Mortgage Bonds			150,000.00
RESERVES			
Benevolent	$ 8,367.74		
Charlesworth Memorial	3,407.83		
General	305,449.36		
Salary Indemnity	36,705.07		
			353,930.00

SURPLUS

Excess of Revenue over Expenditure for the year to June 30, 1958	34,177.42
	$539,869.43

Subject to our report of August 28, 1958.

MARTIN, BROWNING & CO.,
Chartered Accountants.

STATEMENT OF REVENUE AND EXPENSE FOR THE YEAR TO JUNE 30, 1958

REVENUE			
Fees			$283,722.90
Magazine—Subscription		$ 14,848.25	
—Advertising		8,063.75	
			22,912.00
Interest and Sundry			3,564.66
Property			7,176.50
Lesson Aids			**1,504.66**
			$315,871.40
EXPENSE			
Salaries		$ 80,392.79	
Travelling		35,554.68	
Departments and Committees		22,656.18	
General		50,347.54	
Magazine—Printing	$27,893.19		
Mailing	1,512.24		
Sundry	4,713.55		
		34,118.98	
Convention and Annual Meeting		9,014.21	
Canadian Teachers' Federation		9,857.00	
Salary Indemnity		39,428.00	
Benevolent Fund		985.70	
			282,355.08
EXCESS OF REVENUE OVER EXPENSE			
(before non recurring items)			$ 33,516.32
Non Recurring Items:			
Plus:			
Profit on Disposal of Investments		$ 3.75	
Adjustment of Group Life Policy		657.35	
			661.10
EXCESS OF REVENUE OVER EXPENSE			$ 34,177.42

Commentary on Finance Statement

Magazine Revenue

The subscription item is made up mainly of the $1.50 allocation from each member's B.C.T.F. fee.

Property

The $7,176.50 property revenue item is the net revenue from the three properties in which the Federation was involved last year. From April, 1956, when we disposed of the former office building at 1642 West Broadway, we were responsible for all expenses in operating the building and collected the sub-rentals. This arrangement resulted in a cost of $593.85 to the Federation, including what would have been the rental of our office space.

Revenue from the property at 1601 West Broadway was $8,999.00.

The net expense in operating the new building last year was $1,228.65. Rentals totalled $33,654.00. Total expenses were $34,882.65 including $9,685.84 interest on loans made to finance the construction of the building and $7,944.59 depreciation.

Salaries

With the growth of Federation member-

ship and added services and activities, the Federation staff continues to increase. As of June 30, 1958, the executive and stenographic staff totalled fifteen full time and three part time employees. This has since been increased by two full time and one part time members.

Included in the salary expense amount are contributions on behalf of staff members to the pensions plan, Unemployment Insurance, Workmen's Compensation and Medical Services totalling $4,726.51.

Travelling

The Travelling Expense item covers the travelling costs of the executive staff and officers, of the geographical representatives to local association meetings and the costs of meetings of the Executive and Consultative committees.

Departments and Committees

This item covers the costs of meetings of the various committees and a cost of $1,457 for a meeting of the chairmen of the 1957 and 1958 Fall Convention planning committees. Included also is $7,571 covering the cost of our public relations activities.

General

The largest amounts in this item are $14,187 for stationery and supplies, $5,452 for postage and express, $3,237 for telephone and telegraph and $5,166 for depreciation on furniture and equipment.

B.C.T.F. Geographical Representatives

Burnaby	A. W. Horton, 4660 Burke St., Burnaby 1, B.C.
Central Mainland	R. E. Turnbull, Box 220, Merritt, B.C.
Western Fraser Valley	R. A. Maize, 19951 New McLellan Rd., Langley, B.C.
Fraser Valley East	A. F. Bellamore, 61 Woodbine St. S., Chilliwack, B.C.
Kootenay, East	N. A. Gill, Box 67, Natal, B.C.
Kootenay, West	G. G. Clements, 3190 Highway Dr., Trail B.C.
Central Lower Mainland	J. W. Stewart, 310-5th Ave., New Westminster, B.C.
North Central	Nick Keis, Box 658, Quesnel, B.C.
Northern B.C.	A. F. Blashill, Box 457, Nechako P.O., Kitimat, B.C.
North Shore	S. D. Foreman, Box 99, Squamish, B.C.
Okanagan Valley	P. C. Grant, 445 Duncan Ave., Penticton, B.C. Mrs. Pauline Legg, Box 751, Vernon, B.C.
Peace River	Claude Galibois, 10752-16th St., Dawson Creek, B.C.
Greater Victoria	W. Boyes, 1743 Hampshire Rd., Victoria, B.C.
Vancouver Island, Southern	H. M. Palsson, 2975 Sooke Lake Rd., R.R. No. 6, Victoria, B.C.
Vancouver Island, Northern	J. R. Hindle, Box 443, Courtenay, B.C.
Vancouver School Administrators	J. E. Clague, 5825 Vine St., Vancouver 13, B.C.
Vancouver Secondary	R. W. Garvin, 3862 W. 38th Ave., Vancouver 13, B.C. F. J. Templeton, 2982 W. 32nd Ave., Vancouver 8, B.C.
Vancouver Elementary	T. B. Greenfield, 3990 Marguerite St., Vancouver 9, B.C.

HISTORICAL COVER PICTURES

I am interested in purchasing ..... set(s) of historical cover pictures at a price of $1.25. I understand that if demand is not great enough, the pictures will not be reproduced.

Name.....

Address.....

.....

Send to B.C.T.F. Office, 1815 West 7th Avenue, Vancouver 9, B.C.

FRANK J. TEMPLETON

A Shell Fellow at Stanford

THE summer of 1958 was the second time that the Shell Companies of Canada have participated in the Shell Fellowship Program. This program is open to any certified chemistry, mathematics or physics teacher and this year five Canadian and forty-five American teachers were selected. Mr. Walter Green, of Kelowna, and I, Frank J. Templeton, of Vancouver, were among the group of Canadians attending.

The fellowships cover fare up to a maximum of $150, board and room at Stanford, tuition fee of $250, and a stipend of $500. It is preferred that Fellows live on the campus, but, as both Mr. Green and I took our families with us, we lived off-campus.

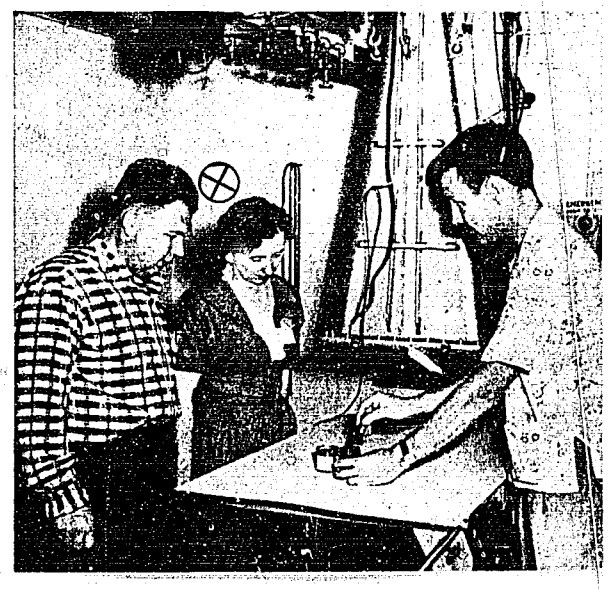
The opportunities offered by the fellowships are many. There are refresher courses in the three major fields; there is a chance to earn 16 Stanford semester credits or 6 U.B.C. credits. There is the opportunity to work with American teachers; there is a chance to work with a man who is on several national science committees, for Dr. Hurd, the director, is right on the frontier of what is doing in the science teaching field. Then there is the opportunity to meet outstanding scientists from the Bay area. The general procedure was an hour's lecture by the scientist, followed by a question period. Finally, there is an opportunity to visit various research laboratories.

The Canadian teachers seemed to profit more from the international aspect than the Americans. We asked them how they handled various problems connected with curriculum, discipline, organization, gifted children, working conditions, and other such topics.

American teachers are very much concerned about the need for new approaches to physics and mathematics; the need for more attention to science-prone students; the need to recognize that equality of educational opportunity does not mean that all students must be taught the same course—there must be a harder core for university-bound students. They are also concerned about the scarcity of trained teachers for the sciences and mathematics.

Many of the so-called programs of enrichment for gifted children are just what good teachers have always done when they had the chance. Acceleration by subject seems to be the most promising solution. Enrichment will come through more education time at the university. Every effort should be made to see that the gifted get to a university.

Teachers interested in applying for a Shell Fellowship should apply now to Dr. Hurd, Director of the Shell Program, Department of Education, Stanford University, Stanford, California.



High school science and mathematics educators inspect samples of a new radiation-resistant grease after its bombardment by high energy electrons from the 3,000,000-volt Van de Graaff accelerator of the Emeryville, California Research Center of Shell Development Company. The grease has been developed for lubricating atomic-powered ships, planes and stationery plants of the future. Normal greases deteriorate rapidly when exposed to radio-activity. The teachers visited the "atom smasher" during a weekly field trip from Stanford University where they are participating in a Merit Fellowship seminar sponsored by Shell Oil Company of Canada for outstanding high school teachers. Left to right are: Frank J. Templeton, Magee High School, Vancouver, Miss Eva Jagoe, Calgary, and E. Reed-Bell, Shell Development Company Chemist.

on Your behalf—

HAROLD N. PARROTT

THIS department of *The B.C. Teacher* is set aside to bring before the teachers some of the activities which have engaged the attention of your elected representatives and the executive staff.

At Nelson, the Table Officers spent an eventful week tackling many problems which confront our organization. A great deal of time was devoted to the functions and duties of Geographical Representatives, size and work of the Executive and Consultative committees. An examination or assessment of the work of Federation committees was made to see if their efforts are directed to the attainment of our overall aims and objectives. Your Table Officers hope to have further time to devote to these problems.

The Canadian Education Association held its annual conference in Victoria this year from September 15 to 17. There were many workshops held during this convention which were of interest to teachers. Time did not permit attendance at them all: Mr. Ovans and I attempted to cover as many as possible. The Conference on Teacher Education accentuated the great need for study to be undertaken on the whole field of teacher education. There seemed to be little new in the discussions and papers presented which had not been gone over many times before. This was noted at the Conference and it is hoped that a fresh start on educational research of some aspect of teacher education will take place.

Kelowna was the convention center this year for the B.C. School Trustees' Association. Mr. Ovans and I were able to be present. The trustees indicated that their interest still runs to a provincial salary scale. Merit pay received the attention of all trustees, but there was no common thinking in this area. We are still faced with the problem of merit pay being used by school boards in negotiations and constant pressure from them to include merit pay clauses in collective agreements. We must be aware of this pressure.

On your behalf, I attended the convention of B.C. Government Employees in Vancouver. It was interesting to be able to attend this convention and note the problems which had to be resolved.

The Joint Board of the College of Education has had its first meeting of the new term. Attendance figures for the College of Education are up, both at Vancouver and Victoria. It is encouraging for us in the profession to note that there is no significant increase in the number of emergency program students. The question has been asked, "Just how much longer should this particular program be continued?" It is hoped that when all the information has been gathered it will be possible to eliminate the emergency course at the College of Education.

We are pleased to report that approval has been obtained for the construction of the College of Education building. Some details have to be solved, but the important thing, as far as we are concerned, is that the project will soon be under way.

This year the Federation is stressing professional improvement through improved certification and our in-service education. We realize this is a big task and there are many problems to be faced. Nevertheless, it is felt to be an important issue and one the Federation should consider.

It has been possible to visit a few local associations between conventions. The few I have had the opportunity to visit are enthusiastic in Federation affairs. Before my term of office is finished, I hope that I may have the privilege of visiting many of the local associations in the province. My first attempts at local association visitation are to go to the smaller ones, those associations which quite frequently do not have an opportunity to have one of the elected representatives of the B.C.T.F. in their area.

In a later issue of *The B.C. Teacher* I hope to report further activities on your behalf.

HAVE YOU A GIFTED CHILD PROGRAM IN YOUR SCHOOL? The B.C.T.F committee would welcome details of such a program, as well as your personal views on the subject of special provision for the gifted.

Please address all communications to:
B.C.T.F. Committee on Acceleration and the Gifted Child,
c/o B.C.T.F. Office,
1815 W. 7th Ave., Vancouver 9.

The Key to Civilization's Progress . . .

TEACHING *and* ***PRINTING***

IF all knowledge were handed down through generations by means of the spoken word, how far would civilization have progressed? Books, the fount of knowledge for students and teachers alike, would be non-existent. The part played by the printing crafts to provide this ever-growing store of knowledge, combined with progressive teaching methods, assures the continuing progress of civilization.

When thinking of books remember—the name "Evergreen" is synonymous with quality printing.

EVERGREEN PRESS LTD.
1070 S.E. MARINE DRIVE • VANCOUVER B.C. • PHONE EL 2231
COMMERCIAL PRINTERS • LITHOGRAPHERS • BOOK MANUFACTURERS

Across the desk—

Vacation Fares

Winnipeg, Man.,
September 25, 1958.

Mr. C. D. Ovans,

Dear Sir:

We are pleased to inform you that reduced fares for teachers and students account the school vacation during the Christmas-New Year holidays have again been authorized by this Association.

Tickets may be purchased good to travel from Monday, December 1, 1958, to and including Thursday, January 1, 1959, at the normal one-way fare and one-half for the round trip.

Tickets will be valid for return leaving destination not later than 12:00 midnight (Standard Time) Sunday, January 25, 1959.

Yours truly,
ROY H. POWERS,
Vice-Chairman,
Can. Passenger Assoc.,
Western Division.

Ed. Note: It is suggested that teachers inquire also about possible reductions in fares offered by bus lines at vacation time.

Those Monthly Reports

Victoria, B.C.
July 22nd, 1958.

The Editor.

Dear Sir:

I am new to teaching and I admit I know not fully whereof I write, but I am quite appalled at the vast amount of apparently futile paper-work.

The Classroom Register is an outstanding example of this, but almost every other form upon which my nose has been rubbed appears to be equally loaded with senseless questions. They are questions which appear entirely divorced from any useful purpose and apparently asked for the mere fun of compiling statistics, as an extra load for teachers. Anybody can compile records on how many left-handed children use the toilets during school hours but is this information really necessary? And again, why ask questions to which the answers are already known?

Let us look briefly at FORM B—TEACHERS' MONTHLY REPORT.

Being a junior teacher, I am uncertain just where the hundreds of individual teachers' reports filter, but almost certainly consolidation occurs at the School Board level prior to further consolidation in the Department of Education. I realize that the School Boards may wish to know (1) the name of the teacher, and (2) the name of the school, but surely it is sheer futility to request the entire teaching staff of every district to inform it of (1) its own name, (2) its own number and (3) its own address.

It may be desirable to split hairs down to the classroom level when finding out the total actual attendance (item 4), and even, though I cannot think why, the average actual attendance (item 5), and the numbers attending during the month (item 6), but surely the School Boards, the Department of Education, and all interested parties already know the number of prescribed school days (item 2); the days school was in session (item 3); the reason division was not in session (item 7).

Indeed, the School Board must already know almost every other bit of information requested, including the name of the teacher (who is, after all, the School Board's own appointee); his transfer record number (which remains constant); and his classification.

If I requested my children to write and inform me (in duplicate or more) what my name was, they, and most other people, would think I had taken leave of my senses! Yet every teacher in British Columbia is solemnly requested to supply such information, not just once, but repeatedly, month after month; and then, at the end of the year, they are asked to summarize this rubbish and feed it in once again!

All this vast mass of figures has to be checked and rechecked. The forms themselves are not only time consuming to complete, but costly to produce. These tons of paper have to be handled. They require expensive storage; and the mere filing away of these endless masses of futility must be a vast, dreary, costly, and equally futile task, which again is probably performed in duplicate.

It would take too long, and nauseate both me and my readers, if I examined further forms, but it appears to me that the paper swamp through which we wade not only impairs our efficiency but threatens our sanity.

Would it be possible for the B.C.T.F. to form a committee to examine the usefulness of these endless forms; to strive to abolish where possible, and to cut out the cotton-wool where it is not? Surely our Department of Education, and particularly the newly appointed Deputy Minister, Dr. J. F. K. English, are concerned about the large amount of a teacher's time and effort which could be diverted from non-instructional form-filling to classroom instruction.

Yours truly,

P. J. STEEL.

DRAINIE TRAVEL AGENCY OFFER

•

TREASURE TOURS - 1959
BRITAIN AND EUROPE

Low Fares via Plane
Steamship Bookings now available

Telephone or write for complete folders and information on Transportation—Hotels—Tours, Etc.

We make no charge for our services. We are Agents for all Transportation Companies—Tour Operators—Hotels, Etc.

Phone us for suggestions for your Christmas holidays.

MU 4-3055 MU 4-7711

Drainie Travel Agency

840 Dunsmuir St.
VANCOUVER 1, B.C.

TIRED OF SIGNING THOSE REPORT CARDS?

Order your own personal autograph stamp—now.

The GEO. H. HEWITT CO. LTD.
732 Homer St., Yancouver, B.C. — Mu 1-6148-49-40

"READ ALL ABOUT IT"

A factual illustrated booklet on the pulp and paper industry in Canada.

Class sets of forty copies may be obtained, without charge, by writing to:

Information Office,
Canadian Pulp and Paper Association,
2280 Sun Life Building,
Montreal.

THE BEST . . . .

are classroom tested publications. We publish workbooks and Reference books for all subjects in the Elementary School Grades.

Write for a free Catalogue today

SCHOOL PUBLICATIONS & SPECIALTIES LTD.

SASKATOON HAMILTON

new Books

ESTHER G. HARROP, Book Review Editor

SPECIAL REVIEW

The Thrones of Earth and Heaven, by Roloff Beny. Thames and Hudson, London, 1958. (Canadian Agt., Longmans Green & Co., Toronto.) $20.00 Photogravures and text.

This is one of the most unusual books of photography to come before the public. It contains 183 beautiful photographs and five full-page maps showing the Mediterranean area to which the photographic subjects belong. The format which represents the combined efforts and artistry of England and France is also unusual: there is a rich red binding with a design of the Medusa Head from Leptis Magna imprinted in gold: the text is divided into five sections, each of which is printed on a different shade of art paper, and each section is introduced by an outline map covering its special part of the Mediterranean. The foreword, written by Sir Herbert Read, describes the book as "by-products of exploration, of adventure, of visual odysseys" and says "each print is a palimpsest." On the reverse side of this foreword lies a key-map divided and numbered as follows: (1) The Eastern Mediterranean (2) The Valley of the Nile (3) The Barbary Coast Visited and Revisited (4) The Western Mediterranean (5) The Aegean, The Ionian, The Adriatic—a unique arrangement which might well serve for a Table of Contents.

Mr. Beny has told his readers in his introduction what lay behind his preparation of the book. He is a Canadian, born in Medicine Hat, Alberta, with painting and photography as his hobbies, and he used landscapes and archaeology rather than people as his subject-matter. One of his professors in Toronto University inspired him with a love of Greece and the Middle East, and later he met Sir Herbert Read, Stephen Spender, Rose Macaulay, Freya Stark, Jean Cocteau and Bernard Berenson, all of whom are well-known writers. All of these writers have contributed important background outlines to *The Thrones of Earth and Heaven*. How happy Mr. Beny was when they agreed to do this is shown in his words "When Miss Macaulay agreed to write for my book, my dream of those many years was realized."

The set-up of the book is somewhat unusual in that it follows a certain pattern for each section. After the foreword come the author's comments about himself, the account by one of the critical writers, the explanatory notes on the photographs in that section, and lastly the grouped photographs showing that particular area. Art teachers would be delighted with this book which they would find very useful as an art reference, as also would artistic photographers. The book is expensive but it is so very beautiful that any bibliophile would be proud to own it. — E.G.H.

THE ARTS

Canadian Music Journal, University of Toronto Press, Toronto 5. Published quarterly by the Canadian Music Council. Annual Subscription $3.00

This copy of Vol. II, No. 3 has reached me recently. The contents are of a high order, and the names of the members of the Editorial Board under the chairmanship of Arnold Walter, Director of the Faculty of Music, University of Toronto, are impressive. The articles published are scholarly, and students of music should find the magazine interesting—E.G.H.

The Art of Flower and Foliage Arrangement, by Anna Hong Rutt. Brett-Macmillan, Galt, 1958. Photos. $5.95

The author, a prominent lecturer in the United States on flower arrangement, has been connected with the Art Department of Northwestern University, Los Angeles Museum, and Chicago Art Museum. Her present position is teacher of flower show judging courses for the National Council of State Garden Clubs. She is therefore an authority on the subject described and discussed in this book.

Evening Class teachers of flower and foliage arrangement, florists with a distinct flair for art, or just the every-day flower lover will find Mrs. Rutt's book extremely useful. Flower arrangement calls for an understanding of the principles of art and we find such features as rhythm, dominance pattern, line and form, color given prominence. Various kinds of arrangements—especially those for particular occasions—are to be found. The importance of containers and types of rooms is discussed. Work done by juniors is not overlooked. How to evolve certain types of adaptations is explained step by step. This is a rather expensive book but nevertheless a good one.—E.G.H.

The Stratford Festival 1953-1957. A photographic record. Clarke, Irwin & Co., Toronto, 1958. $3.50

This is a comprehensive tracing of the first five years of the Stratford Shakespearean Festival. The text and photographs are printed on good coated paper with the pictures in black and white. The introduction by Herbert Whittaker gives a somewhat critical account of the 11 plays produced in these five years, and comments on the work of the actors, actresses and management. Each of the plays pictured is accompanied by a complete cast list. It is disappointing that there are no color photographs such as brightened the three preceding Clarke, Irwin publications on this subject, and the omission of names of principal persons under the portraits used in the introduction creates a difficulty for the

casual examiner of the book. Nevertheless here is a much better and more interesting account than a collection of old programs gathered by those who have visited the Festival, and it is an excellent photo record.—E.G.H.

GENERAL INFORMATION

Columbia-Viking Desk Encyclopedia, William Bridgwater, Editor-in-chief. Viking Press, New York, 1953. (Can. Agent, Macmillan Company of Canada, Toronto.) Three editions: Regular, $3.95; Thumb-indexed, $9.95; De Luxe, $5.00

This is a compact volume derived from the Columbia Encyclopedia, a standard reference book. It is convenient in size and therefore practical for the home, office and small school. The rural school which has not much money for book purchases will find this book eminently useful. Its end-papers show the Atlantic and the Pacific Worlds in orthographic projections. The format is good; there are 1100 pages, 31,000 articles and an adequate system of cross-reference, together with illustrations, maps and tables. The articles of varying lengths deal with places, events, people, especially poets, musicians, artists, historians, writers, military leaders, and explorers. Throughout the book very satisfactory quick reference is furnished to readers.

Several features are significantly good. The coverage lays emphasis on general fields of knowledge such as medicine, social sciences, biography, education, religion (including the Bible) and others. Two new features are the inclusion of six continental maps in black and white; and the constructive illustrations or full-page groupings of subjects which are more readily explained in picture than in word. Even the home-maker has not been neglected, for there is a list of practical methods for stain removal.

It would be difficult in a limited space to mention all the special points of this Encyclopedia, but careful examination shows it to be definitely worthwhile.—E.G.H.

Information Please Almanac 1958. Planned and supervised by Dan Golenpaul Associates, Macmillan Company, New York. (Can. Agent, Brett-Macmillan, Galt.) Paper-bound. $1.40

A collection of essential information covering the events of 1957, useful for home, school and office, but especially valuable as a quick reference. An examination of the Table of Contents shows many additional features, some of which are labelled "new" and others "revised." To bring this labelling to the readers' attention, it is printed in red ink.

One section on Space Travel and the Geophysical Year and another which has not been included previously, entitled "Breakthroughs in Science," should be extremely interesting and informative. The most useful section for readers or writers is the "Word Section," and students interested in mythology can also secure some assistance.

There is a large section devoted to news on the various kinds of sport in a statistical arrangement, and even the Cross-word Puzzle fan has not been forgotten. The weakest section is the one given to "Who's Who" and "Who Was Who" for it is almost impossible to cover that topic fully.

Since the book is published in the United States,

AUTOMOBILE FINANCING AT SIMPLE INTEREST RATES
STILL AVAILABLE TO TEACHERS WHO CAN QUALIFY

1. At least one third down in Cash or Trade-in or both.
2. Car must not be older than a 1954 model.
3. Balance in 18 installments at 5 1/2% simple interest.
4. July and August payments can be hoisted during the two thin months of July and August if so desired.

HOMEOWNERS PACKAGED INSURANCE SAVES YOU 20%

Your House, Contents and Liability insurance wrapped up in one policy. No need to cancel existing insurance as we allow a credit for the unexpired portion of this and then take off your 20% discount.

NO CLAIMS BONUS FOR AUTOMOBILE INSURANCE

If you have an unblemished loss record for 3 years or more, get your No Claims Bonus from us on your automobile insurance.

CHRISTIE AGENCIES LIMITED

PROVINCE BLDG.
198 West Hastings Street, Vancouver
904 Gordon Street, Victoria

MU 3-2188
EV 3-7722

Now

textile paints you can mix with water!

REEVES

NEW-MEDIA TEXTILE PAINTS

12 Brilliant Colours and Toner for free-hand painting silk screen stencilling

•

Easy to Mix
Easy to Clean Up
Washable

•

Send for FREE descriptive folder and prices

SINCE 1766
REEVES
16 APEX ROAD TORONTO 19

it is natural that most of the information contained should treat U.S. subjects; but there is sufficient information dealing with other parts of the globe to make this a good general purchase.—E.G.H.

HEALTH AND PERSONAL DEVELOPMENT

The Elementary School Child: A Book of Cases, by Cecil V. Millard and John W. Rothney. Macmillan Company of Canada, Toronto, 1958. 660 pp. $4.90

How often some baffled teacher sinks wearily to the staff room chair and sighs, "What can you do with a boy like Peter?" The staff all know what they would like to do with Peter and proceed to tear him to pieces and digest him with their lunch. However, it is just possible that necessary facts about Peter are unknown to the group, so that the diagnosis may be entirely wrong.

If the same kind of question is asked in a lecture class in Child Development the lack of pertinent information is soon apparent, so that the question cannot be satisfactorily answered.

This book of 22 outlines of child development cases is an answer to the need for full and accurate description of some children's development. The cases are related and informally, well displayed, and selected from a variety of personalities, such a variety as you might expect from any normal group of children.

One can see in this book excellent material to use as a basis for intelligent discussions on child environment, personality and behavior. It also tells a little of what is to happen to the child after he or she leaves the elementary school. In such cases there is a postscript describing the youngster's development in high school.

The book seems chiefly appropriate for a professional reading shelf or library. Classes in child development may find it valuable as a text book with which to apply the lecturer's theories.—C.F.B.

The Challenge of Children, by Co-operative Parents' Group of Palisades Pre-School Division and Mothers' and Children's Educational Foundation, Inc., Whiteside 1, New York, 1957. 199pp. $3.75

Written co-operatively by ten parents of Palisades, California, this little book offers more helpful guidance for parents and others interested in children than any other book this reviewer has read. The authors decry the present waste of countless young lives through ignorance and confusion due to the lack of any well-defined philosophy of parenthood. They point out that there is no easy formula for raising children. They make a firm case of the need for parents to realize that the deep responsibility of their role in bringing up the generation of tomorrow dictates that they grow in understanding with their child, recognize his individuality, the effects of environment, the need for insight into love, the importance of relationships with others and many other vital considerations.

The theme presented is one of a positive, progressively more mature approach to educating children. The close relationship of parent and teacher in this educating process is pointed out. The style is simple and direct; there are no wasted words.

The presentation is crystal clear and makes real sense.

The challenge of educating children for a more full and useful life is not an easy one to take up. But this book should help parents and teachers to accept the challenge with more confidence and purpose. It is highly recommended reading.—J.H.W.Jr.

HOME ECONOMICS

At Work in the Kitchen, by Lauretta Larson Wieland. Van Nostrand & Co. (Canada), Toronto, 1958. $3.00

The author, an experienced teacher of Home Economics, has written a down-to-earth text on kitchen management, useful whether it be as a textbook, students' reference, or as an addition to the Home Economics teacher's own bookshelf.

The text is a compilation of proven kitchen management practices, well organized information presented in point form under arresting titles and illustrated with lively sketches which not only entrance but instruct. Up-to-date information as to the best use and care of kitchen appliances and equipment is a special feature with sections covering from conventional to electronic ranges and from the largest to the smallest piece of kitchen equipment. Stress is placed also on skills resulting in thrift and on safety practices. The introductory section is outstanding with regard to concise directions as to what to look for in texts, films, demonstrations, etc.

The book is written in terms which the Grade VII student will understand. It could be considered for the senior student as well since its presentation is such that it stimulates seniors to additional reading. Both the experienced and inexperienced Home Economics teacher will be interested in the author's student self-rating cards.

LANGUAGE AND SPELLING

New Goals in Spelling, by Kottmayer and Lambader. Webster Publishing Co., 1808 Washington Ave., St. Louis 3, Mo. Prices range 75¢ to $1.05. (Can. Agent, Longmans, Green, 20 Canfield Rd., Toronto 16.)

This series for use in Grades II to VIII has also a Teacher's Manual for each book. The binding is either a hard-covered Spelling Text or a paper-covered Workbook. In the latter the child may write test words, study words, or words in stories, puzzles or riddles. A personal Spelling Progress Record is included.

Each book begins with a five-unit Review, to find out where the child "is" and building thereon. In addition the Intermediate books show word lists in both written and printed form, to encourage each class to practise better handwriting. This exemplifies the careful preparation put into a series which has more than one goal as its aim, and attempts to correlate phases of language skills in a unified text.

The Primary books come in a variety of colors, have stories and illustrations throughout. Units contain groups of related words. Thus growth of word power instead of the acquisition of haphazard words results and becomes the chief goal of the series. Each intermediate unit contains a valuable section of "Dictionary Helps," which should introduce children to the use of the dictionary. These help all

For Grade VI Social Studies

Revised Edition now Available

The Kingsway Histories For Juniors

By RHODA POWER

This series is a first choice for purchase selection of the British Columbia Department of Education.

BOOK 1:
From Early Days to Norman Times
159 pages ..... $ .85

BOOK 2:
Norman Times and the Middle Ages
223 pages 1.00

BOOK 3:
From the Peasants' Revolt to James I 224 pages 1.00

BOOK 4:
From James I to Modern Times
224 pages 1.00

The four books of this series tell the story of Britain from early days simply for juniors.

Notable events and personalities are linked into a vivid whole against the general background of everyday life.

In addition—there are playlets to act, stories and poems for silent reading, and pictures interspersed throughout the books to make real the life of the periods described.

Fully illustrated and full cloth binding

BRITISH BOOK SERVICE (CANADA) LIMITED

1068 Broadview Ave. Toronto 6

Nest-egg

FOR RETIREMENT

A Sun Life Endowment Policy can guarantee ample funds for retirement years of leisure, travel and comfort, while providing full life insurance protection through your working years.

Call your SUN LIFE agent TODAY!

Sun Life Assurance Company of Canada

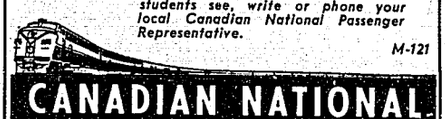
Head Office: Montreal

FOR TEACHERS AND STUDENTS

This Christmas take advantage of the special reduced fares in effect for teachers and students. You'll enjoy your trip in modern air conditioned equipment . . . arrive at your destination refreshed and relaxed at surprisingly low cost. You get so much more for your dollar when you go by train.

For information on reduced fares for teachers and students see, write or phone your local Canadian National Passenger Representative.

M-121



CANADIAN NATIONAL

children, including the child who has been absent, but are a special boon to our New Canadians. As a supplement to this thorough preparation for the understanding of word usage at the intermediate level, a Dictionary Appendix covers all the words presented in the text.

Neither the good worker nor the fast worker has been overlooked; for both there are special assignments. These not only enrich the course for them but provide an added incentive for more diligence by others. After considering these qualities, we may ask "Is this series pedagogically sound?" The truth of an affirmative answer has been indisputably proved, for Mr. Kottmayer, co-author of *New Goals In Spelling*, is the Director of a Reading Clinic in St. Louis, and is recognized as an authority on the value of phonetic concepts and remedial measures. —B.G.

READING AND LITERATURE

Developing Comprehension in Reading, by Mary E. Thomas. J. M. Dent and Sons, Toronto. $1.85. For the Grade IV level.

Here are two books (4 and —4) with the same story material, well-chosen and with variety and interest. The selections are short so that the lesson may be completed in one period. The questions are *exactly the same*, but in the —4 book the print is larger and the sentences simpler, yet liberal enough to enable pupils to give fitting answers. The paging and illustrations are kept level. This would seem an excellent feature and must have required careful preparation.

About one-third of the book is given to *teaching* the general basic skills; the rest of the text gives practice in reading habits that develop good comprehension. Besides the usual basic skills taught this author has added "Reading to Understand Figurative Language." In Grade IV, pupils become interested in unusual ways of expressing ideas and here are good examples to train children to appreciate this.

The "Foreword to Teachers" will aid in the use of these excellent books.—D. McC.

Dolphin Books, University of London Press, London. Sold in Canada by Clarke, Irwin & Co., Ltd., Toronto.

Four pamphlet-like books for the primary grades:
A Rabbit for a Shilling. Price 20¢ Reading age 6-7
Danny Finds the Sea. Price 35¢ Reading age 7-8
Adventure Playground. Price 35¢ Reading age 7-8
Miss Honeybun's Hat. Price 45¢ Reading age 8-9

These little paper-covered books have clear print and attractive colored illustrations. Each has one interesting story, of 15 to 40 pages in length, suitable for pleasure reading in Grades I to III. —D.McC.

Treasure for the Taking: A Book List for Boys and Girls, by Anne Thaxter Eaton. Rev. Ed. Macmillan Company of Canada, Toronto, 1957. $4.50

This well-known selection of children's books for the age group 3-15 years was originally published in 1946. This modern revision has given its expert author the opportunity of including many recent titles, as well as older classics and favorites, among her 1580 offerings.

Data for each book include author, title, illustrator, publisher, publication date and reading age,

together with an excellent annotation. It is therefore a very fine help for librarians. All English teachers and reviewers could learn much from the varied and beautiful summaries, since few realize the possibilities of the "short review." Selections are for the most part excellent and representative in the 64 subject fields. Perhaps among this treasure there is too little of our Canadian gold and silver. —G.H.C.

SCIENCE

Science for the Elementary School Teacher (New Edition), by Gerald S. Craig, Professor Emeritus of Natural Sciences, Teachers' College, Columbia University. Ginn and Company, Toronto, 1958. $6.75

Dr. Craig, the senior author of the *Science To-day and To-morrow* series, has had forty years' experience of teaching in elementary school, high school, and university. His new revised edition combines method and content; and provides an up-to-date course for the teacher of elementary science. The basic principles are presented in a clear, easy to understand manner.

Part I deals with the psychology of elementary science, the scientific method and the introduction of the community and its problems into the classroom. Part II has three sections: (1) The earth and the universe are described in sufficient detail by means of a suitable number of helpful pictures, and the treatment of many common phenomena is handled in a way which enables the teacher to arouse interest in the world around us. (2) Elementary biology receives excellent treatment in the next 200 pages and includes material of value for all grades from I to VIII. Suggestions for simple experiments, most of which can be done with very limited equipment, are given. (3) This section on the energy of the universe contains many simple diagrams which explain our machine age and our method of obtaining energy. Even those with a limited knowledge of physics will develop a good working background from this section.

The author concludes by discussing the scope, continuity and evaluation of science in child education. He adds a list of topics for introduction at various grade levels. There is also an excellent bibliography of recently-published books. The volume should be helpful to either the inexperienced or experienced teacher.—D.D.R.

Energy and Power, by Robert Irving. Alfred A. Knopf. (Can. Agent, McClelland and Stewart, Toronto, 1958.) $3.00

Energy and Power is an excellent book for the young science student. The author defines the terms power, energy and work in a very simple and informative manner. He discusses wind-power, water-power, steam power. He also treats of the gasoline engine, the electric generator, the turbojet, the rocket engine, the atomic reactor, and the energy from the sun. The reviewer has tried this book out on some of his students and has found that it is written on the level that is easily grasped by high school students.

The book would be a valuable addition to any library.—B.H.C.

OVERSEAS EDUCATION LEAGUE OF CANADA

Summer Tours, 1959

Sailing dates by Canadian Pacific Empresses to British Isles and Continent

June 30 and July 7—Eastbound
August 21—Westbound

independent passages on all sailings.

Tour to Holland, West Germany, Switzerland, Austria, Italy (Rome), Riviera and France.

Tour to Scandinavia.

Canadian Pacific Airlines tour to Lisbon, Madrid, Rome.

Write for details to

642 Somerset Building
WINNIPEG 1, MANITOBA

R. Fletcher, B.A., LL.D.
Honorary Treasurer
Miss Lilian Watson
Travel Director

Teaching's a . . .

NEW THRILL!

There's something new in our world—
NEW ideas . . . NEW materials . . .
Learning's an exciting new experience in the social and biological sciences when you are using Denoyer-Geppert

MAPS - CHARTS - GLOBES
MODELS

Denoyer-Geppert Company

ORDER FROM . . . *British Columbia Representatives*
L. C. (Jim) HILL - CHANDLER HILL
2828 Broadway N., SEATTLE 2, WASH.

OR . . . through the Provincial Text-book Branch, Victoria, B.C.

Maps and Globes are Duty Free to Schools

MATHEMATICS THROUGH EXPERIENCE

THE CUISENAIRE - GATTEGNO METHOD

saves time–

unburdens the memory–

liberates the mind.

All Cuisenaire and allied materials, films, literature available from sole distributors in Canada

CUISENAIRE SYSTEM OF CANADA LTD.

3870 EMERALD DRIVE NORTH VANCOUVER, B.C.

Tel: YUkon 7-3944

WORKSHOP COURSES FOR TEACHERS BY ARRANGEMENT

BOTH BOOKLETS AVAILABLE IN ENGLISH AND FRENCH

SEND IN COUPON AT RIGHT FOR YOUR COPIES!

Get these two booklets FREE!

For teachers of GEOGRAPHY, HISTORY, SOCIAL STUDIES, HOME ECONOMICS, PHYSICAL EDUCATION, ECONOMICS

"The Origins of Sports"

10 unusual stories on how some of our most colourful sports began . . . their development from earliest times. Interesting . . . informative . . . entertaining.

"The Romance of Tea"

21 pages of fascinating information on the history of tea from 2737 B.C. to the present . . . where and how tea is produced and processed . . . recipe and menu suggestions. Over 40 illustrations . . . maps . . . charts. No advertising.

To: Tea Council of Canada
Dept. BC-10
15 St. Mary Street
Toronto, Ontario.

Gentlemen:
Please send me.....copies of your free booklet "The Romance of Tea" and.....copies of "The Origins of Sports."

NAME .....

ADDRESS .....

.....

it's News to us—

C.T.F. Officers Elected

THE President of C.T.F. for 1958-59 is Miss Gene Morison, of Halifax, N.S. Elected to office with Miss Morison were Ian D. Boyd, Vancouver, as First Vice-President, Carl S. Gow, Winnipeg, as Second Vice-President, and S. G. McCurdy, of Newfoundland as Third Vice-President.

Miss Morison was born in Nova Scotia and attended school and university there. She holds both B.A. and M.A. (History) from Dalhousie University. Her teaching career began in 1943, with five years at Halifax Ladies College. In 1948 she was appointed to the secondary staff in Halifax City.

As a member of the Nova Scotia Teachers' Union, Miss Morison has served at local, provincial and national level. She is secretary of the Nova Scotia Joint Committee on Teacher Recruitment, member of the Advisory Council on Teacher Education in Nova Scotia, and member of the Council of the Canadian College of Teachers. She is also a member of the University Women's Club, the Canadian Institute of International Affairs and the Nova Scotia Historical Society.

Education for Handicapped Children

THE first department of education for handicapped children in Canada will be established at the University of British Columbia, Dean Neville Scarfe, head of the College of Education, announced recently.

Heading the school will be Professor J. A. Richardson, Deputy Director of the Remedial Education Center at the University of Queensland in Brisbane, Australia.

The appointment of Professor Richardson is the result of a grant of $36,000 to UBC's College of Education from the British Columbia Foundation for Child Care, Poliomyelitis and Rehabilitation, which raises its funds through the Kinsman-sponsored Mothers' March.

The new department will offer three courses in the teaching of handicapped and retarded children, Dean Scarfe said. Professor Richardson will also co-operate with UBC's Faculty of Medicine at the Rehabilitation Center at the Vancouver General Hospital.

UBC's College of Education now gives one course in the teaching of handicapped and retarded children. A total of 40 students are registered. A similar course during the UBC summer session had a registration of 50 students.

New President for B.C.S.T.A.

THE new President of the B.C.S.T.A. is Mr. P. M. Hopkins, of Kitimat. Mr. Hopkins, a graduate of R.M.C. and McGill,

is Assistant to the Manager of Kitimat Works. He was appointed Official Trustee of School District 80 when it was organized in 1953, was later that year elected to the first School Board and has been chairman of the Board since that time.

Mr. Hopkins will have serving with him Mrs. Marion Ricker, First Vice-President, and Mr. A. M. Harvey, Second Vice-President.

B.C.T.F. Co-operative Association

1815 West Seventh Avenue
Vancouver 9, B.C.

Phone BAyview 8121

Office Hours:
Mon. - Fri. 9:00 a.m. - 5:00 p.m.

Manager Available

Mon. - Fri. 4:30 - 5:30 p.m.
Sat 9:30 a.m. - 12:00 noon

PROGRESS IS MARKED BY MILESTONES

September 16, 1958, was an important one for the Co-operative.

On that date, our investment capital passed One Million Dollars.

Do you make use of our services? They are to your advantage in

Buying

Building

Financing

Investing

Our crew and sub-trades are available to members for home improvement.

Invest in Co-op Loan Certificates paying 6%. Readily redeemable at par.

Young Canada's Book Week

SENATOR Muriel Fergusson, one of Canada's five women senators, has consented to be the tenth Patroness of Young Canada's Book Week, when it is celebrated from November 15 to 22, 1958. As Patroness, she joins ranks with a roster of outstanding Canadians who have launched Young Canada's Book Week anew each year—such eminent citizens as His Excellency, the Right Honorable Vincent Massey, Senator Cairine Wilson, Dr. Arthur Lismer, the late Mrs. Margaret MacWilliams of Manitoba, and Mrs. Hugh John Flemming of New Brunswick. Despite a busy life in both Fredericton and Ottawa in addition to her Senate duties, Senator Fergusson has found time to write a most sympathetic message to the people of Canada. She has entitled her message "Give a child a book —Give children libraries," and ends her article with this thought, "Money invested in good books and put into the hands of children will have far-reaching returns."

Senator Fergusson is joined in her support of the aims of Young Canada's Book Week by 23 national organizations and 7 provincial library associations, which are working with the Canadian Association of Children's Librarians and the Canadian Library Association to bring the need for better and more books in the life of every child before the Canadian public.

Annual Reading Institute

THE 1959 Annual Reading Institute at Temple University will be held in Philadelphia January 26 to 30, inclusive.

The complexity of the reading field makes it desirable to emphasize a different aspect of reading each year. The theme for 1959 will be "Instructional Approaches to Reading."

The Institute activities include demonstrations, laboratory practice, small group discussions and question periods, workshops, lectures, panel discussions, evaluation of reading programs, and conferences with staff members.

Further information may be obtained from The Reading Clinic, Department of Psychology, Temple University, Philadelphia 22, Pennsylvania.

Graduate Study Funds

COMPLETE information on how to obtain graduate study funds, ranging from $200 up to $10,000, is now available in the second volume of the *World-Wide Graduate Award Directory*. Over 250 universities and foundations from almost every state, and over 100 foreign universities have sent information to be included in this new volume.

Among the awards are many that have gone begging in former years because qualified applicants didn't know about them. This guide to graduate study awards is published annually by The Advancement and Placement Institute to provide the needed communication link between administrators of assistance programs and potential candidates.

This directory is the only comprehensive global compilation of graduate awards devoted entirely to American scholars, educators, librarians, scientists, and social scientists. Volume II presents completely new and additional data from Volume I which was published in 1957.

Current information about the fellowships, assistantships, scholarships, loans, prizes, and self-help programs includes candidates' pre-requisites, place of application and descriptions of the study programs.

Copies of both volumes of the *World-Wide Graduate Award Directory* may be examined at many graduate schools, university placement or deans' offices, libraries, or may be ordered from the Institute, Box 99H, Greenpoint Station, Brooklyn 22, N.Y. The price is $3.00 for each volume or $5.00 for the two volumes.

C-I-L Appointment

DR. J. W. TOMECKO, F.C.I.C., has been appointed educational relations manager of Canadian Industries Limited. This is a newly created post designed to supplement and co-ordinate the company's diversified support of education and its participation in scientific and technical organizations. Continuing as before are the various contacts which C-I-L maintains in relation to fellowships, grants, employment, and educational information.

Provincial Teachers' Medical Services Assn.

1815 West 7th Avenue,
Vancouver 9, B.C.

Office Hours:
Monday - Saturday, 9:00 a.m. - 5:00 p.m.

There are over 40 school districts participating in Plan A P.T.M.S. This is an increase of 4 since the last issue of the magazine.

To all new members, welcome. It has not been easy to obtain employer contribution for 64 percent of the teaching body. Thanks to those who worked so hard to put across prepaid medical care.

All medical societies have administration costs. By keeping ours to a minimum a saving is passed on to you, in the form of a reserve or in lowered premiums. This was the case in 1958 when the single member's rate was adjusted from $50 to $45 per annum. Increases or decreases in premiums are based on the incidence of use made upon the Association. "Use Your Medical Plan, But Do Not Abuse It." Remember, unnecessary visits to a physician could work a hardship on your fellow members.

Effective administration of a mutual medical plan depends to a degree upon its membership. Your consideration will help, if you will immediately inform us of:

1. Any Change in—
   (a) address (especially in September)
   (b) marital status
   (c) dependents (note dependants are not automatically registered—registration is your responsibility)
2. Return application and stop order forms as soon as possible (the School Board requires lists of names from us early in the month in order to make payroll deductions).
3. Transfer to another school district necessitates a new stop order form.
4. Any doubt as to procedure.

Your cooperation will help to maintain good public relations with School Board offices.

RICHARD E. ALLEN

On Christmas Concerts

CHRISTMAS concerts! The very words cause some to shudder. Some schools have long since done away with the traditional Christmas concert: at other schools the preparation for the Christmas concert starts early in November. Classroom work periods are completely disorganized to make time for rehearsals, rehearsals and more rehearsals. Children and teachers alike become entirely fatigued with planning elaborate costuming and scenery. In still other schools, where there is no hall, children are marched day after day to a community hall for rehearsals. During these excursions, discipline is not easy to maintain and, on arrival at their destination, children are likely to run wild because they are forced to wait hours on end for their turn to perform. By the great day itself everyone's nerves are on edge and sighs of relief bring the whole mad affair to an end. In some rural areas pre-school children are required to sit through a concert entirely beyond their comprehension until Santa comes to give out presents from the Christmas Tree. All comes to an end at about 10:30 or 11:00 p.m., by which time parents and children are almost exhausted.

So, what about Christmas concerts? Should they be scrapped or shelved? Should teachers and pupils be required to tax their resources to the extreme in order to put on musical, scenic and dramatic extravaganzas to entertain the community?

After fifteen years of exerience with Christmas concerts, Mr. Allen felt it might be helpful if he related what he has experienced and what he has heard talked about by fellow teachers. Mr. Allen is now principal at Ruskin School.

The Department of Education has answered these questions in a circular letter distributed some years ago. This circular made it clear that the closing exercises at Christmas should be simple. The pupils should be hosts to their parents. The entertainment should take the form of drills, dances, plays, songs and other items that are the outcome of regular classroom periods.

While there is little doubt that the traditional Christmas concert that lasted some three hours and included a Santa and Christmas Tree for pre-school children has almost gone into discard, there is much to be said for the modern counterpart. Properly planned and kept within limits, the Christmas concert can prove to be a commendable teaching and learning device.

In larger schools no one teacher or classroom should be allowed to monopolize the stage and selfishly occupy the limelight. All items should be presented at the first planning meeting and from them a reasonable program selected. Items that are too difficult for elementary schools should be discarded. Items that are too long or too elaborate should be pared down. All items should be within the ability of the children. It should not be necessary to call upon parents to do the art work, the planning, the designing and the costuming. What would then be left for the children? Just the drudgery of rehearsals. A well-

planned program, with someone at the helm who is aware of the capabilities of the children concerned, will be free from the headaches which so often accompany a Christmas concert.

The four-room elementary school at Cawston, to which has just been added a modern activity room with an adequate stage, lends itself very well to a concert of any kind. Thus, the Christmas concert was a pleasant task for us.

Work Done in Classrooms

Most certainly it was not an unusual sight to see groups of children in Grades IV, V and VI working away at life-size murals of the Pirate Don Durk of Dowdee, which would be used as backdrops for the stage during the choral reading of the poem by Grades V and VI. Still other groups busied themselves designing and making costumes for the mice in the play *Belling the Cat*. Again, other groups designed, drew and made deer heads and antlers for the Primary room's play *Santa and the Reindeer*. Practical Arts periods were used by some pupils to design, make, cut out and fit choir gowns, kings' costumes, and crooks for the shepherds in the Nativity Play, while others designed and made crowns and wands and stars for the Star Drill. Pupils who were not directly interested or concerned in making these costumes found pleasure in working during Art periods on the drawing and painting of appropriate panels and murals for scenery to be used in the hall. Thus our Practical Arts and Art periods, even as early as November, gave the children a real feeling of accomplishment and delight. Motivation was there. Purposeful activity was there. Practical Arts periods were really practical.

Starting early in November, the regular Physical Education and Folk Dancing periods were used by all grades to perfect drills and dances for the concert. The best were, of course, chosen and in the meantime all participated. Likewise, with no apology, we used November and December singing periods to learn Christmas songs and carols, especially those we needed for the Nativity Play. Good use was made of the stage during oral language periods to act plays and recite choral readings, from which we chose several for the concert. Thus we used the regular periods and regular textbooks, and were ready at least a week before the concert date with both material and costumes. No one had been rushed; everyone was at ease.

In truth, perhaps a little more time had been spent on art, practical arts, singing and oral language, but we used the Social Studies periods allowed by the Programme of Studies for a Christmas unit. To say that no teaching or learning had taken place during all this time would be to rob the word education of its real meaning. Education, from its Latin derivation, means to draw out of—rather than to pound in. What better opportunity presents itself to draw out of children that which is in them than the motivated art, singing, oral language and drama periods, the folk dancing, physical education and drill periods? Indeed, the Christmas concert can be the culmination of all.

Variation is Necessary

Christmas concerts must, of course, vary with the school. Large organized schools can only attempt to choose performers, at one time using certain grades in a concert at Christmas and at another time other grades for some other function or at another Christmas. In this way, no one room is slighted. In such schools several performances are necessary so that all parents may attend. Smaller schools with several teachers could have all pupils appear in something —a group singing or choral reading—as well as individual items. One-room schools and smaller schools with no activity room or hall could let the children host their parents in their own room or rooms.

At Cawston we solved the problem of pre-school children, Santa and the Tree by having their party at the community hall at the same time as the school children were having their classroom trees and exchange of presents—this on the last afternoon of school. We had the Christmas concert on an evening prior to this time. The local Parent-Teacher Association, the Board of Trade and the Women's Institute were pleased to look after the pre-school children and to provide them with a Santa and treats.

DOROTHY BLAKEY SMITH

Mouth of Homathco, Bute Inlet, 1865

From an original water-color in the Provincial Archives, by Frederick Whymper.

WHEN the Cariboo gold rush began in 1861, the miners had a choice of two routes: the Harrison-Lillooet wagon road and the trail through the Fraser Canyon. Both were laborious, hazardous, and time-consuming. A third route was therefore proposed by Alfred Waddington (1801-1872), an Englishman who had great faith in the prospects of the newly established mainland colony.

In 1862 he made an agreement with the Government to put through a mule trail (which he planned to develop into a toll road) from the head of Bute Inlet, up the Homathco River, and into the Chilcotin country, where it would join the trail from Bentinck Arm to Alexandria over which Mackenzie had reached the Pacific in 1793. By thus reducing the overland portion of the journey to the mines, Waddington hoped to cut the total travel time to about three weeks, and he was quite confident that once his new road was completed, all "competition may be defied."

By the end of April, 1864, a townsite named Waddington had been laid out at the head of Bute Inlet, a pack trail completed some fifty miles up the valley of the Homathco, and a ferry constructed where the trail crossed the river about thirty miles from the mouth.

Accompanying the spring expedition of 1864, at Waddington's request, was the English artist Frederick Whymper, who followed the Bute Inlet trail as far as "the great glacier" some forty miles up the Homathco, and returned to the mouth of the river. On the morning of April 30, 1864, he was awakened by friendly Indians who declared that the ferryman had been murdered by the Chilcotins. Scoffing at this idea, for the road party working near the ferry was well armed, Waddington returned to Victoria, only to find out later that the story had been true, and that the Chilcotins had also massacred nearly all of his men.

By autumn, the Government had restored the rule of law in the Chilcotin country, but in the meantime, as Waddington wrote, "the results of three years of untiring efforts and the expenditure of my fortune have been annihilated as it were at the very moment of success; for the trail would have been opened in a month."

His hopes and his fortune destroyed, Waddington accepted the position of Superintendent of Schools for Vancouver Island, an office which he held until the union of the two colonies in 1866. By that time Confederation was in the air, and soon there was talk of a railway across Canada. In 1868 Waddington was in London, trying to interest English capital in an all-British overland route. Early in 1870 he went to Ottawa to press the scheme for an overland railway on the Canadian government, and by the end of 1871 all seemed in readiness to proceed with the work as soon as a charter could be granted. But before the opening of Parliament in 1872, Waddington was dead of smallpox.

This picture of the head of Bute Inlet dated by Whymper himself 1865, was presumably based on one of the sketches he made for Waddington in the spring of 1864.

However, when the route for the transcontinental line was finally chosen, the railway crossed the province by way of the Fraser, and more recent schemes for an industrial city on the site of Waddington's proposed town have also come to nothing. Yet Waddington's stubborn advocacy of his Bute Inlet scheme helped to convince the British and Canadian governments that a railway must go west from the prairies through all-British territory; and thus, in spite of his apparent failure, he exerted a not inconsiderable influence on the making of British Columbia.

Procedure for handling resolutions originating in A.G.M. Section meetings will be discussed at the Christmas Executive meeting and Geographical Representatives were asked to note this.

The report of the Finance Committee brought discussion on the matter of assistance in sending delegates to the A.G.M. It was decided that the delegate's local association should contribute 50 cents per member toward his fare, with the remainder paid by the Federation. This grant will cover one delegate from each school district and will be paid to district councils, for distribution as the councils see fit.

Grants of $50 were approved for provincial specialist associations, toward incidental costs of operation. The Federation will meet the direct costs of printing and mailing newsletters and bulletins for the P.S.A.'s. Any further requests by a P.S.A. for grants in aid of activities of an in-service nature are to be channeled to the Executive through the In-service Education Committee.

The Finance Committee was empowered to rule upon payment of Salary Indemnity claims. Federation members who disagree with the ruling of the Finance Committee in their cases have the right to appeal the decision to the Executive. In dealing with such an appeal, the decision of the Executive will be final.

The Pensions Committee reported that there had been three meetings with the Sub-committee of the Cabinet and that further meetings are planned. There seems to be general acceptance of the principle of the percentage salary plan, but the committee anticipates that many more meetings will be required to work out the numerous details.

The Public Relations Committee expressed concern about induction ceremonies and the Professional Education and Induction Committee will be asked to consider the efficacy of induction ceremonies as they are now conducted, in view of the inadequate support being given by teachers. They will report to the Christmas Executive meeting so that any action proposed can be taken at the 1959 A.G.M.

A new committee is being proposed, to carry on the work begun at the Canadian Conference on Education. It was agreed that the B.C.T.F. participate actively in the B.C. Education Committee and that the President, the chairman of the Public Relations Committee and the Public Relations Director be included among the Federation's representatives to the new committee.

Mr. Evans reported the production of pamphlets on child development and outlined the proposed distribution. He asked opinions of their value and use. After consideration, the Executive authorized the production of these pamphlets in quantity, to be made available to principals on request.

Among the correspondence considered by the Executive was a letter from the Horace Mann Mutual Insurance Company to the Superintendent of Insurance. The company is going ahead with its application to do business in British Columbia.

Dates to Remember

November 30: Deadline for resolutions for 1959 Annual General Meeting.
Any resolution which is submitted for the consideration of any group outside the Federation itself must be accompanied by a supporting brief.

December 31: Deadline for payment of Federation fees.

February 20: Deadline for nominations for G. A. Fergusson Memorial Award.

March 1: Deadline for applications for Christie Scholarship for Teachers.

Resolution Re Extending Date For Obtaining S.A. Certification

"Whereas present regulations prevent gaining secondary advanced certification after December 31 without obtaining a Master's Degree, and

"Whereas this works a considerable hardship upon teachers who have started training for secondary advanced certification but who cannot complete this training before December 31, 1958; therefore,

"Be it resolved that this Annual General Meeting instruct the Teacher Training and Certification Committee to press the Department of Education to extend the date for obtaining secondary advanced certification under the old pattern to December 31, 1961. Carried."

●

Reply from the Hon. L. R. Peterson, Minister of Education

"This resolution, in all fairness, must be considered in relation to all groups of teachers affected by the termination date of December 31, 1958.

"The provision of three summers for work (1956, 1957 and 1958) was introduced specifically to ensure that ample time was given for completion of the necessary 15 units by December, 1958. In actual practice entry, in many cases, could be deferred as late as the summer of 1957, whereas for other groups work had to have been commenced by the end of 1955.

"As provision was specifically made to permit completion through three summer sessions following announcement in the spring of 1956, or by a combination of summer sessions and extra-sessional courses, and as special dispensation was already provided for the S.A. group, after most careful consideration the Department of Education cannot concur in extension of the deadline of December 31, 1958."

Encyclopædia Britannica Films

EBFILMSTRIPS FOR MIDDLE GRADES

• FOUR excellent filmstrip series in color produced by Encyclopaedia Britannica Films for use in the middle grades. Individual filmstrips in each series have an average of 49 frames each. Each series is attractively packaged in a handy box, suitable for storing.

Backed by the facilities and skills developed through 20 years of experience . . .

Winter stops all transportation along the St. Lawrence. These ships sail up to the Great Lakes.

CANADA: People at Work

Fishermen of Nova Scotia
Villages in French Canada
Farm and City in Ontario
Wheat Farmers of Western Canada
Vancouver and the Western Mountains
Logging in Canadian Forests

Walt Disney's SAFETY TALES

I'm No Fool With a Bicycle
I'm No Fool With Fire
I'm No Fool With Water
I'm No Fool As a Pedestrian
I'm No Fool Having Fun
How to Have an Accident in the Home

Each of the above series of six color filmstrips, in handy box $36.00
Each filmstrip 6.00

© Copyright
Walt Disney Productions

BEGINNING GRAMMAR

Words That Name Things
Words That Show Action
What is a Sentence?
Words Used Instead of Names
Words That Describe Things
Words Telling How, When, and Where
Using Punctuation Marks
Writing Conversation

Walt Disney's THIS IS YOU

You the Human Being
You and Your Five Senses
You and Your Eyes
You and Your Ears
Your Senses of Smell and Taste
Your Sense of Touch
You and Your Food
You the Living Machine

Each of the above series of eight color filmstrips, in handy box. $48.00
Each filmstrip 6.00

FREE copy of EBFilmstrip catalog on request

ORDER TODAY!

USE COUPON BELOW

TO: Associated Visual Services Limited
1240 West Broadway, Vancouver 9,
British Columbia

BC

Please send the following filmstrip series:

- ☐ CANADA: People at Work @ $36
- ☐ Walt Disney's SAFETY TALES @ $36
- ☐ BEGINNING GRAMMAR @ $48
- ☐ Walt Disney's THIS IS YOU @ $48

Or send the following individual filmstrips at $6 each:

_____
_____
_____
_____

☐ Please send EBFilmstrip catalog

NAME.....
SCHOOL.....
STREET.....
CITY.....PROVINCE.....

Have a Coke—so good in taste, in such good taste

SAY "COKE" OR "COCA-COLA"—BOTH TRADE-MARKS MEAN THE PRODUCT OF COCA-COLA LTD.—
THE WORLD'S BEST-LOVED SPARKLING DRINK.

The cheerful lift of Coke adds to the family fun

There's the refreshment of the famous taste . . . the gaiety in the quick *natural* lift . . . and always the *rightness* of good taste Coca-Cola brings to any occasion. Keep Coke always on hand—for *your* family to enjoy . . . *anytime.*

SERVE Coca-Cola

SIGN OF GOOD TASTE

YOUR LOCAL BOTTLER HAS A SPECIAL EVENTS DEPARTMENT READY TO ADVISE YOU OF YOUR REFRESHMENT NEEDS FOR DANCES, HOME AND SCHOOL MEETINGS, ETC.