

*the*

**BC**

*teacher*

OFFICIAL ORGAN OF  
THE BRITISH COLUMBIA  
TEACHERS' FEDERATION



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## This Issue

**DR. JOSEPH KATZ** offers a consideration of the processes involved in organizing and writing paragraphs. His article commences on page 135.

**PRIM**, this month, has an experience which startles and shocks him. It also refreshes and invigorates him. See page 139.

**MR. SPRAGGE** discusses the reasons for the Federation's opposition to merit pay as an incentive to improved service. The article begins on page 150.

**THE** Department of Education has replied to policy resolutions submitted after the 1958 Annual General Meeting. The report begins on page 142.

**MISS COTTINGHAM** and Mr. Bayley report on their sections of the Summer Workshop commencing on page 147.

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DECEMBER, 1958

# the **BC** teacher

OFFICIAL ORGAN OF THE BRITISH COLUMBIA  
TEACHERS' FEDERATION

(Affiliated with the Canadian Teachers' Federation)

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## the Editor comments

# Accentuate the Positive

### *Homework Assignments—A Reflection of the School*

**E**VERY homework assignment has a negative, a neutral, or a positive effect on the relationship existing between home and school. With a little care we can assure that our homework assignments accentuate the positive.

Good assignments usually possess one or more of these characteristics:

1. Fit the ability and interest of the individual pupil;
2. Offer the pupil a reasonable opportunity for success;
3. Challenge the pupil to extensive use of his abilities;
4. Correlate previously acquired information and skills with new information and skills;
5. Assist in mastery of such fundamental knowledges and skills as will enable pupils to proceed readily to successively higher stages of learning;
6. Open avenues of thought and enjoyment which probably would not be realized without wise teacher guidance, and
7. Require performance of activities deemed valuable as part of the pupil's all-round development.\*

Many teachers carefully explain to the pupils the purpose of the assignment. They

\* From *It Starts in the Classroom*, published by National Education Association, Washington, D.C.

rule out assignments for punishment purposes. They insist that the aim of assignments must always be educational. In giving the assignment, enough time is taken to make it clear to every pupil and to prepare the pupils to overcome obstacles that can be visualized by the teacher.

Homework assigned under these circumstances is not likely to be looked upon by pupils as "busy work," seemingly designed just to occupy time that could be spent in more profitable and interesting endeavors.

Many staffs have adopted policies aimed at arriving at an acceptable amount of time to be devoted to homework. Care is taken that no teacher usurps more than his fair share of the pupil's out-of-school time by the staff agreeing that daily assignment in any subject will not require more than a specified time for completion. Some staffs also determine what educative activities their pupils pursue at home, such as music lessons, dancing lessons, Boy Scout and Girl Guide meetings. They try to keep in mind the after-school life of the pupils as they plan assignments. They don't wish homework assignments to destroy wholesome influences in children's lives.

Even parents with a sincere affection for the schools object to purely "busy-type" assignments, such as having elementary school pupils write all the numbers from 1

to 1000. Parents become impatient when high school students are expected to complete in one evening three or four tasks, any one of which would take the whole evening. While most parents appreciate the types of assignments that enlist them as participants and co-teachers, they object to assignments which require an abnormally long time for completion, have no recogniz-

able purpose and are beyond the ability of the pupil to complete even with reasonable parental assistance. Nothing can alienate parent support for the school more readily than assignments not being checked.

Every assignment gives parents a picture of the school. With a little careful planning, we can make it an interesting and an appreciated picture.

## And Now for Education

ONE of the most desirable features of the new legislation on teachers' salaries is the advanced date for establishing agreements by negotiation.

The October 31 deadline has thrust school boards and teacher associations into negotiation almost as soon as the school term commenced, but it undoubtedly has had the effect of making both parties face up more realistically to the issues involved, rather than, as in the past, letting months go by before real negotiations were entered into.

Early settlement of salaries is particularly desirable from the "benefit to education" point of view. It is very evident that where salary settlements have been reached, teachers are concentrating more on their key function—classroom instruc-

tion. Obviously they do not have divided interests to the extent they had in the past when consideration of salary matters extended over several months.

It is particularly gratifying to note the number of teacher associations now concentrating on the development of professional-type meetings. The emphasis seems to be on the preparation of several worthwhile in-service education type association meetings rather than routine monthly meetings.

As should be the case, adequate salaries result in improved instruction. Early negotiated settlement is an added bonus in this regard, permitting teachers to get on with the job of teaching as well as utilizing association meetings for the betterment of education.

## Cover Picture Portfolio

WITH this issue we 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 169 of this issue (if they have not already submitted one) and return it to the B.C.T.F. office immediately.

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

# Paragraphing Ideas

*A discussion of the processes by which a good paragraph can be constructed.*

THE teaching of composition is usually undertaken with a view to having the student become acquainted with the principles of unity, coherence, and emphasis as these apply to paragraphs and essays. All too often these principles are given definition apart from any really meaningful experience with the process by means of which they are achieved in writing. The provision of the techniques by means of which unity, coherence, and emphasis are achieved does not necessarily give the student an insight into the actual working involved in the organization of ideas. If use is made of models, these are analyzed in detail, and the student is frequently lost in minutiae. Furthermore, when it comes to making the transfer to his own writing, he finds the gap too wide and the chasm too deep for his skills. The thesis set forth here proposes that in the teaching of composition it is essential to focus the student's attention upon the process involved in organizing ideas for oral and written presentation. Central to this thesis is the role which the paragraph is called upon to play in the organization of ideas. This role is held to be basic to the teaching of composition.

## The Process of Composition

The essence of the teaching of composition is the demonstration of the process involved in the act of composing. The activity inherent in composition may be revealed through a description of the process involved in the organization of ideas relevant to any topic.

The steps in the process of composition are sufficiently distinct to be separated for clear presentation. The steps may be designated as: (1) the selection of a topic for oral or written presentation, (2) the random selection of facts or ideas associated with the specific elements of the topic, (3) the grouping of random ideas into mean-

ingful divisions, (4) the provision of rubrics for the various groupings, (5) the ordering of these groups in a progression related to the purpose of the oral or written presentation, (6) the actual writing of the composition. Diagrammatically considered the scheme appears to be:

- (1) *Selection of a topic*
- (2) *Indefinite Ideas* (notions arising out of factual associations with the topic)
- (3) *Grouping of Ideas* (random notions similar in kind brought together)
- (4) *Naming the Groups* (name or rubric given groups)
- (5) *Ordering Groups* (groups ordered in terms of purpose)
- (6) *Writing*

The process involved in the act of composing is thus revealed to the student in steps which are distinct and may be utilized by him in organizing his thoughts for presentation.

## Selecting a Topic

One of the most important aspects of dealing with the process of composition is the selection of a topic concerning which the student already has some facts or ideas. Any topic may be suitable providing that the student has had some experiences with the area of interest represented by the topic selected. The student's present interests are a basic source for topics for composition because these interests have provided him with numerous ideas about which he is in

Professor Katz, of the College of Education, wrote this article in the field of English composition at the request of the editor. It is our hope that more such articles on various topics will be available from Faculty members.

a position to write. In all probability he has not been called upon to present these ideas in any organized fashion. Precisely for this reason he often welcomes the opportunity to bring his random ideas concerning any one interest into a sharp focus through a careful and explicit organization. This organization of his ideas is composition.

A good basketball player, or even an observer of basketball, may be quite enthusiastic about the game. These people, when talking about basketball, are usually able to describe a play or series of plays so graphically that there is no doubt left in the mind of the listener that so far as the topic of basketball is concerned they are able to express themselves readily. The same people brought around to a discussion of syncopation in music would be at a total loss to express themselves. Syncopation as a topic for conversation would be a poor selection for the two basketball enthusiasts. The selection of a topic is of extreme importance in any situation where expression is to be elicited.

#### Random Notions

The selection of a topic having been agreed upon, the next step in the process of composition is the gathering together of all ideas about the topic. This step involves the student in writing down all associations, recollections, and random thoughts having a bearing upon the topic he is developing. The more familiar the topic, the more thoughts associated with it the student will have. The more specific the topic, the easier it will be for the student to identify appropriate ideas with the topic. If, for example, the topic is "watches," associations and ideas of a random nature will come to the fore. These ideas will not necessarily have any consistent form. One idea may come about design, another about stem windings, a third about casings. If, however, the topic is given as "watch casings," then the associations, still of a random nature, will focus more closely upon a particular aspect of watches, namely their casings. The random notions bearing upon any topic will come to the student in proportion as he has had an interest in the topic, and to the extent that he is able to bring this interest to bear upon the topic.

Whatever the experience of the student some ideas will be forthcoming upon a given topic, however random or unorganized these may be.

This process may be conducted in a class by placing an agreed upon topic on the blackboard and having the teacher list on the board all thoughts expressed by students. For example, if the topic be "watches," then the list thereunder might look like this: stems, casings, gold, small, chronometer, sale, dollar, gift, grandfather's, and so forth. These are all random notions contributed by several members of the class, though in actual practice each student could do the same for himself when engaged in composition.

#### Grouping Ideas

Once the student has fifteen, twenty, or thirty ideas gathered together at random (and these may come in the form of words only suggesting ideas), he is confronted with the problem of grouping these ideas so as to achieve some kind of unity of treatment. Here, the student is called upon to bring together those of the random notions which are similar in kind. For example, if the topic is still "watches," some of the ideas will be concerned with the "uses of watches," others will have to do with the "history of watches," still others with the "manufacture of watches." These groupings of the random notions make it possible for the teacher to demonstrate to the student the process by means of which unity is achieved. The technicalities involved in having the student develop the concept of coherence also grows out of his dealing with the problem of grouping, for here he is specifically concerned with relating one group of ideas to another. Unity and coherence are thus seen as part of the process of composing one's thoughts around a specific topic so as to present a consistent approach to its treatment.

#### Naming the Groups

A further stage in the process of composing thoughts involves examining the groups which have been established in order to discover what main ideas they appear to deal with, and to give these main ideas names. For example, if the ideas grouped around what appears to be the "history of

watches" are concerned with the materials utilized in the development of chronometers, e.g., water, sand, springs, and the like, then an obvious extraction for a caption would be "materials used in watches." In so doing, however, the student must be cautioned to recognize the possibility of several different captions, all appropriate. Too, there is the possibility of having the main idea suggest other details for inclusion in the paragraph. Whether or not the caption is actually used is a question of the style adopted. What is important is the fact of the process by means of which the main idea of any one group of ideas is recognized and given a name.

#### Ordering Groups

The process so far has required the student to select a particular topic, write down random notions concerning the topic, group the ideas which appear to be similar in kind, and then give these groups a name. The next step calls for the student to examine his topic and his main ideas, or captions, and try to establish an order among the groups which would best achieve the purpose for which the topic was selected. In the treatment of the topic "watches," for example, he will have to decide which of several ways of arranging his sub-topics will best serve his purpose. In this way, the student is led to examine the relationships which obtain among the several main ideas he has extracted and named, in order to see if the main ideas of his paragraphs are consistent with the topic to be developed.

This part of the process not only calls for attention to the principles and techniques of unity and coherence, but also brings to the fore emphasis as a particular technique. This part of the process, too, is of a more abstract nature than the others; in that the ways in which two or more main ideas may be related must be considered in the light of the relationship to the whole essay. Although some aspects of this phase of the process may be dealt with in concrete fashion through concern with the technicalities of the process, the relationships themselves do remain at a somewhat abstract level. Nevertheless, it is this part of the process which is most important in that it is the final stage preparatory to writing

the essay. When the student is called upon to establish an order among his ideas he is involved in organizing all of the relevant details with which he has been concerned. The actual writing of the essay follows upon an organization which has been established.

An important aspect of the problem of organization centers in the fact that a paragraph is essentially a part of an incomplete whole—a necessary paradox. The whole in this instance may be an essay or even a book. Each part or paragraph is expected to contribute to the whole composition in the same way that a sentence contributes to a paragraph. The introductory paragraph may be expected to open up the idea. The paragraph following will elaborate upon the introduction and develop the idea introduced in the beginning. Paragraph will succeed paragraph until the whole idea has been dealt with to the satisfaction of the author. This "whole" piece of writing is not necessarily finished. The author stops because he is satisfied that he has achieved what he set out to do. A paragraph is thus something which is indeterminate in length. The student must consider this aspect in the organization he undertakes.

In considering the organization of a paragraph far too much emphasis has been placed in the past upon the necessity of a "good topic sentence" at the beginning or end of a paragraph. Neither is essential. Less emphasis upon topic sentences and more on the organization of ideas would result in better composition as a whole.

#### Writing the Composition

The actual writing of the essay now requires the student to frame his thoughts in sentences and to group these sentences into paragraphs. Whatever the student's ability may be in expressing his thoughts, he is confronted at every step with organizing his thoughts in recognizable units. This requires him to recognize that a sentence is a specific and determinate unit of thought. This is not to say that a sentence is a complete thought—for it is not. Though this unit is not in itself complete—despite the usual definition—it is of a fixed order because it may be bounded by a capital at the beginning and a period at the end.

A paragraph has no such specific or definite limits. A paragraph may be marked off by indentation, but this is an artificial beginning in the same way that the end is not in reality formal. A paragraph certainly has limits, but these limits are of an indefinite and intangible kind. The paragraph may not be as clearly or as sharply defined as a sentence. The fact that the conventional beginning and ending of a paragraph are coterminous with those beginning and ending a sentence does not help in the least. The inexact limits of the definition of a paragraph suggests that in order to define the paragraph at all adequately it is essential to show its position midway between the sentence and the essay as a whole. This middle position provides for the grouping of the many single or multiple ideas contained in sentences in units of thought which are consistent with one another. So grouped these several ideas become units of thought more manageable than they would otherwise be. This is, then, a paragraph.

We have seen that in the process of writing an essay the true character of the paragraph may not be brought out in its fullest meaning unless each part is examined in relation to the whole. This examination takes the form of looking at an outline of a composition and noting how each part of the outline may serve as a summary of the main idea of the paragraphs represented by the parts. This summary of the main idea constitutes in reality the essential idea of the paragraph. On the one hand the student may perceive the relation of the paragraph—or the main idea expressed in the summary or outline—to the central whole idea expressed in the composition. On the other hand the student is able to perceive the way in which sentences may contribute to the shaping of the idea of the paragraph.

#### **The Act of Composing**

The essence of the teaching of composition is the focussing of attention upon the act of composing—the act of composing ideas. Central to the composition of ideas is the position of the paragraphs. If the

student can be brought to organizing his ideas in meaningful paragraphs, then sentences and essays perforce play their part. The description of the kinds of paragraphs must wait upon the mastery of the process of organizing ideas into paragraphs. Then, and only then, do the labels which attach to kinds of paragraphs have any real meaning. To talk about introductory, transitional, and concluding paragraphs is practically useless until the student has had an opportunity to organize his thoughts around the problem of introduction, around the problem of transition, and around the problem of conclusion.

The treatment of the subjects of unity, coherence, and emphasis in the writing of paragraphs, or of essays, must be centered in the practice of having the student play with ideas with which he is familiar and has a comparatively rich background. This play with ideas must be of such nature and extent that unity, coherence, and emphasis follow upon his successful speaking or writing on a subject which elicits from him a comprehensive attack upon the subject. Where this attack is at all reasonable, as in the discussion of a particular basketball game by a basketball enthusiast, there will be unity, coherence, and emphasis. However, if the subject written upon is unfamiliar, or is too abstract, then knowledge of what constitutes unity, coherence, and emphasis either as definitions or as principles will not help the student in achieving them in his writing. Whether in paragraph or essay, it is essential that the student become acquainted with the principles of writing through being given an opportunity to demonstrate the principles—however crude at first—through his play with ideas with which he is familiar. Unity, coherence, emphasis are present in every conversation, talk, or chat which people give voice to when they are concerned with something about which they have ideas. It is of the essence of composition that these ideas be organized. Composition is concerned with composing ideas. And the composing of ideas adequately depends upon a thoroughgoing knowledge of the process involved in composition.

# The Third Ghost

MAURICE GIBBONS

EUSTACE PRIM'S feet squeaked on the crisp snow as he walked down Main Street on his way to school. "O Come All Ye Faithful," beckoned a choir from a loud-speaker in the department store window. Prim grunted and did not even look up at the toy animals and people gathered around a straw-filled manger, under a gleaming silver star. Nor did he take any notice of the Santa Claus on the corner ringing a bell. "Remember the spirit of . . ." but the man's call was lost on Prim's back, and a white wake of breath was his only answer.

"Christmas spirit—bah!" muttered Prim as he stopped at the corner to let a car pass.

"Good morning, Eustace. Feeling better today?" hailed Art Konstant, sliding down the side street to join Prim.

"No!" growled Eustace. "I should have stayed in bed another day."

"But how can you help but feel good on a day like this. Everyone getting ready for Christmas and . . ."

"Huh!" grunted Prim sarcastically.

"Oh, come now, Eustace, it can't be Christmas that's bothering you. Is something wrong at school?"

"Something wrong! Huh!" gruffed Prim again. "Nothing except I wish I was going anywhere but to that . . . that institution for . . ."

"Well, I know how you feel: those stacks of forms; notebooks, and next week a bushel of exams to mark; supervision—it's not all the grand art the professors told us about at college," said Konstant, sweeping the snow flakes from his brows. "But there's the kids, Eustace. We can always look at the kids and see the wonder in their eyes,

see them grow and learn, see them, like old Mr. Chips, when they come back to us, as fine men and women, and know we have made some small contribution . . ."

"Wonder! Learn! Huh!" said Prim, sending up three indignant puffs of mist. "You've got too many romantic books in the library. Have you ever seen any wonder in Jensen's eyes? He's more concerned with combing that upsweep of his. Turquoise glitter-shirt, blue jeans that threaten to become ankle socks at every breath, muddy gestapo boots—that's all those boys are interested in—that and those meccano sets they call cars. Do you . . ."

"But Eustace . . ."

"Do you know I told Jensen to clean up the way he was dressed and the next day, the next day, he came in with one motorcycle boot polished. And Alice Shapeley and those other girls with their note passing, thumpy music and movie stars. Learn! Challenge! They slump down in those desks and give you nothing but an 'all right I'm here, now, darn you, just try and teach me' look. I try to teach but they've either seen it on TV or they don't care . . ."

Prim's voice was getting louder and when people started looking at them. Konstant put his hand on Prim's arm and soothed, "Take it easy, Eustace. We all get these depressions but we must have faith in them as . . ."

"Faith in *them!* Huh! And faith in Santa Claus, too, I suppose."

Prim took a white envelope from his pocket as they walked up the steps to the school. "I'm not going to end up cutting out dolls. I'm delivering this to the Board

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

of Trustees today. I'm going back to the light bulb factory."

"You're making a mistake, Eustace. I only hope you find out before it's too late," called Art. But Prim was stamping down the hall to his room and did not hear.

If there had ever been any doubt in Prim's mind about his decision, it was completely dispelled by the end of the day. The class was afroth about Christmas holidays starting the day-after-next and, to Prim's bitter disappointment, they were still excited about the substitute teacher who had taken his place the day before.

"Some old white-haired guy taught us," Epsom told him. "We were all horsing around and suddenly, there he was, at the back of the room, talking to us in this low, low voice. He was really interesting. He asked us some questions, then let us write paragraphs. Those ones on the desk."

Prim looked at Epsom. "Let us write paragraphs," he repeated to himself incredulously.

"He said we would get them back tomorrow, before we get out of here."

Eustace winced at the thought of more marking. "But at least it will be the last," he concluded, and distributed the Social Studies tests for marking.

"Is 'the capital of England' all right for Victoria?" asked Oswald.

In the end, seven people had scored more than fifty percent.

"Learning, huh!" grumbled Prim.

By the last period he had used up his year's supply of detention slips and turned to his time-tested method of passing the dying minutes of the term peacefully. "Now, class," Eustace began, "I want you to quiet down while I read to you (There were hushed "ahhh's.") from that old favorite, Charles Dickens' *A Christmas Carol*." (The "ahh's" changed abruptly to "ohh's.")

"Not that again. I've heard that every year since Grade Two," groaned Oswald.

"Yeah. I've seen it on TV three times, too. How about reading *Boxing Day Drag*?" pleaded Jensen.

"Wonder! Appreciation! Huh!" grunted Prim, cut by their rejection of his very best treat. "All right. We'll finish the day by doing all the mathematics questions on pages two hundred ten to twenty," scowled Eustace, staring down the narrowed gazes of his students.

It was when Epsom started a coughing spell and the whole class gradually joined in, until the map of Britain was rattling against the board, that Prim picked up his papers and fled from the room—out the front door, and up Main Street, to the darkened doorway of his boarding house.

"Faith in *them*?" he kept saying aloud.

The wind prowled around the house, hurling clusters of icy crystals at the windows of the room where Eustace sat exhausted in a big easy chair near the hearth of the fireplace. The yellow flames, providing the only light, cast weird shadows on the walls, while the ticking of a distant clock echoed in the dark corners. Eustace sipped from a cup of cocoa and shook his head slowly, in disbelief. "How could they reject that wonderful story . . . when I was a boy . . . constant rapture . . . no appreciation today . . . spirits . . ." And his head nodded in sleep.

LATER, IT WAS the striking of the clock that woke him. The room was black, except for a blade of light from the moon. There was not a sound anywhere—not even the ticking. He peered about the place, trying to see into the dark, listening for a sound that would explain his fear that he was no longer alone. Then he heard the wind softly choiring musical chords that grew into a crescendo of crashing gusts and, as they grew louder, the pool of moonlight expanded until there, standing before him, was the luminous form of a little man wearing a white tunic with garlands of spring flowers and carrying a mortar board on top of which there was an electric switch.

"Who-ho-ho are you?" whispered Prim defiantly.

"I am the Ghost of Teaching Past," answered the little man in a deep voice.

"Why have you c-c-come here?"

"For your welfare or reclamation, as you will. Come! Rise, and walk with me!"

Prim watched aghast as the little man

stepped toward the window. "But I . . . But I . . . But I . . ."

The Spirit took him by the hand; they passed through the wall and stood upon the grounds which surrounded a castellated grey brick building. Prim gasped.

"You know this place?" asked the Ghost. "I could walk her halls blind-fold," exclaimed Prim. "I spent many happy days at Normal School—some frightening ones too."

"Then you will remember this scene," said the Spirit as they glided through the entrance and into one of the rooms where a thin boy sat alone surrounded by books.

"Yes! Yes! I remember. I had taught my first hour-long lesson that morning—in five minutes. The one I was preparing would have taken five hours. I hadn't even finished motivating when the bell rang. I haven't thought of those days for a long time. There was a real spirit in that old place, a spirit that had seeped into the walls over the years. There always seemed to be more people there, more voices than there really were."

"Let us go into the auditorium." As the Ghost opened the door, Prim could see over the heads of the crowd a tumbling show on the stage. One of the boys bounced on the springboard and dived right out of his white pants. The crowd laughed.

"Yes, I remember that, too. They thought it was part of the act, so it didn't matter. I'd forgotten . . ."

"Throwing yourself into things so much?" asked the Spirit. "Come! My time is growing short and there is another scene to show."

In the cafeteria five boys sat around a table drinking coffee and arguing intensely.

They moved close enough to hear. "We have time for just one speech."

A boy with his back to them was speaking vehemently, emphasizing each statement with a thump of his fist.

"Sure I've taught a boys' Grade Eight remedial singing lesson, but that isn't the point. No job is easy to do properly, and teaching's more than a job. It's an art. We all know how tough it is to do an even passably good job under some conditions. But we've got to keep striving for the unreachable star. We're going into the most

important business there is. We may as well give up right now if we haven't got faith in the job, in ourselves, and in the kids we're . . ."

The Spirit touched Prim's arm. "You were a real idealist yourself in those days."

Prim was still open-mouthed. "Yes, but I really believed it. How can things change so quickly?"

"Our stars or ourselves?" answered the Ghost as they entered Prim's dark room again and filled it with light. "I must leave you now. The next Spirit is already on his way."

"How many of you are there?"

"Three," answered the little man and, with that, he reached up, threw the switch on his mortar board and promptly went out.

PRIM WAITED in the gloom, afraid of what the next Spirit might bring. He remembered that Scrooge had found them progressively severe. He did not have long to wait before an aura of light began to glow around him. Fearfully he gripped the arms of the chair as the light grew brighter. Then suddenly a voice boomed behind him and, turning, he saw a great bearded giant standing over him with a blazing torch in his hand.

"The Ghost of Teaching Present?" quavered Prim.

"Yes! Touch my robe," boomed the Phantom. "I haven't much time for you. There are so many this year."

And before Eustace knew it, they were flying through the cold night air toward the school. The scenes appeared rapidly, blending cinema-like into each other. Prim saw himself standing before the class and, when they settled down, heard himself saying, "Today the lesson is 'clauses.' Read pages eighteen to twenty and do the first thirty questions that follow." He saw himself standing at the drinking fountain outside Miss Palpitalli's door; lounging in the staff room; hurrying out the door with the students. Then he overheard two boys saying, "I used to like Socials till this year."

"Yeah, Nothin' but read the book till you're sick of it, then when he starts talking, you wish he'd just let you go back to reading the book." Continued on page 158

*The Minister of Education replies to policy resolutions submitted after the 1958 Annual General Meeting.*

## From the Department

### Teacher Education and Certification

1. That we urge the Department of Education to appoint a Certification Board composed of representatives of the Department of Education, College of Education and the B.C. Teachers' Federation to pass on applications from teachers for permanent certification.

*Reply:* I am always happy to receive representations from the B.C.T.F. and the B.C.S.T.A. in respect of certification requirements but under section 17(b) of the Public Schools Act certification is the responsibility of the Council of Public Instruction. Under the present arrangement the College of Education provides a training program while the Department of Education under the authority of the Council of Public Instruction certifies the teachers. This policy has worked admirably over the years, and there would appear to be little need for change.

2. That we express to the Department of Education (and to the public at large), our concern over the increasing number of persons employed in teaching positions for which they are not fully qualified.

*Reply:* As the responsible Minister I, too, am concerned with the number of teachers occupying positions for which they are not fully qualified. With the fastest growing school enrolment in Canada and a national shortage of qualified teachers this situation is to be expected. We do have, however, a

vigorous recruiting campaign in operation to recruit and retain qualified teachers.

3. That the Department of Education be asked to replace the present alphabetical differentiation of certification categories by a number system based on the years of training above junior matriculation.

*Reply:* The present alphabetical differentiation is not based solely on years of training above junior matriculation, although this is a basic factor. A straight number system would be inaccurate and misleading. For example, the present P-B classification normally calls for five years of training (either one year of teacher-training plus a bachelor's degree, or a five-year B.Ed. degree). However, an acceptable bachelor's degree may itself involve from three to five years of training, so that the P-B classification may involve four, five or six years. Other examples could be given. The existing alphabetical differentiation provides the necessary flexibility, while retaining the basic pattern inherent in a number system.

4. Whereas a teacher's standing for certification purposes must be established by the Department of Education; and

Whereas School Boards require letters from the Registrar's office acknowledging change in certification; and

Whereas prompt recognition of credit is necessary for purposes of salary classification and for early registration in further courses; and

Whereas teachers have experienced difficulty and delay in regard to correspondence with the office of the Registrar, Department of Education, Victoria; and

Whereas urgent requests to that office regarding certification requirements have been unanswered;

Be it resolved that the Department of Education be asked to take whatever steps are necessary to facilitate prompt dispatch of credit and, further, the Executive of the Federation make strong recommendation to the Department of Education that the Registrar's office be adequately staffed to give prompt reply to all letters of enquiry and other business regarding certification.

*Reply:* It is a matter of regret that the Registrar's office is unable to issue credits more expeditiously. The task is most time consuming and it is difficult to keep up with the flood of new teachers seeking certification and the thousands of others who are raising their qualifications by attendance at the University. This year certain improvements have been made in this office which should have the effect of expediting the business of this Branch.

5. Whereas teachers who have attained higher certification by September 1 of a current year are not being paid for that certification until January 1 of the following year because of the Department ruling concerning salary grants; and

Whereas March 31 is the latest date for recognition of improved certification to qualify for increased salary grants in September; and

Whereas this creates an anomaly in that newly trained teachers who complete their training in the spring will have their certification recognized for salary grant purposes in September, while experienced teachers who attain improved certification at the same time through In-service training will not have this improved certification recognized for salary grant until January, four months later;

Be it resolved that the Federation Executive continue its negotiations with the Department with a view to amending the grant ruling so that the effective date would be September 1 of the current year in which credit is granted.

*Reply:* Provision is now made for the issuing of new certification twice a year, but it does take time to process the credits after they are received, particularly when they come in as a flood in September following the close of summer school.

The new Rules contain some modification of present procedures.

6. Be it resolved that the Federation request the University of British Columbia to offer Education 330, the "B.C. School System," by correspondence for those teachers who require such course for permanent B.C. certification.

*Reply:* This is a matter of College of Education policy and should be referred to the Dean of the College of Education for decision of the Joint Board of the College of Education.

7. That adequate financial assistance be provided for Teacher Training students including a system of annual loan "write-offs" in return for each year of service as a teacher in the public school system.

*Reply:* Consideration will be given to this request.

8. That we encourage the return of married women to the classroom by providing opportunities for half-time teaching positions, especially in the large urban areas.

*Reply:* The Department has no objection, as the need is evident, to school boards engaging fully qualified local married women to half-time positions. Notification of the desirability of this was sent out by the Department over a year ago.

9. That we permit and encourage the return of capable retired teachers to the classroom without loss of pension advantage.

*Reply:* Section 151 of the Public Schools Act and amendments to the Teachers' Pensions Act were introduced for this purpose. Teachers over 65 may be re-engaged at the request of a Board. By obtaining re-instatement under the Teachers' Pensions Act, these teachers may receive continued pension benefits, including recognition of service time.

10. That we permit teachers to continue in teaching service past the age of sixty-five without loss of salary or pension advantages so long as they are capable of performing satisfactory service.

*Reply:* Section 151(a) provides for the deferment of retirement of teachers when the Board so requests. These teachers lose no salary or pension benefits. Their pension contributions continue, their service time increases; when they finally retire, they are in receipt of a larger pension because of these two circumstances.

11. 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.

*Reply:* 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-session 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.

### Supervision Practices

1. That the B.C. Teachers' Federation endorse the following definition of a teacher-consultant and seek to have it, or something similar to it, included in the

Public Schools Act or the "Rules and Regulations" thereto:

#### "Definition of Teacher-Consultant

- (1) The consultant is above all a teacher.
- (2) The consultant is directly concerned with the improvement of instruction but is not a supervisor.
- (3) The consultant works directly with the teacher, as a fellow-teacher, in the solution of instructional problems and should not be too greatly concerned with any aspect of administration other than administration within the classroom as it affects instruction.
- (4) In the classroom, the consultant's first task is to gain the confidence of the teacher by demonstration of her willingness and ability to help the teacher solve her own problems.
- (5) The consultant's duties shall include four main procedures: observation, preparation, demonstration, and consultation.
- (6) The consultant must remember when she enters a school that she is a visitor, and that nothing in her work justifies a disruption of the smooth running of that school. For that reason, she should first call at the principal's office to discuss her program and modify it if necessary. The principal is in complete charge of his school and is responsible for all phases of work in it. The consultant should be prepared to discuss with the principal fields in which he feels a teacher, or his teachers as a whole, may need help, to obtain his advice on how a continuing program of improvement can be maintained, and to offer assistance in meeting instructional problems in the school. The consultant should be very careful to avoid any evaluation of individual teachers or criticism of school practices. Once the principal resents the consultant or the teacher feels that the consultant is criticizing her work to her principal, the consultant has destroyed her usefulness. Teachers, principals, and consultants should clearly understand the role of the consultant. Each principal should carefully explain the role of the consultant to his staff.
- (7) The consultant should always remember that the work of evaluation is the concern of the inspector and principal only.

(8) A consultant should realize that she will be useful only as she has the ability to develop the professional competence and integrity of the teacher.

(9) The consultant will automatically visit all newly appointed teachers to assist in their orientation to the school system.

(10) The consultant will visit other teachers upon request and if time permits."

*Reply:* The Rules of the Council of Public Instruction are now printed in the Manual of School Law. Most of your suggestions have been incorporated in the definition of Teacher-Consultant.

2. That the B.C. Teachers' Federation urge the Department of Education to publish a circular on the "Role of a Supervisor in a School District" similar to that circularized in January, 1956, on "The Role of the Teacher-Consultant."

*Reply:* The Rules of the Council of Public Instruction establish in some detail the role of the supervisor in a school district.

3. That the B.C. Teachers' Federation endorse the following definition of a supervisor within a school district, and seek to have it, or something embodying the same principles, included in the Public Schools Act or the "Rules and Regulations."

#### "Definition of District Supervisor

(1) The supervisor must maintain good relations with all those with whom he is associated professionally.

(2) The supervisor will seek, in co-operation with the principal and the teachers, to improve classroom instruction by such means as: discussion, providing suitable teaching aids, classroom demonstration lessons, or by making arrangements for such.

(3) The supervisor, while respecting the autonomy of a principal within his school, will assist in the overall plan of instruction and in the interpretation of the Program of Studies.

(4) The supervisor has the privilege of visiting any teacher under his jurisdiction for the purpose of observing the learning situation.

(5) The supervisor will seek teachers who need help and assist them.

(6) The supervisor may assist in planning and directing in-service training.

(7) The supervisor shall have the privilege of discussing with the principal and/or the district superintendent the classroom learning situation and the results of supervisory visits. It is recognized that situations may arise that necessitate some discussion in order to improve the classroom learning situation. In no instance, however, shall a supervisor discuss a learning situation with a district superintendent without first having discussed it with the teacher and the principal.

(8) The supervisor will respect the fact that written reports on teachers are exclusively the responsibility of principals of larger schools and of district superintendents. This does not preclude the right of a supervisor to make written comments on a teacher to a principal or district superintendent, provided that a copy of these comments has been handed to the teacher and the principal."

*Reply:* The duties of the District Supervisor have also been adequately defined in the Rules of the Council of Public Instruction.

4. That the B.C. Teachers' Federation urge the Department of Education to arrange seminar non-credit courses for consultants and supervisors each summer that a need exists; and that the Department of Education be requested to ask school boards to make any new appointment of consultants and supervisors early enough in the summer that the new appointees may attend the courses that have been arranged. It is further recommended that such seminar courses be arranged through consultation between the Department of Education, the B.C. School Trustees' Association, and the B.C. Teachers' Federation.

*Reply:* Consideration will be given to implementing the intent of this resolution in respect of courses for consultants and supervisors.

5. That the B.C. Teachers' Federation insist, regardless of what changes are occurring or may occur in the administrative set-up of school districts in British Columbia, that nothing be done to impair the authority of the principal within his school.

*Reply:* The relevant provisions of the

Public Schools Act and Rules made pursuant thereto are designed to protect the authority of the principal within his school. Undoubtedly the principal is one of the key persons in the educational set-up, but he is not the sole authority. He should recognize that there may be other authorities at the local level and that he must maintain a proper working relationship with them.

### Acceleration and Enrichment

1. That we urge the Department of Education to make at the earliest possible date a complete investigation and assessment of the present experiments in Acceleration and Enrichment.

*Reply:* Some interesting experiments in acceleration and enrichment are being carried out. These experiments should be concluded first before a proper assessment and report can be made.

2. That we suggest to the Department the advisability of appointing a Department official to direct and to supervise the teaching of the superior student in B.C.

*Reply:* It is very doubtful if any one official could direct and supervise the teaching of the superior student in all of the schools of the province. This task can best be assumed by the local District Superintendent of Schools working co-operatively and in collaboration with the principals and under general Departmental policy.

3. and 4. That we impress on the Department the necessity of developing an appropriate and challenging program for superior students. We feel that this is basic to the success of the experiments.

That we request the Department to sponsor a workshop, the purpose of which would be to discuss course content and teaching methods for the training of teachers of the superior student. We urge that all those participating in the direction and instruction of the workshop be teachers with previous experience in teaching the superior child.

*Reply:* The development of an appropriate and challenging program for superior students in its final analysis depends upon curriculum adjustments within the school under the direction of the principal. Helpful suggestions can be made by the De-

partment of Education and the College of Education can also be of assistance in this matter. However, any program, to be successful, must be supported wholeheartedly by the principal working with the local Superintendent of Schools. It should be recognized, too, that the development of such a program, including the training of teachers, will require a considerable period of time.

5. That we impress the Department with the urgency of providing more appropriate and challenging text-books and additional equipment for such classes.

*Reply:* Supplementary text-books and additional equipment for classes for superior students must be provided by Boards of School Trustees. Through curriculum bulletins we make suggestions for enriching the program for superior students both in respect of supplementary texts and course content.

6. That we recommend to the Department that a more subjective type of examination be set for the superior students, such an examination to be designed to measure their thinking processes rather than simple retention of facts.

*Reply:* The only Departmental examinations are those at the University Entrance and Grade XIII levels. Such examinations are challenging enough to select and classify superior students. In the other grades types of examinations suitable for superior students should be developed by the District Superintendent and the principal with some guidance from the Department. Such advice has already been advanced to the schools by the Department.

7. That we urge the Department to make available a more generous provision of scholarships, in order to ensure continuation of further study by the superior students. The present paucity and inadequacy of scholarships does not ensure this continuation, nor does it provide an incentive for excellence.

*Reply:* The amount of government grants available for loans, scholarships and bursaries has more than trebled in the past 6 years. In addition the Public Schools Act was amended this year to enable school

Continued on page 154

Discussions of objectives and activities of the Federation were productive of many ideas which were mulled over by the four groups. This is one group pictured as it considered the topic.



## Summer Workshop 1958

LAST MONTH reports were given of two of the four areas of discussion at the 1958 Summer Workshop at Nelson. The final reports are presented here, written by the consultants who dealt with the topics: B.C.T.F. Objectives and Activities and Public Relations.

### B.C.T.F. Objectives and Activities

MOLLIE E. COTTINGHAM

AFTER some preliminary remarks by the consultant, each member of the discussion group took a few minutes to define in writing what he considered to be the most important goal of the B.C.T.F. at the present time, evolving his goal from his own professional experience as a teacher in his school and his community.

Discussion in each group focused upon these individual personal expressions of desirable goals and upon a prepared outline which had been circulated. The latter listed the three objectives stated in the present B.C.T.F. Constitution, the thirty-three present B.C.T.F. committees whose activities contribute to the attainment of these goals, and some pertinent questions for discussion. Several local associations had studied the topic and sent in their ideas for the use of the workshop groups.

Though opinions as to the value of the discussion of this workshop topic varied in degree, the concensus was that participants

found the debate both heated and stimulating. They also questioned the consultant extensively upon all aspects of Federation activities. The latter information delegates felt to be most necessary and useful for better understanding within our own membership.

A number of delegates gave as desirable goals the following:

"One main objective of the B.C.T.F. should be to improve the means of teacher selection and training, to obtain recognition of teachers in our society and in that way, to improve the level of education in B.C. We should inspect and discipline our own members prior to granting of the permanent certificates, and at various intervals throughout their career.

"No amount of legislation without positive action on the part of the *individual* teacher will bring about a better teaching profession. A main objective of this association should be to keep all teachers aware of their responsibilities in the promotion of the cause of education."

"Study the method of improving and maintaining a high level of qualification in the teaching personnel of the province."

"To help the new teacher find his or her way in the organization, principally the local association."

"Through increased public relations work acquaint our critical public with the job we are trying to do for *all* of our pupils—stress changes in times and, therefore, changes in methods—the extras we do now

for slow-learners — gifted — handicapped (physically) in the face of the ever increasing class load, etc.”

“Teachers should be organizing courses in the curriculum field, paid by the Federation and the Department of Education. B.C.T.F. should take qualified teachers out of the classroom on a full or half time basis to do this work. These people . . . should be employed for a year or two to do specific jobs under the direction of W. V. Allester and then returned to the classroom.

“B.C.T.F. should be doing much more to exert definite, constructive pressure on the Department of Education to improve working conditions of teachers in such matters as minimizing class sizes and reducing hours of instruction to make available time for lesson planning, marking and educational research.”

“Since the public gives the discredit for the shortcomings of education in B.C. to the teachers, rather than to the Department of Education, I believe a main objective of the Federation should be to assist the Department in policy revision, curriculum revision, to assist the Department in overcoming the lag or resistance to change which seems to me to be one of the major difficulties in the present system of education in the province.”

#### Conclusions and Suggestions Offered

At some points in the discussions specific conclusions and suggestions were framed by the groups in the hope that these might, through appropriate channels, eventually reach the Executive and be acted upon there, if action be feasible.

1. The B.C.T.F. should take steps to narrow the widening gap between elementary and secondary teachers. This can be done at both local and central levels through grounds of common professional interest apart from salaries.

2. In their training, teachers should experience classroom work at all levels. The College of Education should carry on experiments to determine what is the best pattern of training for teachers.

3. A principal, in order to be an educational leader in his school, must be not only a good administrator, but also a good classroom teacher.

4. If the task is considered sufficiently important, the B.C.T.F. should give an honorarium to a committee of its own members for work on curriculum revision. Such a committee should be representative of geographical areas in the province, and established and trained along lines similar to those of the present Area Co-ordinators, with preparation of similar importance and extent. It would be wise for the B.C.T.F. to make a survey of the control exerted over curriculum by teachers' organizations in other provinces with a view to presenting these findings to the Department of Education in B.C., and at the same time offering a plan of our own.

5. Some articles in *The B.C. Teacher* might bring out recent thinking upon disciplining and protecting our members.

6. A study should be made of the desirability and possibility of the B.C.T.F. establishing machinery to help maintain standards of good teaching through investigation of the competence of teachers upon request and by discipline of those whose incompetence is proven.

7. We must not confuse training for teaching with proven competence as teachers.

8. The committee to study compulsory and selective membership should proceed with its work. These suggestions were offered for consideration:

(a) Control by the Federation of the licencing of teachers would be accompanied by a serious danger. The B.C.T.F. would be blamed by the public if classrooms were left vacant because adequately prepared teaching personnel was not to be found; or if unqualified personnel had to be used. In fact this control by the Federation could not obtain without alteration of the B.N.A. Act, which bestows the control upon the provincial government.

(b) Consideration should be given to the possibility of having different categories for members with different training, e.g., associate members and full members.

(c) Each group of members should be given a reasonable length of time in which to improve his membership standing, mainly through further training.

(d) Full professional status should be clearly defined and the standards kept high.

9. The B.C.T.F. should set up a special committee to study the training of mentally retarded children (IQ's below 50). In this way the B.C.T.F. could add its support to the efforts of the other groups in B.C. who are concerned with the same problem.

10. The B.C.T.F. Scholarship Committee should look into the possibility of making available to active teachers in interior parts of the province more financial assistance in the form of scholarships, bursaries and loans for improvement of their education. The present scholarship program is directed almost entirely to assistance for recruitment to the neglect of professional growth and retention.

11. The B.C.T.F. should solicit from all local associations information about what their school boards are doing or have been asked to do toward granting sabbatical leave, and the B.C.T.F. should have copies of this information sent to salary committees for negotiation purposes.

12. Warm commendation was expressed for the non-credit courses given during the summer under joint sponsorship of U.B.C., the Department, the Trustees' Association and the Federation.

13. The B.C.T.F. should, from its concern for general program students, recommend to the government the establishment of more vocational schools in this province.

## Public Relations

C. M. BAYLEY

**T**HE reaction to a week of workshop depends on which side of the window you stand.

To this consultant, the sessions on public relations were quite an experience. The score sheet indicates how the teachers received them: 2, not very satisfied; 15, all right; 27, satisfied; 26, very satisfied.

As you know, the four groups had a full day on each topic, Tuesday through Friday.

In planning the format of the public relations session I had in mind that a delegate would want to return to his local association with specific ideas and information; he would want also to be a more skilled participant in group discussion.

Tuesday was an arm-chair approach; the

morning was devoted largely to a discussion of the basic principles of public relations, and the afternoon to their application by teacher associations.

Some of the P.M.R. comments pointed up the need for a sharp revision—"The morning session was frustrating in that I felt we were talking all around the subject without coming to grips with the problems of public relations." "I learned a great deal but felt that there was too much chairman and not enough group dynamics and discussion."

Thus, Wednesday, the emphasis was shifted to the local association's public relations program. Ideation and the clinic technique were practised in arriving at solutions to problems faced by two local associations.

This approach did not satisfy all members of Group C—"Too much time was devoted to each individual problem." "The principle of the workshop is supposed to be group discussion and I did not think there was enough."

### Experience Dictated Change

Modifications were made for Thursday: the group would decide what they wanted to discuss from about fifteen suggestions; the amount of participation would be stepped up by dividing the larger group into three sixes, and the ideas would be recorded on the blackboard.

But the unpredictable occurred. One member challenged the need for any public relations program. He felt that public relations, as far as teachers are concerned, start and end with good work in the classroom. While debate was lively, progress was slow. The doubt had been raised: "Should teachers be concerned about frictions between the school and the community? Should teachers be concerned about attendance at local association meetings?"

While the format for Thursday seemed to be better, there was a slump in achievement and this was reflected in the P.M.R.'s. However, the reactions were anything but identical, as indicated by these two: "The A.M. was a dead loss because of an individual monopolizing the time." "Good work within the group; no one was allowed to monopolize the discussion."

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*The heart of the argument against merit pay is that rating tends to force conformity to preconceived ideas of some person or group of persons. Conformity will stifle the creative initiative of the truly professional teacher.*

## Merit Pay — Why the BCTF Opposes It

J. A. SPRAGGE

**A**MONG school trustees in British Columbia, enthusiasm is being generated for application to teachers of a system of merit pay. The British Columbia Teachers' Federation is firmly opposed to any such plan. It is important that both trustees and teachers understand clearly the basis of the Federation's position.

The Federation's opposition to merit pay is not an automatic, unthinking, emotional reaction. After thorough examination of available literature on the subject, over a period of several years, we are unable to find in merit pay plans anything of value for teachers, or anything of value for education. This unequivocal statement, of course, requires some elaboration. We must examine the arguments advanced in favor of merit pay, and show why they are unacceptable to us. Since our opposition is based on a matter of principle, we must make a clear statement of principle. If we can offer a suitable alternative to merit pay we must propose it.

Advocates of merit pay point frequently to various school systems in the United States where such plans are in operation; the phrase generally used is "in successful operation." Such reference is, of course, a negative sort of argument; adoption of any administrative device should be based on some specific advantage seen in it, rather than on the fact that someone else is using it. More important, however, is the fact that such plans are not in successful opera-

tion in any significant numbers. The Research Division of the National Education Association has conducted periodic surveys on the subject among school districts having a population of 30,000 or more. Of 556 such districts, in 1955-56, only 37 reported that their schedules included merit provisions. In 1956-57, the number had dropped to 26. Of the 37 districts which had merit provisions in 1955-56, eleven were making no use of the merit provision; six others were applying it to less than one percent of their teachers; in one case, the super-maximum was being paid to all teachers who reached the maximum, with no selective feature in operation. In 1938-39, 20.4 percent of reporting districts had merit provisions either in operation or on paper; the proportion had dropped by 1948-49 to 12.3 percent, and by 1952-53 to 4.0 percent. In 1955-56, the figure rose to 7.3 percent, and in 1956-57 it declined again to 5.2 percent.

### Wage Incentive Plans Not Effective

Equally unconvincing is the argument that merit pay plans are common in industry. Consider the comments of Mr. Charles E. Britton. As a member of the Employee Relations Department of Esso Standard Oil of New York, Mr. Britton conducted a study of incentives in industry. His statement of conclusions contains two significant paragraphs.

"Non-financial incentives seem to be the most effective type for a normal situation.

That is, in a normal economy where workers receive reasonable wages and enjoy a measure of security, non-financial incentives have been the most successful. . . . A man's time, his presence on the job, a measured quantity of work, may be bought. Job satisfaction, enthusiasm and pride of work, impossible to buy, can be developed only by an enlightened management constantly striving to find methods of creating team-work."

"Because wage incentive plans base the worker's pay directly on his output some yardstick must be available for measuring output and relating quality to earnings. Furthermore, the worker must be able to exert a measure of control over his performance, which presupposes a constant even flow of materials, independence of production processes, and a more or less repetitive type of work. For these reasons, wage incentive plans have not proved practical in the process industries."

#### Objective is Economy

Merit pay, then, should not be adopted merely because examples of its use can be found in school systems elsewhere or in industry. It must be considered in terms of some specific objective to be achieved. It is certain that in the minds of some, though not all, of its advocates, the prime objective is economy. Mr. Edmund H. Thorne, Superintendent of Schools in West Hartford, Connecticut, and architect of one of the best known merit pay plans, the Career Salary Plan, sounds a warning.

"Merit awards should be commensurate with the value placed on superior service. They must be large enough to make them worthwhile. The base schedule must provide a fair and equitable scale, with normal maximums equal to or better than other school systems in your area. 'Career' salaries should be something *over and beyond* if school systems are to offer rewards to teachers of unusual skill and demonstrated ability."

Similar warnings appear in practically every description of a presently operating merit pay plan. If this point were genuinely accepted by all concerned, we venture to guess that some of the enthusiasm for merit pay would vanish.

There are, of course, many who favor the merit pay device because they honestly believe it to be an instrument for the improvement of instruction. Special rewards for outstanding teachers, they aver, will stimulate all teachers to greater efforts toward self-improvement and effective performance. Such an attitude is, whether consciously or not, an insult to the teaching profession. The inescapable implication is that only a minority of teachers are devoted enough to their work to put into it a maximum effort. Inescapable too is the implication of a master-servant relationship, with the school board and its administrative officers seeking to prod, cajole or bribe the hireling teachers into reluctant activity. Nothing will destroy the morale of a teaching staff more quickly than this tacit insinuation that they cannot be trusted to perform adequately from purely intrinsic motives. The point was well expressed in a report of a study conference on merit rating published by the National Education Association in 1957. "Merit rating," the conference concluded, "reduces professionalism in teaching and tends to reduce teachers to the role of laborers, rather than encourage them to become competent professional employees."

The same report contains the further statement that "merit rating tends to force conformity to preconceived ideas of some person or group of persons." This statement, mild enough in tone to pass almost unnoticed, is of profound significance. Here is the heart of the argument against merit pay in education. The mark of a vigorous school system is endless variety of method. The truly professional teacher constantly experiments, improvises, adapts. He chooses classroom techniques which he believes will be effective in his class, and he teaches truth as he sees it. To make his salary dependent upon the judgment of an evaluator, or a group of evaluators, is to stifle his creative initiative. No longer is he permitted the luxury of self-reliance; he must teach what will please his "superiors," by methods which they think meritorious. Adopt merit rating, and kill academic freedom!

Continued on page 159

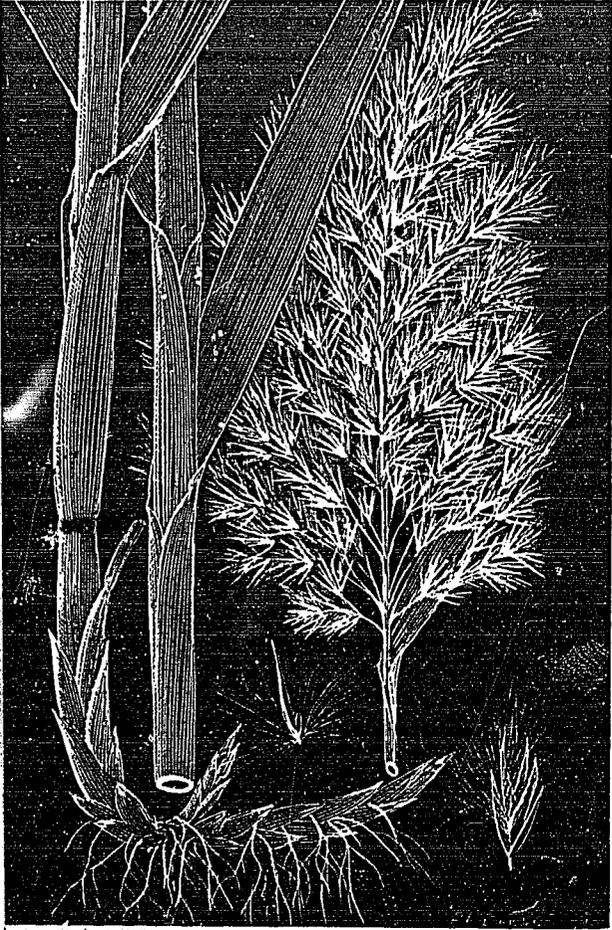
# How's Your Na

*Dr. Clifford Carl, of the Province has again supplied information a  
mals and plants which are com*

## Common Reed (*Phragmites communis*)

**T**HE Common Reed is a large, perennial marsh grass with broad leaves and many flowers on a large spikelet. Each floret has long, silky hairs giving a bushy appearance to the spikelet.

The Common Reed ranges from British Columbia to Nova Scotia and south to Louisiana and California. The stems were sometimes used by Indians for arrow shafts.



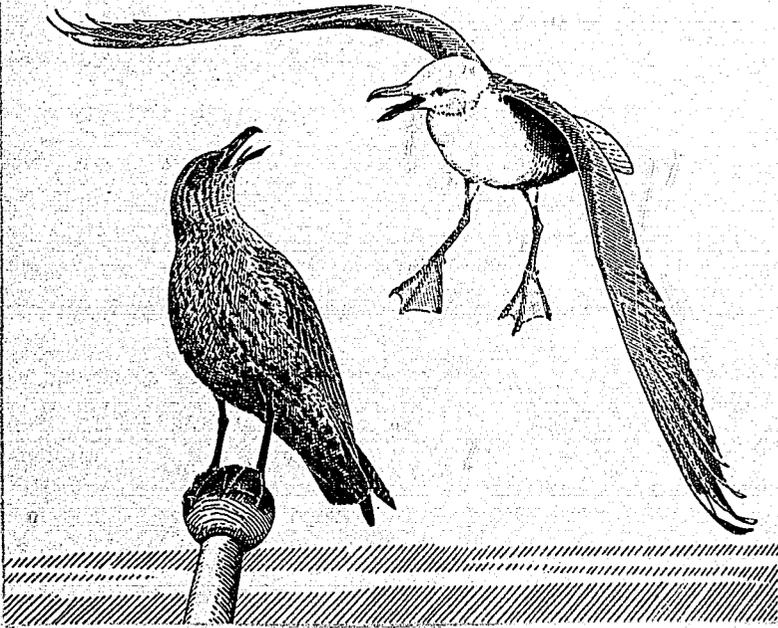
## Glaucous-winged Gull

**O**UR most common gull, found all along the coast all year round.

Gulls are notoriously difficult to identify but the Glaucous-winged Gull is fortunately one of the easiest. The large size (27 inches long) and the pale grey wings with no black tip differentiate this bird from most other gulls in adult plumage.

Glaucous-winged gulls nest on rocky islets all along the coast. The young birds are greyish-brown the first year, paler the second. They attain adult plumage in the third year as a rule.

Glaucous-winged gulls eat a variety of food including small fish, starfishes, clams, sea-urchins, carrion and garbage. Hard-shelled items such as cockles are dropped from the air onto rocks or roadways to break the shell.



# ature Study?

cial Museum in Victoria,  
nd pictures of birds, ani-  
non in British Columbia.



## Thatched Barnacle (*Balanus cariosus*)

**O**UR most common barnacle, found all along the coast on rocks and piles between tide levels.

Barnacles vary tremendously in their shape and general outside appearance, so much so that only an expert can be sure of the identity of most. The Thatched Barnacle is no exception. It may be very small and greatly worn by wave action or as high as 2½ inches and covered with ridges and spines. The "normal" shell is a steep-walled cone with downward-pointing spines which give it a "thatched" appearance.

Barnacles are crustaceans related to crabs, shrimps, and beach-fleas. The young resemble those of other crustaceans; they swim free in the sea and eventually settle on some solid object for support. Here they build an extra outer shell for protection.

## Steller Jay

**T**HE Steller Jay with his raucous voice and arrogant manner is the bully of the bird world. The blue body color with black on the head, upper breast and back together with the prominent crest make this bird a striking fellow.

This jay is widely distributed throughout the province but is probably more common along the coast. Its food consists of small fruits, seeds, nuts, insects, birds' eggs, carrion and the like.

Normally the Steller Jay frequents forest edges around slashes, along rivers and shorelines from sea-coast to timberline. Occasionally, however, populations build up so that birds more into suburban areas where they may be seen throughout the winter.



## From the Department

Continued from p. 146

boards to use a portion of their revenue to assist needy students. Undoubtedly the amount of money available for scholarships for superior students could be increased materially with benefit to our society.

8. That we ask the Department of Education 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 for at least one more year.

*Reply:* The introduction by the University of the 110 and 120 courses in the first year of Arts is a step along the way towards providing for the superior student. Much more, of course, could be done and doubtless will be done in the future. It seems to me that secondary education must continue to fulfil two functions; namely, general education and preparation for further study. In the University, however, it would seem that the emphasis and challenge is towards academic and professional competence. The Senate of the University has jurisdiction over the above matter without interference or direction from the Department of Education.

9. That we recommend to the Department that some special attention be given at the grades seven and eight level, to potential candidates for the accelerated program.

*Reply:* The program for superior students should be the concern of teachers at all grade levels from Grade I to VI, as well as in the secondary school grades. Undoubtedly selection of superior students as candidates for an accelerated program should take place at the Grade VII and VIII level, provided that the results of the present experiment in acceleration warrant expansion.

10. That we ask the Department of Education to provide a similarly more challenging program for other superior students who are not capable of acceleration.

*Reply:* Existing provisions within the secondary school program for the enrichment of certain courses and the addition

of certain courses and majors beyond the prescribed minimum permits this and indeed encourages this. Our record shows that many superior students carry as many as five and six majors.

### Miscellaneous

1. Whereas it is desirable and imperative in the national interests that there be a material increase in the number of undergraduate students in our province who, having the ability, will seek higher education in a university; and

Whereas establishment of Community Colleges in several strategic B.C. geographical areas would materially increase the number of superior students who become qualified for higher education;

Be it resolved that the Federation favor, endorse and encourage the establishment in strategic geographical areas throughout B.C. of Community Colleges affiliated with the University of B.C., and

Be it further resolved that the Federation set up a committee to study curriculum, staffing, administration and financing of Community Colleges elsewhere; and

Be it further resolved that the Federation request the Minister of Education to extend the benefits of Community Colleges to several small cities in strategic geographical areas in B.C.

*Reply:* Provision exists for this in section 17(o), 17(p) and 163(i) of the Public Schools Act. No doubt Community Colleges to the end of the First and Second Years of Arts will develop in a number of centers in the future. The variety of courses offered in First and Second Year Arts is such that without a fairly large body of students it is not practical to establish such colleges. This matter is receiving active consideration in collaboration with the University of British Columbia.

2. Be it resolved that the Federation press for amendments to the Public Schools Act to incorporate the following:

(a) that full accumulated sick leave be transferable from district to district.

*Reply:* Such an amendment would not be advisable because it would result in an employer paying sick leave for services which it has not received.

# Education as an Instrument of National Policy

*The Chairman of the Canadian Conference on Education suggests a program which could assist in solving Canada's educational problems.*

A TWO-POINT program aimed at providing a panacea for Canada's problems on education was outlined recently by Kurt R. Swinton, P.Eng., Toronto, Vice-President and Managing Director of Encyclopaedia Britannica of Canada Ltd.

Speaking in his capacity as chairman of the Canadian Conference on Education to the advisory council of the National Liberal Federation, Mr. Swinton called for an immediate Dominion-Provincial conference on education and consideration of education as a non-political instrument of national policy.

"The strength and greatness of Canada as a nation will not lie in the size of her population, military might or industrial power, but in the quality and intelligence of her people," he said.

In calling for a Dominion-Provincial conference, he pointed out that there should be no basic differences in the aims and purposes of the provinces in matters relating to education within their respective boundaries. The differences would exist only in method, procedure and timing, he added.

In considering education as an instrument of national policy in the same manner as diplomacy and foreign trade, he suggested that such a policy would greatly assist in furthering the security, prosperity and unity of the Canadian people. He also pointed to the need for the teaching of the French language in schools throughout all provinces.

"There is a real and important need for the teaching of the two languages in a bilingual and bi-cultural country such as ours," he declared.

Mr. Swinton conceded that all of these problems were matters of provincial juris-

diction and administration, but he stressed their equal importance as "matters of national concern and responsibility."

"Our survival, living standards, health, sanity, political and intellectual freedom are at stake, and if we default this responsibility it will be a national calamity," he warned.

In warning about the dangers of "mass communication" and the "engineering of consent" which he described as the forerunners of conformity, Mr. Swinton said the only protection was the "critical thinking of the educated individual."

In this regard, he reiterated his suggestion for the establishment of a program of "Canada awards for thinkers" with ten such awards being granted annually with a value of \$30,000 each.

He said a national festival similar to the Grey Cup spectacle should be held in connection with the granting of these awards, and suggested that the Queen might make the first presentation on her visit next year.

"We must ask ourselves these questions: does our educational system reflect our democratic ideals by providing equal opportunities and full educational development for all regardless of the ability to pay? Do our poorer provinces have the same educational facilities and opportunities as the wealthy ones?"

Education, he told the delegates, was too important to become a political football.

"We need a non-political educational policy in Canada which is in no way hampered or perverted by political creeds," he declared, warning that an ominous race was now going on between education and catastrophe. We must see to it that education is the winner.

*The success of the wide-spread program  
of the B.C.T.F. depends on . . . .*

## Teachers

**T**HE British Columbia Teachers' Federation has an enviable reputation of service to the cause of education in this province and to the promotion of the welfare of our teachers.

This reputation has been achieved through the generous service of hundreds

of teachers who each year work on B.C.T.F. committees or on committees of local associations. They unselfishly devote hours of their time in the interest of education.

We here record the personnel of our B.C.T.F. committees and to them say a very sincere "Thank you" for their efforts on our behalf.

**Acceleration and the Gifted Child:** Mrs. Elsie Pain, Chairman; H. E. Cullis, P. C. Grant, J. Inkster, Miss R. L. White.

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**C.T.F. Affairs:** H. N. Parrott, Chairman; I. D. Boyd, R. B. Cox, Wes Janzen.

**Committee Personnel:** Wes Janzen, Chairman; Members to be named.

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## The Third Ghost

Continued from page 141

As the boys drifted on, three girls appeared. One of them, his student Marlana Storm, was telling the others:

"We read these silly mid-Victorian stories, talk about the author, who did what, and why we enjoyed it and all that, but we never get down to really learning about them—what they really mean and, well, I want to go to University, but right now I figure I'd be better off at home studying."

Inspector Stone and Boomer, the principal, followed. "I know, I know!" Boomer was exclaiming, "but our hands are tied. We can't fire him now that he's been around for a year. We'll just have to give him the most harmless classes and wait for an opportunity."

Eustace tugged at the Spirit's robe. "Take me back," he pleaded. "I've seen enough."

"Is this the man you saw with the first Ghost?"

"No! Another. But I hate to think what the last Spirit will show me. Is there no chance to change all this?"

"If you are prepared to change!" glowered the Phantom.

"Then bid the Ghost to stay away. I've learned my lesson."

"But he's already been!"

"Already been? What's this?" Eustace suddenly realized he was back in his chair by the hearth. The clock was chiming and when he looked around, the Ghost had gone. Nervously he fumbled with the lamp switch until light filled the room. And it was then he became aware of the sheaf of papers in his lap. Flipping through them, he recognized the paragraphs he had brought home to mark. The titles all read "I Believe." His interest aroused, Prim began reading the first one.

"I believe in being different from the 'mob' in things that matter. Certainly it's fun to all wear long red stockings or something—that's something small. But I do not believe in thinking and talking and doing the same thing *everybody* else does, simply because *everyone* else wants to . . . I'm glad I get that 'feeling' too. I'd hate to be a shadow!"

It was signed by Marlana Storm. Eustace looked at it again, in disbelief. "But it is her writing," he muttered excitedly, and picked up another.

" . . . When I actually try to formulate a truthful and logical explanation for me, I find myself obstructed by, of all things, myself. The minute I manage to guess at something I immediately began to question it with the purpose of falsifying it. But I find in the end that, though I cannot find an explanation for myself, I at least am able to see that I . . . run along certain lines . . ."

"Hmm. Jensen . . . JENSEN!" Prim's eyes stared into space for several minutes before the glaze wore off and he could turn to the next paper.

"This I believe

That the world is one world, and world is before country as country is before city. The world is its people and their ideas, and thus belief is world's partner.

That every man is equal. No man can say the final truth, for no man knows it; therefore no-one has the right to have judgment or power over or power to examine another's beliefs. There should be no distinction by wealth, or birth, or race, or thought, for the first three are meaningless and the last is each man's own. Each person must find his own happiness in his own way, for each is individual.

That I myself am worthwhile. That I am and will be of use and purpose, and that my ideas and hopes are right and right for me.

This I believe."

Prim read the page again. "Can this possibly be the girl I've been teaching all year; part of that blanket of faces I thought was driving me . . . Good Lord, how I've let them down." He snatched up another sheet.

"I believe in God. I believe He moves all people according to His Will, and though we may gripe about how things turn out, there is nothing we can do about it, and it all turns out for the best, if we wait long enough. I don't believe in church as a place of prayer. Its beauty is appropriate for worshipping and singing praises, and its silent humbleness is perfect as a place of refuge. But prayer is for two things: your heart and His Ears . . . it is a very private affair."

I believe birth and death are wondrous things. To think that a living, breathing thing can emerge from a bit of love, and that same living thing can lose its life through death and live and breathe no more, is amazing to me. I do not fear death. It is an event to anticipate in sadness, and yet, in wonder; but never to fear.

Life, itself, amazes me. I watch my kitten jump and run and play and I am awed. How can such a thing, such a little head, hold all the equipment needed to let the kitten live its own life? How can it grow, and age, and live?

I believe that each person has a purpose in life, a job God put him on the earth to do. I believe that part of this purpose is to realize what this purpose is and to act accordingly. I don't know what my purpose is yet. But I will find out, eventually. Eventually I will know."

"Alice," said Eustace under his breath as he rose from his chair and walked to the window. "It's all there—the hope, the wonder, the faith." And he remembered all that had happened that day. But how did these assignments . . . of course, the third Spirit,

the Ghost of the Future, was the white-haired old man who suddenly appeared in the classroom.

"Well, you've done your job well, old Phantom," called Prim through the window. "You've charged a dying battery."

The clock struck the half-hour. Suddenly Prim realized that tomorrow was the day before Christmas holidays began. He rushed to his coat, took out the envelope and thrust it into the fire. Then he gathered his books about him to prepare for tomorrow's lessons. How surprised they would all be. And he could hear himself telling Grimsby, "The trouble with you, Scrooge, is that you haven't any faith in these young men and women. And how can you possibly do the job if you don't have faith in them as individuals."

Yes, he would say that. And despite his shortcomings, he would mean it.

*Footnote: We wish to thank ghost writers Bonnie Erickson, Diane Markle, Karen McClymont and Bob Mackenzie, four Grade Ten and Eleven students for permission to print the extracts which appear above, as they were first written by them. While the situation in which they were received was somewhat different, our reaction was much the same.*

## Merit Pay

Continued from page 151

Nothing has been said of the practical problems of choosing the merit raters, of establishing criteria, of maintaining objectivity and scrupulous fairness, of providing for appeal. These are technical problems of great difficulty, but if the principle were sound we should perforce solve them. Our opposition is based on the conviction that the principle is not sound. Merit pay is simply inconsistent with the dignity, the responsibility, the initiative, and the independence that characterize the real teacher.

In opposing merit pay as a device, we are in no sense denying the objective toward which its more enlightened advocates are groping. Improvement of the quality of instruction is our goal as it is theirs. Performance evaluation we must have, if we are to steer a true course toward our goal. But evaluation for what purpose? And evaluation of what kind?

The truly constructive effort is a continuous co-operative evaluation, in which all concerned participate. Its purpose is not to set teacher against teacher, to embarrass the weak and make snobs of the strong. It is to help the weak teacher become strong, the strong become stronger, and the outstanding become inspired. It is to evaluate the performance of the team as well as of the players, so that organization and administration may also be strengthened.

Such a program of co-operative evaluation is infinitely more complex than merit rating or merit pay. It involves self-criticism and constructive mutual criticism by teachers and administrators alike. It requires the use of the best available formal evaluative devices. It involves workshops, study groups, in-service courses, enlightened personnel practice and vigorous leadership. In the long run its success is assured, for it is built upon a foundation of mutual confidence and mutual respect.

## The Improvement of Standards

C. D. OVANS

AT business meetings at Fall Conventions this year I have been stressing the need for a conscious program to improve standards in the profession in terms of both qualifications and performance. At the lower end of the qualification scale, we should seriously be considering the elimination of the E.C. category. It is encouraging to know that the Department of Education and the College of Education share this view. The only possible area of difference between the parties is in the matter of timing. Should this emergency training program be dispensed with next September, in 1960, or in 1961?

At the upper end of the scale, we should next year be in a position to insist that the degree requirement must prevail in respect to any positions at the senior high level. Any exceptions to this general rule should be subject to the approval of the professional organization. Any other profession would take this stand and, if we mean it when we say that our objective is full professional status for teachers, we must be prepared to fight just as hard to advance standards of qualifications as we are to increase salary levels.

At the junior high level, the realities of the shortage situation are that we shall have to accept the employment of non-degree teachers for a few years yet.

We should remember that since 1956 it has been recognized, on paper at least, that the full course of preparation for elementary school teaching is the four-year B.Ed. degree and for secondary school teaching, a five-year degree program. The desirability of a degree course for all teachers has thereby been conceded. The day will surely come when this ideal will be realized. The E.B. and E.A. levels of qualification undoubtedly within the next

twenty years will carry as little prestige as presently do the old third and second class certificates—whether or not the B.C.T.F. as an organization consciously does anything to bring about the situation. We can speed up the process if we wish. I have been arguing that we should individually and collectively want to.

An encouraging feature is that more and more school boards are showing a desire and a willingness to make a real contribution toward higher standards of qualifications. A significant number of boards this year have agreed to subsidize the cost of further training by the payment of a special bonus for the completion of College of Education courses.

With higher salary levels there comes about naturally pressure on us for higher standards of competence. Unquestionably some at least of the motivation of school boards for merit rating comes from their dissatisfaction with the performance of some teachers. The B.C.T.F. is opposed to merit rating for very good reasons but the obligation is definitely on us to find an answer to the problem of the incompetent teacher. If we don't like the solution proposed by the Trustees, the onus is on us to come up with one of our own.

In speaking on this subject to teacher groups, I have not attempted to provide final answers. I am convinced, however, that if every teacher individually accepts the professional responsibility to render the highest quality of service possible and sets out to prepare and equip himself to that end, the problem will be substantially overcome. The organization itself, through such committees as In-service Education, Professional Education and Teacher Education and Certification, can then bolster the individual effort.

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# Across the desk

## Suggests Early Retirement

Penticton, B.C.,  
October 26, 1958.

The Editor,  
Dear Sir:

I was interested in Stan Meadows' article on retirement in the recent *B.C. Teacher*, partly because he and I attended the old Model School in Fairview and were in the same class at one time; and partly because I retired last June, five years before it was compulsory.

Although from the time I first entered the old Strathcona School in Vancouver until I retired last June, school was the main interest of my life, and I truly mean interest, yet I walked out of our high school, as a teacher, for the last time, feeling a little sad, 'tis true, but also feeling gloriously free. For me, as for many others, the demands of present day teaching had become too burdensome to be borne any longer than was absolutely necessary.

Since June, when people ask me how I fill in my time, I smile to myself and think, "If you only knew, I am busier now than I was before, yet without the strain of meeting deadlines and of regulation by a fairly rigid routine."

My advice to every teacher is to retire as soon as possible, forget you were ever a teacher, and make a new life. It is not too late. In my own case I care for an aged father, which means keeping a home for us both. In addition, I have a part-time community job which is very interesting and useful, and which brings in a small monthly remuneration. This work follows naturally from my experience as girls' counsellor in the high school, as it involves

much interviewing of adults. I can arrange my time as it suits me, and carry on the work from my own home.

Of course, I may have been particularly fortunate that circumstances worked out for me as they did, but I believe that one should cut loose entirely from the old life. It can only be a frustration and a heart-break to try to hang on to what is past. One becomes only a "has been" on the outer fringe of the former associations.

Well, I did not intend to write at such length when I began, but I felt that I would like to encourage others who are fearful of what retirement may mean. For me, at least, it has so far proved a release and a blessing.

Your sincerely,

ELIZABETH A. THOMAS.

## Reply to Mr. Meadows

Nelson, B.C.,  
October 22, 1958.

The Editor,  
Dear Sir:

I was very interested in Mr. Meadows' article on retirement. Poor Stan. He does not seem to be enjoying his.

He is quite right in saying that when you are out you are out. Long before that one should begin to think about the matter of retirement. It is not a simple matter of quitting but of changing your opinions, chiefly of yourself and your work.

If you serve many years as a principal it is to be expected that you will have a good opinion of yourself. Why not? Like the centurion of old you tell someone to go and he goes, or you tell him to come and he comes, and in course of time you begin

to think that it is due to your wonderful personality. It is not. It is simply a tribute to your office, not you.

You will probably have an excellent staff and pupils who have a great deal of affection for you. But once you go they will promptly transfer their allegiance to a new principal and their affection too. They will speak of you in retrospect as one speaks of those long dead.

You will probably have spent much of your time in service to education and now it does not want that service. That is too bad, but don't weep too much; if you consider the matter calmly you will probably conclude that much of which you did was useless and no one outside the profession would consider it of any value.

Even you are not very important for the world does not miss any of us when we retire. Indeed there are people who say the world would still go on without teachers. They mean to imply that it would be better without us, which, of course, is not true. Is it?

So when you retire, you have to face the fact, not with equanimity but with amusement, that you are no longer important and you need never be dignified again. Then you can set out to enjoy life. You can sit on a park bench and talk to a tramp, or to an elevator operator, or to a pretty girl—if you can get her to speak to you—and to all sorts of people, for your white hairs qualify you for the freemasonry of age, and you will enjoy it all.

In between times you can saunter down to the cafe and the coffee club where the old boys congregate at ten-thirty and three. They talk about everything from cabbages to kings and they will gladly admit you to their circle even though you were once a teacher.

Then there is your wife. She ought to be a very good companion in your retirement. If you have cultivated her half as much as you did the good graces of the inspector, she should be very good indeed. There is much that a wife can do to help a man in his retirement.

If you have any ideas that it is your duty to work, forget them at once. You have done your job; but if you want to augment

your scanty pension that is a different matter. But do something that you like. I always thought I would enjoy being a junk dealer in the city of Victoria—and let me remind you that it is a lucrative trade. Not long ago a junk dealer in the city of Victoria bought a house in Rockland Avenue, among the homes of Victoria's wealthiest.

But in the end every man will have to choose for himself and it will interest Mr. Meadows to know that when, a couple of years ago, I suggested to Dr. Harold Campbell, our former Deputy Minister and Superintendent of Education, that he would not retire but would continue in the educational field, he swore emphatically that once he was out he was out. Now of course he is out—in Germany and head of the Canadian schools there. I often wonder why he changed his mind. He was probably dragged into it much against his will.

But if you are to have a happy retirement, you will have to revert to the attitude of your childhood, when everything in the world was wonderful, when you woke happily each morning to face the delights of a new day, when laughter and happiness went hand in hand and you had no regrets for your small past and only eagerness for the future.

In short you will have to cast care aside and enjoy every minute of a future which is all to short.

Yours very truly,

FRANK B. PEARCE.

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# new Books

ESTHER G. HARROP, Book Review Editor

## THE ARTS

*Margot Fonteyn*, by Elizabeth Frank.  
Chatto & Windus, London, 1958. (Can.  
Agent, Clarke, Irwin and Co.) \$4.75

A biography written by one who was a ballet-dancer traces the life and career of Margot Fonteyn from her childhood to the present time. She was born in Reigate in May, 1918, where she was christened Margaret Hookham, but when she was 14 years old, her teacher de Valois, re-named her Margot Fonteyn—the surname a re-arrangement of her mother's maiden name Fontes. The book is beautifully illustrated with plates showing Fonteyn in many of her dances or with her friends. She came to the United States in 1946 just when Sol Hurok, the prominent impresario, had decided he would not again sponsor ballet. However, when he saw the artist dance *The Sleeping Beauty*, his attitude was completely changed.

This life-story of Margot Fonteyn takes us through the ballerina's experiences in Europe, Britain and North America, even to her marriage in 1954 to Robert de Arias, Panamanian Ambassador to the Court of St. James. Besides the description of her success on the stage, readers will find in the book most interesting details of her private and social life. Lovers of ballet especially will be delighted with the story.—E.G.H.

*Blackboard Work*, by H. G. Ramshaw. Oxford University Press, Toronto, 1955/57. 75c

A small but very useful book for visual work in the classes. Full of black and white line drawings, it gives many suggestions about illustration, and stresses the point that such outlines must be extremely simple to be helpful. Such a book can be used in art, arithmetic, nature or social studies classes.—E.G.H.

*A Book of Good Plays*. Edited by Ronald J. McMaster. Copp Clark (Western Canada Division), Vancouver, 1958. Copp Clark Literature Series. \$1.25

A collection of six one-act plays whose production is subject either to a stated royalty condition, or to addressees from whom production conditions can be obtained. The plays are chosen for Grades IX and X; they include various types of drama and authors whose work is among the best known in the theater.

The introduction gives information on the set-up of the One-Act Play which teachers, students and even casual readers will find valuable. There are good notes on characteristics and plot including remarkable interpretation of a "good dialog." Lastly the editor has given a list of reference material for play production which teachers will find extremely useful.

A group of notes and questions based on the text, together with a unique sketch of stage design for the play, accompanies each play. There are also suggestions for production. The questions following the notes and questions on each play are divided into groups A, B, C for the purpose of meeting the abilities of slow, average and gifted students.—E.G.H.

## HEALTH AND PERSONAL DEVELOPMENT

*Worrying About College*, by Fred M. Hechinger. Public Affairs Pamphlet #266. Public Affairs Pamphlets, 22 E. 38th St., New York 16. 25¢

A journalist who specializes on education here gives guidance to American parents and students thinking about going to college. Canadians will enjoy this too for the author has a delightful style and sense of humor.—G.H.C.

## HOME ECONOMICS

*Sharing Family Living*, by Baxter, Justin and Rust. J. B. Lippincott, Chicago, 1951. Illustrated. \$4.35 (Canadian Agt. Longmans, Green & Company, Toronto.)

A practical and well-arranged book for the Home Economics course at the Junior High School level. There are 21 units in the text and they deal with all phases of home life—finances, care of the home, sewing, cooking, child-care, care of all house equipment and all personal possessions. In addition there is an adequate treatment of those features of home life which are really necessary but which are not always well-known—entertainment, care of sickness, behavior when we are guests, forming and keeping friendships, and the art of purchasing. The book is so well-arranged that students can in the main understand and follow its meaning without the services of a teacher. There is a good index and a wealth of exercise material on which to practise.—E.G.H.

## LITERATURE AND READING

*The Oxford School Dictionary*, by Dorothy C. MacKenzie. Clarendon Press, Oxford, c1958. 405pp. \$1.15

Here is a good dictionary which is designed for the use of young people, and is written in words which they can understand. Since the price is low, diagrams and pictures are not included. The printing is excellent and the format of a very high order. A great deal of precision of expression is shown in the definition of words. This up-to-date dictionary would also be useful to foreign students of English.—D.S.

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*Sunshine Sketches of a Little Town*, by Stephen Leacock. McClelland & Stewart, Toronto, c1947/58. Text Edition. \$1.70

This edition of Stephen Leacock's book is well printed on good paper. The preface which explains the author's reason for producing the book shows Leacock's sense of humor, and will put even an indifferent reader into a good frame of mind. Following the last story in the collection is a brief but interesting biographical note. The chief value of the book as a text edition lies in the questions based on each story, and the collection of General Questions that would be useful as composition topics. The notes on the text are somewhat too brief, but will perhaps be satisfactory for a humorous book such as this.—E.G.H.

*The Rachel Field Story Book*, by Rachel Field. Doubleday Publishers, Toronto, 1958. Illustrated in color. \$2.75

In this book are three stories which children will really enjoy. The characters talk about everyday things which young readers recognize. Incidents in the stories are the experiences of childhood and while some of the words call for considerable word-sense, the illustrations and the large print make a format suitable for Grade IV boys and girls.—E.G.H.

*Hamid of Aleppo*, by Clive King. Brett-Macmillan, Galt, 1958. \$2.00

Hamid didn't know who he was, or what he was or where he lived. Not until he left the lonely hill where he lived and ventured out into the world did this interesting little creature of Syria find the answers and then not until he had been called "a little brown desert rat" by a camel, "a fat little cat without a tail" by a tortoise and "the son of a yellow pig" by an angry shepherd.

Hamid's escapades and adventures make interesting reading for the intermediate grade pupil. The story is cleverly illustrated by Giovannetti.—S.E.

*The Carol Moran*, by Peter Burchard. Brett-Macmillan, Galt, 1958. \$2.50

Here is a story of a real tug operating in New York harbor which will interest any eight or nine-year-old boy who likes boats.

Through his adventures on the Carol Moran, young Chip learned the meaning of such words as pier, dock, bow, stern, pilings, deck, galley, wheelhouse, and towline. This interesting story will make these words meaningful to its readers too.

The book is beautifully illustrated with full color pictures of the tug Carol Moran, the ocean liner Queen Mary, a railroad barge, a ferry boat, a freighter and a tanker.—S.E.

*Stories to Tell in the Nursery School*, by Lilian McCrea. Oxford University Press, Toronto, 1950/55. \$1.40

This little book of 175 pages should be very welcome to nursery school teachers. As well as the introduction which gives valuable information about the characteristics of two to four year-olds; notes on the method of presenting stories to very young listeners; and very useful hints on the art of storytelling, the book contains five parts, each of which

deals with a special topic. Part I tells stories to play out with toys; Part II has stories about home and holidays; Part III tells stories about nature, animals and pets; Part IV deals with traditional nursery stories; Part V is entitled "Stories in Rhyme." Some of the material appears in prose and some of it in rhyme; some allows opportunity to create action reading. The author has not missed the point that children love to hear about what is familiar to them.—E.G.H.

#### MATHEMATICS

*A History of Mathematics*, by H. A. Freebury. Cassell & Co., London, British Book Services, 1958. 198pp. \$1.30

The material in this book is arranged so that it should be suitable for use as a basis of study for students writing the English General Certificate of Education examination in History of Mathematics. This is an examination which is given in England.

Naturally, because of the limitations imposed by the syllabus, this history is very concise. The author can emphasize only the main developments and there is far less detail than in the more lengthy works on this subject. In view of this it seems a pity that there is no bibliography to give the interested reader a guide for further study. There are typical examinations at the end of each chapter, and it is a useful little book for the price.—J.C.

#### MISCELLANEOUS

*How Can We Stay Prosperous?* by Maxwell S. Stewart. Public Affairs Pamphlet No. 270. Public Affairs Pamphlets, 22 East 38th St., New York 16, N.Y., 1958. 20pp. 25c

This booklet suggests several ways in which recessions can be combatted. While it is intended to apply to the United States, parts of it may have application to Canada's economy.—G.H.C.

*The Call of Algonquin: A Biography of a Summer Camp*, by Mary G. Hamilton. Ryerson Press, Toronto, c1958. 187pp. \$4.00

The author has achieved much in describing the building-up of a girls' summer camp. However, if Miss Hamilton had given some case histories of problem campers and counsellors, the reader would have derived great benefit in handling similar situations. There appears to be a rosy glow of unreality in the writing. One is not necessarily looking for spicy items of scandal, which probably happened, but rather a critical discussion of down-to-earth problems. This work is of a high order and should be read by persons interested in group camping.—D.S.

*The Conduct of Meetings*, by G. H. Stanford. Oxford University Press, Toronto, 1958. \$2.50

This book is written for those who have had little experience in conducting meetings. It does not attempt to cover all the material in such books as Bourinot's "Rules of Order." Part I discusses the various steps of a business meeting; the preparation for it; the opening of the meeting; order of business; resolutions; minutes; committees; finances;

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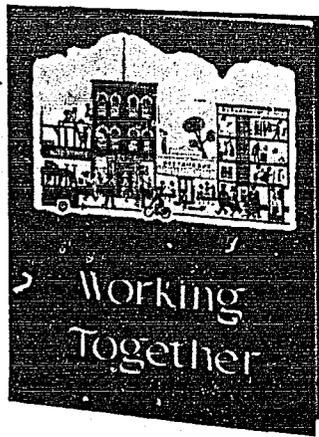
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### MUSIC

*Teachers' Manual to "Sing Me a Song,"* by Burton L. Kurth, Mildred McManus, and Murray Carmack. J. M. Dent & Sons, Vancouver. \$5.80

Here at last is the *Teachers' Manual to Sing Me a Song*—a book for which there is a crying need. Music teachers, I am sure, will desire to express warmest thanks to the authors, whose rich and varied musical experiences have produced exceptional qualifications for writing such a book.

In this carefully selected material, the question "What to do with this number?" is answered intelligibly in every instance. There is, indeed, a similar need in Grades V and VI, and it is hoped that the third book of the series will soon be to hand.—R.A.S.

*Basic Concepts in Music Education.* The Fifty-seventh Yearbook of the National Society for the Study of Education, Part I. (Can. Agent, University of Toronto Press) 1958. \$4.00

For the second time in fifty-six years, one part of the yearbook of the N.S.S.E. has been entirely devoted to music. Fourteen eminent American educationalists (most of them having a particular interest in music and its place in education) have contributed to this worthwhile volume, and each one discusses an entirely different concept of music and its place in the over-all educational picture.

To quote from the preface, this material "... is designed to emphasize the emerging trend toward more effective orientation of instructional programs to accepted goals of formal education." The main body of the material is divided into two sections, the first headed "Disciplinary Backgrounds," the second "Music in the Schools."

This is principally an academic book, of more value to persons in supervisory and college positions than to teachers of classroom music. The latter, however, would find at least two of the articles of value, and they are "Evaluation in Music Education," by Charles Leonhard, Professor of Music Education at the University of Illinois, and "The Role of Listening," by William Hartshorne, Supervisor of Music Education in Los Angeles.—J.M.S.

### SCIENCE

*Snakes in Fact and Fiction,* by James A. Oliver. Brett-Macmillan, Galt, 1958. Illus. Indexed. \$4.95

Mr. Oliver, Curator of Reptiles, New York Zoological Society, in this book cites examples of and compares bites of various species of snakes, emphasizing the exaggerated stories and the dangers from the serpents. At the same time the author stresses the precautions to take when one is handling, or is in the vicinity of, poisonous snakes.

The snakes' enemies are discussed and some, including Rudyard Kipling's Rikki-tikki-tavi, are not the all-powerful force sometimes supposed. Chapter

y "Snakes in Numbers" best describes the benefit man derives from the presence of snakes and, hence, the need to protect them from willful slaughter. Considerable scientific attention is given to the problems of measuring snakes, the modifications of jaw structures which enable them to swallow large objects, and techniques for handling them. Twelve pages of unusual and original photographs of snakes illustrate the volume. A very readable book for students of Grades VII and VIII, and of interest to older people as well.—E.G.

**Hoofs, Claws and Antlers**, by Harold McCracken. Garden City Books, 1958. (Canadian Agt., Doubleday Publishers, Toronto.) \$3.00

The author's approach to wild life is one to be admired and encouraged. His aim is to arouse, in the younger citizen, an appreciation and understanding of the animal world.

Mr. McCracken deals with twelve species of North American wild life and the related animals within these. He reveals the early history and background of each group, along with some interesting and often little known facts.

Harold McCracken's informal style along with extraordinary illustrations by Lee Ames makes this an outstanding book, especially for the intermediate pupil.—D.G.N.

#### SOCIAL STUDIES

**Canadian Oxford School Atlas**, by E. G. Pleva, Editor, assisted by Spencer Inch. Oxford University Press, Toronto, 1957. \$2.25

This atlas has many features which make it an outstanding production: the advice given as directions to follow if one is to get the best from the

atlas is one of these features; another—and this one calls for careful study—is the Legend relating to all information about any map included, and the necessity of studying this Legend carefully. Each map is shown in a three-dimensional way so that topography is clearly shown. The book has 10 pages of maps dealing with Canada as a whole, before the examination of the individual provinces begins. The entire section about Canada is followed by 6 pages on North and South America dealing with physical features, population, communication and vegetation. There are diagrams which show the World Air Routes and the Undersea Communication as these were in 1957. An excellent quality of paper has been used and the format is good. This atlas is an extremely good purchase for both home and school.—E.G.H.

**The Day it Happened**, by Frank Jupio. Macmillan Company, New York, 1958. \$2.75

This delightful little book is primarily for the young reader who is interested in inventions. Frank Jupio has written stories of nine eventful days long ago when something important happened for the first time. Besides telling the stories in a most vivid fashion, the author has illustrated his book himself. These illustrations in no way detract from the overall excellence of the work. The book will also appeal to the adult reader, since each of the stories is told so that the element of suspense is well maintained. Frankly, the reader puts this book down with a feeling of regret because he is looking for more stories to read from its pages.—D.S.

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## Summer Workshop 1958

Continued from page 149

Friday, Group A selected their discussion topics from about twenty-five suggestions, and they decided what techniques to use and to evaluate their progress every hour. At two o'clock, they agreed that three smaller groups would give every member greater opportunity to participate in the discussion.

The general P.M.R. ratings were higher but the comments were just as varied. Those who had criticisms indicated that certain members talked too much (even on Friday) and that other matters should have been discussed.

Among the subjects and questions discussed were the following:

1. Frictions between the school and the community.
2. The anti-attitude towards public relations and the reasons.
3. The internal and external aspects of public relations.
4. Media—their nature and use.
5. The importance of the classroom

teacher and of efficient instruction in public relations.

6. The place of paid advertising.
7. How do you prevent your members from becoming upset over a crisis?
8. Why are teacher association meetings, other than those on salaries, poorly attended?
9. How does your association get along with the School Board?
10. How do you get along with newspaper editors, reporters, and photographers; with radio and television commentators?
11. Whose responsibility is it for making the educational program known to the community?
12. Who should handle public relations for the local association?

In conclusion, two observations might be made from this side of the window:

1. It is difficult in one-day stands to make certain that every member will be satisfied with the content and mechanics of the discussion.
2. P.M.R.'s are extremely useful in learning how close you are coming to meeting the needs of the members.

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HAMILTON

## To Extension Department

A NEW appointment to the staff of the University's Extension Department was announced recently.

B. E. (Bert) Curtis has been named Supervisor of Short Courses and Conferences. This service is a recent addition to the department's program.

Bert entered U.B.C. after service with the R.C.A.F. and received his B.A. in 1947 and B.Ed. in 1957. He was principal of Houston Superior School from 1950-51; principal of the Department of National Defence School at Belmont Park, 1951-56, and boys' counsellor at Sutherland Junior High School, North Vancouver, from 1956 until 1958.

During the summer he was consultant at the Workshop on Fall Conventions.

## Education Committee at Work

THE Public Education Information Committee of School District No. 67 (Ladysmith) has planned an ambitious program for the current school year.

First on the program was a panel discussion on the subject of "Basic Requirements of a Good Education" which was presented at the regular meeting of the Ladysmith P.T.A. on October 21. The meeting was open to the public.

The participants were a member of the faculty of the University, a representative of industry and a representative of the high school staff.

The committee planned visits to Thetis Island and Mount Brenton to participate in programs there.

Consideration is to be given to some means of stimulating interest in the district in adult education.

Finally, the committee planned to follow up the highly successful forum held in the spring, at which representatives of industry and the high school staffs had an opportunity to discuss the high school program in

relation to employment needs and opportunities.

Members of the committee represent the School Board, the Parent-Teacher Council, the Teachers' Association and the Department of Education.

## Shell Merit Fellowships

CORNELL UNIVERSITY, Ithaca, New York, and Stanford University, Stanford, California, and the Shell Companies Foundation, Incorporated, have announced that Shell Merit Fellowships will be awarded to five selected participants at each university to attend 1959 summer leadership training programs for secondary school chemistry, mathematics and physics teachers; supervisors of science or mathematics, and department heads.

The programs will include courses, special lectures, discussions, visits to research and production establishments, and informal interviews with outstanding scientists, mathematicians and educators. Those selected will be expected to pursue one or more projects related to instruction in their subject area and pointing toward leadership efforts in their own community.

Teachers who have completed five years of high school teaching in chemistry, mathematics, or physics; who hold at least a Bachelor's Degree or equivalent; who have good leadership ability; and who have the prospect of many years of useful service in the improvement of chemistry, mathematics, or physics teaching are eligible. Heads of departments and supervisors with good preparation in chemistry, mathematics, or physics who formerly were teachers in one or more of these fields are also eligible. An interest in further studies in one or more of the indicated subjects will be expected. Evidences of leadership potential will be significant factors in the selection.

The closing date for mailing application materials is January 1 and all who apply will be notified by February 1. The persons

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## ACTIVITY PROGRAM 1958-59

1. The promotion of a nine-storey apartment block in the Oakridge area at Cambie and 41st Avenue in Vancouver.
2. The construction of an apartment block for the Retired Teachers' Association at 1865-85 West 7th Avenue, Vancouver.
3. Development of an attractive subdivision — Taylor Place — at 5609 Scott Road, North Delta. This subdivision of large view lots at Strawberry Hill is well located for teachers in Burnaby, New Westminster, Surrey, Delta and Richmond.
4. Placement of mortgage loans for home construction or purchase for teachers.

Note: 1958 volume of such loans—791, totalling \$400,000 and 14 totalling \$60,000 on houses now under construction.

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who are selected by each university and who accept a Shell Fellowship will receive free tuition, fees, books, board and lodging, and a travel allowance. Each will also receive \$500 to help make up for the loss of other summer earnings.

Interested teachers who reside west of the Ontario-Manitoba border should write to Dr. Paul DeH. Hurd, School of Education, Stanford University, Stanford, California.

## An Exchange in Nova Scotia

**T**HE Supervising Principal of Kentville Schools is interested in arranging an exchange in British Columbia. Kentville is a town of 5,000, school population just over 1,000 (kindergarten to Grade XII inclusive) and the school staff numbers 46.

If a position in supervision is not available, Mr. Barteaux would consider teaching. His first choice is high school Science; second, History; third, Mathematics. He would undertake any subject except German. He has coached all types of sport.

His eleven-room home, with oil heat, would also be available.

Any interested teachers or principals are invited to write Mr. W. L. Barteaux, Supervising Principal, Kentville Schools, Kentville, N.S.

## DuPont Science Fellowships

**R**ENEWAL for the academic year 1959-1960 of the program of financial aid to help improve science teaching in Canada's secondary schools has been announced by Du Pont of Canada. The number of grants for science teacher training remains unchanged but they now may be used at the discretion of the universities to further the teaching of mathematics as well as science. In addition the amount awarded to the university to cover administration costs has been increased.

The program now provides for 15 grants of \$1,800 each. These grants may be used by the ten participating universities in one of three ways: as a \$1,500 scholarship in teacher training for a prospective science or mathematics teacher; as a \$1,500 scholar-

ship for a secondary school science or mathematics teacher whose ability to teach science or mathematics would be improved by a year's post-graduate study; or in the form of five summer scholarships of \$300 each to give secondary school teachers additional training in science or mathematics. In each case, \$300 of the total grant is awarded the university for administration costs.

Selection of the candidates and administration of the grants is left entirely to the universities through the department or faculty of teacher training.

Except for the summer scholarships, the value of the scholarship is increased by \$600 if the teacher is a married man.

Universities participating are Dalhousie, New Brunswick, Laval, Montreal, McGill, Toronto, Manitoba, Saskatchewan, Alberta and British Columbia.

### Have You This Book?

**M**RS. HELENA M. GOSDEN, of Gibsons, is trying to locate a copy of the Science text book she used in high school in 1903, 1904 and possibly 1905. If any retired teacher has a copy and would be willing to let Mrs. Gosden have it, will he write her at the above address?

### Applied English Linguistics

**A** SHORT COURSE in Linguistics, to be instructed by Professor R. J. Baker of the Department of English, will commence on Tuesday, January 13, 1959. The course will run for twelve Tuesday evenings, starting at 8 p.m. It will be held in Room 105, Old Arts Building. The fee will be \$11.

This course is intended to describe some of the new developments in the description of the English language and the principles on which they are based. Although some attention will be given to phonetics, to the doctrine of usage, and to new sources of information about usage, the major part of the course will be concerned with grammatical theory and with English grammar. The course has been designed as an introduction to English linguistics for teachers, but it is open to anyone who is interested.

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Plan B members are all other members of the Association.

# Spelling Psychosis

BIRDIE GRAY

*A teacher of primary classes tells why she feels "spelling out" is a poor system for the teaching of words.*

WHEN children, who have not been taught sounds "spell out" by saying the letter-names, it is not the same thing at all, as when adults with a phonetic background spell out. Letter-names are a symbol for a certain letter-shape and they never vary. They represent many sounds, but the names themselves are static—they are the same today as they will be tomorrow and forever. They number only 26 and are not at all difficult to learn. Some pre-school children know them, but that is all they know—unless someone tells them something more about them.

For example, children do not know that See-Aye-Tea is "cat" unless they were told so, or they knew the sounds for these letters and were able to quickly substitute sounds for names. The child who has learned no sounds cannot do this, however, so when he spells out "See-Aye-Tea" he might just as well use the corresponding numbers for the letters and call out "3-1-20, 3-1-20" for all the sense it makes to him. In other words, he is compelled to use a code and must endeavor to memorize a different series of letters, just like so many numbers, for every word he learns. This feat would require such extraordinary powers of retention that it is simply an impossibility for anyone to achieve or to retain for very long. As new words are "learned" by memorizing rows of meaningless letters, old ones fade away. And so spelling lessons go on and on, but written work shows the inadequacies of the spelling drill—the carry-over is negligible. For weekly review, these ill-fated children have a list of coded letters to commit to memory, just as you might every week be called on to learn a different set of telephone numbers, with the penalty that if you made any errors, you would be required to write

each one out 20 times! It is as senseless as that! It is so easy to mix up letters or numbers, G-R-I-E-F could easily become G-R-E-I-F. Now how do some of these victims carry out the sentence of "twenty times"? They may write a whole column of "g's" 20 times, adding to each an "r," etc., making sure in this fumbling fashion that letter sequence is correct and will not trip them up into having to do another 20! They must, in their lamentable ignorance, make the best of a trying situation. Sometimes it is amusing to watch children's maneuvers in getting themselves out of predicaments, but this predicament is foisted on the child by authors of spelling texts, penalizing children for whom sounds scarcely exist! The whole "spelling study" is like some peculiar jig-saw puzzle, putting meaningless pieces in place—except that a puzzle does give the player a chance; he can at least tell when he is wrong.

An intermediate teacher once explained frankly what went on "behind the scenes." He confided that he did not dare vary the word dictation order, but gave it just as it appeared in the text, otherwise too many of the class just couldn't get the words right. He said that children wrote words as dictation, but some, a few minutes later, had no clue as to what some word was. This is proof that it is a pressure-system, necessitating the memorization of many code arrangements without rhyme or reason. On the surface, all may appear fairly satisfactory. On a record chart rows of gold and colored stars might seem to signify success—but success in what? Are we training children in a memory skill essential for traffic policemen checking car licenses? Are we training future bank employees for checking serial-numbers of

bills? Is this the purpose of this form of drudgery in our schools?

There is a certain magnetic attraction about chanting in unison. Primitive people develop powerful voodoo cults with chanting as an important part of the ritual. In school it helps in learning multiplication tables and is worthwhile in learning facts that are of benefit to memorize. Three times three is always nine, but c-a-t does not always stand for "cat." It has quite different pronunciations in Cathy, cater, vacation, catarrh and catch (silent "t"). It is fallacious to intimate any constancy about something that is as variable as are the phonetic aspects of our language, in which patient guidance should be given.

### No Thinking is Required

However, spelling out loud is so easy—no thinking is required, no planning is involved. It is so easy that non-participants in most school activities can join in with lusty vigor. And this drill, robbed of all meaning when sounds are unknown, goes on and on—at school and at home, since parents don't understand that times have changed. Before weekly tests much reciting is done with feverish anxiety. Who wants to write anything 20 times? And what happens? The child hears letter-names, he is compelled to use letter-names, he begins to think in letter-names and there regression sets in. Letter-names do not help in word-attack! Not today! In former generations sounds were taught and had to be put to use daily to achieve any success with the difficult oral reading of that time. A streamlined vocabulary does not make such constant demands and so, even though an occasional phonetic exercise is indulged in, it is not enough to offset the use of letter-names. Even children who had at one time received some phonetic training are bound to weaken in skill every time they are forced to spell aloud. When sounds fly out the window, skill in oral reading suffers, and as the short vowel sounds are the first to go, the ability to tackle the longer multi-syllabic words of the intermediate grades diminishes. Is this what we want in our schools?

Sight experts (who, as Dorothy Thompson points out, are only experts of their

own methods) say loudly and so often that one must not break up word-wholes, and that phonics does that. Let us look and see what happens in spelling out words? A simple six-lettered word like "splash" now becomes six syllables, each one with a vowel, and expands to "ess-pea-ell-aye-ess-aitch." The pieces no longer are simple, but are chopped into 20 letters, having eleven sounds! What has happened to the sanctity of word-wholes? Phonetically, the word "splash" has only three parts and each of these is useful to know. It begins with an initial blend of three letters in "spl," which blend starts many words in exactly the same way. It ends with "sh" which is not a blend, but an entirely new sound, called a "speech consonant," and this part is in a multitude of words. In the middle is a vowel, preferably called "Short ä" to simplify things for the child; it is difficult, otherwise, for many children to keep the short sound clear in their minds. (For "Long a" say "a" as in "cake," but for "Short ä," use the sound as in "cät," do not say "Short Aye.") The child who can write "splash" with its phonetic parts in mind, can with little more effort learn "splish" and in making "splish-splash" is having fun with words! One way leads onward to a road of adventure, broadens the child's understanding of reading and spelling. The other way flattens the child's interest, makes school-work difficult. It is the worm inside the apple, creating more havoc today than in the Little Red Schoolhouse of old. It helps strew the way with more reading-wrecks, weakening children who are already weak in phonics. With this, the Case for the Child rests. May the decision be that spelling aloud is pedagogically unsound. May it decree that this slipshod method be banished from the classroom, and hurled into the Never-Never Land of Guess and Gesh!

Mrs. Gray is a teacher at Ocean Falls, where she has a Grade I class. She has made a study of the teaching of spelling and feels that "lip-spelling" is not the most satisfactory method of learning to spell.

## Fort Victoria, 1859

*From a colored lithograph in the Provincial Archives. This sketch forms the central portion of the "View of Victoria, Vancouver Island" published in London by Day & Son, Lithographers to the Queen, on June 13, 1860, from a drawing made by H. O. Tiedemann the previous year.*

**H**ERMAN OTTO TIEDEMANN, a native of Berlin and a civil engineer by profession, came to Victoria in 1858. As a member of the Surveyor-General's Department he designed the first Legislative Buildings, later known as the Birdcages, and the Fisgard Lighthouse, completed in 1860; but in the spring of 1862 he resigned his government position in order to take part in Alfred Waddington's scheme for a new and shorter route to the gold mines of the Cariboo. Despite the hazards and difficulties which he encountered on an exploratory journey, he reported to Waddington that a wagon road was quite feasible, and by the end of April, 1864, a mule trail along the line which he had surveyed was almost completed.

At the time of Confederation, when a trans-continental railway formed part of the terms of union, interest in the Bute Inlet route was revived, and for some six years the old trail was under consideration as a possible route to the coast. In 1872 Tiedemann was in charge of one of the many exploring parties, and in 1875 he was placed in command of a party specifically detailed to open the trail up the Homathco valley from the head of the inlet.

When the Fraser River route for the railway was finally chosen, Tiedemann returned to his practice as civil engineer and architect in Victoria, designing there in 1888 the Court House which is still in use. He died in 1891 at the age of seventy. His name is perpetuated in Tiedemann Creek and Tiedemann Glacier, up the valley of the Homathco.

The original plan of Fort Victoria,

founded in 1843 by Chief Factor James Douglas, called for a quadrangle some 300 feet square, protected by two octagonal bastions three storeys high and surrounded by an 18-foot-high stockade, inside which were eight buildings each 60 feet long, including "an Officers' & main house," storehouses, and accommodation for the men. Soon other buildings were erected outside the pickets and, in 1847, the stockade had to be extended to the north some 150 feet, so as to enclose the whole establishment once more. A new bastion was then required at the north-east corner, and at the same time the old south-west bastion, clearly visible in the sketch at the right of the stockade, was rebuilt. During the next decade the need for protection from the fort gradually diminished and by the end of 1864 practically all traces of the old Hudson's Bay fort had disappeared. Tiedemann's drawing is of special interest because it is one of the last sketches of Victoria to show the fort intact.

To the left of the stockade may be seen the red brick police barracks, constructed in 1859, and on the hill behind stands the Victoria District Church, opened for worship in 1856, re-named Christ Church after the London parish of its first clergyman, the Rev. Edward Cridge, and consecrated in 1865 as the cathedral church of the diocese of Columbia. Across the harbor, in the left foreground, are the long, low houses characteristic of the Coast Salish Indians. The large ship anchored to the right of the fort is the British steamer *Forwood*, which in 1859 made an unsuccessful attempt to break the American combine in coastwise shipping.

# **G. A. Fergusson Memorial Award**

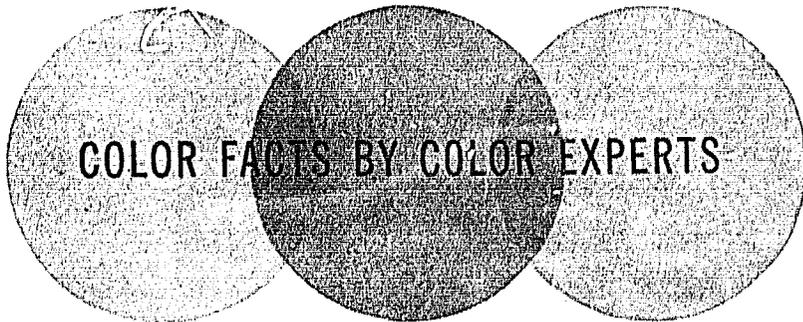
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*Nominations for the G. A. Fergusson Award are called  
for by the British Columbia Teachers'  
Federation*

The conditions provide that the award shall be made annually to the Federation member (or ex-member who is no longer eligible for membership), or to a member-Association, who or which has made, in the judgment of the Trustees, an outstanding contribution to education.

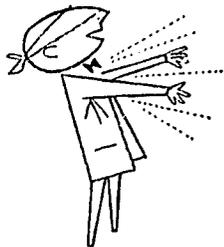
Nominations of candidates for the awards may be made by any Federation member or by any Local Association of the Federation. Each nomination should be accompanied by a description of the work for which the award is claimed and supporting evidence should also be sent. Meritorious work on behalf of the Federation or any Local Association may rightly be included.

Nominations must be received by the General Secretary at the Federation office, 1815 West 7th Avenue, Vancouver 9, B.C., not later than February 20, 1959.



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