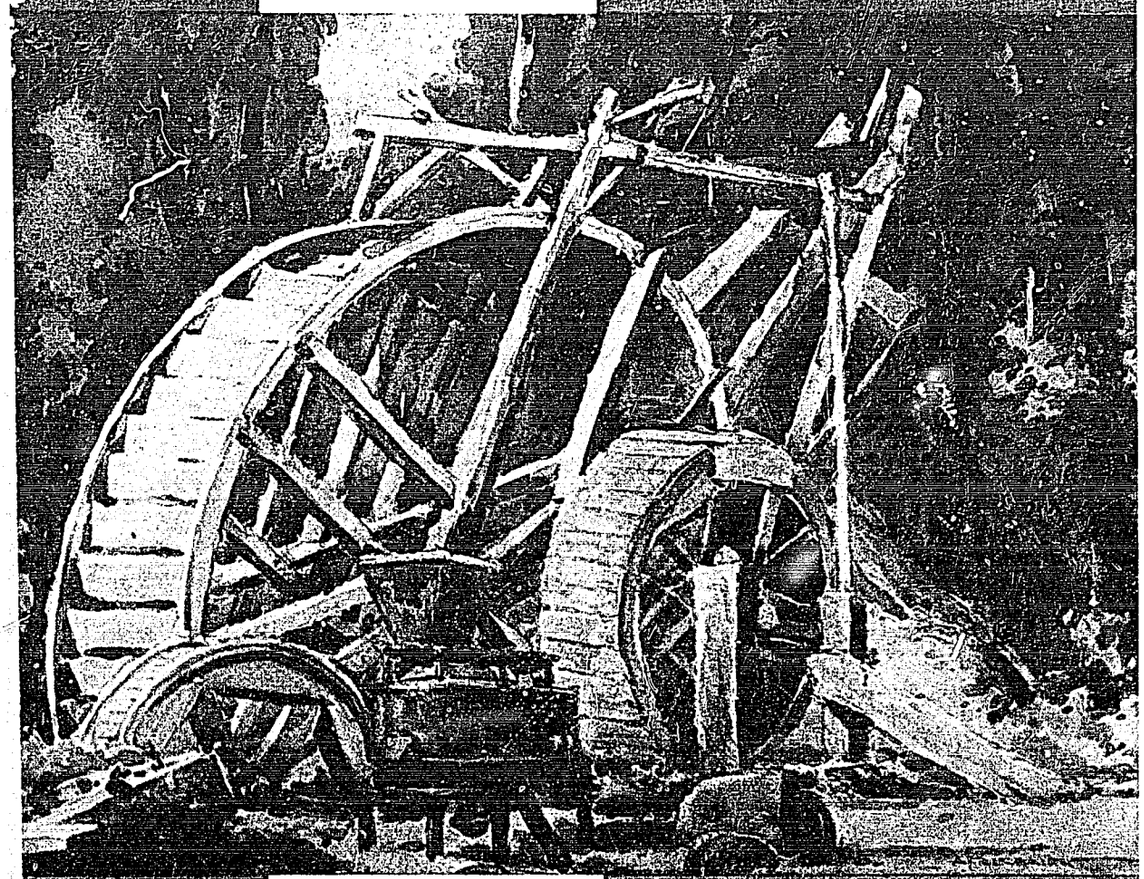
the BC teacher

OFFICIAL ORGAN OF
THE BRITISH COLUMBIA
TEACHERS' FEDERATION



OLD WATER-WHEEL,
ASHCROFT, 1942

SEE PAGE 434

MAY-JUNE, 1968
VOLUME [illegible]—NO. [illegible]

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This Issue

This last issue of the year 1957-58 contains the reports of the Annual General Meeting. On page 382 you will find the complete text of the address given by the Minister on April 7. Immediately following, on page 389, is the President's report on her year in office. Then comes Dr. Metheny's address to the delegates: The Courage to Lead.

Prim is with us again on page 395.

The report on the Canadian Conference on Education will be found on page 398. More articles on this topic will be published in the autumn.

Dr. Harry L. Stein, of the College of Education, suggests on page 403 that secondary mathematics teachers may need some re-education.

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(Affiliated with the Canadian Teachers' Federation)

VOLUME XXXVII, No. 8 MAY-JUNE, 1958

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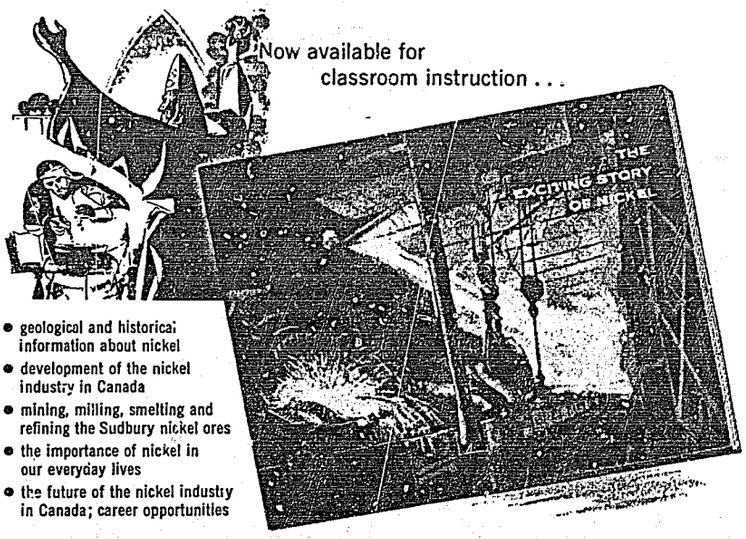
No, members may consult any recognized general practitioner or specialist upon referral.

If my illness becomes chronic, is my coverage limited?

Under Plan A there is no limitation. Under Plan B, however, coverage is granted until pernicity is established.

How do I make a claim for medical expenses?

Simply call or visit your doctor, showing him your membership card. Then leave the rest to us.



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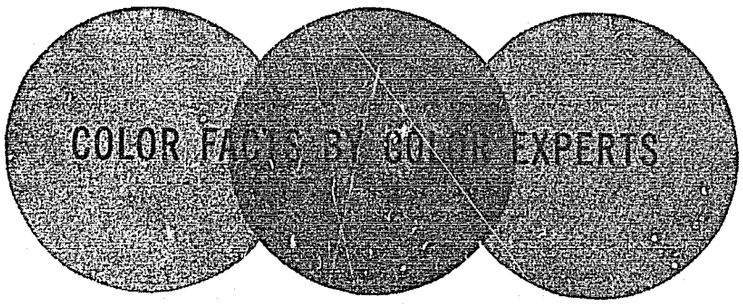

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A few highlights reported to the Annual General Meeting

In 1957

Membership increased from 1617 to 1923

Share certificates increased from $10,649 to $12,505

Loan certificate capital increased from $570,400 to $772,600

Mortgage loans granted 54

Mortgage loans repaid 20

Further advance has been made to March 31, 1958

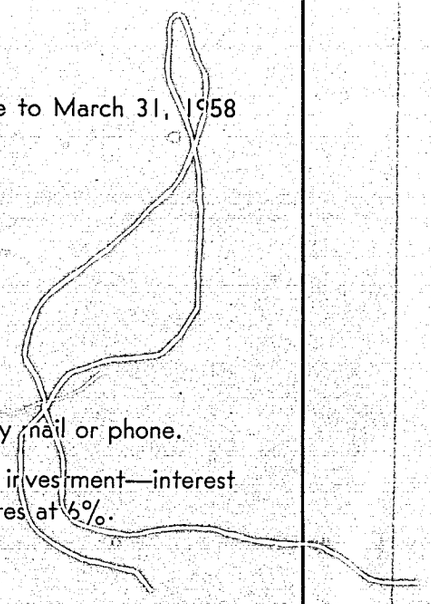
Membership to 2015

Share capital to $13,020

Loan certificate capital to $889,300

Our informational outline is yours on request by mail or phone.

Use Co-operative Loan certificates as a **secured** investment—interest may be compounded on the loan certificates at 6%.



The Canadian Army has recently completed a new film "The Way to a Fine Future" depicting the life of the Soldier Apprentice. This outstanding film is produced and directed by Army motion picture technicians and is available for showings in schools across the country.

It illustrates, in dramatic form, the Soldier Apprentice, typical of fine Canadian boys, growing up as alert young men, each being taught a valuable trade, combined with sound military training. These young men are the type that are headed for leadership in Canada's modern Army.

This film may well be an inspiration to the students in your classrooms. Write today requesting a showing in your school of "The Way to a Fine Future", produced in 16 mm full colour (running time 22 minutes):

ARMY HEADQUARTERS, DIRECTORATE OF MANNING, OTTAWA, ONTARIO

E-58-3

Charlesworth Memorial Scholarship

Applications for the Charlesworth Memorial Scholarship are called for by the British Columbia Teachers' Federation.

Conditions of the Scholarship are:

1. The award is an annual scholarship of $200.

2. The scholarship is open to the son or daughter of any present, retired, or deceased member of the British Columbia Teachers' Federation.

3. The award is made upon the basis of demonstrated ability and with some consideration of need.

4. The scholarship is available to students proceeding to the College of Education, to any other faculty of the University, or to any other institution of higher education.

5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1815 West 7th Avenue, Vancouver 9, B.C., on or before August 15th, 1958.

6. Application forms are available from the Federation Office.

the Editor comments

Specify the Frills

IN any discussion of the cost of education, we can be practically certain that someone will come forth with the statement, "It's time we cut out a lot of the frills." But ask him to specify the frills and the fuzziness of his thinking is immediately apparent.

In this present round of criticism of education costs the customary fuzzy thinking has again been displayed. We suspect that one criterion used by the critics is to classify as a frill any aspect of the school program which was not in effect when they went to school.

Most certainly just because some course is now part of the curriculum we should not assume that that justifies its existence. Why is the course offered? What is the purpose of our schools? These are the questions to be answered.

There seems to be little criticism of the elementary school program as far as frills are concerned. This is no doubt because all segments of our society have genuinely accepted the premise that all children should receive an elementary school education. The program of the elementary school is aimed at providing the fundamentals of reading, writing and 'rithmetic and the emphasis on these corresponds more closely with "what we had when I went to school" than do the courses in the secondary school.

It is sometimes forgotten that today schools exist to give every man's child an education to the extent that he can profit from it. This means that we no longer have as high school students only those whose academic ability and interests will lead them to university. When we have students of all ranges of ability and interests there must be a great variety of courses to offer a program from which all students can profit.

No longer can high schools offer only courses in the academic field. Industrial arts, home economics and commercial courses, with their specialized equipment, must be provided.

Another accepted function of the school is to aid in developing sound bodies. Gymnasia are needed to permit a program of physical fitness.

Those critics who call for a removal of "the frills" in education refer to a removal of these special courses and the equipment needed for them. They are not making their suggestion with full consideration of the effect such a removal would have on the basic principle of educating all boys and girls regardless of their peculiar abilities and interests.

The alternative to a broad program including the "special" courses is a return to the limited curriculum designed for the intellectual elite and termination of formal education for at least fifty percent of our youth at age fifteen. What then would these young people do, for undoubtedly industry and business cannot absorb them at such an early age?

When we as Canadians spend $60 per capita on education compared with $89 for liquor and tobacco and $120 for the purchase and operation of cars, we have no argument that we can not afford even greater expenditure on education. (See page 418)

The Minister's Convention Address

- *Outlines salary problems*
- *Invites submissions to Royal Commission*
- *Highlights revised Schools Act*

THIS past twelvemonth has been an extremely busy year for the Department of Education. As a matter of fact, the senior officials in my Department tell me that this has been the busiest year in the entire history of the Department, and I can well believe them.

In addition to the routine business, which is normally sufficient to keep every person in my Department fully occupied, we have had to cope with three extraordinary problems:

The first was the revision of the Public Schools Act—an Act which dates back to 1872.

The second relates to the appointment of a Royal Commission on Education with all the attendant study and assessment required to determine whether or not it was at this time in the public interest to appoint such a Commission.

The third and most trying problem of all has been the Government's concern over the disputes which have existed between teachers' associations and local school boards in approximately twenty-five or more school districts in the province.

I could speak on any one of these matters for the full time allotted to me this evening, but I will endeavor to abbreviate my remarks and touch on all of them. Since the last matter is probably uppermost in the minds of the members of this convention, I propose to give it priority and deal with it at some length. I am sure that we are all concerned with the strained relationships that have developed in so many of the school districts of our province during the past year.

At the outset, may I say that I have always recognized the fact that your organization, as an association of employees, must be concerned with the material rewards to the members of your profession. I expect, and the public should expect, you to be alert to material considerations. On the other hand, the Trustees' Association, as an association of employers of teachers, must be equally as concerned about getting good value for every tax dollar they spend.

Recognizing these two facts, it is fair to conclude that employers and employees must, in the inevitable nature of things, have points of difference in relation to salaries and conditions of employment. These differences have occurred in the past, but this year was the first time for many years that they have reached the point where the welfare of many children throughout the province and, through them, the welfare of the province itself, is threatened.

In most of the school districts in question it is apparent that for tactical reasons either one side or the other, or both, refused to take advantage of the machinery provided for settling salary disputes. Under the former Public Schools Act there was provision for entering into salary agreements and, in default of agreement, it was pro-

vided that either party could submit the matter to arbitration, and the arbitration award is to be binding on both parties. However, instead of applying for arbitration, school boards fixed salaries, and, on the other hand, teachers' associations declared districts as "non-agreement areas" rather than applying for arbitration.

Your organization alleges that in some districts, school boards, acting on suggestions from their central association, set salaries under Section 47 without first negotiating in good faith. On the other hand, the boards in these districts claim that negotiations were carried on to the point where it was obvious that no agreement could be reached, and then salaries were set by the board.

In my view, and I want to make it very clear, both the setting of salaries without negotiation by boards, and the declaring of districts as "non-agreement areas" by teachers' associations are practices which seem to negate the intent of the provisions of the former Act. Whether you agree with my opinion or not, I think you will agree that the persons who would have suffered most from any continuance of this unsatisfactory situation in so many school districts of the province were the pupils in the schools. That is why the Government deemed it necessary to intervene.

Three-way Responsibilities

The B.C. School Trustees' Association has a responsibility towards its member boards and the individual trustees. The B.C. Teachers' Federation has a responsibility towards its member associations and the individual teachers. My responsibility is towards the people of this province in general, whether trustees, teachers, or laymen, and, in particular, towards the pupils in the schools. I endeavored not to take sides in this dispute which, after all, was a dispute between employers and employees. My action in the Legislature, when it became apparent that the in-dispute policy was to be continued, is completely consistent with the Government's position. Declaring a district a "non-agreement" area by the B.C. Teachers' Federation had the effect of preventing such a district from filling its vacancies with members of the B.C.T.F. As long as the Government of this province prescribed by statute that no qualified person could teach without becoming a member of the B.C.T.F., the Government was quite literally, though involuntarily, taking the side of the teachers in a dispute against their employers by making the in-dispute tactic completely effective. Such a position was untenable in view of the Government's responsibility to all the people—not just to any particular group. When teachers refused to consider their use of this particular weapon, the only choice left was to suspend the compulsory membership sections of the Public Schools Act.

Automatic Membership Discussed

Compulsory membership, prescribed by statute, is a professional privilege. It was shortly after the impletion of the Cameron Report that your organization asked the Government to enact legislation making membership in the B.C. Teachers' Federation automatic. The following excerpts are taken from the brief, and the accompanying letter, of the B.C.T.F. which were presented to the Government of the province at that time:

"We would respectfully point out that the British Columbia Teachers' Federation, now entering its 31st year, is not a new and untried organization.

"Never has the Federation abused the considerable prestige and strength it enjoys in the staunch support of approximately 85% of the teachers of this province . . .

"Never has the Federation encouraged or supported a breach of contract or other actions of any member, which we believe unprofessional or contrary to the interests of education generally . . . "

On the strength of these and other assurances by the teachers' representatives, the Government of the province enacted the legislation that enforced automatic membership in the B.C. Teachers' Federation.

It must be evident to everyone present that professional privileges involve professional obligations. In my opinion, no professional group has the right to withhold essential services from the public because of some disagreement with a third party.

For example, the medical profession may not agree with the Government's scale of rates paid on behalf of old age pensioners, but the doctors do not penalize the pensioners by withholding their essential services from this age group. Similarly, the pharmacists may feel that the rates paid by the Government for filling prescriptions for welfare cases are inadequate, but they do not cease to provide their essential services to these cases under dispute. Even the Provincial Government Employees' Association, which is not basically a professional organization, made provision to continue to operate essential services if its members went on strike.

The same obligation is expected of the teachers as a professional group, because the teaching profession is responsible for the providing of essential services to the children of this province and, in the public mind, failure to discharge this responsibility fully is an unprofessional act.

Children's Welfare Jeopardized

Now, in all of the districts in dispute, save one, the normal legal channel for settlement by arbitration had been originally avoided. In the meantime, notices had been circulated among teachers and students in training as teachers notifying them that these districts were "non-agreement" areas where members of the B.C.T.F. present or future, would not apply while the "no agreement" condition existed. Paid advertisements were inserted, even in Old Country newspapers, advising prospective recruits from Great Britain of "no agreement" areas, in spite of the fact that no positions were being filled by boards from these applicants unless they had been known to be vacant prior to the salary dispute.

Under these circumstances, when the welfare of the children of the province was in jeopardy, the Government of the Province, which has a responsibility to both the teachers and to the school boards, could not ignore its greater responsibility to the children of the province. It had to do its duty in the best interests of the public and of the school children. For this reason, and because the teachers' use of the "no agreement" tactic had the effect of causing automatic membership to deprive the "disputed" districts of essential services, it seemed necessary for the Government to withhold the proclamation of the "automatic membership" sections in the new Public Schools Act.

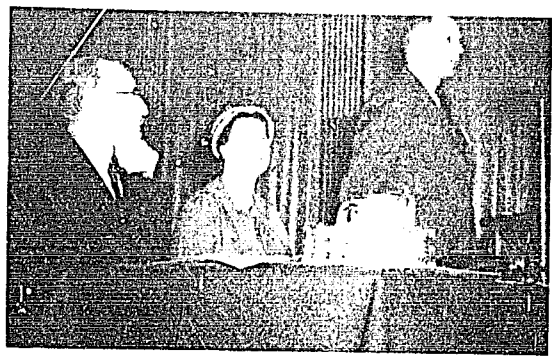
Had the Government done otherwise, it would have been publicly aligning itself with the teachers against the school boards and acting contrary to the public interest of the people of British Columbia.

This was the position when the joint meeting of Executives of the B.C.S.T.A. and the B.C.T.F. occurred.

Joint Agreement is Binding

After two days of earnest consideration, of frank exchange of opinion, of the hard work of examining every angle of past positions, present feelings, and possible future solutions, an agreement was reached. This agreement makes possible, without any loss of local autonomy or surrender of local initiative by either board or teachers' association, a way out of an existing difficulty in districts where disputes exist, if both sides wish to follow it. It is a binding agreement insofar as your provincial organizations are concerned—that is, the B.C.T.F. and the B.C.S.T.A.—and cannot be repudiated by either organization. It is not, of course, binding on the local teachers' associations or local school boards because all of these organizations are autonomous bodies.

I am prepared to recommend the proclamation of those sections of the Act relating to compulsory membership as soon as settlements are reached in the various districts in question, thereby ensuring that qualified teachers are able to apply for employment in those districts, and consequently that schools will open for the instruction of our children in the new school year. I am anxious to see your organization have compulsory membership because I believe that teaching should be a profession, and that every teacher should belong to an organization that is concerned with the welfare of its membership. However, I would hope, too, that every professionally-minded teacher in this province will not only be a passive member by compulsion,



Mr. Boyd and Miss Cottingham hear Mr. Parrott acknowledge his election to the presidency.

The newest member is welcomed into the League of Past Presidents!

The Minister was photographed as he presented his message on Monday evening.

Primary teachers watch an arithmetic demonstration by Mrs. R. Chivers.

Mr. P. J. Thomas was chairman for the first Annual Meeting, B.C. Art Teachers' Association.

This selection of student art work was on display at Gladstone High School.

but an active member through participation. Too often, in any organization affairs are left to those who will undertake the exertions and pressures of office, or to those whose immediate interest is aroused for a short time by some question which is of purely personal concern.

The work of this Federation is important work. Every teacher who wishes teaching to be a profession has not just the right, but the duty, to take part in forming the policies of his professional organization, whether those policies deal with the interests of teachers as employed persons, or with the larger issues of education.

Good Conciliators Appointed

I am very pleased with the calibre of persons appointed as conciliators by both provincial organizations. These conciliators will give full time from now until the end of the school year to this service. I hope that they will neither dictate a solution, nor detract from the prerogatives of the local parties, but will endeavor to advise them toward the reaching of an agreement. I am confident that, with the cooperation of local associations and local boards, the present difficulties will soon be resolved.

While the matter of payment of the conciliators was not discussed at the joint meeting of both organizations, nevertheless I am happy to advise you today that the Government is prepared to pay to your Federation the expenses of your conciliators up to a maximum of $500. The same offer is extended to the B.C. School Trustees' Association. May I make it very clear that this assistance was not requested by your Federation, nor has the matter of payment of expenses been discussed with any member of your Federation. It is simply a unilateral act by the Government subsequent to the meeting, which I hope will be accepted by your organization in the same spirit in which it is offered.

The terms of this agreement between your organization and the B.C.S.T.A. are undoubtedly now well known to you. In my view, the total agreement reached was not so much a compromise as the result of a realization of the basic and fundamental principles on which both Association and Federation are founded. It was only possible because the participants in it realized to the full their grave responsibilities to their members, to the general public, and to the children of this province. To me, it was the highest peak yet reached in the development of trustee and professional responsibility. Your own Executive members reflected not only their individual abilities to act as sound and forward-looking leaders of a maturing profession, but also in their persons they won respect for the teaching body of this province who elected them to office. There can be nothing very wrong with a federation of associations that chooses its leaders as wisely as you have done.

This sense of responsibility of the Federation was so evident to me as I sat and listened that it seemed only just that it should be recognized, and I do want to recognize it today.

Past Achievements Recounted

Now, Mr. Chairman, I would like to turn to a discussion of the new Public Schools Act, concentrating particularly on a few of the sections concerning teachers and the teaching profession.

As an introduction, may I say that by working together over the past many years in a spirit of harmony, the Government, the representatives of the B.C.T.F., and the representatives of the B.C.S.T.A., have been able to improve the legislation in this province for the benefit of all parties concerned. By way of example, in addition to "automatic membership" the Government has provided for the security of tenure of teachers. It has raised the standards of qualification for teaching. It has reduced the teaching load, and shortened the teaching day. It has established a College of Education to improve the facilities for training of teachers. It has, through revisions to the Educational Finance Formula contained in the Act, provided large sums of money for the support of teachers' salaries. It has arranged that the salaries of teachers be on an annual basis, although the teaching year is always less than two hundred working days. It has reserved any decision on the desirability of establishing a provincial salary scale for teachers, not-

withstanding the fact that in England and in many other parts of the British Commonwealth such scales are fixed by statute. It has subsidized the operation of summer schools for teachers. It has provided for the teachers a superannuation plan that is constantly being improved. It has contributed hundreds of thousands of dollars towards the building of teacherages in remote areas to improve the living conditions of teachers. It has provided better working conditions by increasing its grants towards school buildings and equipment. Under the new Act, the Provincial Government pays 90 percent of approved capital costs over a local levy of 4½ mills.

In other words, the Government of the Province, over the years, has done everything in its power to promote the interests of the teachers and of the teaching profession in British Columbia.

Some Provisions Continued

This is the background of school legislation directly affecting the working conditions for teachers in the recently superseded Act. The new Act makes provision for the continuance of these provisions, as well as the introduction of certain new measures with which I will now deal.

In the past, there has been general dissatisfaction, both on the part of teachers and on the part of school trustees, with two provisions of the old Act. The first relates to the Board of Reference, and the second, and more important, relates to the method of determining teachers' salaries.

I shall first deal with provisions of the Act respecting the Board of Reference.

When a teacher was suspended, transferred, or dismissed, he or she always had the right of appeal to the Council of Public Instruction who, in turn, could refer the matter to a Board of Reference. This was a three-man board. One member was appointed by the B.C. Teachers' Federation, one was appointed by the British Columbia School Trustees' Association, and the Chairman was elected from three members of the Bar appointed by the Chief Justice of British Columbia. Under the new Act, provision is made to have an investigation prior to the hearing before the Board of Reference. To attain the objective, there is provision for an Investigation Committee consisting of three persons—one appointed by the local school board, one by the local association of teachers, and a third by the Superintendent of Education. The members of this committee will investigate the complaint and report their findings and recommendations to the parties concerned. It is hoped, by this means, that the Investigation Committee will be able to settle most of the disputes and that there will be very few cases which will have to go beyond this stage to the more formal hearing before a Board of Reference.

Salary Procedures Outlined

We next come to the method of determining teachers' salaries.

The mode of determining teachers' salaries will, I suppose, always be open to some dispute, but in the new legislation we have attempted to improve the method of settlement. The old Act did not specifically provide for negotiation or conciliation. The general practice has been for the employee and the employer—that is, the teacher and the local school board—to negotiate on salary matters and, in default of agreement, submit the matter to arbitration, under which the decision of the Arbitration Board is final and binding upon both parties. In the new Act it is prescribed that, firstly, a certain time period be defined for negotiations between the parties. Secondly, if no agreement is arrived at through negotiation, that formal conciliation proceedings will be conducted. In this connection, provision is made for two conciliators, one to be appointed by the local school board, and one by the teachers or the local teachers' association. If a satisfactory settlement is not arrived at during conciliation, then the third stage—that is, arbitration—is automatically invoked.

I am very happy that both your Federation and the B.C. School Trustees' Association have agreed to follow the spirit and intent of the provisions of the new Act in respect of the determination of teachers' salaries. The B.C. School Trustees' Association has agreed to use all its influence to prevent any school board from fixing, setting, or determining salaries without follow-

ing, in good faith, the procedures of negotiation, conciliation, and arbitration as set forth in the new Act. On the other hand, your Federation has agreed that where salaries have been arrived at by negotiation, conciliation, or arbitration, it will use all its influence to prevent any local association from taking any action prejudicial to the recruitment of teachers by its board.

I am confident that the new Act, with these commitments, will work well to the satisfaction of all concerned.

Before leaving the new Public Schools Act I do want particularly to acknowledge and express my personal appreciation for the co-operation and assistance given by your Federation in this revision. The representatives of your Federation have contributed in a very large measure to the new Act, and I do want to acknowledge their great help. It has been a big job. The original Public Schools Act was passed in 1872 and, since that time, hundreds of amendments, additions, alterations, and deletions have been made to meet the changing educational and financial conditions that have characterized the ever-expanding development of this province.

Because of these many changes, the old Act had become a patchwork of legislative provisions that often overlapped and, even at times, contradicted one another. One of the most time-consuming tasks in this revision was the elimination of these contradictions and the proper organization of the subject matter. I am sure that it will not prove to be the "last word" in legislation. Amendments may have to be made from time to time in the future. However, I think we can all agree that it is a big improvement over the old Act, and we now have up-to-date legislation on which to base further progress.

With reference to the Royal Commission on Education, may I be permitted to express the hope that your Federation and any local association will offer its advice and the results of its long experience to this Commission.

This Commission has been appointed, not because I do not feel that this province has good schools, but because I am quite sure that no system of education is so good that it cannot be improved. These are critical times. Certainly, the future will bring conditions much different to those existing now. Education will have to prepare and plan for the road ahead. An impartial survey by a Royal Commission, the first such since 1925, should bring into focus the existing strengths on which we may build, the existing weaknesses which we may remedy, and the trends which suggest paths to follow and paths to avoid.

Your experience as teachers is important for the consideration of the Commission, both in its survey of what is being done, and its recommendations as to what might be done.

Your Federation has, through the years, worked co-operatively with successive Ministers of Education. It has not always been possible in the past, nor will it be in the future, to accept all of your suggestions nor to carry out all your Federation's wishes. When the Government did not do so, you may have consoled yourself either with the thought that you were just too far ahead of us and that we'd catch up in time, or with the thought that you had sometimes been wrong in the past and might even have been wrong in this case. Anyway, whatever your thoughts, you have always been understanding.

In conclusion, may I say this: The Minister of Education exists only for the educational welfare of the children of this province. So do the teachers. With this ever in mind, may I wish your Federation a successful future, equally strong in the respect of its teacher-members, and in the respect of all citizens because it holds always to its first objective: "To foster and promote the cause of education in British Columbia."

JUST BEFORE YOU GO —
DON'T FORGET TO NAME A DELEGATE
TO THE WORKSHOP

Miss Cottingham's report to the Annual General Meeting.

The President's Busy Year

MOLLIE E. COTTINGHAM

JUST a year ago I came to this platform to thank you for according me the greatest honor and responsibility that you can bestow upon a colleague—the privilege of being President of the B.C. Teachers' Federation. As I faced the twelve months before me at that time, I felt a certain confidence for I had spent many years in the service of my fellow teachers and five years on your central Executive. Moreover, that confidence was based also upon the inevitable advice, direction and support that I knew I should receive from the membership.

In a year of events far-reaching in implication for teachers and for education in the province, your advice and direction have been abundant and your support has been loyal. I thank you for them. I thank you also for the capable Executive with whom I have shared the grave responsibilities of leadership. Four other table officers, Mr. Ian Boyd, Immediate Past President, Mr. Harold Parrott and Mr. Reg Cox, Vice-Presidents, and Mr. Manson Toynbee, Secretary-Treasurer, have given me the benefit of their experience and wisdom and have travelled hundreds of miles and given time and energy to keep engagements which the President's crowded program would not permit her to fulfill. To visit local associations, to preside at Induction Ceremonies, to speak at public meetings, to represent us at conferences and on committees, one or other of these gentlemen has travelled in my stead to Victoria, to Fort Nelson, to the Kootenays. Many times Mr. Toynbee took my Professional Education lectures at the College as well as his own. Mr. John Prior travelled to Grand Forks to take a speaking engagement for me.

For the first time this year the President has had an office from which to work, as well as having a year off from teaching duties. Unless I was travelling there were very few days upon which I did not spend some hours in my office, Sundays included. This fact impels me to stress to you the magnitude and extent of the service and activities which your Federation now provides for your professional and personal welfare. It impels me also to underline the concern, the energy and the devotion which your Executive Assistants and your office staff expend in your interests. No one who has not worked in that office can quite appreciate the multiple demands, and the frustrations because complete fulfillment cannot always be accomplished. These come from the very heavy burden carried by the staff. Mr. Ovans, General Secretary, is broadly responsible for the entire field of activities. Mr. Evans, Assistant General Secretary, is prepared to deputize for the General Secretary in every field and is concerned particularly with Public Relations, and all aspects of pension problems and *The B.C. Teacher*. Mr. Allan Spragge, Executive Assistant, statistical expert, prepares figures and summaries for salary negotiations, is responsible for convention

arrangements, is now becoming consultant on pensions. Each is prepared, at a moment's notice, to give advice, to drop everything and travel wherever he is needed in the province or to carry the full burden in the office when the others are absent. Moreover, no major committee meets without the service of one or all of these men as consultant. Miss Macfarlane takes almost full responsibility for the actual publication of *The B.C. Teacher*, handles salary indemnity claims, works in the field of Public Relations. It has indeed been a privilege and an education to work with this splendid quartet. It has been no less a privilege to observe the immense volume of correspondence, reports, notices, minutes, circular letters, that must be processed by the office staff. Only the hard work, the high standards of quality, the devotion to duty, and the willingness to spend hours of overtime in your interests, make possible the information and the service that you receive, both individually and through your local associations and committees. I wish I could take time to outline for you the work of each person individually. I know of no office staff to compare with this one, and the turnover of personnel is slight—you are fortunate indeed!

Many Duties Undertaken

There are two major aspects to the leadership of the President: leadership of the internal organization with all its myriad activities and interwoven lines of communication, leadership in representing you, the professional body of teachers, to the public and to other organizations.

I shall speak first of my work as it concerned activities within the Federation. During the Summer Workshop of 1957, I presided at sessions of Table Officers and Past Presidents which lasted four days. At these sessions the duties of office personnel and the organization of office work were discussed. Recommendations to the Executive were implemented when we moved into our new building, with the result that sufficient additions to stenographic and clerical staff and to equipment made possible a more immediate processing of the immense volume of materials which must go out from the work of your secretaries and your committees. At this point may I emphasize that the burden now upon your office executives is too heavy a load to afford them (and you) the satisfaction of giving each task the full attention it demands. Only the adequacy of stenographic and clerical staff makes possible the service those executives are now giving. You must soon face the decision as to whether you wish to curtail expansion in order to keep within the limits of present top level executive endurance or continue expansion of service and provide the necessary top level staff without which further expansion is impossible. To this end Table Officers and recent past presidents will meet again this summer to discuss goals and activities of the Federation.

The Building is Completed

For two of the busiest years of planning for the new building I was Chairman of the Property Management Committee. Thus I deem it, indeed, a privilege to be president in the first year of occupancy, to have had the responsibility of completing the furnishing of executive offices, staff room, foyers, auditorium, and board rooms, to have had the honor of receiving the keys from the contractor at the official opening, and to receive guests upon that occasion and on the two days of open house in October. Here in these physical surroundings planned for our needs, we have all our services under one roof. Already the expansion of Credit Union business makes it likely that that service will need larger space very shortly, while the work-room, in which all duplicating and mailing are handled, will not likely be adequate for our needs after two more years of expansion at the present rate.

With the best executive and office staff in the world, your Federation would be nothing without the unselfish and tireless efforts of hundreds of members of local and central Federation committees as well as the Boards of your three subsidiary services, M.S.A., Credit Union and Co-op. To these members, so many of whom are known to me personally, my gratitude and congratulations for the work you are doing and the

satisfaction you find through service to your fellow teachers. Much as I should have liked to attend all meetings of our thirty-three Federation committees, this was impossible. I did attend some meetings of fourteen of them. I presided at a joint meeting of Lesson Aids, Curriculum and In-service Education committees from which recommendations, now being implemented, will coordinate the work of these committees and put the experience and critical appraisal of more teachers at the disposal of Lesson Aids, for the maintenance of high standards in this rapidly expanding service.

I have been Chairman of the newly established Relations Commission from which personnel travel to local areas to help smooth out problems which, if left to develop, might become ethics cases.

A promotion to a vice-principalship has made it impossible for Mr. Norval Brown, Chairman of Finance, to continue representing the V.S.S.T.A. on the Executive Committee. Under this circumstance your Executive has asked me as President, to take over his responsibility as signing officer and official chairman of Finance for the balance of the year.

Committees Hard at Work

I have suggested to ten professional committees—Acceleration and the Gifted Child, Academic Standards, Curriculum, In-service Education, Lesson Aids, Philosophy of Education, Professional Education and Induction, Supervision Practices, Teacher Education and Certification and Workload—that their activities be intensified in preparation for the Federation's Master Brief to be presented to the Royal Commission on Education in British Columbia. Local associations are free also to present briefs provided a copy is first submitted to the central office to ensure that conflicting views on major criticisms and recommendations will not be submitted from within our professional organization.

In this year as President I have attended four Fall Conventions, bringing to a total of sixteen my convention visits since I became a Table Officer. I believe sincerely that these conventions must be so planned and must succeed in providing for three aspects of professional growth, in-service education, inspiration from visiting speakers and discussion of Federation business. If they fail to do so, we are not justified in requesting the time for these conventions, and we do ourselves more harm than good as a profession through the unfavorable impressions we create upon the local public and upon convention visitors. It is heartening to know that at a very good meeting March 22, past and present Fall Convention chairmen spent a whole day discussing problems and sharing information about the excellent convention programs which have been worked out. I am confident that the standard of these programs will become uniformly high throughout the province as a result of that meeting.

Local Associations Visited

With an entire year to devote to Federation duties, it might well be expected that your President would travel widely to visit local associations and meet teachers everywhere. Unfortunately, this year, the pressure of responsibilities to the Federation as a whole have made it necessary for me to refuse many such invitations and to disappoint other local associations after their invitations had been accepted. To those local associations which have welcomed me with such warm hospitality I am sincerely grateful. On these occasions I have been asked to address public meetings, to speak to joint meetings of teachers and school boards, to talk to future teacher clubs, to the student bodies in high schools, to visit rural schools, to conduct Induction Ceremonies, to act as consultant at in-service workshops, to discuss problems with individuals and with teacher associations. It was a special pleasure to go to such places as Vanderhoof, Ucluelet and Tofino which have not for some time been visited by an elected Federation officer. I have so far made seventeen such visits, east, west and north, and only the protraction of other duties, which I have undertaken recently, will prevent my making the other visits scheduled for the balance of the year. To all who invited me or planned to do so, my sincere thanks.

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Mr. H. L. Smith, retired principal of Victoria High School, received the Fergusson Memorial Award from L. C. Curtis, Chairman of the committee, while Mrs. Smith looked on.

R. B. Cox presented the Charlesworth Memorial Award to Allan Trojan, son of Mrs. L. S. Trojan, a teacher in North Vancouver.

The new Table Officers are R. B. Cox, First Vice-President; H. N. Parrott, President; Mrs. H. E. Hodson, Secretary-Treasurer; and W. Janzen, Second Vice-President.

Miss Cottingham presented a totem to Dr. Metheny at the Delegates' Luncheon.

North Vancouver Teacher Terence O'Malley received the Christie Scholarship for Teachers from Mrs. Kerr.

The Courage to Lead

ELEANOR METHENY

A basic quality in teachers

THE most basic need we have today is for courageous people who will accept the responsibility and risks of leadership—people who are big enough and brave enough to dare to try to change human behavior and the situations in which human beings live. In short, leaders.

Leaders are persons who have the ability to produce significant change in the behavior of people or in situations in which human beings live. All persons have this ability to some extent, but the leader is aware of his ability to affect the lives of people and he accepts the responsibility for changing lives in directions he believes to be desirable.

Who shall say what is desirable or undesirable? This is the crux of the problem of leadership. Every leader must take the risk of being wrong. He cannot escape this responsibility by saying: "Someone else said this is right." As a leader, he must act on his own belief, figuratively "staking his life" and the lives of others on what he, himself, believes to be right or good.

Even though we cannot define "desirable" and "undesirable" changes in categorical terms, we can define the characteristics of the good leader as distinguished from the manipulator, the dictator, or the "big operator."

A leader believes in something. An operator wants something for himself.

A leader's focus is on the development of that which he believes is good. An operator's focus is on what he will get out of it.

A leader uses himself to develop something in people. An operator uses other people to get what he wants.

A leader is motivated by love for people and faith in their ability to build a better world. An operator is motivated by desire for power or status which is rooted in fear of people and their power to thwart his aims.

Within this context, I shall confine my comments to five characteristics of effective leadership.

To be effective, a leader must be aware of people as individuals, rather than see them as things, objects, abstractions, or groups. He deals with the man across the table from him, not "the public." He focuses on the freckle-faced youngster in the front row, not "the child." He sees each person as a unique human being whose life is important, but neither more nor less important than his own. And in this essential one-to-one relationship, he is aware of himself as a person who has accepted some measure of responsibility for another person's life.

To be effective, a leader must focus his efforts on specific goals. He does not squander his resources by offering bits of himself to every worthy cause that comes along. He uses his resources constructively by concentrating them on selected objectives. He has the courage to say "no" to many interesting possibilities in order to have the strength to say "yes" to his own prime responsibilities.

To be effective, a leader must accept the reality of situations, people, himself, and the facts—then act within that framework. He does not seek a "magic answer" or a

This article is the outline upon which Dr. Metheny based her address at the Delegates' Luncheon, Monday, April 7, 1958.

"whipping boy." He recognizes that any big problem is complex and cannot be solved overnight. He knows there are no sweeping answers which will resolve immediately all need for continuous human effort in moving toward the ideals of democracy. But he does not give up. Realistically he asks: "What can I do today to be an asset rather than a liability to the long-term solution of these problems?"

Our "crisis in education" exists because our most basic belief is that education is the best thing than can happen to a child, and we want more of it, not less. Recognizing this, the educational leader does not sit back and wait for a miracle, he rolls up his sleeves, does what he can, and offers what he has in an attempt to make a miracle happen. And as he does so, other like-minded people are encouraged to make their seemingly small contribution, and his efforts are multiplied manyfold.

The Test of a Leader

The real test of a leader comes when he meets opposition and failure. This happens to all leaders because their ideal is always beyond their ability to attain it, and because at times the strength of the opposition is greater than their own. Every leader worthy of the name has known the anguish of seemingly utter defeat. But even as he succumbs to his own discouragement and decides to give up, he discovers that he cannot live with himself if he quits trying. He realizes that there is nothing less satisfying than being called "a good Joe" by people with whom he basically disagrees—people who are opposed to the values which he, himself, believes are good. He discovers that the opinions which count with him are the opinions of the people whom he identifies as good because they stand for the values he, himself, cherishes. He discovers that life can have no greater reward than that of being counted with the people he considers good. And even as he makes this decision, he discovers that he is not alone. In every community there are good people who want good things for their children, and these people will stand with him and support him if he, himself, will provide a channel for their good will by offering them a specific direction for the expression of their concern. Accepting the reality of the total situation, which includes failure as well as occasional success, he recognizes that the real meaning of his life is found in living out his own honest beliefs.

Problems are Related

But this is not enough. No problem exists in a vacuum. All problems in education and human welfare are related, and no independent solutions can be found which ignore the whole picture. To be totally effective, a leader must see the relationship of his own chosen job to the jobs and responsibilities of other people. If he fails to do this, he tends to magnify the importance of his own concerns and distorts his own significance. He sees everyone who does not actively promote his specific aims as opposed to them. He feels that "the whole world is against me"and becomes defensive and abused. And, as he does so, he misses the real significance of his own efforts as a part of a bigger whole which encompasses the aims of all phases of education and human betterment; and he wastes in self-pity the energy which might be better spent in cooperating with others who are working toward the same larger goals.

The real leaders who will shape the future are those who have the personal, down-to-earth courage it takes to live their beliefs minute by minute, year after year; the courage of men and women who believe that people are more important than things; the courage to choose specific goals and focus their efforts upon attaining them; the courage to accept reality and work within it; the courage to live out their own beliefs and purposes in the face of failure and opposition; the courage to look beyond the limits of their own concerns and see them in perspective as parts of a larger whole; the courage of men and women who know what counts with them and have the courage to stand up for what they believe is right.

This is the quiet, effective courage required of those who cheerfully accept the risks of leadership because they know life offers no greater satisfactions than those which stem from the courage to lead.

Prim Takes to Visual Aids

MAURICE GIBBONS

PRIM felt wonderful again. It was that ecstatic anticipation which overcame him when he was going to teach a prepared lesson. And this lesson on the Romantic Poets was prepared to the last minute. Before him, on his desk, lay the films that Grimsby had just handed back to him—Prim's own films of Britain. A brief pictorial tour of the Lake Country. Discuss the lives of a few selected poets, read one or two poems, and then the mimeographed question booklets—perfect. It had to be perfect.

This was the period that Maria taught in the room next to his—and the two rooms were conveniently joined by a private door—a door through which Maria inevitably peeped to greet him. Today he would be prepared. After luring her into the room with a spectacular lesson Prim would nonchalantly mention that the films he was showing were only a sample of the many varied cinema studies he had made during his week in Europe and would she care to . . . and then Grimsby would be out-foxed at last—"or rather out 20th Century Foxed," thought Prim, supporting himself on the desk.

Eustace smiled broadly as the children filed in; then, when they were all settled, he began. "Now, class, we're going to study the Romantic Poets. To begin . . . Yes, Epsom, you may. I do wish you'd take care of that sort of thing between periods . . . To begin, we will look at some movies of the Lake District in England which I took myself while I was there. Now these films . . . yes, Oswald, what do *you* want?"

"Are you going to show them on this machine, sir?" asked the boy.

"Of course. Now don't interrupt," answered Prim, slightly peeved at the interruptions.

"Now where was I?"

"In the middle of the Lake," tittered Alice. "The Lake *District,* sir."

Prim quickly found his place and resumed blandly. "This is the country which inspired Wordsworth's great poem . . . all right, Jensen, what is it?"

"Isn't he the guy that started a whole string of stores?

"He is not, and . . . "

"Sir, are your films regular sixteen millimeter?" chirped Oswald.

"Yes, but we're straying from the subject. As I was saying about Wordsworth; he often travelled with Coleridge, who you know, was a dope . . . "

"Are you really going to use *this* machine?" It was Oswald again.

"Yes. Now will you stop inter . . . "

"But, sir, it's just that you're going to really flip."

"I don't like your attitude, Oswald. In fact, I'm on the verge of dispensing a detention . . . "

"Sir. This is a *filmstrip* projector."

Prim blanched briefly then dispatched Oswald, with an encouraging pat or two on the head, to fetch the correct projector. In the interim, Eustace, ignoring Jensen's underbreath comment—"This is obviously a Rank production"—made several comments about "The Ancient Mariner" and the albatross before Oswald struggled in, walking almost at right angles to balance the big machine. Prim immediately put the class to work copying down the page numbers of all the poems in the book and began setting up the movie projector. With a sigh of relief he discovered a simplified diagram of the loading process. Unfortunately, the machine had not been simplified too.

He discovered two spring cables and managed with considerable effort to get

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

them looped around the table to hold the projector steady. Then, gaining confidence, he bolted the two long handles to the back of the machine and fitted a small reel neatly behind the last film guide, inside the case. Moving swiftly now, with Hollywood hands, he coiled his film in an exact replica of the outline of the chart; with the help of two students lifted it to the machine and carefully stuffed, tucked, and prodded it into place in the cogs and shafts; clamped the film in place; threw all the switches; called the class to attention; ordered the lights turned off, and, wearing a subtle smile of conquest, turned on the machine. As he turned the knob, the projector's spring legs shot down, and Prim was able, with a nimble dive, to catch the projector just before it catapulted from the table.

Eustace glanced nervously at the door which separated him from Maria. Mercifully, it was still closed. "Goodness!" he exclaimed to himself, "Imagine where I would be now if I hadn't planned." Putting the class to work copying down all the titles of the poems in the text, he took the film out and began again. With the aid of such helpful hints from Oswald as "any kid who's seen a projector before knows the reel armature simply bolts on there, sir," Prim finally threaded the film into the machine. Once again he stopped the class and ordered the lights extinguished. Oswald threw the switch. Amid cheers the screen flickered to life. Suddenly from a kidney-shaped swimming pool a girl emerged, feet first, floated gracefully through the air, somersaulting as she went, and landed on a high diving platform. Prim, aghast, was so engrossed in plotting the traitorous Grimsby's fate for not rewinding the film that he did not stop the machine before the picture showed himself, in a Bikini, chasing a long-legged beauty headlong down Brighton Beach backwards. Planting himself firmly in front of the fatal door he ordered Oswald to turn off the machine. The tone of the third order brought results.

"No wonder they call them Romantics, Mr. Prim," commented Alice amid the disappointed "ahhs!"

"That's his typical method of approach," mumbled another.

"Hey, this is better than Hitchcock. How did the plot develop, sir?" added Jensen mischievously.

Taking a deep breath, Prim set the class to work copying out the first lines of all the poems in the book and then began to rewind the film so that the shots of the Lake District would be first. Swiftly and deftly he removed the film from the cogs and slots and wheels; strung it adroitly between the two reels and turned on the power switch. With a high speed whirr the film began to spin from one roll to the other. In a nonce the loose end was flapping against his guiding hand. Alice turned to Jensen but the jest died on her lips as she intercepted the teacher's murderous glare, and she turned back to her task. In an amazing display of precision he wove the woof of film in the simplified arabesque outlined in the simplified diagram. An expectant hush had fallen over the class. Glancing anxiously at the door to Maria's room, Eustace tucked the white leader into the gathering reel.

A nonchalant smile crept over Prim's face as he addressed the class again: "Well, boys and girls, these unexpected difficulties will arise. We must learn to take them in our stride and calmly work out a solution. I believe we are now ready to see the Lake Country which inspired so much romantic poetry." The lights were turned out, a brief square appeared on the screen, the class chanted the inevitable count-down, and finally a picture of Stonehenge glittered beautifully before the class.

"Ah, I seen this on TV lots of times," complained Jensen.

"This is only the beginning," answered Prim, "Northern England is next."

"When are we going to get talkies in this school?" groused another.

The scene shifted to an idyllic country valley when, suddenly, the picture began jumping violently up and down. Almost unconcerned, Eustace continued to smile at the class as he clawed at the black box to open the little door. The machine, mean-

while, clattered violently. Finally he ripped aside the little door to the machine's innards, and, by cupping his hands quickly, he was just able to catch the little pieces of film which fluttered like snowflakes from the vibrating mechanism.

"That's a break!" punned a student just before he was banished from the room. And afterwards those who were nearby reported, although it is beyond the wildest imagination to conceive of such a thing, that the teacher actually resorted to some rather strong colloquialisms at this point. But he did not quit.

Help Comes to Prim

Setting the class to work copying down the titles, page numbers, writer's name, and first line of the poems in the text, he set to work anew. Frenetically he combed through the machinery, straightening the gnawed film, but he could not discover what was wrong. It was at this point that the worst happened. He turned just in time to see Maria's bright yellow frock flash in the doorway. Eustace turned helplessly toward her. "Ah, Miss Palpitalli, you're the embodiment of . . . er . . . the picture of Spring," he gushed.

"Why, Mr. Prim, you seem to be having some difficulty with the projector."

Eustace turned too late to see who said, "Hah!" "Well, as a matter of fact, this projector does seem to have a few quirks which I can't put my finger on," he said, cutting off any comments with a panoramic glare. "I do wish maintenance would keep them in order."

"Perhaps I can be of some assistance," suggested Maria, "with the machine."

"That's very kind of you but I don't . . ." interposed Prim with an overtone of masculine superiority.

"Why, of course, there's your trouble—see," said Maria pointing to where the film looped in behind the lens. "You're flat on your top and you've got too much in your middle. The result, of course, is sag at your bottom. No wonder you got flutter."

Prim blushed and straightened unconsciously.

"Now we'll just balance the loops, tighten the cogitator at the distributor confluence and there—you're ready to begin," finished Maria, smiling.

Prim called the class to order again, had the lights quenched, and with a flip of the switch set the movie in motion. Despite his dejection, a faint twinkle of delight appeared in his eyes as, at last, a clear sequence of one of the lakes appeared on the screen. After discrediting Alice's claim that the shot was taken from Penticton and reprimanding Oswald for making a shadowgraph of what he interpreted as rabbit's ears, Eustace launched into a running commentary of the country and the poets.

"This was the scenery which—what was that?"

"The bell, sir," called someone above the clapping of closing books.

"Oh, no! Well, so much for the Romantics," sighed Prim. "Next day we'll begin the Victorian Poets—and, no, Alice, I did not get pictures of them. Complete your notes for next day," he called after the exodus.

After dismantling the projector somewhat more roughly than was necessary, Eustace approached the door which led to Maria's classroom. He ran over his lines briefly then strode through the doorway and approached her desk.

"Miss Palpitalli, you didn't really have an opportunity to see the films I was showing of my trip to Europe. I thought you might like to come to my home on Friday . . ."

"Oh, that's very kind of you, Mr. Prim," soothed Maria, "but I saw that film at Mr. Grimsby's just last night."

"You wha . . . !" gasped Prim, knotting spontaneously. Then in constrained tones he added hastily, "I see. Perhaps some other evening."

Allegro he was down the hall to the office, had dialed a number on the telephone, and was waiting anxiously for an answer. "That plotting unprincipled physics . . . Hello . . . is that the Laugh a Minute Novelty Shop . . . Good . . . My name is Prim, Eustace Prim . . . yes . . . I want to order one of those films we rented for the men's stag . . . that's it . . . now on the leader I want you to put the title 'Physics, the Law of Reaction' . . . yes, that's it," chortled Eustace gleefully as his imagination clicked on.

The Canadian Conference on Education

MILLIE E. COTTINGHAM

850 delegates from all walks of life from all parts of Canada met in a four-day conference in a cooperative effort to solve some of the problems which confront Canadian education.

FOR years people closely connected with education have been increasingly alarmed about the magnitude of the task which we have set ourselves in Canada—to provide the maximum formal education at public expense for every man's child. Perhaps those with most reason to be alarmed at the growing crisis have been the teachers and professors who face their classes every day and know to what extent the time and talents of students and instructors are being wasted or used to best advantage, despite the rising costs of education. Never in the history of our country have so many boys and girls been kept in school and university so long at such great expense as now. Never have teachers and professors been in such short supply. Never have their tasks been so heavy. Never has the supply of well prepared professional, industrial, and technological workers been so far short of the needs of our society.

No matter how critical the problem, in a democratic nation the solution must await the awakening of public opinion and only through the time-consuming democratic process can action be effected.

Despite the two previous conferences, one on technically-trained manpower held at St. Andrews, N.B., in September, 1955, and the Ottawa Conference on The Crisis in High Education in November, 1956, the Canadian public was still reluctant to believe that schools and universities are about to be swamped, that too many loafers are hampering the work of the secondary schools while too many bright students are financially unable to complete their education.

The Canadian Teachers' Federation thought that it was time for a concerted effort to get action on these problems. Planning began in the final months of 1956, and nineteen national organizations agreed to sponsor the Canadian Conference on Education to be held in Ottawa. Thus it was that the Canadian Manufacturers' Association, the Chambers of Commerce, the Canadian Labor Congress, the Canadian Federation of Agriculture, found common ground with organizations of teachers, trustees and parents and with societies engaged in welfare or training activities.

The number of delegates attending grew from 350 in the planning stages to 850 at opening of the conference. The distribution was interesting. Eight percent were delegates at large and conference personnel, three percent came from government departments, eight percent represented press, publicity, C.B.C. and National Film Board, twenty-one percent were teachers and professors, thirty-three percent were from associations and service clubs not representing taxpayers, nineteen percent were from professional and business associations representing taxpayers, eight percent were school trustees. These delegates from organizations which speak for two million Canadians in four days listened to 74 major addresses and numerous group discussions. Only a miracle of planning got them through the conference. A special staff kept public relations smooth. A duplicating room poured out printed texts of speeches. In the press room a few doors away, thirty reporters and newsmen, as well as people from three Ottawa papers, culled news from millions of words. At least one Vancouver paper sent its Educational Editor, but when the thirty delegates from B.C. returned they found that current reports in this province had been woefully thin.

At least one hundred French-speaking Canadians participated and many speeches were given in two languages, emphasizing, especially for us from the West, what we are inclined to disregard, that our nation is bi-cultural and almost one-third of our population is French-speaking.

Program of the Conference

The conference opened Sunday evening with an address of welcome from the Mayor of Ottawa and greetings from Roman Catholic, Protestant and Jewish clergy, each speaking in two languages. Monday was devoted to two plenary sessions and a dinner. For the next two days members were in "workshops" to discuss eight topics: Buildings and Equipment, Education for Leisure, Financing Education, Higher Education (of which Dr. N. A. M. MacKenzie was chairman), Organization and Curricula, Role of the Home in Education, Special Needs in Education, Teachers —Quantity and Quality. At the final plenary session on Thursday recommendations from the workshop discussions were considered by the entire conference, and the brilliant Sir Ronald Gould gave an appraisal of the entire proceedings.

A fund of $50,000, supplied by the sponsoring organizations, financed the planning sessions and the physical arrangements. Each sponsoring organization paid the registration fees and expenses of its own delegates. Organization and direction of the smooth-functioning public relations machinery was the responsibility of the Imperial Oil Company, whose George Lawrence was in charge.

Sputnik Spurs Us On

This conference was planned long before U.S.S.R. launched its Sputniks into outer space, but these evidences of scientific achievement on the part of our northern neighbor increased the significance of this national discussion on the problems of education in Canada, where our strange scale of values causes us to spend twice as much on liquor and tobacco as we do on formal education and almost four times as much on defense.

Dr. Wilder Penfield, distinguished brain specialist and Director of the Conference, gave the keynote address. "Dissatisfaction with the support of education and the performance of educationists has led to this meeting," he said, "and the educationists have it in their power to mould our future." Dr. Penfield had visited U.S.S.R. two years ago. There he found the prestige and the level of pay for teachers and professors considerably higher comparatively than they are in Canada. Russia had a better system of scholarships for its able students and its training of prospective teachers and university professors was far more rigid and exacting. However, he suspected that in Russia students specialize too early without being grounded in the humanities.

"The specialist who has a broader educational basis leads a better life." At the same time Dr. Penfield felt that more emphasis should be put on trade schools and technical colleges in Canada.

Continued on page 407

August Workshop combines vacation with education.

Our Annual Workshop

WE urge all local associations to name delegates to the Ninth Annual B.C.T.F. Workshop to be held at Notre Dame College in Nelson, August 24 to 30 inclusive. Incoming officers will find this program particularly valuable.

What is the B.C.T.F. Workshop? It is a week's program of group discussions interspersed with addresses and panel discussions aimed at acquainting the delegates with some of the major areas of education with which we should be concerned this year. It is an opportunity to talk over in "bull session" style many educational problems and interests shared by teachers. It is a way of spending a very enjoyable week participating with fellow teachers in many social activities planned by the Workshop Social Committee. It is an opportunity to visit the beautiful West Kootenay area and partake of the hospitality of our fellow teachers there. It is an opportunity "to drink at the fountain," to know the issues, to become informed, and to provide leadership with respected vigor.

While attendance is mainly for local association delegates, we shall have room for individual teachers interested in spending an enjoyable and profitable week in most pleasant surroundings. If you are interested write to Stan Evans at the B.C.T.F. office. Delegates to past workshops have always wished to go again and we always have a fair number of repeaters.

The group discussion topics are:

1. B.C.T.F. Objectives and Activities, with Past President Joe Phillipson as resource person.

2. Philosophy of Education, with the resource person being either Howard McAllister, Chairman of the B.C.T.F Philosophy of Education or Mrs. Lorill Hanney, committee member.

3. Efficacy of Fall Conventions, with Bert Curtis of North Vancouver as resource person.

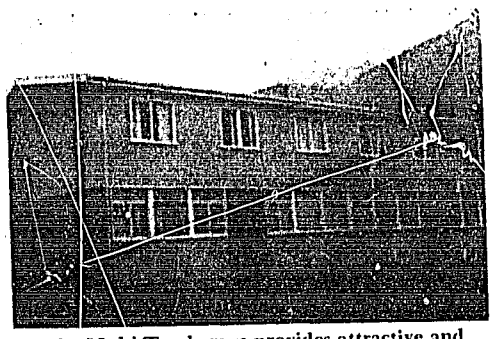
4. Public Relations, with resource person Chuck Bayley, Director of Publications, Vancouver School Board.

Special speakers will be Dr. J. F. K. English of the Department of Education, Dr. M. H. Scargill of the University of Alberta and Mrs. Lois Haggen, M.L.A. Officials of the Consolidated Mining & Smelting Co. will join with a school principal to consider whether or not our curriculum is keeping up with technological advances.

"Free time" will be spent in touring the C.M. and S. plant at Trail, in swimming in the lovely Kootenay Lake, in boating, in fishing, in playing golf, in taking one of the many pleasant drives in the Nelson area and in just plain loafing.

Accommodation will be the best yet. The two-year old dormitory of Notre Dame College with its many conveniences will house delegates "living in" while the main building will be workshop headquarters. For those delegates wishing to take their families, there is plenty of suitable motel accommodation at rates about $8.50 per day.

The cost of room and board at the dorm is $45 for the week.



The Multi-Teacherage provides attractive and comfortable homes.

A Home for Every Teacher

RITA MacCOSHAM

Howe Sound School Board's complete housing program has a holding power on teachers.

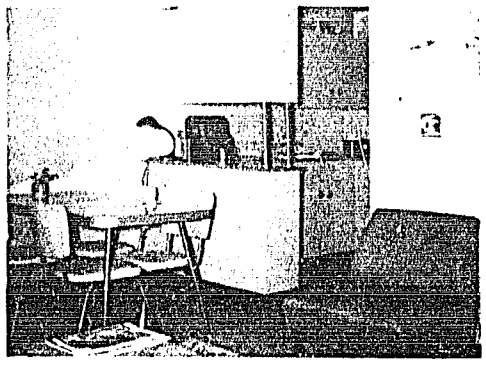
IT IS no secret that teachers have been hard to get and hard to hold, especially in country districts. School boards offer many inducements: bonuses for isolation, high minima, short increment plans, Summer School pay, but some pay attention to the biggest problem of all in rural areas —housing. Accommodation is often too high-priced or poor in quality. Many teachers have had to live in converted woodsheds or crowded attics with ill-assorted cast-off furnishings. Others have been reluctantly accepted as "boarders" or had to live in hotels.

Many school boards have given some consideration to this problem but the Board in Howe Sound District No. 48, forty miles out of Vancouver in a fast-growing area, has taken the initiative and is now completing a major housing program which provides smart, modern homes for 35 of its 50 teachers at prices that do not frighten teachers away. This is the first district in British Columbia to undertake a complete housing program in keeping with its school-building program. The B.C.T.F. built a duplex some years ago but the tremendous cost of an adequate province-wide building program was far beyond the Federation's means. Besides which, the headaches of being an absentee landlord made the investment impractical and well-nigh impossible. The Howe Sound trustees recognized

The greatest deterrent to getting teachers to go into and to stay in rural areas is the lack of suitable accommodation. Many school boards have recognized this problem and have made commendable efforts partially to meet the problem by building teacherages.

The most complete project undertaken in B.C. is that of the progressive Howe Sound School Board. Comfortable, attractive duplexes in each of the six two-room school areas meet the need there. In Squamish an $86,000 apartment block contains four family units and eight single units. Thirty-five of the district's 50 teachers are happily housed in accommodation owned by the School Board.

We congratulate the Howe Sound trustees on their initiative in meeting their teacher-housing problem.



The kitchens in the multi-teacherage are very nice to work in.

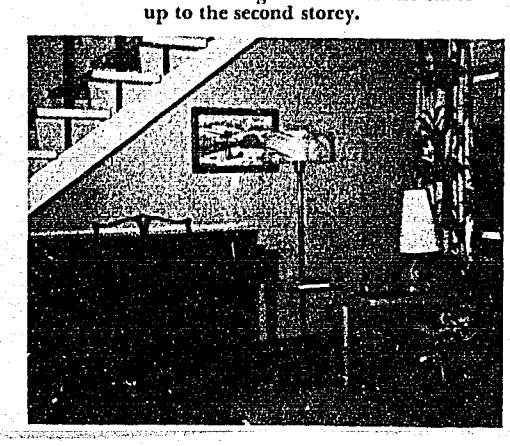
housing as a local matter which could best be handled locally.

With the encouragement of Inspector T. G. Carter, the Board embarked upon its ambitious building program some two years ago and now has furnished, modern homes attached to most of the smaller schools in the district besides a twelve-suite Multi-Teacherage located at Squamish where a large high school caters to Squamish, Britannia, Brackendale and the surrounding area.

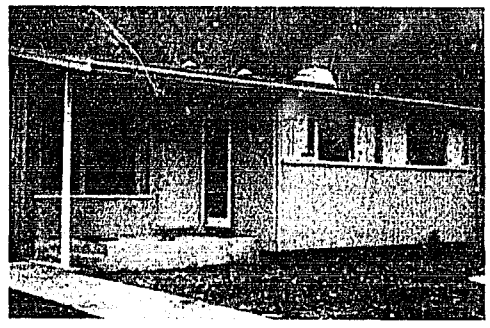
There was a real need for housing in this area. The man with a family had to come prepared to build or pay boom-rents. Few families were willing to accept "boarders." A center for logging and mining, the district began humming with construction men when the B.C. Electric launched its Cheakamus Dam project and the Provincial Government brought in work crews for the P.G.E. extension and for the highway. Then Premier Bennett announced a great new industrial expansion for Squamish and the price of building lots and rentals rocketed into the orbit of Sputnik.

Squamish and the whole Howe Sound area (with the exception of the company town of Britannia) needed teacher housing badly.

A corner of one living room shows the stairs up to the second storey.



There are now six new duplexes, one attached to each two-room elementary school, each built and attractively furnished at an approximate cost of $17,000. The twelve-suite apartment block cost $75,000 and was furnished for an extra $11,000. The furnishings, planned by an interior decorator, include an electric stove, fridge, living room suite, drapes and lamps, and so on. Each unit of the duplexes has a living-room, kitchen, bath, and two bedrooms and is designed to accommodate a small family. Four suites in the Multi-Teacherage are also family units. The remaining eight suites are for single teachers and have a living-room, kitchen and bath.



The duplex teacherages have two-bedroom suites.

Rentals range from $35 for the single suites to $57 for the large suites and include fuel, electricity, and water. In the duplexes fuel only is included. The cost to teachers breaks down at something like $5 per room plus the cost of heating and services (the School Board looks after maintenance and heating). The District is thus able to cover its cost of operation plus half the amortization payments on its investment.

Howe Sound School Board has pioneered a plan to make teaching in rural areas almost as attractive as teaching in the larger cities. Is this the answer to teacher-turnover? It is at least a tremendous step forward.

Teachers are people. They want to be paid a respectable wage, but they also want to live graciously without living beyond their means.

Summary of
Salary Scales
June, 1958

Summary of British Columbia Salary Schedules (1958)

DISTRICT No.	Name	Category	Minimum	Maximum	Increments	Principals' Allowances, Larger Schools	Remarks
1.	Fernie	EC	2550	3300	5 × 150		P.T.M.S. Plan A.
		EB	2850	4600	11 × 150, 1 × 100		
		EA	3100	5100	10 × 160, 2 × 200		
		SC	3600	5600	10 × 170, 3 × 100		
		SB	3900	6300	10 × 180, 3 × 200		
		SA	4200	6900	12 × 200, 1 × 300		
2.	Cranbrook	EC	2750	3500	5 × 150	Elem.: 15% to 35% of EB max.	Point-formula to decide teacher's "satisfactory work" in secondary school.
		EB	3050	4750	10 × 170	Sec.: 17% to 35% of SB max.	Bonuses given or increments withheld on basis of Inspector's or Principal's reports.
		EA	3250	5000	10 × 175	Vice-prin.: approx. ½.	Board of Appeal includes teachers' representatives.
		SC	3550	5600	10 × 205		
		SB	3850	6200	10 × 235		
		SA	4150	6800	10 × 265		
3.	Kimberley	EC	2750	3500	2 × 200, 2 × 175	Elem.: 15% to 35% of EB max.	P.T.M.S. Plan A.
		EB	3050	4800	4 × 175, 7 × 150	Sec.: 17% to 35% of SB max.	E in sec. school, SC scale less $300 (EC), $200 (EB), $100 (EA).
		EA	3350	5250	4 × 175, 8 × 150	Plus allowance equal to final incr. of classification held.	15 units towards higher certificate $200.
		SC	3650	5650	8 × 175, 4 × 150	Vice-prin.: approx. ⅓.	Full credit for experience in Canadian public schools.
		SB	4000	6400	5 × 200, 8 × 175	Department heads: $200.	$135 for 1-room rural schools.
		SA	4300	7000	4 × 225, 9 × 200		
4.	Windermere	EC	2850	3650	2 × 175, 3 × 150	Admin.: $300 El., $400 Sec. & El.-Sec.	P.T.M.S. Plan A.
		EB	3150	4900	10 × 175	Superv.: $100 (8), $50 (over 8).	E in sec., SC scale. Perm. 2nd Class paid EB scale to 7th step.
		EA	3450	5350	10 × 190	Three incr. of $150.	After 1 yr., $20 bonus each yr. continuous service.
		SC	3750	5750	10 × 200	Vice-prin.: ½.	$200 for 1-room schools.
		SB	4100	6500	8 × 225, 3 × 200		
		SA	4400	7100	10 × 250, 1 × 200		
5.	Creston	EC	3000	3750	5 × 150	Admin.: $200 El., $250 Superior, $300 Sec.	Perm. 2nd Class paid EB scale.
		EB	3300	5100	10 × 180	Superv.: $100 (10), $50 (over 10).	15 units beyond EB paid EA; 30 units paid SC.
		EA	3600	5400	10 × 180	Three incr. after scale max.	Full credit for outside experience.
		SC	3900	6000	10 × 210	Vice-prin.: ½.	
		SB	4200	6700	10 × 250	Head teacher: $75 per room.	
		SA	4500	7400	10 × 290		
6.	Kootenay Lake	EC	2700	3300	2 × 200, 2 × 100	Admin.: $300.	E teaching 50% of time in sec. grades, $300.
		EB	3000	4650	5 × 170, 5 × 160	Superv.: $75 (8), $25 (over 8).	Full credit for outside experience.
		EA	3300	5150	6 × 175, 5 × 160	Three incr. of $50.	
		SC	3600	5350	2 × 200, 9 × 150	Vice-prin.: ½.	
		SB	4050	6450	6 × 215, 6 × 185		
		SA	4350	6850	6 × 235, 4 × 200, 2 × 145		
7.	Nelson	EC	2650	3400	5 × 150		
		EB	2950	4600	5 × 170, 5 × 160		
		EA	3250	5100	6 × 175, 5 × 160		
		SC	3550	5650	6 × 180, 6 × 170		
		SB	4000	6400	6 × 215, 6 × 185		
		SA	4300	6800	6 × 235, 4 × 200, 2 × 145		
8.	Slocan	EC	2600	3350	5 × 150	Admin.: $200 El., $300 Sec. & El.-Sec.	E in sec. paid 2 incr. above scale.
		EB	3000	4700	2 × 150, 6 × 200, 2 × 100	Superv.: $75 per room (8), $25 (over 8).	Full credit for outside experience to 4 yrs.
		EA	3250	5055	3 × 160, 1 × 175, 4 × 200, 2 × 175		
		SC	3600	5120	8 × 190		
		SE	4000	6405	2 × 190, 5 × 230, 5 × 175		
		SA	4200	6960	2 × 135, 5 × 230, 5 × 250		

9. Castlegar	EC	2600	3350	5 × 150		
	EB	3000	4700	2 × 190, 3 × 165		
	EA	3250	5000	2 × 190, 1 × 180, 7 × 170		
	SC	3600	5500	10 × 190		
	SB	4000	6400	8 × 210, 4 × 180		
	SA	4200	7100	10 × 230, 3 × 200		
10. Arrow Lakes	EC	2700	3500	3 × 200, 2 × 100	Admin.: $200 El., $300 Sec. & El.-Sec. Superv.: $75 (8), $25 (over 8, including principal). Vice-prin.: approx. ½.	P.T.M.S. Plan A. E teaching 50% of time in sec. grades, SC scale.
	EB	2900	4700	10 × 180		
	EA	3150	5130	11 × 180		
	SC	3600	5600	10 × 200		
	SB	3950	6350	12 × 200		
	SA	4150	6750	3 × 200, 8 × 250		
11. Trail	EC	2700	3300	2 × 200, 2 × 100		E in sec. $300. Elem.: 15 education units beyond Sr. Matric. paid EA; 30 units paid SC. Full credit for odd year of outside experience.
	EB	3100	4700	6 × 150, 1 × 100		
	EA	3300	5000	4 × 150, 1 × 100		
	SC	3600	5350	5 × 200, 5 × 150		
	SB	4000	6400	12 × 200		
	SA	4200	7150	6 × 225, 8 × 200		
12. Grand Forks	EC	2600	3500	5 × 180		P.T.M.S. Plan A. 15 units beyond EB paid EA; 30 units paid SC.
	EB	2800	4900	10 × 190, 1 × 200		
	EA	3100	5200	10 × 190, 1 × 200		
	SC	3600	5760	10 × 195, 1 × 210		
	SB	3900	6370	11 × 205, 1 × 215		
	SA	4200	7000	11 × 215, 1 × 205, 1 × 230		
13. Kettle Valley	EC	2450	3050	6 × 100	Elem.: 10% to 35% of EB or EA max. Sec.: 10% to 35% of SB or SA max. Vice-prin.: 10% to 15% of base salary.	P.T.M.S. Plan A. E teaching 50% of time in sec. grades. SC scale. Perm. 2nd Class paid EB to 7th step. EC: credit for experience to 4 yrs., plus military service to 6 yrs.
	EB	2900	4200	4 × 150, 7 × 100		
	EA	3350	4650	2 × 150, 10 × 100		
	SC	3800	5150	3 × 150, 9 × 100		
	SB	4250	5650	14 × 100		
	SA	4500	6000	15 × 100		
14. Southern Okanagan	EC	2600	3500	6 × 150		
	EB	3050	4700	10 × 135, 2 × 150		
	EA	3500	5200	2 × 100, 10 × 150		
	SC	3950	5700	11 × 145, 1 × 155		
	SB	4400	6200	12 × 150		
	SA	4850	6800	11 × 160, 1 × 190		
15. Penticton	Same as Vernon.				Specific allowance for each school. Vice-prin.: Elem., ⅓; Sec., 40%. Sr. teacher 20%.	E in sec., next-higher scale.
16. Keremeos	EC	2425	3175	5 × 150		P.T.M.S. Plan A.
	EB	2875	4525	11 × 150		
	EA	3175	5025	10 × 170, 1 × 150		
	SC	3625	5625	10 × 170, 2 × 150		
	SB	3925	6225	10 × 200, 2 × 150		
	SA	4225	6825	10 × 220, 2 × 200		
17. Princeton	EC	2575	3325	5 × 150		
	EB	2925	4575	11 × 150		
	EA	3225	5075	10 × 170, 1 × 150		
	SC	3625	5375	10 × 175		
	SB	3975	6275	10 × 200, 2 × 150		
	SA	4275	6875	10 × 220, 2 × 200		

DISTRICT No.	Name	Category	Minimum	Maximum	Increments	Principals' Allowances, Larger Schools	Remarks
18.	Golden	EC	2700	3500	4 × 200	Admin.: $690-$720. Superv.: $50 (8), $75 (over 8). Vice-prin.: ½.	P.T.M.S. Plan A. E in sec., PC scale. Perm. 2nd Class with 10 yrs. experience paid EB to 7th step.
		EB	2850	4600	10 × 175		
		EA	3150	5050	10 × 190		
		PC	3650	5300	10 × 165		
		SC	3650	5600	10 × 195		
		SB	3950	6200	10 × 225		
		SA	4250	6800	10 × 255		
19.	Revelstoke	EC	2600	3400	5 × 160	Elem.: 15% to 35% of EB max. Sec.: 17% to 35% of SB max. Vice-prin.: approx. ½.	E in sec., SC scale. Perm. 2nd Class paid EB to 7th step. EC: credit for experience to 4 yrs. plus military service to 5 yrs. $100 for one-room schools.
		EB	3000	4700	10 × 160, 1 × 100		
		EA	3200	5150	10 × 180, 1 × 150		
		SC	3600	5600	10 × 190, 1 × 100		
		SB	4000	6400	10 × 230, 1 × 100		
		SA	4200	6900	10 × 260, 1 × 100		
20.	Salmon Arm	Same as Vernon.				Elem.: 15% to 35% of EB max. Sec.: 17% to 35% of SB max. Vice-prin.: approx. ½.	Perm. 2nd Class paid EB up to 7th step. EC: credit for experience to 4 yrs. plus military service to 5 yrs. $100 for 1-room schools.
21.	Armstrong-Spallumcheen	Approximately same as Vernon.					
22.	Vernon	EC	2400	3150	5 × 150		
		EB	2850	4500	11 × 150		
		EA	3150	5000	10 × 170, 1 × 150		
		SC	3600	5600	10 × 170, 2 × 150		
		SB	3900	6200	10 × 200, 2 × 150		
		SA	4200	6800	10 × 220, 2 × 200		
23.	Kelowna	Same as Vernon.					
24.	Kamloops	EC	2700	3425	5 × 145	Admin.: $500 El., $550 Sec., $600 El.-Sec. Superv.: $85 (8), $55 (over 8). Three incr. of $150 after scale max. Vice-prin.: ½ admin. & superv., $100 incr. Dept. heads, consultants, co-ordinators: $200 to $600.	15 units toward higher certificate paid next-higher scale. Permanent 2nd Class with 6 or more yrs. experience paid EB plus 3 incr. $200 for 1-room ungraded schools.
		EB	3000	4800	10 × 180		
		EA	3300	5100	10 × 180		
		SC	3650	5630	11 × 180		
		SB	4050	6450	10 × 220, 1 × 200		
		SA	4400	7000	10 × 240, 1 × 200		
25.	Barriere	EC	2700	3425	5 × 145	Admin.: $550. Superv.: $80 (8), $50 (over 8). Three incr. after scale max.	$150 for 1-room ungraded schools.
		EB	2900	4650	7 × 150, 4 × 175		
		EA	3200	5100	8 × 150, 4 × 175		
		SC	3700	5400	10 × 155, 1 × 150		
		SB	4000	6200	11 × 200		
		SA	4300	6850	12 × 200, 1 × 150		
26.	Birch Island	EC	2750	3525	3 × 150, 3 × 125		P.T.M.S. Plan A.
		EB	2950	4700	4 × 175, 7 × 150		
		EA	3250	5150	4 × 175, 8 × 150		
		SC	3750	5400	11 × 150		
		SB	4050	6250	8 × 200, 4 × 150		
		SA	4350	6950	13 × 200		

SUMMARY OF BRITISH COLUMBIA SALARY SCHEDULES (1958)

Addenda

School District No. 36 (Surrey)

September 1958 - December 1958

Category	Minimum	Maximum	Increments
EC	2600	3150	4 x 100, 1 x 150
EB	2875	4550	10 x 150, 1 x 175
EA	3125	4940	11 x 165
SC	3375	5355	11 x 180
SB	3650	5990	12 x 195
SA	3900	6840	14 x 210

January 1959 - December 1959

EC	2800	3400	3 x 100, 2 x 150
EB	3200	5000	4 x 150, 6 x 200
EA	3500	5400	10 x 190
SC	3800	6000	10 x 190, 2 x 150
PC	3900	6100	11 x 200
SB	4200	6700	11 x 200, 1 x 300
SA	4500	7250	5 x 200, 7 x 250

27. Williams Lake	EC	2700	3425	5 × 145	$500 first 4 teachers, $75 each (next 4), $50 each (next 4), $35 each (over 12). Vice-prin.: ½.	E in sec. $200. 15 credits above perm. certificate $150. $100 for one-room ungraded schools with 4 or more grades.
	EB	3000	4800	5 × 180, 6 × 150		
	EA	3250	5050	5 × 180, 6 × 150		
	SC	3700	5750	10 × 195, 1 × 100		
	SB	4050	6350	10 × 210, 1 × 200		
	SA	4400	6900	10 × 230, 1 × 200		
28. Quesnel	EC	2700	3575	5 × 175	$700 first 6 teachers; $80 ea. (over 6). $200 extra if no vice-prin. Vice-prin.: ½ first 3 yrs., ⅔ after 3 yrs.	P.T.M.S. Plan A. $25 per 3 units above perm. certificate to SA max. $10 per month if 6 or more grades in same class.
	EB	3000	4750	10 × 175		
	EA	3200	5100	10 × 175, 1 × 150		
	SC	3750	5950	11 × 200		
	SB	4050	6400	11 × 200, 1 × 150		
	SA	4350	6900	11 × 200, 1 × 150		
	E in sec.	3500	5425	11 × 175		
29. Lillooet	EC	2700	3500	5 × 160		P.T.M.S. Plan A.
	EB	3000	4850	10 × 175, 1 × 100		
	EA	3350	5250	10 × 180, 1 × 100		
	SC	3700	5750	10 × 195, 1 × 100		
	SB	4050	6350	10 × 210, 1 × 200		
	SA	4400	6900	10 × 230, 1 × 200		
30. South Cariboo	EC	2650	3475	3 × 150, 3 × 125	First 4 teachers: $500 El., $800 Sec. $75 (next 5), $50 (over 9). Three incr. after scale max. Vice-prin.: ½.	P.T.M.S. Plan A. E in sec., SC scale.
	EB	2850	4600	7 × 150, 4 × 175		
	EA	3150	5050	8 × 150, 4 × 175		
	SC	3700	5620	12 × 160		
	SB	4000	6400	12 × 200		
	SA	4300	6900	13 × 200		
31. Merritt	EC	2650	3475	3 × 150, 3 × 125	Admin.: $250 El., $600 Sec. Superv.: $70 (8), $25 (over 8). Three incr. of $150. Vice-prin.: ½.	P.T.M.S. Plan A. E in sec., SC scale. $150 for 1-room ungraded schools.
	EB	3100	4900	10 × 180		
	EA	3400	5200	10 × 180		
	SC	3750	5730	11 × 180		
	SB	4150	6550	10 × 220, 1 × 200		
	SA	4500	7100	10 × 240, 1 × 200		
32. Fraser Canyon	EC	2650	3400	4 × 160, 1 × 110	$120 (8), $50 (over 8). Vice-prin.: ½.	
	EB	2850	4550	7 × 170, 3 × 125, 1 × 135		
	EA	3100	5100	11 × 175, 1 × 75		
	SC	3600	5600	8 × 200, 4 × 100		
	SB	3800	6200	12 × 200		
	SA	4000	6800	10 × 230, 2 × 250		
33. Chilliwack	EC	2600	3150	3 × 150, 1 × 100	$125 first 4 teachers (including principal), $100 each (next 4), $35 (over 8). One or two incr. of $150 El., $250 Sec. Vice-prin: ½.	E teaching 50% of time in sec. grades, 1 incr. above scale.
	EB	2800	4500	4 × 200, 6 × 150		
	EA	3100	4950	4 × 200, 7 × 150		
	SC	3400	5400	7 × 200, 4 × 150		
	SB	3800	6100	10 × 200, 2 × 150		
	SA	4200	6800	13 × 200		
34. Abbotsford	EC	2500	3500	2 × 200, 4 × 150	Admin.: $200 to 16 rooms; $500 over 16 rooms. Super.: $100 (7), $50 (8), $35 (over 15). Vice-prin.: Elem. ½, Sec. $200 to $550.	$150 for 1-room schools.
	EB	2800	4500	4 × 200, 6 × 150		
	EA	3000	4900	5 × 200, 6 × 150		
	SC	3400	5400	7 × 200, 4 × 150		
	SB	3800	6100	8 × 200, 4 × 150, 1 × 100		
	SA	4000	6800	9 × 200, 4 × 175, 2 × 150		
35. Langley	EC	2900	3100	2 × 100	Elem.: $150 (4), $125 (6), $50 (over 10). Sec.: $200 (4), $75 (5), $50 (over 9). Vice-prin.: ½.	P.T.M.S. Plan A. $130 for 1-room schools.
	EB	3100	4475	11 × 125		
	EA	3300	4950	11 × 150		
	SC	3700	5600	8 × 150, 4 × 175		
	SB	4000	6200	8 × 175, 4 × 200		
	SA	4200	6800	13 × 200		

No.	DISTRICT Name	Category	Minimum	Maximum	Increments	Principals' Allowances, Larger Schools	Remarks
37.	Delta	EC	2800	3100	2 × 150	Elem.: $150 (4), $75 (4), $35 (over 8). Sec.: $150 (4), $100 (4), $35 (over 8). Vice-prin.: ½.	P.T.M.S. Plan A.
		EB	3000	4500	10 × 150		
		EA	3100	5100	11 × 175, 1 × 75		
		SC	3400	5400	9 × 200, 2 × 100		
		SB	3800	6200	12 × 200		
		SA	4200	6800	13 × 200		
38.	Richmond	EC	2600	3500	6 × 150	Admin.: $300 El., $400 Sec. Superv.: $75 (8), $35 (over 8). Three incr. of $100. Annex: $25 per room. Vice-prin.: El. $225 to $425, Sec. approx. ½. Annex head teacher: $62 per room, min. $125.	E in sec. $200.
		EB	2900	5100	9 × 200, 4 × 100		
		EA	3200	5300	8 × 200, 5 × 100		
		SC	3500	5700	8 × 200, 6 × 100		
		SB	3900	6600	13 × 200, 1 × 100		
		SA	4300	7100	14 × 200		
39.	Vancouver	EC	2750	4350	4 × 150, 5 × 200	Independent scale for principals & vice-principals.	Full credit for outside experience to 8 yrs.; no credit beyond 8 yrs.
		EB	3100	5100	4 × 150, 7 × 200		
		EA	3300	5350	4 × 150, 7 × 200, 1 × 50		
		SC	3600	5800E	4 × 150, 8 × 200		
				6100JH	4 × 150, 9 × 200, 1 × 100		
				6400SH	4 × 150, 11 × 200		
		SB	4000	6500E	4 × 150, 9 × 200, 1 × 100		
				6800JH	4 × 150, 11 × 200		
				7100SH	4 × 150, 11 × 200, 1 × 300		
		SA	4200	6700E	4 × 150, 9 × 200, 1 × 100		
				7000JH	4 × 150, 11 × 200		
				7300SH	4 × 150, 11 × 200, 1 × 300		
40.	New Westminster	EC	2750	4300	4 × 150, then 200	SA max. plus $800-$1400 El., $1500-$1800 Jr.-High; $1900-$2200 S. High. Five incr. of $200. Vice-prin.: approx. one-third allowance, full incr.	
		EB	3100	5000			
		EA	3300	5350			
		SC	3600	5400E			
				5600JH			
				5900SH			
		SB	4000	6400E			
				6600JH			
				6900SH			
		SA	4200	6600E			
				6200JH			
				7100SH			
41.	Burnaby	EC	2750			Under negotiation at press date.	E teaching IA paid SC min. Special allowance for partial progress toward higher certification. Credit for outside experience limited to 8 yrs. Teacher returning from outside district, half credit over 8 yrs.
		EB	3100	4300	2 × 100, 5 × 200		
		EA	3300	4700	2 × 100, 6 × 200		
		SC	3600	5850	1 × 100, 1 × 150, 10 × 200		
		PC	3600	6450	1 × 100, 1 × 150, 13 × 200		
		SB	4000	6600	2 × 100, 1 × 150, 10 × 200, 1 × 250		
		SA	4200	7400	2 × 100, 2 × 200, 2 × 250, 9 × 200, 1 × 300		
42.	Maple Ridge	EC	2850	3150	2 × 150	Admin.: $150. Superv.: $100 (4, including principal), $50 (4), $25 (over 8). Vice-prin.: ½.	E in sec., next-higher scale. 5 units towards higher certificate, $100. 15 units toward EA paid EA scale. Sabbatical leave available after 5 yrs.
		EB	3000	4500	10 × 150		
		EA	3100	5100	10 × 175, 1 × 75, 1 × 175		
		SC	3400	5600	8 × 200, 4 × 150		
		SB	3800	6200	12 × 200		
		SA	4000	6800	10 × 250, 2 × 150		

43. Coquitlam	EC	2750	3200	3 × 150	Elem.: base scale plus 13% to 26% of EB max. Sec.: SA max. plus 23% to 38% of SB max. Two to four incr. Vice-prin.: ½ admin. Supervisors, Counsellors: base scale or SA max. plus $800 to $1025.	E teaching 50% in sec., $150. Permanent certificate plus M.A. paid SA scale. Journeyman experience of shop men, $75 each 2 yrs. to $400, but not above scale max.
	EB	3150	5050	2 × 150, 8 × 200		
	EA	3400	5500	2 × 150, 9 × 200		
	SC	3750	5850	2 × 150, 9 × 200		
	SB	4200	6810	2 × 150, 11 × 210		
	SA	4400	7010	2 × 150, 11 × 210		
44. North Vancouver	EC	2800	3800	5 × 200	Allowances as in Vancouver, superimposed on base scale position or SA max. depending on total teaching experience of principal concerned.	P.T.M.S. Plan A. E in sec., 1 incr. above scale. Mileage allowance for relieving teachers.
	EB	3100	5100	10 × 200		
	EA	3400	5400	10 × 200		
	SC	3700	5700	10 × 200		
	SB	4000	6800	14 × 200		
	SA	4300	7100	14 × 200		
45. West Vancouver	EC	2700	3400	4 × 150, 1 × 100	$700 to $1200 El., $2000 Jr. High, $2700 Sr. High. Vice-prin.: ½. Senior Assistants in El.: $300.	P.T.M.S. Plan A.
	EB	3100E	5000E	4 × 150, 6 × 200, 1 × 100		
		3400H	4500H	4 × 175, 2 × 200		
	EA	3350E	5350E	4 × 150, 7 × 200		
		3600H	4700H	4 × 175, 2 × 200		
	PC	3600E	5600E	4 × 150, 7 × 200		
	PB	4000E	6000E	4 × 150, 7 × 200		
	PA	4200E	6200E	4 × 150, 7 × 200		
	SC	3600E	5400E	4 × 150, 6 × 200		
		3900H	5600H	4 × 175, 5 × 200		
	SB	4300	7300	4 × 175, 10 × 200, 1 × 300		
	SA	4500	7500	4 × 175, 10 × 200, 1 × 300		
46. Sechelt	EC	2800	3400	4 × 150	First 5 teachers: $600 El., $700 Sec. $75 each (next 4), $50 each (next 3), $25 each (over 12). Vice-prin.: ½.	P.T.M.S. Plan A. E teaching sec. subjects, $75 per course taught. E specialists in sec., SC scale. Summer School after perm. certificate: $100. $150 for one-room schools.
	EB	3200	4850	11 × 150		
	EA	3400	5300	7 × 200, 2 × 250		
	SC	3600	5600	10 × 200		
	SB	4000	6600	13 × 200		
	SA	4300	7000	13 × 200, 1 × 100		
47. Powell River	EC	2650	3350	1 × 200, 1 × 180, 2 × 160	Admin.: $300 El., $400 Sec. Superv.: $75 (12), $25 (over 12). Incr. of $200 after 3, 6, and 10 yrs. (Half credit outside district). Vice-prin.: ½ admin. and superv.; full incr.	P.T.M.S. Plan A. E in sec., SC scale to max. of $5410. Summer School attendance: $200.
	EB	3200	4900	2 × 200, 1 × 180, 7 × 160		
	EA	3450	5310	2 × 200, 1 × 180, 8 × 160		
	PC	3650	5750	1 × 300, 9 × 200		
	SC	3650	5610	5 × 200, 6 × 160		
	SB	4050	6550	1 × 300, 11 × 200		
	SA	4350	7050	1 × 300, 12 × 200		
48. Howe Sound	EC	3000	3450	3 × 150	Admin.: $300 El., $400 Sec., $500 El.-Sec. Superv.: $75 (8), $25 (over 8). Vice-prin.: ½.	P.T.M.S. Plan A. Summer School: $50 per unit of training.
	EB	3300	5200	10 × 190		
	EA	3600	5600	10 × 200		
	PC	3900	6150	10 × 225		
	SC	3900	6050	10 × 215		
	SB	4200	6450	10 × 225		
	SA	4500	7000	10 × 250		
49. Ocean Falls	EC	2900	3600	4 × 175	Elem.: $700 first 4 teachers, $100 each (next 4), $50 each (over 8). Elem.-High: $800 first 4 teachers, $100 each (next 8), $75 each (next 8). Vice-prin.: ½.	E in sec. $275. $50 per 3 units beyond permanent certificate. Summer School attendance: $125 to $170. Teachers earning fewer than 3 credits in 5 yrs. paid $100 below scale.
	EB	3100	5025	11 × 175		
	EA	3400	5325	11 × 175		
	SC	3800	6000	11 × 200		
	SB	4100	6700	13 × 200		
	SA	4400	7200	14 × 200		

DISTRICT No.	Name	Category	Minimum	Maximum	Increments	Principals' Allowances, Larger Schools	Remarks
50.	Queen Charlotte	EC	2900	3600	3 × 150, 2 × 125		P.T.M.S. Plan A. E in sec., $150. Summer School: $150.
		EB	3100	5025	7 × 150, 5 × 175		
		EA	3400	5350	8 × 150, 2 × 175, 2 × 200		
		SC	3900	5825	7 × 150, 5 × 175		
		SB	4200	6425	9 × 175, 2 × 200, 2 × 225		
		SA	4500	6950	7 × 175, 4 × 240, 1 × 265		
51.	Portland Canal	EC	2800	4300	4 × 200, 2 × 150, 1 × 100, 2 × 150	Elem.: $100 per rm. Sec.: $100 more.	Summer School: $150. After 3 yrs., $150 continuous service incr.
		EB	2950	5450	3 × 200, 6 × 150		
		SC	3200	4750	4 × 200, 5 × 150		
		SB	3400	6300	13 × 200, 2 × 150		
52.	Prince Rupert	EC	2890	3550	5 × 150	Elem.: $202 (10), $40 (next 5), $20 (over 15). Sec.: $262 (10), $52 (next 5), $26 (over 15). Vice-prin.: ½.	P.T.M.S. Plan A. F in H.S. $300 if taking further training. E in Jr.H. grades $150. Perm. EC, max. $4400. 15 credits toward higher certificate paid next-higher scale.
		EB	3100	4970	11 × 170		
		EA	3400	5380	11 × 180		
		SC	3850	5750	10 × 190		
		SB	4150	6350	11 × 200		
		SA	4450	6970	12 × 210		
53.	Terrace	EC	2850	3600	6 × 125	Not yet reported.	P.T.M.S. Plan A. E in sec. $400 if taking further training. E teaching IA or HE paid SC if taking further training.
		EB	3050	5150	7 × 150, 6 × 175		
		EA	3350	5250	8 × 150, 4 × 175		
		SC	3800	5300	10 × 150		
		SB	4150	6375	9 × 150, 5 × 175		
		SA	4400	6550	7 × 150, 4 × 175, 2 × 200		
54.	Smithers	EC	2800	3625	1 × 150, 3 × 175, 1 × 150	Admin.: $200 El., $300 Superior, $400 Elem.-Sec. or Sec. Superv.: $75 (8), $25 (over 8). Vice-prin.: ½.	EC in sec. $300; EB $400; EA $500. Summer School: $50 per 3 units of training. Sabbatical leave available after 5 yrs.
		EB	3050	5000	1 × 150, 6 × 200, 4 × 150		
		EA	3300	5200	1 × 150, 5 × 200, 5 × 150		
		SC	3800	5900	1 × 150, 9 × 200, 1 × 150		
		SB	4000	6300	1 × 150, 10 × 200, 1 × 150		
		SA	4300	6900	1 × 150, 7 × 200, 6 × 175		
55.	Burns Lake	EC	2800	3625	3 × 175, 2 × 150		P.T.M.S. Plan A.
		EB	3050	5000	6 × 200, 5 × 150		
		EA	3300	5300	7 × 200, 4 × 150		
		SC	3800	5900	9 × 200, 2 × 150		
		SB	4100	6300	11 × 200		
		SA	4400	6900	12 × 200, 1 × 100		
56.	Vanderhoof	EC	2800	3625	3 × 150, 3 × 125	Admin.: $200 El., $300 Superior, $400 others. Superv.: $75 (8), $25 (over 8). Over 8 rooms: principal paid scale max. plus above allowance. Vice-prin.: ½ admin. and superv. less 1 teacher.	E in sec., SC less $150 (EC, EB), $75 (EA), up to one incr. beyond max. for certificate held. $10 per month for over 20 pupils in 1-room ungraded schools.
		EB	3000	4900	2 × 150, 10 × 160		
		EA	3300	5200	2 × 150, 10 × 160		
		SC	3800	5825	3 × 150, 9 × 175		
		SB	4100	6375	13 × 175		
		SA	4400	7025	15 × 175		
57.	Prince George	EC	2800	3500	3 × 200, 1 × 100	$100 (8, including principal). Over 8 rooms: principal paid scale max. plus "agreed" allowance. Vice-prin.: $400 plus $50 per teacher over 8.	E in sec., $300. 15 credits toward next-higher certificate paid next-higher scale.
		EB	3000	4700	5 × 200, 7 × 100		
		EA	3200	4900	5 × 200, 7 × 100		
		SC	3800	5850	5 × 200, 7 × 150		
		SB	4000	6050	5 × 200, 7 × 150		
		SA	4200	6700	5 × 200, 10 × 150		

58. McBride	EC	2900	3725	3 × 150, 3 × 125	Admin.: $400. Superv.: $50 per teacher.	E in sec., SC scale. $25 per unit toward higher certificate up to SA max.
	EB	3100	4850	4 × 175, 7 × 150		
	EA	3400	5300	4 × 175, 8 × 150		
	SC	3900	5550	11 × 150		
	SB	4200	6425	10 × 200, 1 × 225		
	SA	4500	7050	12 × 200, 1 × 150		
59. Peace River South	EC	2850	3600	5 × 150	Admin.: $350-$450 El., $400-500 J. H., $500-650 S. H. Superv.: $60 per teacher. Three incr. of $200 after scale max. in schools of 10 rooms or more. Vice-prin.: ½ admin. and superv. less $30; full incr.	E in sec., SC less $200. $50 per 3 units toward higher certificate; 15 credits paid one incr. $10 per month for over 20 pupils in 1-room ungraded schools.
	EB	3150	4800	5 × 150, 4 × 175, 1 × 200		
	EA	3450	5350	4 × 150, 4 × 175, 3 × 200		
	SC	3850	5600	3 × 150, 4 × 175, 3 × 200		
	SB	4150	6375	3 × 150, 1 × 175, 8 × 200		
	SA	4450	7000	12 × 200, 1 × 150		
60. Peace River North	EC	3000	3750	5 × 150	Admin.: $350 El., $450 Sec. Superv.: $60 per teacher. Extra $250 in high school with dormitory. Vice-prin.: ½.	E in sec., SC less $200. $50 per 3 units toward higher certificate up to SA. $10 per month for over 20 pupils in 1-room ungraded schools.
	EB	3300	5200	3 × 150, 6 × 175, 2 × 200		
	EA	3600	5700	3 × 150, 6 × 175, 3 × 200		
	SC	3900	5800	3 × 150, 6 × 175, 2 × 200		
	SB	4300	6600	4 × 175, 8 × 200		
	SA	4700	7500	14 × 200		
61. Greater Victoria (also John Stubbs School, unattached)	EC	2800	3400	4 × 150	Admin.: $200 El., $350 Sec. Superv.: $75 (9), $45 (5), $25 (over 14). Three incr. after scale max. Vice-prin.: ½. Teacher-in-charge, annex: $75 per rm.	P.T.M.S. Plan A.
	EB	3200	5000	10 × 180		
	EA	3500	5500	10 × 200		
	SC	3800	6000	11 × 200		
	SB	4200	6600	12 × 200		
	SA	4500	7260	12 × 230		
62. Sooke	EC	2550	3400	5 × 170		P.T.M.S. Plan A.
	EB	2850	4700	10 × 185		
	EA	3150	5185	11 × 185		
	SC	3630	5690	11 × 190		
	SB	3900	6300	12 × 200		
	SA	4170	6900	13 × 210		
63. Saanich	Same as Greater Victoria.					P.T.M.S. Plan A.
64. Saltspring	EC	2500	3400	6 × 150	First 4 teachers: $500 El., $800 Sec., $1000 El-Sec., $75 (next 5), $50 (over 9). Vice-prin.: ½.	After 1 yr. service, each 6 credits toward higher certification paid ½ difference between present and next-higher scale.
	EB	2800	4500	10 × 170		
	EA	3100	5080	11 × 180		
	SC	3500	5590	11 × 190		
	SB	3800	6200	12 × 200		
	SA	4125	6855	13 × 210		
65. Cowichan	EC	2700	3450	6 × 150		P.T.M.S. Plan A.
	EB	2965	4725	11 × 160		
	EA	3300	5225	11 × 175		
	SC	3600	5800	11 × 200		
	SB	3950	6350	12 × 200		
	SA	4270	7000	13 × 210		
66. Lake Cowichan	EC	2600	3300	3 × 150, 2 × 125		
	EB	3000	4800	5 × 180, 6 × 150		
	EA	3200	5200	6 × 200, 5 × 160		
	SC	3600	5800	11 × 200		
	SB	4000	6400	12 × 200		
	SA	4400	7000	13 × 200		
67. Ladysmith	Same as Nanaimo.				Admin.: $300. Superv.: $75 (8), $25 (over 8). Three incr. of $150. Vice-prin.: ½.	P.T.M.S. commencing 1959.

DISTRICT No.	Name	Category	Minimum	Maximum	Increments	Principals' Allowances, Larger Schools	Remarks
68.	Nanaimo	EC	2760	3360	4 × 165	Admin.: $300 El., $500 Sec.	E in sec., next-higher scale.
		EB	3000	4725	5 × 165, 6 × 150	Superv.: $100 (8), $50 (over 8).	Three incr. of $100 per 5 units University training above EB or SB.
		EA	3300	5225	11 × 175	Three incr. of $150.	Isolation bonus in 2 specified schools.
		SC	3600	5800	11 × 200	Vice-prin.: ½ admin. and superv., full incr.	
		SB	4000	6400	12 × 200	Dept. heads $150, Consultants $200, Teachers-in-charge $50 (1), $25 (over 1).	
		SA	4400	7000	13 × 200		
69.	Qualicum	EC	2650	3400	5 × 150	Elem.: $75 Admin.: $75 per teacher supervised.	P.T.M.S. Plan A.
		EB	2850	4650	12 × 150	Sec.: Admin. $300.	E in sec. $300.
		EA	3150	5070	12 × 160	Superv.: $75 (8), $50 (over 8).	
		SC	3550	5650	12 × 175	Three incr. of $150.	
		SB	3850	6385	13 × 195	Vice-prin.: ½ admin. & superv.	
		SA	4150	6750	13 × 200	Teachers-in-charge: $25 per division.	
70.	Alberni	EC	2600	3350	5 × 150	Admin. $270 El., $400 Sec.	E in sec., next-higher scale if taking further training.
		EB	2800	4840	12 × 170	Superv.: $75 (10), $35 (over 10).	Teachers coming from outside B.C.: experience limited in first yr. to 9 yrs. (EC) and 12 yrs. (SC).
		EA	3100	5200	12 × 175	Vice-prin.: ½.	Ungraded schools & special classes: 1 incr. above scale.
		SC	3400	5500	12 × 175	Senior teacher $125 per room.	
		SB	3700	6300	13 × 200	Teacher consultants $250.	
		SA	4000	6925	13 × 225		
71.	Courtenay	EC	2550	3150	3 × 100, 2 × 150	Admin.: El. approx. $1 per pupil; Sec. $100 more.	E specialist teaching 50% in Sr. H. and taking further training paid SC scale.
		EB	2850	4500	3 × 100, 9 × 150	Superv.: $75 (8), $25 (over 8).	E in Jr.H. taking further training paid next-higher scale.
		EA	3150	5000	3 × 125, 8 × 175, 1 × 75	One incr. of $150 after scale max.	Isolation bonus in 2 specified schools.
		SC	3450	5600	3 × 125, 9 × 175, 1 × 200	Vice-prin.: ½ admin. and superv.	Death benefit after 20 yrs. in district.
		SB	3750	6200	3 × 150, 10 × 200	Head teacher $100.	
		SA	4050	6800	3 × 175, 9 × 225, 1 × 200	Consultant $300.	
72.	Campbell River	EC	2700	3450	5 × 150	First 4 teachers (including prin.) $600 El., $700 J. H. or Superior, $800 Jr.-Sr. High.	E teaching more than 25 periods a week in Jr.H. $200.
		EB	2900	4500	10 × 160	Elem.: $65 (next 5), $30 (next 11), $10 (over 20), J. H. or Superior $5 more; Jr.-Sr. H. $10 more. per teacher.	$100 for one-room school without rent-free teacherage.
		EA	3100	5200	12 × 175	Three incr. after scale max.	
		SC	3300	5640	12 × 195	Vice-prin.: ½; Dept. heads, $200.	
		SB	3700	6300	13 × 200		
		SA	4100	6900	14 × 200		
73.	Alert Bay	EC	3400			Admin.: $300.	P.T.M.S. Plan A.
		EB	3400	5000	1 × 200, 8 × 175	Superv.: $75 (8), $25 (over 8).	E in sec., SC scale to 7th step.
		EA	3400	5200	9 × 200	Three incr. of $150 after scale max.	Summer School: $75 per 3 units.
		SC	4200	6000	9 × 200	Vice-prin.: ½.	
		SB	4200	6450	9 × 250		
		SA	4200	7200	10 × 300		

74. Quatsino	EC	3100	3700	3 × 200	Admin.: $300 Superior, $400 El.-Sec. Superv.: $75 (8), $25 (over 8).	P.T.M.S. Plan A. Summer School or University: $100.
	EB	3200	5000	2 × 300, 6 × 200		
	EA	3200	5400	2 × 300, 8 × 200		
	SC	3800	5700	1 × 300, 8 × 200		
	SB	4100	6600	1 × 300, 11 × 200		
	SA	4500	7200	1 × 300, 12 × 200		
75. Mission	EC	2600	3200	4 × 150	$175 first room, $100 each (next 5), $50 each (next 10), $35 each (over 16). Vice-prin.: ½.	
	EB	2800	4500	4 × 200, 6 × 150		
	EA	3000	4900	5 × 200, 6 × 150		
	SC	3400	5400	7 × 200, 4 × 150		
	SB	3800	6000	8 × 200, 4 × 150		
	SA	4200	6800	13 × 200		
76. Agassiz	EC	2600	3200	4 × 150	$125 (8), $50 (over 8). Vice-prin.: ½.	E in H.S. attending Summer Schools, paid 2 scales higher than certificate held, up to SC.
	EB	2800	4500	4 × 200, 6 × 150		
	EA	3000	4900	5 × 200, 6 × 150		
	SC	3400	5400	7 × 200, 4 × 150		
	SB	3800	6000	8 × 200, 4 × 150		
	SA	4000	6800	14 × 200		
77. Summerland	Same as Vernon					
78. Enderby	Same as Vernon					E in sec. paid SC to max. for certification held.
79. Ucluelet-Tofino	EC	2750	3575	3 × 150, 3 × 125	Admin.: $150 El., $250 Superior, $300 Sec. Superv.: El. & Superior, $50 per El. teacher, $60 per H.S. teacher. Sec.: $75 (8). $25 (over 8).	E teaching 50% of time in sec. grades paid sec. scale.
	EB	2950	4700	7 × 150, 4 × 175		
	EA	3250	5150	8 × 150, 4 × 175		
	SC	3750	5400	11 × 150		
	SB	4050	6275	9 × 150, 5 × 175		
	SA	4350	6900	7 × 150, 4 × 175, 4 × 200		
80. Kitimat	EC	2800	3550	5 × 150		P.T.M.S. Plan A. 15 units beyond EB paid EA; 30 units paid SC. Credit for outside experience limited to 8 yrs. EC: credit to 5 yrs. plus military service. $100 salary advance at beginning of school year.
	EB	3100	4630	9 × 170		
	EA	3425	5225	10 × 180		
	SC	3775	5865	11 × 190		
	SB	4150	6550	12 × 200		
	SA	4550	7280	13 × 210		
81. Fort Nelson	EC	3200	4150	4 × 200, 1 × 150	$300 El., $800 El.-High. $100 per additional classroom opened.	
	EB	3500	5500	10 × 200		
	EA	3700	5700	10 × 200		
	SC	4200	6250	5 × 200, 7 × 150		
	SB	4500	6550	5 × 200, 7 × 150		
	SA	4800	6850	5 × 200, 7 × 150		
Tahsis	EC	3400	4300	3 × 300	Admin.: $500 El., $800 Sec. Superv.: $75 (8), $25 (over 8).	EB or EA plus 15 units paid one scale higher; 30 units, two scales higher. Summer School: $50 per unit. After 2 yrs. in district, $200 extra incr.
	EB	3400	5800	8 × 300		
	EA	3700	6100	8 × 300		
	SC	4000	6700	9 × 300		
	SB	4300	7000	9 × 300		
	SA	4600	7300	9 × 300		
University Hill	EC	2750	3350	4 × 150		
	EB	3100	5100	4 × 150, 7 × 200		
	EA	3300	5350	4 × 150, 7 × 200		
	SB	4100	7100	4 × 150, 12 × 200		
	SA	4300	7400	4 × 150, 11 × 200, 1 × 300		

POLICY RESOLUTIONS PASSED BY THE 1957 ANNUAL GENERAL MEETING RE SALARIES

1. That teachers not apply for or accept any position at a salary higher (or lower) than that called for in the specific terms of a salary schedule.
2. That all teachers contact the Federation office before accepting any position to make sure that the salary offered is the correct salary and that the school district is generally in good standing with the Federation.

   (Where the time factor makes this necessary, but only under such circumstances, B.C.T.F. members may send telegrams or make long distance telephone calls collect.)

NOTES:

1. "A salary higher th: ıt called for in the specific terms of a salary schedule" mea.ıs a salary which cannot be accounted for by the scale itself or by any *specific* governing clause. If the salary offered has been determined "in the discretion of the School Board" or is based on a clause through which the Board "reserves the right to pay salaries higher than those called for in the scale," the Federation asks teachers not to accept it. The purpose of the resolution is, of course, to enforce the principles of collective bargaining.
2. It would be proper to accept a salary "according to schedule" should an offer of appointment be made on this basis and no specific salary quoted.

Modern Mathematics demands that Secondary School Math Teachers be Re-educated. Does the B.C.T.F. have a responsibility for this re-education?

The Re-education of Secondary Mathematics Teachers

HARRY L. STEIN

ONE cannot turn today to the literature on the teaching of mathematics in secondary schools without the feeling that there are rumblings—nay, even tremors—which give notice of impending upheavals in the content and methodology of our high school mathematics program. It is difficult to say whether or not this means that many of our traditional topics will be replaced by so-called "modern mathematics" in revolutionary fashion, or whether or not there will be a gradual introduction of modern mathematical symbolism through the medium of some of the traditional topics. However, this we do know—the structure, form, and content of college mathematics is changing rapidly. Our high school graduates of the past two years have encountered a vastly different first year program at university from that of their predecessors. This program is reputed to be only a modest introduction of some of the newer topics of modern mathematics. What will be the situation when the changes become more radical?

The well-trained high school mathematics teacher of today, or possibly yesterday, has probably had three or four years of undergraduate mathematics which "emphasized rather heavily the branch of mathematics commonly known as analysis." His first year work consisted of the usual topics, quadratics, arithmetic and geometric series, the elements of trigonometry, elementary analytical geometry up to the conics, the binomial theorem and possibly some permutations and combinations. Until two years ago, it is unlikely that much emphasis was placed upon such modern topics as truth tables, Boolean algebra, the theory of sets, vectors and matrices. In the second year his course was very likely an introduction to differential and integral calculus with the traditional applications to maxima and minima, areas, and finite and infinite series. The third and fourth year courses likely consisted of further topics in algebra and geometry with the possible addition of differential equations and some advanced calculus.

This fine background has made the high school mathematics teacher aware of what was in store for those of his students who were destined to enter university. He knew what would be required of them and he knew, therefore, how to prepare them. He realized the need for accuracy in algebraic manipulation; for an understanding of a few of the basic theorems of Euclidian geometry, and for developing the ability to solve certain type problems involving

At the Editor's invitation Dr. Harry L. Stein discusses some of the aspects of "Modern Mathematics" and indicates the necessity for teachers of secondary school mathematics to become conversant with these.

Dr. Stein is supervisor of Graduate Studies, College of Education, University of B.C.

simple, simultaneous linear, and quadratic equations. He also knew that his students would have need of a knowledge of Cartesian coordinates, and he knew how to drill them in the plotting of certain lines and curves. All of this was very fine, except for one thing. Such a high school mathematics teacher did not realize that serious change in the college program would be forthcoming, and it is extremely unlikely that he kept himself up-to-date with the changes that are actually taking place, not only in college mathematics, but also in high school mathematics.

Mathematics of the Future

According to Howard F. Fehr, President of the National Council of Teachers of Mathematics and a professor at Teachers College, Columbia,

"A decade from now, when high school mathematics takes on modern attire, it will look like this:

1. The artificial separation of algebra, geometry, and analysis will be eliminated.
2. Solid geometry as a separate course will disappear from the curriculum.
3. The logarithmic solution of triangles will be dispensed with.
4. Trigonometry will become an integral part of analysis and will no longer be a separate subject.
5. A fundamental concept—that of sets—will dominate mathematics in the years ahead. (Students will learn that addition is finding the union of disjoint sets . . . Subtraction is finding the complement of sets . . . A line is a set of points . . . An angle is a union of two rays whose sets are not disjoint. Where the set approach has been tried, it has evoked far more interest and motivation for study than the usual mechanical, puzzle, and so-called applied problems. Set theory is very closely related to many new applications of mathematical theory to engineering, social and scientific problems. It is not a fad.)
6. Probability and statistical inference, a science that grew out of a gambler's interest in his chances to win (de Mere, 17th century), will be introduced in the twelfth year of math.
7. Algebra of the near future will deal with such topics as groups, rings, fields.
8. Euclidian geometry will take a back seat. There will be geometry of three dimensions.
9. Statistical reasoning will become a part of many phases of math instruction.
10. The historical development of mathematics will be given greater attention."

In a little pamphlet issued by the Commission on Mathematics of the College Entrance Examination Board, titled "Modern Mathematics and its place in the secondary school," Albert J. Meder says:

"Modern mathematics is both a point of view and new subject matter . . . The new point of view is attained by looking at the content of elementary mathematics in the light of the new subject matter.

"It should be noted at once that there is no sharp dividing line between 'traditional' mathematics and 'modern' mathematics. The development of mathematics has been continuous; the newer ideas have grown out of the older; and many teachers have been presenting traditional content from a point of view accurately described as modern.

"A very simple example will suffice. Many a first year algebra student has been told, and in turn will state, that $x^2 - y^2$ is factorable but $x^2 + y^2$ is not. This statement . . . stresses the manipulative character of algebra. Yet every teacher knows that the statement is incomplete."

Is College Soon Enough?

Many good teachers of mathematics have pointed out to their better students that $x^2 + y^2 = (x+iy)\ (x-iy)$ and that the factorability of an expression depends upon the *field* of the coefficients, and the kinds of numbers accepted as coefficients. Terms like field, range and domain, symbolic logic, ordered pairs, sentences and sets, subsets, union of sets, vectors, matrices, and probability are commonplace terminology in modern mathematics. It will be obvious to the high school teacher who has kept abreast of modern mathematics, if only for his own enjoyment, that many of these terms have their traditional counterparts. Some may argue that the differences are merely semantic and that there is no need to burden the high school student with a

new vocabulary when there will be time enough at the college level for him to acquire these terms. This, however, appears only to be begging the question. As Robert K. Rourke points out in "The Mathematics Teacher" (February, 1958) there are five good, sound reasons for using certain ideas of modern mathematics in building a high school curriculum.

"1. *To clarify.* We have a lot of fuzz in our texts and in our teaching. At many points, modern thinking can help us to sharpen the ideas and bring them into better forms.

2. *To simplify.* We need to delete many useless and vague terms. Modern notions can help us trim off a lot of the fat.

3. *To unify.* We have long talked about the need for integration and integrating concepts. Where can we find a better integrator than the concept of a set? Sets give a new unity to the study of equations, inequalities, functions, sample spaces, and so forth.

4. *To broaden old ideas.* We can gain and give new insights into many topics, such as, for example, graphs and loci, thus developing new interest and enthusiasm.

5. *To introduce important new ideas.* A great portion of the modern vocabulary and many modern concepts are quite within the range of abilities of high school students. Often these notions are easier than traditional materials. Here is an opportunity to help our students prepare for college more effectively."

The writer of the above quotation goes on to give further examples of the implications of twentieth century mathematics for high schools and the readers of this article may get a good deal of enlightenment and enjoyment from reading the entire article.

It would be possible to abstract from the literature a great many more quotations to illustrate the need for our mathematics teachers to alert themselves to the changes that are taking place. Obviously, our Department of Education, whose responsibility it is to consider curriculum changes, would be loathe to initiate any extensive revision of the high school courses if they felt that the teachers were unable to cope with the courses themselves. However, if mathematics in British Columbia high-schools is to keep pace with progress that is being made elsewhere, British Columbia high school mathematics *teaching* will have to keep pace also. This objective can be accomplished in two ways, by means of in-service re-education and by means of pre-service education of mathematics teachers.

The Commission on Mathematics of the College Entrance Examination Board has recently (September, 1957) issued a pamphlet urging that immediate attention be given to the problem of the re-education of teachers of high school mathematics.

"The Commission has pointed out that neither its recommendations nor those of any other group can be accepted, acted upon, and implemented except by the efforts of teachers of mathematics throughout the country. Only if teachers find these recommendations worthy of favorable consideration, wholeheartedly accept them as having at least a probable validity, and undertake to implement them in their classrooms, can the program of the Commission be changed from a paper formulation to a practical reality."

Background Material Needed

The Commission points out further that only those who have begun their teaching careers recently have had an opportunity to take modern college courses, and even many of these had high school training of a more traditional character. The result is that in their own high school teaching they often revert to teaching what was taught to them when they were in high school.

"What is contemporary mathematics? Where can we learn it? How can we use it?" These are questions asked by many mathematics teachers. The Commission suggests a few answers. The writer will add to these suggestions.

One of the obvious answers is, of course, summer courses offered by the Mathematics Department of the University. The standard advanced courses offered by most departments are likely to be unsuitable to many teachers simply because whatever prerequisites they may have had will have suffered from desuetude. Education courses in methodology, mixed with some of the

newer content are likewise probably unsuitable because at this point what the teachers need is not methodology but subject matter. A co-operative effort on the part of Education Departments and Mathematics Departments is necessary to set up appropriate courses to meet the need. As the Commission points out, "co-operation will often bring about more effective recruitment of participants, improved communication between departments concerned, and increased understanding of their mutual responsibility for the improvement of secondary school instruction." In this regard, the University of British Columbia has already made a beginning by bringing to the summer session Professor Polya of Stanford University, an outstanding authority in the field, to give a course which will be at least introductory to the lines we have been considering.

To Solve the Problem

However, summer courses alone will only scratch the surface of the problem that needs to be solved. Summer courses, particularly for those who have spent many summers at university can be very burdensome. Teachers, too, need vacations. Consequently a number of other suggestions are set forth to cope, partially at least, with the need.

1. Local workshops might be organized by the B.C.T.F., with the assistance of University staff. Mutual self-enlightenment can go a long way towards helping teachers to become aware of what is new in the field.

2. Local seminars could be conducted on a few successive weekends. The Mathematics Department of the University will willingly co-operate with small groups of teachers anxious to embark on such a program.

3. The organization of a local branch of the National Council of Teachers of Mathematics would be a motivating step. Inviting competent mathematicians to participate in discussion would stimulate interest.

4. Talks to high school classes and even parent-teacher groups might be undertaken by appropriate University personnel.

5. Independent study cannot be overlooked as an excellent means of self-improvement. Even the careful reading of such texts as Allendoefer and Oakley's *Principles of Mathematics*, (McGraw-Hill); Kemeny, Snell, and Thompsons's *Introduction to Finite Mathematics*, (Prentice Hall) will be extremely helpful. Teachers can obtain from the University of Illinois, Committee on School Mathematics, the teachers' editions of the new "first course." It makes fascinating reading. The 1957 Yearbook of the National Council of Teachers of Mathematics contains a series of monographs on modern mathematics written especially for secondary school teachers. The periodicals, "The Mathematics Teacher," "School Science and Mathematics," and "The American Mathematical Monthly" are excellent sources, not only of subject matter, but of research and experimentation, curriculum developments, critical articles, and answers to questions regarding modern mathematics in the high school classroom. The first two periodicals mentioned should be in every high school library.

It was mentioned earlier that a second approach to the problem might be through pre-service education of mathematics teachers. The University Department of Mathematics is giving serious consideration to this problem and we may be certain that a program of special training for potential mathematics teachers will be developed in the very near future.

One final question should be posed. If the thoughts expressed in this article are to bear fruit, from whom should leadership in this regard be expected? Should leadership come from the University and its College of Education? from the Department of Education? from the Teachers' Federation? from the rank and file of mathematics teachers? or from the public we serve? The writer, personally, does not know the answer. But of this he is sure: if the teachers of high school mathematics in the province of British Columbia have the appropriate degree of professional consciousness and the intellectual acumen to accompany it, it will not be long before a demand for the modernization of the high school program will be faced by the appropriate authorities, and help in achieving this desirable goal forthcoming from the University.

The Canadian Conference

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He set the whole problem squarely before the delegates when he said:

"Looking to the future we face two possibilities; the ending of this civilization such as it is, or its final flowering and fulfillment in greater progress. Education is our only hope, our challenge in the peaceful competition of the future. But, if war should come, our wits might well save us. We would be well advised to spend on the cultivation of those wits a sum comparable with what we are spending on explosive defense." Especially in the field of higher education, Dr. Penfield felt that financial support must be doubled, but that support must leave these institutions complete freedom of development. Responsibility for support of teaching at all educational levels rests with the provinces, but industry, labor and the federal government could provide scholarships.

American and Canadian Education

At that same session representatives of four nations, on a panel entitled *The Purpose of Education*, described the goals for public education in their countries and the systems through which those goals are being achieved. Dr. Wm. Carr, Executive Secretary of the National Education Association, told us that up to the present the educational system of the United States had been concerned with quantity and with the diversity of the vast armies of students who must be accommodated in the public schools. The tendency has been to adjust the program to the learner and to be concerned mainly with getting pupils into school. Now the Americans are beginning to be concerned with quality and with what the students will get out of school.

Speaking for Canada, Dr. A. W. Trueman, Director of the Canada Council and formerly president of University of New Brunswick, confined his comments to the needs of higher education. His remark—"There is nothing much wrong with Canadian education that a great deal of money will not put right"—was given wide publicity.

He stressed the need for adequate salaries to attract and hold the best in teaching. In U.S.S.R. university professors are paid up to $50,000 (in U.S. dollars). The teaching profession must win for itself the prestige it has never had, but teachers cannot be expected to do everything. When will parents become concerned about the quality of their children's education?

Teaching should be richer metaphysically with cross-references between subjects. It is easier to find someone to teach a specialized course narrowly than to find a well educated person to teach the basic subjects with imagination.

Education in Other Lands

Mr. Alexei Tovstogan, Second Secretary, Embassy of the U.S.S.R., Ottawa, speaking for his country, recounted a proud record of achievement during the 41 years since the revolution. In 1917, 95 percent of Russia's population was illiterate and many ethnic groups had no written language. Today 50,000,000 in a total population of 220,000,000 are being educated in 59 languages. Almost one-fifth of the normal university age group 18 - 25 years are in Soviet universities. (In Canada the fraction is less than one tenth.) The prestige of the teaching profession and of intellectual accomplishment is symbolized by the immense 32-storey building which is the University of Moscow. It stands out above all others as one approaches the city from any direction.

Sir Ronald Gould, Secretary of the National Union of Teachers of England and Wales and President of the World Confederation of Organizations of the Teaching Profession, pointed out that it is useless to discuss education without determining what it is for. "The aims and purposes of education are a favorite subject for those on the fringe of education who know nothing about the real problems. They quickly become airborne and soar into the stratosphere, flying about like unguided missiles."

The motto of his own school had been (translated from Latin) "Learn or Leave!" Translated into American slang, this would say: "Pep without Purpose is Piffle!"

We must know our purpose in education. The purpose determines content, methods, buildings, relations between education and

business, etc. The aims of education reveal the innermost philosophy of a nation.

"Man lives in three overlapping worlds, a material world of commerce, agriculture and industry, a social world (which the Greeks would have called the political world), and a spiritual world.

"The child must be prepared to live satisfactorily in all three. No school alone can attain this tremendous goal. Newspapers, magazines, clubs, radio, churches, industry and above all, the homes have their part to play.

"Democracy without education is hypocrisy without limitation."

Dr. Marcel Faribault, formerly Secretary-General of the University of Montreal, and now General Manager of the General Trust of Canada addressed the plenary session on the topic, *Education is many things.* He outlined the gradual acquisition of moral virtues through the family, the school, the professions, society and teacher instruction. The greatest prerequisite of the student is the capacity to wonder and everyone is an educator as well as a student.

Voicing the point of view of his compatriots in Quebec, he said: "Federal grants in support of universities, whatever their form, have created in some parts of Canada a festering wound which is enlarging year by year and is highly detrimental to the unity of the nation." He feels that federal financial support and the control over universities which must accompany that support is justified only in the field of scientific research where the welfare of the whole nation is concerned.

Research, he states, is no part of education but if there is any specific character to a university it is that of education. The two ought to be divorced.

To him it is incredible that a generally satisfactory solution of the grants question, within the framework of the B.N.A. Act, has not been adopted. Another solution besides that of divorcing research from education could be requiring large corporations to make tax-deductible payments to a central agency, these to be distributed among provinces on a basis of population for universities. His reasoning was that the professions and business had a natural obligation to assist education by providing its tools and supplying teachers. How else can their own needs for trained personnel be met?

Dr. Faribault found two other dissonances in Canada's educational symphony. Indians had to wait until February, 1958, to get their first official scholarships to university. Are we doing for them our whole family duty?

Radio and television still do not play an adequate role in education in this vast and dispersed nation. Locally-operated stations he felt should be dedicated to the single purpose of education at all levels in a land where, and at a time when, winters are long, population is scattered, teachers are in critically short supply and school building costs are high.

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In this article Miss Cottingham, B.C.T.F. President, reports on Conference Highlights of the First Canadian Conference on Education.

Reports by the other B.C.T.F. delegates in the fall issues will cover discussions on the various commissions.

Thirty-one resolutions were approved by the delegates. These will appear in the September issue of the magazine.

There Are Four Defects

AMONG learners there are four defects with which the teacher must make himself acquainted. Some err in the multitude of their studies; some, in their fewness; some, in the feeling of ease with which they proceed; and some, in the readiness with which they stop. These four defects arise from the difference of their minds. When a teacher knows the character of his mind, he can save the learner from the defect to which he is liable. Teaching should be directed to develop that in which the pupil excels, and correct the defects to which he is prone.

CONFUCIUS
in *Record on the Subject of Education.*

The President's Busy Year

Continued from page 391

In fulfilling the second major aspect of my service to you, namely, leadership in representing our Federation to other organizations and to the public, I have travelled several times across this continent. I have been taped for radio broadcasts and have faced the TV cameras.

With the assistance of Table Officers I was hostess on your behalf at a buffet dinner to delegates to the National Conference of Home and School and Parent-Teacher Associations last June, and participated in a panel on Teacher Recruitment at that conference. As a consequence of my being a delegate to the annual conference of the Canadian Teachers' Federation, I was for a year C.T.F. representative on a National Committee for *Recruitment and Retention of Qualified Teachers;* other members represented the Canadian Education Association, The Canadian School Trustees' Association and the Canadian Home and School and Parent-Teacher Federation. In August, 1957, the Canadian Teachers' Federation decided to withdraw from this Joint Committee.

Activity at National Level

I attended the Annual Conference of the Canadian Teachers' Federation in Edmonton in August, 1957, where I chaired the Committee on Resolutions and worked with Professor D. C. Munroe on the presentation of the proposed constitution of the Canadian College of Teachers which was adopted at that conference. I have been asked to give a paper on *A Century of Education in British Columbia* to the first meeting of the Canadian College of Teachers in August, 1958. In September, 1957, I attended the Annual Conference of the Canadian Education Association in Fredericton and the Conference of the Canadian School Trustees' Association. At one session of the latter conference I participated in a panel on *Recruitment of Qualified Teachers.*

As one member of the planning committee for the Commission on *Teachers—Quantity and Quality* for the Canadian Conference on Education, I travelled to Ottawa in June and October, 1957. With your Immediate Past President, two Vice-Presidents and General Secretary I attended all sessions of this conference in February, 1958. I was vice-chairman of the Commission for which I had helped to plan the program. By dint of travelling the long way home, I was able to visit officials in the Departments of Education and Youth and Welfare in Quebec City to get information on arts and crafts, vocational and technical schools in Quebec. I visited officials in the Federal Bureau of Education and in the National Education Association in Washington, D.C., to obtain information on control by teacher associations of certification of teachers and improvement of curricula in the United States. I met officials in the offices of the California Teachers' Association in San Francisco to learn what progress toward teacher control of certification is being made in the state of California.

In December, 1957, with Mr. Ovans, I attended the Western Conference for presidents and general secretaries of provincial teacher associations. This experience, so fruitful of ideas, I have reported to you in the March issue of the magazine. Because this year it is the turn of British Columbia to send the western C.T.F. delegate to the C.E.A. Short Course on Administration, and because it was requested that this person be a classroom teacher, your Executive Committee has asked me to attend this course in Toronto during the last three weeks in May, 1958.

In the Provincial Field

Thus, I have endeavored to serve your interests at the national level. What have I done on your behalf within this province?

I am completing my sixth year as your representative on the Senate of the University of British Columbia, and I am a member of the Senate Committee on Honorary Degrees. Last summer I again worked with Dean Gage in reading scholarship applications and making the choice of recipients of B.C.T.F. awards to students in the College of Education.

In the fall of 1957 our Table Officers on your behalf were hosts to the Faculty of

the College of Education. During the 1957-58 term we have, with the co-operation of the Dean and the faculty, been able to present our series of lectures on professional education more effectively to small classes of students on the regular schedule. This program was successfully organized by Mr. Boyd; your president took a number of these lectures in Vancouver, spoke at the Workshop dinner and addressed the student body at the Victoria branch of the College.

I have spoken on the Teacher Shortage, Teacher Recruitment, Improvement of Teaching to local P.-T.A. groups, and on panels both from the platform and on the radio. Not infrequently the occasion turned into a warm debate on merit pay for teachers. I have reported on numerous occasions upon the Canadian Conference on Education.

I have attended meetings of the Education Research Committee and the Provincial Education Committee. The former represents the Department and the College as well as ourselves. The latter represents Trustees and Parent-Teacher Federation in addition.

Activity is Continuous

This year the Lay Conference on Education, January 29, was sponsored by the B.C. branch of the Canadian Labor Congress. It served in large measure to prepare B.C. participants and public for the Canadian Conference on Education. With Mr. Evans and Mr. Boyd I helped in the planning, spoke at the opening and chaired a follow-up meeting, February 8, for B.C. delegates to the Ottawa Conference.

With Mr. Boyd, I attended meetings of the Alumni Committee on Education which over some months concerned itself with preparing terms of reference for a possible Royal Commission on Education. I attended a planning meeting for the annual High School Conference at the University toward which our Federation makes a grant.

Our relations with officials of the Department of Education have continued to be characterized by mutual respect and esteem. I was your representative on the Provincial Curriculum Advisory Board. Dr. English, who presided, asked me to undertake the chairmanship of two sub-committees, one to view and make recommendations for the improvement of the Department's educational exhibit in the B.C. Building at the P.N.E., the other to make a study of experiments with the use of television for educational purposes and report on *The Future of Television in the Schools of British Columbia.* These reports were prepared, presented and favorably received.

Still More Meetings

As your President, I was privileged to sit on the floor of the House at the official opening of the Provincial Legislature and to attend the Premier's Reception. Your Table Officers and the General Secretary, Mr. Ovans, presented the 1957 A.G.M. resolutions to the Minister of Education and with the Executive Assistant, Mr. Spragge, presented the Federation's latest brief on Education Finance to the Minister, after B.C.S.T.A., U.B.C.M. and P.-T.F. had all either withdrawn or failed to indicate their desire to continue as part of the Joint Committee on Education Finance. With your First Vice-President and General Secretary, I sat all day at the joint meeting of the Department, B.C.S.T.A. and an observer from the U.B.C.M. to study the draft of Bill 66 before it was presented to the Legislature. In this new Public Schools Act several clauses give authority for rights which we have long sought as a profession.

One matter of grave concern occupied our attention throughout the year. The Actuary's recommendations for an increase in pension benefits had not been implemented by legislation at the 1957 Session. With Mr. Syd Taylor, Chairman of the B.C.T.F. Pensions Committee, with Table Officers, with Mr. Spragge and Mr. Evans, we pressed our case on the Provincial Secretary, the Premier, the Cabinet, the special Cabinet Committee on Pensions until our efforts were justified by the Minister's announcement on February 14 in the Legislature that the desired changes would be forthcoming at this session.

And now I come to the gravest responsibility which this year has brought. As teachers we have for some time viewed with alarm the growing shortage of well-qualified recruits to our profession, the in-

creasing burdens thrust upon us in our classrooms, and the resulting threat to the quality of educational service in this province. We know that unless prestige and remuneration are accorded our profession in measure proportionate to the training we must have and the service we must give as teachers, we will not either recruit or hold the good teachers we must have. The future of this province depends upon the education of its youth. The finest school buildings and the most expensive equipment are naught without good teachers. While continuing to persist in the expensive goal of keeping every man's child in school for the maximum time regardless of his capability, desire or achievement, the public loudly protests the increasing cost of personnel to undertake this mammoth task. The same public makes no protest at the increasing costs of other services or of chrome-trimmed cars, TV sets and other luxuries of our western civilization.

Surely teachers have a right to expect from their employer-trustees support for their efforts to persuade the public of the worth of education. In many local areas that is happily the case and trustees and teachers work together for the benefit of educational service. It is, on the other hand, a dismal, discouraging prospect when teachers must do all the persuading and must even battle with local trustees to obtain adequate remuneration for their services. Can teachers tolerate such conditions which lead to low teacher morale, dilution of teacher quality, and high turnover of staff—all to the detriment of the children who must attend schools in those areas.

Teachers Stand Firm

Rather than see that situation spread throughout the province teachers this year have taken a strong stand. Sir Ronald Gould, the most brilliant speaker at the Canadian Conference, remarked: "No profession worth its salt will be pushed around!" Our determination and that of the trustees has brought us to an impasse in 25 districts in this province.

It is easy to blame the teachers and lose sight of the basic educational issues because teachers are paid from the public purse. This was widely demonstrated in the press, in all but a few thoughtful editorials, and it was shown in the Legislature.

On March 20 I accepted on your behalf an invitation to a joint meeting of the full elected Executives of B.C.S.T.A. and B.C.T.F. held in Victoria March 29 and 30 under the Minister's chairmanship. Local associations throughout the province sent letters and telegrams offering advice and support. On the evening of March 28 the full B.C.T.F. Executive met in our auditorium to exchange information upon the temper of teacher' associations and the relationship with local school boards, both in areas where that relationship was smooth and where it was the reverse. We also discussed thoroughly all issues which would likely arise at this meeting. It was the concensus that the withholding of automatic membership by the Cabinet should not be discussed in a joint meeting with trustees as this was an issue between B.C.T.F. and Government.

The Victoria Meeting

Joint and private sessions of both Executives continued Saturday from 10 a.m. to 10:30 p.m. with recesses for meals at which your Executive continued discussions. Dr. Campbell, Dr. English, Mr. Levirs, and Mr. Espley were also present. At 10:30 p.m. we were still adamant in face of proposals both from trustees and Minister, and the latter said to me as we adjourned: "If you are prepared to budge one square inch, I should like to know where it is."

Your Executive adjourned to the hotel, where we agreed that some plan of procedure must come out of this meeting. By 12:30 a.m. we had worked out a submission for the session the following morning.

Promptly at 9:30 a.m. we presented our six points. Both Executives went into caucus. In the afternoon the trustees returned, presented a counter-proposal which we refused, then proceeded to refuse ours. Then the Minister asked me whether I had a further proposal. My reply: "No!"

At that point he announced: "I have a proposal!" and departed. In a few moments he returned with his proposal, which is reprinted here. Some items were based upon items in our submission of the morning.

(The precise wording of items 8 and 9 was not submitted to the joint meeting, but worked out later by the Minister. The joint meeting had accepted the spirit of these items.) Both Executives again went into caucus. Our decision to accept was not unanimous.

(1) That the opportunity for conciliation be given to each of the twenty-four districts now in dispute.

(2) That two conciliators be appointed, one from each of the elected Executives of the B.C. School Trustees' Association and the B.C. Teachers' Federation.

(3) That the conciliators so appointed shall endeavor to bring the local board and the local teachers' association into agreement and for the purpose aforesaid the conciliators shall devote their full time and attention.

(4) Conciliations shall commence forthwith and be completed as rapidly as possible and in any case not later than June 30.

(5) Both Executives shall use their influence to prevent all publicity in regard to the school districts concerned at both provincial and local levels.

(6) That a permanent joint committee to consist of an equal number of representatives of the Executive of the B.C. School Trustees' Association and the Executive of the B.C. Teachers' Federation be appointed to consider matters of common interest which local boards and local teachers' associations may consult before taking any precipitate action.

(7) That in respect of School District No. 36 (Surrey) the salary award arrived at by arbitration shall be final and binding on both parties but that a special committee comprised of representatives of the B.C. School Trustees' Association, the B.C. Teachers' Federation, the Department of Education, the Board of School Trustees of School District No. 36 (Surrey), and the Surrey Teachers' Association examine into certain other matters of concern to the Board and the teachers.

(8) That the B.C. Teachers' Federation agrees to insert an advertisement in British papers advising that the B.C. Teachers' Federation approves applications being made by teachers for employment in any school district of the province.

(9) That both organizations agree to follow the spirit and intent of the provisions of the new Public Schools Act in respect of the determination of teachers' salaries:

(a) The B.C. School Trustees' Association will agree to use all its influence to prevent any school board from fixing, setting or determining salaries without following in good faith the procedures of negotiation, conciliation and arbitration set forth in the new Act.

(b) The B.C. Teachers' Federation agrees that where salaries have been arrived at by negotiation, conciliation or arbitration it will agree to use all its influence to prevent any local association from taking any action prejudicial to the recruitment of teachers by its board.

A Period of Truce

On your behalf your Executive have undertaken that we shall, in good faith, give this machinery a fair chance to work in a truce period which terminates June 30. The limits of our undertaking go no further than these points. Our respective associations have appointed Mr. A. M. Harvey and myself to act as conciliators in the twenty-four districts. For my part and yours, I trust, it is my sincere hope that the local parties may reach a settlement without calling upon the assistance of the conciliators. In any case, let us hope that the machinery will get into motion "forthwith" as the Minister states.

May I say how privileged and proud I was to lead that delegation of twenty-five teachers, everyone of whom in appearance, manner and presentation was a professional person. It is my pleasure to pass on to the delegates here the compliments of the officials of the Department as they were expressed to me that Sunday afternoon. I was grateful to Mr. Parrott who chaired the caucus sessions, thus relieving me of considerable strain and permitting me to participate in discussions.

There stands my record of the year thus far. I thank you for the many opportunities you have afforded me in this year of challenge and sometimes of turmoil. I thank you again for your advice and support and for your tolerance of my shortcomings.

Refunds of Pension Payments

THE following is a list of teachers who have not contributed to the Teachers' Pensions Fund for a period of two years or more. Under the provisions of the Statute an absence from active teaching service of more than two years constitutes withdrawal from the system, provided the said absence is not occasioned by Military Service or for the purpose of study at some recognized University.

If these teachers have definitely left the teaching profession, they are entitled to a refund of the amount of accumulated contributions lying to their credit in the Fund, and they should make application for a refund of same. Any information regarding the present addresses of these teachers would be greatly appreciated, and all communications should be forwarded to the **Commissioner of Teachers' Pensions, Parliament Buildings, Victoria, B.C.**

Irwin, Mrs. Rebecca Marie

Jackson, Mrs. Geraldine Sylvia
James, Enid
Jamieson, Jean Evelyn
Jefferies, Daphne Ann
Johnson, Arthur Roy
Johnson, Kasper Marvin
Johnson, Mrs. Marjorie Ethel
Johnson, Mrs. Phyllis Wensley
Johnston, Howard Earl
Jones, Mrs. Margaret Isabell

Kavanagh, Mrs. Veronia Frances
Kehler, Peter
Kelly, Mrs. Mary Elizabeth Gwinnett
Kennedy, Mrs. Bella
Kerr, Donald George
Kinley, Mrs. Grace Isabel
Kirkby, Mrs. Jean Hall
Knowles, Mrs. Florence
Kunody, Mrs. Molly Georgina

Lane, Joanne Frances
Latimer, Florence Esther
Leaver, Nancy
Lenardon, Dante Anthony
Lepine, Hazel Erna
Lewis, John Frederick
Lowe, Mrs. Mavis Maude Evelyn
Lundin, Esther Catherine
Lybeck, Josephine Nellie

McAbee, Mrs. Janet Ruth
MacDiarmid, John Arnold
McDonald, Mrs. Florence Beatrice
McDonald, Mary Belle
McDougall, Jean Ritchie
McEachern, Ailsa Evelyn
McElwain, Lena Mildred
McGowan, Mrs. Dorothy Regina
McIntosh, Donald
McKenzie, Mrs. Lilly
Mackinnon, Alaisdair
MacLaurin, Evelyn Margaret
MacSavaney, Diane Gertrude

Magusin, Betty
Manley, Bryan Walker
Manning, Mrs. Winifred Elsie
Marc, Mrs. Lynda Jean
Martin, Carol Marjorie
Mason, Mrs. Nancy Josephine
May, Gilbert Arthur
Meausette, Kathleen Mary
Meehan, Mrs. Gim Lan Syzanne
Mills, Eithne Joan

Nelson, Mrs. Helen Edith
Newbury, Mrs. Mary Elizabeth McLean
Newman, Robert Wm.

Oates, Kathleen
Orr, Jean Eileen
Owens, Mrs. Madeline Barbara
Oxley, Mrs. Marion Mills

Palmer, Mrs. Audrey Olive
Peatt, Margaret Elizabeth
Pedersen, Ingrid Hee
Peters, Mary
Pidcock, Mrs. Elizabeth Madeline
Pion, Evelyn Edna
Planidin, Mrs. Kathleen Mary Lynn
Podovelnikoff, Mrs. Marion Jeanette
Poole, Vera Madeline
Powell, Stanley Horton
Preston, Mrs. Norma Joan

Quainton, Dalla June Evelyn

Rabkin, Kalman Joseph
Race, Mrs. Doris Marie Therese
Reith, Helen Wilma
Reynard, Mrs. Mary Jocelyn
Rhone, Frank R.
Richards, Mrs. Bronia Pauline
Riley, Mrs. Marie Emma Dorothy
Roaf, Kathleen Lily Matilda
Robertson, Mrs. Dorothy Evelyn
Ross, Alice Argo
Rumohr, Edward Earl
Rutherglen, Mrs. Eleanor Margaret

Salting, Charles Philip
Sawatsky, Walter
Schroeder, Mrs. Mary
Sederberg, Mrs. Beatrice Catherine
Selby, Mrs. Lylian Gertrude
Sharpe, Mrs. Joan Roach
Shewchuk, Mary
Siler, Dorothy Viola
Simpkins, Eva Grace
Skokizuk, Emilie
Smith, Mrs. Laura Rose
Smith, Mrs. Margaret McIntosh
Smith, Mrs. Patricia Margaret
Smith, Robin Nelson
Smith, Mrs. Susan Alice
Soltis, Mrs. Theresa Gertrude
Spencer, Mrs. Lena
Sperling, Mrs. Phyllis Ruth
Strum, Mrs. Gladys G. M.
Sutherland, David Gilchrist
Sutherland, Edith Marie
Sutherland, Gilbert
Sutherland, Mrs. Thelma Hilda
Sweet, Mrs. Marjory Hazel

Tait, Miss Margaret Mary Miller
Taylor, Mrs. Frances Jessie
Taylor, Mrs. Sonja Marryatt
Thompson, Annie Joyce Charlotte
Thompson, Mrs. Doreen Mabel
Thomson, Mrs. Elta
Thomson, Jean Morton
Thorburn, Agnes Marie
Tink, Jeanette Dorothy
Tretiak, Miss Olga
Tunbridge, Mrs. Catherine

Unger, Mrs. Anne Marie

Van Volkingburgh, Wilna Jean
Vickers, Jacqueline Anne
Vigder, Doris

Wanderer, Mrs. Dorothy Jane
Wasley, Adeline
Weatherbe, Mrs. Joan Esther
Webster, Mrs. Dorothy Patricia
Webster, Mrs. Florence Anna
Webster, James Bertin
Welsh, Mrs. Joan Frances
White, Patricia Frances
Whittles, Mrs. Evangeline Anna
Wilkie, Allan Harvey

Young, Mrs. Katharine Patricia
Young, Miss Velma Isobel
Youngs, Mrs. Sheila Henriette

Zaharik, Mrs. Mileva

Campbell, Jessie
Chapman, Arthur Armstrong
Gillespie, Mrs. Elizabeth Anna
Jones, Mrs. Dorothy Lewis
Sterling, Charles Hubert

for Your information

Conference of School Principals

A CONFERENCE and workshop courses on *The Leadership Role of the Principal,* will be held July 14 and July 25 on the campus of the University of British Columbia.

The course has been arranged by the British Columbia School Trustees' Association, the British Columbia Teachers' Federation, the British Columbia Department of Education, and the Faculty and College of Education of the University of British Columbia. Dr. J. F. K. English, Assistant Deputy Minister of Education, is chairman of the Planning Committee which consists of representatives of each sponsoring organization.

The aim of the course is to determine how principals may best discharge their roles as leaders in improving the educational opportunities of the children of the province by (1) studying administrative and supervisory problems; (2) examining methods of administration and supervision at present being used successfully throughout the province; (3) considering practices in vogue elsewhere; and (4) enabling principals to plan and suggest improvements in their own schools and districts.

Experienced consultants will advise each study group. These are: Mr. B. C. Gillie, Victoria; Mr. Walter Hartrick, Trail; Mr. Everett J. Irwin, Vancouver; Mr. Donald L. Pritchard, Vancouver; and Mr. Adam Robertson, Creston.

A daily lecture series is scheduled as well. The following speakers are among those who have been invited: Mr. Franklin Levirs, Chief Inspector of Schools for British Columbia; Sir Arthur Binns, formerly Chief Education Officer, Lancashire, England; Mr. H. M. Mason, Chief Inspector of Schools, Nova Scotia; Dr. Earl F. Carnes, School of Education, University of Southern California; and Dr. G. M. Dunlop, Chairman, Division of Educational Psychology, Faculty of Education, University of Alberta.

John McGechaen of the Faculty and College of Education, University of British Columbia is Director of the conference.

North York, Ontario

A SALARY agreement which is acceptable to the Negotiating Committee of the North York Secondary School Teachers and to the Provincial Executive of the O.S.S.T.F. has been reached with the North York Board of Education. This cancels the item published on p. 350 of the April issue of *The B.C. Teacher.*

SUMMER SEMINARS

The British Columbia Teachers' Federation takes Pleasure in Announcing its Second Annual Program of Short Summer Courses being Sponsored in Co-operation with the Department of Extension, University of British Columbia.

1. A Seminar in Linguistics

Time—July 4 and 5
Place—B.C.T.F. Building, Vancouver.
Registration Fee—$5.00
Seminar Chairman—Mr. D. Dashwood-Jones,
Vice-Principal, Inglewood Junior High School.
West Vancouver, B.C.

This two-day seminar will be addressed by visiting linguists of outstanding reputation. Contributions will also be made by teachers of English at both the secondary and university level. The seminar arises out of the study that has been carried on for the past two years by the Linguistics Sub-Committee relative to the teaching of English in the secondary school. The seminar is intended to acquaint secondary English teachers and principals with the findings of the Sub-Committee. Registration will be limited to sixty persons.

2. Workshop on the Teaching of Primary Arithmetic

Time—July 7 - 18
Place—University of British Columbia
Registration Fee—$20.00
Workshop Director—Miss Kathleen Collins, Primary Supervisor,
Burnaby, B.C.

A two-week workshop course that will stress practical ideas for the improvement of the primary arithmetic program. The five hours of daily sessions will include lectures, demonstration classes, group discussions, and the preparation of teaching-aid materials. Registration for the workshop will be limited to thirty persons.

3. Seminar on the History of British Columbia

Time—July 21 - 26
Place—University of British Columbia

This seminar which is intended to mark Centennial Year will receive addresses from outstanding authorities in the field of B.C. history and will be open to both teachers and laymen.

If you are interested in participating in any of these short, non-credit courses, please write to the Chairman, B.C.T.F. In-service Education Committee, 1815 West 7th Avenue, Vancouver 9, B.C. **Applications for admission to the courses must be filed by June 20,** 1958, and will be accepted in the order received.

on Your behalf

APRIL, as every teacher knows, was the culminating month for all the work done in committees during the year. After the reports were considered at the Annual General Meeting, many committees received instructions for further study and these began immediately. Committees which have met in April and will meet during the months of May and June include the following: Executive, Pensions, Public Relations, Supervision Practices, Workshop, Convention, Salary, In-service Education, and Acceleration and Gifted Child.

April 2, 3

Mr. Evans, Assistant General Secretary, was at Victoria College to give Education students an opportunity to discuss employment possibilities and to check over the survey cards.

April 17 - May 12

Miss Cottingham spent full time in various parts of the province as the Federation member of the conciliation team.

April 21

Mr. W. M. Toynbee, Secretary-Treasurer, spoke to the Maple Ridge Teachers' Association on In-service Education.

April 28

Mr. Ovans, General Secretary, was in Kelowna for a meeting with the teachers there.

April 30

Mr. Ovans was a member of a panel discussing the problems of the teen-ager who cannot fit into the academic school at a meeting of the Kensington School P.-T.A. in Burnaby.

April 30, May 1, 2

Mr. Evans attended the 7th Annual Institute of the B.C. Corrections Association as a panel member and group discussion leader.

May 3, 4

Mr. R. B. Cox, Second Vice-President, sat as Federation member on the special committee inquiring into the Surrey situation.

May 3

Mr. Toynbee represented the Federation at the convention of the B.C. Association of Social Workers.

Mr. Cox and Mr. Ovans attended a special meeting of the Surrey Teachers' Association.

Mr. J. A. Spragge, Executive Assistant, attended the annual dinner of the Langley Teachers' Association in Langley.

May 7

Mr. H. N. Parrott, First Vice-President, and Mr. Ovans attended a meeting of the Joint Board of the College of Education.

Mr. Evans attended a meeting of the Planning Committee of the B.C. Education Conference to evaluate the 1958 conference and make plans for the conference in 1959.

May 13

Mr. Boyd, Past President, assumed the duties of conciliator as Miss Cottingham prepared to leave for Toronto.

May 14

Mr. Evans attended the annual conference of the B.C. Adult Education Association.

May 15 - 30

Miss Cottingham was in Toronto as representative of the four western provinces at the C.E.A. Course in Educational Leadership.

May 16

Mr. Evans went to Tahsis to meet the teachers in that area and to attend a one-day institute.

May 22-24

The Federation was represented at the Western Conference of Teacher Educators, held in Banff, by Mr. Parrott and Mr. Ovans.

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The Research Division of the Canadian Teachers' Federation considers Canadian spending habits

So Little for Education

J. DOUGLAS AYERS
and GERALDINE CHANNON

IN 1957 it is estimated that the people of Canada spent about $1 billion for all education—public, elementary and secondary, higher education, private, etc. This $1 billion amounted to about $1 in $31 of our national wealth, or 3.2 percent of it.

The three levels of government, federal, provincial, and municipal combined, spent more for social welfare and transportation and communications (primarily roads) and twice as much for defence as they did for education. Does anyone think we spend too much for highways—a rapidly deteriorating asset compared with the education acquired by our children?

No one would deny that expenditure for education has been increasing by leaps and bounds. In fact it has been increasing faster than our wealth. However, the proportion of school children to the producers of our wealth, the labor force, has been increasing. In 1946 there were 474 students for every 1,000 in the labor force; in 1957 there were 619 students for every 1,000. Therefore, we must expect to contribute a greater share of our earnings to education.

In 1957 we spent $988.9 million for all education. This amount is equivalent to $164 per member of the labor force or 66 cents for each working day (250 working days in the year). Per capita expenditure was $60. This is contrasted with a per capita expenditure of $89 for liquor and tobacco and a per capita expenditure of $120 for the purchase and operation of cars. In other words, we spend twice as much on cars as on educating all our children.

For public, elementary and secondary education, we spent $776 million of which only 58 percent went to instructional salaries. Teachers' salaries in Canada averaged only $3,150 in 1957. A great deal of money goes to other services and operation and maintenance, but in recent years we have been spending more and more for school plant.

In 1955 we constructed and equipped elementary and secondary schools worth $189 million. At present costs, we can expect to spend no less than this amount for years to come as enrolment will increase by 160,000 pupils or more a year.

Increasing enrolment will necessitate increased operating expenditure too. It is estimated that by 1960 we will be spending more than $1,040 million for elementary and secondary education, $230 million for higher education, and $72 million for other education for a total bill of $1,342 million. But even this amount will require our spending only 3.5 percent of our national wealth.

For Reflection

ALL learning is a voyage of discovery into the unknown, which must be undertaken in the faith that knowledge is good for its own sake and ignorance evil.

T. E. A. VERITY
in *On Becoming a Teacher.*

ALL who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth.

BENJAMIN FRANKLIN
in *Poor Richard.*

Across the desk

Accommodation for Men

4738 West 6th Ave.,
Vancouver 8, B.C.
March 31, 1958

Dear Charlie:

During the past year I have become involved in the operation of a new fraternity house on the campus, and am currently trying to find suitable tenants for the summer months.

It occurred to me that some of the teachers who will be coming to summer session in July and August might very well find our quarters both convenient and attractive. We have a very capable house mother and excellent cook, and can provide either room only, or both room and board for up to 20 men.

I'm writing you with the thought that you might wish to bring this facility to the attention of those of your members who will be seeking quarters during the summer. I think I can safely say they will not be able to find as attractive quarters, at the price we are willing to consider, anywhere else in the city.

Yours very truly,
R. M. Bibbs

Disappointed Reader

3990 Marguerite Street,
Vancouver 9, B.C.
March 23, 1958.

Dear Mr. Evans,

I was greatly disappointed with the reviews which appeared in the March issue of *The B.C. Teacher* of Pamphlet No. 1 of the B.C. Teachers' Federation, entitled *Leader's Guide for a Reading Course in the Teaching of Prose.* My disappointment stems from two sources.

First, the reviews do not seem to appreciate the importance of an occasion when teachers, free from the encumbrance of Departmental or University direction, cooperatively seek the solution of a professional problem related directly to course content and teaching methods. This pamphlet, which offers a comprehensive solution to a complex problem, is surely a document of some significance and one which is worthy of more than the three sentences with which the reviewer dismisses the purpose of the pamphlet. The program devised by Mr. Dashwood-Jones is one which deserves a careful and thoughtful appraisal which is largely missing in these reviews.

The splitting of the appraisal of the program outlined in the pamphlet among four reviewers is the second factor contributing to the unsatisfactory nature of the general review of the program. That criticism which is offered seems to lack scope and insight. We are told in criticism of the whole affair that there is a spelling mistake on page 17. And in running full tilt at Mr. I. A. Richards and Cambridge University, the reviewer has surely chosen a windmill which even the redoubtable Don Quixote would have left unmolested.

If teachers are to avoid increasingly repressive direction from outside sources on matters concerning their activities in the classroom, they must accept the responsibility of self-direction. The pamphlet in question represents a significent step towards such self-direction in an important field. It is therefore regrettable that its advent was not greeted by more signs of appreciation and critical evaluation in *The B.C. Teacher.*

Yours truly,
Barr Greenfield.

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new Books

ESTHER G. HARROP, Book Review Editor

ANNOUNCEMENTS

Queen's Printer, Ottawa, 1957, has prepared a useful innovation for classroom use. It is in a photographic field, pictures for which have been produced by the National Film Board in collaboration with various government departments. The subject matter deals with several of Canada's leading industries, and in separate files tells the complete story of each industry. The price is not mentioned in the press release except in the words "nominal sum."

The files are termed Flat Sets and the subjects treated are *The Story of Milk, Maple Sugar, Mining in Canada, Pacific Coast Fishing, Canadian Eskimos, Logging in Canada, The Rockies.* The Flat Sets are prepared on 8½x11 cards and should furnish good visual aids.

Three pamphlets published by H.M. Stationery Office, London, are obtainable from the United Kingdom Information, 119 Adelaide St. West, Toronto. The subject of each is a special phase of education in England, and all should prove not only informative but also interesting to Canadians working in educational circles. The titles and prices postpaid are as follows:

1. *The Training of Teachers*—Ministry of Education Pamphlet No. 34. 37¢

This describes and discusses a plan for a three-year training college course.

2. *Standards of Reading 1948-1956*—Ministry of Education Pamphlet No. 32. 50¢

Surveys of illiteracy made in recent years, and the procedure used in determining any improvement in reading are discussed.

3. *Story of Post-War School Building*—Ministry of Education Pamphlet No. 53. 68¢.

In view of the rapid growth of Canadian school population and the consequent necessary building of schools, this pamphlet should be very interesting to us in Canada.

Vacations Abroad Vol. X, 1958. Unesco Publication, Paris, France. Price 300fr. $1.00 5/

A bulletin printed in English, French and Spanish containing information about vacation opportunities in 58 countries. The material includes all necessary data about vacation courses which will in some cases carry college credits; study tours; hostels; holiday camps; scholarships. Where courses of study are mentioned, fees for registration and participation are stated. Inclusive costs for work, living and travelling expenses are quoted. The course labelled *Bates College* (see p. 113) would be a wonderful venture for those who enjoy Florentine and Italian art. Teachers interested in travel or study abroad should secure this bulletin and use it when planning their courses or holiday overseas.

COMMERCE AND ECONOMICS

Introduction to Business, by Clinton A. Reed, Hobart H. Conover and Robert E. Stearns. Macmillan Company of Canada, Toronto, 1958. $3.95

This is a clearly-written, well-illustrated survey of the basic knowledge required for further business training. A vocabulary preview at the beginning of each unit, use of color for emphasis, frequent use of boxed examples, and an adequate section of review questions at the end of each unit, are noteworthy features of the book. However, this is an American text designed for use in American schools and because of the nature of the subject matter, its value to Canadian users is limited accordingly.—R.W.H.

Understanding the Canadian Economy, by W. Trimble. Copp, Clark (Western Division), Toronto, 1957. $3.00

The author presents a clear explanation of basic economic concepts as related to the Canadian economy. Particularly valuable as a teaching aid to those teachers dealing with economics, it clarifies such topics as Canada's international trade position, discusses the business cycle and relates it to Keynes' Theory, explains the functions of the Bank of Canada. In total, this book contains more theory than the authorized text in this field, which would make it a valuable classroom reference.—R.W.H.

FRENCH

L'Arche de Noel, by Gale Young. Macmillan Company of Canada, Toronto. 95¢

This is a charming little book or, rather, booklet, written to provide lively reading matter for children who are just beginning French. There is a wide everyday vocabulary used in simple grammatical construction. No formal vocabulary is included in the book; nor indeed is it at all necessary, for new words as they occur can be easily recognized from delightful illustrations. Those words not illustrated could easily be guessed by their context. Learning has been facilitated both by repetition and by simplification: the "vous" form of address is used throughout and the verb tenses are restricted to Present, Perfect and Future with "aller." There are songs and scenes and dialog. The book is suitable as a supplementary reader at the introduction of the Beginner's French Course for it provides both a background and a stimulus to more formal work. All of the material is suitable for class participation.—D.O.J.

Cinq Années de Français (I) Première Année, by M. Shocket. Macmillan Company of Canada, Toronto, 1958. $1.20

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- Biology
- English

New Hillside Junior High School:
- Science and Mathematics
- Industrial Arts
- Girls' Physical Education
- Music

Elementary Schools:
- Intermediate Grades—young men given preference.

Application forms and interviews can be arranged by calling **C. I. Taylor**, District Superintendent, at WAlnut 2-6178 or by writing to School Board Office, 1735 Inglewood.

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   - Senior Home Economics
   - Music Teacher (Choral)
   - General Subjects
   - Senior Industrial Arts
2. ELEMENTARY
   - Regular Grade Teachers (1 - 6)
   - Teacher Consultant

SALARY SCHEDULE

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first year French—the first of a series of five, covering five years' work.

It is planned primarily for "direct method" but the material is organized so that teachers who prefer, or classes which need, more formal instruction may use the book along that line. Each lesson (nineteen in all) is a neatly packaged unit containing dialog or story or playlet, action words, eye-catching illustrations, items for formal learning, exercises on any or all of the foregoing, and a game or a song, or both.

The exercises and games are the kind which may be adapted, or expanded, easily, and the songs alone are worth possession of the book. All the familiar favorites are there, written in single notes, treble clef alone, with syllables matched to the note—a real prop for those who feel shaky when faced with a song to teach.

The grammar presented in the lessons is gathered together in a section which follows the last lesson. This grammar section is excellently organized for teaching, for study, or for quick review. Following this is an equally good section on the irregular verbs covered. At the end is a vocabulary in French to English only, and a brief resume of the contents (grammar and verbs) of each lesson.

The work covered is much the same as in our own first year French, but is more complete in some parts, and includes many more irregular verbs. There is no formal English to French translation. In the five year course as outlined, exercises of that sort do not come until fourth year, the aim of the course being "to render the student articulate in accurate and living French."

This textbook (originally planned for schools in England) would be very acceptable for first year French—either as the one and only, or as an extra text to accompany the one now in use, especially for the second half of the year—I.R.W.

LITERATURE AND READING

British Columbia: A Centennial Anthology, Reginald Eyre Watters, Editor-in-Chief. McClelland and Stewart, Toronto, 1958. Illustrated. 571pp. $5.00

This is the best of the productions in honor of a provincial anniversary. The beautiful physical appearance of the book, the interpolation of attractive photos in color and in black and white, the line drawings and the wood-cuts, the arrangement of the subject matter in five divisions each dealing with a specific British Columbian topic—these are the noteworthy qualities and features of this volume. The modern practice of setting forth poetry in a way to resemble prose is rather disturbing to one who enjoys the music and word picture of verse, but since that seems a trend of the times we must accept the change.

The work of some of Canada's best authors and poets of both past and present has been chosen for inclusion, but it is surprising that the beautiful poetry of Pauline Johnson who loved British Columbia so fervently and wrote so musically has been omitted, when Lister Sinclair's poem *Eulogy* which savors too much of modernistic style to be pleasing in either stanza or word has been accorded a place of honor. However this may be simply the reviewer's personal attitude. Extremely interesting is the story of Kelowna's authentic coat-of-arms and armorial crest, since this city is the only British Columbia community to be so marked.

The section entitled "Days of our Years" describes in journalistic style—indeed many of the items are copied from very old newspaper issues—incidents of prime importance to people or communities. The next section "The Sea our Doorway" tells in verse, prose and picture of B.C.'s contact with the sea. Perhaps Earle Birney's poem *David*, so descriptive of courage in life and death, is the most significant part of Section Three "Mountains enfold us." Section Four "The Glow of our Lamps" takes readers travelling everywhere in the province—north, east, south and west. In the last section "Corridors of our Spirit" are the stories of well-known British Columbians. Jack Scott's beautiful and pathetic account of Pauline Johnson's life and death is here; so while her verse may have been neglected, her life story has not.

The Editorial Committee is really to be commended for having accomplished an outstanding and splendid piece of work, for taken all in all, the anthology as was said in the opening sentence, is the best yet produced as a provincial recognition. It is a volume that any of us should be proud to own.—E.G.H.

Beginning in the Language Arts, by Phyllis Bowers. J. M. Dent & Sons (Canada) Ltd., Toronto, 1957. $3.00

This is one book of a series classified as the Canadian Teachers' Professional Library written by a Canadian teacher on the staff of McGill University, Faculty of Education. It is written for Canadian schools and the material is chosen with a Canadian basis. Thus it is easy to understand its value to Canadian teachers. The author has divided the chapters into two sections. Chapters 1-7 deal with oral expression, and chapters 8-16 with written forms, with all subject matter selected for Grades I, II and III. At the end of each chapter are a number of suggestions "For Further Study" which are extremely useful and thought-provoking.

The earliest efforts in the child's speech have not been neglected; and on page 10 are to be found listed the Aims of Instruction in the Language Arts. These are to provide the child with (1) rich developmental experiences which will give him need for varied language activities; (2) experiences that will enable him to communicate effectively; (3) experiences that will help him to listen intelligently; (4) experiences that will help him to read thoughtfully and critically.

There are plans outlined which, because of their practical nature, will help all teachers, both experienced and inexperienced. The Editor's Introduction contains the following sentence: "Teachers engaged in the difficult and important task of teaching English to young children will welcome the publication of this book." Such a statement is self-explanatory. Definite suggestions for work in poetry, prose, or drama lessons, spelling, handwriting, and reading have been included. The author explains also the use and value of pictures, charts and other visual aids. Chapter 11, entitled "Considering the methods of reading instructions," discusses helpfully the Word, Phonic, Sentence-Story, and Activity methods. Here is a professional book which can be highly recommended.—E.G.H.

White Water, by Vivian Breck. Toronto, Doubleday Publishers, 1958. $2.95

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FOR RENT—July and August, furnished 3-room apartment; no children or pets; $85 a month. No. 9 - 2540 Lonsdale, North Vancouver, YUkon 7-8074.

FOR RENT—July and August, furnished 3-room penthouse apartment; suit two; $130 a month; no children. Call EMerald 3578, Vancouver.

FOR RENT—July and August, modern apartment, fully furnished; suit two; in center of New Westminster, close to shopping and busses; 30-min. drive to University. Call LAkeview 6-7436.

FOR RENT — July and August, furnished duplex; one block west of Granville Street on 13th Avenue; garden and garage. Write or phone Mr. E. Nelmes, No. 4 - 1265 West 12th Ave., Vancouver 9, CEdar 3152.

WANTED TO RENT—Home or cabin for summer session, Vancouver; teacher and family (two dandy little girls); will tend garden and baby-sit children or dog while you enjoy your vacation. H. Miles, 1111 Empress Ave., Victoria.

WANTED TO RENT—Housekeeping room or small suite near University gates; summer session. Miss M. E. Boulter, 1758 - 7th St. S.W., Calgary.

FOR SALE—30-ft. furnished house trailer situated on U.B.C. Campus; $1950 or swap for Volkswagen. B. Byers, Acadia Trailer Camp, U.B.C., Vancouver 8, ALma 0038.

WANTED TO EXCHANGE—July and August, one-bedroom apartment, furnished; no children; South Granville area; for similar accommodation in Vernon or area. Write P. B. Kilby, 1585 West 15th Ave., Vancouver 9 or phone BAyview 5940.

FOR RENT—July 1 to mid-August, bachelor suite, furnished; Oak Bay waterfront, magnificent view; low rent, ideal for summer school. Write Elizabeth Morland, 2612 Thorpe Place, Victoria.

FOR RENT—July and August, new two-bedroom home on Panorama Ridge, Surrey. Among trees on 4 acres, has partial view, garden, privacy; piano, television, radio, oil heat, all conveniences; power mower and tractor, garage; phone and city water. 15 min. to bathing at Crescent and White Rock; 5 min. to Newton Plaza, a modern complete shopping center. Rent $100 a month. Phone Newton 705-L-1 or call at 5734 Roebuck Road. Owner (retired principal) going east for visit.

ACCOMMODATION FOR S.S. STUDENTS—Room and board; room suitable for 1 or 2; transportation to U.B.C. for 10 a.m. lecture with owner. Enquire Mrs. L. G. Williams, 4257 Greta St., S. Burnaby, HEmlock 3-2752.

WANTED TO RENT—July and August, two-bedroom house, preferably on North Shore. Call Roy Atkinson, YUkon 7-4896.

courage and good clean sport. Events occur in the middle western states of Colorado and Utah, and in the Pacific state of California. The principal episodes fill a space of eight days spent in the new and rather unusual sport of foldboating on the rivers in Colorado and Utah, photography, and visiting collections of prehistoric animal life. The chief characters belong to a club known as the River Runners. There is excitement, danger and victory at almost every turn. Recommended for senior high school libraries.—E.G.H.

MATHEMATICS

Arithmetic for Canadians, by Geraldine Birkett and Marion Jones. Macmillan Company of Canada, Toronto, 1958. 104pp. Bk. I 70¢

Book I is an excellent book. The set-up is clear to the child, the pictures are large and meaningful, and a minimum of instruction is needed. Unfortunately it does not cover the curriculum for this grade.

This is a book that Grade I teachers would be very happy to use in their work.—L.C.C.

Arithmetic for Canadians, by Geraldine Birkett and Marion Jones. Macmillan Company of Canada, Toronto, 1958. 120pp. Bk. II 70¢

This is a very fine workbook. The work is varied and carefully progressive. It is well suited to the ability of Grade II. The number pictures are very good; directions are very clear and easily followed. Number concepts are presented in many problems which should develop good reasoning ability. The pages presenting fractions, measures and money are particularly good.

Unfortunately, the new Course of Study is more extensive than courses formerly used, and this book does not cover all requirements.—E.F.S.

MISCELLANEOUS

Public Affairs Pamphlets, 22 East 38th Street, New York 16. 25c each

No. 260 *Time for music,* by Beatrice Landeck (music educator and author)

How parents can interest children in music, and begin their study on instruments.

No. 262 *The Labour Movement in U.S.,* by Jack Barbash (former Educational Director in AFL-CIO, now professor)

A summary of U.S. union organization, objectives, problems and prospects with emphasis on democracy and house-cleaning.

No. 264 *Your child's emotional health,* by Anna W. M. Wolf (Staff of Child Study Association, writer)

Advises of ways for providing emotional security and meeting childhood crises.—G.H.C.

Catalogue 1957, Canadian Government Publications. Queen's Printer, Ottawa, 1957. $1.00 (bilingual)

Lists by Dominion Government departments of their 1957 publications. Those that are free are obtainable from the Department publishing them; those with a listed price attached are obtainable from the Queen's Printer. This catalog is useful to schools for information about books relating to sciences and social studies. Of note particularly are

the 21 reports and studies of the Gordon commission, many of which are individual studies of Canadian industries, e.g. information on fisheries, priced between 50c and $1.00 for material not readily obtainable elsewhere.

This catalog, with similar annual volumes for 1954, 1955 and 1956, adds to the volume for 1953 which consolidated all material then available from the past. In addition, sectional catalogs are now being compiled, e.g. that of *Labour Publications* printed November 1955.—G.H.C.

United Nations Department of Public Information.

Disarmament and the United Nations. Ryerson Press, Toronto, 1958. 25c

Various materials from the General Assembly's Twelfth Session, and while scarcely a progress report, quite revealing of very real difficulties. An excellent summarization.—G.H.C.

How to Make $18,000 a Year Free-Lance Writing, by Larrar Farston. Hawthorn Books Inc., New York, 1957. (Canadian agents McClelland & Stewart, Toronto.) $5.50

This book is indeed interesting. It was written by a successful free-lance author who rather glibly shows his methods of making $18,000 per year. One gets the impression from his egocentric work that he really does not explain to the reader "how it is done." It would have been rewarding if he had elaborated on his techniques of writing rather than speaking mysteriously at length about the critical editors he had encountered. The reader will find refreshing the vastness of the scope which the writer covers in his work. The writer is successful and he keeps us well reminded of that fact.—D.S.

PHYSICAL EDUCATION

The Place of Sport in Education. Published by U.N.E.S.C.O. Available from University of Toronto Press, Toronto. Price 40c

Is school sport "only a somewhat pointless form of play which threatens to rob the child of hours which are vital to his studies" as educationalists in France maintain? Or are sports and games "an essential function of school education" as is the general attitude in Sweden?

For arguments in support of these points of view, and others, all teachers, especially of P.E., will find this publication very valuable. In particular, it will provide ammunition for those who desire a more positive approach towards sport in Canada.—G.F.S.

SCIENCE

Science in Everyday Life, by Obourn, Heiss, and Montgomery. Van Nostrand, Toronto, 1957. 600 pp. $5.00

A revision of the 1953 edition to include recent developments in atomic energy. This is another of the problem-solving-activity publications. The physical and biological sciences are dealt with at Science 20 level with energy being the general theme throughout. Each chapter is well summarized and there is a good glossary at the end. One

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lack is the complete omission of mathematical problems. In their place are many questions for discussion, and situations which give practice in problem solving whereby students are enabled "to use their own senses in collecting, organizing, interpreting, evaluating and applying information."

Outstanding units are those on Weather and Climate, Our Earth and Neighbors in Space, and Conservation of Natural Resources. A good supplementary book—D.D.R.

The Ages of Douglas Fir; The Renewal of the Coastal Forest. These two pamphlets were prepared by J. Miles Gibson, Dean of the Faculty of Forestry, University of New Brunswick. VanDusen Foundation (a fund of The Vancouver Foundation), Vancouver, 1958.

The first of these pamphlets is a nicely illustrated story of the life history of Douglas fir as an association of trees in relation to their environment. (Copied from the title page.) It is interestingly written and discusses and describes such topics as the Ages of Douglas fir; The overmature forest; Second growth stands; Reproduction stage; Not satisfactorily restocked areas. The material would make help for a good essay in forestry subjects.

The second pamphlet discusses such subjects as the Renewal of the Coastal Forest; Importance of Douglas fir; How can it be maintained?; Establishment by natural regeneration; Establishment by direct seeding; Legal responsibility for regenerating cut-over land; What is happening? There are several very nice photographic illustrations, and there is a good amount of information on the subject which is so necessary to British Columbia's economy.
—E.G.H.

Human Biology, by E. D. Allright. Macmillan Company of Canada, Toronto, 1958. $1.35

This book deals with human anatomy and physiology, inheritance, organisms responsible for disease and the individual and communal measures to bring them under control. The latter part of the book is concerned with housing, community planning, water supply, sewage disposal (in Great Britain) as it pertains to health.

It is well written, easy to read, yet goes into considerable detail. The text seems to move along in a more logical fashion than our present Biology texts, and it is amply illustrated with uncluttered diagrams. It is good for supplementary reading since it ties up loose ends neatly. The latter part of the book, although concerned mainly with health problems in British communities, is useful for information. Here is a book well worth its purchase price of $1.35.—H.H.M.

Helicopters Work Like This, by Basil Arkell and John Taylor. J. M. Dent and Sons (Canada) Ltd., Toronto, 1956. $2.00

This is a book for children twelve to sixteen years of age. The complex mechanism of the helicopter is described in non-technical terms. The authors trace the history of the machine from the early sketches of Leonardo da Vinci to the modern designs of Sikorsky. They describe the many variations in design, such as the autogyro, the tandem-rotor helicopter, the convertiplane, the "Flying Bedstead" and many others. Boys interested in aviation will enjoy reading this little book. It would be a valuable addition to the school library. —B.H.C.

SOCIAL STUDIES

A Story Workbook in British History, by John Brennan. Copp, Clark, Toronto, 1957. 206 pp., $1.00

This volume presents a series of stories describing the development of Britain from the earliest days to Britain as a modern world power and leader of the Commonwealth. Each chapter is followed by eight or ten review questions, with spaces provided for answers in sentence form. This book was read by three pupils, in Grades III, VI and VII. All expressed enjoyment. The volume should be invaluable for extra reading by advanced pupils in the intermediate grades.—W.M.

Travellers West, by Mary Quayle Innis. Clarke, Irwin & Co. Ltd., Toronto, 1956. $3.50

This refreshing work vividly portrays life on the Western Canadian plains in the late 19th century. The candor exhibited by Mrs. Innis can be matched only in her attempt to paint truthful pictures of the achievements and privations of the Earl of Southesk, Viscount Milton, Dr. Cheadle, Sandford Fleming and George Grant. The two young nobles took the journey for the sport; Fleming and Grant to publicize routes across our West.—D.S.

The Magic of the Ages, by E. Thomas. Hamilton School Publications and Specialties Ltd., Saskatoon, 1957.

A work-book for Grades VII-VIII. This is somewhat misleading in that the author has not included very much material for the Grade VII course (about 3 of the 124 pages). While it is an invaluable aid for the teacher, I feel that the average class would not use all of the material contained. The author has devoted far too much time and space for the study of the United States (40 of the 124 pages). This section includes many good ideas but they are too misleading for the average class. There is not enough space allowed for the study of early Canada and the fight for responsible government. If you are looking for ideas for a study of the U.S.A. then this book is a must as an aid, and there should be one for each teacher.—R.A.J.

Untrodden Ways, by J. D. Vallance. Hebden Printing Co., Victoria, 1958. $3.85 plus 20¢ tax. (B.C. Agent, Mrs. R. I. Simms, 3019 Quadra St., Victoria, B.C.)

Here is the best book about British Columbia's history that has appeared thus far in the Centennial Year. As stated in the foreword, it is suited to those "who desire a better acquaintance with the highlights of our early history." The author has made great effort and has engaged in literally world-wide correspondence to gather and to arrange his material.

The arrangement used in the book is unique, being a combination of authentic pictures, illustrations, facts, dates set down chronologically and the insertion of some pages containing "Famous Firsts" information. The pictures and illustrations

collected are the result of ten years' work by the author. There are also many interesting accounts of early days and some events not so early in British Columbia which will fascinate a reader. Two of these are "The change in the rule of the road"—"the first automobile in British Columbia."

Included is statistical information such as lists of Colonial Governors before Confederation; Premiers after Confederation; Lieutenant-Governors after Confederation. There is also biographical material about the early explorers of the Pacific Coast and inland districts.

The style is, to use a somewhat strange expression, historically informal which adds particularly to its value as a mine of useful information. It is highly recommended for school libraries.—E.G.H.

Victory at Sea, by Lt.-Commander P. K. Kemp, R.N. Frederick Muller, London, 1957. Illustrated. $6.50 (Canadian Agent S. J. Reginald Saunders, Toronto 1.)

Here is the story of British sea power and its part in World War II. The author, who is the Admiralty archivist and head of the historical section, has gone deeply into authentic records and documents to bring his readers a fascinating account of the sinkings, the victories, the courage, the endurance, and even the mistakes that filled six years of naval warfare and took the lives of many British and Canadian "tars" who watched over the destiny of the North Atlantic convoys or assisted in the episodes at Crete and Dunkirk.

Victory at Sea is factual yet reads almost like fiction. Names familiar in the press such as Bismarck, Scharnhorst, Tirpitz, Graf Spee, Murmansk, Casablanca; terms like "wolf-packs of U-boats," "sea-front of Dieppe" grip our attention as we seem almost to watch what the commanders-in-chief are stalking. The tale of "the men who go down to the sea in ships" and their many deeds of valor is vividly related—and the following quotation from the dust-jacket puts the picture into a true perspective: "The bitter fighting of the Mediterranean convoys, the long desperate struggle in the Atlantic, the actions in the icy wastes of the Arctic Ocean, the great carrier attacks in the Pacific . . . all these are shown in their true pattern against the background of strategic planning which led to the final victory."—E.G.H.

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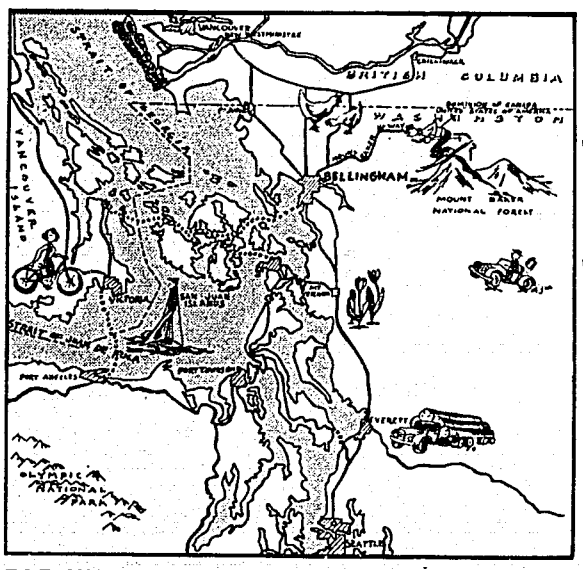

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Eric J. Dunn

ERIC JOHN DUNN died on Easter Sunday at his home at Cranbrook, B.C. He was fifty-three years of age.

The faith that the Department of Education had in him is shown by the fact that at the time of his death he was an Inspector of Schools for the Fernie District, where he had been given a unique and difficult assignment.

Eric had outstanding qualities that were plain to those who knew him best. Among these was his ability to discuss any topic with sympathetic understanding. And not only in the realm of ideas, but even in a field as specific as that of practical education, he had valuable and firm convictions, whether they dealt with curriculum revision or student discipline. That he had the happy faculty of bringing out the best qualities in his teachers and pupils is attested by many in the Alberni Valley where as teacher and principal he taught for twenty-five years. He lacked arrogance altogether and, although he had strong convictions, he was always courteous to another's point of view without giving the feeling that he was merely exercising tolerance.

Eric was too young to leave a world in which he had still so much to accomplish. —M.H.C.W.

Ontario Secondary Salaries for 1958

THE Toronto *Globe and Mail*, April 2 edition, carried three and one-half pages of teachers-wanted advertisements.

Salaries offered commencing September, 1958, show that Ontario teachers made very good gains this year. Particularly at the secondary school level salaries offered are well ahead of current B.C. patterns.

The following are some examples:

Windsor	$4100-$7100(non-specialist) 4600- 7700(specialists) increments 5x200 then 300
Beamsville	$4100-$7000 4500- 7400 increments 5x200 then 300
Dunnville	$4000-$7000 4300- 7300 increments 300
Nickel District	$4400-$7400 5000- 8000 increments 5x200 then 300
Sault Ste. Marie	$4300-$7100 4800- 7600 increments 300

The above scales are quite typical. They apply in the first five districts advertising vacancies.

Regina Salary Scale

THE following salary scale will apply in Regina Collegiate schools effective September, 1958:

II	III	IV	V
3100	3600	4300	4700
9x200	10x230	10x240	10x250
1x100			
5000	5900	6700	7200

Principals 133⅓% of category V maximum. Vice-principals 116⅔% of category V maximum.

Category IV calls for one degree; category V, two degrees.

Teaching Abroad Under the Colombo Plan

WHEN Miss Cottingham was in Ottawa in February, she had occasion to talk with Mr. I. A. Hodson, of the International Economic and Technical Co-operation Division of the Department of Trade and

Commerce. This is the office which is responsible for the administration of Canada's contribution to the Colombo Plan. While every fully qualified and experienced teacher is needed in the schools of British Columbia, the Federation would be remiss as a professional organization if it failed to inform the membership of unique opportunities for professional growth abroad, in nations where educational needs are even more desperate than they are in Canada.

For the teacher with experience, good health, confidence and courage, who seeks to give educational service in pioneering conditions as a representative of Canada abroad, there were forty such positions awaiting applications on February first. Any member of the B.C.T.F. who is interested in such an opportunity may get further information by writing Mr. I. A. Hodson or Mr. A. R. Winship, of the above department, Ottawa.

Burnaby Teacher Awarded Essay Prize

JIM GOLDIE of the Burnaby North High School and a long time member of the Provincial Teachers' Medical Association Board, was awarded fourth prize in an essay contest advertised in Life Magazine.

The contest was sponsored by the Mutual Life Insurance Company of Newark, N.J., and Johnson and Johnson Surgical Supply Company. Jim received an education scholarship of $1500 for his son for his essay on "The Importance of a Good Education."

Congratulations, Jim.

High School Seminar on U.N.

THE Sixth Annual High School Seminar on United Nations will be held from Monday, August 25, to Friday, August 29, at the Youth Training Center of the University of British Columbia. Lectures will be given by members of the University faculty, of the U.N. Association and others, on the subject "United Nations and the Afro-Asian powers." The fee for room and board, tuition and social events is to be $35.

Students chosen to attend may be sponsored by student councils, P.-T.A.'s, church groups, service clubs, or other local organizations and business firms.

In addition to the course on international affairs, the students are offered a varied program of social events.

Application forms and further information may be obtained from the United Nations Association in Canada, 1300 Robson Street, Vancouver 5.

Course for HPD Teachers

TEACHERS of Health and Personal Development, who are looking for helpful courses at the U.B.C. Summer Session, should investigate the course in Personal and Business Finance (Commerce 376). It includes such practical topics as Investments, Banking, Consumer Credit, Insurance, Home Ownership, Wills and Personal Budgets. Teachers interested should write, or telephone, to R. H. Heywood, Faculty of Commerce.

Scotland in a New Way

TWO weeks of appealing culture and crowded Scottish life can be yours for Miss Ida Kimber, M.A., 6 Argyle Place, Edinburgh 9, offers a new way to visit in the Edinburgh area. Several study courses are available and there is opportunity to visit historic places in and around the city. A general fee $45 covers the courses; room and full board in a Scottish home come to $66.

Further information is obtainable from Miss Kimber.

Special Fares for Autumn

SPECIAL fares have been authorized by the Canadian Passenger Association for teachers and students travelling by train from their homes in Canada to stations in Canada at which they will attend university, college or other educational institutions. No certificate or other formality is necessary to obtain the special form of ticket—agents will issue them on request.

The round trip tickets will be issued from July 25 to October 25, inclusive, and will be valid returning from stations at which the university, college or other educational institution is located to the starting point only within the period March 25 to June 30, 1959. Other regulations can be obtained from railway ticket agents.

C.S.E.G. Geophysical Scholarships

NINE academic scholarships in Geophysics and related subjects which are sponsored by the Canadian Society of Exploration Geophysicists are available at the following universities: University of Alberta—three; University of B.C.—one; University of Sask.—two; University of Western Ont.—two; Queens University—one.

These scholarships, all for an amount of $350 per year, are available to students of these universities for the academic year 1958 - 1959. Eligibility requirements range from first year students majoring in Education to second year students majoring in Science or in Geophysics. Interested persons attending or planning to attend one of these universities may obtain further information by contacting their university directly.

In addition to the above, which are administered by the universities, there are twenty scholarships in Geophysics which are administered by the Society of Exploration Geophysicists of Tulsa, Oklahoma. Most of these carry an annual stipend of $750 per year or more and are available to students planning to attend Canadian Universities as well as American. Eligibility requirements are generally for seniors or post graduate students in high schools who intend to pursue a course in Geophysics or related science while in college and who intend to prepare themselves for a career in Geophysics. Undergraduate students already in universities are also eligible. A few of the scholarships also require that the candidates' parents must be engaged in exploration geophysics. Information regarding these scholarships may be obtained by writing the Scholarship Committee, Society of Exploration Geophysicists, Box 1536, Tulsa, Oklahoma. It is suggested that students wishing to qualify for the academic year 1958-59 write for application forms immediately.

SUMMER HOURS

During the months of July and August the Federation Office will be open from 9 a.m. to 4 p.m. Monday to Friday

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An Open Letter

Booth Memorial High School,
Prince Rupert, B.C.
March 15, 1958.

Miss Elizabeth Thomas,
Penticton High School,
Penticton, B.C.

Dear Miss Thomas,

I read in "The Province" of Friday, March 14, that you plan to retire on June 30 from your position as high school teacher in Penticton after teaching for 38 years in schools in that district.

May I first of all tell you that all teachers everywhere will be wishing you well in your retirement and many years to enjoy the beauties of the Okanagan and to travel on visits to other places. May I also apologise for writing to you although I have never had the pleasure of meeting you.

I admire tremendously all those who reach retirement in the teaching profession; alas, they are all too few. Even if you had only been teaching thirty pupils each year, over 1140 pupils would have passed under your guidance. Actually as a high school teacher you have probably taught several times that number and even in elementary schools the load per teacher is now usually nearer forty than thirty.

When you first started teaching, presumably shortly after the first World War, your district was quite small. Now it is bursting at the seams with a huge high school and many schools being enlarged.

Teachers learn to hide their difficulties and no doubt over the years heart aches and gray hairs become synonymous. In my own case, Miss Thomas, I spent eighteen years in the R.C.M. Police and two in the Canadian Army before I got my R.C.M. Police pension and entered teacher training. I have now been actively teaching for three years. Such a little compared with your honorable service.

I look back on the days of general police duties on the Canadian prairies as a very happy time. Never did I see the worried faces so evident at certain times of the year in high school staff rooms. How shall I handle 11_3 this afternoon? Why did Mr. Johns think I was at fault and not his 180 lb. Tommy, aged 17, who has been so spoiled at home? Why is 18-year-old Elva allowed to repeat a course for the third year? Just some of our problems, Miss Thomas. Let me assure you that escorting violent lunatics on the prairies, taking all kinds of desperate criminals by air, car, train or occasionally on foot was child's play compared to some of the teaching situations I have seen in this province in the past three years.

Like yourself, I am able to handle my classes. The preparation of lessons the night before takes two hours. The marking of books, papers, term examinations and keeping of records takes up half my weekend. Extra-curricular activities in the school take up some lunch periods and time after school. All good teachers work a 60-hour week during the term. And in the summer? Seven weeks of Summer Session at the University, no pay and expenses going on as usual. Some, of course, can not afford to go. They must work.

Reg. McCracken, the head of our Socials department, died of a heart attack just before the New Year. He was only 55 but had taught for many years. Early in December we returned after supper to the school to make up our Christmas test. After an hour's work I asked him what the main

reward was that he got from teaching. He smiled happily when he shyly told me of the letters received from grateful pupils, the few hurried words of thanks at the end of an after-school conference.

Whenever I meet a school trustee, I first politely enquire if he has ever taught public school. If he has he knows some of our difficulties; if he has not, he may have some idea.

We will try to carry the torch on for you, Miss Thomas. More than ten percent of us will disappear from public school teaching forever each year, Miss Thomas. But the remainder will carry on.

Don't forget to apply for your pension, Miss Thomas. You do not get it automatically; you must apply. It should be $6,000 a year but I am afraid it will be much, much less. However, you know the situation—only teachers know what teaching really is.

With all best wishes
Yours very truly,
HARRY W. KIRKPATRICK

P.S. Yes, I agree, if classes were smaller, disciplinary problems would be less. But classes are getting larger all the time as there are fewer teachers compared to the number of pupils.

The Canadian College of Teachers

THE FIRST Council of the Canadian College of Teachers held its initial meeting in Ottawa in February. The College, created last fall by the Canadian Teachers' Federation, is a new "learned society" in the field of education. It is not a training school but a group of top level educators who will work for the improvement of education through the raising of professional standards among teachers.

Members of the Council of the College are:

Professor D. C. Munroe, Macdonald College, Quebec (President)
Miss Caroline Robins, Saskatoon, Saskatchewan (Vice-President)
Mr. George G. Croskery, Ottawa, Ontario (Secretary-Treasurer)
Dr. M. E. LaZerte, Winnipeg, Manitoba
Mr. George L. Roberts, Oshawa, Ontario
Mr. Frank G. Patten, Ottawa, Ontario
Miss Gene Morison, Halifax, Nova Scotia
Mr. Clifford Andrews, St. John's, Newfoundland
Miss Ruby McLean, Leamington, Ontario.

The Council invites applications for membership from persons with the following qualifications:

(a) a permanent teaching certificate valid in a province of Canada

(b) a degree from a university recognized by the College or teaching experience and study recognized as an acceptable alternative

(c) five years successful teaching experience in public or accredited private schools

(d) at present engaged in teaching or administration in the field of teaching

(e) where circumstances permit, a membership in provincial or national professional organizations

(f) a distinctive contribution to educational, professional and community growth which has brought credit to the teaching profession.

The registration fee for Members of the College is $25.00 payable upon acceptance as a Member. The Annual Membership Fee is $5.00. Annual fees paid now will cover membership for the period from date of payment until June 30, 1959.

The first Annual Meeting of the College will be held on Monday and Tuesday, August 11 and 12, 1958, at the Sheraton-Brock Hotel, Niagara Falls, Ontario, immediately preceding the Annual Conference of the Canadian Teachers' Federation.

Application forms may be obtained on request from: The Secretary, Canadian College of Teachers, 444 MacLaren Street, Ottawa 4, Ontario.

WILLARD E. IRELAND

The Old Water-wheel, Ashcroft, 1942

From an original Water-color in the Provincial Archives, by A. Fairbairn.

A. M. D. FAIRBAIRN, who now lives in California, was Private Secretary at Government House in Victoria from 1926 to 1943 and, in addition, a story writer, dramatist, actor, musician and artist. One function of the artist, he believes, should be to record the past for the sake of the future: this he did in his many paintings of British Columbia.

Arriving in Victoria in June, 1862, Clement Francis Cornwall, then aged 26, and his younger brother, Henry, made their way toward the Cariboo gold fields. But they quickly decided to devote themselves to farming and pre-empted "a desirable looking flat" on the right bank of the Thompson near Cache Creek, on the wagon road then being constructed from Cook's Ferry (later Spence's Bridge) to Clinton. With sufficient capital to weather any temporary adversity, the Cornwalls could nevertheless work hard with their own hands; they were well educated; they were resourceful and enterprising. The brothers called their place "Ashcroft" after their old home in Gloucestershire, and by the end of 1862 they had built a house and other farm buildings, planted a garden and commenced an irrigation system, arranged to import cattle from Oregon, and bought another 1800 acres of land. Next year they erected "Ashcroft House" for the accommodation of travellers, and also constructed the water-wheel on the cover. In 1864 they put up a saw-mill to supply local demands; and shortly after, for their roadhouse was directly affected by the extremely high price of flour, they added a grist mill.

The Cornwalls also had a strong sense of public duty. Henry was the first Indian agent for the district, and Clement, elected to the Legislative Council in 1864, became a Senator after Confederation, and from 1881 to 1886 was Lieutenant-Governor of British Columbia. As early as 1867 he was serving as local magistrate, and from 1889 to 1907, some three years before he died, he was a County Court Judge. In their leisure time the Cornwalls added considerable gaiety to the social life of the Cariboo: they established yearly race meets at Ashcroft, and even imported a pack of hounds from England, thenceforth "riding to hounds"—though the quarry was coyote instead of fox—in the traditional manner.

The water-wheel which they built in 1863 developed five horse-power. According to Clement's diary it took nearly six months to construct, and required "3,725 feet" of lumber, whip sawn from the trees on the property. Sixteen feet in diameter and three feet wide, it was overshot, water being led to it by a wooden flume fed by an earth ditch nearly 1000 feet long. Also shown in the painting is part of the machinery of the little grist mill. There is a tradition that the stones came from the mill projected in 1848 by the Hudson's Bay Company on the Millstream near Victoria, but this cannot be confirmed from Clement's diary, in which there is unfortunately a gap between 10 July 1864 and 17 November 1866, when the grist mill is known to have been in full swing. It has also been said that the mill did not cease operation until 1887. The remains of the water-wheel could still be seen as late as 1948, when the mill stones were taken from the original site "up the creek" and placed on display at the side of the road near the 85-year-old road-house, the present Ashcroft Manor.

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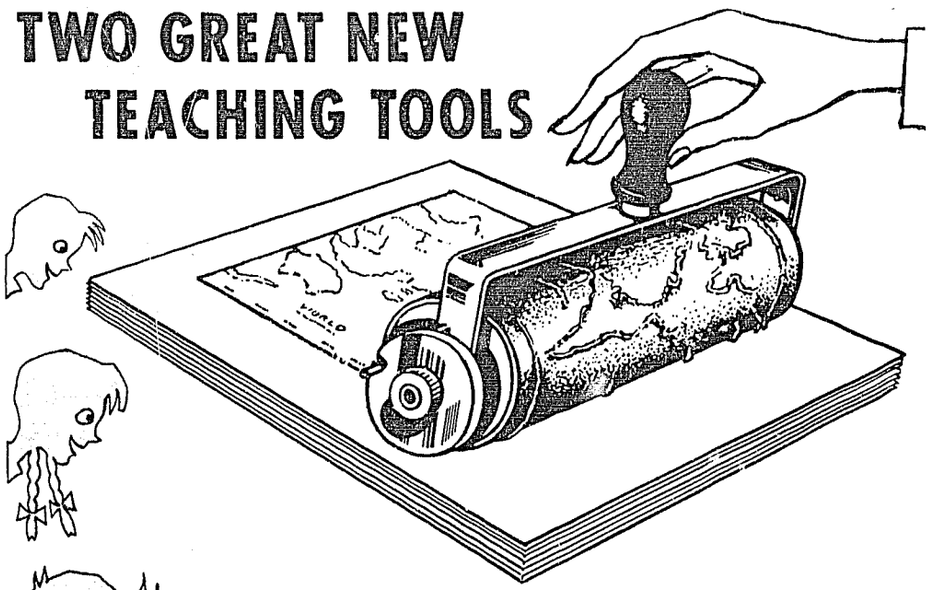

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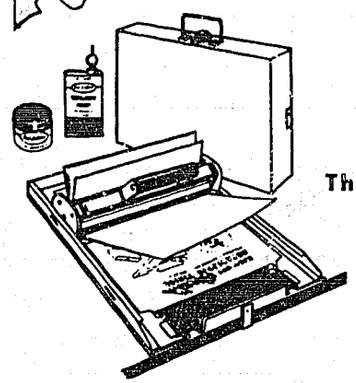

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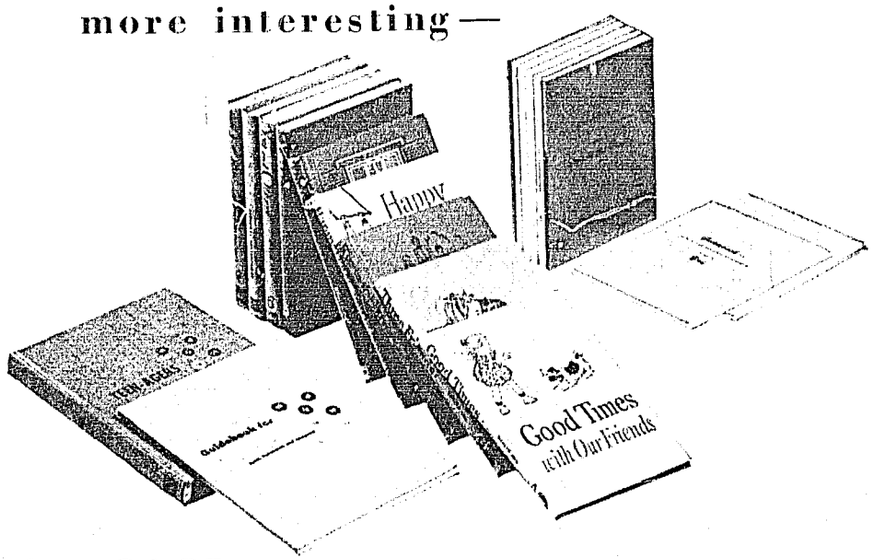

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