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BRITISH COLUMBIA

The Fall Executive

October 6 and 7, 1956

★ *Building Contract Let*

★ *Merit Rating Discussed*

★ *Teacher Shortage Serious*

The Fall Executive

THANKSGIVING weekend was the time chosen to hold the first Executive meeting of the 1956-57 Federation year. Five Table Officers, twenty Geographical Representatives and four members of the office staff attended the sessions. A number of chairmen of Federation committees were also present to give reports.

The Constitution and By-laws Committee has been working on a form of charter for member associations. The ensuing discussion terminated with approval of the motion that recognition be granted to teacher organizations constituted on a provincial basis only. Such bodies are granted the privilege of making resolutions directly to the Annual General Meeting pertaining to their own teaching field or special interest.

The Saanich tenure case was reviewed so that cognizance might be taken of the lessons to be learned from such a situation. The Table Officers were asked, at some appropriate time, to set forth to the Department a statement of what the Federation considers basically essential time for a principal to do adequate supervision. It will further be suggested to the Department that the inspector in such situations should make sure that the physical set-up and other conditions under which the principal has to operate make possible an efficient administration. He should make sure that every help and encouragement possible is given to a principal in difficulty in the hope that the difficulties may be resolved. Finally, the inspector should, in reporting on the administration of a school, make sure that the report is all-inclusive, detailing the good along with the bad features of administration.

The Table Officers will, at the earliest possible time, bring to the attention of the B.C. School Trustees' Association the matter of leave of absence on a sessional basis for M.L.A.'s.

The Horace Mann Mutual Casualty Company was organized by the Illinois Education Association in 1945 and is now sponsored by more than fifteen of the State Education Associations in the United States. This company offers its insurance services only to teachers. The features in which British Columbia teachers might be most interested are coverage for automobiles and occupational or personal liability. The matter was referred to District Councils for an expression of opinion at the Christmas Executive.

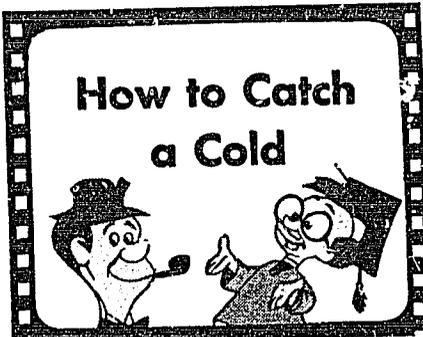
It was agreed that general policy concerning requests for Federation officers to speak at Local Association meetings would be to channel these requests through the President in all cases where expense to the Federation is to be involved.

Miss Cryderman's term as Federation representative on the Curriculum Advisory Board has expired and the Executive named Mr. Boyd to replace her.

More on Merit Rating

The matter of merit rating was a subject for considerable discussion. The Federation has studied considerable literature available on this question and has reached the conclusion that merit rating cannot be achieved and that no desirable educational purpose would be served. Newspaper articles and advertisements indicate that the B.C. School Trustees' Association has evidence that merit rating is operating effectively in many areas. The Table Officers

Continued on Page 115



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The Cover

This month's cover picture shows us an excellent view of Seton Lake. The picture was taken at Shalalth and looks eastward toward Lillooet. The water of the lake is beautifully blue-green in colour and is surrounded on all sides by towering mountains.

This picture also was made available to *The B.C. Teacher* by Mr. Frank Howard, former M.L.A. for Skeena.

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EDITORIAL OFFICE: 1644 W. Broadway, Vancouver 9, B.C. Published every month except June, July, August and September. Contributor's copy received up to the 10th of the month preceding month of publication. Annual Subscription: \$2.00; Federation Members, \$1.50.

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

NOVEMBER, 1956

the BC teacher

OFFICIAL ORGAN OF THE BRITISH COLUMBIA
TEACHER'S FEDERATION

(Affiliated with the Canadian Teachers' Federation)

VOLUME XXXVI, NUMBER 2

NOVEMBER, 1956

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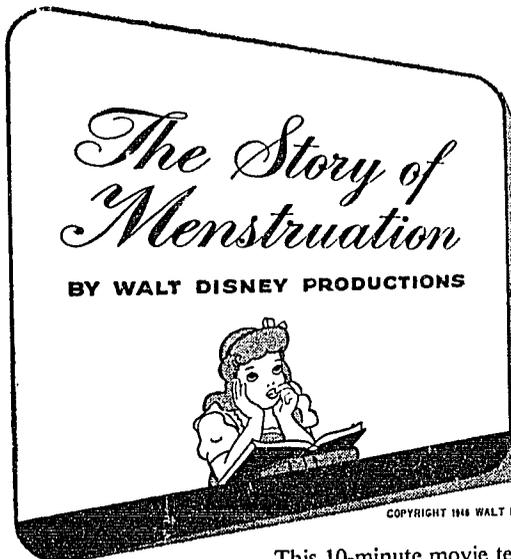
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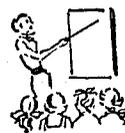
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the Editor comments—

Let Them Know You

A BRAHAM LINCOLN said, "I have never known a man I did not like."

If all the parents of our pupils really knew our schools' programme, the devotion of our teachers to their task and the success of our instruction, we would have many more men who like us.

Wholesome criticism of education is valuable and we hope our parents and the general public will never cease to view all aspects of education with a critical eye. All we would ask is that any observation on the functioning of our schools be based on fact. People are usually down on the things they are not up on. We have only ourselves to blame if the public misunderstands.

It thus behooves all of us to make it possible for parents and non-parents to get to know us and to learn what we are doing. The schools have the responsibility to invite the public in and the public has a responsibility to accept the invitation.

But the schools must take the initiative.

Many schools have devised effective means of bringing the home and the school closer together. Teacher and parent conferences, individual conferences, home visits, P.T.A. meetings, open house and parent information booklets have been used fairly extensively. A staff meeting devoted to considering the question: "A year's programme of school and home relationships" will produce many practical suggestions. Once we are convinced of the desirability of letting our public know what we are attempting to do in our schools and the success with which we are meeting, we will have no difficulty in effecting a programme to make this possible.

When every parent is convinced that his or her child has an efficient, friendly teacher, we will have less concern about getting enough school buildings and equipment to make the teachers' task less difficult.

Improvement-in-Service

IN AN article in the September, 1956, issue of *Canadian Education*, Dr. Treffe Boulanger, General Director, Department of Studies, Montreal Catholic School Board, says:

"The technique of teacher-training under modern supervision will be shifted from direction and requirement to co-operative self-directed improvement. In this supervisors and principals will share, thus raising their own levels of training and insight. The improvement of teachers is not so much a supervisory function in which teachers par-

ticipate, as a teacher function in which supervisors participate. This leads us to a most important change in the 'improvement-in-service' aspect of supervision. In keeping with the definition and philosophy herein set forth, we should desert the limited concept 'improvement-of-teachers-in-service' and think instead of 'improvement-of-the-staff-in-service.' Training, improvement, development, growth, are for all, not merely for teachers. Coupled with the emphasis upon self-initiated and self-directed programmes of study and growth, the 'im-

provement' function of supervision assumes fundamental importance."

This statement succinctly sets out the philosophy behind the B.C.T.F. programme of "In-service education for professional growth." It also helps to explain the B.C.T.F. opposition to merit rating. Merit rating, by pitting teacher against teacher, would set up a caste system in the schools thus destroying staff solidarity and would make impossible of realization the ideal of

"improvement-of-the-staff-in-service." Merit rating assumes that principals and supervisors have "arrived" and, being fully trained themselves, may properly impose their suggestions on teachers through authority supported by their power to determine which teachers should be placed in a superior salary bracket.

Let us stand by Dr. Boulanger's positive approach to supervision and in-service education.

A Provincial Salary Scale?

THE B.C. Trustees' Association at a weekend conference in Vancouver demanded a provincial salary scale for teachers with "zonal adjustments" to balance living conditions in different parts of the province. The president, L. W. Wood, told the meeting that no board should permit itself to be placed in the position of competing on a salary basis with other boards for teachers.

The provincial salary scale for teachers is something that boards have been advocating for some time. It is not new, for it has been in operation elsewhere for some years. When it was first introduced, during a time when there was a surplus of teachers, it was satisfactory, but now, with a shortage, it has become a millstone round the teachers' necks and is not too well favored by school boards.

If the only reason is, as Mr. Wood says, to prevent competition between school boards, then the idea has little merit. If industry can compete for the services of professional men and women, then it does not seem unreasonable that school boards should do the same. If a provincial scale were introduced, the boards would be giving up their rights as employers to hire teachers and to set their salaries. There can be little reason to place that power in the hands of some other body.

It is not impossible, though somewhat difficult, to work out a provincial salary scale, though the zonal adjustments suggested would be the cause of controversy.

Such a scale could only be drawn up with the consent and assistance of the teachers, and so far they have been unenthusiastic about the suggestion. It could not possibly be forced upon the teachers, who today have a very strong professional association which has a very powerful voice in educational affairs. There is a belief among teachers that the prime purpose of the trustees' suggestion is to lower salaries and maintain them at a fixed level.

This seems an excellent method of economy until it is recalled that the only time when teachers' salaries were low and remained at a fixed level was during the years of the depression, when wages generally were low, and in some cases nonexistent. Much as it causes inconvenience, the constant rise in teachers' wages should be expected to parallel those of other groups.

Basically, it would seem, teachers are opposed to a provincial salary scale because they do not wish to surrender their right to negotiate directly with their employers when and where they sit. They do not wish to place themselves at the mercy of a commission.

In this matter, as with all things educational, its effects on teaching should be considered. If it will attract more people to the profession, if it makes for contentment among teachers, and if it will lead to better teaching, then it is a desirable thing.

Reprinted, with permission, from *Nelson Daily News* issue of July 27, 1956.

A Week at Naramata

Summer Workshop Again Popular

WELL, I wasn't anxious to come but I certainly have enjoyed the week and learned a lot."

"I wish I could take home to my association members the inspiration, the enthusiasm and the spark that was everywhere in this workshop."

"I don't know about Qualicum, but the setting at Naramata was perfection itself."

"This is my first workshop but I certainly hope I can come again."

So went the comments when we came to the final day of our 1956 B.C.T.F. Summer Workshop.

Our first six workshops were held at Qualicum College on Vancouver Island. This year's site was the Christian Leadership Training School at Naramata and the delegates were so pleased with the setting that they recommended almost unanimously that our 1957 session return to Naramata.

From all parts of the province came approximately sixty representatives, many of them with their families. The weather was ideal and the facilities of the Training School are perfect for a pleasant vacation—a safe beach with paddle boards, diving

boards and water slide; playground equipment for the children; playing fields; barbecue pits; horseshoe pitches; table tennis and pool tables and numerous other attractions. Riding stables and water skiing instruction were available for the more hardy souls. The fact that all accommodation was on one site meant that we were a much more closely-knit group than at Qualicum where the families were housed some distance from the College.

Stan Evans led things off on Monday morning with a demonstration of discussion techniques.

The previous high standard of group leadership was maintained. Howard McAllister of Vancouver led the discussions on Philosophy of Education, Esme Foord of Kamloops handled In-service Education Programmes, Bill Allester of Duncan had Supervision Practices, Stan Trueman of Gibsons took Curriculum Development and Chuck Bayley, Supervisor of Publications of the Vancouver School Board, headed up the Public Relations session. Those who have attended other workshops said that discussion and participation was better than ever this year.



"Would you hear how Big Chief Evans
Called a teachers' workshop pow-wow
Called in roaring tones like thunder
Called in dulcet tones and tender
'Come ye thinkers, come ye do-ers,
Come ye now to Naramata'."

... And so Group D pantomimed the week's activities while Mrs. Jean Astbury of Vancouver voiced her parody on Skit Night.



An enjoyable part of every workshop is the beach-fire weiner-and-marshmallow roast.

Dr. H. I. Campbell, Deputy Minister of Education, addressed the group on Monday afternoon giving his thoughts on some current education problems. It was a distinct pleasure to have Dr. Campbell and Mrs. Campbell with us from Sunday until Tuesday. We enjoyed their active participation in the first few days of the programme and the privilege of getting to know them better.

Rev. Bob McLaren, Principal of the Training School, and his staff were generous hosts. On Monday evening Rev. Bob, in his very entertaining manner, told us how the Training School became a reality after living his personal dream for some time.

Dean Neville Scarfe took time out of a very busy schedule to be with us on Thursday and to speak to us that evening. He gave us an insight into his philosophy of education and his thinking on teacher education.

The Tuesday night panel on the topic "Is it realistic and practicable to endeavour to give the same status to all teachers regardless of the grade level at which they teach?" was stimulating, with plenty of audience reaction. Chairman Harold Parrott, B.C.T.F. Second Vice-President, had little difficulty in getting ideas from Edith Gulland of Campbell River, Jack Loucks of North Vancouver, Manson Toynbee of West Vancouver and Bob Turnbull of Merritt. The consensus was that salaries should be paid according to certification.

Workshop Director Stan Evans was very ably assisted by Connie Prendergast of the B.C.T.F. Office as Workshop Secretary and Ken and Helen Aitchison, who were, no doubt, the two busiest people assisting in arranging entertainment activities of all kinds. In preparing the daily bulletin, *The Works*, Ken received great assistance from the P.R.-Writers group.

Like many other aspects of the 1956 Workshop, *The Works* was "better than ever." Copy was well prepared and highlighted the day's activities. Interesting cartoons amply illustrated the old adage "a good picture tells more than a thousand words."

Summaries of the various group discussions have been mimeographed and distributed to workshop delegates and to secretaries of local associations. Two of these summaries are printed in this issue and the others will appear next month.

In-service Education

THE groups discussing In-service Education divided their topic into a number of sections. Their first consideration was the motive in starting such a programme. A genuine desire to improve professionally should underlie any programme for the greatest good cannot come if teachers go into the programme under any form of compulsion, or if they participate only out of fear that if they do not support a teacher-sponsored programme, one will be imposed on them by supervisory officials. Such activity should be an answer



This room housed the table tennis and pool tables. Here one group gathers around the ping-pong table for their discussion.

to a definite need among the teachers concerned.

As to organization, the groups felt any such programme must be carefully organized. Ideally, it should be under the leadership of a classroom teacher who is inspired and can inspire, although many, including principals, inspectors, department heads and classroom teachers, will be involved. In-service Education committees should get much help from Public Relations Officers in publicizing the work.

Interest will vary with the district. Urban centres have greater choice of leaders, although there tends to be apathy in such centres. Interest must be gained, with a practical appeal in the first projects, so that teachers will see how they can benefit in their classroom work. General educational problems might be approached vertically and horizontal approaches might be used for specific grade groups.

The needs and interests of a group can only be determined by personal contact with the members, or member schools, or by questionnaires. The Federation Committee offers aid in establishing local programmes. It was recommended that a guide for those who will be organizing programmes be prepared and distributed by the Committee.

Experience during the last school year indicated that it is unwise for any group to undertake too many projects in one year. Two major workshops seem sufficient in one school year. However, interested groups are not limited as to number of meetings they wish to have to discuss subjects pertinent to their special field.

Workshops of varying degrees of complexity have been most popular projects. The majority of the groups discussing this topic felt that inter-class visiting is an extremely valuable, but little used, form of In-service Education. It is suggested that more use be made of this form, with help from principals, supervisors and inspectors in organization.

Another project discussed was the publication by B.C. teachers of an educational magazine. Much merit was found in the suggestion. Such a magazine would provide opportunity for sharing ideas and experience on a wider basis and would be a

broadening of present Lesson Aids work.

A final suggestion was that professional libraries are a further avenue of In-service Education, provided that satisfactory methods for circulation could be found. Also mentioned were panels, study groups, and the use of inspirational speakers. Fall Conventions often provide excellent opportunities for follow-up projects.



The outdoor theatre at the water's edge was an ideal setting for Rev. Bob McLaren to give the workshoppers the history of the Christian Leadership Training School.

It was agreed generally that local associations must finance their own programmes to a large extent, although one group favoured some Federation assistance for approved In-service Education activities.

In-service Education aims at professional growth by improvement of technique, and encouragement of pride in our occupation, comparable to that of other professional groups. This definition, offered by one group, is felt to explain both motives and methods of In-service Education.

Curriculum Development

A consideration of the history of curriculum development as supplemented by information given by the consultant resulted in agreement that the Federation has influenced the policy of the Department of Education as a result of summer workshops. Recent developments, it was felt, were a direct result of the discussions in 1952 and 1953. These developments were: the constitution of the Provincial Curriculum Advisory Board with representation from the

B.C.T.F., the B.C. School Trustees' Association, the B.C. Parent-Teacher Federation, and Labour; B.C.T.F. representation on the Professional Advisory Committee; increased liaison between the Curriculum Committee and the Curriculum Division of the Department; and the practice of the Department of Education of consulting with the Federation in the appointment of teachers to certain revision committees.

The groups concluded that it is better for teachers to look upon the work they are doing, and will be doing, in curriculum revision and in text-book selection and revision as professional opportunity and professional duty and not to ask professional fees. The nominal honorarium and out-of-pocket expense allowance were approved, however.

The operation of the B.C.T.F. Curriculum Committee was considered. The committee consists of a Chairman, six directors, two representatives from each subject section in the secondary level, two primary and three intermediate representatives.

The groups made a number of suggestions concerning the handling of curriculum resolutions:

1. Curriculum resolutions need serious consideration at sub-local and local association levels.

2. The deadline for the submission of all resolutions (particularly curriculum resolutions) should be November 30.

3. Distribution of unedited resolutions should be made by December 15.

4. Comments or objections should be returned to the office by January 31.

5. Non-controversial resolutions could be defined as those to which no objection had been raised by January 31. These could then be presented at once to the Department of Education. The Curriculum Committee should then advise the local associations concerning the resolutions submitted directly to the Director of Curriculum and should indicate to the associations which resolutions had been found controversial. These would then go to the Annual General Meeting.

A number of general suggestions included:



Dean Neville V. Scarfe visited the workshop on Thursday and spoke on the training of teachers. What he looks for in a teacher is confidence based on competence.

1. The Curriculum Committee should obtain by May of the year, from the Director of Curriculum, a list of the courses to be up for revision the following year. Local associations could then organize studies at the beginning of the following school year.

2. Subject sections might give more convention time to business and the consideration of resolutions. (Some felt that these matters should take precedence over programmes for speakers.)

3. The policy of using experimental courses should be continued and extended.

4. Subject sections and other groups might prepare briefs for consideration by the Curriculum Committee.

5. All questionnaires should be carried out through the B.C.T.F.

6. The preferable procedure, when a new course is set, is to construct a suitable course and then select the text-book most adapted to the course desired.

7. Criticisms of new courses and new books should be withheld for a year or two so that sound estimates may be made.

The groups which discussed the question "What courses are in the greatest need of revision at the present time?" suggested the following: Grade VI mathematics; Health for Grades I to VI and Health and Personal Development at the secondary level; Social Studies 8 would benefit from more geographical material; Primary arithmetic; Intermediate reading, which lacks good literature although it provides good training in reading.

I. Should We Study Merit Rating?

IT HAS been suggested that the teaching profession has rejected merit rating far too casually—that even if it is sincere in the belief that its opposition to the principle is well founded it should be prepared, nevertheless, to sit down with school trustees and any other interested parties to “study” the problem objectively.

In the first place it should be known that the Federation, as the official voice of the profession, has looked deeply into merit rating. All the available literature on the subject has been carefully read, a great many research studies have been examined and the relatively few existing schemes closely scrutinized. The conclusion that a full scale study of merit rating would be futile was inescapable.

In the second place those who want merit rating studied have no conception as to how large and complex the undertaking would have to be. Any plan of action on the problem would have to take into account these basic considerations:

(1) The criteria by which professional competence might be evaluated would have to be developed.

(2) Procedures, instruments and techniques for applying the criteria to specific situations would have to be worked out.

(3) Both the criteria and the evaluation procedures would have to be tested for validity in actual classroom situations.

A full scale research into merit rating is currently under way in the State of Utah. This is what is involved in the study:

(1) The research is to be spread over three years—1955, 1956 and 1957.

(2) The legislature of the state is providing the funds. The amount budgetted is not known but it must be considerable.

(3) Three full-time directors for the study have been appointed and especially trained for the assignment.

(4) There is provision for the employment of technical consultants as their services are required. Currently two such consultants are involved in the project.

(5) Orientation and workshop sessions for all school district professional personnel have been conducted.

On top of all this “everybody involved realizes that it (the study) may possibly fail in achieving the goal of the Legislature and the Committee to see actual merit programmes come into being in Utah’s public schools.”¹

The San Diego Study

The question comes to mind: Why all this waste of public funds and professional talent when at least one other school system, San Diego, has already gone through the process? In that large school district a Citizens’ Committee provided with ample funds and paid research staff studied merit rating exhaustively through 1953, 1954 and 1955. Their conclusion? Merit rating will work only at the two opposite ends of the scale. In the first instance it can be used to identify and weed out of the profession the incompetents before they are given permanent certification. In the second instance it can be used to identify teachers for posts of special responsibility. Acting on the report of the study, the San Diego School Board created more such posts as a means of making teaching a more attractive profession. Besides principals, vice-principals and heads of departments, San Diego employs and pays selected senior teachers on staff to guide and help beginning teachers, to conduct in-service training sessions, to

¹ *Utah Educational Review*; May, 1956.

give demonstrations and talks to workshop gatherings, to supervise practice teaching and to do curriculum writing. All of these are jobs which leave good teachers in the classroom for the majority of their time at least. All are jobs which many British Columbia teachers have undertaken or are undertaking informally and without remuneration.

The B.C. Teachers' Federation is not opposed to evaluation designed to improve the efficiency of the teaching service. It will work co-operatively with trustees and the Department of Education to improve existing evaluatory techniques. It will encourage

and help teachers to develop to the full their individual talents. It will *not*, however, tolerate teachers doing the same work being branded with dollar signs determined largely by whim or prejudice.

In some parts of the province teachers' local associations are apparently being asked by their school boards to set up committees to study merit rating. As should be obvious from the Utah experience neither a local association, nor the Federation as a whole, is in a position effectively to "study" merit rating. This is one instance where it would be much cheaper and more sensible to profit from the experience of others.

II. Some Views on Merit Rating

MERIT rating in teachers' salaries was never popular in the United States and is much less so now. School districts whose salary policy included provision for merit pay seldom applied it.

These and other interesting facts are revealed in a bulletin issued in July, 1956, by the Research Division of the National Education Association.

The facts on trends in the use of salary schedules based on quality of service are not easily established. The best clue to the total picture appears to be in the use of superior-service maximum salaries, beyond the normal schedule, for rewarding outstanding teachers.

Of the 225 cities reporting in 1938-39, 20.4 percent had a superior-service maximum. Of 504 reporting in 1955-56, 6.3 percent have a superior-service maximum. The 6.3 percent for 1955-56 is slightly higher than the proportion in 1952-53 or 1953-54.

On the other hand, 31 districts which reported a superior-service maximum both in 1938-39 and 1940-41 no longer have such a provision. These include the following 23 which reported superior-service maximums for the three years of 1938-39,

1940-41, and 1942-43: Washington, D.C., Detroit, St. Louis, Philadelphia, Pittsburgh, Milwaukee, Oakland, Kansas City, Lincoln, Neb., Rochester, N.Y., Reading, Pa., Salt Lake City, Tacoma, Somerville, Mass., Pueblo, Colo., Hammond, Ind., Lynn, Mass., Medford, Mass., Quincy, Mass., New Rochelle, N.Y., Lynchburg, Va., Green Bay, Wis., and La Crosse, Wis.

Information at two-year intervals beginning with 1938-39 shows a decline in this type of salary policy in the cities over 30,000 in population. The highest percent in any year was the 20.4 percent in 1938-39; the lowest, 4.0 percent in 1952-53. The policy has almost disappeared in the districts over 100,000 in population.

Of the 151 schedules that recognize quality of service, nearly two-thirds (96), did so only through a provision that the usual annual advance in salary toward the maximum may be withheld from a teacher whose service is unsatisfactory. Another 25 schedules included the withholding of increments with one or more other practices for recognizing quality of service.

In considering the matter of rewards for superior service in recognizing quality of teaching in salary schedules, some com-

ments from administrators will perhaps be of interest:

"We do have a provision in our salary schedule which will permit added increments to those who have reached the maximum in their class.

"I should like to say, however, that we have never made use of this feature, but it now seems very likely that we will examine this possibility."—Superintendent of Schools, Danville, Ill., May, 1956.

"This is in reply to your letter relative to merit provision in our payroll schedule. Frankly we have not exercised this provision in the case of many teachers. We believe that we have three teachers who have been reclassified on the basis of merit. In the main, they are people who are recognized as being outstanding by the Superintendent and the Board of Education."—Superintendent of Schools, Columbia, Mo., May, 1956.

Provision Not Used

"This provision in our salary schedule relative to the Board's reserving the right to give recognition for meritorious service was placed there simply for protection in the event any schedule was increased above and beyond that increase established for teachers. As of this date, that provision has not been used and in all probability it will not be used in the future."—Superintendent of Schools, Ector County, Texas, May, 1956.

"Although this provision has been in our salary schedule for many years, we have not taken advantage of it except to pay teachers who have had to carry an overload a certain amount to compensate for the extra amount of time spent on the job. We have not paid anything on a basis of merit or superior teaching."—Superintendent of Schools, Renton, Wash., April, 1956.

"You enquired as to the extent the school board of our district had used merit recognition in connection with the application of our salary schedule.

"The board has used that very, very sparingly in the last few years. Perhaps two or three teachers in that time have been affected by this provision of the

salary schedule. As is the case with many other districts, our board would like to, if possible, go on a merit system for teachers' salary but we felt that there are so many considerations and problems attendant to such a procedure as to make it, if not impracticable, certainly inadvisable."—Superintendent of Schools, Walla Walla, Wash., May, 1956.

Professional Study Encouraged

On penalties for unsatisfactory service in recognizing quality of teaching in salary schedules, we quote the following:

"In practice, less than half of one percent of our staff are held at the State mandate. This small percentage is made up of permanently appointed teachers whose teaching has been judged unsatisfactory by their principals and staff consultants. All other teachers move regularly to their maximums on our salary schedule."—Superintendent of Schools, Rochester, N.Y., May, 1956.

"Our differentials were set up to encourage professional study on the assumption that it will help professional development of staff.

"The limitations were established primarily as budget protection but, because of the extended amount of graduate study required for the levels where limitations are established, we do not expect that they will be in operation for some years. Furthermore we expect when the time comes we will be able to increase the percentages as it seems advisable."—Superintendent of Schools, Jackson, Mich., May, 1956.

"We have exercised our right to withhold but once in ten years—and then advanced the teacher the following year. The regulation is therefore of small account with us."—Superintendent of Schools, Great Neck, N.Y., May, 1956.

Rewards and Penalties

Some places have both rewards for superior service and penalties for unsatisfactory service in recognizing quality of teaching in salary schedules. Comments from these districts include:

"Although our School Board has officially approved the idea of merit rating in the

assignment of salaries of teachers, it has not been made effective. Plans were for it to become effective after another general salary raise had been given all teachers."—Superintendent of Schools, Hot Springs, Ark., May, 1956.

"The acceleration programme does not 'measure' teaching efficiency, but is intended to stimulate teachers into becoming better professional persons and citizens."—Superintendent of Schools, Ann Arbor, Mich., April, 1956.

III. More American Opinions

"There are no schools in Minnesota to the best of my knowledge that are using any system of merit rating. There are many groups in the state, administrators in particular, who would like to use some type of merit plan in determining salaries, but none yet have been able to find a plan which they would be willing to administer."

Minnesota Education Association,
March, 1954.

"It would be very difficult to find any group or organization favouring the merit system for teachers. The only support this system is receiving in Texas is from the Speaker of the House of Representatives. He advocates a teacher raise, but believes that money should be made available so that school boards could reward the better teachers. At the same time, he believes some of our teachers are being paid too much now, hence, he believes that school boards should reduce their pay.

"Our organization is not ready to sponsor this type of movement. We believe in paying teachers in accordance with their value, but we do not know of a suitable way to measure these values.

Texas State Teachers Association,
March, 1954.

"A few school systems in Wisconsin started merit rating several years ago but the practice has faded away. At the present time I know of no school that has an official merit rating system. We do have schools that do not have salary schedules, and in these schools I feel there is some merit rating—mainly by the main administrative

officer, however it is unofficial and not publicized."

Wisconsin Education Association,
March, 1954.

"We argue that all teachers in general should be quite satisfactory in the performance of their duties, otherwise they should be dismissed or helped to improve through in-service education programmes and good supervision. If a district wants to single out individual teachers for outstanding performance, and give them some sort of recognition, we don't quarrel with this idea, so long as they are prepared to substantiate their decisions with evidence which most of the faculty would accept. We find there are not many boards of administrators who wish to assume this responsibility. The issue really centers about the question of paying for poor teaching service. As I say, our point is that you shouldn't pay for this kind of teaching at all, and should take some kind of successful measures to either remove the teacher or improve the teaching."

California Teachers Association,
March, 1954.

"With regard to the use of 'merit rating' in the salary schedules in Ohio, it just isn't the practice because no one has been able to find an objective method for rating teachers. A few cities have tried it, but after a year or two they have usually abandoned the practice. It looks good from the standpoint of the public, but in actual practice it means little."

Ohio Education Association,
March, 1954.

Industry Studies Education

IT IS encouraging to all educators to note that industrial leaders have come to realize the importance of active support for our public school system; as witness the following quotations from speeches delivered at the National Conference on Engineering, Scientific and Technical Manpower as reported in the *Financial Post* of September 15, 1956.

"If we were to write a manifesto for business today, or indeed for any other major group that feels it has a long-term stake in the community, the first chapter would almost certainly be dedicated to the support of education."

—Trevor F. Moore, Vice-president,
Imperial Oil Limited.

Industrialists agree that the engineers, scientists and technicians that Canada will need for future industrial expansion must be secured through our elementary and secondary schools, not only through our universities:

"The fact remains that the university is but at the end of the educational production line. They can only deal with the human material brought to them by the high schools. It is in pre-university education that much of our difficulty lies—and here again we get back to the numbers and calibre of our teachers."

—James S. Duncan,
Massey-Harris Company Limited.

Teachers' Colleges will have to be expanded, they recognize:

"If secondary schools and universities are to be able to cope with increased enrollments, then in some way or other we must have something like 20% of all our university graduates enter the teaching profession."

—D. W. Ambridge,
President and General Manager,
Abitibi Power and Paper Company.

They acknowledge that higher teacher salaries may be necessary to bolster recruitment:

"The most potent encouragement that an average young man or woman can get to enter this or that way of life is money.

If after study it is found some adjustment will have to be made in teachers' salaries then they just must be made."

—D. W. Ambridge.

Industry can make an important contribution to education by providing more scholarship; and bursaries to worthy students and intending teachers, they infer:

"The Dominion and Provincial Governments must carry the great share of the burden—but, faced with our present crisis, corporate giving to education measured by the standards of a decade ago or even of last year is no longer good enough if we are not to run the risk of seeing the forward thrust of our economy blunted by lack of technological personnel to keep it nourished."

—James S. Duncan.

"In this country money for education facilities comes from taxing authorities and industry—and industry must lead on the new road we are treading."—D. W. Ambridge.

This newly awakened interest of industry in the problems of education is no mere passing fancy. Out of the Conference has been born the Industrial Foundation on Education, with a first year budget of \$40,000-\$50,000, and with the following immediate objectives:

1. To speak for industry in matters of education.
2. To represent industry in any national attack on the broad problem of skilled manpower shortage and related educational needs.
3. To explore the role of industry in supporting education at all levels.
4. To carry on research in education in the light of industry needs.

To date the problem has only been recognized. However, recognition must always precede solution. Guided by some of the best brains in industry, the new Foundation shows promise of making an important contribution to the welfare of education. We are confident industry will help find solutions to problems that have been bothering educators for years.

Spelling Texts — Are They Adequate?

ARTHUR HOLMES

A RECENT article in the *Modern Instructor* called "Spelling Must Be Taught" by F. L. Barrett, B.A. B.Paed., signifies that some educators are disquieted by the poverty of the present-day teaching techniques of spelling which are extant in our schools. Spurred by this criticism I am encouraged to add my voice to his cry for reform. This brief report is not intended to reiterate, but to complement and to expand, in part, several of the points brought out in this fine article.

When he approaches his language studies, the modern child is plunged into a jungle of borrowings and corruptions which have entirely robbed our language of concrete rules of pronunciation and of spelling. To support this one might cite the ancient chestnuts: **cough, bough, though, fought and rough.** Consequently, though we are better situated than many of the Eastern peoples, who frequently employ, in the writing of their tongue, several thousands of independent ideographs, we are nevertheless set an enormous task when we attempt to guide our children through the labyrinth of half-rules and exceptions which leads to proficient spelling of our language.

Plainly, formal spelling must be taught in our schools; reading alone will not produce the good spellers we desire—though it can and it does help. Acknowledging that spelling instruction has a definite place in the school curriculum, we must determine at the outset what we are to teach, and how

Mr. Holmes, who feels present Spelling text-books leave much to be desired, is principal of Edgehill Elementary School, in School District 47 (Powell River).

we propose to teach it. In spite of the paucity of inflexible spelling rules to guide the child certain valuable principles have been evolved to aid the educator in teaching this subject. Yet I sincerely believe that many of these principles have been ignored entirely in *The Canadian Speller* series which are the standard texts in B.C. schools.

Most of the principles referred to have been established only after experimental research and classroom usage have demonstrated their efficacy. The first principle is that of selection. It seems an obvious truism that children should be formally taught only those words which they will use in their written work, or conversely, that children should not be taught words which they are unlikely to use in their written composition. This of course does not mean that the student is strictly limited to these common words, because the effect of reading, individual proclivities and personal rationalization will automatically expand any basic spelling vocabulary. Further, the intuitive application of learned letter combinations will again extend the basic list of spelling requirements. It is in the field of word selection that much modern research has been conducted. Dr. Horn in his *Basic Writing Vocabulary* offers a list of 10,000 words most commonly used in writing. This extensive study entailed the classification of over five million words. Further valuable work has been carried out by Thorndike who, after a study of children's written English, culled a list of three thousand words to form a basic list. Yet another study, this time by T. C. Pollock of New York University, resulted in a list of misspelt words found in the Grades II to VIII. These words even carry notes which

indicate the relative frequency of error. These lists are available free to all teachers.

Sustained research has yielded much valuable guidance in the actual presentation of the basic lists. The grouping of words into common structural elements has been proved conclusively, by controlled experiment, to be markedly superior to the indiscriminate list. Evidence is available to prove that words grouped according to a rational plan produce "ten to twenty percent greater efficiency in immediate and delayed recall" over words conned from a haphazard selection. Four such groups are:

- (a) grouping words of similar auditory and visual components:

hand
stand
grand

- (b) grouping words of similar visual but slightly different auditory components:

how want
show pant

- (c) a combination of words with common mute letters:

gnash ghostly talk
gnaw ghastly walk
gnat ghoul stalk

- (d) a combination of words according to common components and of physical association:

sing needle pantry
song thimble pastry
 pasty

Implicit in this principle is the necessity of not presenting words in close juxtaposition which have common auditory elements but which are spelt differently, such as

neat and feet
quite and bright

Words of this nature are best taught separately, with as long a time interval between their presentation as possible. Since I began this report, one of my students has experienced difficulty over the spelling of rifle and weasel. These two words were thrown together in a Grade VI exercise (*Canadian Speller*) and created a confusion which had hitherto never existed for this child, as was proved by an inspection of the student's written composition.

It is now well established by researchers, including F. J. Schonell, that the practice of invoking homonyms and heteronyms as a device for the effective teaching of spelling is a faulty one. This produces a boomerang effect by creating confusion between two related words—related, that is, by sound. Also the common classroom practice of marking the "bad-spots" of troublesome words, such as: accept, answer, is to be denounced as being gravely in error. This blackboard "aid" is an artificiality which runs counter to the tenets of the word pattern method of learning. It will be seen that such a practice will aberrate the visual image of that word.

Fewer Words Better Learned

A maxim frequently ignored by many present day educationalists is that small, easily masticated fragments of information make the most beneficial educational meal; and to apply the metaphor more particularly to the teaching of spelling: it is infinitely more effective to present three or four words per day rather than the indigestible groups of fifteen to twenty words which now face the student every Monday morning.

If the above principles, incomplete and loosely knit as they are, find acceptance, and they constitute the findings of such international authorities—in synthesis—as Cyril Burt, F. Schonell, Dr. Horn and Thorndike, it seems incredible that *The Canadian Speller* series could have found favour with the Department of Education of B.C. The measure of the esteem accorded to the series may be judged by the fact that they occupy a permanent place on the shelves of the "standard texts" in schools. Yet where in the spellers is the all-important selection of basic words, whose mastery means so very much to the school child? This mastery permits the average child to dissect and to synthesize so that he can unravel and ultimately spell a high percentage of the words found in his school texts and library books. It is extremely doubtful if any Grade VI pupil needs to spell, yodel and operetta, yet they both appear, along with so many more unwanted words, in *The Canadian Speller*.

Continued on page 112

Mr. S. A. MacDonald honoured

Outstanding Teacher Retires

HIGH tribute was paid to one of British Columbia's outstanding educators last June when teachers and trustees of Summerland School District joined to honour the retiring principal of their elementary school, Mr. S. A. MacDonald.

Exceptionally gifted both as a teacher and administrator, Mr. MacDonald might have climbed to almost any height in his profession. Instead, he chose to devote his life to building at the foundation level, and for thirty-seven years was teacher and principal of the same school, a unique record. Throughout this time he was held in such high esteem by his community that he was one of the first to receive its "Good Citizen" award when that was instituted, and his school was renamed MacDonald School when it was enlarged and renovated in 1949—an honour few teachers have received while still in service.

Life Membership Presented

At the farewell banquet, both its chairman and the chairman of the School Board were former pupils as well as parents of present pupils. Both reminisced feelingly of the days when they were "in Mac's room," and recalled his terrifying omniscience, his genial patience, and the devotion to duty which had led to another amazing record—thirty years at work without missing a day.

Miss Hilda Cryderman, past president of the B.C.T.F., spoke of Mr. MacDonald's staunch support and vigorous advocacy of the B.C.T.F., of which he is a charter member. He is also the originator of B.C.T.F. mediation in salary disputes. Miss Cryderman presented Mr. MacDonald with the life membership in the B.C.T.F. which

was awarded him at the last Easter Convention.

Mr. Charles Bruce, president of the Okanagan Valley Teachers' Association, spoke of Mr. MacDonald's many contributions to that body, of which also he was a charter member and vigorous supporter as well as past president. The first life membership in the O.V.T.A. ever granted, a beautifully illuminated scroll, was presented to Mr. MacDonald.

Tribute to Great Teacher

The chairman of the School Board presented a gift of luggage, expressing the hope that Mr. MacDonald would be able to enjoy trips he had dreamed of now retirement promised to give him time. The Summerland Teachers' Association presented an engraved silver tray. To each presentation "Mac" replied with the quiet modesty and dry humour which have helped make him so popular.

The whole evening was a sincere tribute to a great teacher and principal. Other presentations followed at his school's closing exercises the next day. Mr. MacDonald received a lounge chair from his 500 pupils—and an engraved gold wrist watch from his staff, some of whom had taught happily under his unobtrusive guidance for thirty years.

A host of friends and former pupils—it's a saying in Summerland that "everybody went to school to Mac!"—rejoice that he enters retirement in good health, and hope for him many years of happy well-earned leisure—leisure that is bound to be mixed with much valuable service to his fellow-citizens, for that has always been Mac's way.

Replies from the Department to

Your Curriculum Resolutions

THE September-October magazine pointed out that limitations of space made it necessary to hold over some of the replies to Curriculum Resolutions. The remainder of the replies are given now.

SOCIAL STUDIES

29. Be it resolved that the B.C.T.F. ask the Department of Education to try out a system whereby curriculum revision would be done during summer seminars by carefully selected groups representing broad regional areas, such groups to be chosen in time to do necessary background preparation, and such groups to receive adequate remuneration for their services.

Comment:

Perhaps the College of Education will be asked to consider the institution of such seminars. In any case, the method of course revision is often related to the subject being revised.

30. Be it resolved that the B.C.T.F. commend the Department of Education for inviting the Curriculum Committee of the B.C.T.F. to suggest a member for a Social Studies 10 Appraisal Committee.

Be it further resolved that the B.C.T.F. heartily endorse the extension of this principle.

Comment:

There does not appear to be any particular advantage since many of the same people are chosen.

MISCELLANEOUS

31. Whereas the Winston Dictionary for Canadian Schools is at present the only

one specified as "Authorized" in the List of Text-books issued by the Text-book Branch; and

Whereas this dictionary is in some respects inadequate for use in senior high school grades;

Therefore, be it resolved that the B.C.T.F. urge the Department of Education to list as "Authorized" additional dictionaries suitable for use in senior grades.

Comment:

Every student should OWN a dictionary. Additional dictionaries are listed in the Price List and Order Form.

32. Be it resolved that the B.C.T.F. request the Department of Education to alter the present regulations so that a Mathematics major to accompany a major in Industrial Arts, or Commercial Book-keeping will be recommended but not obligatory.

Comment:

The Department is opposed to lowering the present requirements for the University Programme, particularly as there are still students attempting the University Programme who should not be doing so.

33. Be it resolved that the Department of Education be asked to adopt the policy of testing a variety of possible new text-books for at least one year in a variety of selected schools in the province before adopting any text-book for province-wide use.

Comment:

A valid comparison can be made only if the different texts are used in the same schools by the same teachers in comparable

classes. In any event publishers would have to supply sets for experimental use.

34. Be it resolved that the B.C.T.F. urge the Department of Education to provide more adequate space for comments in future revisions of the report cards.

Comment:

Revised pupil report cards will be issued for the school year 1956-57. The Department has tried to meet all reasonable objections to previous report cards but is definitely opposed to the introduction of competitive grading in Grades I-III.

35. Whereas the most commonly used intelligence tests are intended for the use of people speaking and reading English; and

Whereas scores on these tests are considerably dependent on the natural use of English and a relatively wide English vocabulary; and

Whereas students from homes where English is not the language spoken customarily are likely to score at a level which will be lower than that of their true ability; and

Whereas under-rating of intelligence as entered on the Permanent School Record Card can result in wrong promotional de-

terminations, wrong programming, wrong vocational plans, or too early school leaving; and

Whereas numerous displaced persons from Europe are passing through our schools with learning handicaps which become overlooked once some facility with English has been developed;

Therefore, be it resolved that the B.C.T.F. request the Department of Education to add to the Permanent School Record Cards an item such as "Language of Parents" followed by a space to be filled in by registering principal or teacher.

Comment:

The letters LD for "language difficulty" are currently inserted where indicated. The matter will be considered.

36. Be it resolved that the B.C.T.F. request the Department of Education to consider sending out a directive to principals and teachers regarding the filling out of records on the Permanent School Record Card under the heading of Scholastic Aptitude Tests.

Comment:

Full instructions are given in the booklet for completion of permanent record cards.

Burnaby Counsellors make a survey

After-school Employment

BECAUSE the employment in business and industry of students attending high school was frequently discussed by the staff, and because it was obvious that we had no facts about the situation, the Counsellors at Burnaby South High School decided to make an employment survey in December, 1955, which would include all boys and girls in the school.

The Counsellors composed a questionnaire which the students of Grades X and XI filled out in Health and Personal Development classes. The students of Grades XII and XIII completed the questionnaire in home room periods under the direction of the Home Room Teacher.

We were interested in three things mainly: the number of students working, the

hourly wage earned, and the number of hours worked. In answering the questionnaire some students who had casual employment, or employment with their fathers, found it difficult to state the number of hours worked, or the hourly rate. Other students are on call for a specific firm but do not work with any degree of regularity. For these reasons the survey cannot be considered as completely accurate, but it is felt that the information gained is indicative, and therefore, valuable.

There is great variety in the types of jobs held by the students. The girls are employed as waitresses, cashiers, store clerks, packers in groceries, office clerks. One girl is a part-time taxi despatcher. The boys are employed in mills, on paper routes or as paper supervisors, in store work, and in service stations. It was considered advisable to limit the survey to jobs with commercial firms.

Many Students Employed

Of the students at Burnaby South High School 1,044 reported, and of this number 415 are employed. Of the 565 girls, 105 work regularly, while of the 579 boys, 310 work regularly. Grade XIII students earn the highest hourly wage: \$1.00 to \$1.25, while Grade X girls earn the lowest hourly wage: 50 cents. Grade XI and XII students earn from 75 cents to \$1.00 an hour. The hours worked per week range from 5 to 40. The majority of Grade X working students work from 5 to 10 hours per week, as do Grade XI boys. Girls in Grades XI, XII and XIII work from 10 to 15 hours per week, and boys in Grades XII and XIII work from 15 to 20 hours per week.

In a percentage breakdown it was found that in Grade XIII 41.06% of the boys work, and 41.19% of the girls; in Grade XII, 55.78% of the boys work as against 41.83% of the girls. Grade XI boys are the most ambitious, with 60.60% employed, but only 22.74% of the girls work. 49.12% of Grade X boys work, but only 8% of the girls.

It is difficult to assess the advantages or disadvantages of part-time work because of individual differences. It is thought that some students derive benefit from working,

while others may gain in money but lose in education. To say that after-school employment has a bad effect on students is much too broad and general, much too simple an interpretation of a complex matter. Some teachers assume that poor work is explained by the fact that students work after school, but it should be noted that before definite conclusions are drawn there is need for checking to ascertain that the students with a poor record are the ones who have outside employment.

Results can be Good

The following are some of the possible good results of working:

1. Actual experience gained on the job may assist in choosing a career.
2. Work may help a student to mature.
3. Work may make a student partially independent financially.
4. A part-time job cuts down on free time and may prevent a student getting into bad company.
5. Many students because of part-time work will be able to continue their education at the University.

The following are some of the possible disadvantages of working:

1. The students get insufficient rest.
2. The students have insufficient time for study.
3. The attitude may become one of considering school as a minor occupation.
4. When students become partially independent financially it may become difficult for the parents to control them.
5. Too much money, for some, leads to bad spending habits and the tendency to live beyond their means — buying cars, etc.
6. Many normal teen-age activities which contribute to balanced personality development are crowded out.
7. Too much importance is attached to money and not enough thought is given to other values in life.

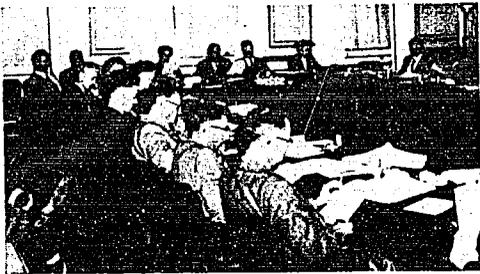
If time were available it would be interesting to make a comparison of the marks and attitudes of the students who have part-time employment with the marks and attitudes of those students who do not work while attending school.



From the Okanagan and Kootenays—C. A. Bruce, Kelowna; J. S. Michell, Salmon Arm; Miss Muriel Baxter, Cranbrook; P. L. Morrisen, Grand Forks.



Vancouver representatives—G. A. Bulmer, Elementary; E. W. Bowering, Administrators; A. F. Black, Secondary; G. E. Stubbs, Elementary.



This general view of the October Executive meeting shows Table Officers and members hard at work.

They Wor

The Federation members pictured here are the members of the senior committee—the Executive Committee. It is their job to carry out the policies decided by the Annual General Meeting. These pictures were taken during the first of the four regular Executive meetings to be held this year.

Mollie E. Cottingham, B.C.T.F. Property Management Committee Chairman and First Vice-President, turns the first sod at Seventh and Burrard as construction on our building gets under way. Watching are President Ian Boyd and General Secretary Charlie Ovans.



Machines such as this ke as excavation for the buil





From the Lower Mainland—J. A. Scott, Hancy; D. R. Brown, Ladner; A. MacKenzie, Richmond; H. N. Matheson, Burnaby.



Central and Northern B.C. Representatives—N. Keis, Quesnel; A. MacMillen, Telkwa; J. L. Canty, Bralorne; C. Galibois, Dawson Creek.

k for You

One of the major decisions made by the Federation at its last Annual General Meeting was to erect a B.C.T.F. office building. The October Executive meeting authorized the letting of the contract for construction. The pictures below were taken on October 25, 1956—a date on which Federation history was made.



Vancouver Island and South Coast representatives—D. A. Smith, Victoria; A. S. Trueman, Gibsons; O. A. Palsson, Lake Cowichan; E. C. Stewart, Comox.

pt a fleet of trucks busy
ding proceeded.



So anxious was he that no time be lost in construction that, when the bulldozer operator left his machine for a few minutes, President Ian Boyd took over to get on with the job and was caught in the act by Stan Evans' camera.



for Your information

Lesson Aids

HERE is a list of Lesson Aids which have proved popular over the last few months. Some are new this month and should be very useful. If you are interested in them or in reading of others in stock, write for Lesson Aids' free catalogue.



D. Nickerson,
Lesson Aids
Secretary

No. 76 - Canada - 16 cutout maps of early Canada, augments the students' notes. 2c each, 40 for 30c.

No. 174 - Games for the Classroom—eight games for various grades, answers included. 10c, usual reductions.

No. 181 - *Kidnapped*—map of David's journey. 1c, 40 for 30c.

No. 182 - *Kidnapped*—135 guide questions in order, helps student follow plot. 6c, usual reductions.

No. 187—Commercial 34—Dean Practice Set, available in set or separate sheets. 25c for the set, no reductions.

No. 190—*Proud Procession* Tests—formal tests on eight stories, can be used separately. 35c, usual reductions.

No. 202—Grade 8 Science Workbook—19 separate chapters to correspond to text. \$1.25 for set, 10c for each chapter.

No. 209—*Young Explorers*—questions on 24 stories, suitable as tests. 35c, usual reductions.

No. 213 - *Julius Caesar* - summaries, notes, character sketches, questions, answers. \$1.00, no reductions.

No. 214—Elementary Arts and Crafts Manual—prescribed text, heavy cover, plastic binding, 100 pages. \$3.25 plus 10c postage. No reductions.

No. 215—Social Studies 8—*What a Canadian Should Know*—booklet, 109 questions and illustrations. History and Citizenship. Prepared by Mr. J. M. Barre. 50c, usual reductions.

If you have any lesson aids or plans that have been successful, please send them in and this department will endeavour to publish them.

Write for the free catalogue to: Lesson Aids, 1644 West Broadway, Vancouver 9, B.C.

Have You Heard . . .

THAT most industrial firms in Canada contribute to the welfare of their employees? Even groups of professional men and women such as lawyers, doctors, engineers, accountants and the teaching staff of the University of British Columbia as well as teachers now have a share of their Medical Coverage paid for by their employees.

Among the professional groups the tendency seems to be to form a committee to canvass those desirous of participating in a prepaid medical plan and then to approach the employer. Usually it is not too difficult to secure employer contribution. Nowhere has there been any evidence pointing out that the securing of employer contribution to medical care had negated an increase in salary. In fact most employers, and this applies to many school board members, are protected in one or more of the medical service plans.

Why then are teachers seemingly so hesitant about securing for themselves the same sort of medical protection that their fellows at the University enjoy? Perhaps, we are too self-effacing, lacking in aggressiveness, or just indifferent.

Continued on page 96

THE B.C. TEACHER

British Columbia Teachers' Federation Financial Statement - June 30, 1956

By Martin, Browning & Co., Chartered Accountants, Vancouver, B.C.

721 Hall Building,
Vancouver, B. C.,
August 9, 1956.

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

Gentlemen:

Attached hereto are your financial statements for the year to June 30, 1956. Investments in your safety deposit box at the bank have been examined by us and found in order. Your bank account and the balance on deposit with the B.T.C.F. Credit Union have been verified. The annexed Balance Sheet is, in our opinion, a full and fair Balance Sheet, and is drawn up to exhibit a true and correct view of the Federation affairs as shown by the Books.

All our requirements as Auditors have been complied with.

MARTIN, BROWNING & CO.,
Chartered Accountants.

BALANCE SHEET AS AT JUNE 30, 1956

ASSETS		
CURRENT		
Cash—on hand and in bank	\$ 31,213.37	
Cash on Deposit, B.C.T.F. Credit Union	56,837.91	
Accounts Receivable	2,328.64	
	\$ 90,379.92	
INVESTMENTS		97,706.55
BENEVOLENT FUND		
Accounts Receivable		6,210.04
DEPOSITS		650.00
FIXED		
Office Furniture and Fixtures	\$ 26,699.45	
Less—Depreciation Reserve	12,537.22	
	14,162.23	
Real Estate	91,911.50	
		106,073.73
DEFERRED		
Property Taxes and Insurance		2,119.19
		\$303,139.43
		\$303,139.43
LIABILITIES		
CURRENT		
Deferred Credits		\$ 659.73
RESERVES		
Benevolent	\$ 6,453.54	
Charlesworth Memorial	3,407.83	
General	239,397.39	
Salary Indemnity	24,037.57	
		273,296.33
SURPLUS		
Excess of Revenue over Expenditures for the year to June 30, 1956.....		29,183.37
		\$303,139.43
		\$303,139.43

Subject to our report of August 9, 1956.

MARTIN, BROWNING & CO.,
Chartered Accountants.

**STATEMENT OF REVENUE AND EXPENSE
FOR YEAR TO JUNE 30, 1956**

REVENUE		
Fees		\$201,520.50
Magazine—Subscription	\$ 12,855.40	
Advertising	7,138.11	
		19,993.51
Interest and Sundry		4,618.66
		226,132.67
EXPENSE		
Salaries	(per schedule) 47,810.75	
Travelling	(per schedule) 30,929.85	
Departments and Committees	(per schedule) 12,383.40	
General	(per schedule) 25,210.54	
Magazine—Printing	\$ 18,851.41	
Mailing	1,256.09	
Sundry	1,319.89	
		21,427.39
Convention and Annual Meeting	8,035.81	
Canadian Teachers' Federation	8,538.00	
Salary Indemnity	34,152.00	
Benevolent Fund	853.00	
Trades and Labour	3,384.00	
Property	(per schedule) 4,852.70	
		197,628.24
EXCESS OF REVENUE OVER EXPENSE (before non-recurring items)....		28,504.43
Non-Recurring Items		
Plus—Profit on Disposal of Investments	16.25	
Adjustment of Group Life Policy.....	662.69	
		678.94
EXCESS OF REVENUE OVER EXPENSE		\$ 29,183.37

SCHEDULE OF EXPENSE—JUNE 30, 1956

SALARIES		
Executive	\$ 26,900.00	
Stenographic	18,221.38	
Pension	1,839.00	
Medical Services	204.00	
Savings Plan	149.94	
Unemployment Insurance	195.68	
Workmens' Compensation	300.75	
Total		\$ 47,810.75
TRAVELLING		
General Secretary	\$ 2,823.66	
Assistant General Secretary	2,010.39	
Executive Assistant	2,210.04	
President and Vice-Presidents	6,505.13	
Executive	7,206.78	
District Councils	7,770.89	
Geographic Representatives	636.87	
Sundry	1,274.49	
Consultative	491.60	
Total		\$ 30,929.85
DEPARTMENTS AND COMMITTEES:		
Code of Ethics	\$ 3.46	
Curriculum Revision	503.42	
Education Finance	79.00	
Federal Aid	4.00	
Finance	94.10	
Professional Education	71.20	
Lesson Aids	2,235.33	

Pensions	16.99
Salary	769.12
Public Relations and Education Week	4,827.30
Teacher Education	507.52
C.E.A.-Kellogg	257.64
Labour Relations	65.00
Property Management	78.78
In-service Training	1,306.57
Sundry	56.15
Workshop	1,507.82
Total	\$ 12,383.40

GENERAL

Bond	5.00
Audit	300.00
Telephone and Telegraph	1,340.29
Postage and Express	2,061.47
Stationery, Supplies and Printing	8,731.17
Subscriptions and Advertising	173.73
Gratuities	36.00
Legal	3,129.50
Sundry	3,711.82
Grants	3,051.61
Depreciation—Furniture and Equipment	2,669.95
Total	\$ 25,210.54

PROPERTY REVENUE AND EXPENSE FOR YEAR TO JUNE 30, 1956

1642 West Broadway:

Revenue:		
Rentals	\$ 5,662.00	
Expense:		
Property Tax	\$ 1,588.66	
Insurance and Sundry	593.38	
Heat	1,209.50	
Light and Gas	565.73	
Janitor Supplies	1,847.91	
Repairs, Painting and Alterations	665.85	
Water and Scavenging	123.80	
Rent	5,850.00	
Equipment	1,598.59	
	<u>14,043.42</u>	
Net Expense		\$ 8,381.42

1601 West Broadway:

Revenue:		
Rentals	4,800.00	
Expense:		
Property Tax 1955	788.74	
Sundry	1.00	
	<u>789.74</u>	
Net Revenue		4,010.26

1603 West 7th Ave.:

Revenue:		
Rentals	277.00	
Expense:		
Property Tax	511.81	
Sundry	5.73	
	<u>517.54</u>	
Net Expense		240.54
Option Forfeited		241.00
Total Net Expense		\$ 4,852.70

**COMPARATIVE STATEMENT OF REVENUE AND EXPENSE
FOR THE YEAR TO JUNE 30**

REVENUE	1955	1956
Fees	\$188,055.25	\$201,520.50
Magazine—Subscription	\$ 12,082.50	\$ 12,855.40
—Advertising	5,819.31	7,138.11
Interest and Sundry	\$ 17,901.81	\$ 19,993.51
	2,766.95	4,618.66
	<u>\$208,724.01</u>	<u>\$226,132.67</u>
 EXPENSE:		
Salaries	40,120.20	47,810.75
Travelling	31,935.77	30,929.85
Departments and Committees	15,516.86	12,383.40
General	25,686.88	25,210.54
Magazine—Printing	14,213.08	18,851.41
Mailing	1,120.55	1,256.09
Sundry	1,827.61	1,319.89
Convention and Annual Meeting	7,670.60	8,385.81
C.T.F. Convention	1,024.97	—
C.T.F. Fees	6,374.40	9,538.00
Salary Indemnity	31,872.00	34,152.00
Benevolent Fund	796.80	853.80
Trades and Labour	3,585.60	3,384.00
Property	772.78	4,852.70
	<u>180,972.54</u>	<u>197,628.24</u>
 EXCESS OF REVENUE OVER EXPENSE		
(before non-recurring items)	27,751.47	28,504.43
Non-Recurring Items		
Plus—		
Profit on Sale of Real Estate.....	2,265.37	—
Profit on Disposal of Investments	26.25	662.69
Adjustment of Group Life Policy	893.01	678.94
	<u>3,184.63</u>	<u>678.94</u>
	30,936.10	
Less—		
Reserve Charlesworth	290.78	
Memorial Fund		
EXCESS OF REVENUE OVER EXPENSE.....	<u>\$ 30,645.32</u>	<u>\$ 29,183.37</u>

Have You Heard . . .

Continued from page 92

In our district we simply secured the names of all teachers desiring to join the B.C.T.F. Medical Services Association and then negotiated with our school board. We and the board were agreeably surprised by the unanimity expressed. Especially so when we discovered that the cost to the board would average about 7/10ths of one percent of the teachers' payroll. By agreement of all parties concerned our contributions and those of the school board

were sent directly to the B.C.T.F. Medical Services office.

It was pointed out to the teachers in our district that contributions by the board to the M.S.A. would be Income Tax exempt, whereas a salary increase was not.

Our concern now is why other local associations are seemingly so hesitant.

PAUL PATRICK.

Ed. note: These areas are currently members of the B.C.T.F.M.S.A. with employer contribution: No. 4 Windermere, No. 46 Sechelt, No. 47 Powell River, No. 73 Alert Bay, No. 74 Quatsino.



Wearing their blue pinafores, Future Nurses Marion McKay and Betty Schneider leave Salmon Arm Hospital.

Future Nurses Assist

ALIXE CARTER

ELEVEN girls in Salmon Arm's high school who intend to become nurses were so enthusiastic about their possible vocation that they spent all their spare time helping in Salmon Arm's little 34-bed General Hospital during the 1955-56 school year.

They did this as part of a scheme believed to be the first of its kind in British Columbia and perhaps in Canada. The idea was the brain child of W. H. D. Ladner, principal of the junior-senior high school, who also heads Rotary and is on the hospital board. He was so impressed by the success of the Future Teachers' Club that he decided to do something about the nursing shortage.

With the help of Mrs. B. M. Clark, Matron of the hospital, Miss I. M. M. Gordon, her assistant, Mrs. Walter Froelich, Junior Girls' Counsellor, Mrs. Guy Graham, Home Economics teacher, and Mrs. A. Pearson, Public Health nurse, he got the Future Nurses' Club organized last fall.

The Future Nurses, in pale blue pinafore-style aprons they made themselves, met once a week at school to hear lectures on the history and other phases of nursing by Miss Gordon, to attend the Well Baby Clinics under the auspices of the North Okanagan Health Unit, and to sharpen

wits to listen to future lectures on such topics as dietetics, physiotherapy, laboratory technicians' work, and office receptionists' duties.

"It is our purpose to bring to the girls every phase of nursing," Mrs. Froelich says. Two groups of these young future healers work on Saturdays when a nurse takes them on a tour of hospital duty. This is considered a two-hour orientation job, she says. Since the first of the year each girl served a two-hour minimum stint a week. Others took on a Sunday shift at the hospital and every afternoon from 4 to 6 there was at least one girl at the hospital.

Christmas morning at 7, several girls

Marion and Betty assist in looking after a young patient at Salmon Arm Hospital.



answered a rush call at the hospital to help out short-staffed Mrs. Clark who said the girls "were outstanding."

During the year the girls worked 450 hours in the hospital and 85 in the Public Health Clinic.

So great is the enthusiasm and feeling of accomplishment about this innovation that it has spread throughout the Salmon Arm-Shuswap area and two organizations gave scholarships in June.

There isn't much doubt that the enthusiasm and leadership of these people, adults

and Grade XII and XIII girls alike, will spread throughout B.C.

Mrs. Carter, a professional writer, is interested in all phases of education. She has served on the Salmon Arm Board of School Trustees, having been chairman of the Teachers' Committee and Vice-Chairman of the Board. Her two sons attend Salmon Arm High School and her daughter entered the School of Physical Education at UBC this fall.

Are You Working for a Master's Degree?

THE Dean of the College of Education has accepted as a definite policy of the College the organization of off-campus credit-granting Education courses on Saturday and weekday evenings during the winter. These courses are the equivalent of Summer Session courses and carry proper credit. No course for three units would, therefore, be less than 60 hours and would normally be 72 or more hours. The Dean is anxious to have information about suitable centres where not less than 30 teachers would attend credit granting courses. He is also anxious to know whether the courses desired are for undergraduate credit toward the new B.Ed. or for post-graduate credit towards the old B.Ed. or the present M.A. in Education. Undergraduate credit courses are normally those numbered 400 or less. Graduate courses are usually those numbered 500. There are certain courses at the undergraduate level which may sometimes be counted for graduate credit. Similarly, undergraduates may on occasion be permitted to take graduate level courses. This is true particularly this year, but the privilege is for this year only. The present policy of the university is to try to staff the off-campus courses by members of the College of Education. The purpose of off-campus courses is to help teachers pursue further

study at times additional to summer session. The courses are not given to help teachers avoid summer session attendance.

The Dean is also anxious to discover the names of all persons who think they are now working towards the Master's degree or who think they are working towards the old B.Ed. degree. There seems to be no authoritative list of such candidates and he is anxious that any who think they are working on one or other degree would communicate with him *in writing* as soon as possible. Each Master's degree candidate should be working under the guidance of a member of the College of Education and should be properly registered in the Faculty of Graduate Studies. The Dean is also anxious to hear of those who would be interested in research assistantships or graduate studentships in the College of Education. Research fellows are those who would be required during a full-time on-campus winter session to pursue work towards a higher degree for at least half their time but would also give help in the College of Education for a small payment or honorarium. Since the College has to budget for such funds early in the Fall it is necessary to have the names of any who are thus interested very soon.

on Your behalf



The camera caught these Table Officers and members of the Office Staff as they concentrated on Federation affairs at the October Executive meeting.

THE record of activities undertaken by the Table Officers and Office Staff in the September-October issue of *The B.C. Teacher* brought members up to date as far as September 15. This report continues from that date.

During September and October the committees of the Federation begin their work for the new school year also. Among the committees which have met, some of them more than once, are the following: Property Management, Public Relations, Salary, Pensions, Working Conditions, Teacher Education, Finance and Curriculum.

September 14, 15

Mr. Ovans, General Secretary, was consultant at a Washington Teachers' Convention in Cheney, Washington. Mr. Boyd accompanied him to Cheney.

September 16-19

Mr. Boyd and Mr. Ovans attended the annual convention of the B.C. School Trustees' Association in Cranbrook. Mr. Evans attended the convention on September 17 and 18.

September 20

Mr. Boyd was in Creston to address the Creston Teachers' Association.

September 21

East Kootenay briefing session was held in Cranbrook. Mr. Ovans and Mr. Boyd were present for the session.

September 22

A number of briefing sessions were held. Miss Cottingham attended the North Shore session held in the Federation office, Mr. Evans was in the Okanagan Valley and Mr. Spragge and Miss Macfarlane attended the Fraser Valley East session held at Harrison Hot Springs.

September 23-28

Mr. Boyd and Mr. Ovans attended the annual meeting of the Canadian Education Association in Winnipeg.

September 24

Burnaby briefing session was addressed by Mr. Evans.

September 25

New teachers being inducted into the profession in Trail heard Miss Cottingham deliver the special address. On the same day, Mr. Boyd attended sessions of the C.S.T.A. meeting in Winnipeg.

September 26

Mr. Phillipson, Past President, attended the induction of new teachers in Nanaimo.

September 27

The Western Fraser Valley District Council briefing session, held at Whalley, was attended by Mr. Spragge and Miss Macfarlane.

September 29

Still another group of briefing sessions were held on this day. Mr. Boyd was in the Peace River District, Mr. Spragge was at Kamloops for the Central Mainland District session, and Mr. Evans was at Courtenay for the Vancouver Island session.

October 1

Mr. Boyd and Mr. Ovans attended a meeting of Saanich Teachers' Association.

October 2

Mr. Boyd met the Executive of the New Westminster Teachers' Association to discuss matters of concern to the Association and the Federation.

October 3

Mr. Parrott was in Vancouver to attend, in company with Mr. Ovans, a meeting of the Joint Board of the College of Education.

October 5

Miss Burke, Chairman of the Education Week Committee, represented British Columbia at a meeting of chairmen of Education Week Committees held under the sponsorship of the Canadian Teachers' Federation in Ottawa.

October 6, 7

Table Officers, members of the Office Staff, and Geographical Representatives attended the fall meeting of the Executive Committee in Vancouver.

October 11-13

Fernie was the location for the East Kootenay Fall Convention, which Mr. Boyd and Mr. Evans attended. At the same time, Miss Cottingham and Mr. Ovans were in Castlegar for the West Kootenay Fall Convention.

October 12

Mr. Parrott attended the induction of new teachers sponsored by the Sooke Teachers' Association.

October 13

Vancouver Elementary School Teachers' Association held a workshop for staff representatives at which Mr. Spragge represented the Federation.

October 15

Another workshop, that of Burnaby Teachers' Association for teachers new to the district, was attended by Mr. Boyd.

October 17

Mr. Boyd represented the Federation at a meeting of the British Columbia Safety Council.

October 18

Duncan Teachers' Association held an Induction Ceremony, at which Mr. Parrott represented the Federation.

October 18-20

Another weekend of Fall Conventions took Miss Cottingham and Mr. Spragge to Merritt, Mr. Boyd and Mr. Ovans to Kelowna and Mr. Parrott and Mr. Evans to Langley.

October 19

Mr. Wilander attended a meeting in Victoria called to consider teacher recruitment.

October 22

Mr. Boyd conducted the Induction Ceremony of the Vancouver Elementary School Teachers' Association.

October 23

The B.C. Centennial Educational Activities Sub-committee meeting in Victoria was attended by Mr. Boyd.

October 24

Mr. Boyd, Miss Burke, Miss Elliott, Chairman of the Public Relations Committee, and Mr. Evans attended a meeting of the Public Education Committee.

In the evening, Mr. Boyd attended the Induction ceremony of Greater Victoria Teachers' Association.

October 26, 27

Mr. Boyd and Mr. Evans were in Prince George for the North Central Fall Convention, while Mr. Parrott and Mr. Ovans attended the North Shore Fall Convention in West Vancouver and Miss Cottingham, Miss Macfarlane and Mr. Spragge attended the Vancouver Island Fall Convention in Nanaimo.

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Across the desk

Vacation Fares

Winnipeg 1, Man.,
September 19, 1956.

The Editor,
Dear Sir:

We are pleased to be able to inform you that reduced fare arrangements will again be authorized for teachers and students of Canadian Schools and Colleges for the Christmas and New Year holiday period.

Tickets will be sold to teachers and pupils on presentation of vacation certificate Form 18W at the normal one way fare and one half for the round trip, minimum fare fifty cents.

Tickets may be sold for travel going Saturday, December 1, 1956 to and including twelve o'clock noon, Tuesday, January 1, 1957 and will be valid for return to leave destination not later than midnight, Friday, January 25, 1957.

A supply of teachers' and students' vacation certificates Form 18W is being supplied to the inspector of schools in each school district in British Columbia for distribution to those schools under his jurisdiction.

Yours truly,
Roy H. POWERS,
Vice-Chairman,
Canadian Passenger Association
Western Lines.

COMMERCIAL PRINTERS, LITHOGRAPHERS AND BOOK MANUFACTURERS

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new Books

ESTHER G. HARROP, Book Review Editor

NEW AUTUMN FICTION

Grandma Takes a Hand, by John Tait.
Ryerson Press, Toronto, 1956. \$3.75.
Illus.

A novel that resembles a panorama with, instead of a series of outdoor views, a series of character-revealing incidents. The scene is laid in Scotland, and the principal characters, Grandma and her twelve-year-old grandson, are supported by a variety of other personalities. Some readers will recall their own childhood and youth as they laugh their way through Mr. Tait's book which is intimate, amusing, and more than a bit philosophical.—E.G.H.

The Long Walk, by Slavomir Rawicz.
Longmans, Green & Co., Toronto,
1956. \$3.00.

A powerful novel of war-time days, courage and incredible endurance that will hold a reader's attention from start to finish. The subject-material is in a sense a combination of Brickhill's *Great Escape* and Harrer's *Seven Years in Tibet*. Seven men escape from Lubyanka prison in Russia; they add to their numbers a young woman escapee from a Russian workcamp; their only weapons are an axe, a knife and staves which they fashion themselves. Wearing insufficient clothing, they travel across the Gobi Desert, through Tibet, across the Himalayas. Three of the men and the young woman die enroute, but the rest reach Calcutta.—E.G.H.

Pine Roots, by Gladys Taylor. Ryerson
Press, Toronto, 1956. \$3.75.

Gladys Taylor's novel is based on the experience of her parents and other pioneers who came into Manitoba from many parts of the world in 1898. The leading characters are Mary Trelawney and the rustic philosopher Mel Rutt. Anyone who has lived through the trials and tests of making a home in a new and untried district will recognize the veracity of this author's work. In one sense, the story is a character-sketch of a woman who cannot face up to her difficulties; in another it is an account of a racial problem. The division into three parts—The seed, the sapling, the tree, and the final bitter trial of having her grand-child named "Pine" truly portrays Mary's intense hatred of the trees which have restricted her mentally and physically.—E.G.H.

The Black Fox of Lorne, by Marguerite de Angeli. Doubleday Publishers, Toronto, 1956. \$3.50. Illus.

This beautifully illustrated story of the land and voyages of the Norsemen and their arrival in

Scotland will be interesting to younger readers on two counts—its historical connections with tenth century events, and its adventuresome nature. It portrays that period of castles, knights, kings and the sea together with some details that will point up this particular period in the Social Studies course. Any ten or twelve-year-old good reader will be fascinated. The print is good and the format excellent.—E.G.H.

Captain Kidd's Cat, by Robert Lawson.
Little, Brown & Company, Toronto,
1956. \$3.25.

Being the true and dolorous chronicle of Wm. Kidd, Gent. and merchant of New York, late captain of the *Adventure Galley*, as narrated by his faithful cat, Mc.Dermot.

A delightful fantasy for both boys and girls who still enjoy talking animals. Mc.Dermot had reason to know a pirate when he saw one and he knew Bill Kidd was a mild gentleman, caught in a situation which finally carried him to the gallows.

Readers will agree with the statement on the dust jacket: "So, Mc.Dermot herein explodes the Kidd myth. And Robert Lawson once more reverses history . . . always using careful research as a springboard for a perfectly controlled imagination." Map endpapers and illustrations by the author add greatly to the fun.—A.B.M.

Wing Leader, by "Johnnie" Johnson
(Group Captain J. E. Johnson, D.S.O.
and two bars; D.F.C. and bar). Clarke,
Irwin, Toronto, 1956. \$3.75.

The tale opens with a brief description of what occurs after V.E. Day in Western Europe. This serves as an introduction to the author's ambition to get into the Volunteer Reserve. From there on, the readers follow absorbedly his acceptance, and his training; the incidents in various engagements; and the over-all excitement. The book is of necessity autobiographical, since the author is the chief actor, but other names of well-known airmen such as Buzz Beurling, Pat Jameson, Douglas Bader, Wally McLeod and others appear also. There is so noticeable a personal touch in this book that we can agree with the critic who said "*Wing Leader* ranks with the finest stories that have come out of the war."—E.G.H.

The Mountie, by Madeline Young.
The Rancher, by Marian D. James. Two
new books in the series "Canadians
All." J. M. Dent and Sons (Canada).
75c each.

The format is good with very fine photographic illustrations and good informative matter. Suitable for Grades 3 and 4.—D. McC.

BIOGRAPHY

My Mother, The Judge, by Elsie Gregory MacGill. Ryerson Press, 1955. \$4.50.

Are you tired and listless? Do you suffer from chronic exhaustion? Are you crushed by the work-a-day world? Then write a cheque for \$4.50, hurry immediately to the nearest drug-store, pass the patent medicine counter, make your way to the book department and buy yourself a copy of *My Mother, the Judge*.

After you have read the book, your own life will seem like one long holiday. You will wonder how one apparently frail little woman could cram so much work into each day of her long life. (Judge Helen MacGill retired at the age of 81.) And if you are a woman, you will close the book with a renewed pride in the dynamic potentialities of the "frailer" people in the world. Moreover you will find yourself giving thanks to this unusual woman: your lot is a much happier one because of what she did.

My Mother, the Judge traces in fascinating detail the life of Helen Gregory MacGill, 1864-1947. B.A., M.A., Mus. Bac., LL.D. (She was the first woman undergraduate of Trinity College.) During her 23 years as a judge in the Vancouver Juvenile Court, "the little judge" worked indefatigably for an improved lot for women and children.

There is in this biography an abundance of historical background not commonly available on library shelves. Fortunate indeed must have been those privileged to know Judge MacGill. Fortunate, too, are the rest of us who may come to know her in the pages of this extremely well-written biography.—J. D. H.

Adventures in Two Worlds, by Dr. A. J. Cronin. Ryerson, 1952, 332 pp., \$4.75.

Dr. Cronin's two worlds are Medicine and Writing. In the first three-quarters of the book he relates many of his fantastic experiences as general practitioner. A sort of Horatio Alger atmosphere pervades: one knows that "our hero" in the face of tremendous difficulties will perform his miraculous operations successfully. Fortunately, Dr. Cronin has a most engaging literary "bedside manner."

In the last quarter of the book, Dr. Cronin tells of his decision to become a writer—and describes the despairing months which preceded the phenomenal success of his first novel—"I despatched the untidy parcel and promptly forgot about it."

With literary success came financial success and a feeling of disillusionment. The materialistic world began to pall—and the author, in conclusion, ventures forth on a quest into the spiritual world, presenting somewhat laboriously the resultant Cronin-plated philosophy which he "discovers."

—J. D. H.

Sainte-Marie Among the Hurons, by Wilfred and Elsie Jury. Oxford University Press, Toronto, 1954. \$3.50. 114 pp. plus four pages of notes and a twenty-eight page supplement of photographs taken on the site.

Sainte-Marie Among the Hurons is the story of the recent excavations which were carried out on the site of early Jesuit missions in the country

of the Huron Indians. This book is fascinating reading for any one who may wish to learn more about the advance of the white man in North America. Here on the banks of the Wye River, eight hundred miles by canoe from Quebec, there stood, between the years 1639 and 1649, a large settlement with imposing buildings, ingeniously defended and equipped with a canal and locks.

This is the land where St. Jean de Brebeuf and St. Gabriel Lalemant died so heroically. Sainte-Marie was the last stand of the Jesuits before they loaded everything they possessed on rafts and fled to Christian Island. Now from the quiet fields of the Ontario countryside there has been dug by the patient hand of the archaeologist all that remains of this historic drama. A most interesting account.—W. H. T.

EDUCATION

A Survey of the Education of Gifted Children, by Robert Havighurst, Eugene Stivers and Robert de Haan. University of Chicago Press, Educational Monograph No. 83. Can. Agt. University of Toronto Press, Nov., 1955. \$1.50.

This monograph is the most readable and yet practical of the publications that I have read on the subject of the Gifted Child. The plan for setting up the dissertation is as follows: I—Six chapters of varying lengths, criteria for a good programme of education of gifted children, variety of talent, systematic discovery of children with a wide variety of talents, motivation of gifted children, use of community resources, methods in the schools; II—Summaries of programmes for gifted boys and girls; III—Bibliography.

It is noticeable that there is a regular pattern followed in material treated in the six chapters, and an examination of Section II gives information furnished from 45 schools and from six sources in whole or in part connected with schools.

The arrangement of the bibliography is unique and useful for teachers, since it does not as is usual merely give a list of books and their authors. There are 11 pages of references to phases in the field of education for the Gifted, and a bibliography of selected references. These include special topics discussed in books, magazines, curriculum bulletins, circulars, monographs, digests. Here not only is the source indicated but also the pagination in the source. The selected references are themselves grouped under headings (a) The Gifted: what they are like; (b) The Gifted and their parents; (c) Teachers of the gifted; (d) The community and the gifted; (e) Some school programmes for the gifted; (f) Some school projects involving the gifted; (g) Search for talent; (h) Organizations interested in gifted.

Chapter III lists the procedures used to discover talented children—(a) Nomination by teachers; (b) Battery of objective tests. The strengths and weaknesses of these procedures respectively are discussed at some length.

Here in Canada where we do not accept too enthusiastically an untried scheme, teachers and counsellors will find this monograph very helpful. It tends to discuss both sides of the question under consideration, i.e. the points for and against Enrichment, Acceleration and Special Grouping for the stimulation of talented children. This is especially true of Chapter VI. On page 21

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we read "A practical disadvantage of enrichment in the regular classroom is that it often places an intolerable burden on already overloaded classroom teachers. Enrichment in the classroom is not easy for the teacher to manage." And again "Advantages of enrichment practices lie in the fact that they are cheap, easy for school principals to administer and do not unduly single out the talented child for consideration."

At the risk of using a cliché, it must be said that a careful study of the various summaries of programmes will pay dividends. Highly recommended for the Staff Section of the school library.
—E.G.H.

LITERATURE AND LANGUAGE

Writing With a Purpose, by John M. Bassett and Donald G. Rutledge. Bk. I. McClelland & Stewart, Toronto, 1956. \$1.25.

A book which may borrow one word from its own title—"Purpose" for this is a book with a purpose. That purpose is the teaching of pupils to succeed in the art of writing. Its text is divided into four parts: (1) Building the paragraph—and here are treated all the basic rules of paragraph development; (2) Words and their power—and the authors show how a wise and careful choice of words can improve the student's work; (3) Sentences with a purpose—and the value of complete thought expression; (4) Tools of the trade—here a succinct treatment of grammar which is extremely useful for these days when formal grammar and its study seems to have been discarded. The authors attempt to show students the value of self-help and all English teachers will realize the book's worth. Class sets of this book are recommended.—E.G.H.

The First Flowering, Anthony Frisch, Ed. Kingswood House, 1068 Broadview Ave., Toronto, 1956. \$1.95.

This collection of prose and poetry by our young Canadian writers, many of whom are still in their teens, is a remarkable piece of work. It has been made up from work submitted from all over Canada and shows considerable promise. In fact, in some of the work there seems to be almost a degree of maturity.—E.G.H.

Poems for Boys and Girls Book III, Grace Morgan, Ed. Copp, Clark Co., Toronto, 1956. \$2.50.

The author says in the Introduction that this book is intended to "round out the reading material—for Grades 7-9 in our schools." Having examined the text very carefully, I feel that Miss Morgan has done an excellent piece of work. The collection makes a fine addition to her previous work Bks. I and II, and I am sure that English teachers will be very happy to use the selections in their classes in many ways.—E.G.H.

Reading Through Phonics, Book II, by G. N. Edwards and Rosalind Edwards. Dent, 1955. 65c.

This workbook covers quite thoroughly the phonics taught at the Grade II level. The vocabulary is also suited to the grade. The exercises provide good practice in reading for comprehension.—M.C.

SCIENCE

A History of Science, by Sir Wm. Dampier.
Macmillan Company of Canada, Revised Edition 1949. 50 pp., \$5.95.

In this day of superlatives, this book is worthy of highest praise. Published originally in 1929, it has passed through four revisions and 16 reprints. This indicates how very well it has been received. In 1949, the fourth revision distributed the 1930-40 period among earlier chapters. The work of war years especially in England and America led to growth in scientific knowledge and "an attempt has been made to describe the more important published discoveries" of this period.

The author has been well known in literary circles since 1900 for his publications on scientific, agricultural, economic and sociological topics. This book is probably one of the greatest single-volume histories of science ever written. It is quite authoritative in the field of Science combined with Philosophy.

Twelve chapters comprising the history deal with Science in the Ancient World; the Middle Ages; Renaissance; the Newtonian Epoch; the Eighteenth Century; Nineteenth Century Physics; Nineteenth Century Biology; Nineteenth Century Science and Philosophic Thought; Further Development in Biology and Anthropology; New Era in Physics; the Stellar Universe; Scientific Philosophy and its Outlook. The material discussed in the chapters brings the reader definitely up-to-date.

Famous names and discoveries throughout the ages and comparisons of scientists, ages and beliefs are included in a scholarly manner. Sir William feels "that to see life steadily and to see it as a whole we need not only science, but ethics, art and philosophy; we need the apprehension of a sacred mystery, the communion with a Divine Power, that constitute the ultimate basis of religion." All these he brings into his history.

The volume includes with the text a twenty-five page index and excellent cross-references. Hence it is extremely easy to use.—D. D. R.

SOCIAL STUDIES

Everyday Life in Old Testament Times, by E. W. Heaton. Clarke Irwin, Toronto, 1956. Illustrations by Marjorie Quennell. \$3.15.

A very informative book dealing with the laws, customs, religions, trades, and habits of those peoples who dwelt in the lands on the eastern end of the Mediterranean. The arrangement of the subject matter is excellent, including as it does home, country, industrial, military, civil, professional and religious life. The illustrations are especially good. Coming into print just when the work of excavations in and around Jericho is being carried on, this book is particularly timely. It should be useful to the school, the university and the clergy alike.—E.G.H.

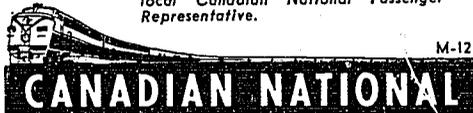
Jacobin's Daughter, by Joanne S. Williamson. McClelland & Stewart, Toronto, 1956. \$3.95.

This unusual "family" story, based on the French Revolution, portrays friendship, intrigue, romance and history. That terrible weapon of



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punishment, the guillotine, explained by its inventor Dr. Guillotin; social and political life of the 18th century; great names like Marat, Charlotte Corday, Danton, Robespierre; war and the political groups of Girondists and Jacobins make the background for a moving love story. The great value of this novel lies, however, in the intimate picture of pre-Republican French life and the back-drop it makes for the French Revolution stage-setting.—E.G.H.

Totem, Tipi and Tumpline, by Olive M. Fisher and Clara L. Tyner. J. M. Dent & Sons (Canada), Vancouver, 1955. Illus. \$2.75.

A delightful book relating tales of the Canadian Indians; and divided into group-topics as follows: (a) On the prairies (b) In the eastern woodlands (c) In the mountains (d) By the western sea. There is a special section entitled "Indians of to-day" which contains very interesting information about real people living among us to-day, descendants of Indians who lived long ago in Canada. They are important people whose work discounts the rumours that our Indians have no longer ability or accomplishments.

Each group-topic includes legends, customs, dramas, dances and songs; and each is aptly illustrated either by full-page or marginal drawings in black and white. These illustrations are very explanatory of the material in the text. Teachers of Social Studies would find the book a veritable mine of information when they were teaching the

cycle about the Indians; Art teachers also who wanted designs for the topic about native art would be delighted. Recommended highly for school libraries.—E.G.H.

Forestry Lessons. Supervisor of Government Publications, Queen's Printer, Ottawa, 1951. 25c.

An interesting informative booklet written in the form of a manual providing facts about Canada's forests. The purpose is that children should learn the value of these forests, and there are three parts which deal with The Tree, The Forest, and Forestry respectively.—E. G. H.

Canada's Forests, 1946-1950. Supervisor of Government Publications, Queen's Printer, Ottawa, 50c.

This is a companion publication to the one listed above, except that this will be of interest to older pupils. It is mainly directed to those who are engaged in any phase of forest work, and to the general public.—E. G. H.

Editor's Note: The Home Lover's Club—a book-club which is the representative in Western Canada of the Book Society Limited of London, has headquarters at 661 Richards Street, Vancouver 2. The phone number is Pacific 4411 and the agency is in charge of Mr. Kitson. Readers who are interested in obtaining good books (not reprints) at reasonable prices from England should telephone Mr. Kitson and ask for an interview or better still, call at the office.

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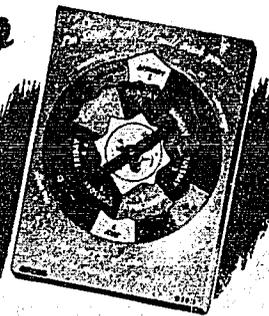
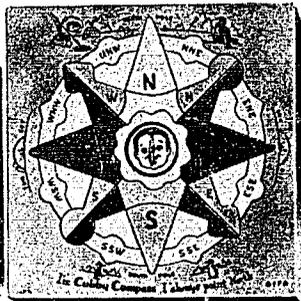
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Daniel P. McCallum

DANIEL P. McCALLUM passed away August 16, 1956. His death at this time was unexpected. He appeared to be in the best of health, enjoying to the full the extra time his withdrawal from active teaching afforded him. He was superannuated three years ago, but retirement is not the word for telling how "Dan" lived these years. He made them a chapter of interesting adventure and active service.

Daniel P. McCallum was born at Aurora, Ontario, in 1888. When he was still an infant his parents took him to live in California. Later when he was a small boy they returned to Canada to the Lord Aberdeen Estate, near Vernon, and a short time later to Grand Forks where he received most of his schooling. As a young man he taught in the Grand Forks school.

In 1909 he went to teach in New Westminster at the Sir Richard McBride school. Later he transferred to the field of Industrial Arts and it was this subject he taught in several Vancouver schools until his retirement from Point Grey Junior High School in June, 1953.

In the First World War, Dan was in the Air Force. When peace was restored he continued in military circles and progressed to Officer Commanding, 11th Divisional Signals, R.C.C.S., at Vancouver, retiring in 1936 with the rank of Lieutenant-Colonel.

During the Second World War he was in the Air Raid Precaution work organizing the wardens and their training for the large Kitsilano District in Vancouver. His skill in this important task made his district outstanding.

Since leaving teaching he has been editor of the official organ of the Industrial First Aid Attendants' Association of British Columbia. In addition recently he has been secretary of the Hotel Greeters' Association.

In the last few years as national uneasi-

ness has increased he has been active in Civil Defence. Good citizen McCallum was attracted naturally by political associations. His pleasant, modulated, calm voice was inspiring and his guidance was discreet.

Mac's colleagues in teaching will remember his always helpful, kindly, even-tempered, courteous participation in staff and student affairs. He conducted himself in the profession of education with wisdom and dignity. His qualities won him respect and friendship.

Real retirement came at last this past summer. Sympathy is extended to his family, but all who knew him and worked with him will keep alive the memory of a fine teacher and man.

Ontario's Recruitment Appeal Is Soundly Based

THE Teacher Recruitment and Service Council for Ontario Secondary Schools, an organization of all agencies concerned with education in that province, in consultation with the Minister of Education for Ontario has just released a pamphlet entitled "Time of Decision."

The hope of the Council is that school boards throughout Ontario will provide a copy for each student in Grades XII and XIII. This publication through illustrations of teachers at work and at play is designed to acquaint students with opportunities in secondary school level in all fields of teaching.

A two-page section entitled "Mary Reports" shows a senior teacher pronouncing: "I'll tell you what's in it—satisfaction, security, salary. Three all-important considerations."

As to salary this information is given: "Present annual rates are approximately as follows: Non-specialists—\$3400-\$6200; Specialists—\$3600-\$6800; Vice-principals up to \$8000; Principals up to \$10,000. These salaries will likely be increased. Holders

of post-graduate degrees usually receive an added allowance."

Pensions are said to be 70% of average salary for the last ten years of service after thirty-five years of service.

Soundly based as it is on competitive salary and pension provisions, this is one recruitment appeal that has a fair chance to succeed.

President of C.T.F.

MISS CAROLINE ROBINS, of Saskatoon, is now President of the Canadian Teachers' Federation for 1956-57.

Miss Robins was born in England, but came to Canada at an early age. She attended school and Normal School in Saskatoon and taught in rural, village and town schools in the province before entering the Saskatoon school system in 1928.

For many years Miss Robins has been very active in the affairs of teachers, having held office in the Saskatoon Elementary Women Teachers' Association for some time. She became a councillor of the Saskatchewan Teachers' Federation in 1946 and a member of the Executive the same year, vice-president in 1953 and president in 1954 and 1955. During the entire ten years of service, she was chairman of the S.T.F. Finance Committee. She has served on various other committees and is a teacher representative on the Superannuation Commission.

For several years Miss Robins was a member of the Saskatoon Public Library Board. She is a member of the United Church. She represented women teachers on Local Council of Women and Central Council of Home and School. She is a member of the Business and Professional Women's Club and a charter member of Soroptimist International, Saskatoon Chapter.

Miss Robins attended the conference of the World Organization of the Teaching Profession held in Ottawa in 1950 and was a Canadian Delegate to the Assembly of the World Confederation of Organizations of the Teaching Profession held in Istanbul, Turkey, in July, 1955.



Miss Caroline Robins

Cosmopolitan Teachers

B.C.T.F. members are truly a cosmopolitan group! Take a look at the Executive of the Salmon Arm Teachers' Association as portrayed in their official organ,

The Pointer:

President: Guy A. Graham, born in Northumberland, England, graduate of Durham University.

Vice-President: Chester Miller, born in Burlington, North Dakota, graduate of Moose Jaw Normal School and U.B.C.

Treasurer: Alice Froelich, graduate of Vancouver Normal School and Packard Commercial School, New York.

Public Relations Chairman: Clara Johnston, born in Rivers, Manitoba, graduate of Provincial Normal School at Brandon.

Most teachers who have come to this province from other parts of the continent or from the United Kingdom are exceptionally good representatives of the profession. They have brought with them a fresh outlook and vitality which should strengthen our school system immeasurably. As in Salmon Arm, many are participating actively in Federation affairs. We welcome them whole-heartedly; we need them. In fact, what would we do without them!

UNICEF Greeting Cards

ONCE again UNICEF is offering greeting cards designed by men whose works have hung in galleries throughout the world. The official U.N. card, donated by Rumanian-born Saul Steinberg, symbolizes the United Nations as a series of bridges, which unite all cultures and civilization. Skyscrapers, minarets and domed cathedrals blend into an effective whole in his portrayal of "Bridge to Peace."

The holiday mood around the world has been captured by American Joseph Low in a series of five very gay, merry and charming cards. The series is called "Festive Times in Many Lands." Each card portrays a different country at that happiest of times for children—the fiesta day.

UNICEF greeting cards come in boxes of ten and sell at \$1 a box. Illustrated brochures with order blanks are available from United Nations Association in Canada, Vancouver Branch, 1300 Robson Street, Vancouver 5.

Essay Contest

THE Royal Empire Society has announced its 1956-57 essay competition for school children. The annual competition stresses the role the British Commonwealth is playing among the nations of the world. The entry deadline date is January 1, 1957.

Once again both topics and awards have been chosen for appropriate age groups. Students from 16 to 19 belong to Class A and the topic is "What would you consider to be the main advantages and disadvantages (if any) of remaining within the Commonwealth for (a) a non-self-governing territory approaching independence, and (b) an independent country of the Commonwealth and Empire?"

Class B, for students from 14 to 16, has the choice of "A Locust, a Tsetse Fly and a Mosquito meet to boast of the harm each could do to Man. Write an imaginary argument for each" or "The use made of either irrigation or hydro-electric power in the Commonwealth and Empire."

Students under 14, Class C, have the topic "If you had to plan an exchange visit with a boy or girl of your own age from another and distant part of the Commonwealth and Empire, describe the arrangements you would make for your guest in your own country, remembering that the visit is to last a month and that your visitor will wish to see as much as possible in the time. Also write a letter to your guest telling him (or her) what you would like to see in his (or her) country, giving your reasons."

Interest in the competition seems to be mounting, for 860 essays were submitted in 1956. In 1955 the entries numbered 389.

Regulations governing the contest may be obtained from the Royal Empire Society, 1405 Bishop Street, Montreal.

Teacher Exchange

FROM time to time teachers think about making an application for an exchange to the British Isles, to the United States, or to another Canadian province, but find themselves at a loss as to proper procedure.

The Canadian Education Association, 206 Huron Street, Toronto 5, has available a folder which explains how a teacher should proceed in applying for an exchange position. The folder also lists the names and addresses of provincial Officers-in-charge of Teacher Exchange. Mr. H. M. Evans, Registrar, Department of Education, Victoria, is the officer-in-charge for British Columbia. Information is available from him also.

Class Reunion

MEMBERS of the Victoria Normal School class of 1944 hope to hold a reunion in the spring or summer of 1957. Mrs. Doretta Davis, whose maiden name was Brown, would like to hear from members of the class so that arrangements can be started. She asks members of the class who are teaching to write her at Box 276, Cumberland, and also asks that the message be passed on to those who have married and left teaching.



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Spelling Texts

Continued from page 85

It is intriguing to contemplate what persuaded the series' author to eschew the rational presentation of word-groups in favour of the haphazard lists which, every Monday, track blindly, without aim, from difficult consonantal digraphs to the simplest of monosyllables. What, I wonder, is the basic reasoning behind the "Learn Your Words" exercises which present weekly confusing homonyms, heteronyms and apostrophes? In my experience the apostrophe demands the most careful specialized teaching, yet it appears in this series from Grade III onwards.

These Tuesday exercises, I find, are extremely irritating and misleading. It is difficult to see how anything other than confusion can result from an exercise that claims that *won* and *one*, *desert* and *dessert*, *sense* and *cents* are homonyms. In essence the use of the homonym as an aid to spelling is in error, but such examples as the ones above (plus many more of a similar kind) can do nothing but harm in the cause of orthographical excellence.

Some of the antonyms used to help fix the weekly spelling list are worthy of some consideration. It is averred that *earth* and *sky*, *man* and *woman*, are opposite in meaning—not in direction or sex, please note, but in "meaning." It is difficult to see how this type of instruction can help our young spellers. Yet these examples are by no means odd, isolated instances of an author's fallibility; the expedient of using antonyms of common nouns as an aid to spelling is extensively used. Among this welter of time-consuming persiflage and error are found the declarations that *lot* rhymes with *fought* (they are said to be heteronyms), *sailor* with *tractor* and *electric* with *picnic*. Plainly this is inexcusable humbug and it is through this foggy curtain of contrivance and artificiality that we are asking our children to peer each week, with the implicit suggestion that beyond it lies the golden road to spelling excellence.

I sincerely believe that until *The Canadian Speller* series is withdrawn from our schools and supplanted by a series which embodies those proven principles outlined

above, the spelling standard in our schools, which some claim . . . "is somewhat poorer than ever before . . .," will not be salvaged from its present state of acute anaemia.

Good-bye to the Classroom

I've spent forty-five years in the classroom;
My ideas are old-fashioned—not new;
I was never a so-called "progressive,"
But I've kept clear objectives in view.

I've made rules for both conduct and study
Which my pupils have felt were quite fair;
In fact, we have made them together,
But I've seen they were kept, when once there.

We have had happy times in the classroom;
I've seen children's bright faces aglow
With the spirit of fun—and of mischief,
Yes, and with the desire to know.

I've always been ready to help them
When essentials were clearly not known,
But I never would do for a youngster
What I felt he could do on his own.

The pleasure that comes to a student
From good work done in class or alone,
Is the great satisfaction I've wanted
For each child in each class I have known.

A child's school life's not all entertainment;
He must learn to take pride in his work;
Truest happiness comes from achievement
When a person's ashamed to just shirk.

But now I am due for retirement.
May the girl who takes over my place
Have a true sense of humor—and values,
And tolerant firmness—and grace!

Editor's Note:

This poem was received accompanied by a short note signed by "Over 65."

In part the letter said, "I have taught in B.C. schools for forty-five years, and I have tried to put part of my home-grown philosophy of education into these verses."

"I feel that our Teachers' Federation is in good hands and am looking forward to enjoying leisure time and a good pension."

Good luck "Over 65." In your retirement may you be favoured with sound health and good friends. We are certain you were the kind of teacher who was firm, fair and popular with the pupils.

THE B.C. TEACHER

Pension or Pittance?

H. DEW

HAVING arrived at that stage where I realize I sha'n't be teaching many more years, I have begun to look more closely than I used to at what I might ex-

pect to retire on. What I see is not very encouraging.

The following table indicates the size of pensions granted in 1956.

Years of Service	Number of Allowances	Average Pension Single Life Plan	Average Amount of Pension Granted
25 - 29 years 11 months.....	7	\$ 96.51	\$116.36
30 - 34 years 11 months.....	6	132.96	148.97
35 years and over.....	20	154.51	166.58

NOTES:

1. Average age at date of retirement was: males 65 years, females 62 years.
2. Current service pension rates are \$30

per year for each of the first 20 years and \$40 per year thereafter. Commencing July 1, 1957, these rates will be increased to \$36 per year for each of the first 20 years and \$48 per year thereafter.

Why are things this way?

About thirty years ago, apparently, a group of teachers managed to get a pensions scheme started. Within a few years it was found that the fund could not continue paying pensions even at \$50 a month to all those entitled to them, and that it was on the verge of bankruptcy. So a new and sound scheme was established with proper actuarial supervision. Pensions were few and microscopic, but we now had a scheme which was "actuarially sound." After we had stood on the awful brink of complete bankruptcy and collapse, there was a fine financial ring to the phrase "actuarially sound." Years ago, when a pension was a million years away, I rejoiced in the "actuarial soundness" of a scheme which, though it paid tiny pensions, was every year getting better and better. But how good is "better and better"?

These seem to be the facts.

1. The B.C. Teachers' Pension Fund has

a scale of contributions as high as any on the North American continent and higher than many, namely 12 percent of annual salary.

2. The scale of pensions in B.C. is almost the lowest in Canada; others range from 40 to 70 percent of salary. Ours is about 25 percent.

3. Talk to anyone in business and ask him what he thinks our pensions might be (our salaries and our contributions being what they are) and he will give you a figure two to three times as large as we get or can ever hope to get under the present scheme.

Here are a few representative figures for pensions in the business world. A good many large concerns have *non-contributory* pension plans, with single life pensions of

A teacher at John Oliver High School in Vancouver, Mr. Dew is concerned about the size of pensions presently granted to retiring teachers.

1 percent of salary for each year of service. Employees of such concerns retire on 40-45 percent of salary without having paid in a cent. One very big country-wide concern with contributions the same as ours pays 1¼ percent of salary for each year of service. Under such a plan many teachers could expect 50 percent and better of salary. Another big country-wide concern with contributions slightly less than ours thinks 50 percent the minimum pension. Bank pensions, contributory, range up to 70 percent of salary.

In 1955 the interest on accumulated contributions practically equalled the amount paid in pensions—\$771,387.00 compared with \$799,234.00. For every dollar received in contributions and interest only 5½ cents were paid in pensions. As at December 31, 1955, the assets of the B.C. Teachers' Pension Fund were \$25,456,838.00.

When we question all this, and wonder why a scheme pays out almost nothing of the contributions it is receiving every year, we are always thrown back on the phrase "actuarial soundness." What does this phrase mean? It means that if, for any reason at all, contributions stopped tomorrow, there would be enough in the fund to pay our pensions to everyone when they reached age 60.

Population Increasing

Every day we read and hear of the expanding school population. Frightening figures, charts, diagrams, about the surging throngs of students in our schools in a few years hence, and about the desperate shortage of rooms and teachers are always being thrown at us. Every population forecast turns out to be far too conservative. More people, more jobs, more money, more children, more schools and so on, ad infinitum and almost ad nauseam. Yet, looking at all these charts and trends with the cold eye of accounting orthodoxy, what does the actuary envisage when he decides what pensions the fund can pay?

He foresees some utter catastrophe overtaking teaching. What it is I don't know. Perhaps it is television, with 50 instructors in front of television cameras instructing simultaneously the whole school popula-

tion of B.C. At any rate, at some moment, it may be five years from now, it may be five minutes from now, with factories roaring, B.C. booming, children swarming, the whole educational machine will suddenly halt. No more children, at least in schools, no more teachers. Then "actuarial soundness" comes to the rescue. Even with no single cent of intake from then on, until the last dependent of the youngest teacher now in the system shall have passed on, years after even the memory of schools and teachers has faded into limbo, the last little pension cheque will be duly paid.

Apocalyptic? Fantastic? Yes. But also sober fact. This utterly preposterous hypothesis is the one on which your pension pittance is calculated.

Pensions Must Be Raised

Is there any way out? There should be. If other countries, if other provinces, can pay pensions of up to 70 percent of salary for 35 years of service, then B.C., the richest province of all, can pay far more than the current meagre amounts. To do so we must jettison this notion of "actuarial soundness" as it stands today. I don't know, and the actuary doesn't know, exactly how many teachers will require a pension in 1980, how much teachers' salaries will be then, how fast the population will be increasing, whether we shall be in a boom or a slump. But one thing I know and one thing he knows—there will be teachers, there will be schools, there will be contributions to the pension fund. To pay out pensions as though at some future date there would be no more contributions coming in, is madness, and from the standpoint of retired teachers is cheating them of pensions which have been contributed by and for them.

Editor's Note: In considering the relative merits of a percentage of salary plan compared with the present annuity-service pension scheme, we should be aware that the actuary has informed the B.C.T.F. Pensions Committee that the present funding could finance a plan which would give us 1.3 percent of salary (based on the average of the last 10 years of service) for each year of service.

were, in consequence, instructed to request a meeting with the B.C.S.T.A. to obtain from them the evidence they have on the operation of merit rating.

North Central District Council asked what safeguards there were to prevent abuses in the recruiting of British teachers for schools in British Columbia. It was pointed out that, while Federation policy on the matter is sound, there are difficulties involved in implementation. These are based on the regulations for resignation in the U.K. and on the problems involved in emigrating. Actually there is no safeguard for B.C. teachers against early appointment of overseas teachers to specific positions, but care is taken to engage a modest number in relation to the teacher needs of the province.

The Teacher Education Committee was asked to study the whole question of loans and bursaries for students entering the College of Education. They will report to the next Annual General Meeting.

Local Association Elections

To assist in alleviating the confusion which arises at the first of a school year, local associations are requested to elect, wherever possible, their table officers, Salary Committee chairman and District Council representative at or before their June meeting.

The Executive will make representation to the Department of Education on the matter of establishing an adequate scale of fees for examiners and the employment of fully qualified persons only.

A resolution that exchange teachers coming to British Columbia be granted honorary membership in the Federation for one year was approved. (Secretaries of Teachers' Associations having exchange teachers should notify the Federation office so that membership cards may be sent them.)

The Finance Committee's recommendations concerning changes in the grants to small local associations were approved. Full details of these are in the minutes of the meeting. A committee, other than the Finance Committee, will be struck further to investigate assistance to local associa-

tions. It will be asked to suggest alternatives to the holding of formal local association meetings and also to determine, as far as possible, the actual cost of holding a local association meeting in all of the districts in the province which would be regarded as spread out so far as to require further assistance.

Building Contract Let

One of the important matters dealt with by the meeting was the granting of authority to the Table Officers, in consultation with the B.C.T.F. solicitor, to sign a contract with Jarvis Construction Company Limited, in the amount of \$285,569.00, for the construction of the Federation office building.

The Salary Committee has studied the question of teachers with elementary qualifications in secondary schools. As a result of their report, the Department of Education will be asked to adopt and adhere to a forthright and rigid policy regarding the continual improvement of qualifications towards secondary certification of such teachers.

Arrangements have been made with the College of Education to have five lecture periods devoted to Federation work. There will be one period each for History and Organization of the Federation, Accomplishments and Objectives of the Federation, and Federation Services. Two periods will be allotted for Professional Ideals, Ethics, and Pertinent Points of School Law.

A list of teachers who might be invited to give the lectures was drawn up and presented for approval.

The Teacher Education Committee reported that there are 85 students at U.B.C. in the emergency programme and 68 at Victoria College. There are 682 students available for teaching positions in September, 1957—400 elementary, 131 secondary at the University and 151 at Victoria College.

The Executive expressed its support of Future Teacher Clubs and hopes principals of high schools will support them. The Executive would also like to have information concerning the success of the clubs to date.

The C.E.A.-Kellogg Project Committee reviewed the work done since 1953. It was agreed that the committee should continue its study of the educational administration and supervision practices and should consider the plans of the Department in this field. If the committee thinks it desirable, it is to prepare a brief to support the proposed new inspectorial programme or any part of it. In preparing any brief, the committee is empowered to consult with the chairmen or members of the Education Finance and Salary committees in order to consolidate the Federation position insofar as local autonomy in school affairs is concerned.

Miss Cottingham and Mr. Ovans reported on the replies to resolutions presented to the Department after the Easter Convention and the June Executive meeting. When the expected reply in writing is received, the replies to the resolutions will be published in the magazine.

The Handbooks for 1957-58, it was announced, would be distributed only to those members of the Federation who request them by mailing to the office the coupon to be found near the centre of the 1956-57 Handbook.

The Christmas Executive meeting will be held January 3, 4 and 5, 1957, and the June meeting will be June 1 and 2, 1957.

Dates to Remember:

December 31

— **Deadline for payment of Federation fees.**

— **Deadline for Resolutions for 1957 Annual General Meeting.**

Any resolution which is submitted for the consideration of any group outside the Federation itself must be accompanied by a supporting brief.

February 20

— **Deadline for nominations for G. A. Fergusson Memorial Award.**

March 1

— **Deadline for applications for Christie Scholarship for Teachers.**



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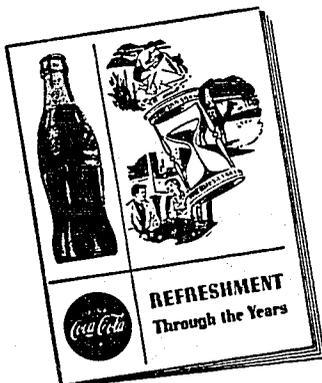
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