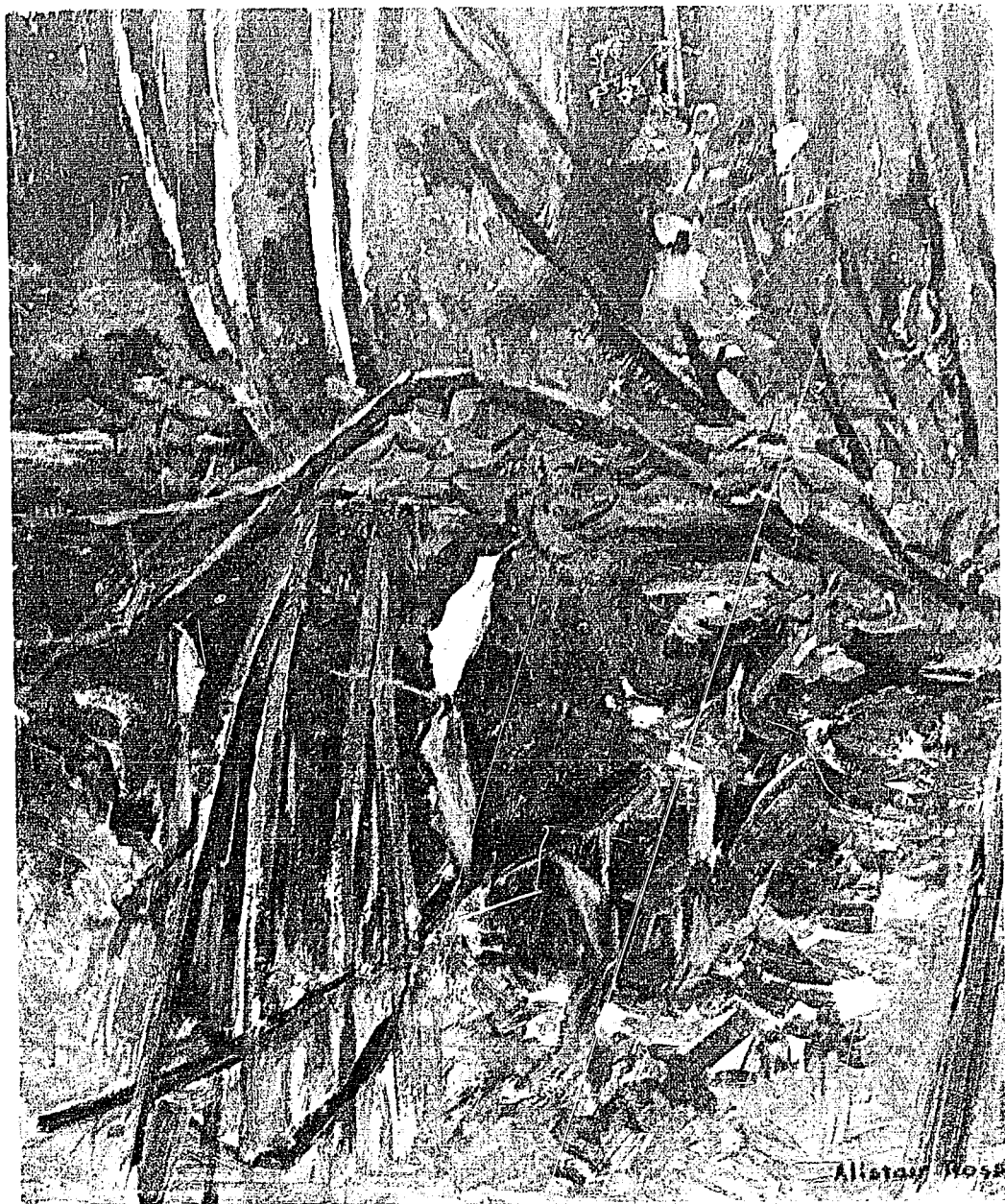
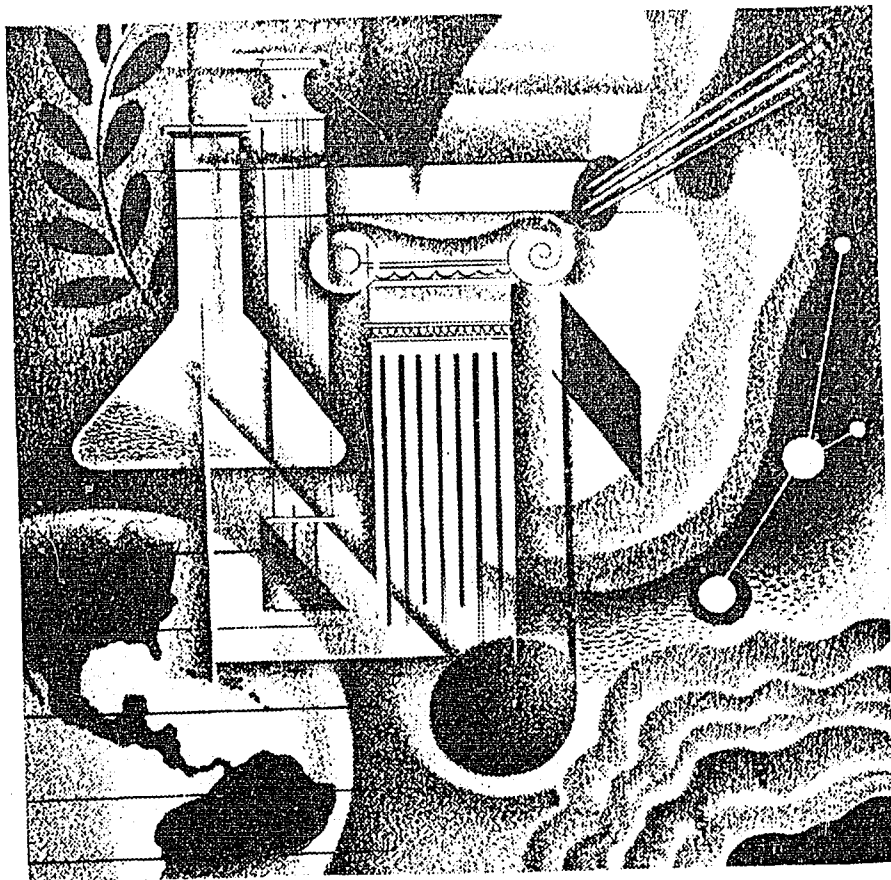


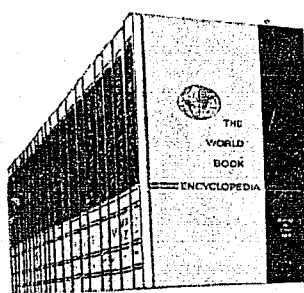
APRIL, 1961  
VOL. 40, No. 7



*the BC teacher*



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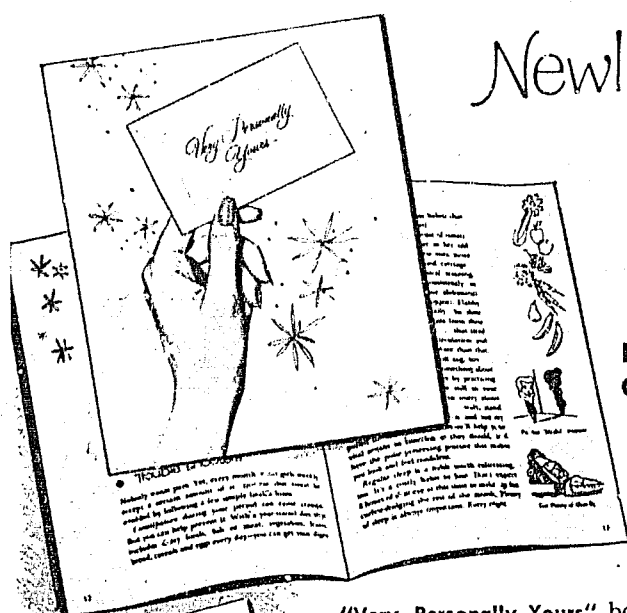
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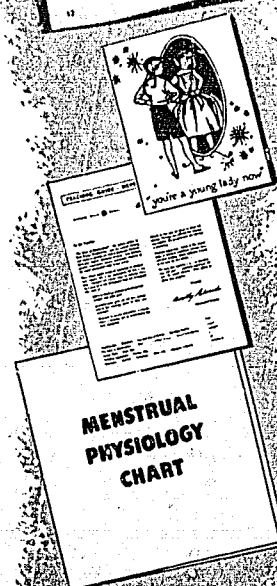
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# the **BC** teacher

OFFICIAL ORGAN OF THE BRITISH COLUMBIA  
TEACHERS' FEDERATION  
(Affiliated with the Canadian Teachers' Federation)

## THIS ISSUE

On page 348 you will find the second of two articles by L. H. Garstin on the material contained in the Crowther Report. This dealt with the recent study of the English educational system.

There have been changes recently in the requirements for Master's degrees in Education. On page 352 Dr. H. L. Stein outlines the regulations as they now exist.

Two Burnaby teachers have studied the question of the Department Head. The first of two articles describing the newer concept of the Department Head commences on page 358.

Pupils in intermediate grades can understand and appreciate poetry of a greater degree of complexity than most teachers think. Mrs. Bernice McDonough has proved this in a two-year experiment. See page 362.

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APRIL, 1961

345

## Whither Grade XIII?

**W**HAT IS THE FUTURE of Grade XIII?

The Chant Commission has recommended that facilities for offering a full Grade XIII course be provided as quickly as possible throughout the public school system.

In support of this recommendation the Commission states, "It is considered that the percentage of pupils completing Grade XIII in the secondary schools could be increased to the advantage of many pupils. A considerable percentage of the pupils who enter university after completing Grade XII fail in the first year. From personal interviews with such pupils, it was evident that a number of them had not reached a level of maturity that would enable them to assume responsibility for doing their own work without the closer supervision that is given in the secondary schools. Many young people mature rapidly during this stage of their development, and the additional year in Grade XIII, particularly if living at home, would help them to become better prepared to meet the exacting demands of university study. Moreover, Grade XIII would provide an opportunity for some pupils to assess their own suitability for more advanced academic studies.

"Another consideration is the expense

to the pupil. Any fees charged for Grade XIII are considerably lower than those for first year university, and, particularly for those pupils who reside in parts of the province other than Vancouver or Victoria, the cost of living at home is much less than that incurred by either living in university residences or boarding when attending university."

The maturity of the student and the cost to the parent should, of course, be included in any consideration of whether Grade XIII should be offered in all high schools. But other factors must also be evaluated.

The problems of the transitional period between senior high school and the university may be lessened if students are one year older when they enter university but it is difficult to determine to what extent. Since no such data are given in the report of the Chant Commission, one must assume that The University has not made a study of the relative degrees of success as second year university students between those taking Grade XIII and those enrolling at U.B.C. for the First Year program. The Commission reports that 1,003 students were enrolled in Grade XIII classes in B.C. in 1958-59, with the numbers over the past twelve years ranging from 711 to 1,016. Presumably a good percentage

of these students proceeded to Second Year at U.B.C. or Victoria College. A study as envisaged here would have provided the Commissioners with some concrete data on which to base their recommendation.

Obviously, if all students received Grade XIII as part of the high school program and then entered the university for second year work, the crowding at the university would be greatly relieved. The Commission made no reference to this factor and, in our opinion, rightly so, because there should be only one basis for deciding that Grade XIII will or will not become an integral part of the secondary school organization. This basis is, "Where will students of this age group get the 'best' education?"

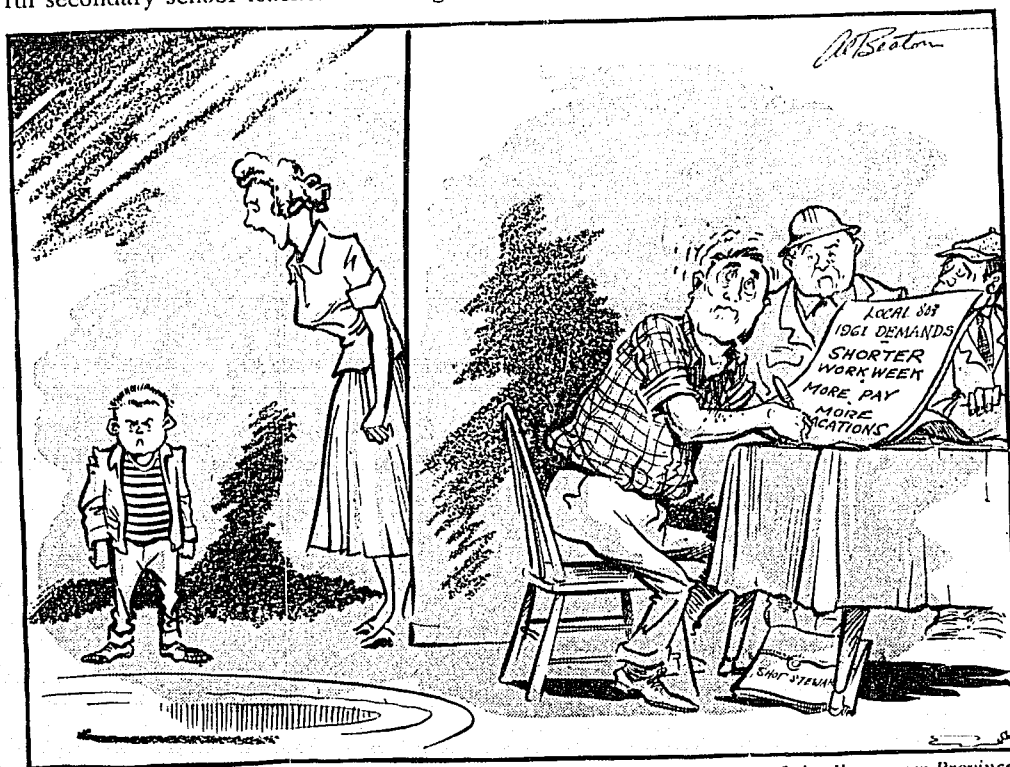
Many people will argue that Grade XIII will provide more efficient instruction than will First Year University. They will state that the most highly qualified and successful secondary school teachers are assigned

to teach Grade XIII classes, whereas in many instances it is the junior members of the university staff who teach First Year subjects. They will argue that more real teaching is done in high school than at the first year university level. They will cite the smaller Grade XIII classes and the longer academic year for Grade XIII students.

Other people will favor the First Year University program.

Should Grade XIII be the final year of the secondary school program with the complete elimination of First Year University? Should Grade XIII be eliminated completely? Should we continue with the optional provision for Grade XIII? Should decisions on this matter be delayed until the authorities accept or reject the basic school organization proposed by the Chant Commission?

What is your opinion? We invite our readers to submit their ideas for publication in future issues of our journal.★



Reprinted with permission of the Vancouver Province.  
 "Don't bother daddy with silly complaints about longer school hours . . . he's busy."

# England's Royal Commission

*Suitable curricula and adequate teacher supply are of concern in England also.*

L. H. GARSTIN

THE PROBLEM OF extending educational opportunities is not the only problem facing British educationists, the Crowther Report intimates. Such questions as suitable curricula and adequate teacher supply are equally important and closely related to extending these opportunities.

## The Question of Curriculum

The main questions of curriculum have to do with County College and Grammar school courses. What is to be the curriculum of the proposed County College? What modifications of curriculum are necessary in the Grammar school?

The County Colleges are envisioned as schools with "four strands" woven into the curriculum—"an appreciation of the adult world in which young workers find themselves; guidance for them in working out

their problems of human relations and moral standards, development of their physical and aesthetic skills, and a continuance of their basic education, with a vocational bias where appropriate."<sup>1</sup> Attendance at these Colleges would be compulsory for all those not taking full time education from 16 to 18, and it would be compulsory for employers to give students day release to attend. The Report admits, however, that there are many difficulties in the way of this plan and advocates that it be instituted on an experimental basis to begin with.<sup>2</sup>

On turning to the Grammar schools, one finds that the main concern is with the effects of curriculum on drop-outs. "There is still considerable waste of talent through early leaving from the Grammar school, the Report notes. "More boys and girls would stay on if there were a greater variety of curriculum open to them."<sup>2</sup>

The trouble begins with the curriculum at the 14th and 15th year age levels and in the fourth and fifth forms, as they are called. The Report's contention is that the curriculum at these levels is too congested and too little time is given to English or the practical subjects. The result: "We cannot help but be disturbed by the mediocre standards of spoken and written English among children leaving our (British) schools."<sup>3</sup>

This state of affairs is attributed to the downward pressure of the senior Grammar school years or the sixth form. It results in ever-increasing demands by those subjects in which the student is going to specialize in the senior years. This pressure, in turn, stems from the "indirect pressure of those universities which are in a specially strong competitive position."<sup>4</sup>

The pressure results, among other things, in the fourth and fifth forms concentrating on Latin and two modern foreign languages at the expense of English and other subjects. Hence it is recommended that the position of foreign languages be re-examined and the time devoted to practical and aesthetic subjects be increased. It is also recommended that both the practice of acceleration and homogeneous

grouping by subjects be employed so that the ablest might proceed at their own pace. With such changes, it is felt, the drop-out rate would not be so heavy.

Changes are needed too at the senior or sixth form level, the Report contends. At this stage (in the 16th and 17th years) the pupil "becomes a specialist—that is to say, the subjects of his serious intellectual study are confined to *two or three*. Boys and girls spend up to three-quarters of their time in their last two or three years of school on a range of subjects not much wider than that on which they will spend the next three years as undergraduates if they go to University."<sup>5</sup> Such specialization is normally either in the science-mathematics field or in the field of the humanities.

The Report defends this specialization with some cogent arguments even while it acknowledges dangers in such "study in depth" at so early an age. Nevertheless, it does voice certain criticism and suggests improvements.

#### No Compensating Deletions

One criticism is levelled at the tendency to add more and more material to already overcrowded syllabi, particularly in science, without compensating deletions. "The volume of the syllabus has in general been increased—new topics have been added without compensating reduction," it is claimed. "If we extend the syllabus in one direction, we should try to curtail it elsewhere. Periodical revisions of the intellectual diet are in fact necessary."<sup>6</sup>

This state of affairs is blamed on the universities: "It arises from the pressure that is put on the school by the universities . . . What is taught in any subject should be taught because it is right for the pupil at that stage of his development and not because it will be convenient for his teachers in the next stage of his education to be able to take certain knowledge for granted . . . An arbitrary fixing by the universities of the stage that a boy or girl should have reached by 18 should not be allowed to determine the nature and content of education given in pre-university years, especially since less than half of the

boys and girls in the sixth form will be going to a university."<sup>7</sup>

Criticism is also levelled at the cavalier manner with which the "minority subjects"—English, foreign languages, civics, art, music and physical education—are treated. They "do not represent a major commitment or concern," the Report argues. Few periods are allotted to them and little if any homework. To overcome this, the suggestion is made that a "General Paper" set by appropriate authorities and testing knowledge in the "minority subjects" be required for matriculation from school, as an incentive for schools to stress these areas of learning—but it is acknowledged that such a plan possesses the usual disadvantages arising from the temptation to teach merely for examinations rather than for the sake of the subjects themselves.

Present forms of specialization are also criticized for failing to make the science specialists "literate" in the sense of having a satisfactory acquaintance with the humanities and for failing to make the arts or humanities specialists "numerate" in the sense of having a satisfactory background in mathematics and the sciences. The solution advocated is the introduction of courses for the specialists to redress the balance—science-mathematics courses for arts specialists and English—history courses for the science specialists.

As for the curricula in Comprehensive schools, the Report advocates that they be based on the technique of "streaming" and that therefore they be differentiated according to ability and interests, with students directed into the streams most suited to their capacities. The practice of having heterogeneous classes, so common in North America, does not meet with approval.

#### The Problem of Staffing

It is interesting to note that the Report reveals that "early in our deliberations it

---

This is the second of two articles by the principal of McKim Jr. High School, Kimberley.



became apparent that the main obstacle to educational progress was the shortage of teachers and that the possibility of carrying out the recommendations we were likely to make would depend on a considerable expansion of the provision for training teachers" and that "the number of training college places was insufficient to meet the schools' existing commitments, without any addition for further steps in policy."<sup>8</sup>

The Report speaks too of the difficulty of increasing the supply of university graduates interested in entering the teaching profession. It therefore urges an energetic campaign to explain the attractions to university graduates of a teaching career, pointing out the competition of a wide range of other callings. It goes on: "No campaign, however, will succeed unless the rewards of teaching compare favourably with those of other professions open to the graduates."<sup>9</sup>

As for pupil-teacher ratios, it is stated that staffing ratios are still a long way from what is desirable and there are too many overlarge classes. There is also considerable difference between various parts of the country.<sup>10</sup>

Existing pupil-teacher ratios vary not only from district to district but from type of school to type of school. For Grammar schools the average ratio is 16 to 1 while for Modern schools it is 22.9 to 1. The overall ratio for all types of secondary schools is 21 to 1. Recommended as a suitable ratio is 17 to 1 up to a maximum of 19 to 1.

It is also pointed out that "any secondary class of over 20 pupils is officially classed as oversize," but that despite this 21 percent of secondary classes in England contain at least 36 pupils.

From what has been said heretofore, it is obvious that whatever excellences there are in British education stem from (1) the elimination from the school system of all but the ablest pupils (2) the low pupil-teacher ratio that this elimination makes possible and which enables teachers to give much individualized instruction and which also enables schools to have only

highly qualified personnel. The problem of increasing quantity leading to decreasing quality is not too serious under such circumstances.

#### The Report and the Canadian Scene

Has the educational experience in Great Britain as evidenced in the Crowther Report anything to say for us in Canada? Probably it has. Take the matter of attendance and drop-outs. The first thing that becomes apparent, in comparing attendance and drop-outs, is the considerable difference in drop-out rates at the Grade IX level by which time pupils have, for the most part, reached their fifteenth year. Thus in Newfoundland 46 percent of pupils at that level have dropped out while in British Columbia 10 percent have dropped out. For Canada as a whole 34 percent of pupils have left school by age fifteen.<sup>11</sup>

It is to be remembered, however, that pupils reaching the age of 15 in Britain have had one more year's schooling than pupils of the same age in Canada. For a fairer comparison the Grade X figures should perhaps be used. Drop-outs then range from 56 percent in Newfoundland to 17 percent in B.C., with a Canadian average of 45 percent.

Comparison of drop-out rates in relation to intelligence and to father's occupation is equally enlightening. One such investigation finds that "the school is losing 5 percent out of the top 20 percent in learning capacity and retaining only 15 percent of like calibre."<sup>12</sup> By Grade X level some 10 percent of the top 20 percent in learning capacity have dropped out. The same study investigates drop-outs in relation to economic background.<sup>13</sup>

#### Occupation of Father      Percent drop-outs Age

|                                 | 15 | 16 |
|---------------------------------|----|----|
| Professional and Managerial ..  | 1  | 2  |
| Clerks and kindred workers .... | 7  | 8  |
| Skilled workers and foremen ..  | 21 | 24 |
| Semi-skilled workers .....      | 24 | 22 |
| Unskilled workers .....         | 22 | 16 |

It is clear that insofar as retention is concerned Canada is in the position in which the Crowther Report would like to see Great Britain. Certainly there is con-

siderable difference between the 80 per cent drop-out rate by age 15, and the drop-out rate by economic groups, in Britain, and similar rates in Canada.

The truth of the matter is, of course, that in Britain "The secondary school is traditionally concerned with educating an elite, an intellectual aristocracy on whom the most stringent academic demands can be made."<sup>14</sup> The rest have tended to be ignored or forgotten. In Canada, on the other hand, the aim has been to educate the entire population. Thus, while the Crowther Report seeks a way of broadening the educational base without lessening academic demands made upon the abler pupils, there are moves in Canada to increase academic demands upon abler pupils without lessening the present breadth of the educational base.

#### University Preparation Only?

As is to be expected, there are some who, in their eagerness to improve academic demands upon abler pupils, react to the other extreme, from which the Crowther Report wishes to see British education extricated, and propose moves which would in effect make our secondary schools University Preparatory schools from which large numbers between 15 and 18 would drop out.

The British report's arguments in this connection are as valid here as there. And not only that, public reaction to any such proposals must be considered. They are not likely to be favorable. A letter to the editor appearing some time ago in *Saturday Night* protesting the comparatively mild form of selectivity implied in streaming, comments: "In other words you employ a mass technique to weed out the manual drudges from the mental leaders, the concrete mixer from the abstract thinker. Luckily there are still individuals who are both mentally and manually gifted and who can be trusted to slip between the meshes of the most tightly drawn streaming system and find their own way to the top."

As Carl F. Hansen, Washington D. C. Superintendent of Schools, says: "the prevailing doctrine of universal education

through high school is one of the greatest contributions to the democratic ideal"<sup>15</sup> and Canadian educators should think twice before deciding to replace it with a doctrine which, well meant as it might be, would result in any tendency to achieve class stratification through educational means.

The Report's comments on curriculum overload also have some significance for Canada. We have had those who advocate introduction of the New Mathematics and more Oriental history, and so forth, into high school curricula. Those who do so might well ponder the Crowther Report's comments on adding new material to existing curricula.<sup>16</sup>

The concept of "study in depth" is likewise of interest to Canada, not so much in relation to "narrowness" in the number of prescribed subject matter fields as in relation to "narrowness" within each subject matter field. In B.C. at least the idea seems to be "study in breadth" rather than "in depth" — to cover a broad field of material without coming to know it all thoroughly, the hope being that with repetition year by year the material will eventually be learned thoroughly. Grave doubts arise as to whether the end of thorough mastery is achieved in this manner. Perhaps "study in depth" of individual subjects has something to be said for it.★

1 *15 to 18*—Report of the Central Advisory Council for Education—England, Vol 1 (Report), London H.M. Stationery Office.

2 *Ibid*, p. 456

3 *Ibid*, preface, p. xxxi

4 *Ibid*, p. 457

5 *Ibid*, p. 257

6 *Ibid*, p. 265

7 *Ibid*, p. 264

8 *Ibid*, preface, p. xxvii

9 *Ibid*, p. 445-446

10 *Ibid*, p. 432-434

11 "Student Progress through the Schools by Grade," Dominion Bureau of Statistics, Education Division, Research Section, 1960, p. 28.

12 *Your Child Leaves School*, Canadian Research Committee on Practical Education, 2nd Report, 1950, p. 22.

13 *Ibid*, p. 50

14 *15 to 18*, p. 259

15 Hansen, Carl F.: "Ability Grouping in the High Schools" *Atlantic Monthly*, November, 1960, p. 123

16 For further discussion of problems of curriculum overload see: Toynbee, A. J.: "Education: the Long View" in *Saturday Review*, Nov. 19, 1960, p. 60-62, *passim*.

## Master's Degrees for Teachers

THERE ARE TWO Master's degrees offered in Education by the College of Education and the Faculty of Graduate Studies to candidates who possess the necessary prerequisites.

(a) The M.A. degree which may be completed by means of 15 units of course work plus a thesis. On and after September 1, 1961, students who register for this degree must spend one full winter session in residence.

(b) The M.Ed. degree which may be completed by means of 21 units of course work plus a comprehensive examination. Students may complete this program by way of winter or summer courses.

All candidates seeking admission to the graduate programs must be interviewed by the Supervisor of Graduate Studies. The purpose of this interview is to confirm the possession of the prerequisites or to plan their completion, and to assist the candidate to choose an appropriate sequence of courses for the degree. During the interview, a "Memorandum of Course leading to the Master's degree" will be completed for processing by the Faculty of Graduate Studies. Normally, three copies of the "Memorandum" are submitted to the Registrar who, after approval, returns one copy to the Department and one copy to the candidate.

Admission to each of the programs described above is based upon certain prerequisites. While there is some variation according to the undergraduate category of the candidate, the basic general prerequisites are:

(a) A recognized university degree with at least second class standing.

(b) If the first degree is not a B.Ed., one year of teacher training with at least second class standing.

(c) Two years of satisfactory teaching experience (or approved equivalent).

(d) Six units of senior Education courses with first class standing taken in or subsequent to teacher training (depending upon category of candidate).

(e) A language requirement (The second year of French, German or Russian, or a reading examination in the College).

The details of all these prerequisites are set out in the University Calendar.

The Graduate Division admits only candidates who may be expected to undertake graduate work satisfactorily. To this end, it is necessary to scrutinize the candidate's undergraduate record closely. Possession of the minimal prerequisites does not, of itself, guarantee admission to the program.

### The M.A. Program

A student who has elected the M.A. program is required to choose a major sequence in Education which is closely related to the subject of his thesis. Among the prerequisite courses and the Master's courses there must be at least nine units of senior course work devoted to one of the major sequences, viz.; Educational Psychology, History and Philosophy of Education, Curriculum and Instruction or Administration. In addition, at least three units and not more than six units must be chosen from an approved outside, but related, area of academic study. Ed. 581 is required of all M.A. candidates and Ed. 582 is advised if the thesis contains a statistical treatment.

In preparation of the thesis for the M.A. degree, the following procedures have been established:—

1. The candidate will discuss the general topic selected with his adviser.
2. The candidate must prepare a thesis proposal (five copies).
3. The office of the Graduate Division, in consultation with the adviser, will appoint a thesis proposal committee who will examine the proposal and conduct the "oral" on the proposal with the candidate present.
4. If the proposal is approved the candidate will proceed with the thesis under the direction of his adviser.
5. When the thesis is completed, the candidate must submit three copies, but he should prepare at least five copies for distribution as follows:

- i Two copies for the Library.
- ii One copy for the College (Graduate Division Office).
- iii One copy for the adviser (if candidate so wishes).
- iv One copy for the candidate.

Candidates should consult the Faculty of Graduate Studies section of the calendar for final dates of submission for graduation at the Spring or Autumn congregation.

6. Upon submission of the thesis, the office of the Graduate Division will appoint a thesis reading committee. In practice, this committee is the same as the thesis proposal committee.

7. If and when the thesis has been approved, two copies must be delivered to the librarian who will notify the Registrar of its receipt. The copy for the College must be bound by the candidate.

8. Candidates are advised to follow the manuals by "Campbell" or "Turabian" in the preparation of the thesis and to obtain from the librarian a leaflet of instructions pertinent to requirements at U.B.C.

#### The M.Ed. Program

Candidates for the M.Ed. degree are not required to submit a thesis unless they so wish. They must, however, write a comprehensive examination consisting of two papers of not more than three hours each. One of these papers shall be set on

the subject of the candidate's major, and there shall be one other general paper. An additional oral examination may be required at the discretion of the candidate's committee.

Candidates for the M.Ed. degree have a wide choice of programs. After they have met the education prerequisites they may elect a 21 unit program in any of the following ways:

|      | Professional Courses<br>(units) | Academic Courses<br>(units) |
|------|---------------------------------|-----------------------------|
| (a)  | 18                              | 3                           |
| (b)  | 15                              | 6                           |
| (c)  | 12                              | 9                           |
| (d)* | 9                               | 12                          |
| (e)* | 6                               | 15                          |

\* special permission required.

Programs (d) and (e) are designed for candidates who desire to follow a program which will increase their competence for subject matter teaching. These programs may be chosen only by candidates who have the necessary prerequisites to take advanced courses in a subject field. If the candidate is obliged to make up the prerequisites for an advanced course the total number of units is increased but no credit for such prerequisite courses may be granted on the Master's program.

In the case of candidates who elect programs (d) and (e), it is expected that the academic courses will be in a single subject field and the department concerned may be asked to prepare for the candidate a special comprehensive examination in addition to the education comprehensive. In certain special cases, authorization may be granted to include a course or courses in a closely related field.

Inasmuch as on and after August 31, 1960, the mandatory term paper in education courses for either degree was discontinued, (except that an instructor may require it for his own course) provision is made for Master of Education candidates who have almost completed their program by way of the "term paper"

Dr. Stein is Director of Graduate Studies in the College of Education.

requirement. To meet this situation, it has been agreed that candidates who had one, two, or three courses unfinished by August 31, 1960, may have a choice of completing either by term papers or by writing a comprehensive examination. Candidates who had more than three courses

to complete must write the comprehensive. The onus for informing instructors regarding term paper requirements is on the candidate.

The following tables are illustrative of the manner in which programs of specialization may be planned.

**Table I**  
**GRADUATE TRAINING IN GUIDANCE AND COUNSELLING**

|               | M.A.  | Units                   | M.Ed.  | Units                 |
|---------------|---|-------------------------|--|-----------------------|
| Prerequisites | 1. Admissibility*<br>2. Ed. 403 or Ed. 411<br>3. Ed. 435 or Ed. 535                           |                         | 1. Admissibility*<br>2. Ed. 403 or Ed. 411<br>3. Ed. 435 or equivalent                               |                       |
| Majors        | Ed. 581 Research<br>Ed. 582 Statistics<br>Ed. 470 or Ed. 552<br>Ed. 578 or Ed. 579<br>Ed. 536 | 1½<br>1½<br>3<br>3<br>3 | Ed. 552<br>Ed. 535 or Psy. 403†<br>Ed. 578 or Ed. 579<br>Ed. 331 or Ed. 332 or<br>Ed. 507<br>Ed. 470 | 3<br>3<br>3<br>3<br>3 |
| Related Field | One related academic elective   | 3                       | Appropriate elective in Sociology or Psychology  | 6                     |
| Thesis        |   | 6                       | Comprehensive Examination  | no units              |
|               | <b>TOTAL UNITS</b>  | <b>21</b>               | <b>TOTAL UNITS</b>   | <b>21</b>             |

\* Appropriate undergraduate or graduate courses in Psychology or Educational Psychology.

† Ed. 536 if credit already obtained in Psy. 403

**Table II**  
**GRADUATE TRAINING IN ART EDUCATION**

|               | M.A.  | Units                 | M.Ed.  | Units            |
|---------------|---|-----------------------|--|------------------|
| Prerequisites | 1. Admissibility<br>2. F.A. 401, F.A. 402 or equivalent   |                       | 1. Admissibility<br>2 F.A. 401, F.A. 402 or equivalent   |                  |
| Majors        | Ed. 508 Review of Research<br>Ed. 565 Art<br>Ed. 541 Art Education<br>Ed. 580<br>Ed. 557 or 558 | 3<br>3<br>3<br>3<br>3 | Ed. 508 Review of Research<br>Ed. 565 Art<br>Ed. 541 Art Education<br>Ed. 557 or Ed. 558           | 3<br>3<br>3<br>3 |
| Related Field | F.A. 404 or equivalent  | 3                     | Senior Painting<br>Senior Design or Art History<br>Appropriate Elective in a Senior Academic Field | 3<br>3<br>3      |
| Thesis        |   | 3                     | Comprehensive Examination  | —                |
|               | <b>TOTAL UNITS</b>  | <b>21</b>             | <b>TOTAL UNITS</b>   | <b>21</b>        |



**Table III**  
**GRADUATE TRAINING IN MUSIC EDUCATION**

|                         | M.A.   | Units       | M.Ed.   | Units            |
|-------------------------|--|-------------|---|------------------|
| Prerequisites           | 1. Admissibility<br>2. Music 301 or<br>Music 201 + 401     |             | 1. Admissibility<br>2. Music 301 or<br>Music 201 + 401                                  |                  |
| Majors                  | Ed. 508 (Music)<br>Ed. 565 (Music)<br>Ed. 542              | 3<br>3<br>3 | 12 Units in Ed. inc.<br>Ed. 508 (Music)<br>Ed. 565 (Music)<br>Ed. 542<br>Ed. 557 or 558 | 3<br>3<br>3<br>3 |
| Related Field           | Six units from 400<br>level in Music<br>from Theory & Lit. | 6           | 9 units from Music<br>incl. Theory and<br>Lit. and applied                              | 9                |
| Thesis or<br>equivalent | Recital and<br>Examination                                 | 6           | Recital and/or Exam.<br>at discretion of<br>Faculty                                     | —                |
|                         | <b>TOTAL UNITS</b>   | <b>21</b>   | <b>TOTAL UNITS</b>  | <b>21</b>        |

**Table IV**  
**GRADUATE TRAINING IN ADMINISTRATION**

|               | M.A.  | Units                          | M.Ed.  | Units                                    |
|---------------|---|--------------------------------|--|--|
| Prerequisites | 1. Admissibility*<br>2. Ed. 460 or equivalent<br>3. Ed. 435 or 535  |                                | 1. Admissibility*<br>2. Ed. 460 or equivalent<br>3. Ed. 435 or 535   |  |
| Majors        | Ed. 581 Research<br>Ed. 582 Statistics<br>Ed. 557 or 558<br>Ed. 556<br>Ed. 560<br>Ed. 559 or one of<br>519, 562-3 | 1½<br>1½<br>3<br>1½<br>1½<br>3 | Ed. 523<br>Ed. 556<br>Ed. 557 or 558<br>Ed. 559<br>Ed. 560<br>Ed. 562 or 563<br>Ed. 519<br>Ed. 582   | 3<br>1½<br>3<br>3<br>1½<br>1½<br>3<br>1½ |
| Related Field | One approved elective<br>from the Foundation<br>Areas, Economics,<br>Commerce or Sociology                        | 3                              | Appropriate elective<br>from the field of<br>Economics, Commerce<br>or Sociology.<br>A further three units<br>in the related field<br>may be substituted<br>for 519 by approval. | 3  |
| Thesis        |   | 6                              | Comprehensive<br>Examination   | —  |
|               | <b>TOTAL UNITS</b>  | <b>21</b>                      | <b>TOTAL UNITS</b>   | <b>21</b>                                |

Admission to this program is not automatic  
 \* Preference is given to present School Administrators or Advanced Students of Administration.  
 N.B. Additional outlines in the field of supervision may be obtained by individual application.

# Practical Home Economics

*An in-school group provided Trail Home Economics students with opportunities to observe and work with children.*

**F**OURTEEN SMALL children, aged 3 and 4, spent two hours a day for two weeks at J. Lloyd Crowe High School in Trail. They were pupils, in a way, for they were attending the Play School organized by the Home Economics Department to give the students of Home Economics 24 practical experience in the handling of small children. It was believed that experience of this kind would be of greater value to the students than pure theory.

The children were children of staff members and brothers and sisters of students. They were brought to the school for 10 o'clock and taken back to their homes at noon by teachers and parents.

A play school is a group of children brought together in a wholesome environment for social contact with other children of similar age levels. In this instance, the play school provided an observation center for the high school students. Here they could observe the activities and habits of the children, interpret their observations and participate in the program.

While some of the Home Economics students directed the various play activities, which included finger painting, building with blocks, and playing in the sand box, others took notes on the behavior of

the children. The groups of girls working with the children were changed each day so that the experience might be as widespread as possible.

The main objectives of the program, as far as the students were concerned, were:

To provide opportunity for increased acceptance, enjoyment and understanding of children, through observation, interpretation and participation;

To develop some judgment in selecting suitable equipment for small children;

To develop a sense of responsibility for all children with whom they have contact;

To develop an understanding of how children grow and how to help them become independent and confident;

To develop an understanding of the part adults play in the character and personality development of children;

To lead to the discovery and understanding of their own problems;

To develop an appreciation of the joys and responsibilities of parenthood.

Miss Ruby E. Shaffer, under whose guidance the play school was organized, was of the opinion that the class accomplished all of its objectives, either directly or indirectly, and to a greater degree than would have been possible without



Gail Wutke keeps an eye on three members of the play school during the morning session at Trail's J. Lloyd Crowe High School.

Picture courtesy Trail Daily Times.

THE B.C. TEACHER

A glass of milk and a cookie was provided for each child at the play school. Joan Gill served the children when this picture was taken.

Picture courtesy Trail Daily Times.



the play school. She felt certain that without the play school experience, it would have been virtually impossible to bring some of the students to accept the newer methods and ideas of discipline. They saw the methods work and, as a result, accepted them.

Before the organization of the play school, during discussions and lectures one girl refused to accept anything but a theory of punishment and force. At the end of the play school she said, "I seem to understand more about my sister and other little children. Before, I believed in discipline (punishment) but I realize by using a little child psychology it is easier to get along with little children."

"Children to me before used to be mischievous little 'brats.' But now they are humans as we are and want to live and learn as we did when we were their age," was another comment.

Others of the girls said: "I have learned to talk quietly to them (children) and not to be bossy." "I think in the long run I shall be able to get along better with people in general." "I have learned to observe a child first before drawing a conclusion as to whether they are right or wrong. I have learned to be more patient, not only in dealing with small children, but also in many small things which annoy me." "I received the chance to understand and learn the ways of small children as I have no brothers or sisters."

Into their adult lives the girls will take such ideas as these: "I am going to be firm but kind to my children." "I will listen to my children's problems and try to help them solve them." "I will teach my children to share." "I shall try never to say,

'Go away, I am busy.'"

Others will try to provide creative media to permit the use and development of imagination, to have a play room where everything is scaled to a child's size, to have a place where a child may paint, etc., and not worry about the mess that will result.

The parents of the children who attended the play school thought that the experience was valuable for their children for many reasons: a regular routine was established; there was constructive play, and new play skills were learned; contact was made with other adults and discipline received from people other than the parents; the children learned to play co-operatively in a group.

The cost for the whole project was less than \$15, which included materials for cookies made by the Home Ec 91 students and the milk which was served each child.

The Trail experiment was a successful one and could be emulated by other Home Ec 24 classes. There are, of course, other methods of bringing students of Home Ec 24 into contact with young children. In some schools in Vancouver, for instance, the students observe in kindergartens, but before going into the kindergartens, they are given instruction in how to observe, what to look for and how to act so that the children are not disturbed. After the period of observation, the students report to their class. In other schools, arrangements are made to have a mother bring her baby to the school so that the students may see how a baby is cared for.

In each case, it is the practical experience with young children which teaches most and best.★

# Are Department Heads Needed?

*This article outlines the purposes and the duties of heads of departments.*

L. L. MORWGOD-CLARK  
and R. McD. FAULDS

THE IMPROVEMENT of the instructional program is the prime reason for the existence of Department Heads. The main purpose is to help stimulate the teacher to do a better job in instructing boys and girls. Through the Department Head, this is done by supervision and instruction—functions which are inextricably bound together. Administration problems cannot be separated from the instructional program since most administrative policies affect the morale of teachers. Therefore, the administrator should provide machinery by which teachers may participate in revising and making policy. This may be done through the Department Head in a large school if teachers are permitted to contribute ideas for the planning of facilities of all kinds for their respective special interests.

To discuss the person, his qualifications and duties, we must first establish that there is a position that needs to be filled. There must be a cogent reason to spend taxpayers' money for a position that is nebulous in many cases. Why do high school teachers, specialists in their fields, need supervision? First, they need leadership in their respective fields to use their specialized knowledge in implementing the overall program of the school. Left alone, one could tend to become too narrow in perspective. Next, without the spur of leadership, teachers are apt to consider their preparation complete, lapse into inaction or follow a well-worn rut. Third, teachers generally prefer the supervision of a Head rather than the

principal because of a similarity of problems. Sympathy and understanding could better be expressed by a Department Head than by a principal. Fourth, in a practical vein, the Head could step into a situation in case of absence until a substitute arrives.

A second question might be: Should taxpayers support another person on the staff of a school? Does the position give value for the money spent? In reply: How much is the cost of better education counted? Heads of Departments are present in a school to make the instructional program more effective. The Head should try to make best use of the teachers' talents and to bring out the best of each for the benefit of the school curriculum and the school itself. The Head, being a stronger and supposedly a master teacher, could possibly assign to himself those classes which he feels he can strengthen. He could also make arrangements among his staff to exchange assignments so they could meet a variety of situations for the benefit of their growth.

The Heads of various departments, when brought together in a single group, might be considered the "cabinet" of the principal. Considering the chain of command, where the administrator has six to eight individuals reporting to him, this disseminates the authority over a wider base and brings the whole school organization under closer control and makes it easier for the principal to administer.

## Duties of Heads of Departments

At the outset, controversy about the limits of authority should be settled. As

yet British Columbia districts have not allowed the Department Head to visit a teacher for the purpose of "inspection." Yet this function, if he is to be a supervisor, and a "cabinet member," must be permitted. In Ontario, by legislation, he is obliged to make inspections, and has the necessary authority to do so.

To expand this, a direct quote from the Ontario Regulations for Secondary Schools issued by the Minister of Education might be in order.

"The Head of a Department shall:

- (a) assist the principal, in co-operation with heads of other departments, in the general organization and management of the school,
- (b) be responsible to the principal for the organization of his department,
- (c) supervise the preparation of (i) details of the courses of study, and (ii) the examinations for his department,
- (d) assist teachers in his department to improve their methods of instruction,
- (e) call meetings of the teachers in his department to discuss matters relating to the department and to exchange ideas on teaching problems,
- (f) prepare and furnish the principal with an annual budget for supplies and equipment for his department,
- (g) requisition, through the principal, equipment and supplies for his department,
- (h) maintain a current inventory of the equipment in his department,
- (i) be responsible for the maintenance and care of equipment and supplies under his charge,
- (j) teach during such periods as the principal may require,
- (k) assist the principal (i) to plan additions or alterations to school buildings, and (ii) to recommend appointments to the teaching staff of the department under his jurisdiction,
- (l) retain on file up-to-date copies of outlines of courses of study with sufficient detail to permit the effective co-ordination of those courses, and
- (m) assist teachers in maintaining proper standards and keeping adequate records of student work."

The Secondary School Branch (Windsor, Ontario) has expanded (c), (d) and (e) of the above as follows:

- (c) (i) Prepare a course of study in each subject listing not only limits and textbooks, but also subject matter to be covered in detail, with indication of emphasis and suggestions regarding acceptable and unacceptable methodology.
- (ii) Careful scrutiny of examination procedures, including preparation of papers, supervision of marking schemes, and analysis of results, in line with policies laid down by the principal.
- (d) Increased attention to quality of instruction, methodology, development of resources in equipment, textbooks and reference materials.

Development of inter-visiting of classrooms for observation of teaching; also visiting of other schools.

- (e) Leadership given through regular monthly departmental meetings with recorded minutes and a definite agenda, in which a portion of the time should be devoted to aims and objectives and to the professional aspects of the teachers' work. Study of research and development work, in the subject field and encouragement of such work in his own department. Improvement of general proficiency in oral and written work with systematic procedures for judging levels of attainment. Improved remedial and review procedures, working in close co-operation with the guidance service and with the principal. Liaison with school library and development of subject library. Correlation of work with that of other departments.

The London Board of Education assigned virtually the same duties to department heads with some additions. One of these was 1(e) above:

"Assist the Superintendent of Secondary

This is the first of two articles on the topic of department heads. The authors are both teachers in Burnaby. Mr. Morwood-Clark is a counsellor at Moscrop Junior High School and Mr. Faulds teaches Social Studies and English at Kensington Junior High School.



Schools and the principal in evaluating the efficiency of teachers in his department."

These long verbatim quotes serve two purposes: (1) they display the written legislation of the Province of Ontario, and the accent that this Department of Education places upon the office of Head of a Department. Windsor and London go farther and delineate by local requirements the details of the positions as they see them. (2) The quotations show the lengths to which supervision is demanded as a part of the office.

As our research progressed, the inspection function loomed larger and more logically seemed a part of the job.

It might be said further, as the Windsor Board of Education continued discussion, that the essential function of the school is instruction. Although the principal is responsible for maintaining a high quality of instruction, the Department Head, because of his close association with an area of instruction, has a direct responsibility.

Literature has developed to a considerable degree the functions of the Head of a Department. As good and as complete as any, is the list proposed by Novak summarized below. He divides the duties into two phases, supervision and administration. Supervision deals with persons, curriculum, materials and the general learning environment. Administration deals more with the physical details such as building, equipment, budget and schedules. Modern emphasis is more on encouraging the creative potential of each staff member and less on inspectorial approaches.

#### *A. Instructional and Supervisory*

1. Teaching—example, demonstration, lessons, exchange visits
2. Resources—make material aids available
3. Supervise teaching—work with teachers to improve instruction
4. Curriculum—develop a curriculum with the staff
5. Orientation of new teachers—direct aid and guidance
6. Supervision of substitutes
7. Student teaching—experienced teacher assigned to assist

8. Teacher conferences—assisting with personal problems.
9. Stimulate professional growth
10. Departmental meetings to develop co-ordinated thinking and action
11. Departmental communications—circulation of bulletins, ideas
12. Action research—modest research on local needs
13. Informal activities — clubs, contests, assemblies, fairs, displays, career conferences, etc.
14. Discipline—assist in difficult problems
15. Guidance and job placements
16. Testing — leadership and planning in testing and grading policies

#### *B. Administrative*

1. Scheduling—indicate kinds of classes for his teachers
2. Teacher rating—some responsibility
3. Requisitioning and inventorying
4. Textbooks — selection committees or evaluation
5. Liaison—staff—principal, and with other departments
6. Safe utilization and storage of equipment
7. Maintenance and improvement of facilities
8. Determining teacher eligibility — consulted in staff selection
9. Determining general policy — part of principal's cabinet
10. Interpreting the department's work
11. Human and public relations—teachers, parents, pupils
12. Maintaining a calendar
13. Finances—budgeting, petty cash
14. Maintaining records and reporting

In addition to the supervisory and administrative duties indicated above, one could say also that he has integrative functions. First he must consider departmental integration, co-ordinating activities within the department, interrelating activities in progressive grades of curriculum. Wider, school integration is achieved by interpreting the purposes and program of the department to the students and staff and integrating the work of the department with other departments for better school unity through the "cabinet." Wider still,

integration with other schools is achieved by working with other heads on district-wide committees for improvement of the school curriculum. In the largest sphere, integration is gained by interpreting the program and purposes of the department to the community. He can aid non-school agencies in educational and co-operative activities by bringing in pertinent community resources to the school.

It may be possible in the not too distant future that selected teachers and principals will be found in attendance with superintendents, to clarify and strengthen the policy decisions of school boards. This idea, in part, is being practised in Salt Lake City, where forty-five minutes of every board meeting is set aside for teachers to discuss what they are doing, and how they are doing it. This is a natural extension of the Department Head function.

The lists of duties give a practical answer as to the scope of the position as practised in school systems on this continent. As mentioned above, many of the duties are not fully assigned in British Columbia, the principal still keeping the reins quite tightly on the matter of direct supervision.

#### Articles on Department Heads

Satlow presents a philosophical viewpoint in a series of articles.

##### 1. Orienting the Beginning Teacher

The new teacher should be given the materials he will need, but he shouldn't be overloaded with a bewildering superfluity. He should continue his training processes by being able to observe established teachers at work. He should also be given help in his lesson planning. Supervision and observation of the new teacher is characterized by gradualness, and as the program develops all sound practices are noted with weaknesses analyzed. He should be given information regarding the instructional materials available as well as help in the construction and marking techniques of tests and exams. The philosophy of the grading and testing program should be clearly outlined.

##### 2. Facilitating Instruction

The Department Head should work

towards developing a common philosophy among the department members so that a fused point of view will emerge. This uniformity is particularly necessary when efficient use of materials is to be considered. Instructional materials should be part of the Department Head's work. A resource file of tests, worksheets and other aids should be developed. He should stimulate his teachers to devise and revise material aids. During any exchanging of teacher aids, everyone gains and no one loses, and the ones to gain most are the students.

##### 3. Maintaining Public Relations

"The good 'Department Head' has the capacity for making other people's problems his own . . ." The Department Head who is conscious of his public relations is never too busy to be of service to others of his staff.

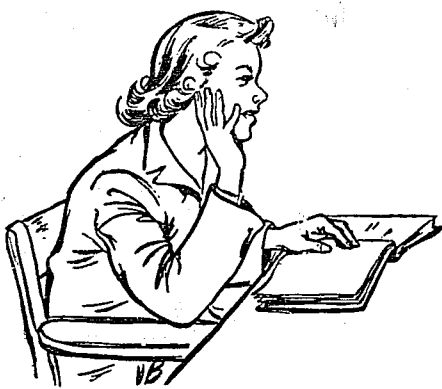
Through these principles of co-operative effort between people of a department and between departments the greatest good is given to the curriculum. Interdepartmental relationships must be based on an understanding of the curriculum as offered by the school. When one department strengthens its offerings, there is an improved level throughout the school.

##### 4. Improving Instruction

"Essentially the job of the supervisor is that of improving instruction. Let us not delude ourselves; the various mechanical aspects of the work of the department head can be turned over to a school clerk or to a capable student secretary. And if all the supervisor is doing is clerical work, his position could be eliminated tomorrow with no loss to the teachers and a distinct gain to the school budget."—Satlow, No. 9, p. 21.

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# Poetry with a Purpose

BERNICE McDONOUGH

*Children can understand poetry of  
a much higher level than is generally assumed.*

POETS HAVE ALWAYS taken the dreams, the ideals, the aspirations and the problems common to mankind and clothed them in words of lasting beauty and truth. The results of a two year experiment in teaching poetry to the intermediate grades have convinced me that this age group is able to understand, appreciate and enjoy good poetry on a much higher level than is generally realized.

If we are going to give them anything, then let it be a sampling of the best which literature has to offer. Let them reach up, and in doing so realize that the great poets have written for them, that the thoughts and feelings expressed are as true today as when they were written, and that a bond of common striving and seeking joins us to the generations which have preceded us.

Two classes, a Grade IV and a Grade VI were used in this experiment, and the approach used was not that of a lesson which must be learned, but of something to be enjoyed. We began with narrative poems, since children all like a story. If it was necessary a short background sketch was given, and a few pictures shown. The

children exulted with Young Lochinvar and Horatius, laughed at Casey at the Bat and Sam McGee, and sighed for The Lady of Shalott, The Highwayman and Little Boy Blue. Many longer narrative poems became great favorites, and the class often asked to have them read and re-read, and would settle back with an air of real satisfaction to listen.

Shorter lyric poems were written on the blackboard, explained, read in chorus, commented upon and then copied into a book which was kept for the purpose. A selection of eight to sixteen lines was often memorized in a forty-minute period, and reviewed at the beginning of the next period.

In the case of longer selections, rather than make a task of too much copying, the poem was mimeographed and each child pasted a copy into his poetry book. At the end of the term the books contained thirty or forty selections, and the children had at least a nodding acquaintance with Keats, Shelley, Burns, Tennyson and Yeats.

The children were encouraged, but not

obligated, to memorize as many selections as possible. Each one mastered won a good old-fashioned star, which was pasted beside the poem in the notebook. The teacher never withheld a star if the work was not letter perfect. Indeed she was most anxious that everyone should have as many stars as possible.

#### Slow Learners Encouraged

It was interesting to note that the slower learners, encouraged by the knowledge that the poems were recited by a group of ten or twelve pupils in unison, did not hesitate to come forward. These are the children who can benefit most from the beauty of expression, the exactness of thought and the metaphor and imagery in good poetry.

Many of the delightful comic and nonsense poems have a great appeal for children. Use of these is an excellent way to catch the interest of the class, or to provide a change of pace. "The Wairus and the Carpenter," "Johnny Corteau," "Robinson Crusoe's Story" and "The Owl and the Pussy Cat" were all great favorites.

Children, with their senses unjaded, their eyesight and hearing acute and their limbs strong to carry them across streams, up trees and over hills, are sensitive to the changes in nature. Here they seem marvellously attuned to the thoughts of the poets. On a day after a violent storm we would read "The Wind Wolves," on an autumn day burning to a crisp evening Rachel Field's haunting "Something Told the Wild Geese," or on a sultry day in June we would slip the surly bonds of earth with John Magee.

There is no better way for a child to enrich and enlarge his vocabulary than by the study of poetry. What if he doesn't know the meaning of luminous, unkempt, discordant or immortal? From the study of poetry he will be more likely to learn and understand new words than the same words presented in a blackboard dictionary drill. He can be taught to appreciate the economy and exactitude of the chosen words, the use of simile and onomatopoeia, and the rhyme and rhythm which the poet has chosen. It is unnecessary to belabor any of these, for with this age group the

best teaching of this kind is incidental.

It is a mistake to underestimate the ability of children to appreciate, perhaps more truly than adults, the works of some of our great poets. Blake's "Tiger" and "The Lamb" they liked. Tennyson's "Bugle Song" and Stevenson's "Requiem" were particular favorites, and Walter De La Mare's fey and silvery verses have a wide appeal for children.

There is in children, as they approach and enter their teens, a strong strain of idealism. They seldom talk about their ideals, because these are so precious to them. Studying poetry is one way of showing them that they are not alone, that men of all ages have looked wonderingly at the stars, and have striven to solve the riddle of the universe and to leave the world a little better than they found it. Through poetry children can discover an echo and an affirmation of their best and highest thoughts.

#### Early Memories Strongest

We often complain of the materialistic aspects of our civilization. To me, the teaching of poetry is one good way to counteract this. Here the emphasis is on nature which is free for the enjoyment of all, on deeds of heroism and self-sacrifice, and on mankind's never-ending search for values which are true and lasting, which satisfy not the body or the appetite, but the mind and the soul.

Most adults now realize that what they learned in youth they remember longest. Why not, then, give our children the very best in literature? Even if they do not understand every shade of meaning or every nuance now, if the selection is well known to them or if they have memorized it, the truth and significance of the passage will become apparent with maturity and will be theirs forever — something to enjoy, something to appreciate, something true and lovely for the mind.★

Mrs. McDonough reports the result of a two-year experiment in teaching poetry to intermediate grades. She is presently attending U.B.C., on leave from Windsor School, Burnaby.

# What's the Answer?

## On Ordering Handbooks

*May I order copies of the B.C.T.F. Handbook for the eighteen staff members at our school?*

Yes, you may order Handbooks for all your staff members.

We have tried various methods of distributing the Handbook and have come to the conclusion that the only effective way is to mail them to home addresses. Thus, by any means convenient to your staff, please provide names and addresses. This can be done by having each one complete the coupon contained in the Handbook or in the March and April issues of *The B.C. Teacher*, or by circulating a sheet among the staff.

Be sure your request reaches the Federation office by *June 1*. The number of applications received by that date determines the number of Handbooks we prepare. The Handbooks are mailed some time in August.

## History of Teachers' Pensions

*Could you please provide me with a history of teachers' pensions in British Columbia?*

The first Teachers' Pensions Plan in this province came into effect on January 1, 1929. This was achieved only after several years of effort by the Federation. The Federation committee which negotiated with the Hon. Dr. J. D. MacLean, Premier and Minister of Education, consisted of W. H. Morrow (President), T. W. Woodhead (Vice-President), G. W. Clark (Chairman of the Superannuation Committee) and Harry Charlesworth (General Secretary).

The main provisions of the plan were:

1. The Act applied to all teachers in the public schools.

2. The teacher's contribution was four percent of salary with provision for extra contributions. These ranged from a total maximum contribution of 5 percent for teachers aged 35 to 40 to a total maximum

of 8 percent for teachers over 50 years.

3. Contributions were placed in the "Teachers' Superannuation Fund." The Minister of Finance was empowered to invest the Funds and earned interest was credited to the Fund.

4. Retirement ages were 65 for male teachers and 60 for females. Earlier retirement was possible for reasons of disability.

5. The allowance was determined by:

(a) An annuity purchased by the sum of the teacher's contributions and accrued interest and an equivalent amount paid from provincial funds.

(b) An annuity purchased by any optional extra contributions and the accrued interest.

(c) An amount of \$25 per year for each year of service prior to January 1, 1929.

6. A dependent relative's allowance was paid in case of death after 15 years of service. The amount of this allowance was the equivalent of what would have been paid if the teacher had retired from service immediately prior to his death, under a joint life and last survivor plan.

7. Teachers in service on January 1, 1929, had their first five months' contributions estreated. Teachers entering the plan after January 1, 1929, had their first ten months' contribution estreated.

8. The Government contribution to a Special Reserve Fund amounted to \$25,000 a year, but no provision was made for an employer contribution which would secure the payment of the pensions authorized under the Act.

Limited as this plan was, it marked a significant advance in teacher welfare. It provided a sound basis on which later improvements in pension became possible. Obviously, the 1928 negotiating committee was well aware of the limitations of this first B.C. Teachers' Pension Plan but accepted it with the intention of improving upon it at a later date.

Two of the four members of that com-



mittee are still among us, enjoying in retirement, we hope, some of the fruits of their own endeavors. W. H. Morrow, retired principal of Lord Byng Secondary School, and T. W. Woodhead, retired principal of Model Elementary School, will undoubtedly be thinking back to their efforts of the 1920's when they learn of the details of the 1961 revision of the Teachers' Pensions Act.

The 1929 Act continued almost as it was originally drafted until 1941. In the late '30's, Federation representatives began negotiations with Government officials for revisions. The presidents of 1939-40 and 1940-41, J. H. Sutherland and P. N. Whitley, respectively, together with Col. J. N. Burnett, Wm. Morgan, R. P. Steeves and General Secretary Harry Charlesworth, constituted the negotiating committee.

There was an obvious need to establish an adequate basis of financing by making provision for an employer contribution.

The 1941 revision of the Pensions Act established several new principles. Two separate accounts, a service pensions account and an annuity account were established. The amount of pension was not related solely to salary, as in the first act. The annuity portion was related directly to each teacher's contribution and therefore to salary, but the service pension was related only to years of service. The plan established an employer contribution calculated as a percentage of salary.

The school boards, as employers, were required to pay to the Service Pensions Account an amount equivalent to 7 percent of the total salaries of their teachers. The money was provided by the Provincial Government establishing a Special Education Assistance Grant to each school board, equivalent to the amount of this contribution.

Teachers paid 4 percent of their salary to an Annuity Account, with the privilege of increasing this amount to any figure they wished. Teachers also paid 1 percent of salary to the Service Pensions Account.

The allowance was comprised of an annuity purchased by the teacher's contribution (compulsory 4 percent and any voluntary contribution) and a service pen-

sion of \$360 a year for 20 years of service and \$12 a year for each additional year of service.

Provision was made for the payment of disability and dependent relative's allowances.

Some existing pensions were reduced when the revised plan came into effect on January 1, 1941, but the Fund was soundly financed. Provision was made for any improvement in the Service Pension Fund to be disbursed by way of improved service pensions.

Later adjustments in Service Pension rates were:

|                               | Annual service pension<br>for each year of service |          |
|-------------------------------|--|----------|
|                               | 1st  | After    |
|                               | 20 years   | 20 years |
| Jan. 1, 1911 to Mar. 30, 1951 | \$18   | \$12     |
| Apr. 1, 1951 to Jun. 30, 1952 | 21   | 21       |
| Jul. 1, 1952 to Jun. 30, 1954 | 30   | 37.50    |
| Jul. 1, 1954 to Jul. 1, 1957  | 30   | 40       |
| Jul. 1, 1957                  | 36   | 48       |

A very significant change in the Pensions Act was proposed by the Provincial Government in 1950. This was that the employer contribution be reduced from 7 percent to 5 percent of salary. The Federation successfully opposed this proposal, arguing that the employer contribution should not be reduced, at least until pensions were considerably increased. The final outcome of these negotiations was the establishment of the principle of matching contributions from employer and employee.

As of September 1, 1951, the employer's contribution, now paid directly from the Consolidated Revenue of the Province, was set at 6 percent of the total teachers' salary bill of the province. The teacher's contribution to the Annuity Account was increased from 4 percent to 5 percent of salary plus the 1 percent to the Service Pensions Account.

Over the years other improvements have been obtained. Some of these have been provision for reinstatement for teachers who interrupted their teaching service, a relaxing of the eligibility provisions and greater flexibility in retirement ages, whereby both male and female teachers may retire on or after age 60.

And so we come to 1961 and another major revision in our Pension Plan.★

# The Federation at Work

*This continues our outline of the purposes of the Federation's many committees.*

## **Pensions Committee**

The purpose of this committee is to study the Pensions Act and other similar Acts in British Columbia and elsewhere and the reports periodically received from the Actuary and to make recommendations to the Executive Committee and to the Annual General Meeting as to what the policy of the Federation should be in the promotion of adequate pensions for B.C. teachers.

### **Members:**

J. Allan, West Vancouver; G. B. Cant, Vancouver; H. W. Daniel, New Westminster; L. Heaslip, Vancouver (Retired); J. E. Hill-Tout, Vancouver; Miss J. Laing, Vancouver; J. H. Lane, Vancouver; A. J. McLuckie, Burnaby; C. W. Nairne, North Vancouver; S. Taylor, Vancouver (Chairman).

## **Philosophy of Education Committee**

Originally this committee was set up to consider whether the Federation could support one statement on the philosophy of education and to assess to what extent the practices in education in the province were compatible with the philosophy of education of the Federation. The committee has analyzed policy resolutions and committee recommendations and has made a statement of the Federation's policy in a number of areas. This statement is revised each year. In preparing this statement the committee has found areas in which the Fed-

eration has passed conflicting resolutions or apparently has no policy. These facts have been drawn to the attention of Annual General Meetings. As a consequence, the committee has been directed to give further consideration to some of the areas where the policy is not clear.

### **Members:**

H. G. McAllister, Vancouver; L. J. Prior, Burnaby; B. G. Webber, Richmond; Mrs. L. Hanney, Burnaby (Chairman).

## **Professional Education and Induction of New Teachers Committee**

This committee was formed in 1953 and its objectives have been:

1. To provide some form of recognition to teachers who enter the profession and become members of the British Columbia Teachers' Federation. This phase of the work has been taken care of by the carrying out of the Induction Ceremony where new teachers are presented with a Membership Certificate.

2. To provide, as far as possible, some form of professional education for students in the Teacher Training institutions. This part of the work is being accomplished by a "B.C.T.F. Day" at the University of British Columbia and Victoria College. On this day a group of teachers and members of the office staff present material on the History and Organization of the Federa-

tion, Ethics, Services, and other topics relevant to the work of the B.C.T.F.

The members of this committee are as follows:

Miss J. Applegate, Victoria; D. Kerley, Sooke; L. J. Prior, Burnaby; D. Jones, Victoria; L. C. Curtis, Vancouver; D. A. Smith, Victoria (Chairman).

### **Committee on Professional Growth through In-Service Education**

The purposes of this committee are:

To stimulate an attitude in teachers which would lead them to do further work toward their professional development.

To meet recognized needs of individuals and groups through carefully organized activities and programs.

To assist local associations in the planning and operation of In-service Education projects.

Members:

Dr. E. N. Foord, Victoria (Victoria College); Miss M. E. Cottingham, Vancouver (College of Education); J. C. Morris, Pen-ticton; G. O. Thorne, Delta; A. L. Cartier, Langley; Mrs. H. Huckvale, Williams Lake; J. Dulmage, Sooke; A. E. Johnson, Trail (Chairman).

### **Property Management Committee**

This committee is responsible for the following:

1. Consideration of the purchase, sale or rental of property to accommodate the facilities of the B.C.T.F.

2. Repair, alteration, maintenance and operation of these properties.

The following are the properties owned by the Federation.

1815 West 7th Avenue, (land and building),

1837 West 7th Avenue, (land and building),

1601 West Broadway, (land)

The members of this committee consist of:

I. D. Boyd, Vancouver; N. H. Brown, Vancouver; D. F. Forman, New Westminster; C. F. Hillary, Vancouver (Chairman).

### **Provincial Specialist Publications Committee**

The committee has three purposes:

1. To survey the whole field of PSA publications and to make general policy recommendations concerning the circulation, number of issues, and content of newsletters and bulletins.

2. To make an emergency recommendation if deviation from current policy is requested.

3. If the occasion arises, to make suggestions or recommendations to the editors of PSA publications.



**Members:**

H. Barnes, Vancouver; D. Dashwood-Jones, West Vancouver; N. E. Nelson, Burnaby; G. Shepherd, Burnaby; Miss M. Crute, North Vancouver (Chairman).

**Public Relations Committee**

The purpose of the Public Relations program is to achieve a degree of public acceptance so that the Federation can work towards its objectives with a minimum of friction. The committee endeavors to be effective in both internal and external public relations. Internal public relations encompass all phases which produce better teacher-teacher relationships and which promote understanding and appreciation by the members of the work of the Federation. External public relations encompass all phases which promote the goodwill of the public.

**Members:**

H. W. Buckle, Kimberley; J. H. Connor, North Vancouver; W. E. Cross, Victoria; D. J. Dunnison, Surrey; R. Fitzpatrick, Kamloops; G. E. Halkett, Nanaimo; A. J. Hunter, Vancouver; V. McComber, Mission; W. H. McLachlan, Vancouver; C. R. Moss, Prince George; N. E. Nelson, Burnaby; R. S. Palmer, Campbell River; W. Schoen, Peace River South; W. E. Topping, Richmond; A. V. Weid, Vancouver; L. J. Wilkinson, Nelson; Mrs. R. K. Wilson, Vernon; K. Stainton, Burnaby (Chairman).

**Research Committee**

The Research Committee considers its work to have four main aspects. First, it is attempting to find out what research is being carried on in education in B.C. Secondly, it is attempting to facilitate communication among those in B.C. who are doing research work. Thirdly, it is attempting to inform the members of the B.C.T.F. about research, its methods and its results as done in B.C. and in other areas. Finally, it acts as liaison between the B.C.T.F. and the C.T.F. and the B.C. Education Research Council. In general its hope is to make teachers in B.C. more conscious of research and its findings.

**Members:**

T. J. Brighthouse, Salmon Arm; B. Lee,

Kelowna; J. Sheppey, Salmon Arm; D. Webster, Kelowna; L. B. Daniels, Kelowna (Chairman).

**Resolutions Committee**

The Resolutions Committee was struck a few years ago for the purpose of facilitating the preparation and handling of policy resolutions that various sponsoring groups submit for the Annual General Meeting. Resolutions that come into the Federation office sometimes need their meanings clarified, or it may be necessary to do some minor rewording to put them in the proper form. Any unusual or perhaps unintended implications in resolutions may be pointed out to the sponsors, and where applicable, existing Federation policy on matters dealt with is drawn to their attention. The committee goes over the resolutions and then communicates with the sponsoring group if it has any recommendations regarding corrections, amendments, or withdrawals that it feels would be desirable. The local groups, of course, have the right to put the resolutions forward as first submitted if they so wish. The committee makes changes only where such changes are approved. After this screening, the resolutions are classified and prepared for publication in the Resolutions Booklet which is sent out to local associations for their consideration about six weeks before the A.G.M. The Resolutions Committee, subject to the approval of the A.G.M., forms the core of Steering Committee for the A.G.M.

Present members of the committee are:

M. Midzain, Chilliwack; H. G. McAllister, Vancouver; H. Pride, Burnaby; M. Hamm, Chilliwack (Chairman).

**Scholarship Committee**

The functions of the committee may vary from year to year depending upon direction given to it by the A.G.M. In 1959-60 the committee, under the chairmanship of Mr. K. M. Aitchison, formulated and recommended to the 1960 A.G.M. our greatly expanded scholarship program. This program was approved by the teachers of British Columbia at that time. This year's committee has been instructed to recommend

names for the new scholarships. These recommendations will be submitted to the 1961 A.G.M.

The committee further has the task of selecting the winner of the Charlesworth Memorial Scholarship offered annually by the Federation to the son or daughter of any active, retired or deceased member of the B.C.T.F. to honor the late Mr. Harry Charlesworth, first General Secretary, B.C. T.F.

This committee, always chaired by the Second Vice-President of the B.C.T.F., differs from other committees in that it is composed of new personnel each year, depending on the location of the chairman. During the year 1960-61 members of the committee are:

D. McColl, Saanich; V. Dawson, Victoria; R. Lister, Victoria; H. M. Palsson, Sooke (Chairman).

#### **Sick Leave Committee**

This particular committee was activated following a 1960 A.G.M. resolution seeking revisions of the Public Schools Act on matters of sick leave. The committee made a study of sick leave in Canada and presented the results to the B.C.T.F. Executive in December, 1960. It is the hope of the Sick Leave Committee that its recommendations may bring about an improvement in the British Columbia sick leave picture.

The members of the Sick Leave Committee are all from School District No. 40, New Westminster, B.C. They are:

H. G. Wedge, E. M. Archibald, K. Swallow, A. Relkoff, E. D. MacLean (Chairman).

#### **Supervision Practices Committee**

The Supervision Practices Committee was established for the purpose of obtaining information regarding the interaction of all levels of supervisory personnel in B.C. School Districts, both among themselves and with classroom teachers. This has been done through questionnaires and by meetings with the representatives of the groups concerned. As a result of these studies recommendations and suggestions are made from time to time, either to the B.C.T.F. Executive or to the A.G.M.

Particularly when fairly wide-spread changes in the Rules and Regulations are contemplated, the committee makes recommendations prior to such changes and afterwards scrutinizes the results to see how they affect existing B.C.T.F. policy. Upon occasion the Executive refers pertinent questions to the committee for study and report. In general, the committee is the branch of the Federation which studies and reports on all phases of supervision in B.C. education.

The present members of the committee chosen to represent most types of teaching personnel are:

Miss J. Bailey, Burnaby; Mrs. L. Hill, Burnaby; Miss J. Work, New Westminster; Wm. Baldry, Campbell River; R. Mackenzie, West Vancouver; R. Sample, Mission; B. G. Webber, Richmond; R. E. G. Langton, Maple Ridge (Chairman).

#### **Teacher Education and Certification Committee**

This committee has as its purpose the study of relationships between the teacher education program and the standards of the teaching profession and the making of recommendations to the Executive Committee and the Annual General Meeting as to how the Federation may influence the policy of the Government and of the University so as to promote satisfactory standards of preparation and selection of teachers.

Members:

F. J. Cairnie, Victoria; Miss M. E. Cottingham, College of Education; J. Killeen, Vancouver; W. H. MacKenzie, Vancouver; L. D. McKenzie, Vancouver; Miss H. A. Silversides, Vancouver; J. N. Sutherland, College of Education; Miss B. C. Tilson, Vancouver; B. C. Gillie, Victoria; H. N. Parrott, Sooke (Chairman).

#### **Television Advisory Committee**

This is a joint Department of Education-B.C.T.F. committee. Its terms of reference are:

1. To develop an awareness of what is happening in school Educational T.V. here and elsewhere.
2. To make others aware of what is being done in school E.T.V. (teachers,



Department of Education, general public, as required).

3. To discuss problems within the field of school E.T.V. and to make reports of findings to the proper authorities.

4. To serve as an advisory committee on production, but not to be a production committee.

In general it may be said that the prime purpose of this committee is to study the various aspects of Educational Television and, in due course, to make recommendations based upon research completed by its members.

Members:

N. Henderson, Division of Visual Education, Department of Education.  
P. J. Kitley, Department of Education.  
E. Hay, School Broadcasts Division, Department of Education.  
Miss M. Musselman, School Broadcasts Division, Department of Education.  
B. R. Whiting, College of Education.  
F. Laight, Canadian Broadcasting Corporation.

J. S. Young, B. C. Gillie, W. Janzen, A. Gunn, A. Creelman, G. D. Kilpatrick, W. V. Allester, D. W. Brown (Chairman), all of the B.C.T.F.

#### Workload Committee

The purpose of the Workload Committee is as follows:

1. To study the problem of Workload as it exists in the schools of the province, and
2. To recommend to the Federation action that may alleviate the growing problem of Workload.

The committee is at present planning the processing of returns just received from 1300 elementary teachers concerning Workload. This processing will be done on cards by I.B.M., and thus make further tabulating and analyzing much quicker. The whole project has been checked by Dr. Floyd Robinson of C.T.F. Research Office. Many helpful suggestions and the statistical projections came from him.

Members of the committee:

Miss J. Chamberlin, Saanich; H. M. Pals-son, Sooke; J. Chow, Saanich; R. L. Pauwels, Sooke; G. Brown, Sooke; A. I. Isaac-

son, Victoria; W. I. Mouat, Sooke (Chairman).

#### Workshop Committee

This committee has as its purpose the planning and arranging for the B.C.T.F. Summer Workshop. In carrying out this work, it evaluates the Workshop of the previous year by analyzing the Post-meeting Reaction slips, considers the recommendations of the out-going committee, and considers the cost to the Federation. The committee selects the topics for discussion, the site, the special speakers and the consultants. Committee members also assist at the Workshop if they are able to attend.

Members:

Miss M. MacDonald, North Vancouver;  
W. J. McConnell, Burnaby; B. Fulton, Vancouver; N. E. Nelson, Burnaby (Chairman).

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THE B.C. TEACHER



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WHEN A LIBRARIAN complains that students cut pictures out of library books to use in school "reports" we have one of the evils of this type of assignment clearly shown up.

The teacher, of course, thinks he is giving a good assignment: "Do some 'research' at home into this or that. Make a nicely illustrated 'booklet' of what you learn, and bring it to class a month from today."

["That ought to do a lot of good," says the teacher. "They'll learn to choose their own materials for study. They'll have to understand what they read and select the facts worth remembering. And they'll get practice in expressing what they've learned in their own words. Besides, the parents will be impressed."]

Parents are impressed all right. They are impressed by the vagueness of the directions. They are impressed by the routing out and cutting apart of their magazines. They are impressed by their offsprings' unabashed copying. They are impressed by the worry their youngsters experience. They wonder what it is supposed to accomplish, and they wonder how the teacher will ever mark such a mass of material.

Of course he doesn't. At least I didn't. Not really, that is. Even the conscientious teacher can seldom make more than a general appraisal. And the student soon learns this. He learns that it really doesn't matter what you put in as long as you put plenty, that the cover is just as important as the contents, that pictures and arrangement usually count more than accuracy, and that

understanding and remembering apparently don't matter at all. In short, he learns that it pays better to put up a bluff with superficialities than to spend time trying to master the material and write out what he has learned in his own words.

The remedy lies in changing the assignment. Tell the student to study something on his own as before, but make it worthwhile and give him some guidance on material that might be available to him. Tell him also that on such and such a day he will have to write in class, without notes, what he has got into his head. Then the student has to try to understand the materials he reads. He has to try to sort out the significant facts and arrange them in a pattern that he can memorize. And he has to express himself in his own words. The teacher, moreover, faced with less bulk, can mark thoroughly enough to reinforce attention to these values.

Thus the booklet or report, changed to a class essay on a topic assigned for preparation beforehand, sheds the characteristics that earn it criticism, and emerges as an exercise in the most basic skills of learning: the ability to gather significant information, understand it, memorize the essential parts, and report in simple but clear words of one's own what one has learned.★

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Mr. Prevost is Secondary Consultant in the West Vancouver School District.

# Swamp Lanterns—

## Our Cover Picture

**A**LISTAIR F. ROSS was born in Burnaby and attended elementary and high school there. He graduated from Vancouver Normal School in 1950, after which he taught intermediate grades at Fanny Bay for one year. Then he spent three years at Comox Elementary School, where he took over most of the art. From 1954 to 1958 he attended Vancouver School of Art, from which he graduated with honors. In August of that year he went to Europe where he travelled and studied for eleven months. His journeys took him to Scotland, England, France, Italy, Austria, Germany and Switzerland, and included a two-month period of intensive painting and sketching in the south of France at Arles and Collioure.

Mr. Ross joined the staff of Vancouver schools in September, 1959, and teaches Art 7, 8, 21 (Ceramics), and 31 (Stagecraft and architecture) at Gladstone Junior High School. He has also taught night classes at the Vancouver School of Art as well as outdoor sketching classes for adults and children at Comox and Courtenay.

Works by Mr. Ross have been exhibited at the Vancouver and Victoria Art Galleries, at local Island exhibits and at the first Upper Island Jury Show in the fall of 1960. He works in many and varied media, but feels most at home with those which require a fresh and spontaneous handling. *Swamp Lanterns* is an oil sketch of a swampy pool adjoining Beaver Lake in Stanley Park.

Of his work in general, Mr. Ross says:

"Water has always had a fascination for

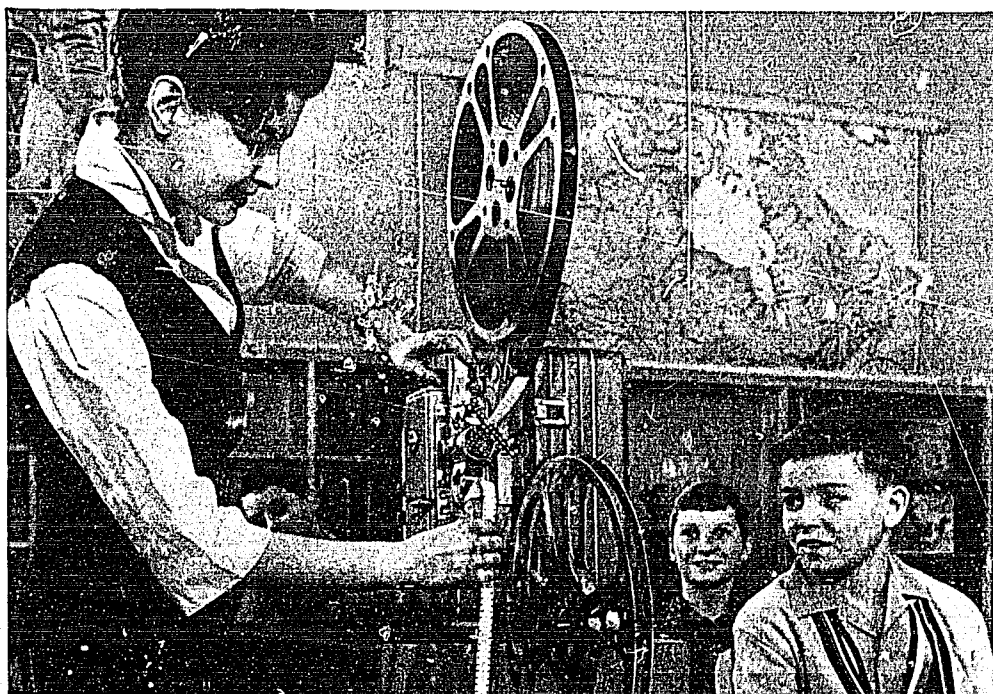
me. Its moods, so subject to change, effectively mirror the spirit of the moment. Here it reflects the beauty and simplicity of the common skunk cabbage. At other times and in other places, it displays other images, other feelings. It splashes gaily from a splendid fountain in a Roman plaza, it foams and froths against the sea wall and breakwaters at Collioure on France's Cote Vermeille; it reflects the February sunshine in a quiet irrigation canal at Arles; it spills clear and cold from a fountain spout in Bern; it passes slowly in a weedy stream at Chartres; it seeps cold and pure through the rocks and heather on the Isle of Arran, or trails out behind the westbound ocean liner in the Firth of Clyde as gulls scurry back and forth in the summer sunlight.

"Again we see it swirling swift and silt-laden through the Fraser Canyon; lying clear and blue in an interior lake; or, silver-grey, roaring perpetually over the sands at Long Beach. It reflects the ever-changing atmosphere — the greys and mauves of dawn, the brilliance of a clear blue summer sky, the reds and golds of a sunset in June, or on less happy days, the greys, purples, browns and yellows of an atmosphere filled with the hated smoke and haze of an August forest fire.

"Organization and statement of the theme are inspirational rather than conscious features of my best drawings and paintings. Color, form, line, tone and texture are outgrowths of the subject at hand and always inseparable from it."★

THE B.C. TEACHER

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## B.C.T.F. Geographical Representatives

|                                 |  |
|---------------------------------|--|
| Burnaby                         | Miss Marie E. Pedley, 2430 Sperling Avenue, Burnaby 2, B.C.  |
| Central Mainland                | G. Cook, Box 130, Barriere, B.C.                             |
| Western Fraser Valley           | J. R. Barry, 13012-56th Avenue, R. R. #1, Cloverdale, B.C.   |
|                                 | G. J. Greenaway, 2510 Fulton Street, Burnaby 1, B.C.         |
| Fraser Valley East              | M. Hamm, 521 Barber Drive, Chilliwack, B.C.                  |
| Kootenay East                   | B. C. Wiltse, Box 125, Chapman Camp, B.C.                    |
| Kootenay West                   | E. J. Nash, Box 217, Nakusp, B.C.                            |
| Central Lower Mainland          | A. H. Gooding, 1091 West 51st Avenue, Vancouver 16, B.C.     |
| North Central                   | D. N. Weicker, 2780-2nd Avenue, Prince George, B.C.          |
| Northern B.C.                   | R. W. Berry, Box 825, Nechako P.O., Kitimat, B.C.            |
| North Shore                     | J. W. Bourdon, 435 West 26th Street, North Vancouver, B.C.   |
|                                 | G. Cooper, R.R. #1, Gower Point Road, Gibsons, B.C.          |
| Okanagan Valley                 | R. J. Wunderlich, 818 DeHart Avenue, Kelowna, B.C.           |
|                                 | G. A. Graham, R. R. #3, Salmon Arm, B.C.                     |
| Peace River                     | F. M. Davies, Box 640, Fort St. John, B.C.                   |
| Greater Victoria                | F. J. Cairnie, 1844 Gonzales Avenue, Victoria, B.C.          |
|                                 | D. A. Smith, 1315 Carnsew Street, Victoria, B.C.             |
| Vancouver Island, Southern      | J. S. Clark, 618 Lands End Road, R. R. #1, Sooke, B.C.       |
| Vancouver Island, Northern      | D. J. S. Smith, 505-12th Avenue S., Port Alberni, B.C.       |
| Vancouver School Administrators | M. S. Wark, 4521 Victory Street, Burnaby 1, B.C.             |
| Vancouver Secondary             | A. M. Rempel, 1145 West 49th Avenue, Vancouver 13, B.C.      |
|                                 | A. Suttie, 7442 Maple Street, Vancouver 14, B.C.             |
| Vancouver Elementary            | N. L. Ornes, 238 West 44th Avenue, Vancouver 15, B.C.        |
|                                 | Mrs. Isobel I. Cull, 4326 West 8th Avenue, Vancouver 8, B.C. |

## Do You Want a Handbook Next Year?

This is the seventh year in which the B.C.T.F. Handbook has been distributed to B.C.T.F. members. The 1961-62 edition will again be distributed free of charge but only to those members who specifically request a copy.

If you want a copy of the Handbook next year, complete the coupon and mail it to the British Columbia Teachers' Federation office by June 1, 1961.

Requests received by June 1, 1961, will determine the number of copies to be printed. Only those requests received by that date will be honored.

Staff Representatives may order for all members of a staff by sending in a list of names and summer addresses.

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## on Your behalf

**W**HILE COMMITTEES are still busy, the most active one at the present time is the committee to assess the Chant Report. This committee has been meeting once a week to study the recommendations of the Commission. Other committees which met during the past month include the following: Consultative, Curriculum, In-service Education, Public Relations and Supervision Practices.

### February 16, 17, 18, and 21

The president, W. H. Janzen, continued his series of visits in the north central part of the province. He attended meetings of the Teachers' Associations in Prince George, Vanderhoof, Burns Lake and McBride on these dates.

### February 22

Mr. Janzen was in Victoria to attend sessions of the Legislature. C. D. Ovans, General Secretary, was in Victoria for discussions with the teachers there.

### February 23

Mr. Janzen, Mr. Ovans and Vice-Presidents K. M. Aitchison and H. M. Palsson attended the sessions of the Legislature. Assistant General Secretary Stan Evans addressed a joint meeting of the Victoria and Vancouver Rotary Clubs in Victoria. Executive Assistant W. V. Allester, J. S. Young, chairman of the Curriculum Committee, and members of the B.C. Shop Teachers' Association met with officials of the Department of Education to present curriculum resolutions from the Shop Teachers' Association.

### February 24

Mr. Janzen represented the Federation at the High School Conference held at the University of B. C. Mr. Ovans was guest speaker at the Careers Day held at Royal Oak High School. Executive

Assistant J. A. Spragge conferred with the Commissioner of Teachers' Pensions in Victoria on behalf of the Federation. Mr. Allester attended a general meeting of the B.C. Special Class Association to discuss publications.

### February 27

Mr. Janzen and Mr. Evans attended a meeting of the B.C. Council on Education. Mr. Spragge spoke on professionalism in education to the Chilliwack Council of Women.

### February 28

Mr. Janzen was in Powell River to attend a meeting of the Teachers' Association there.

### March 1

Mr. Janzen and Mr. Ovans attended a meeting of College of Education-B.C.T.F. Liaison Committee. The other Federation representatives on this committee are Mr. H. N. Parrott, chairman of the Teacher Education Committee, and Misses Hilary Silversides and Cynthia Tilson, of the Teacher Education Committee. Mr. Allester attended a meeting of the committee planning for the Adult Education Conference (April 3 and 4).

### March 3

The Provincial Curriculum Advisory Board met in Victoria. Mr. Janzen attended this meeting as the Federation's representative on the committee.

### March 4

Mr. Janzen represented the Federation at the U.B.C. Open House luncheon.

### March 6

The president attended a meeting of the Coquitlam Teachers' Association. Mr. Spragge spoke to a combined meeting of Burnaby Teachers' Association and Burnaby School Administrators' Association on pensions.





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**March 7**

Mr. Spragge was in Victoria where he interviewed members of the Legislature concerning the new pensions Bill. Mr. Evans, Mr. Allester and Mrs. Bekius, Office Supervisor, attended a joint meeting of P.S.A. presidents and editors and the Committee on P.S.A. Publications.

**March 8**

Mr. Janzen and Mr. Palsson attended a meeting of the Ladysmith Teachers' Association. On this day also the Student Teacher Workshop organized under the auspices of the Professional Education Committee was held at the College of Education. Acting as discussion leaders were the following: K. M. Aitchison, J. W. Stewart (Secretary-Treasurer), C. D. Ovens, J. A. Spragge, W. V. Allester, Miss A. B. Macfarlane (Office Assistant), Mrs. Isobel Cull, T. M. Chalmers, L. C. Curtis, N. L. Ornes, A. J. Hunter, J. H. Sutherland, J. E. Clague, Miss M. MacDonald, W. McConnell, B. G. Webber, M. S. Wark, W. E. Topping, A. V. Wied, N. E. Nelson, Miss J. I. Fraser, I. D. Boyd, A. M. Rempel, Mrs. L. Hill, K. Stainton, Mrs. L. Hanney, H. G. McAllister, W. H. McLachlan, B. Fulton, R. Brown, A. Suttie and Miss B. C. Tilson. Mr. Evans, working with a committee from the Faculty and the Education Undergraduate Society, made the necessary arrangements and acted as chairman.

In the evening, Mr. Spragge took part in a Career Day at Delbrook High School, North Vancouver, while Mr. Allester was a member of a panel on the Chant Report at an Education Week function organized by Surrey Teachers' Association.

**March 9**

Still in Victoria, Mr. Janzen met with the C.C.F. Caucus. Mr. Spragge was also in Victoria to speak to members of the Legislature about pensions and other matters. Mr. Allester met with Dean Andrew, Mr. A. H. Sager, of the Alumni Association, and representatives of some school districts in the Vancouver area to discuss the Alumni Association's proposal that a series of lectures be given for gifted children in Grade XII. This is to be arranged for the fall of 1961. In the evening, Mr.



Allester took part in an Education Week panel in Richmond.

**March 10**

Mr. Janzen and Mr. Allester, with N. L. Ornes, representing elementary school teachers, A. Suttie, chairman of the International Affairs Committee, J. S. Church, representing the Curriculum Committee, and Peter Andres, president of the B.C. Social Studies Association, and also representatives of other interested bodies, met with Mr. Henry Janzen, Director of Curriculum for Saskatchewan, on the East-West Project of Unesco. Mr. Allester also attended a dinner meeting of the Curriculum Directors, Mr. Henry Janzen, and Mr. J. R. Meredith, at which Saskatchewan's procedures in curriculum were discussed.

**March 11**

Mr. Allester attended a meeting of the committee planning the Principals' Summer Course.

**March 12, 13**

Messrs. Janzen, Aitchison, Palsson, Ovans, Evans, Spragge, Allester and D. H. Forrest, Western Fraser Valley Agreements Coordinator, attended a meeting of representatives of the four western provinces to discuss common problems of salary negotiation and related legislation.

On the morning of March 13, Messrs. Janzen, Aitchison, Palsson, Evans and Young were a delegation to meet the Minister of Education and the Deputy Minister on amendments to the Public Schools Act. In the evening Mr. Evans attended a meeting of the directors of the B.C. Council on Education.

**March 14**

Mr. Janzen was in Revelstoke to attend a meeting of the Teachers' Association. Mr. Aitchison represented the Federation at a luncheon for the trustees on Trustees' Day at the College of Education.

**March 15**

Mr. Janzen attended a meeting of the Teachers' Association in Armstrong. Mr. Ovans and Mr. Parrott attended a meeting of the Joint Board of the College of Education. Mr. Spragge was in Victoria to discuss education finance and teachers' salary negotiation procedures with members of the Legislature.

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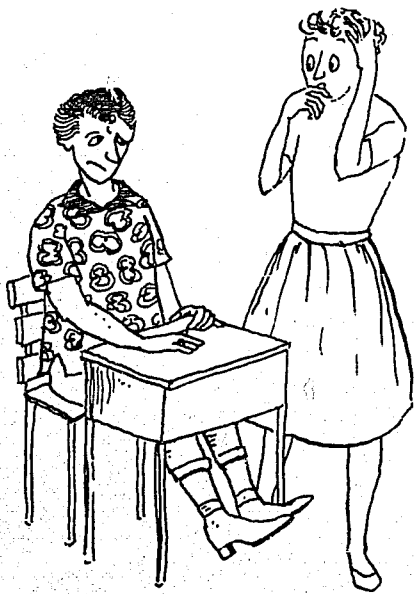
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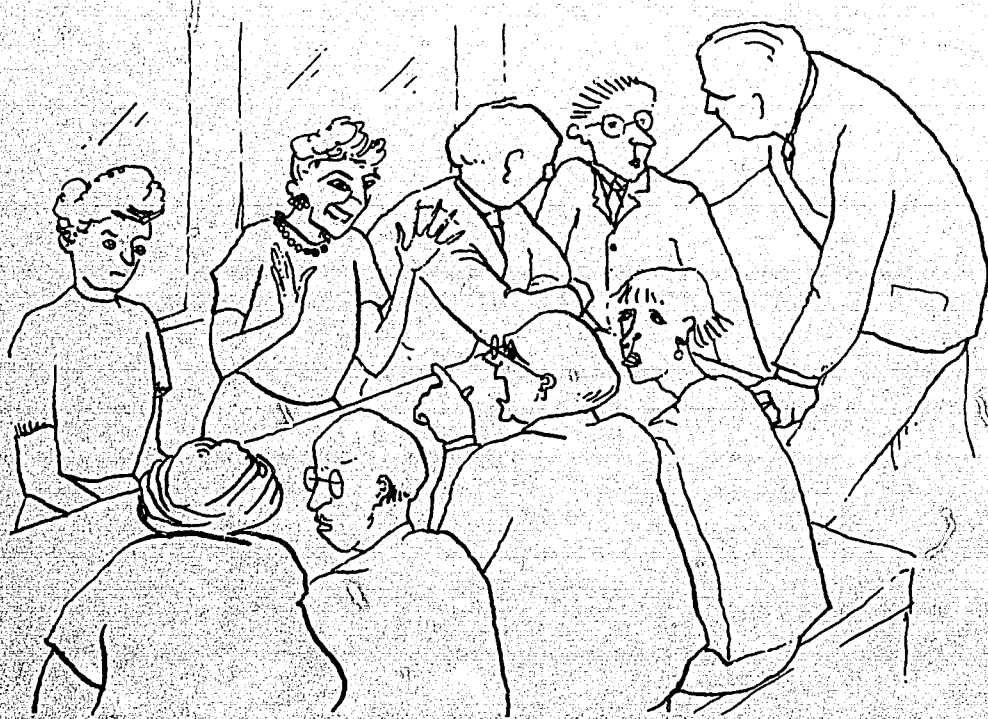
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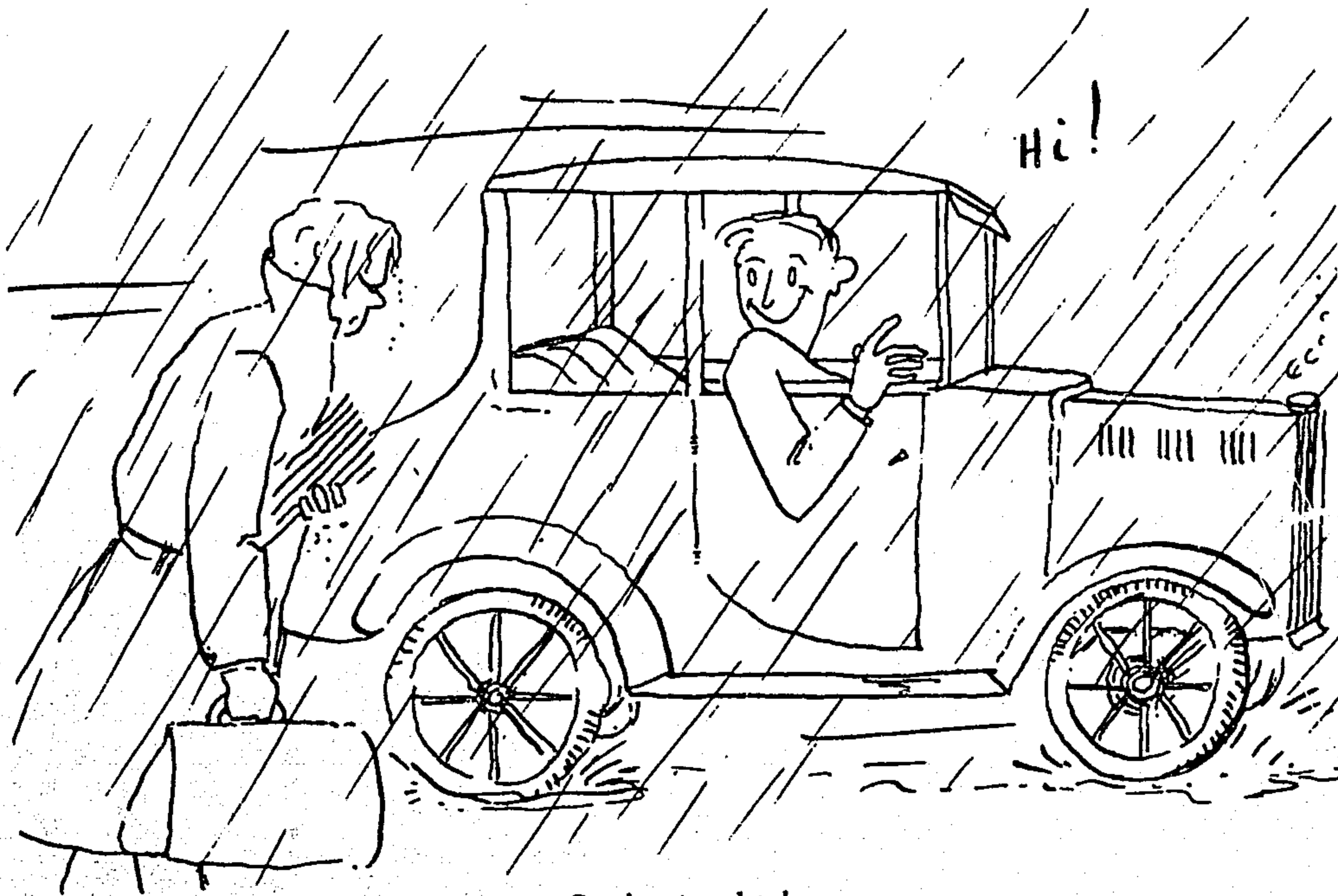
## A Reply to Prim

*As an English teacher  
sees British Columbia*

Yeah? I ain't Jeannie, I'm Ron.



Fitting in with the staff.



Coming to school.

## Is This You?

Do you choose reading matter for younger students without any clear knowledge of the minimum size of print for the age group?

In *A Psychological Study of Typography* Sir Cyril Burt maintains that in his opinion based on experiments, 12-point type should not be used at all until children have reached ten to twelve years of age. He considers 16 to 24-point type to be more appropriate for the earlier grades.

This line is 12 point type.

This line is 18 point type.

This is 24 point type.

Source from B.C.T.F.  
Research Committee.

Do you use maps when teaching below Grade VI level? If so, do you find that children can visualize large areas of the world from maps?

The meagre research that has been done so far tends to show that students cannot easily, below the age of eleven, comprehend map symbolism. Particular difficulty has been experienced in the use of small scale maps. In one study there was no evidence that the maps were any aid to visualizing the countries depicted. From the research done it would seem sensible to postpone map work till after the age of eleven and then to introduce it by making large scale maps.

If you do not agree, why not experiment for yourself and let us know your findings?

Details of source from B.C.T.F.  
Research Committee.



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July 3 - July 14
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July 10 - July 21
4. Workshop on Techniques in Teaching English to Gifted Children in the Secondary School.  
July 10 - July 21
5. Workshop on Problems of the Beginning Principal.  
July 24 - August 4.

These will be non-credit courses that will stress practical ideas and new materials. Lectures and group discussions will be used. Registration in the workshops will be limited. The fee for each will be \$25.00. Each workshop will be held on Campus, Monday to Friday, four or five hours each day. (The two Gifted Children courses will begin at 10:30 a.m. in order that participants may take Education 408—Teaching the Mentally Superior—for credit if they wish. The other courses will begin at 9:00 a.m.). Register with the B.C. Teachers' Federation, 1815 West 7th Avenue, Vancouver 9, B.C.

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# Across the desk

## Our Mathematics Issue

We appreciated the many favorable comments on the special Mathematics issue. Here are a few representative remarks:

The staff of the Summerland Junior-Senior High School would like to congratulate you and your editorial board on the February publication of *The B.C. Teacher*. We all agree this is one of the best editions.

A. J. LONGMORE,  
Principal.

Just had time to go through your February issue. Please accept congratulations on an excellent end product.

S. S. SAURO,  
Business Manager,  
*The Educational Courier*.

Just a line to say that I think your February issue of *The B.C. Teacher* is a dilly. As an old math teacher myself, I read every article with interest and profit.

NELSON A. ALLEN,  
District Superintendent of Schools.

The mathematics edition of *The B.C. Teacher* is an exceptionally good effort:

broad and intelligent. Those of you responsible for having the idea and making the idea a reality are to be congratulated. Naturally, I think the special issue should become a yearly feature, and that English should be among the first.

ALAN DAWE.

A fine effort indeed! Let us have more of these.

D.S.T.

Congratulations on your February "Mathematics" issue of *The B.C. Teacher*. I think the suggestion that an issue a year be devoted to a major field is a good one.

HUGH MATHESON.

**A Query**  
The Editor,  
Dear Sir:

Your February magazine was an issue devoted almost entirely to mathematics.

I note the cover of the following month's magazine, which is entitled *Aftermath*.

Is there any significance to this?

Yours truly,  
A<sup>2</sup>

*Editor's note: No, but thanks for drawing our attention to the corollary.*

## Workshop on Modern Methods in Primary Arithmetic

The Federation will co-operate with the College of Education and Extension Department of the University of B.C. in sponsoring a one-week non-credit workshop on modern methods in Primary Arithmetic. Mrs. L. H. McLennan, Modern Arithmetic Consultant for Vancouver schools, will be in charge.

The workshop will be held on campus, five hours each day from July 3 to 7, 1961,

inclusive. The course will be limited to thirty teachers in order that all will have ample opportunity to use the concrete manipulative materials. There will be lectures and group discussions regarding teaching procedures with arithmetic rods in the primary grades.

Teachers interested can register through the Federation office. There will be a fee of fifteen dollars (\$15).





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# new Books

ESTHER G. HARROP, Book Review Editor

## ART

*The Wonderful World of Dance*, by Arnold Haskell. Doubleday, Toronto, 1960. Illus. \$3.49

Here is a tracing of the history of Dance from the time of the Stone Age to its present day development into modern ballet and social dancing. It shows how dancing arose out of the natural rhythm of life and growth.

With the aid of excellent illustrations and photographs, the author explains how climate and topography affect the style of dancing in different parts of the world. He also stresses the sad fact that dancing, once the chief form of entertainment of the masses is becoming more and more of a spectator sport.

This book, as well as being a useful and attractive addition to any library, could be used as a supplementary reader to the Grade VII Social Studies course.—S.L.

## FRENCH

*Encore un Peu de Français*, by Florence E. Bradford. Longmans, Green, Toronto. \$3.00

Designed as a sequel to *Un Peu de Français*, this text presumes an oral mastery of the material contained therein. No written work is expected and no formal grammar is included. Each topic is followed by a group of exercises to be done orally. Interesting and colorful illustrations help to identify objects, thus eliminating the need for English translation. This book should serve as an excellent second reader for those beginning oral French in the elementary school.—J.M.M.

## HEALTH AND PERSONAL DEVELOPMENT

*Canadian Occupations Monographs*. 32 Booklets published by the Queen's Printer, Ottawa, written by persons well-

acquainted with this material. The prices range from 10 to 20 cents a copy. The Economics and Research Branch of the Department of Labour has prepared the material, which is thoroughly up-to-date. Counsellors will be well-advised to add the full set to their Guidance libraries.—E.G.H.

## MATHEMATICS

*Modern Trigonometry*, by Dick Wick Hall and Louis O. Kattsoff. John Wiley, New York, 1960. 236pp. \$4.95

This book covers much more than the conventional trigonometry text. In addition to the traditional trigonometry material, the authors have included some analytical geometry as well as logarithms and complex numbers. These topics have been included in order to provide practical applications of the trigonometric functions through the use of polar co-ordinates, De Moivre's Theorem, complex roots of equations and graphic representation of complex numbers. Problems concerning the solution of triangles are kept to a minimum. The text assumes little or no previous knowledge of any of these topics and hence much of the material is at a very elementary level. The book is "traditional" rather than "modern" in content and there are too few exercises—R.E.W.

## READING AND LITERATURE

*Sounds, Letters & Words, A; More Letters and Words, B*; by Wingo-Hletko (Teachers' Edition) 1960. \$1.20 each  
*Skills with Sounds and Words, C* by Wingo-Hletko. (Pupils' Edition). 1960. \$1.00  
Workbooks above published by Longmans, Green, Toronto.

New workbooks to accompany *Reading with Phonics* by Hay-Wingo. The Teachers' Editions contain instructions for reading directly to the pupils; the Pupils' Edition

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contains important instructions for writing in a clear concise way. Teachers using *Reading with Phonics* will find these workbooks helpful in Grades I, II and III or in remedial reading classes.—M.B.M.

*Sequential Development of Reading Abilities*, by Helen G. Robinson, Editor. Supplementary Educational Monographs. University of Chicago Press, Chicago, 1960. (Can. Agt. University of Toronto Press, Toronto), Diagrams. \$3.50

The 23rd Annual Reading Conference considers and develops plans for reading abilities from kindergarten to the end of junior college days (in Canada to the end of senior high school). Our columns in the February 1960 issue carried a review of the 22nd Annual Reading Conference in which the Editor used the same plan of topic development, i.e., subject discussion followed by working plans through the school grades. The present report contains some practical pointers for teachers interested in remedial reading. Chapters X and XI, dealing with reading the content areas—Literature, Social Studies, Mathematics and Science, are especially useful. Teachers interested in the teaching of reading would be advised to purchase these monographs for their personal libraries.—E.G.H.

*Hurry Up, Slowpoke!* and *Mr. Pine's Mixed-Up Signs*. Published by Daniel J. Edelman Associates, Inc., 40 East 34th St., New York 16, 1960. Illus. 59c ea.

Both these books fulfill the purpose for which they are meant, namely, "to help the young reader discover what a delightful experience reading can be."

The controlled vocabulary, suitable for Grades I and II, does not prevent the stories from being interesting and amusing. The format is surprisingly sturdy and there is a great deal of reading (64 pages). Both are attractively illustrated.—D.S.L.

### SCIENCE

*Treasure in the Rock*, by Helen Bush. Longmans, Green, Toronto, 1960. Illus. \$4.50

This is actually four books in one—The Story of the Rocks, The Story of Minerals, The Story of Fossils, The Story of North America. They may be purchased with

paper covers for \$1.00 each, or as a one-volume set in an attractive hard cover at \$4.50

The text material, prepared at the request of the Division of Education of the Royal Ontario Museum, was checked for accuracy by the curators of the Museum. Well designed, with a nice balance of subject matter, the book will appeal to both the casual reader and the interested young science student.

Teachers of junior high school General Science will find much background material here to improve both their understanding and their teaching of geology.—V.L.C.

#### RECOMMENDED BOOKS

*Quest in the Cariboo*, by John F. Hayes.

Copp, Clark, Toronto, 1960. Illus. \$3.50

An exciting, factual story about gold-mining in the early days of the Cariboo District. Towns, rivers, locations, means of transportation and people are all well-known in B.C. history; incidents are familiar. This book should have a place in all school libraries.—E.G.H.

*The Puddle Jumper*, by Tom E. Clarke.

Lothrop, Lee & Shepherd, New York, 1960. \$3.00

A good air story with an Alaskan locale. Grade VIII or IX reading level.—E.G.H.

*Big Horse, Little Horse*, by Martha Goldberg. Macmillan, New York, 1960. Illus. \$2.75

Kindergarten or Grade I story about Mexico.—E.G.H.

*Blanket Bay*, by Tom Cowan. Purchase from Mr. Cowan, Random Acres, Saturna, B.C. 75c

A collection of charming poems for small children. Material for choral speech and blackboard work.—D.N.

*The Mysterious Buckskin*, by Virginia Clark. Brett-Macmillan, Galt, 1960. \$2.75

Moderately interesting tale of pack-train camping trip. Emphasis is on horses.—E.G.H.

*Romeo and Juliet*, by William Shakespeare. Clarke, Irwin, Toronto, 1956. 95c

The third in the series of Shakespearean plays edited by Frank A. Ferguson. Excellent for study and teaching of drama.—E.G.H.

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- ★ Something New at the Zoo
- ★ Just Follow Me
- ★ Beginning to Read Picture Dictionary
- ★ The Curious Cow
- ★★ Mabel the Whale
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### C. G. Brown Memorial Fund

Friends of the late C. G. Brown, former District Superintendent of Schools for Burnaby, have incorporated the C. G. Brown Memorial Society to raise funds and to distribute them as scholarships as a memorial to Mr. Brown.

Graduating from the University of Toronto in 1913, Mr. Brown began teaching the next year in Clayburn. He moved to Burnaby as principal of Kingsway West School in 1917. He became principal of the municipality's first high school, Burnaby South, in 1922 and in 1936 was appointed Inspector of Schools for Burnaby. In 1932-33 he was president of the B.C.T.F. He earned his M.A. in 1935.

Mr. Brown retired in 1954, and became a member of the Federal Commission on Indian Education. He served as a municipal councillor from 1956 until his death in 1960, at which time he was also a member of the Federal Commission on Education in Yukon. He had devoted 44 years to education.

Many teachers, especially former Burnaby people, will want to participate in the memorial fund. Donations may be sent to A. C. Durkin, Treasurer, C. G. Brown Memorial Society, 5325 Kincaid Street, Burnaby 2.

### School for Librarians

The first students in a graduate school for the training of professional librarians will be enrolled at the University of B.C. in September, 1961. Dr. Samuel Rothstein, associate librarian, is to be director of the School of Librarianship, which will be part of the faculty of Arts and Science.

The school will offer a one-year post-graduate program leading to the degree of Bachelor of Library Science (B.L.S.). In the future a Master's degree will be offered.

Enquiries regarding admission should be made to Dr. Rothstein, at the University of B.C., Vancouver 8, B.C.

### Special Reduced Fares

The railway companies, which are members of the Canadian Passenger Association, are putting into effect again this year arrangements for travel between stations in Canada under which special round-trip fares will be available to students of universities, colleges and other educational institutions, as well as to professors and teachers at such institutions, in connection with the commencement of courses next fall and their termination the following spring.

Teachers who will have to travel by train to reach their schools or who will be attending universities during the next school year may get full information on these reductions from ticket agents or travel agents.

### TO ALL P.T.M.S. MEMBERS

Please notify the P.T.M.S. office if you:

1. Change your address.
2. Transfer from one School District to another.
3. Change your marital status.
4. Increase or decrease the number of your dependents.

When you transfer from one School District to another, you do not automatically continue P.T.M.S. membership. You must advise your School Board Secretary to make deductions for your fees, and also notify this office.



# Charlesworth Memorial Scholarship

---

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

## Conditions of the Scholarship Are:

1. The award is an annual scholarship of \$200.
2. The scholarship is open to the son or daughter of any present, retired, or deceased member of the British Columbia Teachers' Federation.
3. The award is made upon the basis of demonstrated ability and with some consideration of need.
4. The scholarship is available to students proceeding to the College of Education, to any other faculty of the University, or to any other institution of higher education.
5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1815 West 7th Avenue, Vancouver 9, B. C., on or before August 15, 1961.
6. Application forms are available from the Federation Office.



The pupils in this group assisted Mr. Moss in the demonstration of their homemade science apparatus.



## Hidden Talents Revealed

*Prince George experience indicates effective in-service education programs can be built around the resources of local teachers.*

D. E. A. ELDRED

**I**N-SERVICE TRAINING can be valuable and inexpensive to the teachers of any school district. These two assumptions have led the members of the Prince George and District Teachers' Association to organize and execute an interesting and successful in-service training program during the 1960-61 school term. Since our association members cannot call upon the resources of a large metropolitan city for ideas and guidance, we arranged the in-service training sessions to acquaint members with new ideas in the teaching of arithmetic (Cuisenaire system), reading (use of the controlled reader) and science (experiments).

A careful study of local teachers' capabilities revealed many hidden talents. In Prince George we found Miss Claire (Kelly) LaVoie and Mrs. M. Clarke, both Primary Consultants, to give a Saturday morning session on primary grade science experi-

ments. Mr. Robert Moss, principal of South Fort George Elementary School, gave another Saturday morning demonstration and lecture on intermediate grade science experiments. The last two morning sessions, an intermediate grade science demonstration lesson and a practical lecture on homemade science apparatus were given by Mr. Darcy Reddyhoff of the Prince George Senior High School. At the conclusion of the primary and intermediate sessions on science experiments, the teachers were given a duplicated booklet containing detailed information about the apparatus required and method used in the experiments they had observed.

The final success of any in-service training program is largely dependent upon careful organization and communication of plans to the membership of the association. In Prince George, the credit must go to Mr. Thomas Wheeler and his committee. We are confident that our future workshops on the Cuisenaire system of teaching arithmetic and use of the Controlled Reader will be equally successful.★

The author of this report is the president of the Prince George and District Teachers' Association.

THE B.C. TEACHER

# You Should Have a Will

NORMAN McKEE

**M**AKING A WILL does not bring death a day nearer, but the fact that a carefully prepared will has been executed affords peace of mind at all times and especially in the event of sickness and accident.

If you own property of any kind it is important that you make a will, to establish what disposal is to be made of your estate at your death and who is to be responsible for seeing that your wishes are carried out.

If you die without a will, your estate will be divided according to rigid rules laid down by law, with no allowance for special circumstances or special needs of individual beneficiaries.

Many people assume that if no will exists a surviving wife or husband automatically becomes entitled to the deceased's entire estate. This is not correct as, if the deceased also left surviving children, they, under the law, are also entitled to share with the surviving wife or husband.

Even if you are satisfied to allow your estate to be distributed according to the rules laid down by law, there will still remain the question as to who is to attend to the administration. It is important to make a will, if only for the purpose of appointing an executor and granting to this executor sufficient power to carry out the duties of executorship.

Where minor beneficiaries are involved, failure to appoint an executor can cause the administration of the estate to be unnecessarily cumbersome and expensive.

Where there is no will, estates cannot be distributed until one year after date of death, except by Court Order. If you die

without a will, nothing can be done about your estate until the Court appoints someone as administrator, hence occurs delay at a vital time. Moreover, the administrator, if an individual, would have to obtain and file a surety bond, probably for twice the value of the estate. The cost of such a bond would be payable by the estate.

Shares of children under 21 years of age are, by law, withheld until they become of age. If capital monies are needed, they could only be made available by special application to the Court.

## Who Inherits If You Have No Will?

If you are domiciled in British Columbia and you leave:

A wife (or husband) and no children, your estate passes to your wife (or husband);

A wife (or husband) and one child, your wife (or husband) would receive the first \$5,000 and one-half of the remainder. The other half of the remainder would go to the child;

A wife (or husband) and two or more children, your wife (or husband) would receive the first \$5,000 and one-third of the remainder. The remaining two-thirds would be divided equally among the children.

A child or children only (or the issue of a deceased child), the estate would pass to the child or children (or issue).

If no wife (or husband) or children, then

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This article by an Estate Consultant was prepared at the request of the editor.

the following inherit in the order named:

- (1) Father and mother.
- (2) Brothers and sisters (or the issue of deceased brothers or sisters).

(This table is not complete but shows the more common distributions of estates where there is no will.)

A will to be valid in this province must be signed and acknowledged by the testator in the presence of at least two witnesses, present at the same time, who must sign the will as witnesses in the presence of the testator and of each other.

The holograph will, that is a will written wholly in the testator's own handwriting but not witnessed, is invalid in this province.

Near relations of legatees should not act as witnesses of wills and it should be noted in particular that a bequest to a witness or to the husband or wife of a witness is invalid.

A will is rendered void by a subsequent marriage unless it is declared in the will that the document is made in contemplation of such marriage.

As his will is one of the most important documents a person will ever be asked to sign, its preparation should be entrusted to a lawyer.

#### The Importance of an Estate

How would you like to be told within one day, that your wife had died and also that you had lost your job? This is a pretty miserable thought, isn't it? A little more miserable, too, when there are one or more

little children to get off to school. Yet, this is exactly what happens to every woman who loses her husband through death. He doesn't come home, nor does his pay cheque.

Every man should give a little thought to the unknown future and try, in some way, to soften the blow for his loved ones in the event that a tragedy should come to him.

There are many things to think about in planning your estate but one in particular—the future value of your pay cheques. Not too many of us realize that the average man, in his working years before retirement, takes home in pay something in the neighborhood of \$200,000. If it is difficult to get by on your present pay cheque, consider how much more difficult it would be for a widow if there were no pay cheque at all.

Recently our British Columbia Courts awarded an injured woman the sum of over \$90,000. In handing down this decision, the Court stated that this amount was required to provide her with a moderate existence. Furthermore, the Federal Tax Act allows an exemption of \$60,000 for the widow and an additional \$10,000 for each child under 21 years of age. They too realize that it costs money for a widow to survive.

If your total estate does not come within this bracket, consultation with a competent Estate Consultant will tell you how inexpensively this bracket could be reached.★

## Applications Invited for Alberta Principals' Course

The B.C. Teachers' Federation has been invited to send one representative to the Alberta Leadership Course for School Principals, which will be held July 10 to 21 in Edmonton, at Concordia College.

The program will be built around the expressed interests and concern of the participating principals and will include work

in problem-area groups, lectures, panel and general discussion activities, individual study and consultation.

Applications from principals who are interested in attending this course should be sent to the General Secretary, 1815 W. 7th Avenue, Vancouver 9, by May 1, 1961.



## ***Are Your Household Contents and Personal Effects Protected?***

Most teachers have the HOUSEHOLDERS policy protecting them against Fire and Burglary loss, whether they are married or single.

What does it do?

Protects personal effects in the house or apartment, plus travelling, for an amount which you stipulate (minimum \$3,000).

**EXAMPLE:** If you stipulate \$4,000 coverage at your residence, you have this protection for Fire, Burglary and Theft. If you are travelling (as so many teachers do during the summer months) you have protection for 10% of the amount of insurance (\$400) covering the perils of transportation (Fire, Burglary and Theft); 10% of the insurance amount (\$400) should there be evidence of forcible entry to a car and goods taken therefrom.

The cost is very nominal and protects you for a three year period. Inquire about it at once — you may still be without this essential protection.

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