



the BC teacher

MAY - JUNE 1961

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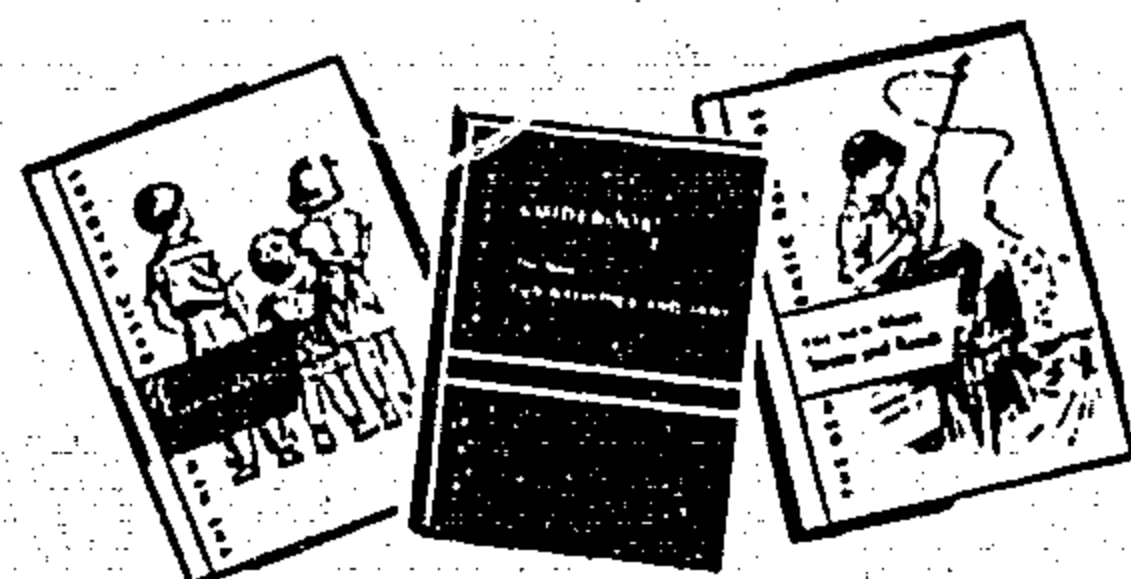
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THIS ISSUE

This issue of the magazine contains a good deal of material about the 1961 Annual General Meeting. On page 402 there commences an excerpt from the address to the delegates by the Honorable the Minister of Education. On page 407 is presented an extract from the address given by Professor Alan Thomas at the Delegates' Luncheon. The President's Report, also in extract form, begins on page 410. The report of the Executive commences on page 413. Finally, on page 422 there begins a report of the action taken at the meeting.

On pages 418, 419, 420 and 421 readers will find photographs of scenes and of people taken at the meeting place. There are also pictures of the new officers for 1961-62 and of the five members who were granted Honorary Life Membership.

The second of two articles on the Department Head will be found on page 398. In this, the authors outline the advantages and disadvantages of the position and give some consideration to tenure, compensation, and relations with other teachers.

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Toward International Understanding

AT THIS TIME when relationships between countries in several parts of the world are such that otherwise minor incidents may flare into world disaster, we must come to appreciate the ways of other peoples and the reasons for their national peculiarities. We must respect all people and their right to a national existence just as we expect it for ourselves. We must see ourselves as others see us. We must demonstrate that we can live and let live, concentrating our efforts to influence change by constitutional rather than violent means.

Centuries ago One wiser than man said, "Love thy neighbor as thyself." In today's jet-travel-shrunk world, our neighbor is no longer just the fellow over the back fence. He is the resident of Laos, of Cuba, of the Congo, of the Soviet Union, of Red China, and of every other country. We must understand our neighbor and give him an opportunity to understand us.

The late Will Rogers established himself as a beloved American homespun philosopher. Many were the pearls of wisdom he expressed. Some of his expressions are prominently displayed in suitable carvings in his former home, now a Californian state park. Featured among them is one which

said, "I have never known a man I did not like." Not until we "know" our world neighbors and give them the opportunity to "know" us will international understanding reach the point where we can live in reasonable hope of global peace.

All of us concerned with the welfare of humanity must back up our expressed hopes with action. It is not a job solely for governments and their representatives.

It is particularly gratifying to note the various ways in which the teaching profession of British Columbia has involved itself in projects which will lead to greater international understanding.

Over the years several members of the profession have served under the Colombo Plan in southeast Asian countries and at the moment at least seven are on such foreign service. Others are in teaching service in Africa and Europe.

Through membership in the Canadian Teachers' Federation, the B.C.T.F. has supported the significant contribution which the C.T.F. has made to the World Confederation of Organizations of the Teaching Profession. Two B.C. teachers, serving as presidents of C.T.F., headed delegations to W.C.O.T.P. When the con-

ference was held in Washington, D.C., in 1959 the B.C.T.F. sent a five-member delegation.

At its 1961 Annual General Meeting, the B.C.T.F. established a fund to send B.C. teachers to some underdeveloped Asian or African countries. From his Federation fee each B.C.T.F. member will contribute one dollar a year. It is hoped that other provincial teachers' associations will follow the lead of our Federation in this worthwhile project.

From April 23 to 27 the B.C.T.F. was host to a delegation of three Russian teachers when they visited Vancouver on a Canada-wide tour. Last November three Canadian teachers made a two-week visit to Russia.

The Russian delegation was comprised of Madame Lydia Shouprakova, full-time president of the teachers of the Russian Republic, Gregory Varius, an elementary school teacher from Odessa, and Sergei Zavoloka, a secondary school teacher from Kiev. They were accompanied by Dr. Harold Frisch, of the Department of Mines, Ottawa, as interpreter, and Mr. Gerald Nason, Deputy Secretary of the Canadian Teachers' Federation. They visited the B.C.T.F. office, the Vancouver School Board office, the University of B.C., Queen Elizabeth Elementary School, Lord Byng Secondary School, Jericho Hill School, the Vancouver Vocational Institute and the Vancouver Night School program at King

Edward High School. They visited in the homes of two teachers. Their complete expenses while in Vancouver were borne by the B.C.T.F.

Not only were our visitors provided with an opportunity to see various aspects of Canadian education but, more important, their visit made it possible for them to get to know us better as Canadians. Likewise, it was an opportunity for the Canadians who met them to get to know the Russians better.

This year the B.C.T.F. Executive named an International Affairs Committee. The development of international understanding has always been an inherent purpose of education but we expect that under the direction of this newly-created Federation committee added impetus will be provided by B.C. teachers. We expect also that on the recommendation of the International Affairs Committee other projects of an international nature will be undertaken by our Federation. Already some members are proposing that the B.C.T.F. should involve itself in a plan whereby students of foreign countries would be brought to U.B.C. for teacher training.

There exists an international community, encompassing the entire world, of which all humans are citizens. May the above-mentioned projects of good international citizenship by the teaching profession in B.C. bear fruit and be expanded many-fold.★



President Wes Janzen here explains a point in the itinerary planned for the visiting Russian teachers to Dr. Harold Frisch, who acted as interpreter for Madame Lydia Shouprakova, Sergei Zavoloka and Gregory Varius.

Teachers Sponsor Scholarships

B.C. teachers contribute over \$38,000.

B.C. TEACHERS have every right to feel proud of the sizeable amount of money they contribute to assist others with their education. This amounts to over \$38,000 annually.

Questionnaire returns from teachers' associations in 76 of the 82 school districts indicate that scholarships provided by these associations total \$15,850. This figure would be higher with the inclusion of the scholarships of the associations not yet reported. The \$15,850 is allocated in 102 scholarships offered to high school graduates proceeding to some form of higher education.

The scholarship program of the B.C.T.F. amounts to \$10,700. Included are four \$1500 scholarships for teachers proceeding to higher certification at the regular winter session of U.B.C. or Victoria College and ten \$250 scholarships for teachers attending Summer Session. Eight \$250 scholarships are provided for Education students at U.B.C. or Victoria College. The Charles-

worth Memorial Scholarship of \$200 is awarded to the child of a B.C.T.F. member, who is proceeding to higher education.

Prizes of \$50 accompany silver medals which go to the leading students in the final year of the secondary teaching program and the final year of the elementary teaching program.

The 1961 Annual General Meeting of the Federation directed that \$1 per member be allocated to a fund to finance the sending of a teacher to some underdeveloped country in Asia or Africa.

Teacher interest in scholarships has undoubtedly encouraged other community organizations to adopt their own programs. Many teacher associations did not indicate the amount of other community scholarships but the total value of those reported was \$111,480.

It is not surprising that teachers should promote scholarships, but it is gratifying to realize the extent to which this is done.★

The New Legislation

AS WAS EXPECTED, two pieces of legislation of great significance to teachers were passed at the 1961 session of the Legislature.

The Teachers' Pensions Act was amended to incorporate the principles of a percentage of salary plan. The amendments were practically identical with the proposals given in the insert in the February issue of *The B.C. Teacher*. An article providing the details of the new plan will appear in the September-

October issue.

The Public Schools Act was amended to incorporate some of the recommendations of the Chant Commission. A copy of the Act should be in every staff room. It is available from the Queen's Printer. The Department of Education's Administrative Circular for April, 1961, entitled "New Legislation," outlined some of the amendments. All teachers should make themselves familiar with these.★

Should We not also Be Critical of Ourselves?

IN BRITISH COLUMBIA, it is the rule rather than the exception for education to be under continuing intense scrutiny and discussion. And this is no bad thing, but must often prove frustrating to those whose daily work concerns education of our youth.

Not many years have passed since the principle of free, compulsory, and universal education was seriously challenged in this province. An influential segment of public opinion felt that only the elite in the school system should be educated beyond the three R's. Fortunately, this view did not prevail. The result is that every boy or girl who demonstrates the required energy and ability may look forward as a right and not as a privilege to graduation from a high school.

Beyond that, today, the door is not closed. The better student, not necessarily brilliant but industrious and efficient, may look forward to graduation from the university, if necessary, almost entirely with the aid of loans, bursaries or the like. Few will quarrel with the right of the universities to cull from their midst those whose aim is not higher academic or scientific learning.

Changes are to be made in the public schools system as the result of the Chant Commission Report. Entirely compatible with our history is the vigorous dissent on the report by the dean of the College of Education. The public will be quite content to leave the details of the dispute to the professionals.

But what the public has a right to know is that education is filling its primary goal. That goal must be nothing less than the

development of youth to its utmost real capacity. That capacity will fall far short of university level for some and unless this group is trained in vocational fields its future on the Canadian scene is dark indeed.

The responsibility is by no means exclusively that of the teachers. A damning indictment of parental failure was given recently by the superintendent of the Calgary school system in an article prepared for an Imperial Oil Limited publication circulated nationally. Here is what the superintendent had to say regarding parents:

"How can a student be expected to work all day, then do several hours homework, if his father refuses to do an extra half hour without overtime pay? The good life has come to mean more money for less work. The student from childhood is exposed to this more-for-less attitude by his parents. It is reasonable to expect that he will apply this same attitude to his own life. Few parents are genuinely concerned over the progress their children make in school. They do not altogether condone failure, but neither do they stress the importance of success."

If parents see their own shortcomings mirrored in their sons and daughters, whom should they blame? Obviously, they must accept part of the responsibility. The message of Education Week is directed as much to parents as to the general public, which pays the bills. In being freely critical of the school system, should we not also be critical of ourselves?

Reprinted with permission from *The Vernon News*, issue of March 9, 1961.

More about Department Heads

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

In this article the authors indicate aspects of the position which must be considered to permit the Department Head to be most effective.

UPON THE ADVENT of the larger secondary schools with many teachers in the one building, the scope of supervision for the principal has been broadened on one hand and narrowed on the other. It has been broadened in the fact that he has more people, teachers and students, to supervise and a larger plant to administer; narrowed, in that he cannot possibly do as adequate a job of either in the field as one who has principalship of a smaller school. Something must be left out, and usually it is the curriculum management. He often leaves it to a hit and miss method of demanding previews from his teachers who are often loosely lumped together by subjects taught.

With the system of department heads, the principal can concentrate on certain facets he prefers and the six or so Heads would report to him in his "cabinet meetings." He can be secure in the knowledge that curriculum is under the direct control of those who are expected to be masters of each field. The principal under this system, deals more with the physical details such as buildings, budget and schedule.

Disadvantages to Having Heads of Departments

The position must be re-examined periodically to qualify or disqualify its functions. The position in some regions has

outlived its usefulness because some school districts have eliminated Department Heads in favor of other methods of doing similar work. These people, then, feel that not all the answers are given by creating the position.

For one thing, the fact that the principal has any number of details removed from his direct control leaves him behind, isolated, and out of contact. The wrong man could create havoc in the position and do more harm than good. Another disadvantage is one of personnel. These comments can be answered by considering that we have good personnel, but in the wrong situation, if so set up by the principal, the Heads could build camps with each fighting for his own field. However, this situation is under the control of the principal and it is up to him to see that the departments run smoothly. (All principals should be aware of this danger.) Combining of departments and broadening educational perspective may help to lessen this tendency.

Another source of dissatisfaction would be the result of hazy interpretations of the place of the Department Head in the school organization. The principal may not be able to relinquish the reins and so hesitates to make the position meaningful for the Head. On the other hand, the teachers may not be able to understand the work of the Department Head and

hesitate to work with this inbetweenner.

What about the master teacher? Should he not spend his time teaching rather than being in a supervisory position? A counter argument is of course the fact that he is a teacher of teachers and thus he must improve the total instruction pattern. But if he spends considerable time in teaching, he can be identified more easily as a teacher and thus will seem more approachable by teachers seeking aid.

It is obvious that with his training the Department Head may be advanced to higher administrative positions, thus continuity may be lost if the Department Head becomes too competent in his field. On the other hand, one may form a cosy little chrysalis and rest at the job. It would become a matter of routine and supervision would give way to administration and integration would be of only modest concern. A defense against this type of problem would be to have clearly outlined responsibilities and duties set out by the Board or the administration.

Tenure of the Department Head

The appointment is generally considered permanent, at least until the Head is advanced to higher paid administrative posts. This condition provides for continuity of administration. However, the fact of permanency with security all around may have the effect of putting one to sleep. Some people may come to the position by the route of seniority and may not be qualified by training or personality, and make no further educational growth. In such cases, the headship may frequently be regarded as a permanent possession, relinquished on death or retirement. Competence should be a criterion for keeping the position.

But there is the fact that a limited tenure of two or three years would give a rotating headship. It has the advantage of training many people in administration so that superintendents may choose their candidates for advancement from a larger number. More important, this rotation every two to five years would tend to broaden understanding among the teachers. This would be difficult in schools with

large annual turnover with a wide range of experience and preparation. A mid-course is plotted by Vancouver which appoints Department Heads for two years, after which they may apply for re-appointment.

Relations with Teachers

Unless the position of Department Head is clearly delineated, the position becomes obscure and no one knows where he fits. Only one source of information showed any hint of friction between teachers and their Heads. It was this region which was finding it necessary to define the position more clearly, and was actually in the process of this definition and status clearing. If the role of the Department Head is clearly enunciated, and every staff member knows the limits of authority, the possibilities of friction then become those of personality only.

Compensation

In the study by Edith Norman and the Seattle Heads of Departments in 1956, the salary differential for Department Heads over teachers varied from nothing to \$1,300, with a median of \$450. Salaries would have increased since then, but it is not likely that the differential would be increased to the same extent. Reports from Ontario schools and other literature tend to bear this differential out.

The following table of differentials is extracted from the Tables of Salary Schedules in Ontario Secondary Schools for September, 1960. One hundred five districts and Boards of Education pay these differentials which range from \$200 to \$1,300 maxima over Group IV specialist (the highest certification). Here is a table of differentials paid by Ontario districts employing 100 or more secondary teachers. The median differential of these 25 Ontario districts with over 100 secondary teachers is \$600 over Group IV Specialist.

This is the second of two articles on the position of the Department Head by Mr. Morwood-Clark and Mr. Faulds, both of whom teach in Burnaby.

Number of Teachers	Dollars over Group IV Specialist	Number of Teachers	Dollars over Group IV Specialist
100	\$ 400	154	\$ 600
100	400	170	600
100	700	180	1,000
101	600	220	800
102	900	263	600
104	300	295	700
111	400	301	700
113	400	316	900
120	500	396	1,000
120	500	477	1,100
124	500	525	900
132	800	1,001	1,200
148	500		

At a meeting, the London Board of Education approved of the duties of Heads of Departments as outlined in their regulations April 16, 1956. At the same meeting, it was pointed out that some districts had two, three and four categories based on the number of teaching periods a week. London approved of three categories in its three colleges. This implies a differential according to the number of pupil-teacher hours, with colleges in various centers offering different curricula, and thereby varying the load according to type of school. In a summary 58% of the reporting schools mentioned freed time for Department Heads ranging from one to six periods a day, averaging 1½ periods. When a range appeared in a school, this was an indication of varying sizes of departments. 24% of the reporting schools indicated time from classroom was given in lieu of extra pay. 35% reported both time and monetary considerations.

Time off apparently is a variable factor with some schools reporting time off for some departments and not for others, depending on the number of teaching periods or amount of supervision. There is indicated a need for time off in some form or other to enable the Department Head to perform his administrative and supervisory duties.

The reason for the existence of Department Heads is the improvement of instruction in their fields. In order to get this job

done efficiently the Department Head assumes two functions which could be considered as broad objectives. These are (1) to assist the principal in his administrative duties, and (2) to assist the classroom teachers in the improvement of instruction.

"The Department Head is the coordinating force for all the efforts of the diverse personalities and varied ventures of the department, serving as a clearinghouse for the dissemination of their teaching materials and methods, and as a sounding board for inspiration on the one hand and balance on the other." Satlow, No. 9, page 37.

To bring these ideas down to earth, there is the need to give the Department Head the authority requisite for the discharge of his duties. Even with this authority, there is no denying the necessity of appointing Department Heads of a particular nature or personality who would command the respect of the teachers in his department. He needs to be a teacher of ability and integrity so that a classroom teacher would not hesitate to ask for his help when it is needed. In other words, besides organizational abilities, he must have strong leadership qualities. But even with all these traits of personality, there is need for preparation. The Department Headship is changing in scope and complexity along with the schools themselves. The need is for more and better preparation on the part of the teacher moving into this important responsibility.

This is not a new job that has been created simply to give superior teachers more money to compensate for the apparent lack of avenues for advancement in the profession. Even if it were, it could certainly be justified in that it would tend to hold these good teachers in the schools and allay the drift to industry. The position has evolved over the years because of a need. Financial compensation came later. Some school districts have only in latter years decided to give the position respectability by paying the man for his hire.

Because the Department Head is a sup-

rior teacher, there is sometimes a hesitation on the part of boards to give him time off to fulfil his administrative and supervisory functions. However, they concede that if he is to carry out time-consuming tasks such as classroom visitations, consultation with other Department Heads, as well as being part of the "administrative cabinet," he must have time off from regular classroom duties. We suggest that the first period in the morning would be reasonable to allow for the briefing of, or filling in until the arrival of, the substitute.

As another compensation either added to, or as an alternative to, the above, he could be relieved of enrolling a class. This would enable him to use those moments of homeroom paperwork for the better-

ment of his department or the briefing of substitutes.

Concerning the amount of time off, the criterion should be, we feel, on a sliding scale according to the number of pupil-teacher hours a week that relate to his department. But this leads to complications of time-tabling.

The Department Head finds his greatest goal in developing the creative potential of each staff member. By encouraging each department member individually and by publicizing each teacher's efforts, the Department Head can contribute to the sharing of ideas, experiences and materials by all, and all are thereby enriched. The greatest riches go to the students who get the advantage of superior teaching.★

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From Seymour—Our Cover Picture

THIS MONTH our cover artist is Jim Jickling, who teaches at Eastview School in North Vancouver.

Mr. Jickling has been teaching for four years and painting for an equal length of time. A lifelong ambition was realized when he found himself isolated on Lasqueti Island, with plenty of time to investigate an idyllic country and a new medium to interpret it. His formal art training began at Victoria Normal School and he followed this with summer courses at Victoria College and U.B.C. and with painting classes at Vancouver School of Art.

As a recent member of the Federation of Canadian Artists, he has exhibited at the Maritime Museum. At a recent exhibi-

tion, one work was described as "very humorous and cheerful." A few of Mr. Jickling's paintings have been added to private collections.

"This painting," says Mr. Jickling, "was painted in the fall of 1959. It is a scene that presented itself to me on a casual visit to Seymour School in North Vancouver. I have used splashes of color, dense shadow effects and a caligraphy of line as the main interpretive elements. Although it was painted at a specific spot, it is not just one scene but a sum-total of various scenes that one encounters at this season. It is important to point out that, a year hence, I feel my interpretation of the scene would be quite different." ★

The Minister Views Education

This is an excerpt from the address of the Honorable L. R. Peterson, Q.C., to the 1961 B.C.T.F. Convention.

IT WILL NOT come as a surprise to learn that I propose to discuss some aspects of a report that has created tremendous public interest in education. I refer, of course to the Report of the Royal Commission on Education. Obviously time will not permit any full discussion of the Report, nor indeed would I wish to comment at this particular time on all of its aspects. Some of the recommendations are so far-reaching as to require much more time than has been available to measure their likely effect, or to devise appropriate methods of implementation even though the recommendations may appear desirable.

I need hardly point out to this audience that some of the recommendations are controversial. This is to be expected because where everyone thinks alike, no one thinks very much. I feel, too, that there is always a certain reluctance to change, even in this twentieth century. I know it to be true of the profession to which I belong and it may likewise be true to some extent, of the teaching profession. However, there are certain recommendations which require a great deal of study before they are accepted or rejected . . . I do not intend to discuss, this evening, the recommendations that have not yet been adopted. I feel that a more useful purpose would be served if I were to acquaint you with some of the changes which are at present being made as a result of legislation approved at the Session of the Legislature recently prorogued.

In that connection may I say that I appreciate the co-operation that my Department received from your Federation, both before and after the introduction of the legislation. Conferences were convened on rather short notice, and the advice and assistance given by members of your Federation were most helpful. However, the real work on this Report has just begun. For instance, all of our District Superintendents of Schools are meeting with senior members of my Department at a full conference for the remainder of this week. A number of working sub-committees of District Superintendents covering the whole province were each assigned specific areas of the Royal Commission Report for study, analysis and discussion. This week's Conference is but one stage in the deliberations which are proceeding. I trust that your Federation will continue to study and analyze the recommendations in this Report and give my Department the benefit of your view because I know that each of you, individually and collectively, are as vitally concerned as is the Government in improving the educational system of this province.

I know that there are many in your Federation who subscribe to the view that no action at all should have been taken on the Royal Commission Report this year. I find this point of view rather refreshing since Governments the world over are usually criticized for pigeon-holing Royal Commission Reports. However, my Depart-

ment considered it neither necessary nor desirable to defer all action on the Commission's recommendations for what would have been more than a year. The factor of time could not be entirely ignored.

It was clear that a number of recommendations would require changes in legislation and that, if a year was not to be lost, appropriate legislation would have to be prepared for the 1961 legislature. It was quite obvious that some recommendations were too far-reaching to be considered for implementation without lengthy and detailed examination as to their desirability and effect. Others, quite obviously, could be carried out with effect for September of this year, without creating major disturbances of the schools or of the educational system generally. The question in these cases was then concerned with the desirability of the recommendation and at this point certain basic decisions necessary for adequate planning and development had to be made. This, my Department and colleagues in Government, had perforce to do.

Decisions Come First

In any undertaking as broad, as involved and as interwoven as is education and the public school system, the effect of a change once commenced may take years to be completed throughout the grades. Adequate planning and development cannot commence until decisions are made. This is particularly true in the field of curriculum revision. It is also true in the more practical case of school construction, in determining the type of school to be built or classrooms to be added.

One of the most important legislative changes implementing recommendations of the Royal Commission is the return of Grade VII to the elementary school. You will recall that the Commission recommended that Grade VII be returned to the elementary school level and that the secondary school level commence at Grade VIII.

The Commission later recommends a major reorganization particularly at the secondary level. It has been fully accepted that this latter recommendation requires detailed study. Nevertheless the recom-

mendation concerning Grade VII can be considered without the detailed study necessary for the higher reorganization. It will be obvious that from the standpoint of school construction alone a decision on this recommendation was desirable. During the current year many new schools will be built and classrooms added. Continuation of building on the assumption that Grade VII would continue as secondary, because of lack of clear decision, would obviously not be in the best interests of education if a year from now the decision to have Grade VII revert to elementary was then made. The same pertains in the matter of curriculum development and revision. After very careful consideration of all factors my Department decided to follow the recommendations of the Royal Commission and have Grade VII revert to the elementary school.

Major Disruption Unnecessary

The transference of Grade VII to elementary school will not necessarily cause any major disruption in the organization of that grade. Obviously there will have to be certain basic curriculum changes in line with other recommendations in the Report, changes in both time allotments and emphasis of content. The more important changes beyond these that will occur are the following:

(1) It will result in the discontinuance of Home Economics and Industrial Arts in Grade VII. They will remain as options only from Grade VIII upward.

(2) As school population increases, new building will involve relatively more elementary classrooms in place of secondary classrooms and their auxiliary facilities, such as Home Economics laboratories and Industrial Arts shops. Costs of construction are about two and one-half times as great for secondary pupils as for elementary pupils; as a result, there should be an appreciable saving in building costs. It will assist school boards in planning their future requirements to know now that Grade VII is being transferred to the elementary school. The special facilities now provided in schools for Grade VII pupils will be available for expansion of the aca-

demie and vocational facilities at higher grade levels. Many of them will be utilized in the proposed junior and senior vocational work.

(3) The number of pupils for whom transportation must be provided should be reduced. Many Grade VII pupils will be going to neighborhood elementary schools instead of to large junior-senior high schools in an urban center.

(4) The shortage of secondary-school teachers in some special fields will be relieved by making available those qualified Home Economics and Industrial Arts teachers presently teaching Grade VII for teaching in higher grades.

(5) Most important of all, the young Grade VII pupil will be removed from association with semi-adults who are legally permitted to drive and own cars, who go to dances, who can join the Armed Forces, who are thinking of getting married, and so on.

Grade VII Reclassified

In view of the amendments to the Public Schools Act recently passed, as from September of this year, Grade VII pupils will be classed as elementary school pupils. The housing of these pupils will depend upon the local situation. Wherever room is available they should be left in the elementary school they are now attending. Where new accommodation is needed, elementary school facilities should be extended rather than adding to existing junior-high school facilities for pupils at this grade level. For some years it may be necessary to house Grade VII pupils in existing junior or junior-senior high schools. In such cases, the pupils should be treated as elementary pupils in respect to curriculum, non-departmentalization, and school activities. They would be in exactly the same position as elementary pupils in existing elementary-junior high or elementary-senior high schools. Appropriate information is being released from my Department at the present time. It is realized that each local situation may be unique in at least some respects and will therefore call for individual arrangements. It should not be inferred from this change that all other recommendations relating to

secondary school organization will automatically be implemented exactly as given. The Commission did not ask this. Certainly it is not an accurate inference.

Up to the present time the maximum pupil-teacher ratio recognized for teacher-entitlement purposes in elementary schools has been forty to one. I am referring to the teacher-entitlement scale for grant purposes and not the actual pupil-teacher ratio which is much lower. While the Commission recommended that no alteration in the scale of entitlement be made until such time as the supply of teachers is adequate to staff schools under this scale, we have accepted the goal of a maximum of thirty-five pupils to one teacher at the elementary level. Through change in legislation a modest start has been made by reducing the scale of entitlement from forty to one to thirty-nine to one.

In very small schools enrolling both elementary and secondary pupils, entitlement has also been increased. If there are twenty or more secondary pupils in such a school, it is treated for entitlement purposes as two schools. Previously it had to enroll twenty-five secondary pupils to achieve this consideration.

Principle is Equal Opportunity

Throughout the Report the principle of equality of educational opportunity recurs over and over again. To this principle we are firmly committed, and we are much more concerned about overcrowded classrooms in certain areas than we are in reaching a theoretical goal. In order to carry out to the full the intent of the Report, we shall have to remove as far as possible such details as inordinately heavy teacher loads. Obviously, the teacher shortage prevents us from immediately adopting the ratios suggested by the Commission, a fact that the Commission itself recognizes in its Report. We hope to work towards them, however, particularly in the elementary schools at the present time, and shall proceed as swiftly as our finances and teacher supply allows. It might be noted that our teacher entitlement scale for secondary schools is already within the suggested limits.

Changes in legislation have been made

and Departmental approval for Kindergartens is no longer needed. A Board may institute such Kindergartens as they wish, provided that there are twenty-five pupils of the required age group in any class established. The Department will meet its share of capital costs for Kindergartens but not more than one-half of the essential operating costs will be approved for computation of the basic grants. Fees may be charged if the Board so wishes and applied to the Board's share of the costs.

The Commission has recommended that the initial two years of a principal's appointment be probationary, that principal's appointment be probationary, that principals be allowed to carry out their responsibilities with as much autonomy as possible and that if a principal should prove in any sense to be incompetent he be removed from the position forthwith. The Commission further recommended the withdrawal of a teacher's certificate on the unanimous recommendation of the school principal, the District Superintendent of Schools and the School Board.

Changes Have Been Made

These recommendations have been very carefully considered but were not accepted in their entirety. The intent of the recommendations, however, have been accepted as desirable and necessary and appropriate changes have been made in the Public Schools Act. Comments lead me to believe there has been some misunderstanding of the purposes and intent of the changes and I propose, therefore, to deal rather fully with these important items.

Section 129 of the Act now stipulates:

(i) the first appointment of a person as principal within the school district shall be probationary for a period terminating on the thirtieth day of June in the school-year immediately following the school-year in which the appointment is made; and

(ii) the appointment is subject to cancellation by the Board in either of the two probationary school-years if notice is given to the appointee on or before the thirty-first day of May.

In addition the Board may:

(i) after consultation with the District

Superintendent of Schools authorize the termination of the appointment of a teacher to any position of principal, head-teacher, vice-principal, or one of the local school district supervisory personnel positions, where it considers him inefficient or incompetent in the discharge of his duties in that position, and in the event of such authorization:

- (a) the termination shall be effective on the last day of the current school-year.
- (b) the termination shall be effected by notifying the teacher, in writing, of the termination, stating the date upon which it takes effect, and
- (c) whether or not the termination results in a reduction in the salary of the teacher, it is not subject to appeal under section 134, but may be reviewed by the Superintendent of Education and his decision is final and binding on the Board and the teacher.

Tenure of Principals

I would like to point out that in those cases where a teacher has a permanent appointment on the staff of the school district, which will often and indeed usually be the case, the above termination of appointment to one of the special positions of principal, head-teacher, vice-principal or district supervisory personnel, does not constitute termination of the person's permanent appointment to the district as a teacher. Termination of the person's permanent appointment as a teacher would result only from action similar to that which has pertained in the past, or under the following new legislation:

The Board may:

(i) with the agreement of the Board, the District Superintendent of Schools, and the principal of the school concerned, dismiss a teacher for inefficiency or misconduct at any time during the school-year by giving him thirty-days' notice of dismissal, and in such case may recommend to the Council of Public Instruction the cancellation of the certificate of the teacher so dismissed.

I would point out that where action is taken under this latter clause all of the

usual provisions for appeal from dismissal continue to pertain. I would point out further that action in respect of certification continues to be the responsibility of the Council of Public Instruction and most careful review is invariably undertaken.

It seems completely unlikely that competent senior staff have anything to fear in the new provisions, but these provisions do give opportunity for necessary adjustment where unsatisfactory situations exist or arise and the first responsibility must be to education as a whole.

The Report recommends no change in the length of the elementary school day but an increase in the length of the secondary school day. We have accepted both these recommendations.

I am now able to announce the precise changes that will be introduced in September 1961. The Rules of the Council of Public Instruction have been amended to provide that the secondary school day be increased to a minimum of five and one-half hours (an actual increase of fifteen minutes) or a maximum of six hours (an actual increase of thirty minutes over the present allowable maximum). Because local conditions vary, the Board of School Trustees is given the power of determining the length of the school day between these two limits. There has been no change in the Rule that a teacher be required to offer instruction for only five hours and fifteen minutes.

School Year Altered

The Commission has also recommended a school year with a minimum of 200 days to replace the present school year which varies from 187 to 193 days at the whim of the calendar. It is not clear whether this aim is feasible without too violent a disruption of traditional holiday practices but it is accepted as a target.

The change that I have to announce today is that the Christmas vacation period will be reduced in most years, as the result of an amendment made to the Rules of the Council of Public Instruction, from the present period of ten school days to seven school days. We have also limited closing of schools for teacher conventions to one

day rather than the two day period that presently exists. This latter change will not be of consequence because the present general practice is to use only one school-day for that purpose.

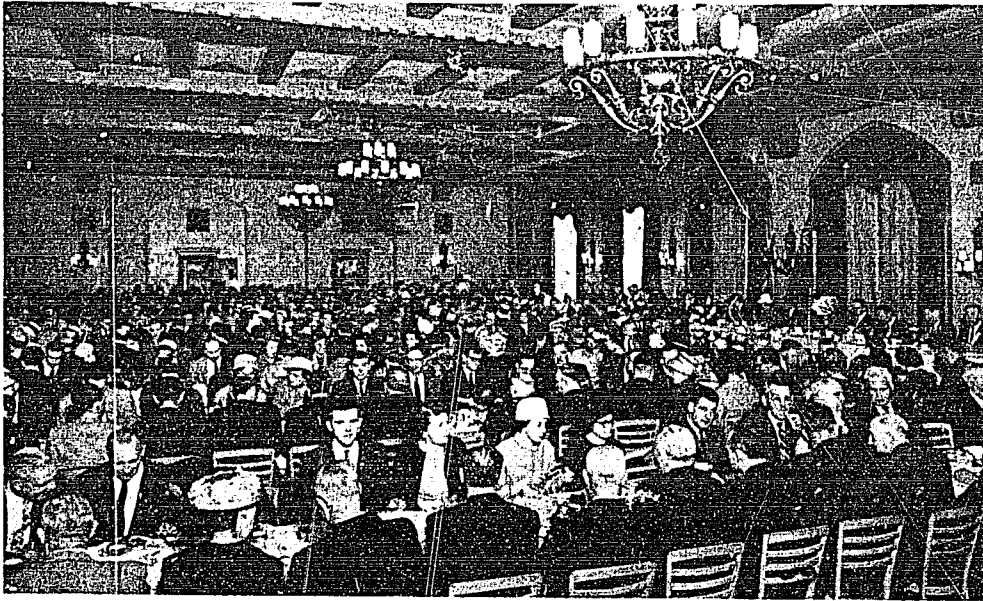
As a result of discussions with representatives of your Federation and the B.C. School Trustees' Association, it was considered advisable at this time not to shorten the Easter vacation period. The consensus appears to be that this holiday is required, not only for the teachers, but for the children as well, if instruction is to be effective to the end of the school year. I might add that further teaching time as recommended by the Commission will be provided at the senior secondary level by starting Departmental Examinations on June 19th this year rather than on June 13th, the date last year.

Public Schools Act Amended

Were it considered desirable and possible to implement all of the recommendations of the Commission, some twenty-two amendments would be required to the Public Schools Act. Of this number, eight were introduced at the recent Session of the Legislature and three amendments to the Rules of the Council of Public Instruction were made.

Of the 158 recommendations made by the Commission some are far-reaching in their implications while others deal with comparatively minor details. Almost all concern not only teachers, pupils and trustees, but also parents and citizens in general, without whose co-operation and support no plan can possibly succeed. Many of these recommendations are directed to other educational agencies than my Department, with the necessary implication that carrying them into effect will be their responsibility.

Of the recommendations made to the Department of Education a number suggest there be no change in present policies. Some forty of the recommendations related to matters that have already been partially or fully implemented. Others can be implemented almost immediately. Nevertheless, some of the most significant recommendations will require the most detailed study.★



The Delegates' Luncheon is the first official function of the Annual General Meeting. In this view of the Banquet Room, the Head Table is on the right of the room.

The Learning Society

ALAN M. THOMAS

An extract from the luncheon address at the 1961 B.C.T.F. Convention.

MUCH OF WHAT I have to say is of course drawn from experience with learning and teaching out of school, out of the formal circumstances. It seemed to me that this sort of perspective both is and ought to be of use to you.

When H. G. Wells said in the early part of this century that our survival was a matter of a race between education and catastrophe, it was generally assumed that he was speaking of the education of children. But it is not children who make the large and necessary decisions about our economic, political, or social destinies. It is not children who make and break, sit on local government, or commit men and materials to lofty and consuming projects and purposes. One might add that it is not children who crouch in bunkers anxiously scanning a radar screen with fingers poised above the now colloquial 'panic button.'

In plain words there is no adult who does not need to know something he does not

know, feel something he does not feel, understand something he does not understand. This is now the human condition.

Working with adults out of school, we have become increasingly concerned with and aware of learning as distinct from education. As teachers in schools you deal with human organisms who, because of the natural processes of rapid growth, are changing faster than the world around them. We deal with human organisms, for whom the world is changing faster than they. Impatience, boredom, and revolt in your students appear as anxiety, frustration, and desperation in ours. In either case they lead to violence. The only true alterna-

Professor Alan M. Thomas, of the Faculty of the College of Education and of the Department of Extension of the University of B.C., presented a new concept of learning at the Delegates' Luncheon.

tive to violence is learning.

It is also true that in recent years we have come to work more and more, not with your failures, that is those who must make up the requirements of formal school work, but with your successes. It is the people who have demonstrated successfully all the characteristics the formal system demands who now become our major concern. Adult education is no longer therapeutic or remedial, but preventative and creative.

What we all have in common lies not in schools and curriculum, not classes and degrees, not even clientele, though increasingly points of juncture are appearing, but learning. It is to learning then that I propose to devote our attentions. I am prepared to argue that it is learning that is at the heart of your professional lives, learning, not teaching. The doctor practises medicine, but the essence of his professional existence is healing; it is this on which the medical profession is founded and measured. While the lawyer practises law, the essential aspect of his profession lies in the maintenance of justice. By this standard however abstract it sometimes appears, however long it takes, his professional achievements are judged. So too with teachers. Though you may be largely committed to schools, and children, the essential aspect of your profession, the terms by which you are measured are the criteria of learning.

Learning Should be Concern

It seems apparent that a great deal of thought about education is devoted to things that are appropriate to children—schools, curriculum, grouping, and dependence—but are not necessarily appropriate to learning. Nevertheless I am urging that the center of your professional concern be learning. This focus can unite us in a common endeavor. I am sure that only on this basis can you succeed in your just desire to be professional.

Certainly it is our exposure to non-school learning that makes us share more openly the convictions and conclusions of John Dewey. I am aware that the use of Dewey's name is loaded. There are many of you

who know only the more obvious failures of the progressive education movement. However it is possible that confining Dewey's ideas to schools and children is what corrupted them. Taken in the total context of a society, new significance for his work can be found. In dealing with informal learning it seems to me that Dewey's descriptive work on the role that learning can play in society in general is true. It appears to me that the identification of learning with thinking, which is the heart of Dewey's philosophy, is both accurate and necessary in our present circumstances. His further identification of evil with ignorance seems, in a civilization dependent upon morality in technical matters, undeniable. Each one of us has been and will be dependent on the morality of the airplane mechanic who attended the plane that carries us, as we are dependent upon morality in technical matters in every phase of our lives. Dewey's concern with interest as the key to learning is the very foundation of our work.

Learning is Continuous

To continue, a sober study of the philosophies that make up our Western tradition of educational thought, Plato, Augustine, Aristotle, Bacon, etc., convinces me that they were addressing themselves to learning. The intensity of their concern derived from their conviction that learning had been corrupted by the institutional forms of education. Only for a brief period after the onset of the industrial revolution was educational theory devoted solely to the education of children. With Dewey we return to a genuine philosophy of learning or, if you prefer, to the only learning philosophy.

By learning I do not mean something possessed, something finished, as some of the common usage implies. Nor do I mean that which is the peculiar quality or possession of the scholar or the expert or the professional. What we are interested in and dependent upon is not learned men but learning men. I am talking about a characteristic inherent in every child at birth and in varying degrees the property of every human being. Learning is action. We must

for example rid ourselves of a phrase inherited from Dewey's early book, that of "learning by doing." Learning is doing.

Learning is active. Learning is what distinguishes the human from the lower orders. It is this that makes us human. It cannot be assumed to be the concern of only one portion of human life, either by the individual or the society.

Everything you know, most of what you are that is important about you, you have learned. Your style of learning is what distinguishes you from any other individual; it is your personality; the art of learning is the one major protection against uniformity and conformity, it is our unique and most personal act.

Responsibility for learning is the most adult act that any of us perform, and in a society in which the decisions of men determine more and more of our lives, from which the impersonal and God-like force of nature seems to have receded, each of us is morally responsible for what we should have known.

Learning and Love Associated

Learning is associated everywhere with love. Our noblest human relationships are devoted to the hope that we might learn more about each other. At the heart of each of the great religions lies the idea of learning to know God. In this perspective learning is a moral act.

Finally we are all infected with what appears to some to be an incurable affliction for which no one of us can see any cure—the affliction is social and technical change which used to be called progress.

The affliction may be incurable but it is remediable and ennobling, provided we realize that this single most human quality, the act of learning, is the way to respond to it. Any other response leads to despair, paralysis or revolution. Learning is change, but it is disciplined, intelligent, and individually creative change, not merely compromise or resignation.

I have dealt at length with this because the lesson staring us in the face is that learning is one of the characteristics of the good life, the quality both necessary and possible the whole life long. It cannot be

seen as the preserve of only the beginning, or of childhood before maturity and responsibility. At the same time the conditions of modern life are both insisting on and making possible the devotion of a sizable percentage of any individual's time to his further learning and development.

I am prepared to insist that learning itself is a sufficient individual and social basis of life, that learning can be seen as a human spiritual act, relatively independent of what is learned.

Thus as learning increases as a social activity, teachers and educators, that is people concerned with learning, increase also. United with a proper grasp of its nature, we can perhaps create a new future for ourselves and the world.

Two Suggestions Made

Let me conclude with two suggestions. First let me urge you to open membership in your organization, slowly if need be, to teachers who are equally concerned with learning, if not with schools and children. You might begin with the creation of a special section for Directors of Night Schools and gradually include an increasing variety of men and women who are professional teachers but not in schools . . . The common basis will be professional concern with learning. The experience of such teachers will assist you in maintaining a proper concentration on learning, and not confusing it with schools and their attendant and necessary characteristics. You will be of enormous assistance to them in supporting a sense of discipline and professional behavior in an often confusing and ambiguous situation.

Let me suggest that you create a militant information section of the Federation which is prepared to evaluate every action of this society in terms of its effect on learning, on the opportunities for every individual adult and child to learn. As the medical profession is responsible for health, you must be responsible for learning. It is a most exciting idea to realize that the definition of proper teaching, the creation of an environment in which an individual can and will learn, is the only decent definition of a democratic society.★

An extract from the report of President W. H. Janzen to the 1961 B.C.T.F. Convention.

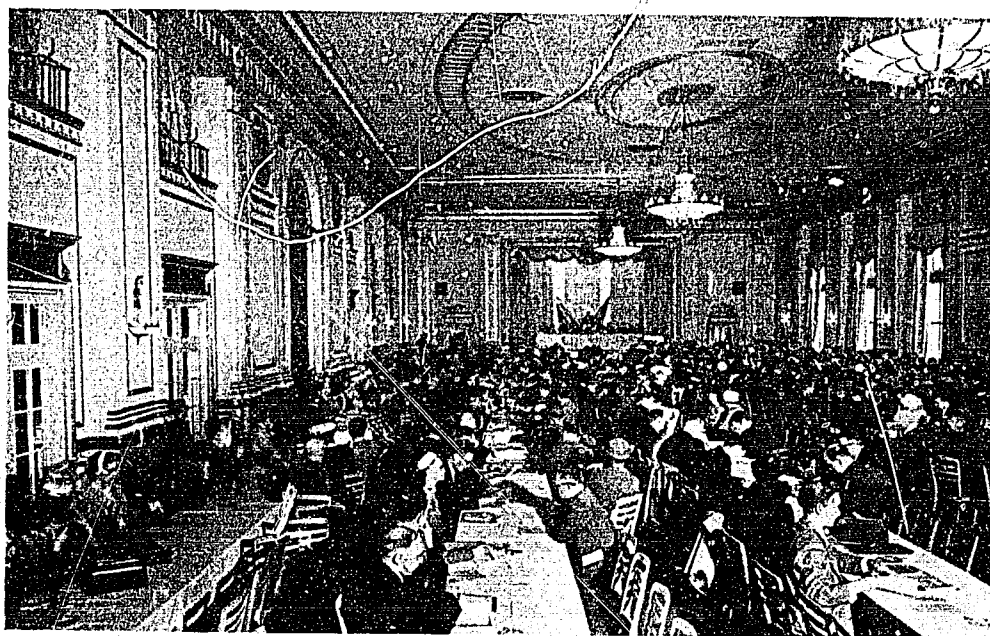
Review of the Federation Year

A WHOLE YEAR has passed since you elected me your president. It seems little more than a few weeks ago. Only a person who has held this office can fully realize the honor and prestige that accompanies the position. This becomes even more apparent as the year progresses and a greater number of invitations to participate in conferences and planning committees outside the

Federation but having to do with education are received.

Accompanying the honor, of course, are corresponding duties and responsibilities.

My work has been mainly in three spheres: as an ambassador-at-large within our own organization, as a representative to other organizations with whom we are affiliated or with whom we have a common



At the Annual General Meeting in the Ballroom of the Hotel Vancouver, the delegates were appreciative of a new seating arrangement.

interest, and as the head of delegations to make representations to the Government and some of its departments. Primarily I set out to be the ambassador, but frequently was interrupted by the demands of the two other phases of my work. I would like to give you some of the highlights of each.

The General Secretary and I attended the annual convention of the Canadian Education Association in Toronto last fall. Basically, it is an association of the personnel of the Departments of Education across Canada.

As your president, I serve on the Board of Directors of the Canadian Teachers' Federation. In that capacity I have represented you at two Board meetings, one in Winnipeg, and the other in Ottawa, and will attend one more meeting in July. As noted in the C.T.F. Affairs report I was named chairman of the Education Finance Committee. This committee has held one meeting and there is another one pending early in May.

Mutual Problems Discussed

Ordinarily there is one annual Western Conference of Presidents and Secretaries to discuss matters of mutual interest and concern. This year the B.C.T.F. was host to the originally scheduled conference. During the year a few of the affiliates had allied problems develop and two additional conferences were held; one in Edmonton, the other in our office. In the course of these conferences two very healthy signs became evident to me:

1. that our problems are very similar and differ only in degree or time of development,
2. that there exists among the organizations of the four Western provinces a spirit of harmony and co-operation that permits a very frank and critical examination of proposals and policies and encourages the pooling of the wisdom and experience of all who attend the conferences.

There exists a rather informal arrangement for meetings between officers of the B.C. School Trustees' Association and ourselves. One of these informal meetings was held in the fall of the year. Then complications which kept each organization occupied

within itself began to develop by the battalion, first in salary matters and later out of the Chant Commission Report, and no further meetings have been held. This, I believe, is regrettable and we will have to take steps to meet more frequently. I did enjoy the opportunity to attend the B.C.S.T.A. Annual General Meeting in Vancouver last fall.

Apart from having representation on the Senate of the University and the Joint Board of Teacher Education we have, throughout the year, met with various departments and officials of the University. Many of the meetings I have been unable to attend personally but committee members and office staff have represented you. At the invitation of the President of the University I have attended a number of luncheons, dinners and other functions.

Our business, naturally, is mostly with Dean Scarfe and the College of Education. This year, as for the past few years, we were given a whole day to meet with the College students to discuss Federation affairs, services and organization. Mr. Gilliland, Director of Teacher Education at Victoria College, extended us a similar opportunity. This day with prospective members does much, I believe, to engender an immediate interest in our professional organization. To Dean Scarfe, Mr. Gilliland and to their respective faculties we express our gratitude for the time they granted us.

A fine relationship exists between the Department of Education, the Minister of Education, the Deputy Minister and the other personnel in the Department and the Federation. I do not wish to convey the impression that there exists between us a complete harmony of policy and philosophy—it would be regrettable if this were so. But I do wish to leave the impression—and emphasize the fact—that the people in the Department of Education have been readily available for discussion. Indeed, we have been encouraged by Dr. English to arrange meetings with him whenever we have something to discuss. We have this past year and particularly in the last few months repeatedly availed ourselves of this

invitation. A number of times, with nothing more than a prior telephone call, we have been able to meet with the Department officials, present our point of view and discuss our policies. We were frequently accommodated at inconvenience to themselves, especially during the period when the Legislature was in session. I know the delegates will join me in expressing our thanks to the Honorable Mr. Peterson, Dr. English and the other people in the Department for making themselves so readily available to Federation delegations.

The same, of course, can be said of the Honorable Mr. Black, the Provincial Secretary. Although I participated only in the last phase of the pensions negotiations, I can say we experienced a similar reception and readiness to listen. Latterly, Mr. Spragge, while reviewing the legislation with Mr. Forrest, the Commissioner of Teachers' Pensions, has been doing so in utmost harmony and co-operation.

I participated, too, in a delegation to the Cabinet when we presented our plan of Education Finance. This, it turned out, was the longest session we have had in recent years. It resulted in a thorough examination and discussions of our policies by the Premier and other members of the Executive Council.

An Active Ambassador

Next, I would like to recount some of my activities as an ambassador in our own organization. My activities in this sphere have been similar to those of other presidents. When I began the year I was frightened by all the time available and the few things there were for me to do. This proved to be an illusion. Before long I was in the position of needing to be, at the same time, in two remotely different places.

Aside from regular committee meetings I began the year by participating in leadership conferences and fall conventions—of each of these I attended four. On two occasions I was able, at the same time, to sit in on meetings of District Councils. The fall months are popular for holding Induction Ceremonies. I was able to attend four of these and had invitations to several others.

Until a week ago I had scheduled meetings with thirty-seven local associations. I use the term "scheduled" adversely because I was unable to attend all of them. During the year and especially after the New Year emergent developments, at our own offices or in Victoria, demanded that I cut short my tours and return to town. I did this regretfully because I knew that in many cases associations had planned special meetings to accommodate me or had scheduled a special event for that meeting. My apologies to them. It may be possible in the next few months to make amends for the inconvenience I caused.

Federation Affairs Considered

From all the association meetings I attended, two factors emerge as common to many. One is the ambitious In-service Education program that is being well supported, either on a local or regional level. At meeting after meeting I heard reports of programs contemplated or successfully completed. The second factor is the general awareness of Federation business. Frequently vital points arising out of Federation committee reports or minutes were raised and discussed. It gave me a sense of professional well-being to know that throughout the province our members are alert to their own affairs.

It is these affairs that we are now convened to consider and in some cases conclude. Some of them are routine matters but others have deep implications and could have far-reaching effects on our individual welfare, our professional growth, our professional organization and the future of education in this province. It is your onerous responsibility to examine these issues critically, debate them thoroughly and, finally, conclude them wisely. We must do our part to see that they become milestones, not millstones.

On examination of this report I discover one of the elementary errors of composition—the frequent use of the pronoun "I". Although it can't be avoided in a personal report, I would not want to leave the impression that the president is the Federation. Only when you are the president and get notification of every scheduled com-

mittee meeting can you begin to comprehend the tremendous amount of study, discussion and activity that takes place on your behalf. The Committee Reports booklet conveys some idea of the committee accomplishments but even it cannot fully indicate the hours of work devoted by hundreds of people on some thirty-four committees.

These committees work under the direction of the Executive Committee which hears reports and recommendations at its regular meetings. Again, I suppose, every president has had the same feeling but I do feel that this year we have had a very fine Executive. The members have done their work thoroughly and in the course of the year have assumed the responsibility for some very onerous decisions. All of this work is, of course, aided and supported by the General Secretary and the other Executive Staff. To assess and describe their contribution to our Federation and to education is beyond my capacity. In a small measure, perhaps, I can indicate the esteem in which I hold them and their contributions when I say I have been present with them as individuals and in groups of varying sizes when they have represented us at a variety of organiza-

tions — local, regional, provincial and national — and always I have the comfort of knowing that our people are "major leaguers" and their contributions are of the highest calibre. They are people of stature and in those high places where advice is sought theirs is highly valued.

I will conclude by saying that after a few years as an executive officer and one year as president I have come to feel some of the solidity of the organization. Although we cannot become complacent about the issues that face us and will continue to face us, we can derive some satisfaction from knowing that the British Columbia Teachers' Federation is an organization of vigor and strength, an organization that merits respect and dignity and an organization that is acquiring an ever-increasing capacity to accomplish our declared objectives:

1. To foster and promote the cause of education in British Columbia.
2. To raise the status of the teaching profession in British Columbia.
3. To promote the welfare of the teachers of British Columbia.

May these objectives guide us in our present discussions.★

The Executive Report to the 1961 Annual General Meeting

SINCE THE LAST Annual General Meeting there have been six Executive Committee and seven Consultative Committee meetings on the following dates:

<i>Consultative Committee</i>	<i>Executive Committee</i>
May 7, 1960	April 22, 1960
September 10, 1960	June 4 & 5, 1960

November 19, 1960	October 1 & 2, 1960
January 14, 1961	December 3, 1960
January 21, 1961	Dec. 27, 28, & 29, 1960
January 30, 1961	March 31 &
March 4, 1961	April 1, 1961

The December 3 meeting of the Executive Committee was a special meeting

called to consider the proposed revision of the Teachers' Pensions Act. The January 21 and January 30 meetings of the Consultative Committee were special meetings called to consider proposed new legislation arising out of the Chant Commission Report recommendations.

Special Committees:

During the year several new special committees were appointed:

Chant Report Assessment Committee:

The Special Committee, with Mr. Jack Clague as chairman, which prepared the B.C.T.F. Brief to the Royal Commission on Education was revived and asked to perform as an Assessment Committee with these terms of reference:

(a) to determine the areas in which B.C.T.F. policy is in accord with the Chant Report recommendations, those areas where there is considerable difference between our thinking and that of the Commissioners, and those areas concerning which the Federation has made no statement of policy; and,

(b) to have the power to refer sections or items of the Report to other committees of the Federation and/or associations for consideration and report back to the Assessment Committee.

This committee will report directly to the A.G.M. the results of their study to date.

Committee on Sick Leave:

A special Committee on Sick Leave was appointed to consider several resolutions presented to the last A.G.M. upon which action was deferred pending further study. This committee is reporting directly to this A.G.M.

International Affairs Committee:

Arising out of reports of B.C.T.F. delegates to the 1960 Convention of the World Confederation of Organizations of the Teaching Profession it was concluded that the Federation might profitably devote attention to international affairs in education. A number of special projects supported by the Ontario Secondary School Teachers' Federation, designed to promote a fuller understanding and appreciation of cultures of the world among teachers and students, had attracted much favorable attention in

that province and across Canada. A special committee was struck to consider and recommend desirable kinds of B.C.T.F. activity in this field. This committee is submitting a progress report to this A.G.M.

Advisory Committee on P.S.A. Publications:

It was found necessary during the year to appoint an Advisory Committee on P.S.A. publications. Some of the newsletter and journal editors needed help in preparing their publications. Then, too, policies had to be established to ensure that the printing load could be dove-tailed smoothly into the general Federation office routine. Miss Margaret Crute of North Vancouver is chairman of this committee.

Committee on Junior Colleges:

A new Committee on Junior Colleges has just been created with Mr. Arthur Rempel of Vancouver as chairman. This committee will start operating before the end of April.

Other Activities:

Leadership Conferences:

Leadership Conferences for local association officers, started in 1959-60, were again conducted last fall in various parts of the province.

The *Manual for Local Association Officers* and the *Policy Handbook for Executive Members* were revised and brought up to date so that they would be available as discussion guides at these meetings.

Board of Reference:

One Board of Reference case involving the dismissal of a teacher was held during the year, with the decision going in favor of the teacher.

Two new cases involving suspension from teaching service are currently pending.

Principals' Conference:

A successful Principals' Conference, jointly sponsored by the Department of Education, the College of Education, the B.C.S.T.A. and the B.C.T.F. was held last summer.

The Department, which indirectly has been absorbing most of the cost of these conferences, has decided they will be held biennially, rather than annually.

This year, an off-year, the B.C. Principals' Association, with the help of the Federa-

tion, is making plans for a special conference designed especially for would-be and beginning principals.

Code of Ethics:

During the year the Ethics Committee has had several cases under consideration. As is usual, almost all deal with incidents involving breach of contract.

Last June, Mr. L. H. Garstin of Kimberley and Mr. E. H. Whittingham of Campbell River were asked to study Codes of Ethics of other teachers' organizations and of other professional associations in order to provide background material for a committee which will undertake to rewrite certain sections of our Code. These reports were received and studied and it has been decided that a special committee will meet at the time of the annual workshop to do the actual work of rewriting.

Professional Relations Commission:

The Relations Commission dealt with four cases during the year. Three of these were not of a serious nature and appear to have been satisfactorily resolved. The fourth, after a preliminary investigation, resulted in a charge under the Code of Ethics. Therefore, in line with policy, this case has been referred to the Ethics Committee.

Legal Aid:

Legal aid was provided to one teacher in connection with a tenure case, to two teachers named as defendants in incidents involving accidents to pupils at school, to three teachers concerning sick leave claims, to one teacher concerning a Workmen's Compensation Board claim and to a group of teachers concerning salary claims arising out of interpretation of an arbitration board award.

Salary Legislation:

There was great concern over a proposal that the Public School Act be amended to provide for provincial bargaining over teachers' salaries culminating in a provincial arbitration board. This proposal would have ended local bargaining entirely.

This proposal was countered in a number of successive steps:

(a) It was first proposed that there be no new legislation of any kind this year arising out of the Chant Report recommenda-

tions on the argument that there had not been time for a full study of the Report and of the implications of changes proposed in the Report.

(b) When this plea was rejected, the Executive offered to try out provincial bargaining next year on an experimental basis without new legislation. The B.C.S.T.A. was unwilling to co-operate and took a strong stand in favor of new legislation.

(c) It was then argued that the particular form of provincial bargaining favored by the B.C.S.T.A. was not consistent with the Chant Report recommendation. While the Chant Report favored provincial bargaining, it made no mention of a provincial arbitration board; and, while it referred to a "master agreement," it also provided that such master agreement would be "ratified" by local school boards and local teachers' associations. Implied in the term "ratify" is surely the right to reject.

(d) Finally, a proposal for legislation providing for provincial bargaining, ending in a recommendation to local associations and culminating in local arbitration should the recommendation be rejected, was presented as an alternative to the legislation favored by the B.C.S.T.A. This proposal was also rejected by the B.C.S.T.A.

Decisions on Salary Matters

In the end the Minister announced that there would be no new legislation this year providing for provincial bargaining, pending further study of the whole problem.

Throughout the whole period of controversy, the Executive took its stand on the principle that collective bargaining should be between employers and employees and so long as individual school boards were the employers of teachers they would have to accept the responsibility of dealing directly with their employees. Provincial bargaining that led to a recommendation that could be finally accepted or rejected by the employer and employees was acceptable to the Federation. Any form of provincial bargaining that took the final decision out of the hands of the employers and employees was totally unacceptable.

In the process, no attention was paid to representations made earlier by the Execu-

tive for amendments to the existing salary legislation designed to meet weaknesses in local bargaining, particularly with respect to conciliation.

It should be noted that the problem of provincial bargaining is still with us. Consideration of it has merely been deferred. Partly because it was acting on the basis of confidential information which could not be released, and partly because of the time element, the Executive and the Consultative Committees had to make a number of important decisions without first being able to consult the membership. It is regretted in particular that the membership could not be given an opportunity to vote on the specific legislative proposal submitted to the Minister of Education. The membership, however, was kept informed, as fully as circumstances permitted, through circular letters.

Teachers' associations in the other three western provinces showed much interest in our salary legislation problems. Two joint conferences were held, one in Edmonton and one in Vancouver. The B.C.T.F. was promised full support in its efforts to forestall provincial arbitration. The second of these conferences was for the specific purpose of considering the desirability of a broader form of bargaining, zonal if not provincial. The experience of labor unions with what is called "industry-wide" negotiations was reviewed. In general, it was found employees and employers in industry have come to favor this form of collective bargaining and the Federation may well find it to be in the interests of teachers to move in this direction in the future. The Agreements Committee may be submitting a recommendation in this matter to this A.G.M. based upon its recent studies of the matter.

Other Legislation:

Much effort was devoted to attempts to ward off a lengthening of the school year and of the school day and also to try to persuade the Minister of Education not to make Grade VII an elementary school grade at this time. The Specialist Associations of Home Economics and Industrial Arts teachers were particularly disturbed over this latter problem.

Concerning the length of school year, the Easter holidays have been retained. The Executive is grateful to the officers of the B.C.S.T.A. for siding with us in this matter.

It now appears that the standard length of school day in secondary schools will become 5 hours, 30 minutes. While the Regulations provide for a maximum 6 hour day, there are practical reasons why this will not become effective.

There were in addition a number of changes in tenure legislation that gave the Executive concern. Representations were made to the Minister of Education for the provision of safeguards to ensure that no teacher would be treated unfairly. Indications are that these safeguards will be introduced through Regulation or through procedures established to give effect to the new legislation.

Recommendations:

That the policy statement: "That all teachers contact the Federation office before accepting any position to make sure that the salary offered is the correct salary and that the school district is generally in good standing with the Federation" be changed to read: "That all teachers communicate with the Federation office before accepting any position to make sure that the salary offered is the correct salary and that the position applied for or offered is not in dispute."

That in recognition of long and outstanding service to the Federation on a provincial level, the following members be granted Honorary Life Membership in the B.C. T.F.:

Mr. Bernard C. Gillie
Mr. Victor A. Montaldi
Mr. John H. Sutherland

The North Okanagan Teachers' Association recommends that Honorary Life Memberships be granted to Mr. Harold K. Beirsto, Supervising Principal, Vernon Elementary School, who retires this year.

The Nelson District Teachers' Association recommends that Honorary Life Membership be granted to Mrs. Elva Kettlewell, girls' counsellor, Nelson High School, who retires this year.★

Robert Smith Honored

ROBERT REID SMITH, a retired Vancouver principal and past president of the Federation, is the winner of the Fergusson Memorial Award for 1961.

Mr. Smith began his long and successful career as a teacher and principal at Pavilion, before World War I. After serving in the armed forces, he returned to teaching in the Vancouver area and became, in turn, a vice-principal and principal. He was principal first of Oak Street School and then moved to Begbie, Cecil Rhodes, Hastings and Carleton schools. He retired from teaching in 1959.

Although devoted to his profession, Mr. Smith was also actively interested in sports, both within and without the schools. He managed many soccer teams over the years and was instrumental in organizing the first senior women's softball league in Vancouver.

Mr. Smith was an active member of the Federation. He has been president of the Point Grey Teachers' Association, the Vancouver School Administrators' Association, the Vancouver Teachers' Council, and was

Federation president in 1952-53. From 1944 until he retired, he was a member of the B.C.T.F. Pensions Committee. He has also been a member of the Property Management and other committees.

Since its formation in 1951, Mr. Smith has served as manager of the B.C.T.F. Co-operative Association, which was organized primarily to assist in providing living accommodation for teachers in the rural areas of the province. Under his management, the Co-operative has grown spectacularly. A monument to his efforts is the apartment block near the Federation office which was built on behalf of the Retired Teachers' Association, in whose affairs Mr. Smith has long been interested.

For more than forty years Mr. Smith has been a staunch Federation supporter and a champion of teachers' rights, recognizing also their professional responsibilities in the interest of an improved educational system.

For these attributes, Mr. Smith received this year the highest award the Federation can bestow.

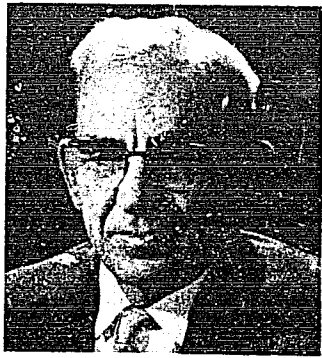
From the Easter Executive Meeting

FROM THE IN-SERVICE Education Committee's report came a recommendation that all local associations be encouraged to undertake a study of those features of the Chant Report that affect the local situation. The Executive approved this and also agreed that Geographical Representatives should be encouraged to visit local associations to stimulate this particular study and the study of other matters affecting the professional development and status of teachers.

On the recommendation of the Research Committee, the Federation will allocate \$1,000 a year for grants in aid to teachers for the preparation of theses. The Research

Committee will be responsible for studying applications for grants in aid and for recommending to the Executive action to be taken in individual cases. The principles which will guide the allocation of these grants are:

- (1) That aid be available to members and ex-members of the B.C.T.F. only;
- (2) That the thesis topic be relevant to education in B.C.;
- (3) That theses on philosophical or historical topics be not normally considered for aid;
- (4) That the quality of the research be a major consideration; and
- (5) That a copy of the final thesis be presented to the B.C.T.F.



H. K. Beairsto



B. C. Gillie



Mrs. Elva

The 1961 Conve

Pictured above are the five members who were honored by being awarded Honorary Life Memberships in the Federation. From left to right are H. K. Beairsto, Principal of Vernon Central Elementary School; B. C. Gillie, Principal of S. J. Willis Jr. High School, Victoria; Mrs. Elva Kettlewell, Girls' Counsellor, L. V. Rogers Sr. High School, Nelson; V. A. Montaldi, Principal of Lakes District Jr.-Sr. High School, Burns Lake; and J. H. Sutherland, English Specialist, Magee High School, Vancouver.



Upper left: The Federation's past, present and incoming presidents—R. B. Cox, on the right; W. H. Janzen; and K. M. Aitchison, on the left.

Lower left: The Convention Committee were kept



K. M. Aitchison
President



H. M. Palsen
1st Vice-President



Kettlewell



V. A. Montaldi



J. H. Sutherland

ntion in Pictures

busy on the Monday morning registering delegates from all parts of British Columbia.

Upper right: On Monday evening the Honorable L. R. Peterson presented Honor Diplomas to three teachers—Mr. F. E. Cunnings, Duncan, Miss Edna M. Johnston, Abbotsford, and Mrs. M. A. Meek, Salmon Arm.

Lower right: Left to right are P. J. Kitley, Co-ordinator of Teacher Recruitment, Department of Education, Victoria; A. M. Harvey, President of the B.C. School Trustees' Association, Ocean Falls; and the Honorable L. R. Peterson, Minister of Education, who attended a general session of the Annual General Meeting.

Below are the Federation's officers for 1961-62.



J. W. Stewart
2nd Vice-President

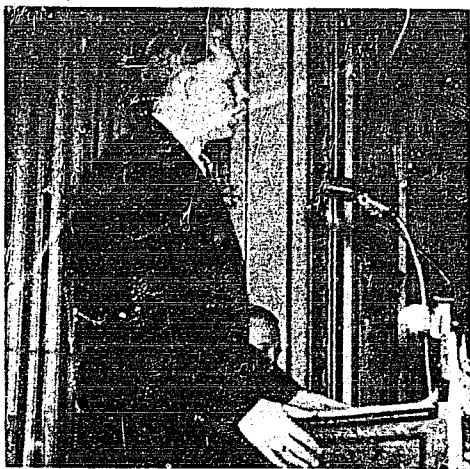


F. J. Cairnie
Secretary-Treasurer



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Speeches

Upper left: The Honorable L. R. Peterson, Minister of Education, addressed the delegates at the Monday evening session of the 1961 Annual General Meeting.



Center left: President W. H. Janzen and First Vice-President K. M. Aitchison were snapped during one of the sessions of the meeting.



Lower left: The Executive Report to the Annual General Meeting was given by General Secretary C. D. Ovens.

Below: R. R. Smith (left) received the Fergusson Memorial Award from Past President R. B. Cox, who is also chairman of the Fergusson Award Committee.



and Awards

Upper right: K. M. Aitchison, First Vice-President, took over some of the sessions of the meeting.



Center right: Mrs. Ingrid Cowie (right), of Campbell River, received the Christie Scholarship for Teachers from Mrs. Nellie Kerr, of Christie Agencies Ltd.



Lower right: Secretary-Treasurer J. W. Stewart presented the Charlesworth Memorial Award to Miss Lynn Peachey, of Victoria.

Below: Mr. Janzen received his President's Pin from Past President R. B. Cox.



The Federation Moves Forward

*A report of some of the business
transacted at the
Annual General Meeting
April 3-6, 1961*

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THE FORTY-FIFTH Annual General Meeting of the B.C.T.F. was convened from April 3 to 6 at the Hotel Vancouver. In the four days of business and section meetings many important topics came under discussion.

Important changes in the Constitution and By-Laws of the Federation were approved. A new section, Section 9, has been added to Clause 3, which deals with membership. This section reads:

"**Suspension of Membership:** Membership may be suspended by the Executive Committee for loss of good standing due to non-payment of fees. A member not in good standing shall receive thirty days' notice in writing by registered mail of the intention of the Executive Committee to suspend membership."

Clause 15, Section 6, has been amended to read: "Notwithstanding anything contained in any other section of this Constitution and By-Laws, when, in the opinion of the Executive Committee any member or Local Association has been guilty of conduct inimical or prejudicial to the interests or objects of the British Columbia Teachers' Federation, the Executive Committee shall have the power to:

- (a) terminate the membership of the member, or
- (b) suspend the membership of the member, or
- (c) reprimand the member, and
- (d) reprimand or suspend the local association,

provided, however, that such member or local association shall have the right to appeal from the decision of the Executive Committee to the next general meeting (annual, or otherwise) which may confirm, reverse, or modify such decision."

A new Section 7 has been added to Clause 15: "The Executive Committee may refuse membership to any person, if, in the opinion of the Executive Committee, the granting of such membership would be, or the previous conduct of the applicant for membership has been, inimical or prejudicial to the interests or objects of the B.C. Teachers' Federation."

Sections 7 and 8 were, as a result, re-

THE B.C. TEACHER

numbered 8 and 9.

There were also changes approved for Clause 17, which deals with standing committees. This clause will now read:

"The Standing Committees of the Federation shall, except where otherwise provided, be appointed by the Executive Committee and shall be:

"(1) The Consultative Committee, which shall consist of the officers of the Federation and four other members of the Executive Committee.

"(2) The Finance Committee, which shall consist of the Secretary-Treasurer, the Chairman and at least two other members.

"(3) The Constitution and By-Laws Committee, which shall consist of the Chairman and at least two other members.

"(4) The Executive Committee on Ethics, which shall consist of at least three members, all of whom shall be appointed from within the Executive.

"(5) The Agreements Committee, which shall consist of a Chairman and at least two other members."

Clause 17a was deleted.

Salary Policy Changed

A change was made in the Federation's general policy on salaries. It is now policy that all teachers communicate with the Federation office before accepting any position to make sure that the salary offered is the correct salary and that the position applied for or offered is not in dispute.

Honorary Life Memberships were conferred upon three members of the Federation in recognition of long and outstanding service to the Federation on a provincial level. Honored were Mr. Bernard C. Gillie, Victoria; Mr. Victor A. Montaldi, Burns Lake; and Mr. John H. Sutherland, Vancouver. Honorary Life Memberships were also conferred upon Mrs. Elva Kettlewell, Nelson, and Mr. Harold K. Beirsto, Vernon, who will retire at the end of the term.

Two recommendations from the Pensions Committee were approved. As a result of the first of these, the Federation will request that any teacher whose selection of plan was filed prior to March 1, 1961, and who was still in service at that date, be permitted to file a substitute selection to

become effective on the same date as the original selection, provided that the substitution is one which provides increased protection for a dependent. A study will be made of the advisability of requesting that the Public Schools Act be amended to raise the compulsory retirement age beyond 65 years. (This arises from the introduction into the new pensions scheme of certain actuarial tables which prescribe improved benefit rates for retirement at ages greater than 65 years.)

The Committee on Acceleration and the Gifted Child proposed that principals of schools be urged to avoid, if possible, the practices of: (a) grouping gifted children and slow learners in the same elementary class; (b) grouping an accelerated group of students with an average group in the same elementary school class, and (c) "double-programming" gifted children with children taking a different course in the same secondary school class. These proposals were accepted.

The following principles in the matter of collective bargaining were approved:

(1) That a collective agreement must be between the local teachers' association and the employing school board.

(2) That any recommendation arising out of a broader negotiation must be subject to ratification by the local teachers' association and the Board of School Trustees in a local district.

(3) That any extension of compulsory arbitration beyond the local level is unacceptable.

The officers of the Federation for 1961-62 will be K. M. Aitchison, President; H. M. Palsson, First Vice-President; J. W. Stewart, Second Vice-President, and F. J. Cairnie, Secretary-Treasurer.

The delegates at the Convention agreed to an assessment of \$1 a year per member for the purpose of raising funds to send a B.C. teacher to some underdeveloped country in Africa or Asia. They also directed that information regarding this project be sent to the Canadian Teachers' Federation.

The B.C. Principals' and Vice-Principals' Association was asked to study, and report

to the 1962 Annual General Meeting, a resolution that asked the Federation to intensify its efforts to eliminate those parts of the teacher's work which might better be performed by clerical employees.

The report of the Special Committee on Membership was considered at length. It was amended in certain respects and adopted as amended. Three membership categories—Professionally Certified Teacher, Teacher, and Probationary Teacher—were established. Membership cards showing category are to be issued annually. Members judged incompetent will be issued cards stating "Category Withheld." There will be a Board of Admissions and Review to administer the regulations which were approved and the Executive Committee will act as an Appeal Board to which decisions of the Board of Admissions and Review may be referred. At the inception of the plan, each person holding membership in the B.C.T.F. will be accepted into the category appropriate to his qualifications and experience without application to the Board of Admissions and Review. The date for the inception of the plan shall not be later than June 30 of the selected year.

Regulations governing membership categories were set forth, as were the regulations governing the composition, method of appointment, term of office, and powers and duties of the Board of Admissions and Review. Certain other regulations were also approved.

Policy Resolutions Approved

A resolution which asked that all decisions of the Executive Committee which affect the autonomy of the local associations must be ratified by the next ensuing Annual General Meeting before becoming Federation policy was approved.

In the event that delegates to an Annual General Meeting are called upon to vote an unbudgeted expenditure of money, in future a notice of motion will be required at least one session prior to the session at which the vote is to be taken.

The Federation expressed its appreciation to the Department of Education for the invitation to nominate a number of teachers for several departmental com-

mittees this year. A request will be made for greater representation on the central curriculum committees of the province. The Federation also reaffirmed its belief that it is desirable for teachers to be given as much information as possible about the tentative proposals of departmental Revision, Appraisal or Advisory committees, in order that teachers may be better prepared for effective teaching of any revised courses. The delegates also reaffirmed the principle that the bulk of curriculum revision should be done by selected teachers, with the advice of expert consultants, in summer workshops and that these teachers should be paid a suitable honorarium.

Also on curriculum matters, the delegates also reaffirmed the desirability of proposed course revisions or new textbooks being used on a trial basis in a few districts for a year before they are finally approved. It was agreed that a Curriculum Seminar be held, as an experiment, in conjunction with the 1961 Summer Workshop. This would involve twelve or fifteen teachers.

Several recommendations from the Curriculum Committee dealt with the return of Grade VII pupils to the elementary school. The meeting expressed regret that the change had been made so hastily that careful consideration of all the educational implications was not possible. It also recommended that, where school boards are willing and facilities are available, Grade VII pupils continue to attend secondary schools and receive instruction in home economics or industrial arts in 1961-62. It further recommended that a careful study of the educational implications of this change be made by the Department, the B.C. School Trustees' Association, the B.C. Parent-Teacher Federation and the B.C.T.F., in order to ensure that the change is revoked if it is not educationally desirable. These decisions, it was agreed, would be communicated to the Minister of Education and the two other bodies, and to all school boards in B.C.

The consideration of the report from the Chant Report Assessment Committee resulted in the adoption of six statements on the stand of the Federation with respect

to the Royal Commission Report.

Statement No. 1:

That the Federation is concerned that the term "intellectual development" as used in the Royal Commission Report may be interpreted too narrowly. The Federation believes the interpretation of the term "intellectual development" should be broad enough to take cognizance of the contribution that such subjects as art and music can make to intellectual development. Some students may derive more intellectual training from these subjects than they would from some to which the Royal Commission attached greater significance.

Statement No. 2:

That there is a need for effective selection and streaming in the secondary school to improve standards and quality of courses is recognized by both the Royal Commission and the Federation Brief to the Royal Commission. This need can be met within the present framework of the secondary school through utilization of adequate selective methods for the different programs through provision of worthwhile courses for the general or vocational program, and through the expenditure of the sums of money necessary for the latter. Thus the drastic reorganization proposed by the Royal Commission is unnecessary.

Statement No. 3:

That we are in general agreement with the selection of the "central" or "core" subjects, but are firmly convinced that much more flexibility is needed in the placement of subjects in the "inner" and "outer" groups. It should be possible for a student on the academic program to carry a "major" in commerce, industrial arts, home economics, music or art, along with his other "majors."

In short we believe that the present system of "constants," "majors," and "electives" is quite adequate to guarantee a high quality program and at the same time to make provision for differences in talent and interest. The important criterion for priority of certain subjects should be the needs of the particular pupils in the various programs offered.

Statement No. 4:

That prescribed time allotments in such

subjects as art and music should be sufficiently flexible to permit the best use of qualified teachers serving the needs of interested students. Therefore we are opposed to the rigid prescription of time allotments for art and music in the Commission Report.

Statement No. 5:

That we see merit in such a program as that described by the Commission for a "Junior Vocational Course." We disagree, however, with the examination system recommended for placing pupils in the program. In the intermediate grades, teachers and principals can identify pupils for whom the program is appropriate. The parents must understand the scope and purpose of the program. Labelling it as a "failure" program, through emphasis on the examination, will prejudice both parents and pupils against it.

Statement No. 6:

That we express approval of the Commission's recommendations that there be additional courses or programs available for pupils at the senior level—in "commercial," "technical," and "senior vocational" courses. However, we believe that it is important that there be adequate opportunity, in the junior grades, for pupils to take some courses which prepare them for the senior vocational, commercial, or technical work. We believe, with the Commission, that the senior vocational program should be a high quality program providing both a good level of academic achievement and worthwhile vocational training. It is recognized that in rural areas particularly there may be a need to establish regional vocational schools as separate institutions.

Art and I.A. Resolutions Referred

Two resolutions were referred to the Chant Report Assessment Committee for study. These resolutions are:

Resolution No. 33: That the Federation go on record as deploring the following aspects of the Report of the Chant Commission:

(a) The sacrifice of the heretofore acknowledged values of Industrial Arts as a part of the general education of every male student.

(b) The apparent total lack of correlation of the Industrial Art: program as a proposed elective with the recommended Vocational Training program.

(c) The channelling at the Grade XI or XII level of some students into the Advanced Technical Program with a haphazard or even non-existent background of previous training in Industrial Arts.

(d) That failure will be the only entrance requirement to the Vocational program.

Resolution No. 35: Whereas the comments and recommendations of the Royal Commission on Education in British Columbia with respect to art education are at variance with present-day enlightened educational principles,

Be it resolved that the Federation strongly oppose the implementation of the Commission's recommendations concerning art education.

In dealing with other resolutions, the Federation went on record as opposing any increase of teachers' instruction time beyond the present limits. The Federation will seek an amendment to the Public Schools Act which will make it an offence to loiter in the vicinity of a public school, such offence to be subject to a fine of fifty dollars. It was agreed that it would be a matter of major policy that teachers and principals be given the opportunity to participate in the formulation of educational policy on a basis of equality with other authorities, particularly at the local level, and that the Executive take active steps to convince the Department of Education that this should become province-wide policy.

Membership Fee Increased

The fee for membership in the Federation for 1961-62 was set at \$44. This includes the \$1 per member approved for the sending of a teacher to Africa or Asia and an increase in the per capita allocation to the Salary Indemnity Fund of \$1. New rates for Salary Indemnity benefits were established at \$7.50 a day for the first 40 days of absence and \$10 a day for the next 120 days. This will make the maximum benefit for any one illness \$1500.

The Executive was instructed to establish a policy of equalizing through subsidation the cost of the delegates attending the Summer Workshop.

Three recommendations from the Teacher Education and Certification Committee were approved. The College of Education and the Department will be asked to insist on one general standard of admission to both the elementary and secondary programs and that this standard be the highest that is applied at present. These two bodies will also be asked to insist that people coming from outside British Columbia without the requirements (mentioned above) as to majors and general standing be required to meet the same or an equivalent standard as students from British Columbia, before they are granted a teaching certificate. The Executive was instructed to make representation to the Department of Education and the University to have the elementary program extended to a full five years.

Representations to be Made

Two resolutions re internships for beginning teachers were referred to the Teacher Education and Certification Committee, as was a resolution concerning the situation in which highly trained Art teachers, graduates of the Vancouver School of Art, find themselves as a result of the present regulations for advanced certification.

The Research Committee was instructed to approach the Department of Graduate Studies of the College of Education with a view to discussing the possibility of a systematic planning of research which M.A. and Ph.D. candidates would be encouraged to conduct. Such planning should include the issuance periodically of a list of research topics on which research is required or desirable, providing always that these candidates are free to choose their own topics.

The Federation will recommend to the Department of Education that, in accredited high schools, the external inspection of laboratory notebooks as a prerequisite to the successful completion of senior science courses be discontinued.★

for Your information—

Teaching in Saskatchewan

Teachers who plan to seek a teaching position in Saskatchewan next year are requested to communicate with the Saskatchewan Teachers' Federation, 902 Spadina Crescent E., Saskatoon, before applying for or accepting any teaching position in that province.

Office Summer Hours

The Federation office hours during the months of July and August will be as follows: Monday to Friday — 9:00 a.m. to 4:00 p.m.; Saturdays — closed.

Teachers planning to call at the office should note these times.

Principals' Association Fees Due

The fees for membership in the B.C. Principals' and Vice-Principals' Association for 1961-62 are now due. Members are requested to remit the fee of \$5 to Mr. A. E. Reid, Principal, South Okanagan Jr.-Sr. High School, Oliver, B.C.

Music Associations Amalgamate

It is now official. The Schools Instrumental Teachers' Association (S.I.T.A.) and the B.C. Music Educators' Association (B.C.M.E.A.) have now elected to join forces under the title B.C. Music Educators' Association, thereby strengthening the voice of school music throughout the province.

The slate of officers of the newly-organized association include the following: President, Mark Rose; Vice-president, Florence Connor; Past President, D. Evan Davis; Executive Member, Art Lewis; Secretary, Gordon King; Treasurer, Roy Atkinson.

It is evident that both Evan Davis, formerly president of the B.C.M.E.A., and

Walter Karen, formerly president of S.I.T.A., have both worked diligently and long to bring this about. We can be thankful first to S.I.T.A., for its long record of experience and achievement and for the determination they have shown in the face of many obstacles over the years.

Mark Rose, our new president, has informed me that every effort will be made to enroll new members and generally to further the work of music educators throughout the province.

The merger of the two groups comes at a crucial time. First, at this time the B.C.T.F. and the Department of Education are establishing an advisory Music Committee to aid in promoting music work in all schools. Second, it is timely also in view of the Chant Commission recommendations. We need to stand together and firmly so. Finally, it has now been decided to hold the next conference of the Canadian Music Educators' Association in Vancouver, April 22-25, 1962.

This should give us fresh impetus to plan a worthwhile and stimulating program of which all in Canada can be justly proud.

We should have a banner year!

LLOYD H. SLIND

S.A.T.E. Plans for 1961-62

The teachers of English in the secondary schools have two important questions to face during the forthcoming school year.

In the first place is the revision of the curriculum in Grades VIII-XII. The executive of the S.A.T.E. has asked Mr. Frank Bertram, S.A.T.E. representative on the B.C.T.F. Curriculum Committee, to co-operate with the chairmen of English sections at Fall conventions in an effort to

Continued on page 433

on Your behalf—

IN THIS LAST issue for the year, we attempt to bring our readers up to date on the work being done for them by the Federation officers, staff and committees. Since the middle of March, many of the Federation's committees have met, some of them more than once: Agreements, Chant Report Assessment, Consultative, Convention, Curriculum, Curriculum Directors, Executive, Finance, In-service Education, Junior Colleges (a newly-organized committee), Membership, Philosophy of Education, P.S.A. Publications, Public Relations, Supervision Practices, Teacher Education and Workshop. Two committees on which the Federation is represented and whose chairmen are Federation members — the Education Week Committee and the Television Committee — also met in the Federation building.

March 16

K. M. Aitchison, First Vice-President, represented the Federation at the College of Education graduation banquet. H. M. Palsson, Second Vice-President, Assistant General Secretary S. Evans, F. J. Cairnie and D. A. Smith, of the Federation Executive, and other Victoria teachers participated in the student-teacher workshop at Victoria College.

March 16, 17

President W. H. Janzen continued his visits in the Okanagan Valley. He attended meetings of the teachers' associations at Enderby and Salmon Arm.

March 17

Mr. Aitchison attended a meeting of the Vancouver Secondary School Teachers' Association as a representative of the Federation. W. V. Allester, Executive Assistant, attended a meeting at the University to discuss plans for a summer short course on modern arithmetic. C. D. Ovans, Gen-

eral Secretary, was in the East Kootenays for discussions of a staff problem.

March 17, 18

The B.C.T.F. Curriculum Workshop began its sessions on the evening of the 17th, and continued on the 18th. Attending were Messrs. Aitchison, Palsson, and Allester. Mr. Janzen attended the sessions on the 18th.

March 18

Mr. Evans was in Prince George to attend a Public Relations Workshop organized for local association P.R.O.'s of North Central District area.

March 21

Mr. Evans presented two lectures to College of Education seminar groups on the services of the Federation.

March 23

Mr. Aitchison represented the North Vancouver Teachers' Association on a Department of Education Investigating Committee. Mr. Allester attended a meeting of the planning committee for the Principals' Workshop.

March 24

Mr. Palsson was in Nanaimo to address a meeting of Vancouver Island principals. Mr. Ovans addressed the students of Physical Education at the University on professional education.

March 28

Mr. Palsson accompanied a delegation from the Home Economics Association when they met the Minister of Education. Mr. Evans attended a meeting of the planning committee of the B.C. Adult Education Association executive.

April 5

Mr. Janzen represented the Federation at the Parent-Teacher Federation convention dinner, held in Surrey.

April 7

Mr. Janzen attended sessions of the

Parent-Teacher Federation convention.

April 10

Mr. Ovans attended a meeting of the B.C. Education Research Council.

April 14

J. W. Stewart, Secretary-Treasurer, attended a meeting of the Bralorne and Seton sub-locals to discuss Federation business.

April 17, 18, 19

Mr. Ovans was in Vernon to attend the sessions of a Board of Reference.

April 19

Mr. Allester attended a meeting of the planning committee for the Principals' Workshop.

April 19, 20, 21

Mr. Evans was in northern B.C. to attend meetings of the teachers' associations at Kitimat, Prince Rupert and Terrace.

April 20

Mr. Aitchison was in Vanderhoof to represent the Vanderhoof Teachers' Association on a Department of Education Investigating Committee.

April 21

Executive Assistant J. A. Spragge was in Kelowna for a briefing session of Agreements committee chairmen from the Okanagan Valley. Mr. Allester accompanied Mr. Denis Brown, chairman of the Television Advisory Committee, and other members of the committee on a visit to Seattle to meet with Seattle public school authorities who are responsible for the programming of TV in the schools.

April 22

Mr. Spragge was in Kamloops for a briefing session with Agreements committee chairmen of Central Mainland District Council. Mr. Allester attended a workshop session for Fall Convention committee chairmen.

April 24

Mr. Aitchison attended a meeting of Burnaby District Council. Mr. Allester attended a meeting of the committee which planned last year's workshop on community health resources. There will not be a similar workshop this year, it was decided.

April 24, 25

Mr. Janzen accompanied the visiting

Russian teachers while they were in Vancouver as guests of the Federation.

April 26

Mr. Janzen was in Ottawa to chair a meeting of the C.T.F. Education Finance Committee.

April 27

Mr. Spragge was in Victoria to attend a meeting of the Teachers' Pensions Board.

April 28

Mr. Aitchison, Mr. Palsson, Past President R. B. Cox and Mr. Ovans attended a meeting of the B.C.T.F.-B.C.S.T.A. Liaison Committee.

April 29

There were several briefing sessions for Agreements committee chairmen. Mr. Ovans attended the meeting of metropolitan chairmen; Mr. Evans was in Nanaimo for a meeting of Island chairmen; Mr. Spragge was in Prince George for a meeting of North Central B.C. chairmen, and Mr. Allester attended a meeting of South Coast chairmen at Granthams Landing.

April 30

Together with other B.C. directors of the Canadian Association for Adult Education, Mr. Evans met Mr. Alec Simms, of the Department of Citizenship, re planning for a national conference on adult education to be held in Ottawa next October.

May 2

Mr. Evans attended a meeting of the planning committee for the B.C. Adult Education Conference.

May 3

Mr. Ovans was in Victoria for a meeting of the Joint Board of the College of Education. H. N. Parrott, chairman of the Teacher Education Committee, is the Federation's second representative on the Joint Board.

May 6

Mr. Aitchison and Mr. Allester were in Lake Cowichan to take part in the Vancouver Island annual workshop. Four representatives from each local association on the Island attend these workshops.

May 11, 12

Messrs. Janzen, Evans and Allester

Continued on page 431

What's the Answer?

Teachers and Secondary Employment

Why doesn't the Federation do something about those teachers who moonlight by taking second jobs? There are a few teachers who have weekend jobs and more who take summer employment. I'll admit that in a very few instances men with family responsibilities who entered teaching late may have to augment their income when they are at the lower end of the salary scale. However, the action of teachers who moonlight is bringing discredit to the whole teaching profession.

Ideally, teachers should not take part-time or summer employment except that directly related to education, such as summer school instruction. Part of our campaign for higher professional status depends upon teachers refraining from taking extra employment. All teachers should be aware of the detrimental effect that part-time employment has on professional status. Awareness may eventually bring a willingness by all to refrain from part-time work.

The Federation has a policy relative to secondary employment which can be summarized as follows:

1. The B.C. Teachers' Federation expects that teachers will not enter other employment.
2. However, we recognize that there may be particular circumstances which make it necessary for some teachers to seek employment to augment their salary. This situation would normally apply only to married men who entered teaching after being engaged in some other line of endeavor and experience difficulty in meeting their financial obligations on a teacher's starting salary.
3. Where, through circumstances, teachers are compelled to seek additional employment, we expect that they will endeavor to seek employment in fields appropriate to their training as teachers.
4. We expect that under no circum-

stances will teachers take employment in positions which can be filled by unemployed people.

Although the foregoing represents the policy of the B.C.T.F., the Federation cannot dictate to its members what they shall or shall not do. It can only advise and urge action along such lines.

The Federation Executive supported a recommendation from the Editor of *The B.C. Teacher* that our journal refuse advertisements publicizing extra employment for teachers. This policy meant that last year advertising amounting to about \$1200 was refused. It was argued that we as a Federation cannot realistically campaign for higher professional status for teachers and at the same time be party to promoting any form of secondary employment.

Recently we have heard one or two teachers propose that a clause should be inserted in the B.C.T.F. Code of Ethics making it unethical for Federation members to engage in secondary employment, except under certain circumstances. A special committee named by the Federation Executive will be meeting this summer to consider a rewording of our code of ethics. Perhaps they should consider the merits of such a clause.

The Code of Ethics of the National Education Association of the United States includes a clause which says:

"The members of the teaching profession have inescapable obligations with respect to employment. These obligations are nearly always shared employer-employee responsibilities based upon mutual respect and good faith.

"In fulfilling the obligations of this fourth principle the teacher will—

"Engage in no gainful employment, outside of his contract, where the employment affects adversely his professional status or impairs his standing with students, associates, and the community." (This is one of twelve statements under this section.)

How long will it be before the B.C.T.F.

members support such a clause in our Code of Ethics?

Appointment to Committees

How does one get an opportunity to serve on a B.C.T.F. committee?

All Federation committees are created and operate under direction of the Executive Committee.

A few committees are appointed in terms of office already held. For example, the Ethics Committee is made up of the Junior Past President (as chairman), the President, the First and Second Vice-Presidents. The C.T.F. Affairs Committee likewise is made up of officers who, because of their position, attend the annual C.T.F. conference. The Scholarship Committee is made up largely but not exclusively of officers.

Geographical considerations are important with some committees and not with others. Because both salary and public relations campaigns are carried on by local associations, and because conditions vary from region to region throughout the province, the provincial committees are appointed with careful regard for area representation. To a somewhat lesser extent, this principle holds also for in-service education. Members who are experienced and competent at the local level in these areas are logically named to serve on the provincial committee, often on the basis of a recommendation from the District Council.

Some committees — Benevolent Fund, Finance, Convention, etc. — must work in

close concert with the central office and hence are made up of members who are within quick reach of the office.

Committees appointed on the basis of geographical representation are, because of travelling, expensive to operate. Where the work handled by the committee is provincial in nature — Pensions, Education Finance, Teacher Education, etc. — there is not the same need to make the committee representative on a geographical basis. In this case the Executive looks for members who have made a special study of the problems to be dealt with or whose experience has been such as to give them an insight into these problems.

The Executive makes an effort to spread the burden of work throughout the province. Where there is no need for either geographical representation or close contact with the central office, committees are sometimes centered in one community or region. For example, the Research Committee currently operates out of Kelowna, the Workload Committee out of Victoria and the Local Association Attendance Committee out of Nanaimo.

Any member who would like to serve on a Federation committee should write to the General Secretary indicating his special interest and the experience or private study which the member considers puts him in a position to make a contribution. It has to be recognized, however, that the Executive cannot possibly use every member who might like to serve out of consideration for the bases of appointment indicated above.

On Your Behalf

Continued from page 429

attended the semi-annual conference of the B.C. Adult Education Association.

May 20

Mr. Evans was in Vernon to make local arrangements for the B.C.T.F. Summer Workshop.

May 23-26

Mr. Allester was in Toronto to attend a national conference on Educational T.V.

May 25-27

Mr. Janzen and Mr. Ovans attended the

Western Conference of Teacher Educators in Saskatoon.

May 27

Mr. Aitchison and Mr. Evans were in Powell River representing the Federation at a special entertainment for exchange teachers and to meet with some members of the Powell River School Board.

June 10

Mr. Aitchison represented the Federation at the Burnaby District Council annual dinner.

BRITISH COLUMBIA TEACHERS' FEDERATION
Fifth Annual Series of

SUMMER COURSES

sponsored in co-operation with the Department of Extension, University
of British Columbia.

1. Workshop on Teaching Methods in Primary Reading.
July 3 - July 14
2. Workshop on Teaching Methods in Elementary School Music and Art.
July 3 - July 14
3. Workshop on Techniques in Teaching Gifted Children in the Elementary School.
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.
6. Workshop on Modern Methods in Primary Arithmetic.

The course on this topic scheduled for July 3-7 is already full. However, consideration is being given to offering it again July 10-14.

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, except for Primary Arithmetic, which will be \$15.00. 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.

SCHOOL DISTRICT NO. 14
(Southern Okanagan)

Applications are invited for both elementary and secondary teaching positions and especially for the following known vacancies:

Southern Okanagan High School

1. Girls' Counsellor
2. Girls' Physical Education
3. Boys' Physical Education
4. Commercial

Apply in writing, giving full particulars to:

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Secretary-Treasurer,
Box 250, Oliver, B.C.

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Washington 6, D.C.
April 3, 1961

Dear Stan and Barbara:

As each issue of *The BC Teacher* has arrived this year, I have wanted you to know how much we have enjoyed its beauty and its effective content. I have especially liked the covers of the January, February and March issues. Your printer and the several artists involved are all to be congratulated for such an effective presentation.

Sincerely,
ROBERT R. LEEPER,
Editor,
Educational Leadership.

Campbell River, B.C.
April 15, 1961.

Dear Sir:

So great is the appeal of Alistair Ross's "Swamp Lanterns" and of his prose treatment of water moods that one dares to hope that others of his pictures will find a place on future covers.

Yours truly,
Eric H. Whittingham

Editor's Note: On behalf of Mr. Ross, we are pleased to acknowledge this compliment to him. It is indicative of many other favorable comments we have received about the art work used in our cover series.

For Your Information

Continued from page 427

have the teachers of English discuss what they want in the English program and in the textbooks chosen to fulfill the program. It is hoped that the teachers of English at their conventions will forward to Mr. Bertram (410 Wellington St., Chilliwack) specific and constructive criticisms and suggestions pertaining to courses, tests and examinations, and textbooks.

The S.A.T.E. has developed the organizational structure. It is up to the teachers themselves to use the structure to place their views before the English Curriculum Revisica Committee. The S.A.T.E. is in a position to send speakers and resource people to lead discussion on curriculum revision. The chairmen of Fall conventions have been asked to send the names of the chairmen of the English sections to Miss

Marion Langridge, Magee High School, Vancouver.

In the second place is the task of analyzing the qualifications of those who are teaching English. At its A.G.M., the Secondary Association of Teachers of English passed a resolution asking its local chapters to list the names of those who are teaching English and to place beside the names the subjects in which the teachers have been trained. It is hoped that in this way the S.A.T.E. executive can get a clear picture of the qualifications for teaching English those who are asked to teach the subject possess.

It is in fields such as the two discussed here that the specialist associations can develop professional character.

Teachers interested in promoting this work through membership in the S.A.T.E. should forward their membership fee of \$2.00 to Miss Langridge.

J. H. SUTHERLAND, President.

ADULT EDUCATION POSITIONS in University Extension

This Department requires:

1. Supervisor of Short Courses and Conferences.

Should have conference planning experience. Responsibilities include developing and making detailed arrangements for short courses and conferences on and off campus.

2. Administrator of Programs in Liberal Education

To share responsibility for development of program within the new division of liberal education.

Applicants must be University graduates. Application to include details of education, experience, age, photograph, address, references and any other relevant information. Salary commensurate with qualifications.

Mail applications before June 15 to:

**Director,
University Extension,
University of British Columbia,
Vancouver 8, B.C.**

SCHOOL DISTRICT No. 70 (Alberni)

More than most school districts, Alberni is faced with a large continuing expansion. Teachers are needed more to fill new positions than to replace people leaving the district. At the secondary level there is considerable opportunity for specialists, administrators, and for competent experienced teachers wishing to teach even at the most senior levels. In the elementary schools similar opportunities exist for administrators and consultants; teachers from primary to the senior grades are required for large and small schools.

Applications for the following teaching positions for the term commencing September, 1961, are invited:

Secondary	Physical Education—
Chemistry	Boys and girls (Jr. & Sr.)
Physics	
English (Jr. & Sr.)	Home Economics
Social Studies (Jr. & Sr.)	Commerce
French	Music
	Assistant Librarian

Elementary	Intermediate
Primary	Librarians

This advertisement is sponsored by the Alberni District Teachers' Association. Application forms may be obtained from Mr. A. F. Taylor, Secretary-Treasurer, School District No. 70, 1100 Redford Street, Port Alberni, B.C.

RESEARCH ASSISTANT 3 required for Division of Health Education Department of Health Services VICTORIA, B.C. B.C. Civil Service

SALARY—\$470-\$555 per month. **DUTIES**—to serve as a public health education consultant to local health units throughout the Province, and to other Health Branch Divisions, with special emphasis on school health education, including the development of teaching aids and references. **BURSARIES**—available for post-graduate training leading to a Master's degree in Public Health, and for refresher courses. Applicants must be Canadian citizens or British subjects holding a professional teaching certificate, and must have several years of experience teaching in British Columbia, part of which has been with respect to health. For application forms apply **IMMEDIATELY** to The Chairman, B.C. Civil Service Commission, 544 Michigan Street, VICTORIA, B.C.

COMPETITION No. 61:173.

NOW—lower rates on Jim Dodds' 1961 BLUENOSE TOUR

Leaves Vancouver July 13 via CNR for the Maritimes or any spot in between. Fast through trip. Arrives back August 14. New LOW rates cover fare, berth, meals on board, tips.

**Vancouver-Victoria to Halifax
Return \$274.35**

Reserve now! See your CNK agent or write:

**J. V. Dodds, Organizer,
Bluenose Tour,
Box 213, Edmonton, Alberta**

SUMMER SCHOOL ROOM AND BOARD

Accommodation for 20 in comfortable rooms with 3 meals daily; on campus at the Beta Theta Pi Fraternity House; rent at \$60 per month. Write House Manager, Beta Theta Pi Fraternity House, 2140 Westbrook Crescent, Vancouver 8; phone CA 4-4400.

FOR RENT—July and Aug., furnished bachelor suite, suitable for two, in modern West End apt. block. Desire reliable tenants. Write #204, 1885 Barclay Street, Vancouver 6.

SUBLET—July and August. Unusually spacious and well furnished three-room apartment. Really beautiful. Ideal for couple or 2 or 3 women. \$120 per month. Light and telephone included. Write Suite 19 - 4695 Kingsway, Burnaby 1, B.C.

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.

new Books

ESTHER G. HARROP, Book Review Editor

SPECIAL REVIEW

Television in the Lives of Our Children, by Wilbur Schramm, Jack Lyle and Edwin B. Parker. Stanford University Press, Stanford and University of Toronto Press, Toronto, 1961. \$6.00

Here is the result of a 3-year period spent in research and the study of 6000 children in ten American and Canadian communities. Parents, teachers and school officials numbering 2300 have also assisted by furnishing information. The basic consideration is the part played by television in the lives of children — what kind of programs they watch, what are the effects of viewing, what use they make of the programs that they watch. "When we talk about the effect of television we are really talking about how children use television. A child comes to television seeking to satisfy some need. He finds something there and uses it." The following pages of the book testify that children "use the same television in different ways," and so "to understand the effect of television, we have to understand the conditions of effect." In the introduction of the book we shall find six serious and extremely thought-provoking questions, three of which are "Does television debase the tastes of children?" — "Does television teach children too much about life too early?" — "Does its violence teach children violence and crime?"

The authors have decided that television has re-arranged a child's leisure time; that he spends more time in viewing and less in listening or reading, but they agree that this use changes with any change of age in the child, or with any differentiation between average and bright children. Conditions in the home life have also a vital bearing on the problem. That children learn a great deal from the programs is beyond question, as also is the fact that "Television is first and always predominantly a magic doorway into a world of

fantasy, glamour and excitement" and "children do meet real needs through the fantasy derived from television."

Television has one distinguishing characteristic — "its absorbing quality" and in this medium, it is essential to note that "the effect of television is an interaction between characteristics of television and characteristics of its users." There are several important effects — physical, emotional, cognitive, behavioral. The discussions about these effects present most interesting viewpoints.

Chapter 9, the last chapter of the text, develops some points relevant to fantasy and reality, and the part played by television here as well as to the quality of the child's home and his peer group relationships. Besides general points, this last chapter presents questions to some important groups in our social set-up — (a) Broadcasters, (b) Parents, (c) Schools, (d) Government, (e) Researchers.

Pages 195-294 contain appendices which furnish a great deal of material arranged in tables. This material is extremely helpful in connection with the subject matter of the book discussed in Chapters 1-9. The book, as a whole, is a most interesting study of facts about the effects of television on children.—E.G.H.

LATIN

Winnie Ille Pu (A Latin Version of A. A. Milne's *Winnie-the-Poo*) by Alexander Lenard. E. P. Dutton, New York, 1960. \$3.00

Said Christopher Robin:

"Hodie heffalumpam vidi, O Porcelle."

"Quid agebat?" rogavit Porcellus.

"Heffalumpabat," dixit Christophorus.

"Eum me vidisse non puto."

"Olim etiam unum vidi," dixit Porcellus.

("I saw a Heffalump today, Piglet.")

"What was it doing?" asked Piglet.

"Lumping along," said Christopher Robin.

"I don't think he saw me."

FOR RENT—Vancouver; pleasant home near 41st and Granville during summer session; suitable for family with several children. \$32 per wk. Optional last week or two free in return for care of two school age children. 5962 Wiltshire. AM 1-1867.

WANTED TO RENT—July and August, furnished home in Victoria area for principal and family. Please write Box 100, Terrace, B.C.

RESPONSIBLE PARTY wishes to rent fully furnished 2-3 bedroom home or duplex for summer session. Would prefer in University district. References upon request. Write to B. Evin, 617 Kokanee Avenue, Nelson, B.C.

FOR RETIRED TEACHER—For rent at \$25 a month; three rooms and bathroom in house on West Coast of Vancouver Island; near Long Beach, on paved road and sheltered waterfront, gravel road to Alberni, electricity and water, handy to several stores, doctor, and hospital; boat-launching facilities, good fishing and hunting, garden if desired. Balance of house used by owner as summer residence. Owner will keep house in repair. Phone YU 7-3857.

FOR RENT—July and August. Fully furnished 2 bedrm. bungalow in lovely secluded wooded grounds (4 acres). 35 min. to Vancouver, 15 min. beach or golf. On Panorama Ridge in Surrey. \$100 p.m. to approved party. Ideal for summer holiday at the coast. 5734 132nd St., R.R. No. 1, North Surrey, B.C.

AVAILABLE July 8-August 25, furnished 2 bedroom modern house between White Rock and Crescent Beach (50 minutes Vancouver). Gas heat. Garden. Very close to beach in quiet neighborhood. Adults preferred. 7 weeks' rent \$200 plus B.C.E. bill. Write Abel, Semiahmoo High School, White Rock.

HOUSE FOR RENT—Modern and immaculate non-basement 2 bedroom bungalow in good central North Vancouver location. Furnished or unfurnished—\$125 or \$100. Possession July 1. Fitz-Gibbon Realty Ltd., YU 7-8108.

FOR RENT—July and August. Two bedroom home, furnished, 2 blocks from beach. Write 2689 Mathers Ave., West Vancouver.

FOR RENT—3 bedroom, fully furnished home in Penticton. This home overlooks Okanagan Lake and is 10 min. walk from city center and beach. Available for the first two weeks in July and for the full month of August. For particulars write W. Boyd, 163 Bankview Road, Penticton.

ROOMS FOR SUMMER SCHOOL—32 single rooms for University Summer School, men only. Ideal location on Campus. Room and full board for period of seven weeks \$120. Please make reservations early to: Bursar, Anglican Theological College, 6050 Chancellor Boulevard, Vancouver 8, B.C.

FOR RENT—July-August, furnished 2 bedroom house, all found. \$60 per month plus phone. Write Box 712, Oliver. Will consider exchange of homes with someone in Vancouver area.

FOR RENT—For all or part of summer. Furnished, double bed-sitting room, fireplace, kitchen, private bath, private entrance. \$60 per month. 2431 West 47th Avenue, Vancouver 13. AM 6-8765.

FOR RENT—1 bedrm. suite in modern apt. building. Will sublet to responsible party during July and August. Write No. 107, 955 W. 10th Ave., Vancouver 9.

WANT TO EXCHANGE—A three-bedroom home in Comox for a house in Vancouver or Victoria area suitable for a family of four (two small children); exchange to be for the summer months only. Write R. T. Logie, Box 323, Comox, B.C.

"I saw one some time ago, too," said Piglet.)

Those who have experienced the mysteries of the Ablative Absolute, and the Passive Periphrastic and can remember or reason that *silva* means wood, *ausculto*, I listen, *insidiae*, trap, and *nasum ungula perficans* means "rubbing his nose with his paw" will have fun working out this clever translation of Milne's classic.

It is recommended that the reader relive the happy and exciting experiences of Poo, Kanga, Roo, Owl and the rest in English before tackling the Latin. Better still, have the original handy for such as: *Mehercle*, "By George!" *O minor tibi bonas horas matutinas*, "Good morning" and you will say with Christopher Robin and Poo:

"O urse," dixit Christopherus Robinus,

"quam ex animo te diligo!"

"Egom et quoque te," dixit Pu.

("Oh Bear," said Christopher Robin,
How I do love you!")

"I love you too," said Poo.)—J.T.R.

MUSIC

Canada's Story in Song, by Edith Fowke and Alan Mills. Piano accompaniments by Helmut Blume. W. J. Gage, Toronto. \$5.00

This is an attempt to present Canada's story by means of true, and composed, folk songs, and, although few of the songs originated in Canada, they all have some particular significance in some chapter of the history of our country, or, by means of Edith Fowke's clever notes, have been written into a delightful commentary of musical Canadian history.

The material is arranged in sections with titles that indicate certain episodes in Canada's development, such as Before the White Man, the Discovery of Canada, the Coming of the English, Wars Against the United States, Cowboys and Homesteaders, Miners and Prospectors, and Modern Times. The latter section includes a song "Iron Ore by Fifty-four," the lyrics having been written by Alan Mills after he witnessed the opening of the railway to Knob Lake in 1954.

This fascinating collection of 73 songs and descriptive notes closes with a list of

the sources of the songs and the comments. There are also worthwhile lists of records, choral arrangements, and film strips.—J.M.S.

SOCIAL STUDIES

Fair Domain, by George E. Tait. Ryerson, Toronto, 1960. Illus. Index. \$2.90

The sub-title, "The story of Canada from earliest times to 1800," tells readers what they may expect to find in the book's contents. The author has divided his material into nine sections and has given to each section a heading, a summary and marginal notes which will be most helpful to students. The style is good; the illustrations excellent; the narrative accurate and extremely interesting. Here is a book of Canadian history which can be regarded at the same time as a text-reference and as an historical tale. It is to be highly recommended.—E.G.H.

People in Britain, Bk. I, by E. W. Young. Edward Arnold, London, 1960. (Can. Agt. Macmillan Company of Canada) 192 pp. \$1.45

Book I of Young and Lowry's *Course in World Geography*, this will appeal to junior high school readers because the student is cleverly shown the lives of children whose parents are engaged in many of Britain's basic industries. Map study and photographs are skillfully employed to give a vivid reality to the discussions.

—W.D.M.S.

CATALOGS

1. Advance list of New Children's Books for Spring, 1961. H. R. Hunting Co., Inc., Burnett Road & First Ave., Chicopee Falls, Mass. 20 pp. Free

Librarians in distant B.C. schools should secure this catalog to help them in their library selections—bindings are strong and good; formats are excellent.—G.H.C.

2. Catalog 61, 1961. Denoyer-Geppert Co., Chicago. B.C. Agent is L. C. Hill, 2828 Broadway North, Seattle, Wash. 72 pp. Free

Splendid lists of maps, globes, atlases. Principals and teachers of Social Studies, English, Languages and Science will find this catalog extremely useful.—G.H.C.

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

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Application forms are obtainable from our office on request.

TRAVEL NEWS:

Proposed Summer Charter to the Orient for 1962—

Jet Flight —

FARE \$470.00

Direct enquiries to the B.C.T.F. Co-op Office.

about People

Federation Scholarships Awarded



Howard Earl Johnston, of Lillooet High School, has won a \$1500 Post-graduate Scholarship for the regular winter session and will study for the next year at the Institute of Education, London University. His particular interest is in the fields of Philosophy of Education and Comparative Education.



Mrs. Ingrid Margrethe Cowie, a teacher at Campbell River Elementary School, has been named winner of a \$1500 B.C.T.F. Undergraduate Scholarship for Teachers. She will attend the University of British Columbia to complete her Bachelor of Education (Elementary) degree. Mrs. Cowie was also named winner of the Christie Scholarship for Teachers at the Easter Convention.

R. H. Manzer

Recently King George High School, Vancouver, received the sad news that Robert Howard Manzer, a former principal, had died on March 26. Only the previous week Bob had been curling and earlier had attended the school concert.

Born in the community of Doe Lake, Ontario, in 1886, Bob a year or two later "brought his family out west to pioneer at Silverdale," where the family still has roots. After early education here he returned east to study at and then graduate from the University of Toronto in 1913 with a B.A. in English and History. He continued then to his M.A. in English and earned a B.Paed. in 1929. He served with the Western Universities Contingent of the 196th Battalion in World War I and, after demobilization, completed his teacher training. Going first in 1921 to Nanaimo High School, Bob moved next to Anyox and South Atlin and then to Britannia High School, Vancouver. In 1929, he joined the staff of King George High School, where he taught English and History, coupled with extra-curricular boys' sports.

In 1941 Bob was promoted to the vice-principalship under Mr. C. H. (Corky) Corkum and the two worked together through the turbulent war and post-war periods. On the retirement of Mr. Corkum through sickness in 1949, Bob Manzer became principal. In his capacity as principal he showed quiet but great strength and dignity. His dignity was of the older style, spiced by twinkling eyes and subtle humor. His fairness to both staff and students was outstanding. To his staff his advice was always kindly, positive, and incisive. With his students he was equally patient and fair and, if occasion demanded, very direct.

He knew his students well, and some better than they knew themselves, not by the massive compendia of measurements and anecdotal references of today, but through an incisive insight into their char-

acter and abilities. Students of average or low abilities received invaluable encouragement and direction, and the scholars always were inspired. Students respected him and did his bidding at a nod.

Surviving Robert Manzer are his wife, Carolyn, three sons, eleven grandchildren, and two brothers.

To the sorrowing family we extend our sympathies.—D.M.F.

J. E. Ridley

The many friends, associates and former pupils of John Edward Ridley were deeply grieved to hear of his death on February 28, 1961.

Jack Ridley was born in Chester, England, in 1900, and received there the training that made him an expert craftsman and an outstanding teacher in the field of Industrial Arts. After a short period of teaching in England, he emigrated to Western Canada, and pioneered in the Peace River country before settling in Vancouver. Soon after this he returned to the teaching profession as a member of the staff of Lord Roberts School, then of Templeton Junior High, Lord Byng High, and finally of Britannia High School, where he has taught woodwork and drafting for almost twenty years.

He will be long remembered by all those with whom he was associated for his lively sense of humor and his quick wit. Lessons in the woodwork shop were impressed indelibly on the memory of his pupils by the humor that brightened them. His lasting influence on those he taught is shown by the fact that so many of them have kept in touch with him over the years.

His friends will remember him, too, for his generosity, thoughtfulness, and unfailing good humor. He had a keen interest in the welfare and well-being of those about him. His home workshop was a gathering place for neighbors and friends, and no request for help was ever refused.

We extend our sympathy to his wife Ruth; his daughter Joan, a teacher in northern British Columbia; and his son Bruce, who is following in his father's footsteps as a teacher of Industrial Arts at Chilliwack.—F.W.L.

D. R. MacKay

British Columbia educational circles in general and Victoria's District #61 in particular suffered a grievous loss on April 5, 1961, by the death of Mr. D. R. MacKay.

Reg, as he was known affectionately by principals and teachers alike, had worked in and for the schools of Victoria since his appointment in 1930. Graduating from the Victoria Normal School in 1924, he served in Campbell River and the Interior of B.C. In 1931 Reg went to Margaret Jenkins School as a vice-principal and he held that position until the Second World War. Following four years in the Canadian Army, where he attained the rank of Major, Mr. MacKay returned to British Columbia and a program of advanced training at the University in Vancouver where he received his M.A. In 1948 he was appointed to the principalship of Tolmie School and in 1951 he was transferred to George Jay Elementary.

In 1954, because of ill health culminating in throat surgery, Mr. MacKay was forced to leave the classroom situation but on recovery he joined the Administrative Staff as Research Consultant at Craigdarroch under Mr. Gough, District Superintendent for Greater Victoria, and was working in that capacity when he died.

Administrative ability, a keen sense of humor, great personal courage, and a deep rooted desire to help people, made him the friend of all who came in contact with him and earned him the respect of peers and superiors alike.

Mr. MacKay is survived by his widow, Mildred, and two daughters, Kathleen, a teacher of Grade IV in Victoria, and Judith, studying at Victoria College.—H.C.O'D.

The Canadian College of Teachers has admitted twelve Members as Fellows of the College. Miss Mollie Cottingham, former president of the Federation and now associate professor at the College of Education, was one of those so admitted. Others were P. W. Diebel, Muriel H. Dixon, G. Forbes Elliot, M. E. LaZerte, Mother Mary Lenore, A. G. McBeath, Gene Morison, D. C. Munroe, J. M. Paton, L. P. Patterson and Sybil F. Shack.

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Assistantships Available

The Division of Educational Administration, the University of Alberta, recently announced the creation of a number of Administrative Assistantships, designed to provide a select number of experienced administrators with opportunities for advanced training and experience.

The Administrative Assistantship carries a stipend of \$7000 for a two-year period. Recipients of these awards pursue a doctoral program in administration and are given opportunities to plan and participate in the activities of the Division of Administration. These activities include such projects as the Banff Short Course for School Superintendents, the Principals' Leadership Course, administrative conferences and clinics, publications and teaching.

Individuals who might be interested in these assistantships and who feel they have the necessary qualifications — successful experience, good academic background, etc. — are urged to contact the Chairman, the Division of Educational Administration, University of Alberta, immediately. All appointments will be made before July 1.

Two-Year Salary Pact in Toronto

For the first time in memory, the Board has reached a two-year salary agreement with its teachers. The settlement raises maxima in six of the seven categories by \$300 this year, and the top four categories will receive another \$300 next year. Minima remain unchanged.

The new schedule shows a range from \$3,300 (elementary) and \$4,500 (secondary) minimum, to a \$9,700 maximum for secondary school teachers, with an extra \$300 for post-graduate degrees. The maximum for secondary school principals rose to \$14,100 this year and will increase to \$14,500 in 1962.

New Education Degree

The University of British Columbia through its Faculty and College of Education is authorized by the Senate to offer a program of study and research leading to the degree of Doctor of Education (Ed.D.). Admission to the program requires the possession of teacher training, teaching experience, and Master's degree with honors standing. The doctoral program involves two years of resident study and research. A grant-in-aid of \$2,500 per annum could be made available to successful applicants.

Victoria College Summer Courses

Of special interest to counsellors will be the School Guidance and Counselling course being offered this year from July 3 to 15 at Victoria College. Co-ordinator of the course is Mr. Philip J. Kitley, Co-ordinator of Teacher Recruitment, Department of Education at Victoria.

This workshop course aims at providing some assistance for those who have been given responsibilities in the school counselling program. Material will be largely based on suggestions by the class. However, a group of specialists will give lectures in various fields.

Dr. Franklin R. Zeran, Dean of the School of Education, Oregon State University at Corvallis, Oregon, will participate in the workshop. He has a vast background of experience in counselling and has served as a specialist-adviser to the U.S. Office of Education in Occupational Information and Guidance and in Counselling, Pupil-Personnel and Work Experience. He is co-author of 75 articles and books on Guidance.

Mr. Wilfrid Auld, from the University of British Columbia, will give several lectures in his special field. So will Dr. Esme Foord of the Victoria College Counselling Office. Dr. W. H. Gaddes of the Psychology Department at Victoria College and Mr.

J. A. Findlay, Supervisor of Pupil-Personnel Service, Burnaby School Board, complete the team of experts whose services have been engaged for this course.

The Refresher Course for Teachers is being offered for the fourth year at the Summer Session. The prime purpose of the course is to give an opportunity to those returning to the profession to orient themselves in today's curriculum. Dates for the course are July 3 to 21.

For those particularly interested in supplementing their background and ability to teach physical education, a special non-credit course in rhythmic is offered for the two weeks July 10 - 21. This course, taught by Miss Elisabeth Baess, a graduate of Paul-Petersen's School of Physical Education in Copenhagen, Denmark, should provide valuable assistance to elementary and secondary teachers who feel the need for more training in activities with balls, hoops, skipping-ropes and clubs.

The fourth special course, offered from July 3 to 7, is in modern mathematics, designed to develop an understanding of the present philosophy of mathematics. It should be of special interest to teachers of junior high school but will appeal to all teachers in the field of mathematics. The two specialists who will conduct the course are Dr. Ross Beaumont of the University of Washington and Mrs. O. Phoebe Noble of the Victoria College Department of Mathematics. Topics to be discussed will be such as theory of sets, symbolic logic, traditional algebra and geometry, etc.

Application for any of these courses may be made by writing to The Registrar, Victoria College, Victoria, B.C.

Summer Vacation in Seminar

The Linguistic Development of the Primary School Child will be the theme for a summer vacation seminar organized by the University of Nottingham Institute of Education. Dates are July 10 to 28, 1961. The seminar is planned for teachers and others engaged in education, research workers in education and psychologists who are normally resident in the United States or in the Commonwealth.

There will be a common core of studies

and members of the course will also be expected to follow one or other of two topics: The development of the language and thought of children; The teaching of reading.

The cost for the full period, inclusive of food, accommodation and lecture fees, will be \$200. This is exclusive of costs of transport on visits to places of cultural and historical interest.

Full details may be obtained from Professor M. M. Lewis, Director of the University of Nottingham Institute of Education, Derby Road, Nottingham, England.

Canadian Adventure Books

Macmillan of Canada is offering \$5,000 in prizes for the winning manuscripts in a new series of children's fiction to be launched in the autumn of 1962. The series is to be called *Canadian Adventure Books*. The publishers are looking for lively stories with plenty of action and dialog to appeal to young readers aged eight to ten years. Emphasis is on a good story, but the purpose of the series is to encourage awareness of the Canadian heritage, to awaken pride in its moments of courage, truth, loyalty and humanity. The books will feature significant episodes from the lives of Canadian heroes or heroines, or adventures of fictional characters against a background of rousing events from Canadian history.

Rules for the contest and entry forms may be obtained from the Publisher, *Canadian Adventure Books*, Macmillan of Canada, 70 Bond Street, Toronto.

Ryerson Award for Young Writers

This award is offered annually for the best prose book manuscript, either fiction or non-fiction, submitted by a Canadian writer under the age of thirty. It carries with it an outright cash prize of \$1,000, in addition to all royalties earned by the book after publication. Manuscripts will be judged by a panel of three judges appointed by The Ryerson Press.

Full details of the conditions which must be met can be obtained from The Ryerson Press, 299 Queen Street West, Toronto 2B, Ontario.

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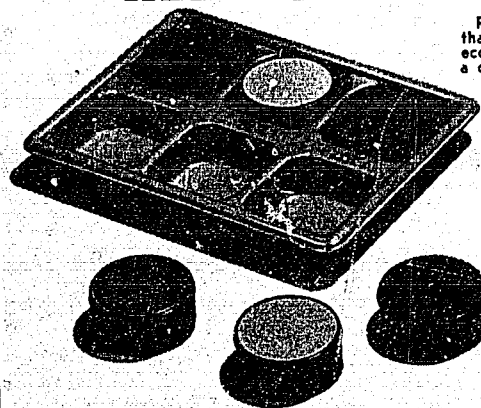


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