

*the BC teacher*

SEPT. - OCT. - 1961  
VOL. 41 - NO. 1

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## IN THIS ISSUE

Of the greatest interest and importance to teachers is the new Teachers' Pensions Act. Executive Assistant J. A. Spragge has analyzed its provisions and, commencing on page 12, our readers will find his article.

The Workshop for 1961 was a really successful conference. Commencing on page 16, and going through to page 21, will be found the reports prepared by the consultants of the four discussion groups.

Three representatives of the Canadian Teachers' Federation made a visit to Russia last year to study the Russian educational system (as far as was possible during a two-week visit). On page 23 Gerald Nason begins a series of articles on the impressions gained at that time.

For those who were not at the Workshop, Assistant General Secretary Stan Evans, who was Director of the Workshop, has prepared a story in words and pictures. See page 24.

Student teachers will soon be going out to visit the schools. John Calam has some suggestions on page 46 for making them welcome when they arrive.

Finally, for those smaller schools which find the preparation of a Yearbook costly (in time, effort and money), L. R. Peterson of Elphinstone Junior-Senior High School, Gibsons, describes a new venture undertaken in his school. See page 47.

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## Member



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SEPTEMBER-OCTOBER, 1961

# the BC teacher

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

VOLUME XLI, No. 1

SEPTEMBER-OCTOBER, 1961

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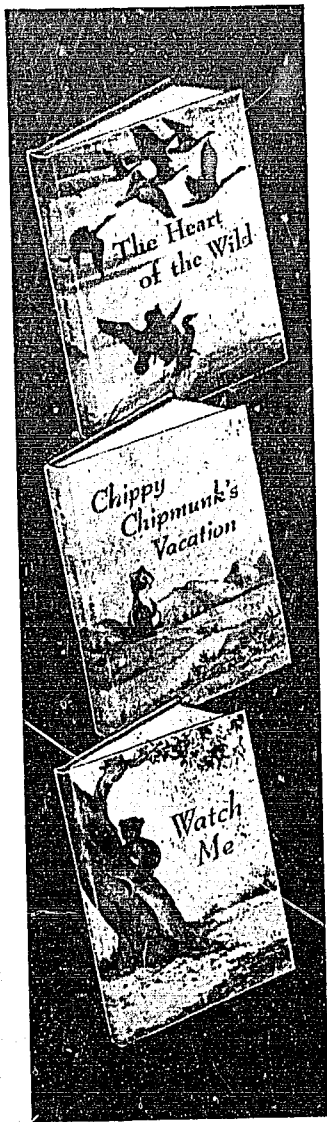
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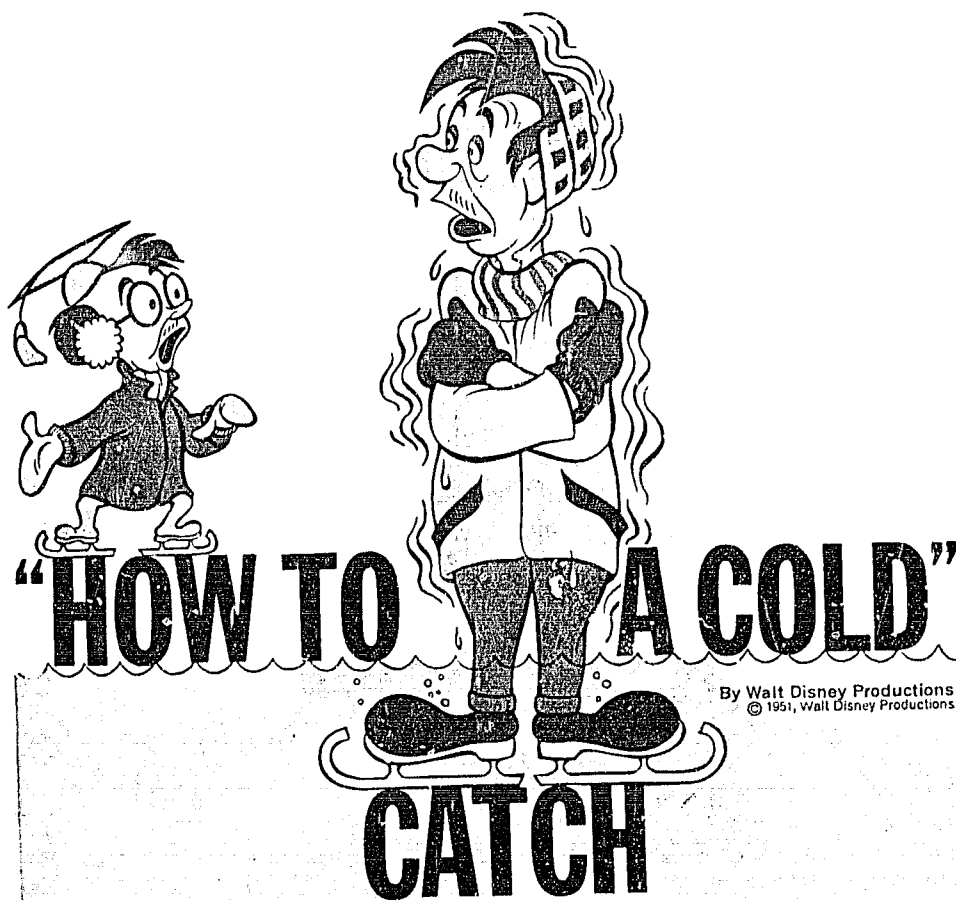
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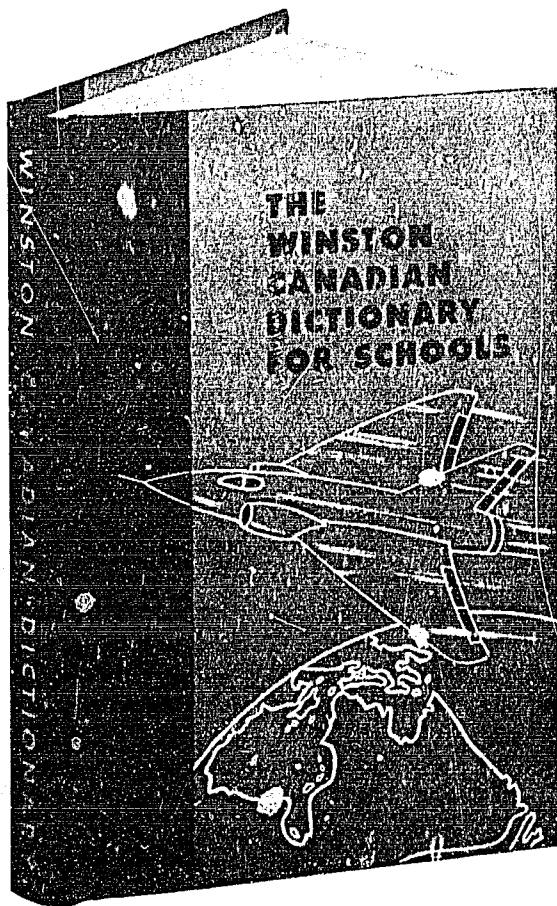
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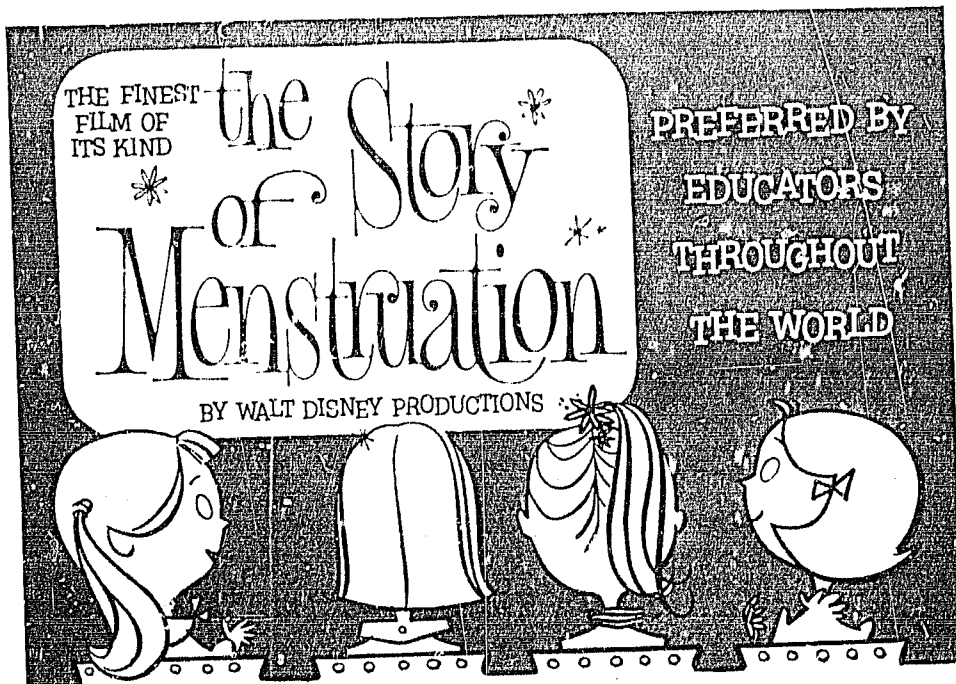
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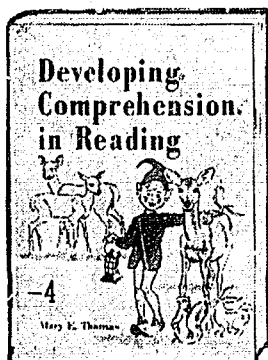


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## the Editor comments—

### Our New Look

THIS IS THE first issue of *The B.C. Teacher* in its new format.

Do you like the larger page size? Our page now is 8½ inches by 11 inches. For several years it was 6¾ inches by 10 inches. Some of you may remember that prior to 1947 we had a 5¾ inch by 8½ inch page but how many recall the earlier larger page? *The B.C. Teacher* was first published in September-October, 1921. For the first year the page size was 5¾ inches by 10 inches but for the next four years it was 8¾ inches by 11¾ inches.

Do you notice any difference in the print? Type comes in various styles or designs. For several years we have used Caledonia type face. We are continu-

ing to use Caledonia but we have changed from a letterpress form of printing to lithograph, commonly referred to as offset.

The offset process is not as expensive as letterpress so we expect to be able to publish the journal at a considerable saving over the previous method. This is the reason for the change.

The larger page size provides for greater flexibility of layout. You will notice that we have used a two-column layout on some pages and a three-column one on others. On some pages we have used a combination.

We want to know what you think of the changes so please write and give us your reactions.

### A New Cover Series

WHAT MAKES A good cover for a journal such as *The B.C. Teacher*?

Some people will practically insist that the subject of the cover design be directly related to some article. Others will argue that the main requisite is an attractive cover and whether or not its subject is related in any way to the contents is inconsequential. Your editor holds this second opinion.

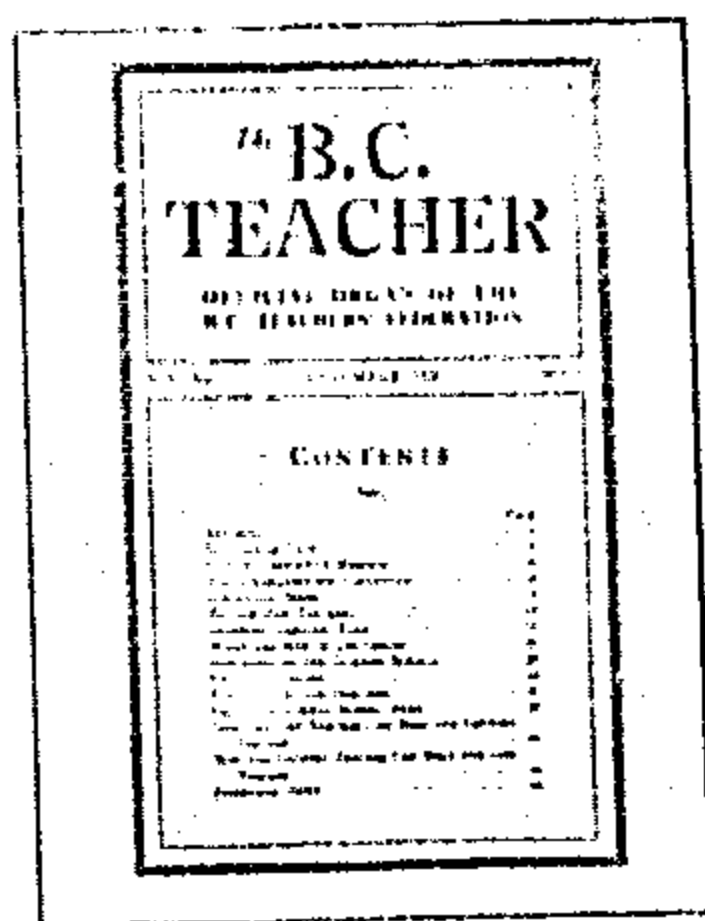
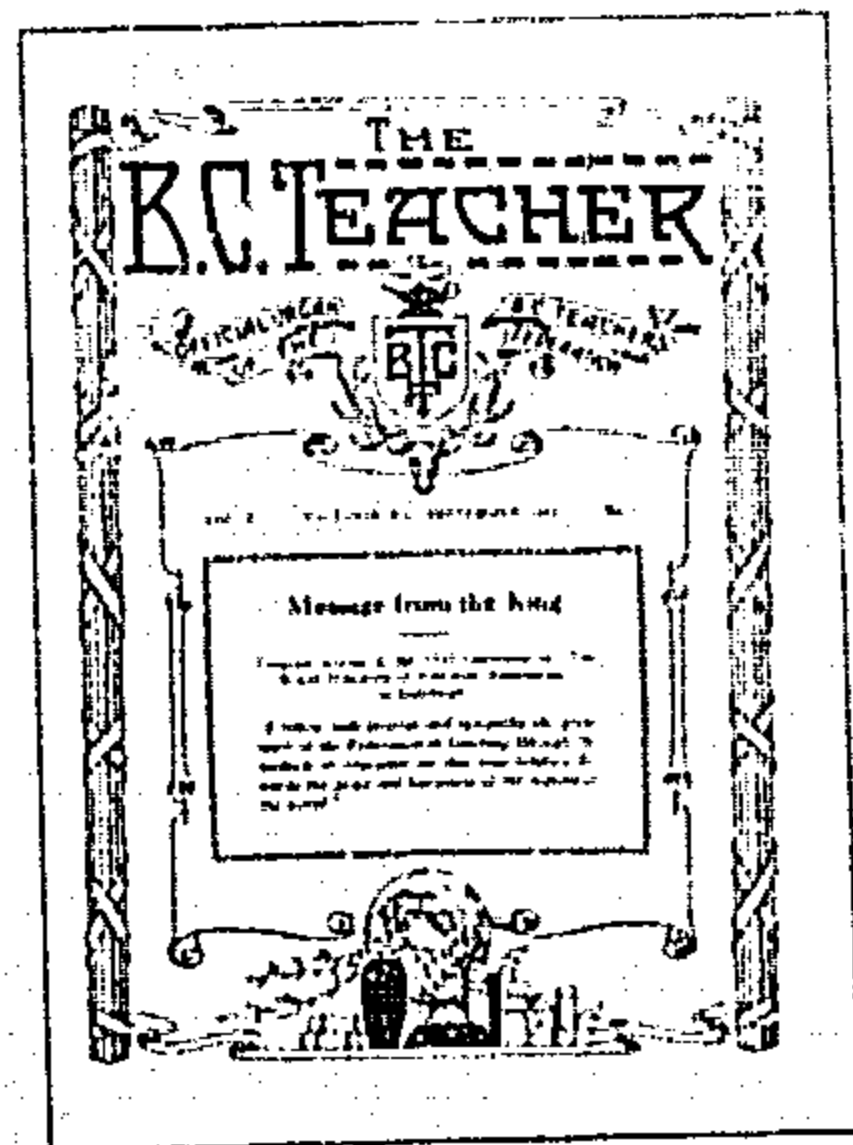
With this issue we commence the third four-color cover series. The first series was the four-color historical scenes we used from November, 1957, to

December, 1958, in honor of British Columbia's centenary. For the last two years we have featured art work of B.C. teachers. Both of these series were well received and our members have indicated that they want us to continue with four-color covers.

This year scenic shots of our province will be our cover subjects. The pictures have been made available to us by the Photographic Division of the B. C. Department of Recreation and Conservation.

This month's cover picture shows a portion of the Douglas Lake Ranch, east of Merritt.

### Over the Years



SEPTEMBER-OCTOBER, 1961



## A Special English Issue

LAST YEAR WE experimented by devoting practically the whole of the February issue of our journal to the subject of mathematics. The reaction to this special issue was most favorable. Some people suggested that we should have two special subject issues a year but the majority of the comments we received recommended one. The Editorial Board was also of the opinion that we should have only one subject issue a year.

The February, 1962, issue will feature the subject of English. The value of this special issue will be determined by the number and quality of the articles we receive. Experience has proven that our best issues are those in which the majority of articles have been written by our members—classroom teachers and principals.

This is your invitation to submit articles on any phase of the teaching of English. We want articles of the "how to do it" type and also articles of the

more general nature. We want feature articles and descriptions of classroom techniques. The descriptions may be full scale articles or reasonably brief outlines.

The executives of some of the appropriate specialist associations will be invited to assist the Editorial Board and the Editors in determining which articles will be used. Those articles accepted for publication but which cannot be used in the special issue because of space limitations will be kept for use in future regular issues.

We would also like ideas as to subjects our readers think should be covered in this special edition.\* We anticipate no difficulty in having competent people prepare articles on any recommended subject.

So, will you please help us to make the special English issue one which will be of interest and value to you. Let us have your suggested subjects immediately and your articles no later than December 1.

## Miss Charlotte Clayton

CHARLOTTE CLAYTON will live on in the work she so ably performed for our Federation. She will also live in the grateful hearts of members who knew her.

This gracious lady, Assistant Secretary, Mr. Charlesworth's right hand during the founding of the British Columbia Teachers' Federation, passed away late in May. It is due in large measure to her whole-hearted devotion, expressed with such effectiveness in the skills and organization of her work, that the foundations of our Federation have been so well built. From 1919 until her retirement in 1951 her varied and manifold duties in the office and at conventions were an important part of her contribution.

But perhaps even more memorable was her radiant nature which



Miss Clayton

lent spirit to every occasion, lifting us and encouraging us in our efforts. One sensed a deep, abiding faith in people and in God. Every member of the teaching body was a friend or potential friend. Everywhere she went she brought forth an awareness of beauty, in the human drama of a busy office or

convention; at a committee dinner; an Art Gallery gathering; an English Speaking Union meeting; a symphony concert or theater group; or with Mountaineering Club members on a mountain peak. Even the tiniest mountain plant was beautiful and precious as it received her thoughtful and efficient care in the creating of a miniature garden for a shut-in friend. This regard for values in little things together with the widening horizons she found on mountain tops were symbolic of her thinking and living. And she did not climb alone. The aspiring young teacher as well as the old-stager knew her friendly interest and helping hand on the way up and over many an education hazard.

We honor her for what she did and for what she was.—C.E.J.



## Curtain Going Up

K. M. AITCHISON  
B.C.T.F. President

**T**HE CURTAIN IS about to go up on the first act of what promises to be a most interesting contemporary drama. The time is the early sixties; the place, Canada's westernmost province. The plot concerns the introduction into the provincial school system of changes recommended by a Royal Commission, and the various problems faced in the course of the reorganization by the teachers and their professional association.

Because the B.C.T.F. will play a key role in this drama, it might be wise to pause for a moment to ascertain how well prepared the organization is for the challenges which lie ahead.

In its forty-two year history the Federation has attempted to work towards three general 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.

Many victories have been won, some small, some large. All have contributed to the development of the profession.

### Welfare was Early Concern

In the early years of the organization the position of teachers was such that a major part of the Federation's time, effort, and money had to be expended in promoting the welfare of teachers. You and I benefit today from the efforts of those teachers who actively supported the Federation in earlier years. We take for granted such things as collective bargaining, salary scales, pensions, sick leave, and medical services; yet these and many other provisions we regard as basic rights are achievements that were won only by the hard work of teachers in years gone by.

Because Federation members in those earlier years did work hard on teachers' welfare, we have been able, in recent times, to lay more stress on our other two objectives—our professional objectives. Here, too, we have made significant gains. Teachers can be proud of their professional association's work in such

areas as curriculum, education finance, teacher education, and in-service education.

But much remains to be done. The Federation, now more than ever, must continue to exercise positive leadership towards the development of a sound educational program. It has long been our contention that the quality of the educational program depends primarily upon the quality of the teaching force, which, in turn, depends upon the selection, education, and professional training of teachers. The Royal Commission on Education agreed with this thesis. The Commission's report states on page 187, "The schools can never achieve what they should unless the teachers are persons of superior ability and talent who are devoted to their calling." It behooves us, therefore, to continue to examine closely the academic education and professional training of teachers, and to work with the College of Education in developing the best possible teacher education program.

### Obligation to Progress

Moreover, as teachers we have an obligation to keep up to date once we have taken our "basic training." This obligation is even more important for us than it is for members of the other professions, for the public has no choice of teachers. If for any reason a person is dissatisfied with a doctor, dentist, or lawyer, he may go to another. But a child coming to school has no choice; he must accept the teacher who is assigned to him. Hence the importance of in-service education for teachers.

An adequate supply of high quality teachers, then, must be one of our top priority goals. But three further conditions are necessary for a sound educational program, and we must work towards achieving them, also.

First, the aims and objectives of education must be clearly understood, and, more important, accepted by the teachers of the province. This condition would seem obvious, but governments and Royal Commissions sometimes need reminding that all the educational "reforms" in the world will be ineffective unless

Continued on page 43

*In February we published a summary of the consulting actuary's recommendations for a new Teachers' Pensions Act. We are now able to follow with a summary of the new Act. Its provisions follow the actuary's recommendations very closely.*

# Teachers' Pensions Act, 1961

J. A. SPRAGGE  
B.C.T.F. Executive Assistant

SO THAT EACH member of the Federation may become informed concerning legislation of vital importance to him, there follows a summary of the main provisions of the Teachers' Pensions Act, 1961. Most of the provisions of this Act were made effective as from January 1, 1961; the section under which existing pensions were recalculated was made retroactive to July 1, 1960. The former Teachers' Pensions Act was repealed.

## Benefits Related to Highest Average Salary

The most fundamental change in the new Act is replacement of the uniform service pension rate by a plan of benefits directly related to the highest average salary of the retiring teacher. It is essential at the outset to define the term "highest average salary."

It is intended that eventually the highest average salary shall be an average over the best ten years. To this end, for those who retire on or after July 1, 1965, the term is defined as the average annual salary during the one hundred teaching months when salary was highest.

It was recognized that application of a ten-year average to teachers already retired or soon to retire would be unsatisfactory, as it would relate pensions to the entirely inadequate salary levels of the immediate post-war period. Accordingly, two alternative definitions of "highest average salary" are provided. For those whose retirement date falls between July 1, 1955, and July 1, 1965, the term is defined as the average annual salary received from July 1, 1955, to the date of retirement. For those who retired prior to July 1, 1955, the highest salary received during any month is used.

It is further provided that, wherever the rigid application of the foregoing definitions would create an obvious injustice, the "highest average salary" may be arbitrarily set by the Commissioner, subject to approval by the Teachers' Pensions Board.

## Past and Future Service

To accomplish an equitable transition from the former plan to the new, it proved necessary to distinguish between service rendered under the former Act and under the new Act. For brevity, service ren-

dered prior to January 1, 1961, is referred to herein as "past service," and service rendered after that date is called "future service."

## Benefits for Past Service

Throughout his contributory years of past service, as just defined, each teacher has made contributions to the annuity account of the pension fund. These included required contributions at a rate of four percent of salary during the earlier years and five percent commencing in 1951, and also, in many cases, extra voluntary contributions. These contributions have been augmented over the years by interest earnings. Each teacher's equity in the annuity account has been calculated as of January 1, 1961, and upon his retirement this equity, further augmented by future interest earnings, will purchase an annuity which forms a part of the benefit payable in respect of past service.

The second part of the benefit for past service is expressed as a percentage of the teacher's highest average salary. The percentage used is determined by the teacher's age upon application for pension, and of course by his number of years of past service. If the pension begins at age 65, the rate is 1.0 percent for each year of service. A graduated table of rates is provided in case the pension is granted at an age other than 65 years. The graduation is downward to 0.8 percent at age 60 or less; upward to 1.4 percent at age 70; the intervals are quarter years.

## Benefits for Future Service

In respect of future service, there is a single benefit, supported by the required contributions of both employer and employee. It is expressed as a percentage of highest average salary, and is related to the number of years of future service. Where the pension begins at age 65, the rate is 1.5 percent for each year of service. Where the pension begins at another age, there is a table of rates, graded at quarterly intervals, down to 1.0 percent at age 60 or less, upward to 2.0 percent at age 70.

The future service benefit does not include an annuity portion, unless the teacher elects, during his period of future service, to make extra voluntary

contributions, or unless he is subject to the special limitations to be described under the topic of maximum limits. In case there is an annuity benefit, the contributions which account for it are added to the teacher's own equity in the past service annuity account.

#### Minimum Limits

The percentage benefits for both past and future service are subject to minimum limits. Regardless of the amount of the retiring teacher's highest average salary, the minimum benefit for past service is \$48 per year for each year of service. To this, of course, is added the annuity benefit. In respect of future service, the minimum benefit is set according to age upon application for pension. The rate is \$72 at age 65, and is graded in quarterly intervals, downward to \$48 at age 60, upward to \$96 at 70.

In general, the effect of these minimum limits is to provide the guaranteed minimum rate to any teacher whose highest average salary is less than \$4,800 per year, and a greater benefit, arising from the percentage calculations, where the highest average salary exceeds \$4,800.

#### Maximum Limits

Pensions under the new Act are subject to maximum limitations of two kinds. One is a limit on highest average salary; the other is a limit on the number of countable years of service.

In arriving at the highest average salary, no amount of salary in excess of \$1,000 in any month may be counted. Thus, the highest figure to which the percentage rates can ever apply is \$10,000 per year, and this figure will be attained only if the teacher's salary has been \$1,000 or more in every one of the months included in his average.

There is no limit on the number of years of past service which may be counted. Future service credit, however, is limited to that amount which brings the total credit, past and future, to forty years.

As one consequence of these maximum limits, certain teachers find themselves required to make contributions to the fund in respect of portions of salary which cannot be used in the calculation of percentage benefits. For example, a principal whose gross salary is \$1,200 per month must contribute six percent of the \$1,200 but will receive a benefit based on only \$1,000. Similarly, a teacher who remains in service after completion of forty years must contribute six percent of salary during the forty-first year but receives no percentage benefit in return. All contributions in these categories, in respect of which the percentage formula provides no return, are placed to the teacher's individual credit in the annuity account.

#### Eligibility Requirements

No change has been made in the age requirements for pension purposes. As under the former Act, the

minimum age at which a normal terminal pension may begin is sixty years. As formerly, optional early retirement is available after age 55, with a deferred pension beginning at age 60 (or later, if the teacher so elects). As formerly, the Pensions Act is silent on the subject of maximum retirement age. Compulsory retirement is imposed by Section 151 of the Public Schools Act.

An important change has occurred in the minimum service requirements for pension eligibility. The minimum service now required is ten years, and this requirement applies to disability allowances and dependent relatives' allowances, as well as to normal terminal pensions. This feature is important to many younger teachers, since the dependent relative's allowance constitutes in effect a substantial amount of life insurance, which became effective after twenty years of service under the former Act and now becomes effective after only ten years. The minimum service requirement of twenty years continues to govern eligibility for optional early retirement between the ages of 55 and 60, with deferred pension.

#### Disability Allowances

A disability allowance, payable for life, may be claimed by any teacher who has completed at least ten years of service and is able to satisfy the Teachers' Pensions Board of his total and permanent incapacity, through physical or mental illness, properly to discharge his duties as a teacher. The evidence required is the concurrence of two qualified medical practitioners, one of whom may be the patient's own doctor, the other appointed by the Commissioner. Provision is made for subsequent re-examination to be required, and if the re-examination discloses that the disability no longer exists the allowance is terminated.

The amount of the disability allowance is calculated in precisely the same manner as a normal terminal pension. Three factors, of course, tend to make the allowance smaller than a normal pension. In the first place, the annuity purchasable with the teacher's equity in the annuity fund is smaller at the earlier retirement age. Secondly, the percentage calculation is based on the number of years of service up to the date of disability, applied to the highest average salary at that date. Finally, since the retirement occurs before the age of 60, the minimum percentage rates apply. Yet, despite these factors, the actual amount of the disability allowance is substantial in comparison with the teacher's accrued contributions to the fund, and substantial as a liability to the fund.

#### Dependent Relatives' Allowances

According to the new Act, if a teacher dies in service before the age of sixty years, and after at least ten years of service, a dependent relative's allowance

Mr. Spragge represents the teachers on the Teachers' Pension Board.

is payable to a widow, or to another nominated dependent relative. To be eligible, a dependent relative other than a widow must be the father, mother, brother, sister or husband of the deceased teacher, must have been nominated by the teacher and approved by the Teachers' Pensions Board, and must have been totally dependent upon the teacher for support. Evidence as to this last condition must be filed annually with the Commissioner.

The dependent relative's allowance is equal in amount to the allowance which the teacher could have drawn had he become disabled on the date of his death, and had he taken the disability allowance on the joint life and last survivor plan. It is payable to the surviving dependant for life or until remarriage in the case of a widow or widower, or until marriage in the case of a single person.

#### **Plans of Payment**

As under the former Act, the pension may be taken according to any of a number of plans of payment, or any combination of these plans. The available plans include the single life plan, with or without a guaranteed term certain, the joint life and last survivor plan, and temporary annuities payable up to age 70. The allowance as initially calculated is in all cases the amount payable on the single life plan guaranteed for a term of five years certain; if another plan is chosen the amount payable is the actuarial equivalent.

Selection of plan must be filed with the Commissioner at least one year before retirement. A selection once made may be later amended, but the amendment does not become effective until it in turn has been on file for at least a year. Once the pension has been applied for and granted, the selection becomes irrevocable.

#### **Refunds**

A teacher who withdraws from the service and is not eligible for pension may apply for a refund of contributions. The contributions formerly known as the "Special One Percent," which under the former Act were paid into the service pensions account, are not refundable. All contributions made under the former Act to the annuity account, and all contributions made under the new Act, are refundable. Estreatment of the first year's contributions no longer applies to anyone who has been a contributor for at least ten months since July 1, 1960.

As in the past, acceptance of a refund involves waiving any claim to pension benefits in respect of the years of service prior to the refund.

Under the new Act, no refund may be paid before the last day of October in the year in which the last contribution was made. In case this provision occasions a delay of four months or more, the amount of refund paid is 101 percent of the teacher's refundable equity.

#### **Reinstatement**

If a teacher who has left the service returns, whether or not he has taken a refund, his prior service does not count for pension purposes until reinstatement has been granted. In all cases in which reinstatement has been approved (with one exception which will be separately described), the reinstatement does not become effective until after a further period of service equal in length to the period of absence.

If an absence does not exceed two years, reinstatement is subject to approval by the Commissioner. In case of an absence of more than two years but less than ten, reinstatement may be granted by the Teachers' Pensions Board. Both the Board and the Commissioner are generally inclined to grant reinstatement in cases where no refund has been taken. Where there has been a refund, reinstatement is likely to be denied if the period of absence has exceeded the period of prior service. Criteria for granting or denying reinstatement, however, are not set forth in the Act, and the Board or the Commissioner, as the case may be, must exercise discretionary power in each individual case.

A teacher who returns after an absence of more than ten years can obtain reinstatement only with the approval of the Minister of Education, on recommendation of the Teachers' Pensions Board.

Whenever the reinstatement privilege is granted after a refund has been taken, the amount refunded must be restored to the fund, with interest at four percent, compounded annually.

No one has power to grant reinstatement if the return to service, after an absence of more than two years, occurs after the teacher has attained the age of 55 years.

#### **Transitional Reinstatement Provision**

Under the former Act, the minimum period of further service required before a reinstatement became effective was five years. Under the new Act, the requirement is a period equal to the period of absence. Persons for whom the new provision is more stringent than the old may still qualify under the five-year requirement if the return to service occurred before the age of 55 and before April 1, 1961, and if repayment of any refund is begun before the end of 1961.

#### **Transfer to Certain Other Jurisdictions**

Under certain circumstances, a teacher who leaves the service before reaching retirement age may elect not to take a refund, but to receive at retirement age a deferred pension. This provision applies to a person who, within five months after his last contribution to the teachers' fund, enters the service of an approved employer, and who eventually qualifies for a superannuation allowance from the new employer. Listed as approved employers at present are the Government of Canada, the Government of British

Columbia, the University of British Columbia and Victoria College. The Commissioner and the Teachers' Pensions Board may add to the list other employers, provided that in each case the pension plan of that other employer contains a similar vesting provision.

In calculating the amount of deferred pension payable under this provision, service rendered prior to the age of thirty years is not counted. The teacher's contributions made prior to age thirty may, at his option, be refunded or be placed to his credit in the annuity account.

#### **Contributions During Absence**

A teacher who is to be temporarily absent may apply to the Teachers' Pensions Board for permission to pay into the fund during his absence an amount equal to twelve percent of salary, and have the period deemed to be a period of pensionable service. Similarly, upon return and reinstatement after a period of absence, permission may be sought to make such payments in arrears.

The Act does not set forth criteria for the granting or denying of such requests. The Board's general policy is to grant the request if the reason for absence is personal illness or teaching service in some public school system outside British Columbia, but to deny the request if the absence is to engage in another occupation or to pursue education leading to improved certification. This last exclusion may seem strange, but the Board takes the view that it cannot permit a year of teacher education through leave of absence to become pensionable service when the same year of preparation undertaken by another person before entering the service is not countable.

Of the twelve percent contributions made under these provisions, one-half is deemed to be an employer contribution, and hence is not refundable in the event of subsequent withdrawal of contributions. For this reason as well as considerations of net return on investment, it is seldom to the advantage of the younger teacher to make contributions under this section in respect of a short period of absence.

#### **Exemptions from the Act**

In general, the provisions of the Act apply to all persons engaged as teachers in the public schools of British Columbia. Exemption may be elected, however, by any person who, upon appointment, has already attained the age of 55 years, or who is not engaged in a full-time capacity at an annual salary. Exemption may be granted by the Teachers' Pensions Board if the teacher is employed here during a temporary absence from some other school system and is continuing to make contributions to a pension fund there. The Board may also exempt a person who is engaged for a period of less than one school year as a substitute teacher or vocational school instructor, or in some other temporary position. The person so ex-

empted makes no contributions and is eligible for no benefits.

#### **Recalculation of Existing Pensions**

The Act requires each service pension granted under the former Act to be recalculated in terms of the new Act. Since even the minimum rate under the new Act is higher than the former service pension rate, the recalculations produced increases in all cases. For many, including most of the older pensioners, the increase amounted only to about twenty dollars per month, that being the difference between the former rate and the new minimum rate. For recent retirements at relatively high final salaries, the increases were very substantial. In a few cases, particularly of dependent relatives' allowances, pensions were more than doubled.

A special provision was included for the protection of those who had chosen optional retirement before the age of 65. Under the new Act, percentage rates are lower at earlier ages. Under the former Act there was no such differential. To mitigate the effect of the change, the recalculated pensions of those who had retired early were related to their ages, not at retirement, but at July 1, 1960, up to a maximum rate of 1.0 percent per year of service.

All of the recalculations became effective as of July 1, 1960, or the date of retirement if later. Retroactive adjustment cheques were mailed in June, 1961.

#### **Reduction in Case of Re-employment**

As in the former Act, a limit is placed on the amount a retired teacher may earn through re-employment by an employer to whom the Act applies, without effect upon his pension. The new limit, however, is much more generous than the former one. The service pension is not reduced unless the sum of the earnings in any month and the service pension for that month exceeds the salary earned by the teacher immediately prior to retirement. There is never any reduction in the annuity portion of the pension.

The limit on earnings does not apply to employment by any employer to whom the Act does not apply, nor to employment as instructor in evening classes or adult education classes, nor to a widow having a dependent child under the age of eighteen years, nor to a person who has attained the age of seventy years.

#### **Financing**

Three changes have been made in the financing of the pension fund.

The employee contribution continues to be six percent of salary, but it is no longer divided into a five percent contribution to an annuity fund and a "special" one percent, and in the event of withdrawal from the service it is all refundable.

Continued on page 44



## B.C.T.F. Philosophy of Education

*Commencing here are the summaries  
of the discussion sessions at the  
1961 Summer Workshop.*

L. J. PRIOR

*Should the B.C.T.F. have a stated philosophy of education? If so, by what procedures should it be formulated?*

**B**EFORE THE 1961 workshop sessions began, there appeared to be serious doubts about the suitability of philosophy as a subject for a one-day discussion. To some extent these doubts were shared by the consultant. By the end of the workshop most of the doubts had been removed. Although the discussions resulted in little "philosophic agreement," it was generally agreed that the discussions had been useful in opening new areas for teacher activity and interest.

Origin of B.C.T.F. interest in "philosophy of education" is important background for an understanding of the present situation. At the 1955 Annual Meeting a motion was adopted which required the "reconstitution" of a committee which, in fact, had never been fully constituted. In the 1947-48 term a committee had been authorized by the Executive to determine to what degree actual classroom teaching was consistent with the philosophy of education outlined in the program of studies. (It should be recalled, also, that a 1947 A.G.M. resolution had instructed teachers to refuse to work on curriculum committees unless the B.C.T.F. were granted formal representation on the Central Committee.) As no chairman could be found for this proposed committee, it never was truly constituted.

The 1955 A.G.M. resolution laid down no terms of reference. At the direction of the Executive, therefore, the subject was placed on the agenda of the

1956 annual workshop at Naramata. Mr. H. G. McAllister was selected as consultant and agreed, subsequently, to act as committee chairman.

The 1956 Workshop delegates agreed that there was work for such a committee to undertake. It could attempt to arrive at a teachers' creed. It could attempt to determine if the teaching profession did have a philosophy which could be adequately expressed. It was agreed that the attempt to express such a philosophy would "focus the attention of teachers and of the general public on the ultimate aims of education in British Columbia." The workshop report ended with a question. "Should this topic be on some of our In-service Programs?"

During the years 1956-1958 the committee met regularly. It went over all B.C.T.F. resolutions and committee reports for the past ten years and examined them for "philosophic content." Resolutions and recommendations were grouped under broad headings. These were contained in a lengthy report which was approved by the 1958 A.G.M. This report also pointed to areas of "unresolved thinking." It also contained a recommendation for the dissemination of the report to local associations, other committees and all public schools.

At various times resolutions from Executive and A.G.M. meetings were referred to the committee for study and report. Over the years it became evident that there was a significant division of opinion on the



question of supervision and direction of the teacher from the Department of Education. At times B.C.T.F. policy reflected this indecision and uncertainty. This led to a joint meeting of B.C.T.F. Philosophy and Supervision Practices committees. Members of both committees were able to reach agreement. Several specialist associations and teacher groups still feel an urgent need for more Departmental "co-ordination, supervision, direction or consultation." To examine the problem more thoroughly, representatives of the groups and the Philosophy Committee arranged a two-day meeting for September, 1961.

In 1958, following the appointment of the Royal Commission under Dean Chant, the committee prepared a preliminary statement on Philosophy. This statement, as revised, may be found in the B.C.T.F. brief. Since 1958 two of the committee members (H. G. McAllister and B. G. Webber) have served first on the B.C.T.F. Brief Committee and subsequently on the Chant Report Assessment Committee. Present chairman of the committee is Mrs. Lorill Hanney of Burnaby.

As no further duties had been assigned to the committee, it sought direction from the Federation Executive for future activity.

1961 Workshop groups gave serious thought to this problem. By way of preparation, the groups noted the previous work of the committee and briefly examined statements of philosophy which had emanated from the Department of Education since 1936. It also considered implications of some sections of the Chant Report especially with regard to the responsibility of the educational profession (page 17), the major emphasis on intellectual development (pp. 17-19) and the reference to philosophy of education (p. 24 last paragraph). The report states: "It is just as incumbent upon members of the educational profession to influence public thinking on educational matters as it is for members of the medical profession to influence public thinking on matters of health, sanitation and the control of communicable diseases." The qualification in the following sentence was noted also!

All workshop groups did not tackle the topic in the same way. Three questions, however, were posed to each group by the consultant. One group disposed of the questions in ten minutes. Another group spent an entire afternoon debating and qualifying answers!

1. *Are we agreed that suitable free education should be provided for all children up to age 18 (or end of high school)?*

All groups agreed that the answer should be "yes" but only one group was unanimous. The limitations stated in the B.C.T.F. Brief to the Chant Commission (page 5) appeared to be generally acceptable. The implications of this agreement were examined in light of present practice, especially at the secondary level.

2. *Should the B.C.T.F. Philosophy of Education Committee attempt to formulate statements about education which would be representative of teacher opinion?*

All groups were in substantial agreement that the attempt should be made. But there were a number of interesting reservations:

a. Some delegates felt that the task was an impossible one. Most of the delegates who shared this opinion believed, nevertheless, that the attempt might be useful.

b. Some feared that such statements might become static and so become more of a hindrance than a help.

c. Some feared that the statements might be inconsistent with individual freedom.

3. *Should teachers, through local associations, be urged to undertake activities to promote an interest in Philosophy of Education?*

To this the groups gave an unqualified "yes." There was much discussion on the interpretation of the word "urge." A large majority felt that initiative should come from the provincial level. It was a fairly obvious conclusion that not very much would happen without leadership from the provincial committee. Only two delegates opposed such activity although others were extremely dubious of practical results.

All groups at one stage or another expressed agreement with members who suggested that philosophy was a growing and changing thing that guides us in our attitudes and actions. Members frequently expressed the thought that one's philosophy of life and philosophy of education were really inseparable. One group considered the suggestion that "the special task of the teacher" should be the focus of our philosophical studies. Other individuals agreed that the "autonomy of the teacher in the classroom" should be the subject of close study by all teachers.

It may be said with certainty that all groups began the sessions with doubts and reservations about the use of the word "philosophy." By the end of the workshop, the consultant had reached the conclusion that most of the delegates agreed that the B.C.T.F. study should go beyond what might be called "aims, objectives, policy and purposes" in education.

There was little doubt that, by the end of the sessions, the delegates fully appreciated William James's definition of philosophy as "an uncommonly stubborn attempt to think clearly."

One specific recommendation was advanced. It was suggested that the B.C.T.F. Philosophy of Education Committee should make available B.C.T.F. statements on philosophy (such as the committee reports and introduction to the Brief to the Royal Commission) to College of Education personnel. Purpose of the recommendation would be to try to bring the teachers' viewpoint to the attention of the Faculty members and through them, perhaps to the attention of future teachers.★

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

K. M. AITCHISON

**S**ERVING AS CONSULTANT for the workshop sessions on B.C.T.F. Objectives and Activities was an invaluable preparation for my year at the helm of the Federation. The opinions of teachers from every part of our province gave me a fund of ideas from which to draw during the months ahead. The constructive criticisms and suggestions voiced in Vernon will greatly assist your officers and Executive members in their deliberations this year.

The sessions provided an opportunity, too, for delegates to acquire first-hand information about what their Executive and officers were doing in their name. Many misconceptions were dispelled, and delegates came to feel that they were integral parts of the Federation.

All four groups found that the topic was too large to cover thoroughly in one day. They chose, therefore, to examine closely some of our present activities, to find out as much as they could about them, and to consider ways in which the Federation could become more effective in the areas discussed. There seemed to be general agreement that our present activities were appropriate ones, and that they all were related to the B.C.T.F.'s objectives.

Here, briefly, are some of the topics discussed.

Local autonomy was reviewed from the standpoint of its uses and abuses. It was agreed that local associations had complete jurisdiction over matters which affected only local teachers. In matters which might affect other or all teachers, however, local autonomy had to give way to the good of the larger group. A safe rule of thumb was to communicate with the office for advice on any contemplated local action.

A look at the provincial specialist associations revealed that delegates agreed with the conclusions of the summer conference of table officers — that the P.S.A.'s have great potential, but that some of them, being still in their infancy, show few signs as yet of realizing it. Your officers had concluded that the Federation should continue to encourage P.S.A.'s for two more years, but at that time an evaluation of each organization's effectiveness should be made, and Federation support withdrawn from any which were not making a worthwhile contribution to the professional development of their members.

Curriculum matters were discussed only briefly because they were the subject of a week-long seminar held in conjunction with the workshop. It was agreed that curriculum work merited a high priority, and that the Federation should continue to press for more say in curriculum development.

In-service education activities, both provincial and local, were evaluated. Delegates reported a great variety of local projects, all designed to improve the quality of classroom instruction. There was general agreement that the in-service education activities should be organized to meet a specific need or request of teachers in a given area. It was felt that such activities were of little value if "laid on" from above.

The Federation's Public Relations program proved very interesting to some of the groups. One of the chief problems seemed to be that of internal communications — how to keep the membership informed of what the Executive and officers are doing. The idea of a periodic newsletter was favorably received. Some thought that local association officers receive a great deal of information from the B.C.T.F. office, but fail to relay the knowledge to the members.

There was generally a strong feeling that the Federation should reply in print to adverse comments, in addition to dealing individually with the people making the statements (as is done now). The consensus was that the Federation should place more emphasis on the publicity aspects of public relations. The value of personal contact in this regard was stressed.

One aspect of publicity that came up several times prompted very interesting discussions. The issue was the confusion that exists in many people's minds (including those of teachers) regarding the B.C.T.F. Co-operative Association. Despite repeated efforts by both the Federation and the Co-operative to establish the fact that they are entirely separate entities, the confusion appears to be widespread. Workshop delegates were concerned over the adverse publicity resulting to the Federation from perfectly legitimate activities of the Co-operative. Land development projects, for example, are natural activities for the Co-operative, but not for the Federation. Unfortunately,

the press and public often look askance at the B.C.-T.F. for using its fees to develop real estate, not realizing that it is the Co-operative which is actually doing so. Needless to say, the Co-operative does not receive one penny of any teacher's B.C.T.F. fee. The only suggestion for a solution was that the Co-operative might consider changing its name.

Opinions regarding what the content of *The B.C. Teacher* should include were very diverse. It was obvious that no one editorial policy could please everyone. The B.C.T.F. Handbook seemed to be very popular. Suggestions were made for elaborating some sections in more detail.

Considerable attention was given to the Federation's policies on teacher education and to the program of the College of Education. Opinions regarding what teacher education programs should be differed widely, but there was agreement that the B.C.-T.F. should continue to work with the College of Education in assessing present practices and recommending improvements. Delegates were divided, too, on whether or not summer school students should be limited to a course load of three units.

Some groups felt that we should have a committee working in the whole area of exceptional children. (At the present time work is being carried out only in the area of the gifted child.) The discussions revealed that much was now being done by school boards throughout the province for retarded children.

Education television and our television committee's work to date received their share of scrutiny. Many people felt that closed-circuit television in each school district would be the most effective method of developing television as an aid to instruction. Several people commented on the usefulness of such C.B.C. programs as *Close-Up* and *Explorations*, regretting that these could not be re-broadcast during or just after school hours. The desirability of a library of films of such programs was stressed. It was thought, too, that teachers in outlying areas would be able to utilize television programs more effectively if the broadcasters furnished printed resource materials to accompany the programs.

All four groups were polled concerning the Broadway and Fir property owned by the Federation. Opinion was almost unanimous that we should retain the property as an investment, the income from which would be used to supplement fee income. Several people favored the idea of financing the Federation's scholarship program with the earnings from the investment.

These and many other aspects of the Federation's work were discussed avidly by the workshop groups. I was thrilled to see such a genuine interest in B.C.-T.F. affairs displayed by so many people. I am confident that the leadership offered local associations during the next few years by the "graduates" of the 1961 workshop will do much to further the Federation's work towards its objectives.★

## Teacher Workshop Opinion

# B.C.T.F. Membership Plan

B. C. GILLIE

AT THE OPENING of each discussion session your consultant presented an outline of the steps which had brought about the plan, and an explanation of the overall purposes involved. It was emphasized that the scheme was intended to serve two long-time objectives of the B.C. Teachers' Federation:

1. The development of some kind of control of membership standards within the association, and
2. An acceptance by the association of responsibility for the competence of its members.

These steps are deemed necessary as part of the continued growth of the teaching profession into a body with truly professional stature.

In the discussions which followed, chief interest seemed to center around the following points:

### 1. The position of long service EB teachers:

All groups expressed concern that a small but important group of teachers would likely be done a considerable disservice if the plan were implemented as amended by the Annual General Meeting. The feeling was expressed that some effort should be made to enable deserving teachers in this category to reach the highest membership category even though their academic qualifications do not meet this standard.

A plan for these people, for equating experience with academic qualifications somewhat along the lines already used in Ontario and Saskatchewan, was advanced by a number of members. It was also pointed out that, under regulations already in the plan, it

was possible for the Board of Admissions and Review to deal with these cases on the basis of their individual merits, and that this might be the most satisfactory solution.

*2. Establishment of standards to be used in judging the competence or incompetence of members:*

It was emphasized that the Board of Admissions and Review would be called upon to make these decisions under two circumstances:

(a) when a teacher applied for admission to a higher category;

(b) when a member's work was called into question by one of the procedures authorized in the Regulations.

The work of the Board is to be confined to judging cases brought to its attention, and not seeking out cases on its own initiative.

It seemed obvious to all that the reports of supervisory personnel would become considerably more important when the plan got underway.

Concern was expressed that at all times the Board of Admissions and Review should assure itself that adequate assistance had been provided for teachers before any decision to withhold category was made.

During discussions also the point was established that there was a distinct difference between temporary inefficiency arising out of certain situations, and chronic incompetence. Members felt that the withholding of category should be reserved for the latter situation.

Members also pointed out that it would be most important for the Board to secure competent advice before deciding cases, especially when dealing with such highly specialized fields as Art, Music, Home Economics, etc. There was general agreement that the Federation, Department of Education, and school boards had some responsibility in cases of teachers whose work dropped to a level of doubtful competence toward the end of a long career in teaching.

Though the number of teachers concerned is not large, it was felt that they deserved much more sympathetic handling than is at present possible.

*3. The Board of Admissions and Review*

Members expressed satisfaction with the plan to have hearings before this Board confidential in nature. It was thought that this would go a long way toward overcoming much of the very undesirable publicity arising from present cases dealt with at present through other channels.

There was some feeling that a teacher appearing before the Board should have the right to challenge a Board member, particularly in cases where the teacher had served in the past under that Board member. It was suggested that a large panel of members eligible for the Board might be established, from which Board members could be chosen from time to time to deal with specific cases.

*4. The categories in the Membership Plan.*

A good many members expressed dissatisfaction with the names of the proposed categories, pointing out that in the case of Category 1, at least, the term "Probationary" might be confused with probationary appointments as at present used by most school boards. However, no acceptable alternatives were forthcoming from any of the sessions.

Some were of the opinion that a fourth category should be established to include teachers with the very highest of qualifications. It was thought that this would be necessary as a means of encouraging teachers to continued improvement of their qualifications, once they had reached the present top category.

Considerable division of opinion was evident on the question of having categories reflected in salary schedules. No objections to the salary limitations for Probationary membership category were voiced, but beyond that there seemed to be no consensus as to what procedure might best be followed.★



The teachers who attended the Twelfth Annual B.C.T.F. Summer Workshop heard J. A. Spragge describe the new Teachers' Pensions Act. Shown are some of those in attendance.



# Implications of "Machine Teaching"

A. L. CARTIER

**B**ECAUSE OF THE nature of the subject, the sessions on New Developments in Education had to be conducted more as information-giving periods than discussion sessions.

Through the generous support of several producers and suppliers of material related to "programmed learning" we had an excellent display of such materials. Included were some forms of teaching machines and audio-visual aids of all descriptions.

About seventy-five percent of the presentation on New Developments in Education concerned programmed learning. The most interesting part of the discussion concerned possible implications of "machine teaching" for our profession. Many delegates at first thought the effects of the "machine" would be deleterious to the profession, but after further consideration, they generally agreed that not only could "teaching machines" solve many student problems but might lead us to new insight into the learning process, displace some of our "white collar ditch-digging" and free us to concentrate on the more creative aspects of teaching.

The teaching machine itself is a self-instruction device rather than a means of communicating to pupils assembled together in mass audience. Sizes and shapes vary almost as widely as does the range of prices, from a simple pocket tool or "workbook" costing a few dollars to complex machines for \$5,000.

The machine itself is simply a holder for the material which passes through it. The important part (and chief expense) of a teaching machine is its contents. Making up the questions and answers, problems to be solved or exercises to be performed, is called "programming." The full set of questions covering the material to be studied, together with any supplementary panels or pictures, graphs, or diagrams, is called the "program."

Programmed learning is a technique which permits experimentation with sequences of teaching that may be employed independently of the human factor of how the teacher feels at the time of the lesson. Already studies have shown that if a programmed sequence is efficient there is almost no correlation between amount learned through the program and I.Q. This could be the answer to the problem of the fifty percent whom we now write off as unable to succeed

in an academic program under our present methods.

The fact that it requires a team of experts 50 hours to prepare one hour's efficient sequence of teaching proves that efficient preparation of even traditional lessons requires far more time than teachers now have. Thus there will be a new look at the matter of teacher-load.

The efficiency of a program is measured in terms of its ability to lead the student almost without error to new knowledge. If when programs are tested the students make frequent mistakes, this is considered to be not the fault of the students but of the program. This poses the question of whether or not the same attitude should be adopted towards other forms of teaching.

It was also pointed out that programmed learning puts the student into contact (however remote) with program writers who are presumably superior to the average teacher and who probably understand the learning process better than the scholars who write conventional text books. Therefore it may be that through programmed teaching the best teachers will be able to influence a great many more students than they do today.

In machine teaching, each student proceeds at his own rate. It was felt that as programs come into use our present lock-step grading system will become more meaningless than it now is.

Will teaching machines displace teachers? Yes and no. Things which the machine can do better than the human teacher will be done by the machine. After all "a human shouldn't be caught dead doing something that a machine can do better." No more than 30% of a student's time will be spent with self instructional devices. The time thus saved will free the teacher to properly prepare to do those creative things that only a human teacher can do.

Programmers predict that the increased efficiency resulting from teaching machines will bring many college courses down to the high school and many high school courses down to the elementary school.

One Math teacher was shown a program for Mathematics 10. He asked, "What will this do?" The answer was based upon considerable research and experience—"It will do what you are doing better and in half the time!"★

# Our Developing Curriculum

J. S. CHURCH  
Chairman, B.C.T.F.  
Curriculum Committee

THE CURRICULUM Seminar, held in Vernon, August 20 to 25, in conjunction with the Twelfth Annual Workshop, revealed the need for improving the machinery of communication on curriculum matters between all teachers in each local district and the central office, and among the provincial specialist associations (P.S.A.'s). Further, the participants in the seminar realized that there must be a greater participation in curriculum work by all teachers at the school level, the local district level, and the provincial level. The seminar indicated that every member in the province should be a member of a P.S.A., and if need be, interested in the work of a second or even a third P.S.A. This is the first and most effective way of becoming involved in planning, building and appraising *our curriculum*. It is in the professional interest of every teacher to accept membership in the appropriate P.S.A. when it invites your membership and participation.

The Department of Education has recently established curriculum committees for extensive revisions in a number of subject areas. These include Secondary English, Mathematics, Senior Sciences, French, Latin, Home Economics, and Industrial Arts. These various revision committees include members who were nominated by the appropriate P.S.A. The P.S.A.'s have the right and professional duty to forward, through the Federation Curriculum Committee, recommendations and suggestions to the revision committees. Won't you join and become involved in the work of a P.S.A. so that the P.S.A. can consider your constructive suggestions?

The Department of Education has established two small Professional Committees — one on the Elementary School Curriculum and the other on the Secondary School Curriculum — on each of which there are three representatives of the Federation. The two committees are designed to offer advice and suggestions to the Department, to review the work of revision committees, and to consider Departmental proposals for the overall development of the curriculum. The two committees have been established in place of the larger Professional Committee on Curriculum Development which has been inoperative since 1957. Although the constitutional responsibility of the Minister of Education in curriculum matters implies that all recommendations offered by the new committee may not be accepted by the Department, its officials have indicated that every suggestion will be seriously considered. Moreover, it has been made clear that members of the two committees are expected to report freely and obtain advice from the organizations they represent.

So that the members of the Federation may have some information on the Professional Committees on the Elementary and Secondary School Curriculum, a list is here given of the members of each committee.

## *Professional Committee on Elementary School Curriculum:*

F. P. Levirs, Chairman, Department of Education

J. R. Meredith, Secretary, Department of Education

E. E. Hyndman, Department of Education

W. V. Allester, B.C. Teachers'

Federation

G. A. Brand, Victoria College

Mrs. L. A. Hanney, B.C. Teachers' Federation

I. H. R. Jeffery, B.C. School Superintendents' and Inspectors' Association

Dr. F. H. Johnson, College of Education

J. S. Young, B.C. Principals' Association

## *Professional Committee on Secondary School Curriculum:*

F. P. Levirs, Chairman, Department of Education

J. R. Meredith, Secretary, Department of Education

E. E. Hyndman, Department of Education

W. V. Allester, B.C. Teachers' Federation

J. S. Church, B.C. Teachers' Federation

H. C. Ferguson, B.C. School Superintendents' and Inspectors' Association

Dr. S. A. Jennings, Faculty of Arts and Science

Dr. J. R. McIntosh, College of Education

B. G. Webber, B.C. Principals' Association

In view of these new developments, the need is greater for a steady flow of information between the Curriculum Directors and the P.S.A.'s and among all the P.S.A.'s. The P.S.A.'s want your advice and assistance. Won't you join your specialist association now?

*Special Note: The Federation office sent circular letters to schools early in September. These letters listed the provincial specialist associations and their fees.*

*If you did not receive such a letter, please write to the B.C.T.F. office and one will be sent to you.*

THE B.C. TEACHER

# Canadian Teachers in Russia

GERALD NASON  
C.T.F. Deputy  
Secretary-Treasurer

*This is the first of a series of articles reporting the observations of the Canadian delegation which visited Russia last November.*

ONE SATURDAY in November, 1960, a TU-104 twin-jet airliner slid down out of grey Russian skies to a smooth landing at Moscow airport. Aboard were some thirty-five Cuban trade unionists, an Indonesian couple, assorted Soviet citizens and three Canadian teachers—Carl Gow of Winnipeg, Gene Morison of Halifax, and myself. As our Aeroflot jet taxied toward the terminal, we peered out uncertainly at the birch-fringed, snow-covered airport, dug our overshoes out of our baggage, and prepared to begin an experience none of us had ever imagined six months earlier—a two-week look at Soviet education.

Over 100,000 Canadian teachers were in a way responsible for our arrival at Moscow airport. The Canadian Teachers' Federation, in correspondence with the Soviet teachers' organization, the Union of Educational and Scientific Workers of the USSR, had agreed that a sort of "pilot exchange visit" would be carried out by a few officers from each organization, with a decision regarding exchange visits of large numbers of teachers to be deferred until this experience could be reviewed. Each organization agreed to handle its own group's expenses to and from the other's country, with all expenses incurred during the stay to be underwritten by the hosts.

We were the first half of this pilot exchange. Carl, as CTF President, headed our trio and we soon dubbed him our "scientific advisor" because of his years of experience as a science teacher before becoming a secondary school principal. Gene was chosen because she had been chairman of the CTF Committee on International Relations, because she was a Past President, and also (let it be admitted) because it was felt that the presence of a lady would have a benign influence on the visit! For her scholarship in the field of history and her general familiarity with the arts, we appointed her our "cultural attaché." I made the trip because a value was seen in having one of CTF's full-time staff officers along. I take comfort from believing that my conglomerate educational career defied easy labelling and that it was only because of their own lack of ingenuity that

my companions unanimously named me "baggage carrier" to the expedition.

## A Limited View

Our stay in the Soviet Union lasted fourteen days and we visited only two cities, Moscow and Leningrad, in the Russian Republic—one of fifteen in the USSR. (We were to have visited Kiev, capital of the Ukrainian Republic, but were blocked by bad flying weather.) True, these are the major cities in the dominant republic, but we are well aware that our experiences in no way made us experts on Soviet education. However, we returned knowing at least more than we did before we went, and we were aided by the fact that the curriculum is almost completely uniform throughout the entire Soviet Union.

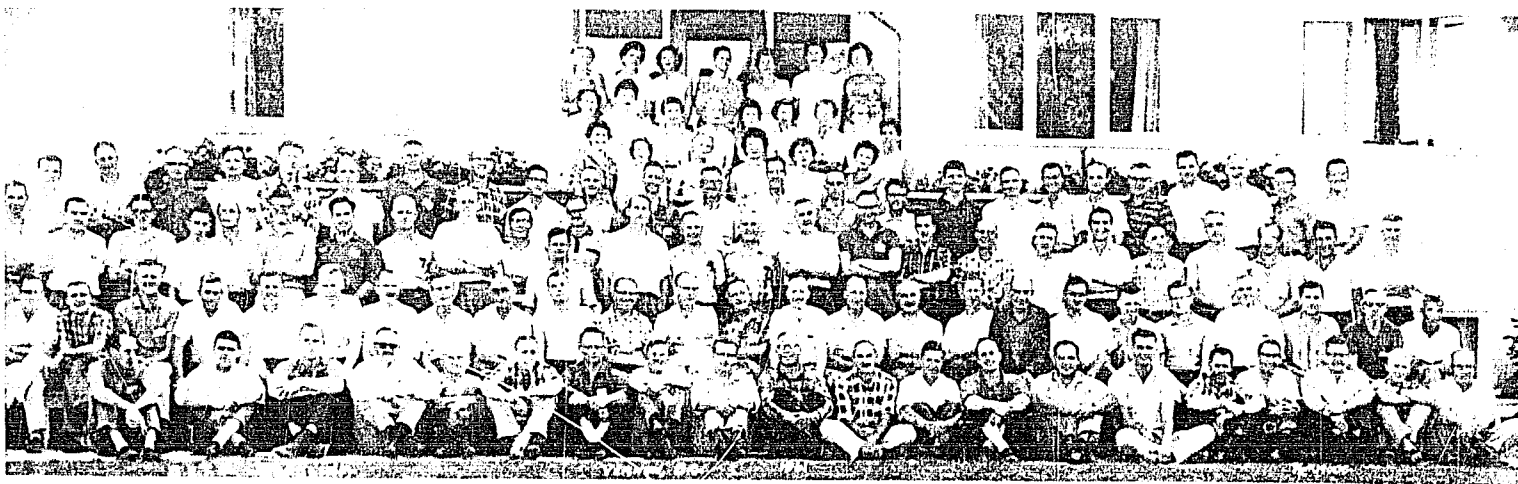


Carl Gow and Gene Morison with interpreters Valya Peskova and Igor Zabrodin, who accompanied the Canadians on their tour.

In our two weeks in Moscow and Leningrad, we paid visits to the following: a nursery school-kindergarten operated by a giant turbine plant; five "secondary" schools (Grades I-XI) including a boarding school, an evening school for workers and an experimental school; two teacher training institutions; two ministries of education; the Russian Academy of Pedagogical Sciences; and the office of the Union of Educational and Scientific Workers of the USSR—

Continued on page 28





1  
This main building and the classroom building of the Vernon Preparatory School provided excellent accommodation.



2  
Workshop Committee Chairman and Assistant Workshop Director Ed Nelson welcoming two of the delegates.



3  
Workshop Secretary Miss Connie Prendergast of the B.C.T.F. office staff registering delegates.

4  
President Ken Aitchison (left) and Jim Young, past-chairman of the B.C.T.F. Curriculum Committee (right) talk with Dr. D. T. Oviatt, Dean of Instruction at San Fernando College in California.

5  
Some of the discussion sessions were held indoors.

6  
Some discussion groups moved outdoors for their sessions.

"GLAD I CAME." "Good show." "I'll be back." "I hope to attend every workshop from now on." "A most stimulating experience." "Very worthwhile." "The whole B.C.T.F. seems to be condensed in the Workshop and the knowledge available and acquired as a result provides a lasting stimulation." "An extremely enjoyable and invigorating week."

These comments are indicative of the very favorable reaction of the delegates to the 1961 B.C.T.F. Summer Workshop.

From all parts of the province came 127 teachers to attend this Twelfth Annual Workshop, held from August 20 to 25 at Vernon Preparatory School. Many delegates took advantage of the Okanagan holiday land and brought their families, staying in motels and campsites in the Vernon area.

Meeting in conjunction with the general workshop were seminars of the Federation Curriculum and Agreements committees. A special committee appointed by the Executive met to review the wording of the Code of Ethics.



# 1961 Workshop a Success

STAN EVANS  
B.C.T.F. Assistant  
General Secretary

The program for the Monday morning and afternoon and most evenings was devoted to special speakers. Group discussions occupied the balance of the "working day." Each group spent a morning and an afternoon discussing each of four topics.

In a most interesting address at the opening session, Right Reverend Bishop A. H. Sovereign of Vernon highlighted the history of the Okanagan. He traced the early exploration of the interior of the province, described the first Okanagan settlements and told fascinating stories of some of the pioneers.

Dr. D. T. Oviatt, Dean of Instruction at San Fernando College in California and resource person for the Curriculum Seminar, made significant comparisons between various phases of education in California and British Columbia.

Mr. R. P. Walrod, of Kelowna, a member of the Chant Commission on Education, spoke on aspects of the Commission study and Report. He capably answered many questions posed by the delegates.

Other speakers covered a variety of topics. Mr. G. W. Graham, Assistant Superintendent of the B.C. Department of Education (Ad-

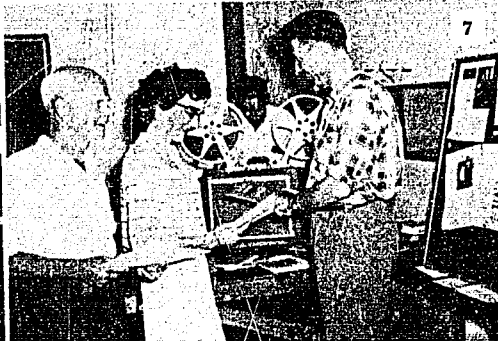
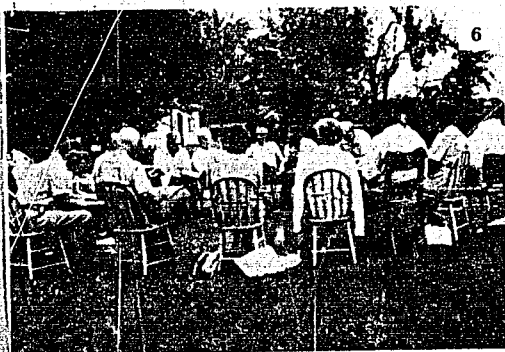
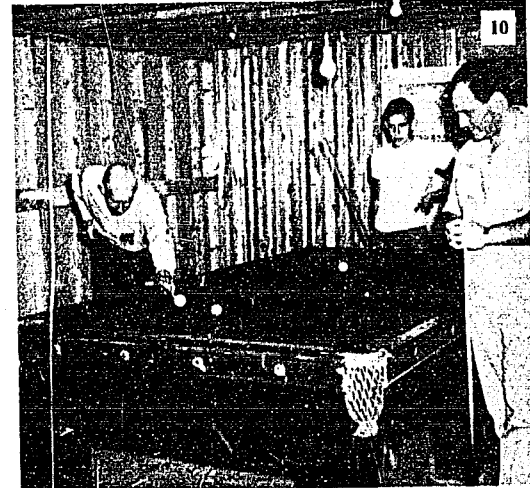
7 Several trustees in the Okanagan Valley attended some of the sessions. Mr. John Van der Hoop, a Penticton trustee, discusses new developments in education with two delegates.

8 Workshop Director Stan Evans (right) chats with George Trapp, the representative of the Saskatchewan Teachers' Federation (left) and W. "Mac" McDonnell, the representative of the Alberta Teachers' Association.

9 Free time is spent in a shady spot.

10 Billiards and table tennis were popular pastimes for delegates living in.

11 The production staff of the daily bulletin "The Works" were a busy trio — Mrs. Ruth Wilson (left), Ross Palsson and Mrs. Ruby Lidstone.





The B.C.T.F. Agreements Committee met for their summer seminar.



Good food pleasantly served put delegates in a jovial mood.



Time out—The four former students of the School who were part of the staff which made our stay a most enjoyable one took a well-earned rest.



Delegates were always willing to help when something had to be done.

ministration), described the work of his branch. George Trapp, the fraternal delegate of the Saskatchewan Teachers' Federation, reported on the Curriculum Development procedures of the S.T.F. L. H. Garstin, Principal of the McKim Junior High School in Kimberley, discussed the Crowther Study of the English secondary education system. R. B. Cox, chairman of the Special Committee on the Code of Ethics, reported on the work of his committee. J. A. Spragge, B.C.T.F. Executive Assistant, discussed the Teachers' Pensions Act as amended at the 1961 session of the Legislature. J. S. Young, past chairman of the B.C.T.F. Curriculum Committee reported on current curriculum studies.

In the group discussions, B.C.T.F. President K. M. Aitchison conducted the sessions on the objectives and activities of the Federation. L. John Prior, a member of the B.C.T.F. Philosophy of Education Committee, led the discussions on philosophy of education. Bernard C. Gillie, chairman of the Federation Membership Committee, chaired the sessions on the B.C.T.F. membership classification plan. Al Cartier, Night School Director at Langley, handled the subject of new developments in education.

The daily workshop bulletin, *The Works*, was again a popular feature, capably edited by Mrs. Ruby Lidstone of Enderby and Mrs. Ruth Wilson of Vernon. It featured cartoons and illustrations by Ross Palsson, the talented son of First Vice-President H. M. Palsson.

In the "free time" periods, the delegates and their families made good use of the grand holiday weather and the excellent recreational facilities of the Vernon area. Swimming, golf, horse-back riding, sight-seeing and just plain loafing were enjoyed to the full. Table tennis, billiards, cards, singing and dancing filled the evenings for delegates living-in at the school. A group of 257 delegates and family members enjoyed the

Tuesday afternoon and evening picnic at Kin Beach on Lake Okanagan.

The facilities of the Vernon Preparatory School proved very satisfactory for our workshop needs. The meals were first rate. Mr. Charles Twite, the Headmaster, Mrs. Twite and the staff were excellent hosts and did everything possible for the comfort and pleasure of all delegates.

Everyone with whom we were associated made us feel welcome — motel operators, storekeepers, newspaper and radio personnel. The Okanagan Teachers' Association and the North Okanagan Teachers' Association provided fresh fruit, fruit juices and copies of newspapers for the delegates.

Ed Nelson, chairman of the Workshop Committee, and Miss Connie Prendergast, of the Federation office staff, by taking care of numerous details again contributed greatly to another successful workshop.

Plans are already under way for the 1962 Workshop, which will be held from August 19 to 24, again at the Vernon Preparatory School.

Some delegates and their families enjoyed camping.



Delegates wave good-bye as one of the four boys helps with their bags.



Presidents—past and present. Many B.C.T.F. past presidents attended the workshop—Bottom row (L. to R.): W. H. Janzen 1960-61, R. B. Cox 1959-60, Miss Hilda Cryderman 1954-55, K. M. Aitchison 1961-62, L. J. Prior 1951-52. Top row (L. to R.): B. C. Gillie 1945-46, J. A. Spragge elected 1951 but relinquished office to join B.C.T.F. staff, W. V. Allester 1953-54, T. M. Chalmers 1948-49, J. H. Sutherland 1939-40.

Picture courtesy Vernon News



## Canadian Teachers in Russia

Continued from page 23

plus museums, art galleries, the theater, the opera house, various other tourist sights, and, for just an hour, Moscow University.

### Soviet Hospitality

We could not have been treated with more courtesy, nor could we have been received more hospitably. Mr. Grivkov, President of the nation-wide four-million member host union, Madame Shoufrakova, President of the Russian Republic's teachers, and our two interpreters—one of them an official from the union's international division—met us on arrival. It was through their good offices and those of their colleagues that we were so well guided, transported, fed and housed during our stay.

It soon became clear that we had two tremendous advantages. In the first place, our hosts were obviously influential and able to provide easy access to schools of all kinds and to top educational officials. Secondly, we had not come to attend meetings or for any reason other than to travel, look and listen as hard as we could—all day every day—for two weeks.

### Life in the Soviet Union

If we were disappointed to learn when we arrived at Moscow airport on Saturday that everything—including schools would be closed the following Monday and Tuesday in celebration of the 43rd Anniversary of the October Revolution, our disappointment was offset by the excellent arrangements made for us to view the celebrations and the aspects of Soviet life they revealed.

Knowledge of Soviet life and Communism as practised in the USSR is more essential to intelligent observation of Soviet education than a corresponding knowledge might be in observing our education. In the centrally planned Soviet state, very little in education or in any other field is unrelated to the philosophy of the Communist Party and its exclusively approved precepts. Thus these three days, spent observing Russians and foreign well-wishers celebrating the event chiefly responsible for transforming Russia from what it was to what it is, were invaluable as an aid to our understanding of various aspects of Russian education.

We saw very little at first hand of the average Soviet citizen and his way of life. Our overcrowded itinerary left us little time, and the items on that itinerary concentrated almost entirely on education. However, quizzing our interpreter-guides yielded the following bits of information.

In the cities, most Soviet citizens live in flats in large, nine storey apartment buildings, in which space is allotted according to a list of priorities on the basis

of so-many square metres per individual. We saw the outside of these buildings but unfortunately had no opportunity to visit a private home inside. Salaries are the equivalent of well under \$1,000 per year for unskilled workers and about \$1,500 for skilled workers. (Teachers do much better, starting around \$1,500 and going to \$3,500 or \$4,000 or even higher.) In most families, both parents work unless there are four or more children, in which case a special allowance is received from the state. Rent costs the Soviet citizen from \$2.00 to \$4.00 per month, bread 15c a loaf, meat from 40c to \$1.00 a lb., taxis 15c a mile, refrigerators \$300, and cars (so scarce, due to concentration of production on trucks and tractors, that no more names are being added to the 25,000 now on the waiting list) from \$2,500 to \$4,000.

There are two other areas of background information that might help the reader as the story of our observations is told. One of these concerns "The Reform" (its importance and frequent mention demand capital letters); the other is the general organizational structure of the Soviet schools and post-secondary institutions.

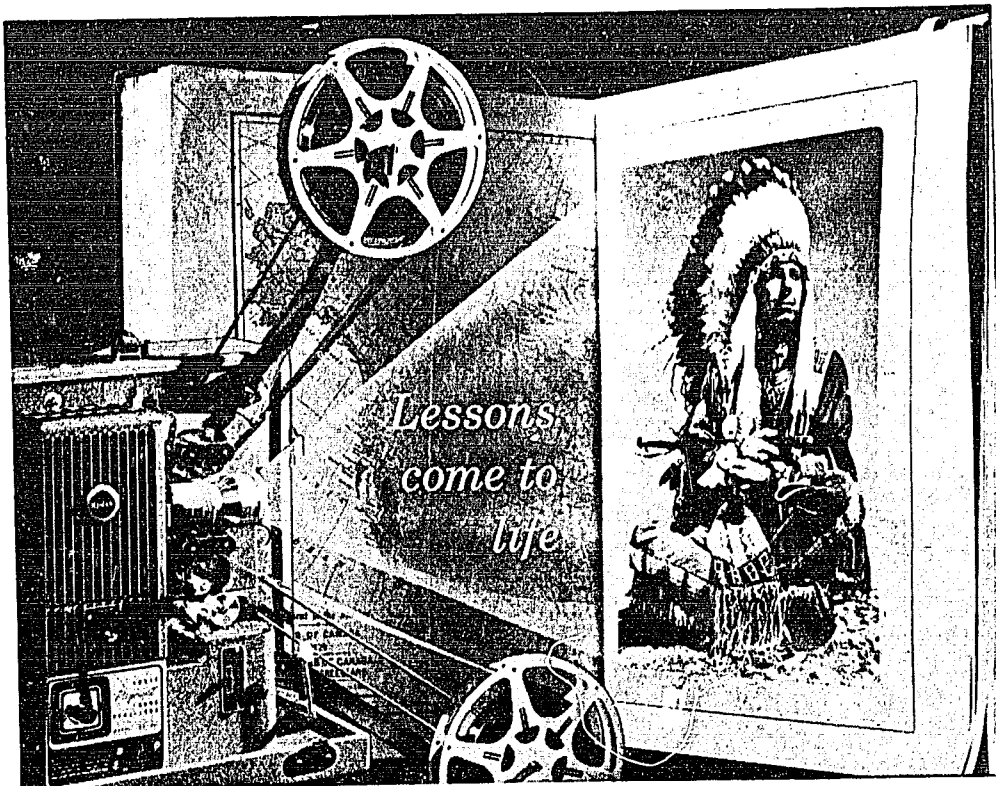
### The Reform

"The Reform" first appeared in 1958, when the present Seven-Year Plan was launched and Premier Khrushchev announced three important changes in education. One was the extension of secondary schooling—previously terminated at Grade X—to Grade XI; another was the raising of compulsory schooling from completion of Grade VII to completion of Grade VIII; the third was the introduction of useful manual labor (or "work experience") at all levels, culminating in allotment of one-third of the six-day school week to this purpose in Grades IX, X and XI. All three changes were in progress at the time of our visit, since the target for putting them completely into effect is 1965. Therefore, some of the schools even in Moscow and Leningrad were still "ten-year schools"; most were in transition between the old and new patterns; and a few had become "eleven-year schools."

### Overall Education Structure

The structure of Soviet education to the end of the secondary level is not unlike our own. Pre-school education begins with crèches, then nursery schools and kindergartens for children up to and including age six. Most enter "secondary" school (Grades I-XI) at seven years of age and, as of The Reform, all must complete Grade VIII. Those who do not leave school at this level to work or to attend terminal technical courses continue to the end of Grade XI. Success in the examinations at the end of this final secondary school year is rewarded with the National Certificate, but a student wishing to continue his education must still pass competitive entrance examinations at the post-secondary institution of his choice.





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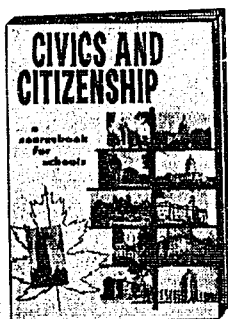
L. D. BAKER

Associate Professor of Education, University of Manitoba

J. M. BROWN

Professor of Education, University of Manitoba

"The new citizenship booklet introduced in schools in the fall of 1960 has been enthusiastically received by teachers and the public generally. It provides source materials for classroom use upon the development of democracy within the Commonwealth, upon the functions of the federal, provincial, and municipal governments in Canada, upon the meaning of Canadian citizenship, and includes details upon the Union Jack, flag etiquette, and the numerous emblems used in Canada and the various provinces. Furthermore, it contains sections upon the organization of the United Nations, the treaties which preceded its formation, and the text of the Declaration of Human Rights.



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DIRECTOR OF CURRICULA,  
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The main post-secondary institutions are the university and the "institute." Soviet universities are less all-embracing than Canadian universities and resemble more our faculties of arts and science. All other lines of post-secondary education, including medicine, engineering, and teacher education, are accommodated for the most part in their own separate "institutes" which give five-year courses — the same length as most courses at the university.

Since our return to Canada, each of us has been bedevilled by two questions which come forth the minute anyone discovers we have been to the Soviet Union: "What are their schools like?" and "How good is their education?" At the risk of being accused of hedging, it must be said that these questions are far simpler to ask than to answer briefly. Perhaps the best way to convince the reader of this fact is to set before him some of our actual experiences.

### Pre-School Education

The Nevsky kindergarten — the only pre-school establishment we visited — is operated in conjunction with the huge Nevsky Machine-building Plant in Leningrad. Most of our morning visit was spent touring the plant itself, a huge sprawling collection of shops concentrating on various aspects of the production of turbines. This provided us with some extremely interesting, if inexperienced, impressions of Soviet workers and working conditions, but it unfortunately meant that it was almost noon before we were taken in the company bus far around the perimeter of the plant to visit the kindergarten.

In the kindergarten, we found 116 children divided into four groups according to their ages: three, four, five and six years old. Each of the groups occupied a large room which was divided into sleeping, eating and activity areas. Great stress seemed to be laid on the children learning to do as much as possible for themselves and we observed that they took turns, even in the youngest age groups, performing such duties as clearing tables. It was interesting that our hosts viewed these tasks as an early form of the manual labor which is at the heart of the reform in Soviet schools.

The program was much like that of a Canadian kindergarten, including such familiar stand-bys as painting and handwork, picture stories, activity games and exercises. A special music teacher came in twice a week to teach singing, ear training, dancing and rhythmic games but there were no rhythm band activities nor could we see evidence of any attempt to develop independent creative music-making.

We were shown samples of the children's work at each age level and it was obvious that no attempt was made to teach reading readiness or to give any other special preparation for academic work. We were told that such activities had been tried in the past but that the practice had been discontinued, chiefly because of objections from primary teachers. (The

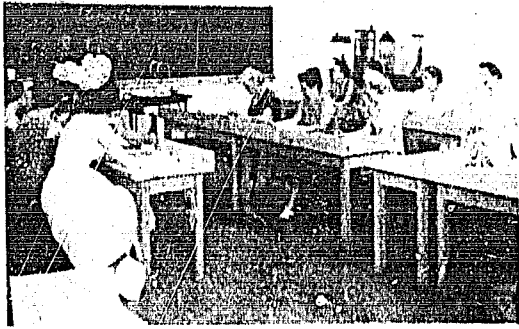
complaint—if not the result—sounded familiar.) The emphasis was quite clearly on learning to live together and on inculcating Communist concepts and ideals, insofar as the ages of the children permitted. For instance, we heard the six-year-olds recite. They came forward with that delightful eagerness common to six-year-olds in any country to say poems about the red star over the Kremlin being the symbol of happy life for children, and others dealing with their Motherland and the way in which the rising sun sheds its rays on Lenin and strengthens their desire to emulate him.

We learned that, as is the case with boarding schools for children at elementary and secondary levels, there is a definite increase in the number of Soviet parents who leave their children in kindergartens overnight and even over weekends. This practice, of course, is quite consistent with the Communist philosophy of "collectivism" and is intended to accustom the child to living and working with large numbers of others.

This, then, was our look at pre-school education in the USSR. To return to the first of our two questions—what is it like? I would say that it differs greatly from pre-school education in Canada in several respects. It is true that kindergartens in both Canada and the Soviet Union are chiefly interested in early child development and in inculcating the social attitudes and habits, and even some of the basic morals of the respective societies. However, not only are the ideals and morals somewhat different, but the purpose also differs!

The desire in Canada, it seems to me, is to encourage the development of individuality and to promote co-operation with other gloriously different individuals. The emphasis in the USSR seems rather to be on the theme that even the youngest Soviet citizens are joined together as inextricably as the links of a chain and that individuality must at all times be discouraged for fear of the violence it might do to the common good. Other differences are the lack of academic readiness programs in Soviet kindergartens, and the self-sufficient "world-in-itself" atmosphere I sensed in at least the one we visited. The completeness of the facilities for eating, sleeping and playing drew attention to the absence of those frequent reminders of parents and home which have pervaded the atmosphere and program of any Canadian kindergarten I've seen.

How good are Soviet kindergartens? If "good" means "effective," I think they're probably very good indeed, in terms of their limited but well defined purposes. The lack of formal attention to academic preparation should not be taken as a comment on the quality or nature of even Grade I education in that country. The transition to academic earnestness and good hard learning is swift and sudden, as we were to discover in some of our other visits.★



A refresher course in Elementary Art.

## B.C.T.F. Summer Seminars

**D**URING THE 1961 Summer Session at the University of British Columbia, the Federation sponsored five non-credit short courses. Most of these were organized by the Professional Growth through In-service Education Committee; one, a Workshop on Problems of the Beginning Principal, was planned by a committee of the B.C. Principals' and Vice-Principals' Association.

A one-week course on the Cuisenaire Method of Arithmetic was so popular that it was repeated for a second group of thirty teachers. Mrs. Hazel McLennan, of Vancouver, served as director for both courses.

Mrs. Florence Vey, of the College of Education, handled a two-week course on Primary Reading in which thirty teachers participated.

A smaller group enrolled for an Elementary Music and Art course. The Music section was taught by Mr. Alfred T. Hewson, of Burnaby, and Mr. Blair Fulton, of Vancouver, directed the Art section.

Forty-one principals and vice-principals took part in the Beginning Principals' Workshop. Mr. Thomas Chalmers, of Burnaby, was in charge, assisted by Mr. John E. Clague, of Vancouver.

Some features which the various

courses had in common were the use of outstanding "guest lecturers," the emphasis on practical methods and ideas and the adaptation of the courses to the needs and wishes of the participants. Teachers came to the courses from all parts of the province. Moreover, there were a few teachers from Alberta, Ontario and Saskatchewan.

The Department of University Extension kindly co-operated with the Federation in offering these five courses. This was the fifth year that Federation non-credit courses were given. The number of courses and total enrolment were both larger than in any previous summer.

## Intermediate Teachers Organize

**A**T A MEETING held in the B.C.T.F. offices in June, 1961, a representative group of teachers and supervisors from the Lower Mainland agreed to form the Provincial Intermediate Teachers' Association. Mr. F. Whitman, 1824 Venables Street, Vancouver, was elected President, and Mr. J. G. Stokle, 307 Agnes Street, New Westminster, Treasurer. Fees were set at one dollar a year.

It was the opinion of those present that the intermediate field was one of vital importance in the school life of every child, and that, with the inclusion of Grade VII in the elementary schools, it would assume added significance.

The Association aims to be of service to intermediate teachers throughout the province. Its meet-

ings at the Easter Convention and, on a regional basis, throughout the year will provide opportunities for discussion of problems and ideas common to the intermediate grades. Matters of curriculum development, the choice and usefulness of prescribed text books, and standards of achievement on a province-wide basis will form part of the proposed program.

Through the preparation of lesson aids and the posting of regular newsletters to its members, and by fostering an exchange of useful material and ideas, the Association hopes to be of real help to many intermediate teachers, especially to those in outlying areas, where contact with supervisors is not easy and in-service training is not feasible.

It was noted that though a teacher might be teaching primarily music, or art, or physical education in an elementary school in a larger school district, such a person was an intermediate teacher and, as such, eligible for membership in the P.I.T.A.

If you are an intermediate teacher or are interested in keeping posted on developments in this field, if you think that you have something to contribute to this Association, or if you feel that you could benefit by the experience and help of other intermediate teachers, you are invited to join now.

Send your name, address and fee of one dollar to Mr. J. G. Stokle, 307 Agnes Street, New Westminster, B.C.

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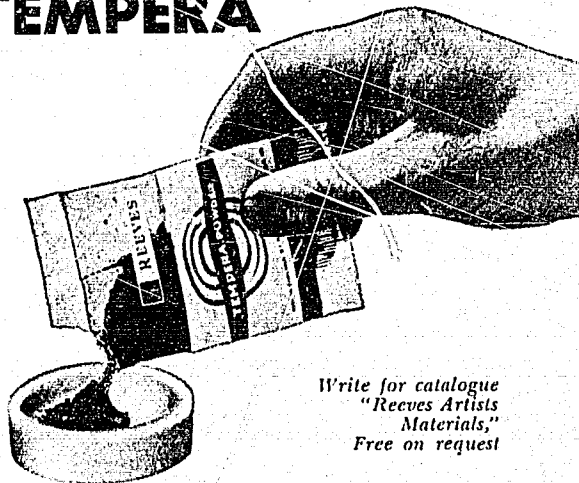
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## for Your information

### Teacher to Sarawak



J. K. T. Taylor

**E**ARLY IN AUGUST John K. T. Taylor, with Mrs. Taylor and two children, left Vancouver for Simanggang, Second Division, Sarawak. Mr. Taylor is the first British Columbia teacher to be chosen to work in an under-developed country as a result of the decision taken at the 1961 Annual General Meeting.

Mr. Taylor is a fully qualified secondary school teacher with a B.A. degree from the University of British Columbia with majors in English, Geography and Spanish. He has also taken post-graduate courses in Administration and Counselling. He has taught for four years in Vancouver elementary schools and four years at the secondary level (at Templeton Secondary School), where his teaching subjects are English, Social Studies and Mathematics. He has also spent one year on exchange to a secondary school in England. His broad experience in coaching sports will be of value in his overseas post.

The school to which Mr. Taylor has been appointed is in the administrative "capital" of the Second Division of Sarawak and it is going to be one of the most important secondary schools in Sarawak. Although the urban popula-

tion is mainly Chinese, Simanggang is the center of a Land Dyak area. The school is co-educational and inter-racial—Native and Chinese. About half of the pupils are boarders. The school prepares pupils for the Junior Sarawak Examination (Form III) and the Senior Cambridge (Form V). All teaching is in English.

There is in Sarawak a great lack of trained Native teachers and this lack cannot be rectified until more and more Native pupils complete their secondary education and enter the Training Colleges. For this reason the services of Mr. Taylor will play an important part in overall educational development and progress.

### Postgraduate Scholarship Awarded



J. Calam

A second B.C.T.F. Scholarship for Postgraduate Work was awarded during the summer to John Calam, of West Vancouver. Mr. Calam will work at the University of British Columbia during 1961-62, where he will study for an M.A. in Education. His special field is history.

### B.C.T.F. Summer Session Awards

Winners of the Post-graduate Scholarships (Summer Session)

were Thomas Joseph Brighthouse, of J. L. Jackson High School, Salmon Arm, and Arthur Bell Wright, vice-principal of Sir Charles Tupper High School, Vancouver. Mr. Brighthouse continued his studies toward a Master's degree at the University of B.C. and Mr. Wright continued graduate studies at the University of Alberta toward a Ph.D. degree in School Administration.

Desmond James Grady, of J. L. Jackson High School, Salmon Arm, and Alexander E. K. Philip, of Wonowon Elementary School (Peace River North), both won B.C.T.F. Undergraduate Scholarships for Teachers for Summer Session. Both attended U.B.C. for further work in the Secondary Program.

Miss Georgina Helen Goodwin, of North Vancouver, who teaches at Howe Sound Junior-Senior High School, continued her studies toward the B.Ed. (Secondary) at the University of B.C., while John Richard Stickney, of Rossland, continued his work on the Fourth Year Secondary Program at the University of B.C. Both also were awarded B.C.T.F. Undergraduate Scholarships for Teachers for Summer Session.

The winner of a similar scholarship for work in the Elementary Program was John Banmen, who teaches at Boundary Bay Elementary School. He attended U.B.C. this summer to continue his studies in Third Year Elementary Education.

### Teacher Training Scholarships Awarded

The B.C.T.F. Scholarships in Teacher Training for 1961 have been awarded, six to students at the University of B.C. and two to students at Victoria College.

Peter Edward Coleman, Vancouver, and Marnie Jean Rogers, Trail,

have been named winners of the scholarships for students proceeding to Fifth Year or the one-year course for graduates. Proceeding to Fourth Year are Barbara Anne Bengough and Jack Winston Darcus, both of Vancouver. Proceeding to Third Year are Peter Udo Ewart, Fernie, at U.B.C. and Janet Patricia Spraggs, Armstrong, at Victoria College. Mrs. Lorna McCready, Vancouver, is going on to Second Year at U.B.C. and Anne Elmhirst Kemp, Victoria, will attend Second Year at Victoria College.

#### Vancouver Girl Charlesworth Winner

Linda Louise Kaser has been awarded the Charlesworth Memorial Scholarship for 1961. Miss Kaser graduated from Lord Byng High School, Vancouver, on an accelerated program, with a very high average mark. She will attend the University of B.C., taking an Arts

course. Her ultimate aim is to lecture in English at the university level.

While maintaining a high academic average, Miss Kaser contributed to her school by participating in and supporting extra-curricular activities.

Miss Kaser is the daughter of R. G. Kaser, head of the Social Studies Department at the school from which she graduated.

#### Alterations to Handbook

Mrs. W. Wallace has been appointed Secretary - Treasurer of School District No. 21 (Armstrong). This information should be added to p. 82 of the Handbook.

The address given for Mr. N. L. Ornes on p. 15 should read 238 West 44th Avenue, Vancouver 15.

Secretary-Treasurer for School District No. 52 (Prince Rupert) is A. Lien, Box 517, Prince Rupert. This information should be added to p. 85.

The name and address of the Secretary-Treasurer for School District No. 76 (Agassiz), are T. Novis, Box 69, Agassiz. Please add to p. 87 of your Handbook.

#### Young Canada's Book Week

From November 15 to 22, Young Canada's Book Week will be celebrated. Hugh MacLennan, who is Patron this year, has a firm belief in the importance of making the best books available to Canadian boys and girls. In his Patron's Message he has said, in part, "The books we read when we are young are the most important books we will ever read. They reach us freshly. They can bring the whole world to us, and if the world they bring is a true one, they are almost more valuable than school."

Further information on Book Week may be obtained from the Canadian Library Association, Attention Miss June Munor, 63 Sparks Street, Ottawa 4.

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### Resolutions Deadline Changed

Resolutions for consideration  
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**DECEMBER 15, 1961**

At that time they will be collated  
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**BOOKLETS**

**Life Insurance—A Canadian Handbook** (1959 Revision) — Available in both English and French. An 80-page illustrated booklet. Outlines the fundamentals of life insurance. Answers numerous questions which are frequently asked by teachers, students and the public generally. One copy free to any teacher.

**The Story of Life Insurance** — A 20-page illustrated booklet telling the history and important facts about life insurance, in simple terms. Available for useful distribution in quantity, free.

**Problems in Life Insurance** — A teacher-student workbook unit of value for Business Practice and Mathematics classes. One complete unit free to a teacher; student portion available free in quantity.

**Invitation to Youth** — Careers in life insurance are discussed in this 34-page booklet. Whether it's selling or special Head Office services, here is a picture of life insurance as a lifetime occupation. Available in class sets free.

**A Miss and Her Money** — Informal and readable 20-page illustrated booklet for teenage girls. Offers useful tips on earning, budgeting and saving money. Available for useful distribution in quantity, free.

**Money in Your Pocket** — For teenage boys — a bright entertaining 20-page illustrated booklet dealing with simple fundamentals of money management and life insurance. Available for useful distribution in quantity, free.

**The Family Money Manager** — An 8-page brochure prepared to assist families in solving money management problems. Useful for classroom discussions on budgeting. Available for useful distribution in quantity, free.

**You and Your Family's Life Insurance** — A 28-page booklet describing how life insurance helps individuals and young families build a security program for their entire lives. Available for useful distribution in quantity, free.

**FILM STRIPS**

**Careers in Canadian Life Insurance Underwriting** — Black and white. A 50-frame film strip on the career of the life underwriter, for use in guidance classes. One print and one teaching manual free to each school.

**The Life Insurance Story — Part I** — Black and white. Available in both English and French. Reveals interesting facts, similar to those in "The Story of Life Insurance" booklet, through the highly effective film-strip medium. One 36-frame print and one teaching manual free to each school.

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# new Books

ESTHER G. HARROP, Book Review Editor

## SPECIAL REVIEW

*Anxiety in Elementary School Children*, a Report of Research by Seymour B. Sarason, and others. John Wiley & Sons, New York, London, 1960. \$7.75

"This book is essentially concerned with an extremely broad and important problem: the relationships and discrepancies between performance and potential." So begins the introduction to this report of research. Personality theorists have long considered that anxiety is an important factor in producing these discrepancies, and the authors of this study have tried to narrow their research down to anxiety about test and test-like situations, and to deal with elementary school children specifically. Although the primary interest was in testing a theory of anxiety, the authors realized that whatever contribution they could make on that level would help with the practical problem of devising group procedures for picking out children in whom there is or will develop a discrepancy between performance and potential.

That the research team had tackled a tall order becomes increasingly clear as the book proceeds. The whole project is reported in a most refreshingly frank and honest way, so that one feels himself to be a participant in the work. Following the introduction, there is a review of hypotheses on the causes and effects of anxiety, and a review of the literature on the subject. Then the report moves on to the anxiety scales developed by the researchers, the lie scales for detecting false information, and the studies of the validity of the tests. Comparisons are made of results obtained from the Test Anxiety Scale for Children and the General Anxiety Scale for Children (TASC and GASC). Difficulties encountered give some indication of the complexity of the problem of producing a valid test. For example, the researchers found that girls seemed, on the basis of test results, to be more anxious than boys. It also appeared that boys were more likely to try to conceal their anxiety than were the girls, which brought up the observation that in our culture girls find it more acceptable to reveal anxiety than do boys. As well as sex differences, parental attitudes and personality factors are considered. Although the authors do not pretend that their work is final and conclusive, they do offer some implications of it for education. For example, "From the standpoint of the child, what he thinks is the teachers' attitude towards him is of great moment to him, particularly if he likes the teacher and wants to be liked by her." The book has

a lengthy appendix, containing the actual tests used and the effects on scores of giving the TASC and GASC in different order.

For the person who is interested in psychological theory and testing in relation to education, this is a very stimulating and useful book. The general reader will be interested more in the chapters on hypotheses, review of the literature, and implications for education.—N.A.B.

## BIOGRAPHY

*Earnest Victorians*, by Robert A. Rosenbaum. Hawthorn Books Inc., New York, 1961. (Can. Agt. McClelland and Stewart, Toronto.) \$8.25

Mr. Rosenbaum has given his readers a unique form of collective Biography. His subjects, their family members and friends have contributed text material so personal that we seem to be talking in a free and easy fashion with these six well-known characters; we enter into Lord Ashley's problem and at last realize that here is the spade-work done for our modern socialism; we appreciate from their letters what Elizabeth Barrett and Robert Browning felt for one another. Our group includes a social worker, a philosopher, a poetess, an artist, a scientist and a military commander. These prominent Victorians have portrayed themselves by their conversation, or the remarks of others have sketched for us some of the high-lights of the 19th century.—E.G.H.

*Of Men and Numbers*, by Jane Muir. Dodd, Mead, New York, 1961. Diagrams. \$4.00

A book of collective biographies which describes the lives of mathematicians from 582 B.C. to 1918 A.D. Of necessity the information gathered about Pythagoras, Euclid and Archimedes is more scanty than that dealing with the mathematicians living between the 16th and 20th centuries, but all of the accounts are fascinating. Readers who enjoy biography will find the bibliography accompanying *Of Men and Numbers* an interesting source of further information. Mathematics teachers and senior students should find the book very interesting.—E.G.H.

## EDUCATION

*Spurs to Creative Teaching*, by Laura Zirbes. Putnam, New York, 1959. \$6.95

One of the Putnam Series in Education books which will be extremely useful to teachers and students of teaching.

The author has taught, and therefore understands all problems and situations that may arise. Student teaching, in-service education, and supervision sections are full of practical suggestions.—E.G.H.

*The Transformation of the School: Progressivism in American Education, 1876-1957*, by Lawrence A. Cremin. Knopf, New York, 1960. \$6.50

This book is worth every penny of its price for the close student of Progressivism in American and Canadian schools. It is a superb work, candid and showing clearly that Progressivism is moribund. The author has viewed the broad sweep of American educational development, and his chapters dealing with its relationship to industry, culture, community and science are excellent. The bibliographical notes are full and very helpful. Perhaps the volume would have been even better had it included illustrations and pictures. There is, however, one chart. This excellent work should be read often by administrators, teachers and the public who are thinking about educational problems.—W.D.M.S.

*The Philosophies of Education*.

Philip H. Phenix, Editor. John Wiley, New York, 1961. \$1.90

The material in this book is the work of 13 contributors. A unique plan of setting up each topic has been adopted. First, the Editor presents an opening explanation of the article. The writer next discusses its main thought. Next comes a section of objection-raising questions and each of these questions is carefully answered. A section follows using what may be called the illustration and comment method of explanation. Lastly comes a section entitled "Concluding suggestions."

Each contributor is responsible for the treatment of one topic which discusses carefully but concisely this phase of education. Very readable and informative about various philosophies of education, here are collected different views which students interested in the development of education will undoubtedly enjoy.—E.G.H.

## HOME ECONOMICS

*Food For Better Living*, by McDermott, Trilling & Nicholas. Longmans, Green, Toronto, 1960. 3rd Edition. Illus. Photos. \$5.65

*Food for Better Living* is a most practical and useful book. It is of value to the homemaker, as well as to the Home Economist and the Home Economics teacher, for it is interestingly written and beautifully illustrated. The book contains 14 chapters, each of which is set up in the same manner, i.e. a brief introductory explanation of the chapter title; several divisions of the chapter material; and suggestions for various activities involving the instruction which the chapter contains.

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### To All Teachers:

For your information and guidance, we offer the following suggestions: If you have transferred from one school district to another it is your responsibility to

1. Notify your new School Board Secretary if you wish to continue membership with P.T.M.S.
  2. Advise this office of your new address and School District.
  3. Advise this office of any change in marital status.
- If you are a new teacher, you may join P.T.M.S. and enjoy prepaid, medical care by contacting your School Board Secretary or this office for an application form and two copies of stop-order form. The application and one copy of the stop-order form are sent to this office, either through your School Board or from you directly. A membership card and copy of the By-laws and Constitution of P.T.M.S. will be sent to you from this office.
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9. \$100 benefit limit for dental work required as result of an accident.
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11. Coverage is given for psychotherapy.
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#### General Information:

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If a member transfers to a district where Plan A is not in effect, he may retain Plan A coverage by paying the full fee himself, or he may revert to Plan B, with less coverage at a lower rate.

Teachers may be covered while on exchange or leave of absence, under either Plan A or B.

Provision is made in the By-laws of the Association for Trustee representation on the Board of Directors of P.T.M.S.

Discount Services on purchase of eye glasses may be obtained from:  
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Remember, night calls from the doctor are more costly than day calls. Calls to your doctor's office are less costly than his visits to your home.

Premiums are payable in advance. Coverage for new members to the Association will commence October first, through deduction from your September salary cheque.

scribes some separate phase of food activities. Some of these are "Cereal grains for health and energy"—"Milk the almost perfect food"—"Protein foods"—"Freezing and canning for better meals." Following Chapter 14 are 18 pages containing such topics as Herb Chart; Books and magazines for further reading; Audio-visual aids; Recipe Index; General Index. A recommended text.—E.G.H.

**Building Your Home Life**, by Inez Wallace and Bernice McCullar. Lippincott, Chicago, 1960. Illus. 560pp. \$5.65

An all-purpose homemaking textbook suited to the early senior high school group, both boys and girls. The well-illustrated text includes all areas of home-making, correlating the subject matter of many fields of learning. The approach is family-centered and problem-solving, designed to stimulate thinking. Each of the twenty-one chapters concludes with suggestions on "Things to read" and "Things to see." A good teacher and pupil reference.—I.E.

### SOCIAL STUDIES

**Civics and Citizenship—a Sourcebook for Schools**, by L. D. Baker and J. M. Brown. School Aids and Textbook Publishing Co., Regina, 1961. B.C. Edition 125pp. Illus. \$1.00

Do you know what the aims of NATO are? Do you know what nations co-operate in the Colombo Plan? Do you know what are the duties of the Governor-General of Canada? Do you know what are the differences in jurisdiction between the Federal and provincial courts? These are just a few of the many bits of information that are to be found in this compact little reference book which should be useful to almost any teacher of Social Studies.

To quote from the foreword: "This book is a sourcebook of basic information on civics and government, designed as a convenient reference for teachers." As such, it does its job well. It contains a concise summary of the development of parliamentary democracy and the development of democracy in Canada. It is well-organized and, despite its scope, remarkably functional.

It should be a handy little reference for the classroom when information and facts are needed quickly.—N.R.S.

**Builder of Israel: The Story of Ben-Gurion**, by Robert St. John. Doubleday, New York, 1961. \$3.50

This non-Jewish writer gives a fascinating biography of Prime Minister Ben-Gurion of Israel. Throughout the book the readers will be inspired by Ben-Gurion's determination and self-sacrifice. The service that he and his wife have rendered to humanity in general is remarkable. The book is a good readable reference for students and teachers of Social Studies 20 and History 91.—N.A.-McI.

THE B.C. TEACHER

# about People

## New District Superintendents



R. R. Hanna

Maple Ridge Senior High School has a new principal this school year as Rowland Rankin "Deke" Hanna has been appointed District Superintendent. Mr. Hanna attended Nelson High School and Victoria Normal School, graduating in 1931. He earned his Bachelor of Arts and Bachelor of Education degrees from the University of British Columbia. His teaching career, until recently, was in Slokan Valley schools, Slokan City and Trail, where he taught in Central Elementary and the old Trail Junior-Senior High School. He was principal of Trail Central School for three years and of Trail Junior High School for eight years. He was principal of Maple Ridge Senior High School for two years. Mr. Hanna is married. His daughter is a nurse and his son is entering University this fall. Mr. Hanna will be District Superintendent for School District No. 28 (Quesnel).

Gordon M. Paton is British Columbia-born and educated. He attended elementary school in various Fraser Valley centers and John Oliver High School, Vancouver. He is a graduate of Vancouver Normal School and holds the degrees of Bachelor of Arts and Bachelor of Education from the University

of British Columbia. His teaching career has taken him to many parts of the province — Kimberley, Abbotsford, Nelson, Saanich, Lillooet, Prince George and Fort St. John. He leaves the post of supervising principal of North Peace Junior-Senior High School, at Fort St. John, to take up his appointment as District Superintendent. Mr. Paton has held executive office and has worked on committees in most of the local associations of which



G. M. Paton

he has been a member. Depending upon where he was living, Mr. Paton has been a member of the Kiwanis and the Board of Trade. He has also been active in other community organizations — P.T.A., service clubs, youth groups and his church. As a change from these activities, he enjoys both curling and fishing. Mr. Paton is married and the father of two young daughters.

The new District Superintendent for School Districts 60 (Fort St. John) and 81 (Fort Nelson) is David P. Todd, B.A., B.Ed. Mr. Todd began teaching in 1936 at Creston High School, where he was vice-principal in a school which had a staff of three. In 1937 he moved to King Edward High School, Vancouver, and later to Kitsilano Secondary School. He went to University Hill Secondary

School in 1956 and in 1958 became principal of George Bonner Junior-Senior High School, in Duncan. Mr. Todd has also been principal of King George Night School, the "Y" Summer School (both in Vancouver) and the Mid-Island Summer School. As President of Vancouver Secondary School Teachers' Association, he served on the Federation Executive Committee. He has been president of the Vancouver and District Inter-High Athletic Association and has also been interested in Coast League soccer. While in his last position in Duncan, he was a member of the Kiwanis Club. Mr. Todd has two daughters, one of whom is a teacher in Burnaby and the other a student at the University of British Columbia.



D. P. Todd

## Miss Marion Langridge

It was with a deep sense of personal loss that her many colleagues received the news of the sudden death of Miss Marion Langridge of the staff of Magee High School, Vancouver.

At the time of her death Miss Langridge was attending the Shakespeare Festival Plays and the Royal Commonwealth Society Conference. She had planned to apply the ideas she was gathering to her work on the drama upon her return to the school. She had made of the drama a living and unforgettable experience for hundreds of her students.

To sit in on one of Marion's classes — as one was welcome at any time to do — was a stimulating experience. Language and



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Literature came alive. But her students were not alone in appreciating her power; students from the College of Education and teachers at conventions came, through the force of her personality, to accept her ideas concerning the content and techniques of a sound English program.

During the last four years Marion carried much of the burden of organization for the Secondary Association of Teachers in English. She was elected to the office of secretary four years in succession and watched the membership grow from the original thirty or forty to some six hundred. It was with pride she contributed her efforts towards the professional organization.

A French philosopher is quoted as saying, "Je sais que je vais mourir, mais je ne le crois pas." The subtlety of thought and language involved in the use of the expression "je ne le crois pas" can perhaps best express how her colleagues feel her loss. It is certainly a fact that her own sparkling love

and understanding of language and thought would have made her appreciate the expression.—J.H.S.

#### Dr. A. R. Lord

In mid-September a British Columbian educational pioneer, Alexander Russell Lord, passed away. Nova Scotia-born, Dr. Lord came to British Columbia before the First World War and was principal of Kelowna Elementary School until 1916, when he was appointed an Inspector of Schools. His inspectorates included Prince Rupert (then a very large district covering most of northern British Columbia), the Okanagan and Vancouver. He became principal of Vancouver Normal School in 1936, retiring from this position in 1950. For the same period he was a member of the University of British Columbia Senate. He was president of the Canadian Educational Association in 1948-49. In 1950 he was recipient of the G. A. Fergusson Memorial Award, presented by the Federation. Dr. Lord is survived by his wife, his daughter

and a brother, to whom the sincere sympathy of the Federation is extended.

#### Miss Margaret C. Cowie

Miss Margaret Cowie, a retired Vancouver teacher, died suddenly on July 20, 1961.

Miss Cowie was born in Muskash, Ontario, and was educated in that province, receiving her Junior Teacher's Certificate in 1905. She came to B.C. in 1909, where she attended the Normal School and taught in Hope and Whonnock briefly before coming to Vancouver. She was on the staff of Aberdeen and Nightingale schools, where her favorite work was building a library of Canadian authors and teaching Canadian history.

Always young in outlook, Miss Cowie maintained, from the time of her retirement in 1945 till her death, a wide circle of friends among former pupils and colleagues. Her never-failing thoughtfulness and loyalty will be sadly missed by all who knew her.—A.E.E.

## Curtain Going Up

Continued from page 11

the teaching force understands them and is willing to put them into practice. Also, the curriculum must be specifically designed to give effect to the aims and objectives of the program. Course planning and revision must be well co-ordinated, and must become a matter of major importance.

Second, an administrative organization must be designed which will create conditions of work and an atmosphere in which classroom teachers can work creatively as professional people. To make such a condition possible, sound concepts of administration and supervision will have to be agreed upon. Fears have already been voiced that we may be becoming top heavy in education, particularly when more and more teachers are achieving full professional status. Surely professional people need only a minimum of supervision. We must take the lead in developing sound concepts in this field.

Third, adequate finances must be provided. The old saying, "You get just what you pay for," certainly applies to education. We must continue, therefore, the very effective work done so far in the field of education finance so that what is educationally desirable is made financially possible.

During the summer your table officers, executive

staff members, past-presidents R. B. Cox and H. N. Parrott, and Finance Committee Chairman N. L. Ornes spent a very profitable week surveying the past, present, and future of the Federation. Keeping our three general objectives in mind, we examined present practices to see how closely they were allied to our goals. Because much of the Federation's work is done by committees, we appraised the activities of all our committees. We agreed that some committees should be discharged, some should be combined with others, some should be assigned new terms of reference, and some should continue working as before.

Many other decisions were made. I shall not attempt to go into the results of the conference in detail, however, for a full report on the week-long discussions will soon be mailed to all Federation members. I have mentioned the conference to indicate that the thorough appraisal of the Federation's position made this summer has set the stage for B.C.T.F. participation in the drama of the next few years. All we need now is the cast. The leads will be played by the elected officers and executive staff, but the performance will lack strength and conviction unless the supporting players undertake their roles with enthusiasm.

Yes, the Federation has come a long way since 1919, but much remains to be done. May we count on your help?★

### Conference on Special Education

The Board of School Trustees of District #36 (Surrey and White Rock) and the Surrey Teachers' Association are jointly sponsoring a Conference on Special Education on Saturday, October 28, 1961, at Newton Junior High School, Surrey.

Five areas of special education will be discussed: Education for the gifted, for the educable mentally retarded, for the trainable mentally retarded, for the physically handicapped and for the emotionally maladjusted. The conference is intended to be helpful to regular class teachers, as well as those engaged in these particular fields of special education.

Full details, together with regis-

tration forms, have been mailed to each local association. Enquiries may be addressed to Mr. W. F. Davidson, Conference Secretary, Box 820, Cloverdale, B.C. Local teachers' associations are invited to encourage the representation of their districts at this conference.

### 1951 Normal School Reunion

A Tenth Year Reunion for Vancouver Normal School class of 1951-52 is tentatively being planned for December, 1961. Teachers who are graduates of this year are asked to write Mrs. Irene Mulford, 728 Winona Avenue, North Vancouver, for information.

### Educator's Book Club

Several educational publishers have joined together to form the *Educator's Book Club*, a service designed to offer the latest professional books at a discount rate (15%) to teachers, principals, supervisors and administrators.

The purpose of this club is two-fold. First, it is a means whereby the young professional teacher can build a select, personal reference library inexpensively. Second, it enables the experienced educator to keep abreast of new publications of importance in a rapidly advancing and expanding profession.

Members of the club are not obligated to buy any specific number of books; they simply receive a notice each month of the current title to be offered. If an educator doesn't want the month's offering, he returns the refusal card with the monthly announcement. Membership is cancellable anytime, allowing 30 days for processing.

Further information about the club may be obtained from Eric E. Campbell, 20 Maxim Crescent, Scarborough, Ontario.

## Teachers' Pensions Act, 1961

Continued from page 15

The employer contribution is no longer defined as six percent of total pay-roll. It is defined specifically as the sum of \$3,407,194 for the year ending December, 1961, this being the actual amount payable under the former Act for the year 1960. For each year after 1961, the amount payable is increased in proportion to the increase in the number of contributing employees. Future changes in salary levels will not affect the amount of the employer contribution to the pension fund.

The government undertakes to guarantee that the net earnings of the assets of the fund, after provision for administrative costs, shall not be less than four percent.

### Investment of Assets

Responsibility for investment of the assets of the fund rests with "not more than three" trustees, to be appointed by the Lieutenant-Governor-in-Council. In actual fact, only one trustee has been named, he be-

ing the Commissioner. The trustees are restricted to investment in securities of the Government of Canada or of any Province, or securities fully guaranteed by such Government. Each transaction is subject to the approval of the Minister of Finance.

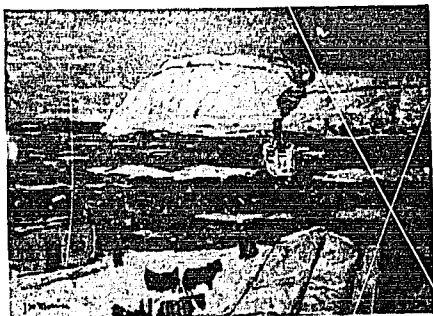
### Further Information

Even in an article of this length, it has been impossible to describe every detail of the Act and of procedure in its administration. Members who need further information of any kind have three available sources.

To obtain a copy of the Act for personal detailed study, address a request to the Queen's Printer, Victoria, B.C. A small charge will be made.

To pose questions on the content and operation of the Act, or on Federation policy in respect of pensions, address a letter to the Federation office.

To obtain specific data concerning one's own equity in the fund or pension prospects, to apply for a refund or reinstatement, or to transact any other actual business concerning pension, address a letter to the Commissioner of Teachers' Pensions, Parliament Buildings, Victoria, B.C.★



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## Welcome the Student Teacher

*Some practical suggestions.*

**T**HE STUDENT TEACHER making his debut before a sea of expectant faces will find readily available all the horrors of the most oppressive nightmare. He has been precipitated into a strange school, from an atmosphere of sober reflection to one of chalk dust, lunch bags and P.A. systems. Rather than listening and learning, he will be talking (probably a little too much) and teaching. Knowing that it is better to give than to receive, he will none-the-less have difficulty concealing a moist brow and a dry mouth. And observing him, surely only the most amnesia-stricken critic teacher could fail to murmur "But for the grace of God, there go I." Indeed, a guest is in the classroom, and he deserves every consideration, be he ever so inept to begin with.

One must, of course, make a few assumptions. Presumably the guest has prepared a few lesson

plans and has delivered a short model lesson or two to his confreres as well as having witnessed three or four professionally-conducted classes. All well and good. But as host, the sponsor teacher might do well to make his guest feel at home not simply in a particular classroom but in the school as a whole.

Introductions, for instance, are rather important. Nothing can be more desperate than floating around even a small school in the company and the confidence merely of a single staff member. Faux-pas of an excruciating kind can be avoided only after adequate presentation of the student teacher to administration, office staff, teachers and custodians, as well as students. More than one principal has been mistaken for the bus driver and not a few stenographers threatened with detentions by well-meaning novices!

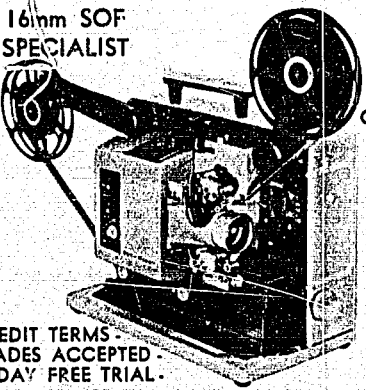
Again, the critic teacher can help his guest observe

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that the school operates as a unit and not a series of separate cubicles. There will be days when the most assiduously prepared lesson plans and rigid exercises will come to naught because of an unexpected assembly, fire drill or power failure. Flexibility of mind's the thing—a sense of proportion in keeping with the philosophy of the school in question—without which the guest, surrounded as he may be by officials writing furtively in ominous black books, will lose hours of sleep.

Not all deviations from the active business of teaching need be unexpected, however. The critic teacher might arrange for participation in sports activities, student supervision in non-teaching areas and even speaking engagements at school organizations such as Future Teacher clubs. Then, too, steps can be taken upon the field of the mechanics of classroom organization and operation. Registers, absentee slips, monthly reports, requisition forms, teacher absence forms, administration slips, mark books, day books, detention slips and filing systems all need attention, for only when the student teacher (or any teacher for that matter) has learned to cope with a modicum of physical factors will he be able to come to grips with the serious business of teaching.

Once the guest has got his bearings in the school, what then? Certainly, time must be made available for planning and for daily post-performance chats. This time may not always be easy to come by, but it has to be found somehow. Then, basic information about the class might be given, though it is no doubt a questionable thing to prejudice the newcomer against one's own particular bete noire. Indeed, it is a refreshing sight to see one's own pupils responding to a new personality and an admirable opportunity to reassess one's own prowess. Again, the student teacher must be left to his own devices from time to time but never given the impression that he has been utterly abandoned. Above all, classes need to be prepared for the advent of a new face be-

Mr. Calam is on leave of absence from his position in West Vancouver, attending U.B.C.

fore the blackboard. A fairly graphic description of what will happen to evil-doers is simple and effective!

All this is not to say, of course, that the onus is entirely upon the sponsor teacher. Like any guest anywhere, the student teacher has responsibilities. If he is to derive full benefit from his all-too-short visit, he must take every opportunity of observing and questioning his host. There is little of benefit to watch in an empty staff room, for example. There will be late hours of preparation and marking to tackle. There must be willingness to learn and to accept constructive criticism gracefully. A frequent comment is that academic responsibility at college prevents adequate preparation and vice versa and that practice teaching is a tough proposition. Of course it is! Professional teaching is a taxing proposition too, not, however, without its satisfactions.

Nevertheless, the spectacle of the student teacher slumped exhausted in the staff room chair or dragging himself dismally homeward is perhaps a little too-frequently encountered. Here the critic teacher must help his guest realize that sooner or later preparation and planning for teaching will extend for ever-increasing periods of time. A teaching day, or even a three-week practicum, may at first seem an eternity, yet a career teacher can scarcely plan for a period of less than a school year, and usually, like a long distance runner, must husband his energy over the course of his thirty or forty-year teaching life. The consequences of "burning out" too early are demonstrated now and then by rockets that fail to push their pay loads into orbit.

Finally, if the host teacher can help his guest to maintain and to develop a sense of proportion, a sense of dignity and a sense of humor, he is rendering one of the highest professional services at his disposal.★

## A New Idea for Yearbooks

L. R. PETERSON

**OF** THE MAKING of yearbooks there is indeed no end, and to the problem of how to make a yearbook that is at once both beautiful and inexpensive there can be no ready answer.

Most long-established junior and senior high schools have at one

time or another during their history, engaged in combat with that classic minotaur, the yearbook. Many have met defeat, some have temporarily conquered, but always the beast has regenerated to "plague the inventor."

This article lays no claim to

come as a Theseus, but it can, perhaps, offer, Ariadne-like, a tiny sword and a clue of thread by means of which some doughty venturer might tentatively prevail.

Mr. Peterson teaches at Elphinstone Jr.-Sr. High School, Gibsons.



Let the fact be proclaimed at the outset that the ideas suggested here are offered not to those schools who have the problem well in hand, but to those who have found, as we at Elphinstone have found, that the production of a conventional volume eventually becomes too great a financial undertaking.

Here briefly, is the Elphinstone story: A number of factors militated against our yearbook's success. The trouble used to begin, annually, with the collection of the book's cost in advance. This payment date, which usually came not long before Christmas, fell at a time when students' interests, and budgets, were focussed on other targets. Pre-sales were therefore low, sometimes below the minimum number of volumes required to sell the book at the price collected. Money consequently had to be derived from some other source to make up the cash order. Some years these volumes purchased on speculation sold upon the arrival of the order, late in the school year; other years they did not. Students who did order copies grew restless at the interval between payment and delivery. The Yearbook Club derived only partial satisfaction from performing a task that stopped short at the actual production of their undertaking.

Rising costs of production continually decreased the size of book that could be obtained for any fixed sum, until the price which our students' budget could afford purchased only a thin volume from which the editorial staff had had to delete almost all material except pictures.

So many books remained unsold in June of 1959 that the school resolved in September to experiment with a completely different type of production. Yearbook and newspaper clubs agreed to merge, and a photography club was inaugurated. The objective set was a yearbook which would appear in ten issues, one each month. Copies, punched for three-post bind-

ers, were to be sold individually, at cost. The content and format of each issue was to present a combination of yearbook and newspaper styles. Some issues would feature appropriate pictures.

It was found that a ten-page edition could be produced for ten cents. Pages of contact prints were tried, but were found to be both expensive and time-consuming. However, the local printer was able to supply offset pages, from prints dummied and captioned by the students, at a price which permitted the sale of an issue containing two eight by ten-inch sheets of photographs at twenty-five cents a copy, providing that approximately two hundred copies were paid for.

Part way through the term, students decided on styles of hard-back, three-post covers. With no contents to be scheduled for and printed, these arrived without undue suspense, and were put to use by subscribers.

The resultant cumulative yearbook presented several advantages over the traditional volume. From a financial standpoint, it required monthly expenditures rather than one large cash outlay, and the ten or twenty-five cents procured value received at the time of payment. Write-ups of club, social and sports events could be read not too long after their occurrence, and forthcoming events announced. School artists found a constant challenge to create cover pages suited to dates at which editions were to appear, which illustrations, it was found, made interesting divider pages as the volume grew. Commercial students gained valuable experience through dummied pages of type and through stencilling both these and multi-colored covers. To accomplish the great amount of time required for typing and mimeographing, Mrs. Cloe Day, our production sponsor, required each of her second and third year typists to dummy and stencil a minimum number of yearbook pages, to which their names were affixed. Preparation of photographs and copy could proceed

without undue urgency throughout the year. Not only prepared write-ups, but also essays resulting from assignments made by the subject teacher, found their way into the Elphinstone Sentinel. The result was that most issues, not restricted by excessive cost for space, could include material of literary value. One such essay, Nick Gilbert's "Half way and Back in 80 Days," was in fact reprinted in the February, 1960, issue of *The B.C. Teacher*.

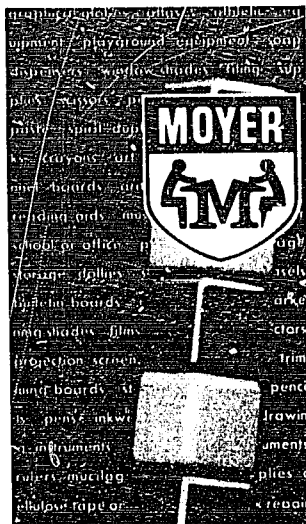
The Grade XII class was especially interested in this venture. Write-ups on each student were prepared for the final issue, which was mimeographed early in June and the pages held. Pictures taken during the graduation ceremony by Polaroid camera were dummied, captioned and processed in time for their insertion into this issue, which was ready by the end of the first examination week.

All methods of producing a school yearbook of course have their demerits. The most significant drawback to the plan outlined here arises from the very fact that it breaks with tradition. Students are accustomed to receiving their yearbook copies "all of a piece." Many lose issues during the term. The glamor that accompanies the printed book is reduced.

Since much of the criticism of the cumulative method rests on tradition, it would appear that a new tradition might be developed. In June, 1960, Elphinstone students who had purchased plain hard covers at a cost of eighty cents found that they had a book of one hundred and ten pages, including eight pages of photographs, ten colored divider-pages and many mimeographed cartoons for a total of two dollars. Those who had seen the experiment through to its conclusion approved of the new method.

Schools interested in examining a section of this cumulative yearbook may obtain a sample by writing to W. S. Potter, Principal, Elphinstone Junior-Senior High School, Gibsons, B.C.★

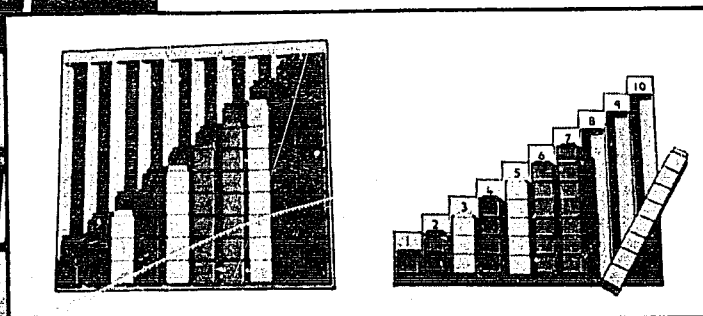




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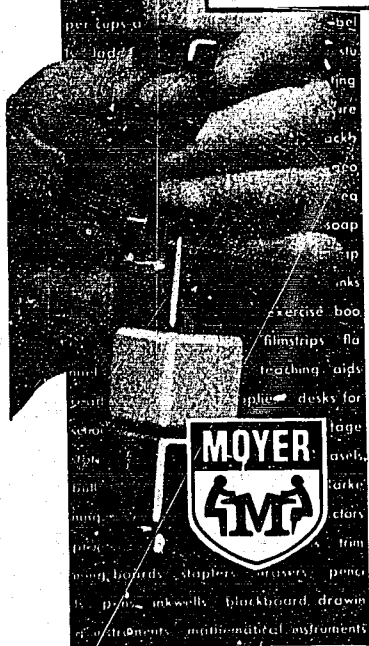
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