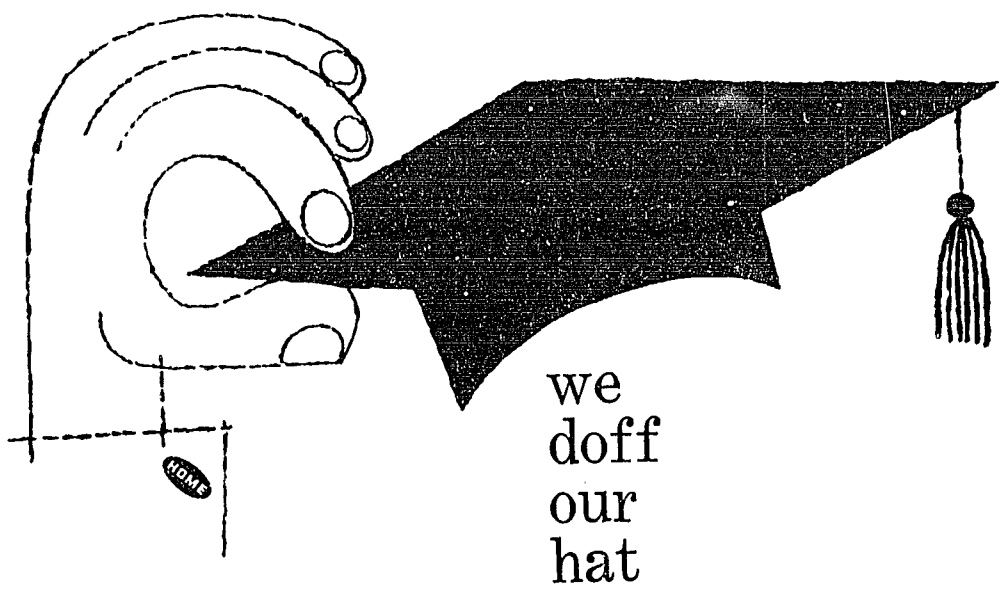
JANUARY – 1963 VOL. 42 – NO. 4



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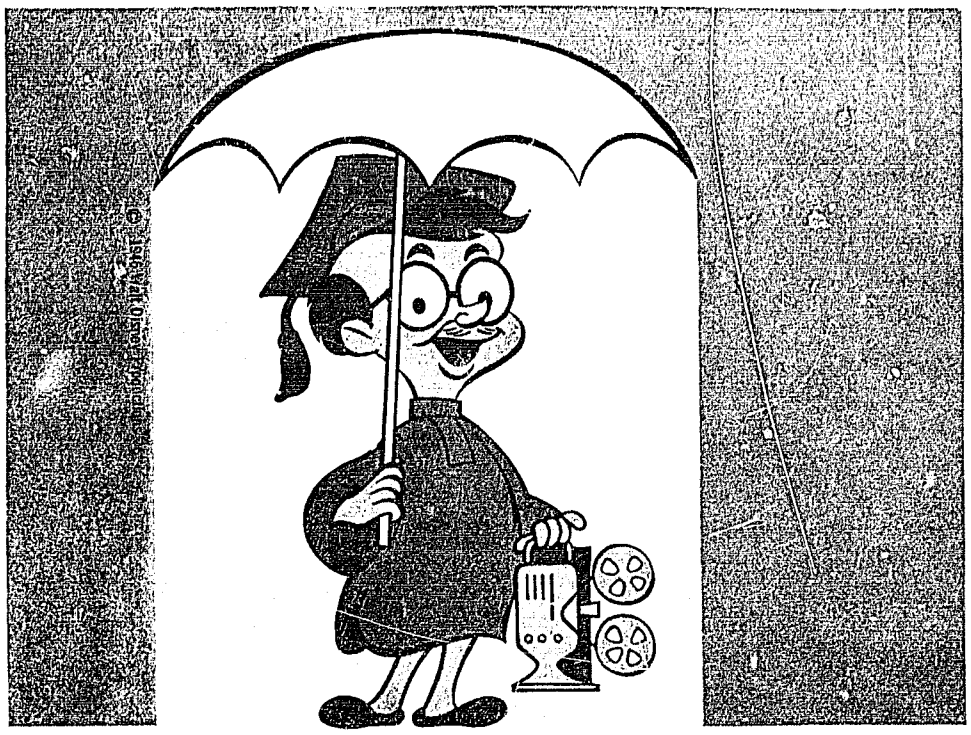

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IN THIS ISSUE

Dr. Alan Klass, of Winnipeg, has produced a thorough and thought-provoking analysis in his article "What Is a Profession?" See page 136.

Eustace Prim is back! This month Eustace struggles with the problems of teaching with machines. His story commences on page 140.

The last of our series on Community Colleges appears on page 142. Here is described the Junior College at Lethbridge, Alberta.

During the academic year 1960-61, an experiment in internship for student-teachers was conducted by the College of Education. Commencing on page 144, Miss Mollie Cottingham describes the experiment and the results obtained.

The Federation is this year analyzing its program of International Aid. Two articles, on pages 152 and 153, discuss the program in its present form and make suggestions for improvement.

Parents can assist their children to improve poor study habits, ays Colin Brown, a counsellor in West Vancouver. On page 174 he outlines the steps he takes to enlist the support of parents of students whose grades are falling.

OUR COVER PICTURE

This month's picture was taken along the Skeena River, in northern British Columbia. The picture is by courtesy of the Photographic Division of the Department of Recreation and Conservation, Victoria.

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VOLUME XLII, No. 4 JANUARY, 1963

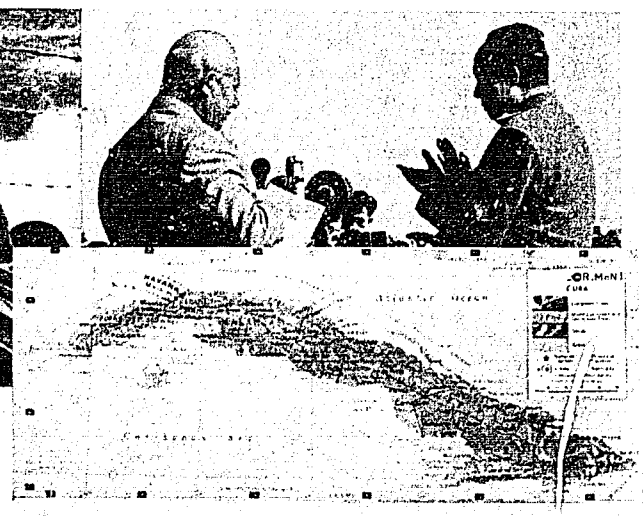
TABLE OF CONTENTS

THE 1963 WORL

FOR THE BEST INFORMED

Features Extensive Revisions in Important Study Areas

Democracy—The Cold War—Communism—*related articles in the 1963 World Book Encyclopedia.*



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The 1963 World Book Encyclopedia more than ever helps students and teachers to keep pace with a world on the move. In the most elaborate revision in recent years, this new edition presents changes in 4,900 pages—more than 40% of the total! Every area of the curriculum has received editorial attention. The greatest emphasis, however, has been placed on the subjects of greatest change, Social Studies and the Physical Sciences.

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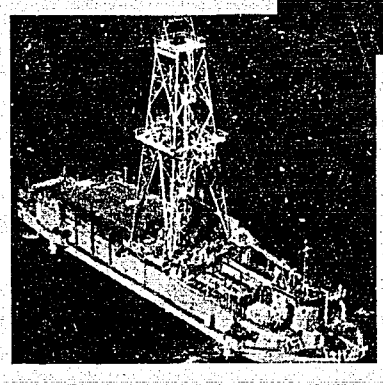
Democracy...Communism...The Cold War...rival social systems and their world-wide influences are treated in separate but *related* articles in the 1963 World Book. The new 14-page article, "Cold War," vividly portrays the world situation in text, photographs, diagrams, and charts. Companion articles "Communism" and "Democracy" are extensively revised. Areas of current tension—Berlin, Cuba, Southeast Asia—are covered in depth.

Revised City Articles in the 1963 World Book Encyclopedia highlight the study of Geography. Included are official flags of major United States cities and new maps of principal cities.

EXPLORING NEW FRONTIERS ABOVE AND BELOW

SPACE—the soaring science is dramatically and realistically treated with informative, factual articles, liberally illustrated with pictures, charts, diagrams, biographies of astronauts.



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A sub-sea adventure planned for 1964 or 1965 is previewed in the 1963 Edition. Your students will see how man plans to probe three miles beneath the ocean floor!

D BOOK ENCYCLOPEDIA

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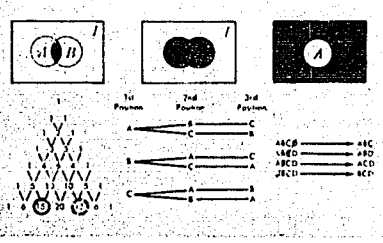
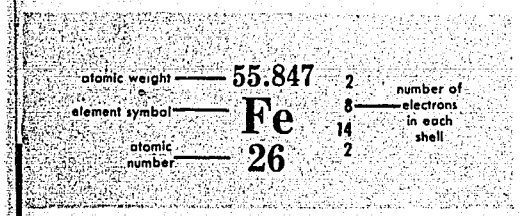


MATHEMATICS

Boolean Algebra and Permutations and Combinations are but two new articles reflecting the emphasis on higher mathematics in the schools. Others are Progressions, Series, Determinant, and Binomial Theorem.



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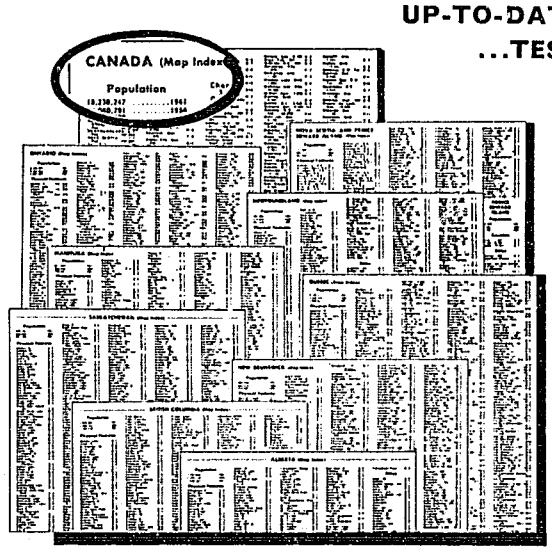

1961 Canadian Census Figures

- The 1963 World Book includes complete population figures from the latest Canadian Census.
- World Book is classroom-tested in five major school-laboratory centers in Canada. This continuing program helps our editors correlate the encyclopedia with teacher and student requirements.
- Canadian educators continue to indicate a preference for World Book, evidenced by a 73% increase in school purchases and leasing in the past year alone!

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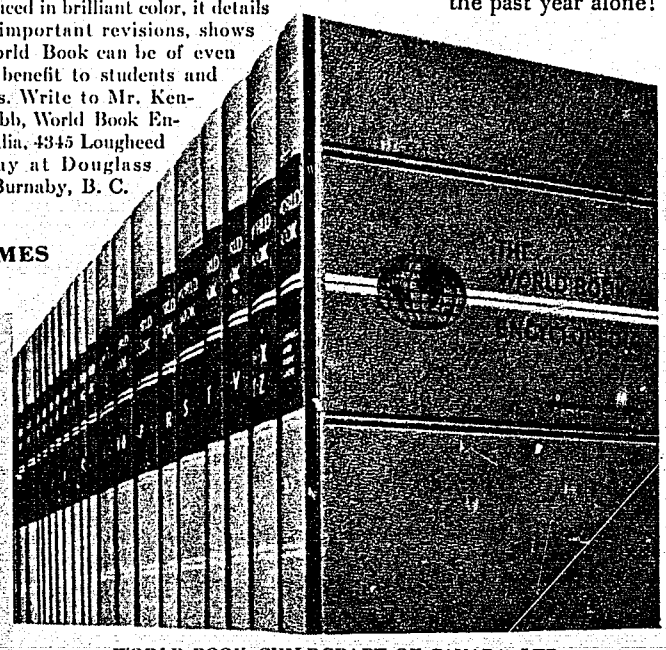
20 VOLUMES



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the Editor comments

YOU - and Curriculum Change

IN THE DECADE of the Sixties the teachers and students of this province have experienced and will experience changes in curriculum and school organization comparable only to those of the Thirties. Grade VII was defined as part of the elementary school in 1961, school boards were encouraged to expand public kindergartens, and an occupational program was begun in many secondary schools. Fundamental changes were made in the elementary school arithmetic program in 1962. At the same time new courses were introduced in eight subjects at the secondary level, five changes in Grade VIII alone. 1962 also saw the appointment by the Department of Education of a revision committee for elementary reading and language arts and of a secondary history advisory committee. As we enter 1963 we are awaiting approval by the Council of Public Instruction of substantial changes in curriculum organization of Grades IX and X.

Some of the changes that have occurred or that will soon occur could logically have been expected as part of an international emphasis on science, mathematics and technical education. Many changes have received impetus from recommendations of the Report of the Chant Royal Commission on Education. The Federation was critical of the Government for initiating some of these changes very hastily—within a few months of the time that the Chant Report was made public. It is only fair now to acknowledge that representatives of the Federation have been intimately involved in the more recent changes. Our members on the two professional curriculum committees and on the many subject revision committees have had an opportunity to participate in planning the new developments. More teachers have become involved in curriculum decision-making than ever before in our history.

The appointment in August, 1961 of three representatives of the Federation to each of the nine-member professional curriculum committees, and the wise decision of the Department of Education that these representatives should consult freely with teachers concerning problems facing the committees placed a new responsibility on the Federation. As a result the Federation Executive named curriculum development as a major field of BCTF activity and freed one of the administrative staff, Mr. Allester, from many other duties in order that he could devote much of his time to this work. The Curriculum Directors have found themselves by far the busiest Federation committee. Frequent reports have been issued to local and provincial specialist association officers. A special *Curriculum Newsletter* was instituted in the fall of 1962, and five separate issues were sent out before Christmas. Through the *Curriculum Newsletter* any interested teacher can learn of proposals for curriculum changes that are being seriously considered by the professional committees. Replies to questions posed in the newsletters have been received from hundreds of teachers (many of these, of course, replies from school staffs or from associations).

From questions posed to Federation officers and from correspondence received at our office it is evident that many teachers do not yet appreciate the influence that they can now exert, individually and collectively, upon curriculum matters. The article on curriculum development in the November, 1962 issue of this journal made it clear that provincial changes in courses and textbooks are made only after due consideration by the Council of Public Instruction. However, the recommendations made to the Minister of Education, for submission to the Council, are very much affected by teacher opinion. It is most important that local and provincial specialist associations establish strong curriculum committees which can serve as the instruments through which an increasingly large percentage of our members learn about the pending changes and give their reactions to them. The *Curriculum Newsletter* will be mailed regularly to any member requesting it.

As is indicated above, after approximately a year of consideration by the Professional Committee on the Secondary School Curriculum, advice has been given to the Department of Education for changes in the organization of Grades IX and X. Future meetings of this committee will consider the other secondary grades and the possibility of more diversity in programs than now exists.

Meanwhile the Professional Committee on the Elementary School Curriculum is discussing, at a somewhat more leisurely pace, what effect the addition of Grade VII and kindergarten should have on elementary school curriculum design. Moreover, it should soon be possible for the Department to announce details of new courses and textbooks for many subjects for September, 1963.

YOU are involved in curriculum change. Are you taking full advantage of the opportunity you have to influence this change?★

Reason Prevails

WELCOME INDEED was the news that the school board and teachers' association in North Vancouver were able to resolve their differences and sign an agreement governing teachers' salaries for 1963. Where genuine divergence of opinion on questions of principle becomes aggravated by mutual irritation, emotional tension can readily become the governing factor, and deadlock result. Under such circumstances, the contending parties must summon all their reserves of patience and understanding if reason is ultimately to prevail.

Trustees and teachers in North Vancouver have together risen above petty considerations and proven themselves men and women of stature. Special congratulations are due to Mr. Peter Jones of the Board and Mr. Michael Ryan of the Association, whose perseverance through the period of deepest discouragement was finally vindicated. In times of stress, there is no substitute for the wise leadership of men of good will.★

Staff Room Static —

a Guest Editorial

WHAT IS THE TEMPER of teachers? Is there an indefinable something which can describe what teachers feel about teaching and about those with whom they work in education?

We think that the one place where a reading can be taken of the temper of teachers is in the staff room. It is here that teachers talk about what they are doing, what they are trying to do, and what others are trying to do to them.

We think, from the tone of the talk going on in staff rooms, that teachers are getting to be a mite testy. In the vernacular, they are getting fed up with being told not only what to teach and how to teach it, but also how they can teach more students more knowledge better and in less time. They are sick and tired of admonitions to be concerned about individual differences, when their timetables are laden heavily with different courses, when their noon hours and after school time are plugged with extra duty and responsibility and when endless tocsins are sounded calling meetings for this or for that. They mutter darkly about administration which loads them with multi-grade classes and yet unctuously assures parents that students will do as well as those in single graded classrooms.

The problem with teachers is that they still have not realized that only their blood pressure is reduced by muttering darkly in staff rooms. If they want to do something to bring to their senses those responsible for their plight, staff room static is not the way. One of the first things classroom teachers must learn is a clear and hard-headed attitude toward meetings. Education today is in the throes of "meetingitis." Staff meeting, grade meetings, subject meetings, meetings of elementary teachers, junior high teachers and high school teachers, institutes, planning committees for this and for that, home and school meetings, local meetings, sublocal meetings, and so on, and on, and on.

Meetings require time, time that can be used for other purposes, be it for marking, for preparation, for reading, or just for leisure. It is not good enough that meetings are called just because someone thinks a meeting should be held. The need for a meeting ought to be demonstrable and unquestionable in view of the matters to be discussed and the results to be obtained. There is a lurking suspicion in the minds of teachers that many meetings are called because they are part of the ritual of an administrative and supervisory cult. While this notion may not be as close to the truth as many might think, even the more charitable of classroom teachers are appalled by the minutiae studding the agenda of such meetings and a seemingly unpardonable lack of preparation which permits a meeting which should last a few minutes to muddle along for hours. Yes, teachers need to be critical of meetings which take their time.

Another thing that teachers need to learn is the art of plain talk. Do the principal, superintendent and parents of students know that there is just so much time in a teacher's day? Do they know that this time is required for professional instruction, preparation and grading? If a school system loads programs on teachers which cannot be handled properly, teachers must gather their courage to tell superiors and the parents that their time will not permit them to do all of the tasks assigned in a satisfactory fashion.

No longer should teachers endure with grace or

Continued on page 176

What Is a Profession?

ALAN A. KLASS
B.A., M.D., F.R.C.S.(Edin.), F.R.C.S.(C)

Reprinted with the permission of the author and *The Canadian Medical Association Journal*.

THE SHORTER Oxford English Dictionary lists no less than seven distinct meanings for the word "profession," while H. W. Fowler does not tackle the problem at all. From the "oldest profession in the world" down to some more modern uses—such as exemplified by "sanitary engineer" for plumber, "mortician" for undertaker and "orbital tactician" for professional football player—the word has lost any claim to precision. Even a legal definition is not much more helpful. It reads as follows: "A profession is a self-selected, self-disciplined group of individuals who hold themselves out to the public as possessing a special skill derived from education and training and who are prepared to exercise that skill primarily in the interests of others."[1] One may be forgiven for seeking refuge with C. L. Dodgson (Lewis Carroll) when in the words of Humpty-Dumpty he said: "When *I* use a word it means precisely what I choose it to mean, nothing more, nor less."

Historical

In the early days there were three so-called learned professions: divinity, law and medicine. Their origins arose from a need for individuals, acceptable by the community, as competent to administer the spiritual and corporal needs of the individual and to legalize and regulate the disposal of his worldly goods. It is an interesting and sobering reflection on human values and attitudes that, to the present day in many parts of the world, pure educators, although charged with the responsibility of the basic education for the three traditional professions, are denied public acceptance of their existence as a professional entity with distinctive rights and privileges. Historically, teachers themselves were members of one of the three learned professions and acquired their status through this preparation rather than by any separate identity. There is no doubt that the public school system, with its emphasis on state employment, has retarded to some extent the organization of educators into a separate and distinct profession.

What then constituted a profession in the original historical meaning? Here it is important to note that the earliest universities were founded primarily to prepare students for the professions. This objective has continued to constitute the fundamental relationship between the universities and professional bodies. On the few occasions in history when the traditional ties between a profession and university preparation has waned, the profession has fallen to a very low level. At the turn of this century, doctors in the United States were turned out by so-called "diploma mills," centers not associated with an accredited university. Until the Flexner Commission corrected this state of affairs the standards of medical practice and professional conduct in the United States were at their lowest ebb.

Secondly, the university was responsible for the

education of a candidate *prior to* his acceptance for professional training. Is it too much to ask that a primary and essential prerequisite to professional training should be a liberal arts education in a university? If there is one thing that ought to separate the professional area from those areas that are not, it is on the basis of education in its broadest terms, on a knowledge of the cultural streams of our Western society and on an understanding of the relation of man to his environment.

Additionally, in the context of the early days of professionalism, one had to show evidence of being a "gentleman" as well as a "scholar" before being allowed into a profession. A "gentleman" in the historic sense meant a person of gentle birth; one could only be born a "gentleman" but in addition there were assumed qualities of good moral character. Few can regret that the restriction of birth, placed on the word gentleman, has passed away. There is still, however, the implication of standards of acceptable morality and character expected from members of a profession. The supervision of this area represents one of the important duties of a professional organization.

"Scholarship," although changed in curricular content and narrowed by the avid demands of specialization toward technical material, is still observed by required attendance at a university prior to formal professional training. Recently, in view of the growing length of professional courses, there have been demands to abridge even further this period of scholarship. Apart from the goal of excellence that is the common basis of every profession worthy of the name, there is another serious reason, important to society, why standards of university scholarship, with emphasis on the humanities, must be retained as a preliminary to professional training. Schumpeter[2] states, "All those who are unemployed, or unsatisfactorily employed or unemployable, drift into vocations in which standards are least definite or in which aptitudes and acquirements of an indifferent order count. . . They enter these vocations in a thoroughly discontented frame of mind. Discontent breeds resentment." It is partly for this reason that the requirements for admission to any professional group should be definite and definable, not vague and diffuse.

In this brief account of the origin of the professions, the basic, indeed essential element is established, namely conception and birth within a university. A profession inherits the ideas and ideals of a university: scholarship and research with the single aim of excellence. Without this idealism born in a university, a profession cannot begin to exist.

Legal Status

The second basic essential of a profession is legal status. A profession must acquire a statutory basis in the law of the country. In effect, there is thus created a mutual exchange of definable values between the state and the professional group. For the profession to

Dr. Klass is Assistant Professor Anatomy and Assistant Professor Surgery, University of Manitoba; Associate Surgeon, Winnipeg General Hospital from the Mall Medical Group, Winnipeg.

exist as a recognizable group it is mandatory that the public grant to the professional body, by legislative statute, more or less tangible monopolies, along with self-governing privileges. By statute a professional group is granted the exclusive right of performance in a specific field, be it the practice of law, medicine or engineering. Along with this goes the right to determine its own fee structure or its salary levels. It is of course assumed that this right will be exercised by the professional group with discretion and always with the implied condition that no one shall be denied essential professional service for any reason. Not for reasons of race, creed, religion or ability to pay can needed professional service be refused without laying oneself open to a charge of non-professional conduct. It is with this important qualification that the right of self-determination of the fee structure exists. That this right is sometimes abridged by governmental or private agencies is due to weakness within the professional organization.

In return for this monopolistic right of practice and pay, enjoyed by professions, there is a reciprocal commitment to admit to its circle only individuals of proved competence, to guarantee their trustworthiness, to insist on the observance of an ethical code of conduct, and to protect the public against bungling and extortion.

No profession can exist without this protection under the law. It alone must have the right to set conditions of entrance. It alone must have the right to set codes of professional conduct. It alone must have the right to determine the values of professional competency. It follows from this that it alone must exercise discipline over its members and, with due regard to basic human rights, remove delinquents from its lists. Doctors are stricken from the rolls, lawyers disbarred, priests defrocked.

Let no one underestimate the weight and gravity of this disciplinary power. It takes little account of contemporary standards of work hours, of limits of fatigue, of expectations of monetary compensation, in its stern view of professional duty. There are hard-won and creditable gains accomplished by the growth of the trade union movement in ameliorating and raising the standards of living of the laboring man and of the craftsman. These gains have had no effect on the meaning of professional duty. One can be as guilty of the professional crime of abandonment of a patient at three o'clock in the morning as at ten. The forty-hour week, fatigue, and non-payment of fee weigh nothing as a defence in the professional judgment of this offence. Occasionally, in professional circles, an envious eye is turned to the gains toward a life of regular hours with regular pay achieved by

unions by collective bargaining. But never have these achievements become serious considerations in the goals of a profession.

The Government of a Profession

The internal government of a profession must lie with its own membership and it must be on the broadest possible democratic basis. No profession can continue to exist if its internal control falls into the hands of government appointees or party representatives. The power of a professional body is great; it includes the denial of entrance and, in extreme cases, the power of expulsion. This is a power too great to be entrusted to the hands of a bureaucracy. It is the duty of government to see that this power is not abused but is used wisely and fairly in the interests of society. But in democratic society, it is not within the right of government to exercise this power by itself.

Remuneration

What should be the price that society, either collectively or individually, should pay for a professional service?

Historically, the professional received not a salary nor a fee but an honorarium. Until early in this century doctors in England did not submit a statement of fees but were paid by their patients on a voluntary basis that reflected the financial status of the patient rather than the service rendered. And today in spite of the generality of the "fee-for-service" basis of professional claims, there is a tacit understanding that neither the quality nor the essential quantity of the service is limited by the size of the fee. The honorarium has almost completely disappeared. In all the professions including the medical, substantial numbers have departed from the traditional "fee-for-service" basis to a straight annual salary. There are many in the professions who deplore this trend as an indication of the degradation of professional status to that of a craft, with the comment that "we are becoming just another bunch of employees."

So long as the professional association remains strong, so long as its standards are upheld, so long as entrance into it is controlled by the professional body and by none other, and so long as the association commands respect from the general community, these fears appear to be groundless. Of greater importance than the technique of remuneration, whether by fee or salary, is this essential condition: That the motivation of service to society, the hallmark of a true profession, should be properly rewarded. "We must recognize that one important factor in the unwillingness of youth to undertake certain critical tasks is due to a rather severe imbalance in our current system of incentives. The skills that we need most critically today are not those we reward most highly."[3] Today we are worried about increasing failure in attracting prospective doctors and, more particularly, educators to these vitally important fields. Our scale of material and social rewards and incentives reflects an attitude in which these fields are not accorded a very high priority. If teachers today and doctors tomorrow are not adequately paid, it is at least in part because society still fails to evaluate essential social contributions on a scale comparable to business gain. In the affluent society of John Galbraith, with its areas of "private wealth and public squalor," too often has dedication to society resulted in personal sacrifice. But the correctives for this state are not by the methods of remuneration, be it fee or salary, but by the maintenance of high professional standards and strong professional organizations.

The Spirit of a Profession

And finally, having been sired by a university and given corporate structure by the law of the land, what is it that breathes life into a profession, gives it character, personality, spirit and soul?

One can take as a text this line from the Sermon on the Mount, "Whosoever shall compel thee to go one mile—go with him twain." Professor Wickenden, speaking before the Engineering Institute of Canada, had this to say:

"Every calling has its mile of compulsion, its daily round of tasks and duties, its standard of honest craftsmanship, its code of man-to-man relations, which one must cover if he is to survive. Beyond this lies the mile of voluntary effort, where men strive for excellence, give unrequited service to the good, and seek to invest their words with a wide and enduring significance. It is only in this second mile that a calling may attain to the dignity and the distinction of a profession."

Herein exists the area of the conscience of the individual member of a profession, his own personal and private sense of dedication to society. It is in this subtle area of private endeavor that a profession, in its totality, achieves greatness. Sometimes it is called professional spirit. It is the result of the association of men and women of superior type with a common ideal of service above gain, excellence above quality, self-expression beyond pecuniary motive and loyalty to a professional code above individual advantage.

Furthermore, no professional man can evade the obligation to contribute to the advancement of his group. His own knowledge is part of a common fund, built up over the centuries, an inheritance which he freely shares but to which he is obligated to add. Hence the duty to publish freely the fruits of his research and to share any advances in professional technique.

The Professions and Human Progress

Aside from service in specific areas of society's needs, have professions any other value? Do they represent any significant position in humanity's tortured climb,

and do they point to any area of hope in a troubled world?

Democratic so-called free societies are faced with a great dilemma: either to become increasingly socialized with an inevitable restriction of personal freedom; or to go back to nineteenth century laissez-faire, with emphasis on unrestricted personal freedom, and a reluctance to enter the sphere of social planning. The extremes of these divergent paths are intolerable to many of us, rooted as we are in the Hellenic philosophy respecting the dignity and worth of the individual. In both extremes the individual is sacrificed, on the one hand to the power of the bureaucrat, on the other to the power of the entrepreneur. Is there a middle course? If there is a middle way, it lies not with an all-powerful government employing as civil servants its teachers and its doctors, its lawyers and its engineers, and ultimately stifling these all-important areas of personal freedom. If there is a middle way, it lies not in the unrestricted power of the entrepreneur to whom the burden of the distribution of social services becomes an intolerable restriction on profit.

Alfred North Whitehead[4] wrote: "The effectiveness of a solution to this dilemma demands institutions founded upon professional qualifications. The most important function of professional institutions lies in the supervision of standards of individual professional competence and of professional practice. In this area the problem of personal freedom is resolved. For it is not opinions that are censored but the degree of learning and ability. Thus, in the more important fields of thought, opinion is free and so are large differences of practice. Society is thus provided with objective information as to the sort of weight to be attached to individuals and as to the sort of freedom of action that may safely be granted. Whatever is done can be subjected to the test of general professional opinion acting through its institutions. The impact of this professional freedom can be important to non-professional areas. For the professional organizations should be able to demonstrate the dangers of extravagant notions."

It was a professional organization, the Canadian Bar Association, in assembly that felt free to censure the Canadian Government's handling of the post-war spy trials, by the following resolution: "It is recommended that the Association go on record in uncompromising support of the rule of Law, and of strongly disapproving any action by government or by any individual or organization which infringes in any degree the freedom of the subject under the law."[5]

As an example, in the teaching profession neither the general community nor the government is competent to determine either the subject matter to be taught or the permissible deviations to be allowed. Nor can the community or the government determine individual competence. There can be only one appeal. This is to the general professional opinion as indicated by the practice of accredited professional institutions. The State of Tennessee did not err in upholding the principle that there are limits to the freedom of teaching in schools and colleges. But it exhibited gross ignorance of its proper function when it defied a professional opinion which was practically unanimous.

Professional organizations thus became a bulwark against the invasion of individual freedom. In a world of growing restrictions there is need of such bulwarks, a need far greater than the average man realizes.

Excellence—A Common Meeting Ground

Professional organizations, because they are born out of universities, whose central creed is aptly summed up in a single phrase "the striving for excellence," can be a unifying influence in a clashing, strident world of opposing political ideologies. Excellence is the common meeting ground, the common denominator of all professional organizations, be they East or West.

There is much less separating physicians, teachers, lawyers and engineers true to their professional credo, from whatever corner of the world they derive, than there is between their respective politicians made rigid by fixed attitudes. Witness the cultural and scientific exchange that can go on, even if limited by security considerations, in a bi-polar world. This is an avenue that can never be closed, that may yet lead to the broad highways of peace. And there is hope that this may be an avenue to some common ground between clashing ideologies not in outer space, not on the moon, but right here on earth.

Summary

The development of professional responsibility had its birth in the university, was granted corporate form by the law of the land, and was given breath of life by the aspiration toward excellence. A strong professional organization may become an important influence in the protection of freedom of the individual both within and without the profession. A profession can provide a durable bridge between conflicting ideologies.★

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Eustace Prim in the Brave New Whirl

MAURICE GIBBONS

Our hero faces the problems of teaching in the classroom of tomorrow.

EUSTACE PRIM STOOD at the control panel of his amphitheater, watching his morning lesson on a monitored-video-playback screen. The lesson had been wretched and his chances for top-billing on a television course of his own seemed more remote than ever. He just could not get the hang of teaching to cameras and controlling the teaching devices that filled the studio or waited hidden behind the wall panels. The young fellows with double degrees in education and engineering seemed to be gradually seeping into all the top jobs while old hands, like himself, were being eased out. As he watched the playback, he realized that the only thing new about his English lesson on Jonson was its appearance on television. He winced as his image on the screen threw the switch that began the catastrophe watched by eight hundred pairs of eyes. He could not bear to watch the debacle again. Suddenly the inter-amphi-theatric - central - control - communications - simplifier crackled and the face of David Network, director of English programming, appeared in a small square of light on the panel.

"David Network: memo to Eustace Prim: report for a brief debriefing session between thirteen and fourteen hundred hours. All and out."

The face faded with the voice and Prim's hopes. He switched off the monitor, waved his hand lethargically through an electronic beam to shut off the lights, and slouched toward the door, which hissed open before him ominously. As he stepped onto the traffic conveyor, he heard them again, the voices of the machines cackling and chattering in his room.

At Central Control he passed the office of Claude Boomer, no longer principal but Chief Producer, and walked through Communications, where the auto-secs were typing letters.

"Good afternoon, ladies," nodded Eustace from habit before he remembered and stopped before the director's office, glancing nervously around to make sure no one heard him. Then, taking a deep breath, he knocked on the door and was called in.

"I received your internal memo, D.N."

"Come in, Prim. It's about your inspector's report." Network, a big cheery man with a square mustache and horn-rimmed glasses, turned away from the bank of monitor screens that windowed every amphitheater in the building. "I was just . . . for goodness sake, man, take off that make-up when you're not on the set. You want to start rumors about our unit?"

"Sorry, D.N."

"Look, I'm going to lay it on the line, Pally. Your literature series is flagging badly. C.B., in Production, is frankly dubious about picking up your option next season. Your Student Ratings are off twenty-five points; the Teachers' Survey shows that forty percent of the classes in our zone are relying solely on teaching machines; the P-TA is threatening to cut their sponsorship—I tell you, our whole operation is in jeopardy."

"Sorry, D.N. I just can't get the hang of those camera changes in mid-sonnet. And in this morning's show, when I threw the overhead projector switch on, the whole room seemed to come to pieces. The cinema-complex rose from the floor right under the inspector, toppled him into the aisle. Then the lights went out, the automatic blinds closed and the screen dropped out of the ceiling and hit me right there—you can still see the mark."

"Yes, I'll admit there were a few bright moments in the show, Pally, but it's not enough." The Director of English thought for a moment. "We're stuck with the script material I suppose: Jonson, Milton, Shakespeare, Melville and all that stuff."

"Well, it's been with us for—"

"I'll get through to the research department, get rid of those old curriculum boys—get some fresh blood.

But, in the meantime, we've got to salvage this series." David Network walked around Eustace Prim, dragging on a cigarette as he scrutinized him. "Pally, what you need is a gimmick."

"I . . . I don't follow you, D.N.; before television and all this machinery came in, I—"

"Well, it's time to wake up and get in step. You've seen Youngblood's Canadian history series, right? Remember that show on Confederation? A marvellous closing effect! While an offstage voice read from the charter, 'O Canada' came in as a rising theme. Then a spotlight tightened on Youngblood and at the final chord of the anthem, he opened his jacket and there was a huge phosphorescent maple leaf sewn to his vest. It was brilliant. Every show he does something like that. Has the kids hanging on their seats every time. Mark my words, he'll have a star on his amphitheater door before his second season is over."

"But in English I don't think—"

"Of course you can. Look at Maria Palpitalli's Elementary Reading series. Top of the ratings even in Senior Matric, Pally. Now there's a gimmick you could use."

"That's no gimmick, D.N. I can't match—"

"So she's a dazzler. Move some of those shapely seniors of yours to the front row and have camera two zoom in on them while you read *Romeo and Juliet*. Get a marking assistant who's got . . . er . . . presence."

"All I've got is a square old markovac . . . I'm afraid . . ."

"All right, then, let's see if we can't storm this thing with brain. Toss some ideas into the hall and see if they get trampled."

Eustace brightened. "Write some on the blackboard and see who takes notes."

"Now you're getting the idea, Pally. We don't want to dump you, old gump, but you've got to swing or it's out in the spring." Network chortled at his bon mot.

Prim loosened his tie and leaned forward desperately, if not eagerly.

"Let's see . . . Your series is a literature survey, and at present you're doing. . ."

"The seventeenth century."

"Of course . . . hmmm!" Suddenly Network snapped his fingers. "How about opening with a close-up of your hand writing on the board 'man . . . woman . . . birth . . . death . . . infinity.' Then we blow up to you hunched over the lectern with your academic gown tossed back on one shoulder while the announcer says, 'Northside High is proud to present, Ben Jonson, Ph.D.!'"

"I don't think he graduated, actually. He—"

"Neither did Ben Casey, Pally, and if you're going to be short-sighted about this . . ."

"No, no, I was just . . . thinking that . . . that we could call the lecture on the Restoration writers *Adventures in Paradise*. I could wear a sailor's cap

Mr. Gibbons, a teacher at West Vancouver Senior Secondary School, has contributed "Prim" stories in the past.

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and white ducks. We would be half way through the assignment before they realized it was a study of Milton."

"Hey, that's number one—fine, fine. You're really getting the—"

"And our study of the novel could be called, *I'm Dickens, He's Fielding*."

David Network was smiling for the first time in their interview. His pen could hardly keep up with the ideas that poured from Prim's lips. The teacher's eyes were glazed and he sounded entranced as he continued:

"Review shows could be called *I've Got a Secret*. First we bring in a man dressed in a kilt and I say, 'This is Mr. Macbeth and his secret is in the realm of national affairs.' Then we bring in a man with a stethoscope around his neck and I say, 'This is Dr. Jekyll. His secret is something he does for a change, and if you guess what it is, he'll demonstrate for you right before our cameras.' Next we bring in a weather beaten chap in a sailor's uniform. I say, 'This is Captain Ahab and his secret is in the realm of salt water sport.' Then Antony and Cleopatra. Their secret is—"

"Hey, slow down. You're in, honey. You're in." The Director of English clapped Prim on the back and escorted him to the door. "Just work some of those ideas into your shows, rehearse some of those awkward moments out, and you'll be right up there with Maria Palpitalli. You'll have a star hanging on your door."

The teacher's eyes still gazed vacantly ahead and he continued talking mechanically: "I'm finishing Jonson tomorrow with a study of poetic structure. I'll call it *Scan-o-rama*—no, *Scan Party*. Chubby Checkers in the background playing 'Drink to me Only with Thine Eyes' . . . me dressed as Jonson down at the autograph table. All the kids twisting to that swinging iambic beat . . ."

"You got it, baby. Now just iron out the wrinkles. I'll tell C.B. he's got nothing to worry about." David Network waved his cigarette happily and was about to close the door when an afterthought struck him.

"Oh, Prim. You mentioned *bizarre comments* in your show today. That's out, honey. P-TA bazaar next week. Can't have any negative sponsor-identification. Right?"

"Right, D.N."

"Cheers, Pally." The door closed.

As Eustace Prim stepped off the traffic conveyor at his amphitheater door, he heard the "hurb," "gleeb" and "screek" of the machinery making noises like a swamp on a spring night, and his enthusiasm waned. The electric eye buzzed and the door swung open. He

Continued on page 157

The Lethbridge Junior College

J. H. HOTELL

This Alberta college provides a model which might be considered for many areas in British Columbia. This is the final article in the series which has been appearing in this journal.

IN 1951 THE PEOPLE of the Lethbridge area were convinced that they needed some form of post-high school instruction. With no similar situation for guidance, they contacted Dr. S. V. Martorana, Assistant Professor of Education at the State College of Washington, located at Pullman, to survey their situation. In June of that year he spent a week in Lethbridge and the surrounding area and subsequently published a report.

This report advocated the establishment of a community college, primarily to bring more educational opportunity to more people—to democratize the opportunity for advanced training and study.

In order to ease the financial burden, it was recommended that the college make use of the existing facilities of the present high school. There would have to be adequate library facilities and proper laboratories for science. The recommended staff was to consist of a minimum of six members who were required to hold at least a master's degree. The teaching load was to be similar to university loads.

The costs of such an institution would be met by (a) departmental grants to local school districts for operation and maintenance of public schools, (b) millage levies against the assessed valuation of the district, and (c) tuition charges to students.

This report was received and carefully studied. The outcome of the survey was the establishment of the Lethbridge Junior College in 1957. Since that time the College Board has attempted to make the institution a community college, with federal assistance from Bill C 49.

The college is modelled on the California junior colleges, and has two types of study: (a) transfer, regular university work for students who transfer to a university, and (b) terminal, vocational studies designed to turn out people for employment. Originally the college offered only Business Education in the "terminal" studies, but with the assistance of Bill C 49, it is moving into the technical-vocational field.

Dean W. J. Cousins, when questioned on the possibility of a junior college's turning out an inferior product, has this to say: "This does not have to be. When the University of Alberta set down the rules for affiliation they stipulated that teachers had to have master's degrees or equivalent in their special fields. All staff qualifications were approved by the university. Anyone with less than a master's degree

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The author, a teacher at Prince George Senior Secondary School, is a member of the Community Colleges Committee.

was approved only from year to year, contingent upon continued education. We teach University of Alberta courses down to course number, texts and final examinations. Most of our papers are marked in conjunction with the University of Alberta departments. Our failure rate in the first year at the university has always been very low. Last year 95% of the subjects were passed."

The Lethbridge Junior College library meets university standards and is growing constantly. Initially, the University of Alberta set up a standard minimum of books.

The college experimented originally with joint registration with the University of Alberta but ended up by granting its own credits. These have been accepted as full university credits by all universities to which its students have transferred (including UBC).

Lethbridge has a population of over 35,000, and the surrounding area, including such towns as Taber, Cardston, Fort Macleod, Pincher Creek and Raymond, has more. A recent check showed that about two-thirds of the students came from outside the city. Of these, half boarded and half commuted from towns within a twenty-five mile radius.

The college offers at present the first year (i.e., the year after Senior Matriculation) of programs leading to degrees in the faculties of Arts and Science, Dentistry, Law, Education and Agriculture. It also offers a one-year training in business education and conducts an evening program for adults.

There are many advantages to such a community or junior college such as that in Lethbridge. They include the following:

1. Small classes and individual guidance assist students to find themselves.
2. Expenses can be kept to a minimum.
3. High admission and examination requirements assure students of the best standards.
4. The facilities of expensive buildings serve the people of the district for a longer period of time.
5. The widespread support from the area provides a strong financial foundation.
6. Graduates of the academic courses are admitted to university classes without question.

The Lethbridge endeavor has worked out very well. The writer believes that a similar model would be advisable for many areas in British Columbia. Teachers in B.C. should take a keen interest in the post-high school education movement so that they may have an active voice in its implementation.★

The Trustees' Viewpoint

AT THE B.C. School Trustees convention in October, 1962 a panel discussion on community colleges revealed the following opinions:

B.C. should develop comprehensive continuing education centers to meet varying demands, to provide for flexibility in programs, and to permit easy transfer between programs.

School boards now have the plant and the organization to look after the educational needs of the community. Possible dangers if trustees do not give leadership in continuing education include: vocational and technical concentration if the colleges are developed through business and industry; academic emphasis, if they are developed through universities; overemphasis on federally subsidized programs, if they are developed by the provincial government; workshop all, no development at all.

Not enough attention is paid to the impact of community colleges on the communities. The colleges attract good teachers, make education available to all persons in the area, provide a goal for many senior secondary students, and are of real economic value to the communities.

A community college should be considered as a service, not a campus.

Careful planning of community college development in B.C. is vitally important. A representative provincial advisory and co-ordinating committee should take an active part in the planning.

An adequate supply of competent teachers is a priority consideration.

There must be adequate provision for financing a study of provincial sharing in the costs of all forms of higher education.

In small areas a start on continuing education could be made now, by using the schools after 3:30 p.m. (assuming suitable financial arrangements). Meanwhile, school boards should encourage the education of adults through night school.

Many teachers have strong opinions about the value of practice teaching. One proposed solution is internship. The results of an experiment conducted during the year 1960-61 may surprise you.

Is Internship the Answer?

M. E. COTTINGHAM

TRADITIONAL PROCEDURES for the training of secondary school teachers are often the subject of criticism. This dissatisfaction is shared by teacher-educators themselves. In Canada, the most frequent effort to effect reform has been the establishment of undergraduate programs within the established universities, while the traditional one-year program for graduates has also been retained. In the United States, where four-year undergraduate programs were the rule, reform has been sought in the establishment of university programs for graduates. A number of these have taken the form of internship plans, usually one year in length and leading to a Master's degree. For the most part these are being carried out on a small scale with highly selected graduates in high-prestige universities and colleges which do not have responsibility for teacher supply as does the Faculty of Education at the University of British Columbia. Canadians who are attracted by the activities in Yale, Harvard and Claremont should bear these facts in mind.

Qualifications about internship are equally invalid, for verifiable data as to their superiority over other plans is almost nonexistent. A thorough search of the literature brought to light over 75 items on internship. In only one experiment, at Temple University, was a control group used. Moreover, while the students in the experimental group were trained at Temple University and carefully supervised by the staff during three years of the experiment, the students in the control group were trained at four different State Teachers' Colleges and not supervised at all during the experiment. Neither the amount nor the quality of the academic training of the two groups could be assumed to be comparable. The experimental group would have had four years of academic preparation at a well ranked university before beginning the three years of professional education at Temple, while the control group would have had four years only of academic and professional education at one of four State Teachers' Colleges. The following quotation is taken from the fifty page summary of the literature prepared by a graduate student in education at the University of British Columbia.

"After a decade of intensive 'experimenting' in teacher-internship (with millions of dollars spent in time and effort), teacher training institutions are still far from knowing whether internship programs produce better teachers than regular programs."

The British Columbia Study was conceived by Dr. J. R. McIntosh, Director of the Secondary Division of the Faculty of Education, as an initial step in creating conditions which would permit one form of internship to be investigated with some degree of objectivity.

The Procedure in the B.C. Study

It was decided to select equivalent groups. The Experimental Group would be exposed to a form of internship training and the Control Group to the regular program. The latter consists of:

(a) Thirteen to fifteen hours per week of lectures throughout the entire year. The courses are as follows:

1.	Education 400— Survey of Educational Thought	— 3 hrs. per week
2.	Education 301— Educational Psychology	— 2 hrs. per week
3.	Education 410— Classroom Administration	— 2 hrs. per week
4.	Education 435— Introduction to Evaluation	— 1 hr. per week
5.	Education 403— Introduction to Guidance Services	— 1 hr. per week
6.	Education 404— Curriculum and Instruction in Specific Subjects (Methods) (Each student takes two two- or three-hour-a-week sections.)	— 4-6 hrs. per week
	Total:	13-15 hrs. per week

(b) Observation and Practice Teaching as follows:

1. One day per week prior to each of (2) and (3) below.
2. One week in November.
3. Two weeks in February.
4. Three weeks in May.
5. A one-hour seminar per week in small groups of 15 to 20 with a practice teaching supervisor. This is scheduled on campus and continues throughout the year.

The experimental program, which was similar in several respects to one followed at Harvard, was conceived as follows:

(a) Six hours of lectures per week, scheduled for mornings only, in the following subjects:

1. Education 400—
   Survey of Educational Thought — 3 hrs. per week
2. Education 301—
   Educational Psychology — 2 hrs. per week
3. Education 435—
   Introduction to Evaluation — 1 hr. per week

   Total: 6 hrs. per week

(b) Two one-hour seminars per week on campus as follows:

1. With the principal college supervisor, the writer of this article, discussions centering upon problems of method.
2. With two members of staff, Mr. O. J. Thomas and Mr. W. H. Auld, discussions centering upon problems of administration and guidance practices.

(c) Library study based upon reading and study outlines prepared by the seminar leaders in (1) and (2) above.

(d) School experience as follows:

1. Observing, teaching and actively participating in a wide variety of classroom activities four afternoons a week. In addition, the students stayed on in their schools for the one- and two-week concentrated practice sessions of the regular program and went, like the rest, to other schools for the three-week period of practice in May.
2. A one-hour seminar a week with their regular supervisor in one or other of the two co-operating schools. It was always attended by one or more of the participating sponsor teachers and by the principal in each school upon at least one occasion. Discussion centered upon problems encountered by the students or observed by the supervisor or by the sponsor teachers in the course of the student's teaching in the school. Some sponsor teachers found these discussions helpful in their own work.

One feature of the experimental program was a schedule of suggested activities that would ensure that

Miss Cottingham, a BCTF past president, is a member of the Faculty of Education at the University of B.C.

students obtained the fullest possible experience during their time in the schools. Each student recorded his activities on a check chart, which included, in addition to routine observing and teaching, such items as observation and participation in home room routines, student assembly, examination procedures, audio-visual aids activities, sports activities, dramatic and musical productions, student council meetings; supervision of hallways and study halls; observation of reporting to parents, of department and staff meetings, of special classes. Every student on the Experimental Group participated in all these activities. No student on the Control Group experienced all such activities.

In some instances principals and sponsor teachers assisted the student interns to plan their observation and practice each week. These students were able to use their time to best advantage. Some were left to seek their own sponsor and plan their own time, a condition to which the more resourceful adjusted immediately. For some students, however, this was a nerve-wracking ordeal, especially if a teacher refused permission to observe and to practise, or, having accepted the student, proved to have insufficient experience and interest to give much assistance to a novice.

Another feature was the attempt to establish closer liaison with the sponsor teachers of the Experimental Group. On two occasions principals and sponsor teachers were invited to the campus to discuss their role and thresh out problems. It was, however, impossible to include all sponsor teachers on these occasions, and much responsibility remained with the college supervisor for interpreting the program and for encouraging co-operation between the sponsors and the students, who made heavy demands on their time.

The Experimental Students

Eighteen students volunteered for the experimental program. From these were selected twelve with undergraduate majors in English and social studies who seemed best to represent the one-year graduate class as a whole as to age, sex, range of ability, and academic achievement. The group was reduced to eleven members shortly after the experiment began, when one withdrew from the University because she had been undecided about teaching as a possible career. The Control Group of eleven students was selected before the experiment began from the remaining pool of candidates with English and social studies backgrounds. Members in both groups were matched according to academic aptitude as measured by the SCAT and the University of British Columbia "C" tests, average marks as undergraduates, age as at September, 1960.

In the two standardized general ability tests a very slight difference favored the Experimental Group. There was no significant difference in academic performance. There was rough equivalence in age.

The Results in Academic Courses

In the average for seven examination papers written in April there was no significant difference between the two groups. Both performed on average at roughly the 70% or second class level. One in each group received first class standing (80% or over); three in each group fell below the second class level (65%) and received pass standing; none failed the year. Two students in the Experimental Group and one in the Control Group failed individual papers. Supplemental examinations were written in these.

In only one individual subject, Education 403, Introduction to Guidance Services, was the average difference statistically significant. This difference, 4.9 marks out of 75, favored the Experimental Group. This was one of the courses which this group accomplished without lectures through a bi-weekly seminar. It is interesting to note, also, that in two Education 404 courses (pedagogy in English and in social studies) which this group managed by a weekly seminar and library study, their averages were slightly higher than those of the Control Group. On the other hand, in those courses in which they attended regular lectures, Education 301, 400 and 435, Psychology, Philosophy and Evaluation respectively, they made somewhat lower averages than the Control Group in every case, but none of these differences was statistically significant.

The Results in Practice Teaching

For practice teaching five comparisons were made between the two groups. These were based upon performance in the two weeks of continuous practice completed in late February. The first was the averaged mark out of 10 of the sponsor teachers in the schools, of whom at least two ordinarily rated each student. The second was the averaged mark out of 10 given to each of the students by the regular college supervisors, of whom at least one observed and rated each student. The third was the result of ratings given by myself as the college supervisor of the Experimental Group. I visited and rated all members of both groups. The fourth was the result of ratings given by Dr. McIntosh and Mr. Auld who visited and rated half the members of both groups. The fifth was the average of all ratings combined.

In every comparison fractional differences favored the Experimental Group but in no case did these approach significance even at the five percent level. Two members of each group were judged to be outstanding in their performance; one member of each group appeared to be failing; the rest were distributed between the two extremes from mediocre to good.

The May period of three weeks' practice is customarily taken in widely scattered schools outside the Vancouver area. Two comparisons between the groups were made upon this practice. The first was the averaged mark out of 10 given to each of the students by two College Supervisors. The second was the averaged mark out of 10 given to each of the students by two or more sponsor teachers in the schools. In addition, two further bases for comparison were used. A general "suitability for teaching" rating out of 25 was assigned to each student by his personal College Advisor. This mark was derived quite subjectively by the advisor on the basis of close contact with the student throughout the year. In these judgments, weight was permitted to personality factors, organizational ability, leadership qualities and factors other than technical teaching skill. The final comparison was made on the composite scores resulting from these ratings and the February rating.

Again, none of the comparisons yielded mean score differences that approached significance.

However, a change in the trend of difference was apparent. Whereas in February all differences favored the Experimental Group, at the end all but that of the College supervisors favored the Control Group. With regard to the Experimental Group, the difference in rating between the Vancouver teachers with whom the students "interned," and those of the outside teachers, who had no knowledge of the experiment, is particularly interesting. The former gave the group a mean 8.0 out of 10; the latter, a mean of 7.1, a difference of 0.9.

The final ratings in practice teaching yielded the following distribution:

Final Grades	*Experimental Group*	*Control Group*
First class	2	3
Second class	5	4
Pass	3	4
Fail	1	0
	11	11

Other Data used for this Study

Twenty-three sponsor teachers of the Experimental Group submitted returns to a questionnaire which was sent to all teachers who supervised their practice. None of the twenty-three had experience during the year with students on the regular program, although most had had such experience at some time during the preceding three years. Interpreted in this perspective their responses can be summarized as follows: Most teachers considered that the plan involved more work on their part, but felt that the student became better acquainted with the total program of the school, more involved in its activities, became more confident and was hence better prepared to assume his role as a teacher. Nearly all would like to see the plan tried again. A number proposed changes in

Continued on page 155

Your Administrative Staff

Foreword

H. M. PALSSON
BCTF President

ALL OF THE ACTIVITIES of the BCTF stem from the Federation's objectives (detailed in the Constitution) and from policy established by resolutions passed by Annual General Meetings. In large measure the programs of activities are developed by BCTF committees, and when approved by the Executive Committee, are implemented by the administrative staff. As problems in implementation are experienced, they are referred back to the Executive Committee for further direction. A great deal of planning is inherent in the whole process of establishing, directing, and controlling the programs.

With the growth of the Federation and the broadening of its spheres of influence and concern, it has become necessary to separate the total operation into functions, and to have the administrative officers become specialists. The operation of the Federation has been structured in terms of function into three divisions, each directed by one of the assistant administrative officers. The General Secretary and Assistant General Secretary oversee and co-ordinate the entire operation and, in addition, carry out specific duties of their own.

Complete specialization is impossible. There are peak periods of activity in some areas of work, and emergencies do arise which must be dealt with by whoever is in the office at the time.

Experience has shown that committees work productively only when they are given staff support. Someone has to produce studies for committee consideration, to keep minutes, to prepare reports, and ensure that terms of reference as established by the Executive Committee are followed. It is too much to expect teacher volunteers, who have a full time job to do, to attend to details. Practice is to assign administrative staff members to committees engaged in work related to their division.

C. D. Ovans

S. Evans

This article, prepared at the request of the Executive Committee, outlines some of the responsibilities of each member of the administrative staff. It should be noted that in addition to the duties listed, all of the administrative staff spend a considerable amount of their time dealing with inquiries from and problems of individual teachers. Telephone calls, interviews, and correspondence with individual teachers constitute an

important part of each staff officer's work. Visiting local associations and school staffs, investigating problem situations, and writing articles for *The B.C. Teacher* are other duties common to all the staff officers. Moreover, nearly all of them are involved in some way in salary activity during the fall months.

No brief listing of duties can do justice to the devoted service our staff officers render to the teachers of the province. The BCTF is fortunate, indeed, to have in its employ such capable and dedicated people.

General Secretary

MR. C. D. OVANS HAS the important responsibility of directing the entire operation of the Federation office. The office exists to carry out the directions of and to be of service to B.C.'s 13,000 teachers. Mr. Ovans is directly responsible to the Executive Committee for everything that is done in the name of the Federation. Planning is therefore a most important part of his work. He must keep abreast of the current literature and must continually project the Federation's programs into the future. The Executive Committee expects Mr. Ovans to offer advice and opinions concerning the direction in which the Federation is or should be moving, and to make suggestions concerning how the BCTF can best accomplish its objectives.

An integral part of the planning is the co-ordination and overall direction of the work done by the three administrative divisions in the Federation's office. Conferences of the staff officers are held periodically so that each member of the administrative staff can be kept aware of the total operation. Mr. Ovans is also responsible for staff training.

As General Secretary, Mr. Ovans is the official avenue of contact with the Federation for all outside organizations. The work of the Federation often involves such agencies as the B.C. Government, the Department of Education, the University of B.C., the College of Education, the B.C. Education Research Council, the B.C. School Trustees Association, the B.C. Parent-Teacher Federation, the Canadian Teachers' Federation, the Canadian Education Association, and the other provincial teachers' organizations. Liaison activities and the maintenance of sound relationships with these organizations are an important part of Mr. Ovans' work.

The General Secretary accompanies all official delegations to the Department of Education and to liaison meetings with the B.C. School Trustees Association. These delegations consist of table officers of the Federation and the chairman of any committee concerned. He also serves as an advisor to the President of the Federation, and accompanies him to important conferences.

Just as important as external relationships are internal relationships. Grievances of individual teachers arising out of salary, tenure, certification, or ethical problems are handled, in the first instance at least, by the General Secretary. Some of these grievances involve travelling to any part of the province at a moment's notice. Some can be settled by mail or telephone. Every day brings several new grievance cases or individual problems.

The General Secretary also has the important responsibility of acting as secretary for the Professional Relations Commission and for the Code of Ethics Committee. In these capacities he is often called upon to investigate, and if possible to solve, personnel problems.

Mr. Ovans also works with three other Federation committees: Finance, Teacher Education, and Community Colleges. The Finance Committee supervises all financial affairs of the BCTF. As the staff officer assigned to the Teacher Education Committee, Mr. Ovans maintains a close contact with the College of Education, and serves as one of the Federation's representatives on the Joint Board of the College. He also represents the Federation at conferences of teacher educators. The work of the Community Colleges Committee is very important at the moment, for the whole course of higher education in B.C. will soon be decided.

In addition to his regular committee work Mr. Ovans meets from time to time with the Agreements Committee. As part of his responsibility for planning, he pays special attention to long term objectives.

Each year at the Annual General Meeting the General Secretary serves as the main resource person for the business sessions. He is responsible for providing information, acquainting delegates with past action of the Federation, and, as the person whose duty it is to see that Federation policies are carried out, for giving his opinions regarding proposed policies.

One of Mr. Ovans' duties as General Secretary is to conduct the official correspondence of the Federation. Each of the other staff officers takes care of correspondence related to his division, but there is, in addition, a great deal of correspondence dealing with the Federation as a whole. There are also many letters from individual teachers and local associations requesting advice. Mr. Ovans is responsible for providing that advice.

The role of General Secretary of a teachers' federation is an arduous one. Each day that person is called upon to make critical decisions and to offer responsible advice. One indication of how effective Mr. Ovans is in the position is the fact that he is frequently called upon by other provincial teachers' organizations to act as a consultant and to offer advice.

Perhaps the best way to summarize Mr. Ovans' duties is to say that anything that concerns the teaching profession as a whole is his responsibility.

Assistant General Secretary

IN ADDITION TO assisting Mr. Ovans with his responsibilities, Mr. Stan Evans has several areas of work for which he is personally responsible.

As Director of Public Relations, Mr. Evans carries out the policies and programs of the Public Relations Committee. He advises, assists, and prepares materials for the regional Public Relations Co-ordinators and local association Public Relations Officers. He maintains a close contact with various news media personnel throughout the province, and issues Federation news releases to the press and to radio and TV stations. He also serves as the Federation's liaison person with such groups as the B.C. Council on Education (of which he is secretary-treasurer), the B.C. Division of the Canadian Association for Adult Education (vice-president), and the UNESCO Committee of the United Nations Association in Canada. He also arranges for the annual student-teacher workshops at the College of Education in Vancouver and Victoria.

Mr. Evans has the important responsibility of arranging for the Federation's two major conferences —the Easter Convention and Annual General Meeting, and the Summer Conference. He serves as secretary for, and carries out the directives of, both planning committees. Each August he serves as Director of the week-long Summer Conference.

A new responsibility of the Assistant General Secretary is that of serving as Registrar for the Board of Admissions and Review. In that capacity Mr. Evans is responsible for assigning membership categories when candidates obviously meet the requirements, referring to the Board any cases involving the assessing of competence or the withholding or withdrawal of a category, and exercising supervisory authority over the record keeping system.

Mr. Evans also supervises the operation of the Salary Indemnity Fund and the Benevolent Fund and serves as secretary of the Benevolent Fund Committee.

Economic Welfare

J. ALLAN SPRAGGE directs the division which deals with those areas of Federation activity designed to be of economic value to teachers. Agreements, pensions, sick leave, sabbatical leave, group insurance, education finance and property management give Mr. Spragge a busy schedule. He is assisted by Miss Iris Hill, Research Assistant.

Each year local associations want up-to-date, accurate information to assist them in their salary negotiations. Because each association has local autonomy in salary matters, Mr. Spragge is required to be of

W. V. Allester

J. A. Spragge

assistance without being prescriptive. He is charged with such responsibilities as collecting and summarizing statistics of existing agreements, preparing economic statistics of all kinds bearing on teachers' salaries, assisting the Agreements Committee in formulating policy recommendations, assisting the area representatives with the co-ordination of local salary efforts, serving as a consultant for local agreements chairmen, administering an information service for local agreements committees during the negotiation period and preparing material for and presenting arbitration cases.

Pension matters consume much of Mr. Spragge's time. He serves as the Federation representative on the Teachers' Pensions Board and assists the Pensions Committee with research leading to policy recommendations. He is called upon to prepare and present to the Provincial Government briefs re the improvement of the pensions plan. Moreover, he is called upon to answer many pension inquiries from both active and retired teachers.

Federation action in such matters as sick leave, sabbatical leave and group insurance depends heavily on analyses and briefs prepared by Mr. Spragge. The Federation's elected officers recently presented to the Minister of Education one of his briefs on extended sick leave provisions.

The study of education finance has been and continues to be an important part of Mr. Spragge's work. Education finance is a complex study. Mr. Spragge's work over the years has given him a fund of knowledge in this field held by very few people. As well as assisting the Education Finance Committee, Mr. Spragge is called upon to do required research and writing. He prepared, for example, the Federation's 32-page statement of education finance policy, *A School Finance Plan For British Columbia.*

Another important responsibility Mr. Spragge has is that of superintending the physical operation of the B.C. Teachers' Building (in which the BCTF office is located) and the Federation's other property holding, a revenue producing parcel of two commercial lots at the corner of Broadway and Fir Street in Vancouver. The fact that the Federation's land and build-

ings represent an investment of approximately $470,000 indicates how important a responsibility property management is. Mr. Spragge serves as a consultant to the Property Management Committee.

Although not strictly an economic matter, another duty has been assigned to Mr. Spragge because he is particularly suited to the work—assisting the Constitution and By-Laws Committee and the Resolutions Committee. The latter group is charged with receiving all AGM resolutions and by correspondence with the sponsoring bodies, ensuring that each is in suitable form for discussion by the AGM. Both these committees do specialized work. Because he has what has been described as a "bi-lawgical mind," Mr. Spragge is particularly effective in working with the two committees.

Because he is already involved in providing information on agreements to local associations, Mr. Spragge supervises the operation of a miscellaneous information service for local associations, committees, and individual teachers.

The workload in the Division of Economic Welfare has reached such proportions that it is beyond the capacity of just two people. For that reason the Executive Committee is now advertising for someone to fill the position of Assistant Director of this division.

Professional Development

A MAJOR PORTION of the Federation's time, effort and money goes into the development of the profession. This work is directed by W. V. Allester. The division has three main concerns: curriculum, in-service education, and philosophy of education. Mr. Allester works with the Federation committees in all three areas.

By Executive resolution curriculum development is the Federation's top priority endeavor. Mr. Allester is responsible for the minutes of the frequent meetings of the Curriculum Directors and the full Curriculum Committee, for numerous meetings with Departmental and university personnel, for a heavy load of correspondence and telephone calls dealing with curriculum matters, and for various reports on curricular developments—including the regular issue of the *Curriculum Newsletter*. He serves as a Federation representative on both of the Department's Professional Committees on Curriculum (Elementary and Secondary). Another important part of Mr. Allester's work is co-ordinating the curricular efforts of the twenty-one provincial specialist associations.

In-service education is vital to any profession. This work is, therefore, another important responsibility for Mr. Allester. He works with the In-service Education Committee, assists local convention chairmen to obtain suitable speakers, conducts a training workshop for convention chairmen, advises and assists PSA's and local in-service committees with special projects, and organizes special projects of the provincial committee — such as the major Federation undertaking in Grade III arithmetic and Grade VIII mathematics. He is responsible, too, for organizing the non-credit short courses sponsored by the Federation each summer. He produces a periodic newsletter for local in-service education committees so that information about successful programs can be exchanged.

Mr. Allester also serves as secretary of the Philosophy of Education Committee, whose work complements that of the Curriculum and In-service Education Committees.

Because he was formerly Co-ordinator of PSA's and still works with the associations in curricular and in-service education work, Mr. Allester meets with the PSA Committee, which is studying the role and operation of the specialist groups within the Federation.

Communications

AS THE FEDERATION has expanded in numbers and activities, communication has become an increasingly important concern. As the Federation's efforts have more and more been concentrated in professional development activities, the volume of printing done by the BCTF has steadily increased. The Division of Communications is now responsible for the various publications. The importance of this division is attested to by a communication recently received by the office addressed to The B.C. Printing Teachers' Association!

The work of this division is directed by K. M. Aitchison, who is assisted by Miss A. Barbara Macfarlane. The division is responsible for *The B.C. Teacher* (editing and business management), the BCTF Newsletter, the BCTF Handbook (revised annually and available free to teachers), the BCTF Handbook for Student Teachers, the Manual for Local Association Officers (revised each year as required to assist local officers in their task of running the local associations), and the Policy Handbook for Executive Members (which lists Federation policies established during past years and which is updated each year).

Publishing *The B.C. Teacher* requires an astonishing amount of work. Apart from reading and evaluating a great many manuscripts in order to select those most appropriate for the journal, the work involved in any given issue consumes much time and effort. Manuscripts must be carefully edited both for style and accuracy of fact, and marked in detail for the printer. The galley proofs must then be proofread word by word to catch any errors in type-setting. The 48 dummy sheets are then made up from the galley proofs and the advertisements (previously checked and proofs sent to the advertisers for authen-

tication). Much thought is required to come up with a pleasing lay-out. This is something readers do not normally notice when it is well done, but the process takes hours of patient work.

The dummies are sent to the printer, and back come page proofs. Each line must be checked again to see that all errors have been corrected (and no new ones introduced), and the lay-out of each page must be confirmed or changed, for once the page proofs have been returned to the printer no further changes can be made.

After several days have slipped by, a truck descends upon the office with 16,900 copies of the journal. Six members of the staff drop everything for two days in order to mail out the mountainous stacks of magazines. This arduous task is supervised by Miss Macfarlane, who requires for the purpose a detailed knowledge of every transportation route and postal zone in B.C.

Copies of *The B.C. Teacher* are mailed to active and retired teachers, district superintendents, school board secretaries, faculty members of the College of Education in Vancouver and Victoria, MLA's and Departmental officials, editors of daily and weekly newspapers, and other teacher organizations. Some 1500 copies are provided to those student-teachers who will be teaching next September.

The business management of the journal involves the advertising and the job of ensuring that the journal is produced as economically as possible. This part of the work, too, is time consuming, but very necessary.

The division is also responsible for the editorial supervision of the newsletters and journals for the twenty-one provincial specialist associations. These publications are becoming more and more important and require a great deal of attention. The division assists the PSA editors in various ways, not the least of which is the obtaining of source material and manuscripts.

Another important responsibility of the division is the publication of the booklets required for the Annual General Meeting — Committee Reports and Policy Resolutions, and the AGM Program.

K. M. Aitchison

Miss A. B. Macfarlane

From time to time tape recordings of visiting speakers are made available to local associations and school staffs throughout the province. The division is also responsible for making available reprints of articles of particular value to teachers from the various professional journals.

In addition to the above work on which Mr. Aitchison and Miss Macfarlane pool their efforts, each has certain areas of work for which he or she is solely responsible.

Mr. Aitchison administers the Lesson Aids service. The revision of the service carried out last summer resulted in a phenomenal growth in the service. Lesson aids now account for approximately one-third of the total amount of printing done by the Federation. Much work is involved in keeping the service up to date and expanding it to meet the demand of teachers all over the province.

The position of Co-ordinator of PSA's is an important one, for Mr. Aitchison has to assist each of the twenty-one organizations with their administrative problems and publications. He is also serving as secretary of the PSA Committee.

Mr. Aitchison is also charged with the responsibility for preparing special reports and publications. This year, for example, a pamphlet has been prepared to explain the BCTF Membership Plan to school trustees.

An innovation this year has been the preparation of reports on Executive and Consultative Committee meetings. These are designed to make the meetings of these important committees meaningful to people who were not present at the meetings. Minutes of the meetings do not necessarily do so. (Minutes are still kept, of course, and the Division of Communications is responsible for them.) One of Mr. Aitchison's duties is the preparation of the reports.

The printed word is, of course, only one form of communication. Mr. Aitchison is therefore one of the Federation's representatives in the new B.C. Educational Television Association. Moreover, he is assigned, from time to time, to present Federation thinking in television interviews and discussions.

Miss Macfarlane processes the many salary indemnity claims. This service is greatly appreciated by the teachers who are eligible for SIF benefits.

Many induction ceremonies are held throughout the province each year, and Miss Macfarlane is responsible for assisting the local planning committees and making sure that BCTF membership certificates are sent in time for the actual ceremonies. She also supervises the distribution of BCTF Handbooks for new teachers.

Miss Macfarlane also acts as secretary to two committees, the Public Relations Committee and the Education Week Committee. She is therefore involved in carrying out some of the work ordered by these groups. Moreover, she assists Mr. Evans in some of the public relations aspects of his work. ★

Is Our International Ai

Not in Its Present Form

says J. K. T. Taylor, who was sent to Sarawak by the BCTF

As of June 30, 1962, we had spent $13,249.50 (2.28%) of our BCTF 1961-62 fees to send my family and me to aid an underdeveloped country (Sarawak) in its educational development program. In August, 1962 we sent Mr. Graham Smith to Nigeria at a cost of $500 to date. Are we getting our money's worth? I believe we are not. That is one reason I brought my family home from Borneo instead of spending another year there. Most of my time was spent in teaching and aiding in the setting up of a new secondary school only. These activities were all that was required of me. However, my wife and I were able to arrange some in-service education by contacting individual school heads on our own. My wife, a trained teacher, could not obtain a teaching post nearby because of red-tape and, we suspect, forthright interference and negligence on the part of some officials. We did act as lecturers at an Easter In-service Course given in John Young's well-organized Kalaka District, but even there we were just filling in for an official who could not go.

Mr. Graham Smith was not given a work permit in Nigeria because one of the Nigerian officials took exception to some ideas he had expressed on a previous Nigerian assignment for the U.K. Colonial Office. This year's project had to be cancelled, therefore, and the balance of funds was offered to the Canadian Teachers' Federation to help in another CTF-sponsored project like the one reported in the December, 1962 issue of *The B.C. Teacher*. Now that we have had the experience of these two pilot projects, it is a time for retrospection and re-examination of the whole program.

I do not wish to condemn the project; I want to make sure we are getting our money's worth. Locating a specific post, finding a suitable person to fill that post and making arrangements to ensure a proper reception of the individual in the country to which he has been assigned are difficult and time consuming, no matter how worthwhile the project may be. I believe that our provincial body has neither the time nor the contacts adequately to handle the project. I feel that we should continue to give international assistance but that we must do so through the administration of the WCOTP via our national body, the CTF, if we are to get the most value from our invested dollars.

We should continue to give international assistance in some form. However, if a person is sent to aid an underdeveloped country, the following conditions should be met:

1. The request for assistance must come from an indigenous representative of that country.
2. The post must be one of responsibility but, nevertheless, only advisory in function.
3. The post should be related to Federation activities.
4. Freedom of investigation and evaluation must be given the person assigned to the posting.

Through no fault of the Federation the above conditions were not met in full in the case of either myself or Mr. Smith.

Why should the request come directly from an indigenous representative of that country? If the indigenous peoples of a country do not feel that the person has come at their request, but through an intermediary person, possibly of a different race, the same emotions are aroused in them that we Canadians would feel if an Asiatic or African in a Canadian post of responsibility asked for an Asian or African to advise us on how to improve the conditions of our Indians or Eskimos. The request for aid to Sarawak came from the Education Office of that British colony, whose chief officers are all U.K. personnel who are not true representatives of the Sarawak peoples and who accept non-U.K. educational aid from political expediency.

Why should the post be one of responsibility but, nevertheless, only advisory in function? We cannot afford to send personnel to fill teaching posts; we must feel that our representative is making a greater contribution. Underdeveloped countries may need qualified teachers, but let government agencies supply these needed teachers—when requested by the indigenous officials. Having a post of responsibility will give the person respect from his peers which, in turn, will enable him to make a substantial contribution to

Continued on page 154

id Program Worthwhile?

Yes, in Any Form

says J. A. Young, who originally suggested the project

OUR WESTERN CIVILIZATION has been built up by ideas—ideas which have inspired men and which have urged men to action.

I believe that the BCTF scheme of help to underdeveloped countries is basically a good idea, and I am very distressed that it has not worked out well in practice. Although I brought the idea to the floor of the AGM some two years ago, I do not take any credit for the idea. The idea of helping the underdog —be it one's fellow man or the country on the other side of the mountains—certainly did not originate with me. Therefore, what I may have to say about this whole matter can be, I believe, quite objective.

It should be realized that this sort of scheme to help the less privileged countries has been going on for quite some time. The United Kingdom is operating a very successful scheme—in fact, several schemes—of help. The British take this sort of thing very much in their stride. After all, the British have been sending their youth to the four quarters of the world for several hundred years. We Canadians not only lack experience in this sort of thing, but seem to be a little frightened of the idea itself. Who ever heard of a Canadian teacher going to Borneo or the Upper Volta? Indeed, one gains a certain notoriety by simply going to, or living in, some of these exotic lands. In European countries with a long history of colonialism, exotic lands do not arouse the same sort of wonder and awe. I think the BCTF scheme must be viewed in the light of the provincialism—indeed, "townism"—which pervades our country. We Canadians still have not grown up, internationally speaking. A few years ago I was very much in demand as a speaker simply because I had spent a year studying in France, in addition to having travelled throughout much of western Europe! I was in demand simply because I had done some travelling outside of Canada. How provincial can we get!

I can't help feeling that the BCTF international assistance project went rather sour simply because we do not have sufficient experience in this sort of thing. I admit that there may be difficulties in attracting the right kind of people for the overseas posts. However, there are already highly successful teachers from B.C. who have taught and are teaching under international assistance schemes of various kinds. Manson Toynbee, for example, has done a tremendous job in Sarawak. He has had a great impact on the development of education in that country. He has used his opportunity to make a great contribution to the advancement of his fellow man. What red-blooded Canadian would not give a few years of his life for the same opportunity?

It should not be forgotten that there are many schemes in existence for helping underdeveloped lands. Yet, for all the help, we are still a frightfully long way from making a real impact in the whole area of assistance. UNESCO, for example, has only about 65 million dollars a year to spend on a world-wide basis for all of the many activities which it undertakes. One can readily see how thinly this sort of help is spread. Indeed, the city of Vancouver has the same budget as that of UNESCO!

I could cite staggering statistics concerning the plight of world education—well over one-half of mankind still illiterate, for example—but I don't think there is any argument whatsoever over the need for international assistance. What our problem seems to be is the difficulty of making the idea a reality. The administrative problems are all that are holding us back. In this connection, I admit that the BCTF may not be administratively equipped to handle the task. I would therefore concede that the BCTF may well be advised to attempt to involve some other organization which has the administrative experience to handle all the details.

From my own experience and knowledge I believe that the most pressing need in education in underdeveloped lands is for good secondary schools. The need for all teachers is great, but the need for secondary teachers is particularly pressing. Probably over 75% of all elementary teachers in Africa have had no teacher-training of any kind. The hard-pressed educational authorities have simply pressed into service all people who are able to read and write. But there is an even more desperate situation in secondary education. People who are simply literate cannot do an

Continued on page 154

Not in its Present Form

Continued from page 152

that country. However, his position must be advisory only. No longer can whites safely and arbitrarily insist on other races accepting their authority without question. Strong nationalistic feelings and racial pride require that we advise only—when the advice is asked for by indigenous officials.

Why should the post be related to Federation activities? There are other agencies (Colombo Plan, UNESCO, etc.) to carry on other-than-Federation activities. Our activities should aid in furthering the development of teachers' federations in other countries. Struggling federations in these other countries need help. What form the help takes is best left in the hands of WCOTP. It may be in the form of advisors to help set up a federation. It may be in the form of cash donations, office equipment, or a combination of these. Much Colombo Plan aid is in the form of machinery and equipment, textbooks and supplies sent along with advisors. People receiving material aid are more apt to listen to advice backed by something tangible. No matter what the need, it must be specific so that we know our money is being well spent.

Finally, why must freedom of investigation and evaluation be given the person assigned to a posting? In accepting the aid, the officials of the country must also accept the responsibility of giving the advisor complete co-operation so that he can avoid wasting time trying to figure out what is going on and get on with the job. The slow, leisurely pace of the Tropics we cannot afford. This co-operation must be in the form of freedom of access to correspondence and files related to the job; of free and available transportation throughout the territory envisaged by the job; and on insistence of co-operation from all officials, clerks and workers with whom the advisor comes in contact. Without this co-operation, much time is wasted and little can be accomplished. By taking a genuine part in and responsibility for the program, the indigenous peoples will realize that the advice is genuine and sincerely offered, and much will be accomplished. If these recommendations are followed, a two-way learning process will take place and the ultimate aim of the program—the promotion of international understanding—will be accomplished.★

Yes, in any Form

Continued from page 153

effective job at the secondary level. Hence the great success of the U.S. Peace Corps—many, if not most, of the volunteers working at the secondary level.

If the Peace Corps can be a success, why can't our own BCTF scheme be successful? Surely there must be teachers in B.C. who have all the qualities needed for the operation of the project. Let's resolve to put in enough effort to make the thing work.

If the BCTF is absolutely forced to undertake some other means of providing assistance, I would make four suggestions.

First, consideration should be given to underwriting the cost of overseas students for their study in Canada —that is, for prospective teachers from underdeveloped lands.

Second, we could consider sending someone experienced in organizing teachers. Or, alternatively, pay the cost for some overseas teacher to come to Canada to study the BCTF, for example, in order that on his return he might undertake an organization drive among the unorganized teachers of his own country. In other words, we could use the money to train teacher "organizers." After all, the quality of teaching that goes on in the province of B.C. is in no small way attributable to the work of the BCTF. A strong, progressive teacher organization makes an enormous contribution to the advancement of education.

Third, we might be able to work out some arrangement with the Canadian Teachers' Federation.

Fourth, we could also make some arrangement with the Canadian version of the Peace Corps, i.e., CUSO (Canadian University Service Overseas).

One thing I feel strongly about is that we, the BCTF, should not give up. Most certainly, we should not give up to the extent of stopping the annual contribution of $1 per teacher. I believe the average member of the BCTF—at least the thinking member—is rather proud of the fact that he is personally and professionally involved in lending direct assistance to some underdeveloped country. I personally take pride in belonging to an organization which is concerned with more than the welfare of its own members. I believe that the gesture of BCTF members, when they overwhelmingly endorsed the idea of international assistance, did much to raise the status of the organization. I am proud of the fact that the BCTF is involved in international assistance. I don't believe that there is another professional organization in the country which has embarked on the same sort of scheme. LET'S NOT GIVE UP—AT LEAST, NOT YET!!★

Is Internship the Answer?

Continued from page 146

time arrangements, which usually involved committing the student to full days rather than half days of practice, and to even more practice time, usually in solid blocks such as May and June, or the following year.

Opinions of students were recorded constantly during the year, but because they had no experience against which to interpret their feelings, these seem to have little place in a comparative study. I accumulated several files of notes from seminar discussions and from private interviews with students. Since I had been for a number of years a teacher-sponsor of practising students as well as a college supervisor, the reactions of the Experimental Group were interesting. In addition, the opportunity to be in the schools four half days every week made it possible for me to maintain close contact with teacher sponsors. Every group of student-teachers includes one or two who are "problems" requiring the utmost in understanding and assistance from the college advisor. Sometimes personality conflicts between students and sponsor teachers require the exercise of tact and diplomacy on the part of the college sponsor who must endeavor to keep these relationships running smoothly. Nonetheless, I had never before encountered such a plethora of delicate situations, nor been obliged to strive with such ingenuity to encourage patience and understanding. Whether it was because the Experimental Group knew they were part of an "experiment," or whether the dual pull four days a week of being an academic student in the morning and a practising teacher in the afternoon was too much of a strain, these students were more often upset, anxious and discouraged than the regular students. They sought reassurance and concessions more frequently. At one point in mid-January, when term papers were coming due for every university course they were taking, they sent a petition to Dr. McIntosh, signed by all but two members, asking to be allowed to revert to the regular program. Discussion revealed that they felt they were falling behind in their course work, were becoming bored with their daily visits to the schools, felt that much of the time there would be better applied to their college work, and in some cases were unhappy with their relationships within the school. Students, if they wished, were permitted to forego the term papers in three courses out of six, and satisfactory adjustments were made without affecting the experimental conditions.

Throughout these tribulations the human aspect of individual differences was most interesting. One of the group, a graduate in Social Work, who had previously spent five years in that profession, found this experience more harrowing than any so far encountered. One of the most vociferous critics in the group refused any concessions on the ground that the personal discipline was desirable. One graduate of Trinity College, Dublin, with nine years' previous teaching experience in Britain and Eastern Canada, shared the anxieties and concerns of the most inexperienced members. One keen critic and concession-seeker nonetheless, against the counsel of his college advisor, added to his burdens the responsibility of lecturing in English to a class of freshman engineers. One honors graduate refused to accept any concessions or to be a part of the petition, and seemed to carry on without strain despite an emotional turmoil in her personal life. One student worked a seven-hour day in industry in addition to his University program and practice teaching. His lessons showed the effect of lack of time for adequate preparation.

It was apparent, also, that students can graduate from the Arts Faculty with a major in English and second class standing and yet be inarticulate. It is impossible within a one-year professional program to develop in such a graduate, facility in writing and speaking his native language, the medium through which he will teach. Does this point up the need to demand from those who intend to become teachers, demonstrated proficiency in oral and written English before graduation from Arts?

Conclusions

It is probably correct to say that any bias in the experiment favored the Experimental Group. Members of the group, the sponsor teachers, the college staff most closely associated with it, were all aware that they were participating in something new and different; the Control Group and its teachers had no knowledge of involvement. The sponsor teachers were made much more of by the college than were the teachers on the regular program. Two months before the term opened Dr. McIntosh obtained the cooperation of the authorities at the Vancouver School Board who, in turn, enlisted the support of the principals of the two schools. They forwarded the names of teachers who would sponsor students in the Experimental Group. These principals and teachers were invited to dinner at the Faculty Club early in September where the plan was explained and detailed materials were issued then and later. Despite this careful preparation communication proved faulty. Both the students and I spent a great deal of time explaining to sponsor teachers the experiment and its purpose. Much of my seminar time for the first term was taken up with problems of adjustment which students were encountering.

On one occasion I spent an hour with two seminar teachers endeavoring to suggest to them ways of helping and appraising students. Some points which they made at that time are worthy of note:

1. They stated that they had had no instructions.
2. They felt that the best equipped, most experienced teachers "escaped" from sponsoring students.

3. They had never thought of checking a student's lesson plan.
4. They seemed reluctant to engage with the student in discussion of a lesson, but preferred to hand him a written critique without comment. Of course, time is a factor here.
5. They maintained that their teaching methods had to be determined by the demands of examinations. They feared that their pupils would not do as well in examinations if they had student teachers too long.
6. They thought sponsor teachers should be paid for their extra work.
7. Even in this large city school a teacher with no previous experience was called upon to assume responsibility for a student teacher.

Nonetheless, there was evidence that the teacher sponsors of the Experimental Group wanted the experiment to succeed.

In spite of these advantages to the Experimental Group, the following conclusions seem justified:

1. Under the conditions of the experiment, additional and continuous time in the school, more involvement in its activities, increased supervisory assistance from both school and college failed to produce teaching performances that could be rated better than those of students on the regular program.

2. While the drastic reduction in lecture time might have been expected to cause the course work of students in the Experimental Group to suffer, this was not the case. This may well be the most important finding of the study. With graduate students at least, it points to the possibility, even the desirability, of less lecturing and more individual responsibility for learning in the professional subject fields. Two hours per week of seminars for four courses seemed to work well.

3. It was apparent to all associated with the experiment that internship creates many problems and difficulties:

(a) If it is done thoroughly, it is more time-consuming for both college and school staffs.

(b) The administrative problems which accompany internship are more difficult to handle in the Canadian university pattern than in the quarter or semester systems that are typical in universities in the United States.

(c) Many good teachers, ordinarily willing to sponsor practising students, will avoid involvement in an internship plan—some because of the additional time required; others because they find the longer, more intimate relationship with a student uncongenial. There is some reason to fear, also, that many teachers who agree to work with an intern will tend, as time goes on, to leave the student increasingly on his own, unsupervised. This shortcoming is frequently noticed in many of the American plans.

(d) According to the Temple University study the percentage of interns who withdrew from training during the first year was significantly higher than in the case of students on regular programs. (27% and 14%). The present study might be considered indirectly to support such findings. While only one member of the Experimental Group in fact withdrew, and that not evidently because of the nature of the program, the unusual stresses experienced by most members of the group would suggest that had it not been for prompt and continuous support from members of the College staff, several more might have given up. No members of the Control Group withdrew nor did a single member feel it necessary to carry his troubles, if any, beyond his personal college advisor. On the other hand, the Director was frequently called upon by individual members of the Experimental Group and on several occasions was asked to meet the group as a whole to assist with their problems.

(e) This study indicated that interns quickly became bored with all aspects of their practical experience except actual teaching in front of a class. Moreover, non-teaching activities other than observation brought early disenchantment, perhaps because the students could not be directly involved or responsible in such activities.

(f) Notwithstanding the above, if students assumed too great a load of supervised teaching — even a period a day in the early stages — many of them became physically exhausted and emotionally upset.

Some comment on (d), (e) and (f) above may give perspective to these particular conclusions. In all fairness, it must be observed that since these students knew they were the subjects of an experiment for which the chief responsibility lay with the Director, they naturally sought his help when their frustrations mounted, since their whole professional year was at stake. Disenchantment with non-teaching activities may be accounted for in part by the fact that observation of the best of teachers is helpful to the student in direct proportion to his own experience. Until he has had either success or disappointment with a particular classroom problem, the student is not likely to benefit greatly by watching a teacher make repeated efforts to deal with a similar problem.

Two factors made significant contributions to the physical exhaustion and emotional upset which followed too great a supervised teaching load. One was the obligation laid upon the student every day of filling a dual role, i.e., student in academic courses in the morning, practising teacher in the afternoon. Indeed, many capable teachers of considerable experience find the burden of taking extra-mural courses in addition to their teaching a heavy strain and have difficulty in giving satisfaction to both responsibilities. The other factor was the difficulty of integrating the five-day university week with the seven-day high school week, which is the administrative custom in the Vancouver system. When the student taught afternoons only, the rotating time table

did not permit him to meet the same class twice within an entire week. He was constantly meeting new classes for single lessons, assigned on short notice with little time for satisfactory preparation.

The Role of the Sponsor Teacher

To me, who met most of the Experimental Group five days a week and visited the schools to watch their practice and talk with their sponsors three days a week, the most valuable part of the experience was the emphasis it placed upon the essential role of the sponsor teacher in the preparation of recruits to the profession. The capable sponsor finds the time and the energy to receive the student with understanding and to demonstrate with skill and enthusiasm. He helps the student plan, watches his efforts with a critical eye and tempers praise for success and comment upon shortcomings to the student's growth in a demanding new experience. The capable sponsor sets high standards and inspires the student to reach for them. He has the courage to recommend that a student of shallow intellect and cavalier approach be not admitted to teaching. Such a sponsor is providing the student teacher with the most important part of his practical preparation. This discipline can be obtained nowhere else.

Teachers who consider their vocation a profession keep the quality of their service high. They give only of their best to student teachers. As in any other profession, they know that high quality of service in education depends upon the unrelenting pursuit of excellence. In British Columbia teachers are required by law to receive student teachers in their classrooms. It is, however, their own realization of the paramount importance of this work and their determination as a professional responsibility to demonstrate and encourage through inspired and enthusiastic example that prepares students to find a lifetime of satisfaction in teaching.

I have permission to conclude this article by quoting the hypotheses drawn up by Dr. McIntosh.

Hypotheses

Because this is but a small Pilot Study and because this is only an interim report, the following should be viewed as hypotheses rather than recommendations:

1. Internship, if in time it be demonstrated to be useful, should follow a protracted period of preliminary training, rather than be a continuing part of it. This preliminary training should include a reasonable prescription of practice teaching and other school experience.
2. The internship phase may occupy the period immediately following the preliminary phase or occur in the following year. Several administrative plans could be developed consistent with this policy.
3. With graduate trainees, the burden of didactic instruction should be reduced. Much of it can be replaced by occasional seminars and increased directed study. This, however, will in no way reduce the burden of work for the instructional staff. It will merely alter the nature of the student-staff relationship.

The reader is referred to the Research Report for further details.★

Eustace Prim

Continued from page 141

would make one more attempt at success and stardom.

Walking to the front of the room, he stood in the dark for a moment, listening to the whirr and click of the markovac as it squinted and glared, mysteriously, inscrutably checking off the assignments of the day before. Timers ticked in the panel and the lesson-programming-multi-orientation machine hissed and crackled with foreboding activity. Eustace sighed and for a moment thought of the old days when the staff room thronged with teachers; when chalk, blackboard, and textbook had been the tools of the trade; when he could remember the names of nearly all his students; and—He stopped himself in mid-thought. "No sense looking back," he soliloquized. "We must prepare for tomorrow."

He raised a finger to emphasize the point and, with a buzz, as a beam broke, the lights flashed on, illuminating the amphitheater. In surprise he reeled back against a control panel thistley with switches. Suddenly the subdued sounds became an uproar. Spotlights burned down upon him. His hands on the overhead projector plate became huge claws on the wall. He dashed for the door, but the cyclopic TV cameras whined and blinked him back. Turning up the aisle, he was met by the uproar of two hundred windows clicking in programmed teaching machines; and there among them the cinema-complex rumbled up like a three-eyed beast. He stumbled back to the panel, shaking off coils of TV cable as the automatic blinds clanked shut, the lights went out and the projection screen struck at him blindly from the ceiling. Dumping over cameras and displays, he scrambled to the door just as the recording tapes clicked on, and above the cackling and whirring he heard his own voice bellow in his wake, "No sense looking back; we must prepare for tomorrow."

Eustace Prim kept running until he could hear nothing but the wind in the trees.★

What Is a Little Boy?

VERA COSS

WHAT ARE LITTLE boys made of, made of?
What are little boys made of?
Snips and snails and puppy-dog tails,
And such are little boys made of.[1]

Perhaps — but to a teacher, a little boy is a paradox—a delightful mixture of innocence and guile, of charm and annoyance; at one minute a captivating diplomat, the next a perplexing nuisance. He has as many moods as the day has minutes. He is as changeable as April, and just as refreshing.

Tousled hair, grubby knuckles, bulging pockets rattling with marbles, flopping shirt-tails and smelly sneakers—this is the ten-year-old a teacher usually sees. Not for one minute do you believe that he left home in that condition! But his flushed, damp face, his loud, excited voice, and his dirty hands all proclaim the fact that he has just won a close game of agates or played a boisterous round of ball before he entered the school. You will have to remind him to speak more quietly, to lift his feet when he walks, and to wash his hands. But all these petty annoyances flee when the day of work and study begins. Look into his eager face, watch his eyes sparkle with curiosity and interest, or crinkle with laughter and good humor, or fill up with tears of quick sympathy, and you forget the black fingernails and the tell-tale traces of cocoa around his mouth.

A small boy is an amazing combination of mature responsibility and childish carelessness. He will run errands with alacrity and perform almost superhuman tasks to please you. But let the job become tedious or too time-consuming, and the willing helper becomes recalcitrant, leaving the work half-finished or carelessly done. He is brash and confident, anxious to hide any signs of sentiment, embarrassed by tenderness but melted by a look of disappointment or gesture of comradeship. He shows his loyalty in unconventional and eccentric ways, such as leaving a cookie or an apple on your desk when you're not looking or leaning comfortably against your shoulder when standing at your desk. An inveterate tease, he likes nothing better than to annoy little girls to tears or upset an adult's equilibrium with disconcerting remarks such as, "Curled your hair last night, eh?" or "What kind of fur is your coat made of?" or "Why don't you play ball with us?" Though he dislikes the girls in general, he sometimes becomes infatuated with one whose blond hair and blue eyes have captured his fancy. He exhibits his love by pulling her pigtails, stealing her possessions, or showing off and strutting like a bantam rooster. Like this small fowl, he is often pugnacious and sometimes cruel, maintaining his prestige through "play-fights," as he calls them, and wrestling matches that often result in bloodshed, torn clothing and copious tears. But the belligerence is momentary, as are his tears, for he never bears a grudge; and his lively good humor and friendly smiles soon return.

A little boy is like a bundle of fire-crackers whose fuses need no lighting; full of abounding energy and insatiable curiosity. His interests are unlimited, from the number of hairs on a dog's back, to what the stars are made of, or why gas explodes. At the same time that his pockets are collecting a wide assortment of trinkets and keep-sakes, you can be sure that his prodigious memory is collecting an astonishing number of facts and details, such as the populations of cities, the kinds of cars and airplanes, or the names of hockey players. Science appeals to his developing logic, and geography to his adventurous spirit. His absorption in stories of animals, mysteries, travel or sports is only matched by the same interest in a competitive game. He will play ball till his knees are wobbly and the perspiration pours from his face (and then cool his head under a cold-water tap); or shoot agates until his hands are chapped and bleeding from the cold and damp. He is never bored; if reality is not interesting, imagination will do, and a meeting of his "secret" society, or a game of "Cops and Robbers" or "Cowboys and Indians" will provide the thrills he wants.

In the schoolroom, a boy is like mustard, providing tang and zest to an otherwise tasteless day. He is just old enough to understand, but too young to be disillusioned. To him, life is just beginning—an exciting adventure.

The mind and character of a little boy are like plasticine with which he loves to play — easily moulded and marked. It should be the humble desire of every teacher to inspire him to the highest ideals of manhood and maturity, for

"Train up a child in the way he should go and when he is old, he will not depart from it," said the wisest man, and

"A teacher affects eternity; he can never tell where his influence stops," said Henry Adams. ★

[1]Southey, "What All the World Is Made Of."

The author, formerly of Penticton, now teaches in Vancouver.

An important issue for B.C.'s married women teachers is the lack of maternity leave with salary. This report, prepared for the Saskatchewan Teachers' Federation, discusses the maternity leave provisions of several countries and calls upon school boards to adopt "adequate" policies governing the granting of maternity leave.

KAY CAMERON

Maternity Leave

WITH THE INCREASING demand for, and occurrence of, married women working in general, and teaching in particular, it is increasingly important to have provisions for maternity leave. With the shortage of qualified teachers, married women must not be discouraged from teaching. School systems must establish adequate policies with regard to maternity leave.

In the United States, as in Canada, there is no nation-wide policy for maternity leave. In most of the states the local school boards have the authority to give or withhold leave and pay. Only California, Delaware, Kentucky, Louisiana and Tennessee have specific state laws relating to maternity leave for teachers. In Canada, the provision for and the length of leave vary from province to province.

More Leave Being Granted

There has been an increase in the percentage of school systems in the United States granting maternity leave. From 1951 to 1956, for example, the number of urban school systems granting maternity leave increased from 50% to 67%. Usually the more heavily populated the district, the more likely it is to grant leave. In urban centers of population 30,000 and over, three-quarters of the school systems have definite policies regarding leave before and after childbirth. Eighty percent of the systems agreed on four to six months' leave before childbirth, and over half required the child to be at least a year old before the mother could return to teaching. Leave can vary from three months to three years after delivery. As in Canada, maternity leave is, as a rule, without pay.

In both countries there is strong resistance to the employment of married female teachers. It is common for single women to be given preference, although this discrimination has lessened somewhat in the last ten years.

The North American countries are behind the times compared with some European countries.

The Scandinavian countries have legislated social insurance, which covers health and maternity programs, as a public service for citizens in general.

All natal care in Sweden is given free of charge. Mothers are also entitled to special maternity benefits. These benefits are co-ordinated with the health insurance scheme and are administered by the sickness funds. Mothers receive an allowance for childbirth expenses, including necessary medical attention and care at a maternity ward. Cost of the journey to a ward is covered by the insurance, as well as that part of the cost of the return journey exceeding four kroner. A maternity grant is also given. The basic grant is 270 kroner where one child is born and 405 kroner for more than one child.

Sweden has a law prohibiting an employer from dismissing an employee on grounds of engagement or marriage. Moreover, a woman with at least one year of permanent service may not be dismissed on grounds of pregnancy. Every woman is entitled to a maximum leave of six months. She may have six consecutive weeks of leave prior to confinement.

Sweden also gives eight months' leave of absence for caring for the new child. It is usually taken after maternity leave. The teacher receives no pay during this period, but is reinstated in her position at the end of the period of leave.

In Norway pregnant women teachers may obtain leave of absence for three months with full pay without loss in wage-seniority. This concerns temporarily employed as well as permanently employed women teachers, providing that the temporarily employed have at least one year's service and start in teaching again after the leave of absence has expired.

In both Norway and Sweden pregnant women

Continued on page 161

. . . And We Quote

I am a teacher. I might have pursued other courses – paths which would have led to fortune or to prestige I may not hope to have. I might have stopped my ears against the cry of my fellows and lived a life untouched by the need of others. I did not do these things for I am at heart a teacher.

I am Michaelangelo striking the base of the unfeeling statue and crying: "Speak!" I am the champion sharing the exuberant laughter of the young. I am the lover so obsessed with humanity that I plunge into the secrets of the earth and ransack the universe for its sake. I am the father for firmness and the mother for tenderness. I have—with all due reverence—the Godlike mission of enlightening the mind and strengthening the will of youth. My immortality lies in the future of the democracy. I am a teacher.

Very Rev. John R. Aherne,
at a San Diego meeting

The policies of government may sometimes be as capricious as the weather, and politics may be just as often selfishly practised, bringing only dross to its practitioners and peace to none. But truth endures eternally; the teaching of truth profits all who listen, strengthens them in knowledge and understanding. From the teacher's classroom—where burns the torch of truth—there is lighted the way toward fulfillment of the hopes and dreams of humankind.

Dwight D. Eisenhower, at a special session of the Eleventh WCOTP Assembly in Stockholm on July 1, 1962

Teachers don't run their own affairs. They are decided by the state. Doctors can take out an appendix without advice from Victoria.

Father Edwin C. Garvey,
principal of St. Mark's College, UBC, speaking to B.C. Catholic Teachers' Association annual meeting November 15, 1962

There is an increasing need for varied types of education to fit the capacity of individuals. I somehow feel we are not putting the proper emphasis on the educated hand. Creative activity through the use of the hand gives such a sense of satisfaction to people who have skill. Look at the work from Denmark, for example, and the part the educated hand has played in design and production. Perhaps most important of all is the educated heart—a recognition of the dignity of the human spirit, the importance of spiritual values, the complete life, which are necessary to build the concept of service we hold.

Lillian M. Gilbreth, Ph.D.,
President, Gilbreth Inc.,
Management Engineering

What one country thinks today, the world will think tomorrow. The teachers are the moulders and the fashioners of the minds of the people and not only of the people of their own country but also the peoples of other countries. Therefore it is up to an international assembly like the WCOTP to express its views clearly and unequivocally and emphatically on problems which affect the education of children . . . I can assure you that when somebody writes the history of WCOTP after 10 years, after 15 years or 20 years, he will refer to this document (on Berlin) and the document on Viet Nam as the human documents which entitle WCOTP to remembrance not only among the teacher organizations but among those people who love freedom and who love the world of freedom and who are devoted to the task of education.

Professor D. C. Sharma, of India, during debate on the adoption of the report of the Commission of Inquiry in Berlin at the Eleventh WCOTP Assembly in Stockholm

Some educationists hold this weird theory, and have tailored textbooks for unfortunate children so that they emerge from their schooling with a vocabulary of a thousand nouns, four adjectives, and a couple of undernourished and overworked verbs; enough to order a hamburger, but not adequate for the comprehension or conveyance of a serious idea or the carrying on of a civilized conversation.

Tony Emery, in the
Victoria Times, December 8, 1962

In the past Canadians have not accepted the responsibility for educating those persons who become the great energizing forces in society—the very few who are able to push back the boundaries of the known and venture into the unexplored regions of knowledge. We have sent our most brilliant

students elsewhere to be educated —to the U.S.A., to Britain, to France and Germany. We have not even provided Canadians to teach Canadians; and all our universities are obliged to seek many of their staff members abroad. To an extent this is good: the presence of persons on a university campus with rich and varied backgrounds adds stature to any institution of higher education. Yet we will not long be able to recruit some of our ablest persons abroad, simply because of the universal demand for professors. The fostering of Canadian graduate schools is a matter of the greatest urgency, for unless we do so Canada will lose out in teaching, in research, and in scholarship. It may take us many decades to recover from such tragic negligence, and the whole nation will be vastly poorer if we fail to make adequate provision not only for the present but for the future.

Dr. Phyllis G. Ross, C.B.E., chancellor of the University of B.C. at the Seminar on Canadian-American Relations at Assumption University of Windsor in November, 1962

Equality and competition share importantly in our heritage and we have difficulty in reconciling the apparent conflict in demanding both. It appears in our universities and colleges under the guise of opposing philosophies of education—education for the elite, high standards and excellence of performance on the one hand, versus education of the masses, college education for all, low standards and a record of mediocrity, on the other. The argument assumes that quantity and quality are incompatible. It is given force by observing that excellent institutions like Harvard or California Institute of Technology accept only perhaps one percent of the cream of high school graduates. At the opposite extreme it would be possible to design a college to accept virtually all college age students who applied. Such a college would have to operate at approximately the intellectual level of a TV western.

Dr. John B. Macdonald, in his inaugural address at the University of British Columbia on October 25, 1962.

Maternity Leave

Continued from page 159

receive free medical examinations as part of the services provided by the maternal and child welfare centers located all over the country. Confinement in Sweden is practically free of charge for all women. More than 90% of all births are now institutional. In the other Scandinavian countries, institutional confinements, although steadily increasing in importance, are less widespread.

In Denmark permanently appointed female teachers may not be dismissed because of pregnancy. Absence due to pregnancy is looked upon as absence due to illness and does not cause a reduction of salary. There are no fixed time limits for the leave, but a period of one month after delivery is considered normal.

Temporary female teachers may be dismissed because of pregnancy, normally with three months' notice. If they are not dismissed, they are entitled to one-half their salary during their leave of absence, but not for more than two months before their delivery and one month after.

The Netherlands handles the maternity leave situation by giving pregnant women teachers paid leave from four months before confinement until at least six weeks after confinement. If prolonged leave is necessary they will still receive full pay.

Temporary women teachers may be dismissed because of pregnancy, but they have a claim to full pay from the day of dismissal until six weeks after confinement, if they have been teaching six or nine months of the twelve months immediately preceding the dismissal. This length of service stipulation is to prevent the appointment of teachers already pregnant.

The International Labor Organization has shown concern for maternity leave and protection as part of its larger effort to provide adequate social security for the world's workers. It has established international standards of maternity leave and benefits. Convention No. 103 concerning Maternity Protection adopted by the International Labor Conference in 1952 fixed the standard for maternity leave at twelve weeks on full pay. Forty countries and five territories under United Kingdom administration grant maternity leave on full pay. With regard to the length of leave, thirteen countries grant the period specified in the ILO Convention, ten grant more, and fifteen countries and five territories less.

As mentioned before, practice varies considerably in regard to maternity leave in Canada, and for the most part, leave is without pay. The cost of confinement and doctor's care may be covered by the many hospital and medical insurance plans across Canada, although the type and extent of coverage vary.★

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new Books

ESTHER G. HARROP, Book Review Editor

ADMINISTRATION

The Canadian School Principal. Edited by A. W. Reeves, J. H. Andrews, and F. Enns. McClelland and Stewart, Toronto, 1961. 311pp. $7.00

This book should be of interest and value to all school principals. It is a carefully compiled collection of 32 discourses, most of them by contributors whose names are well known in Canadian educational administration. The book gives the key lectures, papers, and addresses derived from the numerous principals' leadership courses offered in most provinces since 1956, and collates, in one volume, the thinking which has come from these courses so that it may become more generally available throughout Canada.

The papers, all with brief editorial introductions, fall into two main categories. The first part focuses attention upon the principalship itself. The second part is concerned with the kind of school program toward which the principal should lead, containing chapters describing leadership in the areas of policy considerations, classroom practice, and pupil evaluation.

There is something to be learned from each article. Theory and practice, ideals and attainments, goal setting and goal achievement, illustrated by specific references to Canadian, and, occasionally, American, school systems, are to be found throughout the book. It should prove invaluable as a source book on the role of the principal in Canadian eduation.—H.R.L.

BIOGRAPHY

Louis Jolliet, Explorer of Rivers, by Virginia S. Eifert. Dodd, Mead, Toronto, 1961. $4.75

The biography of Louis Jolliet, 1645-1700, who was born in French Canada and who spent his life in exploring the St. Lawrence and Ottawa rivers, makes excellent reading. Later he travelled to the Great Lakes. With Marquette he traced the course of the Mississippi and its tributaries. His last voyage was the one he took along the uncharted coast of Labrador. This is the story of an outstanding woodsman, hydrographer and explorer.—E.G.H.

FICTION

Reindeer Girl, by Margaret Ruthin. Dennis Dobson, London, 1961. Illus. (Can. Agt. McClelland & Stewart, Toronto.) $2.75

This story is about a girl who as a baby was separated from her parents, whose mother died, and whose father wished her to rejoin him. The principal interest lies in the account of life among the Lapps. So its chief value is as a Social Studies agent.—E.G.H.

Overture to Victoria, by McKenzie Porter. Longmans, Green, Toronto, c1961. Photos. $5.50

After a great deal of painstaking research, the discovery of important records and personal interviews have revealed material which has given us in *Overture to Victoria* a delightful historical biography. It is arranged in the form of a fascinating novel, and based on fact, it furnishes readers with an enjoyable account of Georgian days and Canadian episodes.—E.G.H.

Miney and the Blessing, by Mason. Brett-Macmillan, Galt, c1961. Illus. $2.75

This story combines episodes of the American Civil War days with those of family life in the early 19th century. Pupils in Grades V - VII will find it extremely interesting.—E.G.H.

Kickapoo, by Miska Mills. Little, Brown, 1961. $3.25

Interest is held throughout this story of a mule who won the Pony Express race. It would appeal especially to boys in Grades II and III. Clear type and interesting pencil sketches.—D.L.

Amanda, by Ruth Loomis. Brett Macmillan, c1962. (Can. Agt. Collier Macmillan, Galt) Illus. by Sheila Greenwald. $3.40

Here is a lively tale for Grades IV-VI. The heroine, Amanda, leads two other girls, Liz and Keechie Dunn, into adventures that take a make-believe course. The two little girls are sometimes fearful and unbelieving, but the capable Amanda can make anything happen.

This story, written with a subtle humor and remarkable insight into children's ways, is bound to please young readers.—M.B.M.

Carcajou, by Rutherford Montgomery. Longmans, Toronto, 1962. 132pp. 6 illus. b & w. $ .90

This is fascinating story of the cunning of a wolverine, Carcajou, centered around the life of an Indian trapper, his family, a tame bear, and the attempts of two traders to cheat the trappers by, violence if necessary. The story shows how the wolverine plays a part in overcoming the treachery of the traders, and indicates one of the unwritten laws by which the trapper sometimes lives. Junior-senior high level.—R.E.G.

Sons of the Steppe, by Hans Baumann. Oxford, Toronto, 1962. (School edition) $1.35

A well-written and humane novel about the great Mongol military machine by a German soldier, stressing the civilising influence of the Chinese Chancellor, Yeliu, on Genghis Khan and Kublai Khan. Useful apparatus includes 8pp. historical introduction, 27pp. of notes and questions: hardbound, recommended.—G.H.C.

Rodeo Round-Up, by Haskel Frankel. Doubleday, Toronto, c1962. Illus. $2.95

A description of the pleasures and disappointments of rodeo-riding, calf-roping and ranch life. Dan Pearson, the leading character, finds friends and nemies, and learns that the joys and pains of the rodeo do not measure up to the better side of life that could be in store for him. A well-told story for teen-age or older horse-lovers.—E.G.H.

Fur and Gold, by Roderick Haig-Brown. Longmans, Toronto, c1962. Illus. $2.75

A story based on the very early history of British Columbia, Canada's westernmost province. The fur-trading days of the Hudson's Bay and the North-West Companies; the troublesome and hostile Indians; the clever device of vaccinating these same Indians so as to prevent them from attacking the white traders; and the discovery of gold along the upper reaches of the Fraser are all woven into a very clever plot. The last event—the swearing allegiance of this territory to Queen Victoria, and the appointment of James Douglas as the first Governor of British Columbia makes fascinating and historical reading.—E.G.H.

INDUSTRIAL ARTS

Hand and Machine Woodwork, by H. G. Miller. Macmillan, Toronto, 1962. Illus. $1.90

This is a good introductory book to the woodworking field. Each chapter closes with a number of assigned exercises.—R.T.C.

Automotive Mechanics: Principles and Operation, by Mervin J. McGuffin. Macmillan, London, Ont., 1962. Illus. $1.90

This book sets forth very well the basic fundamentals of a working knowledge of the automobile. At the end of the book there is a good glossary.—R.T.C.

LANGUAGE

Dictionary Practice Book. Holt, Rinehart and Winston, Toronto. $.80

A workbook to be used with the *Winston Canadian Dictionary*. A teacher would find many worthwhile exercises and ideas to use in Grades III, IV, and V, giving an excellent foundation in the ability to pronounce, spell and use many words that are difficult. Also good for enrichment classes.—D.S.L.

Canadian Language Arts Book 2, by Lillian E. Jones and Ann Pullan. Holt, Rinehart and Winston, Toronto. Illus. $1.60

The second of a series. Owing to the size (10½" x 14"), it is not practical for individual use, but it is helpful for the teacher and for remedial work.—D.S.L.

SCIENCE

Motor Car Engineering, by E. T. Westbury. The Young Engineer Series. Weidenfeld and Nicolson, London, 1961. (Can. Agt. McClelland and Stewart, Toronto.) Illus. b. and w., glossary. 143pp. $2.25

This book is easily read by junior high school students, and is suitable reference for Science 20. It outlines many of the inventions, and trials and failures, in the development of the modern automobile. The two and four stroke engines are summarized, and the transmission, steering and suspension, and braking systems are discussed. Improvements in materials, machine tools, and chassis and body construction are shown to make possible both the mass production of the automobile and further improvements in the future. Over 350 terms, including English ones such as petrol, are included in the glossary.—R.E.G.

The Meaning of Light, by Colin A. Conan. Young Scientist Series. McClelland and Stewart, Toronto, 1962. 143pp. Illus. and indexed. $2.25

This little book gives a very good introduction to the theory, action, and uses of light. It includes discussions on refraction, reflection, color, mirages, and introduces the problems associated with telescopes and spectroscopes. The book could be enjoyed by most secondary school students and adults.—E.G.

The Stars, by Patrick Moore. Young Scientist Series. McClelland and Stewart, Toronto, 1962. 144pp. Illus. and indexed. $2.25

This is another well prepared book. It deals with most aspects of stars from their possible origins, through their life processes, to their ultimate decay. It treats binary stars, novae, clusters, nebulae, galaxies, in an interesting manner. It also discusses the theories, pro and con, of the expanding universe and gives reasons for the various conclusions. Appendices include notes on telescopes, observing heavenly bodies, and lists of Astronomical Societies. Photographs and diagrams aid in charting the constellations and in giving an insight of the universe.

This book is suitable for most students in Gr. VII-XII, and for interested adults. —E.G.

Methods of Science 4, by Edwin F. Brackenborough, George W. Erwin, Robert G. Rist, and H. Kenneth Wooster. Clarke, Irwin, Toronto, 1962. $2.95

Methods of Science 4 continues in Grade X the program of science instruction begun in *Methods of Science 3.* Since Book 3 consisted of two main divisions, viz., physics and zoology, and since Book 4 also consisted of two divisions, viz., botany and physics, one realizes that in two years the student squeezes one year of biology between two half-years of physics. The question arises, "Is there no instruction in chemistry at this level?"

Each chapter is well supplied with directions for experiments, the answers for which can easily be read in the text or found in the diagrams. The chapters also conclude with a series of questions which require subjective answers. There are numerous physics problems to be solved.

The level of achievement demanded of the students would appear possible of attainment by the academic group in B.C. but it probably would be too difficult for the average pupil on the general program. —V.L.C.

SOCIAL STUDIES

The Land of Promise—The Story of Canada to 1800, by J. L. Field and L. A. Dennis. House of Grant, Toronto, 1960. Illus. $2.75. Canadian Heritage Series, Bk. I.

This book has been approved for use in the Grade VII course in Ontario. Very well written and contains many useful line illustrations, maps and charts. Another outstanding feature is the inclusion of a section of excerpts from original sources. It should be a very useful supplementary text for Social Studies 8 in B.C.—N.R.S.

A History of England, by John Thorn, Roger Lockyer and David Smirt. Ernest Benn Ltd., Bouverie House, London, England, 1961. (Can. Agt. McClelland & Stewart, Toronto). Illus. Maps. Tables. $5.50

The authors, well-educated and well-read scholars in history, are exceptionally fitted to undertake the preparation of this text. Part I, Mr. Thorn's work, deals with Pre-History up to the close of the Middle Ages; Part II, Lockyer's work, goes as far as the accession of the Hanoverians; Part III goes to close of World War II. Recognition of the importance of J. R. Green's *Short History of the English People* is stressed, and there are numerous maps, 12 tables, a general bibliography, and a bibliography to accompany each of the three parts of the text. There is also a good index. The book, extremely well-written, will make a splendid reference work for senior matriculation history pupils, for college students, and for history teachers The reviewer unhesitatingly recommends it.—E.G.H.

Europe, Where, How and Why? by Allan Murray. Collins, London, 1961. (Distributed in Canada by Longmans, Green.) $1.90

With the tremendous Canadian growth in interest in the European Economic Community, this book will provide useful background material for both teacher and student. The maps are clear, concise and accurate. The quiz maps provide good reviews as do the questions and exercises at the end of the book. Teachers of Social Studies 20, History 91 and 101 will find this volume a valuable reference.—W.D.M.S.

The Parliament of Canada, by George Hambleton, Ryerson, Toronto, rev. ed. 1961. $3.50

For those interested in how our Canadian parliamentary system developed, this is an excellent little volume. In the preface, the author says, "The purpose of the book is to bring Parliament home to *you.*" He succeeds very well in his task. This is well written and fascinating. —N.R.S.

This is San Francisco, by M. Sasek. Macmillan, New York, 1962. Illus. 60pp. No Index. $3.95

Here is an excellent book for a child about the Grade IV level in studying social studies. The art work is of a very high order and the running commentary is adequate. For the reader who has visited the city this book conjures up many memories of interesting places. For the novice, *This is San Francisco* will whet his appetite.—W.D.M.S.

SPELLING

Macmillan Spelling Series 7 and 8, by Sybil F. Shack, Robert F. Bornhold, K. H. D. Hall and Gordon F. Mann. Macmillan, Toronto, 1962. $1.10

Macmillan has published seven books in this series. Each is similar to our present text except that the words are chosen topically, i.e. one unit deals with sports, one with health, etc. No examples of actual use are provided, these presumably to be supplied by the teacher. Nor is there any dictionary of the chosen words, but study exercises are adequate and an advanced section to challenge good spellers is included in each unit.—W.C.E.

Basic Keys to Spelling—Grades 2, 3. J. B. Lippincott Co. Illus. $1.10

A series of work books combining phonics and spelling which contain many excellent ideas. Would be particularly useful in remedial teaching. Eye-catching illustrations.—D.S.L.

Adolescence... the process of growing up. A time of complex changes in a girl. An important time to review her knowledge of menstruation, and give her helpful suggestions about diet and grooming. Schedule a repeat showing of the finest film of its kind—

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about People

In Memoriam

On Friday, November 23, the teachers of British Columbia lost an outstanding figure by the death of **Ira Dilworth,** B.A., M.A., LL.D. He was not a native son, but he had lived and worked in the province so long and so faithfully that it had adopted him for one of its own.

Ira Dilworth began his teaching career in 1915, at the Victoria High School, where he had been a student. In 1926 he was promoted to the principalship, one of British Columbia's youngest, and remained in that position until 1934. The students whom he taught during all of those years remember him with warm affection, and admire him for his scholarship, his humanity, his dedication to the profession.

Even in those days, Dr. Dilworth's influence and interests spread beyond the classroom. During this time he edited an anthology entitled *Nineteenth Century Poetry,* and later in 1945 produced another volume of poetry called *Twentieth Century Verse.*

When the British Columbia Teachers' Federation was comparatively young, Ira Dilworth was one of its champions, and was its president for two successive years, 1930-32; one of two of its leaders who attained this distinction. In 1936, in recognition of his services to education, he was the recipient of the Federation's highest honor, the Fergusson Memorial Award.

In 1934, Dr. Dilworth gave up his career with the public schools of this province and accepted a position as associate professor of English at the University of British Columbia, a post for which he was eminently suited by his training and his literary achievements. A few years later he became full professor, but for a short while only, because he was attracted now to another field, the Canadian Broadcasting Corporation, which he joined as regional director for British Columbia. The field of radio and television provided him with a wider scope for his manifest talents, and he rotated through a series of important posts with C.B.C., which took him first to Montreal and then to Toronto, and finally back to Vancouver, where broken in health, he died.

A word should be said about some of his other accomplishments. He was the director of the Bach Choir in Vancouver, and the first president of the Vancouver Community Arts Council. It was Ira Dilworth who was instrumental in gaining recognition for the Canadian artist, Emily Carr, and he was the literary executor of her estate. With Lawren Harris, he was a trustee of her paintings.

So in the passing of Ira Dilworth, Canada and British Columbia suffered the loss of an outstanding personality, a man who was teacher, musician, writer, critic and executive. His colleagues from the classroom, and the public generally will mourn this loss, and extend their sympathy to his sister and two nieces who survive him.—

H.D.D.

Election Results

In the recent municipal elections, a number of teachers won election. **J. H. Robertson,** Kitimat, **G. A. H. Holt,** White Rock, **J. G. Parker,** Nanaimo, and **K. W. T. Wright,** New Westminster, won election to council. **J. A. Dunster,** a Vancouver teacher, was elected to Surrey School Board. **G. J. Puil** was elected to the Vancouver Parks Board.

Across the desk

Comment on a Book Review

Vancouver, B.C.

The Editor,
Dear Sir:

I am sorry that the reviewer of the book, *You Can Trust The Communists* (New Book Department, *The B.C. Teacher,* September-October, 1962), showed so little knowledge of the background of the author, Dr. Fred Schwarz.

Dr. Schwarz may be sincere in his anti-Communist activities; but he shows little respect for facts, often presenting a distorted one-sided picture. His writing is not that of a knowledgeable critic but that of a propagandist.

George Kennan, former American Ambassador to Russia, a specialist in Russian Affairs, fluent in the Russian language and a master strategist, might be a more reputable source for information on this subject. He has written about Communism with perception, imagination and close knowledge of the facts.

Sincerely,
MARILYN S. ELLIS.

I Remember

Victoria, B.C.

The Editor,
Dear Sir:

Once upon a time, before the days of school bus schedules, it was possible to dismiss school an hour earlier than usual for the purpose of holding a staff meeting that often included discussion educationally beyond that concerned with immediate school routine. All the better when the inspector was on the scene and accepted the invitation to be present.

Once upon a time, before the days of anxiety lest some pupils, with no more mock-ups of departmental examinations before the holidays, would not be in their desks; hence before the days of holiday marking, undue teacher-fatigue, and enthusiasm at an ebb, all tests and examinations other than departmentals were held when the subject teacher felt them to be opportune.

Once upon a time, before the days of departmental heads commissioned or commandeered primarily in the interests of uniformity, the teacher had freedom to teach.

All this, and more, was most untidy, not too amenable to regulations, and very bad statistically; but most satisfying to the individualist—and more than tolerable to understanding officialdom with a blind eye.

Without seeking to identify Dr. F. E. Ellis and R. M. Sanford with the above heresies, the writer does acknowledge deep indebtedness for the stimulus and challenge arising from "Education for Freedom" and "Just a Teacher" in the November issue of *The B.C. Teacher.*

Yours very truly,
ERIC H. WHITTINGHAM,

Letter to Mr. Bryan

Lake Cowichan, B.C.

Dear Mr. Bryan:

It is always good to hear someone else voice one's pet peeve. Just to say I'm in complete agreement with your article "If I Were Teaching English," in the November issue of *The B.C. Teacher.* Especially in connection with eliminating grammar for grammar's sake and tying it in with written and verbal communication.

MAMIE MOLONEY BOGGS,

The B.C.T.F. invites applications for the position of

Assistant Director of the Division of Economic Welfare

Being sought is someone with the potential to advance to the directorship of this division.

Minimum requirements are experience in salary negotiations and a university degree.

Applicants should state their record of service in B.C.T.F. activities in the economic sphere, or equivalent experience.

Duties will be to assist the Director of the Division of Economic Welfare with particular reference to:

(a) **preparing statistical materials;**
(b) **conferring with and advising local associations in salary matters;**
(c) **preparing and presenting arbitration briefs;**
(d) **preparing briefs for presentation to the Government;**
(e) **assisting such Federation committees as Agreements, Pensions, Workload, Sick Leave;**
(f) **advising individual members in respect of individual salary or pension problems.**

Salary will be negotiated on the basis of qualifications, past experience and present earnings. Applicants are invited to state expected salary.

Applications are to be submitted no later than **March 31, 1963,** to:

Mr. C. D. Ovans, General Secretary,
B.C. Teachers' Federation,
1815 West 7th Avenue,
Vancouver 9, B.C.

VICTORIA COLLEGE,
VICTORIA, B.C.

Applications are invited for faculty positions. Applications should be supported by university transcripts, references, and a recent photograph.

* * *

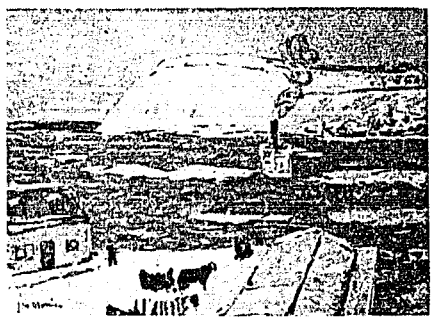
FACULTY OF EDUCATION: **Women's Physical Education, Advanced Reading, Geography and Social Studies, History and Social Studies** (one year appointment), **Physical Sciences.**

Applications to **Director of Teacher Education,** Victoria College, stating age, general and professional education and experience in public schools.

* * *

COUNSELLING OFFICE: **Assistant Counsellor** (male), with previous experience in counselling students or in personnel work. State academic field.

Applications to **Principal,** Victoria College, Victoria, B.C.



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for Your information

Opportunity to Lecture to British Schools

An opportunity has arisen for the Federation to submit a nomination to the Canadian Teachers' Federation for a teacher to go to England for the 1963-64 school year under the auspices of the Commonwealth Institute of London. The Institute annually asks CTF to find two teachers who will undertake lecture tours depicting life in Canada, at the expense of the Institute. (One teacher has already been employed through a prior arrangement by the Institute; one vacancy remains to be filled.) The majority of the talks would be to primary and secondary modern school children in the age group 9 to 11 and 11 to 15, but more formal talks would also be given to Vth and VIth form groups of grammar schools in the 15 to 18 age group. In the course of the 5-day tours the teachers visit practically every kind of school in England and arrangements are made for them to visit Teacher Training Colleges, and talk to administrators in education.

The money available from the Institute (about £700 in fees) is considered sufficient for the nine months of the school year, but in addition the teachers need their return fares from Canada, plus about £350 for their maintenance during the school holidays. This means a total of about £500 for a one-year visit, or £850 for two years. The Canada Council makes a grant of $2,000 to each teacher and this is intended to cover such items.

Experience has shown that the best lecturers for the purpose are specialists in secondary school geography and history.

Teachers who are interested in such an opportunity as the one offered are invited to write the General Secretary of the Federation, 1815 West 7th Avenue, Vancouver 9, giving details of their background, by **February 1.** Nominations must reach CTF by February 15. Announcement of the CTF choice will be made later.

BCTF Scholarships

Applications for BCTF Scholarships for Teachers for both summer and winter sessions should be in the hands of Dean Walter Gage, Dean of Administrative and Inter-Faculty Affairs, University of B.C., Vancouver 8, by March 15, 1963.

The various scholarships available are described in detail on pages 59 and 60 of the 1962-63 edition of the BCTF Handbook.

CTF Charter to Brazil

Canadian teachers now have a chance-in-a-lifetime to visit South America—at practically half the regular economy flight fare!

The Canadian Teachers' Federation is planning a charter flight in July to Rio de Janeiro, site of the 1963 WCOTP meetings.

The price: $380 return by jet from Montreal to Rio. (Normal economy fare is $694.) TCA rates Vancouver to Montreal are $218 each return if a group of 10 or more travels together.

The flight is expected to leave about July 12 and passengers will be given four full weeks in South America. WCOTP in Rio this year is slated for August 1 to 7 with related meetings immediately following. Return flight is therefore scheduled for August 12.

CTF's plan permits teachers and their wives, husbands and children to visit as many places as they wish in South America—the undiscovered continent.

Arrangements are being made for side trips to other parts of Brazil, especially the exciting new capital of Brasilia, and other South American countries. Individuals will be able to choose between several planned, all-inclusive tours.

Further information, and application forms, available from CTF, 444 MacLaren Street, Ottawa 4. But hurry! Applications must be returned by January 30.

Apologies Offered

Two errors occurred in our November issue for which the editors wish to apologize to the authors concerned.

Mr. Irvine Dawson, who wrote "A Literary Desert Surrounds Elementary Pupils," was identified as a member of the faculty of the Victoria Branch of the College of Education. Mr. Dawson is actually principal of View Royal Elementary School, Victoria.

Through an unfortunate combination of circumstances, Dr. Denis C. Smith was made to say that "one college recorded a total of 73,000 hours of counselling in half hour interviews." The correct figure should, of course, have been 3,000 hours.

Alberta Fellowships

The University of Alberta has announced a number of research and teaching fellowships, each valued at $2,400, for graduate study in Educational Psychology for the year 1963-64. These will be awarded on the basis of academic and professional achievement, and will be used to finance graduate study leading to the M.Ed., Ed.D., and Ph.D. degrees. In return for the fellowships candidates will be required to render service to the extent of six hours

per week in teaching, observation of student teaching or assistance in research. Information concerning these fellowships and the programs leading to graduate degrees may be obtained from the Chairman, Division of Educational Psychology, Faculty of Education, University of Alberta, Edmonton. Applications accompanied by transcripts of academic record and the names of four suitable references should be sent to the Chairman before February 15, 1963.

The W. J. Gage Limited Research Fellowship of $3,000, tenable for one 12-month period, is offered for competition for 1963-64. This award is for a suitably qualified student in a Ph.D. program for research in concept formation in and through language, preferably in children, and may be held either in the Department of Psychology or the Division of Educational Psychology. Application forms should be obtained from The Administrator of Student Awards, University of Alberta, Edmonton, in time to be completed and returned by March 1, 1963.

Du Pont Scholarships

Under a program instituted in 1956 designed to help improve science and mathematics teaching in secondary schools, Du Pont of Canada Limited makes a total of 15 grants of $1,800 each through ten participating Canadian universities, of which the University of British Columbia is one.

Each grant may be awarded in one of three ways: as a $1,500 scholarship in teacher training for a student intending to teach science or mathematics; as a $1,500 scholarship to enable a science or mathematics teacher to take a year of post-graduate work; or as five summer scholarships of $300 each to give secondary school teachers additional training in science or mathematics. For each $1,500 scholarship, the company grants $300 to the university for administration costs. If a winner of a $1,500 scholarship is a married man, the company increases the amount by $600.

Application forms may be obtained from the Dean of Inter-Faculty Affairs, University of B.C., Vancouver 8, and must be submitted by June 30.

British Summer Schools

Once again three universities in Britain have arranged a program of international Summer Schools which will be held in Oxford, Stratford-upon-Avon and Edinburgh during July and August.

The University of Birmingham will offer a course on Shakespeare and Elizabethan Drama at Stratford from July 8 to August 16. From July 1 to August 9 the University of Oxford will offer History, Literature and the Arts of Seventeenth-Century England. The Scottish Universities will offer at Edinburgh from July 1 to August 9 British History, Philosophy and Literature 1688-1832.

Fees for all courses will be £90 for resident students. This amount covers board, residence and tuition. The fees for non-resident students vary.

A brochure containing detailed information, application forms and other information may be obtained from Dr. G. C. Andrew, Executive Director, Canadian Universities Foundation, 77 Metcalfe St., Ottawa 4. The general closing date for applications is March 30, 1963.

New Study on Gifted

Dr. Helen Marshall, psychologist at Stanford University, has completed a new study of 163 of Terman's 1,500 gifted children. Among her findings: The income of the men rose from $2,675 to $13,500 in the 1940-60 years, that of the women from $2,287 to $7,800. They find themselves getting more conservative; Republicans outnumber Democrats two to one. Their greatest satisfactions: work, marriage, children—in that order.

Edpress Newsletter,
November 26, 1962.

Film on Drop-outs

The University of Southern California has released a new 11-minute, 16mm sound, black-and-white motion picture dealing with the drop-out problem in the elementary, junior high and senior high schools. The film, entitled simply "Mike," portrays a day in the life of a boy who is a drop-out, and takes the potential drop-out on a realistic journey with "Mike" and helps the student understand the importance of school at this age.

Further information is available from Film Distribution Division, Department of Cinema, University of Southern California, University Park, Los Angeles 7, California.

Teaching Aids Available

The Canadian Citizenship Council has published a useful booklet *Teaching Aids Available from the Departments of the Government in Ottawa.* The aids are listed in groups under the names of the various departments. Copies of the booklet are available from the Canadian Citizenship Council, 268 First Avenue, Ottawa 1, Ontario.

Teaching Gifted Children

The Gifted Student—a Manual for Program Improvement is a report of the Southern Regional Project for Education of the Gifted which was supported by the Carnegie Corporation. The manual is intended to provide guidelines for action in the local school. It suggests what is good practice and occasionally condemns bad practice. The manual is written in an interesting fashion and is thoroughly practical. The section on the differentiated curriculum is especially noteworthy.

While the 6,000 copies last, teachers and administrators may obtain a free copy by writing Southern Regional Education Board, 130 - Sixth Street NW, Atlanta 13, Georgia.

COLIN BROWN

Nag, Nag, Nag!

The author thinks that too little attention is paid to the training of students in good study habits and that teachers, with a full program, especially at the junior secondary level, too often have too little time to develop study techniques. Mr. Brown would call upon parents to bear their share of the load.

MRS CARVETH WAS waiting impatiently when I rushed into the office to keep my appointment for an interview with a parent.

After we had commented on the weather, the noise of the school bell, and the stampede she had just survived in the halls, she arrived at the point of her visit.

"I want to know what's to be done about Tom's homework. He never has enough. Every night he whips through it and wants to watch TV. All I do these days is nag, nag, nag. And he does hardly any work. I wouldn't mind if he got good marks, but he's getting lower and lower every report card, ever since he got into this school. Can't his teachers check up on him? Does anyone here ever give him assignments? As far as I can see, he's going to have to switch to general program and we don't want that."

Mrs. Carveth and her anxieties were par for the course after the October reports. I whipped out my trusty little gimmick--a sheet of paper containing a message for both parents and students regarding study habits and homework. I kept this sheet just out of her reach—a distant hope.

"Mrs. Carveth, is your husband worried about Tom, too? Would he be willing to help?"

"Yes, but he's tired at night and besides, he never finished high school and doesn't want to be bothered; he's just too tired."

"Mrs. Carveth, if you could arrange to have your husband phone the school secretary about coming in to see me, I think I can assure you that we can work something out for Tom's benefit."

"Oh, I don't think Mr. Carveth could get time off; besides, he doesn't think it's his job to look after homework."

"Now that Tom is a teenager, it becomes increasingly important that changes are made in the methods we all use in developing his sense of responsibility. It's been my experience that teenaged boys respond best to a father's enthusiasm. On top of this, you, yourself, have been doing a tough job for a good many years, and need a rest from it, from supervising Tom. I have a plan that Mr. Carveth could put to work without any more than a business-like approach to any job. He won't be doing the homework, merely strawbossing an efficient job to be done by Tom."

"Well, it sounds good to me," sighed Mrs. Carveth. "I'll see if I can get Mr. Carveth to come in soon. Thanks for giving up your time."

Tom's father arrived at the school two days later with an air of "Let's get down to business--I've had the full dose from my wife—you're the doctor."

I whipped out my gimmick again and explained it all to Mr. Carveth. He was surprisingly receptive, willing to try anything. This seemed to be it!

When we had finished, I gave him the sheet to take home. We shook hands, and I offered to find out in two weeks whether any of this effort had made any difference in Tom's work. I saw in the eyes of Mr. Carveth a new security for Tom, and a glint of challenge to be met by Mr. Carveth.

Homework is Scheduled

I am fortunate enough to work in a school district where principals and teachers insist that each student carry either a specially ruled homework keytab or a blank timetable sheet for recording each day's assignments.

The tradition is there. Each student whips out his homework record book or sheet each period and writes down the details of the work assigned. A father can be glad of this knowledge. He can ask to see the assignments each night. It gives him an anchor for the planned study outlined below.

When Tom goes home each evening, he and his father can sit down with this homework record and organize a timetable for the evening's study. Here is a sample timetable.

Short-term assignments:

1. learn punct. rules p. 16 — 10 minutes
2. French vocab. p. 26 — 15 minutes
3. Math. prob. p. 75 — 15 minutes

Mr. Brown, on the staff of West Vancouver Secondary School, has been counselling for ten years.

Long-term assignments:

1. Plan for En. Essay	—	15 minutes
2. S.S. Map	—	10 minutes
Examination Study (all this week)		
Social Studies	—	45 minutes
TOTAL		110 minutes minimum

There is no need to explain to Mr. Carveth the intricacies of the homework for short-term and long-term studies as Tom, himself, is fully aware of the work to be done. Mr. Carveth is responsible for insisting that Tom write down this timetable before he starts, and is responsible for seeing that this amount of time is spent on each job. By the way, if Tom cannot finish a specified job in his specified time, he pushes the books away from him, leaving them open at the right pages, goes on with the next jobs, and returns to the unfinished business at the end of his whole timetable. Next time, he will estimate more accurately the timing of the job. Next time, he will work more efficiently.

The whole effect here is TIME-PARENT PRESSURE. The effect on Tom is that he no longer wonders what books to work on next; he knows!

Examination study is something that too few students understand and it is at this point that Mr. Carveth and I get into a real huddle. At the outset, it is very difficult to supervise real work despite the fact that I have explained it already to Tom.

I tell Mr. Carveth that if Tom has decided to study social studies all this week for 45 minutes to an hour a night, then he must be systematic. I suggest the following attack:

1. Read through your notebooks to see what the teacher has emphasized.
2. Read through the text book quickly to gather a general impression of the whole course so that you can see what the textbook writer is trying to emphasize. Read only those chapters which your teacher has selected, but read them quickly.
3. Make up a summary sheet straight from the textbook, listing chapter, section and paragraph headings, and, under those, listing important details (especially those difficult to remember). This is done by skim-reading. All students need training in this or they will put down too many details. Guidance teachers are usually glad to help train students in making up summary sheets. English teachers—in fact all teachers—have students practise this in regular classtime. By explaining the system to Mr. Carveth, I reinforced the training Tom was receiving in school. I bring Mr. Carveth into the picture. Now he can judge whether or not Tom is studying for examinations properly.

The keynote of this interview with parents is "optimism." Parents of teenagers are notoriously discouraged by their own efforts to get the most out of their offspring. A few statistics on past successes with students and parents will encourage this parent to see that it really does work if applied properly. I point out that one student's marks jumped two letter grades after one term's work under this organized plan.

Now, when teachers comment on report cards that "—— needs to reorganize his home study habits," the steps to take are obvious to parents. As a counsellor, I have never met a teacher who feels that this type of advice is an interference. In fact, most teachers are grateful for the changed outlook of their students.

I encourage students to see teachers concerning the work which the teacher hopes to accomplish in class by the next examination period. The student will then be able to summarize the course ahead of class lessons, will be able to discuss fully any new work taken up in class in the light of his forward progress in the text. It is not a case of pulling the wool over a teacher's eyes; it is a case of a student taking renewed interest in the course.

Mr. Carveth will contact the school from time to time. He will ask if a tutor would help in weak subjects. He will ask if his son is taking part in too many activities. He won't be a nuisance, this father, because his questions will be aimed directly. No longer will we have the problem of "Can't his teachers check up on him?" Mr. Carveth knows his job, and he knows the teachers' jobs. Tom may not have enough short-term assignments, but he can always review the work taken and summarize his text and any other reference book on the subject.

The Plan Works

Let me be enthusiastic enough to say that the plan does work, has worked, and will work with the majority of cases. Let me be realistic enough to say that where it doesn't work, it just can't. Tom will be efficient in his study habits this year. Tom's work habits and his study habits will be better. All this because Tom's father, mother and Tom himself, are desperately in need of guidance only.

For every successful case like Tom's, there will be five or six complete or semi-failures. Home conditions, emotional problems, personality clashes, and too great a period of time since the learning of fundamentals all contribute.

With regard to the ability of the child, I make it clear that we don't expect more than C marks as Tom's best after all this study program is developed, or that we do expect Tom's highest mark to be B in his best subjects, depending upon his standard achievement level based on his I.Q. and upon his past performance in academic subjects.

By the way, parents, after such an interview, are most receptive to the suggestion that their offspring are capable of achievement only on the general program, the commercial program or what have you in your school. Rapport has been established. Take it from there.★

We Must Stand Together

H. M. PALSSON
BCTF President

RECENTLY WE HAVE directed our thoughts toward age-old phrases—"Peace on earth, Goodwill to men"—"Ring out the old, ring in the new"—and some of us have seriously resolved to do better in our day to day living. Unfortunately the good intentions of Peace, Goodwill and a multitude of resolutions are not always adhered to by all men in the present day world. To understand why this is so is difficult, for the majority of us want peace; a good many of us want to help our world brothers in times of strife and disaster, and most of us want in some way to become better citizens in our relations with our fellow men.

Lack of understanding, ignorance, arrogance and false nationalism are responsible for most of the differences of opinion expressed by nations of opposing ideologies today. Only a sincere attempt to understand, to study, to be humble, to recognize international brotherhood will overcome present day world problems.

Perhaps a somewhat similar situation exists within our own Federation. Perhaps as an organization we fail to recognize our purposes. Perhaps many of us do not put forth the effort necessary to understand those purposes. Perhaps as individuals we feel that we can do just as well without the Federation; we believe we are doing our jobs in our classrooms and by our efforts are raising our status without the complex parent body which some of us refer to as *the* BCTF.

Finally, are we prone to believe, in our local associations, that as a local we are autonomous to the extent of being overly independent of the parent body?

A long time ago, micro-organisms continued to exist only when they worked in colonies. Individual cells behaving independently were wiped out, and today exist only as geological specimens. More complex organisms suffered a like fate when they failed to group together in order to promote their species. Still more complex forms of life learned the need for co-operation and united activity to continue their existence. Surely from the past we must recognize the necessity for a "oneness" within the group if we are going to achieve our goals.

Any action which we take, either individually, as local associations, or as specialized groups, should be taken only in terms of the total effect on the group. Within united group action lies the strength of the Federation. Let us then resolve at this season to have Peace within the ranks and Goodwill to all those associated with the education of the youth of the world.★

Staff Room Static

Continued from page 135

humility all of the burdens and responsibilities others would thrust upon them. No teacher worthy of the name should permit a parent of a child in his classroom to think for one moment that the child is getting the best service which can be provided, if class numbers, course load, multi-grades, or extra duty and responsibility prevent that quality of service.

But teachers have been so busy listening that they haven't taken the time to speak out in their own behalf. They listen to everyone tell them what to teach and how to teach it. They listen to politicians and some trustees tell them how more and more children can be taught in a classroom. Even architects tell them what kind of buildings are needed for education today. More of the same is in the cards unless teachers learn that only teachers can speak for themselves.★

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