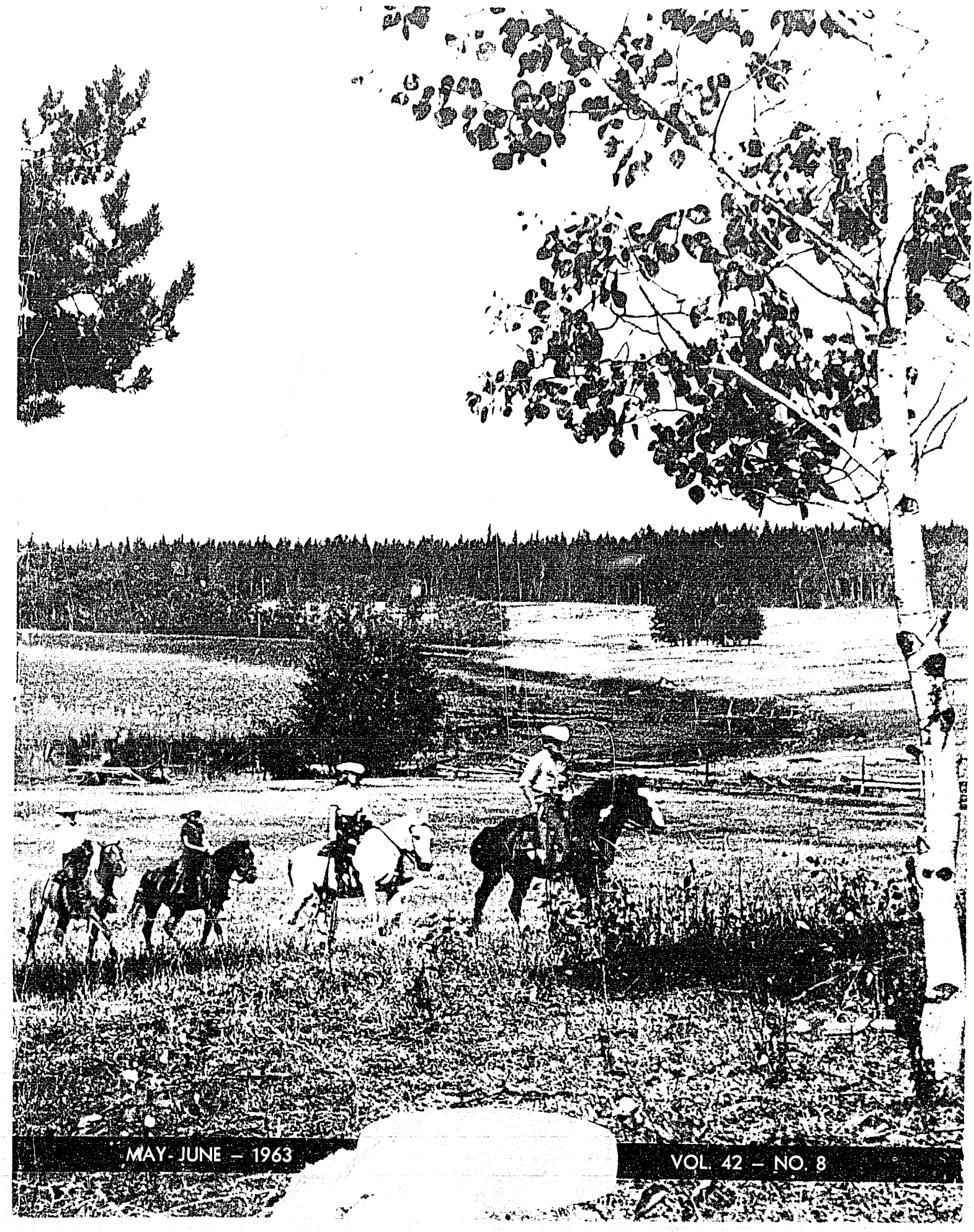
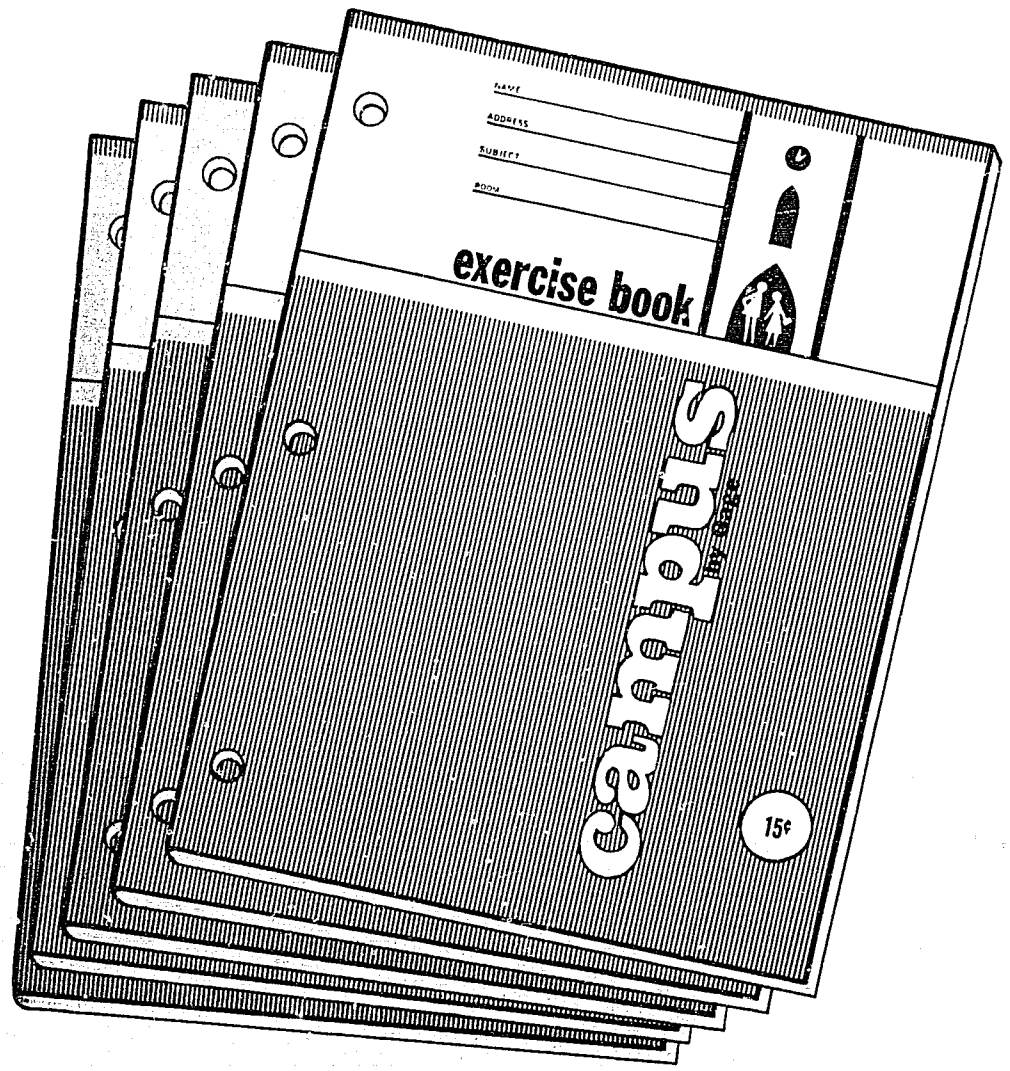
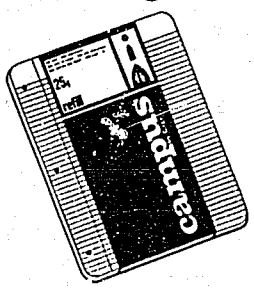


MAY - JUNE — 1963

VOL. 42 — NO. 8



encourage better note-taking with **campus** by Gage *exercise books and refills*



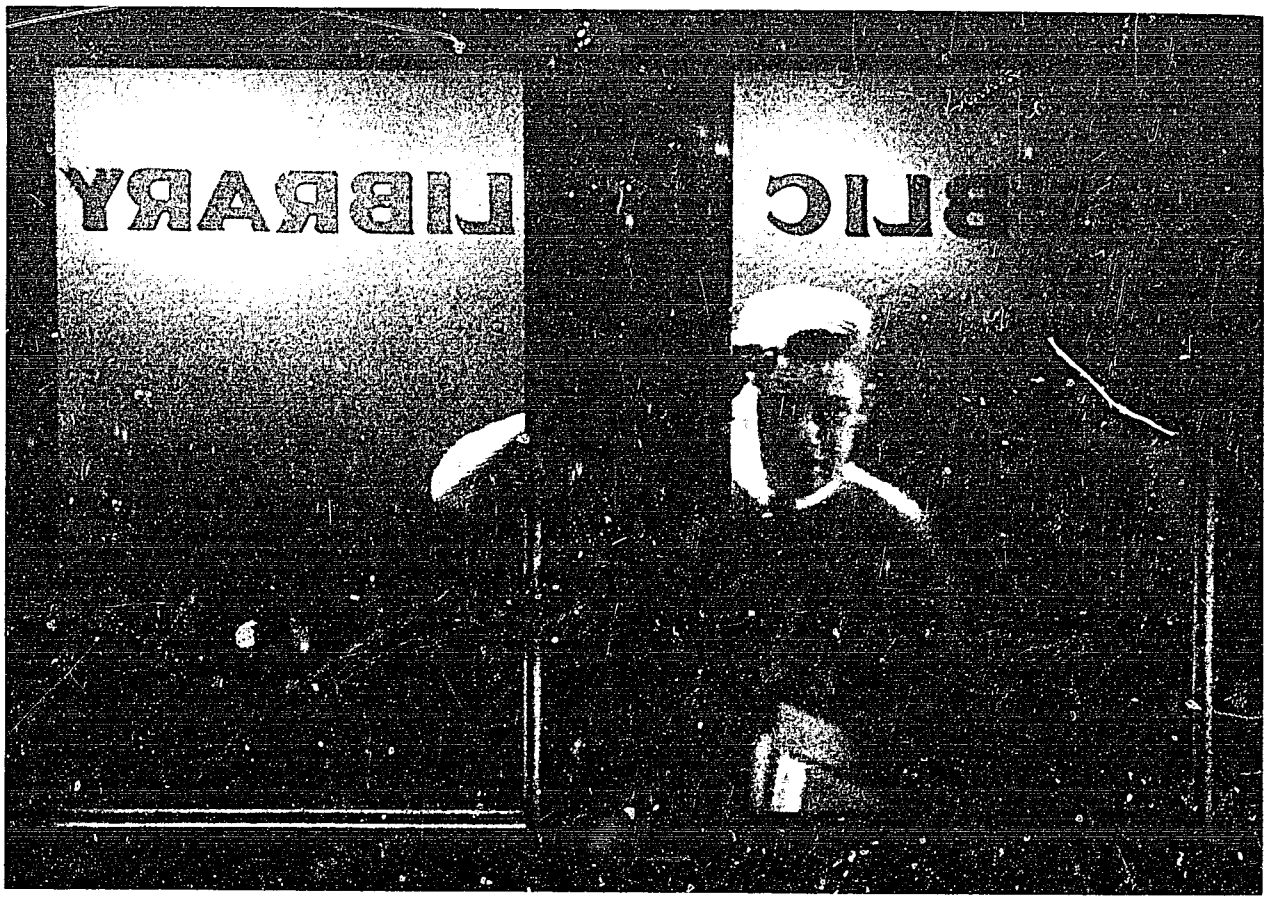
Crisp, quality papers, clean-cut modern covers; different colours for subject categories; handy refills . . . all sound reasons for advising your students to buy CAMPUS!

GAGE STATIONERY

A DIVISION OF W. J. GAGE LIMITED

TORONTO • MONTREAL • BRANTFORD • WINNIPEG • VANCOUVER

Gage Stuart Hall — Letter Perfect Stationery — Campus School Supplies
Monarch Office Supplies



CLOSED

(and tomorrow will be too late.)

Information? There's no better place to find it than the library . . . *except when it's closed.* The Encyclopedia Americana is always open. Twenty-four hours a day, every day, the Americana is right at the student's fingertips. He gets his answer when he needs it most — immediately.

Up-to-date

The 1963 Americana is the most up-to-date personal reference source a student can own. In the past five years alone, the editors have revised, reset or rewritten over 75% of its total content. Examples: an updated, 18 section article on the USSR; searching articles on The Common Market, Satellites, Teaching Machines and all the nations of Africa.

Americana is unique

For example: *Stories of the Centuries,* a collection of articles condensing the political, economic, scientific and artistic developments of every century from the first to the twentieth.

For the student, today's world grows tougher by the minute. High school class rooms are overcrowded; college entrance exams more difficult. The Americana is written expressly to give these young minds a thorough grasp of the knowledge they'll need for tomorrow. Only you—the thinking parent—can place this vital tool in their hands.

ENCYCLOPEDIA **Americana**

A PUBLICATION OF GROLIER INCORPORATED

Free offer

For more detailed information on the 1963 Americana, just fill out, clip and mail this coupon. If you act now, the Americana editors will send you — absolutely free — one copy only of "Great Adventures in Canadian History" . . . authentic, dramatic stories of our own Canadian past.

AMERICANA CORPORATION OF CANADA, LTD.
702 - 1281 W. Georgia St.,
Vancouver 5, B.C.

Please send me—your free copy of "Great Adventures in Canadian History" plus further information on the Americana "Easy Pay" Education Plan.

COMMENDED by PARENTS MAGAZINE

Name .....

Address .....

City ..... Zone .....

Prov. .....

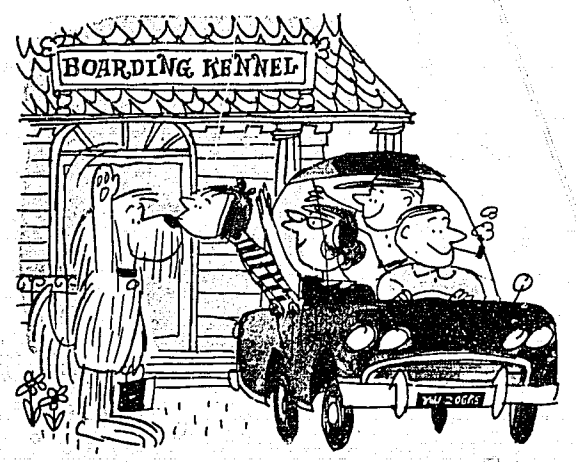
Mail Coupon Today!

1963, AMERICANA CORP.

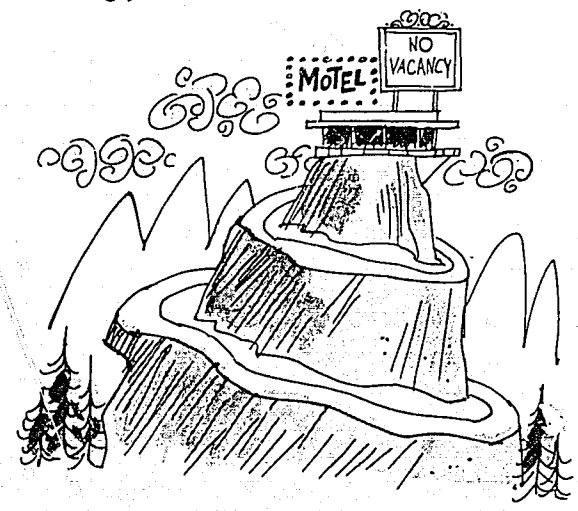
What's in this free Chevron Travel Kit for you?

A PERSONALIZED ROUTE MAP prepared especially for your trip, with fastest, most scenic or alternate route if you wish.

A HIGHWAY LOG (not this kind), one that describes the various points of interest along your route.



A HANDY RECORD—check-list of things to do before you leave the house, plus mileage and travel expense records.



A SOURCE FOR ACCOMMODATIONS telling you where to write for hotel, motel or campsite information.

We'll be glad to help you plan your trip. Stop first at the sign of the Chevron for your Chevron Travel Kit request form. Fill it out, send it in, postage-free and we'll send your kit with our compliments.

Standard Stations • Chevron Dealers

Where we take better care of your car

STANDARD OIL COMPANY OF BRITISH COLUMBIA LIMITED

the BC teacher

PUBLISHED BY THE BRITISH COLUMBIA TEACHERS' FEDERATION
Affiliated with the Canadian Teachers' Federation

VOLUME XLI, No. 8 — MAY-JUNE, 1963

IN THIS ISSUE

This issue has a special purpose—reporting the Annual General Meeting. Extracts from the President's Report commence on page 354; a report of decisions taken commences on page 357; and the Fergusson Memorial Award citation appears on page 363.

The opinions of teachers concerning promotion policy in the secondary schools are quite diverse. Mr. Allester reports on the topic, commencing on page 364.

Gary Pennington is concerned about the poor posture habits of school children. See his article on page 366.

Maternity leave policies vary from district to district. Mrs. Mildred F. Adam presents a case for an enlightened policy, commencing on page 368.

OUR COVER PICTURE

Visitors at a guest ranch at Green Lake, in the Cariboo, are the subject of our cover picture, which was supplied by the Photographic Division of the Department of Recreation and Conservation.

Articles contained herein reflect the views of the authors and do not necessarily express official policy of the British Columbia Teachers' Federation.

EDITORIAL BOARD

K. M. AITCHISON
Editor and Business Manager.

A. BARBARA MACFARLANE
Associate Editor.

ESTHER G. HARROP
H. M. PALSSON
H. S. JOHNSTON
F. P. LIGHTBODY
STAN EVANS

EDITORIAL OFFICE: 1815 W. 7th Avenue, Vancouver 9, B.C. Published every month except June, July, August and September. Advertiser's copy received up to the 10th of the month preceding month of publication.

Annual Subscription, $2.75;
Federation Members, $2.00.

Authorized as Second Class Mail, Post Office Department, Ottawa, and for payment of postage in cash.

Member

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Printed by Evergreen Press Limited

TABLE OF CONTENTS

FEATURES		Page
The President Reports to the 1963 AGM		354
Decisions of the 1963 AGM		357
Mrs. Hazel Hodson		363
Secondary Promotion Policy — an Unresolved Question	*W. V. Allester*	364
Why Don't We Do Something About Posture?	*Gary Pennington*	366
The Case for an Enlightened Maternity Leave Policy	*Mildred F. Adam*	368

DEPARTMENTS	
The Editor Comments	353
A Matter of Opinion	373
Across the Desk	374
New Books	381
About People	386
For Your Information	389

MISCELLANY		
"Mr. Curriculum" Comments	*John S. Church*	370
This I Believe	*Grace Funk*	371
The New Approach to English Language		372
International Aid IS Worth-while		392
Index 1962-63		393

B.C.T.F. OFFICERS AND STAFF

President — H. M. PALSSON, *Sooke*
First Vice-President — F. J. CAIRNIE, *Victoria*
Second Vice-President — D. J. S. SMITH, *Port Alberni*
Secretary-Treasurer — Mrs. ISOBEL A. CULL, *Vancouver*
General Secretary — C. D. OVANS
Assistant General Secretary — STAN EVANS
Administrative Assistant — J. A. SPRAGGE
Administrative Assistant — W. V. ALLESTER
Administrative Assistant — K. M. AITCHISON

THE CANADIAN READING DEVELOPMENT SERIES

EIGHT Canadian provinces have either authorized or approved the intermediate grade program, Up and Away, Wide Open Windows and All Sails Set.

NOW the primary part of this series is under development.

Available now: The Grade One program
OFF TO SCHOOL (Preprimer)
COME ALONG WITH ME (Primer)
IT'S STORY TIME (First Reader)
with manuals and workbooks

Supplementary materials:
Chart Story Pictures - Picture Cards
Words Cards - Filmstrips

General Editor: Dr. J. R. McIntosh
Associate Editors: F. L. Barrett, C. E. Lewis
Consultants: F. C. Biehl, Barbara R. Sibbald

A SINGLE SERIES carefully prepared by a single Canadian group to cover grades one through to nine.

For further information:

THE COPP CLARK PUBLISHING CO. LIMITED

1210 BURRARD ST. VANCOUVER 1
517 WELLINGTON ST. W. TORONTO 2B

Security - Service - Economy

Christie Agencies Ltd., with the new low-premium Homeowners Policy and Preferred Risk automobile insurance, provide B.C. teachers with economical insurance in dependable companies offering attentive action when claims occur.

CHRISTIE AGENCIES LIMITED

Vancouver	198 West Hastings St.	**MU 3-2188**
Victoria	610 Courtney St.	**EV 6-1454**

the Editor comments

Supervision: Quantity or Quality?

ONE OF THE MOST HOTLY debated resolutions at the recent Annual General Meeting was one calling upon the Department of Education "to make an immediate and realistic appraisal of the bases and scopes of all supervisory appointments, with a view of eliminating those which are not justified or which are adverse in their consequence."

There is a possibility that the kind of problem which this resolution intends to resolve does not arise from the number of supervisors employed but rather from the kind of supervision offered. With no criticism of those now sincerely and conscientiously engaged in supervisory roles intended or implied, let us consider factors which could be regarded as barriers to effective supervisory service.

One such barrier may be the lack of a clear-cut definition of the role of the supervisor. Certainly within the B.C. school system the word "supervisor" has more than one meaning and connotation. The debate at the AGM itself made this fact clear, from the one extreme, "I need all the help and supervision I can get," from a beginning teacher, to the other, "I don't want any outsider snoopervising around my classroom and telling me how to teach," from an old-timer. Likely, also, supervisors themselves have different conceptions of their roles, quite distinct roles sometimes, from the expectations of teachers.

There is the further possibility that some supervisors may operate in terms of a very clearly defined role but that the role as defined by or for them is an unacceptable one. Any supervisor who conceives of his responsibility as that of "checking up on" or "correcting weaknesses" or "reporting on" should not be surprised if teachers react to him negatively.

Is part of the problem that supervisors are conceived as having a "line" rather than a "staff" relationship, to use the jargon of administrative theory? A "staff" officer is one whose responsibility it is to advise, to help and to guide rather than to direct. He is entitled to offer advice, even when advice is not welcome, if he thinks it is needed; but he does not have the authority to command that the advice will be heeded and neither can he appeal to other authority to command. It has been suggested in the U.S.A. that supervisors be renamed "Instructional Advisers" to make the "staff" nature of their function apparent to themselves and to others.

A second barrier to acceptable supervision is the cold, plain fact that, generally speaking, supervisors have no special preparation for supervision. Usually they are good teachers deemed to have the right kind of personality taken right out of the classroom and thrust immediately into supervision. As the Association for Supervision and Curriculum Development of the National Education Association suggests: "One of the most important responses of supervisors is to be certain that they are adequate to the task. To do this is no simple undertaking, but supervisors can do much to improve the quality of their own group by taking responsibility for clarifying their role, improving selective admission, setting standards for preparation and developing requirements for licensing and for quality performance." Certainly, if supervisors are to fulfill the role of "instructional advisers," teachers will have to be convinced that by virtue of special training they are in a position to offer sound instructional advice. A supervisor who is just a title-holder will not be able to do a professional job.

There is a chance that, if the role of supervisors were clearly defined in a manner accepted by both supervisors and supervised alike, if there could be fostered a recognition of professional peer status among all those engaged in education despite their differing responsibilities, and if supervisors had a professional "know-how" that teachers could appreciate and value, there could be a demand for more, not less, supervision.★

The President Reports

to the 1963 AGM

Extracts from the report given on April 15, 1963

IN REPORTING TO YOU on my year as President of our Federation, may I express my sincere thanks to you for making it possible for me to experience the most exciting and stimulating year of my life.

It is not my intention to bore you with a statistical diary regarding my attendance at conferences, conventions, workshops, committee meetings or local association meetings, but I would like to bring to your attention two conferences which I felt were exceedingly worth-while. I would recommend that in the future it be made possible in some way for your First Vice-President to attend more of these in preparation for his probable term of office as President.

The two conferences I attended which stand out because of the in-service education aspect were the Western Conference of Teacher Organizations, held in Winnipeg in January, and the Conference on the Canadian High School, held in Banff last month. Participation in both of these meetings I found most valuable in dispelling some of my ignorance about teachers' organizations and about teachers as professional people.

I must also make reference to the stimulation I experienced as your representative on the Board of Directors of the Canadian Teachers' Federation. It is unfortunate that so many of the members of CTF have little or no contact with it. I would prophesy that the Canadian Teachers' Federation is on the way to becoming an important agency in making known to Canadians—and indeed to peoples of all nations—the role of the Canadian teacher in the increasingly important business of education. I ask you to take a greater interest in the affairs of the Canadian Teachers' Federation and the World Confederation of Organizations of the Teaching Profession. Sometimes we tend to become so wrapped up in our own small group or association that we neglect completely, or at best take only a token cognizance of, our larger and broader organizations. I firmly believe that a strong Canadian Teachers' Federation is desirable and necessary in order to bring about realization of some of our aims.

During my term as President I have often asked myself, "What am I contributing to our Federation?" and have usually concluded, "Not very much!" Yet I have seen progress during the year. This is particularly evident in the way our members are accepting their responsibilities as classroom teachers. The increased activities in the area of in-service education, stimulated perhaps by the changes in curriculum, are most heartening. Those teachers who have been working and are working on their own time and at their own expense to improve not only their qualifications, but the quality of their performance in the classroom, are to be commended for their contributions to the improved status of the profes-

sion. Very few Saturdays have gone by this year when one or more groups of teachers somewhere in the province were not assembled in workshops, seminars and study groups leading to professional improvement.

I hope our Federation continues to supply the leadership and maintain the initiative in the field of in-service education. Let us accept the co-operation of other groups concerned with education, but let the profession be the controlling group.

You will recall that in his report to you last year, Mr. Aitchison stressed the importance of the appointment by the Minister of Education of the two Professional Committees on Curriculum. Mr. Aitchison's comment that this was one of the most significant advances we have ever made in the field of curriculum has proven to be true. We can be proud of the contributions our representatives on the two committees are making to the development of the British Columbia school curriculum. Through their efforts we now have a say in what we teach. I must remind you, however, that their contributions as our representatives are only as effective as the number of good ideas emanating from individual teachers, local curriculum committees and strong and active provincial specialist associations.

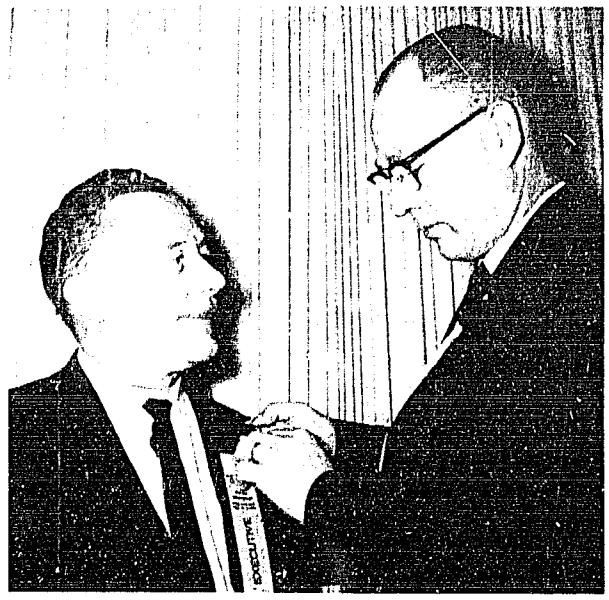
Breakthrough in Curriculum

An important breakthrough in the curriculum area this year is the Curriculum Revision Workshop on the Elementary Language Arts to take place at the University of British Columbia this coming August. Our Federation has long advocated that revision committees should meet during the summer to do their important task most effectively. The Department of Education has agreed that this would be a highly desirable procedure, but until this year, financially impossible. The Consultative Committee endorsed in December a proposal of the Curriculum Committee that the Federation offer to co-operate with the Department in sponsoring a summer workshop for curriculum revision in 1963, and resolved that the Federation was prepared to invest up to $2,500 on this project. The Department agreed to co-operate and is providing generous financial assistance.

At this point I would like to make the observation that our relationships with the Minister and officials of the Department of Education have continued to improve. An harmonious atmosphere of co-operation has existed in all our discussions.

Some of you may be aware that the Department of Education replies to the resolutions passed at our 1962 Annual General Meeting did not appear in *The B.C. Teacher* as usual. This was because they were not received until just two weeks ago.

We delayed in filing the resolutions with the Department until arrangements could be made for a meeting to discuss them. The resolutions were



His Past President's pin is presented to H. M. Palsson (left) by W. H. Janzen.

filed on September 5 and a meeting held shortly thereafter at which a BCTF delegation discussed the resolutions with Dr. English and other Department officials. Subsequent to this meeting several requests were made to Dr. English for the replies to the resolutions. We were always advised that the replies had been drafted and were in the Minister's hands.

The resolutions and the Department replies will be circularized to local associations.

We will ensure that resolutions passed at this AGM are filed early with the Department and endeavor to have replies received in time to be printed in the November issue of *The B. C. Teacher.*

In the same atmosphere of amicable relationships, meetings held by the British Columbia School Trustees Association and British Columbia Teachers' Federation Liaison Committee have this year been harmonious. Frank discussions of mutual problems have been on a co-operative, constructive plane.

Acting on recommendations arising out of Federation Table Officers' meetings during the summers of 1961 and 1962, considerable reorganization has taken place this year, and will continue to take place. An ad hoc committee on reorganization has been studying overall structure and procedures of our Federation and will be recommending further changes. It is interesting to note that several of the other provincial teachers' organizations are undergoing similar study and changes. Staff reorganization this year has been on a somewhat experimental basis, and, in my opinion, should—for the time being at least—be continued.

A time comes in the growth of any association

when its size demands change. Like the growing boy, although his pants may not be worn out, they no longer fit him. I do not intend to go into any detail regarding changes which have been made in the administrative staff structure. Detailed information is readily available from the members of your Executive Committee. You should, however, be aware of the division of duties of the administrative staff into departments. This, I believe, has been a progressive move, one which has permitted our administrative assistants to direct their energies into those areas of Federation activities which are classified within their division, and with which, through background and interest, they are most competent to deal. Rather than being generalists, they are becoming specialists in their own fields. Our Federation has grown and broadened to the extent that no one man can know all the answers.

Meetings More Businesslike

Over the past few years, during my experience on the Executive and Consultative Committees, I have found meetings of these committees taking more and more time. As a result of the new structuring of our organization into divisions, I have this year been able to streamline the agendas and meetings so that business was usually completed, and on time. I trust that committee members have approved of the new procedures and have found the meetings of at least average efficiency.

In recent years concern has been expressed by groups and individuals over the increasing difficulty of communicating to the members what is happening in our organization. This year the following steps were taken in an attempt to improve communications. It is up to you to judge whether improvement has resulted.

—It was felt that minutes of Executive and Consultative meetings did not mean very much to anyone not attending the meetings. During the year these meetings were reported in anecdotal style.

—It was decided that the *BCTF Newsletter* was serving the purpose it was intended for and should be continued.

—The Curriculum Committee this year instituted a *Curriculum Newsletter.*

—Geographical Representatives have been urged to visit local associations in their area.

—The administrative staff have been asked to visit more local associations than they have been doing in the recent past.

If any of you have suggestions to make as to how communications can be improved, do not hesitate to let it be known to the Executive Committee through your Geographical Representative.

In preparing this report I found it difficult to decide what should be included; it could have been of book length. I would be remiss if I failed to mention the part the provincial specialist associations play in our Federation. During the past few years PSA's have increased in numbers and in activities beyond all expectations. In fact, the extent of their growth has been such that it was felt that an intensive review of their present activities must be made by an ad hoc committee. After review and study the committee was directed to ascertain whether or not the associations and their activities were of value to our Federation. If the PSA's were found to be of value, the committee was directed to make recommendations which would assist the associations in planning worth-while projects in curriculum development and in-service education. At the same time direction would be given to the PSA's which would enable them to function with the assistance that can be provided by the stenographic and printing staffs of the office, as well as within the financial resources of our Federation.

The committee, which is doing outstanding work within its frame of reference, has decided that the PSA's are not only desirable but absolutely necessary to carry out many of the professional projects with which teachers should concern themselves. The committee will present its recommendations to the post-Easter Executive Committee meeting, which will adopt or reject. If the Executive Committee adopts the plan as submitted by the ad hoc committee, implementation will proceed forthwith. Your Geographical Representative will be reporting to you on the outcome of this Federation activity.

Committee Work Appreciated

Reference has been made to the work of very few of the Federation committees working for the membership. On your behalf I would like to express sincere thanks to the large number of teachers on our many committees who meet regularly and frequently to wrestle with problems referred to them. As a result of serious and considered study, Federation policy eventually evolves.

Finally, in a pamphlet *Renewal in Societies and Men* written by John W. Gardner, President of the Carnegie Corporation of New York, I came across the following:

"One may argue, as Toynbee does, that a society needs challenge. It is true. But societies differ notably in their capacity to see the challenge that exists. No society has ever so mastered the environment and itself that no challenge remained; but a good many have gone to sleep because they failed to understand the challenge was undeniably there."

I trust that, in our development, our Federation at no time fails to understand the challenges which undeniably face us. If we are to be a vital organization in this rapidly changing world, let us search for the challenge which will always be there and meet it with intense effort, with dedication, and with high ambition. Things will never be so good that they cannot be better.★

President Palsson and First Vice-President F. J. Cairnie discuss the order of business.

Decisions of the 1963 AGM

A report of action taken by the delegates during the annual business meeting of the Federation

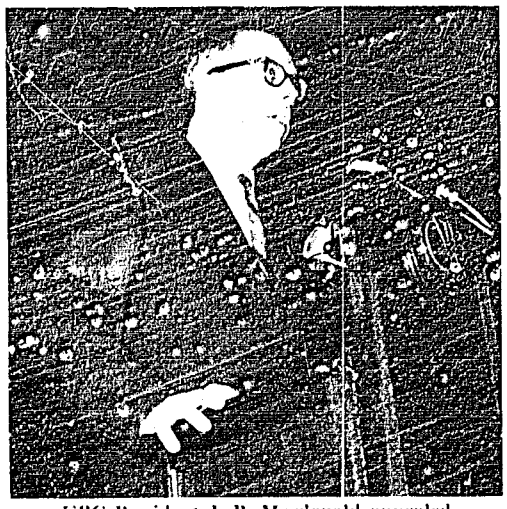
THE FORTY-SEVENTH Annual General Meeting of the British Columbia Teachers' Federation was held in the Hotel Vancouver from April 15 to 18. Many items of policy were decided by the delegates present.

The new officers of the Federation for 1963-64 are F. J. Cairnie, President; Mrs. I. A. Cull, First Vice-President; D. N. Weicker, Second Vice-President, and R. G. Kaser, Secretary-Treasurer.

It was decided that an ad hoc committee would be struck to establish conditions under which a Contingency Fund would operate. (The desirability of a liquid reserve fund was approved, in principle, by the 1962 Annual General Meeting.)

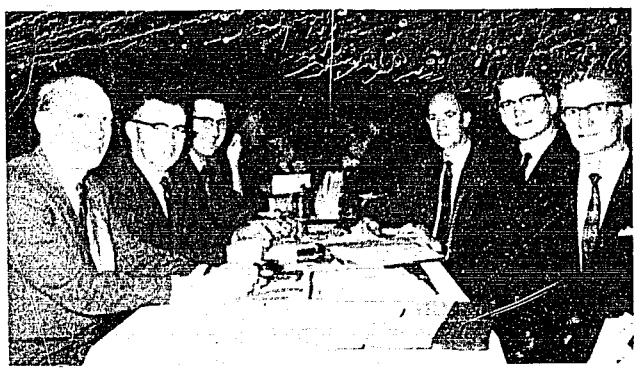
During the year a handbook of policy resolutions was prepared and distributed for the information of and study by local associations. The Executive was authorized to amend or delete as required the Annual General Meeting policy statements in this handbook, provided that the intent of any policy statement will not be changed. Two specific statements, Numbers 29.01 and 29.02, were replaced with the following: That through its fee structure, the Federation assess each member the sum of $1.00 per year for the purpose of establishing a fund to assist in improving education in developing countries.

The Finance Committee will study benefits paid by the Salary Indemnity Fund with respect to the cost of (a) an increase in daily benefits; (b) an in-



UBC President J. B. Macdonald appealed for support for higher education.

The scrutineers counted the hundreds of ballots cast during the election of table officers.



The Steering Committee helped to facilitate the discussion of policy resolutions.

Gerald Nason, Secretary-Treasurer of CTF, provided valuable assistance in the discussion of CTF matters.

Dr. J. F. K. English brought the delegates up to date on educational changes.

Press, radio and TV reporters covered the week's proceedings.

crease in the number of days during which benefits are paid; (c) a sliding scale based on the number of dependents. The study is also to consider the desirability of offering increased benefits through an optional scheme supplementary to the basic scheme. A report is to be made to the fall Executive meeting and subsequently to local associations. For 1963-64 the per capita allocation to the Salary Indemnity Fund will remain at $5.00 and the benefits payable will remain at $7.50 per day for the first forty school days (after the required waiting period) and $10.00 per day for a further one hundred twenty school days.

The fee for active membership in the Federation for the year 1963-64 will remain at $44.00, including $43.00 for general operations and a $1.00 allocation for international assistance.

On the matter of the functions of the BCTF and local associations, the following statement was agreed to:

(a) It shall be the function of local associations to make representations to appropriate Board of School Trustees concerning matters which affect the welfare of the members of the association and to make representations to the Federation about matters deemed to concern the welfare of teachers generally.

(b) It shall be the function of the BCTF to make representations about matters concerning the welfare of its members to any authority or agency whose powers are such as to affect the welfare of the profession as a whole.

(c) It shall not be the right of any member to make representations to any authority or agency outside the Federation on any matter which is properly the concern of the local association or the Federation.

(d) It shall not be the right of any association to make representations on any matter which is properly the concern of the Federation.

Macdonald Report Considered

The Federation went on record as giving support to the general principles upon which the Macdonald Report is based and to the proposition that there is a need in British Columbia for universities and four-year colleges offering degree programs and advanced training, and two-year colleges offering a variety of programs beyond Grade XII. The BCTF will give vigorous support to the recommendation of Dr. Macdonald that there be established an independent Grants Commission. The Federation will support the immediate establishment of autonomous public four-year colleges in B.C. as part of a total program for post high school education. It will also press for the immediate development of a unified program of post high school education in technical, vocational, academic and other disciplines to be offered in comprehensive-type two-year colleges in communities which can draw on a student population sufficiently large to make the establishment of such an institution feasible. The Federation also endorsed the principle of flexibility in recognizing that colleges may be developed in certain local communities to offer limited or unique programs, especially in the introductory stage when, because of limited resources or potential enrollment, a community might not be able to support a full-scale college.

It was agreed that the BCTF should support the position already taken by the Joint Board of the College of Education that two-year junior or community colleges as provided for in the Macdonald Report be not permitted to prepare students for direct entry into teaching.

The Federation recognized that there is a need for further study in certain areas of post high school education as related to the establishment of two-year colleges and will continue to work closely with the B.C. School Trustees Association in the study of these problems.

The Federation will request the University and its schools to consult with and to notify the Federation and the Department of Education well in advance of any proposed changes in any entrance regulations.

Several recommendations and resolutions dealt with pensions. Five points were endorsed as a basis for a brief to be prepared for presentation to the Government as soon as cost figures are available. The Federation will seek an amendment to Section 11 of the present Teachers' Pensions Act so that provisions for transfers to the service of an "approved employer" (such as a university, or government) will apply to persons who made such transfers prior to January, 1961 and did not take a refund. A further amendment to Section 11 2(b) will be sought to increase from five months to fifteen months the time during which a teacher may transfer to the service of an approved employer without loss of pension benefits. The Pensions Committee was instructed to include in its forthcoming brief a request that any person who completes forty years of service should be entitled to an immediate pension regardless of age.

The Philosophy of Education Committee recommended that the Executive be instructed to employ a properly qualified person to make a study of teacher entitlement (under the committee's direction); that the work be started as soon as possible, with a report to be made to the October meeting of the Executive; that, should the Executive decide that a more detailed study is necessary, it be authorized to extend the period of employment, the total period of employment not to exceed one year; and that, as soon as the Executive is satisfied that it has the necessary information, it prepare and submit a brief to the Council of Public Instruction requesting that that part of the Public Schools Act dealing with entitlement be rewritten. All these recommendations were approved.

The Federation will request the Department of Education to authorize district superintendents to permit the dismissal of elementary school pupils, according to local needs, earlier than the present date in June.

The Federation will make an appraisal of the bases and scopes of supervisory appointments, with a view to eliminating positions which are not justified or which are adverse in their consequence.

The Federation will approach the Department to request the establishment of a separate certification category for the B.Ed. (Elementary) degree, to be known as the Elementary Professional Certificate. The Department will also be urged to alter present regulations so that, in addition to the master's program, it would be possible to complete alternative programs leading to the Professional Advanced Certificate.

Curriculum Principles Approved

The Curriculum Directors recommended twelve basic curriculum principles, which were drafted at the 1962 Curriculum Seminar in Vernon, for approval as part of the official policy of the Federation in present and future curriculum developments. These were accepted, although the Executive Committee was empowered to change their wording to take into account certain objections which were raised on the floor of the Convention.

The Department of Education is to be asked to provide a financial grant to the local authority (district or school) in lieu of the prescribed textbook for those pupils for whom it is not educationally desirable to provide the prescribed textbook.

The Federation will ask the Department of Education to restrict its examinations to the areas of survey examinations—which must be occasional in any one grade or course—and of achievement examinations for Grades XI and XII University Program pupils.

The Federation will express appreciation to the Department of Education for recognizing the urgent need to expand the personnel of the Division of Curriculum by the appointment of two temporary Curriculum Consultants, and also its opinion that there should be further expansion in personnel.

The Federation expressed its appreciation to the Department of Education for recognizing the desirability of granting autonomy to local districts to draft and to use pupil report cards designed to serve the particular needs of local districts.

The Council of Public Instruction is to be requested to amend rule 6:07 so that the present "a report four times during the school year" would be worded "a report a minimum of three times during the school year."

The Federation will also request that Grade XII supplemental examinations continue to be made available as they have been in the past.

A resolution concerning leave of absence was approved. It reads: Be it resolved that the Federation endorse a system of leave of absence with full pay, plus allowances for expenses, for teachers selected to participate in curriculum revision and development; and

Be it further resolved that the Federation immediately bring to bear all the pressure it can to further this end through representations to Department of Education officials and boards of school trustees.

The Federation established as a firm policy that teachers should be entitled to a minimum of five full marking periods per thirty-five period cycle as basic working conditions.

One recommendation presented by the Workload Committee, concerning pupil-teacher ratios for grant purposes, was referred back to the committee for further consideration.

The Department of Education will be asked to secure the services of a business management consultant, or failing this, to co-operate in forming a committee for the purpose of eliminating superfluous and repititious detail in the reporting of attendance through such media as registers and monthly and annual reports.

The Department of Education was commended for establishing a program of reduction of the pupil-teacher ratio, but the Federation expressed regret that the program of reduction has been interrupted and will encourage the Department and boards of school trustees to continue the reduction until actual class size in every classroom in the province reaches a reasonable pupil-teacher ratio.

The meeting referred to the Executive's ad hoc committee on the problems of senior matriculation classes a resolution that the Department of Education be asked to authorize an increase in staff in schools having senior matriculation classes, to provide each teacher of a senior matriculation subject at least one period each day free of any instruction or supervision, these to be in addition to any allowed for the performance of duties such as those of the head of a school department.

It was decided that the Federation, in the coming year, would make it a cardinal aim to reduce the workload of teachers.

Membership Regulations Amended

The Membership Regulations were amended to include as one of the requirements for the "Professionally Certified Teacher" category "possession of a permanent British Columbia teaching certificate." The wording of item 3(a) in the definition of the "Probationary Teacher" category was altered to read: "One who has not completed three years' teaching experience, except as provided in 4 below."

The Government of British Columbia will be asked to supply funds in sufficient amount to award scholarships or bursaries to suitable graduates to

A resolution dealing with 12-month pay for teachers provoked lively debate. The delegates here await their turn to speak.

enable them to take masters' or doctors' degrees, with the proviso that such graduates shall, on completing their higher degree or degrees, offer to teach in a college or university in British Columbia for a period of at least two years.

Resolutions which involve major changes in financial policy will be made available to local associations for comprehensive study through the Committee Reports and Policy Resolutions booklet prior to the AGM at which a decision on them must be made. Detailed briefs explaining their background and implications are to be attached.

The Federation will ask that a holiday during the mid-winter term be granted to consist of a Friday and the following Monday. This would be a movable holiday, set sometime between the middle and end of February, but determined by the date on which Easter falls.

The Executive was instructed to carry to the BCSTA and to the Department a request for educational leave, which would incorporate some seven provisions. (These provisions are listed on pages 26 and 27 of the minutes of the AGM.)

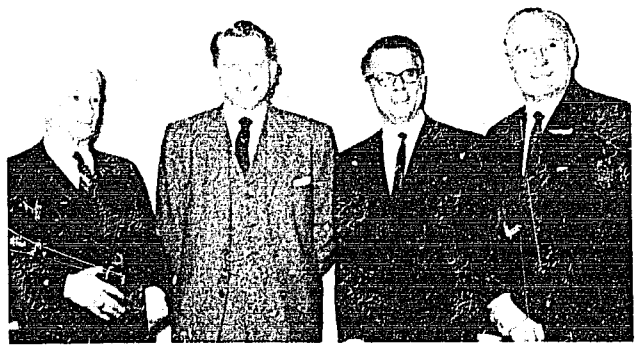
It has now been established as Federation policy that the Executive Committee shall support, upon request, proposals to hold on a school day a one-day district or regional convention. Previous policy was that the Executive would support only those requests for conventions which were planned for two days, one of which was a Saturday.

The Canadian Teachers' Federation will be asked to make representation to the Federal Government to have the Income Tax Act amended so that teachers may deduct from their taxable income the cost of attending two conventions a year and the expenses involved in taking professional courses.

It was agreed that the Federation should recommend to CTF that an effort be made soon to arrange exchanges with the Japanese Teachers' Union and with teachers' organizations in China on a basis similar to or broader than that arranged two years ago with the Union of Educational and Scientific Workers of the USSR.

The Canadian Teachers' Federation will be asked to draw to the attention of the Centennial Committee and the Canada Council the need to make what is good in Canadian literature available to Canadian young people while they are still in school. These bodies will also be asked to consider steps that could be taken during the coming centennial period to meet the need.★

The 1963-64 table officers—President F. J. Cairnie (seated) and (l to r) R. G. Kaser, Secretary-Treasurer; D. N. Weicker, Second Vice-President; and Mrs. I. A. Cull, First Vice-President.



Among the visitors to the convention were Dr. J. F. K. English, the Honorable L. R. Peterson, Dr. J. B. Macdonald and Dean N. V. Scarfe.

Mr. and Mrs. G. C. Emerson were proud of their daughter, Mary, who won the Charlesworth Memorial Award. Mrs. Emerson teaches in Surrey.

Past President W. H. Janzen presented the Federation's highest award, the Fergusson Memorial Award, to Mrs. Hazel Hodson.

Mr. Cairnie, First Vice-President, chaired several of the sessions.

Three pension experts assisted the delegates with the debate on pension recommendations. L to r, J. A. Spragge, BCTF Director of Economic Welfare; Miss Jean Laing, chairman of the BCTF Pensions Committee; and W. H. Forrest, Commissioner of Teachers' Pensions.

The text of the citation read by Past President W. H. Janzen in presenting the Fergusson Memorial Award to

Mrs. Hazel Hodson

MRS. HODSON MERITS the Fergusson Memorial Award for a lifetime devoted to the cause of education, for her unselfish service to the teachers of British Columbia and for the honor she has brought to our profession through her community service.

It is difficult to convey the contributions that an individual has made when these have been made over a lifetime of service. As teachers we all take pride when one of our colleagues earns distinction outside the profession. This is all the more true when this distinction reflects to the enhancement of the profession. Mrs. Hodson has been doing this very thing since she left her teaching position at the university forty years ago.

I will mention only a few of the many organizations in which Mrs. Hodson has been active—the P.E.O. Sisterhood, the UBC Alumni Association and the Victoria University Women's Club. In each of these, and others, her abilities and leadership qualities were held in such high regard that she was elected to the highest office.

In all this work she identified herself as a teacher and in bringing honor to herself, brought honor to our profession.

Her almost continuous efforts to improve and broaden her academic background are most impressive. She began teaching only after she graduated with an M.A. from UBC. Since then she has taken further education. She attended the California School of Fine Arts and later studied mathematics and educational statistics at the University of California. To this she subsequently added her Counsellor's Specialist Certificate. This could be a model for most of us and the envy of many teachers.

Although Mrs. Hodson has taught a variety of subjects including mathematics, English, and art, her specialty is French. The success of her students has been phenomenal. Apart from her outstanding teaching ability she also assisted the Department of Education in planning the French courses for elementary schools.

To supplement, or perhaps crown, the foregoing achievements, Mrs. Hodson for a quarter of a century has held various offices in her local association and the BCTF. Again, I find it difficult to convey adequately the significance of her contributions but if we stop to consider that the very life and success of our organization depends on voluntary leadership and when we further consider the demands on our time and energy that serving on one committee for one year requires, then Mrs. Hodson's service is outstanding.

Let me detail some of her work. She served: two terms as president of the GVTA, two terms on the Federation Executive, two terms as Secretary-Treasurer of the Federation, nine terms on the Federation salary committee, and sixteen terms on the GVTA salary committee.

Her work on the last two committees has made Mrs. Hodson an outstanding authority in the salary field. At a time when teachers needed someone to champion their cause she spared no effort and to her, for her research and study of every phase of monetary reward for teachers, for her ability and tenacity of purpose, the teachers of this province are greatly indebted.

There were times when Hazel left the conference room to join the front line fray. Those of you who belonged to associations fortunate enough to have had her as an advocate or an arbitrator will recall her singular success. I had the pleasure of serving on Hazel's committee and the added pleasure of appreciating her zeal, her devotion, her ability and her boundless energy.

It was these attributes which she brought to all her work—in the community, in the school and in her professional organization. It was these attributes, dedicated to the cause of teachers and education, which have won her the respect and gratitude of the teachers of British Columbia.

It is said of the man in whose honor the Fergusson Memorial Award was established that he "had long been looked upon as one of the most outstanding leaders British Columbia had in its service. His judgements and opinions were respected and his fairmindedness won for him the absolute confidence of all with whom he came in contact."

Today, Mrs. Hodson, the teachers of British Columbia acknowledge their indebtedness to you and adjudge you a worthy recipient of our highest recognition, the G. A. Fergusson Memorial Award.★

Teachers' opinions on promotion policy demonstrate the need for study and discussion by school staffs of the principles involved.

Secondary Promotion Policy —

an Unresolved Question

W. V. ALLESTER
BCTF Administrative Assistant

"NO DECISION ON 'subject' vs 'grade' promotion from Grade IX was reached in spite of a long discussion of this topic. The Federation representatives have received written comments from different sources advocating both points of view. As both types of promotion are now practised in the province, the Federation representatives suggested that there was merit in leaving this to the local option of the principal and school. ARE WE RIGHT IN THIS?"

The above statement was included in a widely distributed report of the March 27, 1962 meeting of the Professional Committee on the Secondary School Curriculum. Other questions on secondary school promotional policy have been posed in reports of other meetings and in several curriculum newsletters. The Federation Curriculum Directors have been pleased to receive detailed letters on the subject from scores of individual teachers as well as from school staffs and from local association curriculum committees. This article will reproduce some of the information contained in this correspondence, received over a twelve month period.

A number of letters on secondary school promotional policy were received in March and April of 1962. Most of these favored grade promotion from Grade VIII, but there was a sharp division of opinion concerning the policy for Grade IX and above. As decisions on the program for Grades IX and X were not made final until January of 1963, questions continued to be asked in curriculum newsletters issued in October and November of 1962. The December 7 meeting of the Curriculum Directors considered over thirty letters on the subject, and the following analysis of the correspondence appeared in the minutes of the meeting:

Three of the curriculum newsletters issued by the Federation this fall have asked teachers about promotional policy in the junior secondary school.

Four of the groups of teachers, and one individual, favored one promotional policy for the province at Grade IX and X levels. Nine groups and two individuals were opposed. Some who wanted the same policy for the whole province mentioned the mobility of students. Some stated that better standards would be maintained, particularly in small schools, through a provincial policy. Some said that a more objective evaluation would be made if a provincial policy was supported by the use of provincial examinations.

One of the groups which favored a provincial promotional policy believed that a general statement

should be issued with a minimum requirement for credits to be obtained before a student advanced to a higher grade. Some others who favored a provincial policy qualified their statement with some such clause as ". . . but tempered and interpreted according to local needs."

Some who favored one promotional policy for the province said it should be subject promotion while others said that the one policy for all should be grade promotion.

Opposition to one promotional policy for the province was often based upon a fear that decisions would be too impersonal and would not take into account all of the information the school had about the different pupils. (One policy would perhaps place too much emphasis on year-end examinations.) "Keep as many decisions as possible in the hands of those closest to the pupil," was how one group expressed this. Another group said, "We feel that promotional policies must vary somewhat from school to school . . . within a rather loose framework as at present."

The analysis went on with details from letters concerning grade or subject promotion at this level. Two groups and three individuals wanted grade promotion; seven groups and four individuals requested subject promotion.

Policy and Procedures not Clear

Early in February, 1963 the Department of Education issued a temporary edition of the *Administrative Bulletin for Secondary Schools, The Junior Secondary Grades.* This contains a three-page statement (pp. 16-18) on promotional policy and procedures. Accordingly the next curriculum newsletter asked teachers for their reaction to this statement and for guidance as to further material that might be added to it. A number of letters from individuals and groups of teachers resulted.

Most of the letters made reference to the grade promotion-subject promotion question. Only one of the statements submitted favored grade promotion from Grade IX to X (this was from a group of teachers). Another letter (from a group) wanted subject promotion from Grade VIII to IX. Others favored subject promotion but did not specify whether this should begin below Grade IX.

Most of the letters claimed that the addition of further material to the statement in the *Administrative Bulletin* would lead to confusion rather than to further clarification. Two correspondents carefully enumerated the items in the *Administrative Bulletin* which implied that there should be promotion by subject, and then strongly opposed the insertion of any new material that would appear to favor grade promotion. Generally speaking, those who favored subject promotion claimed that this would provide higher standards (stating that grade promotion, year after year, permits a pupil to progress with very low marks in one or two subjects).

One letter favoring subject promotion went on to advocate a block timetable which would permit a pupil to repeat a Grade VIII course, if necessary, while taking a Grade IX program in other subjects. Recognizing that such a timetable arrangement might not be possible in all schools, the group endorsed the statement in the *Administrative Bulletin* that, "The principal is responsible for determining and applying appropriate promotional practices and procedure in his school." This is said to be in agreement with the philosophy that seems basic to the *Administrative Bulletin* that local authorities should determine the details in harmony with broad principles outlined by the Department of Education.

One of the correspondents who favored subject promotion believed that there should nevertheless be a minimum number of courses passed before the pupil could go on to a higher grade. (He suggested that three of science, mathematics, English and social studies should be satisfactorily completed, and at least one other subject.)

One letter from a group wanted to be sure that the current statement on "Standards Required for Promotion and Credit" from the 1962 *Administrative Bulletin* (page 56) be retained without change in future editions of the *Bulletin.* This is the section that begins "1. Letter grades of A,B,C+, and C are acceptable for credit and promotion at the end of the year in all courses for which the school is permitted to award credit."

Firm Framework Needed

One writer was concerned about the paragraph on page 17 of the temporary *Administrative Bulletin* which begins "4. Promotional procedures will vary to meet the changing situations at the different grade levels in secondary schools." The letter states, "I do not believe it is practical to establish a system based on standards of the shifting sands of individual differences. How can you establish such a variety of standards? Whatever our promotional policy is it must be realistic and (this section) appears to lead to confusion and indecision . . ." This writer wants the Federation to do what it can to establish a firm framework for promotional policy and to assist those in the schools to rise to the challenge of the freedom now available in the curriculum field.

The fact that so much correspondence was received on this subject over the twelve-month period, was most gratifying to the Curriculum Directors. In the words of the temporary *Administrative Bulletin,* promotion ". . . is one of the most important functions in school administration." It is ". . . a conscious administrative act carried out by the staff of a school to serve specific educational purposes." (Both quotations are from page 16.) Study and discussion of the principles involved would therefore seem to be necessary in each school.★

Why Don't We Do Something About Posture?

GARY PENNINGTON

THE MOST COMMON physical ailment of our North American adult population is not heart attack, not cancer, not tuberculosis or other such debilitating disease; it is plain and simple lower back ache. The American Medical Association states that this lower back condition and other postural defects are far too common; further that very little is being done in the way of prevention and correction of this enigma.

The problem is simply this—we seem to be able to enlist public support, both moral and financial, for the elimination of chronic disorders like heart trouble and cancer. Such diseases are tragic, and we should certainly support prevention and treatment schemes to the fullest extent. Parallel endeavors are needed in the area of posture problem identification, prevention, and correction. The public needs to recognize the existence of the posture problem! Unfortunately, this form of physical disorder is difficult to dramatize or personalize. Nevertheless, if any progress is to be made in this respect, it is necessary that people first become aware of the seriousness of the situation, and then that they do something about it. It should be noted that this is one area of preventive medicine — perhaps only one—where financial support is entirely secondary.

The first attack against postural defects should be directed at the large public school population of our country. Research indicates that this is where the majority of such problems have their inception.

Health and physical education teachers, and surely medical authorities, would like to solicit the help of classroom teachers in solving the problem of poor posture and its resultant aches and pains, and the many concomitant ailments and illnesses. The key to the solution as far as teachers are concerned is observation. Health and guidance teachers can explain the importance of good posture to students and can elaborate on good formational and remedial practices, but a continuous, all-out program remains necessary if we are really going to do the job. We like to think of every teacher as a teacher of English; perhaps every teacher could also be at least a part-time teacher of health and posture.

Today we have discarded the old militaristic concept of stiff, rigid posture, with emphasis on appearance. While we still consider external appearance important, it has largely been replaced by function as the index by which correct and incorrect posture can be measured.

A definition[1] suited to the purposes of this article states in part that good posture is maintenance of the body in certain positions productive of efficient movements. It is based upon a certain balance between the antagonistic forces of the body and *conformity* to this balance in activities of walking, running, sitting, playing, or working is good posture. Alteration of this balance by disease, fatigue, accident, or habit results in poor posture. Posture, then, is largely an individual matter. Body mechanics rather than body structure are the keystone of posture.

Before indicating the most common postural troubles, contributory factors, and what teachers can do to help, it would be advisable to explain one point alluded to above. Identification, diagnosis, prognosis, and treatment sound like medical terms and the question arises, "Are we dealing outside our area of competence and authority?" Of course medical authorities should always be consulted when in doubt about any health problem. However, common postural difficulties and corrective and preventive methods are not outside our scope or realm. This is an area in which we can be knowledgeable, do some real teaching, and provide some badly needed help.

Of necessity the campaign for good posture is in large part a remedial one. As a guide for teachers in the prevention and correction of postural disorders the following is offered:

Work tables, desks, and benches should be of a height well suited to the individual and should be well illuminated in order to avoid strain and fatigue.

Standing for long periods of time may cause fallen arches or varicose veins and therefore should be avoided.

Mr. Pennington is Co-ordinator of Health, Physical Education and Group Guidance at West Vancouver Secondary School.

Improperly fitted shoes may result in such health problems as ingrown nails, chronic foot strain, corns, poor circulation, bunions, flat feet, and other problems—back ache, for example—that are not usually associated with foot trouble. Teachers might make constructive suggestions regarding the pointed shoes and very high heels worn by many high school girls. Tennis sneakers are worn by some boys all day long at school. From both an aesthetic and health standpoint this is not good. Comfortable, well fitted shoes, with sufficient arch support, are needed for healthy feet. Extremes should be avoided.

The hips are often referred to as the cornerstone of good posture. Incorrect hip alignment can cause serious trouble. Girls in particular have a habit of carrying heavy books and loose-leaf binders in a round-shouldered, inclined-hip, very unattractive manner. We should emphasize that this is not good for the body.

The most common, and usually the most serious, types of postural defects center on the spine. They may be summarized: (a) lordosis—or sway-back and protruding abdomen; (b) kyphosis—a round-shouldered, flattened chest condition; (c) scoliosis—or lateral curvature of the spine. Teachers should caution students to lift heavy objects carefully, to stand in a comfortable yet efficient way, and in general to take good care of their backs and consult a doctor at the first indication of trouble.

Incorrect standing posture involves a number of the preceding points. In improper posture the weight of the body is shifted largely to one leg, the other leg being used for stability. Meanwhile trouble results.

Poor Spine Curvature is Common

In nearly all professions, postural defects of certain types are found. Musicians, watchmakers, and shoemakers often have poor curvature of the spine, acquired as a result of the nature of their work. Teachers and students also have occupational posture hazards. For example, those who spend a great deal of time at such close work as looking through a microscope may have defects of vision which lead to faulty posture.

The above list is not intended to be inclusive in any respect. However, all the conditions listed are very readily observable. If they are identified and corrected, a major step on the road to correct body mechanics and good posture would have been taken.

I hope that the information I have presented will provide some food for thought and that it may bring home to teachers and ultimately to students some points about posture. In this connection example is, of course, the best method.

Good form should also be maintained in the regular body activities. One need not be expert to know when incorrect sitting, walking, throwing, writing or other such acts are being performed. Example, suggestion and incidental conversation at the appropriate time will do much good.

The results of poor posture are well illustrated in Hickman's[2] work on health.

"Poor posture has been shown to bear a definite relationship to one's bodily welfare. Poor posture leads to a cramped position of the heart, lungs, and various abdominal organs. Organs are pushed to one side, so that ligaments are strained, and their normal functioning is interfered with. Circulation is impeded, and a diminished flow of blood leads to many chronic disorders. If the circulation to certain parts is cut off, other parts become congested with blood. The lower parts of the body, particularly the pelvic organs, are quite likely to suffer in this way. Bad habits of sitting and standing lead to neuromuscular fatigue. This makes for inefficiency and greater expenditure of energy. Many malformations of the skeleton are involved with this kind of bad posture. Faulty positions are accompanied by undue strain upon the joints. Their ligaments become stretched, leading eventually to pain. Probably many backaches of middle age have their origin in faulty posture. Poor sitting postures while reading promote poor reading habits and defects of vision. When one reads while in a slumped position, the reading matter is held too close to the eyes. Moreover, it is often necessary to look too far up or too far down for long periods of time, and this leads to distortion of the eyeball. Failure to draw in the abdominal muscles results in a "potbellied" appearance, with its consequent stretching of nerves, fatigue of the spinal cord, and sagging of the abdominal organs. In the case of foot defects, as those of pronation and flatfoot, the feet fatigue easily and cause a great deal of pain." Information of this type might well be posted in every classroom.

A very good reference, if teachers wish detailed information, on corrective programs undertaken by some schools is found in the two-part article[3] entitled "Let's Do Something about Posture Education," which appears in the January and February issues of the *Journal of Health, Physical Education and Recreation.*

In sum, the posture problem is a very real one. It is a public health problem that concerns everybody. Unlike some other diseases, we know most of the causes and many of the solutions. Since it is now generally accepted that posture is an integral part of "total" fitness and health, it is the responsibility of all teachers to do as much as they can about it.★

1. Cleveland P. Hickman, *Health for College Students* (Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1958), p. 89.
2. *ibid.*, p. 95.
3. Josephine Christaldi and Grover W. Mueller, "Let's Do Something about Posture Education," *Journal of Health, Physical Education and Recreation*, January 1963, pp. 14-19; February 1963, pp. 28-31.

A reaction to the statement on maternity leave published in our January issue.

The Case for an Enlightened Maternity Leave Policy

MILDRED F. ADAM

IN RECENT YEARS married women teachers who request leave because of pregnancy have created an issue of concern to teachers and school boards interested in promoting good working conditions and, at the same time, in maintaining good classroom instruction. In our efforts to establish an adequate policy of maternity leave, can we face this problem from a point of view of facts, and not from hysteria and prejudice?

The noncommittal article in the January issue of *The B.C. Teacher* was indeed interesting. The liberality with which Europeans regard pregnancy leave is such as to lead one to wonder if the "Old World" is not really so old but changing and abreast of the times, whereas the "New World" is not so much new as isolated from modern advanced thought. In short, this article is a plea for, and a defense of, the woman teacher who is a mother.

One fact which must be accepted, whether one likes it or not, is that an increasing number of married women are working outside the home. Of the total labor force today, approximately 29% are women, and of this segment 48% are married, representing more than 10% of all married women in Canada. *(Canada Year Book 1961)*. The prognosis is that the percentage of married women working outside the home will increase. Because history rarely turns back, the married woman employee obviously is on the employment scene to stay. Indeed, to condemn all of such a large section of our adult society to the mop-and-diaper-bucket brigade would be an economic waste of human resources.

Hurled perennially at working mothers are a number of charges which need to be revised in the light of scientific fact and others to be assessed with more thought. Such charges lightly bandied about are:

Children of working mothers suffer emotionally, socially and economically.

Much delinquency is the result of mothers working outside the home.

Working mothers desire only the pay cheque and are not really interested in the work involved.

Working mothers are not professional in their outlook.

We shall deal with each of these in turn.

First, let us consider the charge that the children of working mothers suffer. This charge stems from the fact that a teacher soon investigates the background of a pupil who is difficult to control. If he finds that the child's mother works outside the home, he is quick to assume that the child is difficult because his mother is not always in the home to give him her personal attention and care. This teacher rarely, if ever, investigates the well-behaved, diligent pupils in his class, for there isn't the same urgency to get to know them. Hence he deduces on inconclusive evidence that working mothers are the cause of many of his discipline problems. Fortunately, there have been at least eight studies done under controlled experimental conditions on the question of the child of the non-working mother versus the child of the working mother. A wide sampling of children were given aptitude, achievement and social adjustment tests. The results showed that there was no detectable difference in any of these three fields between the children of working mothers and the children of non-working mothers. Even more interesting to note is the study which broke the investigation down into three groups: the children of working mothers, of non-working mothers and of part-time working mothers. The part-time working mothers did a better job of raising their children than did either of the other two. The categorical claim that the children of mothers who work outside the home suffer is untenable.

The theory that delinquency is caused by working mothers is not entirely supported by sociologists, psychologists or all judges. Pursuant to the studies mentioned in the preceding paragraph, sociologists claim that delinquency is caused by many factors

in the home other than the fact that the mother works. In the final outcome, the mother's working outside the home may or may not aggravate the problems causing a child's misbehavior, but in any case, the seeds of the child's delinquency were sown before the mother went out to work. In a well-run home, where love, kindness and mutual respect prevail, and a suitable housekeeper takes charge in the parents' absence, the child will develop quite satisfactorily. It is not the *quantity* of motherhood that counts so much as the *quality* of motherhood. Furthermore, a study of factors in delinquency will reveal that among children of teachers there is a very low rate of delinquency. Of all potential parents, who should know how to raise children better than those who are so much exposed to children's development? There is also sociological evidence indicating that the income of the working mother provides the child with a greater feeling of security, especially where finances in the family would be strained without this help. In determining policy of maternity leave for teachers, then, the possibility of delinquency among teachers' offspring can be considered negligible.

Return to Work Restricted

Before leaving the subject of possible delinquency in children of teachers, let us take a moment to consider an insidious practice creeping into some of the isolated maternity leave policies that have been formulated so far in some school districts of B.C. I refer to the policy of not allowing a teacher to return to work until her child is a year old, such statement sometimes qualified by the clause "unless the teacher is the sole means of support for the family." On the surface this statement is a terrible indictment of the teaching profession. Apparently we, as parents, are incapable of deciding when the mother of the family is able to return to work! Furthermore, we shall be allowed to teach if we expose our personal finances to show that the mother's return to a position is one of financial necessity! The phrasing of such a statement is unfortunate. Probably the real intent of school boards in enforcing such a regulation is to ensure that a mother is able to stay on the job regularly without taking time off because of family ties. Surely their intent is not to meddle in matters of private concern to the teacher and her husband, but to ensure the competence of the teacher in the classroom. Any approach demanding a scrutiny into the way in which teachers run their private affairs is repugnant. However, a committee of the BCTF formed to look into maternity leave could possibly recommend an improvement in this restriction on a mother's return to her work.

Equally obnoxious is the charge, often made by colleagues, that working mothers desire only the pay cheque and are not really interested in their work.

Mrs. Adam is a member of the staff of North Surrey Senior Secondary School.

This statement is again an inexcusable meddling in the private business of fellow teachers. Let's face it—we all work in order to get paid; society is set up that way. Because we have to work we choose teaching as our career, for in this field we are most creative, most inspired and inspiring, because in teaching well we give the best contribution we can to our society. Attitude toward one's work is not determined by such facts as whether one is male or female, married or single, a mother or not a mother.

The charge that the woman teacher who is a mother is not professional in outlook is equally fatuous. (Since when is pregnancy a disease afflicting only the non-professional?) I remember Inspector Thomas of the Vancouver school system years ago in a course on Supervision at UBC appraising the woman teacher who was a mother herself as being a superior teacher. He thought that these teachers had a greater understanding of the problems and of the development of children—an understanding that was reflected in their approach to their class. As a single teacher, I became aware of the truth of his statement in my association with colleagues who were raising families. I envied these women for their depth of perception and understanding in their handling of students—a quality that I could strive to acquire only at second best by taking appropriate summer school courses in educational sociology.

Women Called Non-Professional

Of course, the charge of non-professionalism is not restricted to the woman teacher who is a mother. All married women teachers are subjected to this opprobrium because part of their attention is drawn toward homemaking. Single women have not escaped it either, inasmuch as their energies are presumably diverted to husband-hunting. Apparently women just cannot win no matter what their marital status is. The predilection of all classes of women to get married and raise families has in the past cast on all of their sex the shadow of non-professionalism. This is true not only of women in the teaching profession, but also of women in all the other professions.

There are three strong forces at work, however, which will surely do much to raise the professional status of the woman teacher and remove this shadow. First, the increased qualifications now necessary before a teaching certificate can become permanent is a deterrent. More and longer effort to acquire adequate qualifications renders teaching unprofitable as a job to fill in the intervening years between secondary school and marriage for those interested only in homemaking. Second, the necessity of striving to attain recognition as a professionally

certified teacher within our own organization is an added challenge. Third, the growing realization among women and young girls that a career and homemaking together are both possible, and hence, that one's chosen vocation is a lifetime vocation, encourages dedication and commitment of self to a profession. The teacher with the non-professional outlook is becoming a rarity.

In view of the increasing number of women who are making teaching a lifetime career irrespective of their marital status and family ties, it is imperative that all women teachers become interested in the formulation of a BCTF maternity leave policy which is fair and just to the teacher and pupils, and which is based on liberal, unprejudiced, progressive and enlightened thought.★

"Mr. Curriculum" Comments

JOHN S. CHURCH

I SHOULD LIKE, on behalf of the Federation Curriculum Directors, to comment on certain curriculum developments which have been mentioned by Peregrinus, in the February 1963, and by Colin Brown, in the April 1963, issues of *The B. C. Teacher.*

In the past the high school has failed to accomplish its purpose of serving the needs of individual pupils. Too many pupils have attempted the prestige-laden University Program. Many of these have floundered and finally failed. Too few pupils have attempted the prestige-starved General Program. Frequently this program has been castigated by pupils, their parents, their teachers and the community as a catch-all, or even worse. Commerce pupils on the General Program have known where they were heading, as have a few others. For many pupils, however, the General Program has lacked clearly identifiable goals. Unfortunately, these pupils have been cast into this General Program to drift, often aimlessly, in a darkness "unbroken by even a single star of hope."

The new junior secondary school is designed to improve the situation described above. Pupils will be provided with the opportunity, if they wish, to postpone to the end of Grade X the decision on a future program. Obviously, many will, because of needs, interest or ability, make their decisions before this time. However, it is intended that most will be able to keep several doors open until they enter the senior secondary school. The Curriculum Directors cannot subscribe, therefore, to the contention of Peregrinus that the new plan "will stream children into three types after Grade VII. . . ," and that this plan in effect "outchants the Chant Report."

The Curriculum Directors, however, are concerned about the "resource course." Will the new resource course provide the broad base of general education essential for children in Grades VIII, IX and X who have not as yet made a final decision as to future program? Will it be a real panacea? We must all watch and study the effectiveness of the new resource courses during the next year or two. We hope that teachers will have enough initiative and skill to make these resource courses truly serve the different needs of different pupils.

The opportunity to postpone the decision regarding future program stems in part from the current explosion in knowledge. Many North American educational authorities advocate extension of the period of general education to the end of Grade X. It also stems from a deliberate attempt to avoid the tripartite division of the British, the "eleven plus" examination, wrongly referred to by Peregrinus as something that we are now adopting.

The Curriculum Directors suggest that the decision as to future programs in Grades XI and XII "must be based on an extended assessment of the pupil by (his) experienced teachers." Clearly, this extended assessment will be based on performance in Grades VIII, IX and X, as well as upon his elementary school records, and will also be related to the pupil's own needs, interests and abilities. The decision need not be postponed ". . . until the results of the Grade X examinations are in . . ." (Colin Brown, *The B. C. Teacher,* April 1963.) Mr. Brown implies a special position for Grade X examinations. Despite the recommendation of the Royal Commission Report, should Grade X examinations be any more sacred than those at any other stage of secondary education? Are not all examinations subject to the same weaknesses? Are they not all highly over-rated?

It is suggested that pupils in senior secondary school will achieve more success if their programs have real purpose. This purpose must be determined by the clearly distinguishable, different goals toward which the pupils are proceeding—either to an immediate vocation on graduation,

or to post-secondary school education. At this final stage of secondary school, many different objectives may easily be recognized; hence the school must provide many different programs to satisfy the varying needs and interests of the pupils.

Because many graduates will continue their formal education beyond Grade XII the need for more and more post-secondary school institutions of an ever-widening variety is obvious. As Mr. Brown aptly comments: "The only disturbing thought we need have is that there are not enough vocational schools, and only one institute of technology to handle the 80% of our students who might want specialized education. . ." Now that the Macdonald Report has dramatically focused the attention of the public on higher academic educational needs, one fears that Mr. Brown's whisper of concern may be lost amid the din and shouting for universities, colleges and junior (academic) colleges.

Mr. Brown emphasizes that the new junior secondary school "officially" encourages freedom for teachers and administrators to make decisions. This freedom, now "officially" encouraged, Mr. Brown contends, is not novel. "We are used to this, for we have been doing it, despite the course of studies, for many a long year." Is this really true of all teachers and administrators? Now that the "official" Bulletin "officially" encourages experimentation and modifications, and even suggests areas where teachers and administrators have freedom to make decisions, will they willingly accept the decisions?

At this time, unprecedented in the history of curriculum development of our province, we all have the opportunity to share in this process. We have the opportunity for greater freedom. As we assume this greater freedom, we shall grow in experience and, as we do so, we shall have to be prepared to accept more and more responsibility for the decisions which we are making.

The Curriculum Directors believe that teachers and administrators will welcome more freedom and the opportunity it provides for more growth and responsibility, i.e. professionalism.★

Another teacher expresses her educational credo

This I Believe

GRACE FUNK

EACH OF US LIVES in the center of a universe—wide or narrow of radius according to our educations and imaginations. The teacher, I believe, should seek to push back the horizons and widen the borders of the universe for each child. For some, circumscribed by poverty of experience or of intelligence, or by a selfishness which is necessary to their survival, the circles of their universes may never grow very large. For others, gifted by nature, encouraged by home and family, early given a varied experience, the circles of their universes may grow large enough to encompass the wide world, the haunting vistas of man's past, the dimly probable shape of the future, wide enough to look beyond the real world of space and time to the creations of mythology and the mystic of poetry. But no matter who is the child, I, as teacher, must start with him where he is, in the center of his universe, and try to erase distortions and enlarge his awareness. For, truly, the more he knows, the more he can enjoy.

To this end, I believe that a variety of teachers serve a child best. As a teacher, I must, of course, be continually learning—pushing back the borders of my own private universe. I am never afraid to say to a child, "I do not know; do you know?" or "Let's find out!" So I learn every day from and with my students. I am, however, one; therefore if my colleagues argue long and furiously, I rejoice, for I believe the sum total of their different contributions will so much more widen horizons for our students.

I believe, further, that every boy and girl should learn the healing power of laughter. Joyous, spontaneous laughter that heralds delight in achievement, or in merely being alive; the heart-warming fellowship of shared mirth; the educated chuckle at sophisticated witticism or apt allusion that the scholar appreciates; the tongue-in-cheek smile that encourages children to laugh with us at our adult follies. I believe with Mark Twain and Stephen Leacock that only by laughter—belly-aching, finger-pointing laughter—can our human hyprocisies and self-deceptions be ridiculed out of their pompous existence.

I believe in expanding universes and in laughter.★

Mrs. Funk teaches at Rutland Jr.-Sr. Secondary School.

The New Approach to English Language

The teaching of English language in the junior secondary grades is undergoing major changes. This September a new language text, Learning English, *by Phillip G. Penner and Ruth E. McConnell, will be used in Grade IX and the following year, in Grade X. To acquaint teachers with the new approach to English language, we reprint, with the permission of Macmillan Company of Canada, the preface to* Learning English.

THE FUNDAMENTAL AIM of *Learning English* is to interest the student in his language to the point where he is eager to travel the difficult road towards mastery of English speech and writing. The text is designed to promote the interaction of two kinds of experience: the study *about* English (its historical development, its vast and changing vocabulary, its characteristic structures) and the *active involvement* in speaking and writing English. The first, the study about language, will give him some understanding of what is "English" about English, and help him to engage with greater perception in the second activity of direct practice, able to exploit the strengths of the language and to avoid its pitfalls. Not all students will become "writers," but all will be lifelong producers and consumers of language; they must therefore be helped to develop respect for their mother tongue, and skill and sensitivity in reading, speaking, and writing. But these outcomes depend more upon attitude and interest than upon prescribed drill and mechanical routine. Not all lessons can sparkle, but if more did, fewer students would echo Caliban's indictment:

> You taught me language; and my profit on't
> Is, I know how to curse. The red plague rid you
> For learning me your language!

The opening chapter on the history of the language and the continuing emphasis on the historical approach throughout the text provide the materials out of which such positive attitudes can come. For a power of language develops only with interest in language itself and with the desire to express and communicate. Once awakened, this interest and desire lead to the exciting yet demanding struggle with language and the discovery of it as man's most important means of organizing and understanding his ideas and experiences. Too many students know the rules of paragraph writing yet have failed to get hold of life by means of words, or to appreciate the expression of others. Composition is hard, and little progress is made if its demands are underestimated. The way to better composition lies not in the teaching of "dry-as-dust" mechanics, but in showing the student the importance of what he is to learn. He must come to appreciate the necessity of becoming a master of language and, particularly in today's world, the danger of becoming its victim. The sections on words, on semantics, and on the distinction between fact and opinion in reports are designed to provide insight into language, and to convince the student of the fundamental importance of language study.

In a time when ideas of grammar are changing, the treatment of grammar in *Learning English* can be thought of as transitional, moving in the direction of greater accuracy in the description of the language. These chapters are a modest attempt to place the study of grammar upon a sounder theoretical basis. The material combines modern linguistic insights with some of the traditional ideas the authors consider still valid. The authors believe, however, that this material is closer to the facts of the language than anything now used generally in Canadian high schools. The aim is not to teach terms and definitions, but to promote the discovery by the students of the way the English language works and of its characteristic structures. Some teachers may want to expand this inductive teaching beyond the treatment in the text, but no teacher should lose sight of the fact that the study of grammar, although interesting and valid for its own sake, is only a small part of high school language work. The chapter on the sentence which follows the one on grammar is a continuation of such discovery of structure.

The importance of maintaining the connection between words and experience cannot be overemphasized, for without close and accurate observation the concrete cannot be expressed, and language degenerates into wordiness and jargon. Discussion of the student's observations and direct encouragement of the student to reach back to those experiences which have made numerous subtle connections are there-

Continued on page 385

a matter of Opinion

Teachers Should Begin in One-Room Schools

M. SEYMOUR

I BELIEVE THAT every beginning teacher should teach for at least one year in a one-room school. I have several reasons for believing this.

First, in such a teaching situation the apprentice teacher generally has a fairly small enrollment and a large span of grades. He, or she, finds out in actual practice what each grade from one to eight is expected to learn. He is thus able actually to see where his teaching is leading. Also he learns to allocate his time properly to each grade so as to give each grade a fair amount of time.

Second, the first year teacher has teaching ideas of his own that he would like to experiment with. This is not always possible in a large school, but in a rural school he is more his own master. He may try out his ideas to see if they work, change them, or scrap them. Whatever he does with them, he has gained practical experience.

Third, he gains some valuable administrative experience. The rural teacher must calculate the amount of supplies he needs, handle various forms that in a big school he never encounters and look after the upkeep and the maintenance of his school. In short he has only himself and his resources to depend on and he must handle matters himself, for there is seldom anyone who is able to do the job for him. He may seek advice but in the end it is all up to him.

Fourth, he is in much closer contact with the public. True it is a small public, but he is an integral part of it. The rural teacher has infinitely more contact with the public than does his city brother. He must mingle with the parents of his pupils, unless he desires to be a hermit. The city teacher need only see his pupils' parents on special occasions, but the rural teacher is constantly in contact with them. And he has, to my way of thinking, a much harder role than his city brother. I say this because to a certain extent the city teacher has an impersonal role, but the rural teacher's role is extremely personal. He may eat at the parents' home, fish, hunt, ride with them, or perhaps attend a social function in their company. He knows them and they know him. He finds out their faults and their merits and in so doing he finds out the faults and the merits of the public. They, also, find out his faults and merits, but, more important, they find out that he is human. And that *is* important, for few of the public think of teachers as human. They somehow believe that a person is born a teacher with no childhood, no experience in anything else, and worst of all, no faults, or the reverse, no merits. The rural people, through their intimate contact with the teacher, find out that he is human, that he has his good points and his bad points, and that, in most cases, he is trying to do the best job he is capable of.

Fifth, I must state that rural teaching is not always a bed of roses. What teaching situation is? Frequently there is no sanitation, no electricity, and no running water. But there are many compensations — neighbors who rally round to help the teacher, the thrill of being self-reliant, the fun of going down to civilization, and perhaps most important, learning about the country one lives in because one is living in it.

In conclusion I must state that there are many joy and many sorrows in rural teaching that would be too lengthy to go into. But I believe the joys far outweigh the sorrows and that one or two years in a rural situation will, generally, make a teacher more sure of himself and, most important of all, make a beginning teacher more nearly a teacher. ★

Mr. Seymour teaches in Lumby.

Exclusive Real Estate Agents for

B. C. Teachers' Federation Co-op. Association

BELL-IRVING

Buying a House? Selling a House?

The Season's here for Home-Hunters and we need more listings. Let our experience and reputation guide you in all your real estate transactions.

Call

Bert Edwards — Sales Manager
MU 3-8411 (24-hour service)

BELL-IRVING REALTY LIMITED

Head Office: 730 Pender St. W.
North Shore Office: Park Royal

Member Vancouver & New Westminster Real Estate Boards

Across the desk

How Should We Test?

Vancouver, B.C.

The Editor,
Dear Sir:

I am writing to express my appreciation of *The B.C. Teacher* magazine and, in particular, the February issue which focused attention on some exciting developments and current research in education. This third "special" issue measured up well to the high standards set in previous years.

I respect the fine work being done by the BCTF Research Committee. It has caused us to stop and consider some of our present practices. One short article in the February issue headed "Is This You?" began:

"Do you still prefer to test accurately what is not really worth testing or do you prefer occasionally to test inaccurately the real objectives of our teaching philosophy?"

The careful reader will recognize that the question is loaded and he will avoid making the "either/or" fallacy. Surely the teacher is not required to choose between testing objectively and accurately that which is really not worth measuring and testing inaccurately with subjective tests "the real objectives of our philosophy." Somewhere between these extremes there is a more balanced position which would recognize the peculiar merits of both types of tests. The subjective test, in spite of its low reliability, may be the only appropriate instrument for the assessment of some of the abilities that we are seeking to develop. Similarly, an objective test can be constructed to measure "real objectives"—the application of knowledge, interpretation of data, reasoning through cause to effect, critical thinking, problem-solving ability, etc., and furthermore these abilities can be measured consistently well with a good objective test.

Certainly the impact of a test on classroom instruction depends on the form of the test but, at the same time (and this may be of even greater importance), instruction is influenced by the substance of the test. The chief implication for teachers may not be that we should choose a particular format for our tests but rather that we should seek to measure what we consider important for the student to learn.

Very truly yours,
E. N. ELLIS
Assistant in Research and Testing, Vancouver School Board

Reply to Peregrinus

Fareham,
Hampshire, England

The Editor,
Dear Sir:

With your kind indulgence, I should like to take up some of the points raised in the article by Peregrinus "What's So New About Three Streams?" in your February issue.

In discussion of the tripartite division, comparison was made with the "British" system which resulted from the 1944 Education Act. (Peregrinus should know, as an exchange teacher from England, that there is no such thing as a "British" educational system, the Education Act of 1944 was applicable only to England and Wales. Scotland has its own system.)

It is a pity that Peregrinus spent so much space examining the role of the Secondary Modern school, which is irrelevant to the B.C. scene; but as he chose to do so, I should like to clear up a surprising misconception that he appears to have about the tripartite system, and the role of the Secondary Modern school.

The tripartite system of secondary education as envisaged by those who drew up the 1944 Act, must not be examined in isolation, but must be seen in the general context of primary, secondary and further education. Section 7 of the Act states that: "the statutory system of public education should be organized in three progressive stages to be known as primary, secondary and further education."

Nineteen years after this Act was made law in England and Wales, there is still no effective further education for leavers from Secondary Modern schools. It is important therefore to remember this fact when criticizing the Secondary Modern school. How can the education provided for those attending such schools be effective if the complementary and sequential stage is missing? So often critics of the English tripartite system of secondary education (Peregrinus included), see in the failure of the Secondary Modern school the failure of the tripartite system. Valid criticism of the English system can only be made when the 1944 Education Act is fully implemented.

If Peregrinus had spent more time examining the experience gained in England from the establishment of Comprehensive schools, his article would have been more valuable and less irrelevant. The author was content however summarily to dismiss this type of school as "the all-purpose, all-things-to-all-men type of school." Without wishing to be thought discourteous, this description might equally apply to the B.C. secondary school, and have as much meaning!

The real significance of the proposed establishment of a three-stream system seems to indicate at last a recognition of the fact that

Continued on page 377

70 YEARS 70 YEARS 70 YEARS 70 YEARS

ONE COMPANY HAD TO BE UNIQUE

Now celebrating their 70th Anniversary, Plimley British Columbia have rightly earned an enviable reputation for integrity and dependable dealing . . . since 1893 this progressive company has been providing the driving public with the right cars, at the right prices, with skilled service and maintenance to back them up. Now, Plimley posts another industry "first", with safety belts installed free of charge in every new car sold. Next time YOU are considering a new car, visit Plimley first.

CHRYSLER • DODGE • VALIANT • MORRIS • JAGUAR

PLIMLEY 2200 Block West 4th Avenue, Vancouver

THE KEY TO CIVILIZATION'S PROGRESS. . .

TEACHING and PRINTING

IF all knowledge were handed down through generations by means of the spoken word, how far would civilization have progressed? Books, the fount of knowledge for students and teachers alike, would be non-existent.

The part played by the printing crafts to provide this ever-growing store of knowledge, combined with progressive teaching methods, assures the continuing progress of civilization.

When thinking of books remember— the name "Evergreen" is synonymous with quality printing

EVERGREEN PRESS LIMITED

1070 S.E. MARINE DRIVE • VANCOUVER, B.C. • PHONE FA 5-2231

COMMERCIAL PRINTERS • LITHOGRAPHERS • BOOK MANUFACTURERS

B.C.T.F. CREDIT UNION

OFFICE HOURS:
9:00 - 5:00
Tuesday - Friday
9:00 - 1:00
Saturday

1815 West 7th Avenue
(at Burrard)
Vancouver 9, B.C.

Also At
904 Gordon Street
Victoria, B.C.

TELEPHONE:
RE gent 1-8121

YOU
BENEFIT BY BORROWING FROM
YOUR OWN
CREDIT UNION

Consider These Advantages

(1) Our SERVICE is fast, confidential and convenient.

(2) Payments are EXCUSED during the summer months.

(3) All loans are INSURED (to a maximum of $10,000). Thus, all debts die with the debtor.

(4) You borrow from YOUR OWN GROUP who are sympathetic with your problems.

(5) We finance CAR PURCHASES for any amount.

(6) Low interest rate compares favourably with so-called "Bank Rates" on personal loans. (The actual cost is $4.14 per year per $100)

(7) Some money is now available for Real Estate Loans.

Not for Profit — Not for Charity — But for Service

Across the Desk

Continued from page 374

education should be provided in B.C. that will meet the ability and the aptitude of the pupil. There is a danger in the present system of perpetuating an academic standard which at best is average and at worst, mediocre.

It is perhaps characteristic of an article in a North American teachers' journal that close attention is paid to the possible reactions of parents to any educational innovation. While one must acknowledge the importance of parents' co-operation and support in any educational system, it is difficult to make real progress if one is continually looking over one's shoulder.

I am surprised, disappointed and disturbed that a teacher from England should present such an unrealistic assessment of certain features of his own educational system. However, I suspect that, at heart, Peregrinus is really a staunch protagonist of the three-stream system, for why else should he present such a weak, trivial and largely irrelevant case for its opposition.

Yours sincerely,
R. N. JACKSON

More Novels Needed

Victoria, B.C.

The Editor,
Dear Sir:

In your March issue Bernice McDonough made "A Case for the Novel," in which she argued for more booklength selections as a part of any future English curriculum. I commend her point of view, but I don't think she goes far enough when she concludes with the recommendation that there be "at least one novel on every English course in our high schools."

The present high school literature program is appalling. One reason why it is so bad is that it generally fails to recognize that anything has been written since 1920. A second reason is that it does not require the students to do any lengthy reading.

The absence of reading has two effects: because they have not acquired the reading habit, students tend to judge a book by its lack of pages rather than by its richness of ideas. Another effect—one that is underplayed by most theorists—is that students fail to develop their writing potential because of this lack of exposure to the English language. One of the main reasons why high school graduates do not write well is that they have never been immersed long enough in the language to learn its rhythms.

People shudder when I ask for a *course* in the novel in Grade XI. I don't know whether they doubt the capacity of the students or the ability of the teachers. In any case, more formal study of the contemporary novel must be forthcoming.

Keep digging, McDonough, you have company. Perhaps the day will come when the English program does something more than alienate students from literature.

Yours truly,
JACK R. CAMERON

Critic Teacher Overworked

Victoria, B.C.

The Editor,
Dear Sir:

I read the article, "The Role of the Critic Teacher," by Mr. D. R. Grant, in the March issue of *The B.C. Teacher* and I believe, as I am sure many of my colleagues do, that we should weigh some of Mr. Grant's statements very carefully.

Mr. Grant states that teachers "feel somewhat inadequate" in helping the student teacher. I think that this is not the case. The already overloaded and overworked teacher receives these students not because she wants them, but because she must. It is a ruling.

Take the case of a Grade I teacher with 42 pupils in the younger bracket. These children have really, you might say, just nicely settled into a school routine when, with the first week in January, there comes the notice from the College of Education that the student body is about to invade. With the notice come instructions, under the guise of requests, that the students be assigned lessons and be given an outline covering the extent, the amount and the source of available material, the names of the texts and even the page where information can be found. Not only for one lesson is this detailed instruction to be given, but for all the lessons of the practicum. This adds up to several hours of extra work before the students arrive. The critic teacher does not feel inadequate, she feels "bogged down."

When the students arrive they have, for the most part, received little instruction in the actual teaching of children or the actual method of imparting knowledge. Their instruction has been more of philosophy and theory than of actuality. They take over with no idea that they are causing extra work. They seem to have the idea that this is their right because the critic teacher is well paid for having them. Many times they enter the classroom of a morning without so much as a morning greeting and depart without so much as a "thank you."

"Each teacher has developed techniques which she feels are effective." True. Take the case of a reading lesson for Grade I. The critic teacher demonstrates and explains to the student the technique or method used. The student, armed with the Guide Book, takes over the next week and launches forth. The children wriggle and become uninterested, someone pokes someone else, someone looks at the critic teacher to see if she's looking. She is. The teacher controls herself, hoping the student teacher will notice something, but the student teacher plows on, intent only on what she was told to do in the Guide Book. Told by her counsellors to follow the Guide Book, she does, oblivious of all else.

Continued on page 379

JET NON-STOP MEXICO CITY

NOW ONLY $236

ROUND TRIP

See the sun again in Mexico – only $236.80, 17-day economy round trip. It's just 5½ hours non-stop on your Super DC-8 Jet Empress from Vancouver. And Mexico's everything you ever dreamed of *amigo!* Fiestas at the drop of a sombrero . . . shopping for serapes, silver, leather goods, at native markets. Or taking it easy at luxurious resorts or hotels amid all the color and charm of Old Mexico! An exciting 7-day tour costs as little as $311.40 – includes air fare, hotels, sightseeing, some meals. See your Travel Agent or any Canadian Pacific office.

FLY Canadian Pacific

TRAINS/TRUCKS/SHIPS/PLANES/HOTELS/TELECOMMUNICATIONS
WORLD'S MOST COMPLETE TRANSPORTATION SYSTEM

INDUSTRIAL EDUCATION

★ ★ ★

Applications are invited for the following positions on the staff of the Division of Industrial Education, Faculty of Education, University of British Columbia:

1. Instructor of Electricity with recent training in the electronics field. This instructor should be able to organize courses and laboratory facilities in his own area and also assume some teaching load in another area such as woodwork, metalwork, drafting or power mechanics.
2. Instructor of Drafting. This instructor should be able to organize courses in his own area and assume some teaching load in another area such as woodwork, metalwork, electricity or power mechanics.

Salary commensurate with qualifications and experience.

★ ★ ★

Address enquiries to:

MR. W. R. F. SEAL
Chairman
Division of Industrial Education
Faculty of Education
3650 Willingdon Avenue
Burnaby 2, B.C.
Canada

CATHOLIC TEACHERS WANTED

Applications are invited for the following positions commencing September 3rd, 1963:

I — **Lejac Indian Residential School**
One hundred miles west of Prince George—on Highway 16.
2 teachers—Primary 1 teacher—Intermediate

II — **One-room Indian schools**—in Central and Northern British Columbia. Good living quarters provided.

Beginning salaries:

Senior Matric plus:	one year teacher training	$3,100.00
	two years teacher training	3,400.00
	three years teacher training	3,800.00
	four years teacher training	4,200.00

Increments granted for up to six years teaching experience. Isolation bonus paid up to $900.00 single, and $1,500.00 married in one-room schools depending on isolation category.

Apply To: **J. E. INGOT, District Superintendent Indian Schools, P.O. Box 912, Prince George, B.C.**

got your happy motoring passport?

An Imperial Esso credit card. Wherever you travel in Canada or the United States, you'll find it's your passport to the finest in automobile products, the friendliest service, and the convenience of charging your purchases. Drive in to your favourite Esso station today and ask for one.

Esso

Across the Desk

Continued from page 377

The critic teacher sees the other lessons handled in the same manner. These students have had little help in instructing children before they are turned out on the schools. Therefore the critic teacher re-teaches and re-explains. She plays a double role.

"The supervision of student teachers is one of the important jobs done by members of the teaching profession." With this statement I heartily agree. So should the critic teacher place a value on herself. But does she get any extra remuneration for it? In every other field workers are paid for overtime. Why shouldn't she be? If she were, perhaps she would receive the students with more enthusiasm. Even the retired inspectors, principals or teachers, who have been called in at times to observe and make reports on these student teachers, are well reimbursed. The critic teacher is requested to make reports in a most detailed manner on special forms with lots of space for comment—more time and work for the critic teacher.

Yes, the critic teacher plays an important role—she does the work. Yet the children's work suffers. Is the critic teacher valued and appreciated? Is it fair, when a regulation forces the critic teacher to do all this extra work, that no remuneration is given? "The qualified and experienced teacher is one of the best equipped persons to give advice and, in the classroom situation, to assist in determining the prospects of a student teacher." True. So the critic teacher should be recognized and rewarded in a tangible realistic way.

However, critic teachers have always given, and will continue to give, help and guidance, to the best of their ability, to the student teachers, whether or not they receive any realistic recognition in appreciation of their extra services. Why? Because that's the way competent teachers are, and most critic teachers are competent teachers.

It is not the critic teacher who is shortchanging the students and the future of the teaching profession.

Yours truly,
BLANCHE E. HAGERMAN

SARGENT COLORS, LTD. – Sales Office – Frank Arnott & Co.
32B Howden Rd., Scarborough, Ont.

Particular attention given to summer storage for teachers

Williams
Moving & Storage (B.C.) Ltd.

4280 Lougheed Hwy.,
Burnaby 2, B.C.
CYpress 8-5511

BRANCHES:

Prince George	Phone LOgan 4-5611
Penticton	Phone HYatt 2-3104
Cranbrook	Phone JUniper 6-3211
Kamloops	Phone 372-2454
Trail	Phone 364-1818

— Coast to Coast Movers —

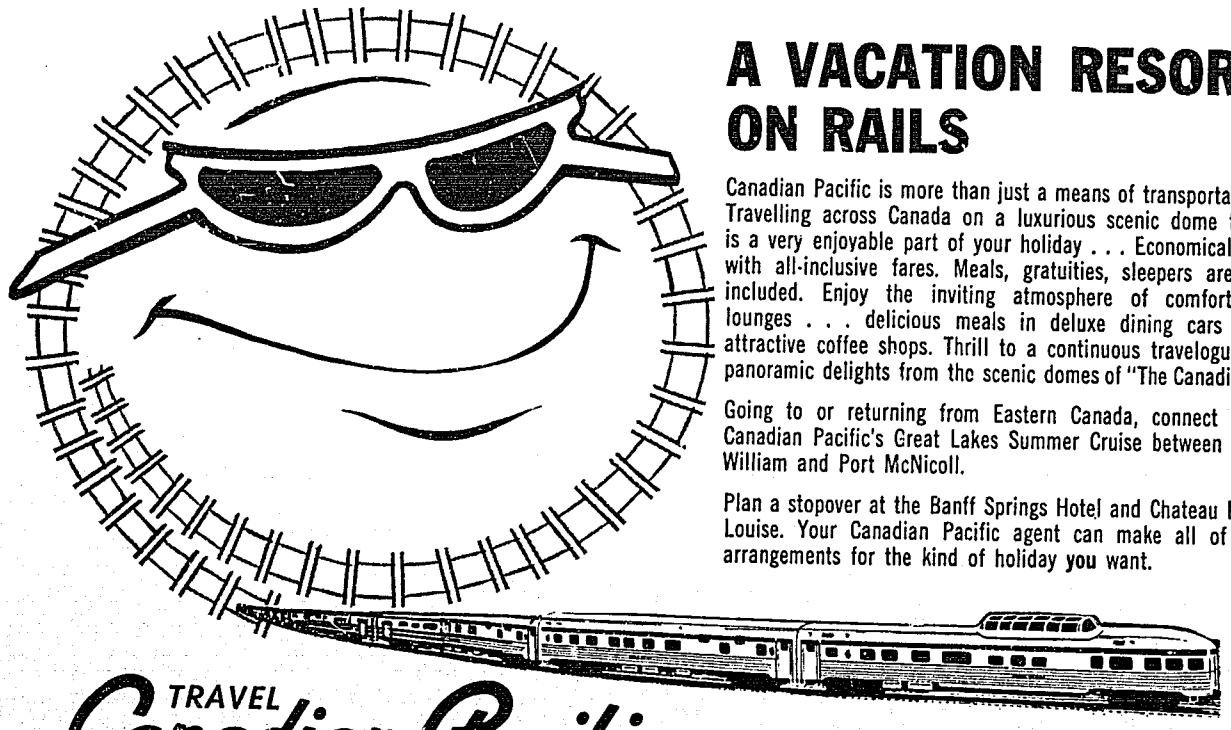
AGENTS IN ALL PRINCIPAL CITIES

'ANT TO GET
BEHIND A NEW WHEEL?

GET YOUR CAR NOW WITH
A LOW-COST, LIFE-INSURED

SCOTIA PLAN LOAN

THE BANK OF
NOVA SCOTIA



A VACATION RESORT ON RAILS

Canadian Pacific is more than just a means of transportation. Travelling across Canada on a luxurious scenic dome train is a very enjoyable part of your holiday . . . Economical too with all-inclusive fares. Meals, gratuities, sleepers are all included. Enjoy the inviting atmosphere of comfortable lounges . . . delicious meals in deluxe dining cars and attractive coffee shops. Thrill to a continuous travelogue of panoramic delights from the scenic domes of "The Canadian."

Going to or returning from Eastern Canada, connect with Canadian Pacific's Great Lakes Summer Cruise between Fort William and Port McNicoll.

Plan a stopover at the Banff Springs Hotel and Chateau Lake Louise. Your Canadian Pacific agent can make all of the arrangements for the kind of holiday you want.

TRAVEL Canadian Pacific

TRAINS / TRUCKS / SHIPS / PLANES / HOTELS / TELECOMMUNICATIONS
WORLD'S MOST COMPLETE TRANSPORTATION SYSTEM

DEAR TEACHER,
DO YOU WANT A NEW CAR THIS SUMMER?
FOR CANADAS NUMBER ONE CAR AND A SPECIAL
FINANCE PLAN FOR TEACHERS YOU SHOULD GO AND
SEE BOWELL McLEAN.

G. ROYAL SMITH

For prompt attention to your enquiries please contact me personally

Bowell McLean Motor Co. Ltd.

615 BURRARD STREET, VANCOUVER - MU 2-3333

PONTIAC – BUICK – CADILLAC – ACADIAN – VAUXHALL

SERVING B. C. SINCE 1919

new Books

ESTHER G. HARROP, Book Review Editor.

SPECIAL REVIEW

The Strategy of Peace, by John F. Kennedy. Ed. Allan Nevins. Harper, New York, 1960. 233 pp. $3.50

After reading *The Strategy of Peace* by Senator John F. Kennedy I consider that the United States has elected a President who will rank with the greatest presidents in that country's history.

A terse note on the cover states—"The foreign policy speeches, and statements on defense, peace, national security, and related domestic issues of a leading Presidential candidate, are here edited by an eminent historian, Allan Nevins."

The table of contents lists, "The Possibilities of Peace." Under this heading, Senator Kennedy develops, in language as precise as his speeches, the Global Challenge, Nuclear Tests, and Disarmament.

As the reader is confronted with these challenging analyses of the problems of our age, he shares the lucid insights of the then Senator on "The Missile Gap," "The Economic Gap," and other areas of unrest that confront western democracies.

The closing chapters outline "America's Readiness for World Responsibility" and raise the challenging question, "Are We Up To The Task?"

As a Senator, Kennedy acted on high principle rather than expediency in such addresses to the Senate as: "A New Horizon for Negro Education" (1959) and an address in the Senate 1959, "For the Repeal of the Loyalty Oath." A quotation from the latter speech will justify my commendation:— "Surely in our efforts to attract into scientific pursuits the best talents, the most enquiring minds of our nation, we do not wish to exclude the non-conformist and the dissenters."—H.W.F.

ARITHMETIC

Theory of Arithmetic, by J. A. Peterson and J. Hashisaki. John Wiley and Sons, 1963. xiv & 303 pp. (No price stated.)

This book is intended as a textbook for a background material course for elementary and secondary teachers. It covers numerals and numeration systems, sets, relations, whole numbers, integers, rationals and reals, concluding with a chapter on geometry. The discussions are usually concise, but always very clear. Definitions are unusually clearly formulated. The text relies heavily on excellent examples and numerous (many unique) exercises to drive home principles. The design of the text permits independent study. The text would also be very suitable for an in-service course. The chapter on geometry, covering length, area, volume, similarity and pythagorean theorem is sketchy and above the general level of the rest of the book. This text would be of maximum benefit as a source book for teachers of Grades VII-X. Chapter bibliographies.—A.J.D.

ENGLISH

The Apprentice Writer, by J. M. Bassett, D. G. Rutledge, and A. P. McIntee. McClelland and Stewart, Toronto, 1958. 209 pp., index. $2.50

Although this book is designed for students in Grades XI and XII on the vocational course in Ontario, many teachers will find *The Apprentice Writer* a very worth-while reference book on modern trends in composition stressing the utilitarian approach.—W.D.M.S.

Othello, by Wm. Shakespeare. Ed. S. C. Boorman. University of London Press Ltd., London, 1962. 219 pp., no index. $2.00

Here Professor Boorman has done a very diligent job on his critical notes. This book should be brightened-up by illustrations.—W.D.M.S.

Hamlet, by William Shakespeare. Oxford University Press, Toronto. $1.10

A good text of *Hamlet.* There are excellent introductory notes and throughout the book there are some very fine illustrations. Following the text are notes explanatory of parts of the play's setting. Lastly, some fine sets of questions will help students to interpret the play.—E.G.H.

INDUSTRIAL ARTS

Industrial Arts and Technology, by Delmar W. Olson. Prentice-Hall.

This is one of the most significant books to emerge for many years in the field of industrial education. The author, Professor of Industrial Arts at Kent State University, Kent, Ohio, traces the history of industrial education and at the same time analyzes the broad currents of thought which have directed activity in this area from the beginning of the century to the present.

For anyone interested in the aims, subject matter and methods of industrial education, this book is required reading. It sheds a clear white light on "The New Industrial Arts: a Programme to Reflect Technology."—W.R.F.S.

MATHEMATICS

Introduction to Sets, by Nichols, Kalin and Garland. Holt, Rinehart and Winston, Toronto, 1963. 68 pp, 255 frames; cumulative test at end. Paperback. (Price not stated.)

This booklet is directly applicable to Ch. 16 and 19 of the present Grade VIII text. It takes the curious student into Venn diagrams, one-to-one correspondence and complementation. The examples and explanations are unusually well done. The discovery method is definitely built into this booklet. The student has ample and well-designed opportunity to make his own generalizations before the definition is met. Both remedial and enrichment problems can be solved with this booklet. —A.J.D.

Arithmetic of Directed Numbers, by Nichols, Kalin and Garland. Holt, Rinehart and Winston, 1963. 108 pp., 413 frames; cumulative test at end. Paperback Workbook. (Price not stated.)

A programmed booklet covering addition, subtraction, multiplication and division of directed numbers. Temperature pairs are effectively used as ordered pairs. Terminology is modern, consistent and clear. Extensive use made of basic laws (commutative, inverse, etc.). Throughout, the student is given ample opportunity to discover his own principles before they are formally stated. Suitable booklet for enrichment or remedial work in Grade VIII or IX.—A.J.D.

MISCELLANEOUS

Choral Verse, by Alexander Franklin. Oliver and Boyd, London and Edinburgh, 1962. (Can. Agt. Clarke, Irwin, Toronto) 85c

In this rather small book, speech teachers will find many well-known poems which will delight their pupils. Helpful notes and vocal hints have been appended to the text, and a list of gramophone records has been included. A good book. —E.G.H.

Voices of the Wild, by Max Braithwaite. McClelland and Stewart, Toronto, 1962. 122 pp. (No price quoted.)

Voices of the Wild is based on the CBC National School Broadcast series of the same name. Here we have a collection of six short stories each about the adventures of Uncle Jack, Betty, Bobby and one wild animal. While the young reader follows the exciting and hilarious escapades of the trio, he also can garner authentic facts about some creatures of forest and field.

The author has the happy faculty of telling a good story to the young without

A thorough and comprehensive course in the

CUISENAIRE METHOD

of teaching arithmetic will be offered from July 8 to July 19, 1963. This course will be held at The New School, 3070 Commercial Drive, Vancouver, from 7:30 to 9:30 in the evenings.

The lecturer will be Mrs. C. H. Simpson, who has instructed over 1,200 teachers in the method and who has seen hundreds of classes applying this new approach in all parts of Canada.

Each participant will receive a set of Cuisenaire Rods, A TEACHER'S INTRODUCTION by C. Gattegno and a set of worksheets. These items will remain the teacher's property.

Fee $20.00

Only a limited number can be accommodated and early applicants will be given priority. Applications with cheques should be sent to:

Cuisenaire System of Canada Ltd.,
Box 175,
North Vancouver, B.C.

writing down to them. The true-to-life illustrations by Karl S. Pogany add to the attractiveness of the book.

These stories can be recommended for children of all ages.—V.L.C.

Wonders of Fields and Ponds at Night, by Jacqueline Berrill. Dodd, Mead (Canada) Ltd., Toronto. $3.75

What an enjoyable book! Such a restful, quietly entertaining collection of stories about large and small animals and their nocturnal habits. How calmly Mrs. Berrill imparts such little known facts as how to tell the temperature by counting the chirps of a cricket. The very restful calm of a summer's evening permeates the book. The stories are bound to please any child who can read and even those who prefer to be read to.—V.L.C.

MUSIC

North American Recorder Book, by John Fearing. Empire Music Publishers Ltd., 934—12th St., New Westminster, 1963 (No price listed.)

This small paper-covered book on recorders has been very highly praised by one of the Music Consultants in Vancouver. The device used to teach the note values in music—the use of coins: silver dollar, half-dollar, and quarter, is unique. The use of the French and English languages is also a good idea. There are a number of selections of music with which pupils are already familiar, a point in the book's favor. A good purchase.—E.G.H.

SCIENCE

The Sun's Family, by James Muirden. The Young Scientist Series. Werdenfeld and Nicolson, London (Can. Agt. McClelland and Stewart, Toronto) 144 pp. Index. Illus. b. and w. $2.50

This book gives a pleasing presentation of the solar system using diagrams and photographs to illustrate the subject. Relative sizes, and distances of the planets are given, and chemical composition suggested. The moon, its physical features, phases, and atmosphere are presented in detail. The planets are discussed separately as inferior, and superior, with attention being given to the earth itself. In addition the minor planets, or asteroids, comets and meteors are given separate treatment. Appendices include a table on "The Planets," and one on "Some Important Meteor Showers." The book goes into more detail than most books of this kind but could be enjoyed by enthusiasts in Grades VI-XII.—R.E.G.

Here's How It Works, by Duane Bradley and Eugene Lord. Lippincott, Philadelphia and New York. Illus. by Anne Marie Jause.

A collection of simple experiments designed to show how man has put the forces of nature to work for him. The collection is grouped into experiments on air, water, motion, sound, light, heat, electricity and magnetism. Diagrams and descriptions are clear. Scientific laws are mentioned where necessary. Materials for the experiments can be found around the home or otherwise easily obtained. The book provides stimulating activity for students at the junior high level.—C.V.A.

Complete Practical Chemistry, Ordinary Level, by Arthur Atkinson. Longmans, 1962.

Written for senior students in British schools, this text is a useful reference for pupils and teachers of chemistry. It includes experiments on the properties of some elements and their compounds, acid radicals, oxidizing and reducing agents, laws of chemical combination and chapters on qualitative and volumetric analysis. Emphasis is placed on accurate observations by students. The book may be used for independent work. Omission of semi-micro-techniques limits its usefulness.—C.V.A.

A Cool Curving World, by Richard B. Miller. Longmans, Toronto, 1962. $5.25

Dr. Miller, a truly great fisheries biologist, has given us a most delightful story of his field work over some twenty years.

For anyone who has enjoyed the out-of-doors in our great Canadian North, this book will bring back memories of long evenings, beautiful lakes, spruce forests, fighting trout as well as mosquitoes, black flies, and midges. For those who have not known these delights, there is a great fireside adventure awaiting anyone who reads *A Cool Curving World*.—V.L.C.

Physics, a Basic Science, by Frank L. Verwiebe, Gordon E. Van Hooft, Robert R. Suchy. Van Nostrand, Toronto. $6.85

"The emphasis of the text is always placed on scientific principles, but no attempt has been made to divorce science completely from technology." So state the authors.

The claim is made that technology provides an effective link between reality and theory and that this makes the difference between learning with understanding and getting lost in a maze of theories.

This new edition of some 688 pages has been rewritten to reduce the emphasis on certain traditional physics to make room for modern physics which has been integrated where applicable. For example, atomic structure is used in an attempt to explain "domains" in ferro magnetism. A section on electronics includes an explanation of transistors and solar batteries.

In the field of measurement, both M.K.S. and C.G.S. systems are used where applicable with the emphasis on the M.K.S. Diagrams are in two colors. The use of graphs and charts is extensive and there is a section on trigonometry, an appendix of physical constants, and a glossary.

The book abounds in problems, carefully selected questions, and some excellent suggestions for student experimen-

tation. The contents of this book could be adapted for use with either science-prone or non-academic students.—V.L.C.

SOCIAL STUDIES

NOTE: We have been informed that the booklet, *Geography Rooms,* by E. O. Giffard, which was reviewed in our April issue on page 336, is available in Canada from any branch of Moyer Division of Vilas Industries. Limited at a cost of 50c per copy.

Great Britain, Its History from Earliest Times to the Present Day, by T. K. Derry, C. H. C. Blount, T. L. Jarman and J. S. Carlisle. Oxford University Press, 1962. (Printed in Canada by T. H. Best Printing Co. Ltd.) 553 pp. Illus., index. $3.50

Here the reader will find a well-written modern work which has a stimulating text and is provokingly illustrated. The authors have achieved a good proportion in the book and the student should be able to see the woods from the trees.—W.D.M.S.

Lands Overseas, Discovering Geography, Book III, by G. E. Carswell, R. C. Honeybone, Mary G. Goss and B. S. Roberson. British Book Service (Canada), Toronto, 1962. 338 pp. Illus., index. $3.00

This book was designed to the Grade IX level in Ontario. It covers Australasia, Antarctica, Africa and the British Isles. The authors have worked in a skillful way to stimulate the reader's interest by good illustrations and searching questions.—W.D.M.S.

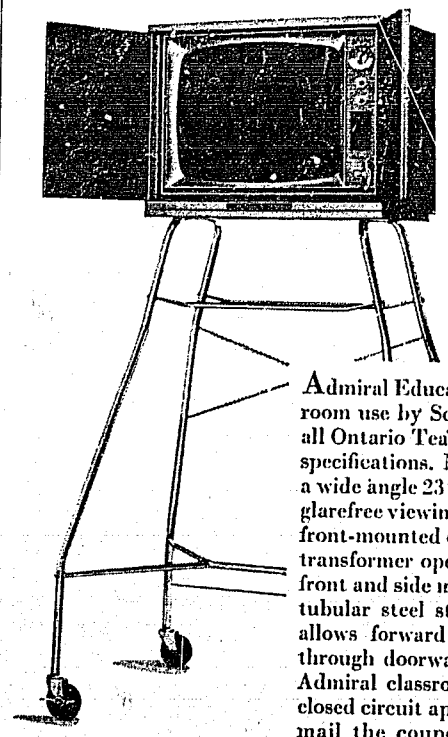
The American Civil War, by A. H. Ault. Then and There Series, General Editor, Marjorie Reeves. Longmans, Green and Co. 70c

This is a comprehensive little book, particularly suited to children living outside the United States, i.e., for children with a non-American heritage. The maps, illustrations, and glossary are useful and add to the enjoyment, particularly the illustrations. "Things to Do," on page 95, makes the book useful for teaching purposes for which it could be used in the United States.—J.A.C.

Understanding France and *Understanding Egypt,* by Marion Gartler and Others. Laidlaw Brothers, River Forest, Illinois, 1962. (Can. Agt. Clarke, Irwin, Toronto) $1.70 each

These books are two titles in a series of 15. They are suitable for social studies classes in the intermediate grades, and are beautifully illustrated, largely in color. The illustrations are good; the text print is clear, and the general appearance is one of interest to young readers. The material deals with the industries of the area, the natural features of the land and the culture of the people.—E.G.H.

ADMIRAL



first in its class!

Admiral Educational TV sets . . . selected for classroom use by School Boards across Canada and by all Ontario Teachers Colleges . . . exceed M.E.T.A. specifications. Model E502X (illustrated) features a wide angle 23" bonded screen with tinted glass for glarefree viewing; double doors which can be locked; front-mounted controls for easy tuning; a tilt-down transformer operated chassis to simplify servicing; front and side mounted speakers; and a heavy-duty tubular steel stand, with lockable casters, which allows forward tilt of the screen. Wheels easily through doorways.

Admiral classroom receivers can also be used for closed circuit applications. For further information, mail the coupon to: Classroom TV, Canadian Admiral Corporation Ltd., Port Credit, Ontario.

MARK OF QUALITY THROUGHOUT THE WORLD

ADMIRAL

TELEVISION AND APPLIANCES

Department: BC-1

Please send complete information on Admiral Classroom TV to:

NAME.....

ADDRESS.....PROV.....

GOLD DOT Skyway LUGGAGE

the only Luggage with a 5 Year Guarantee

Available in six fashionable colours—

DANUBE BLUE • NILE GREEN • AZTEC GOLD
BLACK • LIPSTICK • SAMOA BEIGE

Sold at leading Luggage and Department Stores

NOTICE TO TEACHERS MOVING TO ALBERTA OR TO ONTARIO

★ ★ ★

According to the recent agreement made with Alberta and Ontario a teacher may transfer to employment as a teacher in one or other of those provinces, and upon his retirement from one or other of those provinces, may obtain a pension from each province in which he has taught.

A teacher planning to move to Alberta or Ontario is advised not to take a refund of contributions to the Teachers' Pensions Fund until he has established his position under the transfer agreement.

★ ★ ★

Enquiries should be addressed to

The Commissioner of Teachers' Pensions,
Parliament Buildings,
Victoria

Summer Fun . . . aboard

Jim Dodds' 1963 BLUENOSE TOUR

Leaves Vancouver August 2 via CNR for the Maritimes or any spot inbetween. Fast through trip. Arrives back August 22. Rates cover fare, berth, meals on board, tips and tours enroute.

Vancouver to Halifax, Return . . . $402.85

Reserve now! See your CNR agent or write:

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

Headquarters for Skyway BURNS LEATHER GOODS

Lightweight Luggage
Airline luggage with the "5-Year" Guarantee
- Budget and charge accounts
- Mail orders promptly filled

644 Seymour MU 1-8040
Oakridge AM 1-1656

PATRONIZE OUR ADVERTISERS

The New Approach

Continued from page 373

fore necessary preparation for writing. The models throughout the book, providing the further stimulus of example, are thus modern, varied, and closely related to the interests, experiences, and concerns of today's student.

The distinction between grammar and usage is important. Grammar is a description of a language system, but usage depends upon choice prescribed by the complex factors of education, custom and appropriateness. In the usage section, the book specifies the practice of educated Canadians and does not slavishly copy British or American practices. The aim here is to encourage a sensitivity to what is best in the language. Standards do exist, and a liberal attitude to language does not mean a lack of discipline and discrimination.

Attention is drawn to the section dealing with the expository skills demanded by essay-type examinations. Teachers of other subjects should be encouraged to discuss with their students this material and also the chapter on writing longer compositions. All teachers are teachers of language, and can do much to reinforce the acceptance by the student of the idea that English touches every aspect of school work.

The authors suggest that no teacher attempt to cover all the material supplied in the text. The teacher should exercise the responsibility of choice, and use those items that meet the needs of his class, and the arrangement which fits his teaching strategy.

The authors hope that this text will help students to realize David Holbrook's words:

> English is no "subject," but a means to personal order, balance, and effectiveness in living. To give children adequate verbal capacities is at one with giving them relief from inward turmoil, a degree of self-respect and self-possession, and the ability to employ their potentialities — not only in "English" and other "subjects" or at work — but as lovers, parents, friends, members of the community, and creatures of God. — *The Toronto Education Quarterly*, Vol. II, No. 2, Winter 1962-63.

The Seal of Good Quality

WHAT'S THE SECRET BEHIND TRAVEL IN EUROPE?

THIS TCA COUPON TELLS ALL!

TCA

MAIL TO:
TCA PLANATRIP, BOX 598, MONTREAL 3, P.Q.

☐ Please send me FREE TCA's 16-page, full-colour brochure on 1963 travel in Europe.
☐ Please send me TCA's complete PLANATRIP KIT to help me plan my European holiday in detail. Cheque or money order for $2 enclosed.

Name MR. MRS. MISS (PLEASE PRINT)
Address
City Province
My travel agent is (IF KNOWN)
BCT-3

Don't let Europe get one day older before you clip this coupon. Find out why it is so convenient to discover Europe with TCA. Find out how you *can* afford to go to Europe . . . to get more satisfaction out of your long holidays and to enhance your professional background.

FREE BROCHURE Discover Europe — in TCA's free 16-page colour brochure — compiled by TCA travel experts. Turns dreams into do-it-yourself. OR send for TCA'S PLANATRIP KIT: 5 fact-filled guide books about Britain & Ireland, France, Germany & Austria, Switzerland, Italy; PLANATRIP map of Europe; budget sheets for estimating expenses; folders on customs and tours, plus other helpful information. Complete Kit — $2 in cheque or money order. Mail this coupon before *you* get one day older — TCA PLANATRIP, P.O. Box 598, Montreal 3, P.Q.

Better still, see your Travel Agent or TCA as well.

Fly Canadian . . . Fly TCA

TRANS-CANADA AIR LINES
AIR CANADA

About People

New Staff Appointment

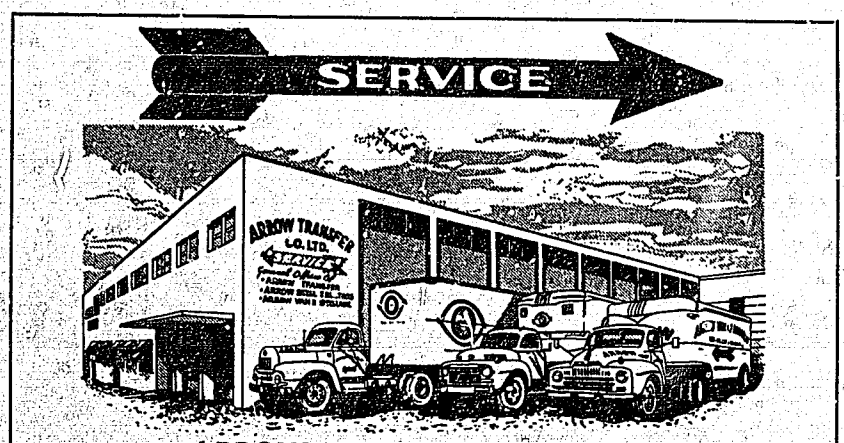
D. J. Grady

Desmond J. Grady, B.Ed., was appointed to the position of Assistant Director of the Federation's Division of Economic Welfare at the post-Easter meeting of the BCTF Executive Committee.

Mr. Grady has been teaching for ten years. He taught in Stalybridge, Cheshire, England, for two years before coming to Canada in 1955. He taught a combination of senior English and social studies courses at Lillooet from 1955 to 1958 before moving to Salmon Arm, where he is at present head of the Social Studies Department. He teaches history and geography at the senior secondary level.

For seven of the eight years he has been in British Columbia, Mr. Grady has been a member of his local association agreements committee. In both Lillooet and Salmon Arm he negotiated agreements. In Salmon Arm he has been both chairman of the agreements committee and president of the local association. He is at present Agreements Co-ordinator for the Okanagan Valley and a member of the BCTF Agreements Committee.

Mr. Grady, in his new position, will work with Mr. Spragge, Director of Economic Welfare, with particular emphasis on preparing statistical materials, conferring with and advising local associations in salary matters, preparing and presenting arbitration briefs, preparing briefs for presentation to the Government, assisting Federation committees working in the fields of agreements, pensions, workload and sick leave, and advising individual members in respect of individual salary or pension problems.



ARROW VAN & STORAGE LTD.

Around the Globe Packing, Crating & Shipping Service
Local Moving & Lift Van Service

24,000 sq. ft. of Heated, Palatized Furniture Storage
FREE ESTIMATES

CALL REgent 1-6161
Night calls S. Taverner RE 6-0943
Centrally Located at 2225 W. 11th Ave.

Complete Insurance Coverage Available

PACKING, SHIPPING AND STORAGE

I am interested in receiving free MOVING DAY Booklet

Name .....

Address .....

BCTF Scholarships Awarded

The winner of the BCTF Scholarship for postgraduate work at the secondary level is **Hallvard Dahlie** of West Vancouver. Mr. Dahlie was born in Norway, took his early schooling in Alberta, and completed elementary and secondary education in Smithers. After completing Senior Matriculation in Prince George and a period of service in the Royal Canadian Navy, he attended the University of British Columbia. He received his B.A. degree in 1950 and took the teacher training year immediately. He earned a B.Ed. in 1956. Mr. Dahlie's teaching career has taken him, first, into the Kootenay where he taught at Lucerne Jr.-Sr. High School in New Denver, and then into the northern part of the province. He has taught at Smithers Jr.-Sr. High School, was principal of Telkwa Superior School, and was vice-principal of Mount Elizabeth High School in Kitimat. In 1959 he joined the staff of his present school, West Vancouver Secondary School.

Mr. Dahlie has been active in local association affairs since he began teaching, having been chairman of various committees and

president of two local associations. He is a member of the Canadian College of Teachers.

During the next year, Mr. Dahlie will work toward a Master's degree in English at the University of British Columbia.

THE BCTF Scholarship for postgraduate study (elementary) has been awarded to **Norma Jean Hawkes,** who is Counsellor - Psychometrist with the Pupil Personnel Department in Burnaby. Born in New Westminster, Miss Hawkes graduated from Duke of Connaught High School and from the Provincial Normal School in Vancouver. She taught for four years in New Westminster and, after completing her B.A. degree, moved to Rossland Jr.-Sr. High School as counsellor. Work at summer sessions and UBC qualified her for the SA (Counsellor) certificate. In 1955 Miss Hawkes moved to Burnaby as a counsellor. After a leave of absence in 1959, in order to travel in Europe and Asia, she returned to Burnaby and the position she now holds. She received her Master's degree in Educational Psychology in the fall of 1962.

Miss Hawkes has been an active member of the B.C. Counsellors' Association, both as Burnaby representative and, this year, as Secretary-Treasurer.

Miss Hawkes will go to the University of Oregon, Eugene, for the next year, to work in the postgraduate program in Counselling Psychology.

Nancy H. Mayar, of Victoria, has won the BCTF Scholarship for undergraduate work at the elementary level. Miss Mayar has lived in Victoria all her life, attending elementary school, Mount Douglas High School and Victoria College. She began to teach at George Jay School in 1960, where she teaches Grade I. During this time, she has completed third year university by summer and evening classes. Her plans for the future include summer session at Victoria College and the winter session at

H. Dahlie

Miss N. J. Hawkes

Miss N. H. Mayar

T. M. Mullen

the University of British Columbia. She will major in pre-school and primary work.

Miss Mayar has been her staff's representative to the Greater Victoria Teachers' Association for the past two years.

Terrence K. Mullen, of Kemano, has been awarded a BCTF Undergraduate Scholarship for winter session study. He will attend UBC to complete a History major to go with the Mathematics major he has already earned He is working towards a B.Ed. degree in the secondary field.

Mr. Mullen, born in North Vancouver, attended elementary school in several B.C. communities (and one in New Brunswick) and attended junior and senior high school in Armstrong. After graduating from high school, he began his work at UBC in Engineering but transferred to Education. In 1960 he began teaching at Vananda, where he taught Grades VII, VIII and X the first year, and mathematics and physics to senior students the next. This year he, and his wife, are teaching at Lord Alexander Elementary School in Kemano, where Mr. Mullen has a small class of pupils in Grades V and VI.

After earning his Bachelor's degree, Mr. Mullen plans to work for a Master of Education degree.

Summer Session Scholarships

BCTF Scholarships for summer session work at the postgraduate level have been won by **Edward Arthur Killough** and **Peter Francis Owen.** Mr. Killough teaches at Windsor Secondary School, North Vancouver, and Mr. Owen teaches at South Peace Senior High school. Both will study at the University of B.C. toward the M.Ed. degree.

Undergraduate scholarships in the elementary field have been won by **Mrs. Carolyn Margaret Clark,** principal of the Christopher Robin School, Nanaimo, and **Mrs. Valerie E. Van de Wint,** who teaches at

Teacher.....!

May we

carry your books?

(to your new home)

We have special methods for packing and handling your valued library, files and study material . . . In fact, all your possessions will be treated as treasures by Johnston **gentle**men. And when the van arrives at your new home our men will arrange all your things just the way you want them.

No matter how far you have to move . . . from Vancouver to Vanderhoof or from Trail to Toronto . . . we'll give you complete door-to-door service. Or if your first home at your new school will be temporary, we will store your possessions for as long as you wish.

For a free estimate, call collect from anywhere in B.C.

Johnston
STORAGE LTD.

2020 Yukon Street Vancouver, B.C. TRinity 4-7371

AGENTS FOR ALLIED VAN LINES

Rosser School, Burnaby. Both these teachers are working toward the B.Ed. degree.

Alexander E. Philip, who teaches at North Peace Senior High School, Fort St. John, and **Dennis Frank Tupman,** of Mount Elizabeth High School, Kitimat, have won BCTF Undergraduate Scholarships in the secondary field.

Two Teachers Win Shell Merit Fellowships

Two British Columbians are among ten Canadian teachers who have been awarded Shell Merit Fellowships this year. Both will attend Stanford University this summer. They are **John J. Sheppy,** teacher of physics, general science and mathematics at Salmon Arm Senior High School, and **J. C. Holt,** principal of Lucerne Secondary School, New Denver, and teacher of chemistry, biology and senior mathematics.

Canada Council Scholarships

H. J. A. (Abe) Goodman and **J. T. Rush,** both of Vancouver, have been awarded Canada Council Scholarships to continue their studies. Mr. Goodman will use his award for a study of curriculum development at the University of California. Mr. Rush will study modern languages and classics.

Writing for Young Canada

The work of eleven British Columbia authors has been chosen by W. J. Gage Limited for publication in the second of a series of two-volume anthologies of literature for young Canadians. The anthologies are published under the names of *Nunny Bag 2* for children from six to nine years of age and *Rubaboo 2* for those between ten and twelve years of age.

Two of the eleven authors are **Samuel Roddan,** of Crescent Beach, who is head of the English Department at Lester Pearson Senior Secondary School, New Westminster, and **Les Wagar,** who teaches at Williams Lake Secondary School, Williams Lake.

for Your information

Salary Summary Corrections

The following corrections and addition should be made to the Summary of Salary Scales published in March:

District 5 (Creston): Summer School bonus applies in elementary schools only.

District 43 (Coquitlam): Principals' allowance percentages are calculated on the PB maximum salary.

District 75 (Mission): EB scale is as follows:

$3600 to $5400; 10 increments of $180.

Office Summer Hours

During the months of July and August, the Federation office hours will be: Monday to Friday—close at 4:00 p.m.; Saturday—closed all day. Teachers planning to call at the office should note these times. Teachers should also note that the members of the administrative staff will be available, by appointment, outside these times.

Administration Seminar

Dr. W. J. Hartrick will conduct a special noon-hour seminar at UBC this summer for teachers who will be completing the requirements for the Master of Education degree in Administration. The seminar will be designed to assist candidates to prepare for the comprehensive examination.

Positions Available

The Adult Education Department of the Vancouver School Board will have opportunities for teachers who are planning to take leave of absence to attend UBC next year. High school and Senior Matriculation subjects are taught in late afternoon, evening and Saturday morning classes. As it is expected that enrollment will increase again in 1963-64, more teachers will be needed. Applications should be made in writing to the Adult Education Department, Vancouver School Board, 1595 West 10th Avenue, Vancouver 9.

Raisz to Lecture

The Department of Geography has announced the appointment of Dr. Erwin Raisz to lecture in the Geography 301, Cartography, course for the coming Summer Session. Dr. Raisz is one of the outstanding cartographers in the United States and is the author of the textbook, *Principles of Cartography,* which is used in most of the cartography courses in geography departments in North America. Dr. Raisz is a consulting cartographer who is attached to Harvard University and who usually lectures for part of a year as a visitor at different North American universities.

Credit Union Assets Up

At the annual meeting of the BCTF Credit Union, held at the time of the Annual General Meeting, it was reported that the Credit Union has total assets of $3.1 million. Total membership stands at 5,198. Share capital increased by $190,000 to reach a record total of $2.1 million in 1962.

Canadian College of Teachers and Canadian Teachers' Federation Meet In Vancouver

The 1963 meeting of both the Canadian College of Teachers and the Canadian Teachers' Federation will be held in Vancouver in mid-July. Hotel Vancouver will be the site of the meetings.

Members of CCT should have received information concerning the meetings of the College. They, and other teachers who will be in Vancouver at the time, are invited to attend sessions of the CTF as visitors.

CCT meetings are scheduled for July 15 and 16. CTF will meet July July 17 to 19.

Materials on Britain Available

The United Kingdom Information Service has issued a revised catalog of posters, picture sets, maps and booklets which deal with Britain and the Commonwealth. Most of the material is free of charge. Supplies are limited and it is not possible to meet requests from individual pupils, but teachers are invited to ask for copies of the catalog. Write United Kingdom Information Service, Bank of Nova Scotia Building, 602 West Hastings Street, Vancouver 2.

Canadian Scholarship Trust Plan

This is a plan for parents who wish to make provision for university educations for their children. The plan is administered by the C.S.T. Foundation, a non-profit

FOR SALE—Cultus Lake waterfront furn. summer home; 3 bedrooms; complete plumbing; frig; sailboat. 4W Lakeshore Dr. Sat. eves., Sundays. Call AL 3-8568 (Vancouver).

SUMMER SCHOOL ACCOMMODATION for married couple without children or 2 single teachers (male or female) available in modern North Shore home. Transportation to UBC (carpool) can be arranged if desired. Phone YU 7-3563 or write Mrs. V. Siegler, 1205 Rosewood Cr., North Vancouver, B.C.

FOR RENT—furnished house, 3 bedrooms; modern auto. heat and hot water. For 2 mos. July and Aug. $150 for both mos. S. N. Kirk, 824 Robinson Rd., Richmond. BR 7-5496

FOR RENT—July, August, fully furnished deluxe bachelor suite; TV and radio; 2 mins. Stanley Park, English Bay. $77.50. #408 - 1975 Pendrell St., Vancouver 5. MU 5-6778.

WATERFRONT HOME FOR RENT—modern fully furnished 4-bedroom home on gently sloping beach available June 23-Sept. 1. Rent of $300 includes all utilities. Box 628, Courtenay, B.C.

FOR RENT—3-bedroom modern bungalow, July to mid-August. Write for particulars. No family with children need apply. Mrs. D. M. Williams, 4184 Quadra St., Victoria.

ON CAMPUS FOR SUMMER SCHOOL—Furnished s.c. suite at UBC Village. Write No. 3 - 5658 Dalhousie Road, Vancouver 8. HE 3-0120.

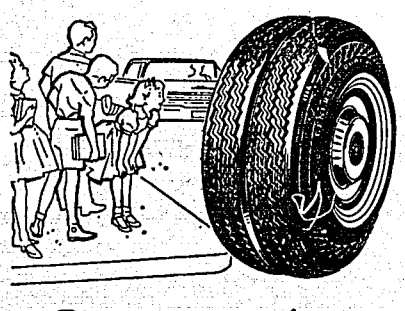
FURNISHED HOUSE FOR RENT—1-year lease of modern 3-bedroom home available July 15. Gas heat, washer, dryer. Coquitlam area. $110 month. References. 250 Finnigan, Coquitlam; WE 9-7638.

ROOM AND BOARD—lunches packed if necessary. 1 block from UBC gates. $65 a month. Mrs. Moret, 4621 West 11th Avenue, Vancouver 8. CA 4-0413.

FOR RENT—July 1-Aug. 26, 2 bedroom furnished house; suit couple. 30 min. by car to UBC. Near shops. Write 6550 Lancaster Street, Vancouver 16. HE 3-9716.

FOR RENT—July 1-Aug. 26, deluxe fully furn. 3-bedrm. S. Granville duplex. Adults only. References. 8 wks., $300. Mrs. Molly Campbell, 1898 W. 10th Ave., Vancouver 9. RE 8-8334.

Puts no limit on their safety!



GENERAL DUAL 90

the Nygen tire with 2 treads

organization, directed by many outstanding Canadian educators, business and professional men.

Guidance teachers and counsellors, who may be asked about the plan, may obtain a brochure giving details from Mr. Wayne Robinson, Scholareps of B.C. Limited, 518 Burrard Building, 1030 West Georgia Street, Vancouver 5. Telephone 682-1888.

Local Association Prepares Policy Handbook

One local association, after receiving a copy of the BCTF Policy Handbook, undertook to make a consolidation of local association policy in substantially the same form.

Kitimat District Teachers' Association proposes to analyze this consolidation, and revise it, if necessary. The association hopes that this statement of policy will help to "speed up association meetings, provide background for newer teachers in the district, and in general create a smoother operating, more interesting" association.

An International Activity

As the result of a visit to Penticton by Dr. A. V. Shabelnikov, a Russian scientist, during which he visited Carmi Avenue School and met the class of six-year-olds taught by Miss Jean Norris, the children of that class have prepared folders of material to send to him in Moscow.

Dr. Shabelnikov had remarked, through an interpreter, that his English was at the level of the Grade I verb charts, displayed on the wall. The children prepared a page of verbs, pictures of clothing, food and toys, all appropriately labelled. Clocks telling meal times, thermometers telling summer and winter temperatures, and explanations and samples of Canadian money and stamps were also included in the folders.

It was learned that one child had a sister in Germany and that the teacher had a friend in India. The folders, as a result, were to be distributed around the world through the Junior Red Cross.

The children hope that they will receive replies in kind, for they want to know about other peoples, their customs, their languages and their countries. (One reply has already come from an Italian class.)

Thus, from a chance remark there has grown a real interest in the people of other lands.

OTF Plans Seminar To Be Held In Jamaica

A Commonwealth liaison and aid program, informally initiated by the Ontario Teachers' Federation last year, is growing rapidly. The latest development is a summer seminar which OTF has announced will be held at the University of the West Indies, Kingston, Jamaica, August 5-11. It is the first summer course ever held outside of Canada by a Canadian teachers' organization.

Recently, OTF presented the Tanganyika National Union of Teachers with $1,000 toward the purchase of a new Land-Rover to replace the worn-out vehicle which the TNUT had been using to reach its members in the back country. Another Commonwealth liaison activity originated in 1961 when OTF arranged to forward a shipment of used Ontario textbooks to the Caribbean island of St. Kitts. The book project has now taken on much larger proportions. OTF is arranging, in co-operation with school boards, principals and teachers, to ship discarded textbooks and supplementary reading material to Commonwealth countries.

The Jamaican summer course will give Ontario teachers an insight into the literature, history, economic problems, and educational system of the Caribbean Commonwealth countries. Following their week of study, the teachers will split into smaller groups and tour some of the outlying islands. Discussion groups with local teachers are being arranged.

CTF *News-Letter*, April, 1963

HEADING EAST?

plan a worry-free trip with your CN Agent

Look for more than relaxed rail travel when you plan your trip with CN. Your CN Agent will arrange hotel reservations and bookings for any other transportation you may require. Heading east (or northeast or southeast)? CN travel planning makes it worry-free all the way.

CN

See Your Local CN Agent

INTERNATIONAL TRAVEL SERVICE LTD.

808 WEST HASTINGS STREET • VANCOUVER 1, B.C.

AND AT WOODWARD'S DOWNTOWN STORE

SPECIALISTS IN TEACHERS' TRAVEL

Our Clients Number Over 1,000 B.C. Teachers

Visit Mexico after Summer School
17-day Excursion

Leaving August 16
Returning September 1

There Are Many MEXICOS —

Many of the most fascinating places should be visited in the summer when temperatures and conditions are ideal.

"...we bought it through 'MY BANK'"

TO 3 MILLION CANADIANS

BANK OF MONTREAL

B of M

Family Finance Plan

LOW-COST LIFE-INSURED LOANS

There are 124 B of M BRANCHES in the PROVINCE of BRITISH COLUMBIA to serve you

WORKING WITH CANADIANS IN EVERY WALK OF LIFE SINCE 1817

Manson Toynbee, a former BCTF Table Officer, writes from Sarawak—where he has been for five years—to take issue with the comments of John Taylor, the teacher sent by the BCTF to Sarawak last year.

International Aid IS Worth-while

The Editor,
Dear Sir:

The January issue of *The B.C. Teacher* has just reached me and I have read with interest, "Is Our International Aid Program Worthwhile?" My views are similar to those expressed by John Young.

It was unfortunate that John Taylor's post in Sarawak was not what he felt it should have been. Most of the teachers who have been sent to Sarawak under various aid schemes have found the country a very satisfying one in which to work. Some 95% of these persons have accepted extensions to their original contracts.

My own experience in Sarawak over the past five years has indeed been happy, thanks largely to the friendship and co-operation of the indigenous peoples among whom I have worked, and the assistance and courtesy extended by government officials. I have never been given reason to feel that I was unwanted by the local folk, or that my services were being accepted as a matter of political expediency.

As Sarawak is still a colony it is natural that requests for aid from overseas should be made through the British Colonial administration, but a study of the minutes of meetings of the local legislature and of district councils soon reveals the way in which these requests originate from the elected representatives of the people. One stipulation that the local legislature made before agreeing to join the Federation of Malaysia this coming August was that Sarawak must be free to continue getting teachers and other professional assistance from overseas for as long as such help may be required.

I heartily disagree with the view that any post filled by a person sent to aid an underdeveloped country should be purely advisory in function. Possibly the chief weakness of UNESCO and some other international aid organizations has been that they have offered far more advice than practical help. Numerous advisers have toured underdeveloped countries, following which they have prepared long written reports, and often that has been about as far as things have gone.

Most underdeveloped countries do not need to be told what their problems are and in some cases they even have a good idea of how these can be overcome, but the countries lack necessary personnel and material resources. What these countries need is often not so much highly-qualified advisers as persons who are able and prepared to jump right in and do something. Sometimes the teaching of a few good lessons, or even helping to dig a fishpond, may make a greater contribution to the progress of education than a learned report that is soon filed away and forgotten.

My point of view as to the type of overseas aid the BCTF can best provide is almost completely opposite to that of Mr. Taylor. I disagree with the statement, "We cannot afford to send personnel to fill teaching posts; we must feel that our representative is making a greater contribution." In the field of education there is no more important post than that of a classroom teacher. No educational adviser can make a greater contribution than that made by a good teacher. The BCTF is an organization composed largely of classroom teachers and as such I would suggest that it should send out secondary teachers while leaving bodies such as UNESCO to supply the advisers and other experts to prepare reports.

Mr. Taylor suggested that the overseas post should be related to Federation activities. This does not seem to preclude the possibility of sending secondary teachers as one of the Federation's main objectives is that of raising standards of classroom instruction. Numerous committees in professional fields testify to the overriding importance that the Federation places on good teaching. An able Canadian teacher posted to a secondary school in an underdeveloped country can make a tremendous contribution not only to his pupils, but to his fellow staff members as well.

Finally, Mr. Editor, I must add a word with regard to the "slow, leisurely pace of the tropics." Here at Bario we are on the job from 6:00 a.m. to 9:00 p.m. seven days a week and, having stayed with Sarawak's Director of Education on several occasions, I know that he works the same long hours.

Yours sincerely,
MANSON TOYNBEE

Index 1962-63

ART
Education Building Mural (request for submissions) 292
Art Scholarship Competitions 292
AWARDS AND SCHOLARSHIPS AVAILABLE
Grants for Theses 31
Alberta Graduate Program 125
Shell Merit Fellowships 125
Canada Council Scholarships 125
BCTF Scholarships (teachers, UBC) 171
Alberta Fellowships (for graduates) 171
DuPont Scholarships (in science and mathematics) 172
Ontario Graduate Fellowships 228
Alberta Graduate Assistantships 228
Youth Foundation Helps Many Students (loan fund) 338
AWARDS AND SCHOLARSHIPS WON
Wins Charlesworth Award (Miss G. M. Emerson) 31
BCTF Scholarship Winners 31
About People (B.C. Government scholarships) 41
Educators Honored (honorary LLD's to Dr. J. F. K. English and Sir Ronald Gould) 54
Mrs. Hazel Hodson (citation for Fergusson Memorial Award) 363
BCTF Scholarship Awarded 386
Two Teachers Win Shell Merit Fellowships 388
Canada Council Scholarships 388
BOOK REVIEWS AND GENERAL BOOKS AVAILABLE
36, 88, 122, 163, 221, 294, 335, 381
Comment on a Book Review (letter) 169
Teaching Aids Available (list from Dominion Government) 172
Teaching Gifted Children (manual available) 172
CANADIAN TEACHERS' FEDERATION*
The Way Ahead for CTF 96
*See also Miscellaneous News
COMMUNITY COLLEGES*
Post-High School Education—G. H. Lee 8
Community Colleges are *Really* Needed—Denis C. Smith 62
First Things First: Junior Colleges Before Community Colleges—Roderick Haig-Brown 110
The Lethbridge Junior College—J. H. Hotell 142
The Trustees' Viewpoint 143
*See also Higher and Adult Education.
COVER PICTURE DESCRIPTIONS
3, 51, 99, 131, 179, 237, 301, 349
CURRICULUM
Second Curriculum Seminar—W. V. Allester (summer workshop) 28
Boys vs. the System—L. H. Carstin 58
Curriculum Developments—a Major Responsibility 68
YOU—and Curriculum Change (editorial) 134
What's So New About Three Streams?—Peregrinus 201
Responsibility Where It Belongs (editorial: local decisions) 240
Responsibilities for Change in Education—Walter Hartrick 242
Teach Firearm Safety (letter) 331
No Fuss, No Muss—Colin Brown (secondary progress) 344
Secondary Promotion Policy—an Unresolved Question—W. V. Allester 364
"Mr. Curriculum" Comments—John S. Church (secondary) 370
Reply to Peregrinus (letter) 374
DEPARTMENT OF EDUCATION
About People (new district superintendents, curriculum consultants) 39, 91
BCTF, BCSTA Combine on Brief .. 227
ENGLISH
Why Teach Grammar? 46
Two for the Hee-Haw—Alan Dawe (local idioms) 74
If I Were Teaching English—E. A. Bryan 85
On English for Grade VII (letter) .. 121
Wanted—Teachers for Summer Language Revision Workshop 298
The New Approach to English Language (junior secondary) 372
FEDERATION ACTIVITIES
Continued Progress—H. M. Palsson (president's message) 11
On Your Behalf (review of BCTF activities during the month) 33, 86, 119
Your New Editor—Stan Evans (re K. M. Aitchison; review of magazine policy) 53
Financial Statement 72
Your Executive Members (pictures) 83, 113
Tribute to Mr. Evans (letter) 120
Your Administrative Staff 147
We Must Stand Together—H. M. Palsson 176
Candidates for Office 1963-64 216
Be in the Know (reports of Executive meetings available) 227
Your Senior Office Staff 250
BCTF Convention Timetable 257
Special Convention News 277
Special Convention Speakers 278
President Reports to 1963 AGM 354
Decisions of the 1963 AGM 357
New Staff Appointment (D. J. Grady) 386
FEDERATION SERVICES
Some Benefits of BCTF Membership 46
Lesson Aids Service Improved 47
Changes in Lesson Aids 117
More on Lesson Aids (early history of Lesson Aids) 120
We Need Debate (letter: *B.C. Teacher* items) 286
Lesson Aids Appreciated (letter) 331
Office Summer Hours 389
Credit Union Assets Up 389
FICTION
Eustace Prim in the Brave New Whirl—Maurice Gibbons 140
FOREIGN AND EXCHANGE TEACHING
Do You Want to Teach Overseas? 118
Canadians Find Nigerian Teachers Eager to Learn 126
Is Our International Aid Program Worthwhile?
Not in Its Present Form—J. K. T. Taylor 152
Yes, in Any Form—J. A. Young 153
Opportunity to Lecture to British Schools 171
Want to Go to Africa this Summer? (Nigerian summer school) 227
On International Aid (letter) 289
We Object!—R. D. Cleghorn (need for B.C. teachers overseas) 304
International Aid IS Worth-while (letter) 392
FOREIGN SCHOOL SYSTEMS*
Impressions of English Education—Howard Johnston 76
OTF Plans Seminar to be Held in Jamaica 390
*See also Teacher Education, Foreign and Exchange.
HIGHER EDUCATION AND ADULT EDUCATION
A Unique Development in Continuing Education (King Edward Center) 203
A Summary of the Macdonald Report (Higher Education in B.C.) 207
IN MEMORIAM
Wilfred C. Jones 42
Andrew Young Faris 91
Cecil H. Skelding, Edward Sparkes .. 124
Ira Dilworth 167
Lt.-Col. E. L. Yeo, Miss H. R. Estabrooks 223
A Link with History Passes—L. A. Anderson (death of Dr. J. M. Thomas) 247
INDUSTRIAL ARTS
Industrial Arts: a Requirement for a Balanced Educational System—W. R. F. Seal 129
IN-SERVICE EDUCATION*
Making Good Teachers Better—J. C. Morris (summer workshop) 21
Aid to Attend Conferences 32
Non-Credit Short Courses 48
The Changing Pattern of In-service Study (guest editorial) 241
The "In-basket" Approach for Training Principals (non-credit summer course) 297
Special Summer Courses at Victoria 315
Administration Seminar (summer at UBC) 389
*See also subject fields.
LANGUAGES
Lesson Aids for Latin (request) 125
LIBRARY
Young Canada's Book Week 44
A Literary Desert Surrounds Elementary Pupils—Irvine Dawson .. 80
Library Lists Wanted (by Dept. of Education) 125
MATHEMATICS*
Mathematics Workshops 32
Lesson Aids on Fractions 32
Grade VIII Mathematics Questions Ready (lesson aid) 227
*See also Programmed Learning.
MERIT PAY
Merit Pay for Teachers—the BCTF Stand 12
Two Items of Interest (letter) 332
MISCELLANEOUS ARTICLES
Black Gowns for Teachers (letter) .. 35
Education for Freedom—Frederick E. Ellis (social climate) 56
No Man's Land—Brian J. Cox (primary teaching) 78
The Teachers' Gift (Christmas editorial) 100
Education—an Explosive Issue—Sir Ronald Gould 101
A Secret Chapter in the History of Education—G. G. Sedgewick (beginning teacher) 104
My Educational Credo 109

History Teaches Us (letter) 120
What Is a Little Boy?—Vera Coss 158
. . . And We Quote (collection of remarks on education) 161
Nag, Nag, Nag!—Colin Brown (parent responsibility for homework) .. 174
Constants and Variables—H. M. Nason 184
Nova Scotia Experiments with Television—N. Fergusson 200
On "Education for Freedom" (letter) 224
More Foreign Aid (letter) 224
In Defence of Johnny—Agnes Stewart (pupils' individuality) 306
Emotion Deprives Words of Their Meaning—E. A. Bryan 326
Some Random Thoughts (letter: pupil psychology) 331
Supervision: Quantity or Quality? (editorial—role of supervisors) 353
This I Believe—Grace Funk 371

MISCELLANEOUS NEWS ITEMS
Corrections to Handbook 32
Back Copies Wanted *(B.C. Teacher)* 32
Marian Langridge Memorial 44
Commonwealth Society Essay Contest 44
Apologies Offered (misprints) 171
New Study on Gifted (at Stanford) 172
Film on Drop-outs (available) 172
Our Third Special Issue (devoted to research) 181
Summer Accommodation Withdrawn (Anglican Theological College) 227
An Opportunity for Writers 228
College of Teachers Admits New Fellows 292
Writing for Young Canada 388
Positions Available (adult education in Vancouver) 389
Canadian College of Teachers and Canadian Teachers' Federation Meet in Vancouver 389
Canadian Scholarship Trust Plan (parents' saving) 389
Local Association Prepares Policy Handbook (Kitimat) 390

MUSIC
Workshop in Music 44

ORGANIZATION OF SCHOOLS
One Solution to the School Lunch Problem—J. S. Burton (planned nutrition) 116
New Approaches to Teaching—L. J. Peter (flexibility) 193
Let's Start Classes Earlier in the Hot Months—H. W. Kirkpatrick . 219

PENSIONS FOR B.C. TEACHERS
Seventy-two Million Dollars at Work (pensions fund investment) 55
You CAN Take It With You (portable pensions) 215

PERSONAL NOTES
Doc—Our New President (H. M. Palsson) 15
Our Newest Honorary Member: Dr. MacKenzie 19
About People, miscellaneous 41, 91
Election Results (municipal) 166

PHYSICAL EDUCATION
Why Don't We Do Something About Posture?—Gary Pennington 366

PROFESSIONALISM AND MEMBERSHIP
Code of Ethics 50
Just a Teacher—R. M. Sanford 82
Letter—Alwyne Buckley (professional improvement) 87
BCTF Membership Regulations 107
What Is a Profession?—Alan A. Klass 136
I Remember (letter: freedom from routine) 168
Principals as Educational Leaders (editorial: membership in BCTF) 280

PROGRAMMED LEARNING
New Techniques in Teaching—J. F. Clark (summer workshop) 27
Programming Is Here to Stay—B. M. Vincent 65
Programmed Instruction in the Classroom—E. E. Duyvewaardt (action research in mathematics) .. 309
Programmed Learning Bibliography (available) 338

PUBLIC RELATIONS
Invest in Understanding—N. V. Scarfe 6
Who Wouldn't Be a Principal? (letter from parent) 128

READING AND LITERATURE*
The Individual Experience Reading Program—L. F. Conant 188
A Case for the Novel—Bernice McDonough 256
Filmtext Reading—Enid V. Hardman 311
Visual Skills Training—B. C. Gillie and R. J. Grundison (experiment in reading ability) 324
Reading Conference in Chicago 338
Workshop in Reading 338
More Novels Needed (letter) 377
*See also Social Studies, English

REPORTING TO PARENTS
Report Cards—a Desirable Amendment (editorial) 5
Report Card Survey 17

RESEARCH*
The Research Seminar—D. A. Webster (summer workshop) 26
Urgently Needed: Government Support for Educational Research (editorial) 180
Input Affects Output (external factors in school system) 181
A Critical Look at Educational Research—J. Macdonald 182
Is This You? (testing, praise, reproof as stimulants) 187
The Teacher's Role in Educational Research—D. A. Webster 197
Is This You? (repeating grade) 199
A Study of Adolescent Underachievement 206
Is This You? (working mothers) 219
*See also individual subjects.

RETIRED TEACHERS
About People (retirements, 1962) 42
R.T.A. Visiting Committee 44

SALARIES AND RELATED BENEFITS
Workload and Working Conditions—H. M. Palsson (summer workshop) 22
Is Bargaining Unprofessional? (editorial) 52
Professional Solidarity (editorial) ... 52
Reason Prevails (editorial) 135
Staff Room Static—a Guest Editorial 135
Maternity Leave—Kay Cameron 159
Summary of Salary Scales, March 1963 259
Let's Stop Bargaining for Money and Start Bargaining for Time—A. J. Drdul 284
Why Maternity Leave? (letter) 286
Montreal Grants Leave With Pay ... 292
Regulation by Mutual Agreement (editorial: bargaining) 303
The Case for an Enlightened Maternity Leave Policy—Mildred F. Adam 368
Critic Teacher Overworked (letter) 377
Salary Summary Corrections 389

SCIENCE
B.C. Youth Science Fair 227

SOCIAL STUDIES, HISTORY AND GEOGRAPHY
Geography Needs a Special Room—Angus M. Gunn 94
Reading in the Social Studies—J. R. Cameron 253
Just Educational Clerks? (letter: comparative religions) 289
Teachers' Handbook Published by UNA (elementary) 292
Practical Social Studies—W. D. M. Sage (secondary project) 313
Raisz to Lecture (summer course)..... 389
Materials on Britain Available 389
An International Activity (Grade I) 390

TEACHER EDUCATION AND CERTIFICATION*
BCTF Educational Project (Dr. Clarence Smith) 10
Teacher Education and the BCTF Role—H. N. Parrott (summer workshop) 24
At Last—an Education Building (picture story) 70
Is Internship the Answer?—M. E. Cottingham 144
One-Year B.Ed. Degree Discontinued 227
The Role of the Critic Teacher—D. R. Grant 296
Teacher Training in Czechoslovakia—Howard Johnston 329
Teachers Should Begin in One-Room Schools—M. Seymour 373
*See also Salaries and Related Benefits

TESTING*
Minimum Competency Tests? (for high school diplomas) 125
Is This You? (influence of tests on study) 232
How Should We Test? (letter—reply to Is This You?) 374
*See also English, Research.

TRAVEL OPPORTUNITIES
CTF Charter to Brazil 171
British Summer Schools 172
Teachers' Holiday Exchange (letter: housing available) 224
CTF Flight to Brazil 227
Summer Session in the South Seas—Meredith Thompson 229
Armchair Tour Planned (letter: jet cruises in summer) 289
Travel—a Part of Education (editorial) 303
Holiday at Home (B.C. vacation spots) 316
Friendly Mexico for a Different Vacation 319
Canadian Teacher to Lead Holy Lands Tour Group 320
Globetrotting, Co-op Style—A. K. MacKenzie 321
New York is a Summer Festival 323
UNESCO Publishes *Vacations Abroad* 328
Charter Flight to Rio Cancelled 338
Summer in the Rockies (Banff School of Fine Arts) 338
Okanagan Summer School of the Arts—D. N. Donovan 345

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION
What is WCOTP? 114
In Appreciation (letter) 224
WCOTP Plans for Rio 338

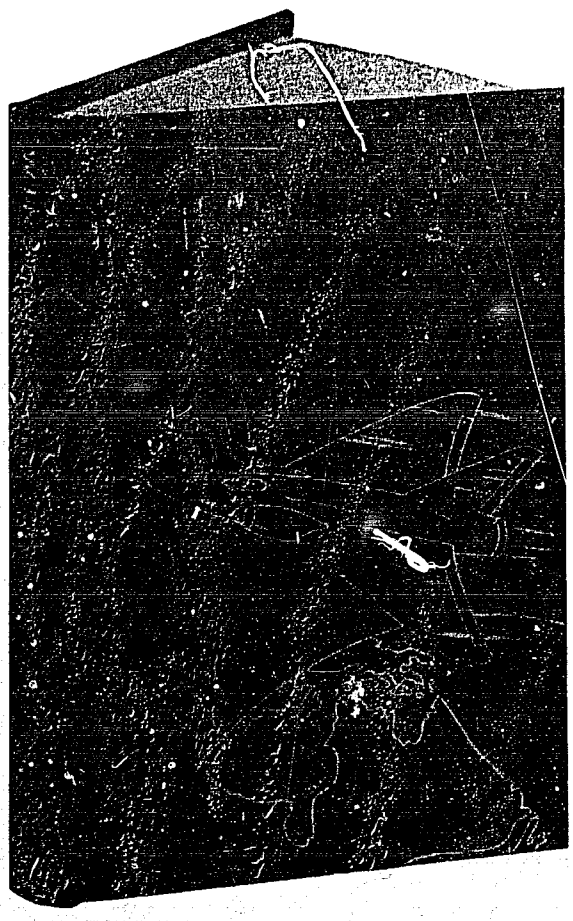
NEW!

Correlating Materials

to accompany

* **THE WINSTON CANADIAN DICTIONARY FOR SCHOOLS**

for grades 4 through 8



For the pupil —

DICTIONARY PRACTICE BOOK

This workbook emphasizes usage as set out in the Winston Canadian Dictionary for Schools. The following features illustrate the scope of the book; alphabetizing; guide words; pronunciation; spelling; meanings; parts of speech; prefixes and suffixes; diction. It helps the pupil to master words that are commonly mispronounced, misspelled, and misused—even in secondary school.

96 pages *80c*

For the teacher —

TEACHING DICTIONARY SKILLS

Based on the Winston Canadian Dictionary for Schools and the Dictionary Practice Book, this teaching tool provides valuable assistance in leading the pupils to effective use of a Canadian dictionary. Graphically shows how the teacher can help students in unlocking word meanings, word relationships, and word usage, thus developing their powers of communication.

20 pages *35c*

*AVAILABLE FROM THE TEXTBOOK BRANCH, VICTORIA, B.C.

HOLT, RINEHART AND WINSTON OF CANADA LIMITED

Publishers of Canadian Textbooks

Mrs. E. I. Milnes,
[illegible] West 5th Ave.,
Vancouver 8, B.C.

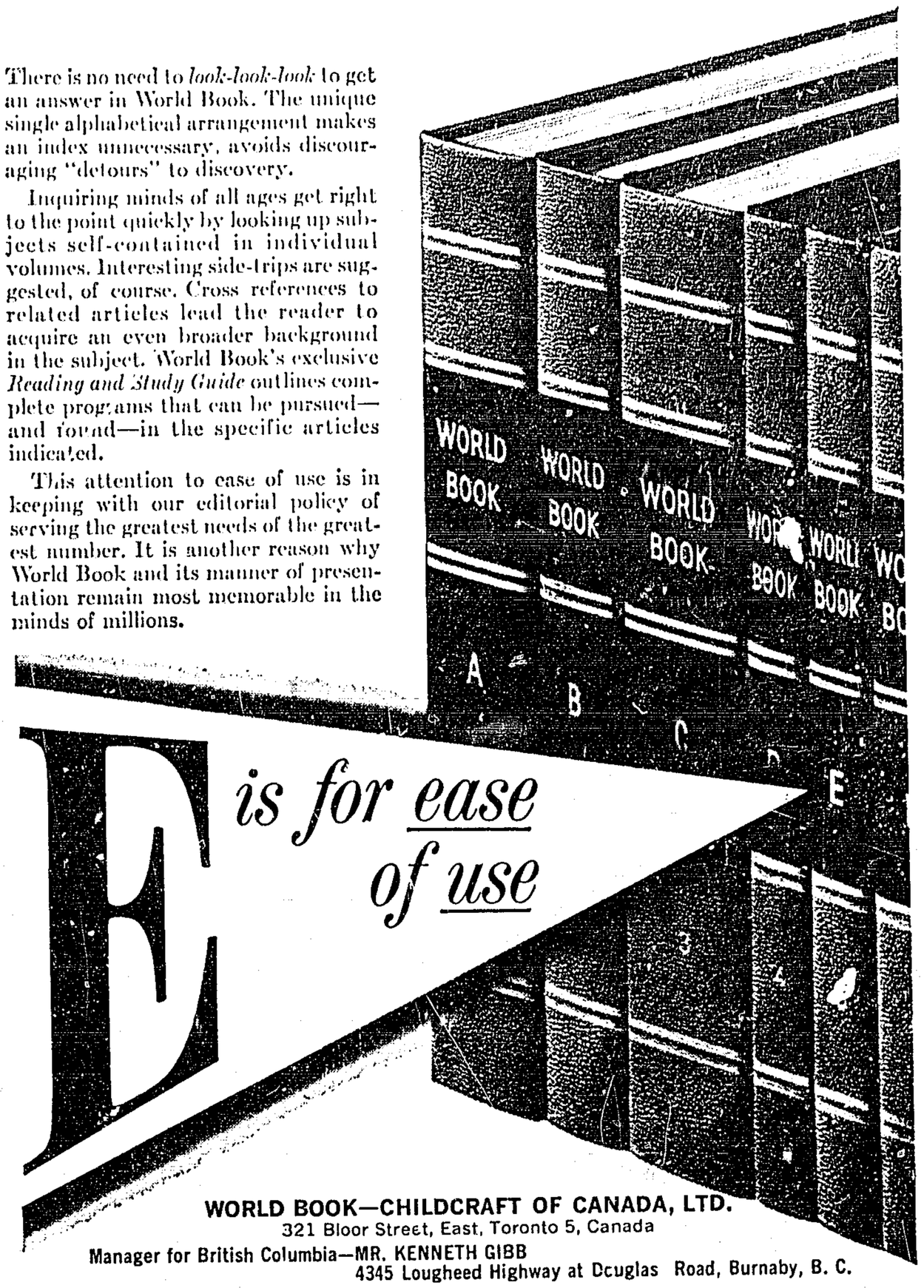
The World Book Encyclopedia

Single Alphabetical Arrangement

There is no need to *look-look-look* to get an answer in World Book. The unique single alphabetical arrangement makes an index unnecessary, avoids discouraging "detours" to discovery.

Inquiring minds of all ages get right to the point quickly by looking up subjects self-contained in individual volumes. Interesting side-trips are suggested, of course. Cross references to related articles lead the reader to acquire an even broader background in the subject. World Book's exclusive *Reading and Study Guide* outlines complete programs that can be pursued—and found—in the specific articles indicated.

This attention to ease of use is in keeping with our editorial policy of serving the greatest needs of the greatest number. It is another reason why World Book and its manner of presentation remain most memorable in the minds of millions.



E is for ease of use

WORLD BOOK—CHILDCRAFT OF CANADA, LTD.
321 Bloor Street, East, Toronto 5, Canada
Manager for British Columbia—MR. KENNETH GIBB
4345 Lougheed Highway at Douglas Road, Burnaby, B. C.